# Kansas PYs 2022-2023 (Mod)

Contents

[Kansas PYs 2022-2023 (Mod)](#_Toc1)

[Overview](#_Toc2)

[Options for Submitting a State Plan](#_Toc3)

[How State Plan Requirements Are Organized](#_Toc4)

[I. WIOA State Plan Type and Executive Summary](#_Toc5)

[a. WIOA State Plan Type](#_Toc6)

[Combined Plan Partner Program(s)](#_Toc7)

[b. Plan Introduction or Executive Summary](#_Toc8)

[II. Strategic Elements](#_Toc9)

[a. Economic, Workforce, and Workforce Development Activities Analysis](#_Toc10)

[b. State Strategic Vision and Goals](#_Toc25)

[c. State Strategy](#_Toc30)

[III. Operational Planning Elements](#_Toc33)

[a. State Strategy Implementation](#_Toc34)

[b. State Operating Systems and Policies](#_Toc46)

[IV. Coordination with State Plan Programs](#_Toc82)

[V. Common Assurances (For All Core Programs)](#_Toc83)

[VI. Program-Specific Requirements for Core Programs](#_Toc84)

[Program-specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B](#_Toc85)

[Program-Specific Requirements for Wagner-Peyser Program (Employment Services)](#_Toc141)

[Program-specific Requirements for Adult Education and Family Literacy Act Programs](#_Toc177)

[Program-Specific Requirements for Vocational Rehabilitation (Combined or General)](#_Toc192)

[VII. Program-Specific Requirements for Combined State Plan Partner Programs](#_Toc321)

[Trade Adjustment Assistance (TAA)](#_Toc322)

[Jobs for Veterans’ State Grants](#_Toc323)

[Senior Community Service Employment Program (SCSEP)](#_Toc336)

[Performance Indicator Appendix](#_Toc371)

[All WIOA Core Programs](#_Toc372)

[Additional Indicators of Performance](#_Toc380)

[Other Appendices](#_Toc381)

## 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
* Reintegration of Ex-Offenders program (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

[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.

**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 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.

The Kansas WIOA Core Partners collaborated with other partners and the public to develop the 2020-2023 Combined State Plan.  Partners conducted Focus Groups throughout the state, held a statewide Public Hearing and engaged the State Workforce Development Board to develop the comprehensive plan to further implement WIOA and to continuously improve system service delivery and outcomes.

For the 2022 Modification, Core Partners met and determined which sections of the original plan required changes and developed these changes together through a series of meetings.

## 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.

### 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.

**(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 vacancy data. The following information is based on online job postings collected and summarized by Geographic Solutions. In 2020 there was a monthly average of 72,474 vacancies in Kansas. In 2021 there was a monthly average of 98,529 vacancies, an increase of 36.0%. Local Area 3 accounted for the most vacancies in 2021 with a monthly average of 41,081 vacancies, roughly 42% of the total vacancies in the state. Local Area 5 accounted for the least vacancies with a monthly average of 5,616 vacancies, approximately 6% of the monthly average for the state.

The major occupational group with the most openings in Kansas throughout 2021 was healthcare practitioners and technical occupations, which recorded a monthly average of 15,049 vacancies. This was followed by office and administrative support occupations with an average 4,408 vacancies per month. Transportation and material moving, management, food preparation and serving related, healthcare support, as well as sales and related occupational groups all had a monthly average over 3,000 vacancies.

Registered nurses had the most vacancies of any occupation by far in Kansas, recording a monthly average of 6,842 vacancies in 2021, an increase of 67.2% from 2020. This was followed by nursing assistants, customer service representatives, retail salespersons, and licensed practical and licensed vocational nurses. Each of these occupations averaged between 1,200 and 1,600 vacancies per month. The following occupations averaged between 700 and 1,000 vacancies per month: heavy and tractor-trailer truck drivers; first-line supervisors of food preparation and serving workers; laborers and freight, stock, and material movers, hand; managers, all other; and general and operations managers.

Looking at job postings by industry, the healthcare and social assistance sector averaged 18,353 vacancies per month in 2021, the most of any sector in Kansas; this was an increase of 31.5% from 2020. The retail trade sector averaged 7,283 jobs per month in 2021, while manufacturing and educational services averaged 6,775 and 6,658 jobs per month respectively.

Note that approximately 44% of openings did not have enough detail to assign a specific occupation code and approximately 30% of openings did not have an industry code.

**(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.**

**Short-term**
Short-term projections are approximations of near-future job levels. This is estimated using a combination of methods considering trends in past job levels and looking at the relationships between job levels and variables such as hours worked, consumer expectations, interest rates, money supply and price indices. Observed trends and relationships are held constant, but no assumptions are made about any other variable including the business cycle. Short-term projections reflect changes in cyclical, structural and frictional factors. The base period for these projections is 1st quarter 2020 and projected values are for 1st quarter 2022. Note that the base period is prior to the start of the pandemic, which caused significant employment declines in April 2020. So the current round of short-term projections shows the expected recovery through 1st quarter 2022 compared to pre-pandemic levels.

*Statewide Short-term Industries*

From the first quarter of 2020 to the first quarter of 2022 the industries that are expected to see the highest percent growth are agriculture, forestry, fishing, and hunting and transportation and warehousing, which are projected to grow 3.2% and 2.7% respectively, over the 2-year period. While this is a relatively high growth rate, agriculture, forestry, fishing, and hunting is only expected to add 385 jobs over the 2-year period. Transportation and warehousing is projected to add the most jobs, more than 1,600 over the 2-year period.

*Local Area Short-term Industries*

Local Area 1 is comprised of the Northwest, North Central, and Southwest projection regions. The fastest growing industry in the Northwest projection region is agriculture, forestry, fishing, and hunting. This industry is expected to grow by 4.0% over the projection period and add 99 jobs. In the North Central projection region, the fastest growing industry is transportation and warehousing which is expected to add 21 jobs and grow at a rate of 0.7% over the projection period. In the Southwest projection period the agriculture, forestry, fishing, and hunting industry is expected to see the most growth, adding 192 jobs and growing 3.5% over the projection period, while manufacturing is projected to add the most jobs, adding 233 jobs and growing 1.6% during the same time period.

In Local Area 2, the fastest growing industry is expected to be mining, growing at a rate of 3.8% over the projection period, increasing by 24 jobs. However, the industry expected to add the most jobs is transportation and warehousing, which is projected to add 313 jobs and grow at a rate of 3.7% over the projection period.

In Local Area 3 the industry projected to add the most jobs and see the most growth is transportation and warehousing. This industry is expected to add 1,441 jobs and grow by 4.6% over the projection period.

Agriculture, forestry, fishing and hunting is expected to grow the fastest in Local Area 4 at a rate of 2.0% over the projection period, adding 10 jobs. However, the construction industry is expected to add the most jobs, 93 jobs at a rate of 0.6% over the projection period.

Construction is the only industry in Local Area 5 projected to see positive job growth, adding 9 jobs at a rate of 0.6% over the projection period.

*Statewide Short-term Occupations*

Occupational projections data includes expected openings due to growth in an occupation as well as openings that occur due to separations, which happens when employers need to replace workers who exit the labor force or transfer to a different occupation. While openings due to separations are a significant source of job openings, the following analysis will focus on projected growth as a better indicator of emerging occupations.

From the first quarter of 2020 to the first quarter of 2022 the top ten occupations with a minimum employment of 200 and the highest growth rate were: nurse practitioners; butchers and meat cutters; information security analysts; medical and health services managers; slaughterers and meat packers; light truck or delivery services drivers; actuaries; physician assistants; meat poultry, and fish cutters and trimmers; and respiratory therapists. Each of these occupations is expected to grow at a rate of at least 1.5% annually over the 2-year period. Nurse practitioners is expected to see the highest annual rate of growth at 3.1%, adding 191 jobs over the projection period. Home health and personal care aides are expected to add the most jobs over the 2-year period adding 324 jobs at an annual growth rate of 0.6%.

*Local Area Short-term Occupations*

Local Area 1 is comprised of the Northwest, North Central, and Southwest projection regions. In the Northwest projection region the light truck or delivery services drivers occupation and farmers, ranchers, and other agricultural managers occupation are both expected to grow 2.0% over the 2-year projection period. The light truck or delivery services drivers occupation is expected to add seven jobs while the farmers, ranchers, and other agricultural managers occupation is expected to add 33 jobs over the 2-year projection period. In the North Central projection region the fastest growing occupation is expected to be light truck or delivery services drivers, which is projected to add 26 jobs and grow 3.5% over the 2-year projection period. The farmworkers, farm, ranch, and aquacultural animals occupation is expected to be the fastest growing occupation in the Southwest projection region, growing 3.8% over the 2-year projection period and adding 83 jobs. The meat, poultry, and fish cutters and trimmers occupation is expected to add the most jobs in the Southwest projection region. This occupation is expected to add 103 jobs and grow at a rate of 2.4% over the 2-year projection period.

The packaging and filling machine operators and tenders occupation is expected to grow the fastest in Local Area 2, growing 2.8% over the 2-year projection period, but the industrial truck and tractor operators occupation is expected to add the most jobs, increasing by 53 jobs over the 2-year projection period.

The photographers occupation is expected to grow the fastest in Local Area 3, adding 21 jobs and growing 8.5% over the 2-year projection period. But laborers and freight, stock, and material movers, hand is expected to add the most jobs over the 2-year projection period, adding 382 jobs and growing 3.4%.

In Local Area 4 the photographers occupation is expected to be the fastest growing occupation, gaining 34 jobs and growing 7.1% over the projection period.

The packaging and filling machine operators and tenders occupation is expected to be the fastest growing occupation in Local Area 5, growing at a rate of 2.1% over the 2-year projection period and adding 20 jobs.

**Long-term**

Every two years, each of the 50 states completes long-term projections in conjunction with the U.S. Department of Labor (USDOL). The primary objective of the long-term projections process is to approximate the level of jobs 10 years out from the base period. This level is projected using a variety of projection methods including those that consider historical trends and those that factor in outside variables. One important assumption used in formulating long-term projections is that the Kansas labor market will be in full employment in the projected year. This means the labor market will be in equilibrium and labor supply will meet labor demand. In this way, the projections do not predict changes in the business cycle, and instead project the trend in long-term growth. The base year used in these projections is 2018 and the projection year is 2028.

*Statewide Long-term Industries*

Kansas total jobs in all industries are expected to grow by 38,625 to 1,532,632 jobs in 2028, an increase of 2.6% over the 10-year period. This averages out to 3,863 jobs per year, or 0.3% average annual growth. Goods-producing industries are projected to decline 0.7% from 2018 to 2028. Service providing industries are projected to grow 3.2% over that period.

The industry projected to see the highest percent growth over the 10-year period is professional scientific, and technical services. This industry is projected to add 9,357 jobs over the 10-year period with a growth rate of 1.2% annually. The industry projected to add the most jobs over the projection period is health care and social assistance, adding 15,659 jobs and growing at an annual rate of 0.7%. Administrative and support and waste management and remediation services is expected to add 8,919 jobs with an annual growth rate of 1.1%. Two additional industries expected to add more than 5,000 jobs each over the 10-year period are transportation and warehousing and educational services.

*Local Area Long-term Industries*

Local Area 1 is comprised of the Northwest, North Central, and Southwest projection regions. The industry expected to grow the fastest in the Northwest projection region is health care and social assistance. This industry is expected to add 1,377 jobs and grow at a rate of 13.5% over the 10-year projection period. The professional, scientific, and technical services industry is expected to grow the fastest in the North Central projection region, adding 353 jobs and growing 11.4% over the 10-year period. However, health care and social assistance is expected to add the most jobs, adding 1,493 jobs and growing at a rate of 8.9% over the projection period. In the Southwest projection region the fastest growing industry is expected to be agriculture, forestry, fishing and hunting, adding 738 jobs and growing at a rate of 13.5% over the 10-year period.

In Local Area 2, the agriculture, forestry, fishing, and hunting industry is expected to grow the fastest at a rate of 16.4% over the 10-year period and adding 250 jobs. However, health care and social assistance is expected to add the most jobs, 2,541 jobs over the same period, and growing by 6.5%.

The fastest growing industry, and the industry expected to add the most jobs, in Local Area 3 is professional, scientific, and technical services. This industry is expected to add 6,559 jobs and grow 15.9% over the projection period.

In Local Area 4 the agriculture, forestry, fishing, and hunting industry is expected to see the fastest growth by far, growing 31.0% over the projection period and adding 223 jobs. Health care and social assistance is expected to add the most jobs, gaining 2,999 over the 10-year period and growing 6.8%.

The fastest growing industry in Local Area 5 is expected to be health care and social assistance, growing by 11.7% and adding 1,807 jobs over the 10-year projection period.

*Statewide Long-term Occupations*

Occupational projections data includes expected openings due to growth in an occupation as well as openings that occur due to separations, which happens when employers need to replace workers who exit the labor force or transfer to a different occupation. While openings due to separations are a significant source of job openings, the following analysis will focus on projected growth as a better indicator of emerging occupations.

The 10 fastest growing occupations in Kansas for the long-term projection program with base employment of at least 200 are: personal care aides; information security analysts; computer numerically controlled machine tool programmers, metal and plastic; software developers, applications; health specialties teachers, postsecondary; actuaries; brokerage clerks; operations research analysts; personal financial advisors; and home health aides. Each of these occupations are expected to grow at an annual rate of at least 2.0%. Personal care aides are expected to see the highest rate of growth, 32.9% over the projection period, and adding 7,371 jobs.

*Local Area Long-term Occupations*

Local Area 1 is comprised of the Northwest, North Central, and Southwest projection regions. In the Northwest projection region the personal care aides occupation is expected to add the most jobs over the 10-year projection period, adding 379 jobs and growing 30.8%. The personal care aides occupation is also expected to be the fastest growing occupation in the North Central projection region, adding 427 jobs and growing at a rate of 42.0% over the 10-year projection period. In the Southwest projection region the fastest growing occupation is expected to be registered nurses. This occupation is expected to add 221 jobs over the 10-year projection period and grow 16.1%.

The occupation expected to grow the fastest in Local Area 2 is agricultural inspectors, which is expected to add 57 jobs and grow 26.3% over the 10-year projection period. The personal care aides occupation is expected to add the most jobs, gaining 920 jobs over the 10-year projection period and growing by 24.6%.

In Local Area 3 the information security analysts occupation is expected to grow the fastest at 38.2% over the 10-year projection period and adding 166 jobs. The occupation expected to add the most jobs is personal care aides which is projected to add 1,650 jobs over the 10-year projection period and grow by 28.2%.

Personal care aides is expected to be the fastest growing occupation in Local Area 4. This occupation is expected to add 2,862 jobs and grow by 46.1% over the 10-year projection period.

Childcare workers is expected to grow the fastest in Local Area 5, growing 49.6% over the 10-year projection period and adding 133 jobs. However, the personal care aides occupation is expected to add the most jobs, gaining 1,127 jobs and growing by 38.4% over the 10-year period.

**(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.**

Occupations expected to be in high demand currently and during the next two- and ten-year periods are: registered nurses; heavy and tractor-trailer truck drivers; secretaries and administrative assistants, except legal, medical and executive; customer service representatives; laborers and freight, stock, and material movers, hand; first-line supervisors of food preparation and serving workers; nursing assistants; janitors and cleaners, except maids and housekeeping cleaners; stockers and order fillers; teaching assistants, except postsecondary; home health and personal care aides; cashiers; and fast food and counter workers. These are the highest ranking occupations on the 2021 Kansas High Demand list, each scoring a 30 out of 30 based on above average openings from short-term and long-term projections and the job vacancy survey. They are ranked in order of median wage.

*Educational, Work Experience and Job Training requirements for High Demand Occupations*

The following occupations typically have no formal educational requirement for entry: cashiers; fast food and counter workers; janitors and cleaners, except maids and housekeeping cleaners; and laborers and freight, stock, and material movers, hand. The following occupations typically require a high school diploma or equivalent: customer service representatives; first-line supervisors of food preparation and serving workers; home health and personal care aides; secretaries and administrative assistants, except legal, medical, and executive; and stockers and order fillers. Heavy and tractor-trailer truck drivers as well as nursing assistants typically require a postsecondary nondegree award while teaching assistants, except postsecondary, require some college but no degree, and registered nurses typically require a bachelor’s degree.

Work experience is not typically required for any of these top high demand occupations except for first-line supervisors of food preparation and serving workers. Typical work experience required for this occupation is less than 5 years.

Registered nurses; nursing assistants; teaching assistants, except postsecondary; and first-line supervisors of food preparation and serving workers do not typically require on-the-job training for entry. In demand occupations that typically require short term on-the-job training include cashiers; customer service representatives; fast food and counter workers; heavy and tractor-trailer truck drivers; home health and personal care aides; janitors and cleaners, except maids and housekeeping cleaners; laborers and freight, stock, and material movers, hand; secretaries and administrative assistants, except legal, medical and executive; and stockers and order fillers.

##### B. 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 WIOA4.  This population must include individuals with disabilities among other groups5in the State and across regions identified by the State.  This includes—

[4] 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; 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.

[5] Veterans, unemployed workers, and youth, and others that the State may identify.

###### 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.

###### iv. Skill Gaps

Describe apparent ‘skill gaps’.

**(i) Employment and Unemployment. Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.**

The Kansas labor force and labor force participation rate have seen a gradually declining trend since the end of the Great Recession. However, in 2019 labor force estimates did begin to increase for the state. Beginning in March 2020, the COVID-19 pandemic brought significant disruptions to the Kansas economy. Despite the pandemic the labor force participation rate has remained relatively constant, fluctuating between 65.9% and 67.9% throughout 2020 and most of 2021. However, the labor force began to see some declines in October 2021, ending the year with a labor force participation rate of 66.9%, which is slightly lower than pre-pandemic estimates, and lower than the historical average of 68.9%.

Employment dropped significantly in early 2020, due to measures taken to stop the spread of the coronavirus. By May 2020 the estimates were improving, and this continued through the end of 2020 and into 2021. Estimates are currently hovering near pre-pandemic levels.

Kansas had been experiencing very low levels of unemployment prior to the pandemic. As measures were taken to stop the spread of the coronavirus, unemployment surged in early 2020 with a record 187,075 Kansans being unemployed in April. Unemployment generally declined for the remainder of 2020, closing the year with 71,556 Kansans being unemployed. The number of unemployed Kansans was relatively constant throughout 2021, with estimates averaging around 56,000 through November. In December the number of unemployed Kansans dropped below 50,000 for the first time since March of 2020.

The seasonally adjusted unemployment rate in Kansas reached a series high of 12.6% in April 2020. Estimates began to improve by May and the unemployment rate continued to decline throughout 2020, ending the year with an unemployment rate of 4.7%. Estimates continued to improve throughout 2021 declining to a seasonally adjusted rate of 3.3% in December, which is in line with the low unemployment rates experienced prior to the pandemic.

More specifically, Individuals with disabilities continue to experience higher unemployment rates and less participation in the workforce.  The Compendium is published by the Rehabilitation Research and Training Center on Disability Statistics and Demographics at the University of New Hampshire. The 2021 Compendium is based on statistics compiled for 2020. According to the 2020 Annual Disability Statistics Compendium, there are 206,067 Kansas civilians with disabilities between the ages of 18 and 64. Only 44.1% are employed. Looking at the Social Security Administration’s (SSA) Ticket to Work program also provides perspective on the unemployment of Kansans with disabilities. The Ticket to Work program is intended to assist adults receiving Social Security Disability Insurance or Supplemental Security Income prepare to enter the workforce and maintain employment with the goal of becoming economically self-supporting over time. There are 101,643 Kansans with disabilities who have Tickets to Work issued by the SSA (January 2022). These means these individuals are of working age but not participating in the labor force at this time. Only 2,821, or less than 3%, have “assigned” their Tickets, meaning that they are receiving services to help them prepare for employment. This is a substantial population of individuals who could benefit from workforce development services. The transition from school to work remains challenging for young people with disabilities. According to the Kansas State Department of Education, there are currently 21,016 individuals ages 14 to 21 in secondary education who have Individual Education Plans. This number does not include youth with disabilities who have Section 504 accommodation plans. These students become part of the labor market over the next few years.

The veteran population also experiences different levels of workforce participation and unemployment rates but have more similar characteristics to the population at large than do individuals with disabilities.  As per data collected from the U.S. Bureau of Labor and Statistics (BLS), of the two million+ residents of Kansas, Veterans comprise 8.8% (174,700) of the state’s population. Regarding Kansas’ Veteran population, 51.9% (87,000) are employed in the labor force. The unemployment rate among Kansas Veterans is 4.1% with 3,700 Veterans of a possible 90,700 inclusive of this percentage. Veterans of the Pre-Gulf War in Kansas comprise 52.1% of the state’s Veteran population and participation in the labor force among Pre-Gulf War Veterans is 29.3% with an unemployment rate of 6.8%. Veterans of the Gulf War Era (1990 – present) are indicated as having a 76.5% participation rate in the labor force with an unemployment rate of 3.2%. Overall, the non-Veteran labor participation rate in Kansas is greater than that of the Veteran population (68.9% v 51.9%) and has a lower unemployment rate (3.2% v 4.1) than that of the Veteran population.

**(ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.**

**Jobs**

Total nonfarm jobs in Kansas saw a sharp decline in March and April 2020 with the onset of the COVID-19 pandemic, declining from 1,428,800 in February to 1,270,800 jobs in April 2020. Kansas saw a relatively quick recovery of jobs throughout the summer of 2020 but the rate of recovery has slowed since then. Job levels in Kansas are still below pre-pandemic levels. December 2021 estimates indicate that there are 1,393,300 jobs, which represents a recovery of 77.5% of the 158,000 jobs lost in March and April 2020.

Industries that suffered fewer effects of the pandemic include financial activities which lost 2.3% of its jobs from February 2020 to April 2020, and government which lost 4.2% of its jobs during that same time period. Construction also suffered smaller job losses during the pandemic, declining by 4,100 jobs from February 2020 to April 2020, a loss of 6.3%. Although these industries incurred smaller losses, all three remain below pre-pandemic levels. As of December 2021, trade, transportation, and utilities is the only major industry sector whose recovery has exceeded the number of jobs lost from February to April 2020.

**GDP**

According to estimates from the Bureau of Economic Analysis, real GDP in Kansas decreased by 3.0% in 2020 to $155.3 billion. Declines in GDP were reported in all but two of the 11 major industries from 2019 to 2020. Financial activities had the highest GDP growth, both in numerical and percent growth, increasing by $644.1 million, or 2.0%. Manufacturing was the only other industry to see an increase, growing by 0.2% or $51.2 million. The largest percent decline was seen in leisure and hospitality, which decreased 22.1%, or $1.2 billion in 2020. Arts, entertainment, and recreation decreased by 28.1% while accommodation and food services decreased by 20.8%. Numerically, the largest declines were seen in trade, transportation, and utilities, which decreased by nearly $1.2 billion, or 3.9% from 2019 to 2020. The majority of these declines were seen in transportation and warehousing which declined by $1.1 billion, or 15.8%.

**Exports**

Kansas export sales totaled $10.4 billion in 2020. This represents a $1.3 billion decrease in export sales since 2019, or 10.8%. This is the first year that export sales have decreased after seeing a steady increase over the previous three years. Agricultural products was the only major industry to see an increase from 2019, growing by 5.3%, or $81.2 million. The largest declines were seen in the special classification provisions and transportation equipment sectors, which declined 36.6% and 24.2% respectively. The following sectors also saw declines greater than 10.0%: electrical equipment, appliances, and components; plastics and rubber products; and machinery, except electrical. Despite the COVID-19 pandemic, this marks the tenth consecutive year that Kansas export sales have exceeded $10 billion.

The food manufacturing sector had the highest export sales in 2020, accounting for 22.7% of Kansas exports. Export sales for this sector totaled $2.4 billion, a decrease of $20.9 million, or 0.9%, from 2019. Approximately $1.2 billion of these sales are attributed to boneless beef sales. In 2020, boneless fresh or chilled beef had the second highest export sales of any product and boneless frozen beef was fifth. Japan was the largest importer of food manufacturing products from Kansas, totaling $663.3 million in 2020. The second and third largest importers of food manufacturing products from Kansas were Mexico and South Korea.

Despite the large declines in the transportation equipment sector, it remained the second largest export for Kansas. This sector recorded export sales of $2.1 billion in 2020, a decrease of $658.7 million, or 24.2%. Transportation equipment sales peaked in 2017 with $3.0 billion in export sales; since then export sales have declined 31.1% or $930.2 million. Civilian aircraft, engines, and parts accounted for $1.6 billion of the sales in transportation equipment manufacturing. This represents the highest total for any individual product produced in Kansas. Civilian aircraft, engines, and parts make up 15.6% of Kansas export sales. Kansas companies exported $412.3 million worth of transportation equipment to Canada, the most of any country. Singapore and the United Kingdom were the second and third largest importers of Kansas transportation equipment.

Agricultural products was Kansas’ third largest exporting industry, recording $1.6 billion in export sales during 2020. This is an $81.2 million, or 5.3%, increase in sales. However, agricultural export sales are still down 37.8% from the record high recorded in 2013. Soybeans were the third most exported product from Kansas in 2020, with $611.4 million in sales, this was a $75.0 million, or 14.0%, increase from 2019. Wheat and meslin were the fourth most exported products with $505.3 million in export sales. Corn export sales increased by 24.6% to $282.7 million. Grain sorghum export sales also increased in 2020 by $51.0 million, or 32.3%, to $209.2 million. Approximately 60% of agricultural export sales were to Mexico. China and Brazil recorded $214.9 million and $93.9 million respectively, in agricultural import sales from Kansas.

**Population**

*Due to complications of the COVID-19 pandemic, the 2010 to 2020 Intercensal Estimates are currently scheduled to be released during 2022; therefore, the analysis of population in this section is based on the 2019 data released during 2020.*

The Kansas population was estimated at 2,913,314 in 2019. This represents a gain of 1,955 people from 2018. According to U.S. Census Bureau estimates, there were approximately 35,457 people born in Kansas during 2019, while there were approximately 25,230 deaths and net migration in and out of Kansas showed a population loss of approximately 8,253 people. Since 2009, the Kansas population has grown by 2.8%. Annual growth rates have fallen over this time period and have been at or below 0.1% since 2016.

For economic purposes, the two main age groups that are studied are the 16 and over population and the 25 to 54 population. The 16 and over population includes everyone who is eligible to be in the labor force, while 25 to 54 year olds are considered prime age workers. The 16 and over population for Kansas in 2019 was 2,292,050, an increase of 7,289, or 0.3%. The 25 to 54 year old population was 1,071,912 in 2019, a decrease of 4,218, or 0.4%. However, most of the decrease was in the 50 to 54 age group indicating that a lot of the decline may be due to people aging out of the 25 to 54 group. There were declines of more than 2,500 people recorded in the 45 to 49 year old and 55 to 59 year old age groups as well.

Future labor force growth may be in jeopardy since the population under 25 also decreased by 6,645, or 0.7%. While there was a decline in all of the five-year age groups under 25, most of the decline is in the population of children nine years old and under, which decreased by 4,621 people. This decrease is due to a declining birth rate in Kansas and the possibility that people with children may be leaving the state. The 20 to 24 year old age group, which would include recent college graduates, recorded a 0.6% decline in population, or 1,337 people.

**(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.**

Educational attainment for the population 25 and over is available from the Census’ American Community Survey, the most recent estimates available are from 2019 data released in 2020. The largest educational attainment category for Kansas and the U.S. is individuals with a bachelor’s degree or higher. In Kansas, this category accounted for 33.4% of all individuals who are 25 or older in 2019. This is similar to the U.S. rate of 32.1% percent. The next largest labor force category is individuals with some college or an associate degree. Individuals in this category make up a larger share for Kansas than the U.S., 31.7% in Kansas, as compared to 28.9% in the U.S. Kansas’ share of high school graduates is slightly lower than the U.S. with 25.9%, compared to the U.S. which is 27.0%. When comparing the percentage of individuals with less than a high school diploma, Kansas’ share is 9.0%, which is 3.0 percentage points lower than the U.S.  One take away from comparing the distribution of educational levels is that Kansas has a higher percentage of individuals with postsecondary education and likely high skill level compared to the rest of the country, making Kansas’ labor force competitive.

**(iv) Skill Gaps. Describe apparent ‘skill gaps’.**

Finally, there is much discussion in the labor market information community regarding skill gaps. The research into skill gaps is costly and varies considerably. Some question its reliability and usefulness. Kansas does not maintain a complete skill gaps analysis. Employer demand for skilled workers is reflected in the current openings, short-term, and long-term demand projections described above.

Some skill gaps can be addressed through Career Technical Education. The Kansas Board of Regents’ Technical Education Authority has established twenty-five program Alignment Maps in ten federal instructional program classifications: Healthcare, Dental Care, Engineering Technology, Automotive Technology and Collision Repair, Construction/HVAC/Carpentry, Computer Sciences, Welding, Machine Technology, Diesel Technology, Electrical/Utility Technology and Police and Corrections Sciences. Most of these programs lead to careers in occupations which pay a self-supporting wage. Postsecondary institutions, or business and industry or WIOA Core and Required Partners in partnership with postsecondary institutions, can create career pathways which will be supported by WIOA funds.

For all of 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.

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/gsipub/index.asp?docid=765> and the long-term industries projection database is accessible at <https://klic.dol.ks.gov/gsipub/index.asp?docid=743>. 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 at <https://klic.dol.ks.gov/gsipub/index.asp?docid=403>. Those occupations listed are generally considered to be in-demand occupations.

#### 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**

***(A) KANSAS****WORKS* ***(Adult, Dislocated Worker & Youth {Title I}; Wagner-Peyser {Wagner-Peyser Act, as amended by Title III))***

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

Traditional 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 now available through virtual connection, established to better serve customers during the pandemic.

***(B) Adult Education and Literacy Program (Title II)***

Kansas Adult Education programs provide instruction and student support services to adults who lack a high school credential or secondary level skills, or who are not proficient in English. Below is an overview of the strengths and weakness of Adult Education services in terms of state performance, state policies and procedures, and local programs.

***(C) 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**

***(A) 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. Kansans who have lost or may lose their jobs as a result of foreign trade are assisted by provision of services afforded to all employers and job seekers in addition to job training, income support, job search and relocation allowances, a tax credit to help pay the costs of health insurance, and a wage supplement to certain reemployed trade-affected workers 50 years of age and older.  Veterans Services are provided priority in job placement, training activities and placement services. Case management services are provided to qualified veterans and qualified individuals.

To be eligible, a TAA petition must be filed with the U.S. Department of Labor for certification. The TAA petition may be filed by: (a) three or more workers; (b) employer’s representative; (c) unions; (d) one-stop operators or partners; or (e) the state dislocated workers unit. TAA petitions are investigated by the federal government to determine eligibility for certification. Once the petition has been certified by DOL, workers are eligible to apply for TAA services.

***(B) 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. . Eligibility for DVOP services shall align directly with guidance set forth in 38 U.S.C 4101(1 – 5) and 4211 (1 – 4), Veterans Program Letters (VPL) 03-14 (to include Changes 1 and 2), 03-19, and 07-14.

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 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 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

***(C) 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 operated in seven counties in south central Kansas: Butler, Cowley, Harper, Harvey, Kingman, Sumner and Sedgwick. The LWDB, 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. 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.

As it was prior to WIOA, SCSEP is truly another program of **KANSAS**WORKS where customers are provided with the same services as any other eligible job seeker.

***(D) 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.

                                              (A)      *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

 Strengths

1. Met or exceeded the common performance measures requirements consistently throughout the implementation of WIOA
2. Streamlined service delivery to more efficiently serve jobseekers and workers through COVID-19 with virtual service delivery
3. Leveraged outside resources to increase and improve services to jobseekers and workers
4. Successfully partnered with other service providers including other state agencies, postsecondary education providers, community-based organizations and employers
5. Developed and maintained a Management Information System which fulfills the requirements of US DOL and which is utilized in several other states

Weaknesses

1. Not significantly increased the number of individuals with barriers to employment who receive training and other more intensive services
2. Limited success with blending and braiding resources across some core and required partner systems to meet the needs of jobseekers and workers
3. Varied success at meeting the workforce needs of all industry sectors, as well as in some geographic areas of the state
4. Customer counts have continued to drop during the pandemic and as a result of low unemployment

***The Strengths and Weaknesses of Workforce Development Activities:Adult Education***

 Strengths

State Performance

1. Kansas adult education has traditionally performed in the top quartile in all WIOA performance indicators the last two years, demonstrating success in serving individuals with barriers to employment, especially those who lack basic skills, are English language learners, or have substantial cultural barriers.
2. In each of the last three years, over 60% of Kansas Adult Education participants have achieved an educational gain or transitioned to postsecondary education.

State Policy and Procedures

* Kansas distributes state and a minimum of 82.5% of federal funding through a formula based primarily on performance on federal and state measures, services to most–in–need learners, and indicators of quality. (Kansas expends 12.5% of federal funding for state leadership activities and 5% of federal funding for administrative activities.)
* Kansas Adult Education has implemented a risk–based monitoring system to effectively identify and offer technical assistance to programs not meeting performance or compliance targets.
* Kansas Adult Education has adopted the College and Career Readiness Standards published by the Office of Career, Technical, and Adult Education which are clearly aligned with the state’s challenging academic content standards.
* Adult Education program leaders are convened at least quarterly to participate in shared decision–making and professional development.
* Kansas Adult Education is committed to developing education, training, and career service strategies that address and promote equity in recruitment, service design, implementation, and support services that provide equitable access and outcomes to all communities seeking access to Adult Education.

Local Programs

* Local program providers include two–year colleges, school districts, and community–based organizations (CBOs). CBOs provide critical services to many individuals with barriers to employment.
* Local programs have served participants, including refugees, from over 100 countries.
* Several local programs support the educational and skill achievement of parents and family members to participate in the educational development of their children through partnerships with local school districts in family literacy programs.
* Eight local Adult Education programs are working with correctional facilities to assist inmate populations obtain skills and industry recognized credentials and successfully re–enter society.
* Two local Adult Education providers employ faculty who are national trainers in the Student Achievement in Reading (STAR) evidence–based reading training.

Weaknesses

State Performance

* Enrollment has continued to decline, resulting in service to a smaller percentage of eligible individuals. Health issues and COVID-19 quarantines have caused lower enrollment and more interruptions to service.
* Many programs struggle to maintain their high level of Measurable Skill Gain completion.
* Many programs have seen an increase in enrollment among 16- and 17-year-olds who have not found success with online secondary classes during the COVID-19 pandemic and thus enter Adult Education requiring more intensive services.

State Policy and Procedures

* With much communication moving online due to the COVID-19 pandemic, KBOR staff continue efforts to meet the diverse needs of programs across the state and offer timely professional development suitable to varied schedules. In addition, uneven technical knowledge by Adult Education practitioners can hamper virtual development efforts.
* Adult Education is in the early stages of analyzing data to adapt workforce goals and strategic focus for underserved population groups or individuals facing barriers to employment, such as low-income individuals, English language learners, individuals without housing, and individuals with disabilities.

Local Programs

* The majority of local programs offer instruction through online or other distance delivery methods, but the rural nature of most of the state leaves many Kansans with limited internet connectivity or internet access only through mobile devices.
* Local programs serving correctional institutions face unexpected interruptions to services when facilities lock down due to COVID-19 outbreaks.

***The Strengths and Weaknesses of Workforce Development Activities:Vocational Rehabilitation***

Strengths

* Services are individualized to address each person’s unique strengths, impediments to employment and vocational goals. An individual plan for employment is jointly developed between each customer and the VR counselor to address specific barriers to employment, the vocational objective, and the services necessary to achieve that objective.
* VR counselors are highly trained to address the complex disability, employment and cultural issues that impact persons served, and to facilitate informed decision–making in partnership with their customers.
* 96% of persons rehabilitated into employment in FFY 2020 were persons with significant disabilities, meaning that they had multiple functional limitations in major life areas such as mobility, communications, self–care, interpersonal skills, work tolerance, work skills and self–direction.
* VR emphasizes the employment potential of youth with disabilities and the importance of them gaining an early attachment to work or postsecondary education resulting in employment. 27% of persons served in FFY 2020 were transition–aged youth with disabilities (21 years old or younger at the time of application). 25% of persons rehabilitated that year were youth.
* Over the past ten years, approximately 75% of persons rehabilitated report their own earnings as their largest source of financial support, a significant milestone toward self–sufficiency and reduced reliance on public benefits.
* VR services are comprehensive and flexible in order to empower each customer to maximize employment.

Weaknesses

* High turnover among counselors and difficulty recruiting new staff in some areas of the state impact the stability and timeliness of services.
* While also a strength of the program, the requirement that VR counselors have a master’s degree in rehabilitation counseling or a closely related field makes staff recruitment a challenge.
* VR needs to continue to build and improve its data analysis capacity to report common performance accountability measures.

A stronger and more direct connection with the employer and business community is needed to increase employment options and opportunities for Kansans with disabilities.

***The Strengths and Weaknesses of Workforce Development Activities:* Trade Act**

Strengths

1. Exceeded performance goals over last three years
2. TAA staff stationed within the Job Centers and able to travel to local communities where there is no **KANSAS**WORKS Job Center with the ability to serve customers within their local area by utilizing local community space (businesses, colleges, libraries).
3. Increased outreach activities for statewide understanding of Trade Adjustment Assistance. Maintaining a positive working relationship with local training providers.
4. TAA now supports paperless customer files using a private computer drive. This allows case managers and administrative staff to work in the same file. Eliminating duplication of files, allowing for better case management coverage and the creation of one consistent complete customer file for each customer and the reduction of the use of paper, has been our focus. No new paper customer files will be created after October 2019.
5. Improved working relationships with Kansas Departments for sharing reporting information.
6. Improving buy-in from local areas for WIAO/DW co-enrollment (USDOL TAA directive)

Weaknesses

1. Coordination shortfalls for Registered Apprenticeship and OJT opportunities for TAA customers (USDOL TAA directive)
2. Delay in identifying needed information to file a petition after new lay-offs occur   The Trade Adjustment Assistance (TAA) programs assist workers who have lost or may lose their jobs as a result of foreign trade. TAA Benefits may include job training, income support, job search and relocation allowances, a tax credit to help pay the costs of health insurance, and a wage supplement to reemployed trade-affected workers 50 years of age and older. Veterans Services are provided priority in job placement, training activities and placement services. Case management services are provided to qualified veterans and qualified individuals. ***The Strengths and Weaknesses of Workforce Development Activities:* JVSG**Strengths
3. Met and exceeded the negotiated performance measures, to include the program’s national goal of a 90% individual career service rate. JVSG staff assisted 20% of the Veteran population that utilizing **KANSAS**WORKS with over 85% Entered Employment Rate.
4. Successfully integrated 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. This includes updates to intake procedures in determining the Veteran’s needs and to determine which pathway to employment would be most advantageous.
5. Utilizing the **KANSAS**WORKS AJL system as our primary case tracker, allowing JVSG to be 100% digital, ultimately creating efficiency and printing cost savings opportunities. Additionally, establishing **KANSAS**WORKS digital referral for better case tracking and case managing.
6. Successfully partnered 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.
7. Strategic placement of Veteran staff on three military installations and a Native American Veteran on local and regional reservations. These staff members have been simulated into these communities to provide additional employment services that previously was absent.
8. Outreach to local reservations, tribal organizations identifying the Native American Indian Veterans. Since this position has been created JVSG/Work Force Agency now aid the Native American Population that was stagnate in previous years.

Weaknesses

1. Over the past 5 years the number of transitioning service members, and the Wounded Warrior Transition Units has significantly declined; actions such as newly formed Career Skills Program which incorporate both Workforce Centers and the installations, i.e. “Heroes Make America”, Kansas Employer Exploration Program (KEEP), “Hiring our Heroes, Cooperate Fellowship Program” and other programs aid in retention and employment for Kansas.
2. 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 AJL.
3. The lack of resources to help Veterans with justice involved backgrounds, to obtain meaningful employment to meet their financial needs. Employer incentive funds, outside of Federal Bonding, WOTC and similar programs, would help leverage hiring and on-the-job training opportunities.
4. Accessibility of JVSG staff to serve veterans in remote and/or less populated areas in the state that have limited internet or state/federal resources to access veteran services. The utilization of media equipment as; Skype, twitter, Facebook and the KANVET website “Pop-ups” Robots are currently under initial phases to assist veterans in the rural areas of the state.

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

Strengths

1. 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
2. Provider administrative staff have significant experience in OMB and other federal and state requirements
3. The metro service area provides suitable opportunity for Host Site recruitment
4. Individual recruitment and employment placement performance is trending upward
5. With ongoing technical assistance and support, Kansas had but one finding in the 2019 federal monitoring report, resulting in the development of a policy and closure of the finding

Weaknesses

1. The SCSEP project has a difficult time recruiting and placing eligible participants during the pandemic
2. Bridging the gap between need for and access to virtual services has had varying levels of success

(A)      *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

**KANSAS**WORKS, 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, increased 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***

* Services to rural areas tend to be more expensive due to the lack of economy of scale and added costs to support staff and provide professional development. This has been a constant limit on the state’s capacity to serve eligible populations.
* The COVID-19 pandemic has brought more capacity challenges with space limitations and increasing staff shortages.
* Local Adult Education programs are working to expand their capacity through collaboration with postsecondary CTE partners, supporting additional student populations through their education and career journeys.
* While enrollment in traditional Adult Education classes has decreased, programs are seeking innovative partnerships with employers and the business community to expand access for all learners.

*State Workforce Development Capacity***: Vocational Rehabilitation**

* Even at full staff, VR has the capacity to serve only about 5% of the approximately 180,000 working age Kansans with disabilities *(Disability Statistics Compendium)*.
* Requirements to set–aside funds for pre–employment transition services and potential one–stop infrastructure costs must be carefully monitored to determine if Order of Selection will be necessary. Order of Selection is the process for establishing waiting lists for services if there are not sufficient funds or personnel to serve all eligible individuals who apply.
* Gaps in the service provider network, especially in rural and frontier areas of the state, limit the program’s capacity to provide intensive job search assistance, job carving and on–the–job supports.
* Young people with disabilities need more opportunities to explore employment options, gain work experience and develop soft skills through paid after–school, part–time and summer employment.

### 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 employment8 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 and other feedback to make continuous or quality improvements.

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***

**VISIONSTATEMENT**

* Deliver a qualified workforce through a statewide workforce system that is accessible to all, including those with significant barriers to employment, to support Kansas businesses, grow jobs and improve the prosperity of jobseekers and workers and workers

**MISSIONSTATEMENT**

* Maximize the value of the Kansas Workforce Innovation and Opportunity Act Workforce System by delivering a skilled workforce to Kansas companies as we strive to achieve excellence in service delivery to all customers, promote best practices and establish our integrated workforce system as a national leader.

**2. Goals**

 **Goal 1:** Advancing a One Experience

**Strategy 1:**  Lead efforts to enhance, coordinate, and standardize state and local workforce system websites and tools with an emphasis on a consistent experience across the state.

**Action Steps:**

Develop and provide guidance and technical assistance so that all local area workforce websites have consistent state-level program and service information for job seeker and business customers. Include guidance on consistent WIOA program information that should be included.

Coordinate with state workforce system partners to develop consistency on state-level workforce partner websites (KanVet, KWSB website, Kansas Career Navigator, Kansas Apprenticeship).

     Assess and identify any additional **KANSAS**WORKS virtual platforms/tools are needed to foster customer engagement, communications, and service delivery, including video and scheduling tool to schedule virtual and in-person appointments.

Based on assessment, increase marketing/communications through **KANSAS**WORKS to make customers aware of available services and how to access them.

**Potential Progress Indicators:**

Adoption of guidance

Website analytics (traffic / clicks / time on site / search terms)

Customer feedback

WIOA performance indicators / outcomes of website use (self-service tracker, wage data collected once employed)

**Notes and Considerations:**

Connect social media / outreach to source of website traffic

Strategy connects to **Kansas**Works site functionality/tools.

Is there a need for an updated communications plan across the goal areas?

Must ensure that efforts include a focus on providing effective, accessible, and equitable tools and services for demographics and populations with particular needs and potential barriers, e.g., individuals with disabilities, older Kansans, individuals at different reading levels, etc.

Explore opportunities to link **Kansas**Works to frequently-used tools/platforms like LinkedIn and others.

**Strategy 2:**  Develop and provide guidance to the state and local workforce system outlining an approach for strategic business engagement that is coordinated across workforce system partners to provide one contact for business; founded on the analysis of accurate and comprehensive LMI (per first strategy); focused on identifying the skills needed to fill current and projected talent needs (i.e. “bridge the understanding gap”); and designed to use the knowledge gleaned regarding businesses’ talent needs to inform the design and delivery of training and career services.

**Action Steps:**

State agency partners collaborate with the local system to develop a coordinated business engagement framework (for SWDB review and approval)

State agency partners collaborate with local system to develop a training/technical assistance plan to build local capacity to effectively implement the guidance and identifies the tools, training and technical assistance needed as well as outlining accountability for implementation

**Potential Progress Indicators:**

Customer satisfaction

Annual survey ([Iowa example](https://www.iowaworkforcedevelopment.gov/wna))

Testimonials of success stories

Tracking business referrals

Number of positions filled

Notes and Considerations:

Guidance should:

Encourage use of industry partnerships for feedback loop

Expect consultation with businesses to translate their true needs into job postings

Assist businesses with understanding how the public system can support them

Showcase success stories for businesses including students trained in different skills/have obtained micro-credentials

**Strategy 3:**  Coordinate with state and local partners to assess and improve virtual and in-person service delivery and communication and outreach.

**Action Steps:**

Leverage the “Workforce 2.0” needs assessment develop recommendations / strategies to improve the workforce System services delivery model through customer/staff survey results, best practices and lessons learned.

Use KWSB levers (e.g., policy, oversight, technical assistance) to enhance the coordination and provision of workforce services and wrap-around supports like childcare for job seekers/workers to enable their participation in both / either virtual (including remote work) and direct delivery (include improved service delivery strategies in local, regional, and state WIOA plans.)

Provide technical assistance, guidance, and best practices.

**Potential Progress Indicators:**

Job seeker referrals

Customer satisfaction

Testimonials of success stories

WIOA performance measures

**Notes and Considerations:**

Emphasize improving customer experience and reducing duplication

**Goal 2:** Coordinate communication and outreach efforts between state and local partners.

**Strategy 1:**  Research, synthesize, and disseminate current practices, promising approaches, and challenges related to virtual workforce service delivery in Kansas and across the country.

**Action Steps:**

Conduct an assessment to understand the current Kansas landscape around virtual workforce service delivery, promising practices, and challenges/barriers.

a.  Review Wichita State’s assessment questions and suggest questions/areas of exploration the KWSB would like to add.

b.  Review assessment findings when available (anticipated by end of March).

c.  Leverage “Workforce 2.0” work with NGA for gathering and reviewing system customer and staff data (see Strategy #2, below).

d.  Look at workforce system metrics/data to understand how customers are accessing virtual services and what the results and outcomes are.

Conduct research to identify best-practice virtual services tools and models being used in the Midwest, in “like” states such as Nebraska, Iowa, and the Dakotas.

Research and synthesize best practices for job seekers/workers, employers, and workforce system staff.

**Potential Progress Indicators:**

A consolidated set of key virtual services challenges/barriers and current and promising practices and tools, from Kansas and elsewhere in the country.  Focus on “like” peer states, e.g., Nebraska, Iowa, and the Dakotas.

Customer input on virtual services challenges and needs (may be an output of survey work in tandem with “Workforce 2.0” work in Strategy #2)

Data analysis identifying where and how customers are accessing KW services virtually, what services they are accessing most, and where they might be “falling through the cracks” or running into roadblocks.  This should include demographic analysis for different populations, income levels, urban/rural scenarios, etc.

**Notes and Considerations:**

Wichita State is currently conducting a virtual services assessment in local areas for Commerce; KWSB can leverage this effort for researching the state landscape.

The “Workforce 2.0” work being pursued with NGA will include staff and customer surveys.  This work can be leveraged for both Strategy #1 and Strategy #2.

Relevant work being done by other organizations should also be leveraged, e.g., the Kauffman Foundation’s education and entrepreneurship work and the “Strategically Virtual” work being done by the Heldrich Center for Workforce development at Rutgers.

Researching practices from across the country will likely require research and synthesis support.

**Strategy 2:**  Lead 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.

**Action Steps:**

Conduct a baseline survey of system partner staff and system job seeker and employer customers to understand their needs, barriers, and interests related to virtual service delivery and offering/engaging in remote work opportunities.  Leverage the “Workforce 2.0” work being done with NGA for customer and staff survey data.

Develop an approach for implementing statewide, cross-partner staff development/training around virtual service delivery for WIOA core partners.

Develop a training approach for building customers’ digital/technology literacy skills to position them to participate in virtual workforce services and take advantage of remote work opportunities.

Network with other state-level agencies and organizations to assist local system partners in mitigating job seeker barriers such as lack of broadband access, laptops/tablets, necessary software, etc.  One particular partnership might be with libraries; libraries offer internet access and other kinds of assistance to residents that could help address identified barriers.  Staff in libraries can help extend the “reach” of workforce services.  Explore library system partnership at the state level and consider piloting workforce system/library partnerships in a few local areas.

Expand the availability of online and hybrid in-person/online training for job seekers and incumbent workers (for example, through the KWSB’s oversight of the ETPL).  This should include a focus not just on live virtual training, but also asynchronous/self-paced training.

Lead efforts to assist business customers in the state with finding candidates virtually and employing and managing virtual workers.

Conduct follow-up surveys to assess the impact/results of system staff and customer capacity-building efforts, including increase in skill levels, comfort levels, etc.

**Potential Progress Indicators:**

Baseline survey results, sorted and analyzed by respondent group, demographic/population group, etc.

Follow-up survey results, sorted and analyzed by respondent group, demographic/population group, etc.

Increase in the number of providers of virtually-delivered live and asynchronous/self-paced training/virtually-delivered programs that are available to KW customers through the ETPL

Expansion of partnerships with other agencies and organizations that focus on barrier mitigation

Data/metrics related to business customers of the system, e.g., Kansas Works data on job postings tagged as virtual, how businesses are accessing the system, business customers’ success in filling jobs via Kansas Works compared to other platforms, etc.

**Notes and Considerations:**

Baseline survey input should inform training and related efforts.  Surveys must be designed to assess the needs of various demographic and population groups, e.g., the needs of youth vs. those of older Kansans, individuals with disabilities, Veterans, transitioning servicemembers and their spouses, and individuals at different reading levels, etc.

SHRM and other industry/employer-facing organizations could provide insights on business needs.

Staff training is a strategy for improving employee retention and fostering more collaborative and integrated service delivery across WIOA partners.

Must ensure that staff and customer skill development efforts include a focus on providing effective, accessible, and equitable tools and services for demographics and populations with particular needs and potential barriers, e.g., older Kansans, individuals with disabilities, individuals at different reading levels, etc.

Employer customer efforts must address the needs of all sizes of businesses.

**Goal 3:** Establish coordinated workforce planning, investments, and operations, aligned to build relevant knowledge, skills and abilities (KSA) to meet industry needs in order to attract and retain people in our state.

**Strategy 1:**  Establish and implement 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 designed for use by multiple audiences statewide (job seekers, businesses, and workforce system staff)

**Action Steps:**

Establish a cross-program, state and local workgroup to:

Identify essential, predictive and most recent labor market data sources, elements and tools for analysis to benefit business/job seeker customers and front-line staff

Determine an approach for ensuring access to those data sources and tools as well as analysis of data

Develop a plan to communicate/message the availability of the data and tools as well as guidance for use

**Potential Progress Indicators:**

Expanded LMI offerings

Development of a visual tool (ex. dashboard that will show addition, and timing for addition, of new data elements) and include predictive analytics

**Notes and Considerations:**

KWSB and staff should leverage existing resources and tools including:

Commerce/KBOR joint EMSI license

Carl Perkins local area efforts to update data re: in-demand jobs which occur every two years.

KS Department of Labor data and expertise

**Strategy 2:**  Expand understanding of and access to career pathways to support upskilling opportunities using work-based learning and other types of training by:

Coordinating across partners and programs to support services and investments in business-informed career pathways

Building on existing CTE career pathway maps to build out a comprehensive set for key occupations as identified through LMI and business input.

Developing and implementing a communications and training approach to ensure the local workforce system has knowledge of existing career pathways tools and the capacity to use them effectively with both job seeker and business customers.

Continue development of internship/apprenticeship opportunities entered into by transitioning service members with the goal of establishing clearly defined career lattices

**Action Steps:**

Create a cross-program career pathways team to:

Identify opportunities for partners and programs to support investment in and access to career pathways

Identify missing key occupations and complete mapping process, informed by business, to create a comprehensive and consistent set of maps

Engage with the Veteran, transitioning servicemember and spouse populace to convey their unique skillsets, experience, and education and how they align with the needs of local employers to facilitate job developments

Draft a recommended communications/training plan to roll-out maps and other career pathways tools to the public, business partners, state and local staff to ensure they have the knowledge/capacity to effectively use the maps with job seeker and business customers

**Potential Progress Indicators:**

Listing by program/funding stream of resources to support career pathways

Development of comprehensive set of career pathways maps that include key occupations from the targeted sectors listed in KS Framework for Growth

Develop and utilize a Veteran-centric job success mechanism to track and analyze Veteran hiring trends

Development of draft communication/training plan

**Notes and Considerations:**

Staff should consider:

Posting listing of available career pathways resources on website for easy access by public

Leveraging KBOR’s program called Degree Stats (steps from entry to advanced, wages, time to complete, credentials required)

Looking at Lynda.com – helps to lay out an entire career pathway – map and training courses

Ensuring the paths encompass business retention efforts and all viable routes for occupations

Working with existing training providers to form a stepped training and OJT approach to growing customers to better career paths

Establishing partnerships with Transition Offices located on active duty military installations across Kansas

Active advocacy for Veterans with employers and assistance with interpreting key KSAs that align with job requirements (technical and soft skills)

Potential outcomes for Board to consider for this strategy:

a.  Quality of jobs, the average job salary increases due to catering for high income jobs.

b.  Ability to attract innovative and hi-tech companies that need the talent we are helping develop at cost effective ways.

***State Plan Management Team Vision, Values and Goals 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 and Goals

1) We value employment as a path to self–sufficiency and independence for all adults in Kansas.

Our goals are to:

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

b. 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.

c. Develop a qualified labor pool so Kansas businesses can compete in the global economy.

d. Improve the skills of jobseekers and workers through access to education and training leading to industry–recognized credentials through the use of career pathways, apprenticeships, and other strategies.

e. Encourage paid work–based learning experiences for youth 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.

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.

Our goals are to:

a. Vigorously represent the ability of qualified jobseekers with significant barriers to employment to meet the workforce needs of Kansas employers.

b. 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.

c. Ensure that performance measures or targets will not be used to exclude an individual from services for which he or she is otherwise eligible.

d. Analyze current and proposed policies for their potential impact on services for individuals with barriers to employment to ensure an inclusive service delivery system.

e. Provide employers access to a qualified and diverse labor pool to meet their workforce needs.

3) We value accountability and continuous improvement of the workforce system.

Our goals are to:

a. Require each Core Program at the state level to establish a Continuous Improvement Plan under the oversight and direction of the Program’s designated agency.

b. Encourage collaboration and explore opportunities for innovation.

c. Ensure that high–quality comprehensive data inform decisions made by policy makers, employers, workers, and jobseekers.

d. Assess the levels of participation in the workforce for individuals with barriers to employment.

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.

Our goals are to:

a. 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.

b. Use local area subcommittees, e.g. youth committees, partnership councils, to facilitate collaboration.

c. Use Memoranda of Understanding (MOU) to establish clear roles and responsibilities which facilitate coordinated delivery of partner services.

d. Establish robust, ongoing professional development processes to ensure cross training among partners.

e. Promote a “no wrong door” approach to services by providing customers with easy access to information throughout the system.

f. Recognize the effort and expertise that dedicated professionals contribute to the workforce system.

5) We value the power of technology.

Our goals are to:

a. Use technology to ensure an interoperable system so that reporting on performance accountability measures is efficient and service delivery is enhanced.

b. Enable businesses to readily identify and hire skilled workers.

c. Enhance the quality of the customer experience by reducing duplicative information collection.

d. 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 ap and other virtual services to increase the amount and quality of learning.

**3. Performance Goals**

**Title I**

Adult Measures PY 2023

Employment Rate 2nd Quarter After Exit 72.5%

Employment Rate 4th Quarter After Exit 69.7%

Median Earnings 2nd Quarter After Exit $6,866

Credential Attainment within 4 Quarters After Exit 80.2%

Measurable Skill Gains 68.3%

Dislocated Worker Measures PY 2023

Employment Rate 2nd Quarter After Exit 77.0%

Employment Rate 4th Quarter After Exit 78.0%

Median Earnings 2nd Quarter After Exit $9,464

Credential Attainment within 4 Quarters After Exit 91.4%

Measurable Skill Gains 80.8%

Youth Measures PY 2023

Employment Rate 2nd Quarter After Exit 75.6%

Employment Rate 4th Quarter After Exit 68.0%

Median Earnings 2nd Quarter After Exit $2,841

Credential Attainment within 4 Quarters After Exit 67.1%

Measurable Skill Gains 48.1%

**Title II**

Adult Education and Literacy Measures PY 2023

Employment Rate 2nd Quarter After Exit 48%

Employment Rate 4th Quarter After Exit 36.5%

Median Earnings 2nd Quarter After Exit $4800

Credential Attainment within 4 Quarters After Exit 40.5%

Measurable Skill Gains 48%

**Title III**

Wagner–Peyser Act Measures PY 2023

Employment Rate 2nd Quarter After Exit 65.4%

Employment Rate 4th Quarter After Exit 64.9%

Median Earnings 2nd Quarter After Exit $5,542

Effectiveness Serving Employers

Retention with the same Employer in the 2nd and 4th Quarters after exit rate 63.07%

Repeat Business Customer Rate  44.43%

**Title IV**

Vocational Rehabilitation Measures PY 2023

Employment Rate 2nd Quarter After Exit 45.0%

Employment Rate 4th Quarter After Exit 44.9%

Median Earnings 2nd Quarter After Exit $2,900

Credential Attainment within 4 Quarters After Exit 15.0%

Measurable Skill Gains 21.0%

**4. Assessment**

The KWSB reviews WIOA performance measures every quarter at both the State level and the local level for each local 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 improvements 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.

Additionally, Commerce has engaged third-party entities, such as Wichita State University to develop and implement a vigorous assessment strategy to determine customer satisfaction and employee skill.  The KWSB will use the results of these assessments to suggest ways to make the overall customer experience better and continuously improve customer satisfaction.

### 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. Commerce, the State Workforce Agency, convened the State Plan Management Team (SPMT), comprised of state and local representatives of each Core Partner, to assist the Governor and the State Workforce Board in establishing a WIOA workforce system in Kansas. Considering the results of the analysis of the current workforce, employer needs and workforce development assets of Kansas, the SPMT recommended the strategies and operational elements in this Plan to transform the WIOA system into 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.

The State will implement sector strategies, as described, 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 counseling and workforce preparation activities in order to accelerate the educational and career advancement of individuals. The Kansas Board of Regents, employers and individual postsecondary institutions have worked together to develop career pathways in twenty–five aligned programs. 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.

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.

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 strategies described below:

**Customer Flow Strategies**

The vision for customer service in Kansas is improved and more effective formalized communication across Core and other community partners to simplify and maximize process efficiency (customer flow). Through enhanced communication throughout the workforce system, customers will benefit from easy access to services, a no–wrong door approach, and greater collaboration among partners in service delivery.

Customer service delivery will be supported through data sharing among Core Partners when the appropriate customer release of information is in place.

To implement this vision, local areas and Core Partners will:

Component 1: Establish customer referrals and release of information processes

Component 2: Regularly communicate among all partners in local areas

Component 3: Provide easy access to information for customers

Component 4: Utilize targeted outreach strategies

Component 5: Implement collaborative case management/co–enrollment

**Component 1: Enhanced customer referrals and release of information processes**

MOUs between a local area and Core Partner will specify procedures for enhanced customer referrals and required release of information policies/procedures. Consistent procedures are implemented statewide to the extent possible to assure that customers from different regions of the state receive a comparable level of service. Although the specific details are established through the MOUs between partners, the following factors must be addressed:

Circumstances for appropriate referrals

A. Core Partners will commit in the formal MOUs to making referrals if/when the customer could benefit from the services of another partner program, if/when the customer agrees, and/or if the customer so requests. Referrals will be made on an individual customer–by–customer basis, and not as a blanket referral throughout the workforce system. This means that referrals will be based on customer needs, rather than characteristics. For example, not all people with disabilities require VR services. Not all VR customers need to be referred for one–stop services. Not all people with learning disabilities need to be referred to Adult Education. Focusing on the customer’s needs, rather than the types of characteristics illustrated in these examples, will help assure an effective use of resources across the entire workforce development system.

B. Information to be provided during the referral process: Each Core Partner will specify information to be included in the referral. When demographic information is shared among partners as part of the referral process, then the customer does not have to repeat that information with the second or subsequent partners with whom they meet. This enhances the customer experience and promotes more seamless service delivery.

C. Preferred delivery method(s) of referrals: As noted above, the vision for the Kansas workforce system calls for referrals to be facilitated through automated data sharing processes which will include demographic information when the appropriate customer consent has been given. Until such information technology solutions can be developed and implemented, each MOU between a Core Partner and local area will identify the most efficient and effective method(s) for sharing referrals, assuring that methods of transmission of personal customer information are secure.

D. Timelines for prompt referrals and follow–up: Because of the variation in staffing patterns and office locations among partners, a single state standard defining prompt referrals and follow–ups will not be established. Rather, each MOU between a Core Partner and local area will identify referral and follow–up timeliness standards, assuring adherence to any and all state–level program policies governing the issue of timeliness and promptness.

E. Point(s) of contact: MOUs will describe methods for assuring that contact lists of staff to receive referrals are kept current and readily available.

F. Each MOU will also specify that referrals do not constitute an application for services.

G. VR will provide additional specific referral requirements to the One-Stop partnerships.

**Component 2: Effective communication among all partners in the local areas**

Effective communication among local areas and Core Partners is essential in creating a comprehensive system that meets the needs of workers, jobseekers and employers and fulfills the mandates of each partner. Implementation of One-Stop partnerships based on geographic distribution, inclusive of core and community partners, is recommended for each area. Local areas may have existing groups or councils that could be used to fulfill this recommendation. If an existing group is used for this purpose, local areas must assure representation from all Core Partners.

These partnerships would be an opportunity for networking and communication about topics including:

* Service delivery system improvement and enhancement.
* Partner training: MOUs between each Core Partner and local area should specify the frequency of training for experienced and new staff. Training developed at the state level will be a resource in this process.
* New developments with each partner.

The partnerships will be responsible to assure that the listed points of contact for referrals are kept current and easily accessible to relevant parties. Partners are encouraged to establish web–based listings and links to facilitate easy access.

**Component 3: Easy access to information for customers**

Easy access to information for customers will promote use of the workforce system and ensure that access is available to all jobseekers. Each core state partner should provide online informational resources about their services, application process, eligibility requirements, as well as links to other resources including employment opportunities available to all customers and partners.

These resources should be accessible and usable to all interested parties upon request. Resources should be consistent with the federal W3C2AA standard and the current State of Kansas ITEC Policy 1210, available electronically and in print or special media (large print, Braille, digital, etc.) upon request. Partners will utilize current and future websites to hold these electronic documents for easy access.

Best practices to promote easy access for customers could include orientations inclusive of partner program information, shared workshops, co–location when feasible and agreed upon, and shared use of facility space for specific meetings or events.

**Component 4: Targeted outreach strategies**

Specific emphasis of outreach strategies will be to serve persons with significant barriers to employment and people with disabilities. Best practice approaches would include:

* Organizations serving these targeted groups
* Faith-based organizations
* Use of traditional and social media and technology such as smart phone/device apps to take advantage of commonly used communication channels, especially to assure quality service during the COVID-19 pandemic
* Surveys conducted according to best practices or industry standards
* Sharing of success stories – the customer can connect to someone in similar circumstances succeeding in employment
* Enhance supportive services, such as access to transportation, referrals for physical and mental health assistance, housing assistance, and child and dependent care
* Utilizing provided staff training and third-party review results, the state workforce system  continues to build sensitivity and understanding of diversity, equity and inclusion in its processes, policies and service delivery.

In 2020, Kansas Department for Children and Families began the process of implementing a strategic plan.  As part of that, a DEI (Diversity, Equity, and Inclusion) division was created and reinforced by a DEI Strategic Implementation Team.  This entity not only provides information to agency staff to this purpose, but connects them with resource hubs addressing these populations. This intra-agency focus has also helped connect KRS (Kansas Rehabilitation Services) staff to agency staff in TANF and SNAP services, as well as Protection and Prevention Services.  At the administration level, the agencies SNAP employment services unit provides KRS with listings of individuals that have self-identified as having a disability so that we can work in conjunction to provide wrap-around services for shared consumers.  KRS currently has a contract with an entity to provide assistive technology to individuals with disabilities throughout the state of Kansas. The executors of this grant have a network of community foundations in the state that leverage and match grant funding to assist in providing these technologies to individuals in need.

**Component 5:** Collaborative case management and co–enrollment

Collaborative case management and co–enrollment when needed by the customer will maximize the use of resources. The responsibility for the delivery of specific services will be coordinated among partners based on the individualized needs of the customer, taking into consideration the mission/expertise of each partner, provisions of federal regulations, including 34 CFR 361.53, and availability of resources as they pertain to the customer. Through the MOU between each partner and local area, all parties will commit to making referrals if/when the customer could benefit from the services of another partner program, if the customer agrees, and/or if the customer so requests. Programs will establish a method for tracking the number of referrals to establish a baseline and ongoing performance monitoring.

When providing case management services and in order to facilitate informed decision making, all partners will assist customers in accessing labor market information about high–demand jobs and career pathways.

In most cases of co–enrollment, primary case management will be deferred to the program providing the most extensive level of services. However, if multiple programs require that case management be provided, meetings will be held within existing capacity to determine the initial needs of the customer and to identify benchmarks for ongoing communication among partners. Additional team meetings will be held based on the customer’s needs and benchmarks. Customers will be included in all meetings with needed supports or accommodations regarding their services unless there is a compelling reason to exclude them. This strategy will be assessed for effectiveness and feasibility.

MOUs established between partners and local areas will define the levels of case management available through their programs. Case management may encompass many professional functions, such as: assessment, service planning, information and referral, coordination/facilitation of actual service delivery, monitoring of progress, facilitating informed decision–making, facilitating medical/psychological treatment plans, providing formal counseling and guidance regarding impediments to employment and options for addressing them, and managing expenditures related to service provision.

Partners continue to examine and refine systems to work more seamlessly together to positively impact the common outcome of employment or reemployment, particularly for individuals with barriers to employment, including individuals with disabilities and English language learners.

As described in the previous section, KRS works hand-in-hand with support services daily.  With Kansas DCF as the lead agency for KRS, TANF, and SNAP, the communication and cooperation exist in a natural environment.  KRS participates in regular employment service-related meetings with partnering agencies such as the Kansas Department for Aging and Disability Services, as well as the Local Workforce Investment Boards.  These partnerships allow KRS to be abreast of not only new client programming, but legislative and policy changes that may have effects on the opportunities for Kansans with disabilities.

Integration of WIOA Title IB and Wagner–Peyser services

To prevent duplication of Title IB and Title III services, each local area will create an Integrated Service Delivery Plan that describes how the programs will work together to deliver jobseeker and business services to the community and ensure there is no duplication of services. This plan will address the following information:

• Customer flow between programs

• Co–enrollment

• Staffing strategies and/or development of service delivery teams

• Case management

• Reporting of activities performed

• Continuous improvement or professional development opportunities (can be extended to Core Partners)

Local areas and partnership councils will facilitate involvement of additional partners in workforce development functions.

The State’s initial focus will be on collaboration among the Core Partners. Future phases of this plan may engage other partners such as community and technical colleges. In addition, this plan may address options related to use of other comparable or required services and the related leveraging of resources for jobseekers.

Economic development is addressed at the regional level through development, monitoring and planning activities. Economic development and growth have a direct link to job opportunities and business success.

Easy access to information, enhanced referrals, and collaborative case management will all contribute to success in all functional areas.

The State’s reporting on basic accountability measures addressing educational credentials and employment will assure that these factors are assessed.

Veterans will continue to receive the established preferences and will be included among the populations for targeted outreach.

ADA compliance will be assured through the MOUs between partners and local areas, the local area certification processes, monitoring and compliance requirements related to all other pertinent laws and regulations.

As reflected in the operational elements of this plan, co–enrollment occurs when customers are actively participating in services from more than one system partner. Partners will make referrals to initiate co–enrollment if/when the customer could benefit from the services of another partner program and if the customer agrees. Referrals will be made on an individual customer–by–customer basis, and not as a blanket referral throughout the workforce system.

Collaborative case management: In most cases of co–enrollment, case management will be deferred to the program providing the most extensive level of services at that time. However, if multiple programs require that case management be provided, discussions will be held to determine the initial needs of customer and to identify benchmarks for ongoing communication among partners. Additional team meetings will be held based on the customer’s needs and benchmarks. Customers will be included in all meetings regarding their services unless there is a compelling reason to exclude them.

No wrong door: Customers have easy access to information about services throughout the system that can empower them to become successfully employed. Partners and local areas are trained and skilled at assessing options for meeting a customer’s needs through their own and other program services, making effective referrals and responding promptly to referrals received. Information access may include traditional sources such as print materials, videos, web–based information, and use of social media, in accordance with agency specific communication policies. All information will be accessible and useable.

Common intake and referrals: Partners will work to develop a common referral form. When referred to other partners, the customer should not have to repeat the same information on multiple forms. The common referral and demographic information does not constitute a program application.

**Youth Services Strategies**

The vision for Youth Services in Kansas is described below:

Specific Strategy (Operational Element/Method/Activity) Recommended for Implementation: Collaborative youth services based on individual service strategies focused on skill development and career pathways. Work–based learning addresses a broad range of skills needs—both “soft” skills and technical skills. While this strategy makes work–based learning a priority, we recognize that it is not a panacea for all youth, and even when it is included in a youth’s individual service strategy, it will be supplemented with other forms of learning. Key elements of this strategy include:

Paid work–based experiences. (Real Job)

Summer employment partnerships

Pre–apprenticeship opportunities

Internships and job shadowing

Traditional On-the-Job training opportunities

A full range of work–based experiences should be available to customers. The specific solution will depend on the particular circumstances of the individual, including his/her career interests, level of skills and/or experience, and indications of employer willingness.

This emphasis on work–based learning opportunities for youth necessitates that youth employment issues be a central element of each local area’s employer engagement strategy. In developing this strategy, local areas must engage employers to develop opportunities that place a priority on paid opportunities. Work–based opportunities should include clearly defined learning objectives, skill acquisition (particularly transferable skills), should provide opportunities for both in–school and out–of–school youth, and should be appropriate for youth with multiple barriers to employment. Wherever possible, work–based learning opportunities should lead to attainment of industry–recognized credentials.

This will require capitalizing on existing linkages as well as developing new linkages with employers, for all forms of work–based learning. The strategy calls for taking advantage of existing pre–apprenticeship programs, and encourages core partners to collaborate with employers, training providers, and existing apprenticeship programs to develop new pre–apprenticeship opportunities. This must be a collaborate effort which must be driven by the needs of and developed with the active involvement of employers.

Local plans will be required to discuss how core partners will coordinate to prevent duplication and/or conflicts about which program serves particular individuals, including coordinating to ensure that supportive services and work supports are provided. Because the nature of individual needs will vary from individual to individual, the team recognizes that many of these decisions will need to be made on a case–by–case basis, requiring regular communication among core partner staff. We anticipate that general tendencies will continue to emerge (out–of–school youth will be more likely to receive Title I funded work–based learning, while Pre–Employment Transition Services, or PETS, under Title IV, may be more likely to serve in–school youth). These decisions will also be shaped by individual program requirements (PETS can only serve youth with disabilities, for example).  Local Plans must describe Education/Training strategies including:

Required education i.e. K–12

Adult Education

Post–secondary education/training

Career and job training

Approved skill and career pathways:  e.g. Accelerating Opportunity: Kansas (AO–K)

Local plans must address coordination with education and training options available in the local area, particularly education and training offered through community and technical colleges throughout the state. Education and training opportunities must be tied to the attainment of industry–recognized credentials.

Career pathways provide a sequence of education and training that give youth a clear line–of–sight to an industry recognized credential and a career. WIOA requires that career pathways meet the workforce needs of the region or state, offer individuals the opportunity to earn at least one recognized post–secondary credential, provide contextual education concurrently with workforce preparation and training, and include counseling to support individuals in achieving their education and career goals. Accelerating Opportunity: Kansas (AO–K) enhances these required elements with classes that are team–taught by basic skills and CTE instructors, transcripted post–secondary credit, wrap–around support services, and the opportunity to earn stackable credentials. Training (in all forms) must be tied to the types of job opportunities that are prevalent in the local area, and should be designed to develop skills that are in demand in the region. Skill development must be consistent with regional and statewide economic development strategies. Local areas’ employer engagement strategies should also include engaging economic development organizations.

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 standards adopted by the Kansas Board of Education through the Common Core State Standards (CCSS). In Kansas K–12, the CCSS are known as the ***Kansas College and Career Ready Standards*** (KCCRS). 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 post–secondary CTE courses and GED® instruction concurrently, tuition–free technical courses, and the possibility of TANF scholarships for eligible participants.

* Local plans must address recruitment strategies. Local area core partners will need to be familiar with eligibility requirements and target populations of all core programs to ensure that recruitment strategies are coordinated. Local plans should address, at a minimum, the following elements:

Linkages with K–12 education systems

How out–of–school youth will be identified

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.

It is imperative that all core partners be able to provide ready access to information about core partner programs.

Linkages with community–based organizations, faith–based organizations, and law enforcement help identify more out–of–school youth.

Local plan instructions and other forms of guidance from state partners should encourage local areas to employ non–traditional forms of recruitment to reach more out–of–school youth. State partners should identify and disseminate best practices to local areas.

Local areas document their outreach efforts to disaffected youth. Most out–of–school youth would meet the definition of “disconnected,” which is why WIOA sets a high standard for serving out–of–school youth.

Cross–title training assists partners to be able to identify sufficient numbers of eligible youth—including disconnected youth—for the entire system.

Recruitment plans must address all targeted youth including those with multiple barriers to employment.

Partners should encourage multiple enrollments or co–enrollment in multiple core partner programs and/or funding streams where possible.

Local plans must discuss how the local areas will address the challenges of establishing and maintaining eligibility for public assistance, including SSI, TANF, SNAP, and other means–tested programs, especially in light of the possible effect on household income of a participant’s earnings through work–based learning.

Local plans address how case managers will become familiar with these issues.

Local areas incorporate mitigating strategies, such as Earned Income Tax Credit program awareness, into their service strategies.

State–level core partners ensure that local partners are familiar with resources such as Kansas Department of Health and Environment (KDHE) benefits counselors, Work Incentive Planning and Assistance (WIPA), and other resources, and develop strategies to share this information and/or train local area staff on an ongoing basis.

Local area and partner staff incorporate the information listed above into individual service strategies. Where practical and applicable, the goal of these strategies should be designed to exit public benefits successfully.

Individual service strategies should address long–term issues, including transitions to other resources as participants “age out” of eligibility for age–limited services.

Youth services programs should be a consistent part of a broader strategy when core partners come together to discuss collaborative efforts on specific topics (e.g., employer engagement, career pathways).

Core partners should consider developing standardized protocols for “basic” services—many of the types of services that would be considered “career” services under the Title I Adult and Dislocated Worker programs. These services are generally provided by all core partners, and are also applicable to the Title I Youth funding stream. Local partnerships are encouraged to share these protocols and encourage their adoption by other organizations that provide similar services—community–based organizations, training providers, faith–based organizations, and others.

It is strongly recommended that each Local Area Workforce Development Board have a Youth Committee, and that each Youth Committee should include representatives of all core partner programs.

In addition to ability to meet performance accountability measures and any locally defined criteria, local plans should detail how they will incorporate the above priorities—especially the skill development priorities through work–based learning and other forms of training—into criteria for selecting local providers of Title I Youth Services.

Our strategy is built on the following principles:

Services to youth across all core partner platforms should be designed to maximize the number of youth who complete training and/or achieve a positive outcome.

Local areas should maximize the amount of work–based learning (particularly paid work–based learning) provided to youth. A body of research demonstrates that soft skills are best learned at the worksite, and that supervised work experience produces strong skills gains. Work–based learning should be an element of a youth’s career development strategy whenever practical.

Youth services should emphasize career pathways. Consistent with WIOA requirements, individual service strategies should be focused on progression along career pathways, rather than simply individual job placement.

Local flexibility should be preserved. Our strategy is built on the idea that the purpose of the state plan is to set broad boundaries and expectations for local areas, but should leave room for local areas, working together across core programs, to determine how best to accomplish the goals and expectations set out in the state plan. Local areas will need to balance their desire for flexibility with some core partners’ needs to minimize variations in how their programs are implemented across the state.

All services to youth across core partner platforms should be based on a person–centered individual service strategy reflecting the unique circumstances of the youth participant. Such a strategy identifies career goals and builds a strategy to achieve those goals, taking into account core partner programs and other resources. Where possible, given confidentiality rules and other barriers, these strategies should be jointly built by and shared among core partners. State partners and local areas should work to reduce these barriers.

Business services (employer engagement) should take into account the employment needs of youth. Employer engagement is important for placement in work–based learning opportunities and in permanent employment, as well as for the identification of career pathways.

As with business services, any service or strategy carried out by local areas and core partners should integrate the employment and training needs of youth.

Local areas should engage in frequent cross–partner training. True coordination among core partner programs requires deep knowledge about the services, target populations, and eligibility rules of other core partners. This can be best accomplished through ongoing, intentional, and frequent exchange of information.

This strategy applies to all Youth covered under all titles of WIOA –ages 14 to 24—and including both in–school and out–of–school youth. Through partner discussions, consensus has been achieved in regards to the importance of this strategy.

Components of this strategy:

To be effective, work experience must come in different forms. This includes, but is not limited to on–the–job training, summer employment programs, pre–apprenticeship opportunities, and internships/job shadowing.

The importance of existing and continued development of career pathways that incorporate an element of work experience.

The importance of locally identified career pathways.

Continued education and training that includes, but is not limited to, achievement of the high school diploma or its equivalent, technical training, industry–recognized certificates, etc. that is included under all of the sections of WIOA.

The specific requirements of Title I and Title IV.

The Strategies outlined in this plan include:

Enhanced service delivery:

Improved communication and collaboration between partners

Coordination of resources

Understanding of how each partner operates

Increased diversity in populations served and who achieve outcomes.

Improved outcomes for job seekers:

Access to resources

Identified training in a career path that leads to in–demand, family sustaining income.

Less reliance on system resources to support individuals and families

Improved outcomes for employers:

Trained workforce

Employees who understand the responsibility of employment

Decrease the demand of system use for individuals and families

Economic development:

Improved employment rate

Stable, economically secure community

Growth in high-wage sectors and industries

System and program accessibility:

Better communication between partners

Collaborative case management

Shared resources

Integration of people with disabilities and those with significant barriers[1] to employment into the workforce system:

Ensure all partner services are programmatically and physically accessible to youth of all backgrounds and abilities through Annual staff training on resources, adaptive equipment, and customer service

Creating/updating regional resource guides for accessibility, accommodations, auxiliary aids and services.

Improved employment–related services and outcomes for youth:

Access to partner services

Improved employment skills

Improved specific work experience training

Other (describe):

Evaluation: Performance measures reviewed and modifications made as needed based on outcomes.

The number of youth who participated in each of the core partner programs.

Youth who took part in work–based learning experiences and other services and compare to future annual number.

Include paid/unpaid work experience.

Career pathways and Career Tech baselines Monitor/compare numbers on a quarterly basis.

Develop a cross–title monitoring of local workforce systems. State partners should come together to develop a means to monitor local systems that cross core partner lines. This monitoring would include monitoring of program referrals, co–enrollments, collaboration, and combined performance. Current monitoring focuses on specific requirements of individual titles, and does not hold local areas accountable for collaborating across program lines. If accountability is held to only one individual agency monitoring, the incentive is not there to work together. If we want to operate as a system, we have to monitor the system.

Apply this strategy to all elements appearing in strategies from other work groups

Collect core information but have the flexibility to accommodate needs from each local area.

## 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 Sam Brownback in Executive Order No. 15–06. 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 will meet part of its obligation as described in its Strategic Plan through the development, implementation, and modification of the Combined State Plan. The Governor is in the process of appointing additional members to the state board to comply with the membership requirements put forth in 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 has one standing committees, 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 committee sare  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.

With significant 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 (WIOA Titles I and III) 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’s Strategic Plan includes elements aimed at transforming the state workforce system:

* 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
* Continual cross–training of workforce development system staff to be realized through a multi–agency cross training program funded by the Kansas Workforce Innovation Fund.
* Promotion of integrated, coordinated service delivery across all partner programs

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.

**Infrastructure Costs**

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 are in development through two Workforce Data Quality Initiative (WDQI) grants received by WIOA partners over the last several years. Work on the Round 5 WDQI grant concluded and resulted in data-sharing agreements across all titles. Data sources from multiple agencies are necessary to meet the requirements of the annual reporting described in WIOA. 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 annual reports.

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.

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.

#### 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 dedicated funds. Monitoring, information management, staff training, technical assistance and KWSB support will be provided with the state portion of WIOA funds and other employment and training formula funds. All of these activities will move Kansas toward the strategic goals described in the **Section II** of this plan. These activities will be aligned across the Core Programs as described in the Customer Flow section of the State plan, found on pages 37 – 42 and through avenues defined during the first two years of the implementation of this State plan, such as cross–training, referrals, co–enrollment, coordinating resources as agreed in eventual Memoranda of Understanding.

For Title II, 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 Activities will include instruction in reading, writing, numeracy, and problem–solving at Educational Functioning Levels appropriate to learners.

**Workplace Adult Education and Literacy**

The content of Workplace Adult Education and Literacy Activities will 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 partners.

**Family Literacy Activities**

To receive Kansas Adult Education performance–based funding for family literacy outcomes, local programs must offer 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.

**English Language Acquisition Activities**

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

**Integrated English Literacy and Civics Education Activities**

Integrated English Literacy and Civics Education Activities will include instruction in language skills needed to function effectively as parents, workers, and citizens in the United States. Instruction delivered at Educational Functioning Levels appropriate to learners will include the rights and responsibilities of citizenship and civic participation and may include workforce training.  Such educational services must be delivered in combination with integrated education and training activities.

**Workforce Preparation Activities**

Workforce Preparation Activities will include basic academic skills, critical thinking skills, digital literacy skills, and self–management skills at Educational Functioning Levels appropriate to their learners. Self–management will include competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

**Integrated Education and Training Activities**

Integrated Education and Training Activities will 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 will be offered at Educational Functioning Levels appropriate to learners. The purpose of instruction will be 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. Instruction for learners who enroll in pathways available in the Accelerating Opportunity: Kansas (AO–K) model will include co–enrollment in postsecondary career technical education courses team–taught by basic skills and career technical instructors. Some programs will provide expanded transition services including career navigators and college success classes.

**Title IV Vocational Rehabilitation**

In support of a strong workforce system that vigorously represents the employment needs of individuals with disabilities and other customers with significant barriers to employment, VR will provide services to eligible customers consistent with the Rehabilitation Act, implementing regulations for Title IV of WIOA, and state policies.

To help Kansas citizens with disabilities meet their employment goals, a comprehensive array of VR services are available. Services are customized according to each person’s unique needs, skills, interests, abilities, and vocational goal. Services to be provided for each individual customer are specified on an Individual Plan for Employment, and may include:

* Vocational assessment to help a customer identify his or her 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 learn new vocational skills.
* Rehabilitation technology, telecommunication aids and other adaptive devices.
* Job preparation and placement services.
* Job coaching.
* On–the–job training.
* Services to help students with disabilities get a job after finishing high school.
* Supported and customized employment for individuals who need intensive on–the–job training and ongoing support.
* Referral to other services.

VR works with people with all types of physical or mental disabilities. To receive VR services, a customer must meet all three parts of the following federal eligibility requirements:

1. The customer must have a physical or mental impairment or disability; and

2. The disability must result in a substantial impediment to employment; and

3. The customer must require VR services to prepare for, secure, retain or regain employment.

The assessment services needed to determine if an individual is eligible, vocational counseling, guidance, referral, job placement, supported employment/customized employment and job coaching will be provided based on individual need. If comparable services or benefits are provided or paid for, in whole or part, by other federal, state or local public agencies, by health insurance, or by employee benefits, and if they are available at the time the VR customer needs them to ensure progress toward employment, then those comparable services must be used first before the expenditure of VR funds.

In addition to the specific activities funded by each Core Partner, all partners will align services through:

* Representation on the state and local boards.
* Leveraging data-sharing agreements and providing customer single-sign-on where possible.
* Collaborative case management and co–enrollment when needed by the customer.

Co–enrollment occurs when customers are actively participating in services from more than one system partner. Partners will make referrals to initiate co–enrollment if/when the customer could benefit from the services of another partner program, if the customer agrees, and/or if the customer so requests. Referrals will be made on an individual consumer–by–consumer basis, and not as a blanket referral throughout the workforce system.

* Collaboration with other Core Partners on targeted outreach activities.
* Enhanced consumer referrals among Core Partners.
* Participation in evaluation and continuous improvement strategies.
* Specific strategies to strengthen communications among Core Partners.
* Collaboration among Core Partners for business outreach activities.

##### 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 age 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:

Registered Apprenticeship State Expansion Programs to enhance and expand the use of Registered Apprenticeship by employers

Pathway Home 2 grant to provide workforce services to justice-involved customers while incarcerated though post-release throughout the state

RETAIN Phase 2, a Stay at Work/Return to Work program engaging medical systems, employers and emplyees who have suffered a possible debilitating illness or injury

Kansas utilizes federal formula funds to align the following activities which, while a part of the combined state plan, are not core activities:

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, a tax credit to help pay the costs of health insurance, and a wage supplement to certain reemployed trade–affected workers 50 years of age and older.

Veterans are provided priority in job placement, training activities and placement services. Case management services are provided to qualified veterans and qualified individuals through the Jobs for Veterans State Grant. Once it is determined that a Veteran, transitioning service member, or covered person meets criteria in 38 U.S.C 4101(1 – 5) and 4211 (1 – 4), Veterans Program Letters (VPL) 03-14 (to include Changes 1 and 2), 03-19, and 07-14, they are deemed qualified to receive individualized career services from DVOP staff.

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

The Alternative Workforce Specialist brokers relationships across state agencies to increase engagement with the offender population regarding employment. A specialist identifies market relevant training opportunities for offenders to obtain industry recognized credentials which can assist in the development of meaningful portfolios for job interviews.

Registered Apprenticeship is 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.

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 and Eligibility Assessment (REA) assists claimant’s efforts to find new employment. This reemployment service results in shorter claim durations and fewer erroneous payments.

Foreign Labor Certification allows employers to fill job openings with foreign labor when they are unable to fill positions with qualified US workers.

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.

Further, collaboration among Titles will allow employers and service providers to identify opportunities for increasing Title II services to a greater number of employers in each local area. Adult Education can offer ESL and ABE classes on-site at the employer’s location or work with employers to develop a plan for increasing both job skills and adult education and literacy skills. Adult Education will coordinate with employers to develop benchmarks of achievement among employees, such as understanding and implementing safety requirements on the job.

##### 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 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).

Rehabilitation Services, the state’s VR program in the Kansas Department for Children and Families, provides individualized services to empower people with disabilities to achieve, retain or regain employment.

The Adult Education program of Regents provides services to support adults in achieving foundational, secondary, postsecondary, and workforce preparation 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

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

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.

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

**Trade Adjustment Assistance**

Partnerships

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. This is to ensure the requirement for this rule as prescribed by the Trade and Globalization Adjustment Assistance Act (TGAAA) has been met.

Outreach

A customer may learn about the TAA Program through TAA informational meetings, Rapid Response meetings or 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.

TAA Information Meetings

Following federal certification of a Trade Act petition, workforce center staff or the local Rapid Response Coordinator works with the State Trade Act Coordinator to ensure a TAA information meeting is provided for any affected workers. When possible, this meeting is held in conjunction with the Rapid Response meeting. 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. For example, Kansas has a TRA Statement request used as a communication piece between agencies to ensure the customer meets eligibility deadlines.

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, Required program partners, as well as other partners, in the area effected.

Workforce center staff works with the customer to ensure registration in **KANSAS**WORKS.com, a combined MIS system, which is another element supporting the development of strong linkages between the TAA program and other workforce development partners. **KANSAS**WORKS.com is capable of linking multiple state agencies and currently links WIOA Youth, Adult, Dislocate Worker, W–P, Trade Act, Reemployment Services, Unemployment Insurance, Reemployment and Eligibility Assessment and the Senior Community Service Employment Program. The system is capable of cross–programmatic service delivery and provides management case files for multiple programs and/or agencies. Information on a participant 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.

Once a customer is deemed TAA eligible, they will complete the Application for Trade Act Benefits form with a TAA case manager (CM), complete an initial assessment to identify their initial employment plan, and will be offered the eight required employment and case management services. Based on the customer’s needs, the CM will work with them on next steps.

In order to move to the next step of training services, a customer must not have the skills to obtain suitable employment in the current labor market and must also meet the six criteria for approval for training. Has this changed with the new law(s)? Customers receive training targeted to a specific occupation which will prepare them for suitable employment. Based on the individual’s existing skills and education, along with labor market conditions, training will be of the shortest duration necessary to return the customer to employment.

Eligible customers may be waived from participation in training if the applicable criteria are met; however, a waiver will only be issued for a customer whose eventual goal is to enroll in TAA approved training. The customer may not be issued more than one waiver per petition number under any circumstance.

It is the CM’s responsibility to determine if the customer is eligible to be placed on a waiver. A waiver from training shall be issued to the customer only upon a supported determination (verification of condition) which shows approval of a training program is not feasible or is not appropriate for the customer at such time.

TAA customers are eligible for other benefits as well, such as Relocation, Out–of–Area Job Search and A/RTAA, HCTC, also handled at the Workforce Center by Case Managers.

Another component of the Commerce/TAA staff and KDOL/TRA partnership is the work they complete together in the appeals process. If an application for TAA benefits has been denied and the customer believes the determination is incorrect, they have the right to appeal or request reconsideration. The determination becomes final unless appealed within 10 days from the date it is mailed to the customer. A customer may file an appeal by writing a letter stating their desire to appeal. The letter must state the customer’s reason why it is believed the determination is incorrect. A copy of the denial letter issued from the TAA Administrative Office and mailed to KDOL must accompany the appeal letter from the customer showing why benefits have been denied.

Additionally, both agencies work together on the monitoring aspect of TAA. As part of the responsibilities for the oversight of the TAA activities in Kansas, the Regulatory Compliance Unit of the Commerce Legal Division, conducts both desk and on–site monitoring reviews on a quarterly basis. Reviews may include any or all of the administrative and program components. If possible, reviews are done on cases in each of the five local areas. Results of monitoring activities are documented in a report and disseminated for response and corrective action as warranted.

Lastly, the System Reporting Analyst for Commerce works with both Commerce and KDOL staff to file the TAPR reporting requirements.

**Rapid Response**

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/TAA Supervisor, Deputy Administrator of Workforce Investment Programs/NEG Coordinator, the Workforce Services Director, the Systems Reporting Analyst, and the Deputy Director of LMIS at KDOL. The state’s responsibilities include the following:

* Provide overall grant management to the Rapid Response program;
* Serve as the central point of communication for the state Workforce Centers;
* 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; and
* Continually improve customer service, 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 provide include, but are not limited to:

* Immediate and on–site contact with the employer, representatives of the affected workers, and the local community.
* Conduct an assessment of the layoff plans and schedule of the employer.
* Contact Commerce Administrative Office to request statewide materials and folders as well as collection and assimilation of information to be provided at employee meetings;
* Immediately notify affected Workforce Center Operators, WIOA Core Partners and other workforce system partners of a layoff incident.
* Hold informational meetings with the affected workers, providing them with re–employment services, UI, WIOA Core Partner programs and community resources information. RR will coordinate reasonable accommodations for effected workers to assist in RR service delivery.

RR administers a customer survey to be completed for each layoff incident in which on–site contact was made. Information relating to follow–up services is gathered, including assistance needed for training, education, or job search activities.

* Responsible for connecting the affected workers to resources necessary for follow–up services;
* Work with the employers and affected workers on additional services such as Job Fairs, resume writing/interviewing workshops, referral services and 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 contacts 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.
* Workforce Center Partner – If a workforce center 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 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 will work with KDOL to send out information regarding meetings.

Once the workers are notified and meetings are set up, the workers are 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—the statewide workforce system. 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

As mentioned above, customer surveys are administered and collected at the Rapid Response meetings. Kansas started utilizes a scan–able worker survey, to include all of the Region V Rapid Response survey questions as well as some unique to Kansas. These surveys are administered and collected during the Rapid Response meetings. The local area RR Coordinator makes copies for themselves to keep for follow–up and referrals and then sends the originals to the state RR Coordinator.

Kansas has developed layoff aversion strategies:

* The Dislocated Worker Unit and Kansas Department of Labor Market Information Services are working together on a layoff aversion strategy by analyzing the trends of industries in a particular region, whether the industry is growing, stable or declining in sales, employment, etc.
* 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.
* The State Dislocated Worker Unit may also support pre–feasibility studies of avoiding a plant closure through such options as a company or group, including the workers, to purchase the plant or company and continue it in operation.

Incumbent Workers

In conjunction with Rapid Response Services, Workforce Services use a portion of the Dislocated Worker funding for incumbent worker training. Training using this funding is limited to skill attainment activities. The training is to be used for the purpose of averting layoffs, but may also be used for the purpose of improving employee retention, increasing employee earning potential through the upgrade of skills and to assist in staying competitive.

Rapid Response in Kansas is a continual process of improvement and has now expanded its response to include WIOA Core Partner program information and referrals.

**Veterans Priority Service**

Service Delivery

Staff are 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.

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. With the implementation of WIOA, strategic coordination of the Core Partners will result in an investment in skill development of SCSEP participants. Services from WIOA Adult and Dislocated Worker Workforce Development, VR, Adult Education and Wagner–Peyser can 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.

As it was prior to WIOA, SCSEP is truly another 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. In addition, the SCSEP state subcontractor will continue its practice of engaging community–based organizations serving minorities to recruit eligible participants and coordinate services. For example, SCSEP in Kansas increased the number of Native American participants through coordination with the All American Indian Center, providing referrals and opportunities for recruitment by participating in scheduled activities specifically designed to engage the local Native American population. Coordination with Hispanic organizations including La Familia Senior Center, Hispanic Chamber of Commerce and Guadalupe Clinic have enhances SCSEP recognition throughout the Hispanic community. Each of these community–based agencies has 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. The Indochinese Center acts as a host agency and is providing interpreters for participants and program staff; with the assistance of the Center targeted recruitments events will be held which should increase participation of Asian individuals. The Kansas Minority Business Council has been a valuable resource for helping recruit a significant number of African American participants and provides many referrals for unsubsidized jobs. Enrollment levels of minorities have remained consistent over the last several years and the most recent analysis indicates Kansas serves a much higher percentage of minorities overall than their representation in the population.

Please see attached SCSEP State Plan UPDATE

**Alternative Workforce Specialist**

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 Alternative (Offender) Workforce Development Specialist, 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 Workforce System partners. The position serves individuals through coordination of pre– and post–release services, case management, employment development and vocational counselling.

**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 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 – education directly linked to a 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 Commerce.

##### 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 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 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.

**Use Collaborative Communication Across Titles**

Titles I and III programs currently conduct direct employer engagement activities through designated business services employees. In contrast, the vocational rehabilitation program utilizes about 120 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.  Collaborative communication among WIOA partners is intended to 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.

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 also provides 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.

In addition, the strategy increases leveraging of services for employers among the Partners. Employers previously served by one partner have access to a larger network of support and work–ready jobseekers. Employers experience a more focused and collaborated effort between agencies. This collaborative effort increases employer knowledge and maximizes their usage 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 an ongoing cross–training program for Partner employer development specialists**

To strengthen knowledge of Partner services and their customers’ employment needs and strengths, and to enhance coordination, the Partners conducted and recorded regular cross–training. The Partners designated individual(s) to participate in the “train–the–trainers” process. Trainers learned the basics of each Core Partners’ programs and services and the ENA during the first year of implementation. Training includes 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.  All training modules are maintained on KansasTrain, a web-based training site open to state and Partner employees.

Training on each program is not intended for the purpose of non–program staff determining eligibility for an agency’s program that does not fall within their job duties. (i.e., Workforce Center staff would not complete eligibility for Kansas Rehabilitation Services, etc.) Trainers are responsible for disseminating the information to their respective agency and serving as trainers for all staff with business outreach responsibilities. The Partners build this cross–training into their standard new hire training and on–boarding processes. Partners in local areas meet regularly to ensure open communication and high–quality cross–training is maintained.

**KANSASWORKS.com**

**KANSAS**WORKS.com is the web–based, all–in–one labor exchange and case management system currently used by Titles I and III.

It enable 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.

**Benefits of collaborative approach**

An example of our collaborative approach resulted in VR (Kansas Rehabilitation Services - KRS) and one of the local area workforce boards with a pilot program connecting shared employers with transition youth. This pilot project can serve as an example as future collaborations. KRS has and will continue to participate in core partner sponsored employment fairs.

This level of collaboration between the Partners increases the number of jobseekers with multiple barriers gain successful employment. The Partners will regularly (annually) measure the degree of use and satisfaction of employers within the system, as well as the increased level of people with disabilities and significant barriers to employment who are working with those employers.

##### E. Partner Engagement with Educational Institutions

Describe how the State’s Strategies will engage the State’s community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

**KANSAS**WORKS

The State Workforce policy describes the first step WIOA Titles I and III partners will utilize to engage Kansas education and training providers to create a job—driven education and training system. Historically, Workforce Development 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, the state has also supported AO—K, 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 is assumed they will continue to be over the next planning period.

**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 of Regents’ 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 four ways:

* Community and technical colleges will be eligible to compete for adult education funds. Currently adult education directly funds 17 community and technical colleges.
* Adult education will continue to support postsecondary transition activities with professional development and incentives for learners’ postsecondary readiness and enrollment in postsecondary courses.
* Two–year colleges and adult education programs will continue to offer AO–K, a 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 career pathways programs must include concurrent enrollment in Title II–funded instruction and postsecondary CTE, team–taught basic skills and postsecondary CTE courses, supplemental instruction, 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 concurrent postsecondary CTE courses and GED® instruction, tuition–free technical courses, and the possibility of TANF scholarships for eligible participants.

**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, such as PELL Grants, to help pay for higher education before expending VR funds. Agreements between VR and all Kansas institutions of higher education and private non-profit colleges specify cost sharing responsibilities related to the provision of auxiliary aids and services.

##### F. Partner Engagement with Other Education and Training Providers

Describe how the State’s Strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

The Board’s 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’ needs.  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 state 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.

The State Board and staff frequently monitor demand occupations and the qualifications one must have to successfully compete in the job market.  Additionally, state and some competitive federal funds are used to identify and fund education and training programs to provide needed credentials for Kansas job seekers.  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.

##### G. Leveraging Resources to Increase Educational Access

Describe how the State’s strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

**KANSAS**WORKS

Both state and federal resources are leveraged to improve access to workforce development programs provided by educational institutions. In addition to the projects already described, Kansas has been awarded the Disability Employment Initiative grant to, in part, fund postsecondary credential training for jobseekers with disabilities. 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.

Local Partners from multiple systems coordinate resources to increase participant access to education. The **KANSAS**WORKS State Board has established several policies to guide Local Boards and partners. The Training Expenditure Policy 5-07-00, Coordinating Individual Training Accounts with Other Sources of Financial Assistance Policy 5-08-00, Memorandum of Understanding Policy 5-25-00 and the Integrated

Service Delivery and Functional Management Policy 5-27-00 all provide guidance for leveraging resources to increase educational access and can be found at <https://ksworksstateboard.org/policies-and-procedures/>

**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 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.

##### H. 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. The **KANSAS**WORKS State Board has established the Training Expenditure Policy to provide guidance for leveraging resources and increasing educational access:

Training Expenditure Policy

Policy Number: 5-07-00 (Replaces #3-28-02)

Originating Office: Workforce Services

Subject: Training Expenditure Policy Issued: August 3, 2016 (KWSB Approved) Revised: July 18, 2016

Program: Workforce Innovation and Opportunity Act (WIOA)

Purpose: To transmit state policy and guidance on the required minimum percentages local areas must spend on training and training-related services References: WIOA Section 116(b)(2)(B) and State Policy Number 3-22-00.

Background: Policy 3-28-01 was adopted July 2007 and updated October 2009. Policy 3-28-01 set a benchmark for training expenditures and to establish a baseline for future expenditure requirements. After 9 years, this policy addresses available funding discrepancies identified in the calculation and establishes the 40% expenditure rate as an additional State identified performance accountability indicator

Action: All local boards must develop policies to ensure compliance with a 40% minimum expenditure rate for adult and dislocated worker training and training-related services.

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 child care, transportation, etc.  Work-based learning, such as on-the-job training, paid internship, work experience, registered apprenticeship. .Costs may include job coaches and special workplace accommodations when necessary.  Customized training designed to meet the special requirements of an employer who commits to employ an individual 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 must assess academic or skills ability. WORKReady!, WIN, and other skill-development and certification products are training related expenditures. 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 2 measurable benchmarks or indicators the plan is achieving the expected outcome.

Local Policy Requirements: All local boards must develop and maintain a policy and local operating procedures for the determination of training and training-related costs. Local policy must include, at a minimum, the following items: 1. Methodology that will be used to document total expenditures. At a minimum, total training and training-related expenditures allocable to Adults and Dislocated workers divided by the total expenditures allocable to Adults and Dislocated Workers equals training expenditure rate. a. Total expenditures SHALL include all WIOA Title I authorized funds expended from the local area operating budget allocable to Adults and Dislocated Workers, including the local area formula allocation as well as other funds awarded or allocated to the local board under WIOA Title I Subtitle D. b. Total expenditures MAY include funds from the total local area operating budget allocable to Adult and Dislocated Workers, including all public and/or private funding awarded, granted or gifted to the local board in addition to WIOA authorized funds when specifically stated in the local policy. 2. Methodology that will be used to document direct training and supportive services expenditures. 3. Procedures for entering training-related costs into a participant's record. 4. Procedures for tracking total training and training-related costs, by participant and by local area, whether or not the payment mechanism chosen is an individual training account. Local Area Plan Requirements The local board must describe in its plan how the 40% adult and dislocated worker training expenditure rate will be accomplished, including whether the 40% expenditure rate will be calculated on all funds expended by the local board or only WIOA Title I expenditures.

 **KANSAS**WORKS only approves training programs which result in industry-recognized credentials and for which there is sufficient demand for those credentials to improve an 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.

**Board of Regents Adult Education**

The strategies and resources identified under E and F 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 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.

##### I. 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.

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 particular companies. 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.

### 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—

Narrative for III.b.1.A begins in the next section.

#### 1. The State operating systems that will support the implementation of the State’s strategies. This must include a description of–

##### A. State operating systems that 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.

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.

##### B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers

Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.10

[10] For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

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.   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.

Policy Number: 5-38-00

Originating Office: Workforce Services

Subject: Data Collection

Issued: November 1, 2017

Programs: Workforce Innovation and Opportunity Act (WIOA)

Purpose: This policy sets standard operating procedures for data collection including what data must be collected, verified, validated and secured. The purpose is to ensure electronic databases and reports are certifiably accurate.

Reference: Workforce Innovation and Opportunity Act of 2014, TEGL 7-16 / Joint Guidance on Data Matching to Facilitate WIOA Performance Reporting and Evaluation; TEGL 10-16; TEGL 26-15; 20 CFR 677.170 and 677.175; WIOA Guidance Letter 16-02; Government and Performance Results Act of 1993.

Background: Under the Workforce Innovation and Opportunity Act, core programs must work together in new ways to ensure that participant data is accurate and reliable for recording services and tracking participant outcomes.

Action: Disseminate to all interested parties.

Contact: Questions should be directed to WIOA Administrator, (785) 296-0607, TTY: 711, e-mail: kdc\_workforcesvcs@ks.gov.

Attachment: None.

The state and local workforce development boards (LWDBs) are required to establish basic standard operating procedures for data collection and handling to ensure the quality and integrity of data over time. This includes standards for data verification, data validation and data security. The purpose is to ensure resulting electronic databases and reports are certifiably accurate. Data verification is a process that involves checking the accuracy of all, or a sample of, computerized records against the original paperwork or other source(s). Although the goal of data entry is to achieve 100 percent accuracy, it is rarely accomplished due to recording or keying errors. The data verification process is the confirmation of the accuracy of all, or a sample of, keyed entries by comparison with the original source(s) to identify and correct errors. Data validation involves checking the reasonableness of all, or a sample of, data entered into the electronic database. Although data may be correctly transcribed from forms, it may not be accurate or logical because of recording errors. For example, entering a date of program exit that is before the date of registration raises doubt about the accuracy of such entries, regardless of whether or not they were properly transcribed from the paperwork or other sources.

Data security involves ensuring only authorized staff has access to electronic databases and paper files containing sensitive client information. It is imperative that client information is protected at all times. Client information can only be released to third party agencies or entities if the client has authorized such release or the custodian of the records is presented with a valid court order requesting information pursuant to legal action.

Examples of procedures for data collection and handling to ensure the resulting electronic database is accurate include the following:  Checking the accuracy of the computerized records against the original source (usually paper copies of records);  Conducting random calls to participants or other sources to verify the accuracy of the information collected;  Ensuring paper files containing client information are secured in filing cabinets and access to such files is limited to authorized personnel;  Evaluating data collection efforts by using trained staff to randomly observe interviews and other data collection methods;  Limiting access to client information to authorized personnel who are trained in data security and validity and have acknowledged in writing the requirement to safeguard client data; and  Performing logical checks of the data (although data may be correctly transcribed from the original forms, it may not be accurate because of misprints, typographical errors and other mistakes).

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.

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.

Standard Management Information System:  WIOA Section 185 requires grant recipients maintain and submit certain information to the U.S. Secretary of Labor for use in appraising the performance of departmental programs. Section 185(c)(2), in particular, requires the maintenance of a management information system designed to facilitate the uniform compilation, cross tabulation, and analysis of programmatic, participant and financial data necessary for reporting, monitoring and evaluation purposes. In general, the reports required in WIOA Sec. 185(c) shall include information regarding programs and activities carried out under this title pertaining to:  relevant demographic characteristics (including race, ethnicity, sex, and age) and other related information regarding participants;  programs and activities in which participants are enrolled, and the length of time that participants are engaged in such programs and activities;  outcomes of the programs and activities for participants, including the occupations of participants, and placement for participants in nontraditional employment;  specified costs of the programs and activities; and  information necessary to prepare reports to comply with WIOA Sec. 188 on nondiscrimination.

The Management Information System (MIS) Manuals are 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 manuals. 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 shall 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, 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. These data elements are outlined in the Management Information Systems Manuals. 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.

WIOA Title II, Adult Education, uses the Portal for Adult Basic Literacy Outreach (PABLO) system for participant reporting. WIOA Title IV, Vocational Rehabilitation, uses the Kansas Management Information Systems (KMIS) for participant reporting. Data from both the PABLO 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 consumer consent to release personally identifiable information.

Applicant’s Certification: The signature of the applicant must be obtained attesting the information on the application, or any other document used to determine eligibility, is true to the best of the applicant's knowledge and there is no intent to commit fraud. The signature should acknowledge the information on the application will be used to determine eligibility, the applicant may be required to document the accuracy of the information and the information is subject to external verification and may be released for such purposes. The signature should also acknowledge that, if found ineligible subsequent to enrollment, the applicant will be terminated. If the applicant is terminated as a result of falsifying information on the application, they may also be prosecuted for fraud and/or perjury. Eligibility verification should be made available to the applicant upon request. In the case of a minor (except for a minor who is head of household), the signature of a parent, guardian or other responsible adult is also required, along with the date the application is completed. The interviewer shall countersign and date the application. An authorized staff member should thoroughly review the entire eligibility assessment application and determine if the information is complete, consistent and the eligibility determination is correct. If the eligibility verification is met, the staff member should sign and date the eligibility assessment. Procedures for verification of eligibility must be included in the local plan and should be included in local program operation guidance.

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. WIOA provides 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, there are 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 standards2; 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 KANSASWORKS State Board has selected the following measures: a. Retention with the same employer b. Repeat business customers

Negotiating Performance Levels: The state must submit in the State Plan expected levels of performance on the primary indicators of performance for each core program as required by WIOA Sec. 116. The state must reach agreement on levels of performance with the Secretaries of Labor and Education for each indicator for each core program. These are negotiated levels and based on the following factors:  how the negotiated levels of performance compare with State levels of performance established for other States;  the application of an objective statistical model established by the Secretaries of Labor and Education;  how the negotiated levels promote continuous improvement in performance based on the primary indicators and ensure optimal return on investment of Federal funds; and  the extent to which the negotiated levels assist the State in meeting the performance goals established by the Secretaries of Labor and Education for the core programs in accordance with the Government Performance and Results Act of 1993. Each LWDB and chief elected official negotiates with the state to reach agreement on local area performance for those same measures for WIOA Title I programs. In negotiating local levels of performance, the LWDB, the chief elected official, and the Governor shall make adjustments for the expected economic conditions and the expected characteristics of participants to be served in the local area using the statistical adjustment model described in WIOA Sec. 116 (b)(3)(A)(viii). Per TEGL 26-15, no levels of performance will be negotiated for the Vocational Rehabilitation State grant programs for PY 2016 and PY 2017. Subsequent levels of performance negotiation will follow the process and timelines as outlined in TEGL 26-15. Performance measure calculations include all WIOA participants, but does not include reportable individuals. For a complete definition of participants and reportable individuals, refer to WIOA Guidance Letter 16-02. Concurrent Enrollments and Exits Due to the variability in programmatic criteria to receive services, the particular services that trigger inclusion as a participant vary across the core programs:  Title I Adult and Dislocated Worker – Receipt of any training services or individualized career services makes a reportable individual a participant. For basic career services, a reportable individual becomes a participant when he or she receives a service that is neither self-service nor information only. A complete list of basic career services that trigger inclusion as a participant can be found in WIOA Guidance Letter 16-02.  Title I Youth – When a reportable individual has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, development of an individual service strategy and received one of the 14 WIOA Youth program elements, he or she is considered a participant.  Title II AEFLA – When a reportable individual in an AEFLA program has completed at least 12 contact hours he or she is considered a participant.  Title III Employment Service – When a reportable individual receives an individualized career service, he or she is considered a participant. For basic career services, a reportable individual becomes a participant when he or she receives a service that is neither self-service nor information only. A complete list of basic career services that trigger inclusion as a participant can be found in WIOA Guidance Letter 16-02.  Title IV VR – When a reportable individual has applied and been determined eligible for VR services, has an approved and signed IPE, and has begun to receive services under the IPE, he or she is considered a participant. Exit from a program generally occurs when a participant has not received services for a specified period of time and has no additional services scheduled. The Title IV VR program has a slightly different definition of exit to account for program requirements. Title I Adult, Dislocated Worker and Youth; Title II AEFLA; and Title III Employment Services programs use as an exit date the last day of service. Once 90 days have passed without service the date of exit is retroactively applied to the last date of service. For the Title IV VR program, the participant’s record of service is closed because the participant has achieved an employment outcome, or because the participant has not achieved an employment outcome, or the participant has been determined ineligible after receiving services. For VR program participants who have achieved an employment outcome, the exit date is at least 90 days after attainment of the employment outcome. For VR program participants who have not achieved an employment outcome, or have been determined ineligible after receiving services, the exit is based on the date of the determination to close the service record.

Data Sources Wage Records:  WIOA Sec. 116 requires States to use quarterly wage records to measure their progress on satisfying State and local performance accountability indicators. The Joint WIOA Final Rule implements these requirements in 20 CFR 677.175 by requiring States to use quarterly wage record information such as intrastate and interstate wages paid to an individual, an individual’s SSN, and the Federal Employer Identification Number (FEIN) of the employer paying wages to the individual. The Kansas Department of Labor wage records will be used as the data source to determine performance outcomes. The Kansas Department of Labor wage records is automatically imported into KANSASWORKS and matched to SSN’s. The use of SSN’s to measure the progress of participants through quarterly wage record information is authorized under WIOA. The Wage Record Interchange System (WRIS) was created at the Federal level under WIA for the purpose of providing interstate access to wage records to participating States. WRIS 2 extends the WRIS record-sharing model for the purposes of Federal and State performance reporting by partners in the one-stop system, identified in WIOA, that are not administered by DOL, including AEFLA and the Vocational Rehabilitation Services program, administered by the Department of Education. WRIS 2 is an automated system that functions only as a gateway for exchanging information, and the data are not retained in the database. While the majority of wages will come from the state’s UI system, certain types of employers and employees are excluded by Federal and State UI laws. For program participants engaged in these types of employment, and for participants for whom the State does not have an SSN on record, States may use supplemental wage information and wage data from other reliable sources to collect employment-related data necessary for calculating levels of performance. Individuals for whom a quarterly wage record match would not be available through the State US data system include but are not limited to:  Federal employees;  Military employees; or  Individuals who are self-employed. Sources of supplemental wage information for the types of employees described above include:  Federal employment records, such as military employment records, or records from the U.S. Department of Defense, U.S. Postal Service, and U.S. Office of Personnel Management;  State New Hires Registry;  State Department of Revenue or Taxation; and  Railroad Retirement System Eligibility to participate in any of the programs under WIOA is not contingent upon an individual providing an SSN. Performance reporting is required of all participants in WIOA programs, therefore collecting supplemental wage information is critical for performance reporting on individuals who do not voluntarily provide an SSN.

Supplemental Wage Information Methods and Procedures: Acceptable forms of supplemental wage information, relevant to the core program, include, but are not limited to, the following: Tax documents, payroll records, and employer records such as:  Copies of quarterly tax payment forms to the Internal Revenue Service, such as a Form 941 (Employer’s Quarterly Tax Return);  Copies of pay stubs (minimum of two pay stubs); or  Signed letter or other information from employer on company letterhead attesting to an individual’s employment status and earnings. Other supplemental wage records:  Follow-up survey (self-reported) from program participants;  Income earned from commission in sales or other similar positions;  Detailed case notes verified by employer and signed by the counselor, if appropriate to the program;  Automated database systems or data matching with other partners with whom data sharing agreements exist;  One-Stop operating systems’ administrative records, such as current records of eligibility for programs with income-based eligibility (e.g., Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program ( SNAP)); or Self-employment worksheets signed and attested to by program participants. Time Period for Collecting Supplemental Wage Information For purposes of calculating levels of performance for the employment rate indicators, local area program operators must collect data on participants’ employment status during the second and fourth quarters after the participant exits the program. For purposes of calculating levels of performance for the median earnings indicator, local area program operators must collect data on participants’ wages during the second quarter after exit from the program. Follow-up to collect supplemental wage information may be conducted by local programs, or a third-party contractor. The need for supplemental wage information for some individuals may not become apparent until no match is found in direct UI wage records, or in federal or military employment records, which become available on a time-lagged basis. However, when the local area knows or predicts that UI wage data will not be available for individuals (such as those participants who did not provide an SSN, or for participants not covered by UI wage data, such as those who received entrepreneurial or self-employment training), local areas do not need to wait to formally document that UI wage data are not available and should begin collection of supplemental wage information. The optimal time to collect supplemental wage information is as soon as possible following the close of the second and fourth full quarters after exit. Program operators should remind participants, before program exit, that they or their employers may be contacted to obtain confirmation of employment status and earnings, and to explain the expected timeframe for those follow-up contacts. While this reminder is applicable to all participants, it is especially important for those participants for whom UI wage data are not available.

VR and KBOR will collect and report data necessary for the common accountability measures identified in WIOA, the quarterly state–specific data measures identified in the Performance Indicators operational elements, and additional data necessary for evaluation and continuous improvement.

**Data Collection and Sharing Strategies**

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 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 aligning MIS systems. These 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 training. These partnerships will deepen the functionality of the data. A primary goal is to be able to track students from PK-12 through workforce training programs, 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 have been developed to further support reduction of duplicative data collection as well as provide an integrated reporting of accountability measures.

**Operational Elements/Activities**

1. Expand the Statewide Longitudinal Data System (SLDS) to integrate workforce longitudinal data, developing necessary agreements, and matching education data with workforce data at the individual record level and across workforce programs, for better evaluation of federally and state supported education and workforce programs;

2. Protect personally identifiable information;

3. Using SLDS data to evaluate performance of federal and state supported job training and education programs and to make policy adjustments for continuous program improvement;

4. Providing user-friendly information to consumers to aid in the selection of education and training programs, including production and dissemination of workforce training provider performance information and outcomes in a standardized “scorecard” format;

The alignment of the activities, shown above will benefit underemployed individuals seeking training opportunities, potential career and technical education consumers, 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: Allow 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.

Measurement of success with these stated operational elements or activities will be attributed to the successful development of inter-agency data sharing agreements and related linkages of systems as a result of data sharing. All partners will monitor data collection and validate data.

With the Workforce Data Quality Initiative grant (WDQI), Regents, Commerce, and Labor collaborated to create data-sharing agreements. The State Plan Management Team will continue to promote the responsible and legal sharing of data using participant consent to match education data with workforce data at the individual record level and across workforce programs, providing an integrated reporting of performance indicators.

#### 2. The State policies that will support the implementation of the State’s strategies (e.g., 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

* 1. State’s guidelines for State-administered one-stop partner programs’ contributions to a one-stop delivery system.

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.

The KWSB Policy 5-00-00 issued July 1, 2016 provides the requirements and processes for developing new policies such as those required for the implementation of WIOA. The policy details that a state subject expert drafts a policy to be reviewed and considered by the KWSB.  The KWSB by majority vote accepts the policy and approves its distribution for Public Comment or it rejects the draft and asks for modification of the draft.

After the public comment period, comments are reviewed by the subject expert and any changes resulting from the comments are made and a recommendation to the full KWSB at its next scheduled Quarterly Meeting to adopt the policy. If the KWSB adopts the policy, it is posted on the KWSB website and distributed to workforce system partners and other interested parties. If the policy is rejected by the KWSB, state staff modifies the policy draft per KWSB direction and starts the procedure again or removes the policy from further consideration.

KWSB Policy 5-26-00 provides the basic requirements for partner collaboration but does not require co-enrollment:

Originating Office: Workforce Services

Subject:  Partner Collaboration

Issued: July 17, 2007

Revised: January 19, 2017

Program: Workforce Innovation and Opportunity Act (WIOA)

Purpose: To transmit State policy and guidance regarding local workforce development systems and WIOA Partner collaboration.

Reference: WIOA Sec. 107, 121, and 20 CFR §651.10, and 20 CFR Part 678 Subpart B

Background: The Workforce Innovation and Opportunity Act requires the State to assure coordination of and avoid duplication among workforce development system partners. Memorandums of Understanding are the primary means for coordinating the services of the One-Stop system and include agreement on services provided, cost sharing, methods of referral and ensuring customer needs are met. However, MOUs are negotiated not less than every two years. This policy establishes a structure for demonstrated coordination and collaboration on which to base future policy development among core, required, and other partners of the OneStop system. The defined process will ensure collaboration is transparent and available for review by local and state board members as well as leadership of state agencies and partner organizations. Local Area Planning instructions further describe the goals and objectives for policy compliance.

Action: Disseminate this policy to all interested parties.

Contact: Questions should be directed to WIOA Administrator, (785) 296-0607, TTY: 711, WorkforceSvcs@ks.gov.

Partner Collaboration Policy Statement: The local workforce development board (LWDB) must make available, through the local workforce development system, services that are provided by core and required partner programs, and may make available services provided by other partner programs.

Overview WIOA emphasizes full and effective collaboration between partners responsible for core, required and other programs to ensure seamless and customer-focused workforce development services within each local workforce development system.

Definitions

Core Program – WIOA adult dislocated worker and youth services, adult education and family literacy services, Wagner-Peyser employment services, and vocational rehabilitation services.

Required Program – Senior Community Service Employment Program, Trade Adjustment Assistance Program, Veterans Employment Training Services Program, Community Services Block Grant Program, Unemployment Insurance, Second Chance Act Corrections Programs, Temporary Assistance for Needy Families Programs (exempted by Governor), and training and employment programs offered by Kansas Housing Resource Corporation for families living in public housing.

Additional Programs – Ticket to Work Employment Network Programs, employment and training programs carried out by the small business administration, Supplemental Nutrition Assistance Program Employment and Training Programs, Supplemental Nutrition Assistance Program Work Programs, Vocational Rehabilitation Client Assisted Programs, AmeriCorps, Senior Corps, and the Social Innovation Fund Workforce Development System - a local or statewide system which assures availability to the public including individuals and employers of adult, dislocated worker and youth employment and training services, labor exchange, and other programs as required by WIOA Sec. 121.

Policy Requirements for Collaboration: The KWSB requires LWDB to ensure their local workforce systems provide seamless, timely and customerfocused services to job seekers, employers and other members of the public accessing KANSASWORKS services. To this end, each LWDB must develop policies and procedures directing One-Stop Operators and/or staff to establish mechanisms and methodologies for partner collaboration. These policies and procedures must include the following: 1. Establishment of regular meetings with all partners to address service delivery issues, scheduling issues, MOU modifications and State and Local Policy implementation. Monthly meetings are recommended. 2. Establishment of procedure for recording attendance at Partner meetings. 3 3. Establishment of procedure for recording minutes of Partner meetings.

Local/Regioinal Plan Requirements: Local Areas must establish the policies, procedures and schedule for partner collaboration in their WIOA Local/Regional Area Plans

Finally, the KWSB developed the following policy for partner MOUs:

**Policy Number:** 05-20-00

**Originating Office:** Workforce Services **Subject:** Memoranda of Understanding **Issued:** May 3, 2017

**Program:** Workforce Innovation and Opportunity Act (WIOA)

**Purpose:** To transmit State policy and guidance regarding Memoranda of Understanding (MOUs).

**Reference:** 20 CFR Part 678 Subparts A, B, C & E; WIOA Sec. 121; **KANSAS**WORKS Policy 5-24-00

**Background:** This policy replaces *3-13-00 Memoranda of Understanding*. Memoranda of Understanding are the primary means for coordinating the services of the one-stop partners and include issues such as:

1. Which services each partner will provide through the one-stop system;
2. How the one-stop operator will refer customers to the appropriate partner; and
3. How the costs of the system will be allocated among the partners.

**Action:** Make this policy available to all interested parties.

**Contact:** Questions should be directed to WIOA Administrator, (785) 296-0607, TDD 1-800-766-3777, email WorkforceSvcs@ks.gov. The WIOA Administrator will direct questions regarding Titles II (Adult Education) and IV (Vocational Rehabilitation) to the appropriate state agency.

**Attachment:** Attestation of Review of Memoranda of Understanding

**Memoranda of Understanding**

1. **Policy**

The local workforce development board (LWDB) is required to negotiate in good faith and enter into memoranda of understanding (MOUs) with core, required, and other one-stop partners.

For core and required partners the good faith MOU negotiation will include development of an infrastructure funding agreement. State core and required partners have the option to enter into an interagency agreement with the designated state workforce agency for statewide infrastructure funding distribution.

1. **Overview**

This policy establishes the requirements for development of a one-stop partner MOU including required elements, service delivery, negotiation of cost sharing, including both infrastructure and other costs and impasse resolution.

1. **Definitions**

*Core Partner:* Adult, dislocated worker, and youth services (WIOA Title I) overseen by the Kansas Department of Commerce and operated through local workforce development areas and centers; Wagner- Peyser labor exchange services (WIOA Title III) operated by the Department of Commerce; Adult Education and Family Literacy services overseen by the Kansas Board of Regents and operated through two-year colleges, school districts and community-based organizations statewide (WIOA Title II); Vocational Rehabilitation overseen and provided by Rehabilitation Services/Kansas Department for Children and Families (WIOA Title IV).

*Cost Eligible Participant:* Individuals whose eligibility has been determined by a core partner program and has received a service through the **KANSAS**WORKS system.

*Designated State Workforce Agency* - The designated state workforce agency is selected by the Governor to be responsible for the administration of WIOA. The Department of Commerce is the Governor’s designated state workforce agency.

*Infrastructure Costs –* Infrastructure costs of one stop centers are non-personnel costs that are necessary for the general operation of the one-stop center, including rental of facilities; utilities and maintenance; equipment (including assessment-related products and assistive technology for individuals with disabilities) and technology to facilitate access to the one-stop center, including technology used for the center’s planning and outreach activities. Local workforce development boards may consider common identifier costs as costs of one-stop infrastructure.

*Relevant State Agency* - The Relevant State Agency is an agency responsible for administering a statewide core or required program.

*Statewide Cap on Infrastructure Funding -* The maximum dollar amount a core or required partner is mandated to contribute under the state infrastructure funding mechanism. Each partner's maximum cap is defined in section 121(h)(2)(D)(ii) of WIOA as a specific percentage of the partner's annual federal funding for workforce programs (i.e., education, employment, and training activities delivered using that funding.)

1. Provisions of Memoranda of Understanding

The MOU is an agreement developed and executed between the LWDB, with the agreement of the Chief Elected Officials (CEOs) and the one-stop partners, relating to the operation of the one-stop delivery system in the local area.  Two or more local areas in a region may develop a single joint MOU if they are in a region that has submitted a regional plan under Sec. 106 of WIOA.

The MOU shall include Part I Service Coordination and Part II Shared Resources and Costs. Each Part of the MOU shall include the provisions outlined below. Items presented in the left column are the provisions required under WIOA Section 121(c) and the items presented in the right column list the minimum information needed to be included within the MOU to adequately address the required provisions.

PART I: SERVICE COORDINATION

| WIOA Provisions | Minimum Information Necessary for MOU |
| --- | --- |
| **Services provided through the One-Stop System** WIOA Section 121(c)(2)(A)(i) Describe the services to be provided through the one-Stop delivery system consistent with the requirements of this section, including the manner in which services will be coordinated and delivered through such system. |  * Identify the **KANSAS**WORKS partner(s) included in the MOU

 * Identify the **KANSAS**WORKS centers covered by the MOU, indicating comprehensive one-stop centers and any affiliated sites.

 * Describe the **KANSAS**WORKS system design in the local area.

 * Describe the **KANSAS**WORKS system services that are applicable to each partner, including career services.

 * Identify the **KANSAS**WORKS system customers and describe shared customers.

 * Describe the responsibilities of the **KANSAS**WORKS Partner(s), including joint planning, and staff development/professional development.
 |

| WIOA Provisions | Minimum Information Necessary for MOU |
| --- | --- |
| **Methods for Referring Customers** WIOA Section 121(c)(2)(A)(iii) Describe methods of referral of individuals between the one-stop operator and the one-stop partners for appropriate services and activities. |  * Describe the **KANSAS**WORKS system referral process for the local area between core, required and other partner programs.

 * Describe how the referral process ensures a high-quality customer service and customer- centered focus.
 |
| **Access to Services** WIOA Section 121(c)(2)(A)(iv) Describe methods to ensure the needs of workers and youth, and individuals with barriers to employment, including individuals with disabilities are addressed in the provision of necessary and appropriate access to services, including access to technology and materials, made available through the one-stop delivery system. |  * Describe the location of service delivery including physical spaces and virtual services.

 * Provide a schedule of service delivery including location, hours of operation and availability of services for each location, including those where intermittent services are available.

 * Describe the degree of physical access to each workforce center, accommodations (including plans to provide accommodations and/or auxiliary aids and services) provided by each partner to meet the physical and programmatic access requirements of WIOA and the Americans with Disabilities Act, and the needs of customers.

 * Identify how the **KANSAS**WORKS system will provide access to partner services, including direct linkage through real-time technology.

 · |
| **Duration of Agreement and Amendment** WIOA Section 121(c)(2)(A)(v) Include the duration of the memorandum of understanding and the procedures for amending the memorandum during the duration of the memorandum and assurances that such memorandum shall be reviewed not less that once in every 3-year period to ensure appropriate funding and delivery of services. |  * Identify the effective date of the MOU.

 * Describe the procedures established to revise and modify the MOU.

 * Describe the procedures established to terminate the MOU.

 * Include an assurance to review the MOU at least every two years (this is a requirement within the

state of Kansas to align with the local area plan review to be conducted every two years) |

| WIOA Provisions | Minimum Information Necessary for MOU |
| --- | --- |
| **Other Provisions** WIOA Section 121(c)(2)(A)(vi) The MOU may include such other provisions consistent with the requirements of this title, as the parties to the agreement determine to be appropriate |  * If the parties determine that additional provisions are necessary they may be included if they are consistent with WIOA and the accompanying regulations, the state plan, regional plan and local plan and are beneficial to the effective provision of services provided through the **KANSAS**WORKS system.
 |

**PART II: SHARED RESOURCES AND COSTS**

|   The designated state workforce agency has agreed to act as administrator of state core and required partner infrastructure funds. Any state core or required partner may enter into an interagency agreement with the designated state workforce agency for the purpose of infrastructure funding distribution and will not be required to participate in the negotiation of infrastructure funding using the local funding mechanism. The designated state workforce agency will negotiate with local workforce development boards on behalf of the core or required partner and will allocate the core or required partner’s infrastructure funds and collect and maintain documentation of the LWDB expenditure of those resources consistent with WIOA regulations. In such cases the required MOU will reflect that process and provide related requirements for ensuring the LWDB maintains current cost allocation methodologies consistent with Uniform Guidance 2 CFR 200. |
| --- |
|  **WIOA requires one-stop partners to contribute funding to establish and maintain the one stop system based on each partner’s proportionate use of the system and the relative benefits received consistent with Uniform Guidance (2 CFR 200)** **WIOA Section 121(h)(1)(B)(i) and 121(h)(2)(C)** |

| WIOA Provisions | Minimum Information Necessary for MOU |
| --- | --- |
| **Funding of Services and Operating Costs** WIOA Section 121(c)(2)(A)(ii) Describe how the cost of such services and the operating costs of such system will be funded, including—1. Funding through cash and in-kind contributions (fairly evaluated), which contributions may include funding from philanthropic organizations or other private entities, or through other alternative financing options, to provide a stable and equitable funding stream for ongoing one-stop delivery system operations.
2. Funding of the infrastructure costs of one-stop centers in accordance with subsection (h)
 |  Overall One-Stop Operating Budget* Develop a budget which identifies the overall local area **KANSAS**WORKS system operating and infrastructure costs including the delivery of career services.

 Infrastructure Costs: Local Funding Mechanism* In identifying the infrastructure costs, methodology and allocation, LWDBs, chief elected officials, the designated state workforce agency, and all other partners, shall negotiate in good faith to reach a consensus for the infrastructure funding agreement under an agreed upon local funding mechanism. Failure to reach a consensus will trigger the state funding mechanism detailed in Section VII below. Alternatively, core and required partners may opt to enter into an interagency agreement with the designated state workforce agency to negotiate, allocate and document expenditure of infrastructure funds on their behalf.

 * Develop a budget outlining the infrastructure costs of the local area **KANSAS**WORKS system with a detailed description of what specific costs are included in each line item. The detailed description should include costs per workforce center and affiliated site and other site specific costs.

 * Identify the cost allocation methodology chosen to charge each partner in proportion to its use of the one-stop system and benefit received, in accordance with Uniform Guidance (2 CFR 200 et seq.)

 * Identify the initial proportionate share of infrastructure costs allocated to each partner based on the agreed upon cost allocation methodology, each partner’s estimated total contribution amount, and whether it will be provided through cash, non-cash (in-kind), or
 |

| WIOA Provisions | Minimum Information Necessary for MOU |
| --- | --- |
|   |  third party in-kind contributions. This initial determination must be periodically reconciled against actual costs incurred and adjusted accordingly. * For any identified non-cash or in-kind contributions, the method by which the value of the contribution was or will be fairly evaluated

 * If in-kind contributions will be used to meet a partner’s required contribution they must be included in the original Overall Operating Budget

 Other System Costs* Develop a budget outlining the other system costs of the local area **KANSAS**WORKS system with a detailed description of what specific costs are included in each line item. The detailed description should include costs per workforce center and affiliated sites and other site specific costs. The budget must include applicable career services. The budget may should also include any other shared costs agreed upon by the one-stop partners.

 * Identify the cost allocation methodology agreed to by all partners to charge other system costs according to if benefit is received and their proportionate use in accordance with Uniform Guidance (2 CFR 200 et seq.).

 * Identify the initial proportionate share of other system costs allocated to each partner based on the agreed upon cost allocation methodology, each partner’s estimated total contribution amount, and whether it will be provided through cash, non-cash (in-kind), or third party in-kind contributions. This initial determination must be periodically reconciled against actual costs incurred and adjusted accordingly.
 |

| WIOA Provisions | Minimum Information Necessary for MOU |
| --- | --- |
|   |  * For any identified non-cash or in-kind contributions, the method by which the value of the contribution was or will be fairly evaluated

 * If in-kind contributions will be used to meet a partner’s required contribution they must be included in the original Overall Operating Budget
 |

1. **Impasse Resolution for MOU Service Coordination and Additional Costs other than Infrastructure Costs**

The following procedures will be used to resolve impasse situations:

* 1. The LWDB and partners must document the negotiations, proposed cost shares for each partner and efforts to develop an MOU.
	2. Failure to execute an MOU must be reported by the LWDB to Commerce and to any other relevant state agency.
	3. To overcome the impasse the LWDB must request technical assistance from Commerce in writing and include the unresolved issue(s) and supporting documentation. The written request must be submitted to WorkforceSvcs@ks.gov.
	4. Commerce will review details of the impasse and provide technical assistance during the 60 calendar days after receipt of the request for technical assistance. If necessary, Commerce may consult with, and seek assistance from, the U.S. Department of Labor (USDOL), other federal agencies, state agencies and other partner agencies to resolve the impasse.
	5. If the LWDB and Commerce are unable to resolve any impasse through technical assistance, Commerce will notify partners of the negotiation failure and convene the Dispute Resolution Review Panel.

The Review Panel will be comprised of one legal department representative from each of the designated state agencies for the Core Partners (Commerce, Kansas Board of Regents and Department for Children and Families.) If one of the designated state agencies is the appellant, 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.

Timeline for Resolution of Impasse regarding Service Coordination and/or Costs Other thanInfrastructure Costs for first year

| Deadline | Activity |
| --- | --- |
| 09/22/17 | Notice of impasse submitted to Commerce for review and delivery of technical assistance |
| 10/23/17 | If impasse remains unresolved, Commerce will notify partners and schedule the Dispute Resolution Review Panel |
| 12/21/17 | Decision rendered from Dispute Resolution Review Panel |
| 12/31/17 | Signatures obtained |
| 01/01/18 | MOU approved, signed and in place |
| 06/15/18 | In conjunction with local plan modification, review of MOU completed, necessary modifications approved, signed and in place; |
| Every two years | Subsequent review and modifications to MOUs shall be done in conjunction with local plan modifications in the fourth quarter of the second program year of the four-year planning period -OR- any time changes are necessary. The Local Workforce Development Board and Chief Elected Officials will attest to this review using the attached attestation form and submit as directed. |

**Unresolved Impasse Related to Cost Sharing Other than Infrastructure Cost Funding**

If an impasse related to cost sharing other than infrastructure cost funding is not successfully resolved using the processes described in this policy, the KWSB must report the failure to the US Secretary of Labor.

1. Guidance For Determining Equitable and Stable Methods of Funding Costs of Infrastructure

Local workforce development boards are required to negotiate with **KANSAS**WORKS partners to allocate infrastructure costs to each partner based on their usage of and benefit from the **KANSAS**WORKS system and its services. Because Uniform Guidance (2 CFR 200) does not provide a specific definition of proportionate use and relative benefit, the following guidance is provided to assist local workforce development boards and their partners in allocating costs in an equitable and reasonable manner consistent with WIOA. All costs must be allowable, reasonable, necessary and allocable.

The following factors should be considered in developing a methodology for allocating costs among partners:

* 1. Partner’s Proportionate Use
		1. The use of the **KANSAS**WORKS system by a partner’s Cost Eligible Participants based on the proportion of a partner program’s customers compared to all customers served by the local area **KANSAS**WORKS system;
		2. The amount of square footage occupied by a partner program in instances of staff co- location;
		3. Other another allocation base consistent with Uniform Guidance

* + - 1. Proportionate resources available to fund the **KANSAS**WORKS system; Demographic proportion of the general population eligible for a program applied to the **KANSAS**WORKS system traffic records in **KANSAS**WORKS.com and workforce center records;

* 1. Partner’s Relative Benefit
		1. Often relative benefit is addressed within local area lease agreements based on the square footage occupied by each partner and the number of FTE positions of each partner. For partners not co-located, these costs may be allocated based upon a methodology agreed to by the partners using the proportionate use factors listed above or by another methodology which is consistent with Uniform Guidance.

1. Impasse Resolution for Infrastructure Costs - State Funding Mechanism

If the LWDB and any one of the required one-stop partners fail to reach consensus on funding infrastructure costs under the local funding mechanism in any program year, the state funding mechanism will be triggered for that program year and for each subsequent program year for which a consensus is not reached. Prior to providing notice to the Governor, the LWDB may request technical assistance as follows:

The LWDB and partners must document the negotiations, proposed infrastructure cost shares for each partner and efforts to develop the local funding mechanism for infrastructure costs.

* 1. Failure to implement the local funding mechanism must be reported by the LWDB to Commerce and to any other relevant state agency.
1. To overcome the infrastructure cost sharing impasse the LWDB must request technical assistance from Commerce in writing and include the unresolved issue(s) and supporting documentation. The written request must be submitted to WorkforceSvcs@ks.gov.
2. Commerce will review details of the infrastructure cost sharing impasse and provide technical assistance during the 30 calendar days after receipt of the request for technical assistance. If necessary, Commerce may consult with, and seek assistance from, the U.S. Department of Labor (USDOL), other federal agencies, state agencies and other partner agencies to resolve the impasse.
3. If the LWDB and Commerce are unable to resolve any infrastructure cost sharing impasse through technical assistance, Commerce will notify partners of the negotiation failure and convene the Dispute Resolution Review Panel.

The Review Panel will be comprised of one legal department representative from each of the designated state agencies for the Core Partners (Commerce, Kansas Board of Regents and Department for Children and Families.) If one of the designated state agencies is the appellant, 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. If partners choose to not implement the local funding mechanism as directed by the Panel, the state funding mechanism will be triggered.

If a LWDB fails to submit an infrastructure funding agreement they will be required to provide notice to the Governor of failure to reach consensus through a local funding mechanism by **no later than October 1, 2017**. The Notification must include the following:

1. The local WIOA plan;
2. The cost allocation methodology or methodologies proposed by the partners to be used in determining the proportionate share;
3. The proposed amounts or budget to fund infrastructure costs and the amount of partner funds included;
4. The type of funds (cash, non-cash, and third-party in-kind contributions) available;
5. Any proposed or agreed upon one-stop center or system budget;
6. Any partially agreed upon, proposed, or draft infrastructure funding agreements; and
7. Any additional materials that the LWDB or the Governor find to be appropriate.

Following receipt of Notification, the Governor will follow the steps below to implement the state funding mechanism:

STEP 1: Governor Determines Infrastructure Budget

The governor must determine the infrastructure budget in one of two ways.

* 1. If the local area provides an agreed upon infrastructure budget with the Notification and only the individual programmatic contributions to infrastructure based upon proportionate use of the one-stop system and relative benefit received are at issue, the Governor may accept the infrastructure budget from which each partner’s contribution will be calculated consistent with the cost allocation methodologies contained in Uniform Guidance.

* 1. If an agreed upon budget is not submitted with the Notification, or the Governor determines that the agreed upon budget does not adequately meet the needs of the local area, then the Governor must use a formula determined by the **KANSAS**WORKS State Board (KWSB). This formula considers the following factors:
		1. The number of one-stop centers in the local area;
		2. The total population served by such centers;
		3. The services provided by such centers; and
		4. Any factors relating to the operation of such centers in the local area that the KWSB determines are appropriate in developing the infrastructure budget.

STEP 2. Governor Establishes Cost Allocation Methodology

After determining the Infrastructure Budget in Step 1, the Governor must establish a cost allocation methodology that determines the distribution of infrastructure funding costs among the local one-stop partners in accordance with the principles of proportionate use and relative benefit consistent with Uniform Guidance, all relevant Federal regulations and statutes, further regulatory guidance and the partner programs’ authorizing laws and regulations. Beyond these requirements, the determining factor

can be a wide range of variables, such as number of customers served, square footage used, or a different basis that is agreed upon for determining each partner’s contribution level for infrastructure costs. The methodology established by the Governor shall take into account the total of maximum funding allowable under each partner’s program for infrastructure costs and each program’s proportion of these total funds allowed. In determining the total maximum funding allowable under each partner’s program the Governor shall apply the calculated statewide funding caps. This methodology will be used in determining each partners’ proportionate share of infrastructure funding costs.

STEP 3. Partners’ proportionate shares are determined

Using the methodology established in Step 2, the Governor will determine each required one-stop partner’s proportionate share of infrastructure funding costs taking into consideration the costs of administration of the **KANSAS**WORKS system, the statutory requirements of each partner, each partner’s ability to fulfill the requirements and all other applicable federal and state legal requirements. Partners will be notified of their determined costs in writing **no later than December 21, 2017**.

*The established WIOA appeals process included in the State Plan shall apply to any appeals related to the Governor’s determination of Infrastructure Funding under the state funding mechanism.*

Timeline for Completion of Infrastructure Funding Agreements for first year

| Deadline | Activity |
| --- | --- |
| 08/01/2017 | Notice of impasse submitted to Commerce for review and delivery of technical assistance |
| 09/01/2017 | If impasse remains unresolved, Commerce will notify partners and schedule the Dispute Resolution Review Panel |
| 09/27/2017 | Decision rendered from Dispute Resolution Review Panel |
| 10/01/17 | *MOU Addendum: Infrastructure Funding Agreement* approved, signed and in place-OR-Notice of Failed local funding mechanism submitted to Governor as described in Section VII above. |
| 12/21/17 | Governor’s decision rendered on each partners’ proportionate share of infrastructure funding cost |
| 12/31/17 | Obtain signatures on *MOU Addendum: Infrastructure Funding Agreement* |
| 01/01/18 | *MOU Addendum: Infrastructure Funding Agreement* approved, signed and in place |
| 06/15/18 | In conjunction with local plan modification, review of MOU completed, necessary modifications approved, signed and in place; |
| Every two years | Subsequent review and modifications to MOUs including infrastructure funding agreements, shall be done in conjunction with local plan modifications in the fourth quarter of the second program year of the four-year planning period -OR- any time changes are necessary. |

**Kansas Department of Commerce**

**Workforce Services Policy and Procedures Manual**

**Attestation of Review of Memoranda of Understanding**

|  |  |
| --- | --- |
| Local Area:                                                                                                          | Date:                                   |

**KANSAS**WORKS Policy 5-25-00 requires the Local Workforce Development Areas to review Memoranda of Understanding (MOU) every two years, along with its review of its Local Workforce Development Plan.

By signing below officials in the local workforce development area hereby attest all Memoranda of Understanding have been reviewed and there is no need for modification of any of its Memoranda.

| Local Area Executive Director |   | Local Workforce Development Board Chair |
| --- | --- | --- |
| Chair of Chief Elected Officials |   |   |

Submit electronically to the WIOA Administrator

#### 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: Secretary of Commerce/Lt. Governor; 3: Division Director, Workforce Services; 4: Director of Operations and Workforce Services 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:

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 are to 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 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: Senior Director of Adult & 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, including—

The **KANSAS**WORKS State Board is structured to meet the requirements of WIOA.

###### i. Membership Roster

Provide a membership roster for the State Board, including members’ organizational affiliations.

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.



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**

Hall, Matthew                                Business Manager, Teamsters Local 696; **Org Labor**

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**

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

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

Newkirk, Todd                               International/Reg Appr. Representative Inter'l Brotherhood of Electrical Workers;                                                                                             **Workforce/Organized-Labor**

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

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

Pankratz, Darrell                            CEO, PrairieLand Partners/John Deere; **Business and Industry**

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

Rupp, Stephanie                            Senior Human Resources Generalist for C.H. Robinson; **Business and Industry**

Scott, Suzanne                               Human Resources Director, Spirit Aero; **Business & Industry**

Smathers, Scott                              Kansas Board of Regents, Vice President, Workforce Development; **Title II AdultEducation**

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

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

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

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

Total Board Members    24

Less ( 3 Non-Appts)         21

**% Required**                      51% Business and Industry

                                               20%  Workforce/Organized Labor

                                                0%     Other

                                               0%      State Legislature, Core Partners, Elected Officials

 **Current %**                        52.40% Business and Industry

                                               19.00% Workforce/Organized Labor

                                                 4.80%   Other

                                              33.30%   State Legislature, Core Partners, Elected Officials

 **# Required**                                                                                 **# Current**

10.71  Business and Industry                                                 11 Business and Industry

4.8      Workforce/Organized Labor                                          4 Workforce/Organized Labor

                                                                                                               1 Other

                                                                                                               2 Kansas Legislators

                                                                                                               3 Core Partner Leads

                                                                                                               2 Elected Officials

###### ii. Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The KWSB 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, 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 seeking individuals.

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:

* + Increase access to and opportunities for:

o Employment

o Education

o Training

o Supportive services

o Success in the labor market, particularly for individuals with barriers

* + Increase:

o Prosperity of workers and employers

o Economic growth of communities

o Global competitiveness

* + Increase, through state and local workforce systems

o Employment

o Retention

o Participant earnings

o Postsecondary credential attainment

* + Outcomes:

o Improvement in workforce quality

o Reduce dependency on public funds such as TANF and SNAP

o Increased economic self-sufficiency

o Meet employer skill requirements

* Enhanced productivity and competitiveness

#### 4. Assessment and Evaluation of Programs and One-Stop Program Partners

##### A. Assessment of Core Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA.  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. Because each of the Core Programs are represented on the State Board, appropriate board members are able to explain any report items needing verification or to answer any questions.

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.

In the following information, each Core Partner describes its assessment process.

**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 programs’ performance is assessed each year using statewide quality measures, individual student outcomes, and validation of data quality. Eligible applicants negotiate performance targets and a Program Improvement Plan objective as a part of the application process. Providers lose a portion of funding if the program fails to meet performance targets and Program Improvement Plan objectives. Programs whose funding is reduced as a result of declining performance are provided with technical assistance and encouraged to participate in appropriate professional development.

**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. Assessment of One-Stop Partner Programs

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. Such state assessments should take into account local and regional planning goals.

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 Trade Act, SCSEP, Wagner-Peyser 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.

During its regularly scheduled Quarterly Meeting, the KWSB is provided performance outcome reports from each Local Workforce Development Area 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.

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 will have 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 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, 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.

##### C. Previous Assessment Results

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, 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).  Describe how the State is adapting its strategies based on these assessments.

**KANSAS**WORKS has met or exceeded all Common Performance Measures for the last three years.

Kansas Adult Education has been in the top quartile nationally for the last two years in every performance measure except retain employment. Should Kansas Adult Education fall from the top quartile, the State will examine and adapt strategies based on these assessments.  Thus far, with such good outcomes, the State has adapted it’s strategy of promoting Kansas Adult Education as “Hire Education” as a way to showcase the positive outcomes Kansans can have through Adult Education activities.

The Rehabilitation Services Administration in the US Department of Education established standard national performance indicators for VR programs. The indicators and Kansas performance for FFY 2020 are:

Number of rehabilitations (stable employment of at least 90 days): 933

Percent of rehabilitations in competitive employment: 100%

Percent of individuals who have significant disabilities (multiple functional limitations) among those who achieved competitive employment: 96.8%

Average hourly wage of rehabilitations: $11.69

Self–reliance—Increase in the number of individuals who report their own earnings as their largest source of support at application compared to case closure: 80%

Noting that the average hourly wage of rehabilitations is only at $11.69 per hour, the State is currently adapting strategies to increase hourly wages for this population.  Those strategies include more work-based learning opportunities, better integrated technology resources, and clearly defined career pathways.

More specifically, 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 is provided below.  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.

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.

The below includes an analysis of individuals who are minorities and groups who have been unserved or not served well enough.

**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.

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.**

**D. Individuals with disabilities served through other components of the statewide workforce investment system:**

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.**

1. **Youth with disabilities, and students with disabilities, including their need for pre-employment transition services or other transition services:**

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.

##### D. Evaluation

Describe how the State will conduct evaluations and research projects on activities 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.

Kansas Department of Commerce will replace the staff economist with 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.

Kansas plans to use the Evaluation Toolkit on WorkforceGPS and the key elements that cover evaluation fundamentals and expectations of State Workforce Agencies.  Evaluations will be used to determine how WIOA programs are being implemented and the effectiveness of services being provided.  Based on the results of these evaluations, Kansas may change core strategies of service delivery and program implementation.

Titles II and IV will review standard performance objectives and modify programs accordingly.

Again, as an example, 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 is provided below.  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. Individuals with the most significant disabilities, including their need for supported employment services

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.

**Individuals with disabilities who are minorities or who have been unserved or underserved by KRS**

The below includes an analysis of individuals who are minorities and groups who have been unserved or not served well enough.

1. Individuals who are minorities

**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.

1. Groups Underserved or Not Served 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.**

**D. Individuals with disabilities served through other components of the statewide workforce investment system:**

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.**

1. **Youth with disabilities, and students with disabilities, including their need for pre-employment transition services or other transition services:**

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.

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), and current TEGL, Commerce distributes funds to Local Workforce Development Areas, after the Governor reserves 15% of the state youth allocation for statewide activities, based on characteristics described below:

1) Areas of Substantial Unemployment

An area of substantial Unemployment (ASU) is defined as a contiguous area with a population of at least 10,000 with an unemployment rate of at least .6451. Presently these are defined by using census tracts in Kansas.

Once these areas are designated they are justified by ASU software which is issued by the Bureau of Labor Statistics (BLS) and then verified by BLS.

These areas are broken out by Local Workforce Development Areas (LWDA) the number of each in the LWDA is calculated as a percentage of the total.

ASU calculation by census tract: All are based on Census Employment from 2000

Census.

Percentage of tract x total county employment = census tract labor employment. Percentage of tract x total county unemployment = census tract unemployment. These two numbers added together = tract civilian labor force.

To calculate unemployment:

Unemployment divided by civilian labor force = Unemployment Rate.

2) Excess Unemployment

Excess Unemployment is defined as any county unemployment that exceeds 4.5%

of the county annual average total.

Calculation County Labor Force x 4.5%

Example Barber County: CLF = 2621 x 4.5%=118

The county unemployment average for Barber County for 2006 was 88 so there is

0 excess unemployment.

Example Reno County: CLF = 33119 x 4.5% = 1491

The county unemployment average for Reno County for 2006 was 1519 so there is a total of 28 1519 - 1491 = 28 excess unemployment in Reno County.

Each of the LWDA’s is then calculated as a percentage of the total of the WIOA Allocation.

3) Economically Disadvantaged

The Economically Disadvantage calculations for both the Adult and Youth Programs remain the same until the next census takes place.

A weight of 33.3333% is applied to each of the three data factors

described above for each Local Area allocation.

HOLD HARMLESS REVIEW

After calculation of the WIOA distribution figures, a “hold harmless” review of funds is completed to ensure no area receives less than 90% of the previous two years’ allocation.

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) and current TEGL, Commerce distributes funds to Local Workforce Development Areas, after the Governor reserves 15% for statewide activities, based on characteristics as described below:

1) Areas of Substantial Unemployment

An area of substantial Unemployment (ASU) is defined as a contiguous area with a population of at least 10,000 with an unemployment rate of at least .6451. Presently these are defined by using census tracts in Kansas.

Once these areas are designated they are justified by ASU software which is issued by the Bureau of Labor Statistics (BLS) and then verified by BLS.

These areas are broken out by Local Workforce Development Areas (LWDA) the number of each in the LWDA is calculated as a percentage of the total.

ASU calculation by census tract: All are based on Census Employment from 2000

Census.

Percentage of tract x total county employment = census tract labor employment. Percentage of tract x total county unemployment = census tract unemployment. These two numbers added together = tract civilian labor force.

To calculate unemployment:

Unemployment divided by civilian labor force = Unemployment Rate.

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0 excess unemployment.

Example Reno County: CLF = 33119 x 4.5% = 1491

The county unemployment average for Reno County for 2006 was 1519 so there is a total of 28 1519 - 1491 = 28 excess unemployment in Reno County.

Each of the LWDA’s is then calculated as a percentage of the total of the WIOA Allocation.

3) Economically Disadvantaged

The Economically Disadvantage calculations for both the Adult and Youth Programs remain the same until the next census takes place.

A weight of 33.3333% is applied to each of the three data factors

described above for each Local Area allocation.

HOLD HARMLESS REVIEW

After calculation of the WIOA distribution figures, a “hold harmless” review of funds is completed to ensure no area receives less than 90% of the previous two years’ allocation.

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

As required in WIOA Sec. 133(b)(2)(B)(I) and current TEGL, Commerce distributes funds to Local Workforce Development Areas, after the Governor reserves 15% for statewide activities and 25% for Rapid Response, based on characteristics as described below:

1) Areas of Substantial Unemployment

An area of substantial Unemployment (ASU) is defined as a contiguous area with a population of at least 10,000 with an unemployment rate of at least .6451. Presently these are defined by using census tracts in Kansas.

Once these areas are designated they are justified by ASU software which is issued by the Bureau of Labor Statistics (BLS) and then verified by BLS.

These areas are broken out by Local Workforce Development Areas (LWDA) the number of each in the LWDA is calculated as a percentage of the total.

ASU calculation by census tract: All are based on Census Employment from 2000

Census.

Percentage of tract x total county employment = census tract labor employment. Percentage of tract x total county unemployment = census tract unemployment. These two numbers added together = tract civilian labor force.

To calculate unemployment:

Unemployment divided by civilian labor force = Unemployment Rate.

2) Excess Unemployment

Excess Unemployment is defined as any county unemployment that exceeds 4.5%

of the county annual average total.

Calculation County Labor Force x 4.5%

Example Barber County: CLF = 2621 x 4.5%=118

The county unemployment average for Barber County for 2006 was 88 so there is

0 excess unemployment.

Example Reno County: CLF = 33119 x 4.5% = 1491

The county unemployment average for Reno County for 2006 was 1519 so there is a total of 28 1519 - 1491 = 28 excess unemployment in Reno County.

Each of the LWDA’s is then calculated as a percentage of the total of the WIOA Allocation.

3) Economically Disadvantaged

The Economically Disadvantage calculations for both the Adult and Youth Programs remain the same until the next census takes place.

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

1) Continued Claims

These continued claims are claims without earnings. For this calculation it is the accumulation of all continued claims without earning, i.e., regular, commuter and interstate claims. The regular claims are compiled from the state BARI file and sent to us the first Wednesday of each month by IT the file is called DOWNLAUS and is located at L:\FTP\. These are put into the a file called Claims entry and it is located at L\LAUS-MLS\ for this all twelve months of the calendar year are added together by county then divided by 12 to get the annual average.

The commuter and interstate claims come from other states; all of these claims are added to the claims entry file and become part of the annual average by county.

For this calculation the annual average of each county is sorted by LWDA and added together.

The calculation for Percent Distribution is Local Area total divided by state total.

2) Unemployment

Unemployment it is the annual average unemployment for each county during the calendar year and sorted into SDA’s. The Unemployment numbers are produced by the LSSPlus System.

The calculation for Percent Distribution is Local Area total divided by state total.

3) Layoffs

The layoffs are produced by the Mass Layoff System (MLS); these are the total separations for the calendar year and sorted by LWDA.

The calculation for Percent Distribution is Local Area total divided by state total.

4) Mining and Manufacturing Job Gains/(Losses)

This is a five year comparison of the same four quarter period. These data come from the QCEW data. In this allocation the quarters used were 3rd and 4th quarter of 2000 and 1st and 2nd quarter of 2001 the quarters compared to the same quarters in 2005 and 2006. These four quarters of data are added together by county and divided by 12 to get an annual average for the period. These county data are sorted by SDA.

The calculation for Percent Distribution is Local Area total divided by state total.

5) Farm Gains/(Losses)

Farm or Agriculture employment is derived from the 2000 Census Agriculture employment. Each month BLS supplies a ratio that is applied to the Census employment and the month farm employment is made by county. For this allocation the 5 year period 2001 and 2006 are compared by county. The employment tables are located in L:\:LAUS-MLS\Farm.

The calculation for Percent Distribution is Local Area total divided by state total.

6) Final Payments

Final Payments are accumulated just as the continued claims are and they come from the same reports at the same time. They are summed by county and sorted by LWDA.

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

After calculation of the WIOA distribution figures, a “hold harmless” review of funds is completed to ensure no area receives less than 90% of the previous two years’ allocation.

Excel spreadsheets are provided to the Local Areas with calculations.

##### B. For Title II

###### i. Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness

**Multi-year grants or contracts**

The Kansas Board of Regents is the State’s eligible agency for adult education and directly distributed funds for a period of five years based on a competitive, multi-year grant starting July 1, 2020. Kansas's next RFP process will begin January of 2025. Following the implementation of services, providers apply on an annual basis for continued funding under Title II. All providers are subject to the same funding cycle. Applications received from eligible providers are evaluated using the 13 considerations named in Section 231(e) of WIOA.

The following steps are  taken when conducting the AEFLA competition:

* Request for Proposal aligned with State Plan released in January
* Bidder’s conference held by the end of January
* Grant proposals submitted to KBOR  in March
* Grant proposals sent to Local Area Board for review by the end of March
* Proposals returned with Local Area comments on alignment with Local Plan by the end of April
* Reviewers meet to evaluate proposals in May
* Grant award notifications sent out in June

To assess the extent to which the provider demonstrates alignment between its proposed activities and services and the strategies and goals of the local workforce development plan, the state relies on the comments provided by the local workforce development board (LWDB) review teams during the competition process.

Kansas Board of Regents staff will collect eligible provider applications and electronically distribute them to the appropriate Local Boards thirty days prior to the submission deadline. Adult education staff will include a form with each application for Local Boards to use in making recommendations to promote alignment with the local plan. Local Boards will be expected to return the eligible provider applications with the completed recommendations form to the Board of Regents within thirty days. Adult education staff will consider the recommendations resulting from the Local Board review in determining the extent to which the application addresses the alignment between the eligible provider’s proposed activities and services and the strategy and goals of the local plan.

Kansas Board of Regents will award funding to eligible providers for the provision of adult education services through a competitive RFP process. The agency will identify, evaluate, and award multi-year grants to eligible providers demonstrating effectiveness in providing adult education services to eligible individuals which may include: a local education agency; a community-based or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution with the ability to provide adult education and literacy services; a consortium or coalition or agencies, organizations, institutions, libraries, or authorities described above; and a partnership between an employer and an entity described above.

To demonstrate effectiveness in serving those individuals eligible for adult education, an applicant will be required to provide data that demonstrates that individuals receiving services were successful in achieving skill gains in applicable academic areas, completing a high school equivalency, enrolling in postsecondary education, and/or obtaining employment. Prior AEFLA funded applicants will provide data from the student management information system and new applicants will be provided with a form to document prior student success in the performance indicators listed.

Funds will be awarded within the five Local Areas based upon past performance and the estimated need in each applicant’s proposed area of service. Kansas distributes state and federal flowthrough funds using a performance-based funding formula. The formula distributes funds to each program using the following model:



###### 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

Kansas Board of Regents adult education staff will ensure direct and equitable access to all eligible providers to apply for AEFLA funds by using available print and electronic resources. The Request for Proposals will be posted on the Kansas Board of Regents website, four months prior to the submission deadline. A notice regarding the opportunity to submit an RFP will be placed in the Kansas Register and will be accompanied by an official agency press release.

The same announcement, application, and application process will be used for all eligible applicants and all applications will be evaluated using the same process and criteria. All applications will be submitted to the Kansas Board of Regents. Following a review by Local Workforce Boards with recommendations to the Kansas Board of Regents,  all awards will be made by the Regents staff.

##### 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.

###### 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

Kansas will leverage Workforce Data Quality Initiative grants work to further develop effective interoperable data systems using data-sharing linkages among Core Partners 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

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 in the coming years.

KRS will be submitting an RFP for a new online case management system in 2022. 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.

Additionally, Kansas Core Partners have entered into Data Sharing Agreements which describe the ability to support the reduction of duplicative data collection, as well as provide an integrated reporting of accountability measures.

###### 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

As described in the last section, VR is releasing 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 plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2))

Reports on performance accountability standards will be issued to the cognizant federal agencies consistent with federal requirements.  Data matching procedures have been established to facilitate reporting of the common accountability standards.

State–level reports are updated quarterly and distributed throughout the workforce system. Reports are published on web sites in accessible and usable formats consistent with W3C2AA (the US Department of Justice standard) and with the state standard defined in ITEC policy 1210. In this context, usable includes the accessibility standard of being equally easy and efficient to use, compared to regular print media. Usable also means that the information is presented in easy–to–understand formats, with headings and footnotes to help assure that readers have the opportunity for clear understanding of the information conveyed.

State level quarterly reports will include the following key indicators from Core Programs. Not all customers will be co–enrolled (based on individual needs).

Titles IB Adult, Dislocated Workers and Youth Workforce Services:

Employment Rate 2nd Quarter After Exit

Employment Rate 4th Quarter After Exit

Median Earnings 2nd Quarter After Exit

Credential Attainment within 4 Quarters After Exit

Measurable Skill Gains

Percentage of funds spent on client training

Title III Wagner–Peyser Labor Exchange Services:

Employment Rate 2nd Quarter After Exit

Employment Rate 4th Quarter After Exit

Median Earnings 2nd Quarter After Exit

Titles I and III:

Effectiveness Serving Employers

Retention with the same Employer in the 2nd and 4th Quarters after exit rate

Repeat Business Customer Rate

Title II – Adult Education

Employment Second Quarter After Exit

Employment Fourth Quarter After Exit

Median Earnings Second Quarter After Exit

Credential Attainment Rate

Measurable Skill Gains

Title IV – Vocational Rehabilitation

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

For the common WIOA performance measures each Core Program will have 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 data analysis but may also include other monitoring tools at the discretion of the Core Program. In the event of a corrective action plan being implemented, the Partner will provide regular progress reports to the KWSB and other partners.

These processes are intended to define performance metrics for exceptional, satisfactory and needs–improvement levels. As such, these defined performance levels are intended to acknowledge good performance and be an early–alert system for indicators or areas needing improvement.

Corrective action plans will be implemented with the intention of improving performance immediately during the year being measured as well as future years.

Elements to be addressed in the corrective action plans may include: the measure being addressed, the target performance, the current performance, any required actions that are mandated, the strategies that will be undertaken to improve performance, critical deadlines, dates for status reports, technical assistance to be provided and persons responsible for carrying out the plan.

If a program intends to or has the authority to apply sanctions, the policy and procedure related to this action must be specified.

Additionally, each local area will have a monitoring and corrective action process defined for Title IB and III.

***Performance targets will not be used to exclude otherwise eligible individuals with disabilities or significant barriers to employment from access to services.***

WIOA emphasizes services to individuals with barriers to employment. The term ‘‘individual with a barrier to employment’’ [Sec.3(24)] means a member of one or more of the following populations:

o Displaced homemakers

o Low–income individuals

o Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166

o Individuals with disabilities, including youth who are individuals with disabilities.

o Older individuals

o Ex–offenders

o Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 USC. 14043e–2(6), or homeless children and youths (as defined in section 725(2) of the McKinney–Vento Homeless Assistance Act (42 USC. 11434a(2)

o Youth who are in or have aged out of the foster care system

o Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers

o Eligible migrant and seasonal farmworkers, as defined in section 167(i)

o Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 USC. 601 et seq.)

o Single parents (including single pregnant women)

o Long–term unemployed individuals

o Such other groups as the Governor involved determines

* The KWSB has emphasized that specific wage targets must not be used as a factor in determining whether an individual can access services for which they would otherwise be eligible.

o The KWSB policy is intended to continue equal access to services for persons with disabilities and other significant barriers to employment.

o Participation in services will be monitored to make sure the above identified disaggregated groups are proportionately represented.

o Data on targeted outreach activities to these populations will be collected and monitored.

o Further, the potential for individuals in the target populations listed above will not be defined by low expectations. This issue is addressed through professional training and cultural awareness developmental activities, including Diversity, Equity, and Inclusion (DEI) activities.

The existence of “lag time” between when verifiable outcomes are reported and validated, and when accountability reports are due may have the impact of not fully acknowledging all outcomes achieved. An example is the lag time between customer exit from services and verifiable data matching, such as wage information or achievement of credentials, being available for timely reporting. It is essential that the issue of lag time and its impact on reporting of outcomes achieved be fully explained to all audiences so that there is a clear understanding of data reported and its limitations. Reports must include standardized footnotes addressing this issue. In addition, data sources that are more readily available, and thus lessen the impact of lag time, will be investigated. Lag time should be a consideration in assessing performance and implementing corrective action plans.

The KWSB reviews federal guidance once provided and researches/identifies appropriate data sources and options for data matching.

##### 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 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.

Regents will use the workforce development system to assess the progress of participants exiting from the program and entering postsecondary education or employment by tracking participants using the primary indicators of performance and tracking individual postsecondary enrollment for up to three years after program exit.

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 will use the 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 Department of Commerce (Titles I and III of WIOA) and Adult Education (Title II of WIOA) in the first phases of the Workforce Data Quality Initiative (WDQI) in Kansas. 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** personallyidentifiableinformation, will be shared across workforce programs, providing an integrated reporting of performance indicators.

All data sharing agreements previously described include compliance for sharing data as required by Federal and State laws to protect the privacy of participants.

#### 7. Priority of Service for Veterans

Describe how the State will implement and monitor the priority of service provisions for veterans 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.  States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program’s Disabled Veterans’ Outreach Program (DVOP) specialist.

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 VPL 07-09 and 03-14 (including Changes 1 and 2), the Department of Commerce adheres to all US Department of Labor regulations, that governs 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*

Staff are 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 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.

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 workforce center 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.

#### 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.) with regard to 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 program 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 5-33-00 assures compliance and equal access and usability for all Kansans, regardless of disability and can be found below:

Equal Access for Job Seekers with Disabilities

Background

WIOA Section 188 and Federal non-discrimination regulations at 29 CFR Part 38 are modeled after the

Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the implementing regulations

and guidance issued by the United States Department of Justice (DOJ), as well as the implementing

regulations and guidance issued by the United States Equal Employment Opportunity Commission

(EEOC). WIOA Section 188 and 29 CFR Part 38 will promote consistent application of

nondiscrimination obligations across Federal enforcement programs and accordingly enhance

compliance among entities subject to WIOA Section 188 and the various titles of the Americans with

Disabilities Act (ADA).

Discrimination Prohibited

WIOA Section 188 and Title 29 CFR Part 38 prohibit discrimination on the bases of race, color,

religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status, and

gender identity), national origin (including limited English proficiency), age, disability, or political

affiliation or belief, or, for beneficiaries, applicants, and participants only, on the basis of citizenship

status, or participation in a program or activity that receives financial assistance under Title I of WIOA.

Policy Applicability

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.

The term “recipient” means any entity to which financial assistance under Title I of WIOA is extended,

directly from USDOL or through the Governor or another recipient (including any successor, assignee,

or transferee of a recipient). Entities connected to the workforce development system may be recipients

for purposes of Section 188 and these procedures even if they do not receive assistance in the form of

money.  For example, recipients subject to these procedures include entities with agreements,

arrangements, contracts, sub-contracts, or other instruments for the provision of assistance or benefits

under WIOA Title I. For this policy, one-stop partners, as defined in section 121(b) of WIOA are treated

as “recipients,” and are subject to these non-discrimination and equal opportunity requirements.

“Recipient” includes but is not limited to: State-level agencies that administer, or are financed in whole

or in part, with WIOA Title I funds; State Workforce Agencies; State unemployment compensation

agencies; State and Local Workforce Development Boards; Local Workforce Development Area

grant recipients; One-Stop Operators; service providers including eligible training providers; On-the-Job Training  employers; Job Corps contractors and center operators; outreach and

admissions agencies, placement agencies and other National Program recipients including: Migrant and

Seasonal Farmworkers Programs, Native American Programs, National Dislocated Worker Grant

Programs, and Youthbuild programs. The United State Department of Labor Civil Rights Center

notes however, that whether an entity is an additional one-stop partner subject to Section 188 is based on whether that entity has signed a Memorandum of Understanding as an additional partner per the

requirements of Section 121 of WIOA and not merely whether that entity is working with or

contributing something to a WIOA Title I program.

Discrimination Prohibited Based on Disability (29 CFR Part 38.12)

In providing any aid, benefit, service or training under a WIOA Title I-financially assisted program or

activity, a recipient must not, directly or through contractual, licensing or other arrangements, on the

basis of disability:

Deny a qualified individual with a disability the opportunity to participate in or benefit from the

aid, benefits, service, or training, including meaningful opportunities to seek employment and

work in competitive integrated settings;

Afford a qualified individual with a disability an opportunity to participate in or benefit from the

aid, benefits, services, or training that is not equal to that afforded others;

Provide a qualified individual with a disability with any aid, benefit, service, or training that is

not as effective in affording equal opportunity to obtain the same result, to gain the same benefit,

or to reach the same level of achievement as the provided to others;

Provide different, segregated, or separate aid, benefit, service, or training to individuals with

disabilities, or to any class of individuals with disabilities, unless such action is necessary to

provided qualified individuals with disabilities with any aid, benefit, service, or training that is as

effective as those provided to others, and consistent with the requirements of the Rehabilitation

Act as amended by WIOA, including those provisions that prioritize opportunities in competitive

integrated employment;

Deny a qualified individual with a disability the opportunity to participate as a member of

planning or advisory boards; or otherwise limit a qualified individual with a disability in

enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving any aid,

benefit, service or training.

A recipient must not, directly or through contractual, licensing, or other arrangements, aid or

perpetuate discrimination against qualified individuals with disabilities by providing significant

assistance to an agency, organization, or person that discriminates on the basis of disability in

providing any aid, benefit, service, or training to registrants, applicants, or participants.

A recipient must not deny a qualified individual with a disability the opportunity to participate in

WIOA Title I-financially assisted programs or activities despite the existence of permissibly

separate or different programs or activities.

A recipient must administer WIOA Title I-financially assisted programs and activities in the

most integrated setting appropriate to the needs of qualified individuals with disabilities.

A recipient must not, directly or through contractual, licensing, or other arrangements, use

standards, procedures, criteria, or administrative methods:

That have the purpose or effect of subjecting qualified individuals with disabilities to

discrimination on the basis of disability;

That have the purpose or effect of defeating or substantially impairing accomplishment of

the objectives of the WIOA Title I-financially assisted program or activity with respect to

individuals with disabilities; or

That perpetuate the discrimination of another entity if both entities are subject to common

administrative control or are agencies of the same State.

In determining the site or location of facilities, a grant applicant or recipient must not make

selections that have any of the following purposes or effects on the basis of disability:

Excluding qualified individuals from a WIOA Title I-financially assisted program or

activity;

Denying qualified individuals the benefits of such a program or activity; or

Subjecting qualified individuals to discrimination; or

Defeating or substantially impairing the accomplishment of the disability-related

objectives of either:

The WIOA Title I-financially assisted program or activity; or the nondiscrimination and

equal opportunity provisions of WIOA or this policy.

A recipient, in the selection of contractors, must not use criteria that subject qualified individuals

with disabilities to discrimination on the basis of disability.

A recipient must not administer a licensing or certification program in a manner that subjects

qualified individuals with disabilities to discrimination on the basis of disability, nor may a

recipient establish requirements for the programs or activities of licensees or certified entities

that subject qualified individuals with disabilities to discrimination on the basis of disability. The

programs or activities of entities that are licensed or certified by a recipient are not, themselves,

covered by this part.

A recipient must not impose or apply eligibility criteria that screen out or tend to screen out

individuals with disabilities or any class of individuals with disabilities from fully and equally

enjoying any aid, benefit, service, training, program, or activity, unless such criteria can be

shown to be necessary for the provision of any aid, benefit, service, training, program, or activity

being offered.

Nothing in this part prohibits a recipient from providing any aid, benefit, service, training, or

advantages to individuals with disabilities, or to a particular class of individuals with disabilities,

beyond those required by this part.

A recipient must not place a surcharge on a particular individual with a disability, or any group

of individuals with disabilities, to cover the costs of measures, such as the provision of auxiliary

aids or program accessibility, that are required to provide that individual or group with the

nondiscriminatory treatment required by WIOA Title I or this part.

A recipient must not exclude, or otherwise deny equal aid, benefits, services, training, programs,

or activities to, an individual or entity because of the known disability of an individual with

whom the individual or entity is known to have a relationship or association.

The exclusion of an individual without a disability from the benefits of a program limited

by federal law to individuals with disabilities, or the exclusion of a specific class of

individuals with disabilities from a program limited by Federal statute or Executive Order

to a different class of individuals with disabilities, is not prohibited by this part

This policy does not require a recipient to provide any of the following to individuals with

disabilities

Personal devices, such as wheelchairs;

Individually prescribed devices, such as prescription eyeglasses or hearing aids;

Readers for personal use or study; or

Services of a personal nature, including assistance in eating, toileting, or dressing.

Nothing in this policy requires an individual with a disability to accept any accommodation, aid,

benefit, service, training, or opportunity provided under WIOA Title I or this part that such

individual chooses not to accept.

Nothing in this policy authorizes the representative or guardian of an individual with a disability

to decline food, water, medical treatment, or medical services for that individual.

Nothing in this policy provides the basis for a claim that an individual without a disability was

subject to discrimination because of a lack of disability, including a claim that an individual with

a disability was granted auxiliary aids or services, reasonable modifications, or reasonable

accommodations that were denied to an individual without a disability.

Program and Physical Accessibility Requirements

Americans with Disabilities Act Title II-5.1000-2000: Program Accessibility- A public entity

may not deny the benefits of its programs, activities, and services to individuals with disabilities because

its facilities are inaccessible. A public entity’s services, programs, or activities, when viewed in their

entirety, must be readily accessible to and usable by individuals with disabilities. This standard, known

as “program accessibility,” applies to all existing facilities of a public entity. Public entities, however,

are not necessarily required to make each of their existing facilities accessible.

Public entities may achieve program accessibility by a number of methods. In many situations,

providing access to facilities through structural methods, such as alteration of existing facilities and

acquisition or construction of additional facilities, may be the most efficient method of providing

program accessibility. The public entity may, however, pursue alternatives to structural changes in order

to achieve program accessibility. Nonstructural methods include acquisition or redesign of equipment,

assignment of aides to beneficiaries, and provision of services at alternate accessible sites. Public entities should make every effort to ensure that alternative methods of providing program access do not result in unnecessary segregation.

ADA Title II-Program Access Limitations: There are limits to a public entity's program access

obligations. Entities are not required to take any action that would result in undue financial and

administrative burdens. The decision that an action would result in an undue burden must be made by a

high level official, no lower than a Department head, having budgetary authority and responsibility for

making spending decisions, after considering all resources available for use in the funding and operation

of the service, program, or activity, and must be accompanied by a written statement of the reasons for

reaching that conclusion. If an action would result in an undue burden, a public entity must take any

other action that would not result in an undue burden but would nevertheless ensure that individuals with disabilities receive the benefits or services provided by the public entity.

Programmatic Accessibility (29 CFR Part 38.13)-All WIOA Title I-financially assisted programs and

activities must be programmatically accessible, which includes providing reasonable accommodations

for individuals with disabilities, making reasonable modifications to policies, practices, and procedures,

administering programs in the most integrated setting appropriate, communicating with persons with

disabilities as effectively as with others, and providing appropriate auxiliary aids or services, including

assistive technology devices and services, where necessary to afford individuals with disabilities an

equal opportunity to participate in, and enjoy the benefits of, the program or activity.

Physical Accessibility-No qualified individual with a disability may be excluded from participation in,

or be denied the benefits of a recipient's service, program, or activity or be subjected to discrimination

by any recipient because a recipient's facilities are inaccessible or unusable by individuals with

disabilities. Recipients that are subject to Title II of the ADA must also ensure that new facilities or

alterations of facilities that began construction after January 26, 1992, comply with the applicable

federal accessible design standards, such as the ADA Standards for Accessible Design (1991 or 2010) or

the Uniform Federal Accessibility Standards. In addition, recipients that receive federal

financial assistance must meet their accessibility obligations under Section 504 of the Rehabilitation Act

and the implementing regulations at 29 CFR part 32. Some recipients may be subject to additional

accessibility requirements under other statutory authority, including Title III of the ADA, that is not

enforced by CRC. As indicated in 29 CFR Part 38.3(d)(10), compliance with this part does not affect a

recipient's obligation to comply with the applicable ADA Standards for Accessible Design.

Reasonable Accommodations/Modifications for Individuals with Disabilities (29 CFR Part 38.14)

With regard to any aid, benefit, service, training, and employment, a recipient must provide reasonable

accommodations to qualified individuals with disabilities who are applicants, registrants, eligible

applicants/registrants, participants, employees, or applicants for employment, unless providing the

accommodation would cause undue hardship.

In those circumstances where a recipient believes that the proposed accommodation would cause

undue hardship, the recipient has the burden of proving that the accommodation would result in

such hardship.

The recipient must make the decision that the accommodation would cause such hardship only

after considering all factors listed in the definition of “undue hardship” in 29 CFR Part 38.4. The

decision must be accompanied by a written statement of the recipient's reasons for reaching that

conclusion. The recipient must provide a copy of the statement of reasons to the individual or

individuals who requested the accommodation.

If a requested accommodation would result in undue hardship, the recipient must take any other

action that would not result in such hardship, but would nevertheless ensure that, to the

maximum extent possible, individuals with disabilities receive the aid, benefits, services,

training, or employment provided by the recipient. A recipient must also make reasonable

modifications in policies, practices, or procedures when the modifications are necessary to avoid

discrimination on the basis of disability, unless making the modifications would fundamentally

alter the nature of the service, program, or activity.

In those circumstances where a recipient believes that the proposed modification would

fundamentally alter the program, activity, or service, the recipient has the burden of proving that

the modification would result in such an alteration.

The recipient must make the decision that the modification would result in such an alteration

only after considering all factors listed in the definition of “fundamental alteration” in 29 CFR

Part 38.4. The decision must be accompanied by a written statement of the recipient's reasons for

reaching that conclusion. The recipient must provide a copy of the statement of reasons to the

individual or individuals who requested the modification. If a modification would result in a

fundamental alteration, the recipient must take any other action that would not result in such an

alteration, but would nevertheless ensure that, to the maximum extent possible, individuals with

disabilities receive the aid, benefits, services, training, or employment provided by the recipient.

Communications with Individuals with Disabilities (29 CFR Part 38.15)

A recipient must take appropriate steps to ensure that communications with individuals with disabilities,

such as beneficiaries, registrants, applicants, eligible applicants/registrants, participants, applicants for

employment, employees, members of the public, and their companions are as effective as

communications with others. For purposes of this policy, “companion” means a family member, friend,

or associate of an individual seeking access to an aid, benefit, service, training, program, or activity of a

recipient, who, along with such individual, is an appropriate person with whom the recipient should

communicate.

Auxiliary Aids and Services-A recipient must furnish appropriate auxiliary aids and services where

necessary to afford individuals with disabilities, including beneficiaries, registrants, applicants, eligible

applicants/registrants, participants, members of the public, and companions, an equal opportunity to

participate in, and enjoy the benefits of, a WIOA Title I-financially assisted service, program, or activity

of a recipient. The type of auxiliary aid or service necessary to ensure effective communication will vary

in accordance with the method of communication used by the individual; the nature, length, and

complexity of the communication involved; and the context in which the communication is taking place.

In determining what types of auxiliary aids and services are necessary, a recipient must give primary

consideration to the requests of individuals with disabilities. In order to be effective, auxiliary aids and

services must be provided in accessible formats, in a timely manner, and in such a way as to protect the

privacy and independence of the individual with a disability.

ADA Title II-Public entities are required to give primary consideration to the type of auxiliary aid or

service requested by the person with the disability. They must honor that choice, unless they can

demonstrate that another equally effective means of communication is available or that the aid or service requested would fundamentally alter the nature of the program, service, or activity or would result in undue financial and administrative burdens. If the choice expressed by the person with a disability would result in an undue burden or a fundamental alteration, the public entity still has an obligation to provide another aid or service that provides effective communication, if possible. The decision that a particular aid or service would result in an undue burden or fundamental alteration must be made by a high level official, no lower than a Department head, and must be accompanied by a written statement of the reasons for reaching that conclusion.

Interpreters-A recipient must not require an individual with a disability to bring another individual to

interpret for him or her. A recipient must not rely on an adult accompanying an individual with a

disability to interpret or facilitate communication except:

In an emergency involving an imminent threat to the safety or welfare of an individual or the

public where there is no interpreter available; or

Where the individual with a disability specifically requests that an accompanying adult interpret

or facilitate communication, the accompanying adult agrees to provide such assistance, and

reliance on that adult for such assistance is appropriate under the circumstances.

A recipient must not rely on a minor child to interpret or facilitate communication, except in an

emergency involving an imminent threat to the safety or welfare of an individual or the public

where there is no interpreter available.

Video Remote Interpreting (VRI) Services-A recipient that chooses to provide qualified interpreters

via VRI services must ensure that it provides:

Real-time, full-motion video and audio over a dedicated high-speed, wide-bandwidth video

connection or wireless connection that delivers high-quality video images that do not produce

lags, choppy, blurry, or grainy images, or irregular pauses in communication;

A sharply delineated image that is large enough to display the interpreter's face, arms, hands, and

fingers, and the participating individual's face, arms, hands, and fingers, regardless of the

individual's body position;

A clear, audible transmission of voices; and adequate training to users of the technology and

other involved individuals so that they may quickly and efficiently set up and operate the VRI.

Electronic and Information Technology-When developing, procuring, maintaining, or using electronic

and information technology, a recipient must utilize electronic and information technologies,

applications, or adaptations which:

Incorporate accessibility features for individuals with disabilities;

Are consistent with modern accessibility standards, such as Section 508 Standards (36 CFR part

1194) and the World Wide Web Consortium’s (W3C) Web Content Accessibility Guidelines

(WCAG) 2.0 AA; and

Information Technology Policy 1210 Revision 2 - State of Kansas Web Accessibility

Requirements; and

Provide individuals with disabilities access to, and use of, information, resources, programs, and

activities that are fully accessible, or ensure that the opportunities and benefits provided by the

electronic and information technologies are provided to individuals with disabilities in an equally

effective and equally integrated manner.

Telecommunications-Where a recipient communicates by telephone with beneficiaries, registrants,

applicants, eligible applicants/registrants, participants, applicants for employment, employees, and/or

members of the public, text telephones or equally effective telecommunications systems must be

used to communicate with individuals who are deaf or hard of hearing or have speech impairments.

When a recipient uses an automated-attendant system, including, but not limited to, voicemail and

messaging, or an interactive voice response system, for receiving and directing incoming telephone

calls, that system must provide effective real-time communication with individuals using auxiliary aids

and services, including TTYs and all forms of FCC-approved telecommunications relay systems,

including internet-based relay systems. A recipient must respond to telephone calls from a

telecommunications relay service established under title IV of the Americans with Disabilities Act

in the same manner that it responds to other telephone calls.

Information and Signage-A recipient must ensure that interested individuals, including individuals

with visual or hearing impairments, can obtain information as to the existence and location of accessible

services, activities, and facilities. A recipient must provide signage at the public entrances to each of its

inaccessible facilities, directing users to a location at which they can obtain information about accessible

facilities. The signage provided must meet the Standards for Accessible Design under the Americans

with Disabilities Act. Alternative standards for the signage may be adopted when it is clearly evident

that such alternative standards provide equivalent or greater access to the information. See 36 CFR part

1191, appendix B, section 103. The international symbol for accessibility must be used at each primary

entrance of an accessible facility.

Fundamental Alteration-This section does not require a recipient to take any action that it can

demonstrate would result in a fundamental alteration in the nature of a WIOA Title I-financially assisted

service, program, or activity. In those circumstances where a recipient believes that the proposed action

would fundamentally alter the WIOA Title I-financially assisted program, activity, or service, the

recipient has the burden of proving that compliance with this section would result in such an alteration.

The decision that compliance would result in such an alteration must be made by the recipient after

considering all resources available for use in the funding and operation of the WIOA Title I-financially

assisted program, activity, or service, and must be accompanied by a written statement of the recipient's reasons for reaching that conclusion. If an action required to comply with this section would result in the fundamental alteration described above, the recipient must take any other action that would not result in such an alteration or such burdens, but would nevertheless ensure that, to the maximum extent possible, individuals with disabilities receive the benefits or services provided by the recipient.

Service Animals (29 CFR Part 38.16)

Generally, a recipient shall modify its policies, practices, or procedures to permit the use of a service

animal by an individual with a disability. A recipient may ask an individual with a disability to remove a

service animal from the premises if:

The animal is out of control and the animal's handler does not take effective action to control it; or

The animal is not housebroken.

If an animal is properly excluded-If a recipient properly excludes a service animal the recipient must

give the individual with a disability the opportunity to participate in the WIOA Title I-financially

assisted service, program, or activity without having the service animal on the premises.

Animal under handler's control-A service animal must be under the control of its handler. A service

animal must have a harness, leash, or other tether, unless either the handler is unable because of a

disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would

interfere with the service animal's safe, effective performance of work or tasks, in which case the service

animal must be otherwise under the handler's control e.g., voice control, signals, or other effective

means. Additional guidance regarding service animals is available at 29 CFR part 38.16.

Mobility Aids and Devices (29 CFR Part 38.17)

Use of wheelchairs and manually-powered mobility aids:  A recipient must permit individuals with

mobility disabilities to use wheelchairs and manually-powered mobility aids, such as walkers, crutches,

canes, braces, or other similar devices designed for use by individuals with mobility disabilities, in any

areas open to pedestrian use.

Use of other power-driven mobility devices:  A recipient must make reasonable modifications in its

policies, practices, or procedures to permit the use of other power-driven mobility devices by individuals

with mobility disabilities, unless the recipient can demonstrate the class of other power-driven mobility

devices cannot be operated in accordance with legitimate safety requirements the recipient adopted. In

determining whether a particular other power-driven mobility device can be allowed in a specific facility

as a reasonable modification a recipient must consider:

The type, size, weight, dimensions, and speed of the device;

The facility's volume of pedestrian traffic (which may vary at different times of the day, week,

month, or year);

The facility's design and operational characteristics (e.g., whether its WIOA Title I-financially

assisted service, program, or activity is conducted indoors, its square footage, the density and

placement of stationary devices, and the availability of storage for the device, if requested by the

user);

Whether legitimate safety requirements can be established to permit the safe operation of the

other power-driven mobility device in the specific facility; and

Whether the use of the other power-driven mobility device creates a substantial risk of serious

harm to the immediate environment or natural or cultural resources, or poses a conflict with Federal land management laws.

The following key points, at a minimum, must be included in all program and local area accessibility policies.

* + Qualified staff from each Core Partner or their designees will monitor physical and program accessibility on an annual basis using an agreed upon survey tool and guidelines.
	+ Co—location will occur only in fully accessible facilities using universal and barrier—free design principles.
	+ The workforce system will look at modifications or renovations to make facilities accessible. If that is not feasible, alternatives will be explored for relocating facilities that are not accessible, or that do not provide equal physical access for people with disabilities consistent with those of non—disabled customers.
	+ New or remodeled locations will use the principles of universal and barrier—free design and the ADA accessibility guidelines.
	+ Resource areas offer customers with disabilities publications in alternative formats and access to software, hardware, the Internet, and printed materials via assistive technology.
	+ All websites, web services, web content (including but not limited to text, charts, Audio and video) and web applications shall be accessible to and usable by individuals with disabilities at the same time the information is posted for the general public’s use. Information must be accessible and usable. Accessible means that services and facilities can be used independently by people with disabilities, with or without reasonable accommodations. Usable means that services, information and facilities are easy and efficient to use and understand, consistent with the experience of persons without disabilities.
	+ All partner and local area staff will be trained on disability and accessibility issues. All staff working in workforce development center resource areas will be trained and periodically certified on the use of assistive technology.

All local programs funded under WIOA will establish policies for the provision of reasonable accommodations, including auxiliary aids and services, in a timely manner.

#### 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.

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.

In addition to the common policies and procedures described above, 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.

In 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.

In September 2014, the 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 discuss implementation of WIOA. 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. In November of 2014 the SPMT determined workgroups would review the current system, research policy, procedure and practices, make recommendations for the WIOA State Plan and produce plan narrative as directed by the State Board.  Each modification of the Combined State Plan and any new elements addressed in the State Plan have occurred through the SPMT.

The SPMT appointed two representatives from each Core Partner program, one local–level representative and one state–level representative, to seven State Plan Work Groups. The seven work groups were Infrastructure and Shared Cost; Data Collection and Sharing; Youth Services; Business Outreach; Performance; Customer Flow; and Continuous Improvement. Each work group consisted of six primary members, two from Workforce Services, two from Adult Education and two from VR Services; other SPMT members participated as needed. The SPMT built a series of questions based on the WIO Act for each work group to consider as they formulated their recommendations for establishing an integrated workforce system that met the requirements of WIOA, met the needs of business and improved the employment and training outcomes of all workers and jobseekers. In March of 2015 a State Plan development kickoff event was held bringing all work group members together with LWDB executive staff and state agency leaders to review the WIOA state plan requirements, receive instructions for moving forward and to answer questions or address concerns expressed by event participants. Work group participants were informed their groups were expected to facilitate a collaborative and inclusive process related to research, development, planning and implementation of WIOA, and to operate with the principle of shared responsibility. The day–long event was attended by over sixty–five individuals from across the state and across programs.

In June 2015, the State Plan work groups presented their recommendation to the SPMT and the KWSB. The SPMT consolidated all responses to the recommendations and provided guidance to the work groups in July 2015 for modifications and specific instructions for completing the narrative portion of the State Plan as it related to their work group.

In December 2015, the SPMT finalized narrative and other required components of the Combined State Plan. The KWSB called a special meeting that month to approve the final plan draft for posting and distribution for comment. The SPMT made necessary modifications based on those comments and the State Board approved the plan for submission to the US Departments of Labor and Education in January 2016.

This description demonstrates that the methods included not only an opportunity for the entities responsible for planning or administering the Core Programs and the other programs to review and comment on all portions of the combined plan, but to also substantially contribute to the development of the State Plan.

The subsequent WIOA state plans have been developed using a similar approach, with the SPMT still working under the direction of the KWSB and with staff and partner staff working jointly throughout the year to review policies, processes and performance, making adjustments as needed.  All 2020-2022 collaboration has been conducted virtually to promote safety.

The proposed modification to the 2020-23 state plan has been posted for public comment.  No comments were received.

## V. Common Assurances (For All Core Programs)

The Unified or Combined State Plan must include assurances that:

| The State Plan must include | Include |
| --- | --- |
| 1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; | Yes |
| 2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes; | Yes |
| 3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; | Yes |
| 4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; | Yes |
| 5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; | Yes |
| 6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); | Yes |
| 7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; | Yes |
| 8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; | Yes |
| 9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; | Yes |
| 10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA); | Yes |
| 11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and | Yes |
| 12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. | Yes |

## 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 North East Kanas, 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 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.

###### B. Describe the process 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

**WIOA Guidance Letter 22-02**

Section 106(b) of the Workforce Innovation and Opportunity Act (WIOA) establishes procedures for initial and subsequent designation of local wo-rkforce development areas within the state.

On January 20, 2015, the Kansas Department of Commerce issued Guidance Letter 14-02 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

**Appeals**

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.

Questions may be directed to:  workforcesvcs@ks.gov

###### C. Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas

Per Guidance Letter 22-02 described above, the appeals process relating to designating local areas is provided below:

**Appeals**

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.

Questions may be directed to:  workforcesvcs@ks.gov

###### D. Provide the appeals process 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 entities may request a final decision/determination by the Dispute Resolution Review Panel as prescribed by Section 678.750.

• Written appeals must include the basis for the disagreement and relevant governing rules and regulations. To initiate a request for a determination by the Review Panel, entities should write to:

Kansas Department of Commerce, Legal Division 100 SW Jackson Street, Suite 100 Topeka, KS 66612-1354

• 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

Guidance is provided to Local Workforce Development Areas through written state directives. Kansas Department of Commerce is required to provide certain statewide activities using WIOA funds reserved for such purpose. 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. 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

Improving concurrent attainment of high school and postsecondary credentials by eligible youth, especially underserved, justice-invloved and those on the Foster Care system.

Increasing Veterans Transition Services - Kansas will continue its statewide program to better serve veterans transition out of military service. The program and services will be offered at all three of the military bases located in Kansas. The concierge/navigator program assists veterans navigating the programs and services offered to transition veterans as they transition to civil life. This includes skill/interest assessment, job search assistance, resume development, interviewing skills and job referral/placement. In addition, the program would allow the veteran a direct contact for job search/job training resources.

Reducing Juvenile Recidivism Through Job Training - Kansas will continue its program targeting those incarcerated youth serving their sentence in the state’s juvenile correctional facilities. The program would include and not be limited to on-the-job learning at the correctional facility, technical training that leads to a certification, skills training, job search training, resume development and interviewing techniques.

Build capacity of state adult and youth corrections systems and workforce staff to better prepare adults involved in the justice system for the first attempts at securing employment – all too often adults are released from correctional facilities without preparation for employment, whether by not having a state identification and an Social Security card to not knowing how to appropriately speak to potential employers.

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 are described at length in Section III(a)(2)(C) of this plan with 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.

###### C. In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities

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 are described at length in Section III(a)(2)(C) of this plan.

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

a. potential for averting the layoff in consultation with state or local economic development agencies

b. background and probable assistance needs of the affected workers

c. reemployment prospects for workers in the local community; including:

d. Job Fairs, resource fairs, and outplacements activities targeted to impacted employees of a specific

e. available resources to meet the short and long-term needs of the affected workers

The provision of information and access to unemployment compensation benefits,

a. comprehensive One-Stop system services, and

b. 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

a. 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)

b. providing a list of potential candidates to serve as a neutral committee chair

The provision of emergency assistance adapted to a particular closing, layoff or disaster

After adequate funding has been reserved for required rapid response and rapid response enhancement activities, is 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:

a. increased numbers of unemployed individuals attributable to a specific dislocation event or events, and

b. 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;

o Serve as the central point of communication for local government officials, FEMA in cases of natural disaster and the Local Rapid Response Coordinator;

o Provide training and technical assistance to the local areas;

o 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;

o Compile information and distribute it to the KANSASWORKS State Board, the USDOL, and others as needed;

o Coordinate outreach efforts regarding Rapid Response;

o Establish and maintain dislocated worker and Rapid Response information on the Department of Commerce and KANSASWORKS.com websites;

o Monitor participation in all planned activities to ensure appropriate and meaningful activities and programs are being provided;

o 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:

o 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;

o 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.

###### D. Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected 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 trade-affected 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.

The Rapid Response Team coordinates services for each TAA petition. Informational meetings are held for individuals affected by a trade-related job loss to provide benefit and service information in person. 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 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. This is to ensure the requirement for this rule as prescribed by the Trade and Globalization Adjustment Assistance Act (TGAAA) has been met.

Outreach  A customer may learn about the TAA Program through TAA informational meetings, Rapid Response meetings or 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.

TAA Information Meetings  When a TAA petition is filed, the State Trade Act Coordinator will contact the state and/or local Rapid Response Coordinator to determine if an informational meeting has already been held for the affected workers. If it has, the Coordinators will work together to ensure these workers are provided information on TAA benefits and services. If the meeting hasn’t been held, the Coordinators will work together to ensure a meeting takes place as soon as possible and TAA benefits and services are presented to these workers. 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. For example, Kansas has a TRA Statement request used as a communication piece between agencies to ensure the customer meets eligibility deadlines.

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, Required program partners, as well as other partners, in the area effected.  Workforce center staff work with the customer to ensure registration in KANSASWORKS.com, a combined MIS system, which is another element supporting the development of strong linkages between the TAA program and other workforce development partners. KANSASWORKS.com is capable of linking multiple state agencies and currently links WIOA Youth, Adult, Dislocate Worker, W-P, Trade Act, Reemployment Services, JVSG, Unemployment Insurance, Reemployment and Eligibility Assessment and the Senior Community Service Employment Program. The system is capable of cross-programmatic service delivery and provides management case files for multiple programs and/or agencies. Information on a participant 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 KANSASWORKS.com.  Once a customer is deemed TAA eligible, they will complete the Application for Trade Act Benefits form with a TAA case manager (CM), 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 an assigned case manager trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services.

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.

#### 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 **KANSAS**WORKS 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 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.

The Department of Commerce has recently established the Office of Apprenticeship and Internships and will become active in developing additional work-based learning models during the reminder of this planning period.

##### 2. Registered Apprenticeship

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

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.  It’s 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. Through bi-monthly meetings with Local WIOA Core Partner staff, local partners have developed an understanding of their role in RA, including their interface with employers and local economic development agencies which increases outreach efforts to the very entities needed to expand and enhance Registered Apprenticeship. Each Local Area has designated staff to serve as the RA Program Specialist to aid recruiting, registering and implementing RA programs via sub-grants between each Local Workforce Innovation Act Core Partners and Kansas Department of Commerce. Sponsors work with RA Program Specialist to design and execute apprenticeship programs providing jobs to apprentices, 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.  Additionally, Kansas Department of Commerce is partners with Kansas Department of Education with the intention of 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.

Kansas Department of Commerce received a State Apprenticeship Expansion and Innovation Grant of just under $5.7 Million from the US Department of Labor, effective July 1, 2021 through June 30, 2025.  Funds will establish up to seven intermediaries throughout the state through a competitive process to serve statewide RA sponsors, recruit new sponsors and recruit participants with an emphasis on youth, individuals with disabilities and minority populations.  Related Technical Instruction, coordination with LWDBs and supportive services will be provided.

##### 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](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 <http://www.kansasregents.org/workforce_development>

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/gsipub/index.asp?docid=555> 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://klic.dol.ks.gov/gsipub/index.asp?docid=403> Those occupations listed are generally considered to be in-demand occupations.

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 the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program

State Board policy establishes requirements for Local Areas to implement priority for those characteristics described in WIOA sec. 134 as described in KWSB Policy 5-02 01 and Guidance Letter 16-04:

Eligibility Requirements for Career Services – WIOA Adult and Dislocated Workers

There are three types of Career Services:

· Basic Career Services are universally available to all adults and dislocated workers provided they are otherwise eligible to receive WIOA Adult or Dislocated Services. Basic Career Services are fully explained at §678.430(a).

· Individualized Career Services are available to all otherwise eligible Adults in accordance with local policy on Priority for Receipt of Individualized Career Services and all Dislocated Workers when determined appropriate for an individual to obtain or retain employment. Individualized Career Services are fully explained at §678.430(b).

§ 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. Eligibility Requirements for Training Services In order to receive training services funded under WIOA Title I, employed or unemployed adults or dislocated workers must meet the following conditions:

· After an interview, evaluation or assessment, and case management, determined by a one-stop operator or one-stop partner, as appropriate, to:

§ Be unlikely or unable to obtain or retain employment that leads to economic self- sufficiency or wages comparable to or higher than wages from previous employment through career services; 13

§ Be in need of training services to obtain or retain employment that leads to economic self- sufficiency or wages comparable to or higher than wages from previous employment; o Need for Title I funded training should include consideration of the full cost of participating in training, including the cost of dependent care, transportation and other appropriate costs.

§ be in need of training services and to have the skills and qualifications to successfully participate in the selected program of training services;

· Have selected a program of training services that is directly linked to employment opportunities either in the local area or in another area where the individual is willing to relocate;

· Be unable to obtain grant assistance from other sources to pay the costs of training, including federal Pell Grants established under Title IV of the Higher Education Act of 1965, or require WIOA assistance in addition to other sources of grant assistance, including federal Pell Grants.

§ Training service may be provided to an individual while an application for a Federal Pell Grant is pending provided appropriate reimbursement is made should the Pell Grant be subsequently awarded.

· When enrolled under Title I Adult funding, be determined eligible in accordance with the priority system in effect.

§ Priority for Receipt of Training Services: o 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. o 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.  Additionally, Kansas is a member of a US DOL Regional work group addressing how to measure and monitor WIOA Section 134 and looks forward to developing policy and implementation enhancements.

##### 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.

#### c. With respect to youth workforce investment activities authorized in section 129 of WIOA—

With respect to youth workforce investment activities authorized in section 129 of WIOA—

##### 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 in awarding such grants or contracts.[11]

[11] Sec. 102(b)(2)(D)(i)(V)

The state most recently updated its guidance regarding criteria to be used by Local Boards when awarding youth activities in February 2018. Guidance Letter 18-02 can be found at [https://ksworksstateboard.org](https://ksworksstateboard.org/wioa-guidance-letters%E2%80%8B/)

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) o §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. Please refer to the State Fiscal Policy for sole-source procurement processes.  • 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 75% 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. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and 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.

Collaborative youth services based on individual service strategies focused on skill development and career pathways will be provided.  One strategy for improved outcomes for out-of-school youth is making work-based learning a priority.  Work-based learning addresses a broad range of skills needs—both “soft” skills and technical skills. While this Kansas strategy makes work-based learning a priority, the state recognizes that it is not a panacea for all youth.  Key elements of this strategy include:

* + - Paid work-based experiences (Real Job)
		- Summer employment partnerships
		- Pre-apprenticeship opportunities
		- Internships and job shadowing
		- On the job training opportunities

Out-of-school youth often have little to any real-world work experience, which makes paid work experience opportunities critical.  Paid work-experiences will align with career pathways and target industries in each local area which will lead to upskilling opportunities and full-time job placements for out-of-school youth.

Summer employment partnerships are also vital for out-of-school youth to gain experience in the workforce.  Several local areas in the State already promote employer-paid summer employment opportunities within their business service strategy.  Employers will often retain out-of-school youth into the fall as some youth return to a school schedule, and this can be a great opportunity for career advancement.

Pre-apprenticeship programs are in development around the State.  This strategy directly connects out-of-school youth to pre-apprenticeship programs which will lead to Registered Apprentice opportunities down the road.  This strategy encourages core partners to collaborate with employers, training providers and existing apprenticeship programs to develop new pre-apprenticeship opportunities in an effort to attract and retain youth who might not seek out traditional post-secondary opportunities.

Internships and job shadowing has often been though of as a strategy for serving those in-school youth to give them more career focus.  Often over-looked is creating internships and job shadowing for out-of-school youth.  Out-of-school youth who have little to any real-world work experience

On-the-job training opportunities are a great strategy for out-of-school youth as this strategy directly places the youth into employment.  Out-of-school youth are then able to learn a new skill while earning wages, and the employers are reimbursed for the cost of training.

Another State strategy for improving outcomes for out-of-school youth will be supporting financial incentives and stipends.  Incentives and stipends have been shown to be a positive reinforcement, especially when tied to a specific benchmark such as attaining a credential or completion of a training program.  These incentives and stipends can be a source of support for youth who are already facing economic challenges.

Another State strategy for improving outcomes for out-of-school youth will be providing transportation resources under supportive services.  Young people often do not have reliable transportation or must rely on the public transportation system.  Not being able to get to work locations and training locations can severely hurt the outcomes for out-of-school youth.  The State will encourage local areas to provide transportation resources or partner with local agencies in the community that can also provide transportation assistance to this at-risk population.

Adult Education and Secondary Career Tech routinely target out-of-school youth populations with multiple barriers to employment. Programs utilizing concurrent credentialing strategies help increase access to activities leading to recognized postsecondary credentials.  Local WDB plans are required to address coordination with education and training options available in the local area, particularly education and training offered through community and technical colleges.

Education and training opportunities must be tied to the attainment of industry-recognized credentials along career pathways for demand occupations.  Career pathways developed by the Kansas Board of Regents (KBOR) provide a sequence of education and training that give out-of-school youth a clear line-of-sight to an industry recognized credential and a career.

Accelerating Opportunity: Kansas (AO-K) enhances these required elements with classes that are team-taught by basic skills and CTE instructors, post-secondary credit, wrap-around support services, and the opportunity to earn stackable credentials. Training (in all forms) must be tied to the types of job opportunities that are prevalent in the local area and are designed to develop skills that are in demand in the region.

A final strategy for improving outcomes for out-of-school youth will be to engage employers deeper with resources dedicated to job development.  Business service staff on an integrated service deliver team will be able to promote out-of-school youth for direct job placement or offer other work-based learning strategies discussed above.  It is critical for business service staff to understand all the populations served by the workforce system, especially out-of-school youth.

All of these strategies, including the requirement for LWDBs to include how they will address the coordination of service delivery with Core, Required and other partners, provide the specific methodology each Local Area will use to improve outcomes for this targeted population, coordinating supportive services such as transportation, housing and academic assistance or any other type of training or assistance needed for the individual to successfully obtain and maintain employment.  Local Area plans will detail how each local system will leverage and coordinate partner resources and services to help achieve improved outcomes for out-of-school youth.

##### 3. Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element. [12]

[12] Sec. 102(b)(2)(D)(i)(I)

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.

##### 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.

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: (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:

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

##### 5. Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case and provide the state policy for determining whether a youth is attending or not attending school.

"Pupils Not Attending School" Whenever a child between the ages of seven (7) years of age and under eighteen (18) years of age is required by the Kansas Compulsory School Attendance Law to attend school and the child is not enrolled in a public or non-public school, the child shall be considered to be not attending school.  Additionally: Alternative Education is officially defined by the State of Kansas as an alternative learning plan for the student that identifies educational programs that are located in the area where the student resides, and are designed to aid the student in obtaining a high school diploma, general educational development credential or other certification of completion, such as a career technical education industry certification. Such alternative learning plans may include extended learning opportunities such as independent study, private instruction, performing groups, internships, community service, apprenticeships and online coursework. However, the Kansas graduation/dropout prevention resources define ’alternative education’ in its broadest sense and covers all educational activities that fall outside the traditional K-12 school system (including home schooling, GED preparation programs, special programs for gifted children, charter schools, etc.), although the term is often used to describe programs serving vulnerable youth who are no longer in traditional schools.

The Common Core of Data, the US Department of Education’s primary database on public elementary and secondary education, defines an alternative education school as "a public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school, provides non-traditional education, serves as an adjacent to a regular school, or falls outside the categories of regular, special education or vocational education. <http://community.ksde.org/Default.aspx?tabid=4474>  (5) KSA 72-1111. Compulsory school attendance; exemptions.  (a) Subject to the other provisions of this section, every parent or person acting as parent in the state of Kansas, who has control over or charge of any child who has reached the age of seven years and is under the age of 18 years and has not attained a high school diploma or a general educational development (GED) credential, shall require such child to be regularly enrolled in and attend continuously each school year (1) a public school for the duration of the school term provided for in K.S.A. 72-1106, and amendments thereto; or (2) a private, denominational or parochial school taught by a competent instructor for a period of time which is substantially equivalent to the period of time public school is maintained in the school district in which the private, denominational or parochial school is located. If the child is 16 or 17 years of age, the parent or person acting as parent, by written consent, or the court, pursuant to a court order, may allow the child to be exempt from the compulsory attendance requirements of this section. (b) If the child is 16 or 17 years of age, the child shall be exempt from the compulsory attendance requirements of this section if: (1) The child is regularly enrolled in and attending a program recognized by the local board of education as an approved alternative educational program; (2) the child and the parent or person acting as parent attend a final counseling session conducted by the school during which a disclaimer to encourage the child to remain in school or to pursue educational alternatives is presented to and signed by the child and the parent or person acting as parent. The disclaimer shall include information regarding the academic skills that the child has not yet achieved, the difference in future earning power between a high school graduate and a high school dropout, and a listing of educational alternatives that are available for the child; or (3) the child is regularly enrolled in a school as required by subsection (a) and is concurrently enrolled in a postsecondary educational institution, as defined by K.S.A. 74-3201b, and amendments thereto. The provisions of this clause (3) shall be applicable to children from and after July 1, 1997, and shall relate back to such date. (c) Any child who is under the age of seven years, but who is enrolled in school, is subject to the compulsory attendance requirements of this section. Any such child may be withdrawn from enrollment in school at any time by a parent or person acting as parent of the child and thereupon the child shall be exempt from the compulsory attendance requirements of this section until the child reaches the age of seven years or is re-enrolled in school. (d) Any child who is determined to be an exceptional child, except for an exceptional child who is determined to be a gifted child, under the provisions of the special education for exceptional children act is subject to the compulsory attendance requirements of such act and is exempt from the compulsory attendance requirements of this section. (e) Any child who has been admitted to, and is attending, the Kansas academy of mathematics and science, as provided in K.S.A. 72-9711 et seq., and amendments thereto, is exempt from the compulsory attendance requirements of this section. (f) No child attending public school in this state shall be required to participate in any activity which is contrary to the religious teachings of the child if a written statement signed by one of the parents or a person acting as parent of the child is filed with the proper authorities of the school attended requesting that the child not be required to participate in such activities and stating the reason for the request. (g) When a recognized church or religious denomination that objects to a regular public high school education provides, offers and teaches, either individually or in cooperation with another recognized church or religious denomination, a regularly supervised program of instruction, which is approved by the state board of education, for children of compulsory school attendance age who have successfully completed the eighth grade, participation in such a program of instruction by any such children whose parents or persons acting as parents are members of the sponsoring church or religious denomination shall be regarded as acceptable school attendance within the meaning of this act. Approval of such programs shall be granted by the state board of education, for two-year periods, upon application from recognized churches and religious denominations, under the following conditions: (1) Each participating child shall be engaged, during each day on which attendance is legally required in the public schools in the school district in which the child resides, in at least five hours of learning activities appropriate to the adult occupation that the child is likely to assume in later years; (2) acceptable learning activities, for the purposes of this subsection, shall include parent (or person acting as parent) supervised projects in agriculture and homemaking, work-study programs in cooperation with local business and industry, and correspondence courses from schools accredited by the national home study council, recognized by the United States office of education as the competent accrediting agency for private home study schools; (3) at least 15 hours per week of classroom work under the supervision of an instructor shall be provided, at which time students shall be required to file written reports of the learning activities they have pursued since the time of the last class meeting, indicating the length of time spent on each one, and the instructor shall examine and evaluate such reports, approve plans for further learning activities, and provide necessary assignments and instruction; (4) regular attendance reports shall be filed as required by law, and students shall be reported as absent for each school day on which they have not completed the prescribed minimum of five hours of learning activities; (5) the instructor shall keep complete records concerning instruction provided, assignments made, and work pursued by the students, and these records shall be filed on the first day of each month with the state board of education and the board of education of the school district in which the child resides; (6) the instructor shall be capable of performing competently the functions entrusted thereto; and (7) in applying for approval under this subsection a recognized church or religious denomination shall certify its objection to a regular public high school education and shall specify, in such detail as the state board of education may reasonably require, the program of instruction that it intends to provide and no such program shall be approved unless it fully complies with standards therefor which shall be specified by the state board of education. If the sponsors of an instructional program approved under this subsection fail to comply at any time with the provisions of this subsection, the state board of education shall rescind, after a written warning has been served and a period of three weeks allowed for compliance, approval of the programs, even though the two-year approval period has not elapsed, and thereupon children attending such program shall be admitted to a high school of the school district. (h) As used in this section: (1) "Educational alternatives" means an alternative learning plan for the student that identifies educational programs that are located in the area where the student resides, and are designed to aid the student in obtaining a high school diploma, general educational development credential or other certification of completion, such as a career technical education industry certification. Such alternative learning plans may include extended learning opportunities such as independent study, private instruction, performing groups, internships, community service, apprenticeships and online coursework. (2) "Parent" and "person acting as parent" have the meanings respectively ascribed thereto in K.S.A. 72-1046, and amendments thereto. (3) "Regularly enrolled" means enrolled in five or more hours of instruction each school day. For the purposes of subsection (b)(3), hours of instruction received at a postsecondary educational institution shall be counted.

##### 6. If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

Kansas does not use the definition of basic skills deficient contained in WIOA Sec. 3(5)(B) and instead uses the definition below:

BASIC SKILLS DEFICIENT.—The term ‘‘basic skills deficient’’ means, with respect to an individual—

A who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. State statute does not define Basic Skills Deficient. However, Core Partners are considering a definition to include at or below the 10th grade level. The state board has established this expanded definition for use by the Kansas Workforce System and  periodically assesses and changes as needed.

#### 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).)

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 Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

No new waivers are requested for this plan modification submission.

#### Title I-B Assurances

The State Plan must include assurances that:

| The State Plan must include | Include |
| --- | --- |
| 1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; | Yes |
| 2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program’s Disabled Veterans’ Outreach Program (DVOP) specialist; | Yes |
| 3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members; | Yes |
| 4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2); | Yes |
| 5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership; | Yes |
| 6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions; | Yes |
| 7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7); | Yes |
| 8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan; | Yes |
| 9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; | Yes |
| 10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. | Yes |
| 11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); | Yes |

#### 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 72.5 | 76.0 | 72.5 | 76.0 |
| Employment (Fourth Quarter After Exit) | 69.7 | 71.9 | 69.7 | 71.9 |
| Median Earnings (Second Quarter After Exit)  | 6,866 | 6,784 | 6,866 | 6,784 |
| Credential Attainment Rate  | 80.2 | 76.5 | 80.2 | 76.5 |
| Measurable Skill Gains  | 68.3 | 64.1 | 68.3 | 64.1 |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

#### 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 75.5 | 77.0 | 75.5 | 77.0 |
| Employment (Fourth Quarter After Exit) | 78.0 | 78.0 | 78.0 | 78.0 |
| Median Earnings (Second Quarter After Exit)  | 9,464 | 9,653 | 9,464 | 9,653 |
| Credential Attainment Rate  | 91.4 | 86.9 | 91.4 | 86.9 |
| Measurable Skill Gains  | 80.8 | 58.1 | 80.8 | 58.1 |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

#### 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 75.6 | 72.3 | 75.6 | 72.3 |
| Employment (Fourth Quarter After Exit) | 68.0 | 69.4 | 68.0 | 69.4 |
| Median Earnings (Second Quarter After Exit)  | 2,841 | 3,050 | 2,841 | 3,050 |
| Credential Attainment Rate  | 67.1 | 66.3 | 67.1 | 66.3 |
| Measurable Skill Gains  | 48.1 | 49.2 | 48.1 | 49.2 |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

### 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 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.

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 Reemployment Services (RESEA), TAA/TRA, 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.

Since 2009, Kansas has received funding from the USDOL to provide services under the Reemployment and Eligibility Assessment (REA) grant. The REA grant allows Kansas to provide enhanced reemployment services in four offices. Beginning 2016, the REA initiative will transition into the Reemployment Services and Eligibility Assessment (RESEA) program and will expand statewide. RESEA customers participate in the following services:

• Work Registration - RESEA participants must have a Plus account which includes a complete, up- to-date and active resume in KANSASWORKS.com (the state’s employment website). Staff will provide resume assistance if appropriate.

• 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 one-stop 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 come into the one-stop 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. Under WIOA implementation, as described in the strategies earlier in the Operations Section of the state plan, 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 enter the workforce center. 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. Workforce Center staff members also do not provide counselling regarding UI eligibility, benefit levels or any other aspect of UI. Workforce Center 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, Workforce Center 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;

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.

##### 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

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 **KANSAS**WORKS.com and via a dedicated email address monitored by UI staff.

Commerce also delivers the Reemployment Services and Eligibility Assessment (RESEA) Program. RESEA is similar to re-employment services; however, through an MOU with the Kansas Department of Labor, Commerce employs staff in workforce centers located in Wichita, Topeka, Lawrence and Overland Park. 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 may 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 has instituted "Workforce 2.0," a comprehensive examination of W-P and Partner service delivery in our AJCs.  The COVID-19 pandemic required an acceleration of providing quality services virtually, including statewide Virtual Job Fairs, development of a **KANSAS**WORKS mobile app 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.   Best practices will be developed and used to make decisions, as detailed in the KWSB's Strategic 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. What is known as of now is that farmworkers need information pertaining to what resources their local Workforce Centers offer. This is where outreach staff will be crucial. From collaborating with the Kansas Statewide Farmworkers Health Program, what has been stated is that farmworkers are unaware of the Employment Service and Employment Law complaint system. Workforce Center leadership will provide more emphasis on ES Complaint System specifically complaints from MSFWs. Leadership will also ensure MSFW complaints are sent the SMA as outlined in 20 CFR 658.410.

Another need from Workforce Centers is job search assistance. A case manager from the Migrant Education program shared that many families who arrive in the state come with only one adult in the household being employed while the other is in need of employment. The biggest barriers in finding employment are language barriers and transportation. Many come with families of five or more dependents making it difficult to find or afford childcare. This is being addressed through outreach staff, building better relationships with NFJP grantee, SER Corporation, and training in each local area.

Outreach staff in each local area have been selected, however due to staffing issues, new vacancies in these roles have been created. Outreach workers do meet with SMA monthly for training and to discuss outreach. COVID restrictions have made in-person outreach difficult.

An Agricultural Employer Outreach plan has also been developed, which will be a benefit to both the employers as well as helping to identify farmworkers and make sure they have the knowledge of resources available to them.

##### 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

The 2020 State Agricultural Overview (dated 03/31/20) lists the top five Kansas crops, based on harvested acres, as wheat, corn for grain, soybeans, sorghum for grain, and hay & haylage.

* Wheat production for 2020 was 281,250 million bushels. Yield in 2020 was 45 bushels per acre with the same amount of 45 bushels for winter wheat. Acres harvested for grain totaled 6.25 million. A total of 6.6 million acres were planted to wheat in the fall of 2019 for harvest in 2020.
* Corn for grain production was 766,480 million bushels that is an increase of yield from previous report of 645 million bushels with a Yield of 134 bushels per acre. Acres harvested totaled 5.9M.
* Soybean production totaled 194 million bushels, with a yield of 41 bushels per acre. Area for harvest is at 4.75 million acres.
* Sorghum for grain production is at 238 million bushels, with a yield of 90 bushels per acre. Area harvested was 2.86 million acres.
* Hay & Haylage production is at 5.1 million tons, with a yield of 2.09 tons per acre. Area harvested was 4.84 million acres.
* Projected level of agricultural activity for the coming year.

According to the National Agricultural Statistics Service (NASS) Prospective Planting & Stocks report dated March 31, 2021, planting of the major crops was forecast as follows:

* Kansas corn growers intend to plant 5.80 million acres this year, down 5% from 2020, according to the USDA's National Agricultural Statistics Service.
* Soybean planted acreage is expected to be 4.70 million acres, down 1% from last year.
* Winter wheat acres seeded in the fall of 2020 are estimated at 7.30 million, up 11% from last yr.
* Sorghum growers in Kansas intend to plant 3.60 million acres, up 20% from a year ago.
* All hay acreage to be harvested is expected to total 2.55 million acres, down 2% from last year's acreage.
* Sunflower producers expect to plant 62,000 acres, down 15% from 2020. Oil varieties account for 44,000 acres, down 19% from a year ago. Non-oil varieties made up the balance of 18,000 acres, down 5%.
* Oat intentions are estimated at 110,000 acres, down 21% from last year.
* Canola planted acreage is expected to be 8,000 acres, up 60% from 2020.
* Barley area planted is expected to be 12,000 acres, down 25% from last year.
* Cotton producers expect to plant 190,000 acres, down 3% from a year ago.

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.

The Kansas Department of Agriculture’s Economist creates annual economic contribution reports to estimate the impact of agriculture on the Kansas economy. These reports serve as important information tools for stakeholders and the general public. In this report, the model analyzes the effects of agriculture on the State of Kansas economy. For the estimated current year (2021), 72 agriculture and agriculture-related sectors directly contribute $47.3 billion in output and 135,786 jobs to the Kansas economy. Including indirect and induced effects, agriculture and agriculture-related sectors have a total impact of $67 billion in output, 238,543 jobs and 12% of the total Gross Regional Product (GRP).

**Kansas Agriculture Exports 2016 through 2020**

2016: $3,465,295,787

2017: $3,634,471,709

2018: $3,831,353,977

2019: $3,830,776,684

2020: $4,045,269,938

**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. There has been a steady increase in H-2A certifications in the past few years due to the underused Agricultural Recruitment System that utilizes our domestic Migrant Season Farm workers.

Agricultural employers have shared the need for more domestic workers as they are predominantly hiring foreign workers. There is opportunity for local Workforce Centers to build relationships with their agricultural employers to offer more services. Western Kansas has the largest number of Ag employers and can use the assistance of their local Workforce Centers to share the Ag job orders to their job seekers. Ag employers have shared concern of finding domestic workers that will take a job temporary in nature with no benefits and can be physically demanding.  However, at this point the primary focus will be training staff to intentionally keep Ag employment opportunities in mind along with other employment opportunities to share with their job seekers. With the current COVID-19 outbreak and many becoming unemployed, it is important for the state to inform job seekers of all employment opportunities.  H2A job order training will be provided to staff to highlight that H2A job orders are for domestic workers and need to be referred to equally as other job orders on **KANSASWORKS**.COM portal.

From PY18 thru current, 1,241 requests for H-2A certifications were submitted. Breaking that down to local workforce development areas, the statistics are as follows:

* Local Area 1 - 629 H-2A certification requests
* Local Area 2 - 149 H-2A certification requests
* Local Area 3 - 160 H-2A certification requests
* Local Area 4 - 44 H-2A certification request
* Local Area 5 - 48 H-2A certification requests

**KANSASWORKS** reports a total of 1,107 Migrant and Seasonal farmworkers in the system. With 1,103 of Migrant and Seasonal Farmworkers utilizing basic career services (other than self-service) and 212 utilizing individualized career services. These numbers increased from PY18 through PY20 after statewide review of correctly identifying the state's MFSWs.

The Migrant Indicators of Compliance Report summarized below demonstrates the percent of applicants that received services for MSFWs compared to Non-MSFW:

**Migrant Indicators of Compliance Report PY2018-PY2020**

                                                                   Non-MSFWs                  %             MSFWS           %

Total number of applicants                  196,114                                      1,107

Referred to employment                        53,766                    27%              438               39.56%

Labor Exchange / Staff Services         195,383                  96.20%         1107             99.60%

Referred to supportive services           64,274                   32%                   23                 2%

Career guidance                                          33,418                   38.50%         1103             99.60%

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.

The USDA Economic Research Service projects growth in soybean demand, but record inventories will dampen prices. Both of the major components of soybean demand, domestic crushing and exports, are expected to increase in 2019/20. Soybeans used for crushing—to produce soybean oil and meal—are forecast to total 2.115 billion bushels, up from the 2018/19 forecast due to a slight increase for domestic soybean meal use. On the 2019/20 export side, replete supplies, a drop in prices, and reduced competition from Brazil are expected to increase U.S. soybean exports to 1.875 billion bushels. While total demand for U.S. soybeans (domestic utilization, and exports) is forecasted to increase, the record level of stocks carried over from 2018/19 means only a small reduction in stocks is expected. [https://www.ers.usda.gov/amber-waves/2020/2021/august/soybean-demand-projected-to-grow-in-2019 20-but-record-inventories-dampen-prices/](https://www.ers.usda.gov/amber-waves/2020/2021/august/soybean-demand-projected-to-grow-in-2019%2020-but-record-inventories-dampen-prices/)).

One real-world impact from the nation’s wettest 12-month period has been a painfully slow 2019 planting pace for many major U.S. row crops. Soils in prime agricultural regions of the Plains and Midwest, which initially became saturated last autumn and were periodically blanketed with heavy snow during the winter of 2018-19, have remained wet into the 2019 planting season amid relentless spring rainfall. Exceptionally wet spring conditions are especially detrimental for planting operations for a variety of reasons, including concerns about soil compaction during seeding operations and the inability of saturated soils to support heavy farm equipment. <https://www.usda.gov/media/blog/2020/2021/06/14/nations-wettest-12-month-period-record-slows-down-2020/2021-planting-season>

Farm credit conditions in the Federal Reserve’s Tenth District continued to deteriorate steadily in the third quarter of 2019. Despite a slight increase in the price of some agricultural commodities and additional support from government payments, farm income and loan repayment rates declined at a modest pace. Lower net farm income creates tighter budget situations for farmers. According to District bankers, agricultural economic conditions in the quarter were influenced by uncertainty about crop production, agricultural trade and other factors that contributed to commodity price fluctuations. Persistent weaknesses in the sector put further pressure on farm finances and signs of modest increases in credit stress remained. Farmland values, however, remained stable, and provided ongoing support for the sector.  [https://www.kansascityfed.org/en/research/indicatorsdata/agcreditsurvey/articles//11-14-2020/2021/farm-finances-continue-to-weaken-amid-ongoing-uncertainty](https://www.kansascityfed.org/en/research/indicatorsdata/agcreditsurvey/articles/11-14-2020/2021/farm-finances-continue-to-weaken-amid-ongoing-uncertainty)

Chapter 12 farm bankruptcies continue to increase as farmers and ranchers struggle with a prolonged downturn in the farm economy that’s been made worse by unfair retaliatory tariffs on U.S. agriculture as well as two consecutive years of adverse planting, growing and harvesting conditions. There’s been an increase in farm bankruptcies in 2019 and Kansas is one of three states in second place for the most farm bankruptcies in Kansas.  <https://www.fb.org/market-intel/farm-bankruptcies-rise-again>

Farm income fell in the third quarter from a year ago in each of the seven rural states covered by the Kansas City Fed, according to its survey of agricultural credit conditions. The report cited the trade war, volatile crop prices and disruptions at a major beef processing facility<https://www.latimes.com/business/story/2020/2021-11-14/farm-finances-worsen-trade-war>

Negotiations with Beijing on a partial trade deal that could provide relief from retaliatory tariffs hitting American farmers. The trade talks have bogged down as Trump seeks assurances that Beijing will deliver on commitments on agricultural purchases. <https://www.latimes.com/business/story/2020/2021-11-14/farm-finances-worsen-trade-war>

New technology could decrease the workforce demand in agriculture. A 2013 report by the National Agricultural and Rural Development Policy Center -- an agency funded by the U.S. Department of Agriculture -- indicates that agriculture is vulnerable to "labor supply shocks, which could increase costs and threaten the ability of some farmers to harvest labor-intensive crops.” The reality for U.S. agriculture is that it may be faced with a shrinking work force willing to do physically demanding and less-compensated farm jobs.

Kansas has a large contrast in precipitation amounts across the state with yearly precipitation on the western side of the state one-third of the southeast corner of the state. The climate is transitional between the humid east and the semiarid and arid western portion. This transitional pattern greatly affects agricultural practices in Kansas. From the middle of the state west surface water is often in short supply.  Irrigation systems draw water from underground to produce most cereal and grain crops.

Frost and freeze patterns are also of issue in Kansas. Freeze dates are very significant for agricultural producers, because most crops grown in Kansas have very limited resistance to frost. The agricultural significance of a late frost in the spring can be devastating, because this is the time when most field crops are in the most vulnerable stage of their development. These seedlings have very little resistance to freeze effects, and they can be damaged by freezing, or dried up when soil water is frozen. More mature crops can also be damaged by freezing, resulting in reduced yields or even loss of the crop if the freeze is very severe. Since freeze-control measures, such as those used for orchard crops, are not feasible for field crops like the ones produced in Kansas, farmers must be very careful to plant their crops at the proper times to minimize the dangers of frost.
<https://www.k-state.edu/ksclimate/documents/kgsed.pdf>  (pages 4-5 & 17-18)

Plenty of scientific evidence does suggest that as warming continues to contribute to both extreme weather and a rise in sea level, floodplains in this country are expected to nearly double by the end of the century. Droughts, wildfires and storms of all kinds have worsened over the last few years. Flooding this year caused at least $15 million in damage to Kansas infrastructure, including 11 dams, and led to $3.8 million in federal flood insurance claims. About 1.3 billion gallons of sewage flowed into Kansas waterways in May. FEMA is still assessing damage to infrastructure. <https://www.kansascity.com/opinion/editorials/article237345159.html>

The 2020 Executive Summary from the Kansas Farm Management Association mentions many of the above issues on page 6 of the summary and says with continued expectations for market prices at levels that are below cost of production farm managers need to carefully assess their financial position and make necessary adjustments.  <https://www.agmanager.info/kfma/whole-farm-analysis/kfma-executive-summary/2020/2021-executive-summary>

##### 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.com and data collected by the SWA there’s approximately 2,000  MSFWs in Kansas during peak season ( 1700 H-2a MSFWs/ 300 Domestic MSFWS) .  During non-peak season there’s approximately 1300 MSFWs in Kansas  ( 1100 H-2a MSFWs/ 200 Domestic MSFWS).  The SWA will work more closely with the NFJP in gathering MSFW estimates as outreach efforts start to take place and will be reflected in the next State Plan.

Kansas MSFW’s include individuals from South Africa, Australia, Mexico and other countries. Many 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.

One unique need of MSFW’s is Kansas is healthcare. COVID-19 testing and treatment is challenging, and transportation remains a significant barrier. In addition to COVID-19, MSFWs need tuberculosis screening and treatment, dental care, and pharmaceutical support.

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 is 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 MSFW navigate what can be a very intimidating system. MSFW also need printed outreach material in their own language.

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:

Narrative begins in next section.

###### A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices

Kansas will refocus its efforts in successful outreach activities by having an increase in personal contact with NFJP grantees and MSFW groups. SMA will team up with NFJP grantees to create updated training materials on MSFW system and the NFJP grantees program. Outreach workers 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.

At the state level, the State Monitor Advocate (SMA) has conducted research in each county by locating farms that hire outside labor. Based on findings outreach staff will be assigned to corresponding area(s) and will conduct visits to share all required employment, training availability and Complaint System information. The outreach staff has been assigned and the SMA has trained the outreach ES supervisors and staff on all outreach duties. However due to staffing issues, new vacancies in these roles have been created, not all areas will have a part-time outreach worker.  Part-time positions will be based on MSFW traffic.

Communication with partners not physically located in the Workforce Centers will be facilitated by in-person meetings, virtual meetings, email, and referral methods.

According to **KANSAS**WORKS.com, outreach or knowledge of the system to date for PY18 was attributed by individuals to the following activities:

* Word of mouth - 8634
* Brochure/Flyer - 699
* Internet - 7,023
* Newspaper - 173
* Radio - 195
* TV - 237
* Highway Billboard - 65
* Other – 6524

As of this plan year, it appears outreach efforts are satisfactory when it pertains to overall general Workforce Center outreach.

The state continues to work with each Regional Operations Manager to assign appropriate staff for outreach duties. Outreach training is being provided to ensure that logs and imperative information is noted for future reference. The outreach workers will continue to be connected to other organizations that work with farmworkers to collaborate in sharing resource information and farmworker data.

###### 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.

The State Monitor Advocate (SMA), located in the Department of Commerce, Workforce Services Division provides statistical or other technical assistance to LWDAs and other entities for plan development, policy development, or service provision as necessary. Each local area will designate a staff to be the subject matter expert to be able to provide technical assistance to all staff.  In addition, the SMA will:

* Provide technical assistance to LWDAs for plan development, policy development, or service provision, as necessary. LWDAs will be advised that, at a minimum, outreach activities must provide information about the Job Service Complaint system and other organizations serving MSFWs.
* Serve as an advocate to improve services to MSFWs within the **KANSAS**WORKS system.
* Provide training to Workforce Center staff and provide technical assistance including advising LWDA’s that, at a minimum, outreach activities must provide information about services available through the Workforce Center, including the availability of referrals to employment, to training, supportive services, testing, counseling, and other job-related services. In addition, specific employment opportunities which are currently available in the **KANSAS**WORKS.com system will be made available.
* Participate in public meetings and training conferences sponsored by the US Department of Labor or another agency as may apply to MSFWs.
* Establish and maintain relationships with organizations providing services to MSFWs. Currently, the SMA serves on the advisory council of the Kansas Statewide Farmworker Health Program.
* As previously stated, Kansas will utilize current outreach efforts to urge farm workers to contact the local one-stop center. Partners such as NFJP, SER, Kansas Statewide Farmworker Health Program have information regarding the services available through the Kansas Workforce System and can make appropriate referrals. Other outreach resources, including flyers and word of mouth direct MSFW’s to the AJC’s.

Beginning in 2020, SMA organizes and facilitates quarterly meetings with relevant partners including NFJP, local area staff, Kansas Statewide Farmworker Health Program, LWDAs, and the US Dept of Agriculture. The quarterly meetings are focused on discussions regarding improving services to MSFWs. The attendees share ideas of ways to better collaborate and provide program updates.

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.  Regional Operations Managers in each Local Workforce Development Area will include outreach workers 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 maximize on possibilities 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. SMA provides training in-person in the first three months of each year and offers virtual technical assistance as needed for new staff or as a retraining tool. If in-person is not feasible, virtual training may be conducted at the beginning of the year. The SMA provides updates to the virtual training modules to keep content up-to-date and relevant. SWAs will also provide local area training.

The Kansas Department of Labor has hired a Workforce Liaison who is conducting quarterly trainings with all Workforce Center staff.  The first training was last quarter and included information on basic UI eligibility and how the UI system works at KDOL. The second training is coming up in June 2022 and will teach what a KDOL Customer Service rep does and how staff can best work together to assist the customers and the referral of issues between each agency. The Workforce Liaison also coordinates communication between Workforce Center staff and the Kansas Department of Labor to assist customers with issues with their claims.

###### 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 SMA provides professional development training to MSFW outreach staff to ensure staff provide high quality services to both jobseekers and employers. Additionally, Commerce employs a fulltime Training Manager who provides on-going training for the state workforce system.  Program Specialists also have the opportunity to 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. 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 Outreach Workers covering the functions listed at 20 CFR 653.107. Other items being added for professional growth are Networking, Approaching Employers and Best Practices when out in the field. The outreach training consists of a 45-page training packet covering all required information, power points and the outreach staff member will receive a warm introduction to their local NFJP partner who works with farmworkers through the connections the SMA 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 outreach staff are also in contact with their local NFJP partner and MSFW groups on at least a quarterly basis and document these contacts in their outreach logs.

Outreach Workers 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.

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

Additionally, the State has and will continue yearly training provided by SMA. Training will cover the following:  Migrant and Seasonal Farmworkers, Complaint System, Referring Domestic Workers to Ag employer job orders including H2A job orders and the Agricultural Recruitment System.  SMA began monitoring each area of the State and will provide feedback. The SWA will direct the local Workforce Centers offices to self-monitor to comply with CFR 653.108(a) to ensure an effective and functional advocacy system is set in place.

###### 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 Workforce Center outreach workers, NFJP partner staff and Kansas Statewide Farmworkers Health Program outreach workers. In addition to the general Employment Service Complaint System training, outreach workers 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. Outreach workers 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.

###### C. Marketing the Agricultural Recruitment System for U.S. Workers (ARS) to agricultural employers and how it intends to improve such publicity.

In addition to the staff at each **KANSAS**WORKS Workforce Center who assist employers, there is at least one individual who is trained as a pre-occupancy housing inspector in each Local Area. These staff members are also 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

•            Informational meetings

•            Customer Satisfaction Surveys

•            Labor Market Information

•            Job Fairs, special/mass recruitments

In 2022, the State will develop a flyer to inform the current H2A producers of the services available to them through their local Workforce Center. These flyers will be distributed via email or mail to the list of current producers who have had a pre-occupancy housing inspection. After the first initial round, the flyer will be included with the final pre-occupancy report each year.

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 locate H-2A MSFWs.

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 FSA, Farm Bureau, County Extension Offices, USDA, 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.

##### 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 sharing referrals 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 the SWA outreach staff seek to provide ag employers and their MSFW.

###### 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.

MOU partners and other "interested parties" were consulted during the development of this plan modification. No comments were received.

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 and minimum data collection and performance accountability measures that apply to all SWAs are set forth in 20 C.F.R. 653.109(a)-(g). This data is available in the Monitor Advocate Reports for 2019, 2020 and 2021. Pursuant to 20 C.F.R. 653.109(g), there are established equity indicators, applicable to all SWAs that measure the outcomes of providing Employment Services (ES).  In order for States to be in compliance with these requirements, they are required to meet the equity indicators that address provision of Employment Services, including individuals referred to a job, receiving job development, and referred to supportive services or career development. To meet the equity performance standards, the percentage of these services provided to MSFWs must be equal to or greater than the percentage of services offered to non-MSFWs. This is referred to as “parity.”

The primary data source for the Kansas Department of Commerce’s AOP is the data reservoir found in **KANSAS**WORKS.com called the Monitor Advocate Report (MAR). This report allows the comparison of services provided to MSFW verses non-MSFW. Again, 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.

The earliest data available from the Monitor Advocate Report is for 2019.

2019                                                            Non-MSFW             MSFW          Equity Indicator

Basic Career Services                          99.6%                       99.4%          -0.2

Staff Assisted Career Guidance       20.3%                       22.5%           +2.2

Job Search Assistance                        37.7%                       44.4%           +6.7

Referred to Employment                   32.0%                       47.2%           +15.2

Placed in Non-Ag Employment       89.2%                       85.7%           -3.5

Overall 2019 Equity Indicator       +20.4 total

Median Earnings                         $5,667          $5432           - $235

2020                                                         Non-MSFW                MSFW          Equity Indicator

Basic Career Services                        99.6%                         100.0%         +0.4

Staff Assisted Career Guidance    16.7%                           14.8%           -1.9

Job Search Assistance                      30.4%                          46.9%           +16.5

Referred to Employment                  25.7%                         35.8%          +10.1

Placed in Non-Ag Employment     86.9%                          84.7%           -2.2

Overall 2020 Equity Indicator       +22.9 total

Median Earnings                                  $5,645                       $4654           - $991

2021                                                            Non-MSFW                     MSFW          Equity Indicator

Basic Career Services                           99.6%                               100.0%          +0.4

Staff Assisted Career Guidance        11.9%                                 13.2%           +1.3

Job Search Assistance                          27.9%                                 35.8%           +7.9

Referred to Employment                     20.9%                                 20.8%           -0.1

Placed in Non-Ag Employment         84.3%                                 81.7%           -2.6

Overall 2021 Equity Indicator       +6.9 total

Median Earnings                                      $6,001                                $8207           +$2206

While some individual service levels have not met parity, the Overall Equity Indicator shows all services combined exceeds parity. Therefore, the State is meeting its service delivery goal. The only consistent metric below parity for MSFW each year is *Placed in Non-Ag Employment*. This metric can be improved by staff training and better individualized staff assisted job search guidance with each MSFW. Also, while the Overall Equity Indicator had a marked decrease for 2021, the earnings for MSFW greatly increased over non-MSFWs for 2021. With COVID-19 being such an overwhelming variable over the last couple of years, it is difficult to interpret some of the 2020 and 2021 data. Nonetheless, an examination of the Median Earnings measure shows when staff assisted MSFWs to obtain employment they were comparatively much better jobs than the jobs they got for non-MSFW.

###### 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.

Early in this report period Commerce moved the SMA from the Compliance Unit in the Legal Division to the Workforce Services Division under the State Workforce Operations Director. 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.

The SMA has also begun to conduct state level reviews of the delivery of services and protections afforded to MSFWs. Unlike the past, these reviews now include a review of WIOA Title III program components such as:

* Consulting with Workforce Centers (WFC) to ensure accurate reporting of MSFW-related information.
* Reviewing proposed state Workforce Service directives, manuals and operating instructions relating to MSFWs.
* Participating in Federal monitoring reviews.
* Reviewing, on at least a quarterly basis, all statistical and other MSFW-related data as reported by **KANSAS**WORKS.com.
* Preparing an annual summary report of services to MSFWs for the State Operations Director.
* Provides technical assistance on the operations and performance of the Job Service complaint system.

At the beginning of this report period, 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 within the local areas. These new outreach workers have received training and are now operating more within the scope of their duties.

Within the last two years all Workforce Center staff have received MSFW related training and are consistently covering the MSFWs demographics portion in the **KANSAS**WORKS system.

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 bi-annual self-monitoring procedure that has helped identify opportunities and areas of growth.

Over the last couple of years, the training, guidance and technical assistance provided from the SMA have 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.

Kansas SMA has reviewed and approved this 2022 AOP / State Plan Modification.

#### 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 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 | Yes |
| 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 |

#### 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 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](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

### 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 Board of Regents (KBOR) Adult Education content standards are aligned with standards adopted by the Kansas Board of Education through the Common Core State Standards (CCSS). The standards adopted by KBOR in 2013 are the College and Career Readiness Standards for Adult Education (CCRS).

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.

#### b. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, 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.

•   Adult Education and Literacy Activities
Scope: All organizations receiving WIOA Title II funds will offer Adult Education and Literacy activities.

Content: Adult Education and Literacy activities will include instruction in reading, writing, numeracy, and problem-solving at all Educational Functioning Levels appropriate to learners.

Organization: The organization of Adult Education and Literacy activities will include instruction in basic literacy, numeracy, and problem-solving skills; instruction in subjects relevant to a high-school equivalency diploma; and instruction in English language acquisition as needed. All instruction will be provided at Educational Functioning Levels appropriate to learners. Programs will meet the state requirements for managed enrollment contained in the Kansas Proficiency Attainment Model: pre-enrollment, orientation, assessment, instructional planning, instruction, test-taking, and transition.

•    Workplace Adult Education and Literacy Activities
Scope: Local providers may offer Workplace Adult Education and Literacy activities in partnership with employers or employee organizations. The scope of Workplace Adult Education and Literacy activities will be determined by the interest of employer partners.

Content: The content of Workplace Adult Education and Literacy activities will 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(s).

Organization: Workplace Adult Education and Literacy activities will be organized at a workplace or an off-site location in collaboration between local providers and their partners but will meet the state requirements for managed enrollment contained in the Kansas Proficiency Attainment Model: pre-enrollment, orientation, assessment, instructional planning, instruction, test-taking, and transition.

•    Family Literacy Activities
Scope: Local providers may offer Family Literacy activities in partnership with other agencies or organizations, including the Kansas Department of Education Migrant Education Program, local school districts, and public libraries. The scope of Family Literacy activities will be determined by the interest of external partners.

Content: To receive Kansas Adult Education performance-based funding for Family Literacy outcomes, local programs must offer 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.

Organization: Family Literacy activities will be organized collaboratively between local providers and their partners but will meet the state requirements for managed enrollment contained in the Kansas Proficiency Attainment Model: pre-enrollment, orientation, assessment, instructional planning, instruction, test-taking, and transition.

•    English Language Acquisition Activities
Scope: All local providers will offer English Language Acquisition activities if there is sufficient need in their service area(s).

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

Organization: The organization of English Language Acquisition activities may vary according to the populations served and the resources available, but all programs will meet the state requirements for managed enrollment contained in the Kansas Proficiency Attainment Model: pre-enrollment, orientation, assessment, instructional planning, instruction, test-taking, and transition. Where applicable, programs will provide expanded transition services, including career navigators and college success classes.

•    Integrated English Literacy and Civics Education Activities
Scope: Local providers who can demonstrate adequate numbers of adult English Language Learners in their service area(s) may apply to offer Integrated English Literacy and Civics Education activities. The State will fund providers in areas of greatest need.

Content: Integrated English Literacy and Civics Education activities will include instruction in language skills needed to function effectively as parents, workers, and citizens in the United States. Instruction delivered at Educational Functioning Levels appropriate to learners will include the rights and responsibilities of citizenship and civic participation and must include Integrated Education and Training.

Organization: The organization of Integrated English Literacy and Civics Education activities may vary according to the populations served and the resources available, but all programs will meet the state requirements for managed enrollment contained in the Kansas Proficiency Attainment Model: pre-enrollment, orientation, assessment, instructional planning, instruction, test-taking, and transition.

•    Workforce Preparation Activities
Scope: All local providers will offer workforce preparation activities.

Content: Workforce preparation activities will include basic academic skills, critical thinking skills, digital literacy skills, and self-management skills at Educational Functioning Levels appropriate to learners. Self-management will include competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for a successful transition into and completion of postsecondary education or training, or employment.

Organization: The organization of workforce preparation activities may vary according to the populations served and the resources available, but all programs will meet the state requirements for managed enrollment contained in the Kansas Proficiency Attainment Model: pre-enrollment, orientation, assessment, instructional planning, instruction, test-taking, and transition. Where applicable, programs will provide expanded transition services, including career navigators and college success classes.

•    Integrated Education and Training Activities
Scope: All providers may offer Integrated Education and Training activities in a career pathways model.

Content: Integrated Education and Training activities will 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 will be offered at Educational Functioning Levels appropriate to learners. The purpose of instruction will be educational and career advancement.

Organization: Integrated Education and Training activities will meet the state requirements for managed enrollment contained in the Kansas Proficiency Attainment Model: pre-enrollment, orientation, assessment, instructional planning, instruction, test-taking, and transition. Instruction for learners who enroll in pathways available in the Accelerating Opportunity: Kansas (AO-K) model will include co-enrollment in postsecondary career technical education courses team-taught by basic skills and career technical instructors. Where applicable, programs will provide expanded transition services, including career navigators and college success classes.

The Kansas Board of Regents, the state’s eligible agency for Title II, accepts applications and proposals for multi-year grants from providers of adult education and literacy services, as detailed above, to eligible individuals. Any combination of services may be considered; however, providers showing excellence in multiple service areas are preferred. Eligible individuals are 16 years of age or older, are not currently enrolled or required to be enrolled in secondary school under State law, and are basic-skills deficient or lacking a secondary school diploma or equivalent or learning English as a non-native language. The current grant period began July 1, 2020, and the next Request for Proposals process will begin January of 2025.

Grant recipients annually submit a request for continued funding, demonstrating program effectiveness for the year and outlining goals for the next program year. Renewal is contingent upon availability of funding, compliance with federal law and grant expectations, and demonstration of successful delivery of program objectives. All providers receive the same form and instructions to report successes, challenges, and objectives. The Kansas Board of Regents reviews both multi-year grant applications and annual renewals using the same process for all applicants and basing award or renewal recommendations on programs demonstrating compliance with or achievement of the 13 considerations specified in section 231 of WIOA. Multi-year grant applications are also reviewed by local workforce development board (LWDB) review teams, with comments and recommendations provided to the Kansas Board of Regents.

Estimated level of need in service areas is considered, which includes individuals with low levels of literacy, English language learners, and individuals without a secondary school diploma or equivalent, as measured by U.S. Census data and local workforce areas. Program service to the local area is compared to documented need, with programs incentivized to reach a greater percentage of their service-area population; enrollment accounts for 11 percent of program funding. Past performance in serving learners is heavily weighted, with 45 percent of funding based on outcomes, including increasing literacy levels as shown by Educational Functioning Level (EFL) gains and demonstrating that learners have gained the skills to exercise the rights and responsibilities of citizenship.

Programs annually review and update statements addressing the considerations of the General Education Provisions Act (GEPA) to document plans for serving hard-to-reach and hard-to-serve individuals, including access for individuals with disabilities. Schedules of classes offered, including online and distance education options, must be provided annually to demonstrate that courses are of sufficient duration and intensity to allow learners to make substantial learning gains. Programs must demonstrate coordination with WIOA partners, including providing a current contract or Memorandum of Understanding with One-Stop partners that details the contributions and responsibilities of each partner. As part of the 25 percent of funding designated for quality points, programs are further incentivized to build and strengthen partnerships with supportive social services in the community.

Kansas Adult Education has the objective for all providers to have Integrated Education and Training (IET) activities by the end of the current grant cycle (June 30, 2025), coordinating with area educational providers and emphasizing contextualized learning that will lead participants to postsecondary education and/or to careers that will allow for economic self-sufficiency. Over 75 percent of providers already actively offer IET in one or more career pathways. The State provides training for providers in the planning stages of implementing IET, ensuring activities are founded on research-based best practices for contextualized and concurrent learning.

All providers must use the Kansas statewide information management system, the Adult Education Student Information System (AESIS), to enter and record progress and outcomes of all learners in their programs. All staff with AESIS access must sign an agreement regarding data confidentiality and protection; when staff leave a provider, access is immediately revoked. Data must be entered weekly, at minimum, and local programs continuously monitor data entry, in addition to conducting regular internal reviews to ensure data quality and accuracy. The State conducts quarterly reviews, both to flag potential data issues and to track program progress toward goals.

All instructors, counselors, and administrators must meet minimum qualifications established by the State. Kansas requires initial professional development for new instructors and a year-long mentorship for new administrators. Training for state-supported Evidence-Based Reading Instruction (EBRI) curriculum is provided each year for reading instructors. In addition, professional development opportunities from the State are provided at no or low cost to programs, while up to five (5) percent of funding is designated specifically for Adult Education staff to engage in other professional development activities approved by the State.

#### c. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

* 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.

The same application process, described in section B, will be used for an eligible agency applying to use funds to carry out programs under section 225 and section 231 of WIOA. The Kansas Board of Regents is the state’s eligible agency for Adult Education and directly distributes funds for competitive multi-year grants. The current five-year grant started July 1, 2020. The State distributes up to 20% of Title II flow-through funds under section 225.

All providers are subject to the same funding cycle and must apply annually for continued funding under Title II. The applicant will indicate intention to provide services under section 225, list the site(s) where services will occur, and identify the population which will be served. Eligible participants are adults who are currently incarcerated in a prison, a county jail, or another correctional facility, or who are involved in a community corrections program. Providers may identify challenges and interruptions to service caused by the COVID-19 pandemic and detail how these challenges will be addressed in future reporting years.

Applications and renewals received from eligible providers are evaluated using the 13 considerations identified in Section 231(e) of WIOA. Adult Education providers must document evidence of past effectiveness in serving learners and detail a sustainability plan for maintaining or expanding partnerships with correctional facilities, demonstrating that classes are of sufficient duration and intensity to enable learners to make substantial learning gains. All instructors, counselors, and administrators must meet the minimum qualifications established by the State and adhere to the same professional development expectations as staff at public sites. Student data must be entered and updated regularly in the Adult Education Student Information System (AESIS), with individuals marked with the appropriate corrections label for ease in reporting.

Providers may offer adult education and literacy activities, English language acquisition activities, workforce preparation activities, Integrated Education and Training (IET) activities, or a combination of any of these activities. Priority of service is given to individuals most likely to leave the correctional institution within five (5) years of participation. Eligible individuals to be served may have low levels of literacy, may lack a secondary school diploma or equivalent, may be English language learners, or may have a disability. All corrections participants may be considered to have a barrier to finding and retaining a job that will enable economic self-sufficiency, and thus providers should demonstrate particular focus on developing career pathways.

Over half of programs providing corrections education currently offer at least one career pathway to incarcerated individuals, with a Career Navigator supplied by the Kansas Department of Corrections (KDOC) who must meet the minimum qualifications established by the State. While the pandemic has delayed the implementation of IET in some facilities, Kansas is on track for implementation in all correctional institutions within the next four (4) years. As electronic devices and digital curriculum are increasingly available to incarcerated individuals, providers will supply updates on the integration of technology and asynchronous delivery of instruction. Any cost for devices or curriculum not covered by KDOC must be detailed in the provider’s budget.

#### d. Integrated English Literacy and Civics Education Program

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

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.

Under WIOA Title II §203, Kansas continues to fund programs providing educational services in English language acquisition integrated with civics education, including instruction on the rights and responsibilities of citizenship and civic participation. Eligible individuals are adults learning English as a non-native language, including individuals with professional degrees and credentials in their native countries. Services include instruction in English language acquisition, instruction on the rights and responsibilities of U.S. citizenship and civic participation, and workforce or occupational training.

To receive funding for Integrated English Literacy and Civics Education (IELCE) in Kansas, programs must demonstrate effectiveness in service and detail actionable plans for continuing service in future reporting years. Programs must assist participants in achieving English language competency, in obtaining a secondary school diploma or equivalent when needed, in transitioning to postsecondary education or training, and in moving into employment in high-demand occupations in the local area that lead to economic self-sufficiency. All IELCE providers must deliver adult education and literacy instruction in combination with Integrated Education and Training (IET).

**Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.**

Following the same process as detailed in section B, the Kansas Board of Regents, the state’s eligible agency for Title II, provides funding for a competitive, multi-year grant to approved applicants. The current grant cycle began July 1, 2020, and seven providers were awarded funds under WIOA Title II, subtitle C. Providers annually submit requests for continued funding, detailing program achievements and goals for the next fiscal year. All providers are subject to the same funding cycle. Both applications and renewals are evaluated using the 13 considerations identified in section 231 of WIOA. Funding is awarded based on demonstrated effectiveness in providing adult education and literacy activities and measurable need in the service area for English language acquisition and civics education programs. Data on IELCE participants must be entered and updated in the Adult Education Student Information System (AESIS), with learners appropriately marked as IELCE participants for ease in reporting.

**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.**

Providers will continue to expand instruction in workforce preparation activities and workforce training contextualized for specific occupations or occupational clusters. Instruction will be offered at Educational Functioning Levels appropriate to learners. The purpose of instruction is to place students in employment with in-demand industries and occupations, as determined by the local area in which the program is located, that lead to economic self-sufficiency. Eligible providers will be required, as part of the application and renewal process, to describe how they provide English language acquisition and civics education in a concurrent and contextualized manner. Applicants must also describe how they provide IELCE in combination with IET.

Programs may accomplish this by entering into a partnership with one or more businesses, community or technical colleges, local workforce development boards, or other training providers to prepare individuals for occupations with a particular employer. In annual reports, providers must detail IET instruction provided, including the occupation or occupational sector with which instruction is connected, the occupational-relevant materials used, and the workforce preparation activities included in the IET curriculum. Additionally, programs will demonstrate achievement of citizenship skills among participants by assessing learners with a standardized instrument for the state.

**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 adult education and literacy services to eligible individuals. This includes relying on the local board for input and assistance when selecting in-demand occupations, using workforce data to determine occupations that are high-demand and lead to economic self-sufficiency. The integration with the local workforce system also assists in identifying employers for training and placement partnerships. Programs may co-enroll participants with partners to ensure all required services are provided, along with supportive services to address specific needs of learners. A documented plan for referrals among One-Stop partners and shared infrastructure costs must be provided to the State annually.

#### 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 will support the development and implementation of processes within Adult Education that streamline efforts and build capacity while aligning eligible providers’ services with those of partner agencies. Staff funded with state leadership funds will continue to participate in meetings of the Kansas State Plan Management Team, a group of core partner staff that continually works to align services across all core titles. State leadership dollars will also continue to support WIOA cross-training efforts that assist in the education of staff from all WIOA titles about the services offered in each title. In addition, core partners will collaboratively develop systems to best co-enroll and serve one-stop participants.

State leadership funds will be used to support professional development activities that focus on evidence-based reading instruction, instruction related to specific needs of learners, College and Career Readiness Standards (CCRS), career technical education, the transition to postsecondary education, use of technology, and distance education.

Kansas Adult Education leadership funds will support technical assistance to eligible providers to enhance program effectiveness, increase the ability of providers to meet established performance measures, and enhance collaboration with one-stop partners. Specific areas of support will include increasing instructors’ capacity to provide quality instruction in the areas of reading, writing, speaking, mathematics, English Language Acquisition, and distance education via the implementation of professional development activities and associated technical assistance.

Professional development will also include building technical skills among Adult Education staff in order to increase digital equity in local areas, particularly in rural, low-income, and Black, Indigenous, and People of Color (BIPOC) communities that experience a greater digital divide. Adult Education providers can promote digital literacy by offering training and resources and by serving as “digital navigators” to assist learners with obtaining the skills necessary to engage in the online world.

Leadership funds will support training and technical assistance in the effective use of the statewide data system, including data sharing and data match, to maintain accurate student data and continuously improve programming.

State staff, paid with leadership funds, will monitor and evaluate Adult Education and Literacy activities at the local and state level.

State staff will evaluate local programs utilizing a risk-based assessment and will monitor sites and provide technical assistance based on their level of risk.

Information about models and proven or promising practices will be disseminated to eligible providers and practitioners working in the state through face-to-face meetings, phone or virtual conferencing, and online communication.

Not more than 12.5% of federal funds will support state and local leadership activities.

State leadership funds are used to support staff positions with principal duties including professional development, oversight, and development of special projects, data collection and reporting, and other leadership activities.

##### 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 the required leadership activities, KBOR Adult Education may use state leadership funds to provide state, regional, and local activities that will support programs in improving outcomes and achieving the objectives of WIOA by:

* Developing and disseminating professional development to support the use of instructional technology and distance education programs;
* Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction for adults;
* Developing or adapting curriculum frameworks that take into consideration the College and Career Readiness Standards, current adult skills and literacy assessments, academic requirements for enrollment in non-remedial, for-credit courses in Kansas postsecondary educational institutions, skill standards widely used by business and industry, and the primary indicators of performance described in section 116 of WIOA;
* Developing and implementing strategies to assist learners in the transition from Adult Education to postsecondary education, including linkages with postsecondary educational institutions;
* Developing content and models for Integrated Education and Training and career pathways for native and non-native speakers of English;
* Developing and piloting strategies for improving teacher quality and retention;
* Developing and implementing programs and services to meet the needs of English Language Learners or adult learners with learning disabilities; and
* Supporting other activities of statewide significance that promote WIOA’s purpose.

#### f. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

The Kansas Board of Regents Adult Education assesses eligible providers’ performance using multiple approaches.

* Kansas Adult Education’s current performance-based funding formula provides incentives for quality programs by considering regional needs, program quality measures, and student outcomes.
* KBOR Adult Education negotiates annual performance targets with eligible providers that align with the state’s goal of continuous improvement.

Kansas Adult Education’s risk-based assessment of the quality of providers is ongoing. State staff monitor and evaluate Adult Education and Literacy activities utilizing a risk-based assessment and provide technical assistance based on the level of risk identified. Special consideration shall be taken when evaluating program performance that has been impacted by the COVID-19 pandemic to ensure fair assessment and to encourage increased innovation in moving toward state and program goals.

KBOR staff take formal steps when an area of non-compliance is identified or when informal actions and monitoring visits have not led to an improvement in performance. The Board requires a local Corrective Action Plan or places the local program on warning or probation status. Provider funding is terminated only in cases where all technical assistance and professional development efforts over multiple years have failed to improve performance.

Kansas Board of Regents Adult Education Funding Formula:

Base accounts for 30% of total funding.

* 17% of total funding for each institutional grant. All programs receive the same amount.
* 11% of total funding for enrollment using a three-year rolling average.
* 2% of total funding for need.
	+ Need is determined by the eligible population as set at the beginning of each grant cycle.

Performance accounts for 70% of total funding.

* 45% of total funding for outcomes using a three-year rolling average
	+ Measurable Skill Gains (MSGs)
		- Level 1, 2, 7, and 8 doubled
		- Level 3, 4, 5, 6, 9, 10, 11, and 12
	+ Median wage two quarters after exit
	+ Employment rate two quarters after exit
	+ Employment rate four quarters after exit
	+ Credential attainment rate
	+ Family Literacy outcomes (only for programs meeting Family Literacy requirements)
		- Increased involvement in child’s education
		- Increased involvement in child’s literacy
	+ Citizenship skills
	+ College readiness skills
	+ Left public assistance
* 25% of total funding for quality points determined yearly

Kansas Adult Education will assess the quality of professional development in the following areas:

1. Kansas Adult Education provides evidence-based reading instruction using the STudent Achievement in Reading (STAR) training model. The State will continue to advance the delivery of STAR training incorporating the new training delivery model.
2. State staff and local programs will use a variety of methods to evaluate professional development related to the specific needs of learners. Self-reporting tools, classroom observations, and data from the Adult Education Student Information System (AESIS) will be utilized to determine the effectiveness of professional development and its impact on student learning outcomes.
3. Professional development evaluations are included on each program’s annual summary. Results are analyzed to determine the quality of the training and the benefit to the programs to determine areas of effectiveness and improvement.

KBOR staff schedule monthly conference calls with program leaders to share applicable information from OCTAE, new models, and promising practices. These calls also provide an opportunity to share any updates from the state agency or highlight best practices from the field. Program Leaders’ Meetings, held twice a year in-person or virtually, give state staff an opportunity to elaborate on new models and promising practices or bring in national experts to present to local program staff.

#### 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 literacy activities, as defined in section 203(9) of WIOA; | Yes |
| 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 $10,00 0 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 | James |
| Last Name | Smathers |
| Title | Vice President of Workforce Development |
| Email | ssmathers@ksbor.org |

#### Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructionsposted at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

To ensure equitable access for all participants, as required by General Education Provisions Act (GEPA), KBOR will provide access to state leadership activities that address barriers to participation. Two significant barriers that may impede participation in state leadership activities are an individual's disability and/or minority status.

In the area of disability, every effort will be made to ensure full accessibility to meetings, training events, communications, and other state leadership activities. For example, KBOR will provide access to resources for professional development on the Adult Education website, as well as in print or audio-video recording to ensure equitable access. Special accommodations for people with all types of disabilities, whether in physical mobility or sensory impairments, will be made available in state leadership activities so that educators can participate fully. For example, if needed, materials for trainings are made available in braille through the Kansas School for the Blind, and interpreters for the deaf will interpret at meetings and trainings.

Diverse groups of people will be involved in developing state leadership activities. For example, people with minority status, whether based on gender, race, or national origin, will participate in planning and developing training. Adult educators involved in training are also sensitive to the unique needs of English Language Learners and will allow sufficient time during presentations to ensure that participants reach full understanding. Finally, KBOR Adult Education offers a wide variety of opportunities in many formats and times, including evenings and weekends as requested, to ensure the broadest participation possible.

Other unforeseen barriers to full access will be identified as state leadership activities are carried out, and KBOR will ensure that providers of state leadership activities address those barriers encountered in informational sessions, subgrant applications, and technical assistance.

All providers address GEPA in each continuation funding application by describing how the program has determined what barriers may exist that would prevent students from participating in their program and any associated activities based on gender, race, national origin, color, disability, or age. Providers must then detail steps taken to implement a program design that ensures equitable access. This is a component of application review and onsite and desk monitoring.

KBOR and its co-applicants all serve an academically, culturally, and racially diverse population. KBOR will ensure, to the fullest extent possible, equitable access to and participation in appropriate educational opportunities for staff, students, employees, and the general public. With respect to this commitment, KBOR’s policy of nondiscrimination guides and governs decision-making at all levels. Agency policies incorporate the following principles: 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. KBOR is committed to the provision of equal access in all activities, services, and operations that are deployed or provided directly by KBOR, as well as those operated or provided by another entity on behalf of KBOR under contractual or other arrangements. KBOR provides reasonable and appropriate accommodations in response to the needs of its participants.

#### 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 47.5% | 47.5% | 48.0% | 48.0% |
| Employment (Fourth Quarter After Exit) | 36.0% | 44.0% | 36.5% | 45.0% |
| Median Earnings (Second Quarter After Exit)  | $4,750.00 | $4,900.00 | $4,800.00 | $4,950.00 |
| Credential Attainment Rate  | 40.1% | 40.1% | 40.5% | 40.5% |
| Measurable Skill Gains  | 47.5% | 50.0% | 48.0% | 50.5% |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

### Program-Specific Requirements for Vocational Rehabilitation (Combined or General)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

\_\_\_\_\_\_\_\_\_\_

[13] Sec. 102(b)(2)(D)(iii) of WIOA

#### a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

##### 1. Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council’s functions;

In matters of program administration and planning, Kansas Rehabilitation Services (KRS) has a strong commitment to seeking the advice of consumers of vocational rehabilitation services, service providers, family members, advocates, employers and others interested in disability issues. Comprised of representatives of these stakeholder groups, the State Rehabilitation Council makes a major contribution to KRS through advice provided during regular business meetings, State Plan work sessions, Policy Committee meetings, Business Committee meetings, and other activities the members determine to be appropriate. The State Plan and attachments are developed in cooperation with the Council.

**Input provided by the Council and KRS response**

*Council comment - The Council is concerned about the high turnover rate among VR Counselor positions and encouraged KRS to look at a variety of options including an increased pay scale, career ladder opportunities, caseload size, incentives (such as student loan repayment), and internships to give upcoming graduates the opportunity to learn more about working in the public VR program.*

*Council comment:  The Council endorsed recommendations made by the Kansas Advisory Committee for the Blind and Visually Impaired to modify the KRS maintenance policy, especially pertaining to determining an individual’s normal expenses.*

KRS Response: KRS Maintenance means monetary support provided to an individual for expenses, such as food, shelter, and clothing, that are in excess of the normal expenses of the individual and that are necessitated by the individual’s participation in an assessment for determining eligibility and vocational rehabilitation needs or the individual’s receipt of vocational rehabilitation services under an individualized plan for employment.  KRS implemented the recommendation to deem 30% of their actual SSI and/or SSDI benefits to figure the normal expenses. Previously the policy KRS deemed their normal expenses to be 75% of the maximum SSI amount.

*Council comment:  The council is concerned about the recruitment and participation of the State Rehabilitation Council members.*

KRS Response: KRS worked with SRC to address recruitment during 2021.  We had proposed to SRC to have a recruitment sub-committee to help increase the number of SRC members on the Council.  We elected three members from the SRC group to serve on the recruitment sub-committee.   The sub-committee met to determine our course of actions to recruit SRC members for 2022. We developed some marketing materials that we used to help educate the community about our council’s needs and the role of the SRC.  We had a two-month campaign where the council, the sub-committee, and VR staff shared the marketing materials that were developed to gather individuals that were interested in serving.  Once we completed the campaign the recruitment subcommittee reviewed the applications and made suggestions to the board of approval for new members. The approval from the governor’s office takes a little time so we need to make sure we plan according to have new members approved by January 1st.

 We will continue to have a quarterly report that will report the attendance of each board member, the makeup of the board and if we are meeting the requirement of the council seats.  We will also continue to have a recruitment sub-committee to help with keeping this council strong.  We will elect members from the Council to serve on the recruitment sub-committee the first meeting of the year.

KRS is also ensuring to send out reminders for the quarterly meeting and setting all the dates at the last quarterly meeting for the following year to put on State Rehabilitation members calendar.

KRS completed a comprehensive statewide needs assessment. It was presented with results to SRC on meeting 09/10/2021 . The State Rehab council reviewed and provided feedback. Particular points of interests were KRS staffing and retention and supported employment. KRS will continue to be in communication for continuing developments and feedback.

##### 2. The designated State unit's response to the Council’s input and recommendations; and

For ease of correlating the KRS responses directly to the Council recommendations, this information is included in Section 1.

##### 3. The designated State unit’s explanations for rejecting any of the Council’s input or recommendations.

KRS did not reject any of the Council’s recommendations.

#### b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

##### 1. A local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

KRS is not requesting a waiver of statewideness. This section does not apply.

##### 2. The designated State unit will approve each proposed service before it is put into effect; and

KRS is not requesting a waiver of statewideness. This section does not apply.

##### 3. Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

KRS is not requesting a waiver of statewideness. This section does not apply.

#### c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System

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 with respect to:

##### 1. Federal, State, and local agencies and programs;

Kansas Rehabilitation Services (KRS) collaborates and coordinates services with federal, state and local employment and rehabilitation agencies that contribute to the vocational rehabilitation (VR) of Kansans with disabilities. At the local level such collaborations are individualized according to each person’s needs and interests. This individualized approach is one of the cornerstones of VR services.

At the state level, KRS collaborates with other units within the Kansas Department for Children and Families (DCF) and with other state departments. For example:

* KRS and DCF Economic and Employment Services collaborate to serve recipients of Temporary Assistance for Needy Families (TANF) who have disabilities. Consumers benefit by being able to receive the coordinated and specialized services they need to achieve employment before their time limited TANF benefits cease.
* KRS and DCF Prevention and Protection Services independent living staff will coordinate to address the employment and/or post-secondary education needs of youth with disabilities who age out of foster care.
* Cooperative working relationships between the Kansas Department for Aging and Disability Services oversight units for community developmental disability organizations and community mental health centers facilitate discussions about the importance of competitive, integrated employment, an employment-first strategy, evidence-based practices, and supported employment services. Managed Care Organizations coordinate services for HCBS participants with employment goals on plans of care.
* KRS maintains an active presence on numerous councils and committees, including:
	+ The Statewide Independent Living Council of Kansas.
	+ The Kansas Commission on Disability Concerns.
	+ The Governor’s Behavioral Health Planning Council and its Vocational Sub-Committee.
	+ Kansas Council on Developmental Disabilities
	+ Five Local workforce development boards
* A memorandum of understanding with the Prairie Band Potawatomie Nation Native American VR program addresses the coordination of services to help consumers achieve employment.
* To maximize resources and to help consumers access needed services, KRS works cooperatively with numerous other 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 being released from custody to become employed.

##### 2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

KRS coordinates with the Assistive Technology for Kansans program on the assessment and provision of individualized assistive technology services for VR consumers. Training on state-of-the art technology is provided to all new VR counselors and program specialists as a key component of their in-service training. KRS is also represented on the ATK advisory committee.

##### 3. Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;

When consistent with the Rehabilitation Act and regulations, KRS may use the Rural Development Programs of the U.S. Department of Agriculture to the extent these programs are available to local communities.

##### 4. Non-educational agencies serving out-of-school youth; and

KRS will coordinate with local workforce operators and Adult Education on employment services for out-of-school youth. The Combined Portion of this Plan includes extensive operational strategies related to youth services. KRS also provides funding for the Kansas Youth Empowerment Academy for leadership training, self-advocacy skill development, and mentoring services for youth with disabilities. KRS staff participate in Family Employment Awareness Trainings offered by Families Together as well as participate in local level planning and referral for Project Search Programs. Additionally, KRS staff support beginning the job placement services while in Project Search third internship. KRS will also investigate how it might assist in the expansion of promising practices to increase employment options and outcomes.

##### 5. State use contracting programs.

Kansas Rehabilitation Services does not participate in the management of the State Use Catalog or purchasing process. It is overseen by the Kansas Department of Administration. As is required of all state agencies, KRS makes purchases from the State Use Catalog, which includes “Products and Services Manufactured and Offered by Blind and Severely Disabled Kansans,” at any time when the listings in that catalog will meet the needs of the agency.

Interaction with state use contracting programs is handled in compliance with the competitive, integrated employment purpose of the Rehabilitation Act and regulations.

#### d. Coordination with Education Officials

Describe:

##### 1. The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

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 of the Local Workforce Development Boards, numerous Centers for Independent Living 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 is working on building service provider capacity to ensure statewide access for paid work-based learning experiences. Other services offered through service providers include self-advocacy training, post-secondary education, and workplace readiness training.

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**

KRS policies and procedures in providing VR services for youth with disabilities are influenced by the available level of staff resources. Within these resources, KRS will accept referrals for VR services from transition students. 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). RS will not implement any arbitrary age or time frame limit on when a youth with a disability can submit an application for VR and transition services. Federal regulations define youth with disabilities as individuals who are not younger than 14 years of age and not older than 24 years of age. RS will coordinate with the individual, the LEAs and the individual's IEP regarding initiation of and provision 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. Information on the formal interagency agreement with the State educational agency with respect to:

###### 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 including financial 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.

Funding based on independent agency submission and legislature approval.

###### 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 in Section L, 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.

 We are collaborating with Greenbush, Kansas University on Developmental Disability Transition Alliance Project, Transition Transformers, Kansas Transition Coordinating Council, and Project Search. KRS is also exploring transition coordination including participating in new established transition councils. KSDE and VR are meet frequently to discuss processes, possible outreach opportunities, and continuing building our partnership.

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.

KRS staff work with schools, parents, and stakeholders to ensure documentation is met for Section 511 requirements. KRS will also 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.

#### e. Cooperative Agreements with Private Nonprofit Organizations

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

To offer a full array of vocational rehabilitation (VR) services to meet the needs and interests of people with disabilities, Kansas Rehabilitation Services (KRS) will continue its extensive partnerships with community service providers.

**Manner in which such agreements are established**

Contracts and service provider agreements are established to help KRS consumers achieve their individual employment goals, to increase system capacity for community services, to support innovative approaches to service delivery, to enhance services to specific populations, and to increase consumer choice among available service providers. These contracts and agreements also help KRS maintain geographic distribution of services.

Procedures in establishing such agreements emphasize the role of regional KRS offices to identify needed services and to monitor the usage and effectiveness of the services provided through the agreements. The contracts and agreements define the nature and scope of services to be provided, outcome measurements, procedures for referrals, authorizations, reporting requirements, fees, billing and financial procedures.

Service provider agreements are available for a variety of services, including vocational assessment, independent living assessment, community-based work assessment, community-based job tryout, job preparation, work-based learning experiences, guided placement, customized placement, job coaching, rehabilitation engineering, assistive technology, rehabilitation teaching, comprehensive facility-based training for persons who are blind or visually impaired, and orientation/mobility. These agreements emphasize the development of action plans, strengthened approaches to ongoing communication among KRS staff and service providers, and accountability measures for successful rehabilitation outcomes.

Service providers participating in these agreements include community rehabilitation programs for individuals with intellectual disabilities, consumer-run organizations, independent living centers, mental health centers, substance abuse programs, assistive technology access sites, and independent contractors. Providers may offer more than one service and serve more than one region of the state.

In addition, state-only funding supports:

* $125,000 to the Cerebral Palsy Research Foundation (CPRF), Wichita to provide individual assistive technology equipment, devices and services to enhance the independent living of Kansas with disabilities. The state funds are matched with private funds provided through UCPK and other private donors, leveraging additional spending power from the state’s investment. In SFY 2021 CPRF assisted 175 individuals in securing equipment valued at a total of $617,919
* 160,050 to the Kansas Youth Empowerment Academy for career and leadership training, and mentoring for youth with disabilities.

#### f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

Describe the designated State agency’s efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency’s efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

Kansas Rehabilitation Services (KRS) enters into provider agreements with a variety of community agencies for the provision of supported employment services. Providers include community developmental disability organizations, mental health centers, independent living centers, and other public and private entities. Through customized employment provider agreements, six key components or milestones are specified for supported employment services:

1. Creation of a job development action plan.

2. Placement.

3. Stabilization.

4. 90 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:

* 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 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.

#### g. Coordination with Employers

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

##### 1. VR Services; and

Kansas Rehabilitation Services (KRS) emphasizes employer engagement activities that market the skills and abilities that qualified workers with disabilities have to contribute to the success of Kansas business and industry. KRS will build and maintain its capacity for effective outreach and engagement with employers statewide in order to:

* Meet their workforce needs through the labor pool of qualified persons with disabilities.
* Identify competitive, integrated employment opportunities for vocational rehabilitation (VR) consumers, including such opportunities for youth and adults who are diverted from sub-minimum wage employment through Section 511 of the Workforce Innovation and Opportunity Act.
* Increase opportunities for youth with disabilities to engage in paid work-based learning experiences as part of the Pre-Employment Transition Services program. Such work-based learning is intended to facilitate career exploration and development of the soft skills necessary for lifelong employment success.
* Collaborate with partners in the workforce development system on coordinated business outreach processes through quarterly board meetings.
* Coordinate with Economic and Employment Services in the Department for Children and Families, which administers the Temporary Assistance for Needy Families and the Supplemental Nutrition Assistance Program, and its employer development activities through report sharing, monthly meetings, and joint resource fairs.

KRS has service provider agreements for job placement and on-the -job supports with nearly 120 local providers (community rehabilitation programs, local organizations and individual providers).

In 2013, the State Rehabilitation Council of Kansas established a committee to address employer outreach and engagement. The committee initiated the “Good for Business” campaign, which continues to be used on an ongoing basis. This campaign highlights how hiring people with disabilities will contribute to the success of Kansas businesses through:

* Workers qualified to meet business workforce needs.
* Workers who are safe, reliable and productive, and who tend to have lower turnover rates than other employees.
* Hiring incentives.
* Supports to business in areas such as recruiting and performance coaching.
* Innovative options such as no-risk no-cost job tryouts to help determine if there is a good employment match between a VR consumer and business.

Also in the campaign, VR consumers who are successfully employed in high-wage, high-demand, and career pathway jobs are highlighted.

Each year, KRS and its provider network make contact with hundreds of employers, with various levels of engagement.

##### 2. Transition services, including pre-employment transition services, for students and youth with disabilities.

Collaboration with workforce development system Core Partners and local workforce operators will enhance services for VR consumers, transition youth, and youth participating in Pre-Employment Transition Services., Such collaboration will enhance the KRS employer engagement activities. All Partners are committed to vigorously representing the employment needs of individuals (including youth) with disabilities and other consumers with significant barriers to employment.

The Pre-ETS Transition Specialists provide work-based learning opportunities for the students with disabilities directly with employers by job shadowing, mock interviews, internships, and informational interviews. We provide paid work-based learning opportunities utilizing our providers that connect directly with the employers to find and monitor their skills and needs at the job sites.

#### h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

##### 1. The State Medicaid plan under title XIX of the Social Security Act;

**Interagency agreement**

Kansas Rehabilitation Services (KRS) will work with the Kansas Department for Aging and Disability Services (KDADS) and the Kansas Department of Health and Environment (KDHE) to establish an interagency agreement regarding roles and responsibilities pertaining to competitive, integrated employment for Kansans with disabilities. KDADS and KDHE share responsibilities for administration of the Medicaid program. KDADS oversees services for persons with intellectual disabilities and behavioral health disabilities.

The purpose of the agreement will be to create a common understanding of responsibilities, policies and procedures. It will address data sharing to better analyze how mutual consumers interact with the various services and supports available to them. Perhaps most importantly, the agreement will establish a collaborative framework for services that will improve competitive, integrated employment outcomes for people with disabilities. A priority will be to address procedures for referring youth with disabilities to vocational rehabilitation (VR) services so they may explore options for competitive, integrated employment rather than being placed directly in sub-minimum wage employment after exit from school, consistent with Section 511 of the Workforce Innovation and Opportunity Act. In addition, the agreement will address referral procedures for adults who are already employed in sub-minimum wage jobs so that VR may provide periodic information and career counseling related to competitive, integrated employment options.

**Ongoing communication and collaboration**

KRS is in frequent contact with other agencies related to competitive, integrated employment of Kansans with disabilities. Some examples include participation on 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.
* Kansas Commission for the Deaf and Hard of Hearing

KRS has agreements with Comprehensive Schools for the Blind in Colorado (Colorado Center for the Blind) and Missouri (Alphapointe) to provide access to the intensive level of training needed by some consumers. On an ongoing basis, KRS will seek additional agreements as needed to meet the needs of our consumers.

##### 2. The State agency responsible for providing services for individuals with developmental disabilities; and

KDADS oversees services for persons with developmental/intellectual disabilities. Please refer to Part 1 of this section for more information on collaborative efforts leading to competitive, integrated employment outcomes.

##### 3. The State agency responsible for providing mental health services.

KDADS oversees services for persons with behavioral health disabilities. Please refer to Part 1 of this section for more information on collaborative efforts leading to competitive, integrated employment outcomes.

#### i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

##### 1. System on Personnel and Personnel Development

###### A. Qualified Personnel Needs

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. The number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

The Kansas Rehabilitation Services (KRS) mission is: Working in partnership with Kansans with disabilities to achieve their goals for employment, independence and self-reliance. Qualified staff are an essential asset to the agency's ability to achieve this mission. Therefore, KRS has established a Comprehensive System of Personnel Development to assure that staff are well-qualified, take part in ongoing training to maintain expertise in the field of vocational rehabilitation (VR), and are accountable through performance-based evaluations.

**Data system on personnel and personnel development**

KRS maintains a system for collecting and reviewing information about the personnel who carry out the VR program. The data includes the number of individuals currently employed, the number of positions vacant, the classifications of positions, and the educational qualifications of counselors. Sources for this data system include the state's personnel/payroll system, budget reports, and the KRS database on staff credentials.

June 2021, KRS employs 72 vocational rehabilitation counselors who deliver basic VR and supported employment services through local service centers. There 12 vacancies. The starting salary for VR counselors is $41,845.44.

The number of persons served in PY 2020 was 8,453. The average VR counselor active caseload as of June 30, 2021 was 115. In addition, KRS employs Program Specialists who work in concert with counselors to provide case management services. Only qualified VR counselors employed directly by KRS continue to determine eligibility and order of selection categories, approve Individual Plans for Employment, authorize expenditure of VR funds, and make decisions to close cases.

KRS also employs eight rehabilitation managers who have supervisory responsibilities in service centers and four program administrators who are responsible for directing the VR program in their assigned geographical regions. Other staff provide vocational assessment and rehabilitation teaching services. Positions in the general category of administrative assistants or clerical support are also included among VR staff. When clerical support functions are provided on a percentage basis through the DCF regional offices, the positions are funded through the cost allocation process rather than direct VR funding.

**Counselor qualifications**

KRS maintains a database about the educational qualifications/credentials of counselors. A total of 37 of the 72 counselors currently meet the requirements of the Comprehensive System of Personnel Development. The 35 others are working to complete the additional course work.

ii. The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

Kansas Rehabilitation Services (KRS) continues to experience significant recruitment and retention issues regarding VR Counselor positions. In recent State Fiscal Years, the average monthly number of filled counselor positions has ranged between only 60 to 66, and the agency experienced turnover ranging from 33% to 43%. The agency is continuously recruiting to fill about 12 vacant counselor positions, which represent nearly 19% of the Counselor workforce. VR services carried out in DCF Service Centers statewide provide counseling, guidance, vocational assessment, job coaching, supported employment, physical/mental restoration, job-related training, assistive technology, and job placement.  These services are critical to empowering Kansans with disabilities to achieve competitive integrated employment, increase their self-sufficiency, and reduce reliance on other public benefits.

Challenges in recruiting and retaining counselors with master’s level degrees continues to be a significant factor impacting staffing levels. Finally, recruiting of qualified counselors who are also certified in American Sign Language is a long-term concern.

iii. Projections of the number of personnel, broken down by personnel category, who will be needed by the State 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.

*Note regarding the table below: Information is based on the number of personnel employed as of June 30, 2021. Projected vacancies over the next five years are based on a projected turnover rate of 37.5% per year for counselors/direct service staff and 8% per year for all other positions. Annual turnover is then multiplied by five to determine the projected vacancies that will occur over the next five years. This calculation simply projects the vacancies that will occur, and does not estimate the number of vacancies that will eventually be rehired or filled.*

| **Job Title** | **Total Authorized****Positions** | **Current Vacancies** | **Projected vacancies over next 5 years** |
| --- | --- | --- | --- |
| Administrative staff | 25 | 2 | 10 |
| Counselors | 84 | 12 | 120 |
| Staff supporting counselors | 35 | 5.5 | 14 |

Administrative staff includes central office positions and four regional program administrators. It also includes eight rehabilitation managers, who directly supervisor counselors. Staff supporting counselors includes vocational evaluators, rehabilitation teachers, program specialists, drivers, and clerical support positions.

###### B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. A list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Emporia State University (ESU) currently offers a master's degree in clinical counseling with concentration areas available in rehabilitation, mental health or addiction counseling.   There are currently 42 students enrolled in the rehabilitation track. ESU expects two will enroll in 2022 and additional ten in 2023. They also reported ten individuals are enrolled in a 12-credit certificate program focused on vocational rehabilitation with persons who are on the Spectrum. ESU projects 15 graduates in 2022 and 14 in 2023.

ii. The number of students enrolled at each of those institutions, broken down by type of program; and

**Emporia State University Snapshot as of the September 2021**

* Employees sponsored by agency and/or RSA: 0
* Students sponsored by RSA: 37
* CRC Graduates in 2020:  4
* CRC Graduates in 2021: 1
* Anticipated graduates in 2022: 15
* Anticipated graduates in 2023:14
* 5 individuals received their RSA-ASD certificate in May 2021

iii. 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.

Emporia State had one graduate with a Master’s in Clinical Counseling with a CRC in 2021.

##### 2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit 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 strives to fill vacant positions with well-qualified and diverse individuals. Vacancy postings clearly state the educational requirements consistent with the national CRC educational standard, which was the requirement prior to WIOA. Recruiting individuals who already meet the qualification standards has been a challenge, and numerous new hires must complete additional educational requirements. A total of 30 of the 67 employed counselors, or 45%, require additional graduate level classes in order to meet the CSPD standards.

In addition to the traditional advertising methods, Regional Program Administrators and DCF Personnel Services have made personal contacts with universities that have master's programs in rehabilitation counseling, have provided information to candidates about the geographical regions where vacancies exist, and have recruited candidates through specialized programs, such as programs for people who are deaf or hard of hearing or programs teaching service delivery for people who are blind.

Vacancy announcements are distributed to independent living centers and colleges that are traditionally minority institutions in order to encourage cultural diversity in the KRS workforce. Recruitment also occurs through professional, advocacy and service provider associations, as well as recruiting sources such as Indeed.

The Personnel Services office has represented KRS at various opportunities, including career fairs. KRS also posts vacant position announcements through a recruiting system for rehabilitation counselors at www.experience.com; such announcements are then distributed to more than 200 schools both regionally and nationally. Job vacancy announcements are also distributed directly to a listing of 30 masters level programs and programs specializing in the rehabilitation of individuals who are blind.

The following factors also influence the ability of KRS 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 the vacancies experienced by KRS.
* KRS has experienced difficulty recruiting candidates for counselor positions who already meet the CSPD requirements or who are willing to take the additional graduate-level classes necessary to meet the CRCC educational requirements as a condition of their employment.
* KRS has had difficulty recruiting to fill qualified VR counselor positions with fluency in American Sign Language and knowledge of the deaf culture.

##### 3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that designated State unit 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

**Personnel standards**

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 will pursue updates to its personnel standards as follows:

* Establish a Level I Vocational Rehabilitation Counselor (VRC) I position to be hired with a bachelor’s degree along with the requirement to complete the master’s degree educational requirements within five years of the employment start date.
* Continue the ability to hire VRCs (at Level II) with Certified Rehabilitation Counselor (CRC) designation, master’s or doctorate in Rehabilitation Counselor, or a master’s or doctorate in a closely related field.
* Continue the ability to hire Program Specialist positions for case management. Unlike the VRC I and II levels, 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.

**VR Counselor I:** Determines eligibility and order of selection categories, approves Individual Plans for Employment, authorizes expenditure of VR funds, and makes decisions to close cases.

Minimum qualifications are as follows: 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. Experience working with people with disabilities and/or experience in competitive integrated business environments and/or human resources, supervision or training preferred.

Within 5 years of the employment start date, individuals in the VRC I positions must complete the master’s level requirements (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
* ONE on Foundations of Rehabilitation Counseling
* ONE on Assessment
* ONE on Occupational Information OR Job Placement
* 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 Case Management AND Rehabilitation Services

**VR Counselor II:** Determines eligibility and order of selection categories, approves Individual Plans for Employment, authorizes expenditure of VR funds, and makes decisions to close cases.

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 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

Law

Management

Marriage and Family Therapy

Occupational Therapy

Psychology

Psychometrics

Public Administration

Rehabilitation Administration/Services

Rehabilitation Psychology

Social Work

Special Education

Vocational Assessment/Evaluation

**Additional education requirements for Standard 3 for VRC II**: Candidates selected under Standard 3 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.

Staff who must meet additional educational requirements will have professional development plans based on the following principles:

* Training is intended to increase the knowledge, skills and abilities of rehabilitation counselors, thereby enhancing the provision of VR services and the quality of employment outcomes.
* Counselors may continue to perform all counselor functions during their training periods in accordance with KRS policies and procedures for “new counselors.”
* VR funds may be used to help staff maintain compliance with the standards through the support of continuing education requirements.
* KRS compliance with the standards will be reviewed annually, in consultation with the State Rehabilitation Council.

**Program Specialist:** Works in concert with 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. Staff Development

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

###### A. A system of staff development for professionals and paraprofessionals within the designated State unit, 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 will continue to develop, implement and maintain a professional development system for new and experienced staff. A priority focus area will be to address effective communication strategies to assure consumer engagement and progress toward employment, and development and implementation of effective Individual Plans for Employment (IPEs). Other areas of focus continue to be 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 disability populations served (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 issues surrounding employment; use of Kansas specific labor market trends and demands; and, effective career counseling and guidance related to employment as the avenue to self-reliance.

 Assistive Technology for Kansans attends the new counselor training to educate and inform new staff on technology solutions and services for people with disabilities and health conditions. KRS also serves on the Assistive Technology for Kansas committee advisory.

KRS will conduct an annual training conference on the use of evidence-based and promising practices. KRS will also conduct an intensive initial training for new Pre-Employment Transition Services staff as well as new Counselors and Program Specialists. KRS will provide monthly training on trends from the case review results, targeted reviews, internal controls, and topics of interest from field staff to ensure best practices and consistency statewide.

KRS will seek technical assistance and opportunities to contract for the development of on-line training related to services for persons with mental illness, autism, dual sensory impairment, blindness/visual impairment, head injury and other specific populations as may be determined necessary.

Staff are evaluated annually using the process and forms prescribed by the DSA. Each staff member's position description is a primary source document for the evaluation system. The position description explains the staff member's duties and responsibilities related to the KRS mission, including the emphasis on serving people with the most significant disabilities.

The comprehensive Performance Management System, originally established in KRS in November 2009, has been updated to emphasize the core priorities of the program:  competitive integrated employment outcome, quality employment as measured by average hourly wages, timely access to services, and excellence in case/caseload management and customer service.

###### B. Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Numerous strategies assure that information about research, best practices, trends, and state agency policies and procedures are distributed to staff statewide. KRS maintains both public and internal web sites which post information on agency policies and service provider agreements. KRS uses technology, such as statewide web casts with live audio and video, to conduct staff meetings and trainings.

KRS has established a network of on-going training to enhance the ability of all staff to provide direct services and supports. KRS provides comprehensive training for all new staff on KRS policies and procedures, disabilities, case management skills, and case management system. The Rehabilitation Managers and Program Administrators provide information, knowledge, resources and trainings during their supervision meetings, unit meetings and regional meetings. There are monthly meetings between Administration and all factions of field operations to provide ongoing support and communication.

##### 5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who 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.

KRS provides a full range of special media options and accommodations. 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.

##### 6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

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. Statewide Assessment

##### 1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

###### A. With the most significant disabilities, including their need for supported employment services;

**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, 4. Youth with disabilities, and students with disabilities, including: (1) Their need for pre-employment transition services or other transition services; and (2) An assessment of the needs of individuals with disabilities for transition services and pre-employment transition services, and the extent to which such services provided under this part 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.

**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. **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.
	2. **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.
	3. **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.
	4. **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.

Summary of CSNA Required Analysis

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.

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. Who are minorities;

**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.

###### C. Who have been unserved or underserved by the VR program;

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:

* **Individuals 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.**

###### D. Who have been served through other components of the statewide 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.**

###### E. Who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

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.

##### 2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

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.

##### 3. 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 the Individuals with Disabilities Education Act

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.

#### k. Annual Estimates

Describe:

##### 1. The number of individuals in the State who are eligible for services

According to the Rehabilitation Research and Training Center on Disability Statistics and Demographics, there are 20,323,589 civilians ages 18-64 with disabilities living in the community, and 38.8% are employed.  78.6% of their non-disabled peers are employed, resulting in an employment gap of 39.8%. *(Source: 2020 Disability Statistics Compendium)*

At any given time, about 20,000 youth ages 14 to 21 are receiving special education services through an Individual Education Plan. This number excludes students in the gifted program and students with Section 504 accommodation plans.

##### 2. The number of eligible individuals who will receive services under:

###### A. The VR Program;

For FFY 2021, Kansas Rehabilitation Services (KRS) projects that services will be provided for 8642 individuals. KRS monitors caseload and expenditure trends regularly. The KRS projection method tracks consumers and costs by status as they move through the system. Using historical data and known future events, consumer movement and the related costs are projected. This information is updated each month, allowing assumptions about movement and/or costs to be adjusted through a review of actual vs. anticipated activity. The following table identifies the number of eligible individuals projected to receive services with funds provided through Title I Vocational Rehabilitation and Title VI Supported Employment. Persons are identified by Order of Selection priority category.

Please note that Title VI supported employment funds may be expended only for individuals with the most significant disabilities (Category 1). In addition, because of the limited amount of Title VI funds provided, KRS will also expend Title 1 funds in order to meet consumer needs for supported employment services. In the table below, the Title VI funds are divided by the average cost for a supported employment case from all funding sources in order to provide the estimated number of persons to be served with Title VI funds.

The average annual cost of services for FFY 2021 is projected. Projections are subject to change based on budget appropriations and allocations.

This information does not include projections for Pre-Employment Transition Services.

* Category 1: 7,135 (Includes persons in Category 1 receiving Title VI funding)
* Category 2: 1,148
* Category 3: 359

###### B. The Supported Employment Program; and

KRS projects that 359 individuals will be served with funds through the Title VI Supported Employment program. All individuals are in Order of Selection Category 1 (individuals with the most significant disabilities).

In addition, because of the limited amount of Title VI funds provided, KRS will also expend Title 1 funds in order to meet consumer needs for supported employment services.

*(*the Title VI funds are divided by the average cost for a supported employment case from all funding sources in order to provide the estimated number of persons to be served with Title VI funds.)

###### C. Each priority category, if under an order of selection.

* Category 1: 7,135 (includes persons receiving Title I and/or Title VI funded services)
* Category 2: 1,148
* Category 3: 359

##### 3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

None. There are currently no waiting lists for services in Kansas.

##### 4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

The average annual cost of services for FFY 2022 and FFY 2023 are projected. Projections are subject to change based on budget appropriations and allocations.

Please note that Title VI supported employment funds may be expended only for individuals with the most significant disabilities (Category 1). In addition, because of the limited amount of Title VI funds provided, KRS will also expend Title I funds in order to meet consumer needs for supported employment services.  .

**Projections for FFY 2022**

| Category | Total Cost | Persons | Average Annual Cost Per Person |
| --- | --- | --- | --- |
| Category 1 - Title I | $6,429,524 | 5885 | $1,093 |
| Category 1 - Title VI | $2,264,823 | 1250 | $1,812 |
| Category 2 - Title I | $1,333,325 | 1148 | $1,161 |
| Category 3 - Title I | $300,172 | 359 | $836 |
| Totals | $10,327,844 | 8642 | $1,195 |

**Projections for FFY 2023**

| Category | Total Cost | Persons | Average Annual Cost Per Person |
| --- | --- | --- | --- |
| Category 1 - Title I | $6,812,930 | 6592 | $1,034 |
| Category 1 - Title VI | $2,399,879 | 1401 | $1,713 |
| Category 2 - Title I | $1,412,834 | 1286 | $1,099 |
| Category 3 - Title I | $318,072 | 402 | $791 |
| Totals | $10,943,715 | 9681 | $1,130 |

#### l. State Goals and Priorities

The designated State unit must:

##### 1. 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

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 the goals and priorities in carrying out the VR and Supported Employment programs

**Mission:** Working in partnership with Kansans with disabilities to achieve their goals for employment, independence and self-reliance.

**KRS Goals and Priorities:** As the State’s Vocational Rehabilitation (VR) agency, KRS will:

* Collaborate with the Core Partners under the Workforce Innovation and Opportunity Act to achieve the performance accountability requirements of the Kansas workforce development system.
* Establish an ambitious strategic direction for the VR program, as described below, emphasizing employment outcomes for Kansans with disabilities, empowerment, collaboration, innovation and accountability.

**VR Principles**

The following core principles will be infused into all VR operations:

* Competitive, integrated employment is a key component to reaching self-reliance, independence, inclusion, economic equality, and integration into society for people with disabilities.
* All people with disabilities, including those with the most significant disabilities, are presumed to be capable of engaging in gainful employment.
* KRS, its consumers, providers and partners will be accountable for the achievement of employment and the effective use of resources.
* KRS expects and encourages meaningful involvement of people with disabilities, public/private partners, employers and other stakeholders in KRS programs**,** services and activities.
* KRS promotes the use of evidence-based practices in VR service delivery to empower Kansans with disabilities to maximize employment and economic self-reliance.
* KRS emphasizes employer engagement activities that market the skills and abilities of qualified workers with disabilities have to contribute to the success of Kansas business and industry.

**VR Goals, Strategies and Indicators**

Baseline indicators listed below are based on WIOA Program Year (PY) 2020 (July 1, 2020 through June 30, 2021).  The KRS goal throughout the period of this plan is to show continuous improvement.

**Empowerment —**

* **Increase the quality and quantity of employment outcomes for Kansans with disabilities.**
* **Emphasize the employment potential of students with disabilities and improve the outreach and outcomes for transition-aged students.**
1. Number of persons achieving stable competitive integrated employment.

PY 2020:  933
Average hourly earnings of persons employed.

PY 2020:  $11.69

1. Percent of persons employed who report their own earnings as their primary source of support.

PY 2020:  80%

1. Number of students with disabilities participating in Pre-Employment Transition Services, including work-based learning experiences. (unduplicated count of students with disabilities receiving Pre-ETS services)

PY 2020:  1,416

1. Number of students receiving Pre-ETS and VR services who are also in foster care.

PY 2020:  78

1. Number of youth with disabilities who achieve competitive, integrated employment.

PY 2020:  250

To support these employment-focused outcome measures for all consumers with disabilities, KRS will implement the following strategies:

* Implement plan to improve recruitment and retention of VR counselors, and thereby improve capacity, timeliness and quality of services.
* Identify and implement options to streamline equipment purchases for VR clients, thereby improving the quality and timeliness of services.

KRS will also implement the following strategies to empower youth and students with disabilities to achieve their goals for direct entry into employment and/or post-secondary education.

* Enhance partnerships with school transition personnel to encourage career-focused and work-based experiences to be incorporated into transition Individual Education Plans and to increase referrals of students with disabilities to the VR program.
* Increase the number of targeted outreach activities with students, parents, and school personnel in order to foster a cultural shift that emphasizes employment expectations for students with disabilities.
* Collaborate with employers, centers for independent living, and workforce development system partners to increase opportunities for youth with disabilities to participate in paid work-based learning experiences, explore career options, and develop the soft skills necessary for lifelong employment success.
* Educate, train, and support employers on employment and accessibility for people with disabilities.

**Collaboration —**

* **Partner with service providers, grantees, contractors, MCOs, disability advocacy groups, and other state agencies to increase the quality and quantity of VR employment outcomes.**

To support collaboration, KRS will implement the following strategies to be in alignment with Employment First legislation:

* Evaluate/maintain provider and contractor agreements that deliver quality services and outcomes.
* Explore/establish/maintain provider rates that allow our partners to be successful.
* Establish ongoing service provider quarterly regional meetings.
* Build and maintain the Workforce Innovation and Opportunity Act core partnerships.
* Coordinate outreach efforts with KDADS for individuals impacted by new protected income levels and CMS final rules on integrated settings to encourage VR as an avenue to employment.  Secure necessary benefits counseling.
* Explore options and analyze capacity to issue a competitive RFP to fund collaborative and innovative approaches with community partners to increase access to services and employment outcomes.

**Accountability —**

To assure accountability, KRS will implement the following strategies:

* Establish capacity to report on WIOA common performance accountability measures.  Participate in the State Wage Interchange System (SWIS) process.
* Continue to emphasize collecting Social Security Reimbursement funds used for grants to Centers for Independent Living.   Implement the Ticket Tracker software to assist in identifying Social Security Reimbursement eligible cases.
* Establish annual training conference to assure that regional staff have learning opportunities about best practices, policy and fiscal accountability.
* Continue to emphasize and focus on quality outcomes, effectiveness in case/caseload management, timely access to services, engagement, and customer service through case reviews, targeted special reviews, and performance management processes.
* Utilize data to promote Diversity, Equity and Inclusion.

**Innovation —**

To foster innovation, KRS will implement the following strategies:

* Modernize the Kansas Management Information System, a 30-year old legacy system for case management, fiscal processing, data reporting, accessibility and client experience with application and IPE process.
* Engage an evaluation entity to conduct a process review of the KRS service delivery structure, and to make recommendations regarding best and promising practices, efficiencies, improvements, innovations, and partnerships.
* Continue to explore and promote virtual consumer meetings.
* Foster continuous learning through multiple monthly trainings in community resources, policy and procedures, disability specific topics, and content to promote growth in staff development.

##### 3. Ensure that the goals and priorities are based on an analysis of the following areas:

###### A. The most recent comprehensive statewide assessment, including any updates;

The goals and priorities were developed with consideration given to the Comprehensive Statewide Needs Assessment, statewide stakeholder meetings, and consultation with the designated state agency and workforce development partners. They were developed in joint planning sessions with the State Rehabilitation Council.

###### B. The State’s performance under the performance accountability measures of section 116 of WIOA; and

**WIOA Common Performance Accountability Measures**

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 2nd Quarter is PY 2020:  44.9%

Employment Rate – 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. PY 2020:  44.3%

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. PY 2020:  2891.14

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. PY 2020:  12.1%

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. PY 2020:  10%

Effectiveness in Serving Employers (currently being piloted by federal partners before being finalized

* Approach #1 — Retention with the same employer – addresses the programs’ efforts to provide employers with skilled workers.  PY 2020 data is listed below.
	+ Workforce Centers and Wegner Peyser:  63.07%
	+ Adult Education:  67%
	+ Vocational Rehabilitation (KRS):  40%
* Approach #2 – Repeat Business Customers – addresses the programs’ efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time. PY 2020 data is listed below.
	+ Workforce Centers and Wegner Peyser:  44.4%
	+ Adult Education:  NA
	+ Vocational Rehabilitation (KRS):  56%

###### C. Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

KRS regularly provides the State Rehabilitation Council (SRC) with updates and information regarding the operation, performance, and effectiveness of the Vocational Rehabilitation (VR) program. Recommendations from the SRC were included in the development of the goals and priorities. Attention has been given to all of the recommendations, findings, and corrective actions from the most recent Rehabilitation Services Administration (RSA) 107 Monitoring Report.

#### m. Order of Selection

Describe:

##### 1. Whether the designated State unit will implement and order of selection. If so, describe:

###### A. The order to be followed in selecting eligible individuals to be provided VR services

**Kansas Rehabilitation Services (KRS) projects that all categories in Order of Selection will remain open with no waiting list during the remainder of PY 2021 and throughout PY 2022 and PY 2023.**

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 disabilities, 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.

Although KRS currently sees no difficulty avoiding a waiting list, if staffing drops to critical level or there are significant budgetary variances not described in the B section below waiting list may be reinstituted for short-term resolution of staff vacancies.

###### B. 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.

###### C. The service and outcome goals

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 2022. Projections are subject to change based on the analysis (justification) factors identified in this Attachment and funding appropriations.

*Notes related to information below: Projections use FFY 2019 and 2020 as the baseline. Status 26 outcomes are successful rehabilitation closures (persons employed). Status 28 outcomes are closures which did not result in employment following the receipt of VR services. Time within which goals are to be achieved is based on Status 26 outcomes. Cost of services is the average cost for the lifetime of the case. All projections are subject to change based on budget appropriations and allocations.*

The following information represents projections for FFY 2022.

Priority Category 1

* Number of individuals to be served: 7135
* Outcome goals - Status 26: 938
* Outcome goals - Status 28: 1179
* Time within goals are to be achieved: 610 days
* Cost of services: $6,799

Priority Category 2

* Number of individuals to be served: 1,148
* Outcome goals - Status 26: 124
* Outcome goals - Status 28: 203
* Time within goals are to be achieved: 533 days
* Cost of services: $5,850

Priority Category 3

* Number of individuals to be served: 359
* Outcome goals - Status 26: 39
* Outcome goals - Status 28: 25
* Time within goals are to be achieved: 356 days
* Cost of services: $4,287

Total:

* Number of individuals to be served: 8642
* Outcome goals - Status 26: 1,101
* Outcome goals - Status 28: 1,344

###### D. Time within which these goals may be achieved for individuals in each priority category within the order; and

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 throughout FFY 2023. Projections are subject to change based on the analysis (justification) factors identified in this Attachment and funding appropriations.

*Notes related to Table below: Projections use FFY 2019 and 2020 YTD as the baseline. Status 26 outcomes are successful rehabilitation closures (persons employed). Status 28 outcomes are closures which did not result in employment following the receipt of VR services. Time within which goals are to be achieved is based on Status 26 outcomes. Cost of services is the average cost for the lifetime of the case. All projections are subject to change based on budget appropriations and allocations.*

The following information represents projections for FFY 2023.

Priority Category 1

* Number of individuals to be served: 7,993
* Outcome goals - Status 26: 1,041
* Outcome goals - Status 28: 1,086
* Time within goals are to be achieved: 553 days
* Cost of services: $6,799

Priority Category 2

* Number of individuals to be served: 1,286
* Outcome goals - Status 26: 138
* Outcome goals - Status 28: 129
* Time within goals are to be achieved: 454 days
* Cost of services: $5,850

Priority Category 3

* Number of individuals to be served: 402
* Outcome goals - Status 26: 43
* Outcome goals - Status 28: 23
* Time within goals are to be achieved: 344 days
* Cost of services: $4,287

Total:

* Number of individuals to be served: 9681
* Outcome goals - Status 26: 1,222
* Outcome goals - Status 28: 1,238

###### E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities

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.
* Persons who need post employment services will not be affected.

##### 2. If the designated State unit has elected to serve eligible individuals, regardless of any established 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.

#### n. Goals and Plans for Distribution of title VI Funds

##### 1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services

Kansas Rehabilitation Services (KRS) anticipates the availability of about $300,000 in Title VI supported employment (SE) funds annually assuming there are no changes in the federal appropriation. In addition, KRS projects that Title I funds will also be spent annually in accordance with consumer needs for SE services. Such funds are expended through counselor payment authorizations which support specific services identified in the Individual Plans for Employment of consumers with the most significant disabilities.

Service provider agreements for customized SE services identify 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.

Individualized job coaching is paid by hourly contact and may also be provided through separate service provider agreements.

**Goals and priorities**

KRS has established the following goals and indicators related to SE services in Kansas.

**Goal 1: Individual job placements in competitive, integrated employment will meet the vocational goals and priorities of persons served.**

KRS will track the following measures of success.

Indicator 1.1: Number of persons served with SE plans (Title I and/or Title VI).

Indicator 1.2: Number of persons rehabilitated after receiving SE services through any funding sources (Title I and/or Title VI).

**Goal 2: An effective network of service providers will offer quality, cost effective services resulting in measurable competitive, integrated employment outcomes**.

KRS will track the following measures of success.

Indicator 2.1: Geographic distribution of services will be maintained as reflected by an annual analysis of the percentage of counties with service provider coverage.

Indicator 2.2: 80% of persons referred to service providers will obtain jobs within an average of 120 days.

*Tracking of this measure will require Information Technology (IT) solutions.*

Indicator 2.3: 60% of persons referred will achieve successful employment outcomes.

*Tracking of this measure will require Information Technology (IT) solutions.*

##### 2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

###### A. The provision of extended services for a period not to exceed 4 years; and

KRS will reserve and expend 50% of its Title VI funding to provide SE services to eligible youth with the most significant disabilities in order to assist them in achieving employment. The reserve percentage will be applied to the total amount allotted to Kansas through each SE Grant Award Notification, thus assuring that this requirement is met in light of potential federal reallotments and/or continuing resolutions. KRS will provide 10% match from State General Funds for this reserved funding. In the event KRS uses more than 50% of its SE federal funds to provide services to youth, there is no requirement that KRS provide non-federal matching funds for the expenditures in excess of 50%. KRS does not anticipate using SE funds for administrative costs. These provisions do not apply to Title I funds used to support SE services.

To assure financial accountability, tracking will occur through the fiscal office in the Department for Children and Families, the designated state agency. To assure necessary data collection, tracking will also occur through the Kansas Management Information System, which is the caseload and fiscal information technology system for KRS.

Youth with a disability means an individual who is 14 to 24 years old.

###### B. How the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

KRS will work with Technical Assistance to assist in efforts to expand supported employment opportunities through successful and evidence-based models.

KRS will also:

* Recruit additional service providers to expand access to supported employment services statewide.
* Continue ongoing collaborative meetings with sources of long-term support, including HCBS waiver services and managed care organizations.
* Enhance data collection related to referral sources, consumers served by multiple agencies and programs, extended services and outcomes.
* Create a service provider agreement to expand the availability of highly qualified benefits counselors so that consumers have accurate information about employment incentives.

#### o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

##### 1. The methods to be used to expand and improve services to individuals with disabilities

Kansas Rehabilitation Services (KRS) has established the following major goals:

1. Kansans with disabilities will achieve quality, competitive, integrated employment.
2. KRS will emphasize the employment potential of students with disabilities and improve the outreach and outcomes for transition-aged students.

**Methods to expand and improve services**

When considering opportunities to expand and improve the provision of vocational rehabilitation (VR) services, KRS emphasizes strategies that will address the needs of people with the most significant disabilities and people who have been unserved or under-served. Collaborative efforts with consumers, advisory councils, parent groups, advocacy organizations, community rehabilitation programs and other state agencies are undertaken to expand access to VR services and to promote supported employment, customized employment, Pre-Employment Transition Services and assistive technology services.

##### 2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis

**Assuring access to assistive technology**

KRS policy and practice assures that the assistive technology needs of VR consumers are considered at every stage of the rehabilitation process, and that equipment, devices or services are provided to meet individual consumer needs.

KRS has established assistive technology service provider agreements with seven organizations throughout the state. This process has improved geographic access to services. Through this provider agreement process, individual consumers are referred for services such as assessment, functional analysis, and training or technical assistance according to their specific needs and goals. Through such a process, consumers have the opportunity to review and analyze assistive technology options and make informed choices about specific services or equipment to meet their needs. Equipment purchases may then be included on Individual Plans for Employment and purchased through VR funds.

##### 3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program

Within available staff resources, outreach activities are undertaken by regional KRS offices to assure that persons from minority backgrounds and from potentially underserved populations have information about VR services. Following up on the needs assessment which identified the need for greater distribution of information about VR, KRS will prioritize development of outreach strategies and support materials.

KRS maintains an active presence on numerous councils and committees, including:

* + The Statewide Independent Living Council of Kansas.
	+ The Kansas Commission on Disability Concerns.
	+ The Vocational Sub-Committee of the Governor's Behavioral Health Planning Council.
	+ The Assistive Technology Advisory Committee.
	+ The Kansas Commission for the Deaf and Hard of Hearing
	+ Kansas Council on Developmental Disabilities
	+ Employment First Oversight Commission

This involvement facilitates the provision of information about VR services to other disability service organizations, and often results in additional outreach activities or specific referrals.

VR counselors and Pre-ETS transition specialists participate, within available resources, in Individual Education Plan meetings for transition-aged youth with disabilities to assure that they have information about VR services and how to apply.

##### 4. The methods to be used to 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)

Improving outreach and outcomes for transition-aged youth with disabilities is a major focus for KRS.

* KRS has 25 positions and recently approved 12 new positions for a total of 37 to provide Pre-Employment Transition Services statewide. Provider agreements are in place with the Kansas Youth Empowerment Academy, a couple of workforce centers and some centers for independent living to assist in the provision of Pre-ETS services. KRS is working on expanding the provider agreement for paid work-based learning and doing outreach to gain more providers to have statewide coverage.
* All regions conduct outreach to students, parents and schools. Some examples include: scheduling specific days for counselors to work at schools and meet with students and transition staff; participating in activities such as Job Olympics; participating in local transition councils; and operating informational booths at transition fairs or parent-teacher events.
* KRS provides $160,050 in state-only funding support to the Kansas Youth Empowerment Academy through a contract that provides for outreach activities; training and education on the disability rights movement and disability pride to schools and other organizations; the Youth Leadership Forum; and mentoring with students with disabilities.

##### 5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State

The State of Kansas currently has no plans to establish new community rehabilitation programs (CRPs). KRS continues to offer opportunities for CRPs to partner in the provision of VR services through service provider agreements. KRS is working with technical assistance to gain insight on strategies to improve supported employment services.

##### 6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA

KRS’s Performance Management Process establishes individual expectations and evaluation standards for all staff. For VR counselors, Rehabilitation Managers and Program Administrators involved in direct service delivery, this performance evaluation system is designed to improve individual accountability and contributions to achieving federal standards and indicators. For example, specific expectations and evaluation standards are established for the number of rehabilitations achieved, timely completion of eligibility and plan development, and average number of hours. We have established a Quality Assurance manual to address internal controls. We have case reviews and targeted reviews to address performance accountability and to assist with making sure effective policies and procedures are in place, that best practices are being followed, finding areas where policy issues need to be revised, as well as looking at areas for training and training needs. The case review system is intended, in part, to identify effective strategies that contribute to the achievement of standards and indicators, and well as to identify areas for performance improvement. For example, the targeted reviews are reviewing cases opened over 5 years, closure checklists, expenditures, credential attainment and measurable skill gains. We review the performance measures on a quarterly basis facilitating analysis thereby identification of areas for improvement. We provide ongoing training for understanding of the performance measures, review our data system for accurate reporting, training staff on data entry for the performance measures, maximizing employment, and providing quality services. Quarterly key indicator reports addressing federal standards and indicators at state and regional levels to identify strengths and improvements to address.

##### 7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities

The KRS Director, administration staff and field management have a high level of involvement with workforce development system partners. The Director serves on the KANSASWORKS State Board and at least one person from management staff from VR serve on the boards of all five local workforce development areas. The Director and administrative staff serve on the WIOA State Plan Management Team. Along with regional VR staff, they also participated on work groups to develop operational strategies for the Combined Portion of the State Plan. Regional staff continue to participate on local committees, allowing for communication, interagency planning, and cross-informational training to occur with other components of the workforce development system, including One-Stop operators and partner programs. This collaboration is intended to improve access to these services for individuals with disabilities so that they can fully benefit from all the advantages of the system. Current memorandums of understanding (MOUs) address issues such as referral procedures and itinerant staffing at one-stops. MOUs will be updated in accordance with the provisions in the Combined Portion of this Plan.

KRS continues to work with Core Partners to track and analyze performance on the common performance accountability measures required under WIOA.

As a core partner, VR will be aligned with the workforce system through:

* Representation on the local boards.
* Collaborative case management and co-enrollment when needed by the consumer.
	+ Co-enrollment occurs when consumers are actively participating in services from more than one system partner. Partners will make referrals to initiate co-enrollment if/when the consumer could benefit from the services of another partner program, if the consumer agrees, and/or if the consumer so requests. Referrals will be made on an individual consumer-by-consumer basis, and not as a blanket referral throughout the workforce system.
* Collaboration with other core partners on targeted outreach activities.
* Enhanced consumer referrals among core partners.
* Participation in evaluation and continuous improvement strategies.
* Specific strategies to strengthen communications among core partners.
* Collaboration among core partners for business outreach activities.
* Increased familiarization with partnering program requirements, services and benefits.

##### 8. How the agency's strategies will be used to:

###### A. Achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

Section L describes this information in detail.

###### B. Support innovation and expansion activities; and

KRS promotes expanded community capacity to provide services for people with disabilities through service provider agreements for supported employment, job placement, community-based work assessments, community-based job tryouts, assistive technology, rehabilitation teaching, orientation/mobility and a variety of consumer support functions. In addition, KRS staff serve on numerous commissions, advisory boards and interdisciplinary teams to stay current with the needs of people with disabilities, and to identify opportunities for collaborative efforts to improve services. KRS also provides administrative support and direct expenses totaling about $20,000 annually for operation of the State Rehabilitation Council. This funding arrangement is consistent with 34 CFR 361.35.

**Services for unserved or underserved populations**

Current activities include the following:

* Cooperative working relationships between the Kansas Department for Aging and Disability Services oversight units for community developmental disability organizations and community mental health centers address capacity to provide supported employment services.
* KRS and DCF Economic and Employment Services continue to collaborate to serve recipients of Temporary Assistance for Needy Families (TANF) and the Supplemental Nutrition Assistance Program (SNAP) who have disabilities.
* KRS and DCF Prevention and Protection Services will coordinate to address the employment and/or post-secondary education needs of youth with disabilities who are aging out of foster care.
* In-service training will focus on best practices in service delivery for persons who are blind or visually impaired, persons with Autism Spectrum Disorders, persons with traumatic brain injury, persons with disabilities who have a criminal background, and persons with mental illness. Contracted service providers will be included in these training opportunities whenever possible to enhance their expertise in service VR consumers.

**Competitive, integrated employment for people with the most significant disabilities**

One of the major strategic goals of KRS is to empower people with disabilities to achieve competitive, integrated employment and self-sufficiency. To advance this vision for people with the most significant disabilities, KRS will be collaborating with technical assistance to gain strategies for improving our supported employment services.

**Cooperative agreements**

As described in Section O, KRS will establish interagency agreements with the state agencies responsible for Medicaid, behavioral health and intellectual disability services. KRS established memoranda of understanding with the local workforce development boards and Kansas State Department of Education.

Please also refer to Section L.

###### C. Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

Please refer to specific strategies for each goal In Section L.

Please refer to specific strategies for each goal In Section L.

The Comprehensive Statewide Needs Assessment indicated that VR Individuals who are minorities in KRS’ are equitably represented in the KRS service population.  Data indicates that KRS served twice the expected number of individuals who identified as 'Black or African American' (16.4%) based on ACS data (6.9%).  The ethnic group 'Hispanic' is overrepresented in KRS twice as high (15.3%) compared to the overall KS population (7%). Other minority populations fall within one percent of the expected Kansas ACS population.

PCG analyzed age groups by race and ethnicity.  As expected, individuals who are 'White' are the largest race group in all age groups. The race 'Black or African American' is represented highest in age group 55 to 64 but is also overall evenly distributed through ages 22 to 65 and older.  However, the age group 14 to 21 is served 4-7% lower than expected.  This data points to an opportunity to increase engagement of students who identify as “Black or African American” in Pre-ETS.  The age group 'American Indian or Alaska Native' is represented highest in age group 45 to 54 but overall, fairly evenly distributed.

Significance of disability by ethnicity was also analyzed.  The 'White' and 'Non-white' groups were more likely identified with a Most Significant Disability (MSD), followed by Non-Severe Disability (NSD), and lastly 'Significant Disability' (SD).  Both ethnic groups were evenly dispersed in comparison to one another.

#### p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

##### 1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

###### A. Identify the strategies that contributed to the achievement of the goals

**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 2020 (July 1, 2020 through June 30, 2021) indicators.

* A total of 933 Kansans with disabilities achieved stable employment as a result of VR services, earning an average of $11.69 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 $23 an hour as a teacher.
* 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 80%. 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 2020.

* Indicator 1.1 (number of rehabilitations). 933
* Indicator 1.2 (rehabilitation rate). 39%
* Indicator 1.3 (competitive employment). 100%
* Indicator 1.4 (outcomes for persons with significant disabilities). 96.8%
* Indicator 1.5 (average hourly wage). $11.69 or a ratio of .66 of the average hourly wage of all employed Kansans.
* Indicator 1.6 (self-support). 80%.

**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 24 days (as of 6-30-21).
* 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 50 days (as of 6-30-21).

**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 2020 (July 1, 2020 through June 30, 2021), 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 2020: 933

Indicator 1.2: The percentage of individuals rehabilitated who achieve competitive employment.

PY 2020: 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 2020: $11.69 .66 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 2020: 80%

Indicator 1.5: The average number of hours worked per week by persons rehabilitated.

PY 2020: 28

Indicator 1.6: The percent of persons rehabilitated in full-time competitive employment who are covered by health insurance through employment.

PY 2020: 20%

Indicator 1.7: The number of successful employment outcomes achieved by consumers after participating in post-secondary education.

PY 2020: 69

**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 2020: 39%

Indicator 2.2: Percent for whom eligibility is determined in 60 days or less from application unless the consumer agrees to an extension.

PY 2020: 94%

Indicator 2.3: Percent of accurate eligibility decisions, based on case review results.

PY 2020: 93%

Indicator 2.4: Percent for whom IPEs are developed within 90 days or less from eligibility unless the consumer agrees to an extension.

PY 2020: 94%

Indicator 2.5: Average expended per rehabilitation for the life of the case.

PY 2020: $6,707

Indicator 2.6: Rehabilitation rate of persons referred to placement or supported employment providers.

PY 2020: 66%

Indicator 2.7: The average wage achieved by persons referred to placement or supported employment providers.

PY 2020: $10.81

Indicator 2.8: 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 2020: 73%

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 2020: 92%

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 2020: 97%

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 2020: 67%

Indicator 2.12: Percent of cases reviewed for which correct use of service codes was demonstrated.

PY 2020: 98%

Indicator 2.13: Percent of cases reviewed for which adherence to procurement policies and procedures was demonstrated.

PY 2020: 83%

Indicator 2.14: Percent of Regional Program Administrators and Unit Rehabilitation Managers who meet expectations related to fiscal management through the evaluation process.

Evaluation Year ending 2021: 100%

Indicator 2.15: Percent of counselors who meet or exceed expectations for the fiscal management competency in the performance evaluation system).

Evaluation Year ending 2021: 91%

**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 2020: 741

Indicator 3.2: Number of new IPEs for transition youth.

PY 2020: 380

Indicator 3.3: Rehabilitation rate for transition youth.

PY 2020: 39%

Indicator 3.4: Number of employment outcomes achieved by consumers who were transition-aged at the time of application for services.

PY 2020: 250

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 2020: 76%

Indicator 3.6: Average hourly wage of transition students rehabilitated.

PY 2020: $10.41

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 2020: 78

**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 2020: 96.8%

Indicator 4.2: 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 2020: .93

Indicator 4.3: Number of annual statewide stakeholder meetings.

PY 2020: 10

###### B. Describe the factors that impeded the achievement of the goals and priorities

Factors which impeded progress include the difficulty experienced by persons with no work experience or extended periods of unemployment in getting work, the turnover rate among counselors, and difficulty in recruiting qualified VR counselor applicants, especially in the least populated geographic areas of Kansas.

##### 2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

###### A. Identify the strategies that contributed to the achievement of the goals

**Supported employment goals**

Supported employment goals are identified in Section F. Implementation and achievement of these goals is addressed through the case review system, which monitors quality of services and outcomes, and through ongoing monitoring of service provider performance. KRS purchases supported employment services through service provider agreements with CRPs, community organizations and individuals across Kansas. In addition, specific standards for quality, timeliness, consumer involvement and outcomes are identified in service provider agreements.

**Supported employment (SE) indicators**

Title VI, Indicator 1.1: Number of persons with SE plans.

PY 2020: 683

Title VI, Indicator 1.2: Number of persons achieving competitive, integrated employment after receiving SE services.

PY 2020: 161

Title VI, Indicator 2.1: Geographic distribution of services (percent of counties with coverage from an SE service provider).

PY 2020: 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.

###### B. Describe the factors that impeded the achievement of the goals and priorities

It is difficult to maintain job coaching and SE services in the rural and frontier areas of the state. It is a challenge to find funding for extended supports after VR services end. Much of the overall disability employment system in Kansas includes sub-minimum wage employment, such as sheltered work. Improved IT solutions are needed to better track and assess service provider outcomes and to produce “report cards” of performance.

##### 3. The VR program’s performance on the performance accountability indicators under section 116 of WIOA

KRS will seek technical assistance from RSA on data reporting and calculations related the standard performance accountability measures required for all Core Partners under WIOA.  The agency will also monitor and report performance on identified VR indicators for the state's workforce development board.

**WIOA Common Performance Accountability Measures**

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 2nd Quarter is PY 2020:  44.9%

Employment Rate – 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. PY 2020:  44.3%

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. PY 2020:  2891.14

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.

PY 2020:  12.1%

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. PY 2020:  10%

Effectiveness in Serving Employers (currently being piloted by federal partners before being finalized).

Approach #1 — Retention with the same employer – addresses the programs’ efforts to provide employers with skilled workers.  PY 2020 data is listed below:

1. Workforce Centers and Wegner Peyser:  44.4%
2. Adult Education:  NA
3. Vocational Rehabilitation (KRS):  56%

Approach #2 – Repeat Business Customers – addresses the programs’ efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time. PY 2020 data is listed below.

1. Workforce Centers and Wegner Peyser:  44.4%
2. Adult Education:  NA
3. Vocational Rehabilitation (KRS):  56%

All WIOA indicators are impacted by the lag time in receiving applicable data..

##### 4. How the funds reserved for innovation and expansion (I&E) activities were utilized

KRS uses the innovation and expansion authority, as specified by the Rehabilitation Act, to support the functions of the State Rehabilitation Council. Expenditures primarily relate to member travel and reimbursement for participating in meetings. 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.

#### q. Quality, Scope, and Extent of Supported Employment Services

Include the following:

##### 1. 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

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. Improved Information Technology support solutions are needed to better track and assess service provider outcomes and to produce “report cards” of performance.

##### 2. The timing of transition to extended services

After the consumer has achieved job stability, KRS will continue services for at least 90 days at a level and scope comparable to those expected to be provided through extended services after VR services cease. This period is intended to assure that the consumer will continue to be successful with the level of support anticipated once transition to extended services provided by the community service system has been completed. The case may be closed if stability is continued after this time period.

#### 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 WIOA[14], and its supplement under title VI of the Rehabilitation Act[15];

###### Enter the name of designated State agency or designated State unit, as appropriate

Kansas Rehabilitation Services

##### 2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency)[16] agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan[17] , the Rehabilitation Act, and all applicable regulations[18] , policies, and procedures established by the Secretary of Education. Funds made available under section 111 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;

###### Enter the name of designated State agency

Kansas Department for Children and Families

##### 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 agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan[19] , the Rehabilitation Act, and all applicable regulations[20] , 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;

##### 4. The designated State agency and/or the designated State unit 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;

##### 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

Daniel Decker, KRS Director

##### 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

KRS Director

##### 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

 [14] Public Law 113-128.
 [15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
 [16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
 [17] 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.
 [18] 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.
 [19] 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.
[20] Applicable regulations, in part, include the citations in footnote 6.

##### Certification Signature

| Signatory information | Enter Signatory information in this column |
| --- | --- |
| Name of Signatory | Daniel Decker |
| Title of Signatory | KRS Director |
| Date Signed | March 11, 2022 |

#### 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 of the Rehabilitation Services Administration (RSA), 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 State Plan must provide assurances that:**

| The State Plan must include | 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 plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140. |  |
| 3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan: |  |
| 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. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected): |  |
| 3.b.(A) “is an independent State commission” (Yes/No) | No |
| 3.b.(B) “has established a State Rehabilitation Council” (Yes/No) | Yes |
| 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. 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. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No) | No |
| 3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No) | No |
| 3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan | No |
| 3.h. The descriptions 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 |  |
| 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)(D) and (20) of the Rehabilitation Act |  |
| 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 in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No) | Yes |
| 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 requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) 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 section 101(a)(14)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.I. Strategies to address the needs identified in the assessments; and |  |
| 4.j.i.II. 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) and 101(a)(25)) |  |
| 5. Program Administration for the Supported Employment Title VI Supplement: |  |
| 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 |  |
| 5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act |  |
| 6. Financial Administration of the Supported Employment Program: |  |
| 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)(G) and (H) 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: | Yes |
| 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: |  |
| 7.b.i. 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 |  |
| 7.b.ii. 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)(6)(C) and (E) of the Rehabilitation Act |  |

#### Vocational Rehabilitation 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 44.9% | 45.8% | 45.0% | 46.7% |
| Employment (Fourth Quarter After Exit) | 44.3% | 46.9% | 44.9% | 47.9% |
| Median Earnings (Second Quarter After Exit)  | $2891.14 | $2,949 | $2900 | $3,008 |
| Credential Attainment Rate  | 12.1% | 20.0% | 15.0% | 21.0% |
| Measurable Skill Gains  | 20.0% | 30.0% | 21.0% | 31.0% |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

## 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: 1225-0086)

The Jobs for Veterans’ State Grants (JVSG) are mandatory, formula-based staffing grants to States (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, however, performance metrics are collected and reported quarterly on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

#### a. How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG;

The primary objective of the JVSG is to develop and support activities to increase employment and job

training opportunities for Veterans and eligible persons.  DVOP Specialist staff will provide individualized career services to

eligible veterans and eligible spouses with an identified significant barrier to employment in accordance with VPL 03-14 (with

Changes) and other eligible populations authorized by the Secretary of Labor in accordance with VPL 03-19

TSMs and Veterans that have been identified as needing individualized career services in accordance

with VPL-07-14 will be provided employment services by DVOPs imbedded with Transition Assistance

Program Centers located on the four military installations in Kansas. KANSASWORKS staff and the State

JVSG Manager will continue to work with all four military installations to provide a seamless transition

for all TSM’s through in-person service delivery 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 AJC and are determined to have an SBE

will be provided DVOP services.

LVER staff will conduct outreach to employers to assist Veterans in gaining 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 One Stop

business service teams.

**Outreach Activities**

The primary purpose of DVOP staff outreach activities is to locate and connect with with significant barriers to employment, transitioning service members, and spouses. 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 also include increasing visibility and awareness of employment service programs for Veterans with SBEs among partner agencies that will

assist special populations of Veterans as identified in VPL’s 03-14, Change #1 and Change #2, 05-15, 03-16, 03-19,[[TC1]](#_msocom_1) [[JC[2]](#_msocom_2) and related, newlyassigned VPLs to offer a wide array of services available to them. Outreach efforts will be conducted in areas with significant Veteran populations, to include civic service and community-based organizations, Department of Veterans Affairs (VA) hospitals, Federal Contractor  employers and government agencies, National Guard and Reserve Units, Homeless shelters, One-Stop system partners; "stand-downs" community-based events,

Vet Centers, local prisons and correctional facilities, and the Veterans Readiness and Employment(VR&E) program, for the purpose of identifying Veterans who are eligible for individualized career services to aid them in overcoming significant barriers to long-term, meaningful employment.

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 that 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 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, 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. The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance;

**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, Change #1 and Change #2,  03- 16, 03-19, and newly assigned VPL’s that relate that relate to DVOP reporting and performance. Other additional services that DVOP specialists provide to Veterans with SBEs include a combination of the following: career guidance; comprehensive assessment; Veteran individual Employment Plan; job development contacts; referral to jobs; 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 and eligible 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. Additionally, all new hire DVOP Specialist receive Onboarding training from the State Veteran Service Manager, which includes the history of the Wagner-Peyser Act, Employment Services, and JVSG staff duties. 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 that which is conducted at the annual training conference and bi-annual regional Veterans Conference held in conjunction with eight additional states in the midwest region. 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 job center training is conducted by local managers and One-Stop partners which highlight location specific practices and our partners’ 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 01-22 Attachment 4 (Negotiated Targets for Services to Veterans), the SVM utilizes the Workforce Integrated Performance System (WIPS) to capture data ensuring compliance with regulatory guidance for performance indicators for “rolling” Q2 and Q4 beyond PY22. 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 is 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 advocate 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 establish, maintain, and facilitate regular contact with federal contractors, unions, apprenticeship programs and businesses or business organizations. Additionally, our 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’s 03-14 and newly assigned VPLs that relate to LVER reporting and performance. The Department of Commerce ensures that there is no [[BV1]](#_msocom_1) [[BV2]](#_msocom_2) [[JC[3]](#_msocom_3) . LVERs provide  monthly activity reports to the State Manager and consult with supervisory and AJC business service teams 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 program as a resource to locate Veteran friendly businesses and employers, who are seeking to hire Veterans.

 [[RV4]](#_msocom_4) [[JC[5]](#_msocom_5)

All Kansas LVER staff have/will have received extensive training on how to engage employers through the National Veterans Training Institute (NVTI) within 18 months of their hire. Additionally, all newly hired LVERs receive Onboarding training from the State Veterans Service Manager which includes the history of the Wagner-Peyser, 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 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 workforce center training is provided by local managers and the One-Stop partners, which highlights location specific practices and our partners’ operations.

[[BV6]](#_msocom_6) [[JC[7]](#_msocom_7)

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 advocates on behalf of all Veterans to employers and labor unions to employ and provide on-the-job training and registered apprenticeship programs for Veterans, advises 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 state manager and local supervisors, for employer outreach. These measures are in place to ensure that 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 state manager and local supervisor can follow-up with the business to ensure that 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, the 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. However, LVERs are aware of the importance of and are encouraged to primarily perform employer contacts in-person as situations permit.

#### c. The manner in which DVOP specialists and LVER staff are integrated into the State’s employment service delivery system or American Job Center;

Kansas has integrated all DVOP specialists into the American Job Center One-Stop system by assigning one or more DVOP specialists to each Workforce Center allocated these positions. Kansas has assigned a . Additionally, the AJC One-Stop partners are included in the intake process for JVSG DVOP services. Upon entering the AJC, Veterans are met by a front desk (Wagner-Peyser or One-Stop staff member), 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  document and the AJC’s operating system KANSASWORKS referrals. Those populations who do not meet eligibility, however, still require employment services that are provided services by non-JVSG AJC staff.

Furthermore, when necessary, LVER staff are often consulted with by AJC staff regarding military documentation identifying the Veterans’ character of discharge such as a DD rm 214 in addition to other employment and service-related questions, as needed. 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 LVERs located within that AJC still receive priority of service. After staff identifies a Veteran, AJC staff Conducts an initial needs assessment which registers the Veteran into KANSASWORKS.COM,  identifies the Veteran’s needs and determines if additional assessments are necessary. Upon completing the registration and identifying the initial needs, a Veterans Individual Intake Form (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.

  individualized career services. 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 the One-Stop 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), Fort Leavenworth, and Forbes Field (Topeka) .

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.

**Identifying and Assessing Veterans for Basic and Individual Career Services**

Individuals entering the American Job Center are met with signage and are encouraged to identify themselves as Veterans. Additionally, a front-desk American Job Center representative provides an appropriate greeting and inquires by asking "Have you or your spouse ever served in the Military?"

When a Veteran is recognized, they will complete a Veteran’s initial intake assessment, performed by Wagner-Peyser staff, and upon determination of eligibility in accordance with VPL 03-14 (with changes) and VPL 03-19.the Veteran’s needs. Each DVOP will use their discretion based on the Veteran’s SBEs to determine whether their services are required. Another intake process, for example, is that a Chapter 31 Veteran may circumvent the above intake/referral process based on their eligibility as predetermined by federal regulation that states JVSG will provide employment to Chapter 31 VR&E Veterans. However, despite their intake process, all Veterans remain entitled to and will receive Veteran “Priority of Service” and subsequent staff assisted services.

The DVOP specialist utilizes a case management process in which they provide the following services :comprehensive assessments, individualized employment counseling, career guidance, and the development of a Veteran Individual Employment Plan. Coupled with these services is the requirement for consistent contact (at least twice monthly) with Chapter 31 Veterans. This individualized employment plan will include recommendation of appropriate apprenticeships, on-job training, and additional education opportunities as needed to help the Veteran overcome their significant barrier to employment. After assessing the needs and a plan is developed, the DVOP will reassess and may identify additional non-individualized career services needed which will require the DVOP to refer Veterans to services provided by local partners, agencies, and other employment/ training program providers.

When the Department of Veteran Affairs Vocational Readiness and Employment (VR&E) program refers a participant to the state’s designated Central Point of Contact, the Intensive Service Coordinator (ISC), this staff member determines the closest American Job Center to the Veteran’s residence and forwards the referral to the American Job Center supervisor. The supervisor assigns the referral to the appropriate DVOP staff member or, in the absence of local DVOP staff, reassignment to a DVOP within a local area bordering that which the Veteran resides in. The ISC then contacts the VA Case Manager and informs them that they are assigned to work with the specific Veteran. The DVOP or AJC staff assigned, contacts the Veteran to describe the support and assistance available to them and invites them to come to the American Job Center (AJC) to discuss their job search as it relates to the training and education received. The DVOP staff continues to maintain contact with the Veteran for at least 60 days following entered employment.

**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 Plan and local Memorandum(s) of Understanding (MOU) govern the partnership between the One-Stop system 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 detail 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 workforce centers 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 **KANSASWORKS** 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 JVSG information 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, specifically when staff is met with a Veteran who may not have an SBE but has a unique need for assistance.

**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 Local Area 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.

#### d. The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;

Kansas’s goal is to fulfill Congressional intent to provide an array of attractive and meaningful incentives to all individuals delivering employment services in **KANSASWORKS** Workforce Centers by using similar inducements already common and proven in the private sector. In accordance with the Title 38, Section 4111, as amended; one percent of Kansas’s allocation of the VETS Grant will be directed to fund incentive awards.

 The overall goal in utilization of the Incentive Award is to motivate JVSG and Non-JVSG Staff toward the focus of improving the JVSG Program and employment services to all Veterans within the state. Areas of performance that provide justification of disbursement of incentive funds include but are not limited to increasing DVOP caseloads or activities, maneuver to overcome SBEs experienced by Veterans, increasing employment involvement and commitment to hire and retain Veterans, and assisting employers with job development activities. For Non-JVSG staff, demonstration of exceptional customer service relating to the quality of Veteran services, knowledgeability and compliance with JVSG processes, or an increase of overall productivity and advocacy for Veterans and Veteran services they provide are justifiable indicators of incentive award disbursement. The SVM continues to encourage maximum participation through the promotion of the Incentive Awards program. With the assistance of AJC supervisors, the SVM receives monthly success stories and/or picture story boards that provide detailed coverage of exceptional service delivery and performance. The Incentive Award program will be utilized to reward DVOP’s, LVER’s and other staff members that provide consistently exceptional employment, training, and placement services to Veterans.  The nominees must provide exemplary employment services to Veterans or affect improvement of the Veteran service delivery system.

 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 advocating Veteran employment, successful placement of , and exceptional customer service identified by Veteran clients. Additionally, the State manager will provide additional guidance to all **KANSASWORKS** staff on selection criteria in accordance with VPL 01-22 Attachment 5.

Incentive Award funding as part of the total grant amount for FY22/23 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 services Veterans.  That AJC’s Regional Operations Manager (ROM), in collaboration with the Department of Commerce’s Executive Director of Workforce Services, Operations 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 two to four AJCs, which is an estimated amount of $4,000 to $7,000  depending on the annual 1% award amount.  Incentive Award funding will be awarded by the selection committee indicated above. All **KANSASWORKS** 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 31 (end of FY). All funds not expended by the end of the FY will be recaptured by the US Treasury Department.

#### e. The populations of eligible veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State Workforce Agency for services from one-stop delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes);

The primary objective of the JVSG is to develop and support activities to increase employment and job training opportunities for eligible transitioning service members, Veterans, and 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 (which changes), or most current guidance):

* Veterans with service-connected disabilities,
* Veterans who recently separated military service with unemployment of 27 or more weeks in the last 12 months,
* Homeless person,
* An offender who is currently incarcerated or who has been released from incarceration,
* lacking a high school diploma or equivalent certificate,
* Low-income (as defined by WIOA Section 3 (36)).

Other Populations to be served (per VPL 03-19):

* Eligible Veterans aged of 18-24
* Transitioning service members in need of individualized services, as defined in VPL 07-14
* Wounded warriors receiving treatment in military treatment facilities or Warrior transition units and their family caregivers,
* Vietnam era Veterans

DVOP staff are also located permanently or 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 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/pre-release 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.

#### f. How the State implements and monitors the administration of priority of service to covered persons;

**Per VPL 01-22,  The description of how the state implements and monitors priority of service to covered persons is included in the Common Elements of the WIOA State Plan.**

#### g. How the State provides or intends to provide and measure, through both the DVOP and American Job Center staff:

##### 1. Job and job training individualized career services,

***Per VPL 01-22, a response to this section is not required***

##### 2. Employment placement services, and

***Per VPL 01-22, a response to this section is not required***

##### 3. Job-driven training and subsequent placement service program for eligible veterans and eligible persons;

***Per VPL 01-22, a response to this section is not required***

#### h. The hire date along with mandatory training completion dates for all DVOP specialists and LVER staff; and

***Per VPL 01-22, a response to this section is not required***

#### i. Such additional information as the Secretary may require.

The Jobs for Veterans’ State Grants (JVSG) 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)                                                   54.00

DVOP Employment Rate (Q4)                                                   50.00

DVOP Median Earnings                                                              $ 5,939

These targets will be collected and reported quarterly through Workforce Integrated Performance System (WIPS) and quarterly performance reports in accordance with VPL 07-19, 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 in 2022 project 13,400 new jobs, a gain of 1.0%, which includes employment in production sector jobs: trade, transportation, and utilities; service sector jobs; and government employment.

Personal income continued to increase in 2021, with Kansas personal income increasing 2.9 percent from 2020 and continued growth is forecasted throughout 2022. Kansas’ 2021 personal income growth rate ranked 26th among all the states. Personal income in the United States declined 1.0% from 2019 to 2020 as per the Federal Reserve Bank of St. Louis.

According to estimates from the Bureau of Economic Analysis, real GDP in Kansas decreased by 3.0% in 2020 to $155.3 billion. Declines in GDP were reported in all but tow of the 11 major industries from 2019 to 2020. Financial activities had the highest GDP growth, both in numerical and percent growth, increasing by $644.1 million, or 2%. Manufacturing was the only other industry to see an increase, growing by 0.2% or $51.2 million. The largest percent decline was seen in leisure and hospitality, which decreased by 22.1%, or $1.2 billion in 2020.  Arts, entertainment, and recreation decreased by 28.1% while accommodation and food services decreased by 20.8%. Numerically, the largest declines were seen in trade, transportation, and utilities, which decreased by nearly $1.2 billion, or 3.9% from 2019 to 2020. The majority of these declines were seen in transportation and warehousing which declined by $1.1 billion, or 15.8%. Given this is the most updated information available, the effects of the pandemic are not included.

Kansas export sales totaled $10.4 billion in 2020. This represents a $1.3 billion decrease in export sales since 2019, or 10.8%. This is the first year that export sales have decreased after seeing a steady increase over the previous three years. Agricultural products was the only major industry to see an increase from 2019, growing by 5.3%, or $81.2 million. The largest declines were seen in the special classification provisions and transportation equipment sectors, which declined 36.6% and 24.2% respectively. The following sectors also saw declines greater than 10.0%: electrical equipment, appliances, and components; plastics and rubber products; and machinery, except electrical. Despite the COVID-19 pandemic, this marks the tenth consecutive year that Kansas export sales have exceeded $10 billion.

Labor productivity increased by 2.7% in 2019/2020 however output decreased by 3.3%. Work hours also decreased by 5.8%.

The Kansas population was estimated at 2,913,314 in 2019. This represents a gain of 1,955 people from 2018. Since 2009, the Kansas population has grown by 2.8%. Annual growth rates have fallen over this time period and have been at or below 0.1% since 2016. Future labor force growth may in jeopardy since the population under 25 decreased by 6,645 or 0.7%. This decrease is due to a declining birth rate in Kansas and the possibility that people with children may be leaving the state.  Older citizens (55 years of age and older) account for about 29% of the population in Kansas.

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Current labor demand by Kansas employers is reflected in job vacancy data. The following data is based on on-line job postings summarized by Geographic Solutions. In 2020 there was a monthly average of 72,474 vacancies in Kansas. In 2021 there was a monthly average of 98,529 vacancies, an increase of 36.0%. The major occupational group with the most openings in Kansas throughout 2021 was healthcare practitioners and technical occupations with a monthly average of 15,049. This is followed by office and administrative support occupations with an average 4,408 vacancies per month. Transportation and material moving, management, food preparation and serving related, healthcare support, as well as sales and related occupational groups each had a monthly average of over 3,000 vacancies.

The Job Vacancy Survey provides information on the demand for particular occupations. The top four occupations in Kansas are: Fast Food and Counter Works; Cashiers; Retail Salepersons; and Customer Service Representatives. None of these are included in the top twenty occupations with median annual wages.

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

The occupations projected to grow the fastest in Kansas are ranked by the short-term and long-term projection programs. The short-term program projects the number of occupations two years from the base year while the long-term program projects out 10 years.

From the first quarter of 2020 to the first quarter of 2022 the industries that are expected to see the highest *percent growth* are agriculture, forestry, fishing, and hunting and transportation and warehousing, which are projected to grow 3.2% and 2.7% respectively, over the 2-year period. However, transportation and warehousing is projected to add the most jobs, more than 1,600 over the 2-year period.

Long-term industry projections from 2018 to 2028 show Kansas jobs will grow by 38,624 to 1,532,632 jobs in 2028, an increase of 2.6% over the 10-year period. *Highest percent job growth* is projected in the professional scientific, and technical services. *Highest number of job growth* is projected in health care and social services, administrative and support, waste management and remediation services, transportation and warehousing, and educational services.

III. EMPLOYERS’ EMPLOYMENT NEEDS

Occupations expected to be in high demand currently and during the next two- and ten- year periods are: registered nurses; heavy and tractor-trailer truck drivers; secretaries and administrative assistants, except legal, medical and executive; customer service representatives; laborers and freight, tock, and material movers, hand; first-line supervisors of food preparation and serving workers; nursing assistants; and janitors and cleaners, except maids and housekeeping cleaners; stockers and order fillers; teaching assistants, except postsecondary; home health and personal care aides; cashiers; and fast food and counter workers. Each of these occupations scored the highest level of demand, 30 out of a possible 30 in the combined measures of long-term projection openings, short-term projection openings, and current job vacancies. They are ranked in order of median wage.

##### 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))

Upon analysis of the data, it becomes evident there are viable opportunities for Kansas SCSEP participants in the short and long term:

* + Short-term: general and operations managers; registered nurses; heavy and tractor-trailer truck drivers; laborers and freight, stock, and material movers, hand; first-line supervisors of food preparation and serving workers; nursing assistants; retail salespersons; food preparation workers; cashiers; combined food preparation and serving workers, including fast food; and waiters and waitresses.
	+ Long-term: personal care aides; home health aides; information security analysts; software developers, applications; veterinary technologists and technicians; veterinary assistants and laboratory animal caretakers; statisticians; operations research analysts; veterinarians; and respiratory therapists.

Based on PY 2021 data from the state SCSEP grantee community service assignments where job skills are trained predominantly fall in two categories: office administrative (80%) and community social (11%). Skills learned in these assignments were primarily transferrable skills used by all occupations with 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 PY21, 2nd quarter, shows 66% of participants are 55- 64, with 34% aged 65 and over.

The state SCSEP grantee’s unsubsidized employment job categories for PY21 are summarized as follows and in the below table: Office Administrative (23%), maintenance (15%), with retail sales, transportation and food preparation at 11.5%, community social and production light assemble are at 7% and all other categories are at 3% placement. This data is from USDOL’s grant performance management system for SCSEP (i.e., SPARQ).  The SCSEP job interest categories do not align directly with high demand industry/ occupation sectors other than retail sales, personal care, food preparation services.

|  SCSEP Job Interest Category  |  Percent of Unsubsidized Employment Placements  |  Subjective Alignment with Demand Industry Sectors and Occupations  |
| --- | --- | --- |
|  Office Administrative  |  23%  |     |
|  Healthcare  |  0%  |  Home health aides  |
|  Retail Sales  |  11.5%  |  Retail salespersons; Cashiers  |
|  Community Social  |  7%  |     |
|  Transportation/Material Moving  |  11.5%  |     |
|  Maintenance Custodial  |  15%  |     |
|  Production Assembly Light Industrial  |  7%  |     |
|  Food Preparation Service  |  11.5%  |  Combined food preparation and serving workers, including fast food  |
|  Personal Care  |  3%  |  Personal care aides  |
|  Protective Service  |  3%  |     |
|  Construction/Installation/Repair  |  3%  |     |
|  Self-Employed  |  3%  |     |

The current mode for training participants will be successful with multiple avenues for job placement in the next two to ten years.  However, SCSEP grantees need to begin preparing for the long-term employment outlook and build more robust trainings through collaborative partnering (e.g., adult basic education, OJT, registered apprenticeships, etc.), especially since 66% of participants are those needing the higher wage jobs with benefits.

Except for personal care aides and home health aides, industries with long-term growth opportunity 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.

In addition, employers and employees may need to rethink recruitment, retention, and development in the following areas:

* + Short-term or moderate-term on-the-job training (OJT) requirements;
	+ Hiring requirements, to ensure that education and experience requirements are attainable;
	+ Transferable skill sets, in which a demonstrated ability to learn new skills is as important as an existing knowledge base;
	+ Occupations occurring across several industries;
	+ Appropriateness of working conditions, including virtual arrangements; and
	+ Job demands, which may stress flexibility and task collaboration over specialized skills.

##### 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))

Employment opportunities were described previously in question #2 above.

The types of skills among the eligible population are varied. A sample of self-identified skill sets include caring for adults, caring for children, cashier, cooking, organization, clerical, bookkeeping, food service, maintenance, carpentry, keyboarding, sales, customer service and auto mechanics. As is typical with older workers living below poverty, the identification of transferable skills is key to an appropriate SCSEP employment placement.

#### 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))

**(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* and *state* grantees are co-located the Wichita Workforce Center creating a unique opportunity to partner. Statewide both the *national* and *state* SCSEP grantees ensure individuals with whom they work are enrolled in **KANSAS**WORKS in order to have full benefit of not only WIOA title I programs, 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 on SCSEP activities and successes in the local workforce development areas (workforce areas);
	+ Share between SCSEP providers and workforce centers current and future labor market information 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* in (C) 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 and providing 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 recruitment of potential new participants and new host agencies.

SCSEP staff will have monthly contact with various community agencies to determine 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 subrecipients, 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 grantee operate. In order 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 prior to an individual being placed on a 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 employment of individuals with disabilities and accessible technology with SCSEP grantees and subrecipients. SCSEP grantees will work with local workforce development boards to encourage community colleges to create short-term education and training programs relevant for older individuals’ that conforms to their learning style and pace.  Trainings will also align with local targeted industries and high-priority occupation, 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, 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 subrecipients will participate in meetings, as appropriate, with senior service providers and other public and private groups advocating for employment of older workers. SCSEP staff have arranged office staffing in 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 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 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 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 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 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 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 it’s 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 in order 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 a 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, 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 its “SCSEP Service Delivery Request for Proposal” to demonstrate how SCSEP participants will be fully integrated into the WIOA local workforce development system as part of the proposal.

###### F. Efforts to work with local economic development offices in rural locations.

Most State SCSEP slots are located in a large metropolitan area rather than rural locations. However, even for the small number of participants in the rural counties SCSEP, as a partner in the local workforce center, has immediate access to members of the workforce center business services team and center leadership who are consistently in contact with local economic development agencies and share labor market data to assist with planning.

In addition, 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 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 manager 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.)

**KANSAS**WORKS 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 future availability of employment opportunities.

Specific activities will include: • Referrals to the business services team • Prove It Testing – over 1500 skills assessment test available • Job Fairs attendance requirement • Resumes Uploaded in **KANSAS**WORKS.com and updated as skills increase • 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 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 employers’ 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.  In addition, data is presented demonstrating the beliefs often held about the cost of 50+ workers is incorrect.

SCSEP grantees will also:

* + Pursue partnerships with employers that:
	+ Are developing 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;
	+ Are seeking older participants, based on the local wisdom of workforce development boards, business organizations, and others in the community; or
	+ Are 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;
	+ 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.
	+ Target outreach to specific underserved minority groups based on county and/or metropolitan data to serve participants in proportion to population minority breakdown.  For 2019 that is as follows:

These strategies have proven effective. The “PY19 SCSEP Minority Report” conveyed 57.8% of the national grantee’s SCSEP participants identified as minority while only 39.1% of the population in the national grantee’s service area identified as minority.  For the state grantee 36.0% of participants identified as minority with 23.9% 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)

**Individuals Most in Need**

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 areas where there are little to no services are the rural areas. Participants in those areas have little or no community supports. 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.

**Needed Community Services**

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 and necessary to 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))

**Improving SCSEP Services**

The long-term strategy to improve SCSEP services in Kansas is to serve eligible participants through 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 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 growing meaningful community service opportunities for SCSEP participants and aiding 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 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 operators for neither the state nor national grantee. To increase cooperation between state and national grantees in Kansas formal collaborative efforts will increase 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.
	+ Increasing joint outreach efforts to community organization 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.
	+ Agencies or organizations that don’t immediately strike you as a possibility ARE a possibility.  Individuals working in those organization often run across (or know) low-income adults, 55 or older in need of additional skills to obtain employment.  The options are boundless, but here are some ideas:
		- 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.)
	+ 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 **KANSAS**WORKS.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 school 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 flyer/fliers to spread the word. Consider recruiting a bright, University marketing or business administration intern to spearhead the campaign.  They might appreciate the opportunity to build their resume.  Sororities and fraternities often look for opportunities to assist the community.  Perhaps they could plaster flyers around the community.  High school seniors, Scouts, and youth in religious programs are all eager for community service hours.  This would be a great opportunity for them to spread the word.  They might even have a grandparent in need of this assistance.
		- Create a speaker’s bureau that can speak on behalf of SCSEP. This could go beyond SCSEP staff to include staff from partner organizations or bright, university or high school students.
		- Hold a recruitment event like you do job fairs.  Spread the word not just via flyers but also electronically.  Do not focus on just reaching the older worker, but also the child, grandchild, neighbor, or friend who is younger and looking for opportunities for the older worker.
	+ 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 host agency skill development training plan that aligns with each individual employment plan and a method for tracking accomplishments; review with participant and agency on a quarterly basis.
	+ Reinforce the SCSEP program’s goal of unsubsidized employment with each participant on a regular basis.

##### 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 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 chamber of commerce events and other business organizations’ functions. The information gathered enables 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 for 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 start looking for employment and intervene or revise IEPs;
	+ 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 a **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 86 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 20 counties where SCSEP is not authorized to operate—Anderson, Barber, Chase, Chautauqua, Cheyenne, Clark, Comanche, Decatur, Doniphan, Edwards, Elk, Ellsworth, Gove, Greeley, Hodgeman, Logan, Sheridan, Stranton, Wallace, and Wichita. Sedgwick is the one county where both the state and national grantee operate SCSEP with 66 authorized positions. Both programs are in the Wichita Workforce Center.

The state SCSEP program operates, as described before, in a mostly urban area, the city of Wichita, the second highest populated city in Kansas. There are fifteen SCSEP positions located in rural areas surrounding Wichita where access to services are 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 319.  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 319 positions. Johnson (44), Wyandotte (32), Shawnee (27), Sedgwick (15), Douglas and Reno (11), Leavenworth and Saline (9), Montgomery Counties (7) have combined positions totaling 165. The remaining 154 positions are distributed among 75 counties ranging from 6 positions (1), 5 positions(3), 4 positions (12) 3 positions (6), 2 positions (14) to 1 position (39).

The below table provides the number of positions per county:

Kansas County            State Grantee Authorized Positions

Butler                          8

Cowley                        7

Harper                         1

Harvey                         4

Kingman                     1

Sedgwick                    58

Sumner                       5

Total Positions            84

Kansas County            National Grantee

Allen                           3

Anderson                    2

Atchison                     3

Barber                         1

Barton                         5

Bourbon                      4

Brown                         2

Chautauqua                 1

Cherokee                     5

Cheyenne                    1

Clay                            1

Cloud                          2

Coffey                         2

Crawford                     6

Decatur                       1

Dickinson                   4

Doniphan                    2

Douglas                       11

Edwards                      1

Elk                              1

Ellis                            4

Ellsworth                    1

Finney                         5

Ford                            4

Franklin                      4

Geary                          3

Gove                           1

Graham                       1

Grant                           1

Greenwood                 2

Haskell                        1

Jackson                       2

Jefferson                     2

Jewell                          1

Johnson                       44

Kearny                        1

Labette                         4

Leavenworth               9

Lincoln                       1

Linn                            4

Logan                          1

Lyon                            4

McPherson                  4

Marion                         2

Marshall                     2

Meade                         1

Miami                         4

Mitchell                      1

Montgomery               7

Morris                         1

Morton                        1

Nemaha                       2

Neosho                        4

Ness                            1

Norton                         1

Osage                          3

Osborne                      1

Ottawa                         1

Pawnee                        1

Phillips                       1

Pottawatomie              3

Pratt                            1

Rawlins                       1

Reno                            11

Republic                     1

Rice                             2

Riley                           4

Rooks                          1

Rush                            1

Russell                        2

Saline                          9

Sedgwick                    15

Seward                          3

Shawnee                      27

Sherman                      1

Smith                          1

Stafford                       1

Stevens                       1

Thomas                       1

Wabaunsee                 1

Washington                1

Wilson                         2

Woodson                     1

Wyandotte                  32

Total Positions            319

##### 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 achieving 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 consolidate 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. In 2016, US Census reported Kansas had 807,686 residents aged 55 and older, or 27.7 percent of the state’s population. In 2018, US Census reported Kansas had 835,666 residents aged 55 and older, or 28.7 percent of the state’s population. In 2020, US Census reported Kansas had 855,051 residents aged 55 and older, or 29.3%.

The 2010 U.S. Census data shows 338,792 individuals lived below the poverty level and 48,924, or 14.4 percent, were 55 years and older. Most individuals who have the greatest economic need are minority 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 statistical information provides the basis on which Kansas determines services are equitably divided between urban and rural areas. A review of 2013-2017 American Community Survey data from U.S. Census shows 361,285 individuals lived below the poverty level and 61,619, or 17 percent, were 55 years and older. The U.S. Census Bureau has delayed the release of the 2016 – 2020 American Community Survey, originally scheduled for December 2021, due to the impacts of COVID-19 on data collection. They expect to release the data in mid-to-late March of 2022.

###### 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))

**County % of Population 55+ % of Poverty**

**Butler 24.8; 7.3**

**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 21.8; 13.9**

**Kansas 24.2; 12.4**

##### 6. The relative distribution of eligible individuals who:

###### A. Reside in urban and rural areas within the State

**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 U.S. Census Bureau has delayed the release of the 2016 – 2020 American Community Survey, originally scheduled for December 2021, due to the impacts of COVID-19 on data collection. They expect to release the data in mid-to-late March of 2022.

The Kansas population was estimated at 2,913,314 in 2019 and the 2020 US Census reported Kansas had 855,051 residents aged 55 and older, or 29.3%. According to Spotlight on Poverty and Opportunity, the Senior (aged 65 and older) poverty rate is 7.2% or 61,563 individuals.

Many individuals who have the greatest economic need are minority and those who demonstrate the greatest social risk live in urban areas in Kansas.

In a 2018 report from USDOL National SCSEP Office, three counties in Kansas meet the persistent unemployment threshold—Coffey, Linn, and Neosho.

###### C. Are minorities

The “PY19 SCSEP Minority Report” conveyed 57.8% of the national grantee’s SCSEP participants identified as minority while only 39.1% of the population in the national grantee’s service area identified as minority.  For the state grantee 36.0% of participants identified as minority with 23.9% 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. (12/10/2019)

###### 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:

* + 62.3% have a disability (based on 55 or older in 2000 population)
	+ 40.5% have less education than a high school diploma or the equivalent (based on 55 and older population)
	+ 40.7% are in one–person households (based on 45 and older population)
	+ 2.43% have limited English proficiency (based on 45 and older population)
	+ 34.17% live in rural areas (based on 45 and older population)
	+ 35,274 grandparents serve as caregivers and 17,873 provide sole support of grandchildren (based on total population)
	+ 1.6% are at risk of being homeless (based on Survey of Homeless Services)
	+ 9.1% are Veterans (US Census 2000, ages 65 and over)

###### F. Formerly incarcerated individuals, as defined in TEGL 17-20

Kansas has an incarceration rate of 698 per 100,000 people.  There are over 61,000 justice-involved adults in Kansas at any given time.  Most recent data shows nearly 11% are age 56 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 are modified as population shifts, or other factors, create greater need in other geographic areas 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 72.5 | 76.0 | 72.5 | 76.0 |
| Employment (Fourth Quarter After Exit) | 69.7 | 71.9 | 69.7 | 71.9 |
| Median Earnings (Second Quarter After Exit)  | 6,866 | 6,784 | 6,866 | 6,784 |
| Credential Attainment Rate  | 80.2 | 76.5 | 80.2 | 76.5 |
| Measurable Skill Gains  | 68.3 | 64.1 | 68.3 | 64.1 |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

#### 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 75.5 | 77.0 | 75.5 | 77.0 |
| Employment (Fourth Quarter After Exit) | 78.0 | 78.0 | 78.0 | 78.0 |
| Median Earnings (Second Quarter After Exit)  | 9,464 | 9,653 | 9,464 | 9,653 |
| Credential Attainment Rate  | 91.4 | 86.9 | 91.4 | 86.9 |
| Measurable Skill Gains  | 80.8 | 58.1 | 80.8 | 58.1 |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

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 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

#### 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 75.6 | 72.3 | 75.6 | 72.3 |
| Employment (Fourth Quarter After Exit) | 68.0 | 69.4 | 68.0 | 69.4 |
| Median Earnings (Second Quarter After Exit)  | 2,841 | 3,050 | 2,841 | 3,050 |
| Credential Attainment Rate  | 67.1 | 66.3 | 67.1 | 66.3 |
| Measurable Skill Gains  | 48.1 | 49.2 | 48.1 | 49.2 |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

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 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

#### 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 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](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

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 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

#### 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 47.5% | 47.5% | 48.0% | 48.0% |
| Employment (Fourth Quarter After Exit) | 36.0% | 44.0% | 36.5% | 45.0% |
| Median Earnings (Second Quarter After Exit)  | $4,750.00 | $4,900.00 | $4,800.00 | $4,950.00 |
| Credential Attainment Rate  | 40.1% | 40.1% | 40.5% | 40.5% |
| Measurable Skill Gains  | 47.5% | 50.0% | 48.0% | 50.5% |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

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 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

#### Vocational Rehabilitation Program (Combined or General) - Vocational Rehabilitation 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 Negotiated Level |
| --- | --- | --- | --- | --- |
| Employment (Second Quarter After Exit) | 44.9% | 45.8% | 45.0% | 46.7% |
| Employment (Fourth Quarter After Exit) | 44.3% | 46.9% | 44.9% | 47.9% |
| Median Earnings (Second Quarter After Exit)  | $2891.14 | $2,949 | $2900 | $3,008 |
| Credential Attainment Rate  | 12.1% | 20.0% | 15.0% | 21.0% |
| Measurable Skill Gains  | 20.0% | 30.0% | 21.0% | 31.0% |
| Effectiveness in Serving Employers  | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

#### Vocational Rehabilitation Program (Blind) - Vocational Rehabilitation 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 2022 Expected Level | PY 2022 Negotiated Level | PY 2023 Expected Level | PY 2023 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](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) | Not Applicable [1](#footnote-1) |

*1*

 *“Effectiveness in Serving Employers” is still being developed and this data will not be entered in the 2022 State Plan modifications.*

### 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.

| Additional Indicators of Performance  |
| --- |
| NA |
|   |
|   |
|   |
|   |

## Other Appendices

**TRADE ADJUSTMENT ASSISTANCE**

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.

**COMPLETE** within Full State Plan

**Public Comments**

No Public Comments were received for this plan modification.