



## **LWDB One-Stop Advisory Council Agenda**

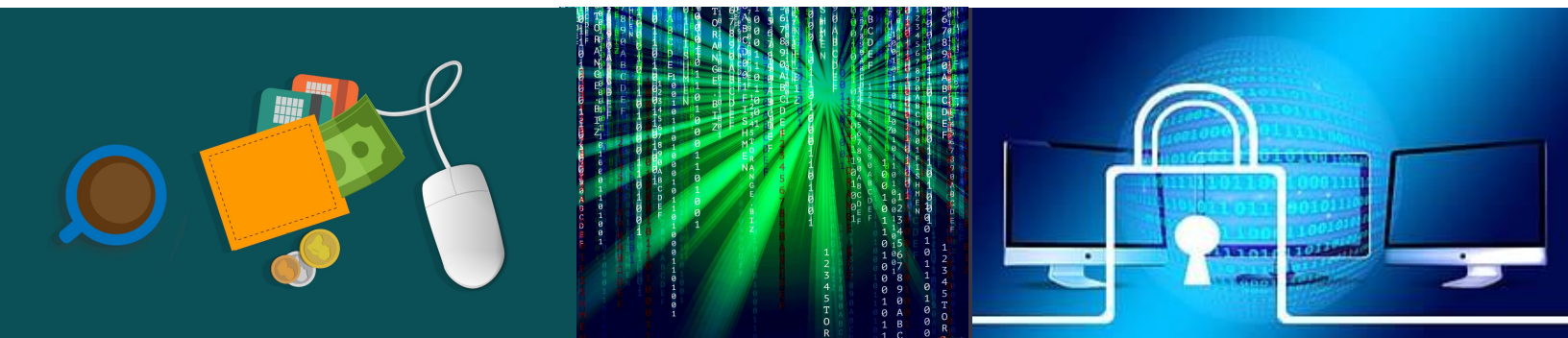
February 6, 2020 - 11:30 a.m.

Workforce Center of South Central Kansas, 2021 N. Amidon, Ste. 1100

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1. Welcome and Introductions: Tisha Cannizzo (11:30 a.m.)
2. Rapid Response for Laid off Workers: Amanda Duncan (11:40 a.m.)
3. Workforce Center Google Lab: Janet Sutton (11:50 a.m.) (*pp. 3*)
4. State WIOA Plan and Local Area Follow up: Denise Houston (12:00 p.m.) (*pp. 5-131*)
5. Workforce System Mapping: Tisha Cannizzo (12:10 p.m.)
  - A. Review of December meeting and Next Steps
6. Advisory Council Partner Updates: Tisha Cannizzo (12:20 pm)  
*Time is reserved on the agenda for Council partners to provide updates and share news and activities that impact the workforce system.*
7. Consent Agenda: Tisha Cannizzo (12:50 pm)  
*Members of the Committee may request discussion on any of the action items at the meeting or the items may be accepted as presented in a single motion.*
  - A. Meeting Minutes from 12/5/19 (*pp. 132-134*)
  - B. Reporting Form (*pp.135-136*)***Recommended Action: Approve consent agenda as presented.***
8. Announcements
9. Adjourn: Tisha Cannizzo (1:00 pm)





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# WORKFORCE ALLIANCE OF SOUTH CENTRAL KANSAS

# STRATEGIC PLAN

Spring 2018

*Prepared by*  
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# Disclaimer

The study was conducted by the Public Policy and Management Center (PPMC) at Wichita State University (WSU). The PPMC is an independent research body, and this report was prepared by the research team. It represents the findings, views, opinions and conclusions of the research team alone, and the report does not express the official or unofficial policy of WSU. Information for this report was supplied by the board, staff and stakeholders who participated in focus groups and interviews. The accuracy of findings for the report is dependent upon the information they provided.

# Acknowledgments

The PPMC would like to thank the staff and volunteers of the Workforce Alliance and Local Workforce Development Board for Kansas Local Area IV. Specifically, the PPMC would like to acknowledge the following WSU Hugo Wall School students who made significant contributions to the report: Kevin Ash and Sean Sandefur.



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# 1. Introduction



The Workforce Alliance (WA) Local Workforce Development Board for Kansas Local Area IV (LWDB) engaged the Public Policy and Management Center (PPMC) at Wichita State University to assist the research, planning and visioning process to create a comprehensive strategic plan.

The strategic plan resulted from an inclusive planning process, allowing for the creation of a vision for the organization and goals and strategies to accomplish that vision. The LWDB engaged several key partners to address the needs and expectation of all stakeholders.

The purpose of the plan is to create a road map for the LWDB to guide future policy, programming, and financial priorities and decisions. The plan helps guide the LWDB financial decisions, resource allocation (human, capital, infrastructure) and project priorities. At the direction of the leadership representing the stakeholder organizations, the PPMC met with staff and community members to develop the plan.

## 2. Methodology



The PPMC reviewed historical data and met with staff and Board leadership to review and provide analysis of the 2015-17 strategic plan. In addition, the PPMC conducted independent research of critical topics of future impact to the organization and compiled an influencing factors report.

Strategic planning goals were identified through independent stakeholder interviews, four facilitated focus groups with key stakeholders and one facilitated focus group with LWDB staff.

The strategic plan includes goals, strategies, influencing factors and notes from focus groups and interviews.



# 3. Goals



## GOAL 1

*Expand Youth employment opportunities to help develop the workforce of the future*

### **Tactics**

- a. Provide leadership and coordination to a community collaborative “coalition of the willing”
- b. Analyze and map barriers to education attainment and employment for youth, especially “at-risk” youth
  - Utilize partners to create solutions to barriers
- c. Focus on “first job” and summer job placement themes
- d. Connect work experience to academic/career interest of youth
- e. Emphasize importance of “soft skills” through pre-employment workshops
  - Identify volunteer opportunities for youth that will support development of “soft-skills”
- f. Engage business community in the region
- g. Create marketing/outreach campaigns targeting both youth and employers
- h. Collect data on outcomes to identify community impact and share with partners and stakeholders

# GOAL 2

*Strengthen relationships with WIOA partners, community organizations and educational/training institutions to leverage resources and align services through the one-stop workforce centers (American Job Centers)*

## **Tactics**

- a. Expand use of technology to build partnerships, centralize data/information, and improve efficiencies
  - Determine how technology can increase service to rural communities in the region
- b. Identify profiles of job seekers and create a map of the “customer” experience at the Workforce Center to help determine areas of improvement in services and outcomes
  - Convene focus groups or roundtable discussions with workforce center partners, job seekers and employer customers
- c. Work with one-stop partners, other community organizations, business groups, employers and the media to increase awareness of employment and training services in South Central Kansas.
  - (Note: Kansas Department of Commerce leading an effort with the local workforce boards to “re-brand” the workforce centers and public employments system in Kansas.)
- d. Develop metrics, goals and benchmarks to evaluate performance of employment and training “system” and impact on community. (ROI)
- e. Review job-seeker workshops, increase focus on job-readiness and “soft-skills”
  - Increased recognition to help job-seekers understand value of “soft-skills”
  - Promote “soft-skills” workshops to employers

## GOAL 3

*Create and implement a more effective and comprehensive communication plan to increase public awareness about employment and training services, and skills needed for current and future careers in South Central Kansas*

### **Tactics**

- a. Target key industry sectors and identify growing and in-demand skilled jobs in the region.
  - Manufacturing
  - Healthcare
  - Information Technology
  - Skilled trades, construction
- b. Use labor market information to identify skill gaps and target training
- c. Convene employers and researchers to forecast future workforce trends impacting job growth and types of jobs in South Central Kansas
- d. Provide a regular forum for education and training providers (K-12 and Post-Secondary) to learn of employment trends and directly engage business and industry leaders in the region
- e. Create opportunities to celebrate outcomes and successes of partners, job seekers and employers that benefit from Workforce Center services
  - Annual report on workforce issues in South Central Kansas
  - Creation of Board awards or public recognition for partners, employers, staff

# GOAL 4

*Generate revenue to increase community impact of WIOA and Workforce Centers in South Central Kansas*

## **Tactics**

- a. Increase membership on Community Impact Committee
- b. Identify grant opportunities and pursue funding to align with WIOA programs and resources
  - Federal, state and local governments
  - Philanthropic and community based organizations
  - Business and Industry
  - Area Banks (Community Reinvestment Act)
- c. Create “fee-for-service” plan to utilize in-house subject matter experts that could generate revenue from employers, community based organizations and other workforce boards
- d. Continue to hold annual Jobs FORE Youth Golf Tournament

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## I. History of Workplace Integration Policy

There are numerous integration plans that allow for federal resources to be funneled toward local employment centers. The preliminary act that began funding centers with federal resources was the Wanger-Peyser Act, developed during the New Deal era following the Great Depression (O'Leary and Eberts, 2008, p.vi). The purpose of the act was to create a more unified employment services system that could meet the unemployment surge at the time. In the early years following the act, employment centers largely directed participants to public sector labor that had been created (O'Leary and Eberts, 2008, p.3). Title 3 of the Social Security Act extended this initial policy, establishing employment partnerships in conjunction with unemployment insurance programs. Changes continued after World War II, as employment centers prioritized veterans returning from war. Programs specifically for youth, elderly, and disabled were also put in place by the 1950s (O'Leary and Eberts, 2008, p.4-5). Allocations for employment services come mostly from state funds, which finance two-thirds of employment program funding. The discretionary funding appropriation for employment services initiatives has remained relatively constant, though real funding has declined 49.1 percent (O'Leary and Eberts, 2008, p.6). Along with state funding, revenue for Wagner-Peyser services is also collected from the Federal Unemployment Tax Act at a "levy of 0.8 percent on the first \$7,000 of UI-covered employment" (O'Leary and Eberts, 2008, p.36).

Other key policy related to workforce centers includes the Workforce Information and Opportunity Act (WIOA) and its predecessor the Workforce Investment Act (WIA). One major change within the WIOA is how state systems are governed, with local plans now needing to be aligned with state plan strategy. Criteria is in place to access local boards by state standards



every three years. Specific funding levels are now detailed regarding “WIA Youth, Adult, and Dislocated Worker programs” (“Innovation and Opportunity Act (WIOA),” 2014, p.1). State boards now include one member from each legislative chamber rather than two and appointed representatives from different required and permissible areas. A four-year plan on the state level has replaced the previous five-year plan (“Innovation and Opportunity Act (WIOA),” p.2). The latter change is also present on a local level. Accountability systems now include primary indicators for youth as well as general employment indicators. Along with partners of programs listed in the WIA, Second Chance programs and TANF are also now required partners (“Innovation and Opportunity Act (WIOA),” 2014, p.6-9). Other smaller policy changes have occurred regarding the sequence of services and required activities for dislocated workers. Appropriation authorization has changed for national programs as well as JobCorps and YouthBuild initiatives (“Innovation and Opportunity Act (WIOA),” 2014, p.16-19).

In many cases, it can be beneficial if employers and academics can work together to fulfill broader objectives. By integrating practical knowledge with teachings within a field, all parties can potentially see positive outcomes. When students gain knowledge regarding work schedules, production deadlines, and staff reassignments, they gain knowledge that supplements academic knowledge, which can eventually benefit them in the workforce. Current employees can also benefit from learning opportunities, , with communities of practice becoming more commonplace within some areas (Halverson et al, 2016, p.2-3). Today's workplace requires a number of skills that can help integrate knowledge with daily work. These cognitive qualities include “problem formation, flexible modes of solution, using the environment, effort-saving, forms of representation, and cognitive teamwork” (Halverson et

al, 2016, p.4). Workforce skills can be universal and apply to numerous fields of study, which makes them especially beneficial to employers (Halverson et al, 2016, p.5).

## **II. Industry Trends**

Five major industries in the Wichita area are manufacturing, data and IT, health care, transportation and logistics, and oil and gas. Each of these industries makes a major difference to the overall economy of both the City of Wichita and Sedgwick County. Each industry also has employment trends that have shaped job availability. To understand how to best employ individuals in these sectors, it can be important to understand local, state, and national level trends.

The Public Policy and Management Center (PPMC) at Wichita State University conducted a literature review to assess trends in five major industries in the Wichita area: (1) manufacturing; (2) data and information technology; (3) health care; (4) transportation and logistics; (5) oil and gas.

### **a. Manufacturing Industry**

The manufacturing industry, particularly related to advanced manufacturing and materials for aviation, is essential to the overall Wichita area economy. Major aerospace companies –including Airbus, Textron (created by a merger between Wichita companies Cessna and Beechcraft), and Spirit AeroSystems, a major contractor for Boeing—are prominent employers, making Wichita a central manufacturing hub for aircraft.

The aerospace market has become increasingly global, with the U.S. aerospace industry falling from 72 percent to 52 percent of the global aerospace market from 1985 to 1999 (Tracy,

2004, p.50). Current aerospace industry workers are on the higher end of age ranges, with the average worker at 54 years old (Tracy, 2004, p.49). Despite some declines, it is estimated that the commercial transport industry will generate approximately \$1.8 trillion in the next twenty years. New materials for technology, including “fiber-metal laminates, new aluminum alloys, metal-matrix composites, and new composite processing,” are appearing within the market (Tracy, 2004, p.52).

One concern within the sector is the fact that spending for aircraft manufacturing has nearly doubled, while federal funding decreased—though this data largely comes from trends within the late 20<sup>th</sup> century (Tracy, 2004, 53). The sector has seen some growth in recent years as spending within the U.S. aviation and defense industry rose approximately 2.9 percent between years 2014 and 2015—accounting for approximately 1.6 percent of the total federal budget. This growth can be partially attributed to increasing foreign military sales, which have outpaced the growth of deliveries and created a backlog for manufacturers of defense systems (“The Strength to Lift America,” 2016, p.4-5).

The State of Kansas, along with other states such as Texas and Washington, has faced employment losses in the aerospace industry in 2015. The aerospace industry provides approximately 20 percent of Kansas' exports, while the industry accounts for 4.9 percent of annual state GDP (“The Strength to Lift America,” 2016, p.9-14)

#### b. Data and Information Technology Industry

The data and information technology industry is essential within a wide number of other fields, since almost every modern-day employer requires some level of technological assistance. This sector also includes a number of specific emphasis areas, including software,

hardware, web design, coding, and data analysis. The information technology sector is expanding, but growth requires employers hire specially trained individuals in a high demand field.

Technological fields undergo dramatic transitions and trends at paces that are much faster than other industries. Technology is constantly changing and corporations will always be competing to find the next breakthrough. Some recent breakthroughs include virtual reality technologies, artificial intelligence, and 3D printing. Cognitive technologies, such as machine learning and language-processing software, are also experiencing breakthroughs. Each of these areas shows potential for future expansion.

Trends affecting the consumer software industry include pay-per-use and consumption-based models that allow for customers to purchase only what they will actually use and need. Partnerships and new strategies including “shrink to grow” expansion limited to growth of the most productive product lines are also becoming common within the field (“Technology Industry Outlook 2017,” 2017).

Technological industries account for a growing portion of the overall economy. STEM industries account for approximately 5.8 percent of the overall United States economy. The information technology (IT) industry can be divided into specific categories, including high-tech service industries and technology manufacturing industries. Service sectors within the data and IT industry employ larger numbers of individuals in computer and mathematical occupations, while the manufacturing sector employ a large proportion of engineers. The high-tech industry is anticipated to continue to grow at a modest increase of 691,000 jobs between 2014 and 2024. Output is expected to grow by \$2.4 trillion over this time period.

The service and manufacturing sectors in the data and IT industry have different trends and projections. In the past twenty years, high-tech service industries began to outpace jobs in technological manufacturing—with service industry jobs growing by 3.4 million jobs while manufacturing jobs declined by one million. Despite these employment figures, high-tech manufacturing has remained productive, experiencing a slight decline in output and industry share (Wolf and Tarrell, 2016). These differences in manufacturing could correlate with systematic improvements requiring less direct use of labor.

Young workers typically have the technical skills necessary for employment but older workers face many challenges entering fields that require technological knowledge. To address these needs, training systems include e-learning and class-based learning of technology. Many of these programs are developed through university-community partnerships (Taha et al, 2016, p.276-278).

Job growth in the data industry is connected to the use of big data. Companies are experiencing a shortfall of employees who have analytical skills in the fields of statistics, machine learning, and computer science. To deal with this shortfall, some corporations are hiring employees with adaptable skills outside of these fields. One corporation, for example, has had success including music and physics majors onto their data science teams. Start-ups are shaping the outlook of data-related industries, with companies focusing on customers' needs poised to expand in the coming decades (Dillow, 2013).

### c. Health Care Industry

The health care industry is prominent within the Wichita area and features a wide variety of services. Employers in this industry are dependent on keeping pace with trends to

provide optimal health care and optimal treatments for myriad conditions. Jobs are important, as health care industry employees contribute to quality of life issues for community members.

The health care industry currently faces many challenges, including an aging population, a decrease in care availability, ethical dilemmas involving expanding technologies, and increased patient expectations regarding pricing and participation (Spitzer, 2013, p.960). The current generation of aging adults will be the most diverse and educated in the nation's history—but with other characteristics such as having fewer children, higher divorce rates, and less likelihood of living in poverty. Disparities still exist in the elderly population among racial and ethnic lines, with differences including life expectancy and disability rates. Chronic diseases continue to be a major concern for the elderly population (Spitzer, p.961-963). Along with an aging patient population, the number of aging physicians is also increasing with more retirements occurring. An expected shortage of 45,000 primary care physicians and 46,000 surgeons and medical specialists is anticipated in the next decade. Mental health services are expected to have the largest worker shortages, with behavioral health disorders surpassing physical diseases as a cause for disability by 2020 (Spitzer, p.963-964). Chronically ill patients currently account for 95 percent of all health expenditures among older Americans. Due to federal Medicare and Medicaid incentive payments which started in 2009, providers have also largely switched to electronic health records (Spitzer, p.966-967). Many of these factors must be considered in shaping jobs within the mental healthcare industry as well as in finding additional healthcare areas to promote employment.

Some aspects that may reduce new entrants into the health care field include “health care reform, market share, work-life balance, financial security, call schedules, and other risks

associated with working in the health care field” (Johnston, 2012, p.2). While physicians primarily practiced independently during the late 1980s and early 1990s, this trend proved to be temporary. Many private practitioners decided to work for larger organizations because of factors such as decreasing insurance reimbursements, further regulations, rising business costs and financial stress. Family factors are also shown to be highly related to an individual’s decision regarding where they practice medicine (Johnston, 2012, p.4-5).

A variety of positions are necessary within health care fields. Practitioners and technical occupations make up around 34 percent of overall employment while support positions account for approximately 17 percent of the field. Registered nurses, nursing assistants, home health aides, and licensed practical and vocational nurses are among the largest health care occupations in the industry. While many positions are directly related to health care, administrative support positions and community service positions are also prominent within the field (Fayer and Watson, 2015, p.3). A vast majority, 85 percent of health care positions, require education beyond a high school diploma. Jobs that require certification but not a full diploma account for approximately one-third of the overall industry (Fayer and Watson, 2015, p.4). Pay also differs greatly between career fields, with home health aides and nursing assistants among the lowest paid and anesthesiologists earning the highest pay (Fayer and Watson, 2015, p.9). The position of medical transcriptionists, who create written reports from voice recordings made by health care professionals, is more prominent in the Midwest than elsewhere. (Fayer and Watson, 2015, p.14).

#### d. Transportation Industry

Transportation options are changing, with options and improvement occurring to improve both the functionality of transit as well as the user experience. Vehicle development will continue to remain a central aspect of transit, with options to further enhance the productivity, relaxation, and entertainment of travelers. Autonomous vehicles are another potential opportunity for growth. Self-driving cars may be far from commonplace at this time, but projections indicate that nearly 60 percent of miles could be traveled in fully autonomous vehicles by 2040. Having self-driving vehicles could greatly assist workers in the trucking industries and could also be an excellent development in expanding the ability of elderly individuals to travel. The impact of these developments may be related to whether future policies allow for driver-less vehicles or whether a passenger is necessary to take control of the car in certain situations. With technological advances currently occurring and on the horizon, new types of workers are needed within the automotive manufacturing centers. Finding new workers with skills and capabilities sometimes relies on rebranding or incentivizing to draw highly-technological workers away from competing sectors. While manufacturing methods could potentially change, it is unlikely long-term employees will need to worry in the near-future. The number of workers and skills of qualified workers may continue to change within manufacturing groups gradually for years to come. The trend of using fewer assembly line workers and the need for high-skilled labor will continue to shape the field. (Rea et al, 2017).

In looking at transport options, it is important to consider the size of transit-related businesses and the ways in which they operate. Many small companies exist for transport operations, including taxi and limousine services as well as car repair options. Small



transportation operators are most often independent with salaries ranging from \$18,000 to \$27,000. Most of these individuals will have a small office space but will generally administrate the majority of their operations within their vehicles. The unpredictability of conditions, demand fluctuations, and lack of opportunity for advancement can be downsides of operating this type of service. Midsize businesses in the industry often operate a fleet of vehicles, with entry-level workers making from \$17,000 to \$32,000 annually. As well as employing drivers, these businesses may also employ “dispatchers, ticket clerks, customer service agents, managers, supervisors, and technical support staff” (“Passenger Transportation and Transit Industry,” 2012, p.1355-1357). Large-scale transport services are a completely different type of industry, including passenger train services and multiple unit bus services. Workers are generally paid hourly with customer service concerns answered by phone. Employees in larger corporations are more likely to be a part of labor unions (“Passenger Transportation and Transit Industry,” 2012, p.1357-1359). It is important to note that larger transit companies employ a number of professionals from different fields, including management, customer service, sales, marketing, finance, technology professionals (“Passenger Transportation and Transit Industry,” 2012, p.1360-1363).

Transit industries have a number of recruitment challenges in selecting and developing potential applicants, with 63 percent of the industry over the age of 45. The need for young talent incentivized the use of internships and college programs related to the field. One corporation also claimed the need to hire a diverse and engaged workforce—and found that adding additional benefits and increasing the pay of low-level staff were effective retention methods. The transit industry is in need of high-quality and consistent models that can be

implemented locally, according to the executive director of the Transportation Learning Center. There may be a need for partnerships in developing a standards-based system of workforce development. Many other notable options were listed by various professionals within the transit industry. One idea involved having a clear and concise recruitment message and prioritizing qualified applicants over the quantity of submitted applications. Another individual stated that centering interviews on an applicant's motivation as well as "why they believe they are successful" was beneficial. Some technical positions may be more difficult to recruit for due to the need of workers with very specific skill-sets ("Recruiting Transit Industry...", 2015).

#### e. Oil and Gas Industry

The oil and gas industry is another key sector for employment within the greater Wichita area. Oil has become increasingly essential over the last century as transportation has largely been driven by production, with many large-scale employers and a wide variety of employees working within the field. Employment trends particularly impact the oil and gas industries due to fluctuations in prices.

Employment needs within the oil and gas industry are based on the specific phase of oil extraction. In the preliminary exploration phase, teams of geologists, geophysicists, and engineers may navigate areas where drilling will occur while procurement specialists negotiate leases. Following these processes, an appraisal phase takes place in which workers drill smaller areas in order to confirm earlier estimates of oil and gas extraction levels. Legal services negotiate terms of contracts when a corporation decides to develop a field. The development stage is the most labor-intensive and involves preparing a drilling site, drilling and casing a well, and performing hydraulic fracturing. Pipeline infrastructure is also constructed during this

phase. Jobs in this phase include “drilling rig operators, excavation crews, truck drivers, heavy equipment operators, fracking equipment operators, and semiskilled general laborers.” In the production phase, developers see the first revenues of their efforts and sell oil and gas extracted from the field. This final phase can last from several years to decades (Brown, 2015, p.61-64). The oil and gas industry does produce a wide variety of employment opportunities, with one rig adding 28 jobs within the initial month of development and approximately 171 jobs over the rigs total lifespan. However, rig response has also been dampened in comparison to past decades as rigs become more capital intensive—with machinery necessities taking priority over rig response times. Decreased responses could lead to an employment decline of approximately 0.1 to 4 percent across states with high oil and gas production (Brown, 2015, p.73-74).

Women currently have unequal representation in the oil and gas industry. Women geoscientists in the oil and gas industry have had varying experiences while in the field and regarding particular initiatives. It was found that preferential hiring and promotion policies have effectively increased the number of women that have been hired within the field. Less direct initiatives did not seem to have the same effect, as thinking was difficult to change without policy implementation and enforcement of equal opportunity protections. Mentorship programs were very useful for some women entering the oil and gas industry. Outside groups have had additional impact in assisting women representation within the field—although one of the major barriers that still exists is advancing women into leadership positions within the oil and gas industry (Williams et al, 2014, p.469-470).

While oil and gas industries have faced some layoffs in the past, it is possible that this trend will reverse. High pay within the oil and gas industry make it possible with projections indicating that 80,000 to 100,000 job could be added as energy firms require additional assistance. The oil industry can currently manage approximately one hundred to two hundred rigs without additional staffing, though bottlenecks—which require additional employment—may develop. While jobs not located directly on an oil field pay less than those on-site, off-site jobs can sometimes be more stable and workers will not need to worry about harsh weather conditions. Both types of employees will need to be present in any large drilling endeavor. While states may have enough workers to fill future needs, it is important that these jobs are also filled by qualified employees. With a number of workers in the field retiring or being bought out, an upcoming possibility that is being discussed is that a “great crew change” will develop within this particular field (DiChristopher, 2016).

### **III. Workforce Employment Trends and Training Models**

#### **a. Youth Unemployment**

A variety of trends are increasing the employability of young individuals, as they “tend to be eager to work, enjoy higher rates of literacy than previous generations, are technologically savvy, are willing to relocate, have a higher risk tolerance than their older counterparts, and are interested in having new experiences” (Garlick, 2013, p.216). However, while youth employment is rising, youth unemployment is still a serious issue nationwide and has had local impact. Young workers are the future of the workforce—with early training allowing young workers to gain experience years earlier than their peers. Having companies in any community that

understand the legal requirements and needs of high school workers can greatly increase the number of youth employed and enhance experiences.

Youth unemployment levels rose on a national scale following the economic recession of 2008. Almost all sectors and age groups experienced higher rates of unemployment during this time, but young individuals experienced a more significant drop in employment—partially due to having less experience and fewer necessary skills. While the economy has since improved, approximately one-third of youth unemployment is long-term (Brada et al, 2014, p.556-557). Certain policies have been shown to decrease youth unemployment in both the short-term and long-term. One successful program used within the European Union offered all individuals under the age of 25 educational opportunities, employment, and an apprenticeship or traineeship within four months of unemployment. Another program helped youth develop skills essential in the labor market, increased on-the-job training, and administered first-time jobs for students (Brada et al, 2014, p.565). While these initiatives may be costly, similar programs can be enacted to fit the specific needs and budget of a local government.

Young employees are also found to acquire jobs in industries that have high levels of layoff in times of economic decline, such as construction and hospitality. Young people not in employment, education, or training—referred to as NEET youth—have some of the largest issues finding new jobs. Other individuals have trouble entering a field within the job market or may be underemployed even as quality performers (“Local Strategies for Youth Employment,” 2013, p.7-8). In addressing the needs of NEET youth, it is important to invest in early education, increase informal learning, reduce dropouts, and increase motivation. New entrants largely need assistance in finding work that will pave the way for successful careers attractive

to youth. Good performers can find better employment through having transversal skills and combined training (“Local Strategies for Youth Employment,” 2013, p.9-10). Various cities have also taken specific initiatives that have helped with youth unemployment at the local level. Initiatives focused on building skills for specific employment clusters, incentivizing degrees for high-demand fields, and partnering with community colleges to teach specific skills (“Local Strategies for Youth Employment,” 2013, p.22-23).

There are numerous challenges present in coordinating programs for youth services, which include coordination with providers to reduce duplication and gaps, creating a community vision for youth, and commitment from leadership in backing these services. The evidence-based impact can also be measured in order to assist programs in ensuring that they meet the needs of participants. Gaps still occur in generating employer support as well as engaging students by incorporating employment services into school systems. Soft skills and cultural understanding, including exposure to professional environments, can also assist youth seeking employment (Youth Services Report, 2017, p.9-11). Some measures related to youth employment include the successful completion of programs, financial literacy being incorporated into programs, reducing area crime rates, and ensuring that youth attain employment benefits during programs (Youth Services Report, 2017, p.16-17). For municipalities such as Wichita, it is suggested that groups hold a summit focused on youth talent, participate in youth employment coordination efforts with employment agencies, and establish a set criteria used for measurement. Effective methods involve focusing on diversified youth populations, the training of both youth and employers, creating a mentoring

or coaching aspect of programming, and simplifying systems for youth and family involvement (Youth Services Report, 2017, p.37).

#### b. Applied Workplace Learning Models

While formal training and development programs are still readily used and available within the workforce, other methods offering training administration are beginning to be offered. In many modern workforces, budget constraints, time demands, and employees working from various locations make traditional training less useful as an option (Noe et al, 2014, p.247). Through the use of technology, e-learning has become a particularly accessible method of teaching employees and is much more cost-effective than traditional training. These learning experiences can also be delivered to employees at any location—so that workers who are telecommuting or out of the office can still participate. Incorporating computer-based simulations into these training sessions was found to increase learners' knowledge when compared to other methods. Social media can also be used to post learning-based links and encourage further employee interest and knowledge regarding various subjects (Noe et al, 2014, p.252-253). Blended methods tend to include some aspect of an online component to supplement in-person learning. While there can be benefits to employees who participate in both online and in-person components, some employees can fail to complete online portions or may find a lack of interest in lectures. Informal learning can be equally beneficial and allows employees to take control of their own learning experiences in the workforce. Experiential learning can also provide a more engaging experience than traditional learning methods and has also been found to be useful in teams and enhances creativity (Noe et al, 2014, p.253-255). A multi-level approach to learning can be particularly useful and it is important to understand

that a “one-size-fits-all approach” is less applicable to an organization’s specific workforce and needs (Noe et al, 2014, p.265).

Informal learning is still the most common form of gaining knowledge within the workplace, with approximately 70 percent of all learning in the workplace falling within this category. This type of learning occurs when an individual seeks knowledge or skills outside of formal courses in a workplace or educational institution. Unlike planned sessions, informal learning occurs through email, reading on the internet, and unplanned encounters. Informal peer relationships and mentorship roles also allow for discussions regarding work-related ideas that can increase knowledge (Cunningham et al, 2013, p.37-39). Informal mentoring is also generally seen as either positive or very positive while formal mentoring receives lower overall ratings (Cunningham et al, 2013, p.42-43). There are a variety of activities that can greatly help facilitate informal learning—such as encouraging positive behaviors, developing learning networks focused on current topics, and defining parameters encouraging accountability. Having a focused vision for learning goals can also be useful to employees in facilitating learning. Trust, mutual respect, and clear communication are also necessary in workplace dynamics (Cunningham et al, 2013, p.44-47).

Coaching has also been found to be an important means of gaining knowledge within a workplace. Workplace coaching can be described as a “collaborative, reflective, goal-focused relationship” to better a worker that is receiving development (Jones et al, 2016, p.4). Coaching is different from mentoring in that mentorship relationships begin due to an area of expertise where coaching is generally guided by having specific objectives to fulfill. These types of relationships can also develop regardless of the exact positions on an organizational chart—



with peer coaching, where workers on the same level learn from one another, developing (Jones et al, 2016, p.5-6). Positive evidence has been found regarding the use of coaching systems—with it being effective regardless of the format and longevity of methods used. If feedback comes from multiple sources rather than one individual, it can be useful to determine how effective the feedback is by through the use of evidence. When external coaches are utilized, it is important to inform these coaches of organizational information so that they have a context regarding daily operations (Jones et al, 2016, p.35).

### c. Apprenticeships

There is currently a large deal of pressure for all students to enroll in college, although many are unprepared or are unaware of other career preparation opportunities available. Apprenticeship programs can educate individuals in numerous fields and have a variety of lengths, with some being one-year programs while others span multiple years. These experiences can also be excellent learning opportunities, as students use critical-thinking skills and grapple with challenges daily. While apprenticeship programs exist in the United States, they are very underused or uncoordinated compared to other countries (Jones, 2011, p.51-52). Most apprenticeships are stated to have a very positive impact on sponsors with most organizations posting high completion rates for participants. These apprenticeships were also stated to not be too costly or burdensome for participating employers. However, improvements still need to be made concerning “rigor, quality, and consistency” (Jones, 2011, p.53). Any successful program must ensure that these programs are attractive to all students—with these systems being seen as a step forward for students rather than an option for only poor-educational performers. A well-organized apprenticeship that is publicized and supported

could address shortcomings. Apprenticeships can often fail to address the needs of some students within the higher education system, so specific populations must always be considered. A database on a national level would be one step that could encourage a greater amount of apprenticeships to occur (Jones, 2011, p.55-56).

To have effective apprenticeships, it is important to match work to a specific school curriculum. School and work are two very different systems, with schooling often relying much more on abstract principles while work almost always involves applied learning. During apprenticeships, participants have the ability to learn through both observation and gradual participation (Akkerman, 2012, p.154-156). Students have stated that the difference between schooling and apprenticeship experiences can be described as the difference of being a lab technician versus an operator. Students were generally accepted as participants in the workplace but often performed a limited role related to one specific machine (Akkerman, 2012, p.167). Release days were found to enable discussion and reflection between students and teachers and allowed for discussion regarding the knowledge learned during apprenticeships. In order to increase learning in both contexts, it was encouraged that partnerships between work areas and schools are organized and that learning strategies are outlined within the workplace for an incoming apprentice (Akkerman, 2012, p.168-169).

Occupational identity and belongingness make a large amount of difference concerning the level of enjoyment in the workforce, which is also true among apprentices entering a field. Apprentices benefit from feeling a sense of belonging to a particular workplace, which often occurs through engaging directly in the work of a particular trade or craft. Eventually, these can lead to apprentices developing an identity as a trade worker (Chan, 2016, p.11-13). There are

various reasons for an apprentice dropping out of their program, which generally fall under the categories of personal- or work-related factors. Work-related factors can include “poor working conditions, lack of workplace support for learning, and a failure by the employer to provide training.” (Chan, 2016, p.14) Other factors can encourage positive apprenticeships—including values being in harmony with the group and having an affinity for the work. Most interns have had prior experiences with their work area due to past employment or family connections to a field (Chan, 2016, p.14-17). It can also help apprentices if their learning experiences match their expectations and what they imagine regarding the field. Workplace support can greatly impact an apprentice in receiving necessary occupational skills (Chan, 2016, p.22).

#### d. Technological Impact

Technological advances equal the fourth industrial revolution (Berlin, 2017). Increasing technology is driving automation in all sectors of employment, including manufacturing, health care, sales, etc. Developments in the internet, including cloud technology, energy, and advanced manufacturing (Berlin, 2017) are changing the workforce landscape on both domestic and global scales. According to research, automation is expanding; however, much of future automation will exist in tandem with skilled human workers.

- According to the Organization for Economic Cooperation and Development (OECD), 9% of jobs in 21 countries could be automated within the coming decades (Arntz, Gregory, & Zierahn, 2016, p.4).
- 47% of US employment is at risk for automation over the next decade or two (Frey & Osborne, 2013, p.41).

- While there is evidence of increasing automation, the number of jobs that will experience complete automation is small. Research expects that only 5% of jobs are subject to total automation (Manyika, Chui, Miremadi, Bughin, George, Willmott, & Dewhurst, 2017, 32).
- Thirteen manufacturing and service industries in N. America, Asia-Pacific, Europe, and Latin America are using computer-to-computer, not human replacement (Ramaswamy, 2017, p.3)
  - EXAMPLE: 44% of respondents said that automated computer security systems are helping IT professionals (Ramaswamy, 2017, p.3)
  - Used heavily in IT, marketing, finance and accounting, and customer service (Ramaswamy, 2017, p.4)
- Industries that are likely to become automated require repetitive activities (Scott, 2017), such as data entry, tax preparation, insurance underwriters, telemarketers, etc. In contrast, fields that require years of study and practice, such as therapists, social workers, audiologists, etc., will not be automated (Scott, 2017).

#### e. Jobs of the Future

STEM industries may account for a large amount of economic growth within the coming years, with nine million jobs expected to be created in these fields between the years of 2012 and 2022 (Vilorio, 2014, p.1). This growth accounts for an amount of approximately 13 percent across all STEM fields, which is 2 percent higher than average job growth across every field. The

top three STEM jobs when accounting for percentage job growth within this time frame are the positions of “Information Security Analysts, Operations Research Analysts, and Statisticians” (Vilorio, 2014, p.7). The positions with the largest number of job openings within this time frame include “Software Developers/Applications, Computer Systems Analysts, Computer User Support Specialists, and Software Developers” (Vilorio, 2014, p.6). Within these listed positions, each generally requires a bachelor’s degree except for the position of statistician which requires a master’s degree and the position of computer user support specialist which requires some college or no degree (Vilorio, 2014, p.6-7). STEM industries can be both rewarding and challenging—although they can also be intellectually stimulating and allow individuals to work with the newest available technology (Vilorio, 2014, p.8). Workers entering STEM industries require technical, thinking, and communication skills. Various levels of education are required, with many high schools offering advanced placement classes in these fields. Associates degrees can also help workers receive positions such as “Chemical Technicians, Computer Support Network Specialists, and Mechanical Drafters.” Some roles require at least five years of experience while others require no previous experience, depending on a particular industry and position (Vilorio, 2014, p.10-11).

Automation may also make a major difference in a number of industries that currently shape the overall workforce. Approximately one-thousand companies are testing the use of artificial intelligence as well as machine-learning systems, with most of these new roles supplementing other positions and not replacing old roles. One of the first emerging jobs is that of a trainer to teach AI systems how to perform or understand language and human communication. Some systems have gone so far as to understand common phrases or even

sarcasm (Wilson, 2017, p.14). Explainer roles bridge the divide between new technology and business leaders, providing clarity regarding AI systems and available features. Some systems can ensure the overall reliability of machine predictions, which could help assure management of their capability. Finally, sustainers will be necessary to ensure that AI operating systems function correctly over a long period of time. These individuals act as watchmen over the system, maintaining their value to customers as well as ensuring that AI reactions meet social norms. Many of these jobs will be necessary across numerous fields and require various levels of training. Some roles, such as empathy trainers, may not require a college degree, while other roles such as ethics compliance managers require advanced degrees (Wilson, 2017, p.15-16). The following list of roles can be used to describe positions related to this growing technology:

REPRESENTATIVE ROLES CREATED BY AI		
Accenture's global study of more than 1,000 large companies identified the emergence of three new categories of uniquely human jobs.		
TRAINERS	Customer-language tone and meaning trainer	Teaches AI systems to look beyond the literal meaning of a communication by, for example, detecting sarcasm.
	Smart-machine interaction modeler	Models machine behavior after employee behavior so that, for example, an AI system can learn from an accountant's actions how to automatically match payments to invoices.
	Worldview trainer	Trains AI systems to develop a global perspective so that various cultural perspectives are considered when determining, for example, whether an algorithm is "fair."
EXPLAINERS	Context designer	Designs smart decisions based on business context, process task, and individual, professional, and cultural factors.
	Transparency analyst	Classifies the different types of opacity (and corresponding effects on the business) of the AI algorithms used and maintains an inventory of that information.
	AI usefulness strategist	Determines whether to deploy AI (versus traditional rules engines and scripts) for specific applications.
SUSTAINERS	Automation ethicist	Evaluates the noneconomic impact of smart machines, both the upside and downside.
	Automation economist	Evaluates the cost of poor machine performance.
	Machine relations manager	"Promotes" algorithms that perform well to greater scale in the business and "demotes" algorithms with poor performance.

Figure 1. Chart from Wilson, H. J., Daugherty, P., & Bianzino, N. (2017). The jobs that artificial intelligence will create. *MIT Sloan Management Review*, 58(4), 14.

Job search website Monster has outlined what it believes will be the most prominent jobs in future years. One such job is a productivity officer, in which an individual will make recommendations to administration in order to increase organizational efficiency. Self-driving car mechanics could also be necessary, having knowledge of general mechanics in addition to

information on this new and emerging technology. Specialists will also be necessary regarding autonomous transportation. Life coaches and mentorship roles may become increasingly necessary as people are increasingly busy and seek to fulfill “physical needs, a social network and spiritual happiness.” End-of-life coaches may also develop as people hope to understand their end-of-life goals and make decisions regarding themselves and their families. With the popularity of drones, positions such as drone manager and air traffic control for private industries may also become more common (Slayter).

#### **IV. Population Growth**

In the next five years, Sedgwick County is estimated to grow by 21,429 between 2014 and 2019, with additional growth of 18,711 between 2019 and 2024. Between the years of 2014 and 2024, population growth from males is expected to outpace the growth of females by 580 individuals. The south-central region is expected to have a relatively consistent population growth of 0.1 percent between 2014 and 2064, with growth greatest in 2019 and slowly declining thereafter (Kansas Population Projections: Regional Growth, 2016).

Modest increases in population growth are expected in the five other counties in the south-central region. Butler County is expecting an increase of 2,583 between 2014 and 2024 of approximately 3.9 percent. Growth is expected to occur among 20- to 34-year-olds and in the age ranges of 60 and above (“Population Projections, Butler County”). Cowley County is expected to lose population between the years of 2014 and 2014 with 2,570 people expected to leave the county within that time frame. Of these individuals, 1,265 are expected to be male while 1,306 are female. Growth is only expected in age ranges 60 to 89 (“Population

Projections, Cowley County”). Sumner County is also expecting a loss of 2,203 residents from 2014 and 2024. Of the residents leaving 1,074 are male while 1,129 are female. All increases for the county are in ages over 65 (“Population Projections, Sumner County”). Harper County expects only a very slight decrease of 307 individuals between 2014 and 2024—although this accounts for approximately 5.2 percent of their overall population. This loss accounts for 136 males and 171 females leaving. During this time frame, increases are expected in the 15- to 19-year-old range while also being present among residents ages 60 to 89 (“Population Projections, Harper County”). Kingman County expects a moderate loss of 726 citizens accounting for approximately 9.4 percent of its overall population. Of these residents, 354 are male while 372 are female. Growth is expected in age categories from 60 to 89 (“Population Projections, Kingman County”).

## **V. Brain Drain and Regional Migration**

The idea of a brain drain, or migration of educated and talented individuals from one area to another, is a serious issue on a local, regional, and national level. On a state or local level, citizens of rural areas may relocate to larger cities due to opportunities present. States may also receive a brain drain because of migration to metropolitan areas due to specific industry clusters and job opportunities. Migration and the reasons it exists are important issues to consider for any city or county government.

Silicon Valley is used as an example of an area that has benefited greatly from the brain drain due to its focus on technological development. A high-skilled workforce can develop through education and because of agglomeration. While international competition for talent



exists, national competition may be even more intense as it is not limited by immigration policy (Marx et al, 2015, p.394). Non-compete policies are shown to have a negative effect on employee migration, with workers often leaving from states where they are enforced to states where they are not in place. Policymakers who put non-compete policies in place unintentionally may be putting regions at a disadvantage (Marx et al, 2015, p.403). This knowledge is especially worrying given that better educated and high skilled workers are more likely to seek employment outside of their state (Marx et al, 2015, p.395).

Rural areas often have a similar issue of losing 18- to 29-year-old residents in what is considered a “hollowing out” effect. However, individuals in the 30 to 39 age group were shown to move into rural areas in larger proportions. It is thought that some of this migration from younger individuals is inevitable, as high school graduates seek education or work opportunities in other areas. Instead, it is thought that having a vibrant local community that is attractive for new families could be a better way of increasing the population of rural areas. Small-scale investments or micro-loans could help residents of small communities increase their entrepreneurial spirit of individuals in low-density areas. Other options to protect small farmers and reduce this migration include capping crop insurance premium subsidies at \$40,000 or prohibiting meatpackers from owning pigs in vertically integrated systems (Crabtree, 2016).

There has been a large amount of state and local concern regarding the brain drain—with the Kansas Board of Regents tackling the problem in discussions on retaining college graduates within the state. Wichita State University has noticed a negative state retention trend, with graduates leaving the state in greater amounts in every year since 2009. 2009

figures showed that 70 percent of graduates remained within the state; numbers decreased to 53 percent by 2015. Wichita State University has directly looked into providing more internship opportunities to students to increase state retention. The Innovation Campus hopes to lead the trend, with students receiving practical job experience while on campus and forming connections to prominent industries within the City of Wichita. The Board of Regents is looking to Wichita State as an example of the importance of community business partnerships (White, 2016).

While the State of Kansas has a low unemployment rate of 3.9 percent, there are still a large number of vacant jobs within the state due to a lack of skilled employees within specific industries. A survey from the Department of Labor indicated that Kansas had close to around 45,000 job vacancies in 2016. For every 100 jobs, slightly over three were vacant. This worker shortage becomes more urgent as the baby boomer generation plans to retire. Advanced manufacturing and other technical industries currently have the most job availability for workers, so it can be important to backfill jobs so employers have less incentive to relocate to another location. Possible solutions to the issue at a state-wide level include better technical education as well as the use of targeted tax incentives (Shorman, 2017). Public-private partnerships have also been utilized in a peer city of Omaha, Nebraska, to retain high school students. For example, Nebraska Furniture Mart has teamed up with Westside High School officials to create an Entrepreneurship Academy with the idea of testing business ideas and applying them to a real-world setting. Through interacting with local business leaders, school officials hope that students will see job opportunity within the overall area (Earl, 2017).

## VI. Planning for the Future Workforce

Education and training are necessary to ensure a workforce that possesses the skills currently needed as well as the ability to adapt to rapidly changing technology. Education can begin with dual enrollment classes in high school, which provide the opportunity for high school students to receive their diploma while earning college credit. Currently, 47 states have dual enrollment policies, with the State of Kansas offering a policy but generally requiring costs to be paid by the student (Berlin, 2017, 10). States are taking initiatives to provide access to college and technical training. Tennessee began the Tennessee Promise Program, which provides free community college or technical training tuition, and New York offers free tuition for qualified students at two- or four-year public institutions (Berlin, 2017, p.11-12). Training for updated job skills is imperative to keep up with changes in the workplace (Berlin, 2017, p.10). The effects of automation and digitization will depend on the field and occupation (Finneran, 2015, p.62). Defining factors include increased competitiveness and productivity, better working conditions, and quality product development.

The workforce of the future may differ from today as the digital workplace environment for employees accelerates. Teenagers today are currently spending approximately six-and-a-half hours on screens, excluding time spent on homework or assignments. This trend will place a large amount of importance on available technology when these individuals are incorporated into part-time and full-time jobs. Adults are also increasingly living a more digital lifestyle, with the average smartphone user checking their phone approximately every 6.5 minutes or 150 times a day. A new “digital workforce” will have competencies from this interaction that will assist an organization. However, increased technology usage has also has negative

associations including an increase in loneliness or a decrease in empathy (Colbert et al, 2016, p.1-3). Many workforce developments have been positive for productivity, with easier interactions across the globe, more blurred work and life interactions, and the ability to leverage technology efficiently. The informal skills developed by future employees can certainly benefit numerous organizations. As workers become more accustomed to technology, digitalized instruction can replace in-person training at a lower cost. Including models that reward employees using methods found in video games may also increasingly become more common—as digital systems are used to provide individuals with the right level of challenge, track progress towards goals, provide feedback, and reward employees (Colbert et al, 2016, p.5-7).

Important characteristics for future employees will focus on “soft” skills, such as dependability, creativity, active listening, and decision-making abilities (Berlin, 2017, p. 10; Frey & Osborne, 2013, p.28-29). Executives have indicated that the top two soft skills necessary in today’s workplace are integrity and communication. Courtesy and responsibility also can assist an overall organizational operation. Soft skills can be of importance to employers as well as employees, as they are transferable across career fields and can help in most all employment opportunities (Robles, 2012, p.453-458). Soft skills can sometimes be overlooked in an office setting, as they encompass the character traits that decide how an individual interacts with others, which is directly related to an individual’s personality. In a push to boost productivity and generate revenue streams, these skills can often be overlooked as non-essential in comparison to hard skills with direct job applicability. While both skills are necessary for a future workforce, hard skills may be meaningless without the incorporation of soft skills.

These skills can help organizational communication on both an internal and external level and will also give employees the ability to cope with difficult or intricate tasks (Robles, 2012, p.458-460).

With the future workforce requiring a wide range of skills, workforce training will become especially important. Employers will push employees towards educational options, which may diversify through new training options and digital platforms. Credentialing systems not available today may also become increasingly common as alternatives develop. As artificial intelligence becomes more prominent, skills that machines cannot replicate could also receive additional focus. Educational areas which are difficult or tough to teach will continue to be invaluable in the job market. As employers seek to produce financial gain, there is also some concern over machines replacing employees in fields that do not require human interaction. The most prized skills of employers will continue to be of utmost importance to educators, as both rely heavily on one another to produce a skilled workforce (Rainie and Anderson, 2017).

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## Workforce Development Board Focus Group Notes

November 15, 2017

### Youth Employment

#### A) How do we create more partnerships?

- 1) Resources to the organizations—make it easy for them.
  - Example—WSU Stem mobile lab
  - Share examples and videos
- 2) Youth success stories
- 3) Youth “champions”—testimonies—overcoming challenges
- 4) See the job connections for the youth career paths
- 5) Connect businesses to the youth organizations and youth
- 6) Workforce serves as a link between youth organizations and businesses
- 7) Social media campaign—how do we make these connections
  - GAP area with youth not w/a service organization
  - Employers’ needs are so great “Start w/ certificates->pipeline to associates->to bachelors
- 8) Need models for adult education and at-risk-programs to have special programs to connect
- 9) “Youth Employment” grand kick-off-get involved
- 10) Funnel and highlight opportunities
- 11) Overall youth mission—collaboration to do

#### B) What is the leadership model needed or overall strategy for Youth Employment?

- 1) What is role of WFA with Youth Employment and how does that fit in the overall mission?
- 2) WFA Link between business and youth.
- 3) Identify communication links—business, groups, etc.
- 4) Repository for needs. Small community host WFA at events (Resources and hub)
- 5) Networking fair—business and organization connect
- 6) Strategic connections talk with businesses.
- 7) Validating point for businesses.
- 8) Momentum—summer into a year-long program.
- 9) WFA take the lead
  - How leverage across region and state?
  - Orientation for industries (understand what they are walking into)
- 10) Exposure, Exploration, Experience for youth—need connection/conduit
- 11) Networking—youth and chamber
- 12) Use community resources
- 13) Bring willing together.
- 14) Rule—“Of Now” workplace but increase awareness of role of work of “future.”

## **Leveraging Resources and Aligning Services**

**November 30, 2017**

### **A) What are the current challenges to connecting and leveraging partnerships?**

- 1) Communication—awareness of resources
- 2) Marketing
  - A lot of individuals/a lot of “partnership meeting”
  - Coordination
- 3) Data—Duplication of efforts
  - Recreate info bureaucracy
- 4) Understanding job seekers
- 5) Fed/State limitation
- 6) Maximize Outcomes
- 7) Educational boundaries
  - Limitations—not efficient
  - Board of Regents
- 8) Education—Accreditation/Workforce Needs
- 9) Time and distance
  - Not all organizations have capacity to build partnerships
- 10) Territory/Finding shared goals/Ownership and Pride
- 11) Transportation for the job seeker
- 12) Needs of organizations U. System
- 13) FUNDING!!!

### **B) How do we make the systems easier to for individuals to navigate?**

How do we make it easier for individuals to navigate?

- 1) Eliminate redundancy and paperwork
  - Reduce Data System
- 2) Not enough funding resources/coordinated to be able to apply effectively—coordination of resources to meet client/business
- 3) Limited hours at some locations—services only face to face \*Connection on re-entry
- 4) Soft-skill training certification
  - Communication with employers
  - What type
- 5) 30-Day window overwhelming
- 6) Break down the process in smaller places
- 7) Roadmap for employers meeting needs—disabled/returning offender
- 8) More online activities
- 9) Track people who have not returned
- 10) Teaching “soft advocacy” explain their needs

- Diverse Options
- 11) Transportation “off hours”
  - Resources for job seeker
- 12) Not seen as system—people don’t know who does what—“Know the Animal”
  - How to access—central service->to align effort coalition

### **C) How do we improve communication among partners?**

- 1) Clear message about benefit
  - Why to participate
  - Relevance
- 2) Technology—calendar invites
  - Virtual
  - Slack—Different platforms to use
- 3) Central location for information
  - Website info
- 4) Automate processes for users
- 5) Follow-up information
- 6) Understanding user needs-job seekers/employers
- 7) End result- Feedback share out information
- 8) How do we learn of opportunities for educational partners?

### **D) How do we measure community impact and improve data collection among the partners?**

- 1) How many finding jobs
- 2) Programs that meet needs
  - How quickly moving
  - Grads meet needs
  - Meet needs of employers v. bureaucracy
  - Outcomes
  - Same data
- 3) Tell the story
  - Data
  - Celebrate
  - Personal
  - Impact Tours
- 4) Employer stories
  - Data, measure impact
  - Platforms
- 5) Expand-tracking referrals
  - Common data needs

- Overall
- 6) Understand the why for employers “Not a survey”

**E) From today's discussion, what are the priorities to build and leverage partnerships in the future?**

- 1) Tell the story and celebrate
- 2) Use media for message
- 3) Using technology more
- 4) Standardization in reporting
- 5) “One place to go” for information
- 6) Ensure, relevant
- 7) Focus on “Proven Success”

## Skills Training and Work-based Learning

December 5, 2017

### A) What are the current challenges to existing training activities? What training needs to you have?

- 1) Notice amount of confidence; communication increases
- 2) Motivation and work ethic is lacking
- 3) Pool of candidates with skills
- 4) Perceptions of work environment (type of work—not understanding)
- 5) Training to be work ready
- 6) Skills gap with employers and candidates
- 7) Help understand value of training
- 8) Competing with outside activities (e.g. sports, family)
- 9) Relevant, affordable, accessible
- 10) Need to feel useful (immediate satisfaction)
- 11) Realistic expectations of employee
- 12) Candidates ready to interview
  - Not meet basic qualifications
  - Lack of understanding of technical training opportunities
- 13) Businesses and providers out of sync
- 14) Reactive to market and needs change
- 15) Pace of change
- 16) Training resources invested and demand changes
- 17) Matching academic schedule with training needs
- 18) Family, parents, educators need more awareness of technical education
- 19) Sure expectations reasonable

### B) How do we attract and better prepare candidates in high demand fields?

- 1) Lack of awareness
  - Occupation list->not clear or always understood
  - Language barrier on how we refer to jobs
- 2) Industry informed or aware of high school career path; tied to the job sectors
- 3) Starting earlier—before eighth grade
- 4) Many do not have work experience—how do we get
- 5) Employer needs to work with workforce to connect
- 6) Testing and paperwork is overwhelming to many
  - Need to simplify
- 7) Rural areas do not have the same career path to connect to industries. Not available beyond USD 255.
- 8) Message better “engaging work—fun work”—how do we attract students/youth
  - Not about \$

- 9) Missing young adults who may not have taken advantage in high school of training; now “reality” this is important for careers...missed first time around.
- 10) Message—tangible, relevance, and accessible
- 11) Need to develop “transferable” skills
- 12) Attitude critical
- 13) Affordable to candidates needing training
- 14) Showing value->missing in middle and high school
- 15) Marketing needs with schools and employers->Constant, consistent communication; how does that align with desires->Workforce share out to school districts
- 16) How to inform parents of changes—how things have changed
- 17) Get off academic calendar (Summer gaps—semester)
  - Academic structure and tradition is a problem for business
  - Change in employers’ needs. Training ramped up but need change. Lack of jobs after training due to market change.
  - Employers need to understand resources available.
  - Clearing house role for workforce

### **C) How do we become more agile to respond to employer needs?**

- 1) Deepen Partnerships/Build Trust
- 2) Identify Basic Soft Skills as basic student—flexibility for learning skills
- 3) Integrity of program in response to change (Quality) vs. generation needs
- 4) Core/Gateway classes for multiple careers (OSHA, Blueprint Reading, Software skills).
- 5) More flexible to meet needs
- 6) Work experience for credit
- 7) Incentivize work experiences
- 8) Change perception of Edu—Blend academic and experience
- 9) Right decision—makers together
- 10) Badges into smaller pieces
- 11) Industry part of conversation for badges (What needed)

## **Employment and Training Needs for Today and Tomorrow**

**December 14, 2017**

### **A) Thinking as a system, what are the assets or programs we have to build upon to meet the employment trends for tomorrow?**

- 1) Youth Employment Institute
- 2) K-12 career pathways
- 3) Future Maker lab
- 4) High School programs
- 5) IEP, Individual Education Plan
- 6) Post-secondary “stackable”
- 7) Technical education funding
- 8) WATC–WSU–system in place
- 9) Communicating to students
- 10) Diverse Automation programs—all levels
- 11) Integration with schools—higher education
- 12) Marketing connections
- 13) Flexible ways->traditional academics
- 14) Innovation mindset
- 15) Industry that we have now
- 16) Prior learning credit
- 17) Apprentice Programs

### **B) From today’s discussion, what are the priorities to meet the employment needs of the future?**

- 1) Changing perception of what a “technical” career is—flexible education/employment
- 2) Higher Education—meet needs of demands of employers. Alignment with institutions not competing
- 3) Marketing of labor professions—technical not second class—building block—work-life balance
- 4) Identity high school graduates that are not engaged
- 5) Connection with business and high school: post-secondary
- 6) Education mindset—slow to change—much quicker response
- 7) Just in time training model
- 8) Common language academia and employers
- 9) State-local incentive to address workforce needs
- 10) Marketing to the under-employed
- 11) Communicate to under privileged in school system
- 12) Marketing the region
- 13) Understand next generation
- 14) More customized programs for employers
- 15) Applied learning model on steroids



- 16) Collaboration of higher education
- 17) Barrier of staffing at schools

## **Staff Identified Priorities & Barriers**

**December 18, 2017**

### **A) Youth Employment Priorities**

- 1) Understand soft skills are important
- 2) Awareness of youth
  - Career Clusters
  - Labor market information
  - Where to find info (options)
  - Understand skills of job requirements
- 3) See other options besides college
- 4) Start in middle school
- 5) Manufacturing day to model apprenticeship interests (Trade Exposure)
- 6) Better advertising of current employers (honor)
  - Engage kids with peer-to-peer recruitment
  - Employers tell their story
- 7) Direct Partnerships with school counselors
- 8) Reputation of job
- 9) Long lasting fields
- 10) Education and market to employers
- 11) External funding for support services
- 12) Social services and coordination of services
- 13) Duplication of services
- 14) Use new technology to get excitement
- 15) Exploration opportunities
  - Day at work
  - Career fairs
- 16) Explore more grant opportunities

### **B) Youth Employment Barriers**

- 1) Limited funding
  - Employers have to pay
  - Message to employers
- 2) Soft skills—not prepared
  - Need job coaches
- 3) More contracts/contacts with youth service providers
- 4) Transportation
- 5) Extra support systems
  - Lack of family support
  - Education—teen parent
- 6) Lack of “high school” jobs—either don’t exist or adults taking

- 7) Confusion on career path vs. getting a job
- 8) Feeling of “entitlement”
- 9) Perception on trade jobs—Good careers with better time frame
- 10) Employers not willing to take the risk
- 11) Schools not promoting all the options

### **C) Partnerships Priorities**

- 1) Shared Data Base with consistent rules
- 2) Partnership contracts possible
- 3) Educate partners
  - Checklists
- 4) Communication
- 5) More information with referral
- 6) Documentation all at once
- 7) Narrative needed
  - STD Questions
  - Cut down repeat questions
- 8) Group discussion—tough
- 9) Conversations to more progress
- 10) Accountability
- 11) Neutral Third Party mediator to address with authority
- 12) Council/Interagency
- 13) Partnerships more meaningful
- 14) Join Community Health Improvement Plan
- 15) Lobby leaders re: model improvements

### **D) Partnership Barriers**

- 1) Territorial on information, data—won’t release; lack of cooperation; afraid of losing money
  - “Competition”
- 2) Duplication of services or “drop” in services
- 3) Lack of accountability or follow-up
- 4) Lack of pipelines to agencies, lack documentation and takes time to track down
- 5) No universal program or intake
  - Paperwork
  - Inconsistency
- 6) No direct line of communication with employers->coaching support
- 7) Customers having to duplicate effort and paperwork
- 8) DCF has information already, but not shared
- 9) Serve the people—sometimes get lost—agency v. service

10) Lack of community support->translate into actions

### **E) Workforce Training Priorities**

- 1) More WIOA Approved programs...more flexible, expedited
- 2) Addition funding
- 3) Promote apprenticeships
- 4) Accountability of customers that drop out
- 5) More future planning for the clients...best interest
- 6) Support for internet services
- 7) WIOA-track "returners" exhausted all attempts-ROI
- 8) Accessing/diagnosing problem
- 9) Expand partnerships; WIOA region different than actual service areas
- 10) Communicate with employers on how the process works->myth busting ROI
- 11) Workshops-Expand or partner to make sure "to get the job."

### **F) Transformative Issues**

- 1) Soft Skills-accreditation for adults too
  - Expanded and required
  - Best (Basic Employer) skills training
- 2) Employers get more involved in developing training
  - WF Role: Facilitator
  - Middle School
- 3) Dedicated Workshop Facilitator
  - Taught trainer
  - "Train the trainer"
- 4) Retirement in trades (CNA's)
  - More Apprenticeships
  - Promote-Change Perceptions
  - WF Role: Funding for training
- 5) Board active role in marketing

## **Interview Notes**

### **Interview #1**

Employers note there is a lack of soft skills. We also need to improve the pipeline from high school to certificate programs. There's not a good enough connection between those things. We need to get people trained in areas of the economy that are thriving. They need to know that a four-year degree isn't always the answer. There are good paying jobs waiting for them in trades, etc.

I also hear that transportation is a big issue for people who are looking for employment. They don't have cars. So they rely on public transit, which doesn't cover all parts of the city, it runs on a limited schedule. So, it's a barrier to applying and interviewing for jobs, but also getting to work once they do get a job.

The strengths of the workforce centers is that they're striving to be a one-stop shop. I don't know if they're completely to that level, but I think they're close. I think they could better help people find their strengths, and work with them to get employment based on those strengths.

### **Interview #2**

Employers need people who are reliable and have strong soft skills. I also understand that certain areas have certain needs, such as welders. So those needs need be met through strategically educating our workforce.

Also, I think there should be more partnerships with workforce centers and technical and 2-year schools in order to recruit and train people for our needs.

Speaking with my expertise with offenders, I think the hardest thing is finding the best, safest fit for them. We can train them here in soft skills, enhance their decision making and behavioral tools. We can also make our staff available to employers if issues come up when they're employed. We do mock interviews here, we bring employers in to give them feedback. This is what we do to help them. We also train and provide mentors to help with our offenders once they're out of our facilities.

I think the workforce centers are currently doing the best with what they've got, when it comes to helping offenders. But, funding is always a barrier.

In order to help offenders find jobs, I think there could be more outreach that helps connect the two. When they're released, why can't there be outreach about what their options are? In terms of stigma, I think we can do better to educate employers about what training these offenders have experienced, the skills they've gained, and also the resources that are available to them once they've hired an offender. Well-run employer forums, where they have a chance to hear from other employers who've had success hiring offenders and air their concerns.

There is a legislative issue you should be looking at. One is ban the box. Honestly, it's not settled how effective this change is. Our preference is to not have people get far into an interview process and then be excluded because of their record. But it's also not good if it's a company policy to just throw out any application where there's indication of a criminal history. We need to change those policies. We need to change the mindset of these employers. That's what will help. Not simply "banning the box." There are also really stringent policies in this state where offenders aren't allowed to have certain jobs, such as working at pharmacies or places where alcohol is served. These are too broad and not effective.

### **Interview #3**

Identifying qualified applicants, and/or developing good internal candidates is a challenge of employers getting employees. Candidates have a tough time finding open jobs, and developing the skills to be qualified for jobs. Also, preparation for testing requirements. They might not be ready to apply for jobs. They need training on the application process and all of things required for it. Just basic resume creation.

For clients who are on probation or in trouble with the law, they may have limited education. How do we get them into GED programs? There are certification programs through local businesses that help this population get jobs. But, we need to be able to reach them. There needs to be that connection.

I think workforce centers have an issue with their reach. Many people don't know that these places exist, or what they offer. Also, transportation can be an issue. It can be a barrier to employment. So we need to get people educated on our public transportation system.

The benefits of a workforce center is that it's a one-stop shop for all different kinds of people, from minorities to veterans. They offer a lot. As a manager myself, I think trying to find employees is cyclical. Sometimes we get tons of qualified applicants. Sometimes we get very little.

I think there's an opportunity for workforce centers to meet with employers to talk about our needs, talk about how we can better partner with one another. We should be on a first name basis with people there.

I also think a big thing we should be doing is strategically planning for our future workforce needs and preparing for them. What are the areas where growth is happening? Where is job growth receding? By studying this, we can put people in the right places. We can grow the workforce we need.

### **Interview #4**

I find so many employers who are still trying to put ads in the paper. They just don't pick up on the idea of workforce centers. This is small and large employers (in El Dorado). I don't think we're past the incorrect assumption that these places are the unemployment office. They should be thinking of them as employment offices. So we need people from the workforce

centers to be doing a lot of outreach. We need people who are going out to employers and educating them about what these places can offer them. Businesses are bad about keeping up with this stuff. So you have to be proactive about it.

You can also just send out information to a list of stakeholders. We can prepare materials for stakeholders to be able to send out to employers they know. Kind of a prepackaged information pamphlet. Let the stakeholders do some of the leg work.

Here in El Dorado I don't hear many stories of people not being able to find places to apply to. It doesn't mean it's not happening. I just don't hear about it. What I do hear is employers saying that they're getting lots of applications from people who aren't qualified, or who don't have the soft skills of showing up on time, dressing appropriately. So, that means we need to be helping educate and train people in order to prepare for employment.

I think the strengths of a workforce development system are that they provide local funding for various causes that wouldn't have been available otherwise. Without them, we wouldn't have access to some federal and state dollars. And, there are employers who use these centers to the max, and their services would be sorely missed without them.

Important things to think about for the future is that we're starting to look at targeted industries. I think it will be important to have conversations about business recruitment in tandem with the workforce development boards. One can't happen without the other. We need to have a workforce to advertise.



WICHITA STATE  
UNIVERSITY

DIVISION OF DIVERSITY AND  
COMMUNITY ENGAGEMENT

Public Policy and  
Management Center







**Local Area IV**  
**Workforce Innovation and Opportunity Act Plan**  
**For the Period**  
**July 1, 2016 – June 30, 2020**

**Keith Lawing**  
**President/CEO**

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## Part I

### II. Strategic Elements

#### Economic Analysis

South Central Kansas (Local Area IV) is the 6 county region that surrounds the state's largest city, Wichita. The city itself is in Sedgwick County. In 2014, the population in Wichita was 388,413. The South Central area includes 4 of the 5 counties that make up the Wichita Metropolitan Statistical Area (MSA). Harvey County is in the Wichita MSA but is not included in the South Central Area. Harper County and Cowley County are in Local Area IV, but not in the Wichita MSA. In 2014, the population of the South Central Area was 648,037. Sixty percent of the residents who live in South Central Kansas live in the city of Wichita, and many others commute to a job in the city.

Figure 1 shows the annual population of South Central Kansas as measured by the Population Estimates Program at the U.S. Census Bureau from 1990 to 2014. Growth over the 24 year period has been increasing at a steady pace. The growth rate has averaged 0.8 percent annually adding an average of 4,774 people each year. South Central Kansas has come in second only to the Kansas City area in terms of population growth in the last two years.

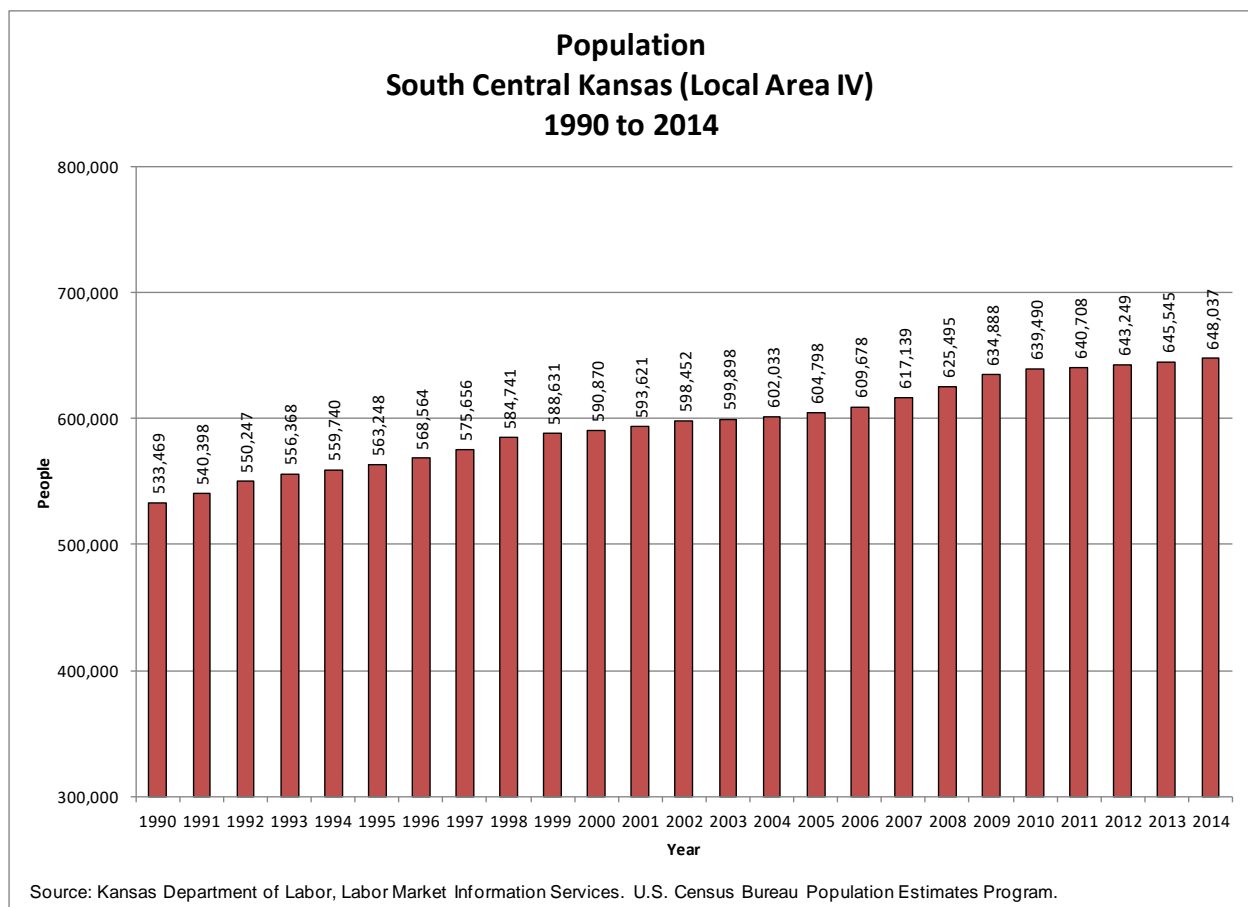


Figure 1: Annual population in South Central Kansas from 1990 to 2014.

While growth in population has been steady in South Central Kansas, growth in the labor force has experienced greater fluctuation. See Figure 7. The nation experienced a relatively short recession from March 2001 to November 2001. The South Central Kansas labor force did experience some fluctuation in 2001, 2002, and 2003. These changes were modest in nature and the labor force stabilized in the 313,000 to 316,000 person range for 2004, 2005, and 2006.

In December 2007, the nation entered the Great Recession that lasted into 2009. As evidenced by Figure 4, the impact on employment in South Central Kansas did not occur until 2009. From 2009-2013 the regions labor force declined by 17,000 jobs. A large proportion of these job losses were in Advanced Manufacturing and Aviation. The pattern of national recessions impacted South Central Kansas later than the rest of the nation, and a slower recovery has been consistent over the last several major national economic downturns.

The high rate of unemployment in the area led many people to leave the labor force in 2010. From 2009 to 2010, 8,734 people left the labor force. These were mainly 25 to 29 year olds according to American Community Survey, five year estimates. The labor force continued to decline at a slower rate until 2014 when the South Central labor force showed a slight increase, adding 1,545 people.

### **Existing Demand**

In the second quarter of 2015, the labor market information services (LMIS) division of the Kansas Department of Labor conducted a survey of businesses in South Central Kansas. Data collected includes type and number of job openings (vacancies), full-time or part-time, education required, as well as wages and benefits offered.

Four industry sectors reported more than 1,000 vacancies. These industries were Education and Health Services (2,584 vacancies), Trade, Transportation and Utilities (1,990 vacancies), Professional and Business Services (1,226 vacancies), and Leisure and Hospitality (1,081 vacancies). These are the four industries with the most vacancies at the statewide level as well. In Kansas, Leisure and Hospitality had 9,212 vacancies, followed by Trade Transportation and Utilities (9,171 vacancies), Education and Health Services (8,472 vacancies) and Professional and Business Services (5,637 vacancies).

Job vacancies are also reported by occupation. The 25 occupations with the highest number of vacancies are shown in Figure 2. Also included are the job vacancy rate and a breakdown of permanent full-time, permanent part-time, temporary full-time and temporary part-time.

Top 25 Occupations With Most Vacancies						
Second Quarter, 2015						
Occupational Title (Ordered by Number of Vacancies)	Number of Vacancies	Number of Vacancies*				Job Vacancy Rate
		Permanent Full-Time	Permanent Part-Time	Temporary Full-Time	Temporary Part-Time	
Personal Care Aides	579	268	311	0	0	11.7%
Nursing Assistants	563	255	308	0	0	12.1%
Retail Salespersons	537	127	404	0	5	5.0%
Waiters and Waitresses	408	0	408	0	0	6.1%
Cashiers	357	50	307	0	0	5.0%
Stock Clerks and Order Fillers	307	151	156	0	0	7.5%
Licensed Practical and Licensed Vocational Nurses	256	106	150	0	0	16.4%
Team Assemblers	243	194	49	0	0	4.6%
Accountants and Auditors	216	216	0	0	0	7.3%
Registered Nurses	202	193	9	0	0	3.5%
First-Line Supervisors of Food Preparation and Serving Workers	193	193	0	0	0	8.1%
Hairdressers, Hairstylists, and Cosmetologists	189	141	48	0	0	27.0%
Combined Food Preparation and Serving Workers, Including Fast Food	155	7	148	0	0	3.3%
Driver/Sales Workers	152	5	147	0	0	9.9%
Receptionists and Information Clerks	150	149	1	0	0	5.1%
Cooks, Fast Food	143	0	143	0	0	5.4%
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	140	2	138	0	0	18.4%
Construction Laborers	134	60	0	74	0	6.0%
Heavy and Tractor-Trailer Truck Drivers	123	3	0	120	0	3.9%
Maintenance and Repair Workers, General	122	115	7	0	0	4.0%
Sales Representatives, Services, All Other	118	118	0	0	0	8.2%
Customer Service Representatives	117	112	5	0	0	2.2%
Medical and Health Services Managers	101	101	0	0	0	15.6%
Substance Abuse and Behavioral Disorder Counselors	100	50	50	0	0	25.6%
First-Line Supervisors of Mechanics, Installers, and Repairers	99	99	0	0	0	6.6%
* Sum of all permanent and temporary jobs may not equal the total number of vacancies due to rounding.						
Source: Kansas Department of Labor, Labor Market Information Services (LMIS). Job Vacancy Survey (JVS).						

Figure 2: Top 25 occupations in the second quarter of 2015 with the most vacancies.

Most of the occupations in the top 25 list for South Central Kansas match those on the statewide list. However, there are four occupations that appear in the South Central Kansas list and do not show up in the top 50 statewide list, these are Medical and Health Services Managers (101 vacancies), Sales Representatives, Services, All Other (118 vacancies), First Line Supervisors of Mechanics, Installers, and Repairers (99 vacancies), and Substance Abuse and Behavioral Disorder Counselors (100 vacancies). Demand for these occupations is uniquely high in South Central Kansas compared to the statewide area.

## Emerging Demand

Each year, the Kansas Department of Labor completes a high demand list of occupations statewide and local areas. The list of high demand occupations combines the number of projected job openings with the number of current job openings to rank all occupations by demand from Kansas employers. Occupations are ranked by the number of job openings at the current time (job vacancy survey), in the next two years (short-term projections program), and in the next ten years (long-term projections program). The high demand occupation list is weighted more heavily on projection data than current openings.

Top 25 High Demand Occupations					
South Central Kansas (Local Area IV)					
2015					
SOC Title	JVS <sup>1</sup>	ST <sup>2</sup>	LT <sup>3</sup>	Total Score	Typical education needed for entry
Accountants and Auditors	10	10	10	30	Bachelor's degree
Registered Nurses	10	10	10	30	Associate's degree
Team Assemblers	10	10	10	30	High school diploma or equivalent
First-Line Supervisors of Food Preparation and Serving Workers	10	10	10	30	High school diploma or equivalent
Nursing Assistants	10	10	10	30	Postsecondary non-degree award
Stock Clerks and Order Fillers	10	10	10	30	Less than high school
Retail Salespersons	10	10	10	30	Less than high school
Personal Care Aides	10	10	10	30	Less than high school
Cashiers	10	10	10	30	Less than high school
Waiters and Waitresses	10	10	10	30	Less than high school
Construction Laborers	9	10	10	29	Less than high school
Receptionists and Information Clerks	9	10	10	29	High school diploma or equivalent
Combined Food Preparation and Serving Workers, Including Fast Food	9	10	10	29	Less than high school
Heavy and Tractor-Trailer Truck Drivers	8	10	10	28	Postsecondary non-degree award
Customer Service Representatives	8	10	10	28	High school diploma or equivalent
Teacher Assistants	8	10	10	28	Some college, no degree
First-Line Supervisors of Retail Sales Workers	7	10	10	27	High school diploma or equivalent
First-Line Supervisors of Office and Administrative Support Workers	6	10	10	26	High school diploma or equivalent
Licensed Practical and Licensed Vocational Nurses	10	8	8	26	Postsecondary non-degree award
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	6	10	10	26	High school diploma or equivalent
Tellers	8	9	9	26	High school diploma or equivalent
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	9	9	8	26	Less than high school
Secondary School Teachers, Except Special and Career/Technical Education	6	10	9	25	Bachelor's degree
Carpenters	8	9	8	25	High school diploma or equivalent
Maintenance and Repair Workers, General	8	8	9	25	High school diploma or equivalent

Source: Kansas Department of Labor, Labor Market Information Services (LMIS).

1. Job Vacancy Survey Score is based off of the 2015 Kansas Job Vacancy Survey.

2. Short-term Projections Score is based off of the 2014-2016 round of projection data.

3. Long-term Projection Score is based off of the 2012-2022 round of projection data.

Figure 3: Top 25 high demand occupations in South Central Kansas.

Seven occupations rank in the top 25 list of high demand occupations that do not rank as highly in current openings reported by the job vacancy survey. These are Teacher Assistants, First-line Supervisors of Retail Sales Workers, First-line Supervisors of Office and Administrative Support Workers, Secretaries and Administrative Assistants, Tellers, Secondary School Teachers, and Carpenters. This is an indication of emerging demand for these occupations in the future.

Wichita State University conducted an economic cluster study in 2015 and identified eight sectors in a ten county region that includes all of Local Area IV. These employment sectors were identified based on their structure and competitive position in the region along with growth patterns of employment, export potential and industries with a high Location Quotient. The sectors identified are a mix of established industries in the region and emerging. These industries are forming the base for a regional economic development strategy and will be aligned with available resources in WIOA.

### Key Regional Sectors

**Advanced Materials:** Emerging and includes composites, advanced plastics and elastomers.

**Transportation and Logistics:** Emerging and includes long-distance freight and warehousing and storage offers services to manufacturing, wholesale and retail sectors. A strong presence is found in rail support including servicing, routine repairs, maintenance on railcars, loading/unloading railcars and operating independent rail terminals.

Data Services and IT: Emerging and includes manufacturers of semiconductors, integrated circuits, memory chips, microprocessors, diodes, transistors and other optoelectronic devices. Companies in this cluster also provide data services – writing, testing and supporting custom software, planning and designing integrated hardware, software and communication infrastructure and on-site management of computer systems and data processing facilities.

Advanced Manufacturing: Established and includes agricultural machinery and equipment, powered home lawn and garden equipment, construction machinery and woodworking machinery, as well as work on metal and metal products for machinery.

Aerospace: Established and includes aircraft manufacturing, particularly private aircraft, aircraft parts and equipment, detection and navigation instruments, and engineering services.

Agricultural: Established and includes food production from farming through processing, wet milling, crushing oilseeds, refining and blending vegetable oils, as well as cut and pack meat processing and meat by-products.)

Health care: Established and includes organizations providing preventive, curative and rehabilitative services offered by healthcare providers, hospitals, specialized treatment centers, clinical trials and public health organizations.

Oil and Gas Production: Established and includes the entire production and transport process with many companies from exploration and production of crude petroleum and natural gas to sulfur recovery from natural gas, recovery of hydrocarbon liquids and refining.

## **Employer Needs**

### **Employment and Unemployment**

Job growth in the South Central Area has followed cyclical trends in the past 25 years. This is partly due to a large number of jobs being concentrated in one industry, Transportation Equipment Manufacturing (primarily aviation), which is export oriented and sensitive to cyclical changes in the U.S. and the world. Transportation Equipment Manufacturing made up 16 percent of the total jobs in 1990. Since that time, the percentage of jobs in the industry has fallen to 10 percent of all jobs. Like many goods producing industries, Transportation Equipment Manufacturing has lost its share of workers compared to service providing industries in recent decades. There have been several contributing factors to this; technology has replaced some workers, consumer preferences have changed, and in some cases production processes have been outsourced to countries with lower labor costs.

The impact of the 2007 recession is creating a structural change in employment patterns primarily in Advanced Manufacturing and Aviation industries. This is having a profound impact on South Central Kansas due to the fact that 17.8% of all jobs in the region are in manufacturing and the Wichita MSA is ranked number one in the nation in percentage of manufacturing jobs. (\* Brookings Report)



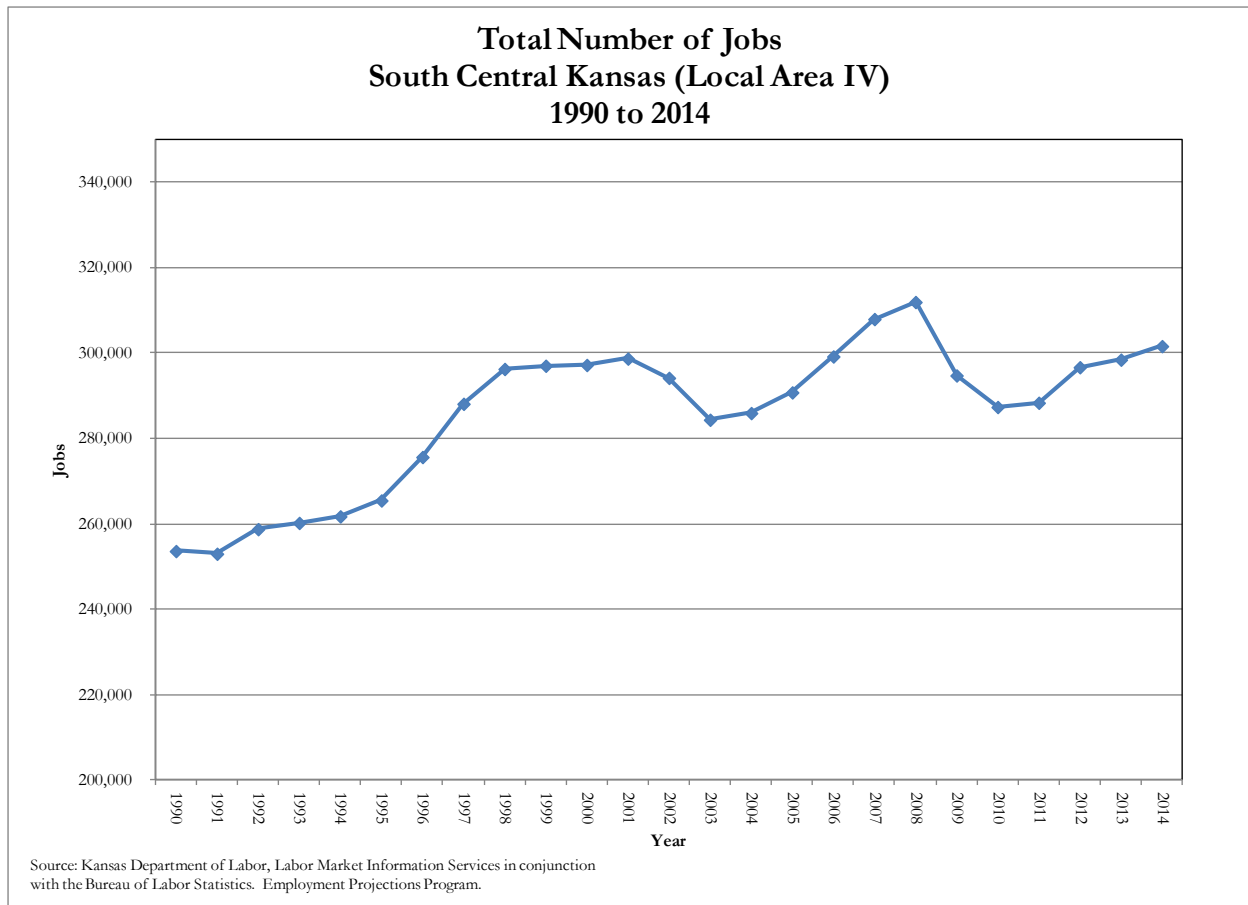


Figure 4: Total number of jobs in South Central Kansas from 1990 to 2014.

The unemployment rate in South Central Kansas peaked in 2010 along with the statewide area and the nation. The South Central Area unemployment rate was 8.6 percent, higher than the statewide area which was at 7.1 percent. One reason for the higher unemployment rate in South Central Kansas relative to the statewide rate was the disproportionally high concentration of manufacturing workers in the South Central Area.

The unemployment rate in South Central Kansas has steadily improved since 2010. From 2010 to 2012, the improvement in the unemployment rate has been caused by unemployed individuals deciding to stop looking for work and leave the labor force. From 2012 to 2014, employers in the area gained confidence in the economy and began to hire more workers, employment in South Central Kansas increased as unemployed workers found jobs. People moving from unemployed to employed, was the main reason the unemployment rate improved from 2012 to 2014. By 2014, the rate was 5.2 percent, which was still above the statewide rate of 4.5 percent, but not as high as the U.S. rate of 6.2 percent.

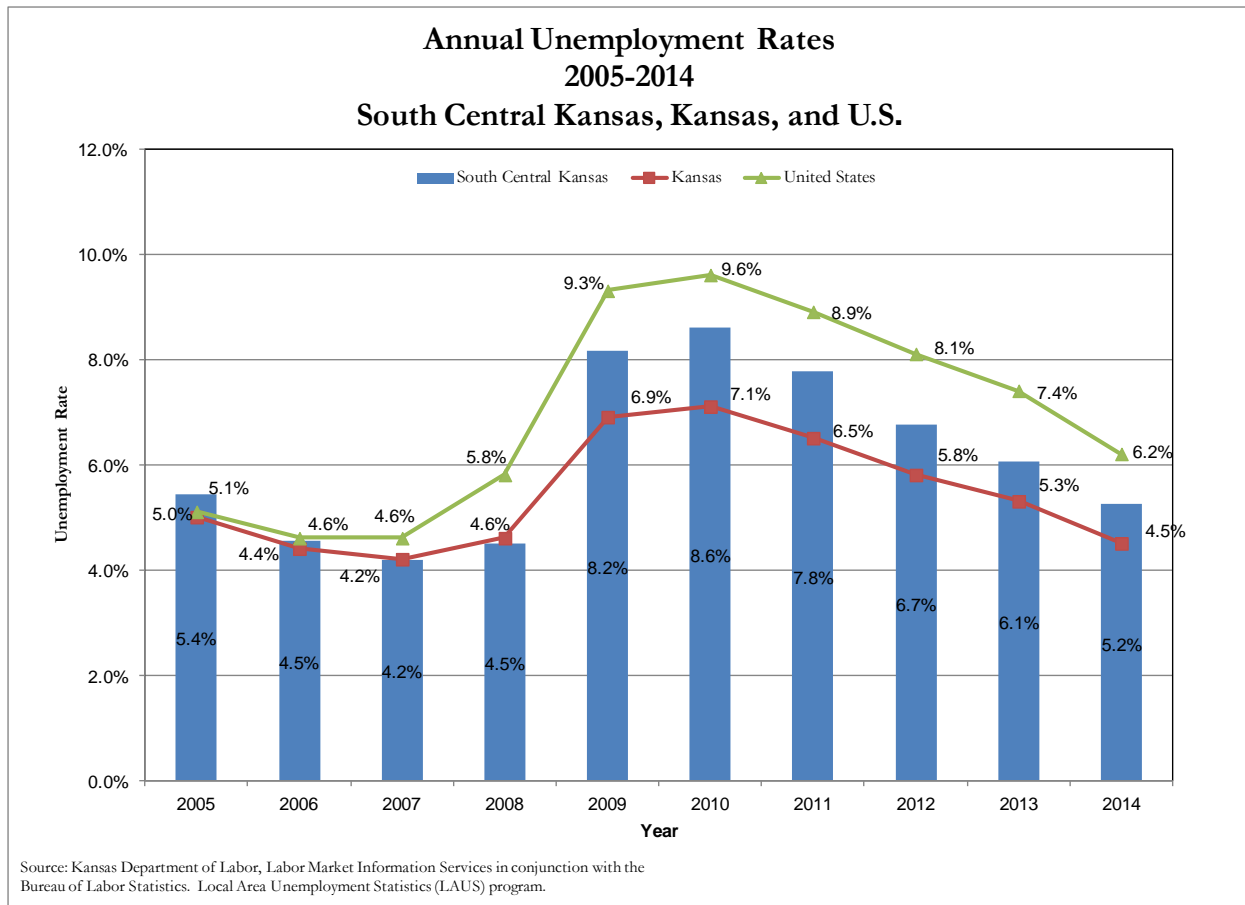


Figure 5: Comparison of annual unemployment rates between South Central Kansas, Kansas, and the United States from 2005 to 2014.

## Labor Market Trends

South Central Kansas experiences many of the same trends as the statewide area. The trend with the most impact will likely be the changing size and demographics of the labor force. Figure 6 shows the size of the labor force from 1990 to 2014. The labor force is made up of all employed and all unemployed. In South Central Kansas as well as the state, there has been a notable decline in the size of the labor force. Looking at the chart below, the labor force in South Central Kansas peaked in 2009 with 330,472. From 2009 to 2013, the labor force fell by 17,073, or 5.2 percent. The labor force showed a slight increase of 1,545 people in 2014, or 0.5 percent.

Much of the decline took place from 2009 to 2010, 8,734 people. This notable decline in the labor force was correlated with high unemployment in the area. The high unemployment in 2010 discouraged workers who had lost jobs from finding new jobs. This is likely the reason many people decided to give up looking for a job and left the labor force. According to the U.S. Census American Community Survey (five year estimates), the age group that declined the most was 25 to 29 year olds, and in this age group, more men left the labor force than women.

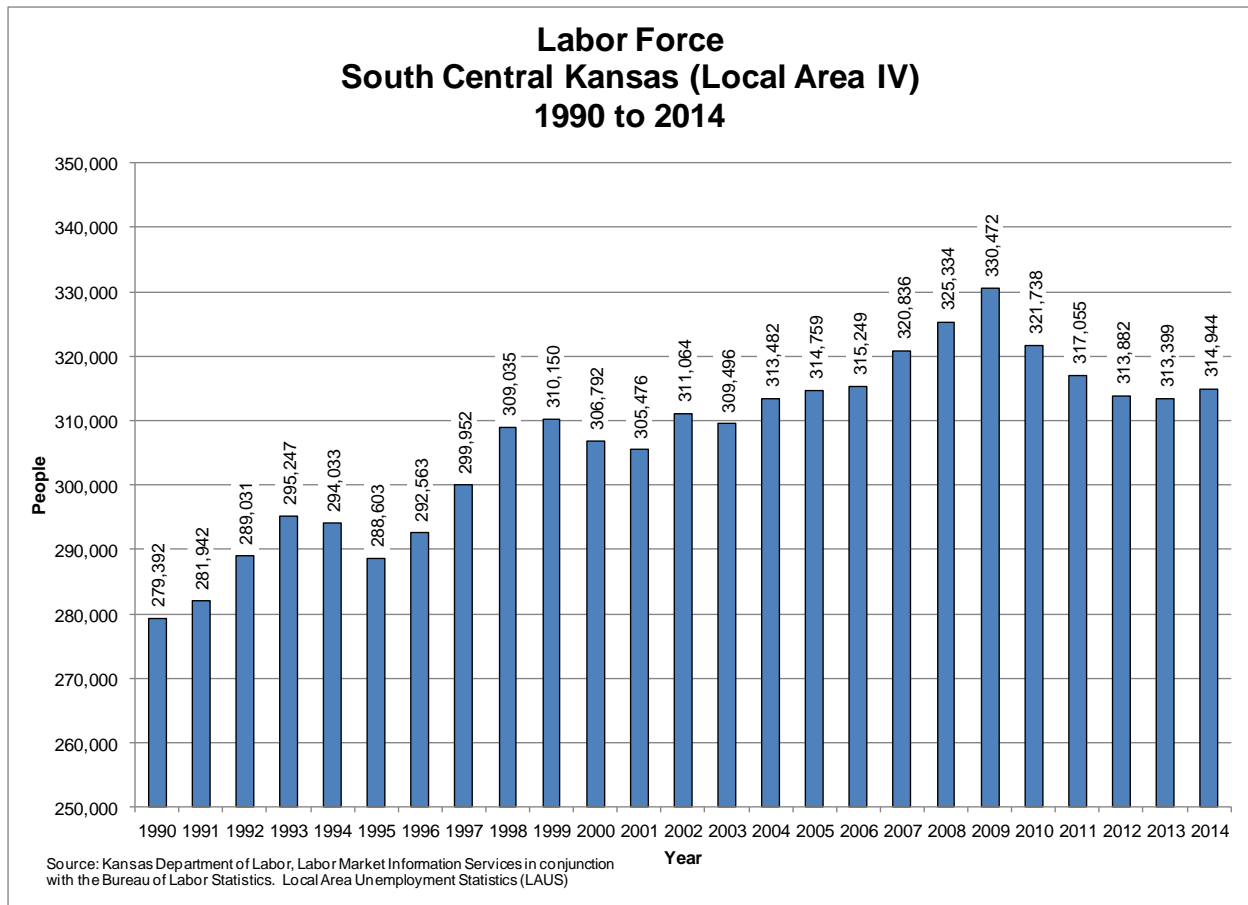


Figure 6: Shows the labor force in South Central Kansas from 1990 to 2014.

One contributing factor to the slowed growth in the labor force has been due to an aging population. The age of the baby boomer generation was 30 to 48 years old in 1994, in 2004 the age was 40 to 58, and in 2014 the age was 50 to 68. By 2024 the ages will be 60 to 78 years.

Figure 7 shows how the different age groups are distributed between categories from “in the labor force” to “not in the universe” based on Current Population Survey (CPS) data for Kansas in 2014. Those who are labeled as “not in the universe” are in some cases non-responses, however in most cases they are institutionalized which includes those living in a group setting such as a retirement home, or incarceration facility. In other words these people are no longer working and likely will not be returning to work. Figure 7 shows how sharply the number of people “not in the universe” increases, starting at age group 51-55.

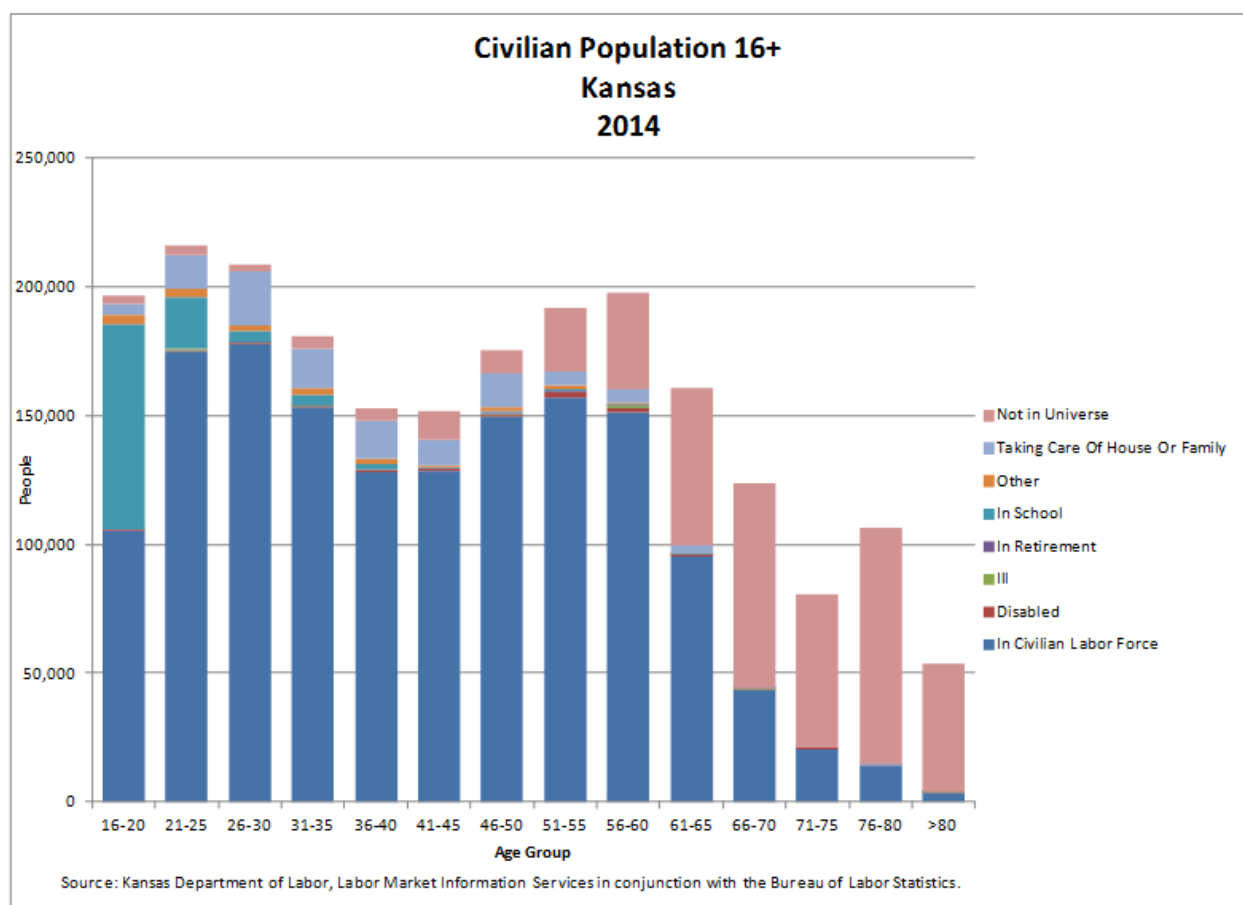


Figure 7: Shows the different age groups in Kansas in 2014.

Figure 8 focuses on those people outside of the labor force instead of all people over the age of 16. This Figure shows the percentage of people who are classified as “not in the universe”. Again starting at age group 51-55 years old, 71 percent of those people who are not in the labor force are “not in the universe”.

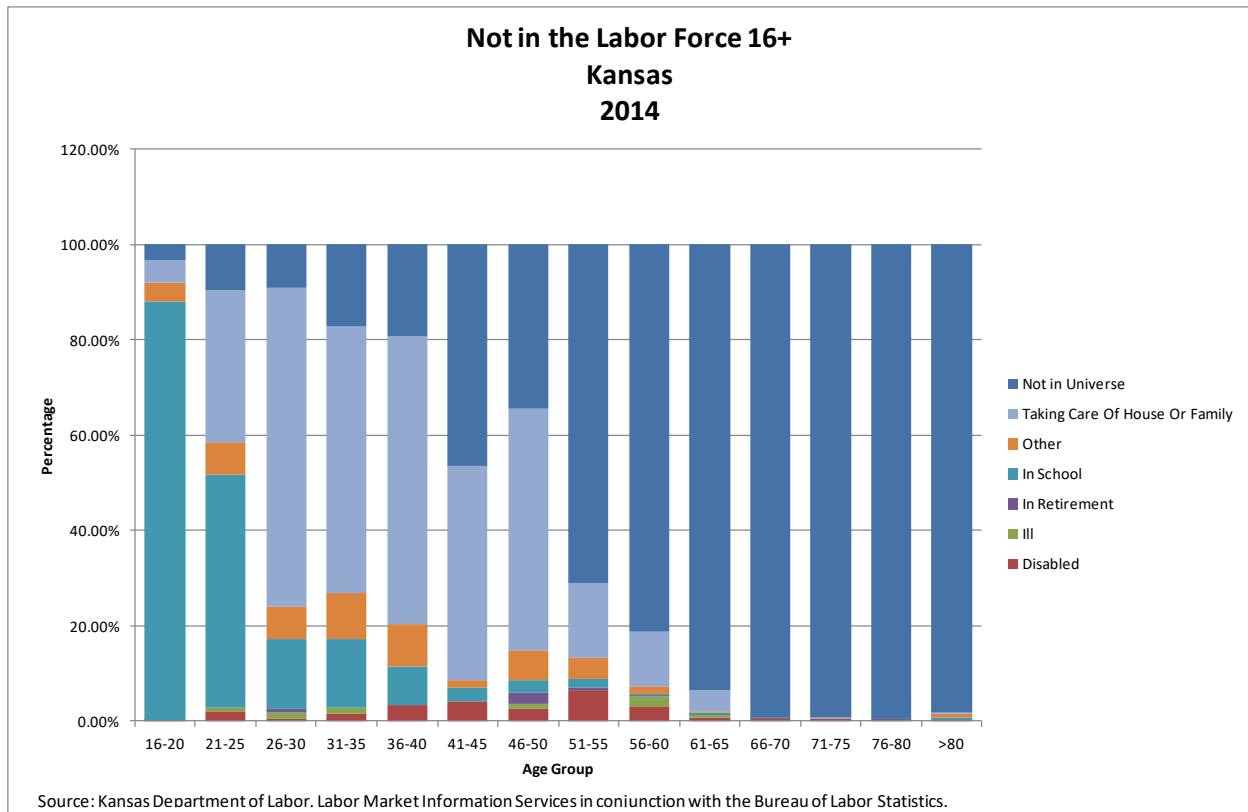


Figure 8: Shows who is not in the Labor Force in Kansas in 2014.

### Education and Skill Level

South Central Kansas has a similar percentage of its population that has completed high school compared with the state, and a lower percentage than the nation. Figure 9 shows data from the 2010-2014 American Community Survey administered by the U.S. Census Bureau. This data shows the highest level of education attained by people 25 years of age and over. In South Central Kansas, 27.3 percent of the population has completed high school, compared to 27.2 percent statewide and 28 percent nationwide. South Central Kansas and the state have a lower proportion of people with less than a high school diploma, 10.8 percent and 10 percent respectively, when compared to 13.6 percent nationwide. South Central Kansas has a higher percentage of people with some college or an associate's degree, 33.9 percent, compared to 32.1 percent statewide and 29.1 percent nationwide.

The largest difference between South Central Kansas and the statewide area, is in the percentage of people who have a Bachelor's degree or higher. There is a difference of 2.6 percentage points between South Central Kansas which has 28.1 percent and the statewide area with 30.7 percent.

Population by Educational Attainment 2010-2014			
	South Central Kansas	Kansas	United States
Less than a High school diploma	10.8%	10.0%	13.6%
High school graduate, no college <sup>1</sup>	27.3%	27.2%	28.0%
Some college or associates degree	33.9%	32.1%	29.1%
Bachelor's degree and higher <sup>2</sup>	28.1%	30.7%	29.3%
<sup>1</sup> Includes persons with a high school diploma or equivalent			
<sup>2</sup> Includes persons with bachelor's, master's, professional and doctoral degrees			
Note: Age group includes only 25 years and over.			
Source: Kansas Department of Labor, Labor Market Information Services. U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates.			

Figure 9: Shows the difference of educational attainment between South Central Kansas, Kansas, and the United States from 2010 to 2014.

According to the American Community Survey, there are 306,391 people in the labor force in South Central Kansas. Of those, 19,127 people or 6.2 percent reported having a disability. An additional 22,680 people between the ages of 18 to 64, outside of the labor force, reported having a disability. The most common disability reported in Kansas is difficulty walking or climbing stairs, followed by deaf or serious difficulty hearing and difficulty remembering or making decisions. The presence of a disability is reported by the respondent and is not indicative of the respondent receiving disability benefits.

Civilian Noninstitutionalized Population 18 to 64 years old 2010-2014 American Community Survey			
	United States	Kansas	South Central Kansas
Total Population:	193,574,369	1,724,126	384,068
In the labor force:	148,743,241	1,385,484	306,391
Employed:	135,293,448	1,295,757	283,020
With a disability	6,632,448	74,556	15,972
No disability	128,661,000	1,221,201	267,048
Unemployed:	13,449,793	89,727	23,371
With a disability	1,486,847	12,923	3,155
No disability	11,962,946	76,804	20,216
Not in labor force:	44,831,128	338,642	77,677
With a disability	11,583,766	92,179	22,680
No disability	33,247,362	246,463	54,997
Source: Kansas Department of Labor, Labor Market Information Services in conjunction with the Bureau of Labor Statistics and the U.S. Census Bureau. American Community Survey program.			

Figure 10: Shows the total population who is employed, unemployed or not in the labor force who has reported a disability in 2010 to 2014.

## **Skills Gap**

Kansas does not maintain a formal skills gap analysis. Employer demand for skilled workers is reflected in the current openings, short-term and long-term demand projections. To identify and understand skills gaps, the state would need more information on the workforce.

The LWDB directly engages with employers through sector strategies, employer round tables and partnerships with economic development agencies. A consistent message from employers is expanded technology in multiple sectors is creating a skills gap of qualified workers in emerging occupations. Another consistent area reported by employers is a lack of soft skills or work readiness skills.

Local Area IV has identified skills gaps in the construction, healthcare, information technology, and manufacturing industries. This skills gap is evident in the consistent job postings from these industries. Job titles consistently open in Local Area IV include:

- Cybersecurity
- Front and back end developer
- Software and database managers
- CNC machinist
- CNC programmer
- CAD/CAM drafters
- CNA
- Registered Nurses
- Diesel mechanic
- Entry level laborers in construction

## **Workforce Alliance Mission**

The mission of the Workforce Alliance of South Central Kansas (WA) is to support and advance a competitive workforce in South Central Kansas. The Workforce Alliance of South Central Kansas; designated by the Workforce Innovation and Opportunity Act Chief Elected Officials Board for Kansas Local Area IV as the Local Workforce Development Board (LWDB), is responsible for the administration of the Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker, Youth, and Senior Community Service Employment programs in South Central Kansas.

## **Local Workforce Development Board Vision**

The vision of the LWDB is to grow the regional economy through a skilled workforce.

To achieve this vision, the Board adopted the following strategic goals:

- Implement the Workforce Innovation and Opportunity Act (WIOA)
- Develop a consolidated Youth Employment Plan
- Develop strategies to leverage and align resources
- Emphasize a regional service delivery
- Integrated and intentional communication efforts, both internally and externally

The development of these goals consisted of an inclusive strategic planning process targeting key stakeholder groups, and focusing on topics deemed significant for the overall operations of an effective LWDB. Key stakeholders included: WIOA Core Partners, Businesses, Community Based Organizations, Economic Development Organizations, Elected Officials, Public partners including City, County, State, and School District Leaders from the region, and education and training partners. Between April and May of 2015, more than 100 people participated in a series of five meetings.

Members of the Local Workforce Development Board undertook a review of the goals from 2013-2015 and offered guidance on issues likely to impact the success of the operations between 2015 and 2017. This included a Strengths, Weaknesses, Opportunities, and Threats analysis focused on the accomplishments of the previous strategic plan's goals. See attachment F for the full Strategic Plan.

Strengths identified were the ability to facilitate and convene partnerships with industries, employers, and with community based organizations. Aligning services and leveraging resources continued to be the anchor of the operations and provided opportunities to provide innovative strategies to employers, job seekers, and partners.

The analysis recognized youth employment and work experience as the weakest area and in need of improvement. Board members described youth as a difficult population to reach and due to funding, there are constraints on how the program could be run.

Another area for improvement was in acquiring multiple funding sources. Over the review period there were several ongoing special grants, however, large grants were not obtained, instead opportunities to partner "in-kind" and smaller contracts were awarded.

Opportunities to grow the organization are to increase the knowledge of the LWDB and its role in the community. Board members recognized that they need to increase their role in promoting services within the community specifically to employers.

The Board identified immediate and long-term issues that will affect success. Among the most immediate is how implementation of the Workforce Innovation and Opportunity Act (WIOA) could change the service delivery model currently implemented.

In the next 18 months to two years, the aging workforce will affect the workforce system, and in particular how the LWDB operates.

Other issues identified included:

#### Education (K-12)

- Funders and curriculum development do not value technical skills (expensive programs)
- Parents do not value a technical education

#### Skills

- Job growth: finding employees with the right skills
- Skills gap for technical training needs



- Technology: better serving the community with multiple barriers to employment
- Job seeker access
- Employer access
- Long term unemployed

#### Diversity in job seekers

- Accessing resources
- Understanding needs of different generations
- Greater diversity in the workforce

### **Strategic Vision for the Local Economy**

Consistent with these goals and WIOA programs, over the past few years the LWDB developed sector strategies in the aviation, information technology, and health care industries, focused on technical education and career pathways to guide investments in workforce preparation, skill development, and education and training.

A major initiative supporting the LWDB's vision includes Preparation for Advanced Career Employment System (PACES), a National Fund for Workforce Solutions (NFWS) project that began in 2008. The mission of PACES is to create a more accessible and flexible employment and training system to move low-skilled job seekers into high demand and high skill careers in the aviation, healthcare, and advanced manufacturing industries. To date, PACES has invested over \$3.1 million in the region, through partnerships with 91 employers and 13 community organizations, to serve more than 3,100 job seekers, including over 2,200 job placements reported.

Under the NFWS's emerging Community Prosperity focus, the current PACES Leadership Team is developing a new strategic direction for PACES in 2016, including growing primary jobs and building the talent pipeline by engaging youth in career opportunities within the sectors. Its vision for aligning efforts among workforce development partners to achieve accessible, seamless, integrated, and comprehensive services is designed to be a catalyst for sustainable systems change and implementation of policy based on best practices and demonstrated results. Since 2008, PACES has made significant moves to ensure employment and training resources are aligned with the demands of industry. These include:

- Investment in capacity building for adult education, leading to an increased focus on connecting participants to skills training programs
- Formation of the Regional Manufacturing Council on Career and Technical Education (RMCTE), conducting research on best practices and raising awareness and access to career and technical education programs for high school students; including support for Technical Education for high school students through Senate Bill 155 (SB155), encouraging employers to provide tuition incentives for employees enrolling in and earning postsecondary technical degrees and certifications, and developing career ladder opportunities
- Supported training strategies for approximately 1,300 individuals, and promoted the WorkKeys test to employers, resulting in more than 2,100 individuals earning the National Career Ready Credential

## **Career Pathways and Sector Strategies**

The 2015 regional cluster analysis by Wichita State University resulted in the Blueprint for Regional Economic Growth (BREG). BREG is a collaborative regional initiative to create a strategy for economic growth, composed of eight industry action plans. The purpose of BREG is to grow the region's economy, leading to more jobs and a better quality of life for our citizens.

South Central Kansas is not defined by borders, but by its economic connections between local producers, their suppliers and common resource organizations, such as schools or industrial sites. This is an area with a diverse portfolio of industries and regional assets.

To build the next generation economy, there will be focus to grow eight industry sectors that ship goods and services out of the region and bring in new revenue and jobs into the region.

To power growth of existing or new industry, a focus will be placed on market-driven actions that use existing resources in new ways.

BREG has generated action plans across the region's industries. These plans take the form of practical commitments to actions that will accelerate competitive growth of our region's economic engines.

A common issue for all the BREG sectors is workforce development, specifically accessing skilled talent. Local Area IV is partnering with Workforce ONE (Kansas Local Area I) to develop employment and training strategies and provide services to businesses in a consistent and seamless process throughout the ten county regions in South Central Kansas to support the BREG initiative.

A key tool in developing career pathways is the investment by the state of Kansas in technical education for high school juniors and seniors. The Career and Technical Education Initiative enacted by the Kansas legislature in 2011 provides tuition support for high school students taking career and technical classes from local community and technical colleges in selected industries. In some cases a person could graduate high school with a diploma, an industry recognized credential and possibly even an associates degrees. The LWDB is currently coordinating with the local school districts and post-secondary institutions to incorporate this state policy into career pathways that can be supported by WIOA and the One Stop workforce centers. With the shift to WIOA from the Workforce Investment Act, aligning programs has shifted due to the focus changing to out of school youth within the WIOA Youth Program.

To address this change in legislation, the LWDB currently convenes the Regional Manufacturing Council on Technical Education (RMCTE). The RMCTE works to:

- Increase the awareness in the region regarding high skilled manufacturing jobs and careers
- Address the skills gap in the labor pool, both short term and long term, through direct contact with local educators

- Promote careers in manufacturing to young adults through internships and work experience opportunities
- Evaluate labor market data
- Analyze, identify, implement strategies and tactics to enhance the ‘soft skills’ of students, job seekers and current workers

Participants include business and industry leaders, educational providers of Technical Education in both K-12 and post-secondary, and economic development. The group sets short and long term goals to increase awareness in manufacturing, educational, and workforce needs.

The LWDB works to convene partners from Local Area IV, the state of Kansas, and across the nation to plan programs, develop policy recommendations to promote workforce and economic development, and the employment and training needs of all working-age youth and adults in the Local Area. Joint planning efforts include:

#### Local level:

- Employer Industry Roundtable meetings (sector strategies) - LWDB convenes employers, grouped by industry, to discuss their current and future employment and training needs. Customized training programs have developed from these conversations. For example, in response to the needs of manufacturers in the area, LWDB and Wichita Area Technical College developed an accelerated CNC program.
- Strategic Planning Process - Every two years the LWDB hosts a series of public meetings to develop an updated strategic plan. Each meeting focuses on a specific area of planning such as employer needs, youth services, etc. Attendees include board and committee members, partner entities, stakeholders from local and state organizations, and policy makers such as local elected officials.
- President/CEO serves on the Wichita Transit Authority Board, the Business and Education Alliance, the WSU Hugo Wall School of Urban and Public Affairs advisory board, the Wichita Area Outlook Team and chairs the Implementation and Advisory Committee for the Wichita Area Metropolitan Planning Organization
- Staff serve on multiple boards and committees and belong to organizations in the Local Area including Dress for Success, Wichita Metro Chamber of Commerce Business and Education Alliance, Wichita Manufacturers Association (WMA), Wichita Independent Business Association (WIBA), South Central Kansas Economic Development Partners, Regional Economic Area Partnership (REAP), Aero Club, Achieve Kansas

#### State level:

- Kansas Association of Workforce Boards (KAWB) – KAWB convenes leadership from the local areas in Kansas and provides a forum to discuss projects and collaboration opportunities

#### National level:

- U.S. Conference of Mayors Workforce Development Council (WDC) – President/CEO Lawing sits as a board of trustees member on the WDC, whose purpose is to advise the US Conference of Mayors on all workforce development issues and to strengthen the ability of cities and local areas to meet the needs of their cities and customers,

particularly economically disadvantaged individuals, those with serious skill deficiencies, dislocated workers, and others with special barriers to employment, including youth

- National Association of Workforce Boards (NAWB), members attend annual conferences to network with peers and learn best practices and current policy issues

## **Partnerships**

Coordination and alignment of the Local Area's workforce programs are supported by 22 partners in the Local Area; 14 who have chosen to collocate their programs/activities in the Workforce Centers.

Local Area IV Partners:

- Butler Community College FastTrack GED\*
- Cerebral Palsy Research Foundation
- City of Wichita- Wichita Sedgwick County Community Action Partnership (CSBG)
- DCF- Kansas Rehabilitation Services
- DCF- Temporary Assistance for Needy Families Programs (TANF)
- Disability Employment Initiative\*
- Job Corps\*
- Senior Community Service Employment\*
- Senior Services Inc.
- SER National\*
- SER Wichita
- Trade Act Adjustment\*
- Urban League of Kansas
- US Department of Commerce Export Assistance Center\*
- Kansas Registered Apprenticeship Regional Office\*
- Veterans Programs\*
- Wagner-Peyser\*
- WIOA Adult\*
- WIOA Dislocated Worker\*
- WIOA Native American\*
- WIOA Youth\*
- Wichita Area Technical College/NexStep Alliance ABE\*

*\*denotes co-location*

Many of the partners, including all WIOA Core Partners, have signed a Memorandum of Understanding (MOU). The MOU operationalizes the collaboration and contains a detailed Handbook to further coordinate policies, protocols and practices. See attachment G. Cross-training and partner interaction follows a regular schedule. These activities support the coordination and alignment of the workforce programs. Specific strategies for aligning and leveraging services and resources among WIOA Core Partners are listed in the Operational Planning Section of this plan.

As described in the Kansas Combined WIOA State Plan infrastructure costs will be limited to collocated One Stop Career Center partners. Infrastructure cost sharing information is outlined as an attachment to the MOU. See attachment C.

### III. Operational Planning Elements

The LWDB monitors the effectiveness of the local workforce system through committees and reports of activities of the staff/ partners. The LWDB has designated staff to monitor compliance, outcomes, and overall effectiveness of the workforce system in LA IV. This is done through ongoing reports provided by staff and partner programs. Each report that staff provides identifies which Board strategy it supports. Through the work of the One Stop Advisory Council additional matrixes will be identified to measure the effectiveness of the following elements: availability of career services, referrals to system partners, serving populations with multiple barriers to employment, serving veterans, cross training, communication, services to employers, prevention of duplicating services, and creating a no wrong door approach.

Strategic planning for the LWDB occurs every two years. During the planning, there is an assessment of strengths and weaknesses of the Workforce System.

The Chief Elected Officials Board (CEOB) appoints members to the LWDB from business and industry nominations. Since 2000, the Regional Economic Area Partnership (REAP), a council of local governments, has served as the CEOB and currently has an agreement to do so until June 30, 2017. In coordination with REAP, the Local Area is moving towards a new model for the CEOB to directly engage more local elected officials. Figure 11 shows the proposed structure that will be in place by July 1, 2016. Figure 12 outlines the CEOB membership roster.

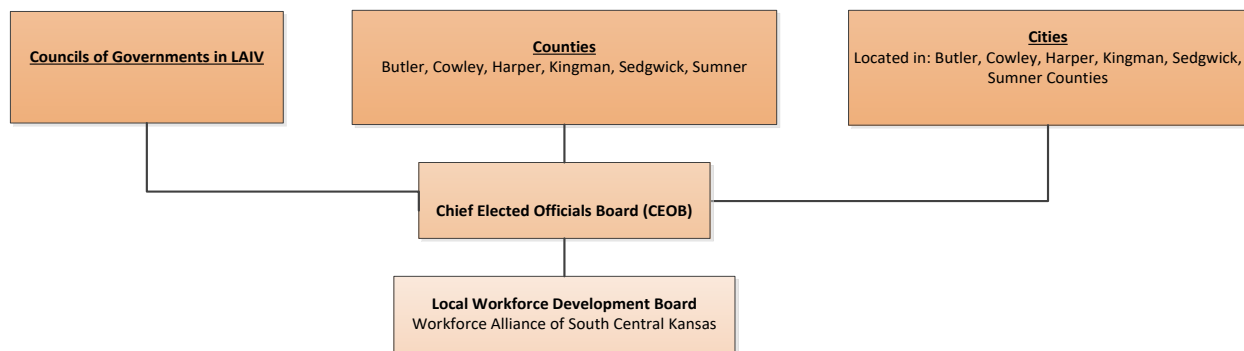


Figure 11: Shows the proposed structure of the CEOB that will be set in place by July 1, 2016.

Chief Elected Officials Board (CEOB)			
<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>County/City Representing</b>
Lawrence	Ben	Mayor	REAP/Andover
Haynes	Tom	Council President	REAP/Derby
Austin	David	Mayor	REAP/Bel Aire
Haines	Vince	Mayor	REAP/El Dorado
Sattherthwaite	Rex	Mayor	REAP/Bentley
Lampe	Larry	Mayor	REAP/Garden Plain
Carl	Koster	Council Member	REAP/Cheney
Gregory	Marcey	Mayor	REAP/Goddard
Ussery	Burt	Mayor	REAP/Clearwater
Parker	Ed	Mayor	REAP/Kechi
Pettigrew	Daniel	Mayor	REAP/Conway Springs
Voran	Carol	Commissioner	REAP/Kingman County
Donnelly	Clair	Mayor	REAP/Maize
Jones	Jason	Mayor	REAP/Rose Hill
Somers	Terry	Mayor	REAP/Mount Hope
Dove	Laurie	Mayor	REAP/Valley Center
Steadman	Shelly	Mayor	REAP/Mulvane
Hansel	Shelly	Mayor	REAP/Wellington
Longwell	Jeff	Mayor – Board Chair	REAP/Wichita
Mann	Ray	Mayor	REAP/Park City

Figure 12: Shows the Chief Elected Officials Board roster.

### **Local Workforce Development Board Structure**

The LWDB strives to align services, leverage funding, and support an integrated service delivery model to streamline operations across the local workforce system. To do so, the LWDB has established committees to oversee the operations of the Workforce System and One Stop Workforce Centers. Staff provide support by regularly communicating to the LWDB and CEOB, and are responsible for implementing Local Board policy.

The LWDB membership roster is outlined below in Figure 13.

Local Workforce Development Board			
Last Name	First Name	Position	Member Category
Anderson	Jennifer	Director	Adult Basic Education
Anderson	Sean	Business Manager	Labor
Blackburn	Rod	Owner	Business
Black	Brian	Senior Manager, Global Executive Development and Diversity	Business
Donnelly	Michael	Director	Vocational Rehabilitation
Falletti	Kerri	Director	Economic Development
Giesen	Robert	President & Owner	Business
Hansen	Kenton	Director of Marketing	Business
Hayes	Phillip	Vice President of Human Resource Services Operations	Business
Heinz	Robin	Director of Human Resources	Business
Hink	Dan	Coordinator	Labor
Hughes	Jennifer	Human Resource Director	Business
Jewett	Kathy	Human Resources Manager – Board Chair	Business
Jonas	Patrick	President & CEO	Business
Krull	Kimberly	President	Higher Education
Magennis	Michael	Training Director	Labor
Naylor	Tony	Training Director	Labor, Joint Apprenticeship Training Programs
Powell	Justin	Regional Operation Director	Wagner Peyser
Ratzlaff	Ronald	Human Resource Director	Business
Roby	Mark	Business Agent/Organizer	Labor
Schlickau	Gabe	Agent	Business
Weber	John	Executive Director	Business
Wells	Ken	Owner	Business

Figure 13: Shows the Local Workforce Development Board roster.

Regular training is provided to Board members and includes the LWDB Job Description, Code of Conduct, and Conflict of Interest Policy. See Attachment H.

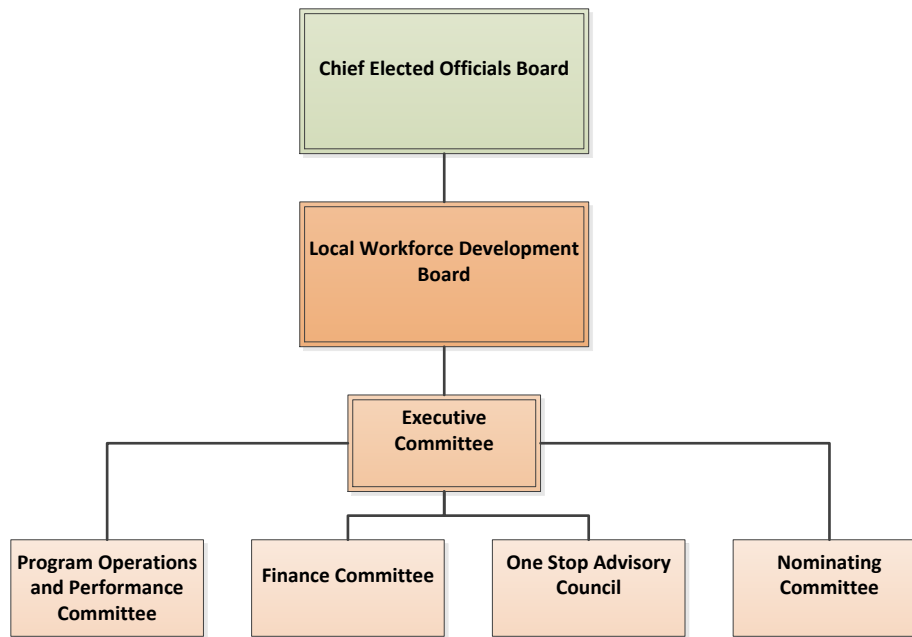


Figure 14: Shows the current structure of the local area.

Coordination of the programs and activities included in the plan begins with the Board of Directors who guides the professional staff as they implement the vision. The LWDB has created guidelines to govern its members which include:

### **LWDB Executive Committee**

The LWDB Executive Committee is appointed by the Local Workforce Development Board (LWDB) Chair, and makes the operational decisions for the LWDB. Members include the LWDB Chair, the Chair of each of the standing Committees, and members appointed at large from the LWDB. The Committee provides strong leadership to the LWDB and other standing committees and task forces. This committee is scheduled to meet monthly and the meetings are open to all interested LWDB members.

### **Committee Purpose:**

- Identify and assess workforce issues and needs of business and the community and endeavor to establish partnerships to align services to meet the community's workforce needs
- Solicit input and participation from the public and private sectors for joint planning and the provision of services to the residents of Local Area IV
- Provide overall policy guidance and oversight on the use of funds and on the approach to delivery of services
- Establish a committee structure that ensures adequate review of proposals, oversight of program operations, long-range planning, and marketing to the business community
- Act on behalf of the Board as needed
- Review the performance of the WIOA Programs in Local Area IV



### **Program Operations and Performance Committee**

The Program Operations and Performance Committee is appointed by the LWDB Chair. The Committee oversees the program operations, reviews performance, approves Eligible Training Providers for the Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker, and Youth programs, and approves industries and occupations for training in Local Area IV. Members are not required to be on the Local Workforce Development Board (LWDB). This committee meets every other month.

#### **Committee Purpose:**

To advise the LWDB and Executive Committee on WIOA Adult, Dislocated Worker, Mature Worker and Youth programs, initiatives, and performance.

### **One Stop Advisory Council**

The One Stop Advisory Council is appointed by the LWDB chair. The Council oversees the One Stop System in Local Area IV and regional partnerships focusing on system integration and preventing duplication of services among WIOA Core Partners and community based organizations. This council will focus on aligning the LWDB's strategies throughout the Workforce System in South Central Kansas. This committee meets every other month.

Membership is not exclusive to the Local Workforce Development Board (LWDB) members and may include representatives from WIOA Core Partners which include:

Adult Education: fulfills Title II activities of WIOA which includes services such as Adult Education and Literacy, English Language Acquisition

Rehabilitation Services: provides Title IV of WIOA and includes education and training services to individuals with disabilities

Wagner Peyser: provides Title III of WIOA and includes labor exchanges services

WIOA: Title 1B Adult, Dislocated Worker, and Youth Programs or Title IB employment and training services

Community Partners: additional programs funded through WIOA and federal training programs, community based organizations and other stakeholders

#### **Committee Purpose:**

To align and leverage services and resources of WIOA core and partner programs, monitor One Stop System operations, and form strategies to ensure continuous improvement of the system.

### **Finance Committee**

The Finance Committee is appointed by the LWDB Chair and oversees Workforce Innovation and Opportunity Act (WIOA) funds from the U.S. Department of Labor. Funding streams include Adult, Dislocated Worker, and Youth. Members are not required to be on the Local Workforce Development Board (LWDB). This committee meets two to three times a year as needed.

**Committee Purpose:**

To develop an operating budget for the LWDB on an annual basis. Oversee and review audits of WIOA funds. Oversee and review procurements and the RFP process for the LWDB.

**Nominating Committee**

The Nominating Committee is appointed as needed by the LWDB Chair and identifies and makes recommendations for officers to the LWDB. Members are LWDB or Committee members. This committee meets as needed.

**Committee Purpose:**

To nominate LWDB officers.

To ensure continuous improvement, the LWDB monitors local area performance monthly and strives to achieve the negotiated local levels of performance. Additional continuous improvement factors include:

- Customer Satisfaction Surveys
- Partner feedback through the One Stop Advisory Council
- Monitor progress of the strategic plan goals
- Staff work groups focused on system improvement

All of these elements assist LA IV in remaining a high performing Board.

**Job Seeker Customer Flow Strategies**

The vision for customer service in Local Area IV is to leverage, align, and create more effective formalized communication across Core Partners as well as 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. This will create new opportunities to build Career Pathways and Sector Strategies leading to greater community impact in the region.

The vision for the future includes customer services that will be supported through data sharing among Core Partners when the appropriate customer release of information is in place. Until this is established, Core Partners will follow procedures consistent with the strategies identified below.

To implement this vision, local areas and Core Partners will establish Memoranda of Understanding (MOU) to assure five key components of an aligned and collaborative system.

**Component 1: Enhanced Customer Referrals and Release of Information Processes**

MOU Partners will commit 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 customers with disabilities require Vocational Rehabilitation (VR) services. Not all VR customers need to be referred for

One Stop services. Not all customers 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 ensure an effective use of resources across the entire workforce development system.

The preferred method of referrals is an automated data sharing process. This would include all relevant information needed by the partner program until a system can be developed. Core Partners are committed to making referrals to Core Partners using a standardized form. This form will be sent with all the necessary documentation, once a release of information is obtained by the customer. The Core Partners will ensure all personal identifying information is sent securely to the receiving partner. See Partner Referral Form Attachment E.

Partners are expected to make initial contact with referred customers within 48 hours. Appointments and referral follow up will be based on agency work flow and resources. High levels of communication will be expected so that customers will be appropriately informed. Information on partner services and timelines for responses can be found in the Partner Referral Guidelines. See attachment B.

### **Component 2: Effective Communication among All Partners in the Local Areas**

Effective communication among Core Partners is essential in creating a comprehensive system that meets the needs of workers, jobseekers and employers and also fulfills the mandates of each partner.

Core Partners are invited to serve on the One Stop Advisory Council, a committee of the LWDB. Participating members will be required to keep contact information updated. This committee will be focused on:

- Serving as the liaison from agency to One Stop Advisory Council and Workforce Centers
- Service delivery system improvement and enhancement
- Training opportunities
- New developments with each partner
- Assisting in developing communication tools such as monthly meetings, newsletters or reports
- Development of web based/technology driven resources

Members of the One Stop Advisory Council will be responsible to ensure 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 Partner may 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. The LWDB will collect this information and create Partner Referral Guidelines (Attachment B)

that may be shared across partners, accessible online, and updated routinely due to program changes.

Core Partners shall participate in orientations inclusive of partner program information, shared workshops, collocation, when feasible and agreed upon, and shared use of facility space for specific meetings or events.

One main goal for the Core Partners is to maintain partner information using a common website. The Council will continue to explore opportunities as well as align with state initiatives such as the Workforce Innovation Fund “Start Here” project and the Workforce Data Quality Initiative system integration.

#### **Component 4: Targeted Outreach Strategies**

Specific emphasis of outreach strategies will be to identify persons with significant barriers to employment and people with disabilities. Best practice approaches 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
- 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

#### **Component 5: Collaborative Case Management and Co-enrollment**

Local Area IV Core Partners agree to utilize collaborative case management and co-enrollment when needed by the customer and to 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, leveraged funds, and availability of resources as they pertain to the customer.

Over the next two years, Core Partners will create processes and procedures to promote collaborative case management and co-enrollment to include elements such as:

- Establishing a method for tracking the number of referrals to establish a baseline and ongoing performance monitoring
- Assisting customers in accessing labor market information about high-demand jobs, and career pathways
- Promoting Registered Apprenticeship
- Establishing primary case management
- Preventing duplication of services in the following areas:
  - 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
- Managing expenditures related to service provision

### **Integration of WIOA Title IB and Wagner-Peyser services**

An integrated workforce delivery system is one that bases services and flow on the needs of the customers served, not specific program requirements. The universal customer flow is designed to best guide individuals seeking workforce services through the system in a seamless manner. The LWDB is dedicated to engaging all partners within the workforce system in South Central Kansas, in order to leverage available resources and continually enhance the services offered to the areas' job seekers and employers.

The LWDB views integration as a way to provide services to an increased number of customers, even when faced with limited resources. The LWDB increases community impact by aligning services and leveraging resources. By implementing the integrated services model, the local workforce system will operate programs based upon unified purposes, goals, and policies and will be better positioned to meet the needs of our customers - job seekers and employers.

The One Stop Advisory Council, representing the WA as the One Stop Operator and WIOA Program Operator, the Kansas Department of Commerce as the provider of Wagner Peyser (WP) services, the Kansas Department of Children and Families who administers Rehabilitation Services, and local providers of Adult Education Services, as well as other grants/programs held by all entities and community based organizations; these Core Partners meet regularly to plan for delivery of services utilizing an integrated systems approach. The current integration plan includes WIOA Title IB programs and WP; other Core Partners are invited to participate in this structure.

The Integrated Service Team, consisting of colocated partners, meet weekly to plan service delivery within the physical One Stop locations, coordinating functional management of programs and staff.

Integration efforts in LA IV began in 2007, with collocating Workforce Investment Act (WIA) and WP staff in the Career Centers and cross-training staff to provide the same universal core services to all job seeker customers. Additionally, WIA and WP staff were assigned to Business Services to coordinate and improve workforce services to area employers.

### **Integrated Service Delivery and Functional Management**

In accordance with KANSASWORKS policy the LWDB implements enhancements to customer flow and service delivery that support and advance the integration of employment and training services in LA IV. To oversee these efforts a "Functional Manager" is designated to oversee the day to day operations of service integration strategies in LA IV. The Functional Manager in LA IV is the One Stop Director. The One Stop Director coordinates with the Regional Operations Manager for the Department of Commerce to lead integration efforts.

Integration continues to focus on Core Partner staff operating within the LA IV Career Centers and Business Services, while allowing opportunities to expand to include other partners within the system as activities progress. All actions are aimed at reducing duplication of services and streamlining customer flow throughout the workforce system.

The LWDB utilizes a functional team model in the delivery of integrated WIOA and WP services; staff is organized by services provided, rather than by program or partner agency. The functional teams include the following: Career Center Team (Welcome and Skills Function), Case Management Team (Training Function), and Business Team. Each team has designated team leaders who provide functional oversight and supervision of day-to-day activities. Current Workforce Alliance (WA) and Department of Commerce supervisory level staff fills the functional team leader roles. All WIOA and WP staff are cross-trained on each function, but are assigned a primary function based on skills, knowledge and experience.

The Integrated Services Team, along with involvement of identified frontline staff, outlined the primary responsibilities of each functional team as follows:

**Career Center Team:** Members of the Career Center Team are responsible for providing both the Navigation (Welcome) and Career Coach (Skills) Functions in the Integrated Services Delivery model.

**Navigation (Welcome) Function:** Career Center Team members designated as “Navigators” are responsible for the initial greeting of all customers entering the Workforce Centers. As the first point of contact for all customers, staff members are expected to provide exceptional customer service and be knowledgeable of all partner programs within the Centers. Additional functional activities are to:

- Provide information and demonstration of available services, including on-line registration, occupational and labor market information, and other employment related tools
- Participate in all aspects of Career Center daily operations, including the following: Information Desk, Resource Area (including job search computers), initial assessment with customers
- Be knowledgeable of available internal and external resources and applicable referral processes to eliminate customer barriers to meeting employment goals and program performance
- Document and maintain customer contacts, services and activities in KANSASWORKS in accordance with standard procedures, rules and regulations for the purpose of coordinating partner services and documenting program performance
- Participate as needed in job fairs, career day events, workshops, seminars, Rapid Response, networking events and other employment related activities
- Assist job seekers with identification of basic skills deficits using generally available resources

**Career Coach (Skills) Function:** The Career Coach function focuses on the assessment and enhancement of job seeker skills. Staff called “Career Coaches” meet with customers one-on-one

to provide individualized job search assistance as well as in group settings to conduct workshops. Additional functional activities are to:

- Determine suitability and eligibility for local, state, and federal programs
- Participate in all aspects of Career Centers daily operations, including the following: staff-assisted career services including intensive one on one job search activities, and labor market information
- Be knowledgeable of available internal and external resources and applicable referral processes to eliminate customer barriers to meeting employment goals and program performance
- Document and maintain customer contacts, services and activity in KANSASWORKS in accordance with standard procedures, rules and regulations for the purpose of coordinating partner services and documenting program performance
- Participate as needed in job fairs, career day events, workshops, seminars, Rapid Response, networking events and other employment related activities
- Assist job seekers with assessments
- Provide one day case management services to customers enrolled in local, state, and federal programs in accordance with policies, procedures, and forms

Case Management Team: Members are responsible for providing Training Functions in the Integrated Services Delivery model.

Training Function: Provides one-on-one case management services to customers who have already received Career Services and are enrolled in training activities (as eligibility and funding allows). Additional functional activities are to:

- Determine suitability and eligibility for local, state, and federal programs
- Provide one-on-one case management services to customers enrolled in local, state, and federal programs in accordance with policies, procedures, and forms
- Provide or connect customers to short-term pre-vocational training services and the enhancements to customer flow within the Workforce Centers. The Career Services Team has a larger menu of services available to offer job seekers who may need only minimal skills upgrading to be successful in their job search.
- Document and maintain customer contacts, services and activity in KANSASWORKS in accordance with standard procedures, rules and regulations for the purpose of coordinating partner services and documenting program performance
- Maintain contact with customers, track progress and performance outcomes
- Maintain electronic and paper customer files
- Be aware of available internal and external resources and applicable referral processes to eliminate customer barriers to meeting employment goals and program performance
- Participate as needed in job fairs, career day events, workshops, seminars, Rapid Response, networking events and other employment related activities
- Assist as needed with Career Services in LA IV Workforce Centers

Business Team: Members of the Business Team work with area employers to assist in identifying solutions for workforce needs. Team members work to match job-ready applicants with the open positions held by area employers. Additional functional activities are to:

- Develop and maintain relationships with new and existing employer customers. Identify and discuss needs, explain how needs can be met by special products and services
- Obtain, input and review job orders. Perform search to match applicants with job requirements, using manual and/or computerized file searches. Contact applicants to inform them of employment opportunities
- Be aware of key employment sectors with regional impact
- Provide outreach to economic development
- Identify qualified applicants for referral to employers based on employer's preferences through pre-screening, application review, assessments or other identified criteria
- Document and maintain customer contacts, services and activity in KANSASWORKS in accordance with standard procedures, rules and regulations for the purpose of coordinating partner services and documenting program performance
- Be aware of current human resource related laws and how to access resources for customers
- Be knowledgeable of available internal and external resources and applicable referral processes to eliminate customer barriers to meeting employment goals and program performance
- Coordinate job fairs for employer customers
- Participate as needed in job fairs, career day events, workshops, seminars, Rapid Response, networking events and other employment related activities
- Assigned to businesses based on sectors to develop greater expertise to meet employers needs
- Conduct prevailing wage surveys to assist agricultural employers who are in need of foreign workers to meet their business demands

Local Area IV utilizes resources from the Kansas Department of Labor (KDOL) connecting job seekers to Unemployment Insurance Resources through Career Centers and Rapid Response Activities. The Business Team utilizes KDOL's Kansas Labor Information Center, (<https://klic.dol.ks.gov/vosnet/Default.aspx>) for labor market information which is shared with employers and job seekers.

As integration efforts continue in Local Area IV, a stronger focus is placed on employer services and the activities of the business service representatives. To be a workforce system led by employer demand in the region, it is imperative to focus efforts on understanding employer needs and connecting them with a skilled workforce.

The Integrated Services Team works with the Business Team to determine the preferred skill assessment and establish the minimum basic skill level necessary for job seekers based on input from area employers. This information guides the selection of assessments and service offerings for job seekers utilizing the Workforce Centers to gain employment.



The Training Team provides the Business Team with monthly reports including current data on the number of customers in training, areas of training, and estimated completion dates. This information provides data about the pipeline of skilled workers coming through the Workforce Centers, and allows the Business Team to conduct necessary job development prior to customers completing training.

Additionally, the Business Team communicates regularly with all other functional teams to allow an opportunity for ongoing dialogue between the staff serving employers and job seekers. This ensures effective communication regarding information on job postings, employer feedback, and job seekers actively pursuing employment.

### **Co-Enrollment**

A major component of streamlining services and eliminating duplication is the co-enrollment of eligible customers in Core Partner programs in LA IV when appropriate. Customers who progress to a Career Services level are co-enrolled. This allows WIOA Title I and WP staff to be fully integrated and able to provide the same services to any customer without concern for programmatic guidelines, and the documentation requirements which need to be followed.

WIOA Title I and WP services currently utilize KANSASWORKS, the web-based customer tracking system, and allows for the automatic collection of enrollment and (certain) eligibility information. Using KANSASWORKS, staff is able to determine eligibility, track customers services, and record case notes. Other Core Partners will maintain current systems for Case Management tracking as data system integration solutions are being pursued at a state level.

### **Performance**

The success of One Stop services is measured by a comprehensive performance accountability system in order to optimize the return on investment of federal funds, to assess the effectiveness of services, and to ensure continuous improvements.

All Core Partner programs are outcome based. The effectiveness of each program is measured by capturing customer performance information, collected through KANSASWORKS. WIOA performance measures that apply to job seeker customers are:

#### **Common Measures**

- Entered Employment Rate – The percentage of those who are not employed at the date of participation and are employed in the second quarter after the exit quarter
- Employment Retention Rate – The percentage of those who are employed in the fourth quarter after the exit quarter
- Average Earnings – The average of all earnings of those participants who are employed in the first and second quarters after the exit quarter
- Credential Rate- percentage of participants who obtain a recognized post- secondary credential or diploma during participation or within one year after program exit
- Skills Gain- percentage of participants in education leading to credential or employment during program year, achieving measurable gains. Measured in real time
- Effectiveness in Serving Employers- parameters have not been established

Staff is provided the current negotiated standards of common measures for all programs, but is expected to contribute to the achievement of meeting or exceeding the highest of the WIOA program standards.

Staff does not use performance outcome assumptions to limit services to individuals otherwise eligible for those services. Policies are in place for eligibility for career and training services for Adult, Dislocated Workers, and Youth participants. The policies outline the eligibility criteria for each program and follow the WIOA law, there are no additional requirements. The policies do not allow for staff to limit services including credential/post-secondary training and work based learning if the customer would otherwise be eligible for those services. Please see attachments I, J, and K for the Adult, Dislocated Worker, and Youth Eligibility policies.

Eligible training providers are required to provide performance information about each program they have on the Eligible Training Provider List at least biannually. Providers are required to provide performance information on the number of students served, program completion rates, students who obtained unsubsidized employment, and the average wage at placement in employment. Providers must meet an amount equal to 60% of the State Common Measure Goal to remain on the Eligible Training Provider List. Additionally consideration is given to whether or not a training program relates to an in-demand industry or occupation within the State when deciding whether to add or continue with a training provider. Ensuring programs are in-demand and are performing at an acceptable level ensure that providers are meeting the needs of local employers and job seekers.

### **Integration Oversight and Continuous Improvement**

The LWDB is committed to regular review of service delivery practices to ensure an ongoing focus on continuous improvement within the Workforce Centers of LA IV. The One Stop Director will manage/oversee the delivery of integrated services, and work in coordination with the Regional Operations Manager for the Kansas Department of Commerce and other WIOA Core Partner programs.

Input from customers, internal partners, and community partners is critical to the progression of delivering a high level of customer service while aiming to meet the needs of area businesses by connecting employers with a skilled workforce.

The LWDB will conduct ongoing oversight and monitoring of services, customer files, eligibility documentation, customer payments, level of integration, effectiveness of functional supervision, and performance, to ensure compliance with federal and state laws, regulations, and local policies and procedures. In addition, the LWDB will conduct customer interviews on a quarterly basis.

Data validation is conducted annually by the State of Kansas to ensure that all information entered into KANSASWORKS is accurate and documented in the customer file.

In addition to WA oversight and monitoring, the State of Kansas and the U.S. Department of Labor monitors and/or audits the activities and documentation for services delivered.

## **Business Outreach**

The Core Partners under WIOA will implement a collaborative and coordinated business outreach process to streamline employer and economic development engagement among partners; share a common procedure for approaching new businesses; and maintain current business relationships. The purpose for this strategy is to improve services to employers, and increase engagement of the business community in the public workforce system. The Core Partners will 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 Core Partners will implement the following strategies.

### **Use a Coordinated Employer Needs Assessment (ENA) Form and Outreach Process**

Use of a common form will allow the data gathering and assessment of employers to be aligned and leveraged among the Core Partners. Gathering standardized data will facilitate identification of employer needs, and increase responsiveness among the Core Partners to those needs. Within the first year of this combined state plan, the Core partners will develop and implement policies and procedures on the use and sharing of the ENA data across programs, with respect to the varying service models employed by the partners. For example, Title I and III programs currently conduct direct employer engagement activities through designated business service representatives. In contrast, the Vocational Rehabilitation program utilizes outside competitive contractors with expertise in addressing barriers to employment of job seekers 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.

Coordinating employer contact is not intended to constrain access to employers. The coordinated contact approach is intended to expand access to employers by enabling the workforce system to represent their customers equally, vigorously, and simplify the process for businesses. Regardless of who interacts with an employer, the employer's needs are met by including customers from all programs as potential employees.

Opening the dialogue between the Partners and creating a streamlined approach to business outreach, will provide the opportunity for key stakeholders to discuss options for creating inclusion and targeted training programs. These programs will enhance employers hiring capabilities, as well as providing people with multiple barriers to employment opportunities to become employed. This improved engagement will also provide additional paid job opportunities for youth while in school or immediately after, up to age 24. This can include, but is not limited to internships, apprenticeships, job shadowing and/or training courses.

In addition, the strategy will increase the collaboration and leveraging and aligning of services for employers among the Partners. Employers previously served by one partner will have access to a larger network of support and work-ready job seekers. Employers will experience a more focused and collaborated effort between agencies. This collaborative effort will increase employer knowledge, and maximize their usage of the various incentive programs that the state

has available for businesses to hire people with disabilities and those with significant barriers to employment.

### **Develop an Ongoing Cross-Training Program for Partner Employer Development Specialists**

To strengthen knowledge of Partner services, their customers' employment needs and strengths, and to enhance coordination, the Partners will conduct regular cross-training and engage in continuous improvement meetings on an annual basis. The Partners will designate individual(s) to participate in the "train-the-trainers" process. Trainers will learn the basics of each Core Partners' programs, services and the ENA during the first year of implementation. Training will include enough relevant information to give trainees the tools necessary to speak to an employer about the other Core Partner programs/incentives, piquing interest and facilitating the introduction of Core Partners into the relationship for specialized knowledge. Individuals speaking to employers about other partner programs will not have the authority to commit services or funds without prior approval of the Partner.

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

### **Explore the Option of Using a Common Database for Employer Tracking**

Core partners will utilize KANSASWORKS as a common database to track employer outreach, employer profiles, job openings, Partner services provided and job order outcomes. KANSASWORKS would allow Partners representing veterans, people with disabilities, minorities and job seekers with multiple barriers to employment to further assist Federal Contractors with regulatory compliance. Other features to be considered in a common data base would include the ability to provide timely Equal Employment Opportunity (EEO) reports to assist employers with regulatory compliance and the ability to comply with veterans' preferences that pertain to Titles I and III. Furthermore, job orders in KANSASWORKS are open to veterans that comply with preference for the first 72 hours after being entered, as required by United States Department of Labor Veterans Employment and Training Service.

These strategies will increase collaboration and leveraging and aligning of services for employers among the Partners. Employers previously served by one partner will have access to a larger network of support and work-ready job seekers. Employers will experience a more focused and collaborated effort between agencies. This collaborative effort will increase employer knowledge and maximize their usage of the various incentive programs the state has available for businesses to hire people with disabilities, and those with significant barriers to employment. This will also increase the number of employers using the KANSASWORKS system and One Stop System.

The Vision over the next two years will be that each Partner will train all or select employees on the services each Partner provides. Together, each Partner will be able to adequately refer employers to services they can utilize. This will increase the effectiveness of our services for employers, increase the pool of candidates employers can access, and increase the awareness and ability to utilize trainings and schoolings an employer might want for their employees. Cross Training will include:

- How to talk to an employer
- How to complete the Employer Needs Assessment
- What would prompt a referral to Adult Education, Workforce Center, Rehabilitation Services or Economic and Employment Services
- What services each Partner can provide to an employer
- Common definitions list
- Defining Business Services vs. Employer Outreach
- Employees will not have the authority to conduct eligibility for any services from another partner. Training on services of partners and on the ENA is to allow employees from other organizations to adequately inform employers of potential services from partners that might be beneficial.

One goal includes having job ready job seekers' resumes uploaded into KANSASWORKS, so that resume matching for employers can return a larger and more Partner-diverse set of results. The Workforce Center will coordinate with Partners to conduct on-site application and pre-screen services to job seeker customers in order to increase candidate numbers for employers, and access to employment opportunities for Partner job seeker customers.

The LWDB engages local education and training providers using several strategies that align regional efforts and promote workforce system development and create a job driven education and training system:

- Annual Review of Demand Occupation List
- Blue Print for Regional Economic Growth (BREG) Education and Training
- Regional Manufacturing Council on Technical Education
- LWDB and its committees has representation from Higher Education, Adult Education, and the K-12 system
- The LWDB convenes the Youth Career Connect Collaborative which is a steering committee of K-12 and post-secondary educators

In addition, LWDB leadership has established the practice of meeting with regional community colleges and technical institutions at least once a year. A number of area colleges and universities utilize the One Stop Career Centers to provide information on education and training opportunities at their institutions. One Stop Career Centers provide assistance to accessing and completing the FAFSA online.

The LWDB has set a strategic priority to leverage and align education and training programs in the region with WIOA Title I funds serving as the foundation. The LWDB is active in pursuing additional funding opportunities and has secured the following funds that are aligned with WIOA programs.

## Grant Summaries

Leading:

<b>Grant: Preparation for Advanced Career Employment System (PACES)</b>	
<p>Recipient: WA</p> <p>Granting Agency: National Fund for Workforce Solutions (NFWS)</p> <p><b>Contact: Amanda Duncan,</b>  <a href="mailto:amandaduncan@workforce-ks.com">amandaduncan@workforce-ks.com</a></p>	<p>Summary: PACES works to create a more accessible and flexible employment and training system to move unemployed and under-employed workers into high demand and high skill careers in the aviation, healthcare and advanced manufacturing industries.</p>
<b>Grant: Wichita Sedgwick County Community Action Partnership (CAP)</b>	
<p>Recipient: WA</p> <p>Granting Agency: City of Wichita (CSBG)</p> <p><b>Contact: Aletra Chaney,</b>  achaney@workforce-ks.com</p>	<p>Summary: CAP is designed to provide support, tools, and resources to low income individuals. The goal is to help participants overcome barriers which are preventing them from becoming self-sufficient.</p>
<b>Grant: H-1B Kansas Engineering Excellence Program (KEEP)</b>	
<p>Recipient: WA</p> <p>Granting Agency: USDOL</p> <p><b>Contact: Amanda Duncan,</b>  <a href="mailto:amandaduncan@workforce-ks.com">amandaduncan@workforce-ks.com</a></p>	<p>Summary: In partnership with Wichita State University College of Engineering, grant funds are used to train long-term unemployed, women or minority participants, in engineering programs to obtain a BS, MS or PhD degree from Wichita State University. Funds pay for tuition, books, and internships/work experiences.</p>
<b>Senior Community Service Employment Program (SCSEP)</b>	
<p>Recipient: WA</p> <p>Granting Agency: Kansas Department of Commerce</p> <p><b>Contact: Gary Brown,</b> <a href="mailto:gbrown@workforce-ks.com">gbrown@workforce-ks.com</a></p>	<p>Summary: SCSEP is a program for older Americans needing assistance updating work place skills to be competitive in today's job market.</p>

Partnering:

<b>Grant: Accelerating Opportunity – Kansas (AO-K)</b>	
Recipient: Kansas Board of Regents Granting Agency: Jobs for the Future (JFF) <b>Contact: Zoe Thompson,</b> <a href="mailto:zthompson@ksbor.org">zthompson@ksbor.org</a>	Summary: AO-K funds are being used to help Kansas transform adult education into successful career pathways leading to postsecondary credentials and economic security for underprepared workers in today's demanding job market.
<b>Grant: H-1B On the Job Training (OJT)</b>	
Recipient: Kansas Department of Commerce Granting Agency: USDOL <b>Contact: Amanda Duncan,</b> <a href="mailto:amandaduncan@workforce-ks.com">amandaduncan@workforce-ks.com</a>	Summary: Funds reimburse companies for the cost of training new hires who have already received bachelor-level engineering degrees. New hires must be dislocated workers, long-term unemployed or recent college graduates.
<b>Grant: Kansas Disability Employment Initiative (DEI)</b>	
Recipient: Kansas Department of Commerce Granting Agency: USDOL <b>Contact: Katie Givens,</b> <a href="mailto:kgivens@workforce-ks.com">kgivens@workforce-ks.com</a>	Summary: Funds are being used to develop and implement sound recruiting, training and placement practices for people with disabilities. The goal is to create systemic and sustainable change in the way the workforce system serves individuals with disabilities.
<b>Grant: Kansas Health Profession Opportunity Project (KHPOP)</b>	
Recipient: Kansas Department of Commerce Granting Agency: HHS <b>Contact: Gary Brown,</b> <a href="mailto:gbrown@workforce-ks.com">gbrown@workforce-ks.com</a>	Summary: Funds provide healthcare education, training and employment for SNAP and TANF recipients and other low-income individuals statewide.

<b>Grant: KanTRAIN</b>	
<p>Recipient: Washburn Institute of Technology and Wichita Area Technical College</p> <p>Granting Agency: USDOL</p> <p><b>Contact: Katie Givens, <a href="mailto:kgivens@workforce-ks.com">kgivens@workforce-ks.com</a></b></p>	<p>Summary: KanTRAIN addresses local workforce needs by producing skilled workers in high-wage, high-skill jobs.</p>

### **Operating Systems**

Local Area IV utilizes KANSASWORKS for its labor market, data system, case management system, job bank, ETP, and fiscal system. KANSASWORKS is the data management system provided by the state of Kansas. KANSASWORKS has many modules with differing functionality. Labor market data is available and utilized to assist customers with career guidance. Services, notes, individual employment plans, goals, and other case management information are all stored in KANSASWORKS. Customers can store resumes and look for jobs, and employers can post jobs and look for employees. KANSASWORKS is also used to manage eligible training providers for Adult, Dislocated Workers and contracted element providers for Youth. Additionally, all client payments are entered and processed through KANSASWORKS. All performance information is entered and managed there as well.

Data is collected while the customer is present at the Workforce Center. Data obtained is entered into the data management system, KANSASWORKS. Services, notes, performance information, etc. is expected to be entered within 24 hours of the customer interaction. Reporting on performance is provided to the Local Workforce Development Board committees on a monthly basis via the Executive Committee.

### **Program Data**

Data entry of customer information is completed while the customer is at the Workforce Center. Staff updates demographics and open enrollments while meeting with the customer. If for some reason, the data management system is unavailable and staff cannot enter data while the customer is at the Workforce Center, then staff has 24 hours to enter the data in the management system. Protocols are available to staff that emphasize all information must be entered when it occurs or within 24 hours of the customer interaction.

Customer's progress in education and employment is tracked all through their participation in the program. Staff is required to have regular contact with customers and record their progress in training they are participating in and employment information. All of this information is gathered and then reported in the KANSASWORKS system at the time of the customer's exit.

Employment information and work history is gathered at every customer interaction. When customers first come into the Workforce Center, the previous 12 months work history is gathered. Then, an update is obtained at every interaction with the customer. The information gathered includes employer name, employment start date, employment end date, job title, wages,



hours worked per week, type of termination, whether or not the customer applied for Unemployment Insurance and the outcome of the Unemployment Insurance application. Staff gathers this information at every interaction, and records the information in KANSASWORKS. Staff also gathers employment and credential information at the time of customer exit. Case note templates and forms are provided to staff to assist in gathering this information. Gathering employment data at every interaction allows for up to date tracking of outcomes, wages, and retention.

Federal law and local policy requires that personally identifiable information (PII) and other sensitive information be protected. Employees ensure that PII is not transmitted to unauthorized users and all PII transmitted via email or stored on CDs, DVDs, thumb drives, etc. is encrypted using a Federal Information Processing Standard 140-2 compliant and National Institute of Standards and Technology validated cryptographic module. PII is stored in areas that are physically safe from access by unauthorized persons at all times, and data is processed on issued equipment, information technology services and designated locations. Additionally, if staff has to transport PII to another approved location, they must do so by using locked containers provided to them and with approval of their supervisor. Policies and procedures outline these requirements for staff. Staff must also sign off on their acknowledgment of these policies. Please see Attachment L: Handling and Protection of Personally Identifiable Information policy.

### **Veterans**

Customers, when first entering a Workforce Center, are greeted and processed at an information desk. At the information desk, a variety of customer information is obtained, including their veteran status. Local Area IV utilizes an online check in and customer management system through the Workforce Center intranet. Customer information, including their veteran's status, is recorded in the online system. The system keeps track of customers who need to be seen, and the order they should be seen. Customers who indicate they are veterans are automatically moved to the top of the customer queue by the customer management system. They are also indicated by a blue letter "V" in the online system. Highlighting a customer's veteran status, and moving veterans to the top of the queue of customers to be seen, ensures veterans are provided priority. Additionally, KANSASWORKS handles priority of service for veterans for job postings by providing job posting information to veterans before the general public. All referral forms also indicate veteran's status, to ensure priority is provided when referrals are made to internal and external partners.

Additionally, when customers enter a Workforce Center, they are given a Career Intake Assessment which initially assesses them for the services they need that day. On the Career Intake Assessment, questions are asked to determine if they should be referred to a Disabled Veterans' Outreach Program (DVOP) for Jobs for Veterans State Grant (JVSG) services. If the customer's answers indicate they are a veteran with a significant barrier to employment, then staff refers them to a DVOP for JVSG services. The DVOP on call for the day then takes the customer and begins intake of the customer and orders the DD-214. The DVOP then completes a comprehensive assessment and makes a recommendation of services for the customer. This

process is solidified in protocols for staff and the Priority of Service for Veterans and Eligible Spouses policy Attachment M.

The DVOP and LVER staff, through outreach with employers, develops increased hiring opportunities within the local work force by raising the awareness of employers, and of the availability and the benefit of hiring veterans. They take the lead in program awareness and encourage referrals, beginning with notification of funding to the veterans currently registered in the **KANSASWORKS** database in the target area. Current methods include: print brochures; e-mail blasts; Digi-Signs located in the Wichita Workforce Center; social media including Twitter, Facebook, and LinkedIn; Workforce Center's website; Get Hired's website; digital newsletters; press releases; through Rapid Response events; face-to-face partner meetings; and participation in community job fairs and events.

#### LVER Responsibilities:

- Ensure veterans are provided the full range of labor exchange services to meet their employment and training needs. Work with other workforce development providers to develop their capacity to recognize and respond to these needs. Examples may include the following activities:
  - Train other staff and service delivery system partners to enhance their knowledge of veterans employment and training issues
  - Promote veterans to employers as a category of job candidates who have highly marketable skills and experience
- Advocate on behalf of veterans for employment and training opportunities with businesses and community-based organizations. Examples may include the following activities:
  - Plan and participate in job fairs to promote services to veterans
  - Work with unions, apprenticeship programs, and business communities to promote employment and training opportunities for veterans
  - Promote credentialing and training opportunities for veterans with training providers and credentialing bodies
- Establish, maintain, or facilitate regular contact with employers to develop employment and training opportunities for the benefit of veterans. Examples may include the following activities:
  - Develop employer contact plans to include identified federal contractors. Components of the plan may include: telephone contacts, employer visits and ongoing research and analysis of local market conditions and employment opportunities
  - Coordinate with business outreach representatives in the workforce center to facilitate and promote employment and training opportunities for veterans

- Provide and facilitate a full range of employment and training services to meet the needs of newly separated and other veterans and especially address the needs of transitioning military personnel

#### DVOP Responsibilities:

- Conduct outreach activities with the purpose of locating candidates who could benefit from intensive services and market these services to potential customers in programs and places such as the following:
  - Vocational Rehabilitation and Employment (VR&E)
  - Homeless Veterans Reintegration Project (HVRP)
  - Department of Veterans Affairs (VA) hospitals and Vet Centers
  - Homeless shelters
  - Civic and service organizations
  - Partners through the WIOA
  - State Vocational Rehabilitation Agencies
  - Other service providers

#### **Equal Access**

Local Area IV has an Equal Access policy that ensures compliance with section 188 of WIOA and applicable provisions of the Americans with Disabilities Act. Each workforce center is housed in a facility that meets the standards for architectural access as provided by the ADA Accessibility Guidelines for Buildings and Facilities. These standards for access include but are not limited to standards for building access, accessible parking, Braille, raised letter signage, and visual alerting. Each workforce center provides program access, including communications access as required by WIOA and ADA. A full range of communication options are available including alternative formats if a person with a visual or reading impairment requests it or a sign language interpreter if a person with a hearing or speech impairment requests it. Additionally each workforce center provides basic assistive technology to ensure effective communication with computer input and output for individuals with disabilities. Training is provided on a yearly basis to staff on installation and use of basic assistive technology, procedures and local resources to be used to arrange access to services such as sign language, interpreting, Braille transcriptions, etc., procedures for responding to a request for auxiliary aids and services, and guidance on disability etiquette and culture. Please see Equal Access Policy Attachment N.

## **Part II**

### **I. Specific Local Area Procedures, Policies and Practices**

The Workforce Centers utilizes a functional team model in the delivery of integrated Workforce Innovation and Opportunity Act (WIOA) and Wagner Peyser (WP) services; staff will be organized by services provided rather than program or partner agency. The functional teams include the following: Career Services Team, Training Team, and Business Services Team.

## **Functional Supervision**

Each team will have a designated team leader who will provide functional oversight and supervision of day-to-day activity; current Workforce Alliance (WA) and Department of Commerce (DOC) supervisory staff will fill the functional team leader roles. Attempts are made for all WIOA and WP staff to be cross-trained on each function, but staff will be assigned a primary function based on skills, knowledge and experience.

The Workforce Centers has outlined the characteristics of functional and formal supervision as follows:

Functional Supervision by Team Leader: Each Team Leader will serve as primary supervisor for day-to-day work activities. The Team Leader will be responsible for the following:

- Provide oversight of daily activities/team functions
- Organize and maintain staffing schedule for team
- Direct and assign/reassign team members based upon operational needs
- Monitor and track services provided by team
- Provide coaching and feedback based upon observations and staff inquiries
- Identify and facilitate the timely resolution of questions, problems, concerns/complaints and other issues affecting or involving team
- Respond to questions/concerns of team members
- Address customer issues that involve team members or services provided by team
- Coordinate approvals of leave requests for team members
- Schedule and conduct staff meetings and trainings for team members
- Communicate any meaningful action of the above mentioned tasks timely to Formal Supervisors

Formal Supervision: Each WIOA and WP staff member will retain the Formal Supervisor, as identified by the respective employer upon hire. The Formal Supervisor will be responsible for the following:

- Ensure employees work in accordance with the agency's personnel policies
- Address behavior and performance concerns of employees at corrective action level based upon the agency's personnel policies
- Sign time sheets
- Approve expense reports/travel vouchers
- Communicate agency policies, procedures, required activities, news etc. to Functional Supervisor in a timely manor

The Functional and Formal Supervisors for each staff member will work closely together on the following:

- Ensure work performance is, at a minimum, falling within an acceptable level
- Identify and monitor performance goals/priority outcomes
- Conduct performance reviews and prepare staff development plans
- Coordinate staff meetings and trainings
- Communicate changes to daily activity or tasks timely
- Ensure all reports or spreadsheets are shared between agencies monthly

### Management Involvement

Activity	Formal	Functional
<b>Daily Oversight</b>		
Day-to-Day Direction and Problem Solving		<b>X</b>
<b>Human Resources</b>		
Performance Appraisals (completed jointly)	<b>X</b>	<b>X</b>
Performance Goal Setting (completed jointly)	<b>X</b>	<b>X</b>
Corrective Action*	<b>X</b>	
Documentation	<b>X</b>	<b>X</b>
Staffing	<b>X</b>	
Time Sheets (submit to)	<b>X</b>	
Leave Requests (submit to)		<b>X</b>
Call-Ins	<b>X</b>	<b>X</b>
Training, Conference, & Meeting Approvals**		
<b>Financial</b>		
Expense Report/Travel Voucher	<b>X</b>	

Figure 15: Staff reference sheet regarding management involvement

\*With input from Functional Team Leader

\*\*With input from Formal Supervisor

## Oversight of Team Model of Services Delivery

In addition to Functional Supervisors an Integration Coordinator(s) is designated to lead integration efforts and to serve as a liaison to the Workforce Alliance, Department of Commerce, and Community/ One Stop Partners. The Integration Coordinator will be responsible for the following:

- Ensure Customer Service meets or exceeds expectations according to the LA IV Customer Service Grid
- Communicate important information to all teams and provide oversight to team(s) communication
- Identify and facilitate the timely resolution of questions, problems, concerns/complaints and other issues affecting or involving Integrated Services
- Assist in mediation/problem solving when necessary
- Create, facilitate, and/or coordinate team training opportunities
- Monitor customer flow and referral process as appropriate and compliant between teams
- Lead Center Development Meetings which are collaborative meetings to discuss training needs, plans for continuous improvements, and team updates

Figure 16 includes a functional management organizational chart for LAIV.

### Career Center's of LAIV Integrated Services Organizational Chart

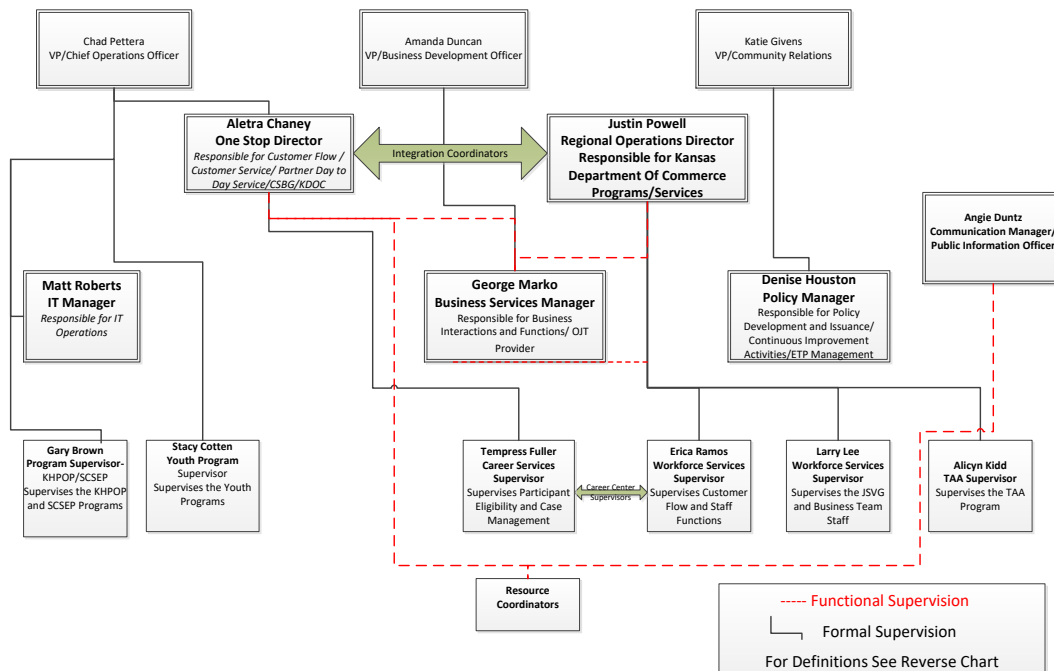


Figure 16: Shows the functional management organizational chart for LA IV.

The workforce system expands access to employment, training, education, and supportive services for eligible individuals through the career and training services provided in the workforce centers. Policies and procedures are in place to guide staff in how to make those services available. Below is a summary of the policies that govern the workforce center activities. Please see attachments for actual policies.

## **Program Policies**

### **Eligibility Determination Policy for WIOA Adult Program**

The integration of staff representing partners within a Workforce Center providing services from varying programs with different eligibility requirements creates a need to formulate customer service flow in a manner that expedites service and meets compliance requirements for the participating partner programs. Additionally, the Local Board is responsible for setting self-sufficiency standards for program eligibility. It is the policy of the LWDB to determine eligibility for WIOA programs for all Adult customers who receive WIOA funded staff assisted career services beyond informational activities. Any exception must be approved by a committee consisting of at least two Senior Staff members. See Attachment I.

### **Eligibility Determination Policy for WIOA Dislocated Worker Program**

The integration of staff representing partners within a Workforce Center providing services from varying programs with different eligibility requirements creates a need to formulate customer service flow in a manner that expedites service and meets compliance requirements for the participating partner programs. Additionally, each Local Board is responsible for setting self-sufficiency standards for program eligibility. It is the policy of the LWDB to determine eligibility for WIOA programs for all Dislocated Worker customers who receive WIOA funded staff assisted career services beyond informational services. See Attachment J.

### **Eligibility Determination Policy for WIOA Youth Program**

The integration of staff representing partners within a Workforce Center providing services from varying programs with different eligibility requirements creates a need to formulate customer service flow in a manner that expedites service and meets compliance requirements for the participating partner programs. It is the policy of the LWDB to determine eligibility for WIOA programs for all Youth customers who receive a service beyond eligibility determination. Any exceptions, including use of the five percent exception, must be approved by a committee consisting of at least two Senior Staff members. For any given program year, at least 75% of the funds allocated to the youth program shall be used to serve out of school youth. Additionally, at least 20% of the funds allocated to the youth program shall be used to provide paid or unpaid work experiences, summer employment opportunities and other opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities. See Attachment K.

### **Priority of Service Policy**

Section 134 of WIOA specifies that priority will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. This policy only applies to the WIOA Adult Program. Other funding streams or programs are not subject to Priority of Service determinations by WIOA. See Attachment O.

**Adult Needs Related Payments Policy**

Needs related payments may be available when necessary to enable a client to participate in training activities. Needs related payments may only be provided when a client is participating in Training services; and the service is necessary to participate in training activities; and the client is in compliance with all aspects of the program. See Attachment P.

**Adult Supportive Services Policy**

Supportive services may be available when necessary to enable a client to participate in employment and training activities. The Supportive Services made available in this policy have been chosen due to their limited availability from other federal, state, local, and community based agencies. Supportive services may only be provided when a client is participating in Career or Training services; and the service is necessary to participate in employment or training activities; and the client is in compliance with all aspects of the IEP. See Attachment Q.

**Dislocated Worker Needs Related Payments Policy**

Needs related payments may be available when necessary to enable a client to participate in training activities. Needs related payments may only be provided when a client is participating in Training services; and the service is necessary to participate in training activities; and the client is in compliance with all aspects of their IEP. See Attachment R.

**Dislocated Worker Supportive Services Policy**

Supportive services may be available when necessary to enable a client to participate in employment and training activities. The Supportive Services made available in this policy have been chosen due to their limited availability from other federal, state, local, and community based agencies. Supportive services may only be provided when a client is participating in Career or Training services; and the service is necessary to participate in employment or training activities; and the client is in compliance with all aspects of their IEP. See Attachment S.

**Adult and Dislocated Worker Training Policy**

Training may be available to assist participants in obtaining the requisite skills associated with demand occupations, as determined by the Local Workforce Development Board, in order to obtain permanent, unsubsidized employment in the Local Area IV labor market at a self-sufficient wage. Training may be provided only to participants who after an interview, evaluation, or assessment and career planning have been determined unable to obtain or retain permanent employment at self-sufficient wages or wages comparable to or higher than wages from previous employment through Career Services and have been assessed and found to have the necessary skills to complete training. See Attachment T.

**Adult, Dislocated Worker and Youth Credential Policy**

Credential documents are recognized in accordance with the following:

A credential is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. See Attachment U.



**Youth Work Experience Policy**

Work experience is a planned, structured learning experience designed to enable youth to gain exposure to the world of work and its requirements. The goal of work experience is to assist youth in acquiring the personal attributes, knowledge, and skills needed to obtain employment and advance within a particular agency or field. Work experience must include academic and occupational education. At least twenty percent of the funds allocated to the youth program must be spent on work experiences.

The purpose of work experience is to assist the youth in gaining work readiness skills and in making decisions regarding academic and career choices. This may include summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships, and job shadowing. See Attachment V.

**Youth Customer Incentive Policy**

The goal of incentives is to recognize the achievements of Youth Program clients as they attain education and employment goals. Clients may receive monetary incentives as personal milestones and performance measures are met. Incentives may be earned during active participation through the first quarter after exit. Only clients who are actively participating in the youth program in accordance with their Service and Training Plan(s) will be eligible for incentives. See Attachment W.

**Youth Supportive Services Policy**

Supportive services may be available when necessary to enable a client to participate in employment and education activities. The Supportive Services made available in this policy have been chosen due to their limited availability from other federal, state, local, and community based agencies. Supportive services may only be provided when the service is necessary to participate in employment or education activities; and the client is in compliance with all aspects of Service and Training plans. See Attachment X.

**Youth Training Policy**

Training may be available to assist youth in obtaining the requisite skills associated with demand occupations, as determined by the Local Workforce Development Board, in order to obtain permanent, unsubsidized employment in the Local Area IV labor market at a self-sufficient wage. Youth must have a high school diploma or GED prior to being placed in occupational skills training. Youth who do not have a high school diploma or GED may only attend occupational skills training if they are currently participating in high school or a GED program and the occupational skills training is offered through a partnership with a USD and the youth obtains high school credit for the occupational skills training or the occupational skills training is offered as a portion of the GED program. See Attachment Y.

**Senior Community Service Employment Program Participant Termination Policy**

There are six (6) reasons a participant may be involuntarily terminated from the Senior Community Service Employment Program (SCSEP). This policy is followed fairly and equitably when involuntarily terminating participants. Participants are not terminated based on age as there is no upper age limit for participation in SCSEP. Except for the case of serious

violations, participants will receive progressive discipline and an opportunity for corrective action before a formal termination notice is issued. In all cases, participants will receive a 30 day termination letter notifying them of the exit date, reason for termination, and the right to appeal under the Grievance and Complaint Policy. A copy of the policy will be attached to the termination letter. Participants will receive both a copy and a verbal explanation of the SCSEP Participant Termination Policy during orientation. This policy is based on the Older Americans Act Amendments of 2006 and the SCSEP Final Rule, effective on October 1, 2010. See Attachment Z.

### **Administrative Policies**

#### **Attendance, Nominations, and Succession Policy**

The LWDB has a policy that covers Board members attendance, nominations, and succession. Please see attachment TT.

#### **Audit, Audit Resolution, and Sanctions Policy**

The Workforce Alliance requires an annual independent audit of its own operations and all contractors and/or recipients of WIOA funds. The required audit shall be conducted using appropriate WIOA procurement guidelines including relevant WIOA Regulations, OMB Circulars, and other Federal, State, and local directives. Findings, Inquiries, Corrections, Corrective Action Plans and or Comments required corrective action arising as a result of the AUDIT shall to be transmitted to the Workforce Alliance administrative office, in writing, within 30 days of receipt of AUDIT. The Workforce Alliance reserves the right to impose sanctions on any recipient determined to be in non-compliance with relevant Federal, State or Local regulation and/or in concurrence with, or in addition to, any sanction, exclusion or debarment issued by the USDOL, USOMB, State of Kansas, Local Area, and/or other Local Workforce Development Boards. See Attachment AA.

#### **Board Member Conference Attendance Policy**

The LWDB encourages the participation of Board and Committee members and Task Force members in events designed to impart a greater understanding of workforce issues. Great benefit can be realized when the membership of workforce organizations stay abreast of current practices and concepts. The LWDB shall notify the Board and Committee members of upcoming events that may be of interest to them as soon as the event is made known, and as far in advance as possible. See Attachment BB.

#### **Code of Business Conduct and Ethics**

The Code of Business Conduct and Ethics serves to (1) emphasize the Workforce Alliance's commitment to ethics and compliance with the law; (2) set forth basic standards of ethical and legal behavior; (3) provide reporting mechanisms for known or suspected ethical or legal violations; and (4) help prevent and detect wrongdoing; and (5) outline the personnel policies and procedures to be followed by the employees of the Workforce Alliance. See Attachment CC.

**Compensation Policy**

WIOA section 683.290, limits salary and bonus compensation for individuals who are paid by funds appropriated to the Employment and Training Administration and provided to recipients and sub-recipients. All recipients of ETA appropriated funds, including Local Workforce Development Boards are required to inform staff, sub-recipients, and contractors of the salary and bonus limitations. See Attachment DD.

**Continuity of Operations Plan**

The Continuity of Operations Plan outlines the steps taken to ensure operations in case of a disaster or emergency. The declaration that the plan is in effect is made by the President/CEO in consultation with the Chairperson of the Board. See Attachment EE.

**Development and Issuance of Policy**

The Development and Issuance of Policy document applies to all workforce development and administrative policies. The policy outlines who is responsible for creating and updating policies and how they are disseminated to staff. See Attachment FF.

**Equal Opportunity and Affirmative Action**

The Equal Opportunity and Affirmative Action policy outlines that the Workforce Alliance of South Central Kansas is an equal opportunity employer with equal opportunity programs and services. See Attachment GG.

**Financial Management Systems Policy**

The Workforce Alliance Financial Management System ensures that the organization is able to perform the financial management functions required when operating federal and state funded Workforce System Grants, as well as private funding. The financial system's controls are in place to protect the organization's assets.

The Workforce Alliance contracts with an independent accounting firm to process and review all Workforce Innovation and Opportunity Act and other financial transactions, and to provide financial statements, reports, and books. This Paymaster service is contracted through a Request for Proposal process completed at a minimum of every 3 years. See Attachment HH.

**Grievance Policy**

All workforce programs operated by or under the LWDB shall be operated in conformance with all applicable laws and regulations. No program or provision of services under those programs shall allow discrimination on the basis of race, color, national origin, age, gender, political affiliation, belief, religion, citizenship or disability. See Attachment II.

**Handling and Protection of Personally Identifiable Information Policy**

Federal law, OMB Guidance, and Departmental and Employment and Training Administration (ETA) policies require that Personally Identifiable Information (PII) and other sensitive information be protected. To ensure compliance with Federal law and regulations, employees must secure transmission of PII and sensitive data.

Employees must ensure that PII is not transmitted to unauthorized users, all PII and other sensitive data transmitted via email or stored on CDs, DVDs, thumb drives, etc. must be encrypted using a Federal Information Processing Standards (FIPS) 140-2 compliant and National Institute of Standards and Technology (NIST) validated cryptographic module. Employees must not email unencrypted sensitive PII to any entity, including ETA or contractors. See Attachment L.

### **Internal Control Reporting System**

Recipients of federal funds must maintain stewardship of those funds by creating an internal control reporting system in order to ensure the integrity of the operation. Sub-grantees, vendors, participants, third parties or citizens, and employees must be informed of their rights to make public their concerns about WIOA management, and the mechanism for having those concerns addressed in an open, non-threatening manner. See Attachment JJ.

### **Inventory and Capitalization Policy**

The Workforce Innovation and Opportunity Act of 2014 (WIOA) and Kansas Department of Commerce Policy requires the maintenance of an accurate inventory of all equipment purchased using WIOA funds. The federal and state provisions set five thousand dollars (\$5,000) as the value of acquisitions that requires inventory tracking. See Attachment KK.

### **Limited English Proficiency Policy**

Language assistance, when necessary, is available to ensure that LEP persons are able to participate meaningfully in the programs and activities of Local Area IV. See Attachment LL.

### **Local Area IV Certification Policy**

The Local Area IV Certification Policy outlines the policy and procedures for certification of the workforce centers. See Attachment MM.

### **Monitoring Policy**

The purpose of this policy is to provide information and guidance regarding the monitoring of programs and operations in South Central Kansas (Local Area IV).

Designated staff shall conduct regular, periodic monitoring to determine compliance with federal regulations, state policies, and LWDB policies and procedures. Monitoring activities shall include, but are not limited to, administrative and financial activities, customer file reviews, customer interviews, worksite interviews, data validation, and performance evaluation.

Monitoring activities shall be conducted with such frequency and in such detail, both quantitative and qualitative, to provide reasonable assurance of compliance and effective program operations. Feedback regarding monitoring reviews shall be provided in a timely manner. See Attachment NN.

### **Occupations/Industries Approved for Training in Local Area IV**

The Occupations/Industries Approved for Training in Local Area IV sets the types of training considered in demand in the local area for customers to pursue training in. The list is reviewed at least annually by the LWDB. See Attachment OO.

### **Process for Appointment to the Board of Directors**

The LWDB has a process for appointment to the LWDB. Please see attachment UU.

### **Public Comment Policy**

The Kansas Open Meetings Act (KOMA) K.S.A. 75-4317 through 75-4320a established guidelines for open or public meetings in the state of Kansas. LWDB meetings fall under the authority of the KOMA. The Public Comment Policy handles how requests to make public comments are made and handled during Board of Directors meetings. See Attachment PP.

### **Record Maintenance and Retention Policy**

The LWDB is required to maintain and retain records of all fiscal and program activities funded from public and private sources. With some exceptions, such records shall be available to the public. This policy sets forth the minimum requirements, the timeframes for records retention, and the extent to which such records may be made available to the public. See Attachment QQ.

### **Transportation of Confidential Information Policy**

The LWDB maintains client files for program participants. The information contained in the client files is personal and confidential and should be treated as such at all times. Client files and the documents contained in a client file should rarely leave the office in which the file originated. However, there are times when client files or documents may need to be transported to another location. This policy sets the guidelines for transporting client files and documents. See Attachment RR.

### **Communication and Co-Branding**

The goal is to work together to communicate about the success of the Workforce Centers of South Central Kansas. As such, everyone is encouraged to bring new ideas to the table and share them with the Communications Manager/PIO (CM/PIO). The CM/PIO needs to know what projects are going on, who is involved and how it has a positive impact on the region. Opportunities for communication include:

- Media Relations
- Community Relations
- Publications and Communications Channels, including:
  - Annual Report
  - Brochures
  - Communications E-Mails
  - Digi-Signs
  - Social Media
  - Workforce Center's Website

### **Communication Goals**

Professional communication contributes to the success of the Workforce Center, it adds value to the organization, and strengthens the relationship between the Workforce Center and its stakeholders. Communication activities aim to:

- Promote an accurate, consistent and positive image of the Workforce Center and its services
- Inform all our stakeholders, internal and external, openly about relevant news and developments
- Assist staff and partners in communicating their messages to their intended audiences in the most professional and cost-effective way, on time and within budget

### **Communication Plan**

The CM/PIO will develop a yearly communication plan of activities, messages, and outreach. The plan will be reviewed yearly and approved by the President/CEO and Senior Staff. A copy of the communication plan will be available on the intranet.

### Communication Process Flow Chart

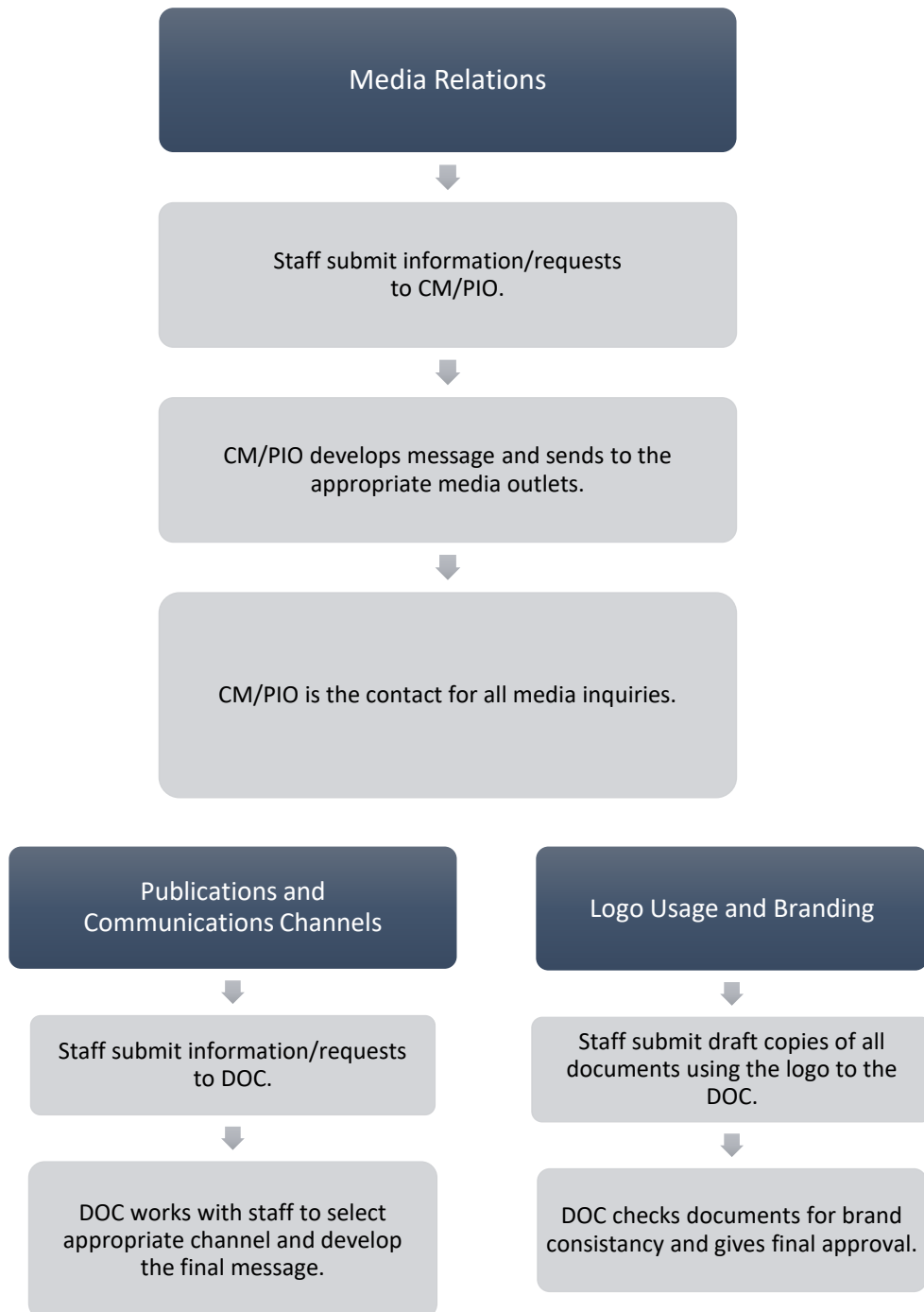


Figure 17: Shows the communication flow

## **Media Relations**

All matters involving promotion of the Workforce Center to external audiences must be reviewed first with the CM/PIO. This holds true for publicity being prepared by partner organizations for outside dissemination to the media and key external audiences.

Inquiries from outside media contacts should be directed to the CM/PIO for handling. These procedures are necessary to assure that the organization is fully aware of any and all such communications (in either direction), and that the information, graphics and the messages are consistent, clear, accurate, professional, and wherever necessary, properly reviewed at appropriate levels by senior management.

**When a Reporter Calls** - In accordance with the LWDB's media contact policy, all calls from print or broadcast media should be referred to the CM/PIO. In the absence of the CM/PIO the call should be directed to the VP Community Relations.

In order to best facilitate consistent, clear and effective media communication, only authorized spokespersons or those selected by the DOC are permitted to speak on behalf of the LWDB. Should a member of the media contact an employee and ask them to speak about the Workforce Center or anything pertaining to the manner in which the LWDB has, plans to, or currently conducts its business, the employee shall refer the reporter to the DOC or an authorized spokesperson. The authorized spokespersons for the LWDB are listed below. If all of these individuals are unavailable a member of senior management can speak on behalf of the LWDB.

- Director of Communications
- President/CEO
- VP Community Relations
- VP and Chief Development Officer
- VP and Chief Operating Officer

If the media inquiry involves a partner organization collocated at the Workforce Centers the DOC will work directly with the partner organization's authorized spokesperson to ensure a consistent message is delivered. Therefore, all partner organizations collocated within the Workforce Centers should submit the name and telephone number of the authorized spokesperson to the DOC upon signing the Memorandum of Understanding.

## **Permission to Publicize**

Because of privacy regulations (see Privacy Policies for more information), news involving customer activities and achievements may not be released to the media unless a Permission to Publicize Achievements form is on file in or submitted to the CM/PIO.



**Privacy Policies**

The manner in which the organization responds to media inquiries and shares customer information is predicated by a wide variety of federal and state regulations. The LWDB is responsible for the dissemination and proper implementation of privacy regulations.

Disclosure of information about a customer's record is strictly prohibited by organizational policies without the use of Permission to Publicize Achievements form (available on the intranet under Toolkit). A customer may wish to withhold information or may choose to allow limited or unlimited disclosure.

**Publications and Communications Channels**

The communication channels described below are not an exhaustive list. It supplements but does not replace the important day-to-day exchange of information and two-way communication at all levels of the organization among staff and stakeholders.

**Annual Report (External Communications)**

The Annual Report is printed each fiscal year. The report is designed to highlight the achievements and successes during the year. The Annual Report features the Board of Directors, organizational history, mission, vision, and goals, WIOA performance, special initiatives, and a letter from the President/CEO.

**Brochures (External Communications)**

The CM/PIO is responsible for updating and ensuring print copies are available. To request printed copies of brochures e-mail the CM/PIO.

**Communications E-mail Address (Internal Communications)**

In an effort to streamline the communications process and eliminate confusion the communications e-mail address should be used by anyone sending updates, announcements, meeting reminders or mass e-mails to center staff and partner agencies.

**Digi Signs (Internal and External Communications)**

The electronic message signs located at the Wichita Workforce Center will be used to welcome visitors, publicize events, and provide community information to staff and customers. The CM/PIO is responsible for the overall editing, requests and placing announcements on the Digi Signs. Once Digi Sign information is approved by the CM/PIO it will be placed for rotation by a designated staff member.

### **Social Media (External Communications)**

The LWDB will take advantage of social media to highlight program and services including Twitter, Facebook, LinkedIn, Pinterest, Instagram and YouTube.

While people use social media in many different ways for both personal and professional reasons, as a matter of policy:

- The Workforce Centers use social media to communicate information about Hot Jobs, events, job fairs, labor market information, job search tips, and communicating and sharing information from community partners
- The CM/PIO will review and update the social media sites, but staff are encouraged to comment and/or submit information to the CM/PIO for publishing

### **Website (External Communications)**

The Workforce Centers Web site [www.workforce-ks.com](http://www.workforce-ks.com) offers public information about services offered at the Workforce Centers. The Web site also provides information related to the Board of Directors. The main page features current events and the latest news. Multiple staff has access rights to update information; however, the CM/PIO is responsible for the overall content and graphics for the Web site and will publish the final information. Staff or partner organizations may request information be published on the Web site by contacting the CM/PIO.

### **Publication Development and Branding**

To ensure consistency of image, accuracy and quality of presentations, all advertisements, brochures, official Web page structures, printed materials, public event programs, invitations, promotional videos or other communications distributed to the public or customers must be approved and/or produced by the CM/PIO. Program managers planning such projects should consult with the CM/PIO at the being of the planning process to ensure that all requirements are met. Various pre-approved branded materials are available on the intranet under the Toolkit for use.

### **Logo Usage**

Use of the Workforce Centers logo is vital to the establishment and maintenance of a strong visual identity. As such, the appropriate logo should appear in all organization publications and marketing materials.

### **Outreach Materials**

When ordering outreach or promotional materials only the logo, tag line and website should be used. Limiting the information ensures that outreach materials can be used for events at all of the locations in Local Area IV.

### **Letterhead, Envelopes, Business Cards, and E-mail Signature**

All Workforce Center letterhead, envelopes and business cards are standardized to provide consistent identity. The CM/PIO is responsible for enforcing the visual identity of these items. A standard format has been established for letterhead and envelopes and the format should not be altered or personalized in anyway, business cards are the appropriate place for such personalized information. In the event that letterhead or envelopes must be personalized, the DOC will prepare specifications upon request.

### **Publication of Non-Discrimination Statement**

Federal and state law requires that organizations receiving federal funding of any kind include a non-discrimination statement in all materials used for recruitment of customers or employees. All organization publications distributed to prospective or current customers, employees or partners must include a form of the required non-discrimination statement.

For large printed or electronic publications the following statement should be included:

*“Equal Opportunity Employer Program - Auxiliary aids and services are available upon request to individuals with disabilities.” The hearing impaired may contact the Workforce Center by calling the Kansas Relay Center at 1-800-766-3777.*

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### **Advertising**

All advertisements for the Workforce Center, its programs and events must be coordinated with and approved by the CM/PIO and management staff. Advertisements will be based on templates created by the CM/PIO that are consistent with the organization’s image and graphic standards. If a standard template does not fit the ad, a new one consistent with the graphic standards will be created.

Note: All advertising must be approved by the CM/PIO and the President/CEO before it is submitted to the publication. Certain publications have been identified by management staff and advertisements are renewed yearly as funding is available. The CM/PIO keeps a listing of these advertisements.

Note: All Local Area policies support the coordinated implementation of the Local Area’s strategies. Those which are not imbedded in this plan or are attachments may be viewed on the WA website, [www.workforce-ks.com](http://www.workforce-ks.com).

### **Ex-offenders**

In addition to the services available to all customers, including ex-offenders, the LWDB has encouraged and supported staff to obtain Offender Workforce Development Specialist (OWDS) certification. The Customer Flow/Process for Ex-Offenders is as follows:

- Customer enters the Workforce Center and checks in at the Information Desk
- Customer visits with a Workforce Professional (WP) and creates/updates **KANSASWORKS** account
- WP identifies customer needs/barriers and gives appropriate assistance and resources
- Customer may receive a referral to OWDS certified staff if there are significant barriers to employment. These may include, but are not limited to:
  - Long-term incarceration
  - Poor work history or prospects
  - Or customer makes specific request to see OWDS certified staff
- WP enters enrollment note and services under S&T plan

The President/CEO of the WA is a member of the Reemployment Task Force- Coalition of the LWDB executive directors, Department of Corrections, Department of Commerce, community colleges and various stakeholders working on strategies for employment and training for persons leaving the corrections systems. The LWDB also co-funds a shared position, WP Offender Specialist, to facilitate the integration of services for ex-offenders into the One Stop system in Local Area IV.

### **Older Workers**

The WA has an agreement with the Kansas Department of Commerce (KDC) to operate the Senior Community Service Employment Program as a sub-grantee under the guidelines established by the US Department of Labor. KDC is responsible for monitoring this project to ensure that all legal and statutory requirements are met. The program is operated in the six counties of Local Area IV and Harvey County. A detailed explanation of program operations is outlined in the policy, protocol, and forms. The program has 91 slots allocated for the current program year. Slots are allocated annually by USDOL.

### SCSEP Participants Allocated by County

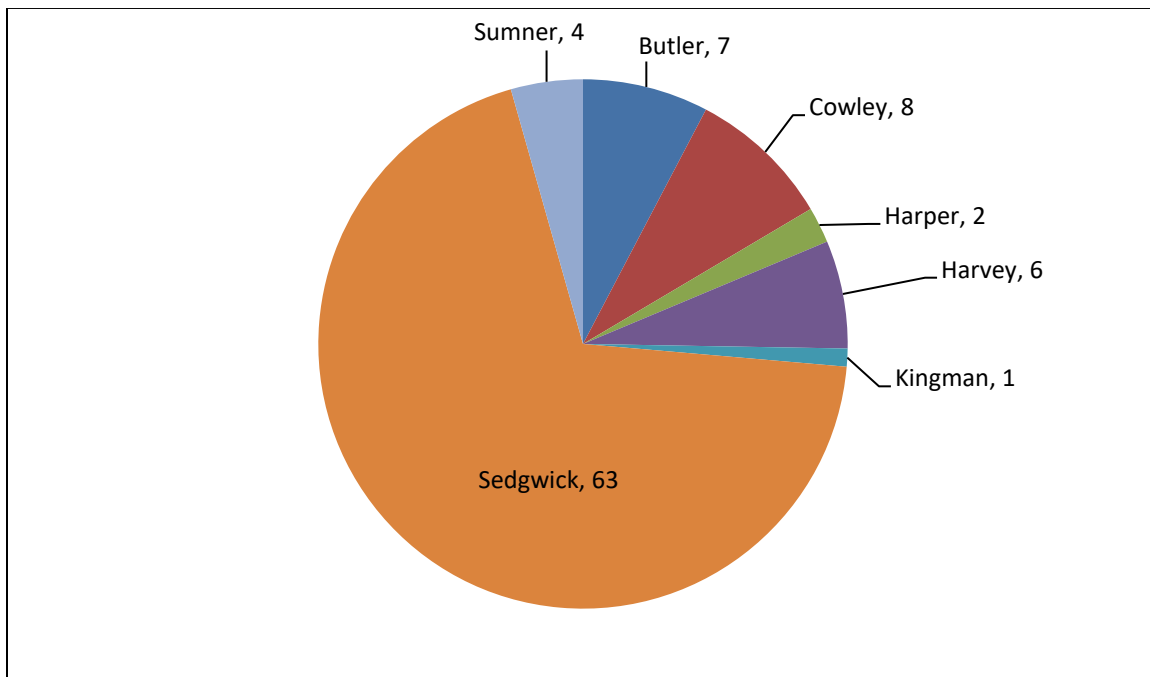


Figure 18: Shows SCSEP participants broken out by county.

Additionally all SCSEP participants are deemed eligible for the WIOA Adult program through policy. The flow of customers for the SCSEP program can be found in Figure 19.

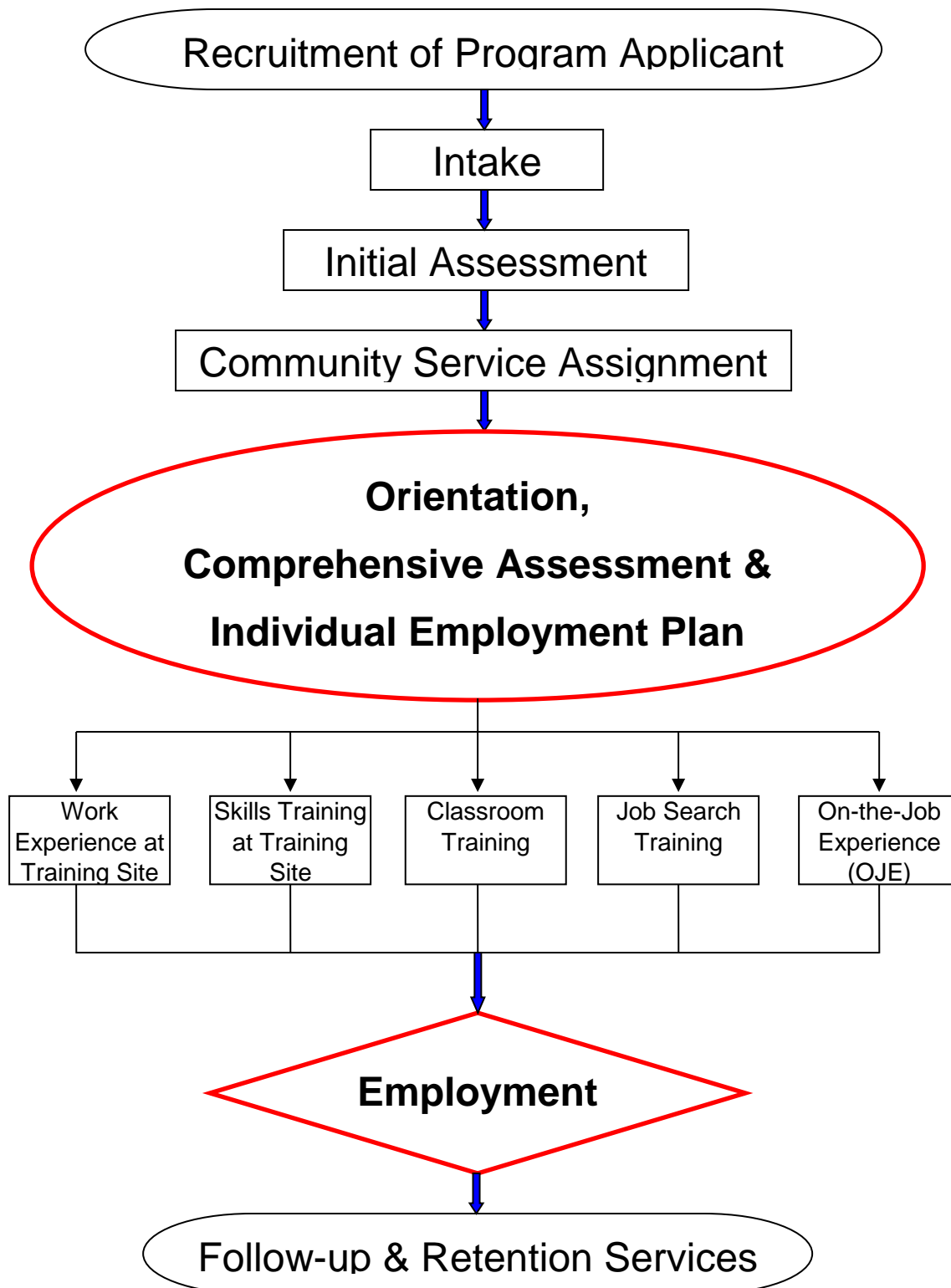


Figure 19: Shows the recruitment process for SCSEP customers.

## **Persons with Disabilities**

The Kansas Disability Employment Initiative (Kansas DEI) enhances existing effective partnerships, program delivery methods and coordination efforts. By coordinating resources to focus on the needs of program participants, the Disability Resource Coordinator (DRC) ensures program participant success. The coordinated provision of state, federal and community resources through the DRC allows program participants to overcome barriers to employment. The DRC works with partners to align these resources in Local Area IV.

Collaboration between the Workforce Centers and the Community Mental Health Centers (CMHC), Independent Living Resource Centers (ILRC), Vocational Rehabilitation, Cerebral Palsy Research Foundation (CPRF), and a number of disability focused organizations allows the DEI Program to identify and serve disabled individuals, including the developmentally disabled and individuals with psychiatric disabilities. The DRC is able to effectively coordinate efforts to identify and serve veterans with disabilities. This project also targets Supplemental Security Income/Social Security Disability Insurance (SSI/SSDI) beneficiaries. The DRC maintains the working relationships already built with the state's Work Incentives Planning and Assistance (WIPA) provider (CPRF) to help identify SSI/SSDI beneficiaries and assist them with their workforce service needs. The Workforce Centers in Local Area IV are also instrumental in identifying job seekers who have not attached to the disability services in the community.

The overall approach will include the integration of strategic approaches including:

- Integrating resources and services
- Blending and braiding funds
- Leveraging resources
- Self-employment
- Asset development strategies
- Partnership and collaboration

In addition to Workforce System partners, CPRF, CMHCs; Business Leadership Networks (BLN) and Provider Leadership Networks (PLN) are primary strategic partners.

Vocational Rehabilitation is a mandated partner. The regional manager also serves on the LWDB, as does the CEO of the Cerebral Palsy Research Center. Both make themselves available to staff to locate resources in the community for disabled customers, e.g. adaptive equipment, or special assessments needed. They and their staffs are also a good source of information about employers committed to diversity and accommodation.

The long-term strategy to improve services to and employment outcomes of individuals with disabilities includes making the full range of services readily available, training staff on the issues surrounding attaching to the workforce, career coaching, and using the career pathway model for plans for the promotion and development of employment opportunities, job

counseling, and placement for individuals with disabilities. The use of specialized positions such as the DRC and liaisons with the Special Education program directors also keep lines of communication open.

### **Registered Apprenticeship**

The LWDB has a long history of partnering with Registered Apprenticeship (RA) and is recognized nationally as an exemplary practice in service delivery. One Stop Career Centers post RA positions in KANSASWORKS, accept prescreens and applications for RA programs, enroll participants in WIOA programs, and promote the use of RA with employer partners. Through WIOA, representation of RA on the LWDB has increased. Regular planning sessions with RA sponsors and Workforce Center staff are now being held.

### **Youth Service Delivery**

There are 14 elements identified in WIOA to be provided to youth participants. All 14 elements will be available to youth in Local Area IV. The 14 elements available are as follows:

- Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies
- Alternative secondary school services or drop out recovery services
- Work experience
- Occupational skills training
- Education offered concurrently with and in the same context as workforce preparation services
- Leadership development
- Supportive services
- Adult mentoring
- Follow-up services
- Comprehensive guidance and counseling
- Financial literacy education
- Entrepreneurial skills training
- Services that provide labor market employment information about in-demand industry sectors or occupations
- Activities that help youth prepare for and transition to postsecondary education and training

The majority of the elements are provided through contractors chosen based on a competitive procurement process. The Local Workforce Development Board (LWDB) has an open Request for Proposals for youth elements that does not have a close date. The RFP is available on the workforce centers website at all times. Potential contractors are able to submit a bid to provide services at any time. Contractors are able to bid on and provide multiple elements. The list of contractors providing youth elements is available on [www.kansasworks.com](http://www.kansasworks.com). There are 3 elements that are provided by LWDB staff. The elements are supportive services, follow-up services, and services that provide labor market employment information about in-demand industry sectors or occupations. The supportive services available are found in the LWDB Youth Supportive Services Policy.

Potential participants first go through an eligibility process. Applicants found to be ineligible for WIOA youth services are referred to other service providers and programs in the area. Elements to be provided are based on the participant's needs. Each participant receives an objective assessment to review basic



skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs. After the objective assessment is completed an individual service strategy is developed. The individual service strategy identifies education and employment goals for the participant. Elements are provided based on the objective assessment and individual service strategy.

The youth program design focuses on providing services to out of school youth. At least 75% of youth funds will be spent on out of school youth. Additionally, 20% of youth funds will be spent on work experience opportunities for youth.

Once a youth participant has reached their employment and education goals and is no longer in need of services the participant is exited from the youth program. Participants are provided follow-up services for not less than 12 months after exit. The goal of follow-up services is to help ensure the youth is successful in employment or postsecondary education and training.

### **Youth Strategies**

The LWDB has been involved in promoting youth employment and work experience opportunities for at-risk youth (16-21) since 2009. The strategy was initiated by funding from the American Reinvestment and Recovery Act (ARRA) in 2009 and 2010, and the LWDB has leveraged Workforce Investment Act resources, proceeds from the Jobs FORE Youth Golf tournaments and contributions from employers to support youth work experiences from 2011 to 2015. As funds have become more limited, the number of youth placed in work experience opportunities diminished from nearly 250 in 2009 to fewer than 50 in 2015.

The LWDB is striving to increase youth work experiences in South Central Kansas. Some strategies include:

### **Employment Planning Workshop**

Employment planning introduces young adults to opportunities for employment and the necessary skills to find employment. This workshop covers: applications, resume creation, job searching, and interview preparation. Additional services available after the workshop include: lab time, one-on-one resume review, and mock interviews.

### **Youth Job Ready Certificate Workshops**

In order to address “soft skills” or essential skills in the work place, a series of job readiness workshops is offered leading to a recognized certificate. The curriculum is designed to teach business etiquette, customer service, money handling and the unspoken rules of the workplace. The modules will include:

- Essential (Soft) Skills
- Customer Service
- Financial Literacy and Money Handling

At the end of each module youth will be asked to demonstrate their new knowledge through a short assessment. Upon successful completion of all modules an Essential Work Skills Certificate will be issued.

### **Labor Match and Job Fairs**

Assistance will be provided to participants to match them to employment opportunities based on

their skills and interests. KANSASWORKS is a tool participants are encouraged to utilize to store their resume for job search activity.

Job Fairs targeting young job seekers will be offered in the community. A job fair prep workshop will be offered prior to the event for youth wanting to brush up on their networking skills. Additionally, job fairs are held regularly at the Workforce Centers; interested young adults will be added to a notification list and encouraged to attend through follow up services.

### **Youth Internships**

Youth who have completed the Employment Planning Workshop and earned an Essential Skills Certificate are eligible to apply for Youth Internships. Youth interested must apply and if eligible will be interviewed. Based on the information obtained, a Career Coach will be assigned and a customized employment plan will be created with goals to address the following:

- Career Goals/ Exploration
- Barrier identification and support
- Placement in Internship site
- Communication with Career Coach and work site

The Career Coach will work with the Workforce Centers Business Team to place the participant in an internship that aligns with their career or employment goals. Youth participating will earn minimum wage and internships will last four to eight weeks depending on the internship.

The LWDB will provide support to the employer to prepare for the youth intern and coordinate with the Career Coach to establish goals and expectations during the internship.

In some cases the wages for the internship may be subsidized through the WIOA Youth Program. However, employers are encouraged to consider paying the wages directly.

### **Youth Employment Steering Committee**

The LWDB is planning to convene a steering committee to bring awareness to youth employment and cultivate support from employers and the community. Committee members will champion youth employment programs and work with employers or funders to guide programming to meet the needs of the region. A mission of the steering committee should be to encourage opportunities to learn about careers and occupations in South Central Kansas to keep young talent in the region.

### **On-the-Job Training and Employed Workers**

The Local Area has a policy that covers Customized Training, and Employed Worker Training. See attachment SS. Customized training is designed to meet the special requirements of an employer or group of employers. Training is conducted with a commitment by the employer to employ an individual on successful completion of the training and for which the employer pays for not less than 50% of the cost of the training. Customized training is provided through a contract instead of an Individual Training Account.

Employed worker training should only be used when an employer is executing a permanent expansion of its workforce, as a retention program for employees who would otherwise be released from employment or to upgrade employed worker skills and prepare employees for

permanent higher level positions within the industry and with the current employer. Contracts for services are used instead of Individual Training Accounts.

The Local Area has a policy that covers On-the-Job Training. See attachment SS. On-the-Job Training is training by an employer that is provided to a paid client who is engaged in productive work in a job that provides knowledge or skills essential to the full and adequate performance of the job. The goal of OJT is to prepare the client for permanent, unsubsidized employment through placement with a contracting employer in a demand industry at a self-sufficient wage. OJT training provides payment to the employer of up to 50% of the wage rate of the client for the extraordinary costs of providing training and additional supervision related to the training. OJT is limited in duration as appropriate to the occupation for which the client is being training, taking into account the content of the training, the prior work experience of the client, and the plan of the client.



**Local Workforce Development Board (LWDB)  
One-Stop Advisory Council (OSAC)  
Meeting Minutes  
December 5, 2019**

**1. Welcome and Introductions (11:36 am)**

Tisha Cannizzo welcomed attendees, asked for self-introductions, and called the meeting to order.

**2. Updates for 2020—Local Area Plan and MOUs (11:43 am)**

Keith Lawing from the Workforce Alliance discussed the update of the Local Area Plan which is periodically required by WIOA. He requested partner input for the Plan and Memoranda of Understandings. In preparation for the update, the Local Workforce Development Board (LWDB) will be conducting strategic planning with 3-5 meetings over the next 6-8 months. Topics of discussion may include: employer services, youth employment initiatives, and One-Stop operations. The new strategic plan and local plan will be in place by July 1, 2020. Cannizzo was asked to send out the current strategic plan and local plan to the partners.

**3. Workforce System Mapping (11:54 am)**

Cannizzo reviewed the previous meeting's exercise and requested observations from that meeting. A summary of the resulting discussion can be found in Attachment A.

**4. Advisory Council Partner Updates (12:45 pm)**

Partners were invited to provide updates on projects or needs in their organizations:

- American Indian Council
  - January 24<sup>th</sup> is the deadline for the agency to fund college textbooks and tuition
- Butler Community College
  - Winding down for the year; January 13<sup>th</sup> new classes begin
  - During January and February will be renewing grant funding for the next 5 years
- Cowley Community College
  - Next classes in Ark City and Wellington start in January
- Department for Children & Families
  - GOALS, funded through TANF, is expanding Employment & Training to more counties. DCF now has hygiene supplies available at all DCF locations
  - Vocational Rehabilitation has 5 positions that need to be filled. Have 3 of the 5 Pre-ETS filled.
  - An additional Career Navigator position is open in Winfield
- Flint Hills Job Corps
  - Taking referrals now for participants
- SER Corporation
  - At the midpoint of the program year and preparing for reporting
- Workforce Alliance
  - Partner4Work (National Dislocated Worker) grant expanded to anyone

receiving unemployment. Grant can fund up to \$3200 for work-based learning or traditional education. Layoff dates 1/1/2018 through 9/2020

**5. Consent Agenda (1:02 pm)**

Minutes from the October 3<sup>rd</sup> OSAC meeting were presented for review. Carolyn Benitez requested separation of State Monitor Advocate's comments from SER's comments in the partner update section.

*Carolyn Benitez (Peter Bodyk) moved to approve the consent agenda with the proposed clarification. Motion adopted.*

**6. Announcements (1:03 pm)**

Partners should send 7/2018—6/2019 program counts to Chad Pettera for budgeting purposes.

The next OSAC meeting is scheduled for Thursday, February 6, 2020 at the Wichita Workforce Center

**7. Adjourn (1:05 pm)**



Council Members

Jennifer Anderson  
Carolyn Benitez  
Peter Bodyk  
Nicole Castellanos  
Erin George  
Nicole Strukhoff (via Zoom)  
Deb Weve  
Sherry Watkins

Staff/Guests

Tisha Cannizzo  
Dustin Costello, DCF  
Amanda Duncan  
Keith Lawing  
George Marko  
Janet Sutton

## **Attachment A: One Stop Advisory Council Focus Areas Discussion**

### **Observations from 10/3/19 Brainstorming on partner services**

- Consistency of duplicate services being offered by different organizations
  - Coordinated training for staff would be welcomed
    - Resume building
    - Mock interview
    - Digital literacy, particularly for job search
  - Soft Skills
    - Use of personal phone at work
    - How to communicate with an employer
- Delivery of identical services at different locations to make transportation and availability easier on customers. Offer programs remotely/digitally for rural areas.

### **Focus of OSAC moving forward**

- Understand system policies
  - Agencies' eligibility guidelines for appropriate referrals
  - Understanding of support resources
- Improving partnerships
  - Knowing a contact person at each partner to be able to call with questions and direct referrals to customers
  - Programs and staff are constantly changing. Continual training/conversations with updates/changes
    - Be intentional and deliberate about making connections at partner agencies
    - Include staff
  - Leverage resources from different agencies/programs to provide better support to customers
  - Break down perception of competition between agencies to allow for better partnerships
  - Work together to capitalize on employer partnerships
    - Don't duplicate efforts to compete for customers
    - Don't pull human resources from the same employers
- Make things easier for customers
  - Make language more common and easier to understand in job listings so that job seekers know whether or not they are qualified
  - Customers often don't recognize their own skills and how they relate to job listings
  - Learn about the ICT Care model
- Share data and information – anecdotally and procedurally
  - Share client data so they don't have to be re-traumatized by having to retell their story
  - Understand the outcomes of different agencies. Where do we have the same outcomes and where/how are they different?
  - Share employment trends and available jobs

## Workforce Center of South Central Kansas Monthly Reporting Form

<b>Reporting Partner Organization</b>	<b>Contact Name</b>
<b>Contact Email</b>	<b>Reporting Month/Year</b>

**Partner Referral Instructions:** Record the number of referrals you sent to each organization listed. If an individual was referred to multiple programs, tabulate them for each program.

<b>Referred clients to these programs</b>	<b># of indiv. referred</b>
WIOA Adult, DW, Youth-Workforce Alliance	
Job Corps-Flint Hills Job Corps	
Native American Programs-American Indian Council	
National Farmworkers-SER Corporation of Kansas	
Veteran's Programs - Kansas Department of Commerce	
Wagner Peyser - Kansas Department of Commerce	
Senior Community Service Program-Workforce Alliance	
Senior Community Service Program-SER National	
Trade Adjustment Act-Kansas Department of Commerce	
Adult Education-Butler Community College	
Adult Education Cowley-Community College	
Adult Education-NexStep/WATC	
Adult Education-Wichita Indochinese Center	
Vocational Rehabilitation Kansas-DCF	
Carl D Perkins-Butler Community College	
Carl D Perkins-Cowley Community College	
Carl D Perkins-Wichita Area Technical College	
Community Services Block Grant-City of Wichita	
Community Services Block Grant-Mid Kansas Community Action	
Unemployment Insurance-Kansas Department of Labor	
Non-WIOA community partners	
<b>Total Number of Referrals Made</b> (may be more than the number of customers served if multiple referrals were made for each individual)	

**Client Barrier Instructions:** Record the number of barriers per individual. Each individual is recorded once, for each barrier they have, in the month they are served.

Barriers represented by the individuals identified above	# of individuals
Displaced Homemakers (someone who was taking care of family and lost income through divorce, death of a spouse, etc.)	
Low-Income Individuals (receiving SNAP, TANF, Supplemental Security Income, etc.)	
Indians, Alaska Natives, and Native Hawaiians	
Individuals with Disabilities	
Older Individuals (55+)	
Ex-Offenders	
Homeless Individuals	
Foster Care Individuals	
English Language Learners	
Migrant and Seasonal Farmworkers	
Single Parents	
Long-Term Unemployed (27 weeks or longer)	
Veterans	
Individuals within 2 years of Exhausting Lifetime Eligibility under Title IV of the Social Security Act	
<b>Number of Barriers Served</b> (could be more than the number of people served when individuals have more than one barrier)	

**Infrastructure Cost Activity Reporting Instructions:** Please identify any services/activities you've provided in the last month to offset infrastructure costs. Please provide as much detail as possible with regard to time invested, # of staff involved and # of customers served.

Infrastructure Activities/Services provided	Date	Cost