June 15, 2010: Workforce Development Policy Suggestions, Governor's P-20 Council

The following policy recommendations are developed to ensure Kansas citizens are prepared to enter well-paying jobs and possess the critical skills to advance in their careers. The successful deployment of strong workforce development policies will position Kansas with a competitive advantage in the 21st century global economy.

Outcome # 1: Every Kansas student leaves high school prepared for college because college and career success require equivalent academic skill levels *ACT		
Policy	Current Status	Next Steps
High school assessment is aligned with postsecondary assessment decisions. All Kansas students utilize ACT, or WorkKeys, or Compass during their 11th grade year to determine college and career readiness.	Districts use state assessments to determine academic proficiency – different results than National Association of Education Progress (NAEP). Moving to National Test standards – working with ACHIEVE, ACT, National Governor's Association, others. Gap Analysis work – instructors from postsecondary and high school levels identify skills and college readiness. Less than 50% of Kansas students tested Ready for College-level Course Work in 2009 for math and science on ACT test. (Math – 48%, Science – 33%, Reading – 60% and English – 74%) Students take college placement tests on enrollment day at college – too late for remediation. In 2009, 62% of recent HS graduates enrolled in at least one developmental course. In 2008, 64% of recent HS graduates enrolled in developmental course work.	Students take appropriate standardized college readiness tests during 11th grade year providing remediation if scores are not proficient. Local education agencies and Kansas State School Board. Gap analysis results in clear definition of college readiness. KSDE and KBOR Use the State Longitudinal Data Base to measure current status including high and low performing schools. Identify and replicate practices at high performing schools to ensure students are prepared for college work.

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Outcome #2: Prepared students with college-ready skills will start college credit courses in high school. Prepared students will pass more Advanced Placement and International Baccalaureate exams.		
Policy	Current Status	Next Steps
All Kansas high schools will offer multiple opportunities for early college: extensive concurrent college credit options , AP course offerings, and/or IB programs	Some students reportedly do not make good use of senior year in HS. Some high schools offer a variety of college courses for concurrent credit – general and technical. Targeting Technical Talent in the High School used Perkins dollars to increase offerings/partnerships. High school students in some locations have limited concurrent college credit course offerings: Some "Regents" Counties don't provide Concurrent Enrollment Partnerships. Some HS cannot find qualified college instructors. Kansas in process of defining "college readiness" with gap analysis. Kansas in process of revising Admissions Standards. Kansas has below average participation rates in AP and IB programs (for AP - 12.5% in KS compared to 24.9% nationally). Pass rates for Kansas are in the 45 to 59% category. Kansas research institutions graduate 53.3% of students within 6 years (IPEDS) and 78% of their students within 6 years by National Clearinghouse data.	Increase concurrent enrollment options statewide – Identify and remove barriers for students in Regents counties from enrolling in concurrent college credit coursework. Continue to monitor quality outcomes of Concurrent Enrollment Partnerships (CEP). Use data system to report on student outcomes of CEP participants and measure any remediation coursework. Increase AP and IB offerings. Monitor participation and pass rates. Monitor number of students who complete AAS in 3 years, BS in 6 years. (Starting the traditional freshman year with more college credit should reduce time to degree, save money and improve college completion rates.)

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Outcome # 3: More students will be prepared for Science, Technology, Engineering and Math majors and pursue STEM education		
Policy	Current Status	Next Steps
All workforce and education agencies will place priority funding on education/training initiatives supporting STEM and critical industries.	KSBE has adopted Career Technical Education Policy Initiatives requiring all local education agencies to ensure every student has access to career planning services and require every student to utilize a personalized college career plan of study. Strong career options exist in STEM fields. Pockets of success for career planning implementation Career Cluster initiative underway Identified critical industries for focus – bioscience, health, advanced manufacturing/aviation, energy, professional services, value-added agriculture, and construction. Kansas institutions awarded 387 associate degrees to science, engineering, and math majors in 2002. Only 207 were awarded in 2006. Kansas institutions awarded 1822 bachelor's STEM degrees in 2020 and 1980 STEM degrees in 2006. Gender imbalances are extreme for engineering (4,505 men vs. 1,022 women) and technology (1,493 men vs. 405 women). Non-residents earn a large percentage of advanced STEM degrees (1,177 residents vs. 1,534 non-res)	All students will be provided with a career awareness, exploration, assessment and planning curriculum which includes exposure to career opportunities in Kansas critical industries. Kansas Career Pipeline continues and will be integrated with KANSASWORKS, CareerZoom and additional sites as appropriate. Sites integration for single sign-on. Provide funding incentives (weighted) to colleges for STEM enrollments/completions. Provide state reimbursement for course completions, rather than enrollments Provide scholarships to STEM majors. Provide reimbursement to students completing last two years (back-end load) in STEM majors. Provide reimbursement or loan forgiveness for STEM majors working in KS in critical industries. Workforce Investment Act (WIA), Trade Assistance Act (TAA) and Temporary Assistance to Needy Families (TANF) funds support training in STEM and critical industries. WIA youth programs focus on STEM occupations. Increase Math achievement Increase Science achievement Expand Project Lead the Way and similar initiatives

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Outcome # 4: Consistent use of longitudinal data to inform continuous improvement		
Policy	Current Status	Next Steps
Strengthen State Longitudinal Data Systems and use data to drive policy decisions.	KSDE has received two grants resulting in shared data between Kansas Department of Labor, KSDE, KBOR. Incomplete data matching. Gaps in data matching Separate systems that communicate De-IDentify Title I and Title II have separate systems – discussion started for integration	Use data to guide policy and integrate investment decisions for state using multiple funding pools (Social Rehabilitative Services(SRS)-TANF, WIA, state economic development funds, Perkins, other discretionary dollars) Evaluate migration to one data system. Integrate Adult Education data system with public workforce system data system (KANSASWORKS) (WIA Title I and Title II)

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Outcome # 5: Kansas will increase total number of adults with postsecondary credentials (meaningful certificates, AAS, BS)		
Policy	Current Status	Next Steps
KBOR Pillars: #2 – more fully engage adult learners #3 – increase retention and completion rates #5 –align postsecondary education with the needs of the Kansas economy.	Kansas currently has 39.2% young adults with a postsecondary credential. Kansas State University has completed extensive research on best practices for statewide credit transfer systems Preliminary research around common core courses – competencies, assessments. State financial supports for only full time students in need. Students need more financial and family supports. Postsecondary institutions provide some outreach to students who have stopped out. Limited resources to follow up, follow through. Pilot programs and research indicate components for best practices. Some colleges use Prior Learning Assessments (PLAs) to effectively evaluate student competencies and plan program of study. Adult Education (GED and ABE) programs are sometimes well connected to postsecondary institutions – align assessments, enroll simultaneously in GED and technical, provide transition counselors. Adult working learners are successful when flexible college formats, on-line learning options, faculty mentors, transition assistance and other support services are provided. Some IHE provide the support.	Kansas will set goals for credential increase – achieve Top Ten status at 43.4% Develop credit transfer information coordinated at the system-level and articulation for public universities/colleges. Revive Common Core faculty teams to update and complete agreements. Promotes more effective seamless transfer of credits among institutions. Revise current scholarship programs to students in need to include part-time. Blend funding among agencies (KBOR, Commerce, WIA, SRS) to provide more dollars for tuition, fees, tools, babysitting, etc. Weighted funding for degree completion, more on-time completion, successful transfer, better remediation outcomes. More colleges need tools for using PLAs and strategies for awarding advanced standing in program of study. All public workforce system, postsecondary and Adult Education providers work collaboratively to assess and prepare adults with appropriate college level skills necessary for success. Provide all IHE with the tools and strategies needed for adult working learner success. Target any new monies into postsecondary towards completion rather than enrollments.

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