

**A Brief History of
Workforce Development in Kansas**

Prepared by



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Stan Ahlerich, *President*

Kansas, Inc. has prepared this publication entitled: *A Brief History of Workforce Development in Kansas* based on a perceived need to have further information and resources detailing the current workforce development system and structure in Kansas.

The evolution of workforce development in Kansas has taken place over several years, and various initiatives and efforts have led to the current system we have today. Most recently, through Executive Reorganization Order 31, brought forth during 2004, several employment and training programs from the Department of Human Resources were transferred to the Department of Commerce, and the Kansas 1st initiative was developed.

This publication seeks to provide details regarding: workforce development research, recommendations, initiatives, and changes, as well as provide the current overall landscape of workforce development activities in Kansas.

We hope you will find this publication to be of value to you in the course of your work.

Sincerely,

A handwritten signature in black ink, appearing to read "Stan Ahlerich", written in a cursive style.

Stan R. Ahlerich
President

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INTRODUCTION

Kansas, Inc. was created by the 1986 Legislature to provide economic development research and analysis with the goal of crafting policies and recommendations to ensure the state's ongoing competitiveness for economic growth. Among Kansas, Inc.'s goals are to serve as an advisory resource to the Governor, members of the Legislature, and the general public. In concert with these goals, this publication is the result of a perceived need to have further information and resources on the current workforce development system in Kansas.

The following narrative highlights workforce development in Kansas from 1986 to 2006, primarily including: research activities, Legislative and Executive developments, infrastructure changes, as well as the overall landscape of workforce development over the past two decades. The time period of 1986 to 2006 was selected to include the Redwood-Krider Report, written in 1986 and seen by many as Kansas' first economic development strategic plan, containing several recommendations regarding workforce development. More recent developments include the Executive Reorganization Order 31, brought forth during 2004, which transferred several employment and training programs from the Department of Human Resources to the Department of Commerce and the development of the Kansas 1st initiative, which links post-secondary schools with both state- and federally-funded workforce training and labor exchange programs.

Within this report, information is provided in a timeline format to provide an accurate description of the workforce development landscape over the past two decades. Due to constraints, it is certain that every detail pertaining to workforce development is not included in this report; however, it does provide an accurate overview and inventory of several workforce development initiatives in Kansas. Several recommendations and conclusions from various research activities are summarized in this report, and over time many of these have been enacted to form the workforce development system we have today. This report also provides a description of workforce development, both before and after Kansas 1st. While Kansas 1st linked several parts of both the supply and demand side of workforce development, there are still some aspects that do not fall under the Kansas 1st umbrella. (Refer to Table 1, page 16)

While this report summarizes workforce development information, and in a large part provides an inventory of workforce development initiatives over the past two

decades, it is not intended to be an evaluation and makes no conclusions or policy recommendations in regards to workforce development. Within the context of this report valuable information regarding workforce development can be gained and utilized through understanding the timeline and inventory of workforce development resources in Kansas.

WHAT IS WORKFORCE DEVELOPMENT?

Throughout the compilation of this research, a simple question with several different answers was presented:

What is Workforce Development?

The definition of workforce development can be complex, including several aspects related to workforce development, or can be refined to include only a specific piece of the workforce development system. Ultimately, workforce development must encompass the development and maintenance of a viable workforce to support business and industry. While the definition of workforce development may be precisely illustrated in terms of what can be included, the overall impact, including the direct and indirect effects of workforce development may reach beyond any definition. Compiled below are a few examples of the definition of workforce development:

Joint Committee on Economic Development – Report to the 2006 Kansas Legislature. December 2005

The Committee defined workforce development as a partnership between the State and business to develop employment opportunities with meaningful and sustainable income to Kansans and providing programs that assist business through specialized training. The goals established by the Committee for workforce development are to:

- Increase employment;
- Increase personal income through continuing education and training programs;
- Work with business in developing programs to provide specialized education and training programs, including technical programs at post-secondary institutions;
- Develop, through an executive team that includes all applicable stakeholders, strategies to address goals while linking programs to the best practices to be delivered effectively and efficiently; and
- Provide statewide accountability standards and reporting for all workforce programs and their finances.

Jacobs, R., & Hawley, J. (In press). Emergence of Workforce Development: Definition, Conceptual Boundaries, and Implications. In R. MacLean & D. Wilson (eds.), *International Handbook of Technical and Vocational Education and Training*, Amsterdam: Kluwer.

Workforce development is the coordination of public and private sector policies and programs that provide individuals with the opportunity for a sustainable livelihood and helps organizations achieve exemplary goals, consistent with the societal context.

The Morrison Institute's *Can't Stand Still: Issues and Ideas for Workforce Governance in Arizona*. 2004

Workforce development is the overarching process of creating and improving the local talent pool to serve businesses' present and future needs, or in the words of one advocate: "Workforce development is where education, employment, and economic development come together." From this viewpoint, activities are best understood in five interrelated categories:

- Pipeline – Education, training, and services at public and private schools, colleges, and universities.
- Renewal – Education, training, and services for those who face skills and employment challenges for any reason.
- Incumbent – Education, training, and services for current employees.
- Retraining – Education, training, and services for those who need or want to upgrade skills or change careers.
- Entrepreneurial – Education, training, and services to support business formation and growth.

Alabama Cooperative Extension System - *What is Workforce Development?*

Workforce Development is an essential component of Community Resource Development that helps rural and urban communities create, sustain and retain a viable workforce that can support current and future business and industry.

TIMELINE AND INVENTORY OF WORKFORCE DEVELOPMENT INITIATIVES IN KANSAS

The following timeline and inventory seeks to provide insight on workforce development initiatives and other relevant information over the past two decades, beginning in 1986. Within this inventory, several conclusions and recommendations, along with other key points relevant to workforce development are presented.

1986 – John Carlin Administration

1986 – *Redwood-Krider Report – Kansas Economic Development Study: Findings, Strategy, and Recommendations*

During 1985, the Kansas Legislature appropriated funding for a research study of the Kansas business conditions and climate. Included within this report was the development of a state strategy for economic development. Completed in 1986, the *Redwood-Krider Report* was seen by many as Kansas' first strategic plan for economic development. The report outlined approximately 50 recommendations for economic development in Kansas, and included in these recommendations were several pertaining to workforce development:

- Substantially expand the program and level of funding for Centers of Excellence in Basic Research.
- Substantially expand the level of funding for the Research Matching Grant Program.
- Establish Institutes for Applied Science and Technology at the major research universities and Center for Technology Transfer at educational institutions.
- Provide resources to the state universities for the purpose of upgrading the quality and increasing the quantity of applied social and economic research.
- Provide funding for the establishment of an industry liaison function at the state universities.
- Selectively enhance university programs in management and associated areas crucial to economic development.
- Endorse strongly a continuation and expansion of the state's commitment to all levels of public education in Kansas. Public education in general and higher education in particular are crucial elements for the future progress of Kansas.
- Develop a coordinated human resources strategy for the Job Training Partnership Act Program, vocational education, and Kansas Industrial Training that is focused on economic development.
- The major policy goal of the state Job Training Partnership Act Program (JTPA) should be to promote economic development.
- Establish a task force to review the vocational educational system with the objective of ensuring responsiveness to changing industry needs for skilled employees.
- Expand the Kansas Industrial Training Program (KIT) and improve coordination with other training programs.

1986 – Task Force on Business Training

Included within the recommendations of the task force was that the Department of Commerce should act as the liaison to businesses.

1987 – Mike Hayden Administration

1988 – Statutory authority for Kansas Industrial Training and Retraining Programs (KIT/KIR)

The Department of Commerce was given authority to administer these programs to provide funds to either expanding or newly located businesses for the training of new or existing employees. Funding for both of these programs had been appropriated since 1973; however, they were only statutorily authorized during the 1998 Session.

1989 – Kansas, Inc/IPPBR Study – Employer Assessment – Kansas Workforce

1990 – Kansas, Inc. Study – Governor’s Council on Work Force Training – Report to the Governor

The Council, established by Executive Order, was charged with the responsibility to:

- Foster greater coordination between and among agencies responsible for administration of economic development programs and agencies responsible for administration of human development programs.
- Improve the coordination of employment and job training programs offered by secondary schools, area vocational-technical schools, community colleges, and other colleges and universities with programs promoting economic development strategies for business attraction, business retention/expansion, and business creation.
- To advise the Governor concerning the development of a work force training system that will meet the changing needs of the State of Kansas.

Five agencies that have the responsibility of implementing and developing the State’s work force training policy, though having fundamentally different missions, include: Social and Rehabilitation Services, Department of Education, Department of Human Resources, Department of Commerce, and Kansas, Inc. The primary purpose of this report is to provide an inventory of past accomplishments and present activities and to begin to outline future directions in work force training and education for the State of Kansas.

- All students in postsecondary vocational-technical programs should acquire basic academic skills as well as technical skills.
- Secondary vocational-technical students should learn the principles of technology, applied math,

and applied science, in preparation for occupational training at the postsecondary level.

- All students in post secondary vocational-technical programs should demonstrate competency in technical skills and underlying principles of technology specified by business as appropriate for the particular occupation.
- A well coordinated training system should minimize duplication of training and should allow technical students to progress through multiple levels of training, receiving recognition for courses-hours-competencies already attained in the form of credit or advanced placement.
- The work force training programs of all state agencies should be coordinated to facilitate use by employees and employers and to ensure that all agencies are meeting state objectives.
- State funding of technical education should provide incentives for community colleges and AVTS’ to provide programs needed by employers and students throughout their service areas.
- Funding for equipment at community colleges and AVTS technical programs should be at a level to insure that training occurs on equipment comparable to that used or soon to be used by companies in their service area.
- Employers should have access to appropriate training for new employees and retraining for current employees that is customized for the needs of each employer. In some instances the training needs of companies can be met by enrolling employees in existing courses either on- or off-campus. In other instances unique courses designed in cooperation with the employer will need to be developed to train specific skills or capabilities.
- Facilitate the development of innovative technical programs or courses that address skill shortages in the Kansas labor market.
- Community colleges and AVTS should be held accountable for the quality of their programs as determined by the ability of graduates to obtain employment in their area of training and meeting performance standards for skill acquisition.
- Faculty in vocational programs should have opportunities to upgrade their technical skills and knowledge of business practices on a regular basis.
- Programs funded through the Job Training Partnership Act (JTPA) should be an integral part of the state’s economic development program. In particular, JTPA can expand the supply of labor by preparing disadvantaged persons for meaningful employment through technical training.

- Strengthen strategic planning for vocational education at the state and local levels to better anticipate and meet the needs of students and the business community.
- Business-industry commitment and partnership in postsecondary technical education in Kansas should be increased to ensure that the system is market driven and responsive to work force training needs.
- Goal Two: Kansas has a high skilled workforce that is internationally competitive.
 - A coordinated, seamless system of secondary and post-secondary education guides the development of strong workplace skills and competencies.
 - Encourage the development of business/education consortia that identify skill and competency requirements and integrate these standards into K-12, post-secondary, and state employment programs.
 - Restructure the relationship between area vocational technical schools (AVT's), community colleges, and the Regents universities that create new systems of governance, finance, and organization.
 - Coordinate the development of technical and academic curricula between high schools, AVT's, community colleges, and Regents universities that enable comprehensive program articulation between secondary and post-secondary institutions.

1991 – Joan Finney Administration

1991 – Creation of the State of Kansas Investment in Lifelong Learning Act (SKILL)

This Act created the SKILL Program, which provided Kansas with a tool to address the training needs of employers with larger-scale projects. The SKILL Program required Kansas Post-Secondary Educational Institutions to participate in the development of training agreements. The legislation also allowed for up to 50 percent of total funding provided for a project to be used for the purchase or lease of training equipment for educational institutions that are party to SKILL agreements.

1991 – Kansas, Inc./IPPBR Study – *Adult Basic Skills and the Kansas Workforce*

This study was undertaken in recognition of the importance of the Kansas workforce to the continued growth and vitality of the state. The basic findings of this report demonstrated that basic skills education must become a key component of the Kansas strategy for economic development. Kansas' human capital must first be proficient in basic skills in order to benefit from more advanced training and work in positions beyond entry-level employment. Policy options proposed in this report targeted the basic skills of the present and future workforce by building partnerships between businesses and education, increasing the reach of the state's Adult Basic Education System, enhancing the basic skills of high school students, and reducing the state's dropout rate. Included within the policy options were several suggestions within the three following categories:

- Adult basic skills instruction
- Workplace literacy
- K-12 basic skills education

1993 – Kansas, Inc. *Strategic Plan – A Kansas Vision for the 21st Century*

The 1993 Strategic Plan focused on four major goals to enable the citizens of Kansas to enjoy a higher standard of living and quality of life, and ensure economic opportunities for all Kansans. Goal Two primarily addressed workforce development, including the following goals and objectives:

- Adults have higher educational achievement and workplace skills.
 - Create a coordinated, accessible system of life-long learning to train and retrain incumbent workers in broad problem-solving, technical, and occupational skills and competencies.
 - Encourage private firms to increase the training and retraining of their workers, especially through consortia-based programs.
 - Create individual incentives for workers to increase their workplace skills.
- Kansas' youth is successfully prepared for high skill employment.
 - Ensure that all Kansas students, elementary and secondary, are assessed on broad basic skills and competencies at various levels of development and include a focus on remediation and program evaluation.
 - Implement in all Kansas high schools a comprehensive, performance-based student assessment that represents mastery of essential basic skills and competencies and constitutes a prerequisite for college prep and professional technical programs.
 - Create in all Kansas high schools applied technology programs focused on high skill, high wage occupations that lead to post-secondary professional technical

certification and/or applied associate degrees.

- Develop broad work-based learning systems, including youth apprenticeship, in high skilled industries and occupations that combine applied academic instruction in school and practical, skill development at the workplace.
- Develop, with the support of the business community, youth centers in every school district that assists dropouts in attaining mastery of basic competencies.
- A coordinated state employment system trains and retrain individuals.
 - Create an integrated employment and training system that includes the Job Service, Job Training Partnership Act (JTPA), and similar state programs.
 - Develop innovative approaches to delivering workforce training to minority and disadvantaged individuals including the provision of support services, such as day care and transportation.

1993 – Kansas, Inc. Study – *The Kansas Labor Force Education and Training System – An Analysis of Program and System Coordination*

This study provided an empirical examination of the state's major labor force training and retraining programs on which policy and statutory changes could be made to create a more coordinated and effective system. This study examined 14 state and Federal labor force education and training programs or program areas. The general findings of the report showed that the state's labor force training programs were able to reach only a very small share of citizens needing education and training and the design and mission of the labor force education and training initiatives created significant barriers to coordination. General recommendations from this report included the consolidation of training and employment services and greater coordination.

General findings included:

- The state's labor force training programs are able to reach only a very small share of citizens needing education and training services.
- There is a gap in service to individuals whose income is above poverty but not sufficient to pay for training activities that would move them to a self-sufficient level of income.
- The design and mission of the labor force education and training initiatives create significant barriers to coordination.

- Programs can generally be categorized as to their involvement in the funding, administration, and provision of training services.
- Many programs have archaic managerial structures at the departmental and local level that negatively affect the overall effectiveness of service delivery and administration.
- The community colleges are the principle providers of training and related services in the state.
- While many agencies have significant inter-program agreements, they are ineffective in creating efficient service delivery mechanisms for the client.
- The program delivery areas and natural labor markets are not compatible and fail to meet regional employment and training needs.
- Funding and training administration programs, as opposed to those that principally provide services, have disturbingly few useful measures of program performance or competency attainment.
- The skill and competency assessment procedures used by the various programs and educational institutions are extremely disjointed resulting in relatively little understanding of the contribution of training to clients' future employability.
- State employment projections, on which many agencies and educational institutions based decisions concerning appropriate course offerings and referral, are inadequate for today's labor market and employment characteristics.

Policy options included:

- Create pilot projects in four or five geographical areas to consolidate training and employment services in one office under complete authority of a regional manager.
- Reorganize community colleges and AVTS into regional Colleges of Technology.
- Reorganize the JTPA's Service Delivery Areas (SDA's) and reconfigure all regional and service delivery areas to conform with these new boundaries. New Regional Employment and Training Councils should be established to coordinate all applicable programs.
- Create an Employee Skill Enhancement Incentives program.
- Fund the on-going development of state and regional employment projections.
- Require each KIT and KIR project to have a coordination agreement between the business and either a community college, AVTS, or Regents University.

1994 – Kansas, Inc./IPPBR Study – *Kansas Workforce Employment and Training Programs: Do They Function as a System?*

This study focused on the employment and training programs within the existing workforce. General conclusions from this study included:

- Kansas doesn't have an integrated employment and training system. A system has never been designed; rather, what exists is an eclectic set of independent programs.
- Fragmented administration results in fragmented services. Programs are not able to provide coordinated information and services for job seekers.
- Coordination difficulties exist within agencies as well as across agencies.
- The system is poised and interested in coordination of services. Some initial steps toward coordination have occurred across agencies.
- Co-location is not sufficient for coordination to occur.
- Programs focus upon their program requirements, often to the detriment of the client.
- Massive duplication exists, especially in the area of client intake and placement.
- The employment and training programs are insufficiently related to economic development efforts in communities.

Recommendations from the study included:

- The establishment of one-stop career centers.
- Developing information systems for common intake and information exchange.
- Developing a strategy for providing employment and training services to rural communities.
- Designing a seamless system.
- Developing administrative structures consistent with one-stop approach.
- Reorganizing service areas so differences in geographical boundaries that currently exist do not impede coordination of services.
- Staff training must occur to insure that staff skills are consistent with the demands of the One-Stop Career Centers.
- ABE, GED, community college, and AVTS programs are a critical part of the system.
- KIT/KIR programs are a critical part of the system.

1994 – Kansas Inc. Study – *A Kansas Agenda for Education and Workforce Training*

This study articulated four major economic development goals from the 1993 Strategic Plan that represented key elements necessary for Kansas to be

prepared for the new economy. These goals stated that Kansas must have:

- Globally competitive, high performance businesses.
- An internationally competitive, high-skilled workforce.
- A positive business climate and resources essential for economic growth.
- Effective public-private partnerships.

Education and Training Objectives and Strategies included:

- A coordinated, seamless system of secondary and post-secondary education will guide the development of strong workplace skills and competencies.
- Adults have higher educational achievement and workplace skills.
- Kansas' youth is successfully prepared for high-skill employment.
- A coordinated employment system trains and retrains individuals.

1994 – Labor Education Center Act

This Act led to the creation of the center that is associated with the Institute for Social and Behavioral Research at Kansas State University. Under this legislation, the center was directed to cooperate with existing state agencies, institutions under the State Board of Regents, community colleges, area vocational-technical schools, and private organizations to provide education and develop basic and applied research on workplace issues.

1995 – Bill Graves Administration

1996 – Creation of Kansas Workforce Investment Partnership (KWIP)

The creation of the state board that oversees the implementation of WIA and works to bring services together in real and virtual one-stop shops across the state. The first five-year strategic plan, required by WIA, was also developed, that outlined the implementation of the system. (Later known as Workforce Network of Kansas Board)

1996 – Kansas Investment in Major Projects and Comprehensive Training Act (IMPACT)

The Legislature renamed the State of Kansas Investments in Lifelong Learning Act (SKILL) to Kansas Investments in Major Projects and Comprehensive Training Act. The program was also modified to allow funds to be expended for "major project investment."

1996 – Kansas, Inc./IPPBR Study – *The Effective Labor Force in Kansas: Employment, Unemployment, and Underemployment*

This study was designed to estimate the extent of underemployment in Kansas. From this study, specific empirical conclusions included:

- The low rates of unemployment and underemployment indicated the Kansas labor market is efficiently matching workers with jobs.
- Education and employment are directly correlated, as the employed have more formal education and special training than the unemployed.
- The underemployed have more education than the employed, however, they have less special training than either the employed or unemployed.
- Many in the labor force are currently getting more training.

There were no specific recommendations from this report, but it suggested the basic strategies for two policy areas, economic development and job training may need to be reviewed.

1996 – Kansas, Inc. – *Analysis of Kansas Business Assistance*

This study assessed the delivery and performance of selected Kansas economic development programs designed to assist businesses and entrepreneurs. Included within this evaluation were specific programs within the Kansas Department of Commerce and Kansas Technology Enterprise Corporation. Programs designed to improve the education and skills of the workforce were not included within this evaluation, because they have been the subject of intensive review and analysis in recent years. Kansas, Inc. has sponsored or conducted four major studies of the job training and educational system since 1989. These reports have been provided to the Governor's Steering Committee on One Stop Career Centers and are being utilized to initiate reforms in the present system. In addition, two other entities are analyzing education and workforce training. Governor Graves reestablished a School to Work Commission that is developing a state plan and preparing recommendations to prepare youth for the workforce. The State Board of Education has created the Kansas Business Education Partnership that will address many of these issues also.

1997 – Kansas, Inc. *Strategic Plan – A Kansas Vision for the 21st Century – The Strategic Plan for Economic Development*

The 1997 Strategic Plan focused on five major goals that address the fundamental issues considered to be the most critical to the future of the state's economy. Two of the goals primarily addressed workforce

development. Goals, objectives, and recommendations included:

- Goal Two: Prepare Kansas youth for the workplace and life-long learning.
 - Ensure that all Kansas students are prepared for the demands of the workplace.
 - Focus on the attainment and mastery of basic skills in K-12 education.
 - Require school districts to make technology preparation programs, including applied mathematics and science courses, available to students.
 - Develop skill assessments in partnership with businesses that match student achievements to industry needs.
 - Implement school-to-career programs in all Kansas schools that help prepare youth for the workplace, and make parents and students aware of the rewarding careers and opportunities available, especially those for skilled workers.
 - Encourage business and education partnerships to support public schools and provide a foundation for improved curricula.
- Goal Three: Provide high quality workforce training and life-long learning opportunities to adults.
 - Expand employment opportunities for individuals through adult education and job training.
 - Provide adequate funding for adult basic education, including literacy programs, and increase their accessibility statewide.
 - Create strong linkages between economic development activities and education and training programs for the chronically unemployed, welfare recipients, minorities, and other disadvantaged groups.
 - Improve the delivery of education and training programs and their responsiveness to clients through implementation of the one-stop career center system.
 - Strengthen the capacity of Kansas' post-secondary institutions to meet the workforce needs of business and industry.
 - Redesign the governance, finance, and organization of area vocational-technical institutions, technical colleges, community colleges, and Regents universities to create more effective and efficient systems of workforce preparation.
 - Increase the availability of state-of-the-art technology and training equipment in post-

secondary institutions and vocational-technical programs to meet the workforce needs of business and industry.

- Enhance the role of business-education partnerships to ensure that workforce training programs and post-secondary education curricula address the actual needs of businesses.

1997 – Kansas, Inc./IPPBR Study – *The Kansas Workforce: Employer Assessment*

This study assessed the skills of the Kansas workforce, both basic academic skills and other skills needed to meet job requirements. A similar study was completed in 1989, and the results of this study were compared to the 1989 study to determine any changes in employers' perceptions of the Kansas workforce. The results confirmed employers needed employees with good basic skills, technical skills, and work habits. Finding workers has become increasingly difficult and skill requirements for entry-level jobs have increased, but the skills of newly hired employees haven't kept pace. Employees described the gap between job requirements and workers' qualifications as slight to moderate, and predicted the gap to increase. The overall implications show that workers' skills do not meet job skill requirements and the pace of change, driven by technological advances and changes continues to outstrip the rate at which workers' skills improved. Educators, employers, and employees have been and will continue to chase a moving target. Implications from the study included:

- Development of a highly skilled workforce must continue to be a strategic objective for Kansas economic development.
- Educators, supported by parents and employers, must provide business and industry with workers who add productive value to the firms that employ them.
- Business and industry needs to communicate job skill requirements to educators on a continuous basis.
- The business community and education system must commit to developing effective business-education partnerships.
- Students and parents must be informed of post-secondary training options.
- Creation of tech prep programs, school to work programs, and apprenticeship programs that are academically sound and linked to the business world.
- Support of Adult Basic Education (ABE) to enable those who have already left the education system to improve their basic skills.

1997 – Kansas, Inc./IPPBR Study – *The Kansas Business Environment*

This study was an assessment of the business climate in Kansas as reported by firms who do business in the state. This revision was intended to take the original state strategy as a starting point, using the 3-4 years of experience accumulated since implementation and determine any mid-course corrections that could be beneficial. Overall, firms in Kansas generally rated the business environment as good. Firms were especially satisfied with the quality of life, labor force, and public education. They were also positive towards technology, physical infrastructure, financial capital, and state/local government incentives. The lack of cultural activities was seen as a weakness. Some areas that needed attention included: property tax on commercial and industrial real estate, property tax on machinery and equipment, and the availability of air service in the state. Implications from the study included:

- The overall Kansas business environment is good, and therefore changes should take the form of fine-tuning rather than a major overhaul of the state's economic development programs and activities.
- The Kansas business climate would be substantially improved by reducing or eliminating the property tax on business equipment and machinery.
- The property tax on commercial and industrial real estate should be reduced.
- The efficiency of the workers compensation system should be improved to provide reasonable costs to employers while maintaining protection for employees.
- Attention should be paid to the availability of air services in the state.
- Transportation services for mid-sized counties should be improved.
- The availability of affordable housing in rural and mid-sized communities should be addressed.
- Access to technology should be made available to all firms.

1997 – National Conference of State Legislatures – *Serving the Kansas Workforce: An Inventory of Programs and Policies*

This study detailed the current systems, programs, strategies, and funding related to workforce development. This study provided an overview of Kansas' workforce development, including the complexities created by multiple programs serving a variety of specific constituencies. It was intended to help the state advance to a strategic planning phase where decisions can be made about how to create a

system that more efficiently and effectively serves the Kansas workforce development needs.

Structural options included:

- The development of a statewide strategic plan that includes a coordinated system of services.
- The establishment by statute of a state-level body to: strategically plan, oversee, and evaluate all workforce development programs and serve as the state's human resource investment council.
- The consolidation of workforce development programs under one agency.
- The development of a performance management system with state benchmarks, outcomes or performance measures, and accountability or loss of funding.
- The development of a state skill standards board that creates a statewide system of industry-defined and industry-recognized skills standards and credentials coordinated with national skills standards initiatives.
- The development of an integrated case management system that allows agency staff to review relevant information about client service history and program objectives without breaching confidentiality.
- The creation of a networked computer system that would improve program accountability, performance and access to data about jobs and job seekers.
- Seeking Federal waivers and regulatory relief to coordinate and simplify Federal and State funding mechanisms.

Policy considerations included:

- The definition of workforce development to gain a common understanding of the term.
- The creation of a system that is outcome focused, client driven, adaptable, coordinated with other programs, and locally controlled.
- Structuring programs that are responsive to the needs of the clients and tied to the needs of employers.
- Considering the needs of those workers already in the workforce.
- Serving the needs of rural workers, as well as those of urban workers.
- Developing the ability to break down the budget for each technical education program.

Local Connections included:

- The creation of local or regional workforce development boards with approved workforce plans.

- Increased input from businesses about occupational needs.
- The creation of business incentives for training employees.
- The creation of partnerships among education, training, and business.
- The development of curriculum linkages between high schools, colleges, and technical institutions.

Expansion and Continuation of Programs included:

- Continuing to expand school to career opportunities.
- Increasing agency involvement with the school to career plans.
- Continuing to develop one-stop centers.
- Marketing and advertising available education and training services.
- Providing funding and budget training for program directors.
- Developing plans to expand services.

1998 – Workforce Investment Act (WIA)

This Act allowed states to change the organization and delivery of employment training and related services. This Act also mandated that states create a customer-based, locally driven, seamless system of employment and training services to be accessed by both employees and employers. Included within this Act, states were to establish one-stop centers to provide access to fourteen Federal programs and other state/local programs. The Kansas Workforce Investment Partnership (KWIP) board oversees the implementation of the WIA program through a statewide board and five local area boards.

1999 – Kansas Chamber of Commerce and Industry (KCCI) – Workforce Development Task Force Study

Recommendations from this study included:

- Developing a statewide strategic plan that included a coordinated system of services.
- Establishing a statewide body to produce oversight and management of all workforce training.
- Consolidating workforce development programs under one agency.
- Creating local or regional workforce development boards.
- Increasing input from businesses

1999 – Kansas Higher Education Coordination Act

This Act abolished the present State Board of Regents and created a new State Board of Regents where the supervision of community colleges, area vocational schools, and technical colleges was transferred from the State Board of Education to the State Board of Regents.

2000 – Vision 21st Century Initiative – Workforce Development Task Force – *Workforce Development: Preparing Kansans for Jobs of the 21st Century*

This study created seven task forces, each charged to provide public policy recommendations to the Governor. Within the study, an overview of the Kansas workforce development system, issues, and recommendations were provided. Recommendations included:

- Develop an advisory or oversight committee to be recognized to advise the Governor, Legislature, State Board of Education, and the State Board of Regents on current and future employment needs of both the public and private sectors.
 - This committee should be designated a non-political committee, comprised of educators, business and labor leaders, government officials, and interested community members to examine the proficiency of Kansas' educational system in relation to the needs of the workforce.
- The Kansas education delivery system must be reviewed to incorporate performance-based standards that help students develop employability skills required by Kansas' employers.
 - Create standards for pre K through post-secondary schools curriculum with guidance from the State Board of Education and Board of Regents.
 - Establish a series of performance standards through collaboration between the State Board of Education, State Board of Regents, and Kansas businesses and industries.
 - Tie a portion of the school finance formula directly to performance-based standards.
 - Assess every high school student statewide in areas of core skills, using an evaluation tool like Work Keys.
- The State of Kansas must embark on an aggressive campaign to develop, recruit, and retain human capital within the state.
 - Reduce tuition for in-state and out-of-state students to encourage enrollment in “critical need” workforce areas.
 - Provide tax credits for Kansas businesses and industries offering a structured tuition reimbursement/loan repayment program.
 - Recruit employees in international markets to fill the future workforce shortage.
 - Provide extended training for the elderly and disabled population.
- Kansas must create a responsive post-secondary education system and make needed policy changes to enhance “just-in-time” workforce training opportunities.
 - Aggressively coordinate and consolidate training programs, through Board of Regents leadership, to continually increase the quality and availability of these programs to students and employers in the state.
 - Establish and promote an on-line resource directory, using Board of Regents expertise and inclusive of all post-secondary programs, for non-credit training.
 - Provide financial incentives to businesses for ongoing workforce development through tax credits and matching funding.
 - Develop a statewide business plan in order to match available resources—existing and potential—with projected business training needs.
 - Redesign the governing structure of technical schools and colleges.
- The importance of technical education must be elevated, and technical education must be enhanced and better integrated into the school system.
 - Upgrade equipment and support staff and faculty development at K-12, technical schools, and community colleges.
 - Secure funding to render all K-12 students in Kansas with appropriate technology instruction.
 - Encourage joint ventures between educators, government, and private enterprise by establishing incentives for businesses to provide hardware, software, and instructors.
 - Improve capital outlay to the community colleges, technical schools, and technical colleges.
 - Create a marketing campaign to enhance the public's image of technical education.

2001 – Kansas Board of Regents (KBOR) Study

Recommendations from this study included:

- Community college service areas should be reconstructed to create better coordination.
- Consolidation of all community colleges and technical institutions into one system under the KBOR.

2001 – Kansas, Inc. Strategic Plan – Making the Knowledge Economy Work for All Kansans

The 2001 Strategic Plan provided five strategic objectives and 47 policy recommendations designed to hasten Kansas' diversification away from low value-added occupations and commodity-dominated markets to a more prosperous and dynamic knowledge economy. Objective Two addressed workforce development and included these recommendations:

- Enhance the Kansas Training Equipment Grant by increasing the size of the fund.
- With the expiration of Federal funding, Kansas should assume responsibility for the School-to-Career program and provide enhancements over and above the Federal funding levels available in previous years.
- Support the implementation of a workforce development infrastructure that:
 - Develops a seamless regional system of appropriate education resources applied to vocational and technology education.
 - Emphasizes remedial adult education.
 - Addresses the need for increase math, technology, and science in K-12.
 - Encourages lifelong learning.
 - Recognizes the need for immigrant education.
 - Provides soft skills training.
 - Assures adequate early childhood care, education, health, and financing.
 - Provides business incentives for training.
 - Provides career information including wages and benefits.
 - Supports development of career fairs.
 - Activates interactive online training.
 - Builds a reliable system that identifies employer needs and worker availability.
- Adopt a technical education system that is market-driven and recognizes business as the primary consumer of the services.
- Assure, on a going forward basis, that the current state funding formula for community colleges and vocational schools supports employment growth and enhances the Kansas economy.
- Invest in a state-of-the-art training center with which to assure sufficient workforce to industry needs of Wichita's world-class aviation manufacturing center.

2002 – Workforce Development Loan Program

This program provided forgivable loans to Kansas' residents to attend an area vocational technical school, technical college, community college or vocational school coordinated under the State Board of Regents or any program of study that leads to an Associates

degree at a Board of Regents Institution. The bill required the Department of Human Resources to transfer funds from USDL-WIA, as well as an equal amount from SRS Federal Funds.

2003 – Kathleen Sebelius Administration

2003 – House Committee on Higher Education Study

Included within the recommendations in this study was:

- State workforce training should be consolidated.
- Workforce training should be based on employer's requirements.

2003 – Joint Committee on Economic Development

Specifically, the Committee was directed to "study coordination of Workforce Development and progress made by the Administration in consolidation of administrative functions." Lt. Governor Moore discussed the consolidation of workforce development programs and outlines the steps to creating a comprehensive, integrated workforce development system.

- *Create seven economic development regions organized around similar industries, geography, and opportunity. (later withdrawn)*
- Maintain the service directory areas established under the Workforce Investment Act for funding.
- Eliminate community college services areas for workforce development (keeping service areas for education).
- Place one-stop shops in community colleges and renamed centers of excellence for workforce development.
- Relocated Department of Human Resources training programs and Workforce Investment Act in the Department of Commerce.
- Charge the Department of Commerce with the responsibility for identifying market requirements.
- Identify training programs at community colleges and technical colleges that are true programs of excellence.
- Create a single point of entry for businesses within the Department of Commerce (Kansas 1st).
- Eliminate payments from the Department of Commerce to employers who expand in or relocate to Kansas, but instead guarantee qualified, certified employees for these employers. Payments should be made to Kansas 1st and the educational institutions providing the training.
- Implement a well-defined strategy to have one-stop shops pay Kansas educational institutions.

2004 – January 27, 2004 – Governor’s Economic Revitalization Plan

The Governor’s Economic Revitalization Plan was outlined to members of the Senate Commerce Committee and the House Economic Development Committee, formally introduced to the full Legislature later. Recommendations included:

- Consolidation of the workforce training programs of the Department of Commerce and the Department of Human Resources to move toward a seamless and market driven workforce development system.
- Develop a Kansas 1st workforce development structure that will redirect existing resources to deliver coordinated programs and services to address the needs of Kansas’ employers.

2004 – January 29, 2004 – Kansas Department of Commerce – Kansas 1st Philosophy, Proposed Structure & Sources of Funding

Provided an overview of Kansas 1st, including several key points:

- Under Kansas 1st, projects will be managed by applying multiple programs and services in a coordinated way to serve the needs of Kansas’ employers.
- Kansas 1st will be housed in the Kansas Department of Commerce; but similar to other leading states, will be a community-centered organization that will leverage statewide resources.
- The Secretary of Commerce will utilize an innovative funding mechanism through Kansas 1st to redirect existing resources to fund a workforce development trust fund. Trust funds monies will be available for the discretionary application of the Secretary of Commerce to upgrade the human talent, business-relevant instructional expertise, and physical facilities of our post-secondary institutions.
- Kansas 1st will guarantee accountability to customers by ensuring that there is one project manager that is assigned primary responsibility from project inception to completion.
- Kansas 1st will utilize Regional Managers/Directors to deliver training services to clients in partnership with community and technical colleges.
- The Kansas 1st Executive Director will have the flexibility to temporarily reassign Regional Managers/Directors to other regions for short periods as needed to ensure that customer needs/state commitments are met.
- Appropriate Kansas 1st and central office management staff will continue to make funding commitments for both expanding and new

company clients to ensure consistency and fairness to all customers. The Kansas 1st model will allow Commerce and KBOR in partnership, the ability to deliver grant funds and direct training services to clients.

2004 – July 1, 2004 – Executive Reorganization Order 31 (ERO 31)

The Employment and Training Division of the Kansas Department of Human Resources was transferred to the Kansas Department of Commerce. The move was part of the Economic Revitalization Plan, and KDHR was renamed the Kansas Department of Labor. Primary details included:

- Employment and training programs transferred to the Department of Commerce.
- The Kansas Commission on Disability Concerns was moved to the Department of Commerce.
- The Kansas Advisory Committee on Hispanic Affairs and the Kansas African-American Commission joined the Governor’s Office.

2004 – Kansas 1st Program

Kansas 1st is a workforce solutions system committed to providing skilled employees for employers and jobs for Kansans. The Kansas 1st initiative links post-secondary schools with state and federally funded workforce training and labor exchange programs to form a seamless, integrated workforce development system that is responsive and relevant to employers. Through Kansas 1st, community colleges and technical colleges will deliver more training for employers and job seekers will have improved access to career-oriented positions with employers. Core activities include: Marketing, Retention, Recruitment, Assessment, and Training. Kansas 1st focuses on providing workforce solutions for Kansas businesses through the following programs and services:

- Workforce Training Programs
 - KIT/KIR (Kansas Industrial Training/Retraining)
 - IMPACT (Investments in Major Projects and Comprehensive Training)
 - WIA (Workforce Investment Act of 1998)
 - Registered Apprenticeship Program,
 - Customized workforce training services through Kansas Community and Technical Colleges
- Financial/Tax Incentives
 - KEOIF (Kansas Economic Opportunity Initiative Fund)
 - HPIP (High Performance Incentive Program)
 - Work Opportunity Tax Credit
- Technical Support

- Workforce Solutions Teams
- Local Workforce Centers
- Foreign Labor Certification
- Federal Bonding

2004 – Kansas Economic Growth Act (KEGA)

The Kansas Economic Growth Act provided strategies to strengthen and stimulate the state’s changing economy. Programs within KEGA provided economic development incentives through various funding mechanisms to grow emerging industries, serve existing employers, attract new businesses, and support small businesses in urban and rural communities.

Included within this Act, the IMPACT Program was amended to allow the Secretary of Commerce to make direct investments in educational and related workforce development institutions. The Act formed the foundation for the Workforce Solutions Fund and increased the Secretary’s ability to invest in capital requirements of major facility expansions from 10.0 percent to 20.0 percent of IMPACT funds.

Under original law, the provision removing the cap allowing the Secretary of Commerce to offer incentives for major project investments was to end July 1, 2005, returning to the maximum of 20 percent of the total program revenue available for such investments. However, during 2005, this provision was waived until July 1, 2006, and during 2006 this provision was waived until July 1, 2008.

2004 – Kansas Department of Labor/Kansas Department of Commerce – 2004 Job Vacancy Survey

This new survey highlighted unfilled jobs in Kansas, providing a useful tool for workforce development, educational professionals, and Kansas businesses. The information within the report is integral to workforce development planning as well as educators and job seekers, as it can show industries that are hiring across the state and region.

2005 – Kansas Department of Commerce – Wipfli Young Review of WIA – Workforce System Operational Assessment

This study provided a thorough review of the delivery of employment and training services offered under the Federally-funded Workforce Investment Act at both the state and local levels. General observations and conclusions included:

- The recent transfer of workforce development programs from the Department of Human Resources to the Department of Commerce presented both problems and opportunities. The timing is right for manual and procedure updates,

clearly defining working relationships, clarifying roles and responsibilities, and producing standard contracts, policy, and procedures manuals for use by service providers.

- Overall, the current systems have not been spending the funds allocated and have been underperforming. The reasons for performance problems are many and varied, including the need for positive direction and coordination at the state level. It is a critical time for the system, and the State has the opportunity to improve communication and provide a direction to a system willing to provide high-level services to those in need.
- The financial information provided indicated that the State is under spending workforce system funds to a material degree, for many and varied reasons. A possible solution would include timely information regarding the availability of funds or possibility of transferring additional funds among the Local Areas.
- State level program staff could work closely with Commerce finance staff to develop the appropriate financial reports.
- A formal lead person at the State level should be assigned to each Local Area to deal with both financial and performance issues.
- USDOL pointed out Kansas has not implemented the formal one-stop model in each of its Local Areas. The concept as defined by WIA should be considered and adopted for all areas served.
- Commerce and Local Areas staffs want to see the system work for the benefit of the citizens of Kansas.

2005 - Kansas Strategic State Plan for Title I of the Workforce Investment Act of 1998 and the Wagner-Peyser Act for the period of July 1, 2005 – June 30, 2007

This plan documents the Governor's vision and goals for the workforce development system in Kansas, as well as the strategies, policies, activities, and measures of success for that system. This plan is intended as a comprehensive guide for all partners engaged in the workforce development system. The state’s workforce development system is driven by bold enhancements endorsed by the Kansas Legislature to strengthen and stimulate the state's economy. These enhancements, called the *Kansas Economic Growth Act*, reflect steps taken by the Governor, her administration, and state legislative leaders to meet the needs of the changing Kansas economy. This plan also reflects the goals of the United States Department of Labor (USDOL) as follows:

Realizing the reforms envisioned by the Workforce Investment Act (WIA) including the following:

- Integrated, seamless service delivery through full service One-Stop Centers with extensive co-location and identified Employer Centers.
- A demand-driven workforce development system governed by business-led workforce investment boards.
- Maximum flexibility in tailoring service delivery and making strategic investment in workforce development activities to meet the needs of state and local economies and labor markets.
- Customers making informed choices based on quality workforce information and accessing quality training providers.
- Increased fiscal and performance accountability.
- A youth program focused on targeting out-of-school populations with increased accountability for employment and/or increased secondary and postsecondary education outcomes.

Incorporating new statutory and regulatory program requirements that have evolved since the passage of WIA, such as priority of service for veterans as prescribed by the Jobs for Veterans Act (P.L. 107-288), (38 USC 4215).

Providing national strategic priorities and direction in the following areas:

- Implementing a demand-driven workforce development system.
- Reforming the system to eliminate duplicative administrative costs to enable increased training investments.
- Enhancing integration of service delivery through One-Stop systems nationwide.
- Refocusing WIA youth investments on out-of-school youth, collaborative service delivery across programs, and increased accountability.
- Improving the development and delivery of workforce information to support workforce investment boards in their strategic planning and investments.
- Providing tools and products that support business growth and economic development.
- Providing quality career guidance directly to students, jobseekers, and counselors through One-Stop Centers.
- Increasing the role of faith-based and community organizations in workforce development.
- Enhancing the use of waivers and workflex provisions in WIA to provide greater flexibility to states and Local Boards in structuring their local systems.

- Reporting against common performance measures across federal employment and training programs.

2005 – Kansas Department of Commerce – FY 2005 Annual Report

Provided a summary of the Business Development Division, including Kansas 1st programs and policies.

2005 – Kansas Department of Labor/Kansas Department of Commerce – 2005 Job Vacancy Survey

This survey highlighted unfilled jobs in Kansas, providing a useful tool for workforce development, educational professionals, and Kansas businesses. The information within the report is integral to workforce development planning as well as educators and job seekers, as it can show industries that are hiring across the state and region.

2005 – Kansas Department of Commerce – Kansas 1st Workforce System Presentation

This presentation provided an overview of the Kansas 1st program, including background, core activities, vision, performance, and various information relevant to the program.

2005 – Joint Committee on Economic Development – Workforce Development

The Joint Committee on Economic Development covered several topics related to workforce development, including information from various organizations on several programs, including:

- Kansas Department of Commerce, Kansas Board of Regents, Kansas Department of Corrections, Kansas Department of Education, Kansas Department of Social and Rehabilitation Services, Kansas Chamber of Commerce and Industry, Kansas Legal Services Corporation, Local Workforce Area I, II, V, and Kansas Cisco Network Academy.

Specific conclusions and recommendations from the Committee included:

- The Committee believed that several programs are providing excellent workforce training, however there is a lack of communication between the Kansas Department of Commerce and other stakeholders, and also there is a lack of a clear financial picture of what is being spent on workforce development.
 - The Committee defined workforce development as a partnership between State and business to develop employment opportunities with meaningful and sustainable income to Kansans and providing programs

that assist business through specialized training. The goals established by the Committee for workforce development are to:

- Increase employment.
- Increase personal income through continuing education and training programs.
- Work with business in developing programs to provide specialized education and training programs, including technical programs at post-secondary institutions.
- Develop, through an executive team that includes all applicable stakeholders, strategies to address goals while linking programs to the best practices to be delivered effectively and efficiently.
- Provide statewide accountability standards and reporting for all workforce programs and their finances.
- The Committee requested that the Department of Commerce provide to the House Committee on Commerce and Labor, the House Committee on Economic Development, and the Senate Committee on Commerce the time table for the transition to Kansas 1st initiative and when it will be fully implemented during January 2006.
- The Committee requested that the House Committee on Commerce and Labor, the House Committee on Economic Development, and the Senate Committee on Commerce

continue the exploration and discussion of workforce development during the 2006 Legislative Session.

- The Committee expressed frustration in its experience over the years in trying to receive accurate and complete data on the workforce efforts in Kansas.

WORKFORCE DEVELOPMENT – BEFORE AND AFTER THE KANSAS 1ST INITIATIVE

Implemented during 2004, Kansas 1st was designed to be a workforce solutions system committed to providing skilled employees for employers and jobs for Kansans.

The Kansas 1st initiative moved Kansas towards a seamless, market driven system, based in large part on direct training service models from South Carolina and Georgia, combined with other successful best practices pertaining to workforce development.

Prior to Kansas 1st, the landscape of workforce development had several key differences compared to the current landscape of workforce development in Kansas.

Table 1 provides a brief description of workforce development programs and agencies before and after the Kansas 1st initiative.

Table 1. Workforce Development Programs and Agencies, Before and After Kansas 1st

Workforce Development Programs - Before Kansas 1st	Workforce Development Programs - After Kansas 1st
Kansas Department of Human Resources (KDHR)* Foreign Labor Certification Registered Apprenticeship Program Veterans Programs Job Service (Wagner-Peyser) Migrant and Seasonal Farm Workers Program NAFTA Transitional Adjustment Neighborhood Improvement and Youth Employment Act (NIYEA) Senior Community Services Employment Program (SCSEP) Trade Adjustment Assistance Welfare to Work (expired) Wheat Harvest Program Workforce Investment Act of 1998 (WIA) Work Opportunity Tax Credit (WOTC) Local Workforce Centers Kansas JobLink Older Kansans Employment Program (OKEP) Federal Bonding Program	Kansas Department of Commerce* Foreign Labor Certification Registered Apprenticeship Program Veterans Programs Job Service (Wagner-Peyser) Migrant and Seasonal Farm Workers Program NAFTA Transitional Adjustment Neighborhood Improvement and Youth Employment Act (NIYEA) Senior Community Service Employment Program (SCSEP) Trade Adjustment Assistance Wheat Harvest Program Workforce Investment Act of 1998 (WIA) Work Opportunity Tax Credit (WOTC) Local Workforce Centers Kansas JobLink Older Kansans Employment Program (OKEP) Federal Bonding Program
Kansas Department of Commerce High Performance Incentive Program (HPIP) Investments in Major Projects and Comprehensive Training (IMPACT) Kansas Industrial Retraining (KIR) Kansas Industrial Training (KIT) Kansas Economic Opportunity Initiatives Fund (KEOIF) Kansas Enterprise Zone Act Kansas Partnership Fund School to Careers (expired)	Kansas Department of Commerce High Performance Incentive Program (HPIP) Investments in Major Projects and Comprehensive Training (IMPACT) Kansas Industrial Retraining (KIR) Kansas Industrial Training (KIT) Kansas Economic Opportunity Initiatives Fund (KEOIF) Kansas Enterprise Zone Act Kansas Partnership Fund
Kansas Board of Regents** Adult Basic Education Post Secondary Career and Technical Education Tech Prep Carl Perkins Leadership	Kansas Board of Regents** Adult Basic Education Post Secondary Career and Technical Education Tech Prep Carl Perkins Leadership
Kansas Department of Corrections Offender Reentry Programs	Kansas Department of Corrections Offender Reentry Programs
Kansas Department of Social and Rehabilitation Services Food Stamps Employment Kansas Works Vocational Rehabilitation	Kansas Department of Social and Rehabilitation Services Food Stamps Employment Kansas Works Vocational Rehabilitation
Kansas Department of Education Carl Perkins Leadership Learn & Serve/Americorps Secondary Career and Technical Education	Kansas Department of Education Carl Perkins Leadership Learn & Serve/Americorps Secondary Career and Technical Education
*Executive Reorganization Order 31 transferred KDHR Workforce Development Programs to Commerce. KDHR was renamed Kansas Department of Labor (KDOL). KDOL now administers the unemployment insurance program and processes claims for unemployment benefits. KDOL operates the State's workers compensation system and enforced Kansas employment standards including wage and hour laws and child labor laws. The agency also houses a research unit that compiles critical data on employment in Kansas.	
**Through the Kansas 1st initiative, a connection between the workforce development programs of the Kansas Department of Commerce & Kansas Board of Regents was formed	

Prior to Kansas 1st, workforce development programs were initiated through six agencies, including the Kansas Department of Human Resources (KDHR), Kansas Department of Corrections, Kansas Department of Social and Rehabilitation Services (SRS), Kansas Department of Education, Kansas Board of Regents (KBOR), and the Kansas Department of Commerce (Commerce).

With the implementation of Executive Reorganization Order 31, the workforce development programs under the KDHR were transferred to Commerce. While this

moved several programs under one agency, the control of workforce programs under other agencies were not transferred to Commerce.

Primarily supply side programs (employee-related), the KDHR programs and staff were restructured under the Department of Commerce in an effort to create an integrated, seamless, and market driven workforce development system. (Demand side programs are employer-related)

While ERO 31 provided the Legislation to connect some of the supply and demand sides of the workforce

development system, other Legislation also played a crucial role in the realization of the Kansas 1st initiative. The Kansas Economic Growth Act of 2004 (KEGA) provided Legislation allowing the Secretary of Commerce to fund a Workforce Solutions Fund to build curriculum, training programs, and facilities. The KEGA Act amended the IMPACT program to allow the Secretary of Commerce to make direct investments in educational and related workforce development institutions to help accomplish this purpose. This bill increased the Secretary's ability to invest in capital requirements of major facility expansions from 10.0 percent to 20.0 percent of IMPACT funds.

Under original law, the provision removing the cap allowing the Secretary of Commerce to offer incentives for major project investments was to end July 1, 2005, returning to the maximum of 20 percent of the total program revenue available for such investments. However, during 2005, this provision was waived until July 1, 2006, and during 2006 this provision was waived until July 1, 2008.

The Kansas 1st initiative, based on other nationally recognized models and best practices pertaining to workforce development, also featured new concepts intended to improve the program. Unique to Kansas, this initiative provided a connection between Commerce/KBOR by dual funding a position 75 percent/25 percent, respectively. This connection has been cited as a best practice by *Jobs for the Future*, and provided the connection to critical education and training programs between the Kansas 1st Initiative and Post-Secondary Educational Institutions.

Under the Kansas 1st initiative, three major principles of a workforce development system in Kansas were realized:

- 1) Some, not all supply side workforce development programs were transferred to Commerce.
- 2) The demand side of workforce training was enhanced under Commerce.

- 3) The connection with the KBOR for critical education and training was provided.

While the Kansas 1st initiative has merged several workforce development programs under one agency, all programs pertaining to workforce development were not captured or addressed under the initiative, including programs from the Department of Corrections, SRS, and the Department of Education. With this realized, Kansas 1st must continue to develop strategic partnerships with these agencies.

Within the original Kansas 1st initiative, some items have not yet been fully implemented, such as the formation of the Excellence in Workforce Development Committee; that was designed to oversee workforce development in Kansas. Conceptually, this committee would be comprised of:

- Secretary of Commerce
- Secretary of Human Resources
- Secretary of Social and Rehabilitation Services
- Chairman of the Board of Regents
- Executive Director of the Kansas Association of Community College Trustees
- President of the Kansas Association of Technical Schools and Colleges
- President of Kansas Chamber of Commerce
- President of Kansas AFL-CIO
- Statewide and seven Local Workforce Network of Kansas Board Presidents
- Two business representatives from each workforce development region

Currently, within Kansas 1st, the Secretary of Commerce, Deputy Secretary of Commerce for Workforce Development, Director of Kansas Workforce Training and Education, Special Assistant to the Deputy Secretary, and the Skill Enhancement Services Director provide the direction and leadership for the program. (Refer to Attachment A. Kansas 1st Organizational Chart)

CONCLUSION

The Kansas 1st initiative has restructured portions of the workforce development system in Kansas over recent years in an effort to create an integrated, seamless, and market driven workforce development system. This process, while still in its developing stages, has captured several of the recommendations and objectives from past research and initiatives, combined with many of the best practices from other states' workforce development initiatives.

The mission of Kansas 1st is a workforce development system that connects education, job seekers, and business-directed programs for the purpose of providing qualified employees, financial resources, and workforce training solutions to existing and new Kansas businesses.

The core activities of Kansas 1st include:

Marketing: Promoting Kansas 1st products and services

Retention: Retaining existing Kansas businesses

Recruitment: Connecting qualified workers to Kansas businesses

Assessment: Measuring the skills of incumbent and emerging workers

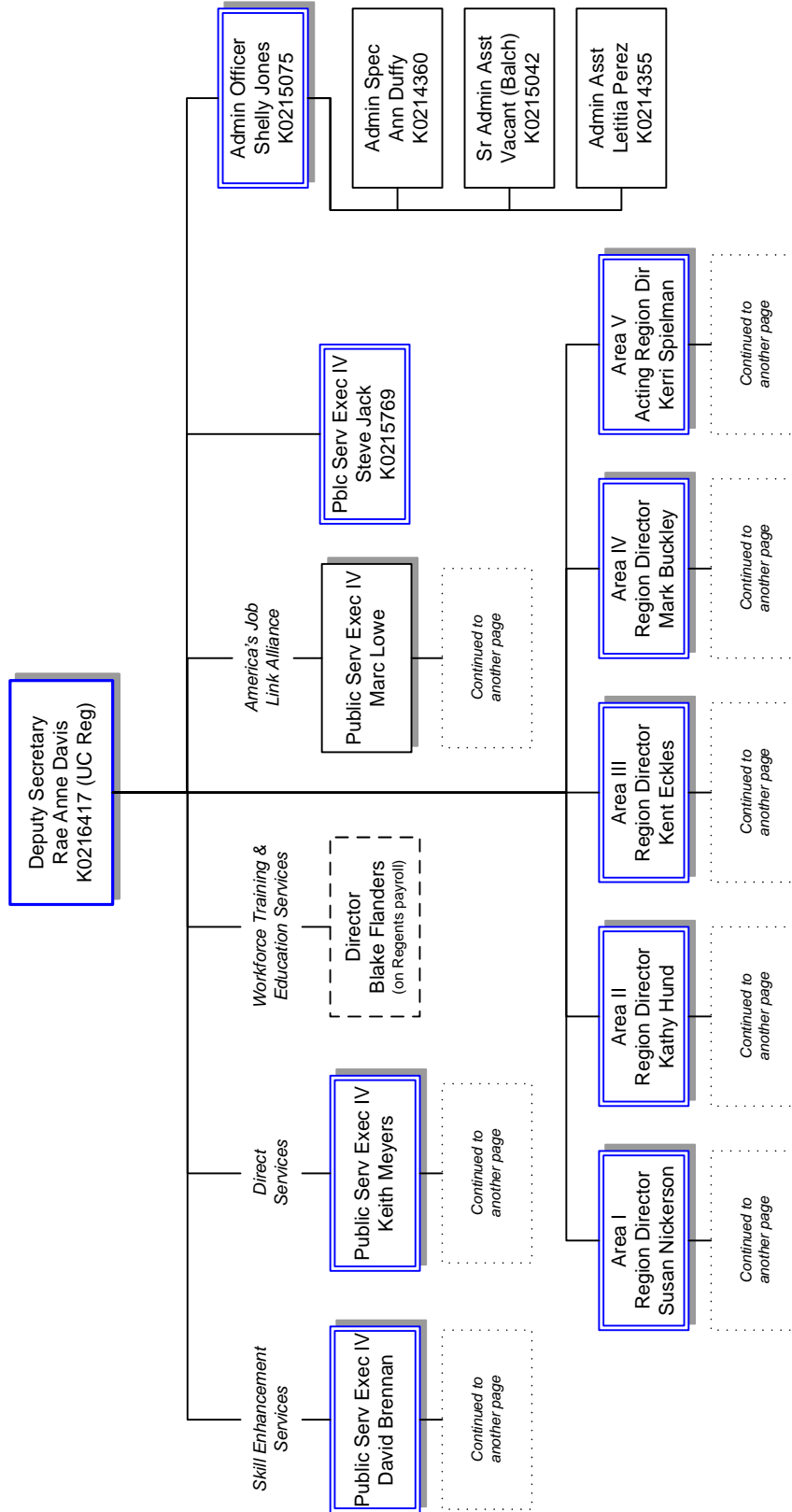
Training: Providing marketable skills targeted to employer needs

Kansas 1st Strategic Objectives

- Transition from a grant-funded model to a training provider model in partnership with Kansas post-secondary institutions.
- Target Kansas 1st programs and services to address the specific needs of employers and job seekers.
- Ensure that Kansas 1st programs and services are responsive, accessible, and flexible.
- Promote collaboration among Kansas 1st staff for the purpose of building a high performance workforce system with unique culture, exemplary character, and superior capability.
- Position Workforce Centers to become the Assessment, Testing, Screening, and Recruitment choice of Kansas' employers.
- Establish comprehensive One-Stops.
- Implement a business services model within the Workforce Center.
- Equip WIA clients with the skills employers need to fill demand occupations.
- Meet or exceed WIA negotiated performance standards.
- Enhance effectiveness and efficiency of the technical training system by aligning the training system to meet the needs of business and industry.
- Link strategically to other workforce development system stakeholders.

Kansas Dept of Commerce Workforce Development Division

Appendix A. Workforce Development Division Organizational Chart



6/5/2006
3.0 Classified FTE
1.0 UC Reg FTE
2.0 UC Temp

KANSAS, INC.

Created by the Legislature in 1986, Kansas, Inc. is an independent, objective, and non-partisan organization designed to conduct economic development research and analysis with the goal of crafting policies and recommendations to insure the state's ongoing competitiveness for economic growth. To attain our mission, Kansas, Inc. undertakes four primary activities: 1) Developing and implementing a proactive and aggressive research agenda; 2) Identifying and promoting strategies and policies from the research; 3) Conducting evaluation reviews and oversight of economic development programs; and 4) Collaboration and outreach with economic development entities and potential partners.

Co-Chaired by the Governor, Kansas, Inc. is governed by a 17-member Board of Directors. Board members, as mandated by legislation, include four members of Legislative leadership, a representative from the Board of Regents, the Secretary of Commerce, the Commanding General of the Kansas Cavalry, a representative from labor, and eight other members from the private sector representing key Kansas industrial sectors. Private sector members are appointed by the Governor and confirmed by the Kansas Senate.

Through analysis and open dialogue, Kansas, Inc. identifies policy options and builds the consensus essential for concerted action on vital economic issues. Kansas, Inc. is designed to be a public-private partnership with expectations that state investments are leveraged with other funds to maintain a strong research portfolio.

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