

# LEAP Into Workforce Innovation and Opportunity Act (WIOA), Part I: Preparing for Change

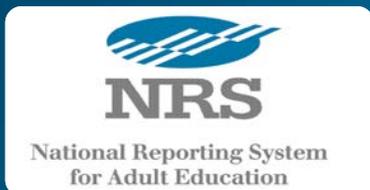
NRS Regional Training  
July 26–28, 2016  
Day 1



National Reporting System  
for Adult Education

# Welcome and Overview of the Training

OCTAE and NRS Project Team



# What is LEAP?

- ▶ *L*earn about WIOA and the new measures.
- ▶ *E*xplore what it means for your state adult education program.
- ▶ *A*ssess your situation and what you may or may not have in place.
- ▶ *P*lan for implementation of your state plan.



# LEAP Into WIOA, Parts I & II

- ▶ New NRS measures under WIOA
- ▶ Change Style Indicator
- ▶ Leadership during change
- ▶ Evaluating state data systems
- ▶ Communicating change to stakeholders
- ▶ Implementing your state plan

Part I: Preparing for Change  
(June/July 2016)

- ▶ Accountability under WIOA
- ▶ Measures
- ▶ NRS table changes
- ▶ Planning for and communicating NRS changes
- ▶ Follow-up to LEAP 1

Part II: NRS Measures and Reporting  
(September/October 2016)

# Agenda Day 1

- ▶ OCTAE Discussion of Accountability Changes
- ▶ Introduction to Change Model
- ▶ Change Style Indicator
- ▶ State Planning Time



[See Agenda](#)



# Agenda Day 2

- ▶ Leadership During WIOA
- ▶ NRS Table Changes
- ▶ Evaluating Your State's Data System and Preparing for Change
- ▶ State Planning Time



# Agenda Day 3

- ▶ Communicating Change to Stakeholders
- ▶ State Planning Time
- ▶ Small Groups/Whole Group Report Out
- ▶ Bringing It All Together





# One Word

- ▶ Get into your group.
- ▶ Think about **one word** that describes your **organizational culture related to change**.
- ▶ Introduce yourself and share your word with your small group.

## Whole Group

- ▶ Nominate one person to introduce the group members and share 2–3 words discussed.



# NRS Training Tools Overview



# Support Tool for Your State Plan

**Implications for Changes**  
 Section A: State Plan Preparedness  
 With your team, consider how prepared your state is to implement elements of adult education as described in your WIOA job plan. Summarize and note what key actionable items are stated for each section of your plan, briefly describe what work has already begun, and indicate your level of preparedness for each category.

Topic/Section	Actions as Stated in Joint State Plan (Key Actionable Items)	Work That Has Begun
Aligning of Content Standards		
Local Activities		
Corrections Education and Other Education of Institutionalized Individuals		

Handout X: NRS Training Support Tool | 1

## Handout 1: NRS Training Support Tool

### NRS Training Support Tool

This tool is designed for state teams to use while developing a detailed plan to address one or two priority areas within the joint state plan. All sections of the tool work together to address multiple aspects of plan implementation.

**Adult Education and Family Literacy Topics Within the Joint State Plan:**

- Aligning of Content Standards
- Local Activities
- Corrections Education and Other Education of Institutionalized Individuals
- Integrated English Literacy and Civics Education Program
- State Leadership
- Assessing Quality
- Data Systems and Reporting (not part of state plan)

**Sections in Support Tool**

- State Plan Preparedness
- Big-Picture Planning
- State Change Management Reflection
- Applying Change Styles to State Planning
- Leadership Reflection and Perspectives
- Priority Area Challenges and Solutions
- Current Communication in Your State
- PPPP (Purpose, Particulars, Package, Plan) Exercise
- Crafting Your Message, Part 1: Communicating Changes
- Crafting Your Message, Part 2: Data System Changes

Handout X: NRS Training Support Tool | 1

Topic/Section	Actions as Stated in Joint State Plan (Key Actionable Items)	Work That Has Begun	Level of Preparedness (Green, Yellow, Red)
Aligning of Content Standards			
Local Activities			
Corrections Education and Other Education of Institutionalized Individuals			

Use this tool to determine one or two areas from your state plan that you want to focus on developing. State those priorities here:

\_\_\_\_\_

\_\_\_\_\_

Handout X: NRS Training Support Tool | 3

See Handout 1 : NRS Training Support Tool

# Inside the Training Toolkit: Overview

- ▶ What's inside?
  - Background/overview information
  - Activities from this training
  - Handouts and additional resources
  - Sample activities and ideas for how to use the toolkit with state staff, local program staff, and other partners



# Inside the Training Toolkit: Activity

1. Skim through the toolkit.
2. With your team, find something in the toolkit that you can share with:
  - other staff in the state office
  - local program staff, OR
  - other adult education partners.
3. Share with your table:
  - What did your group select?
  - What audience do you think would benefit from the resource?
  - When or how might you use the resource?

See Training Toolkit

# Break – Please return in 15 minutes



# WIOA Review



# Participant vs Reportable Individual

Participant	Reportable Individual
<p>A reportable individual who has received services other than the services described in § 677.150(a)(3), after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.</p>	<p><u>Reportable individual</u>. An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:</p> <ol style="list-style-type: none"><li>(1) Individuals who provide identifying information;</li><li>(2) Individuals who only use the self-service system; or</li><li>(3) Individuals who only receive information-only services or activities.</li></ol>
<p>For Title II, when an individual in an AEFLA program has completed at least 12 contact hours they are considered a participant.</p>	<p>An adult in an AEFLA program who has completed <u>less than</u> 12 contact hours.</p>
<p>Participants count towards accountability measures.</p>	<p>Reportable Individuals <u>DO NOT</u> count towards accountability measures.</p>



# Program Entry and Exit

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**Program Entry**– is the date that a reportable individual enrolls in an adult education and family literacy program.

**Program Exit** – As defined for the purpose of performance calculations, exit is the point after which a participant who has received services through any program meets the following criteria:

For the adult, dislocated worker, and youth programs authorized under WIOA title I, the AEFLA program authorized under WIOA title II, and the Employment Service program authorized under the Wagner–Peyser Act, as amended by WIOA title III, exit date is the last date of service.

**\*\***The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self–service, information–only services, activities, or follow–up services. This also requires that there are no plans to provide the participant with future services.



# Employment Performance Indicators

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***Employment, the second quarter after exit.*** The percentage of participants who are in unsubsidized employment during the second quarter after exit.

***Employment, fourth quarter after exit.*** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit.

***Median Earnings, second quarter after exit.*** Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.



# Participant Exclusion

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- ▶ For purposes of determining program performance levels under indicators set forth in paragraphs (a)(1)(i) through (iv) and (vi) of § 677.155, a “participant” does not include a participant who received services under sec. 225 of WIOA and exits such program while still in a correctional institution as defined in sec. 225(e)(1) of WIOA

**Sec. 225 participants (Corrections) who remain incarcerated are only counted for the Measurable Skill Gain Indicator.**



# Credential Attainment Indicator (Rule)

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The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training [OJT] and customized training) who attained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within 1 year after exit from the program.

A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program;



# Credential Attainment Indicator (Joint ICR)

## Who Counts?

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- ▶ The Secondary Credential attainment measure is limited to participants who exit AND began the program year at or above the 9<sup>th</sup> grade level who did not previously possess a high school equivalency.
- ▶ The Postsecondary Education attainment measure is limited to participants who exited and were enrolled in either a postsecondary education or training program.
- ▶ Could include participants in IET programs



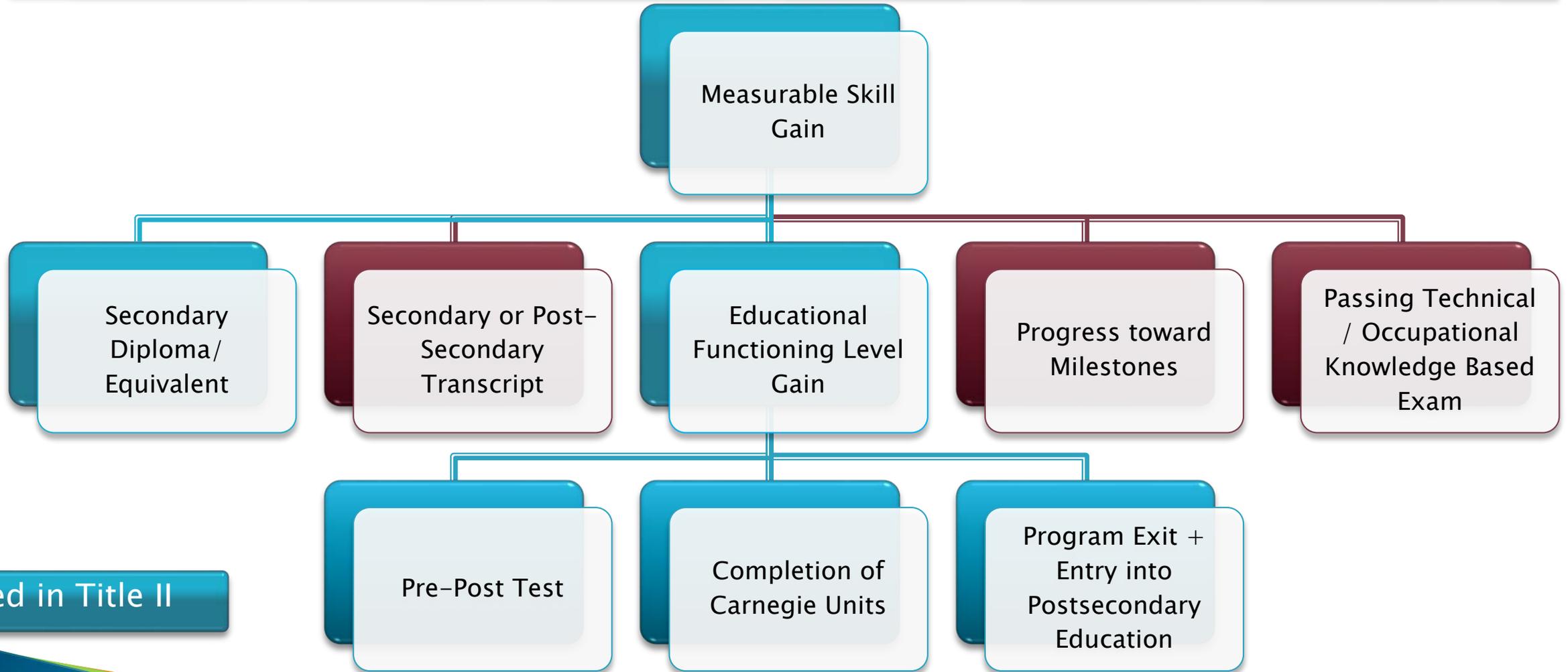
# Measurable Skill Gain Indicator

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The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as academic, technical, occupational, or other forms of progress, towards such a credential or employment.



# 5 Types of Measurable Skill Gain



Used in Title II



# Educational Functioning Level Gain–

Documented achievement of at least once educational functioning level of a participant who is receiving instruction below the postsecondary education level. Programs may measure educational functioning level gain in one of three ways:

- (1) Comparing the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test.
- (2) States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units.
- (3) States may report an educational functioning level gain for participants who exit the program and enroll in postsecondary education and training during the program year.

The approved pre- and post-tests must be based on the list of tests the Secretary of Education determines to be suitable for use in the National Reporting System for Adult Education. The list of approved assessments is published annually in the [Federal Register](#).



# Measurable Skill Gain Indicator

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- ▶ (2) Documented attainment of a secondary school diploma or its recognized equivalent. Exit not required to count and can include participants at all levels.
- ▶ (3) Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.
- ▶ (4) Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of 1 year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.
- ▶ (5) Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.



# Periods of Participation

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For the purposes of reporting measurable skill gain, each program entry per participant during the reporting period is considered a period of participation.

For the purposes of reporting on Employment 2<sup>nd</sup> Quarter, Employment 4<sup>th</sup> Quarter, Median Earnings, and the Credential indicators, each program entry and exit per participant during the reporting period is considered a period of participation.

A new period of participation is counted each time a participant exits and reenters again, even if it occurs during the same program year.



# Lunch

Please return in one hour



National Reporting System  
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# State Planning Time

Big-Picture Changes



National Reporting System  
for Adult Education

# State Plan Review

## Adult Education and Family Literacy Program Section

- ▶ Aligning of Content Standards
- ▶ Local Activities
- ▶ Correctional Education and Other Education of Institutionalized Individuals
- ▶ Integrated English Literacy and Civics Education Program
- ▶ State Leadership
- ▶ Assessing Quality

See Handout 2: State Plan Requirements



# Activity

- ▶ Rate your state's preparedness for each of the six state plan areas:

**Beginning:** We do not know how we will implement this aspect of our plan.

**Intermediate:** We have some resources, partners, and ideas in place to aid in the implementation of this aspect of our plan. We still need support because the steps needed for success are not clear.

**Advanced:** We have already begun implementing this aspect of our plan. Our plan is well thought out and outlined. Our steps for success are clear.



# Determine Priority Areas

- ▶ Based on your rating of your state's preparedness to address the 6 areas in your state plan, select 1 or 2 priority areas that you will focus on during the training.
- ▶ How you determine your priority is up to the team. Will you focus on areas you scored as "beginning," "intermediate," or "advanced"? Why?
- ▶ Indicate your priority area(s) in Section A of your support tool.

See Handout 1, Section A: NRS Training Support Tool



# State Planning Time

- ▶ Look at your state plan and your priority area.
- ▶ Use the handout to consider the following **big-picture** questions as they related to your priority area:
  - Who are your stakeholders?
  - What and how will you communicate with your stakeholders?
  - Will your data system be affected by these priorities, and what changes are necessary?
  - What professional development might be necessary? How would it be provided? Who would receive it?

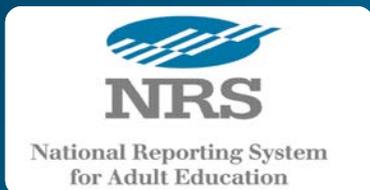
See Handout 1, Section B: NRS Training Support Tool



# Group Share



# Introduction to a Change Model



# Change Model in Your State

- ▶ How is your state approaching the changes necessary to implement WIOA?
- ▶ Is your state using a change model?
- ▶ Discuss with your team the explicit and implicit steps or stages in your state's current change model.



# Lewin's Change Management Model

## Lewin's Model



Source: [http://www.mindtools.com/pages/article/newPPM\\_94.htm](http://www.mindtools.com/pages/article/newPPM_94.htm)

See Handout 3: Lewin's Change Management Model



# Unfreeze

Recognized a need for high-quality data

Got support from Secretary of Education

Helped state directors understand the need for quality data

Held meetings with state directors



# Change

Held several meetings with state directors

Answered questions at meetings

Collected feedback from state directors

Got input from technical work group members



# Freeze

Provided technical assistance to states as they started implementation

Created accountability measures

Provided technical assistance and training

Celebrate success!



# Key Points



Motivate



Communicate



Empower



# Reflect

Consider Lewin's Change Management Model and what is currently happening in your state related to your priority area:

- ▶ What stage of change are you in?
- ▶ What pieces are you missing, according to the model, that you need to spend more time focusing on?
- ▶ Brainstorm some ideas for moving through the stages of change.

*We will focus on communication in a later section.*

See Handout 1, Section C: NRS Training Support Tool



# Group Share



# Break—Please return in 15 minutes.



# Change Style Indicator

“It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.”

-Charles Darwin



# Change in Your State

Rate of Change





**What's driving the changes?**

**What are your obstacles?**



# Two Dimensions of Change

## Structural Event

- ▶ New job
- ▶ New boss
- ▶ Reengineering
- ▶ New technology
- ▶ Merger/acquisition
- ▶ New systems
- ▶ Revised job
- ▶ Personal

## Psychological Response

- ↪ The process we go through to adjust to the new situation (fear, excitement, anxiety, suspense, disappointment)
- ↪ Emotions

# Try This

1. Cross your arms.
2. Cross your arms the other way.

How does it feel?



# Change Style Indicator<sup>®</sup> (CSI)

## CSI Does

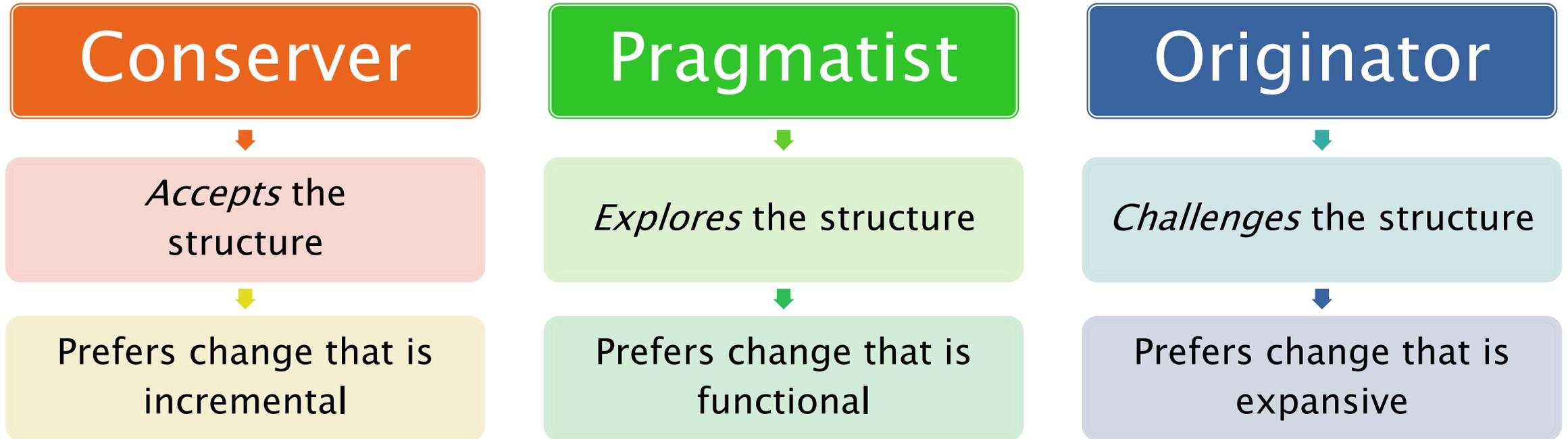
- ▶ Offer an explanation of preferred style of initiating and dealing with change
- ▶ Describe three change style preferences that are more personality influenced than situationally influenced
- ▶ Create an appreciation for change–style diversity

## CSI Does Not

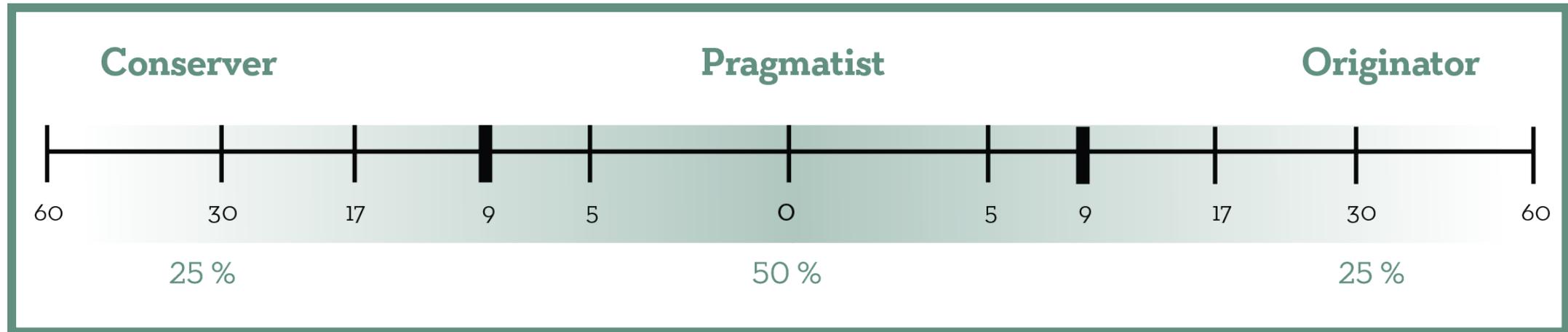
- ▶ Present a right or wrong, “better” or “worse,” change style
- ▶ Measure level of competence at initiating and managing change
- ▶ Limit individuals to predetermined responses to change



# Change Style Preference



# CSI Continuum



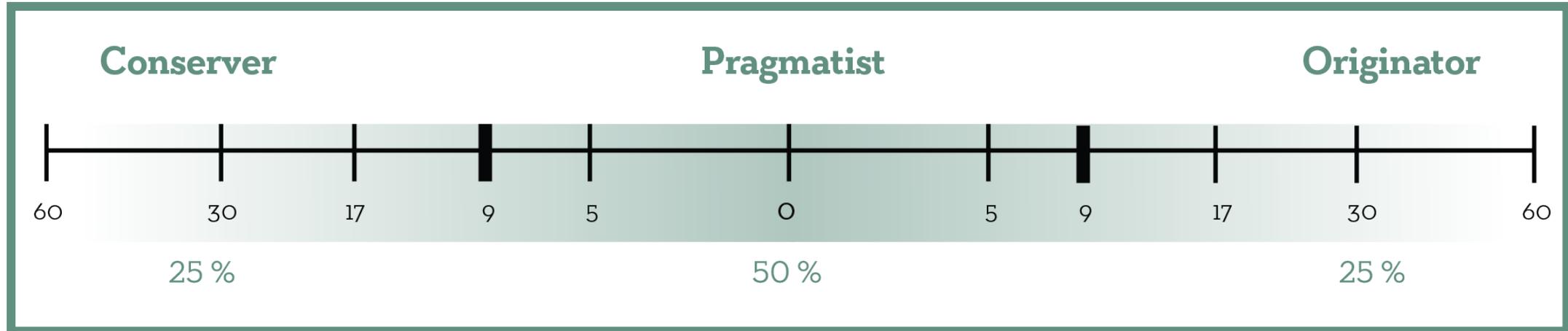
# Your Individualized Report



## Individual Report Pages:

- ▶ Pages 2–3, Overview
- ▶ **Page 4, Your score and description of results**
- ▶ Pages 5–7, Description of change style preference for each style
- ▶ Page 8, Potential pitfalls of each style
- ▶ Page 9, Common perceptions of each style
- ▶ Pages 10–11, Tips for increasing flexibility and maximizing flexibility for each style
- ▶ Page 12, Tips for working with change preferences

# Review your Individualized Score

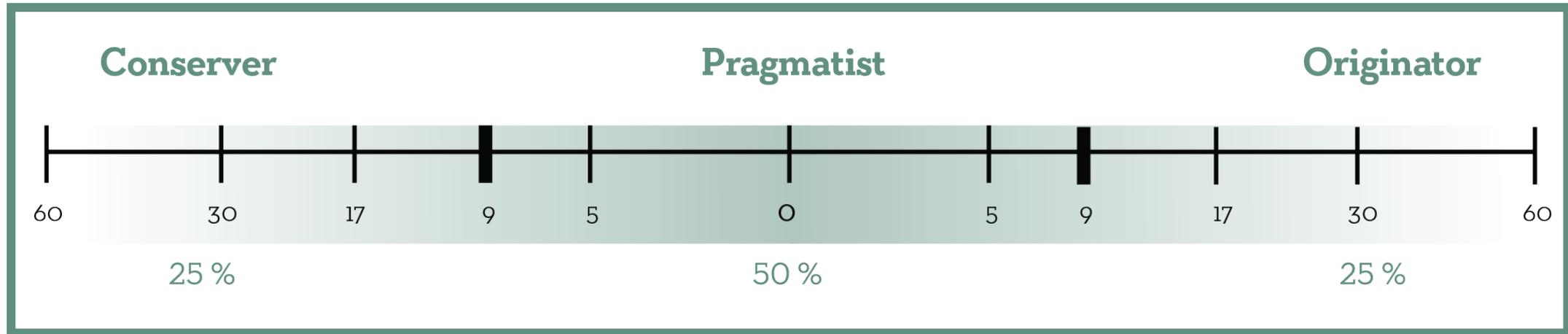


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See your individual CSI report, page 4



# Review Your Style



## Feedback Report

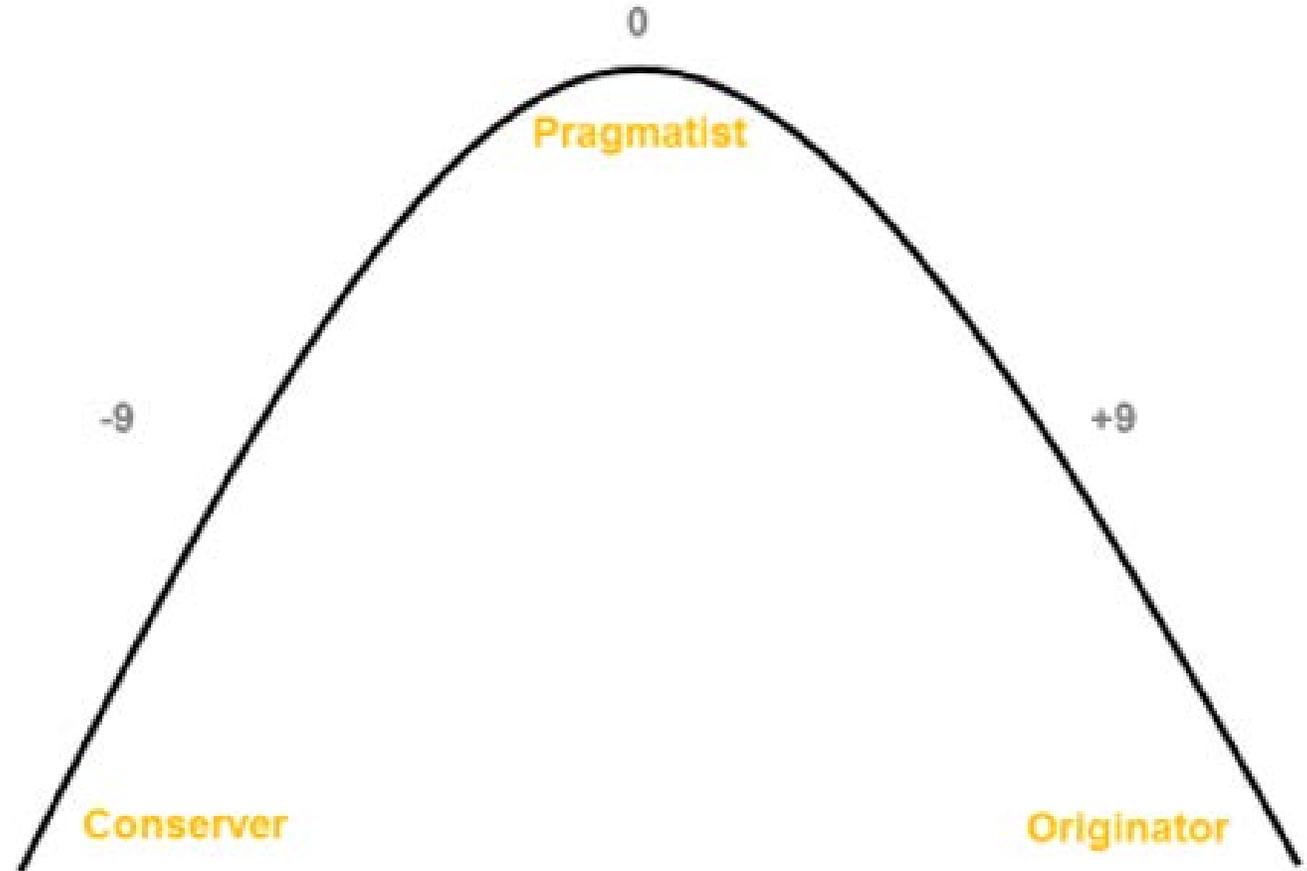
Conservers, p. 5

Pragmatists, p.6

Originators, p.7



# Horseshoe Activity



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# Group Discussion, Part I

- ▶ Find your Change Style group:
  - Conservers, Pragmatists, Originators
  - Assign a note-taker to write on chart paper
  - Assign a reporter to share out with the large group

Discuss:

1. What do you appreciate about your own style?
2. What do you find challenging about your own style?

See Handout 4: CSI Overview and Discussion



# Group Discussion, Part II

- ▶ In your Change Style group:
  - Conservers, Pragmatists, Originators
  - Assign a note-taker to write on chart paper
  - Assign a reporter to share out with the large group

## Discuss:

1. What do you appreciate about other styles?
2. What do you find challenging about other styles?
3. What tips would you offer people with the other styles to help you work together more effectively?

See Handout 4: CSI Overview and Discussion



# State Planning Time



# State Planning Time

- ▶ In state teams:
  1. Create action steps for addressing your priority area. Use the Change Model (Handout 3) to support your planning.
  2. Identify how individuals with different change preferences may perceive the upcoming change. Use tips developed in the CSI activity and tips from the CSI report (pp. 10–11) to support your planning.

See Handout 1, Section D: NRS Training Support Tool



# Group Share



# Wrap-Up



National Reporting System  
for Adult Education

# Preview of Day 2

- ▶ Leadership During WIOA
- ▶ Evaluating Your State's Data System and Preparing for Change
- ▶ Communicating Change to Stakeholders
- ▶ State Planning Time



# Reflection—What Stuck With You?

