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

NRS Regional Training
July 26–28, 2016
Day 1
Welcome and Overview of the Training

OCTAE and NRS Project Team
What is LEAP?

- **Learn** about WIOA and the new measures.
- **Explore** what it means for your state adult education program.
- **Assess** your situation and what you may or may not have in place.
- **Plan** 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
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
Ice Breaker Activity
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

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?
Break – Please return in 15 minutes
WIOA Review
## Participant vs Reportable Individual

<table>
<thead>
<tr>
<th>Participant</th>
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<tbody>
<tr>
<td>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.</td>
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<table>
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<tr>
<th>Reportable Individual</th>
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<tbody>
<tr>
<td>Reportable individual. An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:</td>
</tr>
<tr>
<td>(1) Individuals who provide identifying information;</td>
</tr>
<tr>
<td>(2) Individuals who only use the self-service system; or</td>
</tr>
<tr>
<td>(3) Individuals who only receive information–only services or activities.</td>
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For Title II, when an individual in an AEFLA program has completed at least 12 contact hours they are considered a participant.

An adult in an AEFLA program who has completed **less than** 12 contact hours.

Participants count towards accountability measures.

Reportable Individuals **DO NOT** count towards accountability measures.
**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

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

<table>
<thead>
<tr>
<th><strong>Employment, fourth quarter after exit:</strong> The percentage of participants who are in unsubsidized employment during the fourth quarter after exit.</th>
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<tbody>
<tr>
<td><strong>Median Earnings, second quarter after exit:</strong> Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.</td>
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</table>
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.
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;
The Secondary Credential attainment measure is limited to participants who exit AND began the program year at or above the 9th 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.
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

- Secondary Diploma/Equivalent
- Secondary or Post-Secondary Transcript
- Educational Functioning Level Gain
- Progress toward Milestones
- Passing Technical / Occupational Knowledge Based Exam

- Pre-Post Test
- Completion of Carnegie Units
- Program Exit + Entry into Postsecondary Education

Used in Title II
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

- (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.
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 2nd Quarter, Employment 4th 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
State Planning Time

Big-Picture Changes
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
Activity

Rate your state’s preparedness for each of the six state plan areas:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>We do not know how we will implement this aspect of our plan.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>We have already begun implementing this aspect of our plan. Our plan is well thought out and outlined. Our steps for success are clear.</td>
</tr>
</tbody>
</table>
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

See Handout 3: Lewin’s Change Management Model

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
Communicate often
Dispel rumors
Empower action
Involve people in the process

Held several meetings with state directors
Answered questions at meetings
Collected feedback from state directors
Got input from technical work group members
Anchor the changes in the culture

Develop ways to sustain the change

Provide support and training

Celebrate success!

Provided technical assistance to states as they started implementation

Created accountability measures

Provided technical assistance and training

Celebrate success!
Key Points

Motivate

Communicate

Empower
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.*
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

Occasional

Constant

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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?
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

Conserver
- Accepts the structure
- Prefers change that is incremental

Pragmatist
- Explores the structure
- Prefers change that is functional

Originator
- Challenges the structure
- Prefers change that is expansive

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CSI Continuum

Conserver

Pragmatist

Originator

| 60 | 30 | 17 | 9 | 5 | 0 | 5 | 9 | 17 | 30 | 60 |

25 % 50 % 25 %

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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

Conserver

Pragmatist

Originator

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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

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Horseshoe Activity
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
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?