

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

NRS Regional Training
July 26–28, 2016
Day 2



National Reporting System
for Adult Education

for adult education

Review of Day 1



Overview of Day 2

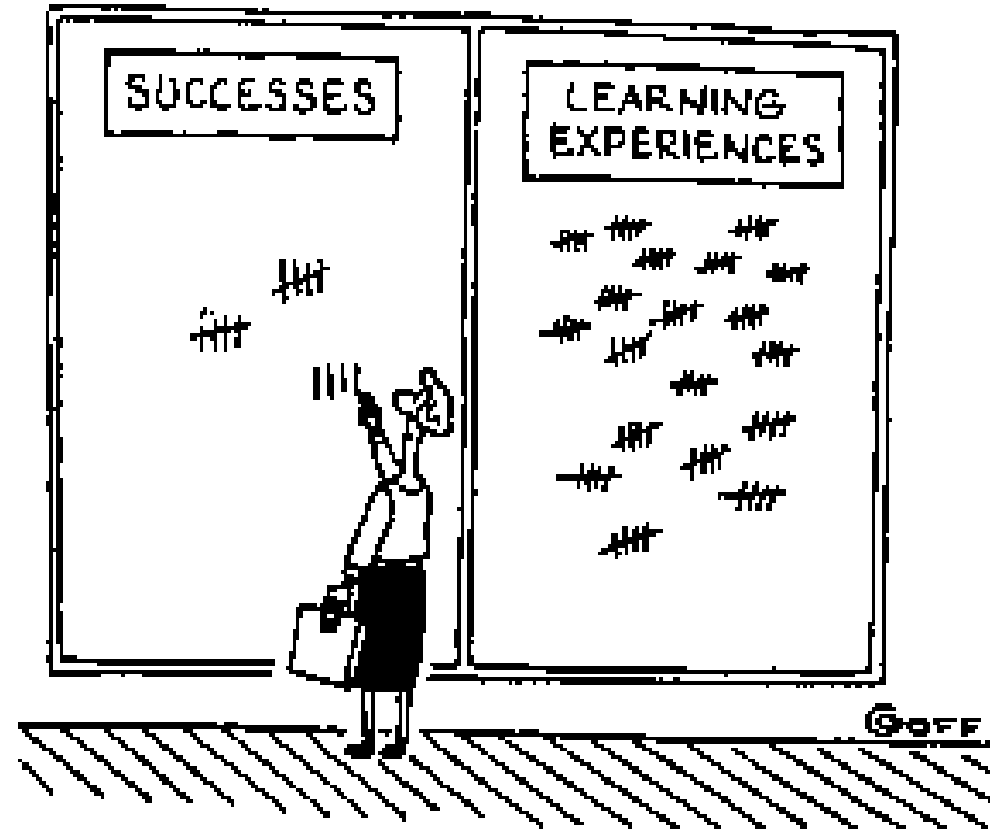
- ▶ Leadership During WIOA
- ▶ NRS Table Changes
- ▶ Evaluating Your State's Data System and Preparing for Change
- ▶ State Planning Time



Leadership During WIOA



Generating Change Through Learning Experiences



Perspective Activity

- ▶ Each group will receive an image. Do not show it to other groups.
- ▶ Discuss what you see in the picture using the guiding questions in the handout.

See Handout 5: Perspective Activity



Share Out

- ▶ What is this event?
- ▶ How many people are at this event?
- ▶ What else did you see?



Dance-Floor Perspective

- ▶ If you want to influence what's going on, you have to be on the **dance floor**.



Balcony Perspective

- ▶ If you want to see the big picture, you must go to the **balcony**.



Perspectives



Reflection

1. Have you had both dance-floor and balcony perspectives? If you have, when have you had them? Why are these perspectives valuable?
2. What steps can you take when planning for WIOA changes to keep both the dance-floor and balcony perspectives? What would these steps look like?

See Handout 1, Section E: Support Tool



Your Priority Area

- ▶ Using your support tool, identify some big-picture ideas (balcony perspective) you are concerned with at the state level and details (dance-floor perspective) your staff or local program staff are concerned with.

See Handout 1, Section E: Support Tool



Adaptive Leadership

Adaptive Leadership is a practical leadership framework that helps individuals and organizations adapt and thrive in challenging environments. It is being able, both individually and collectively, to take on the gradual but meaningful process of change.

-[Cambridge Leadership Associates](#)



Adaptive Leadership: Leading During Times of Change

“The challenge is to move back and forth between the dance floor and the balcony, making interventions, observing their impact in real time, and then returning to action. The goal is to come as close as you can to being in both places simultaneously, as if you had one eye looking from the dance floor and one eye looking down from the balcony, watching all the action, including your own.”

-Heifetz and Linsky, [*Leadership on the Line: Staying Alive Through the Dangers of Leading*](#), 2002



Adaptive Challenges Versus Technical Problems

- ▶ Technical problems are easier to define and can be easier to fix.
- ▶ We often apply technical solutions to adaptive challenges.
- ▶ You need to learn how to
 - Identify adaptive challenges.
 - Think of adaptive solutions that address these unique challenges.



The Difference Between...

Technical Problems	Adaptive Challenges
Clearly definable	Slippery ... elusive
Invoke a problem-solving response based on evidence and logic	We don't know how to solve the problem; in fact, we are the problem (i.e., it's the people, culture, values, and assumptions).
Probably already within the realm of someone's expertise	Require people to learn new ways, change behavior, achieve new understandings, see the world through new filters
"Rights" and "wrongs"	Choices
Best handled by giving authority to experts to implement	Almost always involve shifts in the nature of interactions
Once you know how to do it, you repeat the process for subsequent encounters with the same variables.	Each encounter creates new circumstances.

See Handout 6: Adaptive Versus Technical Challenges



Group Reflection

In what ways have you shifted your perspective on problems and challenges that you encounter—especially during times of change?



Break—Please return in 15 minutes.



“The single biggest failure of leadership is to treat adaptive challenges like technical problems.”

–Heifetz and Linsky



Adaptive Challenges Require Adaptive Solutions

Adaptive solutions require

- ▶ Experiments
- ▶ Being comfortable with discomfort
- ▶ New discoveries
- ▶ Adjustments in the organization
- ▶ Changing attitudes, values, and behaviors (culture shift)
- ▶ Delegation of work
- ▶ Challenges, questions, and redefinition of how others define themselves (e.g., habits, values, attitudes)



Adaptive Solutions Approach

- ▶ Identify the adaptive challenge.
- ▶ Regulate distress.
- ▶ Maintain disciplined attention.
- ▶ Give the work back to people.
- ▶ Get off the dance floor and onto the balcony.



Adaptive Solutions Approach: An NRS Example



We need better data!



Let's talk to the state directors. What do *they* think?



The state directors can help get the word out.



Adaptive Challenge Activity

- ▶ Look at your second sticker and go to the flip chart with your number on it.
- ▶ Each team is a “state.”
- ▶ You will receive an adaptive challenge.
- ▶ Discuss and identify adaptive solutions to your challenge.
- ▶ Post solutions on the flip chart.

- ▶ *Nominate one person to record and another to report out.*



Remember...

Adaptive solutions require

- ▶ Experiments
- ▶ Being comfortable with discomfort
- ▶ New discoveries
- ▶ Adjustments in the organization
- ▶ Changing attitudes, values, and behaviors (culture shift)
- ▶ Delegation of work
- ▶ Challenges, questions, and redefinition of how others define themselves (e.g., habits, values, attitudes)



End Note

WIOA = adaptive challenge

States = change leaders

State plans = guiding framework

Communication, monitoring, and data systems =
mechanisms put in place



State Planning

Focus on Leadership During WIOA and Implementing State Plans



Things to Consider During Planning

Consider your state priority:

- ▶ How have you regulated or will you regulate distress about this topic? Whose stress will you need to regulate?
- ▶ In what ways can you give work back to the people?
- ▶ How does your CSI affect how you engage?
- ▶ How will you get off the dance floor and onto the balcony?



State Planning Time

- ▶ Your team will
 - Identify challenges you think will (or have already) come up in relation to your priority areas.
 - Indicate if the challenges are technical or adaptive.
 - Brainstorm what strategies to use (experiments; new discoveries; adjustments in the organization; changing attitudes, values, behaviors, or cultures; or work delegation).
 - Begin brainstorming possible solutions to each identified challenge; focus on adaptive challenges first.

See Handout 1, Section F: Support Tool



Lunch

Please return in one hour



National Reporting System
for Adult Education

Review of Reporting Tables



WIOA Reporting

- ▶ One data collection and accountability approach
- ▶ Two reporting mechanisms:
 - Joint WIOA reporting template
 - NRS tables, additional information specific to adult education
- ▶ OCTAE's data portal will integrate both



Joint WIOA Reporting Template

- ▶ For reporting common WIOA performance measures
- ▶ Includes total participants and funds expended
- ▶ Breaks out measureable skill gains and credential types
- ▶ Breaks out measures by sex, age, ethnicity and 11 categories of barriers or employment
- ▶ Detailed guidance on completing is forthcoming



Participant Groups with Barriers to Employment in WIOA

- ▶ Displaced homemakers
- ▶ English language learners, low literacy levels, cultural barriers
- ▶ Exhausting TANF within two years
- ▶ Ex-offenders
- ▶ Homeless/runaway youth
- ▶ Long-term unemployed
- ▶ Low income
- ▶ Migrants and seasonal farmworkers
- ▶ Individuals with disabilities
- ▶ Single parents
- ▶ Youth in foster care/aged out of system

Summary of NRS Table Changes



Table 1: Participants by Entering Educational Functioning Level, Ethnicity and Sex

- ▶ Names for educational functioning levels changed to Level 1, 2, 3, 4, 5, 6 (also in other Tables 4, 4b and 4c)
- ▶ No other changes



Table 2: Participants by Age, Ethnicity, and Sex

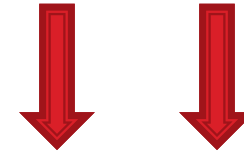
Age-Group (A)	American-Indian- or-Alaska-Native		Asian		Black-or-Afri American	
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)
16-18						
19-24						
25-44						
45-54						
55-59						
60+						
Total						

Formerly
combined
into one
category
"45-59"



Table 3: Participants by Program Type and Age (1)

Formerly combined into one category "45-59"



Program Type (A)	16-18 (B)	19-24 (C)	35-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education*	0	0	0	0	0	0	0
.....Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education*	0	0	0	0	0	0	0
.....Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition**	0	0	0	0	0	0	0
.....Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*	0	0	0	0	0	0	0
.....Integrated Education and Training Program	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0



Table 3: Participants by Program Type and Age (2)

Program Type (A)	16-18 (B)	19-24 (C)	35-44 (D)
Adult Basic Education*	0	0	0
.....Integrated Education and Training Program	0	0	0
Adult Secondary Education*	0	0	0
.....Integrated Education and Training Program	0	0	0
English Language Acquisition**	0	0	0
.....Integrated Education and Training Program	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*	0	0	0
.....Integrated Education and Training Program	0	0	0
Total	0	0	0

Renames ESL
 Adds IET
 breakdown
 Number
 includes those
 enrolled in IET,
 but NOT those
 enrolled in IEL
 and Civics

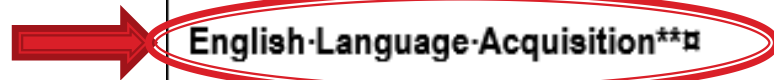


Table 4: Measurable Skill Gain (MSG) by Entry Level

- ▶ MSG includes educational functioning level (EFL), defined as:
 - pre–posttesting gain
 - completion of Carnegie Units
 - entered postsecondary education or training after exit
 - Obtain secondary credential also counts as MSG
- ▶ Only one gain can be counted per participant
- ▶ Report period of participation numbers and outcome
- ▶ **Table 4c** is same table for distance education students



Period of Participation Reporting: Example for Table 4

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 1	100	4000	38	12	20	30	50%	110	52	47%
ABE Total										
ESL Level 4	200	20000	100	20	40	40	60%	220	125	57%
ESL Total										
Grand Total	300	24000	138	32	60	70	57%	330	177	54%



Table 4b: EFL and Attendance by Pre- Posttested Participants

- ▶ Report only students who are both pre- and posttested
- ▶ Same as current table, except number completing and advancing a level are no longer reported separately



Table 5: Core Follow-up Outcome Achievement

- ▶ Outcomes changed to WIOA required measures
- ▶ Rows and columns for sampling eliminated
- ▶ Rows and columns for number used for data matching or survey eliminated
- ▶ Number and outcomes also reported by period of participation
- ▶ **Table 5a** identical for distance education students



Period of Participation Reporting: Example for Table 5

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	100	46	46%	110	48	44%



Table 6: Participant Status and Program Enrollment (1)

New employment status option;

Disabled, on public assistance and living in rural areas dropped

Homeless and work-based project learner dropped



Participant Status at Program Entry (A)	Number (B)
Employed	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	
Unemployed	
Not in the Labor Force	
Program Type*	
In Family Literacy Program	
In Workplace Adult Education and Literacy Activities****	
Institutional Programs	
In Correctional Facility	
In Community Correctional Program	
In Other Institutional Setting	
TOTAL Institutional	

Optional secondary status categories dropped



Table 6: Participant Status and Program Enrollment (2)

Highest Degree or Level of School Completed ***	US Based Schooling	Non-US Based Schooling
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
Secondary School Diploma or alternate credential		
Secondary School Equivalent		
Some Postsecondary education, no degree		
Postsecondary or professional degree		
Unknown		
TOTAL (both US Based and Non-US Based)		



Table 8: Outcomes for Adults in Family Literacy Programs (Optional)

- ▶ Identical to new Table 5 with a row added for measurable skill gain
- ▶ For family literacy program participants only
- ▶ Includes optional measures of increased involvement in children's education and increased involvement in children's education



Table 9: Secondary Outcome Measures (Optional)

- ▶ Same as former Table 1 1
- ▶ Work-based project learner category eliminated
- ▶ Includes:
 - left public assistance
 - achieved citizenships skills
 - increased involvement in children's education
 - increased involvement in children's education
 - voting or registered to vote
 - increased community involvement



Table 10: Outcome Achievement for Adults in Correctional Education Programs

- ▶ Identical to new Table 5 with a row added for measurable skill gain
- ▶ For correctional education program participants only



Table 14: Local Grantees by Funding Source

Column added for EL Civic providers



Provider Agency (A)	Total Number of Providers (B)	Total Number of EL/ Civics Providers (C)	Total Number of Sub- Recipients (D)	WIOA Funding		State Funding	
				Total (E)	% of Total (F)	Total (G)	% of Total (H)
Local Education Agencies							
Public or Private Nonprofit Agency							
Community-based							



Break—Please return in 15 minutes.



Evaluating Your State's Data System and Preparing for Change

Evaluating Your Data System

- ▶ As a state team, complete the data system evaluation.



See Handout 7: Evaluating Your Data System

Why Change Your Data System?

- ▶ Changes in accountability measures under WIOA
- ▶ Increases in the need to share data cross agencies
- ▶ Challenges in security and privacy
- ▶ Availability of data analysis tools (21st-century reality)



Changes to Consider

- ▶ User interface
- ▶ Accountability reports and data tools
- ▶ System security
- ▶ System architecture



Reports and Data Tools



Outputs: What Do We Need?

Accountability	Operational Tools	Planning and Communication Tools
NRS Tables	Enrollment Attendance Assessment	Funding Community Needs Assessment Capacity Building
Revised Under WIOA <ul style="list-style-type: none"> • Table changes • Reporting • Reporting of WIOA required outcomes • Timing of employment outcomes • Credential follow-up 	Typically Include: Status Reports Alerts	Opportunities to Upgrade: Reports Dashboards Data Exploration and What If?

See Handout 8: Data System Planner



Inputs: Where Do Data Come From?

Output/Capability Required	Inputs Needed	Where Will Inputs Come From?
NRS Tables	Student Demographics, Outcomes, Dates and Times	Data Entry, Data Matches
Operational Reports	Attendance, Assessment	Data Entry
Planning Orientation	Demographics, Population Statistics, Outcomes	Census, Labor, Data Entry
Data to Share With Other Agencies	Outcomes, Linking Fields	Data Entry

See Handout 8: Data System Planner



Functionality: Data Management and Process

Capability	Considerations	Function
Data Acquisition	Ease of Use Efficiency Accuracy Ease of Implementation	Data Entry Pages Data Checks Data Match Data Transfers
Accountability Insights	Research Questions Audience Use Cases	Reports Dashboards Exploration Tools

See Handout 8: Data System Planner



System Architecture Challenges Under WIOA

- ▶ Coordination of agency data
- ▶ Complex systems
- ▶ Data security and personal privacy



System Architecture Challenges Under WIOA

Coordination of Agency Data

- Consistent Student Identifiers
- Common Data Definitions
- Agreement on Data Handling Practices



System Architecture Challenges Under WIOA

Complex Data Systems

- ▶ Title II part of larger system
- ▶ Data system development
 - Integrated data system?
 - Shared features, e.g., intake form, reports, other?
- ▶ Data sharing at what point along the system?



System Architecture Challenges Under WIOA

Data Security and Personal Privacy

- Data Ownership
- Who Is Allowed Access and Can Change
- Reasonable Use and Sharing of Data
 - Individual Student Records
 - Aggregation/Disaggregation
 - Data Linking
- Physical and Electronic Protections



Planning for Data System Changes



Planning for Changes

- ▶ Requirements Definition (Agency)
 - Outputs (NRS Tables, Reports, Tools, etc.)
 - Sources of Data (Data Entry, Data Match, etc.)
 - Functionality
- ▶ Implementation Planning (Interagency)
 - Mandates and Constraints
 - Interagency Agreements
 - Responsibilities and Timelines
- ▶ Implementation, Testing, Training, Data Conversion, Launch

See Handout 8: Data System Planner



Group Share



Wrap-Up



National Reporting System
for Adult Education

Activity—Check-In

- ▶ 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.

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



Day 3 Overview

- ▶ State Planning Time
- ▶ Small Groups/Whole Group Report Out
- ▶ NRS Website Discussion



Reflection—What Stuck With You?

