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

NRS Regional Training
July 26–28, 2016
Day 2
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?
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
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 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.”

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...

<table>
<thead>
<tr>
<th>Technical Problems</th>
<th>Adaptive Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly definable</td>
<td>Slippery … elusive</td>
</tr>
<tr>
<td>Invoke a problem-solving response based on evidence and logic</td>
<td>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).</td>
</tr>
<tr>
<td>Probably already within the realm of someone’s expertise</td>
<td>Require people to learn new ways, change behavior, achieve new understandings, see the world through new filters</td>
</tr>
<tr>
<td>“Rights” and “wrongs”</td>
<td>Choices</td>
</tr>
<tr>
<td>Best handled by giving authority to experts to implement</td>
<td>Almost always involve shifts in the nature of interactions</td>
</tr>
<tr>
<td>Once you know how to do it, you repeat the process for subsequent encounters with the same variables.</td>
<td>Each encounter creates new circumstances.</td>
</tr>
</tbody>
</table>

See Handout 6: Adaptive Versus Technical Challenges
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.
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)
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
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
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

Formerly combined into one category “45–59”
Table 3: Participants by Program Type and Age (1)

Formerly combined into one category “45–59”

<table>
<thead>
<tr>
<th>Program Type</th>
<th>16-18</th>
<th>19-24</th>
<th>35-44</th>
<th>45-54</th>
<th>55-59</th>
<th>60+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult Basic Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrated Education and Training Program</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Adult Secondary Education</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrated Education and Training Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Acquisition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrated Education and Training Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrated English Literacy and Civics Education (Sec 243)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrated Education and Training Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Formerly combined into one category “45–59”
Table 3: Participants by Program Type and Age (2)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>16-18</th>
<th>19-24</th>
<th>35-44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Integrated Education and Training Program</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Adult Secondary Education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Integrated Education and Training Program</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>English Language Acquisition</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Integrated Education and Training Program</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Integrated English Literacy and Civics Education (Sec. 243)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Integrated Education and Training Program</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level</th>
<th>(A)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D)</th>
<th>(E)</th>
<th>(F)</th>
<th>(G)</th>
<th>(H)</th>
<th>(I)</th>
<th>(J)</th>
<th>(K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>100</td>
<td>4000</td>
<td>38</td>
<td>12</td>
<td>20</td>
<td>30</td>
<td>50%</td>
<td>110</td>
<td>52</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>ABE Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>200</td>
<td>20000</td>
<td>100</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>60%</td>
<td>220</td>
<td>125</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>ESL Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>300</td>
<td>24000</td>
<td>138</td>
<td>32</td>
<td>60</td>
<td>70</td>
<td>57%</td>
<td>330</td>
<td>177</td>
<td>54%</td>
<td></td>
</tr>
</tbody>
</table>
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
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

<table>
<thead>
<tr>
<th>Core Follow-up Outcome Measures</th>
<th>Number of Participants who Exitd</th>
<th>Number of Participants who Exitd Achieving Outcome or Median Earnings Value</th>
<th>Percent Achieving Outcome</th>
<th>Periods of Participation</th>
<th>Number of Periods of Participation Achieving Outcome or Median Earnings Value</th>
<th>Percent of Periods of Participation Achieving Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
<td>(E)</td>
<td>(F)</td>
<td>(G)</td>
</tr>
<tr>
<td>Employment Second Quarter after exit *</td>
<td>100</td>
<td>46</td>
<td>46%</td>
<td>110</td>
<td>48</td>
<td>44%</td>
</tr>
</tbody>
</table>
Table 6: Participant Status and Program Enrollment (1)

<table>
<thead>
<tr>
<th>Participant Status at Program Entry</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>Employed, but Received Notice of Termination of Employment or Military Separation is pending</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td></td>
</tr>
<tr>
<td>Not in the Labor Force</td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Highest Degree or Level of School Completed ***</th>
<th>US Based Schooling</th>
<th>Non-US Based Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>No schooling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 1–5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 6–8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 9–12 (no diploma)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary School Diploma or alternate credential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary School Equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some Postsecondary education, no degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary or professional degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (both US Based and Non-US Based)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 11
- Work–based project learner category eliminated

Includes:
  - left public assistance
  - achieved citizenships skills
  - 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

<table>
<thead>
<tr>
<th>Provider Agency (A)</th>
<th>Total Number of Providers (B)</th>
<th>Total Number of EL/Civics Providers (C)</th>
<th>Total Number of Sub-Recipients (D)</th>
<th>WIOA Funding</th>
<th>State Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Education Agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public or Private Nonprofit Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community-based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

Inputs

Functionality

Outputs
## Outputs: What Do We Need?

<table>
<thead>
<tr>
<th>Accountability</th>
<th>Operational Tools</th>
<th>Planning and Communication Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS Tables</td>
<td>Enrollment Attendance Assessment</td>
<td>Funding Community Needs Assessment Capacity Building</td>
</tr>
<tr>
<td>Revised Under WIOA</td>
<td>Typically Include: Status Reports Alerts</td>
<td>Opportunities to Upgrade: Reports Dashboards Data Exploration and What If?</td>
</tr>
<tr>
<td>• Table changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reporting of WIOA required outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Timing of employment outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Credential follow-up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See Handout 8: Data System Planner
## Inputs: Where Do Data Come From?

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

See Handout 8: Data System Planner
## Functionality: Data Management and Process

<table>
<thead>
<tr>
<th>Capability</th>
<th>Considerations</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Acquisition</td>
<td>Ease of Use</td>
<td>Data Entry Pages Data Checks Data Match Data Transfers</td>
</tr>
<tr>
<td></td>
<td>Efficiency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accuracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ease of Implementation</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Research Questions</td>
<td>Reports Dashboards Exploration Tools</td>
</tr>
<tr>
<td>Insights</td>
<td>Audience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use Cases</td>
<td></td>
</tr>
</tbody>
</table>
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
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
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?