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

A. State Plan Preparedness
B. Big-Picture Planning
C. State Change Management Reflection
D. Applying Change Styles to State Planning
E. Leadership Reflection and Perspectives
F. Priority Area Challenges and Solutions
G. Current Communication in Your State
H. PPPP (Purpose, Particulars, Package, Plan) Exercise
I. Crafting Your Message, Part 1: Communicating Changes
J. Crafting Your Message, Part 2: Data System Changes

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 joint state plan. Summarize and note what key actionable items are stated for each section of your plan, briefly describe what work has already begun, and then indicate your level of preparedness for *each* category.

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			

Topic/Section	Actions as Stated in Joint State Plan (Key Actionable Items)	Work That Has Begun	Level of Preparedness (Green, Yellow, Red)
Integrated English Literacy and Civics Education Program			
State Leadership			
Assessing Quality			
Data Systems and Reporting			

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

1. ____

2. ____

Section B: Big-Picture Planning.

Consider the priorities you selected in the previous section, and think about how you would begin to address the following big-picture questions. Jot down notes in the table below.

1. Who are your stakeholders?
2. What and how will you communicate with your stakeholders?
3. Will your data system be affected by these priorities, and what possible changes need to be made? What will change or stay the same?
4. What will you change at the state level? Why?
5. What professional development might be needed? How would it be provided? To whom?

Priority Area:				
Current Plan:				
Stakeholders	**Communication Methods**	**Implications for Data System**	**State-Level Changes**	**Staff Development**

Change Management and Styles

Section C: State Change Management Reflection

Answer the following questions as they relate to your state's priority area. Use the change model handout to guide your reflection.

What stage of change are you in (unfreeze, change, freeze)?
What pieces are you missing, according to the model, which you need to focus on more?
Brainstorm some ideas for moving through the stages of change.

Section D: Applying Change Styles to State Planning

In your state teams, consider Lewin's Change Management Model and develop action steps for your selected priority area. Then note how individuals with different change preferences may perceive those changes.

Priority Area (Including Data Implications)	Unfreeze	Change	Freeze	Perception by CSI Style
	• Determine what needs to change. • Ensure there is strong support from upper management. • Create the need for change. • Manage and understand the doubts and concerns.	• Communicate often. • Dispel rumors. • Empower action. • Involve people in the process.	• Anchor the changes in the culture. • Develop ways to sustain the change. • Provide support and training. • Celebrate success!	

Leadership During WIOA

Section E: Leadership Reflection and Perspectives

Think about your role in the state. Reflecting on the balcony perspective activity, consider the following as it relates to change in your state:

What steps can you put in place when planning for state-level change that can help you keep both the balcony (big picture) and dance floor (detailed) perspectives? What would these steps look like?

Consider your priority area(s). Note some of the big-picture ideas you may be concerned with at the state level versus details your staff or the local program staff may be concerned about.

Priority Area (Including Data Implications)	Balcony (Big Picture)	Dance Floor (Details)

Section F: Priority Area Challenges and Solutions.

In your state teams, consider your priority area(s). Note challenges that have already come up and/or those that may arise during implementation of your plan. Indicate whether these challenges are technical or adaptive, and begin to brainstorm strategies for addressing these challenges.

Priority Area (Including Data Implications)	Challenges	Technical or Adaptive?	Strategies for Addressing Challenges

Communicating Change to Stakeholders

Section G: Current Communication in Your State

Think about your state's current methods for communication. Answer the questions below for your state. Then discuss with your group members which strategies have been most effective.

1. List all the different ways your state communicates issues, news, changes, and other information within the state office and to local programs (e.g., newsletters, electronic mailings, webinars).
2. Which of the above have been most effective in communicating to local programs? Those within your department? Why?
3. Select and share one effective communication strategy with fellow attendees.

Methods of Communication	Audience—State/Local/Other	Effective?	How Do You Know If the Method Is Effective?

The most effective communication strategy we have used is____

because____

Ideas from other states: ____

____

Section H: PPPP (Purpose, Particulars, Package, Plan) Exercise

In state teams, consider the following in relation to your priority area. Jot down ideas for each "P" step in the column to the right.

Purpose • What do you want your audience to know, feel, and do? • What is the value of this information to the audience? • What is important to each member? What concerns are they likely to have? • What forum is the best means of communication for this group? • What questions does this audience probably have?	
Particulars • What are the key points of the message? • What information does the audience need to know? • What information should be left out? • Are the changes happening all at once, and do they need to be included in one communication? Or should you have a separate communication for each new piece of information as it occurs?	
Package • Consider the methods you typically use to communicate. What are they? List all forms (e-mails, newsletters, webinars, etc.) • Are these the best ways to communicate each priority to this audience? • If not, how can you modify what you currently do to a better format?	
Plan • Consider how you would craft the message. • Keep these in mind: ○ Put most important message first. ○ Use plain, clear, and concise language. ○ Use three points to support information or data. ○ Focus on the interests and priorities of the audience. ○ Relate the message to what the audience cares about. ○ Anticipate questions.	

Section I: Crafting Your Message, Part 1: Communicating Changes

As a state team, consider more deeply your priority area and what changes you need to implement in the state plan. Complete the table below.

Priority Area	What Changes (Both Data and Infrastructure) Are Needed?	Which Staff Will Be Affected by the Changes?	How Can You Best Communicate to Those Affected?

Crafting the Communication

Using the following communication process and the ideas generated in the PPPP exercise in Section H, begin crafting your message.

1. **Purpose.** You have priority areas. Now you want to communicate to local programs what the state plan is and how it will affect them. What do you need them to know and do? Are there particular subgroups (teachers, students) you need to reach? Consider what they want to know, what is important to them, the concerns they may have, as well as how to address their questions.
2. **Particulars.** Decide on the key points of the message. What do subgroup members need to know, and what should you leave out?
3. **Package.** Package the message using multiple formats if possible. Consider e-mails (electronic mailings), newsletter updates, webinars, and face-to-face meetings. Consider the best methods to get your message out. Will it reach the right people? How would you modify one forum or method for a particular audience?
4. **Plan (and Deliver).** Are there particular subgroups you need to reach? Craft the message using plain language, putting the most important message up front. Be clear and concise; do not include extraneous information that may confuse or distract. Focus on the interests of the audience, and anticipate questions.

Section J: Crafting Your Message, Part 2: Communicating Changes

Using the communication you crafted in the previous section, consider the three change styles (conserver, pragmatist, originator). Revise your communication to address the needs of each change style. Use the CSI and Communication handout to support your planning.

Your State's Planned Communication		
How It Addresses Conservers:	How It Addresses Pragmatists:	How It Addresses Originators:
How It Does NOT Address Conservers:	How It Does NOT Address Pragmatists:	How It Does NOT Address Originators:
Updated Communication to Address ALL Change Styles:		

Handout 2: State Plan Requirements

ADULT EDUCATION AND FAMILY LITERACY PROGRAM[1]

The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

(a) Aligning of Content Standards. *Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).*

(b) Local Activities. *Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.*

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; *or*

Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with

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[1] From the Join State Plan requirements https://www.doleta.gov/wioa/docs/WIOA_State_Plan_ICR_OMB_Passback_Plus_Supplement.pdf

programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

(c) Corrections Education and other Education of Institutionalized Individuals. *Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:*

Adult education and literacy activities;
Special education, as determined by the eligible agency;
Secondary school credit;
Integrated education and training;
Career pathways;
Concurrent enrollment;
Peer tutoring; and
Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

(d) Integrated English Literacy and Civics Education Program. *Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.*

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

(e) State Leadership. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

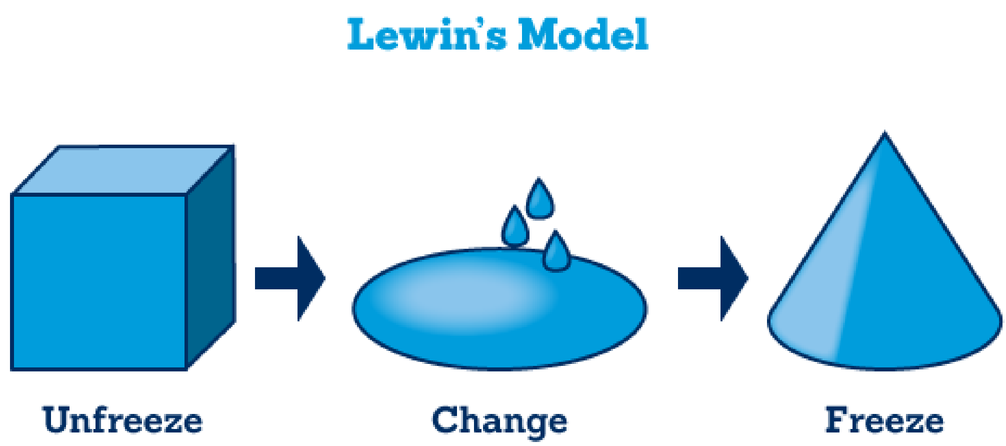
Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

(f) Assessing Quality**.** *Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.*

Handout 3: Lewin's Change Management Model

Understanding the Change Model

You have a block of ice that you want to change into a cone shape. To change it, you must first melt the block of ice (unfreeze), mold the iced water into the shape you want (change), and then solidify the new shape (freeze). Lewin's model treats change as a process with distinct stages for which you can prepare yourself before the transition.



Source: http://www.mindtools.com/pages/article/newPPM_94.htm

Step 1: Unfreeze

This step involves understanding why the change must take place. As a leader, you must prepare staff and stakeholders to accept that change is necessary. Be prepared to change existing foundations—beliefs, values, attitudes, and behaviors. Everyone and everything will be put off balance, which creates the motivation for finding a new balance and creates the change.

Note: This planning period is a good time to consider the types of change styles that may exist within your team. Can you anticipate the reactions?

Step 2: Change

In this step, we look for new directions and ways to resolve the uncertainty caused by change. The transition from step 1 to step 2 is a gradual process. People need to understand how the change will benefit them to move forward. As a leader, you need to consider how to manage situations with staff and the change process and how to best use time and communication to move the process along.

Note: Consider the change styles and needs of each person. What information will each person need or want, and what can you do to address these needs? How can you use what you know about your change preference to modify your reactions to others?

Step 3: Freeze

Once staff members have embraced the change and new behaviors are taking shape, it is time to freeze. The outward signs of the freeze are a stable organization chart and consistent job descriptions, among others. The freeze stage should also help state and local program staff internalize or institutionalize the changes. This means making sure that the changes are used all the time and that they are incorporated into day-to-day tasks.

Note: As part of the freeze process, make sure that you celebrate the success of the change. Doing so helps people find closure, thanks them for enduring a painful time, and helps them believe that future change will be successful.

Handout 4: Change Style Indicator Overview and Discussion

Change Style Indicator

Introduction to Change Style Preference

The Change Style Indicator (CSI) is designed to capture an individual's preferences in approaching change and in dealing with situations involving change. The results of this instrument place an individual on a continuum ranging from a conserver orientation to an originator orientation. A pragmatist orientation occupies the middle range of the change style continuum. The closer an individual's score is to one end of the continuum, the stronger his or her preference is for that change style. True pragmatists score in the middle ranges. CSI results will not indicate one's effectiveness at using a preferred change style.

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

Three Types of Change Style Preference

Conserver	Pragmatist	Originator
• Accepts the structure • Prefers incremental change	• Explores structure • Prefers functional change	• Challenges the structure • Prefers expansive change

Change Style Indicator Feedback Report

The CSI feedback report provides a guide to understanding CSI scores, enabling participants to

- manage responses to change and its consequences, both as leaders and as support persons
- understand sources of conflict associated with change and the relationship between that conflict and preferred change style
- recognize and appreciate contributions that each change style offers to teams and to organizations
- increase productivity through awareness and effective response to change style differences
- respond to the needs and styles of others in a way that enhances collaboration and builds team and organizational synergy
- assess environmental factors surrounding a change and select the most appropriate change response

Group Discussion, Part I

Think about your responses to the following questions about your own change style. First, jot down your initial thoughts below. Then, in your change-style group, share your thoughts and document group responses on the provided chart paper. *Your individual report provides details regarding all change styles (pp. 5–7).* Use that report to inform and guide your discussion. Assign one person as the note-taker and one as the reporter.

1. What do you appreciate about your own style?

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

Group Discussion, Part II

Think about your responses to the following questions regarding change styles that are different from yours. First, jot down your initial thoughts below. Then, in your change-style group, share your thoughts and document group responses on the provided chart paper. *Your individual report provides details regarding all change styles (pp. 5–7).* Use that report to inform and guide your discussion. Assign one person as the note-taker and one as the reporter.

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?

Handout 5: Perspective Activity

The purpose of this activity is to get you thinking about perspective and how it might influence your leadership abilities in your state.

In this activity, you will work in groups of three to examine a photo. While looking at this photo, you will answer a few questions about it and then come back together with the large group to share your answers.

Activity Directions

Do not share your photo with the other groups. Take 10 minutes to look at the photo in your small group and answer the three questions listed below. Assign a note-taker and a reporter.

1. What is the purpose of the event?

2. How large is the event?

3. What else do you see?

Reflection

When we are done with the large group activity, take five minutes to reflect on the experience.

1. How did this activity make you think differently about how perspective is related to leadership?

2. Can you think of a time when perspective clouded your ability to see either the big picture or the impact on the ground?

3. How do you plan to incorporate what you learned from this activity when working to promote NRS changes at the state or local level?

Handout 6: Adaptive Challenges vs. Technical Problems

What's the Difference?

Technical Problems	Adaptive Challenges
Clearly definable	Slippery … elusive
The problems invoke a problem-solving response based on evidence and logic.	We don't know how to solve the problems, and, in fact, we are the problem (i.e., it's the people, culture, values, assumptions).
They are probably already within the realm of someone's expertise.	They require people to learn new ways, change behavior, achieve new understandings, and see the world through new filters.
There are "rights" and "wrongs."	There are choices.
Finding solutions is best handled by giving authority to experts to implement.	Solutions will almost always involve shifts in the nature of interactions.
Once you know the process, you repeat it for subsequent encounters with the same variables.	Each encounter creates new circumstances.
Examples of Technical Problems	**Examples of Adaptive Challenges**
Changing NRS measures/data system	Acceptance of new data system Getting local programs to use the data effectively
Adopting the College and Career Readiness Standards	Designing and offering PD within state Measuring implementation

Handout 7: Evaluating Your Data System

How well do you coordinate agency data?

	Never	Sometimes	Frequently	Always
We use consistent student identifiers.				
We have common data definitions.				
We agree on data handling practices.				

How familiar are you with your policies concerning data security and personal privacy?

	Not at all	Somewhat	Very	What is the policy?
Data ownership				
Who is allowed access and can change the data				
Reasonable use and sharing of individual student records				
Reasonable use and sharing of aggregated/disaggregated data				
Reasonable use and sharing of linked data				
Physical and electronic protections				

Handout 8: Data System Planner

Inputs (2)	Functionality(3)	Outputs (2)

Data System Element	Functions & Features	Action	Context
Data Entry Which new data items will need to be entered, removed, or changed? • Data formats • Granularity • Timing • Definitions/meaning • Policy issues	Adding:		Consider student life cycle: intake, enrollment, assessment, achievement, separation.
	Removing:		
	Changing:		

Data System Element	Functions & Features	Action	Context
Data Interchange Which data items will need to be shared with other agencies/data systems? What features/ procedures will you need for data sharing?			GED, employment, postsecondary outcomes or detailed student records Don't forget the mechanics of linking databases and issues related to link fields, security, and privacy.
Reporting, Analysis, & Data Use What data tools do you anticipate needing (dashboards, reports, data exploration tools, etc.), and how will they be used?	Role: Tool/Report:		What kind of outputs will the system produce? Consider accountability (NRS), operations, strategy and planning, and augmenting understanding of decision makers. Who will use these tools? State adult ed. staff, programs, counterparts in labor, etc. What action steps will be necessary to develop the tools?
	Role: Tool/Report:		
	Role: Tool/Report:		
	Role: Tool/Report:		

Data System Element	Functions & Features	Action	Context
	Accuracy/Timeliness		

Privacy, Security, & Governance What particular issues will you need to address relating to data accuracy, timeliness, security, privacy, sharing, use, and retention?			Consider regulations, best practices, and tension between need for analysis and student privacy. Remember that interagency partners may also have rules that affect your data system.
	Privacy		
	Security		
	Data Use		
	Retention		

Handout 9: Communication Guidance

Effective Communication Includes:

- Simplicity
- Clarity
- Consistency
- Multiple forums
- Repetition
- Explanation of seeming inconsistencies
- Give and take

Creating the Communication

1. **Purpose.** You have priority areas. Now you want to communicate to local programs what the state plan is and how it will affect them. What do you need them to know and do? Are there particular subgroups (teachers, students) you need to reach? Consider what they want to know, what is important to them, the concerns they have, as well as how to address their questions.
2. **Particulars.** Decide on the key points of the message. What do they need to know and what should you leave out? When are changes happening?
3. **Package.** Package the message using multiple formats if possible. Consider e-mail, newsletter updates, webinars, or face-to-face meetings. Consider what will be the best method to get your message out. Will it reach the right people? How would you modify one forum or method for a different audience?
4. **Plan (and delivery).** Are there particular subgroups you need to reach? Craft the message using plain language, putting the most important message up front. Be clear and concise; do not include extraneous information that may confuse or distract. Focus on the interests of the audience, and anticipate questions.

How to Communicate to Different Change Styles

Conservers	Pragmatists	Originators
☐ Know the details. ☐ Don't start by presenting the big picture ☐ Pick one angle and build from there. ☐ Present a minimum of information and ask what else is needed. ☐ Let them guide you with what they need to know. ☐ Ask about anticipated obstacles.	☐ Speak in terms of outcomes ☐ Talk about the consequences. ☐ Ask for recommendations. ☐ Talk about timelines. ☐ Ask whose input is needed.	☐ Think in the future. ☐ Ask what they would like to see happen. ☐ Ask for ideas. ☐ Ask what's effective in the current system (status quo) that they would not want to change. ☐ Talk about the connection between the change and future effectiveness. ☐ Give details as they are requested.

Guide for Creating Messages

Questions to Consider	Notes
What is our goal?	
How can our message be helpful to our audience?	
What background knowledge does our audience have about our topic?	
Is the audience willing to learn about our topic?	
What would be the reaction of our audience? Why?	
What related issues are important to our audience? Can we link these issues to our topic?	

Handout 10: CSI and Communication

Conservers	Pragmatists	Originators
☐ Know the details. ☐ Don’t start by presenting the big picture ☐ Pick one angle and build from there. ☐ Present a minimum of information and ask what else is needed. ☐ Let them guide you with what they need to know. ☐ Ask about anticipated obstacles.	☐ Speak in terms of outcomes ☐ Talk about the consequences. ☐ Ask for recommendations. ☐ Talk about timelines. ☐ Ask whose input is needed.	☐ Think in the future. ☐ Ask what they would like to see happen. ☐ Ask for ideas. ☐ Ask what’s effective in the current system (status quo) that they would not want to change. ☐ Talk about the connection between the change and future effectiveness. ☐ Give details as they are requested.

Handout 11: Group Share and Feedback

Communication Share Out and Feedback

In two-state teams, share your communication. Provide feedback for each other using the following feedback form.

State 1: Similar Priority Area

Priority/Topic	
Is the message clear? Do you understand what is being communicated and the method? Why or why not?	
Do you understand the audience? What change styles are being addressed?	
Is this communication effective? Why or why not?	
What suggestions do you have for improving the communication and messaging?	

State 1: Different Priority Area

Priority/Topic	
Is the message clear? Do you understand what is being communicated and the method? Why or why not?	
Do you understand the audience? What change styles are being addressed?	
Is this communication effective? Why or why not?	
What suggestions do you have for improving the communication and messaging?	

Handout 12: State Plan Implementation: Bringing It All Together

State Plan Implementation: Bringing It All Together

In your state teams, review the sections of this support tool and begin planning action steps. Use the planner below to articulate your steps.

Priority Area:				
Task *What needs to be completed?*	**Action Steps** *What steps need to be taken to meet the task demands?*	**Person Responsible**	**Support** *What support do you need?* *Where can you find it?*	**Timeline**