LEAP Into WIOA 1

Planning For Change:
A Companion Toolkit
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NRS

National Reporting System
for Adult Education

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LEAP into WIOA

Part 1: Preparing for Change

A Companion Toolkit

Contents

Introduction

The 2016 National Reporting System (NRS) Regional Training, *Leap Into WIOA, Part I & II,* addresses how changes brought on by the Workforce and Innovation Opportunity Act (WIOA) affect NRS data collection, reporting and systems, and by extension, state adult education programs. In the training sessions, state teams engage in activities that will help them explore those changes further and practice leadership strategies and approaches for communication with state staff, local programs, and other required partners as they plan for adjustments in the required state reporting and data collection.

Purpose

This toolkit is a companion to Part I, *Preparing for Change*. Within this toolkit, you will find materials and handouts from the training, as well as supplemental handouts and resources for further reading and exploration. These materials are intended for state adult education staff to extend their learning and understanding of the topics, and to provide materials for working with both state and local program staff. We've created this toolkit in an electronic format to enable ease of sharing and printing.

How to use

In this toolkit, you will find materials grouped by topic: overview of WIOA and implications, data systems, leadership, and communication. Each section contains background information for understanding the topic, followed by worksheets or activities for use with the state team. Some of these materials were used in the face-to-face training; others are modified from the original format to include additional information and links to sources. Each topical section then will include suggestions of modifications to use the tools or activities with others in the state office, local program staff, or adult education stakeholders such as other government agencies, business, or community partners. Throughout, you will notice tips, questions for thought, and links to additional information. These are provided to deepen your thinking and help in sharing information with other staff.

We recommend you review all topics in the toolkit as we think each is necessary for creating effective systematic change. We have arranged them in the order that seems most logical for use, however the sections are set up in a module-like format that allows the user to select which areas to focus on if time is short.

1. Understanding and Preparing for Systemic Change

Section summary

Implementing a systemic change is a difficult task. In order to do it successfully, you need to understand the underlying reason for the change. In this section, you will review the basics of the WIOA and what it means for adult education, as well as the implications this law has for state reporting to the NRS. You will then learn about change management models that can provide a structure for dealing with the various aspects of implementing change.

By the end of this section you will

- understand the basic elements of WIOA,
- understand the impact of WIOA on NRS reporting, and
- understand the concept of change management and various models for addressing change process.

Overview of WIOA changes

> **TIP:** Copy and paste this section as a brief summary of WIOA to share with your local providers.

The WIOA became law in July 2014, amending the Workforce Investment Act of 1998. The performance accountability provisions of WIOA took effect on July 1, 2016. WIOA aimed to streamline the following core federal education and workforce training programs through a unified state plan of coordinated services:

1. adult, youth, and dislocated worker employment training and Wagner-Peyser services;
2. adult education and literacy programs; and
3. vocational rehabilitation services.

It requires states to align their employment and training services in a way that better prepares a skilled workforce that meets employers' needs and places an increased emphasis on accountability measures, among other reforms such as promoting work-based training, providing access to high quality training and improving services for individuals with disabilities.

Title II of WIOA addresses adult education and literacy and requires a joint state plan for coordination and service delivery. The adult education section of the plan covers the following areas:

- How the eligible agency will, if applicable, align content standards for adult education with state-adopted challenging academic content standards.
- How the state will fund local activities for:
  - programs that provide adult education and literacy,
  - programs for corrections education under Section 225,

  - programs for integrated English literacy and civics education under Section 243, and
  - integrated education and training.
- How the state will use funds to carry out state leadership activities under Section 223.
- How the state will use funds to carry out integrated English literacy and civics education activities under Section 243.
- How the eligible agency will assess the quality of providers.

It also strengthens the alignment of adult education with employers and postsecondary education, and integrates English literacy. Common performance measures were established for all core programs, affecting the NRS data collection and reporting. The new NRS measures as a result of WIOA are summarized in the handout in the appendix, *New NRS Measures.*

Implications for the National Reporting System

Figure 1. Implications of WIOA on the NRS

Employment and postsecondary education

WIOA places an increased emphasis on employment and postsecondary education. For example, under the new law, the credential performance measure includes a requirement of subsequent transition to postsecondary education or employment in order to count as an outcome. New performance measures also include median earnings and measurable skill gain. WIOA no longer requires collection of measures for entered employment or retained employment.

Student tracking

Reporting under WIOA requires more student tracking through interagency data sharing in order to measure success after enrollment. This may create an increased burden on states that will have to modify systems to be able to collect data, track, and follow up with students.

States now will have to track the following for students who enter the program:

- employment and wages,
- when students receive a secondary credential with employment or entry into postsecondary education, and
- attainment of postsecondary credential.

Changes to data systems

Because the law and data elements are changing, the state data system also will need some modifications to collect the new information. Aside from changing accountability measures under WIOA, increased security and privacy issues and complex system architectures need to be addressed with the data system. WIOA's requirement that the core federal programs coordinate and report on common performance indicators and increased student tracking requires increased diligence over data security and privacy. Planning for changes to the data system includes a process where state staff brainstorm reporting requirements, inputs, and outputs. Then, with state adult education partner agencies, the agreements, constraints, and responsibilities each agency will take on must be determined. Finally, the new data system must be implemented. This entails testing the system, training staff in its use, and launching the system.

This toolkit will address approaches to data system changes in a later section.

Staff training

Staff training is one key to successful implementation of changes. State staff need to understand each aspect of the change as it relates to them and their work. It is important to ensure that both state and local staff understand the changed requirements so they feel invested in the change, and also to ensure efficiency and fidelity to the changes. Since local program staff often are the people who collect and track the data, understanding the new requirements is critical for data quality. In addition, state staff must be able to provide ongoing training for data system challenges and for monitoring and evaluation purposes. In addition to providing staff training, it is crucial that state leadership engage in effective communication. See the Communicating Change section for more information.

Activities

Within the NRS regional training, topics were structured around each state's joint state plans, submitted under WIOA. The intent was to have states focus on one or two areas of the adult education section of their plans and use the knowledge learned at the training to begin planning for implementation. The activities described below and in each section were conducted in the training by state teams. These activities can be replicated with additional state staff who were not in attendance. In addition, we've provided suggested modifications to use the activities with local program staff.

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

States rated their preparedness to begin or continue to implement what is described in the joint state plan for each of the six state plan areas (Aligning of Content Standards, Local Activities, Corrections Education and other Education of Institutionalized Individuals, Integrated English Literacy and Civics Education Program, State Leadership, and Assessing Quality). This rating will lead to the selection of priority areas that will be the focus of planning during the training. Usage of the template provided will enable teams to summarize key tasks required by their plan, describe what is already in place or has started, and assess their preparedness level (beginning, intermediate, or advanced). This activity can be revisited multiple times over a period of time to assess change in preparedness.

Adaptations

For use with local program staff: Understanding that local programs may not be involved in all six areas mentioned in the joint state plan, state staff can modify this activity for use with local programs by swapping out the six topics for activities they are responsible for, then rating how prepared they feel based on the state's provided training and technical assistance. This may be a way to determine what areas of support need to be developed by the state for local staff.

Select a priority area

Recognizing that planning is a time-consuming but necessary part of implementing the state plan successfully, teams should narrow their focus area during this training. After determining preparedness level, teams discuss and decide which area they decide will be their priority. Teams are encouraged to select only one to two areas. Additional planners may be provided for each priority area. During this activity, teams will discuss which area to focus on, why, and how they came to that decision. Teams then will indicate their priorities on large chart paper. Teams will be encouraged during the session to collaborate with other teams who have the same priority area.

Adaptations

For use with local program staff: Building off the activity described and using the revised topics of relevance for local programs, staff will complete this activity for their own program and map out details of what and how they will implement their priority area.

Change Management

What is change management?

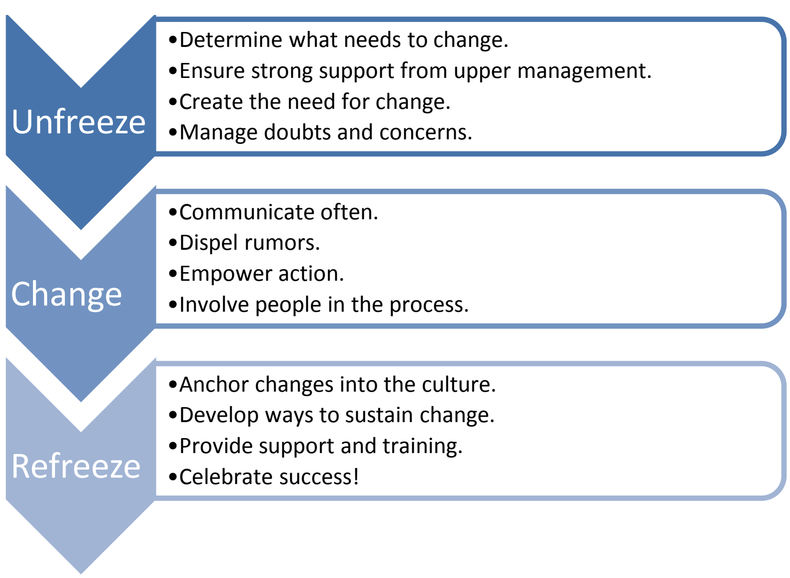
Managing change is critical for effectively implementing change. Done correctly, it can help provide a comprehensive look at the effects of the issues at hand and enable leaders to address challenges by adjusting plans as needed. Change management can have several definitions, but at its core, it is a structured approach for ensuring that change is implemented successfully and in a way that the changes are long term. The underlying theory of change management is that change does not happen in isolation, but rather affects everything around it, including people, processes, behaviors, and systems. There are several different approaches and models of change management; however, all include the basic elements of (1) understanding change, (2) planning change, (3) implementing change, and 4) communicating change. Here, we describe a few of the most common change management models.

> **TIP:** Time and communication are two keys to success. Transition from one stage to the next does not happen overnight so plan for plenty of time and a hands-on approach to dealing with challenges.

Lewin's change model

Developed in the 1950s, Kurt Lewin's change model uses the metaphor of the changing states of a block of ice to explain his process for change. This model is used in the training as a framework for planning change as a result of WIOA in the state. In this model, change follows the three-step process of (1) unfreeze, (2) change, and (3) refreeze. (See Figure 2.) Lewin's approach begins the process by first examining why the change must occur. This is the unfreezing stage, where you break down the current way things are done; challenge current beliefs, behaviors, and values; and set the stage for introducing a new way of doing things in the next step. The unfreeze stage creates uncertainty. This is to be expected, and the uncertainty can come in all forms such as disagreement, fear, or excitement. In the change stage, as the group is looking for a new approach, it is important to remember to communicate effectively and explain how and why this change is beneficial to everyone, answer questions and deal with problems, and include staff in the efforts to find a solution. Once change begins to take shape and be accepted by staff, the group is transitioning into a more stable existence, or the refreeze stage. Things start to get back to normal in terms of day-to-day activities and routine. As part of this step, it is important to identify what supports the change and what barriers exist for sustaining the change. It takes people to ensure the change processes are kept up and continued. Finally as part of this step, it is important to celebrate the successes accomplished, and to thank and encourage the staff who embarked on the change process.

Figure 2. Lewin's Change Model



Activity

Change model reflection

This activity was used in the training to reflect on what is happening in states in terms of the six areas of adult education in their joint state plans.

Change is never easy. It can be uncomfortable and scary. The large scale change required under WIOA poses many opportunities for adult education, but it also requires new ways of functioning, communicating, and leading. Training participants are introduced to a well-known change model to help guide their thinking, planning, and communicating with their stakeholders as WIOA requirements and resulting changes are rolled out within their state. During this planning activity, training participants will think about and discuss the following questions: What stage of Lewin's change model are you in? What pieces are you missing? What do you need to focus on for your priority area? Then they will brainstorm some ideas to help address the change related to their selected priority area.

Adaptations

For use with local program staff: As with the previous activities, local program staff can focus on the elements of the state plan that affect them, then use this activity to determine how to move forward in implementing change in their local program tied to those made at the state level under WIOA.

For use with other partner agencies: This activity can be successfully used by other agencies such as the Department of Labor or Vocational Rehabilitation when addressing issues under their respective sections of the joint state plan. In addition, if a cross-agency meeting or summit is held to coordination each's role in collaboration under WIOA, this activity can be used as a whole group exercise to find common ground as each agency is having to change some of their established processes in favor of joint plans.

Other change models

Lewin's change model is just one example. The following are additional models for you to consider for use in your state. It's not important which model is used; rather, it's the intentional process of planning for and implementing change that is key.

Kotter's eight-step change model

John Kotter introduced his eight-step process in 1995. This model is best used when you know change needs to happen, but you don't know what to do or where to start. Kotter believed that for change to be successful, at least 75% of people need to be in favor of the change, so each step in this model is associated with people's responses to the change. This model is easy to follow, but takes commitment to each step in order in order to create successful and sustained change.

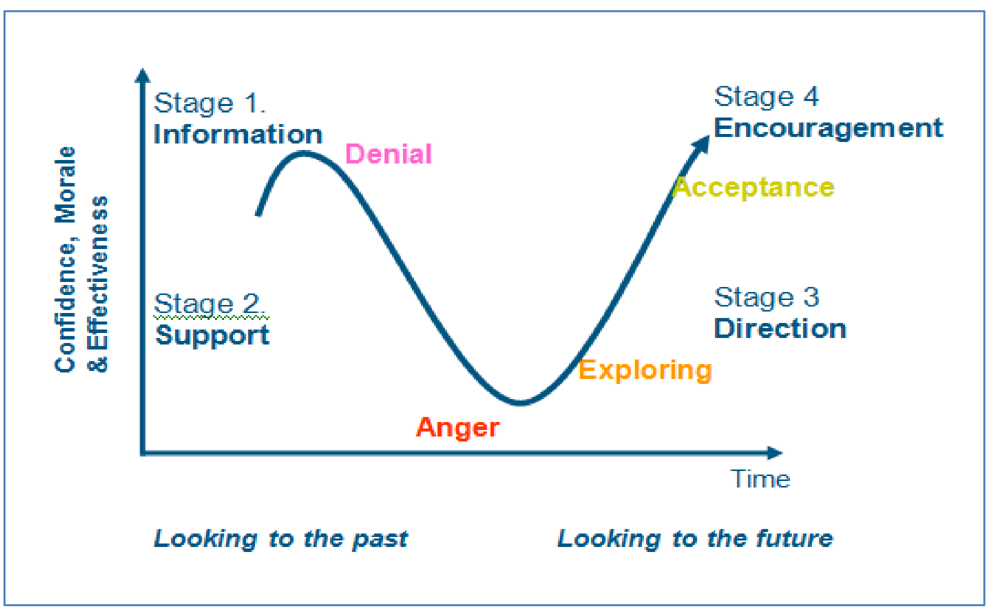
1. **Create urgency:** This step takes the most time and effort in order to build momentum for change among staff.

2. **Create a coalition:** Identify leaders and key stakeholders who will commit to the change, and ensure a representative set of people is on board with the movement.
3. **Create the vision:** Creating a clear vision or path forward is key to getting people to do what you are trying to achieve. If they can see where you are going, they will be more willing to execute the vision.
4. **Communicate:** As with other change models, communication with people regarding change, the vision, and peoples' questions and concerns also is an important part of the change management.
5. **Get things moving:** Remove obstacles to change, deal with problems that may arise, reward those who are making things happen, and implement feedback in a constructive way.
6. **Focus on short-term goals:** Focusing on attainable short-term goals can motivate and build morale as staff approach each element of the transition.
7. **Build on the change:** Real change takes time, and quick wins are only the beginning of the process. Take each win in a smaller step, determine what went right and what needs improvement, and build on that momentum toward your goal.
8. **Anchor change in corporate culture:** Incorporate change into everything you do. Create plans for continuing the transition through staff turnover, and reiterate progress made and new processes at every opportunity to reinforce the messaging.

The change curve

The change curve is a model used to understand personal transition and organizational change. (See Figure 3.) It is developed from Elisabeth Kubler-Ross's grief model (1969), based on the five stages of grief people experience when undergoing a personal loss.

Figure 3. The Change Curve



- **Stage 1:** As change is first introduced, reactions to the challenge of the status quo may include shock or denial.
- **Stage 2:** As the status quo transitions to disruption of the environment, reactions move into a state of anger and fear about what is occurring. In this stage, it is key to have strong management, as this situation can turn into chaos quickly if not monitored.
- **Stage 3:** At this stage, people are starting to explore the new situation, let go of what they lost, and determine what the new changes mean.
- **Stage 4:** Finally, in the last stage, people begin to embrace the change and commit to rebuilding the organizational values and processes.

Additional models

Many other models exist for change management. You can find several of them in the resources here. As long as you select an approach that makes sense to you and your situation and follow it, the model does not matter.

- Major Approaches and Models of Change Management
https://www.cleverism.com/major-approaches-models-of-change-management/
- Change Management: Making Organization Change Happen Effectively
https://www.mindtools.com/pages/article/newPPM_87.htm

Ready for change?

Now that you understand the background of WIOA and its implications for the NRS and have a framework for change management, how do you know you are ready for change? Several free tools exist online for assessing your readiness for undertaking a major organizational change. The following are some assessments you can use to determine this.

- Assessing Organizational Readiness for Change
http://it.toolbox.com/blogs/enterprise-solutions/assessing-organizational-readiness-for-change-22869
- Checklist to Assess Client's Readiness For Change
http://managementhelp.org/misc/readiness-for-change.pdf
- Readiness Assessment and Developing Project Aims
http://www.hrsa.gov/quality/toolbox/508pdfs/readinessassessment.pdf
- Who's Ready for Whole System Change? Whole Field Assessment and the Change Readiness Checklist
http://proactionassociates.com/site_ProAction/section_publications/PDFs/PRO_article_WhosReadyChangeReadinessChecklist.pdf

Additional resources

The following resources provide further reading about WIOA implementation, systemic change, change management, and change readiness.

- OCTAE: Workforce Innovation and Opportunity Act
  http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html
- RSA: Workforce Innovation and Opportunity Act
  http://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html
- U.S. Department of Labor, The Workforce Innovation and Opportunity Act
  https://www.doleta.gov/wioa/
- Side-by-Side Comparison of Occupational Training and Adult Education & Family Literacy Provisions in the Workforce Investment Act (WIA) and the Workforce Innovation and Opportunity Act (WIOA)
  http://www.nationalskillscoalition.org/resources/publications/file/2014-10_WIOA-Side-by-Side.pdf
- Unpacking WIOA Webinar
  http://www.nationalskillscoalition.org/resources/webinars/sign-up-now-unpacking-wioa
- The Stages of Systemic Change
  http://www.ascd.org/publications/educational-leadership/sept93/vol51/num01/The-Stages-of-Systemic-Change.aspx
- 2012 NRS Regional Training – Going Longitudinal: Building an Adult Education Longitudinal Data System
  http://www.nrsweb.org/trainings/events/SLDS2012.aspx
- The Systemic Change Process: A Conceptual Framework
  http://www.indiana.edu/~syschang/decatur/documents/systemic_change_conceptual_framework_update.pdf
- Change Readiness: Focusing Change Management Where It Counts
  https://www.pmi.org/learning/~/media/PDF/Knowledge%20Center/Focusing-Change-Management-Where-it-Counts.ashx
- Organizational Change Management: Readiness Guide
  http://www.cio.ca.gov/opd/pdf/itla/21/OCM-FISCal-Readiness-Guide.pdf

2. Leading through System Changes

Section summary

Managing change requires more than just a model; it requires strong leadership that can manage the people involved in implementing change. Although change management focuses on systems and processes, change leadership addresses people's beliefs and practices. In this section, you will learn about change leadership and how it differs from change management. You also will learn about using adaptive leadership and leadership change styles to help manage challenges during the change process.

By the end of this section you will

- understand aspects of change leadership,
- learn strategies for being an adaptive leader,
- identify your own leadership style and how to use it to effect change, and
- learn strategies and activities for staff development during change.

Change leadership

What is change leadership?

In the previous section, we covered change management and several models for processing change. What is the difference between change management and change leadership? Although change management deals with the operations (processes and procedures) surrounding an organizational change, change leadership focuses the people (beliefs, emotions, and reactions) involved in the change process. (See Figure 4.)

Figure 4. Change Leadership vs. Change Management

From Navigating Change: A Leader's Role, 2015

Change leaders navigate the change process from three levels: self, others, and organization.

- **Self:** From this level, a leader considers how he or she deals with change. Determine your own thoughts and feelings toward the change and how you react in particular situations. Focus on how you can modify your behavior and leadership style to direct the change process in the direction it needs to go by assessing how your change style affects others.
- **Others:** From this level, a leader considers the impact of change on others. As a change leader, consider what you can do to help others through the change. This does not mean doing things for others, but providing staff with what they need to move through the phases of change. Determine the information and others need to understand their role in change. Learn to build relationships and defuse negative situations as they come along.
- **Organization:** From this level, a leader looks at the broader landscape. Consider the effects of the change within the broader context of the organization. At this level, change leaders also look at how to influence different levels within and outside the organization. Consider how to build networks to support the organization as a whole.

Change leaders not only manage the change, they also are thought leaders who move the process forward.

Adaptive leadership

Adaptive leadership is an approach to leadership grounded in the situation and factors at hand. An adaptive leader solves adaptive challenges instead of technical problems. Adaptive leaders deal with experiences as they occur, and work through challenges to find a solution that works for the particular situation. What separates adaptive leaders is that they are continually challenging, adapting, and learning, which prepares them for the next situation. Adaptive leaders show emotional intelligence, organizational justice, character, and development. This means adaptive leaders are aware of their own emotions and those of others, and use this knowledge to build and manage effective relationships. They respect the insights of others and learn how to integrate value into the situation for the betterment of the group. Adaptive leaders are transparent and forthcoming and earn the respect of others. Finally, they are constantly learning to improve their adaptive skills and remain flexible in their worldview.

TIP: When dealing with change, adaptive leaders:

- Give direction to the team. They communicate effectively and often, and repeat the plan.
- Provide protection to the team from external threats, maintain levels of confidence, and keep the team focused on their responsibilities.
- Clarify roles in a changing environment for staff.
- Manage conflict as it arises and defuse negative situations.
- Shape the organizational norms and ensure they are maintained.

Leadership styles

In the regional training, we discussed the continuum of three change styles. The Change Style Indicator (CSI) is an assessment that can be used to capture an individual's preferences in approaching change and in dealing with situations involving change. (See the CSI Overview handout in the appendix for more information on CSI.) Results of this instrument place an individual on a continuum ranging from a Conserver orientation to an Originator orientation. (See Figure 5.) 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 the preference for that "change style." True pragmatists score in the middle ranges. CSI results will not indicate one's effectiveness at utilizing a preferred change style.

Figure 5. Continuum of 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.

There are various other views on leadership styles. Kurt Lewin identified three core leadership styles:

- Authoritarian (autocratic) leadership: Decisions are made without consulting others. This style tends to breed discontent so works best when the decisions would not change as a result of input and people's motivation for carrying out the change would not be directly affected.
- Participative (democratic) leadership: Some level of input is provided to the group; however, the leader is responsible for making the final decision.
- Delegative (laissez-faire) leadership: The leader is provided a minimal role in decision making; the group is allowed to make its own decisions and manage itself. This style works best in situations where staff is self-motivated and the need for coordination is minimal or nonexistent.

Regardless of the label or style of leadership, what is important is understanding your own leadership style or preference. You cannot control how others behave or react, but by understanding how you react in situations, you can modify your own behavior to deal with other people or challenging situations to steer the situation to where it needs to be.

Leadership Assessments

In the regional training, *Leap Into WIOA, Part I*, participants took the CSI assessment to determine their preferred change style. Since it is a paid assessment that cannot be shared, we have provided links to several alternative online assessments that you can share with other state and local program staff, if desired.

- Leadership Legacy Assessment Test: Identifying Your Instinctive Leadership Style
  http://www.yourleadershiplegacy.com/assessment.html
- Assessment: What's Your Leadership Style?
  https://hbr.org/2015/06/assessment-whats-your-leadership-style
- Quiz: What's Your Leadership Style?
  http://www.leadershipiq.com/blogs/leadershipiq/36533569-quiz-whats-your-leadership-style
- Change Style Indicator (Note: This is a paid assessment and service, complete with facilitator training.)
  https://www.discoverylearning.com/products-services/change-style-indicator-1b/

Activities

Change style discussion

Now that participants know their change style preference, they can work in groups with those who have the same preference to discuss (1) what they like about their own style, (2) what they find challenging about their own style, (3) what they like about the other two styles, (4) what they find challenging about the other two styles, and (5) tips they would offer the other preferences to help everyone work together more effectively. Although not everyone we work with can complete the CSI, it is important to recognize that everyone deals with change differently. As a leader, understanding this and being proactive about your approach is one way to manage your various stakeholders' stress about change.

Adaptations

For use with other state, or local program staff: This activity was used in the training as part of the CSI style discussion. Adapt this activity by selecting the leadership styles that most resonate with your situation and complete the activity as stated.

Change model and CSI: action planning

Combining Lewin's change model management and the CSI, participants use this information to begin developing action steps to addressing the stages of change within their state, specific to their stated priority area. They also will consider how each change style preference may affect the perception of the change and the action steps, and use that information to refine their action steps.

Adaptations

For use with other state or local program staff: Select the leadership styles that most resonate with your situation and modify the activity to replace the CSI styles (if you choose not to purchase the assessment). Remind staff that knowledge is power when it comes to leadership styles. Knowing your own preference can help you adapt to a variety of situations in a positive way.

Perspective activity

As the group begins to shift focus on leadership, they will complete an activity about perspective. The activity segues into a presentation and discussion about adaptive leadership and is intended to demonstrate the downfalls of limited perspective. The group will be divided into three groups, and each will have an image (each image depicts a different viewpoint or perspective of the same scene). They will have 10 minutes to discuss what they see in the picture and answer specific questions about it. This activity will lead to a discussion on adaptive leadership and the two perspectives leaders need to be aware of and engage in while leading challenge solutions and change: the balcony perspective and the dance-floor perspective. After a brief presentation about these two perspectives, training participants will have the opportunity to reflect on their own practice, what perspective they most frequently rely on, and respond to this question: *What steps can you take when planning for WIOA changes that keep both the balcony and dance-floor perspectives? What would that look like?*

Adaptations

For use with local program staff: This activity can be a good team-building exercise for professional development or training sessions. Staff learn how different perspectives can affect the larger result and reminds staff to consider various viewpoints when undergoing a system change.

Your priority area and adaptive leadership

Bringing together concepts from Day 1 (Change Models, Change Style Preference) and Day 2 (Leadership), participants will identify some big-picture ideas (balcony perspective) they may be concerned with at the state level versus details (dance-floor perspective) their staff or local program staff may be concerned about in respect to each state's priority area. This activity will help leadership gain a 360-degree "view" of challenges and concerns around their priority area from both a state and local perspective. This "view" will support effective communication and planning around state plan implementation elements.

Adaptations

For use with local program staff: This activity is best used with leaders; however, it can be used as is to provide perspective to staff in a variety of situations.

Philosophical chairs

Now that participants have learned about adaptive leadership, they will focus on the difference between technical problems and adaptive challenges. Technical problems often are procedural and have clear answers, but adaptive challenges require behavioral or changes in relationships and don't have a right or wrong solution. These challenges can pose a problem for leaders because the solutions will almost always involve shifts in the nature of interactions and require time on the balcony and the dance floor. This also might mean that others who work with you in a leadership capacity may need to join you more on the balcony or make sure they are spending enough time on the dance floor. One major obstacle in implementing change is trying to solve adaptive challenges as if they were technical problems. This activity is designed for participants to explore a variety of issues related to implementing their state plan and preparing for the types of challenges they will most likely face. Volunteers will offer a potential problem, related to one of the priority areas, and the group will move to one side of the room if they believe it is a technical problem or the other side of the room if they believe it is an adaptive challenge. Through disagreements, opposing sides will debate why they believe they are correct.

Adaptations

For use with local program staff: This activity can be used as is, though it works best with more people. Instead of focusing on the state plan, local staff should focus on aspects that directly affect the local program.

Adaptive challenges and technical problems

Applying new strategies and understanding, teams will work together to focus on their priority area by addressing the following: (1) identify challenges you think will (or have already) come up in relation to your priority areas; (2) indicate if they are technical or adaptive; (3) brainstorm strategies to use (experiments, new discoveries, adjustments in the organization, changing attitudes, values, behaviors or culture shifts, or delegate work); and (4) begin to brainstorm possible solutions to each identified challenge—focus on adaptive challenges first. This activity will help states prepare and be proactive regarding state plan implementation.

Adaptations

For use with local program staff: Instead of focusing on the state plan, local staff should focus on aspects that directly affect the local program.

Additional resources

- Navigating Change: A Leader's Role
  http://insights.ccl.org/wp-content/uploads/2015/02/navigating-change-white-paper.pdf
- The Chaos of Change: Three Keys to Leading Through Transitions
  http://www.inc.com/ilan-mochari/3-tips-leading-change.html?_sm_au_=iVVRW2s3Pv0t34VM
- 6 Leadership Styles and When You Should Use Them
  http://www.fastcompany.com/1838481/6-leadership-styles-and-when-you-should-use-them
- Leadership Styles and Tendencies
  http://www.dalecarnegie.com/leadership-styles-and-tendencies/

3. Approaches to Data System and Reporting Changes

Section summary

One area affected as a result of WIOA implementation is the state data system. As mentioned previously, under the law there are changes to accountability requirements that will affect how data are collected and reported. This necessitates changes to both the data system reporting and tools as well as to the data system architecture. In this section, you will learn about a process for revising data reports by considering the inputs, outputs and functionality needs of your data system. You will then learn about additional challenges to changing the data system architecture as a result of WIOA and options for modifying your own system. This section also provides a tool for evaluating elements of your current data system.

By the end of this section you will be able to

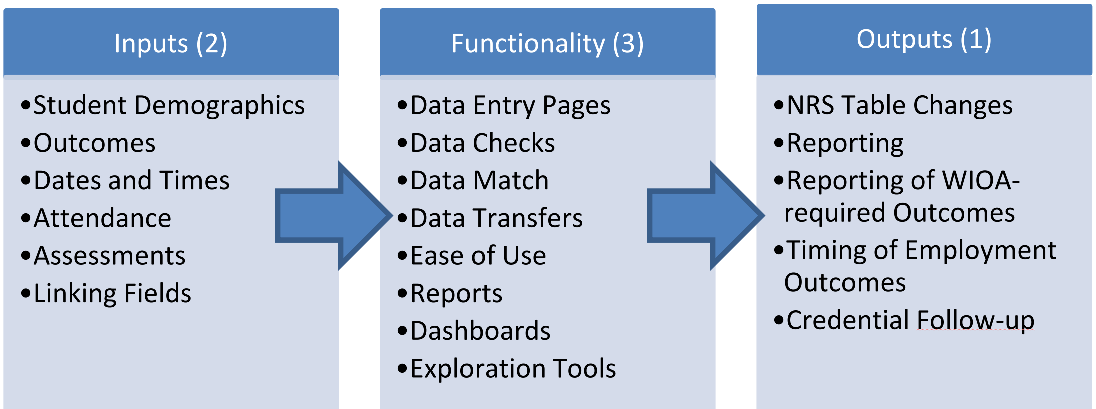
- determine the status of your current data system,
- identify the elements needed to revise your own data system in order to impact the data reports, and
- understand the different system architecture options and how they work.

Why change your data system?

With WIOA implementation upon us, it is obvious why we should focus on modifying data systems. But in addition to specific changes needed in response to new accountability measures, there are other reasons to take advantage of this time for data system revisions and development. Increased need for cross-agency data sharing may require more sophisticated system architectures. Where NRS data was mostly self-contained, states will need better access to external data, and will be required to share more seamlessly with others. In addition, evolving challenges in maintaining security and privacy may render existing systems less secure than ever before. Addressing these issues and compliance with state and federal security standards will require infrastructure and coding changes within data systems. Finally, quality and cost of analysis tools have improved substantially, and the amount of data available for analysis has never been greater. At the same time, increasing pressure to “do more with less” calls for much greater use of “data-driven” decision making. Organizations now have a great opportunity to do this by applying powerful dashboards and data intelligence tools.

Making changes to data systems can be overwhelming. Considering elements needed for reporting can help to simplify the process. (See Figure 6.)

Figure 6. Thought Process for Developing Reports and Data Tools



A data system's basic operation includes inputs, the system functionality, and the outputs. However, you need to think about these things in a different order when planning a redesign or new development. Begin by considering the system outputs. What are the items the system must produce? These include things such as accountability reports, dashboards, and data exploration tools. You also may think about the more specific outputs, such as specific measures. After considering the outputs, consider the inputs. Determine what specific data collection and details are necessary to produce those outputs, such as those in the figure above. In this step, you also may consider whether you have the ability to collect those inputs and the reality of getting the information needed. Is the data easily accessible to your immediate staff or do you need to arrange with an outside department to collect the data? The extent to which you need to modify your data system depends on the inputs needed and how you are best able to collect them. Finally, determine appropriate functionality for entering, processing, sharing, and reporting on data. This connects and transforms your inputs into your outputs, so consider factors such as ease of use and modification, ability to error check, and the final outputs you want to product when considering the data system functionality. These three items will help you plan your to-do list and move forward with development of the data system.

System architectures

System architecture supports critical needs for the data systems. Under WIOA, states have an increased responsibility for data security and privacy of information, as well as an expectation of coordination of data across agencies. This sets up a potential for creating and dealing with complex systems. Determining the type of data system depends upon outputs, data interchange requirements, and security and privacy considerations. You may or may not have total control over the decision, but it would be useful to understand characteristics of each. The graphic from the GAO report (Figure 7) on WIOA data changes, *Information on Planned Changes to State Performance Reporting and Related Challenges*, lays out four potential data system options.

We know that with WIOA, greater interagency collaboration and data sharing will be required. These come with a number of key challenges, apart from basic functionality.

Unified data system

Advantages:

- Less worry about management and technology, as your needs are handled as part of a larger system
- Easier integration and data sharing (at least from your perspective)

Disadvantage:

- Less control over the system development and operations

Back-end integration

Advantage:

- More control likely over your data system's development and operations

Disadvantages:

- Possibly greater challenge in integrating data for reporting
- Challenge of maintaining consistency across interagency data

Front-end integration

Advantage:

- Greater control over your own data—as in back-end integration system

Disadvantage:

- Greater responsibility for integrating data from other sources, possibly

Interfacing

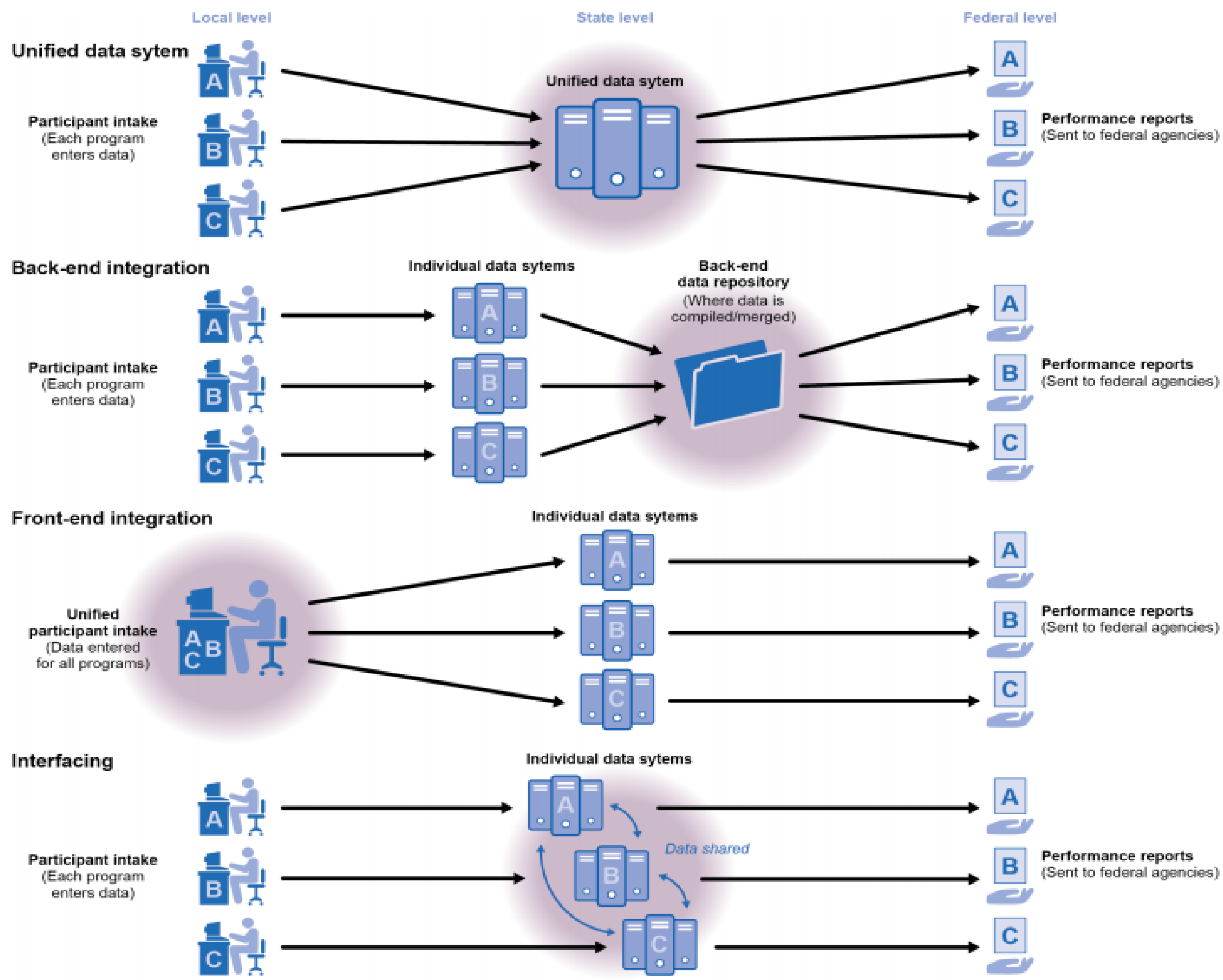
Advantage:

- Greater emphasis on interagency collaboration making it easier to exchange data

Disadvantage:

- Responsibility for integrating data from other sources

Figure 7. Models of Potential Data System Integration



Source: GAO analysis of literature on information technology (IT) structures and interviews with state officials. | GAO-16-287

Data security and personal privacy involve considering data governance. Determine who owns the data, who is allowed access, and who can change the data. Maintaining consistent definitions, rules for sharing, retention, and other issues are more complex when multiple agencies are involved. These are important to get consensus on before beginning. In terms of data collaboration and sharing, you should also think through implications of sharing student data such as privacy, security and appropriate or allowable data use. As part of this you may decide to set up formal sharing agreements between agencies. Approaches for protecting data and privacy must be coordinated, and built-in to the system infrastructure while planning.

Activities

[*Evaluating your state data system*]

Inevitably, states will need to revise their state data systems in order to comply with WIOA regulations. This activity allows participants to begin thinking about what they currently have in place and what may need to be changed. This will be different for each state, depending on their starting point. Using the handout provided in the appendix, states will look at their current policies and process for collecting data and determine how prepared they are for addressing new changes to their data systems. They will also take a closer look at the possible data system architectures proposed and identify which most resembles their current system. This will be different for each state, depending on their starting point. This activity is used as a starting point to get states to determine whether they have the underlying information and supports needed to modify their systems in order to address WIOA changes and reporting.

Adaptations

For use with partner agencies: In some cases, states may have a cross-state data system. In this case, the partner agency can complete this to determine the information for which they are responsible. If they do not, this activity will be useful for each agency to complete for their own systems.

Data system planner

Modifying the state data system requires looking at various data elements, functions, features, and outputs to determine how the data system will be most useful. State staff can use this planner to review various aspects of their data systems and determine functions and features they can keep, need to discard or change, and then plan next steps for what needs to be done to change the data system. The result can then be used to guide their discussions with the technology developer. The results will be different for each state, depending on their starting point.

Adaptations

For use with partner agencies: As with the previous activity, this should be used in cases where there are multiple data systems or points of input. In addition, the planner can be revised to add a section to note overlap across systems, or points of data collaboration across agencies.

Additional resources

- Developing Data Collection Instruments
  http://siteresources.worldbank.org/NUTRITION/Resources/Tool8-chap8.pdf
- Monitoring and Evaluation and Management Information Systems (MIS)
  http://www.pathfinder.org/publications-tools/pdfs/Strengthening-You-Organization-A-Series-of-Modules-and-Reference-Materials-for-NGO-and-CBO-Managers-and-Policy-Makers-Monitoring-and-Evaluation-and-MIS.pdf
- NRS Guide to State Longitudinal Data Systems (August 2012)
  http://www.nrsweb.org/docs/508compliantversion.pdf
- Workforce Innovation and Opportunity Act: Information on Planned Changes to State Performance Reporting and Related Challenges
  http://www.gao.gov/assets/680/675642.pdf

4. Communicating Change to Stakeholders

Section summary

Creating strong centralized communication is a key element of implementing change. In this section, you will learn about characteristics of effective communication, and how to create strategic messaging to communicate changes as a result of WIOA to adult education stakeholders. You also will learn a process for developing a communication strategy and determine how best to address the message to your audience.

By the end of this section you will

- learn elements of effective communication,
- develop a strategic communication plan, and
- create an effective message for relevant stakeholders

Effective communication

We all communicate daily. The better we communicate our goals and plan for change, the more people will understand the vision and be likely to support the change efforts. Strategy is important: Who, why, and how? Communication should focus on programmatic goals. Plans for communication should be practical and doable. There are multiple aspects to consider when planning for communication:

- **Simplicity:** Complicating the message with unnecessary details confuses the message and makes it difficult for the audience to understand. Keeping the messaging to the point will ensure your message is what the audience hears and understands.
- **Clarity:** Be specific in your details. The audience shouldn't have to decipher what you are trying to say or "read between the lines."
- **Consistency:** Make sure you are telling the same thing to multiple audiences. Your message should also be consistent across various platforms.
- **Multiple forums:** You want to be consistent about sharing your message, but you also want to be able to reach as many stakeholders as possible. Multiple platforms such as newsletters, meetings, webinars ensure your message reaches the right people.
- **Repetition:** Messaging needs to be reinforces multiple times to take root. It can take time for people to process what is happening and their role in it. Repetition give this time.
- **Explanation of seeming inconsistencies:** Messaging should be correct when information is shared, and if it is a clear message, there should not be inconsistencies; however, different people may interpret the message in different ways. Leadership should think about how to answer questions that may arise and deal with them directly.

- **Give and take:** Sharing a message opens up the opportunity for questions from stakeholders. Good communication allows for a response and opportunity for input from the audience, whether the input is accepted or not.

If your communication has these characteristics you can make sure you are communicating in the most effective way. It takes time and effort, but practicing effective communication while going through a period of change can boost productivity, get staff buy-in for the efforts, and make for a smoother transition.

Steps for Creating a Communication Message

To be effective, communication also should be strategic, and that takes planning. In the training, we talked about a four-step process for creating a communication:

1. **Purpose:** Consider your audience, their concerns, and what you want them to know, feel or do.
2. **Particulars:** Decide the key points of the message.
3. **Package:** Select the best way to communicate the message (i.e., method).
4. **Plan (and deliver):** Craft the message.

We can break down these steps further and make it easier to craft your message effectively. When thinking about the purpose, separate the goal and audience. Clearly define each one up front. This will guide your message development. You should determine the particulars only after you have these. This includes key points you want to cover, dates, times, and specific actions you want people to take. Packaging the message may not seem important, but if you select the wrong method or form for sharing your message, it may not be received well. Part of packaging also includes whether other information or materials are needed and the visual appeal of the message where appropriate.

TIP: Keep these things in mind:

- Communication takes time.
- Multiple exposures help create familiarity and trust.
- Transparency and consistency is key.

Once you have answers for the steps described, you need to begin creating a plan for rolling out the communication. First, consider whether what you are doing is practical and something that can be accomplished. You also want to have clear lines of authority and roles for who is going to actually write and disseminate the message. Consider whether you have what you need to share your message. Do you have the technical aspects needed to deliver your message (i.e., webinar software, contact information)? You also may need a plan for rolling out the message. Consider whether you have a timeline for getting your message out. Also, if your communication has multiple parts, key dates, or events that you need to coordinate with, and other time-based factors.

Communication isn't over after the message is sent. Consider ways to determine if your message was received and how it was understood by the audience. Like many things you should also determine a way to evaluate the communication's effectiveness at accomplishing your goals. Make sure there is a method for receiving feedback from the audience and use this information to learn from the process and adjust your approach for the next communication, if necessary.

Activities

Communicating in your state

Change requires communication that is tailored for various stakeholders, consistent, and clear. This is a high level thought exercise to get staff thinking about how they currently communicate and highlight where they can improve. During this activity, participants will have the opportunity to reflect on current practices around communication, as well as share effective strategies with the group. They will respond to these prompts: (1) List effective ways that you currently communicate with local program staff, (2) List other key stakeholders and effective ways in which you currently communicate with them, and (3) Share one successful strategy with the room.

Adaptations

For use with local program staff: Have staff think about current communication with teachers and students. Consider what works or not, and how targeting communication and messaging could affect success of tracking students after exit.

Creating communication (Purpose, Particulars, Package, Plan, or PPPP exercise)

Teams have priority areas. Now they need to communicate to local programs what the state plan is and how it will affect them. Creating an effective communication follows four steps: purpose, particulars, package and plan. Teams will be guided through a facilitated planning time to respond to prompts regarding their priority area to prepare for the development of a communication for a stakeholder.

Adaptations

For use with local program staff: Local programs can use this brainstorming method to focus their communication about local changes to their stakeholders.

Crafting your message

Using the communication process outlined and the ideas generated in the previous activity, teams will begin crafting their message. Once teams have crafted their message, they will review it considering the different leadership change style preferences and their preferred methods of communication. Teams can revise their message so it is composed in a way that is digestible and appropriate for the largest audience.

Adaptations

For use with local program staff: Communication skills are useful for more than just management or state-level staff. Local programs may need to communicate changes to students, community members, or business partners. Use this activity as is to help local staff identify their messaging and craft an appropriate communication to reach these audiences.

Additional resources

- The 7 Cs of Communication
  https://www.mindtools.com/pages/article/newCS_85.htm
- Ten Common Communication Mistakes
  https://www.mindtools.com/pages/article/common-communication-mistakes.htm
- 2010 Effective Communication PowerPoint Presentation
  Appendix, Additional Materials
- 2010 Developing a Strategic Communication Plan, Workbook
  Appendix, Additional Materials

Appendix of Tools

PowerPoints from regional training

These slides include the presentations from all three days of *Leap Into WIOA, Part I*.

Handouts from the regional training

Handouts align with the presentation slides. Although some may not be referenced specifically in this toolkit, when used with the presentation slides, provide a full support for creating a plan for implementing each state's adult education plan from the joint state plans under WIOA.

Additional Materials

Additional resources for reference.

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

2

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.

3

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)

4

Agenda Day 1

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

See Agenda

5

Agenda Day 2

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

6

Agenda Day 3

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

7

Ice Breaker Activity

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8

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.

9

NRS Training Tools Overview

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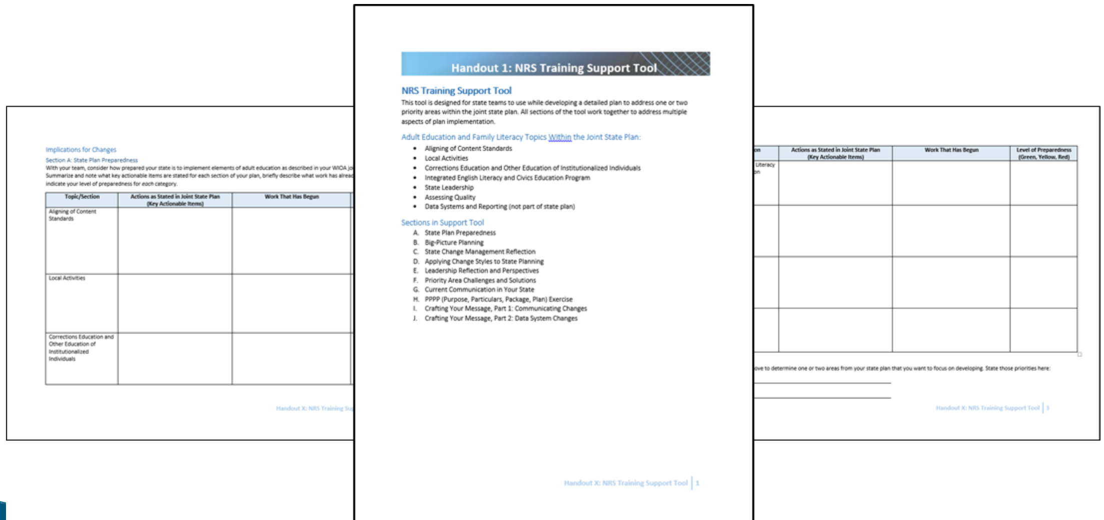
Support Tool for Your State Plan


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

See Handout 1: NRS Training Support Tool

11

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

12

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

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WIOA Review

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Participant vs Reportable Individual

Participant	Reportable Individual
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.	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: (1) Individuals who provide identifying information; (2) Individuals who only use the self-service system; or (3) Individuals who only receive information-only services or activities.
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.

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Program Entry and Exit

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.

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Employment Performance Indicators

***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.

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Participant Exclusion

- 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.

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Credential Attainment Indicator (Rule)

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;

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Credential Attainment Indicator (Joint ICR) Who Counts?

- 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

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Measurable Skill Gain Indicator

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.

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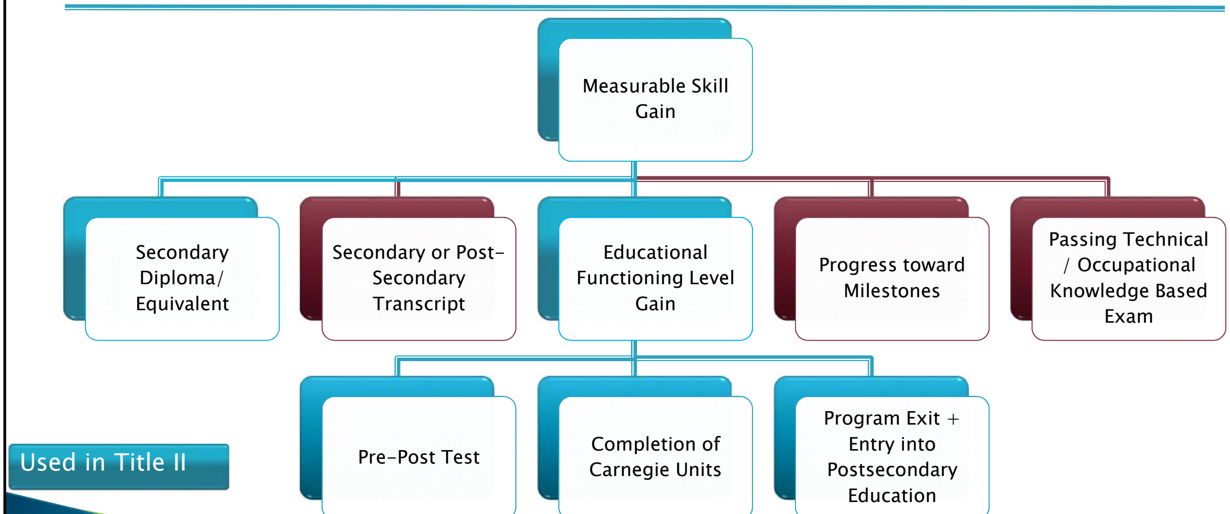
5 Types of Measurable Skill Gain



22

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.

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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.

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Periods of Participation

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.

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State Planning Time

Big-Picture Changes

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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

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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.

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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

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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

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Group Share

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Introduction to a Change Model

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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.

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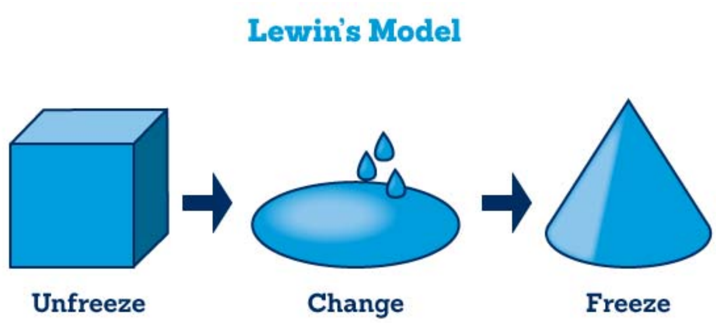
Lewin's Change Management Model



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

See Handout 3: Lewin's Change Management Model

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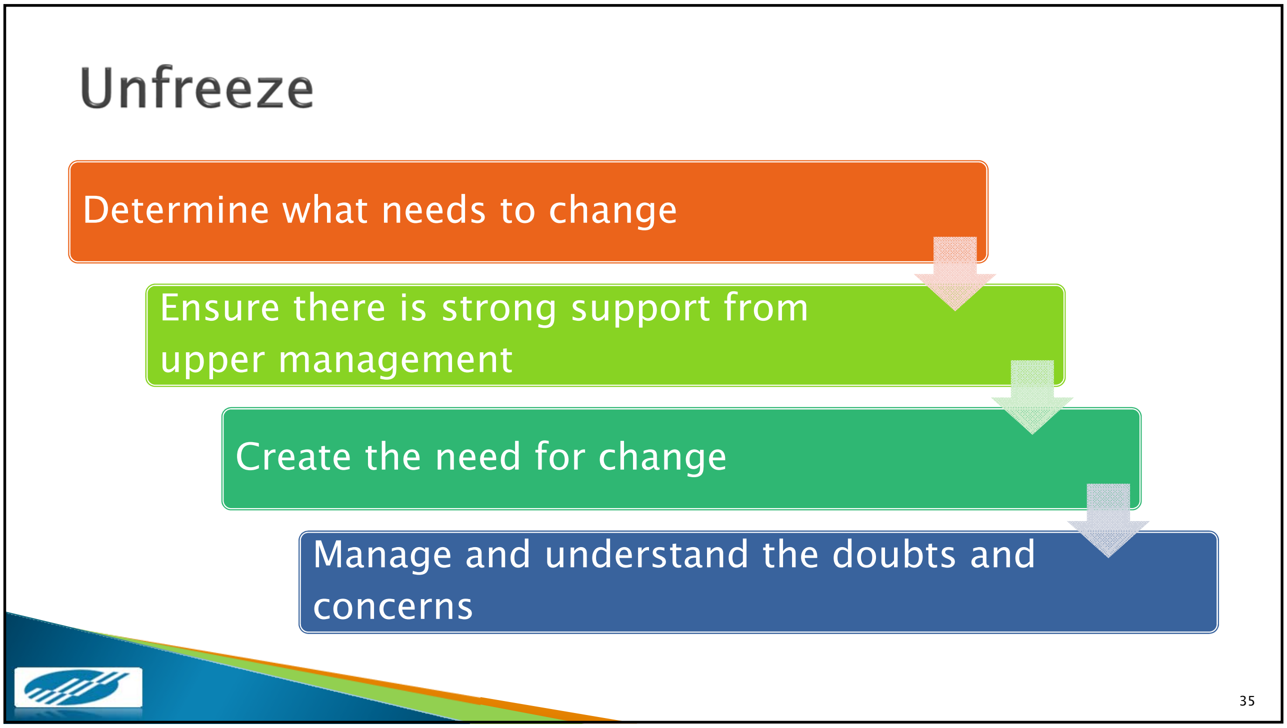
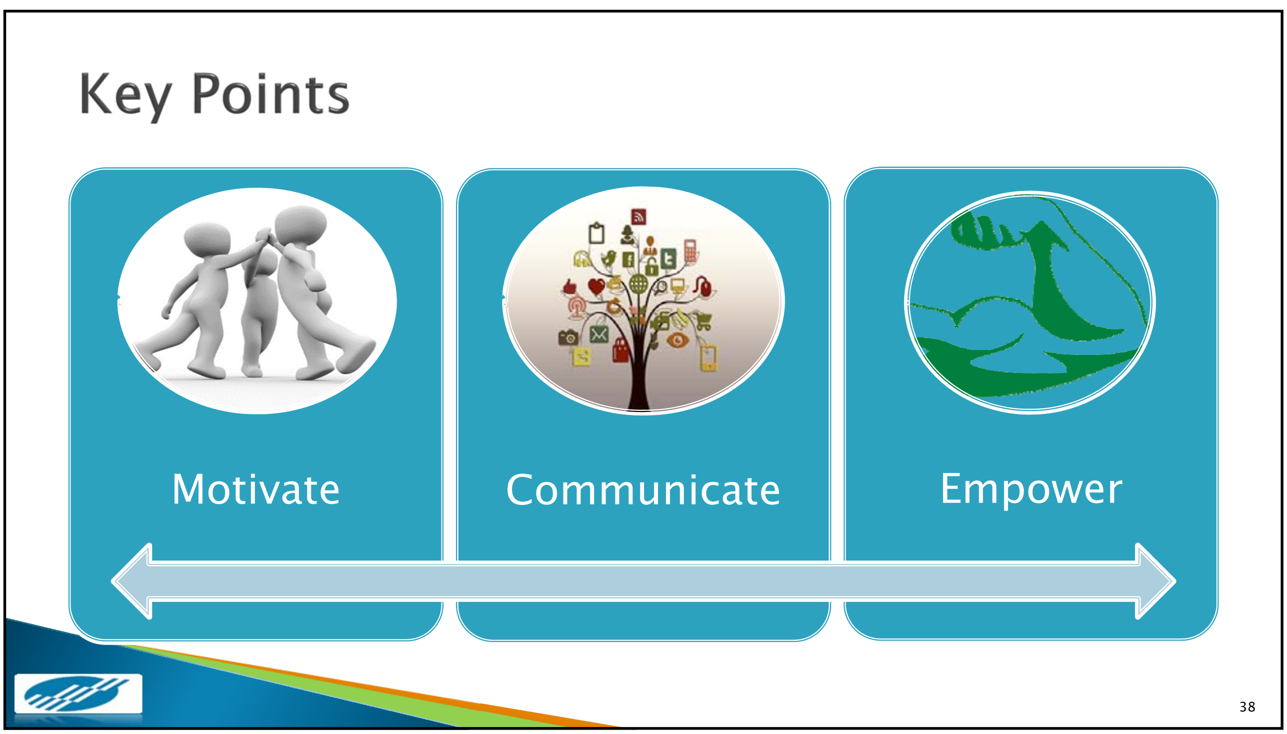

Unfreeze
Determine what needs to change
Ensure there is strong support from upper management
Create the need for change
Manage and understand the doubts and concerns
35


Change
Communicate often
Dispel rumors
Empower action
Involve people in the process
36


Freeze
Anchor the changes in the culture
Develop ways to sustain the change
Provide support and training
Celebrate success!
37


Key Points
Motivate
Communicate
Empower
38

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

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Group Share

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Change Style Indicator

National Reporting System
for Adult Education

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"It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change."
–Charles Darwin

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Change in Your State

Rate of Change

1 — 5 — 10

Occasional … **Constant**

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What's driving the changes?

What are your obstacles?

44

Two Dimensions of Change

Structural Event	Psychological Response
New job New boss Reengineering New technology Merger/acquisition New systems Revised job Personal	The process we go through to adjust to the new situation (fear, excitement, anxiety, suspense, disappointment) Emotions

45

Try This

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

How does it feel?

46

Change Style Indicator® (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

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Change Style Preference

Conserver	Pragmatist	Originator
Accepts the structure	*Explores* the structure	*Challenges* the structure
Prefers change that is incremental	Prefers change that is functional	Prefers change that is expansive

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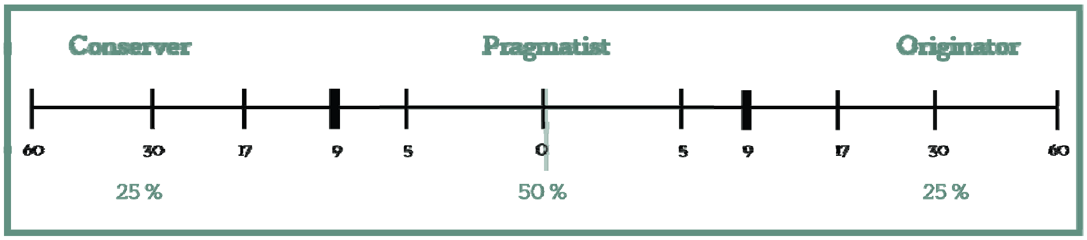
CSI Continuum



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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

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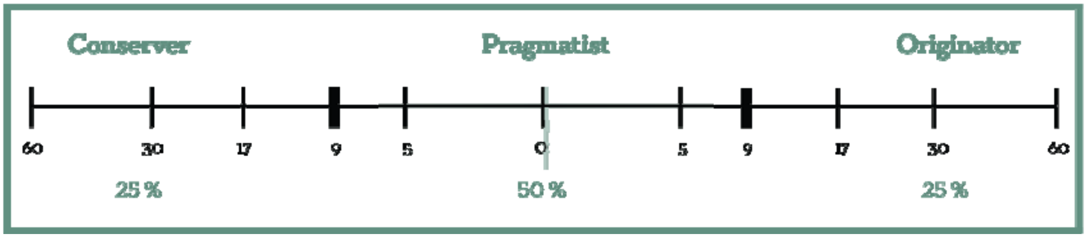
Review your Individualized Score



See your individual CSI report, page 4

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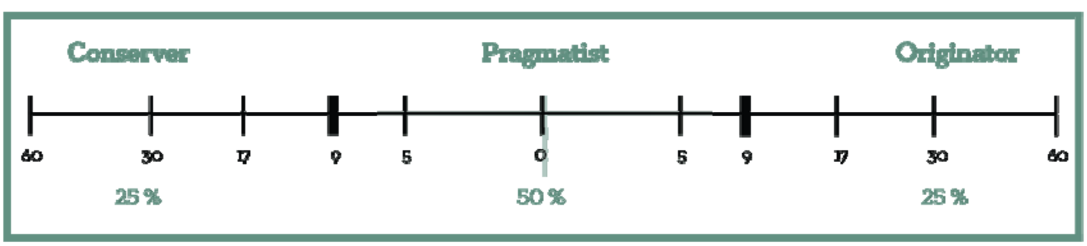
Review Your Style



Feedback Report

Conservers, p. 5 Pragmatists, p.6 Originators, p.7

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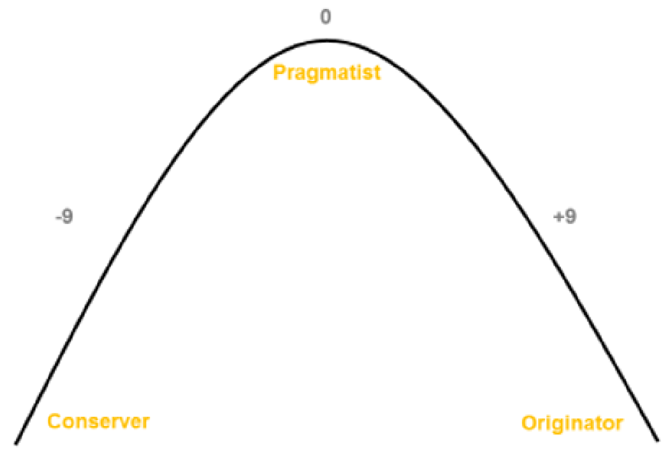
Horseshoe Activity



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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

54

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

55

State Planning Time

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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 the 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

57

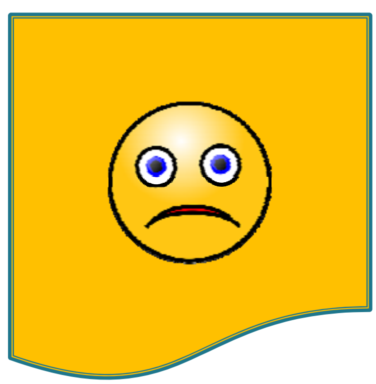
Group Share

58

Wrap-Up

59

Reflection—What Stuck With You?



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

NRS Regional Training
July 26-28, 2016
Day 2

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Overview of Day 2

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

2

Leadership During WIOA

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3

Generating Change Through Learning Experiences

5

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

6

Share Out

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

6

Dance-Floor Perspective

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



8

Balcony Perspective

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

9

Perspectives

9

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

11

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

11

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

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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

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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.

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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

16

Group Reflection

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

16

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

–Heifetz and Linsky

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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)

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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.

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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.

20

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.*

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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)

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End Note

- WIOA = adaptive challenge
- States = change leaders
- State plans = guiding framework
- Communication, monitoring, and data systems = mechanisms put in place

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State Planning

Focus on Leadership During WIOA and Implementing State Plans

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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?

25

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

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Review of Reporting Tables

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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

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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

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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

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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)	Fe (
16-18						
19-24						
25-44						
45-54						
55-59						
60+						
Total						

Formerly combined into one category "45–59"

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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*							
Integrated Education and Training Program							
Adult Secondary Education*							
Integrated Education and Training Program							
English Language Acquisition**							
Integrated Education and Training Program							
Integrated English Literacy and Civics Education (Sec. 243)*							
Integrated Education and Training Program							
Total							

34

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

Renames ESL
Adds IET
breakdown

Number includes those enrolled in IET, but NOT those enrolled in IEL and Civics

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

35

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

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Period of Participation Reporting: Example for Table 4

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (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%

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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

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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

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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%

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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

41

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)		

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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

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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
  - increased involvement in children's education
  - voting or registered to vote
  - increased community involvement

44

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

45

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							

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Evaluating Your State's Data System and Preparing for Change

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Evaluating Your Data System

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

See Handout 7: Evaluating Your Data System

48

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)

49

Changes to Consider

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

50

Reports and Data Tools

51

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 • 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

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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

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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

54

System Architecture Challenges Under WIOA

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

55

System Architecture Challenges Under WIOA

Coordination of Agency Data

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

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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?

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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

58

Challenge: Successful Collaborations and Partnerships

59

Planning for Data System Changes

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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

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Group Share

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Wrap-Up

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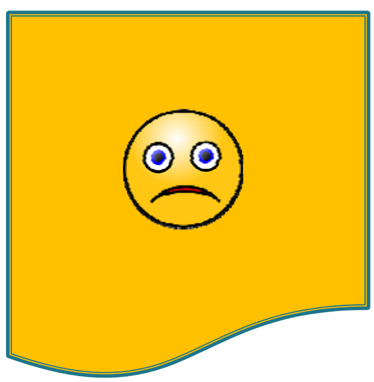
Reflection—What Stuck With You?



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

NRS Regional Training
July 26–28, 2016
Day 3

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Overview of Day 3

- Communicating Change
- State Planning Time
- Small-group Sharing
- Bringing It All Together
- Discussion of NRS Project Support

2

Communicating Change to Stakeholders

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Adaptive Leadership and Communication

“The hope of leadership lies in the capacity to deliver disturbing news and raise difficult questions in a way that people can absorb, prodding them to take up the message rather than ignore it or kill the messenger.”

–*Leadership on the Line,* by Heifetz and Linsky

4

Communication

…It’s not what you want them to know; it’s what they want to know from you.

5

Communication

- What is communication?
- How do you communicate?
- How do you communicate as a state leader?

6

Effective Communication

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

7

Communication in Your State

1. As a state, list ways that you effectively communicate with
   - Local program staff
   - Other key stakeholders
   - People within your department
2. How do you know the communication is effective?
3. As a table, share your most effective communication strategies.

See Handout 1, Section G: Support Tool

8

Creating the Communication

PPPP Method

1. **Purpose**: Consider your audience, listeners' concerns, and what you want listeners to know, feel, or do.
2. **Particulars**: Decide the key points of the message.
3. **Package**: Select the best way to communicate the message (i.e., method).
4. **Plan (and deliver)**: Craft the message.

9

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? What concerns is the audience likely to have?
- What forum is the best means of communication for this group?
- What questions does this audience probably have?

See Handout 1, Section H: Support Tool

10

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?
- Should there be a separate communication for each new piece of information as it occurs?

See Handout 1, Section H: Support Tool

11

Package

- Consider the methods you typically use to communicate. What are they? List all forms (e-mails, newsletters, webinars, etc.).
- Are these forms the best ways to communicate each priority to this audience?
- If not, how can you modify what you currently do to a better format?

See Handout 1, Section H: Support Tool

12

Plan

- Consider how you would craft the message.
- Make sure to
  - Put the most important message first.
  - Use plain, clear, 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.

See Handout 1, Section H: Support Tool

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Example

1. **Purpose**: provide information about the status of WIOA regulations
2. **Particulars**: date, how we will communicate when they are final, when changes will take place, necessary actions from state
3. **Package**: state newsletter and email blast
4. **Plan (and deliver)**: "Dear Adult Education Staff…"

14

State Planning Time

Focus on Planning and Communicating Changes

15

Guide for Creating Messages

- What is our goal?
- How can our messages 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?
  - How can we make our message relevant to our target audience?

See Handout 9: Communication Guidance

16

Communicating Change

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.

See Handout 10: CSI and Communication

7

State Planning Time

- Consider more deeply what changes will need to occur related to your priority area and how you will implement them.
- Complete the table in Section I
- Using the ideas generated in the PPPP activity, begin crafting a message for your priority area.

See Handout 1, Section I: Support Tool

18

State Planning Time

- In Section J, with the communication you just created, think about how you can revise it to address the needs and concerns of the three change styles (Conservers, Pragmatists, and Originators) in your message.

See Handout 1, Section J: Support Tool

19

Small-Group Share-Out

Rolling Break

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Small-Group Share-Out

In groups of two state teams:

a. Share plans, communication strategy, and message.
b. Provide feedback to the other team.

Round 1:

- Find your assigned state team with similar priority.

Round 2:

- Find assigned state team with a different priority.

See Handout 11: Group Sharing and Feedback

21

Reflection

22

Remember…

- Communication takes time.
- Multiple exposures help create trust.
- Transparency and consistency is key.

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Bringing It All Together

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State Plan Implementation: Action Steps

1. Review your NRS State Planning Tool.
2. Begin to set action steps:
   - Identify what tasks need to be completed for implementation of your priority area.
   - Determine the action steps needed.
   - Identify who is responsible.
   - Indicate what resources are needed to support the action steps.
   - Indicate a timeline for completion.

See Handout 12: State Plan Implementation: Action Steps

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Whole-Group Share-Out and Discussion

State Plan

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Whole-Group Share-Out

- Each state will have **two minutes** to share the focus within your priority area

27

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.
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.

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Discussion of NRS Project Support

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Wrap-Up

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Next Steps

- Complete your evaluation form
- Begin/continue to implement your state plan.
- Look for notification of an interim assignment.
- Attend state directors' meeting presentation.
- Stay tuned for *LEAP Into WIOA, Part II: NRS Measures and Reporting* (September/October 2016).

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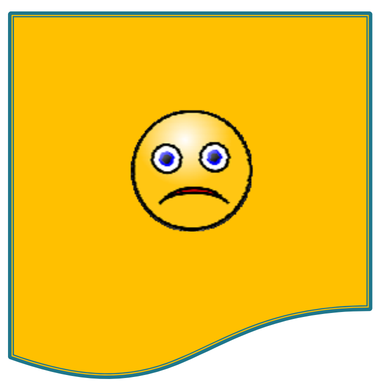
Reflection—What Stuck With You?



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Handouts from the regional training

Handouts align with the presentation slides. Although some may not be referenced specifically in this toolkit, when used with the presentation slides, provide a full support for creating a plan for implementing each state's adult education plan from the joint state plans under WIOA.

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

[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.

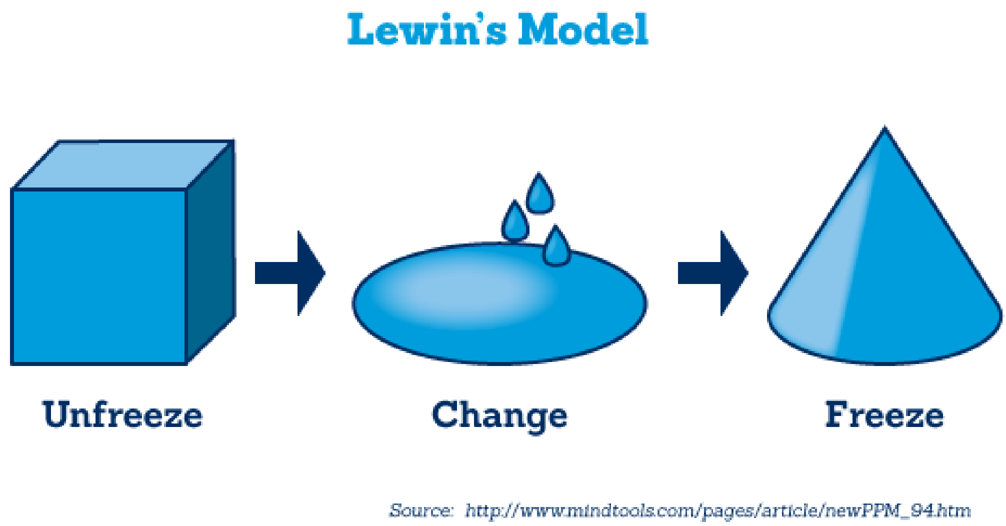
Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

(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.



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**

Effective Communication

Thursday, October 28, 2010
9:30 AM – 1:50 PM

Julia Galdo, MA, Managing Director,
Communications and Social Marketing

Sara Dunbar, MPH, Communication Associate,
Communications and Social Marketing

Learning Objectives

After this session, participants will:

- ✓ Understand why **strategic** communication is important
- ✓ Base their communication efforts on programmatic goals
- ✓ Strategize *who* to communicate *what* information to, *why*, and *how*
- ✓ Begin to develop a strategic communication plan that is practical and do-able

Agenda

9:30 – 10:00	Introduction: • Why communication is important
10:00 – 12:00	Communication Strategy • What are the programmatic goals you seek to support? • Who are you communicating with? Why? What relevant data do you have to share? • Message Development • Message Delivery: Channels and Materials
12:00 – 1:00	Break for Lunch
1:00 – 1:50	Developing and Operationalizing the Plan • Review plan template • Breakout to begin developing your plan • Round robin: Share ideas on what works, what doesn’t; questions

Communication Takes Time

The effort is only worthwhile when it is **strategic**

- ✓ Based on programmatic needs
- ✓ Makes key points to specific important audiences
- ✓ Is relevant to the audience(s)
- ✓ Uses evidence/data to make the case
- ✓ Is clear
- ✓ Has buy-in from the “right” places

DISCUSSION

Think of examples where your communication efforts helped the state adult education program. What were some lessons learned?

What are you trying to accomplish?

What are the most important reasons for communicating your state data?

For this exercise, think about the most important goals you have for your state's adult education program. The answers to this question should be the basis upon which you build your communication plan.

Program Goal 1____

Program Goal 2____

Program Goal 3____

Examples:

- *Establish greater awareness of and appreciation for adult education within the state department of education*
- *Educate legislators, state executives and their key staff about the value of adult education*
- *Recruit more teachers*
- *Recruit more students*
- *What else? What are your priorities?*

Identifying Audiences and Communication Goals

To accomplish each of your program goals, you will need to think through:

- Who do you have to communicate with?
- What is the communication supposed to do (objective)?
- What information/data do you have to support that objective?

Program Goal 1:		
Who are the target audiences?	What is the objective of communication?	What information do you want to communicate?
Audience A: ________________________	Objective: ______________ ________________________ ________________________ ________________________	Info/data: ______________ ________________________ ________________________ ________________________
Audience B: ________________________	Objective: ______________ ________________________ ________________________ ________________________	Info/data: ______________ ________________________ ________________________ ________________________

Principles of Message Development

1. Be clear about exactly what points you want to make.
2. Make points clearly and concisely.
3. If verbal, deliver in sound bites (27 words/9 seconds).
4. State the most important message first.
5. Use plain language. Avoid acronyms or terms that your audience might not understand.
6. For every key message, provide three points of supporting information/data.
7. Think about what your audience is interested in. Relate your message to what they care about.
8. Anticipate questions.

Message Development

Audience A:
Key Message 1:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 2:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 3:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:

Channels and Materials

Typical channels and materials needed

Channels	Materials
One-on-one meetings	Talking Points
Local newspaper	Fact Sheet(s)
Letter to the editor	Press Release
Op-ed	Email Copy
Report	Website Copy
Email	Letter to the Editor
Bulletin Board	Op-Ed with Strong Point of View. Possibly through Intermediary
Social Media	Special Report
Speaking at meetings of relevant stakeholders	Brochure
Presentation	Poster
What else?	PowerPoint
	Press Kit
	Testimonials
	What else?

How Best to Deliver Messages

Target Audience	Who Can Help Deliver?	Channels	What Materials are Needed?
Audience A Key Messages: 1. ________________ 2. ________________ 3. ________________			
Audience B Key Messages: 1. ________________ 2. ________________ 3. ________________			

Lunch Break

Communication Plan

- Is it practical and do-able?
- Who is going to do what?
- What resources are needed?
- What is the timeline?
- What are key events/milestones that can be used?
- How can you evaluate this plan and improve your plan for the next cycle?

Template for your Communication Plan

»What's it's value?

»Make it a useful document!

»How to use it…..

»Keep it alive.

Developing a Strategic Communication Plan

Workbook

What else do we want on the cover?
October 2010

What are you trying to accomplish?

What are the most important reasons for communicating your state data?

For this exercise, think about the most important goals you have for your state's adult education program. The answers to this question should be the basis upon which you build your communication plan.

Program Goal 1____
Program Goal 2____
Program Goal 3____

Examples:

- *Establish greater awareness of and appreciation for adult education within the state department of education*
- *Educate legislators, state executives and their key staff about the value of adult education*
- *Recruit more teachers*
- *Recruit more students*
- *What else? What are your priorities?*

Identifying Audiences and Communication Goals

To accomplish each of your program goals, you will need to think through:

- Who do you have to communicate with?
- What is the communication supposed to do (objective)?
- What information/data do you have to support that objective?

Program Goal 1:		
Who are the target audiences?	What is the objective of communication?	What information do you want to communicate?
Audience A: ________________________	Objective: ______________ ________________________ ________________________ ________________________	Info/data: ______________ ________________________ ________________________ ________________________
Audience B: ________________________	Objective: ______________ ________________________ ________________________ ________________________	Info/data: ______________ ________________________ ________________________ ________________________

Program Goal 2:

Who are the target audiences?	What is the objective of communication?	What information do you want to communicate?
Audience C: ____________________	Objective: ____________ ____________________ ____________________ ____________________	Info/data: ____________ ____________________ ____________________ ____________________
Audience D: ____________________	Objective: ____________ ____________________ ____________________ ____________________	Info/data: ____________ ____________________ ____________________ ____________________

Program Goal 3:

Who are the target audiences?	**What is the objective of communication?**	**What information do you want to communicate?**
Audience E: ____________________	***Objective:*** ____________ ____________________ ____________________ ____________________	***Info/data:*** ____________ ____________________ ____________________ ____________________
Audience F: ____________________	***Objective:*** ____________ ____________________ ____________________ ____________________	***Info/data:*** ____________ ____________________ ____________________ ____________________

Message Development

Audience A:
Key Message 1:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 2:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 3:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:

Message Development

Audience B:
Key Message 1:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 2:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 3:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:

Message Development

Audience C:
Key Message 1:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 2:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 3:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:

Message Development

Audience D:
Key Message 1:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 2:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 3:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:

Message Development

Audience E:
Key Message 1:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 2:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 3:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:

Message Development

Audience F:
Key Message 1:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 2:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:
Key Message 3:
Supporting Information 1:
Supporting Information 2:
Supporting Information 3:

How Best to Deliver Messages

Target Audience	Who Can Help Deliver?	Channels	What Materials are Needed?
Audience A Key Messages: 1. ________________ 2. ________________ 3. ________________			
Audience B Key Messages: 1. ________________ 2. ________________ 3. ________________			

How Best to Deliver Messages

Target Audience	Who Can Help Deliver?	Channels	What Materials are Needed?
Audience C Key Messages: 1. ________________ 2. ________________ 3. ________________			
Audience D Key Messages: 1. ________________ 2. ________________ 3. ________________			

How Best to Deliver Messages

Target Audience	Who Can Help Deliver?	Channels	What Materials are Needed?
Audience E Key Messages: 1. _______________ 2. _______________ 3. _______________			
Audience F Key Messages: 1. _______________ 2. _______________ 3. _______________			

Communication Plan Template

Programmatic Goals:

1. ____
2. ____
3. ____

Who’s buy-in/sign-off do I need?

-
-

Audience A

Programmatic Objective: ____

Message 1: ____

Message 2: ____

Message 3: ____

Audience A:	
How Deliver (Channels)?	
Materials/Communication Tools Needed:	
Resources Needed (Budget, Staff, Etc.):	
Timeline Start Date: Milestone: Milestone: End Date:	
Who is Responsible?	
How Will You Evaluate?	

Audience B

Programmatic Objective: ____

Message 1: ____

Message 2: ____

Message 3: ____

Audience B:	
How Deliver (Channels)?	
Materials/Communication Tools Needed:	
Resources Needed (Budget, Staff, Etc.):	
Timeline Start Date: Milestone: Milestone: End Date:	
Who is Responsible?	
How Will You Evaluate?	

Audience C

Programmatic Objective: ____

Message 1: ____

Message 2: ____

Message 3: ____

Audience C:	
How Deliver (Channels)?	
Materials/Communication Tools Needed:	
Resources Needed (Budget, Staff, Etc.):	
Timeline Start Date: Milestone: Milestone: End Date:	
Who is Responsible?	
How Will You Evaluate?	

Audience D

Programmatic Objective: ____

Message 1: ____

Message 2: ____

Message 3: ____

Audience D:	
How Deliver (Channels)?	
Materials/Communication Tools Needed:	
Resources Needed (Budget, Staff, Etc.):	
Timeline Start Date: Milestone: Milestone: End Date:	
Who is Responsible?	
How Will You Evaluate?	

Integrated Timeline

Activity	Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	Mo. 11	Mo. 12
Activity: ___________ ___________												
Activity: ___________ ___________												
Activity: ___________ ___________												
Activity: ___________ ___________												
Activity: ___________ ___________												
Activity: ___________ ___________												
Activity: ___________ ___________												

Resource Chart

Activity	Budget Estimates	Staffing Needs	Partners/Resources
Activity: ____________________			
Activity: ____________________			
Activity: ____________________			
Activity: ____________________			
Activity: ____________________			
Activity: ____________________			
Activity: ____________________			