Maximizing Performance Data Development Model

Maximizing WIOA and Non-WIOA Performance Data Cohort

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Maximizing Performance Data Development Model • Overview

In early 2019, as part of the Maximizing WIOA and non-WIOA Performance Data Cohort, representatives from six different states explored a number of different methods for using performance data to demonstrate programmatic achievements, challenges, and stakeholder return-on-investment (ROI). This cohort was the product of a collaboration among the Department of Labor's Employment and Training Administration (ETA) and the Department of Education's Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA).

Since the implementation of the Workforce Innovation and Opportunity Act (WIOA) on July 1, 2015, and WIOA's performance accountability system beginning on July 1, 2016, states have been focused on operationalizing the law and its corresponding indicators of performance. It is now important for states to take a step back and see how well the workforce development system under WIOA is making a real difference for employers, jobseekers, and their communities.

During the cohort, the six state teams, made up of agency representatives from the WIOA core programs, developed a Maximizing Performance Data Development Model (Model) along with state-specific action plans for maximizing performance data.

The Maximizing Performance Data Development Model is a resource designed for use by any state, whether they have made great strides in their use of performance data to demonstrate programmatic success, are still working to fulfill the statutory vision of WIOA performance, or fall somewhere in between. The Model is intended as a resource to help states do the following:

1. "Diagnose" where they are as organizations in using performance data to demonstrate programmatic achievements, challenges, and stakeholder ROI (using the Self-Assessment Tool that follows); and

2. Determine next steps for making progress in using performance data to demonstrate achievements, challenges, and ROI (using the Resources and Template for Next Steps sections of this Model).

The **Facilitation Guide** has been included to help guide anyone who will be assisting a team in applying the Model through facilitation.

Maximizing Performance Data Development Model • Self-Assessment Tool

The Self-Assessment Tool is a diagnostic resource that states can use to assess where they are as organizations in using performance data to demonstrate programmatic achievements, challenges, and stakeholder return-on-investment. While there is no right or wrong way to apply the Model, ideally a state would convene a team across the workforce development system—at a minimum, across the four titles of WIOA—to work through the Model. Ideally, the team will include representatives from each program (with a focus on decision makers) who specialize in policy, operations, and performance functions. The exact roles of those who must be in the room depend upon how each state has structured its workforce development system. Additional information on applying the Model is provided in the **Facilitation Guide**.

The Self-Assessment Tool asks state teams to look at four key areas: Leadership and Partners, Using and Integrating Data, Resource Needs, and Data Governance. For each of the questions related to these four areas in the Self-Assessment Tool, the state team should select the answer option that best reflects conditions in their state—described in the Self-Assessment as Level 1 (beginner) through Level 5 (sophisticated). The state team is encouraged to give themselves plenty of time to engage in an honest discussion about each question and reach a consensus on the answer. A state may find that their answers to the four questions vary across the Levels 1–5. If so, refer to the next steps (see: **Resources to Take it to the Next Level**) for all of the levels in which they selected answers.

Questions

1. **Leadership and Partners**: To what extent do your state's leadership and partners see the importance of data-informed decision making, to what degree do they BEGIN with data?

   Level 1:

   May see the importance, but leadership and partners are focused on meeting their individual federal reporting requirements

   May be characterized by the following:

   ♦ Federal reports contain missing or inconsistent data

- No process for reliably validating service and performance data within individual programs
- Leadership/partners do not request information or do not review federal report submissions
- Summary data are not made available to the public

Level 2:

Leadership and partners see the importance of data-informed decision making but within their individual programs only

May be characterized by the following:

- Regularly successfully submit federally required reports
- Data visualizations developed within individual programs
- Policies and practices of individual programs are guided by results of data analysis
- Leadership/partners review federal report submissions
- Program performance is made publicly available at the state level
- Leaders request additional program data outside of the federal reporting

Level 3:

Leadership and partners see the importance of data-informed decision making across WIOA titles

May be characterized by the following:

- Leadership/partners across WIOA titles meet periodically in person to discuss data sharing and analysis across programs
- Regularly successfully submit federally required reports for all WIOA programs across all four titles
- Data visualizations developed across individual programs and titles
- Policies and practices across programs are informed by results of data analysis

Level 4:

Leadership and partners see the importance of data-informed decision making across the workforce development system (e.g., WIOA, TANF, SNAP E&T, higher education, economic development)

May be characterized by the following:

- Leadership/partners across the workforce development system (WIOA and beyond) meet periodically in person to discuss systemwide data sharing and analysis
- Data visualizations developed across broader workforce development system
- Policies and practices across workforce development system are guided by results of data analysis

Level 5:

Leadership and partners see the importance of data-informed decision making and fully champion data-informed decision making across the workforce development system (e.g., WIOA, TANF, SNAP E&T, higher education, economic development)

May be characterized by the following:

- Leadership/partners across the workforce development system (WIOA and beyond) advocate for, and rely on, meaningful data and analysis in making decisions
- Leadership/partners meet regularly and develop shared strategic plans and performance measures
- Policies and practices across workforce development system are regularly updated jointly across the workforce development system, guided by results of data analysis

2. Using and Integrating Data: To what extent is your state using and integrating data to inform policy and operational decisions?

Level 1:

Minimally; primarily focused on meeting individual federal reporting requirements

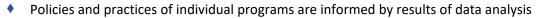**May be characterized by the following:**

- Federal reports contain missing or inconsistent data
- No process for reliably validating service and performance data within individual programs
- Summary data are not made available to the public

Level 2:

Using and integrating data to inform decisions within individual programs only

May be characterized by the following:

- Regularly successfully submit federally required reports
- Data visualizations developed within individual programs
- Policies and practices of individual programs are informed by results of data analysis

Level 3:

Using and integrating data to inform decisions across WIOA titles

May be characterized by the following:

- Regularly successfully submit federally required reports for all WIOA programs across all four titles
- Developing common language and definitions across individual programs and titles
- Data visualizations developed across individual programs and titles
- Policies and practices across programs are guided by results of data analysis

Level 4:

Using and integrating data to guide decisions across the workforce development system

May be characterized by the following:

- Developing common language and definitions across the workforce development system (WIOA and beyond)
- Data visualizations developed across the broader workforce development system
- Policies and practices across the workforce development system are guided by results of data analysis

Level 5:

Fully integrated data are guiding decision making in policy and service delivery across the workforce development system

May be characterized by the following:

- Common language and definitions are consistently used throughout the workforce development system (WIOA and beyond)
- Data visualizations developed across the broader workforce development system include real-time and longitudinal data
- Impacts of potential changes to policies and practices across the workforce development system can be modeled through data analysis

3. **Resource Needs:** To what extent has your state identified and met resource needs to enable you to effectively use data for decision making at all levels?

Level 1:

Minimally; primarily focused on meeting individual federal reporting requirements and may rely on external resources for any data analysis

May be characterized by the following:

- Federal report submissions require multiple attempts
- Federal reports contain missing or inconsistent data
- No process for reliably validating service and performance data within individual programs

Level 2:

Beginning to identify resources needed (e.g., staffing levels, staff expertise, funding, technology) for data-informed decision making, but unable to fully staff or support enhanced data visualizations and critical data analysis; may rely on external resources for data visualizations and analysis

May be characterized by the following:

- Federal report submissions are dependent upon external resources to which access and direction may be limited (e.g., central state IT agency, third party vendor)
- Development and enhancement of data visualizations and critical data analysis dependent upon external resources (e.g., central state IT agency, separate research institution, third party vendor)

Level 3:

Meeting resource needs for a robust, well-maintained system, and adequate staffing for descriptive data analysis beyond federal reporting requirements

May be characterized by the following:

- Regularly successfully submit federally required reports for all WIOA programs across all four titles utilizing internal staff resources
- Development and enhancement of data visualizations and critical data analysis are ably conducted by internal staff resources

> ♦ Partnerships across programs' internal staff resources developing and enhancing data visualizations and critical data analysis

Level 4:

Meeting resource needs for a robust, well-maintained system, and adequate staffing for descriptive data analysis across WIOA titles and the broader workforce development system

May be characterized by the following:

- ♦ Development and enhancement of data visualizations and critical data analysis conducted by internal staff resources in partnership with internal staff resources of corresponding programs across the workforce development system (WIOA and beyond)
- ♦ Internal staff resources beginning to explore predictive analytics
- ♦ Use of, and collaboration with, external resources

Level 5:

Meeting resource needs for technical and staffing resources to reliably provide real time, longitudinal, and predictive analytics

May be characterized by the following:

- ♦ Internal staff resources across the workforce development system (WIOA and beyond) perform more sophisticated analyses, including predictive analytics
- ♦ Internal staff resources across the workforce development system design and conduct quasi-experimental or experimental research and evaluations to inform changes to policies and operations
- ♦ Strategic use of, and collaboration with, external resources, tied to longer-term, bigger-picture goals and objectives

4. Data Governance: How would you describe your state's data governance structure (i.e., formal approach to securing, managing, and sharing data)?

Level 1:

Little, if any, data governance structure exists; primarily focused on meeting individual federal reporting requirements

May be characterized by the following:

- Basic data sharing agreements required to produce federal reports are in progress or in place
- Federal reports contain missing or inconsistent data because data sharing agreements and data exchanges are not fully in place

Level 2:

Clearly identified data owners and data stewards for individual programs, and looking to access partner data for analysis beyond federally required reports

May be characterized by the following:

- Data owner and data steward roles are formally identified and those roles are fully understood
- Individual programs are working with partners to amend data sharing agreements to allow for analysis beyond federal reporting

Level 3:

Clearly identified data owners and data stewards across WIOA titles, and accessing partner data for analysis beyond federally required reports

May be characterized by the following:

- Data owners and data stewards across programs communicate regularly
- Data sharing agreements are established across programs for analysis beyond federal reporting
- Developing process for prioritizing data analysis requests across WIOA titles and programs

Level 4:

Clearly identified data owners and data stewards across broader workforce development system, and accessing partner data for analysis beyond federally required reports

May be characterized by the following:

- Data owners and data stewards across the workforce development system (WIOA and beyond) communicate regularly
- Data sharing agreements are established across broader workforce development system for analysis beyond federal reporting
- Developing process for prioritizing data analysis requests across the workforce development system

Level 5:

Sophisticated data governance structure across the broader workforce development system

May be characterized by the following:

♦ Established process for prioritizing data analysis requests across the workforce development system, including requests from external researchers

♦ Data marts with de-identified data are publicly accessible

Self Assessment Tool: Level Summaries & Notes

1. **Leadership and Partners: To what extent do your state's leadership and partners see the importance of data-informed decision making, to what degree do they BEGIN with data?**

    ☐ **Level 1:** May see importance, but leadership and partners are focused on meeting their individual federal reporting requirements

    ☐ **Level 2:** Leadership and partners see the importance of data-informed decision making but within their individual programs only

    ☐ **Level 3:** Leadership and partners see the importance of data-informed decision making across WIOA titles

    ☐ **Level 4:** Leadership and partners see the importance of data-informed decision making across the workforce development system (e.g., WIOA, TANF, SNAP E&T, higher education, economic development)

    ☐ **Level 5:** Leadership and partners see the importance of data-informed decision making and fully champion data-informed decision making across the workforce development system (e.g., WIOA, TANF, SNAP E&T, higher education, economic development)

    Use the space below to jot down any notes:

2. **To what extent are you using and integrating data to inform policy and operational decisions?**

    ☐ **Level 1:** Minimally; primarily focused on meeting individual federal reporting requirements

    ☐ **Level 2:** Using and integrating data to inform decisions within individual programs only

    ☐ **Level 3:** Using and integrating data to inform decisions across WIOA titles

    ☐ **Level 4:** Using and integrating data to guide decisions across the workforce development system

    ☐ **Level 5:** Fully integrated data are guiding decision making in policy and service delivery across the workforce development system

    Use the space below to jot down any notes:

3. To what extent have you identified and met resource needs to enable you to effectively use data for decision making at all levels?

☐ **Level 1:** Minimally; primarily focused on meeting individual federal reporting requirements and may rely on external resources for any data analysis

☐ **Level 2:** Beginning to identify resources needed (e.g., staffing levels, staff expertise, funding, technology) for data-informed decision making, but unable to fully staff or support enhanced data visualizations and critical data analysis; may rely on external resources for data visualizations and analysis

☐ **Level 3:** Meeting resource needs for a robust, well-maintained system, and adequate staffing for descriptive data analysis beyond federal reporting requirements

☐ **Level 4:** Meeting resource needs for a robust, well-maintained system, and adequate staffing for descriptive data analysis across WIOA titles and the broader workforce development system

☐ **Level 5:** Meeting resource needs for technical and staffing resources to reliably provide real time, longitudinal, and predictive analytics

Use the space below to jot down any notes:

4. How would you describe your data governance structure?

☐ **Level 1:** Little, if any, data governance structure exists; primarily focused on meeting individual federal reporting requirements

☐ **Level 2:** Clearly identified data owners and data stewards for individual programs, and looking to access partner data for analysis beyond federally required reports

☐ **Level 3:** Clearly identified data owners and data stewards across WIOA titles, and accessing partner data for analysis beyond federally required reports

☐ **Level 4:** Clearly identified data owners and data stewards across broader workforce development system, and accessing partner data for analysis beyond federally required reports

☐ **Level 5:** Sophisticated data governance structure across the broader workforce development system

Use the space below to jot down any notes:

Maximizing Performance Data Development Model • Resources to Take it to the Next Level

After the Self-Assessment Tool has been completed, the state team can begin the process of identifying and planning next steps to, ultimately, improve their efforts in using performance data to demonstrate programmatic achievements, challenges, and stakeholder return-on-investment. For each question and level of answer, "Taking It to the Next Level" is designed to help states concretely lay out their future state and a realistic path to getting there. This includes links to specific resources and tools grouped by topic, so that states can focus on the areas of highest priority in developing their next steps. If desired, states can use the provided Template for Next Steps to document the what, how, who, when, and relevant outcome measures.

Level 1

1. **Leadership and Partners:** To what extent do your state's leadership and partners see the importance of data-informed decision making, to what degree do they BEGIN with data?

   Answer: *May see importance, but leadership and partners are focused on meeting their individual federal reporting requirements*

   Taking it to the Next Level

   Reach a point where leadership and partners see the importance of data-informed decision making, at least within their individual programs.

   Ways to get there:

   ♦ If struggling with federal report quality and submissions, focus staff time and resources toward regularly successfully submitting federally required reports and ensure that leadership and partners

regularly review federal report submissions.
(See Federally Required Reports; Data Quality/Data Validation.)

♦ Develop data visualizations, starting with individual programs, and use those data in developing and updating policies and practices.
(See Data Visualization Applications and Tools; Data Visualization Examples.)

♦ Publicize program performance, starting at the state level.
(See Data Visualization Examples.)

♦ Ensure that leaders have access to additional program data outside of the federal reporting.
(See Key Data Sources.)

2. Using and Integrating Data: To what extent is your state using and integrating data to inform policy and operational decisions?

Answer: *Minimally; primarily focused on meeting individual federal reporting requirements*

Taking it to the Next Level

Reach a point where you are using and integrating data to inform decisions, at least within individual programs.

Ways to get there:

♦ If struggling with federal report quality and submissions, focus staff time and resources toward regularly successfully submitting federally required reports.
(See Federally Required Reports; Data Quality/Data Validation.)

♦ Develop data visualizations, starting with individual programs, and use those data in developing and updating policies and practices.
(See Data Visualization Applications and Tools; Data Visualization Examples.)

3. Resource Needs: To what extent has your state identified and met resource needs to enable you to effectively use data for decision making at all levels?

Answer: *Minimally; primarily focused on meeting individual federal reporting requirements and may rely on external resources for any data analysis*

Taking it to the Next Level

Begin identifying resources needed (e.g., staffing levels, staff expertise, funding, technology) for data-informed decision making.

Ways to get there:

- ♦ If struggling with federal report quality and submissions, focus staff time and resources toward regularly successfully submitting federally required reports.
  (See Federally Required Reports; Data Quality/Data Validation.)
- ♦ Develop data visualizations, starting with individual programs, and use those data in developing and updating policies and practices.
  (See Data Visualization Applications and Tools; Data Visualization Examples.)

4. Data Governance: How would you describe your state's data governance structure (i.e., formal approach to securing, managing, and sharing data)?

Answer: *Little, if any, data governance structure exists; primarily focused on meeting individual federal reporting requirements*

Taking it to the Next Level

Clearly identify data owners and data stewards for individual programs, and look to access partner data for analysis beyond federally required reports.

Ways to get there:

- ♦ Begin identifying data owner and data steward roles for each program.
  (See Data Governance.)
- ♦ Begin working with partners to amend data sharing agreements to allow for analysis beyond federal reporting.
  (See Data Governance.)

Level 2

1. **Leadership and Partners:** To what extent do your state's leadership and partners see the importance of data-informed decision making, to what degree do they BEGIN with data?

    Answer: *Leadership and partners see the importance of data-informed decision making but within their individual programs only*

    Taking it to the Next Level

    Reach a point where leadership and partners see the importance of data-informed decision making across WIOA titles.

    Ways to get there:

    - ◆ Leadership and partners across WIOA titles begin to meet periodically in person to discuss data sharing and analysis across programs.
      (See Using and Integrating Data; Team Building/Building Trust.)
    - ◆ Ensure that all WIOA programs across all titles are able to regularly successfully submit federally required reports.
      (See Federally Required Reports; Data Quality/Data Validation.)
    - ◆ Develop data visualizations and use those data in developing and updating policies and practices across individual programs and titles.
      (See Data Visualization Applications and Tools; Data Visualization Examples.)

2. **Using and Integrating Data:** To what extent is your state using and integrating data to inform policy and operational decisions?

    Answer: *Using and integrating data to inform decisions within individual programs only*

    Taking it to the Next Level

    Reach a point where you are using and integrating data to inform decisions across WIOA titles.

    Ways to get there:

♦ Ensure that all WIOA programs across all titles are able to regularly successfully submit federally required reports.
(See Federally Required Reports; Data Quality/Data Validation.)

♦ Develop data visualizations and use those data in developing and updating policies and practices across individual programs and titles.
(See Data Visualization Applications and Tools; Data Visualization Examples.)

♦ Work with partners to develop common language and definitions across individual programs and titles.
(See Using and Integrating Data.)

3. Resource Needs: To what extent has your state identified and met resource needs to enable you to effectively use data for decision making at all levels?

Answer: *Beginning to identify resources needed (e.g., staffing levels, staff expertise, funding, technology) for data informed decision making but unable to fully staff or support enhanced data visualizations and critical data analysis; may rely on external resources for data visualizations and analysis*

Taking it to the Next Level

Meet resource needs for a robust, well-maintained system, and adequate staffing for descriptive data analysis beyond federal reporting requirements.

Ways to get there:

♦ Ensure that all WIOA programs across all titles are able to regularly successfully submit federally required reports, ideally with internal staff resources.
(See Federally Required Reports; Data Quality/Data Validation.)

♦ Ensure ability to develop and enhance data visualizations and develop critical data analysis, ideally with internal staff resources.
(See Data Visualization Applications and Tools; Data Visualization Examples; Using and Integrating Data; Professional Development.)

♦ Partner across programs' internal staff resources developing and enhancing data visualizations and critical data analysis.
(See Using and Integrating Data; Team Building/Building Trust.)

4. **Data Governance:** How would you describe your state's data governance structure (i.e., formal approach to securing, managing, and sharing data)?

   Answer: *Clearly identified data owners and data stewards for individual programs, and looking to access partner data for analysis beyond federally required reports*

   Taking it to the Next Level

   Clearly identify data owners and data stewards across WIOA titles, and begin accessing partner data for analysis beyond federally required reports.

   Ways to get there:

   - ♦ Ensure that data owners and data stewards across programs communicate regularly.
     (See Data Governance; Team Building/Building Trust.)
   - ♦ Ensure that data sharing agreements are established across programs for analysis beyond federal reporting.
     (See Data Governance.)
   - ♦ Develop process for prioritizing data analysis requests across WIOA titles and programs.
     (See Using and Integrating Data; Data Governance.)

Level 3

1. **Leadership and Partners:** To what extent do your state's leadership and partners see the importance of data-informed decision making, to what degree do they BEGIN with data?

   Answer: *Leadership and partners see the importance of data-informed decision making across WIOA titles*

   Taking it to the Next Level

   Reach a point where leadership and partners see the importance of data-informed decision making across the workforce development system (e.g., WIOA, TANF, SNAP E&T, higher education, economic development).

   Ways to get there:

♦ Leadership and partners across the workforce development system (WIOA and beyond) begin to meet periodically in person to discuss systemwide data sharing and analysis.
(See Using and Integrating Data; Team Building/Building Trust.)

♦ Develop data visualizations across the broader workforce development system and use those data in developing and updating policies and practices across the workforce development system.
(See Data Visualization Applications and Tools; Data Visualization Examples.)

2. Using and Integrating Data: To what extent is your state using and integrating data to inform policy and operational decisions?

Answer: *Using and integrating data to inform decisions across WIOA titles*

Taking it to the Next Level

Reach a point where you are using and integrating data to guide decisions across the workforce development system.

Ways to get there:

♦ Work with partners to develop common language and definitions across the workforce development system (WIOA and beyond).
(See Using and Integrating Data.)

♦ Develop data visualizations across broader workforce development system and use those data in developing and updating policies and practices across the workforce development system.
(See Data Visualization Applications and Tools; Data Visualization Examples.)

3. Resource Needs: To what extent has your state identified and met resource needs to enable you to effectively use data for decision making at all levels?

Answer: *Meeting resource needs for a robust, well-maintained system, and adequate staffing for descriptive data analysis beyond federal reporting requirements*

Taking it to the Next Level

Meet resource needs for a robust, well-maintained system, and adequate staffing for descriptive data analysis across WIOA titles and the broader workforce development system.

Ways to get there:

- ♦ Ensure ability to develop and enhance data visualizations and develop critical data analysis conducted by internal staff resources in partnership with internal staff resources of corresponding programs across the workforce development system (WIOA and beyond).
  (See Data Visualization Applications and Tools; Data Visualization Examples; Using and Integrating Data; Professional Development.)
- ♦ Internal staff resources begin to explore predictive analytics.
  (See Data Analysis and Evaluation; Professional Development.)
- ♦ Find ways to draw upon and collaborate with external resources.
  (See Using and Integrating Data; Data Governance.)

4. **Data Governance**: How would you describe your state's data governance structure (i.e., formal approach to securing, managing, and sharing data)?

Answer: *Clearly identified data owners and data stewards across WIOA titles, and accessing partner data for analysis beyond federally required reports*

Taking it to the Next Level

Clearly identify data owners and data stewards across the broader workforce development system, and continue accessing partner data for analysis beyond federally required reports.

Ways to get there:

- ♦ Ensure that data owners and data stewards across the workforce development system (WIOA and beyond) communicate regularly.
  (See Data Governance; Team Building/Building Trust.)
- ♦ Establish data sharing agreements across the broader workforce development system for analysis beyond federal reporting.
  (See Data Governance.)
- ♦ Develop process for prioritizing data analysis requests across the workforce development system.
  (See Using and Integrating Data; Data Governance.)

Level 4

1. **Leadership and Partners:** To what extent do your state's leadership and partners see the importance of data-informed decision making, to what degree do they BEGIN with data?

   Answer: *Leadership and partners see the importance of data-informed decision making across the workforce development system (e.g., WIOA, TANF, SNAP E&T, higher education, economic development)*

   Taking it to the Next Level

   Reach a point where leadership and partners see the importance of data-informed decision making and fully champion data-informed decision making across the workforce development system (e.g., WIOA, TANF, SNAP E&T, higher education, economic development).

   Ways to get there:

   ♦ Leadership and partners across the workforce development system (WIOA and beyond) advocate for and rely on meaningful data and analysis in making decisions.
   (See Using and Integrating Data; Data Analysis and Evaluation.)

   ♦ Leadership and partners meet regularly and develop shared strategic plans and performance measures.
   (See Team Building/Building Trust.)

   ♦ Regularly jointly update policies and practices across the workforce development system, guided by results of data analysis.
   (See Using and Integrating Data; Data Analysis and Evaluation.)

2. **Using and Integrating Data**: To what extent is your state using and integrating data to inform policy and operational decisions?

   Answer: *Using and integrating data to guide decisions across the workforce development system*

   Taking it to the Next Level

Reach a point where fully integrated data are guiding decision making in policy and service delivery across the workforce development system.

Ways to get there:

♦ Consistently use common language and definitions throughout the workforce development system (WIOA and beyond).
(See Using and Integrating Data.)

♦ Develop data visualizations across the broader workforce development system that include real-time and longitudinal data.
(See Data Visualization Applications and Tools; Data Visualization Examples; Using and Integrating Data.)

♦ Ensure ability to model impacts of potential changes to policies and practices across the workforce development system through data analysis.
(See Using and Integrating Data; Data Analysis and Evaluation; Professional Development.)

3. Resource Needs: To what extent has your state identified and met resource needs to enable you to effectively use data for decision making at all levels?

Answer: *Meeting resource needs for a robust, well-maintained system, and adequate staffing for descriptive data analysis across WIOA titles and the broader workforce development system*

Taking it to the Next Level

Meet resource needs for technical and staffing resources to reliably provide real time, longitudinal, and predictive analytics.

Ways to get there:

♦ Ensure that internal staff resources across the workforce development system (WIOA and beyond) are performing more sophisticated analyses, including predictive analytics.
(See Using and Integrating Data; Data Analysis and Evaluation; Professional Development.)

♦ Ensure that internal staff resources across the workforce development system are designing and conducting quasi-experimental or experimental research and evaluations to inform changes to policies and operations.
(See Using and Integrating Data; Data Analysis and Evaluation; Professional Development.)

♦ Strategically draw upon and collaborate with external resources, tying to longer-term, bigger-picture goals and objectives.
(See Using and Integrating Data; Data Governance.)

4. Data Governance: How would you describe your state's data governance structure (i.e., formal approach to securing, managing, and sharing data)?

Answer: *Clearly identified data owners and data stewards across broader workforce development system, and accessing partner data for analysis beyond federally required reports*

Taking it to the Next Level

Maintain a sophisticated data governance structure across the broader workforce development system.

Ways to get there:

♦ Established process for prioritizing data analysis requests across the workforce development system, including requests from external researchers.
(See Using and Integrating Data; Data Governance.)

♦ Establish and maintain publicly accessible data marts with de-identified data.
(See Using and Integrating Data; Data Governance.)

Level 5

States performing at Level 5 have very sophisticated approaches to data-informed decision making. Congratulations!

Top Level

1. **Leadership and Partners:** To what extent do your state's leadership and partners see the importance of data-informed decision making, to what degree do they BEGIN with data?

   Answer: *Leadership and partners see the importance of data-informed decision making and fully champion data-informed decision making across the workforce development system (e.g., WIOA, TANF, SNAP E&T, higher education, economic development)*

2. **Using and Integrating Data:** To what extent is your state using and integrating data to inform policy and operational decisions?

   Answer: *Fully integrated data are guiding decision making in policy and service delivery across the workforce development system*

3. **Resource Needs:** To what extent has your state identified and met resource needs to enable you to effectively use data for decision making at all levels?

    Answer: *Meeting resource needs for technical and staffing resources to reliably provide real time, longitudinal, and predictive analytics*

4. **Data Governance:** How would you describe your state's data governance structure (i.e., formal approach to securing, managing, and sharing data)?

    Answer: *Sophisticated data governance structure across the broader workforce development system*

Taking it to the Next Level

In all these areas, the key to Level 5 is that policies and practices across the workforce development system are regularly updated jointly across the workforce development system, guided by results of data analysis. Moving forward, state leadership should continue regularly and consistently reviewing and evaluating performance data to make improvements and advancements in the collection and analysis of data as legal and operational conditions change over time.

Resources and Tools

Federally Required Reports

Federal WIOA Reporting Requirements and Assistance:

- Titles I/III:
  https://www.doleta.gov/performance/reporting/eta_default.cfm

- Title II:
  https://www.nrsweb.org/policy-data/nrs-ta-guide

- Title IV:
  https://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html

Key Data Sources

- How WIOA Performance Data Works:
  https://performancereporting.workforcegps.org/resources/2018/10/25/13/37/How-WIOA-Performance-Data-Works

- Guide to State and Local Workforce Data:
  https://lmi.workforcegps.org/resources/2015/04/03/15/48/Guide_to_State_and_Local_Workforce_Data

Data Quality/Data Validation

- Linking Data Quality With Action: Evaluating and Improving Local Program Performance:
  https://www.nrsweb.org/sites/default/files/FinalLinkingDataGuide_0.pdf

- Tools and Software for Data Validation:
  https://www.workforcegps.org/resources/2015/05/05/14/04/Tools_and_Software_for_Data_Validation

Data Visualization Applications and Tools

For states that have limited funds for data visualization tools, there are several no- or low-cost tools available:

- Tableau Public:
  https://public.tableau.com/en-us/s/

- Infogram:
  https://infogram.com/

- DataHero:
  https://datahero.com/

- Microsoft Power BI:
  https://powerbi.microsoft.com/en-us/

- OpenHeatMap:
  http://www.openheatmap.com/

- Chartbuilder:
  https://quartz.github.io/Chartbuilder/

- Metabase:
  https://metabase.com/

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Data Visualization Examples

- Oregon Workforce System Performance Dashboard:
  https://www.oregon.gov/WorkforceBoard/workforcesystem/Pages/Performance.aspx

- Utah Employment First Initiative Dashboard:
  https://dspd.utah.gov/reports/employment-first-initiative/

- Minnesota WIOA State Plan Dashboard:
  https://mn.gov/deed/about/what-we-do/agency-results/perform-measures/wioa/

- Kentucky Workforce Dashboard:
  https://kcews.ky.gov/Reports/Tableau/KWD_2019

Using and Integrating Data

- Workforce Innovation Technical Assistance Center (WINTAC) has many resources on how to better integrate data within the workforce development system:
  - ◇ http://www.wintac.org/topic-areas/integration-workforce-development-system/resources
  - ◇ http://www.wintac.org/topic-areas/transition-common-performance-accountability-system/resources
- WIOA Wednesday
  - ◇ Improving Statewide Data Integration, Sharing, and Use:
    https://performancereporting.workforcegps.org/resources/2017/09/05/16/01/WIOA-WEDNESDAY-Improving-Statewide-Data-Integration-Sharing-and-Use
  - ◇ Data Matching for WIOA Reporting/ the Family Educational Right to Privacy Act:
    https://performancereporting.workforcegps.org/resources/2017/09/05/15/43/WIOA-Wednesday-Data-Matching-for-WIOA-Reporting-the-Family-Educational-Right-to-Privacy-Act
- Making the Most of Workforce Data: State Collaboration with External Entities for Actionable:
  https://strategies.workforcegps.org/resources/2016/11/16/20/06/Making-the-Most-of-Workforce-Data-State-Collaboration-with-External-Entities-for-Actionable

- 21st Century Data Systems:
  https://www.nrsweb.org/training-ta/f2f-training/2017-nrs-targeted-training

Data Governance

- Statewide Longitudinal Data Systems (SLDS) Grant Program of the U.S. Department of Education provides resources on data governance:
  - ◇ SLDS Webinar: Sustaining Core Processes for Data Governance: https://nces.grads360.org/#communities/pdc/documents/12690
  - ◇ SLDS Best Practices Brief: P-20W+ Data Governance: https://nces.grads360.org/#communities/data-governance/publications/2717
- Data Governance Institute: http://www.datagovernance.com/
- State Data Sharing Initiative (including specific state examples): http://www.statedatasharing.org/data-sharing/

Professional Development

- Program Evaluation and Quality Assurance training and certification program: https://peqatac.org/certification/

Team Building/Building Trust

- 35 Team Building Activities Your Team Will Actually Love: https://www.workamajig.com/blog/team-building-activities
- 7 Tips on How to Build Effective Teams: https://www.prosky.co/talkingtalent/articles/7-tips-on-how-to-build-effective-teams

Data Analysis and Evaluation

- Research and Evaluation: Impact Assessments that Guide Continuous Improvement: https://ion.workforcegps.org/resources/2015/12/07/18/37/Research_and_Evaulation_for_Continuous_Improvement
- Evidence-Based Practices and Process Mapping - What Works for Innovation: https://ion.workforcegps.org/resources/2016/02/08/21/46/Evidence-Based_Practices_and_Process_Mapping_Innovation
- Key Workforce Information, Administrative and Research Data Sources for Evaluation: https://lmi.workforcegps.org/resources/2015/06/18/11/23/Key_Workforce_Information_and_Research_Sources

◆ Using Data to Inform Performance:
https://www.nrsweb.org/sites/default/files/FinalLinkingDataGuide_0.pdf

Additional Resources

◆ National Clearinghouse of Rehabilitation Training Materials provides a variety of tools, trainings, articles, and other states' materials:
https://ncrtm.ed.gov/Default.aspx

Maximizing Performance Data Development Model ● Template for Next Steps

Vision for Maximizing the Use of Performance Data	In our state, we will...			
WHAT DO WE WANT TO DO? *Strategies, approaches, models*	**HOW WILL WE GET THERE?** *Specific action steps*	**HOW LONG WILL IT TAKE?** *Assign a time*	**WHO IS RESPONSIBLE?** *Person or organization accountable*	**HOW WILL WE KNOW WE ARE SUCCESSFUL?** *Measure?*
*Think SMART: **Specific** (simple, sensible, significant). **Measurable** (meaningful, outcome-based). **Achievable** (agreed, attainable, assignable). **Relevant** (reasonable, realistic and resourced, results-based). **Time-bound** (time-based, time limited, time/cost limited)*				

Maximizing Performance Data Development Model • Facilitation Guide

The Model

The Maximizing Performance Data Development Model is intended as a resource to help states:

3. "Diagnose" where they are as organizations in using performance data to demonstrate programmatic achievements, challenges, and stakeholder return-on-investment; and

4. Determine next steps for making progress in using performance data to demonstrate achievements, challenges, and ROI, drawing from targeted resources and tools.

Applying the Model

There is no right or wrong way to apply the Model; this document lays out a facilitated approach to apply the Model at the state level. This approach is based on insights from the six state teams that developed the Model.

Step 1:

Convene a team across the workforce development system—at a minimum, across the four titles of WIOA. States are encouraged to establish a team that includes representation of each program with a focus on decisionmakers, and represent policy, operations and performance functions. The exact roles of those who must be in the room depend upon how each state has structured its workforce development system. There must be individuals in the room who:

- ♦ Have decision-making authority for each of the programs represented;
- ♦ Oversee the development and maintenance of policies governing each of the programs represented;
- ♦ Oversee the services provided to employers and jobseekers through each of the programs represented; and
- ♦ Understand and regularly pull data from the key data systems supporting each of the programs represented.

Step 2:

Dedicate one-half day for the team to conduct the self-assessment and determine concrete next steps for making progress within their state. If the team cannot realistically commit one-half day for an in-person session, Items A, B, and C below may be completed in advance by each member of the team. However, Item D must take place in person. Be aware that if A, B, and C are not conducted in person, Item D will require more time since members of the team will not have had a chance to ask questions or discuss these ideas in person.

In-Person Work Session

One or more outside facilitators should lead the team through the half day process, as follows.

A. **Introduce the basic idea behind this Model.** (About 10 minutes)
    Identifying how well the state *is using* performance data to demonstrate programmatic achievements, challenges, and stakeholder ROI, and then developing a concrete plan for how the state *can improve* upon their current practice. (See "Background" section above for further context.)

B. **Walk through the four basic questions of the Self-Assessment Tool, without displaying any answer options.** (About 20 minutes)
    The goal here is to ensure mutual understanding of the four questions, not to provide any answers yet. The four questions are as follows, consistent with the Performance Data Self-Assessment Tool:

    1. To what extent do partners/leadership see the importance of data-informed decision making, to what degree do they BEGIN with data?

        The key here is partner/leadership buy-in. If partners/leaders (i.e., ultimate decision makers) don't see the value of data-informed decision making, then staff's efforts will only go so far.

    2. To what extent are you using and integrating data to inform policy and operational decisions?

        The key here is not only analyzing data, but actually using data to make changes to state policies and, ultimately, how services are provided.

    3. To what extent have you identified and met resource needs to enable you to effectively use data for decision making at all levels?

        The key here is laying out the specifics of what is needed and, ultimately, following through on providing the necessary resources. This is about moving from vague or abstract ideas to truly concrete, actionable requirements (e.g., recruiting for x number of data scientists, adding x number of dedicated servers, purchase x number of Tableau desktop licenses).

    4. How would you describe your data governance structure (i.e., formal approach to securing, managing, and sharing data)?

        The key here is developing and maintaining a formal, transparent, consistent approach to managing and sharing data.

C. Reveal answer options and allow members of the team to answer individually. (About 10 minutes)

(See the Performance Data Self-Assessment Tool for the five answer options for each of the four questions.)

Once you have talked through each question, making sure that everyone understands each one, reveal the five answer options for each of the four questions.

Provide note paper to each member of the team. Direct each person to review the five answer options for each of the four questions, and then record their chosen answers for each of the four questions on four separate pieces of note paper.

Once everyone has had time to record their answers, have each individual place their answer notes in a designated location for each question.

The facilitator(s) then will group the answers for each of the questions, making visible which answer(s) are most popular for each question.

D. Divide the members of the team into four smaller groups to discuss and reach consensus on answers. (About 45 minutes)

If the size of the full team allows, divide the full team into four smaller groups, counting off from 1 to 4. All of the 1s will make up a small group to discuss the response to Question 1. All of the 2s will make up a small group to discuss the response to Question 2. Follow the same pattern for all of the 3s and 4s.

Provide each group with the answers to "their" question. Give the small groups time to review the answers, discuss the differences among the answers, and work toward consensus on a single answer.

Have each of the four small groups report out to the whole team, explaining their process and their consensus answer. After each small group reports out, allow time for other members of the larger team to ask questions and clarify how each small group reached their consensus.

If the full team has fewer than eight members, then have the full team work through the four questions, one by one, to reach consensus on a single answer for each.

E. Walk through the Resources to Take it to the Next Level document, with the goal of ensuring mutual understanding of the document and how to use it. (About 10 minutes)

Walk through "Taking It to the Next Level" for each answer, by question and by level, which is designed to help states concretely lay out their future state and a realistic path to getting there. This includes references to the resource and tool links (grouped by topic), which are designed so that states can focus on their priority areas in developing their next steps.

F. **Divide the members of the team into a new set of four smaller groups to discuss next steps based on each of the four answers.** (About 60 minutes)

If the size of the full team allows, divide the full team into a new set of four smaller groups, counting off from 1 to 4 again. All of the 1s will make up a small group to discuss the planned next steps based on the answer to Question 1. All of the 2s will make up a small group to discuss the planned next steps based on the answer to Question 2. Follow the same pattern for all of the 3s and 4s.

Provide each team with the consensus answer for "their" question. Give the small groups time to review "Taking It to the Next Level" for their answer and the recommended resource and tool links, by topic. If the full team has fewer than eight members, then have the full team work through the answer for each of the four questions.

Give the small groups time to develop a plan for next steps. The Template for Next Steps may be helpful, as well as a reminder of the following characteristics of SMART goals:

- ♦ Specific (simple, sensible, significant)
- ♦ Measurable (meaningful, outcome-based)
- ♦ Achievable (agreed, attainable, assignable)
- ♦ Relevant (reasonable, realistic and resourced, results-based)
- ♦ Time-bound (time-based, time-limited, time/cost-limited)

G. **Allow each small group to report out to the whole team on their plan for next steps.** (About 60 minutes)

Have each of the four small groups report out to the whole team, explaining their process and their SMART plan for next steps. After each small group reports out, allow time for other members of the larger team to ask questions and clarify the small groups' approaches.

Take time to talk through any substantial differences amongst the four plans, providing the full team with the opportunity to modify or adapt any aspects to ensure clarity and consistency.

Before wrapping up the session, ensure that each task has a responsible individual and specific timelines.