Workforce Data Planning and Implementation Guide

National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center)
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This resource is a planning and implementation guide for State/Territory teams as they develop and enhance workforce data systems. It discusses the foundational role that workforce data and data systems play in aligned State/Territory professional development systems (PDS), the status of workforce data, and guiding principles that have emerged as States/Territories move toward comprehensive workforce data systems. The provided considerations for developing or advancing workforce data systems build on a readiness for change process framework with five steps that focus on scanning existing data and systems, goal/outcome development, fit and feasibility and readiness for change, implementation, and monitoring.

> **"Readiness"** is defined as a developmental point at which a person, organization, or system has the capacity and willingness to engage in a particular activity. Creating readiness for change is a critical component of both initiating and scaling up the use of evidence-based practices and other innovations. Proceeding with implementation prematurely (i.e., before an individual or an organization is "ready" to change) can lead to both ineffective and expensive implementation efforts. **"Readiness for change"** is something that needs to be developed, nurtured, and sustained. Accountability for creating readiness rests with the implementation team, not with those who are expected or invited to change (Fixsen, Blase, Horner & Sugai, 2009).

This guide is for the full range of policymakers and other leaders that contribute to building, enhancing, and administering aligned PDS, specifically including:

- Child Care and Development Fund (CCDF) Administrators and staff;
- Head Start State Collaboration Directors, Head Start training coordinators, large Head Start grantees, and other Head Start Leaders;
- Early Childhood (EC) Specialists in State Departments of Education, Early Intervention and Special Education Professional Development (PD) and Technical Assistance (TA) Coordinators, and other leaders in State Departments of Education;
- Representatives from Boards of Regents or higher education boards;
- PDS administrators;
- Child care resource and referral administrators, training organization directors and trainers, higher education institution administrators and EC/child development faculty, TA organization administrators and providers;
- Head Start, Child Care, and other EC and school-age (SA) professional association administrators and staff; and
- Other early education, SA and youth development leaders, and key partners.

This guide is presented in four sections:

I. Overview of Aligned PDS and Workforce Data Systems;
II. Status of Workforce Data;
III. Guiding Principles for Workforce Data Systems; and
IV. Considerations for Developing or Enhancing Workforce Data Systems.

I. Overview of Aligned PDS and Workforce Data Systems

State/Territory aligned PDS consist of interrelated efforts, services, and supports that address the continuum of workforce needs with a common goal of building and sustaining an effective workforce. PDS include education, training, and TA.

As States/Territories work to build aligned PDS, there are an increasing number and variety of stakeholders to consider across:

- Roles—direct service professionals and those who work on behalf of young children and their families;
- Settings—centers, schools, and homes;
- Sectors—Child Care, Head Start/Early Head Start, public preschool/primary education, and early intervention/special education; and
- Related systems—family support, health, and mental health.

Exactly which sectors and systems comprise a State/Territory's vision for an aligned PDS depends on its context, including its political and fiscal situation, where and how the PDS fits in its larger early learning and EC systems, and its specific PD goals and priorities. A State/Territory's context can dictate the best approach(es) for successful alignment efforts.

States and Territories have made significant investments in PDS to sustain a professionally prepared workforce of teachers, administrators, and adult educators such as TA providers, consultants, trainers, and higher education faculty. Many of these professionals have traditionally been served by multiple systems of preparation and ongoing support based on their role, setting, and funding source. Education, training, TA, and professional progression are enhanced by a single aligned system that provides opportunities for growth from entry through advanced levels.

Systems Within Systems: PDS and the Workforce Data System

A workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the workforce, including longitudinal data to monitor changes over time. Because EC and SA programs are funded through a variety of federal, State/Territory, and private agencies, each comes with its own requirements for data collection, some of which are unique to a given program and some of which are universal across sectors.

Data-driven policymaking increasingly directs national and State/Territory EC and SA quality improvement initiatives. Strategic investments in proven effective initiatives or promising strategies are critical, especially with limited and in many cases decreasing fiscal resources. CCDF Administrators and their partners need to know the basics about our workforce to assist with planning, development, and enhancement at all levels—individual, program, component and initiative, system, and policy. This includes knowing who they are, where they are, what qualifications and PD they have and need, whether their needs are being met, and whether PDS and workforce initiatives are positively affecting their practice and increasing job satisfaction and retention.

Comprehensive workforce data systems provide a vehicle for answering key questions about the workforce posed by administrators, funders, and other stakeholders across the EC and SA sectors, as well as other systems. Workforce data systems can identify important trends and outcomes and support the process of PD for EC and SA practitioners. A high-quality, coordinated, documented, and accessible workforce data system can answer questions related to the training, education, benefits, compensation, and longevity of the workforce. The data system also can produce records to validate and verify qualifications or ongoing PD for licensing, accreditation, quality rating and improvement systems (QRIS), wage incentives, and credentials.

II. Status of Workforce Data

The nation and most States/Territories do not have a solid picture of the demographics and needs of the workforce. Without the ability to demonstrate an accurate baseline for the workforce, it is difficult to measure the effectiveness of initiatives or strategies that address retention. Efforts to gather workforce data struggle to bridge State/Territory agencies and higher education systems, while complying with federal regulations such as the Federal Education Rights Privacy Act. The collection of workforce data in different ways and with differing processes, including ongoing and point-in-time collections through verified and self-reported means with samples and targeted populations, further complicates this issue. Multiple entities collecting data include:

- PD initiatives and registries;
- Child care resource and referral agencies (CCR&Rs);
- Licensing and other regulatory bodies;
- Corporate, multisite employers;
- School districts;
- Higher education institutions and other research organizations;
- Unions;
- Accreditation systems (national and regional);
- QRIS; and
- Federal agencies.

State/Territory momentum is growing for the improvement and development of EC and SA workforce data systems, driven in part by the nationwide desire to use data for continuous quality improvement including federal interest in existing data system capabilities.

- According to the National Registry Alliance, at least 33 States have developed workforce registries. These States have contributed significant resources to registry development primarily using their CCDF quality dollars, and these systems have the potential to collect and link unified data on the EC and SA workforce across all sectors and settings.
- As a subgroup of the Early Childhood Data Collaborative, the Center for the Study of Child Care Employment, led an effort with the National Registry Alliance, the National Association for Child Care Resource and Referral Agencies (NACCRRA - now Child Care Aware®), and the Child Care Services Association, with the National Association for the Education of Young Children (NAEYC) playing an advisory role, to create consistency in the data collected on the EC and SA workforce. This group made significant progress in data alignment by developing a listing and summary of similar data categories collected across registries, T.E.A.C.H.®, and NACCRRA.

- National partners are working together to inform potential revisions to early education and child care workforce descriptions in the Standard Occupational Classifications for the Bureau of Labor Statistics and categories for the U.S. Census Bureau's data collection efforts.
- The Office of Planning Research and Evaluation has commissioned a historic national survey on the workforce: The National Survey of Early Care and Education. The survey calls for nationally representative samples with interviews in all 50 States and Washington, DC. It includes a household survey, a home-based provider survey, a center-based provider survey, and a workforce provider survey. Results will provide new details on workforce demographics, including providers' age, education, experience, attitudes toward children and parents, wages/benefits, bilingual skills, and age of children in care.
- OPRE supports the Quality Initiatives Research and Evaluation Consortium (INQUIRE). A subgroup of INQUIRE members have produced a set of data tools and resources to support the development of high quality early care and education data. The tools include a comprehensive data matrix, a data dictionary, and examples that show how key policy questions related to the workforce and quality initiatives can be answered by data in the system. Two additional papers provide guidance on essential data governance structures that can be put in place to support the development of data sharing and linking as well as practices that promote data integrity and ensure that high quality data are available for reporting, monitoring and evaluation.
- The CCDF State Plan preprint requests that States provide information on access to the data elements related to qualifications for teachers or caregivers within a given program in the context of overall program quality. Through the CCDF State/Territory plan submission and reporting processes, grantees are asked about their capacity to provide data on the current workforce and performance measures related to PD and workforce improvement. Data points requested by the Office of Child Care include the size of the workforce; demographic characteristics of practitioners or providers working directly with children; records of individual teachers or caregivers *and* PD specialists and their qualifications; number of scholarships awarded; number of credentials and degrees conferred annually; number of individuals receiving bonuses or other financial rewards or incentives; and training/TA and degree program completion or attrition rates.
- All federally funded Head Start and Early Head Start grantees must complete the Head Start Program Information Report (PIR). A separate PIR must be completed for each grantee and each delegate agency and for Head Start and Early Head Start Programs. Data on programs, staff and qualifications, and child and family services are collected annually through Head Start's enterprise reporting system. Among the data reported are: staff by type; qualifications for child development staff, family and community partnership staff, and education and family services staff; salary by education level; and turnover.
- The Race to the Top–Early Learning Challenge (RTT-ELC) grant required applicants to respond to questions about the number and percentage of EC practitioners moving up State career lattices and achieving State and national credentials. The applicants were asked to address public reporting of aggregated data on EC educator development, advancement, and retention. Winning States are also asked to track retention of the EC workforce.

III. Guiding Principles for Workforce Data Systems

Data collection should be purposeful and help answer questions about how policies and practices impact those served, including, children, practitioners, and programs. The following outlines some key principles to consider in the development, revision, and implementation of workforce data systems.

- Start with a comprehensive inventory of existing data systems related to the State's/Territory's EC and SA services.
- Ensure that the system is reflective of the best thinking, research, and standards of practice about what workforce data systems should contain and how data is to be collected.
- Address the entire workforce across sectors, employment settings, roles, and ages served.
- Recognize who is and is not counted.
- Take into account the specialized informational needs of the end users.
- Follow industry recognized best practices for data collection and verification.
- Design the system to be malleable and end-user friendly.
- Ensure that policy drives system functionality.

IV. Considerations for Developing or Enhancing Workforce Data Systems

The following considerations are built on a readiness for change process framework that emphasizes the need to understand the context in which a systems-level initiative is planned and implemented. Many of the issues and considerations addressed in this tool are interrelated and reflect the complexity of developing components of an aligned PDS. Using this tool to support planning and implementation will be most successful if the State/Territory can designate a team and timeline for working through each of the steps. It is important to devote adequate time and resources for the decision-making and implementation planning. While effective systems change typically takes place over a number of years, establishing incremental steps and progress indicators can help maintain momentum and ultimately achieve the desired goal(s). It will likely take more than one work session for a planning and implementation team to review and discuss each step. Before using these considerations, the team should determine if any of these steps have already been started or completed.

The considerations are organized in five suggested steps:

1. Conduct a scan of current EC and SA workforce data sources
2. Develop or refine the goals and outcomes
3. Determine the fit and feasibility and readiness for change
4. Select an approach and develop an implementation plan
5. Implement the plan and monitor results

Step 1. Conduct a Scan of Current EC and SA Workforce Data Sources

To inform policy decisions, States/Territories can begin with a systematic scan of existing EC and SA workforce data and current investments in data systems across the sectors. States/Territories can use the results of the scan to understand the status of current investments and approaches and to identify gaps. The comprehensive scan would target four key components: (A) sources of data on the workforce; (B) funding levels and sources; (C) goals and progress indicators for existing workforce data systems; (D) alignment of current initiatives. The purposes of addressing each component and questions that can help establish baseline estimates of workforce data are described below.

A. Sources of Workforce Data

Purpose: Identify current sources and content of workforce data.

- **Has a comprehensive inventory of existing EC and SA data systems and sources been conducted?**
  - What elements of a data system or systems already exist?
- **Who is tracking workforce data such as education levels, ongoing PD, qualifications for specific roles, and movement along a career path? What types of data systems are used? What are the policies around data privacy and access to data by various users for each of the current systems?**
- **Who is tracking education, training, and TA offerings; the content and level of those offerings; and how they relate to degrees, credentials, role qualifications, licensing requirements, and program quality standards? What types of data systems are used? What are the policies around data privacy and access to data by various users for each of the current systems?**
- **What education levels do members of the State/Territory EC and SA workforce have?**
  - Are there differences across roles, settings, and sectors?
  - Are their differences by age group of children in care (e.g., infant/toddler, preschool, SA)?
- **Is there a current body of core knowledge and competencies accepted and used by various sectors that guides uniform approval of courses and PD offerings? Is there a system of common course descriptions, naming, and numbering to guide uniform development and counting of courses and PD offerings?**
- **Are there particular projected needs for tracking workforce data, course and PD approval, and instructor/TA specialist qualifications?**
- **Are there additional national data that would be useful to inform State decision-making (e.g., data definitions or composition of the workforce by role, title, place of employment, compensation by sector or by education level)?**

B. Funding Level and Sources

Purpose: Establish a detailed map of system investments and options for repackaging investments to achieve desired goals and avoid duplication.

- **What federal, State/Territory, and local funding sources are currently being accessed to pay for the development or maintenance of data collection, tracking, and reporting systems?**
  - What is the current funding level for data systems or collection for each PD component or related quality improvement system element (e.g., QRIS, the registry overall, or components such as training and trainer approval processes)?
  - Have funding sources or levels changed in the past 5 years?
  - Does the State/Territory expect any changes in the level of funding in the next budget cycle?

C. Goals and Progress Indicators for Existing Initiatives

Purpose: Examine the array of existing workforce data system activities and the extent to which they are achieving desired goals.

- **What are the stated goals and purposes of currently available workforce data, course and PD approval tracking systems?**

- **What roles or sectors of the workforce are tracked by each data system? What roles and sectors are eligible for each initiative (e.g., infant/toddler teachers, pre-K teachers, and SA staff)?**
  - How many members of the workforce did each data system track in the past year as compared to the total potentially eligible members in the workforce?

- **How are results and/or outcomes of these initiatives measured and reported? What have the results been in the past 5 years?**

D. Alignment of Current Initiatives

Purpose: Examine how existing data tracking, approval, and reporting are "packaged" in a way that provides accurate, comprehensive data about the workforce, PD offerings, and movement along a career lattice over time.

- **How, if at all, are current workforce data systems aligned with each other and with other data systems? (For example, is registry data linked, downloaded, or manually reported to the licensing division or QRIS?)**

- **How is workforce data linked to, aligned with, or documented by higher education data? (For example, the workforce registry requires official transcripts from accredited institutions of higher education (IHE); all workforce data systems use the core knowledge areas for tracking courses and PD attainment; or a common course numbering or naming system is used by all IHE and data tracking systems.)**

- **How are current workforce data initiatives aligned with classroom practice and child outcome data initiatives in the State/Territory? (For example, workforce data can be linked to employment data, classroom data, scholarship/wage incentive data, and TA supports to determine the level of supports and investments and improve instruction and interactions.)**

- **If State/Territory-wide longitudinal systems are being developed, are existing EC and SA data systems being linked to that system so that children's progress may be followed across settings and sectors?**

Step 2. Develop or Refine the Goals and Outcomes

Purpose: Define the goals and outcomes as concretely as possible.

- **What are the articulated goals and outcomes for developing or enhancing the data system? What do we want to achieve by developing or improving the workforce data system? Is this a large system re-build or initial build?**
  - What data system linkages or back-end alignment is required?
  - How will data elements be defined and linked across complementary data systems?
  - How will continuous quality improvement (CQI) of the data system be tracked?
  - What can we afford to build or improve?
    - What development can be done internally and what efforts require external staff or Contracts?
  - Can development/CQI be gradually phased into the system?
    - If so, how and what factors determine priorities?

- **Is there sufficient buy-in and consensus in the State/Territory regarding those goals? If not, is there a vehicle or body that can help develop consensus?**

- **Which stakeholders should be involved in any revisions to the data system?**
  - Does the State/Territory have access to these vehicles, bodies, or stakeholders?
  - If not, which partners could engage the needed stakeholders?

- **What is the purpose of data collection, tracking, alignment, and reporting? How will data be used to inform decision-making?**
  - Are data needed to help with:
    - Data point-in-time snapshots?
    - Trend identification?
    - Policy formation?
    - Contract and performance management?
  - How will data be disseminated?

- **How can this effort be used to unify the field?**
  - Is there agreement on who the workforce data system will serve?
    - Programs
    - Settings
    - Sectors
    - Systems

- **How will we measure success?**

Step 3. Determine the Fit and Feasibility and Readiness for Change

Conduct a fit and feasibility analysis to determine what combination of policies and allocation of resources is most likely to achieve the desired goals and outcomes. The purpose of a fit and feasibility analysis is to examine an array of options and assess the degree to which each option (or package of options) could be successfully implemented in the State/Territory. The components of a fit and feasibility analysis include:

- *Identification and Validation of Need*—questions for initial considerations; and
- *Consideration of Required Changes*—key questions for in-depth considerations that create readiness for change.

Identification and Validation of Need

Purpose: Ensure that workforce data system stakeholders understand the need and purpose of a comprehensive workforce data system and are committed to its CQI.

- **Is there consensus that a workforce data system needs to be developed or improved? Which stakeholders need to provide consensus for development/improvement?**
  - Systems (EC and SA, health, mental health, parent education/family support, home visiting, etc.)
  - Sectors (Child Care, Head Start, early intervention, etc.)
  - Agencies
  - Workforce
  - Other users (such as parents and employers, other quality improvement systems or initiatives, etc.)

- **Is there agreement on how the workforce data system will support an aligned PDS and its system elements or components?**
  - Will the workforce data system incorporate the common core of knowledge for all staff from all sectors and related systems working directly or indirectly with children? Will it include specialized competencies for specific roles?
  - Will the data system be used to support and track movement on career pathways?
  - How will the workforce data system be used to support and track attainment of credentials that recognize specialized expertise?
  - How will the workforce data system be used to promote access supports for the workforce in all roles, settings, and sectors?
  - Will the workforce data system support articulation and portability of PD across courses, programs, and degrees?
  - Will the workforce data system support standardization of quality of training, TA, and education?
  - How will the workforce data system help address and track compensation and workforce conditions across all roles, settings, and sectors?

- **Is there agreement on how the workforce data system will include and serve data system users in all/targeted settings and sectors and fit with other related systems and other quality improvement efforts?** (See definitions of settings, sectors, related systems, and quality improvement efforts on pages 2-3 of this guide.)
  - How will the workforce data system align with the State/Territory framework for the largerlearning systems, birth through 21 (or other range as defined by the State/Territory)?

- **What are the unique data needs of the infant/toddler and SA community and how will the workforce data system meet them?**
- **What are the unique needs of those who provide PD (trainers, TA providers, faculty, and other adult educators) and how will the workforce data system meet them?**
- **How will the workforce data system "fit" with community values, including the values of diverse cultural groups?**

Consideration of Required Changes

Purpose: Identify the specific system components, governance, political, financial, and sustainability issues that are involved in supporting a workforce data system and the changes that are needed to make the system operational and sustainable.

- **What organization(s) is best positioned to implement, grow, and sustain the workforce data system?**
- **How can law, regulations, policy, and guidance be used to support the workforce data system as a foundational part of an aligned EC and SA PDS?**
- **What reallocations of investments, changes in policies, QRIS or licensing standards, or contracts for services are needed to develop or advance a comprehensive workforce data system?**
- **What funding resources can be accessed to support system planning and coordination?**
- **If additional funding is required, what additional funding is available and from what sources?**
- **Can/does the workforce data system leverage new policy and funding opportunities presented by cross-agency/entity efforts such as State/Territory Early Childhood Advisory Councils. RTT-ELC grants, or other existing efforts?**
- **What changes need to be made to existing policies, QRIS standards, contracts with vendors, core knowledge and competencies, career pathways, or TA (coaching, consultation, and mentoring) to support an aligned approach to a workforce data system?**
- **How will the workforce data system be used and what, if any, changes will need to be made to accommodate user needs?**
  - By EC and/or SA direct service staff;
  - By those providing PD, including faculty and trainers;
  - By other EC and/or SA staff working on behalf of young children;
  - By those conducting assessments or monitoring activities, such as licensors or accrediting entities;
  - By registry staff;
  - By CCR&R agency or program staff;
  - By agencies and funders; and
  - By parents and families.

Step 4. Select an Approach and Develop an Implementation Plan

Select an approach and develop the implementation plan based on considerations in Steps 1–3. Confirm the approach to developing and implementing a workforce data system by delineating the targeted settings, sectors, related systems, and goals to incorporate in a workforce data system. A successful implementation plan will address management of changes in the system, communications, regular review and monitoring, and data collection and reporting. Described below are key elements and questions to guide the design of an implementation plan.

Planning for Change

Purpose: Prepare for implementation by ensuring that roles and responsibilities for implementing a new approach are clear and agreed upon by stakeholders.

- **Where is the authority to create and implement the workforce data system?**
  - What cross-agency agreements will need to be in place?
  - How will the work be done?
  - Who will manage the work?
  - What is the time frame?
  - What is currently in place to support the work?
  - What TA is available?

- **How can we ensure that the workforce data system supports the greater PDS and greater EC and SA system?**
  - What parts of the PD system will be included (tracking training, trainers, career pathways, access, capacity, workforce demographics, etc.)?
  - What other systems will be supported and how will that occur (licensing, national standards, QRIS, higher education, subsidy, Head Start, Early Head Start, pre-K, etc.)?

- **What funding is required to complete this work?**
  - What are the sources of funding?
    - Are there potential sources of funding for developing, updating, or aligning data systems? For creating data interfaces or alignment of data fields?
    - Are there potential sources of funding for maintaining the system? To support data reporting or analysis of workforce data?

- **Who should be involved in the development?**
  - What sectors?
  - What are the barriers to involving multiple sectors, and can the challenges be overcome?
  - What roles and specialized areas can/should be involved (such as programmers, adult educators, policymakers, practitioners, researchers, infant/toddler specialists, SA specialists, special needs/early intervention, schools, etc.)?

- **How will the workforce data system be developed?**
  - Conceptual system design
  - Detailed system design
  - Off-the-shelf products or Cloud computing
  - System development specialist (lead)

- Team formation
- Joint application design (JAD) sessions for business practice review
- National standards (use helps with articulation)
- Standardized data elements in line with national best practice recommendations

- **What will be included in the system plan and design?**
  - Functionality
  - Reporting and interface capabilities
  - Registry functionality (practitioner, trainer, training)
  - Referral functionality (quality, accessibility, pricing)
  - Training management (course completion)
  - Program mapping
  - Program quality levels and indicators
  - Time and attendance for training
  - Linkages to child and/or program data

Communication Plan

Purpose: Develop an intentional communication and marketing strategy to support implementation.

- **Who needs to know about the workforce data system initiative?**
  - Policymakers
  - Partners
  - Systems, sectors, settings
  - Workforce
  - Training and TA providers
  - Higher education faculty
  - Families

- **What do they need to know?**
  - Basic information about the workforce data system
  - How it will affect them
  - How the workforce data system will be useful to them
  - Who will have access to the data
  - What data story it will tell

- **How will we communicate with them? What information products are needed for which audiences? How will the system be marketed prior to roll out?**
  - Meetings
  - Briefings
  - E-mail
  - Social media
  - Presentations
  - Newsletters
  - Articles, press releases, factsheets, plan summaries

- **How will we test functionality and get feedback on how the system is working? (Beta testing)**

Implementation Team

Purpose: Support implementation by creating roles and responsibilities and a plan for regular monitoring of activities. (Also see Step 5. Implement the Plan and Monitor Results.)

- **How will the workforce data system be launched?**
- **What training and supports are needed?**
- **How will direct care staff and nondirect care staff receive training on the parts of the system they will use?**
- **What infrastructure is needed?**
- **What leadership is needed?**
- **Are there coinciding policy or rule changes that need to be made?**
- **Are there interagency agreements that must be put in place for information-sharing purposes?**
- **How can users receive TA?**
- **Are there computer system upgrades required to accommodate the system?**

Data Collection and Reporting Plan

Purpose: Develop a data system to support implementation and reporting of progress to funders and to the implementation team. (Also see Step 5. Implement the Plan and Monitor Results.)

- **What data will be shared/tracked by the workforce data system?**
- **What reports are needed for whom and when?**

Step 5. Implement the Plan and Monitor Results

Assign tasks and timelines, monitor results, and make system adjustments as needed. Implementation occurs through assigned roles and responsibilities for specific action steps and a timeline for completion as considered in Steps 1–4. To the extent possible, the implementation plan for the workforce data system should build on the information gathered to date and use the results garnered through Step 4 of the considerations. Results from the data collection and monitoring of implementation inform revisions or modifications to activities. Appropriate selection of staff, ongoing TA, and analysis of data to inform decisions can support this process of continuous improvement and help the State/Territory reflect on lessons learned as the workforce data system matures. Key elements of monitoring an implementation plan and questions to guide this continuous improvement process are described below.

Checking In

Purpose: Develop a process for checking in on implementation activities to date.

- **How will the State/Territory collect information about the progress of implementation activities to date?**

- **How will the State/Territory receive feedback from key stakeholders involved in the implementation and use of the workforce data system?**
- **What process will be used to gather information from evaluation efforts and regular reporting from key implementers to inform adjustments needed?**

Evaluating

Purpose: Develop a process to reflect upon current implementation activities to determine changes needed to meet implementation goals.

- **Who will be responsible for reflecting upon the information gathered through the established check-in processes? Which stakeholders need to be involved?**
- **How often should the feedback gathered through monitoring processes be considered?**
- **What process will the State/Territory use to evaluate feedback from multiple monitoring activities to make decisions about adjustments to the implementation plan?**

Making Adjustments

Purpose: Develop a process for adjusting current implementation activities based upon successes and challenges identified in the current implementation plan.

- **What threshold will the State/Territory use to determine that the evidence collected points to a need to adjust or modify implementation activities?**
- **How will the State/Territory implement modifications to the implementation plans or activities?**
- **What parts of the implementation process will need to be revisited to make adjustments? (For example, will the adjustment require a new element of data collection or an invitation to new stakeholders?)**
- **What process will the State/Territory use to ensure that modifications have led to a stronger implementation plan?**

Reference

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