



Welcome to Advance CTE's new monthly newsletter - CTEWorks - where you will receive the latest information, resources and tools around key topic areas. Additionally, each month we'll feature a short interview with an Advance CTE staff member on the topic area. You are receiving this newsletter because you have signed up to receive information from [Advance CTE](#).

This month's CTEWorks features resources on different approaches Career Technical Education (CTE) leaders can take to improve or strengthen data systems in their state. Data is a powerful tool that state leaders can use to improve the quality of career readiness opportunities for youth and adult learners, demystifying a complex education and workforce system and equipping learners to make informed decisions about their education and career goals. Armed with accurate, timely and disaggregated data, CTE leaders can also investigate barriers to access and take action to ensure equity, access and success for historically marginalized learners.

Resources

Advance CTE Resources

- [**The State of Career Technical Education: Improving Data Quality and Effectiveness**](#) draws on a national survey of State CTE Directors to identify approaches states are taking to improve the quality of their data systems so they can make more effective use of their data.
- [**Improving Youth Apprenticeship Data Quality: Challenges and Opportunities**](#) summarizes the discussions of the Partnership to Advance Youth Apprenticeship's (PAYA) Data Quality Workgroup and addresses the most urgent youth apprenticeship data quality challenges, describing the roles that state leaders, local intermediaries, and education and employer partners can play



in improving the quality and use of data.

- [The Role of Data and Accountability in Growing Youth Apprenticeship Programs](#) explores how states are collecting data on youth apprenticeship programs and what steps can be taken to collect high-quality enrollment and outcomes data.
- [Making Good on the Promise: Examining Access and Achievement Gaps](#) examines equity in CTE and lays out a strategy for state and local policymakers to confront historical inequities by using data to examine and address gaps.
- [Ohio: CTE Report Cards](#) profiles Ohio's 2012 law that reframed the structure of the state's school accountability report card and required the Ohio Board of Education to develop a plan to integrate career readiness data into the state's high school report cards, starting with a CTE-specific school report card.
- [Measuring Secondary CTE Program Quality Series](#) draws on data from a 2018 national survey of State Directors to help states adopt robust methods for measuring secondary CTE program quality as required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The series explores the pros and cons of each of the three options states have and examines different ways states are measuring and validating them.
- [Making Career Readiness Count Series](#) reports the different approaches states are taking to use career-ready indicators in their public reporting and accountability systems in ways that inform continuous improvement, guide decisions about resource allocation, inform policies and capture progress.

Partner Resources:

- Research/Report — Wisconsin Technical College System — [Wisconsin Technical College System System-Wide Equity Report](#)
- Guide/Tool — ExcelinEd — [Auditing a State Career and Technical Education Program for Quality](#)
- Research/Report — Data Quality Campaign — [Roadmap for K-12 and Workforce Data Linkages](#)
- Research/Report — Data Quality Campaign — [The Art of the Possible: Cross Agency Data Governance Lessons Learned from Kentucky, Maryland and Washington](#)

Visit the Learning that Works Resource Center

2021 Spring Meeting

ADVANCE > CTE
2021 SPRING MEETING RECONNECT. RESET. REIMAGINE.

REGISTER TODAY!
2021 Spring Meeting
April 14-15

EARLY BIRD ENDS FEB 24!

Advance CTE's 2021 Spring Meeting is an event you won't want to miss to apply the lessons learned from this past year and make transformative plans for the future to Reconnect, Reset and Reimagine CTE.

While our Spring Meeting will be virtual, it will still have all features that make our meetings valuable for participants - breakout sessions on top-of-mind topics including a new Vision for CTE, equity and CTE and CTE data; interactive problem-solving sessions, networking opportunities with participants and sponsors and more!

Early bird registration is open through February 24, 2021!

View our [website](#) for a virtual agenda, registration and sponsorship opportunities.

For Each State, For Each Learner: CTE Works



Effectively Reporting and Communicating CTE Data
JANUARY 28, 2021

Virtual Learning Series

For Each State, For Each Learner: CTE Works
CAREERTECH.ORG/WEBINARS

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State Leaders Connecting Learning to Work

Advance CTE's virtual learning series: For Each State, For Each Learner: CTE Works continues this month with a webinar focused on improving CTE data quality.

Beyond the Numbers: Strategies for Effectively Reporting and Communicating CTE Data

Date: Thursday, January 28, 2021

Time: 3 p.m. ET

Presented in the right way, data can be a powerful tool to support access to high-quality CTE and prepare learners for economic success during the coronavirus and beyond. But how can state leaders translate data into relevant insights and present information in a way that is understandable and actionable to key audiences? In this session, participants will learn design principles for CTE data reporting and strategies for communicating data effectively.

All webinar recordings and presentation material will be uploaded and made available [here](#).

**Register
Today!**

Get to Know Advance CTE!

Meet Austin Estes, Manager of Data and Research at Advance CTE. Austin oversees Advance CTE's strategy for data quality and



effective use. Read a blog with the full interview [here](#).

Q: Through your work at Advance CTE, what are some barriers states face when effectively reporting data?

A. First and foremost is getting access to good, quality data. We surveyed the State Directors back in 2018 and found that, while many of them are able to collect and report the required indicators for Perkins, there are challenges with validating the data with administrative records. A lot of data is self reported, and it can be really challenging to link learner-level data across education levels to see where learners end up after they complete their programs. The findings from that survey are published in our report [The State of Career Technical](#)

[Education: Improving Data Quality and Effectiveness](#).

Read the full blog [here](#).

