



Data Infrastructure and Measurement to Realize Apprenticeship Goals: Takeaways from Seven States

SUMMARY

In 2020, Chief Evaluation Office (CEO) partnered with the Office of Apprenticeship (OA) and the Office of Policy Development and Research (OPDR) within the Employment and Training Administration (ETA) and funded contractors Urban Institute and Mathematica to conduct the State Apprenticeship Capacity Assessment under the [Apprenticeship Evidence-Building Portfolio](#) of studies. The qualitative study aims to conduct a methodical review and assessment of the capacity of state systems and their partnerships to design and deliver Registered Apprenticeship Programs (RAPs) and services (including pre-apprenticeship services). The findings will be presented in a series of briefs.

This Department of Labor-funded study was a result of the annual process to determine the Department's research priorities for the upcoming year. It contributes to the labor evidence-base to inform [Apprenticeship](#) programs and policies and addresses Departmental strategic goals and priorities.

Registered apprenticeship (RA) data and statistics, such as data on apprentice retention, demographics, wages, and credential attainment, can be used for reporting purposes, ongoing program monitoring and improvement efforts, and assessing apprenticeship expansion strategies. The purpose of this brief is to describe the current state approaches to apprenticeship data collection, identify promising practices and opportunity areas to improve data systems, and share ideas to support apprenticeship expansion. The brief provides background on apprenticeship data collection systems and approaches, motivations for data collection, what data are collected, and how data are used to support apprenticeship expansion goals. The brief concludes with reflections from states on the challenges and opportunities to improve data collection for RA programs.

KEY TAKEAWAYS

- Data collection approaches vary between states. State apprenticeship staff, employers and sponsors, and partners collect data for reporting, apprenticeship program registration, compliance, and tracking progress toward apprenticeship expansion goals.
- States use data to further apprenticeship expansion goals, including public reporting to disseminate information to different audiences and influencing policy decisions, making data systems more aligned, and leveraging staffing and funding to support and sustain apprenticeships.
- There are ways to improve data collection procedures and systems. Potential areas for improvement include providing data collection support and simplifying data collection requirements, having one consolidated data system rather than multiple, expanding access to tools that would streamline data collection, using



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data to emphasize return on investment, and addressing issues with inaccurate and incomplete reporting that cause data discrepancies.

[SEE FULL STUDY](#)

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SPONSOR: Chief Evaluation Office

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