

SkillsUSA is showing everyone how vital career and technical education is to America's future.



SkillsUSA: Champions at Work

ANNUAL EVENTS

SkillsUSA National Leadership and Skills Conference June 19-23, 2017 Louisville, Ky.

Attended by more than 15,000 students, teachers, parents and industry representatives, the national conference and SkillsUSA Championships includes 100 contests, a technical education trade show, seminars, delegate sessions and more.

Activate/Leverage/Engage June 17-19, 2017 Louisville, Ky.

To help state officers reach their full potential, SkillsUSA developed this exciting leadership program open to student members and instructors.

Washington Leadership Training Institute (WLTI) Sept. 17-21, 2017 Herndon, Va.

WLTI provides an opportunity for students to learn leadership skills, meet congressional leaders, tour our nation's capital and hear from top industry executives and thought leaders during a town meeting.

For details on these events and other training opportunities, visit our website: www.skillsusa.org.

SkillsUSA is a national student organization serving students enrolled in career and technical education training programs at our nation's public high schools and colleges. SkillsUSA's mission is to help its members become world-class workers and responsible American citizens. SkillsUSA complements technical skill training with instruction in the employability skills that make a well-rounded worker and citizen. Founded in 1965, the organization has developed 12.2 million workers through active partnerships between employers and educators. SkillsUSA is endorsed by the U.S. Department of Education and state departments of education and is cited in federal legislation as an integral part of the technical curriculum.

Our Membership

SkillsUSA has approximately 18,000 sections in 54 state and territorial associations, and serves more than 300,000 members annually. More than 16,000 instructors and administrators are professional members of SkillsUSA. Our members are known in their schools and communities as leaders and skilled professionals in training.

An Applied Method of Learning

SkillsUSA is an applied method of learning where students practice skills and build self-confidence while helping their schools and communities. SkillsUSA provides experiences in leadership, teamwork, citizenship and character development. The program emphasizes high ethical standards, superior work skills, lifelong education and pride. These are qualities employers value and look for when hiring or promoting workers.

School-based Programs

SkillsUSA offers materials and programs to help students develop as individuals, employees and citizens. **The Professional Development Program (PDP)** teaches 84 workplace skill competencies in a series of hands-on self-paced lessons (textbook or online format). SkillsUSA's award-winning **Student2Student Mentoring** gives high-school students a chance to mentor younger students in the area of career development. The **President's Volunteer Service Award** is offered in recognition of sustained service. Recipients receive a lapel pin, certificate or congratulatory letter from the president of the United States. Candidates must document hours served. Lowe's Charitable and Educational Foundation offers **Lowe's School Grants** that support chapter improvement, community service and Career-Safe online safety training. The **Work Force Ready System** program provides assessments for career and technical education that are supported by industry, education and policy leaders. There are assessments available in 47 technical areas plus a soft skills assessment.

Our Partners

Nationally, SkillsUSA enjoys support from more than 600 corporations, businesses, associations and labor unions. These sponsors support SkillsUSA financially and with in-kind contributions because they believe in our mission. The SkillsUSA Foundation is the organization's philanthropic arm. The foundation seeks to involve representatives of business, industry, organized labor, alumni and others in the active financial and volunteer support of SkillsUSA programs and activities.

SkillsUSA benefits students by:

- Teaching teamwork and leadership
- Reinforcing employability skills
- Offering a national contest program
- Providing ways to serve the local community
- Offering \$1 million in scholarships annually
- Helping students meet potential employers

SkillsUSA benefits teachers by:

- Enhancing the technical curriculum
- Helping improve class attitudes
- Giving students a way to test their skills
- Providing avenues for local industry support
- Helping showcase training programs
- Gaining greater administrator support
- Providing opportunities to network

SkillsUSA benefits schools by:

- Showcasing the school to the community
- Helping instructors meet educational standards
- Improving the quality of training programs
- Providing opportunities for recognition
- Helping to produce more qualified graduates
- Assisting with recruitment and enrollments

SkillsUSA benefits industry by:

- Ensuring that programs meet industry needs
- Providing opportunities for employment
- Helping to promote specific industries
- Offering a way to support local programs

National Program of Work

SkillsUSA activities are learning experiences because they're directed by students. The SkillsUSA program of work includes:

- Professional development
- Community service
- Employment
- Ways and means
- SkillsUSA Championships
- Public relations
- Social activities

For more information

For SkillsUSA membership information, call 800-321-8422.

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SkillsUSA Championships



The SkillsUSA Championships brings together industry and labor representatives, educators and the public to watch students compete in leadership and hands-on skill events for a full day. The SkillsUSA Championships begin at the local level with contests in classrooms nationwide. Winners advance through district, regional and state competition, and only the best make it to the national event. Students benefit no matter how they place in their contests. They test their skills, frequently make job contacts, and have a chance for recognition. State and national winners receive gold, silver and bronze medallions, scholarships, tools and other awards. The SkillsUSA Championships event requires more than 1 million square feet of floor space, with more than 6,000 competitors in 100 different events. Business and industry contributes more than \$36 million in equipment, supplies and personnel to support the SkillsUSA Championships, which is considered the largest single-day commitment of corporate volunteerism in America. Every other year, a select few are chosen to compete on an international level in the WorldSkills Competition.

SkillsUSA Championships Events

The official regulations for the following events are published in the *SkillsUSA Championships Technical Standards*. New contests are added each year.

Leadership Development Contests

Action Skills
American Spirit
Chapter Business Procedure
Chapter Display
Community Action Project
Community Service
Employment Application Process
Extemporaneous Speaking
Job Interview
Job Skill Demonstration A
Job Skill Demonstration Open
Occupational Health and Safety
Opening and Closing Ceremonies
Outstanding Chapter
Pin Design (State Conference)
Prepared Speech
Promotional Bulletin Board
Quiz Bowl
T-shirt Design

Occupationally Related Contests

Career Pathways Showcase
Customer Service
Engineering Technology/Design
Entrepreneurship
First Aid/CPR
Health Knowledge Bowl
Health Occupations Professional Portfolio
Medical Math
Medical Terminology
Principles of Engineering/Technology
Related Technical Math

Skilled and Technical

Sciences Contests
3-D Visualization and Animation
Additive Manufacturing
Advertising Design
Architectural Drafting
Audio/Radio Production
Automated Manufacturing Technology
Automotive Refinishing Technology
Automotive Service Technology

Aviation Maintenance Technology
Basic Health Care Skills (high school only)
Broadcast News Production
Building Maintenance
Cabinetmaking
Carpentry
CNC Milling Specialist
CNC Technician
CNC Turning Specialist
Collision Repair Technology
Commercial Baking
Computer Programming
Cosmetology
Crime Scene Investigation
Criminal Justice
Culinary Arts
Dental Assisting
Diesel Equipment Technology
Electronics Technology
Esthetics
Firefighting
Graphic Communications
Graphics Imaging-Sublimation
Heating, Ventilation, Air Conditioning and Refrigeration
Humanoid Robotics (demo)
Industrial Motor Control
Information Technology Services
Interactive Application and Game Development

Internetworking
Major Appliance Technology
Marine Service Technology
Masonry
Mechanics
Medical Assisting
Mobile Electronics Installation (demo)
Motorcycle Service Technology
Nail Care
Nurse Assisting
Photography
Plumbing
Power Equipment Technology
Practical Nursing
Preschool Teaching Assistant
Residential Systems Installation and Maintenance
Restaurant Service
Robotics: Urban Search and Rescue
Robotics and Automation Technology
Screen Printing Technology
Sheet Metal
Team Engineering Challenge (middle-school demo)
TeamWorks
Technical Computer Applications
Technical Drafting
Telecommunications Cabling
Television (Video) Production
Web Design
Welding
Welding Fabrication
Welding Sculpture



For the latest SkillsUSA information, visit www.skillsusa.org or www.skillsusamo.org

WHAT IS EDUCATION WORTH?
(Average earnings of workers 18+ years by education and gender, 1997, U.S. Census Bureau)

Non-High School Graduate:

\$16,124.00 annual average
 \$10,725.00 female annual average
 \$19,575.00 male annual average

High School Graduate:

\$22,895.00 annual average
 \$16,906.00 female annual average
 \$32,641.00 male annual average

Some College or Associate Degree:

\$26,235.00 annual average
 \$19,856.00 female annual average
 \$32,641.00 male annual average

Bachelors Degree:

\$40,478.00 annual average
 \$30,119.00 female annual average
 \$50,056.00 male annual average

Certified Journeyman:

(based on 1st year journeyman's average annual salary from chart on next page – 5th period)

\$40,414.00 annually
 No gender difference

CAN APPRENTICES EARN COLLEGE CREDIT?

Yes! Depending on the delivery agent for the related instruction, some registered programs are set up to allow for continuation of education for an Associate Degree as a part of the Apprenticeship Standards.

CAREER PATH COMPARISON
 (based on 3% wage increase/year and 40 hr week)

College Training – Mechanical Engineer

	<u>Yearly costs</u>	<u>salary</u>	<u>cumulative</u>
1 st	(\$10,000)	\$0	(\$10,000)
2 nd	(\$10,000)	\$0	(\$20,000)
3 rd	(\$10,000)	\$0	(\$30,000)
4 th	(\$10,000)	\$0	(\$40,000)
5 th	\$0	\$45,000	\$5,000
6 th	\$0	\$46,350	\$51,350
7 th	\$0	\$47,741	\$99,091
8 th	\$0	\$49,173	\$148,264
9 th	\$0	\$50,648	\$198,912
10 th	\$0	\$52,167	\$251,079

Apprenticeship Training – Technician

(based on average sampling of 5 trades from registered apprenticeship programs. Using a mean salary for journey workers at \$17.26 per hour and utilizing wage rates of 50%, 60%, 75% and 85% for the first 4 periods at 3% wage increase/yr and a 40 hr week.)

<u>period</u>	<u>rate/hr</u>	<u>annual salary</u>	<u>cumulative</u>
1 st	\$8.63	\$17,950	\$17,950
2 nd	\$10.67	\$22,189	\$40,149
3 rd	\$13.73	\$28,564	\$68,703
4 th	\$16.03	\$33,344	\$102,047
5 th	\$19.43	\$40,414	\$142,461
6 th	\$20.01	\$41,621	\$184,082
7 th	\$20.61	\$42,869	\$226,951
8 th	\$21.23	\$44,158	\$271,009
9 th	\$21.87	\$45,490	\$316,599
10 th	\$22.53	\$46,862	\$363,461

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**REGISTERED
 APPRENTICESHIP
 AND TRAINING
 PROGRAM FOR YOUTH**

BUILDING TOMORROW'S WORKFORCE

If the nation's economic growth is to continue into the next century, it is important that businesses and educators work together to identify the skills necessary to succeed... to ensure that young people are equipped with the skills needed to succeed in tomorrow's workplace.

Training & Employment Report
U.S. Secretary of Labor



WHAT IS REGISTERED APPRENTICESHIP?

Registered apprenticeship is a combination of OJT (on-the-job) training and RTI (related technical instruction) in which paid employees learn the practical and theoretical aspects of a highly skilled occupation. Working under the direction of skilled workers known as journeyworkers, an apprenticeship can last anywhere from 1 to 6 years depending on the skills and technical knowledge required.

WHO CAN BE AN APPRENTICE?

There are two levels of criteria.

Level one is acceptance by the Local Youth Apprenticeship & Training Advisory Committee which requires:

- ✓ At least 16 years of age
- ✓ Possess a valid Missouri drivers license
- ✓ Have Junior status
- ✓ Have passing MMAT scores in both math and language
- ✓ 2.5 GPA and be in good standing
- ✓ successfully completed Algebra I or Math for Tech 2 and/or other subjects as directed by employers
- ✓ 95% attendance during junior year

Level two is acceptance by the individual sponsoring company where the apprenticeship will take place. One of the following may be required:

- ✓ interview
- ✓ entrance test
- ✓ drug testing
- ✓ background check

WHY SHOULD STUDENTS PARTICIPATE IN A REGISTERED APPRENTICESHIP PROGRAM?

Students will benefit in the following ways:

- Earn wages while still in school
- Career path includes on-the-job training
- Training continues after graduation from school
- Increasingly higher wages throughout the apprenticeship
- Training received under the tutelage of a skilled journey worker during the apprenticeship
- Helps to ensure the individual's employability
- Receive a Certificate of Completion from the U.S. Secretary of Labor at the end of the apprenticeship



HOW MANY OCCUPATIONS ARE APPRENTICABLE BY THE BUREAU OF APPRENTICESHIP AND TRAINING?

The Bureau recognizes over 1,000 occupations for certification. Field specification is limited by market needs. Samples of trades are:

- ❖ Protective signal installer
- ❖ Locksmith
- ❖ Operating engineer
- ❖ Tool & die maker
- ❖ Electrician
- ❖ Automobile mechanic
- ❖ Electronics technician
- ❖ Machinist
- ❖ Dental assistant
- ❖ Carpenter
- ❖ Pipe fitter
- ❖ Structural steel worker
- ❖ Plumber
- ❖ Welder
- ❖ Line erector
- ❖ Telecommunications technician
- ❖ Logistics engineer
- ❖ Purchasing agent
- ❖ Millwright
- ❖ CNA
- ❖ Retail

PUBLIC OPINION POLLS

About 2/3rds of respondents surveyed believe that students would learn more if they were able to apply classroom lessons to work experiences.

9 in 10 feel that high school students would benefit from part-time work experience that uses what they learn in schools.

84% want career preparation to start before or during high school – WQED National Poll, American Viewpoint, '96

**GUIDANCE ON ORGANIZATIONS THAT
CAN SERVE AS REGISTERED
APPRENTICESHIP SPONSORS**

BULLETIN 2016-26 March 21, Distribution:
2016 U.S. Department of A-541 Hdqtrs
Labor A-544 All Field Tech
Employment and Training A-547 SD+RD+SAA
Administration
Office of Apprenticeship (OA)
Washington, D.C. 20210
Symbols: DSNIP/FDK

Subject: Guidance on
Organizations that can serve
as Registered Apprenticeship
Sponsors
Code: 450.6

Action: Immediate

PURPOSE: To provide the staff of the Office of Apprenticeship (OA) and State Apprenticeship Agency (SAA) staff, Registered Program Sponsors, and other Registered Apprenticeship Partners information that clarifies what entities may serve as a Sponsor of a Registered Apprenticeship program.

BACKGROUND: The U.S. Department of Labor's (USDOL) Employment and Training Administration OA issued a final rule updating Title 29 Code of Federal Regulations (CFR) § 29, on October 29, 2008. The rule became effective on December 29, 2008.

The revised rule defines an apprenticeship Sponsor as "any person, association, committee, or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved." Sponsorship requires that the program comply with the applicable provisions of Title 29 CFR §§ 29 and 30, which may be achieved through partnerships between Sponsors and employers who are actively training apprentices.

Entities such as employers, industry associations, and joint labor-management organizations have traditionally served as apprenticeship Sponsors; however, there is additional flexibility under the regulations for a wider range of organizations to serve as Sponsors. For example, workforce intermediaries such as Institutions of Higher Education as defined in Sections 101 and 102 of the Higher Education Act (Institutions of Higher Education) (e.g., Community Colleges and 4-year Colleges), community-based organizations (CBOs), and community service organizations could also serve as apprenticeship Sponsors.

With the renewed interest in and focus on apprenticeship today, new organizations and entities are seeking clarification regarding their ability to serve as Sponsors. In determining whether an organization is eligible to serve as a Sponsor, OA will first look to the regulatory requirements. In addition, OA will look for the Registered Apprenticeship Program put forward by the Sponsor to be high quality and employer-driven.

Workforce Intermediaries as Apprenticeship Sponsors

A workforce intermediary is an organization that can help broker local, regional, and national workforce solutions by, among other things, helping job seekers find jobs and employers find workers; convening employers and community partners to determine workforce trends; and assisting in blending customized services and seed funding to grow the demand for new apprenticeship programs. Examples of workforce intermediaries include industry associations, Institutions of Higher Education, CBOs, and community service organizations. Industry Workforce Intermediaries usually specialize in a specific sector, but some may possess expertise that cuts across more than one market.

A workforce intermediary may serve as a Sponsor of a Registered Apprenticeship program if they provide appropriate evidence of partnering with employers. (See attached Appendix _E, Sample Employer Acceptance Agreement). The following are examples of workforce intermediaries that could serve as Sponsors:

- Institutions of Higher Education, such as Community Colleges and 4-year Colleges (refer to Section 101 and 102 of the Higher Education Act for a full definition);
- CBOs; and
- Community Service Organizations.

Please note that under current OA policy, a leasing or staffing company **“cannot”** be a Sponsor of a Registered Apprenticeship program, nor can leased employees participate in Registered Apprenticeships. (See Bulletin 2010-17).

Role of Workforce Intermediaries Serving as Apprenticeship Sponsors

A workforce intermediary serving as a Registered Apprenticeship Sponsor must abide by the apprenticeship regulations and work with USDOL or the designated SAA, where applicable, to develop Standards and administer the program. In addition, Sponsors must ensure that employers fully understand their obligations for participation in a Registered Apprenticeship program. In accordance with the provisions of Title 29 CFR § 29, a workforce intermediary serving as an apprenticeship Sponsor will: 1) identify the apprenticeable occupations and provide evidence of employer participation in the Registered Apprenticeship program (See attached Appendix _E, Sample Employer Acceptance Agreement); 2) identify appropriate related instruction (RI) providers (which may be the employer, Sponsor, or other education provider); 3) work with OA to develop Standards for the Registered Apprenticeship program; 4) provide appropriate employer support; 5) provide appropriate levels of pre-apprenticeship training and supportive services (where applicable); 6) in accordance with Title 29 CFR § 30.3 include in its apprenticeship program Standards the equal opportunity pledge prescribed in § 30.3(b); 7) pursuant to 29 CFR § 30.4 develop and adopt a written affirmative action plan to reflect the Sponsor’s commitment to equal opportunity in recruitment (unless exempt under § 30.3 (e) or (f)); and 8) develop and adopt a selection procedure for apprentices as required by § 30.5 (unless exempt under § 30.3 (e) or (f)). If the workforce intermediary Sponsor is also the provider of the RI, the Sponsor must fulfill the requirements of 29 CFR § 29.5(b)(4), which includes having apprenticeship instructors who meet the State Department of Education’s requirements for a vocational-technical instructor in the State of registration or are subject matter experts, and who have training in teaching techniques and adult learning styles.

As apprenticeship Sponsors, workforce intermediaries provide distinct advantages to growing and diversifying Registered Apprenticeships. Historically, entities such as industry associations have served as Sponsors and have administered apprenticeship programs, developed industry wide curricula, and worked with employer/members and educational entities to implement the apprenticeship program. Similarly, CBOs serving as Sponsors can administer the program and work with employers, educational entities, and the community to implement apprenticeship programs. CBOs are also well-situated to create clear career pathways, particularly from pre-apprenticeship to apprenticeship.

Institutions of Higher Education, such as 4-year Colleges or Community Colleges, acting as Sponsors may offer richer RI opportunities, ensure the ability to earn college credits, and gain

economies of scale by bringing together smaller area firms.

Sponsorship also has the potential side benefits of allowing workforce intermediaries to better manage their placements with local employers and to engage the workforce system on apprenticeship. OA anticipates that workforce intermediaries may need to overcome significant training and capacity issues to make the practice of their participation as apprenticeship Sponsors more widespread. As such, OA staff is available to offer technical assistance to workforce intermediaries and should generally promote the idea of expanding workforce intermediaries as Sponsors to the apprenticeship community.

Role of Employers Collaborating with Workforce Intermediary Sponsors

While Sponsors develop Standards and administer the apprenticeship program, employers recruit and hire new workers or select current employees to be apprentices; identify the skills and knowledge that apprentices must learn; provide the on-the-job learning (OJL); pay progressively higher wages as skills increase; and identify an experienced mentor to work with apprentices. In addition, depending on the terms of the Employer Acceptance Agreement, it may be the employer, rather than the workforce intermediary, that registers their program with OA or the relevant SAA.

Employer Acceptance Agreements

The relationship between workforce intermediary Sponsors and employers is formalized by having employers sign Employer Acceptance Agreements. By signing on with a workforce intermediary Sponsor, as opposed to sponsoring the program themselves, participating employers have access to several key advantages. For example, workforce intermediaries can create a dedicated talent pipeline for targeted skill needs and simplify the process for establishing an apprenticeship program. These agreements also offer employers access to the broad resources and partners of the workforce intermediaries, including the potential to reach a diverse talent pool of prospective apprentices.

In return, employers signing Employer Acceptance Agreements agree to abide by the Sponsor's approved program Standards, including recruiting and accepting apprentices in accordance with the selection process approved in the Sponsor's apprenticeship Standards. They also agree to provide (OJL, rotate apprentices through various aspects of occupational training, and provide adequate supervision of the apprentice.

OA believes that the specific administrative structure of the Employer Acceptance Agreement should be driven by the employers participating in the Registered Apprenticeship program. For example, Employer Acceptance Agreements can be negotiated with the Sponsor to include appropriate language regarding selection procedures, the specific wage scale to be utilized and reporting duties.

Examples of Workforce Intermediaries Serving as Sponsors

Industry associations, such as Technology Association of Iowa (TAI) and CBOs like Year Up, are examples of workforce intermediaries acting as Sponsors.

In these examples, the industry association or CBO worked with OA to develop the Standards of Apprenticeship for a Registered Apprenticeship program.

In the case of TAI, the Standards are approved, but not registered to TAI. Instead, an individual

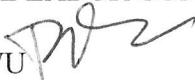
employer that is a member of TAI who wants to participate in the Registered Apprenticeship program signs an Employer Acceptance Agreement adopting the Standards. Apprentices in the Registered Apprenticeship program sponsored by Year Up have completed Year Up's one-year pre-apprenticeship program, and have transitioned, with appropriate advance credit, into full time employment with one of many local employers partnering with Year Up. Like the individual employer members of TAI, these local employers have agreed to participate in the Registered Apprenticeship program by signing Employer Acceptance Agreements and adopting the Registered

Apprenticeship Standards developed by Year Up and OA. As the Sponsor, Year Up provides ongoing case management and support services to participating employers and the apprentices as they complete their apprenticeship.

In the examples listed above, the role of the workforce intermediary Sponsor is to oversee and manage the Registered Apprenticeship Standards and the employers participating in the Registered Apprenticeship program agree to adopt these Standards. The Sponsor approves each such employer, sends the Employer Acceptance Agreements to the OA or SAA for approval and registration, and is responsible for ensuring that the employers participating in the program comply with the terms of the Standards. The workforce intermediary Sponsor markets the Registered Apprenticeship program to their members or community, which benefits participating employers because the Sponsors bear the burden of administering the program. In addition, because the Standards are the same for all participating employers, participating employers can ensure that all apprentices are receiving the same type of OJL and RI. This ensures that the industry has skilled workers that are trained to specified industry standards.

TRAINING AND EMPLOYMENT NOTICE	NO. 31-16
	DATE January 17, 2017

TO: ALL STATE WORKFORCE ADMINISTRATORS
 ALL STATE AND LOCAL WORKFORCE AGENCIES
 ALL STATE WORKFORCE LIAISONS
 ALL STATE AND LOCAL WORKFORCE BOARD CHAIRS AND DIRECTORS
 ALL STATE APPRENTICESHIP AGENCIES
 ALL APPRENTICESHIP STATE AND REGIONAL DIRECTORS
 ALL STATE LABOR COMMISSIONERS

FROM: PORTIA WU 
 Assistant Secretary
 Employment and Training Administration
 U.S. Department of Labor

JOHAN E. UVIN 
 Deputy Assistant Secretary
 Delegated the Duties of Assistant Secretary
 Office of Career, Technical, and Adult Education
 U.S. Department of Education

SUBJECT: Framework on Registered Apprenticeship for High School Students

- Purpose.** The Framework on Registered Apprenticeship (RA) for High School Students provides guidance from the U.S. Departments of Labor (USDOL) and Education (ED) to the public workforce and education systems on the components of a high-quality RA program for high school students. The purpose of this framework is to provide recommendations on key elements of RA programs for high school students and to encourage greater use of RA and pre-apprenticeship programs for in-school youth at least 16 years old, enrolled in secondary schools. The Fair Labor Standards Act (FLSA) sets the minimum ages and occupations in which youth can be employed in agricultural and nonagricultural employment. In nonagricultural employment, 16- and 17-year-old apprentices are specifically permitted to do some hazardous work otherwise prohibited for that age group provided certain requirements are met (see footnote three in Attachment 1). Apart from these exceptions, all other work deemed to be hazardous by the Secretary of Labor is prohibited for 16- and 17-year-old apprentices working in nonagricultural employment. This framework provides an important opportunity for youth to finish high school and continue on a pathway toward multiple career and educational opportunities, such as entering an RA program, earning an associate's and/or a bachelor's degree, and obtaining sustainable employment. The framework seeks to enhance the competitiveness of businesses by connecting youth to work-based learning and developing in-demand skills and competencies.

2. **References.** See Attachments.

3. **Background.** There is growing federal and state support for the expansion of youth employment and training programs to meet the demands of businesses that want to recruit workers into their companies. For example, the Workforce Innovation and Opportunity Act (WIOA) places increased emphasis on improving youths' access to employment into high-quality jobs and careers. At least twenty percent of WIOA youth formula funds allocated to local areas must be used to provide youth with paid and unpaid work experiences, including pre-apprenticeship and other types of on-the-job training. Also, local WIOA formula funds may also be used to support apprentices participating in a RA program. In addition, under the Office of Apprenticeship's regulations implementing the National Apprenticeship Act of 1934¹ apprentices must be at least 16 years of age, creates an opportunity among public workforce and education systems to develop RA programs designed to meet the needs of in-school youth.

RA and pre-apprenticeships are valuable work-based learning opportunities that can provide high school students with academic and workplace skills that lead to postsecondary education opportunities and careers. RA is a proven model of job preparation that combines paid on-the-job learning (OJL) and related instruction to progressively increase workers' skill levels and wages. The average income of apprentices is approximately \$60,000. These results show the advantages an apprenticeship offers in providing both a significant wage gain and clear career path for entry-level workers. Through various program designs and approaches, RA and pre-apprenticeship programs for high school youth can be adapted to meet the needs of school districts, employers, the sponsors they serve, and specific opportunities within the local labor market. Several states provide successful RA or pre-apprenticeship programs for high school students. They combine academic and career and technical education (CTE)² classroom instruction with work-based learning, allowing students to earn a high school diploma and develop industry specific workplace competencies, skills, and knowledge. Programs are designed to prepare students for a career encompassing both postsecondary education and employment by providing opportunities for earning college credits and/or industry-recognized certificates or credentials.

State leaders, educators, and employers have requested more guidance on RA programs for high school students. The USDOL engaged the Secretary's Advisory Committee on Apprenticeship (ACA), as well as ED, Office of Career, Technical and Adult Education (OCTAE), to develop a framework on RA for high school students. In addition, key stakeholders in the RA, workforce, and education communities provided input to help inform the development of this guidance.

¹ 29 C.F.R. § 29.5(b)(10).

² Section 3(5) of the Carl D. Perkins Career and Technical Education Act of 2006 defines "career and technical education" as organized educational activities that offer a sequence of courses that -- provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and includes competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

4. **Framework Principles.**

- High school students enrolled in secondary school who meet the minimum legal age of 16 can be employed as apprentices. Across the country, RA programs for high school students have diverse definitions and requirements dictated by state laws. This framework, if states and localities choose to implement it, has the capacity to improve consistency and quality of programs on a national level. Such programs must comply with all applicable laws, including Federal regulations on child labor as stated in the FLSA (see Child Labor Bulletin 101) in addition to state child labor laws. Programs must also comply with state workers' compensation laws.
- Programs for high school students should combine academic and technical classroom instruction with work experience, allowing youth to explore a career and develop industry- specific workplace competencies, skills and knowledge, while still enrolled in high school.
- Programs should align academic and technical standards in secondary and postsecondary education, CTE, and industry-recognized credentials and certifications.
- Programs should incorporate stackable credentials of value for multiple pathways, including entrance into RA programs, community and technical colleges, universities, and sustainable employment.
- Employer involvement is critical in developing and sustaining the program.

5. **Elements of Quality RA Programs for High School Students.** High-quality RA programs for high school students should address the needs of students, employers, sponsors, and local school districts. While they may employ different program designs and approaches which are consistent with state and local education guidelines, the models described below should form the foundation of students' participation in a pre-apprenticeship or RA programs during high school and beyond. High school programs have strong linkages to an RA program during and after high school graduation in each model. Students are encouraged to begin career exploration (i.e., job shadowing, career fairs, internships, etc.) prior to entering these programs. Students may begin related classroom instruction and some work-based learning before entering an RA program.

(A) Pre-apprenticeship for High School Students or School-to RA

- A pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an RA program. This model is based on the [Quality Pre-Apprenticeship Guidance, Training and Employment Notice \(TEN, 13-12\)](#). Pre-apprenticeship programs should have strong direct linkages with RA.

- Students take courses for the purpose of their pre-apprenticeship that are approved by a RA program in addition to their required high school coursework. These courses count towards high school graduation.
- Students participate in OJL activities beginning at age 16, which can count towards entry into an RA program. As students move through the program, they advance their OJL to become more skilled and more productive.
- Students may have opportunities to earn industry-recognized credentials and certifications.
- Students can apply to the RA program leading up to or upon high school graduation.
- Postsecondary credits are awarded based on signed articulation agreements established between local school districts, postsecondary institutions, and RA programs.

(B) RA Program that Begins in High School

- Students begin their RA program in high school and are fully registered as apprentices in the RA system.
- RA agreements are signed by a parent/guardian (if the student is under age 18), the students, and employer/sponsor.
- Students take courses at their high school and/or community and technical colleges for the purpose of their apprenticeship that are approved by an RA program in addition to their required high school coursework. These courses should count towards high school graduation. Course work can start as early as ninth grade.
- Postsecondary credits are awarded based on signed articulation agreements established between local school districts, postsecondary institutions, and RA programs.
- Students may start OJL activities at age 16, which will count towards entry into a RA program. The specific types and conditions of permissible work activities are outlined for 16- and 17-year olds in the FLSA and in State Child Labor laws. The work portion of the program is flexible and is done when school is not in session including summers and weekends or as part of a work-study program.
- Students are employed by a participating signatory partner to the Registered Apprenticeship Guideline Standards or program and are under supervision of a skilled mentor during OJL.
- Students who complete the RA program upon high school graduation will have gone through a time-based (a minimum of 2000 hours of OJL and 144 hours of related

instruction), a competency-based or hybrid program and will receive a RA Certificate of Completion and a high school diploma.

- The length of the program depends on the occupation's standards, industry norms, and the type of program (Time-based, Competency-based, or Hybrid).
 - Enrollment in a RA program may begin in high school and continue after graduation. A signatory partner to the RA guideline standards or program will continue to employ the individual and count the OJL hours earned while in high school towards the RA program. Postsecondary coursework can be provided by community, technical or four-year colleges, accredited on-line programs or recognized RA training centers in accordance with the program's standards.
 - Students may have opportunities to earn industry-recognized credentials and certifications.
6. **Next Steps.** The Employment and Training Administration will continue to develop and disseminate information to promote RA for High School Students.
 7. **Action Requested.** Recipients of this guidance are requested to disseminate this information broadly to local areas to build greater understanding of RA for High School Students.
 8. **Inquiries.** Questions about this TEN should be directed to Ms. Laura Ginsburg of the Office of Apprenticeship at (202) 693-2796 or Ginsburg.laura@dol.gov.
 9. **Attachments.**

Attachment I: Guide on Child Labor Laws and Workers' Compensation for Apprentice Minors

Attachment II: Workers' Compensation for apprentices under age 18

Attachment 1.

GUIDE ON CHILD LABOR LAWS AND WORKERS' COMPENSATION FOR APPRENTICE MINORS

Federal and State Child Labor Laws:

- The USDOL Wage and Hour Division enforces Federal child labor laws, as authorized under the **Fair Labor Standards Act (FLSA) of 1938**.
- While Federal law addresses child labor, many states have enacted more stringent laws that further define how RA programs can operate. The FLSA does not preempt state laws that impose stricter standards. Please consult State Child Labor Laws: <http://www.dol.gov/whd/state/state.htm>. Note, in some states, minor workers may be required to obtain a work permit.

Minimum Age for Employment under FLSA:

- **Minors must be age 16** to work in nonagricultural employment for unlimited hours in occupations **not declared hazardous by law**.³
- **Minors must be age 18** to work in nonagricultural employment in occupations declared as **hazardous**. However, there are certain exceptions from the hazardous occupation orders for individuals employed as apprentices.

Hazardous Occupation Exemptions for Apprentices Age 18 and under:

- Only nonagricultural Hazardous Occupations Orders (HO) Nos. 5, 8, 10, 12, 14, 16, and 17⁴ contain exemptions for 16- and 17-year-old apprentices.
- These exemptions apply when: 1) apprentices are employed in an apprenticeship trade; 2) the hazardous work is incidental to his or her training; 3) such work is intermittent and for short periods of time under direct and close supervision of a journeyman as a necessary part of the apprenticeship training; and 4) the apprentice is registered with DOL (or state agency) or is employed under a written apprenticeship agreement which is found by the Secretary of Labor to conform substantially with such federal or state standards (see 29 C.F.R. 570.50(b)).
- For minors engaged in agricultural occupations, no specific exemptions are listed for apprentices' involvement in hazardous activities. Exceptions from the agricultural hazardous occupation orders are provided for various student learners. See 29 C.F.R. 570.72.

³ Under the FLSA, 14 is the minimum age for nonagricultural employment in specified occupations outside of school hours for limited periods of time each day and each week.

⁴HO 5.* Occupations involved in the operation of power-driven woodworking machines.

HO 8.* Occupations involved in the operation of power-driven metal-forming, punching, and shearing machines.

HO 10. Occupations involved in the operation of power-driven meat-processing machines and occupations involving slaughtering, meat and poultry packing or processing (including the use of power-driven meat slicing machines) or rendering.

HO 12.* Occupations involved in the operation of balers, compactors, and paper-products machines.

HO 14.* Occupations involved in the operation of circular saws, band saws, guillotine shears, chain saws, reciprocating saws, wood chippers, and abrasive cutting discs.

HO 16.* Occupations in roofing operations and all work on or about a roof.

HO 17.* Occupations in excavation operations.

Child Labor Law Resources:

- Federal Child Labor Law Guidance from USDOL's Wage and Hour Division: <http://www.dol.gov/whd/childlabor.htm>.
- Child Labor Bulletin 101: <http://www.dol.gov/whd/regs/compliance/childlabor101.pdf>. Booklet on FLSA which contains certain exemptions on hazardous activities and wages for minor apprentices working in nonagricultural occupations.
- Child Labor Bulletin 102: <http://www.dol.gov/whd/regs/compliance/childlabor102.pdf>. Booklet on FLSA which contains regulations for minors engaged in agricultural occupations.
- Youth Rules! Website: <http://www.youthrules.gov>.
- Resources on States' Child Labor Laws: <http://www.dol.gov/whd/state/state.htm>.
- Youth Apprenticeship Program Requirements in Wisconsin: <http://dwd.wisconsin.gov/youthapprenticeship/legal.htm>. Information for employers, parents, and students on child labor laws, insurance, and liability.
- Tech Ready Apprentices for Careers in Kentucky (TRACK): Working with Students under 18: http://education.ky.gov/CTE/cter/Pages/Students_U18.aspx. Resources on child labor laws and insurance for the TRACK program in Kentucky.

Attachment 2.

WORKERS' COMPENSATION FOR APPRENTICES UNDER AGE 18

Laws:

Every state has its own workers' compensation laws, which are contained in statutes. The laws vary somewhat in each state. In some states, minors are treated the same as workers 18 years of age and older; in others, there are special requirements for youth. Under the law in most states, every business must have some form of workers' compensation insurance to cover injured employees. Below is a list of resources on workers' compensation to help employers navigate this issue in their states.

Workers' Compensation Resources:

- State Workers' Compensation Laws: <http://injury.findlaw.com/workers-compensation/workers-compensation-laws-by-state.html>.
- Youth, Minors, and Workers' Compensation: <http://blog.reduceyourworkerscomp.com/2010/12/hiring-youth-minors-and-workers-compensation>.
- National Academy of Social Insurance's Research on Workers' Compensation: <https://www.nasi.org/research/workers-compensation>.

A series of reports and relevant information on workers' compensation benefits in each state and employer costs.

- Workers' Compensation: Benefits, Coverage, and Costs, 2013: https://www.nasi.org/sites/default/files/research/NASI_Work_Comp_Year_2015.pdf.
The only comprehensive national data on state and federal workers' compensation programs.
- National Academy of Social Insurance's Infographic on Benefits and Employer Costs: Workers' Compensation State-by-State Benefits Paid and Employer Costs: <https://www.nasi.org/research/2016/infographics-workers-comp-state-state-benefits-paid-employer>.

Other Workers' Compensation Laws for Specific Employers:

There are special workers' compensation laws for employees of the Federal Government (see The Federal Employment Compensation Act (FECA) and for workers in other industries (for example, longshore and harbor workers and coal mine workers) The USDOL's Office of Workers' Compensation Programs administers these programs.

- The Federal Employment Compensation Act: <https://www.dol.gov/owcp/dfec/regs/statutes/feca.htm>.
- Office of Workers' Compensation Programs (OWCP): <https://www.dol.gov/owcp/>.

State Information on Youth and Workers' Compensation: Examples for Reference

- Youth Apprenticeship Program Requirements in Wisconsin:

<http://dwd.wisconsin.gov/youthapprenticeship/legal.htm>. Information for employers, parents, and students on child labor laws and insurance and liability.

- Talking Points with Insurance Carriers:
<http://education.ky.gov/CTE/cter/Documents/TalkingPointsInsCarrier.pdf>. A resource on workers' compensation in Wisconsin for work-based learning practitioners.
- Tech Ready Apprentices for Careers in Kentucky (TRACK): Working with Students under 18: http://education.ky.gov/CTE/cter/Pages/Students_U18.aspx. Resources on child labor laws and insurance for the TRACK program in Kentucky.

LTCC Apprenticeship Program

DESE Pilot

2015-16

Purpose/Goals

- Develop a highly skilled workforce to help industry grow their business.
- Exemplify high standards, instructional rigor, and quality training.
- Provide on-the-job training and job-related technical instruction
- Each program meets national standards with the U.S. Department of Labor
- On-the-job training is conducted under the direction of a mentor (employer personnel)
- Completion of the apprenticeship program leads to an industry recognized credential

Timeline

- October 2015: DESE contacted LTCC administration recognizing the industry base in Laclede County and requesting LTCC to be the first Tech Center to “pilot” an Apprenticeship Program.
- November 2015: Meeting with DESE staff, DOL representatives, WIB representatives, and LTCC administration. Discussion focused on the Apprenticeship program and the details surrounding the program standards.
- March 2016: Industry representatives, CO Administration, REDI, DESE, DOL, WIB, and Department of Economic Development, and Vocational Rehabilitation representatives met to discuss and roll out information related to the Apprenticeship program.
- April 2016: Industry representatives, DOL, REDI, and LTCC administration met to establish the program standards concerning technical instruction and on-the-job training. Two separate meeting were conducted to establish the Apprenticeship standards, one for Welding and one for Machining.
- May 2016: Both programs were approved by the DOL.
- May/June 2016: Partnering industries were contacted with potential 2016-17 LTCC Seniors in the corresponding programs to interview for employment. To date, 4 students have been employed as apprentices at two companies. Four companies have completed the necessary paperwork partnering with LTCC.
- 2016-17: Continue to develop the LTCC curriculum to meet the standards established by industry. Develop partnerships with OTC for continued training related to the two programs established after students graduate in May 2017
- 2016-17: Continued development of new Apprenticeship programs for current LTCC programs and recruit industry sponsors