



October 19, 2026

Marek Laco, Acting Assistant Secretary
Employment and Training Administration
U.S. Department of Labor
200 Constitution Ave NW
Washington, DC 20210

***Re: Agency Information Collection Activities; Comment Request;
Registered Apprenticeship National Public Awareness Campaign***

Dear Acting Assistant Secretary Laco,

On behalf of the Association for Career and Technical Education (ACTE), the nation's largest not-for-profit association committed to the advancement of education that prepares youth and adults for career success, and Advance CTE, the nation's longest-standing not-for-profit representing State Directors and leaders responsible for secondary, postsecondary and adult Career Technical Education (CTE) across all 50 states and U.S. territories, we are writing in response to the Federal Register notice released August 19 concerning the Registered Apprenticeship National Public Awareness Campaign.

Our organizations support the Department's proposal to conduct two quarterly surveys that will collect information on Registered Apprenticeship awareness, perceptions, barriers and more from the public and employers. Registered Apprenticeship Programs (RAPs) connect classroom and technical instruction with paid on-the-job learning, industry credentials and pathways that align with in-demand careers in a growing array of sectors throughout the American economy. .

Extensive research demonstrates the benefits of RAPs on employment and earnings as well as career advancement and economic mobility.^{1 2} Employers also see a strong return on their investment, earning \$1.44 for every dollar they invest in RAPs—a 44% gain.³ Recognizing the impact of RAPs, both the federal and state governments have

¹ [Resource Hub | Apprenticeship.gov](#)

² [Apprenticeship: Earn-and-Learn Opportunities Can Benefit Workers and Employers](#)

³ [Do Employers Earn Positive Returns to Investments in Apprenticeship?](#)

taken action to support and expand program offerings through [tax credits and employer incentives](#), investment in [specific industries](#) and connecting apprenticeship to secondary and postsecondary schools.

CTE is a critical partner in apprenticeship. CTE programs in community and technical colleges, area technical centers and comprehensive high schools frequently partner with employers to deliver the technical instruction component of RAPs and help with the wider coordination of work-based learning experiences. Some CTE programs and CTE-focused institutions also sponsor RAPs or act as intermediaries.

Additionally, many CTE programs offer [youth apprenticeship](#) and [pre-apprenticeship](#) opportunities that pave the way for students to enter RAPs. States such as [Wisconsin](#) have developed robust statewide youth/pre-apprenticeship systems that directly connect high school students to RAPs in emerging and high-wage industries.

The proposed surveys offer an opportunity to gauge the awareness and perception of RAPs and their relation to CTE programs. Understanding this relationship will provide the Department with data to develop targeted messaging that communicates the connection between CTE and Registered Apprenticeship, equipping individuals and employers with clear information about CTE pathways into RAPs and supporting the Trump Administration's goal of [surpassing one million active apprentices](#).

With these goals in mind, we recommend that the Department incorporate questions that seek the following information.

Public Survey

- Questions about *where it would be most beneficial* for the classroom instruction component of RAPs to occur, with response options including CTE programs and institutions like community and technical colleges, area technical centers, and high schools
- Questions about awareness and the benefits of integration of RAPs with the education system, with a focus on education benefits like earning postsecondary credits and education credentials that can be used to meet college admissions requirements
- Questions about perceptions of participation in degree apprenticeship programs that lead to a bachelor's degree
- Questions about the awareness and the value of connections between pre-apprenticeships/youth apprenticeships and RAPs

Employer Survey

- Questions for employers about where the classroom instruction part of RAPs occurs, with response options including CTE programs and institutions like community and technical colleges, area technical centers and high schools
- Questions for employers about the benefits and challenges of partnering with CTE programs and institutions like community and technical colleges, area technical centers and high schools to offer the instructional part of RAPs
- Questions for employers about how the benefits of RAPs help with recruiting apprentices, with response options including education benefits like earning postsecondary credits and education credentials
- Questions for employers about offering degree apprenticeship programs that lead to a bachelor's degree
- Questions for employers about the connections between pre-apprenticeships/youth apprenticeships and RAPs

We appreciate your time and consideration of our comments and recommendations. Should you have any questions or would like to discuss the issues raised in this letter further, please do not hesitate to contact ACTE's Chief Policy, Research and Content Officer Alisha Hyslop (ahyslop@acteonline.org) or Advance CTE's Federal Policy Advisor Steve Voytek (svoytek@careertech.org).

Sincerely,



LeAnn Curry
Executive Director
ACTE



Kate Kreamer
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