



DIRECTIVE: JOB CORPS PROGRAM INSTRUCTION NOTICE NO. 24-03

TO: ALL JOB CORPS NATIONAL OFFICE STAFF
 ALL JOB CORPS REGIONAL OFFICE STAFF
 ALL JOB CORPS CENTER DIRECTORS
 ALL JOB CORPS CENTER OPERATORS
 ALL FOREST SERVICE JOB CORPS CENTERS
 ALL NATIONAL TRAINING AND SUPPORT CONTRACTORS
 ALL OUTREACH, ADMISSIONS, AND CTS CONTRACTORS
 ALL CENTER USERS

FROM: JOHN E. HALL
 Administrator
 Office of Job Corps

SUBJECT: Quality Pre-Apprenticeship Programs in a Job Corps Setting

1. **Purpose.** The purpose of this Program Instruction Notice (PIN) is to provide updated guidance concerning the Career Technical Training (CTT) Trade Change Request (TCR) process, to align with Employment and Training Administration (ETA) Training Employment Notice (TEN) No. 23-23, *Quality Pre-Apprenticeship Programs*. This guidance describes how the Office of Job Corps (OJC) will approve or disapprove, for purposes of the CTT TCR process, CTT programs that seek identification as pre-apprenticeship programs. OJC is continually developing and increasing the academic and technical rigor of its training offerings for students. OJC is supportive of developing quality pre-apprenticeship programs to better prepare Job Corps graduates for quality employment, including entry into registered apprenticeship programs. This PIN supersedes OJC’s previous guidance on pre-apprenticeship that was issued as part of PIN No. 21-10.
2. **Background.** Pre-apprenticeship programs prepare students with a set of skills and strategies needed to enter and succeed in a registered apprenticeship program (RAP) or industry-relevant job. Job Corps is naturally structured to offer quality pre-apprenticeship programs to Job Corps students and to align training and career pathways with RAPs. Currently, Job Corps offers more than 350 CTT programs that are identified as pre-apprenticeship programs in approximately 60 trades at nearly 100 centers. These pre-apprenticeship programs span a range of industries including construction, advanced manufacturing, renewable resources and energy, transportation,

and automotive and machine repair.

Pre-apprenticeship programs provide a training model designed to assist individuals enter a RAP by providing access to education and workplace-simulated training. As defined in TEN No. 23-23,¹ pre-apprenticeship programs are work-based learning programs designed to prepare new employees, particularly youth, with the skills and supports necessary to successfully transition to and successfully complete RAPs. Job Corps centers provide industry-recognized training, skills, and credentials, as well as wraparound and employability support. As such, the CTT programs that are offered by Job Corps centers serve as pre-apprenticeship programs.

3. **Guidance.** The five elements referenced immediately below summarize the scope and characteristics of a quality pre-apprenticeship program as described in TEN No. 23-23.² These key quality attributes must be demonstrated by a CTT program for OJC to approve, for purposes of the CTT TCR process, the CTT program's identification as a pre-apprenticeship program.

A. Partnership with RAP sponsors. CTT programs that seek identification as a pre-apprenticeship program must be designed and delivered with input from at least one RAP sponsor. A pre-apprenticeship program's educational and pre-vocational services prepare individuals to meet the entry requirements of one or more RAPs. Within Job Corps, partnerships with RAP sponsors may include, but are not limited, to the following:

- A Training Achievement Record (TAR) is developed by the CTT training provider (Center or Other Training Provider (OTP)) that includes training goals to teach participants a defined set of skills. The CTT training provider works with one or more RAP sponsors to refine the TAR and/or ensure that the TAR training goals align to the requirements to enter the sponsor's respective registered apprenticeship program(s).
- Substantive engagement between one or more RAP sponsors and the Job Corps CTT program has been defined. Engagement may include program visits/field trips, access to RAP mentors, establishing the RAP employer/site as an off-center Work-Based Learning (WBL) site for Job Corps students, etc.
- The CTT training provider has obtained commitment that the RAP sponsor will provide direct assistance to Job Corps students applying for entry into the RAP.

B. Sustainability through partnerships. To support sustainability, CTT programs that seek identification as a pre-apprenticeship program must establish partnerships with entities to collaboratively promote the use of RAPs to develop a skilled workforce. Partnerships that promote pre-apprenticeship program sustainability may include those with RAP sponsors, community-based organizations, advocacy organizations that represent underserved populations, the public workforce system, community colleges, etc. Within Job Corps, partnerships that support the sustainability of the pre-apprenticeship program may include but are not limited to:

- The CTT training provider establishes partnership(s) with DOL-funded registered

¹ Training and Employment Notice 23-23, Quality Pre-Apprenticeship Programs. [Quality Pre-Apprenticeship Programs \(dol.gov\)](https://www.dol.gov)

² While ETA's Office of Apprenticeship (OA) does not directly oversee or regulate pre-apprenticeship programs, OA recommends the elements of a quality pre-apprenticeship program outlined in TEN No. 23-23, as they facilitate subsequent success in a RAP.

apprenticeship intermediaries who develop programs and/or connect job seekers with RAP sponsors and employers. Intermediaries can serve as a resource that helps Job Corps centers identify RAP opportunities for Job Corps students.

- The CTT training provider works with the local workforce development board to promote the use of RAPs as a means for employers to develop a skilled workforce and to seek additional RAP partnerships.

C. Meaningful training combined with hands-on experience replicating a workplace that does not displace employees: CTT programs that seek identification as pre-apprenticeship programs must provide hands-on training to individuals in a workplace, simulated lab experience, or WBL environment, which does not supplant a paid employee, but effectively simulates the industry and occupational conditions and standards of the partnering RAPs while observing proper supervision and safety protocols. Additionally, such programs shall enable students to achieve an industry-recognized credential. Per PRH Chapter 3.1 Training Management, R5, "Centers must ensure training provided will enable students to obtain a license or certification in the state where he or she will seek employment, if applicable." Within Job Corps, meaningful training and hands-on expertise may include but is not limited to:

- Designing and implementing CTT programming that is meaningful and incorporates a significant hands-on experience (i.e., Career Technical Skills Training (CTST) projects) and/or significant WBL activities that are related to the applicable career technical training program.
- Establishing a RAP employer site as a WBL provider in accordance with Job Corps requirements and placing pre-apprenticeship program students in those specific WBL opportunities.
- Providing opportunities for students to obtain an industry-recognized credential. The credential must be recognized by the Office of Job Corps.

D. Access to career and supportive services: CTT programs that seek identification as pre-apprenticeship programs must provide or otherwise ensure access to career and supportive services during the program, which may continue after a Job Corps student graduates and enters a RAP. Services may include both financial and non-financial supports such as stipends, career counseling, career exploration, mentoring, transportation assistance, childcare, dependent care, rehabilitative services, textbooks, tools, emergency grants, and other types of services necessary for an individual to succeed in pre-apprenticeship programs and RAPs.

Due to Job Corps' status as a full service, residential training provider, Job Corps is uniquely positioned to provide pre-apprenticeship programs with the supports students need to be successful in pre-apprenticeship and prepared for a RAP. Per PRH Chapter 2, Job Corps provides counseling, personal and career assessment, community living, leisure time employment, student benefit fund, health and wellness program, healthy lifestyle, disability accommodations and processes, and other support services.³ Job Corps must also provide students with current training materials and equipment per PRH Chapter 3 and, per PRH

³ <https://prh.jobcorps.gov/PRH%20Chapter%20/PRH%20Chapter%20%20-%2002.14.24.pdf>

Chapter 4, Job Corps provides career transition services, including enrollment into RAPs.⁴ Additionally, per PRH Chapter 6, Job Corps centers must provide students uniforms and a cash clothing allowance, and transportation for students to and from the center and for off-center training, WBL, and off-center activities.⁶ Accordingly, Job Corps is primed to provide the appropriate career and supportive services during a pre-apprenticeship program and during the transition to a RAP.

E. Strategies that increase Registered Apprenticeship opportunities for underrepresented or underserved populations facing significant barriers to employment in the Registered Apprenticeship labor force. Generally, pre-apprenticeship programs may play a role in removing barriers to employment and create accessible career pathways through registered apprenticeship, particularly for underrepresented populations and underserved communities. For CTT programs that seek identification as a pre-apprenticeship program, strategies that address underserved populations may include but are not limited to the following:

- Exposing pre-apprenticeship program participants to RAPs and providing assistance to students in applying to those RAP programs, including continued follow-up when participants do not get accepted into a RAP upon their first attempt.
- Instruction and training that is designed to reach underrepresented or underserved populations and which helps students overcome the barriers to entering and succeeding in RAPs. Support through career awareness workshops, job shadowing, and training that integrates CTT and Academics to strengthen a student's ability to enter a RAP are other examples of strategies that address the barriers that underserved populations typically face.

4. Action. Beginning on the effective date of this PIN, center operators seeking to identify a CTT program as pre-apprenticeship program must:

- **Review the Pre-Apprenticeship Trade Change Request (TCR) Form and Criteria:** Centers interested in identifying CTT programs as pre-apprenticeship programs should review the TCR form and criteria associated with the process to ensure understanding of the requirements before submission. The TCR form can be accessed within the CTT Resources section of the Job Corps Community Website or by reaching out to cttsubmissions@dol.gov. A Pre-Apprenticeship TCR form captures information as to how the pre-apprenticeship program adheres to the quality pre-apprenticeship framework outlined in this PIN.
- **Identify Program(s):** Identify any center- or OTP-operated CTT program(s) that would benefit from the adoption of the quality pre-apprenticeship framework. Centers should utilize the five components of the quality pre-apprenticeship framework to help identify programs that may be particularly well-suited to the pre-apprenticeship model.
- **Develop and Test Partnership(s):** Engage with relevant registered apprenticeship partners, such as registered apprenticeship program sponsors and affiliated Related Training Instruction (RTI) providers, to determine alignment between RAPs and center-operated pre-apprenticeship programs. If alignment is present, the center should engage with partners to develop criteria by which Job Corps graduates may transition to RAP placements, with consistent partnership oversight and student supports.

⁴ <https://prh.jobcorps.gov/PRH%20Chapter%203/PRH%20Chapter%203%20-%202007.01.23.pdf>

⁵ <https://prh.jobcorps.gov/PRH%20Chapter%204/PRH%20Chapter%204%20-%202007.01.23.pdf>

⁶ <https://prh.jobcorps.gov/Administrative%20Support%20Services/>

- **Formalize Partnership(s):** The center and registered apprenticeship partner(s) must formalize their partnership by developing and signing a Memorandum of Understanding (MOU). The MOU must outline partner endorsement of the center and its program(s) and specify criteria and processes for coordination transitions into RAPs (e.g., slot availability, screening criteria, responsibilities of both parties, etc.). The final signed MOU shall be submitted with the CTT TCR process as described below. **Submit Pre-Apprenticeship CTT TCR Form:** Centers that complete the steps outlined above can submit for approval their Pre-Apprenticeship CTT TCR form. Centers must complete a Pre-Apprenticeship CTT TCR form and receive approval of the request by the Regional Office and the Office of Job Corps. Center operators may submit the Pre-Apprenticeship CTT TCR form at any point in the program year, which may be submitted to Job Corps by email to cttsubmissions@dol.gov.

CTT programs administered by National Training Contractors (NTC) have already been identified by OJC, for CTT purposes, as pre-apprenticeship programs. In addition, OJC has previously identified non-NTC administered CTT programs as pre-apprenticeship programs. Centers do not need to submit a Pre-Apprenticeship CTT TCR form for these programs to continue their identification as pre-apprenticeship programs. However, both NTCs and Centers must ensure their programs continue to adhere to the quality standards described in this PIN. CTT programs identified as pre-apprenticeship programs are subject to assessment to ensure they meet the quality standards.

5. Effective. October 9, 2024
6. Expiration Date. Until superseded.
7. Inquiries. Inquiries and submissions should be sent to CTTsubmissions@dol.gov