Testimony of

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"Registered Apprenticeship: Scaling the Workforce for the Future"

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Chairman Cassidy, Ranking Member Sanders and members of the Committee on Health, Education, Labor and Pensions, thank you for inviting me to testify today on behalf of the nearly 13 million people who make things in America. It is an honor to be able to share our insights and experience with the Committee. Earn-and-learn models of training are an important topic for manufacturers, and one that is gaining momentum. Indeed, as manufacturing continues to rapidly evolve in the face of the accelerated deployment of advanced technologies, training and upskilling our workforce are top and consistent priorities.

I serve as the chief program officer at the Manufacturing Institute (MI), the 501(c)3 non-profit workforce development and education affiliate of the National Association of Manufacturers. The MI works to build and strengthen the manufacturing workforce for today and tomorrow to create a workforce prepared for the challenges and opportunities of the 21st century. We do this by implementing groundbreaking initiatives, convening industry leaders, conducting innovative research and promoting public policy that supports the sector as it meets the opportunity of modern manufacturing. Through this work, the MI furthers individual opportunity, community prosperity and a more competitive manufacturing industry.

We bring decades of policy and direct field experience in apprenticeship through our management of the Federation for Advanced Manufacturing Education (FAME). FAME is a multiemployer apprenticeship model that unites companies with shared skill requirements to form a local FAME chapter and partner with a local community or technical college to deliver the related instruction. Together, they deliver a powerful earn-and-learn experience where students spend three days a week gaining real-world experience on the job and two days in the classroom, full-time, across five consecutive semesters. The result: graduates earn an associate degree in a high-demand manufacturing field and accumulate roughly 2,000 hours of on-the-job training, preparing them to excel in advanced manufacturing careers from day one.

FAME produces global-best entry-level maintenance and process technicians by building the full range of skills and competencies identified as critical by employers. The program goes beyond

core technical expertise to cultivate a deep understanding of lean manufacturing principles and a strong foundation in durable skills such as problem-solving, communication, teamwork and initiative that drive long-term career success. Through this integrated approach, FAME graduates not only master the tools and technologies of advanced manufacturing, they also develop the mindset and professional behaviors needed to lead and adapt in an ever-evolving industry.

These additional elements are embedded into the technical instruction at our partner colleges and reinforced for the two days a week that FAME students are in class throughout all five semesters. This design necessitates that only FAME students are enrolled in the FAME technical classes. To sustain this model, participating employers must collectively commit to sponsoring a minimum number of students each new school year. The average FAME chapter has approximately 15 incoming first-year students every year.

The MI operates FAME USA, the overarching network that stewards the FAME model. In that capacity, it is our role to promote the FAME model to manufacturers across America, teach companies and their selected college partner in new locations how to operate a FAME chapter and deliver FAME instruction, as well as conduct a quality assurance process to maintain the highest possible standards across all FAME locations. We also provide shared services to all FAME chapters such as a common application portal, a robust collection of best practices and network resources to support continuous improvement and online and in-person courses to teach new instructors and new company employees at existing locations how to execute their respective roles successfully within the FAME model.

Through our experience, we know that creating global-best manufacturing talent is done most successfully through an employer-led apprenticeship model. The quality of the FAME model is demonstrated by the rapid expansion of the network since the MI took over stewardship of the program from Toyota Motor North America. Toyota originally created FAME in 2010 to train their own maintenance technicians, and over time, it grew to include more than 200 companies in nine states. In 2019, Toyota transitioned the program to the MI for nationwide expansion, and manufacturers have increasingly gravitated to this proven model.

As of 2025, FAME's network brings together nearly 500 companies operating apprenticeship programs in 43 locations across 16 states and employing more than 1,100 students and 2,700 graduates through its advanced manufacturing skill-building programs. The outcomes of the program are impressive and include an 83% 21-month on-time completion rate for FAME students, a rate six-times higher than peers; a 95% full-time employment rate with students' sponsoring companies; and a 96% one-year and 88% three-year retention rate coupled with accelerated career advancement. FAME students begin the program earning about $20/hour and complete the program earning nearly $30/hour before full-time employment. FAME isn't just training workers, it is also producing one of the most effective talent pipelines in the country.

Across our network, only about 15% of FAME students participate in Registered Apprenticeship. That percentage is falling every year as we continue to grow the network with new chapters, most of which choose not to participate in Registered Apprenticeship even as they eagerly adopt the FAME apprenticeship program. The most successful example of Registered

Apprenticeship in FAME is in Greensboro, North Carolina, where the right combination of state incentives and intermediary support persuaded the employers of that chapter to register the program.

We appreciate this Committee's interest in using the apprenticeship model to scale the workforce of the future. We strongly believe that apprenticeship is the most successful approach to training technical talent and are committed to expanding its use across the manufacturing sector. For Registered Apprenticeship to have a role in that process, it needs to bring added value to companies, providing a mix of sensible standards, light regulatory burden and reasonable incentives while using the government's bully pulpit to draw attention to the program and promote its use to current and future apprentices. The following sections provide our view, on behalf of the nation's manufacturers, on how to reform the current Registered Apprenticeship system to provide those value-added services.

The Manufacturing Workforce

Modern manufacturing floors are dynamic, modern environments where skilled workers must quickly respond to complex technical challenges. As advanced technologies become ever more integrated into production, operators and technicians are increasingly responsible for managing sophisticated machinery and systems. This shift demands a workforce with strong technical competencies and continuous training to ensure safety, productivity and innovation. Manufacturers have long taken an active role in preparing workers for success. Encouragingly, through many recent policies enacted at the federal level, including through this Committee, education and training systems are becoming more responsive to employer needs, collaborating more directly to align curricula with real-world skill requirements.

Manufacturers have long faced a structural talent challenge. In partnership with Deloitte, we regularly produce authoritative studies on the talent gap, projecting most recently that, by 2033, manufacturers would need to fill 3.8 million roles and, of those, 1.9 million would likely go unfilled due to a shortage of workers with the right skills. This reality underscores the urgent need for skills-first approaches that align talent development with the real demands of modern manufacturing. Last month, the Bureau of Labor Statistics estimated that the total number of job openings in manufacturing was 409,000, down considerably from its post-COVID peak, but near its pre-COVID averages.

In addition to both these immediate and long-term talent needs, there have been ongoing commitments by this and previous Congresses, as well as this and the previous administration, to grow American manufacturing, particularly the production of critical goods. This growth will create additional talent demands that will exacerbate the skills shortage facing the industry.

The Role of Apprenticeship

To meet these demands, manufacturers use a range of training models—some in partnership with community colleges and technical schools, others developed and executed in-house. Among these, apprenticeship stands out as the gold standard for preparing workers to be job-ready on the first day of full-time employment.

When designed and executed effectively, apprenticeship programs offer several key advantages:

- Employer-Driven Training: Unlike other models where employers are passive customers, apprenticeships require employers to co-design the curriculum with training providers, ensuring instruction is aligned with actual job requirements.
- Mutual Incentives: Both the employer and apprentice are invested in the outcome. Employers train apprentices with the expectation they will become highly skilled full-time employees, while apprentices are motivated to master skills that will secure their future employment with their sponsoring company.
- Immediate Contextualization: Apprentices apply classroom learning directly to real-world tasks on the shop floor, often within the same week, under the guidance of experienced mentors. This accelerates skill development and reinforces learning through practice.

Despite its value, apprenticeship remains underutilized in manufacturing. Starting an apprenticeship program is hard and very resource-intensive for manufacturers of every size. Even manufacturers that have the internal expertise and capacity—which most do not—struggle to navigate all the various aspects that make the model the gold standard. This burden, and the MI's ability to relieve it, is one reason why FAME has been so successful and is rapidly expanding.

For those who seek to create a program outside of FAME, the numerous elements of a successful program are daunting. These include creating a training schedule, developing tailored on-the-job training, identifying and preparing an experienced employee to be a mentor, designing new or finding off-the-shelf curriculum for the related technical instruction, sourcing a willing education provider and much more. All contribute to the sizable financial investment—often above six figures—and a months-long, if not years-long, process of getting a program to launch. On top of this, there are no guarantees of return on that investment. Despite these challenges, some manufacturers have successfully built and implemented their own apprenticeship programs and have seen strong returns. However, broader adoption is and will continue to be constrained by these challenges and the lack of internal and external resources to support such an endeavor.

Furthermore, even fewer manufacturers choose to register their programs with the U.S. Department of Labor or their State Apprenticeship Agency (SAA), together referred to as the Registration Agency. The costs and challenges with the current registration system often outweigh the benefits that manufacturers receive by registering. Manufacturers that have developed successful programs without an added regulatory burden are unlikely to see a reason to do so without there being some defined and clear benefit—a benefit that outweighs the added cost of participating in the regulatory framework.

From policymakers at all levels to local community and business leaders, there is broad recognition that we need to expand options for education and training to ensure more people

have the skills needed to build successful careers. Congress and this Committee have an opportunity to unlock the full potential of Registered Apprenticeship in manufacturing by:

- Supporting employer-responsive intermediary organizations that help manufacturers navigate the system and build sustainable programs.
- Investing in the related technical instruction infrastructure needed to support program development.
- Expanding pathways into apprenticeship, including pre-apprenticeship and career and technical education.
- Streamlining and modernizing regulations governing Registered Apprenticeship to make them more accessible and flexible for employers.
- Balancing the compliance costs of Registered Apprenticeship with the benefits available to employers for participating in the program.
- Improving reporting and data systems so program participants can make informed decisions.

Supporting All Facets of Registered Apprenticeship

The following section reviews what we believe are the key hallmarks of a successful apprenticeship program and recommends policy options in support of making Registered Apprenticeship more attractive to manufacturers.

Multiemployer Models

Companies across every sector of the manufacturing economy face significant talent gaps, but the skills they need are strikingly similar. Technicians require skills in industrial electricity, motor controls, programmable logic controls, pneumatics, hydraulics, human–machine interfaces and related technical capabilities no matter what sector of manufacturing they are employed in. What varies is how those skills are applied within each sector and each company.

A multiemployer apprenticeship model is ideally suited to fill this talent gap. Apprentices receive the same technical instruction at a common provider and then learn the contextualization of the instruction through on-the-job training. When students are in a cohort for technical instruction, that is also an opportunity to build the durable skills—problem-solving, communication, teamwork and adaptability—that keep workers productive and employers competitive as technologies evolve. By sharing costs and expertise, these multiemployer partnerships create a more efficient, resilient and sustainable workforce pipeline for American manufacturing.

The FAME program has developed a track record of sustainability. The structure requires multiple employers to commit to sponsoring enough apprentices so a cohort at a local community college is sustained. The multiemployer structure creates redundancies that protect the program when any one company cannot participate in a given year, while also making apprenticeship more accessible to small employers. The program has also maintained a level of quality and responsiveness, making it so companies who enter the program do not want to go without it. The multiemployer nature of the FAME model contributes to this sustainability.

Employer-Facing Intermediaries

Apprenticeship programs with multiple employers can help distribute the costs and responsibilities that come with developing and administering an apprenticeship program, but they do create the additional administrative challenge of coordinating across multiple employers. An employer-responsive intermediary or hub organization, such as a local industry association, economic development organization or chamber of commerce can manage this coordination while driving expansion to more employers. Public support, through grants, technical assistance or outcomes-based payments could expand the number of employer-facing organizations working to serve multiemployer apprenticeship programs.

The MI, through our operation and expansion of FAME USA, has done extensive work in communities to determine which organizations are best suited to serve as the hub or intermediary for multiemployer apprenticeship programs, and it is almost always an organization whose primary customer is the employer community. This creates an alignment in mission, language, goals and incentives between the employers and the intermediary that establishes the trust necessary for success.

Even when these conditions are met and the right organization is found in a community, the staff likely do not have the capacity to manage the hard work of establishing a multiemployer apprenticeship program without additional resources. We have seen this firsthand through FAME where fewer than 20% of the inquiries we receive about the program result in the creation of a new FAME chapter. FAME USA is taking steps to add capacity in local intermediaries to address this challenge, but we are unable to provide those resources at scale.

We strongly recommend that this Committee authorize that resources be made available to support intermediaries in the creation of multiemployer apprenticeship models, but with one important caveat. In our FAME experience, it is rarely a single, specific type of organization that succeeds as an intermediary, but rather the combination of employer-facing and a particularly engaged individual or set of individuals. This creates a real challenge for policymakers when determining eligibility requirements for available resources. We recommend that Congress establish criteria that strongly favor employer-facing entities. Additionally, we recommend that such a program stage funding based on the achievement of key milestones such as the signed commitment of a critical mass of employers to sponsor students and a signed memorandum of understanding between those companies and their selected related instruction provider.

Related Technical Instruction

For manufacturers, the most common provider of technical instruction in their community is usually the accredited community or technical college. The ramification of that reality is that manufacturing training programs must conform to the accreditation standards of the Higher Education Act or must be provided in a non-credit environment where students are ineligible for most financial aid programs. It also means that manufacturing programs must compete with every other program at the institution for a limited amount of resources. A fully outfitted manufacturing lab at a community college for a single pathway likely has more than one million

dollars of equipment in it. Very few other programs offered at the college require that amount of infrastructure.

Congress can help lower this barrier by investing directly in the technical instruction infrastructure. For example, a federal grant program that supports the purchase of training equipment or the development of instructional space for apprenticeship programs would lower the start-up cost and incentivize community colleges, technical schools and other providers to develop programs alongside employers. We recommend that this type of grant program be made available to intermediaries that are successful in establishing multiemployer apprenticeship models. In effect, this is the next stage of that funding. Those funds are then distributed to the education partner in alignment with the industry-led program.

Another common challenge is identifying qualified instructors. Current accreditation rules often impose rigid requirements—such as degree attainment—that do not reflect the realities of manufacturing expertise. These rules can disqualify highly skilled professionals who have deep industry experience but lack formal academic credentials. Policymakers should recognize that the qualifications for a manufacturing instructor may differ significantly from those in other sectors.

Additionally, potential instructors are likely to face a steep pay cut when transitioning from industry roles to teaching positions. This salary gap discourages experienced manufacturing employees from teaching, limiting the pool of available instructors. Public funding to help close this gap, through grants or incentive programs, would expand the pipeline of qualified instructors and, in turn, increase the number of apprentices that programs can support.

Employer Incentives

In the manufacturing sector, apprenticeship is a mutually beneficial model, with both the employer and the apprentice invested in achieving a strong outcome. Yet public funding from Congress to the U.S. Department of Labor and to states has historically focused almost exclusively on one side of that mutually beneficial equation—incentivizing education providers and apprentices, but not their employers. Recently, in a few states, incentives have been made available to companies and, as a result, their behavior has changed. However, in most states, the incentive structure and amount available to employers, typically through tax credits, have not offset the cost or burden of registering.

A right-sizing of the regulatory framework, as outlined below, paired with real employer incentives could quickly and aggressively motivate companies to adopt Registered Apprenticeship. Incentive structures that would be effective for manufacturers include the following:

- Apprentice wage reimbursement
- Reimbursement for the inputs of on-the-job training (for example, mentor training and training materials)
- Award payments per apprentice completion and hire
- Partial funding up front for start-up costs and additional funding upon registration and retention of apprentices

Our experience running FAME in a variety of settings suggests many of these incentives would likely not have to be permanent, particularly in a reduced regulatory environment. Companies keep participating in FAME because it is a strong, reliable pipeline of skilled technicians. Once companies see and believe that apprenticeship serves that need and have built the internal infrastructure and supports necessary to implement the program, many incentive payments are no longer necessary, provided that the burdens of the regulatory environment are minimal.

Registration

Throughout this testimony, we have highlighted the ways in which this Committee could incentivize participation in apprenticeship programs, promote the design of specific models and support the start-up and ongoing operations of such programs and made recommendations about which options we believe would yield the greatest success. We recognize that in exchange for such support, companies would have to report to the federal or state government on the design of their specific program, the success of participants in the program and the outcomes of those participants after completion. We believe that companies would enthusiastically participate in such a program if the incentives and reporting requirements were in relative balance.

Based on our experience and insights from manufacturers, the reason why few manufacturing companies participate in the current Registered Apprenticeship system is that the program is out of balance. There are too few incentives and those that are available are typically not offered to employers. Additionally, the costs in time and money to register the program, comply with its ongoing requirements and report on that compliance are too great. The cost–benefit analysis done by companies simply does not come out in favor of participating in Registered Apprenticeship. The previous section dealt with improving the benefits side of Registered Apprenticeship; the following section will provide our recommendations for how this Committee could improve the cost side of the program.

- Apprenticeable Occupations and Work Process Schedule: Manufacturing is a highly dynamic sector with workforce skill needs evolving rapidly and innovation and continuous improvement constantly driving process change. These are core competencies in modern manufacturing and help keep companies and processes current and competitive. In fact, three of the five manufacturing core exercises that comprise the lean manufacturing curriculum in FAME are specifically designed to have our FAME technicians learn how to change and improve the work processes at their employer. Were this to happen under the current system, the sponsoring employer would have to seek permission from the Registering Agency to change the Work Process Schedule because that process no longer exists and the company does not need to train the apprentice on that process at a later date in the apprenticeship. To allow Registered Apprenticeship programs to become more responsive and, as a result, more effective for both parties, the registration system must allow for greater flexibility in the training schedule and competencies being acquired. This can be achieved by relying on a skills-based framework rather than an apprenticeable occupations framework, and by allowing a degree of flexibility in the work process. As this Committee is aware, there

is a large-scale movement underway to create a skills-first model across the labor market which is a positive evolution for both the employee and the employers. Registered Apprenticeship could be a trailblazer in that effort by relaxing occupation and process schedules and focusing on the acquisition of skills.

- Occupational Frameworks: National Registered Apprenticeship occupational frameworks aimed at making off-the-shelf programs that employers can easily adopt has, unfortunately, failed to spur large-scale uptake and make Registered Apprenticeship more attractive to employers. This underscores the reality that most manufacturers, especially small and medium-sized entities, want and need flexibility in their program design. The registered system should shift from an occupations-based framework to one that centers skills and competencies. In multiemployer models like FAME, groups of companies need to agree on the related technical instruction—which provides the baseline skills—as well as a general framework for developing personalized on-the-job training. The contextualization of those baseline skills—which truly make up the occupation—is different from company to company, as each has different equipment, processes, requirements and so on. A drive towards occupational standardization overlooks the importance and benefits of interoperability and personalization that can come with a skills-based approach. Companies should be rewarded for creating programs that work for their skill needs and their future employee, not punished because those programs do not meet a national occupational standard that does not reflect the day-to-day reality of the job that apprentices are seeking to fill.

- Amendments and Modifications: The amendments and modification process, if executed as outlined in the regulations, would be a small burden on the program sponsors. In practice, Registration Agencies tend to take longer than the 90-day approval process and often have a limited scope of approval. This can limit the responsiveness of the program to employer skill needs as well as the needs of the apprentice to become a candidate who has the relevant skills to match the emerging job market. In a skills-first model, there would likely be much less need to apply for amendments and modifications while ensuring positive outcomes.

- Ratio of Skilled Employee to Apprentice: We recommend that Registration Agencies adopt a process to provide greater deference to an employer's judgment on the proper ratio for any given job. One real impact of the restrictive ratio requirements is to cap the number of apprentices a company can take. A second issue specific to manufacturing is that there are few official journeymen in the industry, that is, individuals who have earned their journeyman's card by completing a Registered Apprenticeship. This creates imprecise definitions which lead to confusion and uncertainty among employers, increasing the costs of compliance. Finally, ratios are not required for any other role at an employer. Last month, the Bureau of Labor Statistics reported that there were 305,000 persons hired in August 2025 in the manufacturing sector in the U.S. Few, if any of those hires are subject to ratio requirements. Setting up a separate employment

arrangement for a small group of employees is another compliance cost borne by employers.

- Equal Employment Opportunity Obligations: As the MI shared in a public comment to the U.S. Department of Labor's "Prohibiting Illegal Discrimination in Registered Apprenticeship Programs" proposed rulemaking earlier this year, manufacturers navigate a complex landscape of employment and labor laws, and Registered Apprenticeship-specific equal employment opportunity and affirmative action-related provisions are unnecessary to ensure programs are high-quality and accessible to a variety of populations. The apprenticeship-specific affirmative action planning and recordkeeping requirements place undue burden on program sponsors—often employers—without creating real safeguards or benefits for apprentices that are not otherwise present through other equal employment opportunity laws and regulations. Aligning Registered Apprenticeship regulations with existing nondiscrimination frameworks will make it easier for employers to integrate Registered Apprenticeship into their workforce strategies. No longer will they need to create and execute separate systems to ensure compliance with added apprenticeship regulations that work toward the same end as other nondiscrimination employment regulations. Like the ratio requirements above, this is a compliance cost of Registered Apprenticeship that would otherwise not be borne by a company were it not participating in the program.

- Maintenance of Records: Maintenance of records for applications (whether selected or not) for five years does not align with the typical operating procedures for hiring other roles, adding yet another compliance cost to the Registered Apprenticeship program. Maintenance of records for apprentices should be the same as other roles, and the Registration Agency should simply request a copy of their existing policy.

- Reciprocity: The process and requirements of registering an apprenticeship can be substantially different in one state versus another. The prevalence of SAAs and the changes they have enacted have created a patchwork of positive state-level investments, but they have also created a patchwork of regulatory standards and processes. For multistate manufacturers, this can cause confusion, undue challenges and delays registering the same programs across multiple plants. For there to be nationwide expansion of Registered Apprenticeship, the system must require reciprocity among Registering Agencies. Otherwise, multistate manufacturers may choose to register a program in one state and not another. We recommend the skills-based apprenticeship framework be the basis for reciprocity along with industry-specific requirements, as needed. The system as it currently operates adds another compliance cost to multistate employers.

Very few manufacturers have the staff capacity or expertise to navigate through this regulatory environment, particularly when they receive so few benefits for doing so and continue to accrue annual compliance costs. Simply put, the cost of registration isn't worth the benefit.

Data

We recommend that the Committee place a strong emphasis on data quality in a revised Registered Apprenticeship system. Accurate data, reported in an interoperable format, highlighting the outcomes and impacts of the program should be the top priority. We also recommend that the Committee focus on the core data elements that are of most interest to the primary stakeholders, employers and current and future apprentices. Specifically, those core data elements include the following:

- New apprentices per year
- Current apprentices
- Completions per year
- Completion rate
- Average time to completion
- Starting apprentice wage
- Final apprentice wage
- Wage of completers upon full-time employment at sponsoring company
- Conversion rate of apprentices to full-time employees with sponsoring company

We believe the success of the apprenticeship model should be a marketing tool available to all interested parties—students, job seekers, employers, training and education providers, community organizations and more. The registration and reporting system should reprioritize collecting and publishing near-real-time data on the outcomes of programs or groups of similar programs as a means of advertising the success of the model. These metrics would have real impact on public perception and the decision-making process of individuals.

Pathways into Apprenticeship

There is a dire need to improve the pathways for young people and adults into apprenticeship. Without clear on-ramps, we will struggle to have a society-wide shift recognizing the model as a valuable and efficient postsecondary training option. Students are met with a scattered and opaque set of pathways into all postsecondary programs. Pathways that prepare students to enter a four-year degree program, including dual credit and early college programs, have been well advocated for. On the other hand, those that prepare and set students and adults on a path towards apprenticeship are generally less well known and lack the resources of college-bound programs. In coordination with investments into apprenticeship and system improvements to registration, we must also uplift the opportunities that get individuals into them. Pre-apprenticeship, career and technical education, youth apprenticeship and other work-based learning programs all illustrate the value and career opportunities available in apprenticeship. With more robust pathways we can expect the demand from career-seekers to grow.

Creating a System for Scale

FAME has taught us that for apprenticeships in manufacturing to be high-quality, rigorous, responsive and scalable requires first and foremost that they be employer-led. The addition of the lean manufacturing courses and the professional behaviors and practices into the FAME

curriculum was at the behest of employers seeking a stronger respect for lean culture and more durable employability skills in their entry-level employees. It is these additions to the core technical curriculum, and on-the-job training that accompanies them, that drive the exemplary outcomes of the FAME program.

In most cases, employers cannot create and deliver apprenticeship models on their own. They need willing and committed partners in the education system to deliver the curriculum desired by the companies. They need an intermediary organization to organize the companies in their community. And they need other local education and workforce organizations to respect and promote apprenticeships as a strong path to economic success, driving interest among individuals who will become our future apprentices.

We know the model works. If we can support employers in establishing apprenticeships, provide targeted incentives to grow and formalize their program and reduce the cost of compliance for registering their apprenticeship program, we believe that employers in the manufacturing sector will come to see Registered Apprenticeship as an indispensable tool in their workforce development pipeline.

Closing

Apprenticeship inherently incentivizes employers to train workers effectively and efficiently, as they are the direct beneficiaries of the talent they develop. Conversely, apprenticeship pathways are appealing to future workers who gain the high-demand skills that are sought by employers with little or low cost. Together these mutually beneficial incentives allow individuals and companies to benefit and ensure that pipelines of high-skilled workers are successful. We encourage Congress and this Committee to update the framework governing Registered Apprenticeship with this in mind. A more streamlined, skills-based system will enable broader participation in high-quality, industry-aligned programs.

FAME's rapid growth and record of high-quality outcomes illustrate the success of a flexible and streamlined apprenticeship model. Indeed, manufacturers are eager to participate in apprenticeship programs. Congress should endeavor to promote apprenticeship programs like FAME, through right-sized regulations, funding and technical assistance. With this support, manufacturers will help lead the charge on creating more career-connected training opportunities.