### Career Research and Development (CRD)

### Local Secondary CTE Program of Study

Maryland State Department of Education

Division of Career and College Readiness

200 West Baltimore Street

Baltimore, Maryland 21201-2595

This agreement is between the Division of Career and College Readiness (DCCR), Maryland State Department of Education (MSDE), and the local school system listed below.

**LOCAL SCHOOL SYSTEM INFORMATION –** Complete the information requested below, including the original signature of the CTE Local Director.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | | | | | |  | | | | | | | |
| Name of CTE Local Director: | | | | |  | | | | | Phone: | | |  | |
| LSS Career Cluster: | | | |  | | | | | | | | | | |
| LSS Program Title: | |  | | | | | | | | | | | | |
| Pathway Options: | 1. | | | | | | | 2. | | | 3. | | | |
| Value Added  yes  no This program provides students the opportunity to earn early college credit. The academic and  Options: technical course sequences for both secondary and postsecondary programs are included herein.  yes  no Enclosed is a copy of the articulation agreement (Copy required for CTE program approval if the program is articulated with a postsecondary education provider).  yes  no This program provides students with the opportunity to earn an industry-recognized credential. The credential is identified herein. | | | | | | | | | | | | | | |
| Program Start Date: | | |  | | | | | |  | | |  | | |
| Signature of CTE Local Director: | | | | | |  | | | | | | Date: | |  |
| Signature of Local Superintendent: | | | | | |  | | | | | | Date: | |  |

**TO BE COMPLETED BY MSDE/DCCR**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date Program Proposal received by CTE Systems Branch: | | | |  | | | | |
| CTE Control Number: | |  | | | Fiscal Year: | |  | |
| CIP Number:  **86.0000** | Program: | | Pathway  Option 1: | | | Pathway  Option 2: | | Pathway  Option 3: |
| MSDE Cluster Title: | |  | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Approval Starts FY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  | | |
|  |  |  | | |
| Signature, Assistant State Superintendent, Career and College Readiness | | |  | Date |

**CTE Secondary Program Proposal Contents**

**STEP 1A: PROGRAM ADVISORY COMMITTEE MEMBERS AND THEIR AFFILIATIONS**

Complete the list of the Program Advisory Committee (PAC) members. Members should include employers, local workforce development representatives, economic development personnel, business, or labor representatives, and the remainder should include secondary and postsecondary, academic and technical educators and other stakeholders. Place a check in the appropriate box to indicate the role each person plays. Include all of the information requested for each entry. Use this form or a locally developed form – either one is acceptable as long as all information is provided.

# Program Advisory Committee List

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Membership: First entry should be the industry representative who is leading the PAC.** | | | | | | | | |
| PAC Leader Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

STEP 1B: DOCUMENTED LABOR MARKET DEMAND – Check the appropriate box below.

Demand exists

The PAC will review labor market information on a local, regional and/or state basis. Check this box if demand exists for the identified occupations. The labor market information does not need to be provided with the proposal as long as there is a demand for employees according to data provided by the Department of Labor, Licensing and Regulation (DLLR) or documented by employers in letters or other correspondence.

If evidence for labor market demand is not readily available, attach documentation to the proposal. Check this box if there is a unique labor market demand for a program and data are not available from the DLLR. If the occupation is new or emerging and no data exist, supporting evidence is submitted with the proposal (i.e., document local, national, or regional trends, local circumstances, or provide letters from employers or local economic/workforce development offices documenting employment demand including the projected number of openings by pathway).

**STEP 2A: PROGRAM OVERVIEW – After determining the cluster and pathway options, identify the standards used to develop the CTE program of study. Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.**

|  |
| --- |
| **Indicate the title and source of the skills standards for this program:**  National Career Development (NCDA) Guidelines,Maryland’s Career Development Framework (MCDF), and Skills for Success (SFS) |
| **Program Overview:**  Career Research and Development (CRD) is a CTE program that prepares students with the academic, technical and workplace skills necessary to seek further education and employment in a career field of their interest upon graduating high school.  The overarching goals of CRD are to help students to:   * become aware of personal characteristics, interests, aptitudes and skills; * develop an awareness of and respect for the diversity of the world of work; * understand the relationship between school performance and future employment choices; * develop a positive attitude toward work; and * formulate a process for evaluating employability skill development and future education/training options.   The program consists of two in-school course(s), a portfolio development project, and a work-based learning (WBL) experience. The first course, *Career Research and Development*, provides students with instruction on Maryland’s Career Development Model and includes self-awareness, career awareness and evaluation of career and academic choices through knowledge of the Maryland Career Clusters and Career Technology Education Programs of Study. The second course, *Career Development, Preparation, and Transition*, continues the self-assessment and career awareness process, however, this course is more focused on career preparation and transition as students enter into a formal WBL experience ,as well as, plan for employment, education, and training beyond high school.  The basis for being successful in the working world is to demonstrate, in a variety of ways, competency in the *Skills for Success*.These skills include (1) learning; (2) critical thinking; (3) communicating effectively; (4) grasping constantly changing technologies; and, (5) working effectively with others. Students participating in the *Career Research and Development (CRD) Program* have the unique opportunity to practice these skills through a supervised work-based learning experience, the portfolio development process, and in-class instruction as they focus on continuously improving their skills to move beyond high school into employment and further education.  The workplace component is a mentored, on-the-job, work experience with a written, personalized, work-based learning plan and a formal agreement between the student, school and employer. Local School Systems (LSS) are responsible for developing a work plan for each student that documents student progress and performance. Student work plans include appropriate academic, technical and employability skills and a process for evaluating these skills. The WBL coordinator in conjunction with the CRD teacher is responsible for monitoring students’ placements, documenting students’ progress and accounting for students’ completion of their plan and portfolio. The goal of the WBL experience is to expose students to authentic employment opportunities that link to students’ career interests, LSS career clusters, and employment demand. Work-based learning placements will prepare students for employment that lead to a family-supporting wage. Students develop and maintain a career portfolio throughout the program documenting progress related to their work plan. The elements of the portfolio shall document academic, technical, employability and personal skill development. The program culminates with students presenting their final portfolio documenting personal growth, achievements and learning experiences from their program.  WBL coordinators are required to have all students and employers participating in the Career Research and Development program complete the Work-based Learning Questionnaire distributed by the Maryland State Department of Education and submit all forms by the required due date for data analysis. A Work-based Learning Questionnaire is completed for each WBL experience in which a student participates**.** |

**STEP 2B: COURSE DESCRIPTIONS AND END OF COURSE ASSESSMENTS – Insert each CTE completer course title. Describe each course based on what students are expected to know and be able to demonstrate as a result of their participation. Check the assessment instrument(s) that will be used to document student attainment of the knowledge and skills included in each course and specify additional information as appropriate.**

|  |
| --- |
| **Course Title: Career Research and Development (1credit)**  **Course Description:**  The overarching goals in this first in-school course are to:   * introduce the career development process to students that includes self-awareness, career awareness,   career exploration, career preparation, job seeking and advancement, and career satisfaction and transition; and   * personalize the career development process for students by integrating information from their academic and career assessments to inform planning for careers and education and/or training beyond high school.   Students enrolled in this course are given a variety of career-related assessments to help them become aware of their career preferences. Data from these assessments will assist students in creating a “self-study” from which they can begin to formulate education and career goals. While students research careers using Maryland’s career clusters and pathways as the framework for exploring technical and educational choices, they will demonstrate an understanding of how accurate, current and unbiased labor market information is necessary for successful career planning and management. In addition, students will be introduced to basic concepts of financial literacy to help them manage their personal finances. Course content will integrate the development of student’s competency in business writing, as well as, the Skills for Success (communication, learning, interpersonal, technology, and critical thinking). Students will also be required to prepare for and participate in the employment interview process.  In addition, students begin the process of developing a portfolio, refining and managing the contents throughout the program. Teachers and WBL coordinators will continuously review and assist in the development of the portfolio as part of individual course and end of program assessments. Toward the end of this course, students will review their high school plan and portfolio with the teacher and other school staff as appropriate, as part of the career development process to make appropriate adjustments.  As a result of taking this course, students will:   * understand and practice the process of career development guided by standards in the MCDF; * participate in interests and abilities self-assessment activities; * explore and research the world of work, identifying career pathways of interest; * demonstrate job seeking skills such as resume writing and interviewing; * develop and practice workplace readiness skills including the Skills For Success; * learn the process for setting and achieving personal and professional goals; * demonstrate proficiency in workplace readiness skills by refining and upgrading portfolio materials; and * develop skills to manage personal finances   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify)  Portfolio assessment |
| **Course Title: Career Development, Preparation and Transition (1credit)**  **Course Description:** Students in the Career Development, Preparation and Transition course will continue the self-assessment and career awareness process. In addition, students in this course will focus on career preparation and will get ready to transition to a formal, supervised WBL experience, as well as, refine their plan for employment, education, and training beyond high school high school. Students will manage their career experiences and educational choices for their future by incorporating employment, education and training goals, building financial literacy skills, and integrating the Maryland’s Skills for Success.  The overarching goal for this second in-school course is for students to apply the career development process to  engage in:   * goal setting for career and educational planning * career decision-making * transition planning * financial literacy skill building * employability skill building   Students continue building and strengthening their career portfolio to demonstrate proficiencies in workplace readiness, personal financial management, personal growth and development, and employment experiences. The portfolio will serve as part of the student’s end-of-program assessment/culminating project. To further support their skill development, students will be introduced to Career Technology Student Organizations (CTSOs) from which they may benefit to assist in refining and developing their leadership and workplace readiness skills.  As a result of taking this course, students will:   * evaluate career, education and training options; * increase workplace readiness skills proficiency; * demonstrate proficiency in the use of a decision-making model; * determine how cultural beliefs and attitudes impact career decisions and the workplace; * recognize that personal growth and change are integral parts of career development; * analyze authentic workplace issues; * develop problem-solving strategies; * apply financial literacy skills to life management; * assess personal and professional goals; * determine strategies to meet employers’ expectations; * practice building effective interpersonal skills; * communicate effectively in the workplace * demonstrate proficiency in job-seeking, finding and keeping skills such as completing a job search, writing a resume, obtaining references, practicing interview skills and follow-up techniques   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify)  Portfolio assessment |
| **Course Title: Work-Based Learning (WBL) Experience (2 credits)**  **Course Description:** The work-based learning experience takes place at the work-site, includes a minimum of 270 hours, and may be paid or unpaid. This experience is guided by a formal WBL agreement provided by the county and a student work plan developed among the student, parent, WBL coordinator, and employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to students’ goals for a specific work-related placement.  Students’ WBL experience focus on students’ interests documented through various types of career-related assessments and also based on Maryland’s career clusters/pathways and employer demand. Local School Systems will be responsible for documenting students’ progress by providing a rubric for the student work plan to measure academic, technical, and workplace readiness. The rubric will measure students’ level of performance for each duty and task indicated. Continuous supervision and regular communication among the student, employer, and the CRD teacher and/or WBL coordinator will provide students with feedback and evaluation results from their WBL placements. In addition, students will formulate a process for reflection and evaluation of their own skill development.  The students’ final portfolio will document proficiency in academic, technical, and workplace readiness skills as indicated in the student WBL plan. A copy of the employer(s) assessment as well as documentation from the CRD teacher and/or WBL coordinator shall be included.  **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify)  Portfolio assessment |

**STEP 2C: END-OF-PROGRAM ASSESSMENT** - Check the assessment instruments that will be used to document student attainment of the program knowledge and skills. Include and identify assessments leading to industry-recognized credentials if available and appropriate.

Teacher-designed end-of-program assessment

School system-designed end-of-program assessment

Partner-developed exam: (specify)

Licensing exam: (specify)

Certification or credentialing exam: (specify)

Nationally recognized examination: (specify) if applicable

Portfolio assessment

**STEP 2D: Program Sequence Matrix (Include the program sequences for High School, Associate’s Degree, and Bachelor’s Degree programs) Identify the pathway options. Complete the matrix for the 9-12 CTE program of study, and the articulated program sequence in the matrix for the two- or four-year college program of study. Indicate which courses receive CTE credit by placing the number of credits in parentheses after each CTE course title. Place an asterisk (\*) next to the course identified as the concentrator course indicating that the student has completed 50% of the program**.

The CTE program matrix defines a planned, sequential program of study that consists of a minimum of four credits in CTE coursework in high school including work-based learning and/or industry-mentored projects. Work-based learning (WBL) experiences or industry-mentored projects must be included in the program to obtain approval. The program matrix includes the recommended academic and CTE courses identified for the pathway and postsecondary linkages (i.e., dual enrollment, transcripted and articulated credit).

CTE programs typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications and keyboarding are not included in the completer sequence because they provide prerequisite skills for both academic courses and CTE programs. Academic courses are counted only if they are tailored to serve mainly CTE students and have been revised to reflect industry skill standards. Technology Education or Advanced Technology Education and Personal Financial Literacy courses are not acceptable for credit in the career and technology education program sequence.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **Career Resesarch and Development** | | | **CIP Number  (For MSDE Use)** | **86.0000** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 |  |  |  | |  |
| Social Studies - 3 |  |  |  | |  |
| Mathematics - 3 |  |  |  | |  |
| Science - 3 |  |  |  | |  |
| Physical Education -.5  Health Education - .5 |  |  |  | |  |
| Fine Arts - 1 |  |  |  | |  |
| Technology Education - 1 |  |  |  | |  |
| CTE Completer Program - 4  \*concentrator course |  | Career Research and Development (1) | Career Development, Preparation, and Transition (1) | | \*Work-based Learning Experience (2) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 |  |  |  | |  |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:**  The Career Research and Development (CRD) Program of Study is designed to prepare students for careers/employment and/or further education and training across all programs of study. Specifically, the program is for students who cannot enroll in a CTE program because of the following conditions:   * a student’s program of choice is oversubscribed; * a district/school does not offer a program of study; or * a student will benefit from a course of study that focuses on developing career decision-making, education/career planning, and workplace readiness skills in a career field of interest. | | | | | |

|  |  |
| --- | --- |
| **Two Year College Program Sequence – Program Overview**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: ­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College/Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
|  |  |
| **Semester 3** | **Semester 4** |
|  |  |
| **Provide a list of career options for students who complete the program:** | |

|  |  |
| --- | --- |
| **Four Year College Program Sequence – Program Overview**  **Complete this matrix if the program includes a four year degree option**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: ­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College/Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
|  |  |
| **Semester 3** | **Semester 4** |
|  |  |
| **Provide a list of career options for students who complete the program:** | |

**STEP 2E: VALUE-ADDED OPTIONS** – Fill in the name of the partnering college or agency. Specify the credential that students will earn. Under value-added, indicate the number of credits or hours granted. This information is required before a program can be designated as a CTE articulated program of study.

|  |  |  |  |
| --- | --- | --- | --- |
| **Option** | **Partner** | **Credential** | **Value added for CTE completers** |
| Dual Enrollment |  |  |  |
| Transcripted Credit |  |  |  |
| Articulated Credit |  |  |  |
| Credit by Exam |  |  |  |
| Advanced Placement |  |  |  |
| Apprenticeship Approved by MATC\* |  |  |  |
| Certification(s) |  |  |  |
| License |  |  |  |
| Degree |  |  |  |
| Other (specify) |  |  |  |

\*MD Apprenticeship and Training Council

**STEP 2F: INDUSTRY-MENTORED PROJECT OR WORK-BASED LEARNING OPPORTUNITIES  
Check each box that applies.**

PAC members and other industry partners provide supervised WBL experiences and/or industry-mentored projects for all students who demonstrate performance of the competencies necessary to enter into this phase of the program. Supervised work-based learning experiences are required for all students demonstrating readiness to participate. For the few who do not participate, alternative capstone experiences should be provided (i.e., in-school work experiences, a culminating project, or another experience comparable in rigor). Each type of work-based learning is defined in the glossary. Job shadowing is **not** acceptable for credit in a CTE program.

1.  Integrated WBL 2.  Capstone WBL 3.  Registered Apprenticeship  
4.  Internship 5.  Industry-Mentored Project 6.  In-school clinic or school-based enterprise

**STEP 2G: STUDENT ORGANIZATIONS PROVIDED TO STUDENTS IN THE PROGRAM – Check each box that applies or specify if “Other” is selected.**

Students will develop and apply technical and academic skills, as well as Skills for Success, through participation in:

DECA  FFA  SkillsUSA  FBLA  OTHER (specify)

STEP 3: COMPLETE THE INSTRUCTIONAL PROGRAM DATA SHEET

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | |  | | | |
| Name of CTE Local Director: | |  | | Phone: |  | |
| LSS Program Title: | **Career Research and Development** | | | | CIP Code: | **86.0000** |

*STEP 3.1 – DATA SHEET: PATHWAY OPTIONS*

|  |  |
| --- | --- |
| **1.** | **Career Research and Development ( 10, 11, 12) (86.0000)** |
| **2.** |  |
| **3.** |  |
| **4.** |  |

*STEP 3.2 – DATA SHEET: INSTRUCTIONAL PROGRAM CREDIT BY GRADE(S)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Credits per year per pathway option as reflected by Course Sequences** | **9** | **10** | **11** | **12** | **TOTAL** |
| 1. **Career Research and Development** |  | **1** | **1** | **2** | **4** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Total number of credits for program completion: 4**

*STEP 3.3 – DATA SHEET: CAREER AND TECHNOLOGY EDUCATION PROGRAM SITES*

|  |  |  |
| --- | --- | --- |
| **Pathway Options** | **School Name(s) Sites** | **School Number** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |