# Maryland CTE Program of Study

**Apprenticeship Maryland Program Proposal**

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: | Apprenticeship Maryland | | | | | | | | | | |
| CIP Code: | **86.0500** | Program Options: | | |  |  | | | | |  |
| CREDENTIALS FOR TECHNICAL  SKILL ATTAINMENT– **The TSA depends on the apprenticeship** | yes  no | This program provides students the opportunity to earn early college credit. The academic and technical course sequences for both secondary and postsecondary programs are included herein. | | | | | | | | | |
| yes  no | This program provides students with the opportunity to continue into or earn credit towards a registered apprenticeship | | | | | | | | | |
| 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** | | | |
| --- | --- | --- | --- |
| Proposal Received Date: |  | | |
| CTE Control Number: |  | Fiscal Year: |  |
| MSDE Cluster Title: |  | | |

|  |  |
| --- | --- |
| Signature, Assistant State Superintendent, Career and College Readiness | Date |

**Approval Starts FY:**

**Maryland CTE Program of Study Contents**

**STEP 1A: Program Advisory Committee Members and Their Affiliations**

Complete the list of the Program Advisory Committee (PAC) members. Members must 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 must be the industry representative who is leading the PAC.** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PAC Leader Name: | |  | | | Representation: | | | |
| Title: | |  | | | Industry  Secondary  Postsecondary | | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City: | |  | | State: |  | | Zip |  |
| Phone: | |  | | Fax: |  | | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning | | Curriculum Development | | | Skills Standards Validation | | |
| Staff Development | | Program Development | | | Other (specify): | | |

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

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

| **Membership:** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PAC Member 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): | | |

| **Membership:** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PAC Member 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): | | |

| **Membership:** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PAC Member 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 Maryland Department of Labor (MDL) 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 MDL. 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 program). |

| **STEP 2A:** **SIZE**, SCOPE, AND QUALITY – All CTE programs of study must be sufficient in size, scope, and quality to meet the needs of all students served by local school systems and community colleges. Programs of study that do not meet size, scope and quality criteria may not be eligible for Perkins V funding. | | | |
| --- | --- | --- | --- |
| **Local School Systems must address the Criteria for Size as well as describe the school system’s plan on meeting the criteria.** | | | |
| 1. Criteria for Size | There is a plan to ensure that the CTE concentrator course for this program will have a minimum of ten concentrators by the third year of the program, and this number will be maintained over a four-year period. | Yes | No |
| 1. Criteria for Size | The local school system has the required number of staff, availability of equipment, and access to facilities to meet requirements detailed by each program of study. | Yes | No |
| Briefly describe the school system’s plan on meeting the criteria for size. | | | |

| **STEP 2A:** SIZE, **SCOPE**, AND QUALITY – All CTE programs of study must be sufficient in size, scope, and quality to meet the needs of all students served by local school systems and community colleges. Programs of study that do not meet size, scope and quality criteria may not be eligible for Perkins V funding. | | | |
| --- | --- | --- | --- |
| **For Maryland State CTE Programs of Study, MSDE is responsible for addressing Criteria for Scope 1-5. Local School Systems must address the Criteria for Scope 6-9 as well as describe the school system’s plan on meeting the criteria.** | | | |
| 1. Criteria for Scope | Curriculum for the program of study aligns to state-approved industry standards that lead to students earning recognized credentials, certifications, licenses, college credit, or degrees. | Yes | No |
| 1. Criteria for Scope | Curriculum for the program of study reflects a progression from secondary to postsecondary and community college to bachelor degree programs. | Yes | No |
| 1. Criteria for Scope | Curriculum for the program of study allow students to learn and demonstrate academic, technical, and employability skills. | Yes | No |
| 1. Criteria for Scope | Curriculum for the program of study demonstrates a continuum of learning that allows students to progress in the career field associated with the program. | Yes | No |
| 1. Criteria for Scope | Curriculum for the program of study include differentiated supports and modifications to meet the needs of diverse learners. | Yes | No |
| 1. Criteria for Scope | Students’ academic and career plans will be used to help gauge students’ interest in the program, and their plans include information that students have knowledge of the following:   * The required courses to complete their CTE program of study; * The required courses to graduate; * The required assessments to earn a certification, license, credential, or degree in the CTE program; * The required academic assessments to graduate; and * The timeline to take courses, assessments, and complete work-based learning experiences. | Yes | No |
| 1. Criteria for Scope | All students, regardless of race, color, national origin, sex, or disability, have equitable access to the CTE programs as required by [Code of Maryland Regulation 13A.04.02.04](http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.02.04.htm). | Yes | No |
| 1. Criteria for Scope | The program is guided by an active Local Advisory Council and Program Advisory Committee. | Yes | No |
| 1. Criteria for Scope | The CTE program of study adheres to [CTE Development Standards](http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.02.03.htm) which are required by [Code of Maryland Regulations 13A.04.02.01](http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.04.02.*) | Yes | No |
| Briefly describe the school system’s plan on meeting the criteria for scope. | | | |

| **STEP 2A:** SIZE, SCOPE, AND **QUALITY** – All CTE programs of study must be sufficient in size, scope, and quality to meet the needs of all students served by local school systems and community colleges. Programs of study that do not meet size, scope and quality criteria may not be eligible for Perkins V funding. | | | |
| --- | --- | --- | --- |
| **For Maryland State CTE Programs of Study, MSDE is responsible for addressing Criteria for Quality 1-2. Local School Systems must address the Criteria for Quality 3-6 as well as describe the school system’s plan on meeting the criteria.** | | | |
| 1. Criteria for Quality | The CTE program of study meets all the requirements of the MSDE evaluation criteria found in the [Policies and Procedures for the Development and Continuous Improvement of CTE Programs of Study](http://www.marylandpublicschools.org/programs/Documents/CTE/PoliciesProcedures072015.pdf). | Yes | No |
| 1. Criteria for Quality | There are professional learning opportunities, informed by data, available for the teachers in this CTE program, and the professional learning is guided by the Maryland-endorsed [National Learning Standards.](https://learningforward.org/standards-for-professional-learning/#.VZ6tJflViko) | Yes | No |
| 1. Criteria for Quality | The local school system achieves or consistently makes progress towards local targets established for state and federal core indicators of performance. | Yes | No |
| 1. Criteria for Quality | The teachers identified for this CTE program of study meet the state requirements to teach the program content. | Yes | No |
| 1. Criteria for Quality | Teachers who have earned a minimum of effective on their evaluation (as defined by [Code of Maryland Regulation 13A.07.09](http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.09.*)) were identified or selected for this CTE program of study. | Yes | No |
| 1. Criteria for Quality | The local school system provides the students in this CTE program, including students in special populations, the opportunity to:   * Participate in at least one work-based learning experience (internship, apprenticeship, etc.); * Earn college credit and/or industry credentials; and * Participate in Career and Technical Student Organizations. | Yes | No |
| Briefly describe the school system’s plan on meeting the criteria for quality. | | | |

| **STEP 2B:** PROGRAM OVERVIEW – After determining the cluster and program 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:**  Maryland Apprenticeship and Training Council (MATC), Maryland Department of Labors (MDL) |
| **A completed and signed copy of the Readiness Criteria Form is included with the program proposal – see p. 13.** |
| **Program Overview:**  The Apprenticeship Maryland Program is coordinated through a partnership between the Maryland State Department of Education (MSDE) and the Maryland Department of Labor (MDL). The program is for students, ages 16 and up, and is designed to lead to sustainable employment and further education based on career programs in Science, Technology, Engineering, and Mathematics (STEM) occupations. The STEM-related occupations include those in: Information Technology; Health and Biomedical Sciences; Manufacturing; Construction and Design; and Banking and Finance. If a local school system wants to include occupational areas that are not in the above list, then a request must be made to the Assistant State Superintendent of the Division of Career and College Readiness.  The program is based on a partnership among employers and mentors, school districts, and students and parents. Eligible employers (approved by the Maryland Apprenticeship Training Council (MATC) through MDL) hire high school juniors and seniors to work in eligible career track occupations primarily in manufacturing and/or the science, technology, engineering and mathematics (STEM) industries and provide fair compensation, thus, creating an “earn and learn” opportunity. Students also receive training in employability skills, interpersonal/social skills, and a general knowledge of the world of work.  The program consists of at least one year of related classroom instruction and a workplace component of at least 450 hours. The workplace componentis a paid (at least minimum wage) mentored, on-the-job, work experience with a written, student rating/work-based learning plan and a formal agreement among the student, school and employer. The agreement should reflect specific industry standards related to the career area. The workplace component is supervised by a registered Apprenticeship sponsor (approved by the Maryland Apprenticeship Training Council (MATC) through MDL). Students can start the program the summer leading into their junior or senior year if the school system has someone in place to monitor their summer, work-based experience. Whether students start the program in the summer or during the school year, all program requirements (including the one year of related classroom instruction and the minimum 450 hours of work-based training under the supervision of an eligible employer) must be completed prior to graduation.  To enroll in this program, students are required to complete the Apprenticeship Maryland student application packet. The packet should include a completed Apprenticeship Student Application, cover letter, and a resume. This application should be signed by the Youth Apprenticeship Coordinator who is designated by the local school system. A copy of the application should be kept on file at the school and the original submitted to MDL. Once the student is hired, the student must complete the Youth Apprenticeship Agreement in conjunction with the eligible employer, parent/guardian and school district. Information and forms regarding the responsibilities of all parties involved in Apprenticeship Maryland program can be found in the Apprenticeship Maryland Program Guide, which is housed on the [MDL’s website](http://www.dllr.state.md.us/aboutdllr/youthappr.shtml) found on URL: http://www.dllr.state.md.us/aboutdllr/youthappr.shtml. Please click on the following link to go directly to [the guide](http://www.dllr.state.md.us/employment/appr/youthapprguide.pdf) found on URL: <http://www.dllr.state.md.us/employment/appr/youthapprguide.pdf>.  The overarching goals of Apprenticeship Maryland are to help students to:   * Enter the workforce while in high school; * Earn a salary while learning valuable and marketable industry skills; * Receive instruction at the worksite by skilled mentors; * Learn and practice technical and employability skills under the guidance of a professional; * Receive credit to meet high school graduation requirements; * Receive a State Skill Certificate signed by the Secretary of the Maryland Department of Labor for meeting all program requirements; and * Serve as a gateway into an existing adult apprenticeship or full time employment.   **School systems implementing the Apprenticeship Maryland CTE Program of Study are responsible for:**   * Recruiting students for the program; * Assessing interested students to determine the student’s ability to successfully complete the youth apprenticeship curriculum; * Assigning a Youth Apprenticeship Coordinator and school designees to oversee student enrollment in the program and monitor student progress during the apprenticeship experience; * Creating an Apprenticeship Maryland Advisory Committee to oversee the program and develop policies for its implementation; * Making written policies regarding attendance and performance available to all instructors, mentors, youth apprentices, and parents at the time the student is enrolled into the program; * Integrating the Apprenticeship Maryland program into the student’s overall educational program; * Determining the related instruction options that are available and appropriate for each youth apprentice; * Supporting the Training Plan created by the employer for each youth apprentice; * Developing a Student Rating form for each youth apprentice to ensure that all graduation requirements will be met; * Issuing credit toward graduation for the youth apprenticeship program experience; and * Signing the Youth Apprenticeship Agreement (Appendix C) for each student and complying with the conditions.   Attendance policies may be created by the advisory committee which should follow the attendance and performance policies of the student’s school district and Eligible Employer. |

| **STEP 2C:** 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 instruments 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: Apprenticeship Related Instruction (1 Credit)**  **SCED#: 22971**  **Course Description:**  Students are required to complete one year of related classroom instruction. The classroom instruction can be offered prior to or simultaneously with the work-based learning experience. The school systems Youth Apprenticeship Coordinator and designees are responsible for ensuring that this is reflected on the student’s schedule and that credit is are earned towards high school graduation. In addition, the related classroom instruction must assist the student in meeting the goals outlined in the student training plan. The Youth Apprenticeship Coordinator and/or designees must collaborate with the classroom instructors and the Eligible Employer to coordinate the design of a realistic training plan that meets the needs of the Eligible Employer and the capacity of the classroom instructor and school district. The overarching goals of the related classroom instruction to the apprenticeship are to:   * Determine the related instruction options that are available and appropriate for each youth apprentice; * Introduce the student to the information needed to be successful and perform the duties necessary on the job; * Personalize the learning process for students by integrating information from their classroom instruction with information learned at the worksite; * Supporting the Training Plan created by the employer for each youth apprentice; * Develop a Student Rating form for each youth apprentice to ensure that all graduation requirements will be met; * Integrate the Apprenticeship Maryland program into the student’s overall educational program; and * Provide related instruction that assists the student in meeting the goals of the student training plan.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  **The end of course and program assessments will vary depending on the apprenticeship experience based on the training plan. For example, some apprenticeships may result in an industry-recognized credential that is appropriate to a student’s specific work-based learning experience.**  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify)  Industry-approved teacher-designed end-of-course assessment |

| **STEP 2C:** 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 instruments 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: Apprenticeship Work-Based Learning (WBL) Experience 1 (1 Credit)**  **SCED#: 22973**  **Course Description:**  The first part of a work-based learning experience which takes place at a work-site and must be a paid experience (at least minimum wage). All three parts of WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student’s goals for a specific work-related placement.  The Apprenticeship experience focuses on the student’s interests in manufacturing and STEM-related programs documented through various types of career-related assessments and also based on Maryland’s career clusters/programs and employer demand. Local School Systems will be responsible for documenting the student’s progress by providing a rubric for the student work plan to measure academic, technical, and workplace readiness. The rubric will measure the student’s level of performance for each duty and task indicated. Continuous supervision and regular communication among the student, employer, and WBL coordinator will provide the student with feedback and evaluation results from their WBL placements. In addition, the student will formulate a process for reflection and evaluation of their own skill development.  The student’s 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 WBL coordinator shall be included.  Every Career Cluster has been assigned an Apprenticeship SCED code. If the student is currently in a CTE Program of Study but is participating in an apprenticeship work-based learning experience, then use the SCED code that is assigned to the appropriate Career Cluster in which the student is enrolled.  **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  **The end of course and program assessments will vary depending on the apprenticeship experience. For example, some apprenticeships may result in an industry-recognized credential that is appropriate to students’ specific work-based learning experience.**  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify)  Industry-approved teacher-designed end-of-course assessment |
| **Course Title: Apprenticeship Work-Based Learning (WBL) Experience 2 (1 Credit)**  **SCED#: 22974**  **Course Description:**  The second part of a work-based learning experience which takes place at a work-site and must be a paid experience (at least minimum wage). All three parts of WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student’s goals for a specific work-related placement.  The Apprenticeship experience focuses on the student’s interests in manufacturing and STEM-related programs documented through various types of career-related assessments and also based on Maryland’s career clusters/programs and employer demand. Local School Systems will be responsible for documenting the student’s progress by providing a rubric for the student work plan to measure academic, technical, and workplace readiness. The rubric will measure the student’s level of performance for each duty and task indicated. Continuous supervision and regular communication among the student, employer, and WBL coordinator will provide the student with feedback and evaluation results from their WBL placements. In addition, the student will formulate a process for reflection and evaluation of their own skill development.  The student’s 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 WBL coordinator shall be included.  Every Career Cluster has been assigned an Apprenticeship SCED code. If the student is currently in a CTE Program of Study but is participating in an apprenticeship work-based learning experience, then use the SCED code that is assigned to the appropriate Career Cluster in which the student is enrolled.  **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  **The end of course and program assessments will vary depending on the apprenticeship experience. For example, some apprenticeships may result in an industry-recognized credential that is appropriate to students’ specific work-based learning experience.**  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify)  Industry-approved teacher-designed end-of-course assessment |

| **STEP 2C:** 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 instruments 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: Apprenticeship Work-Based Learning (WBL) Experience 3 (1 Credit)**  **SCED#: 22975**  **Course Description:**  The third part of a work-based learning experience which takes place at a work-site and must be a paid experience (at least minimum wage). All three parts of WBL experience must cumulate to a minimum of 450 hours. This experience is directed by the WBL agreement provided by the school system and a student work plan developed among the student, WBL coordinator, and eligible employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student’s goals for a specific work-related placement.    The Apprenticeship experience focuses on the student’s interests in manufacturing and STEM-related programs documented through various types of career-related assessments and also based on Maryland’s career clusters/programs and employer demand. Local School Systems will be responsible for documenting the student’s progress by providing a rubric for the student work plan to measure academic, technical, and workplace readiness. The rubric will measure the student’s level of performance for each duty and task indicated. Continuous supervision and regular communication among the student, employer, and WBL coordinator will provide the student with feedback and evaluation results from their WBL placements. In addition, the student will formulate a process for reflection and evaluation of their own skill development.  The student’s 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 WBL coordinator shall be included.  Every Career Cluster has been assigned an Apprenticeship SCED code. If the student is currently in a CTE Program of Study but is participating in an apprenticeship work-based learning experience, then use the SCED code that is assigned to the appropriate Career Cluster in which the student is enrolled.  **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  **The end of course and program assessments will vary depending on the apprenticeship experience. For example, some apprenticeships may result in an industry-recognized credential that is appropriate to students’ specific work-based learning experience.**  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify)  Industry-approved teacher-designed end-of-course assessment |

| **STEP 2D:** 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. |
| --- |
| 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 program 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.  Teacher-designed end-of-program assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify)  Industry-approved teacher-designed end-of-course assessment |

| **STEP 2E:** Program Sequence Matrix (Include the program sequences that provide students with a route High School graduation, an Associate’s Degree, and/or a Bachelor’s Degree program) Identify the program 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 three credits and three courses 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 program 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. Technical Education or Advanced Technical Education and Personal Financial Literacy courses are not acceptable for credit in the career and Technical education program sequence. | | | | |
| **The LSS program title must be the same one that appears on the cover page. If more than one program option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technical program may include options in web design & programming.** | | | | |
| **Program:** | Apprenticeship Maryland | | **CIP Number** | **86.0500** |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11  AP Language | English 12  AP Literature |
| Social Studies - 3 | US Government | World History  AP European | US History  AP US History | Government  And Economics |
| Mathematics - 3  *Required Each Year* | Algebra I | Geometry | Algebra II | Trigonometry, Pre-Calculus, Calculus, or AP Calculus |
| Science - 3 | Earth or Physical Science | Biology or AP Biology | Chemistry or AP Chemistry | Physics or AP Physics |
| Physical Education - .5  Health Education - .5 | .5 Physical Education | .5 Health |  |  |
| Fine Arts - 1 | .5 Fine Arts | .5 Fine Arts |  |  |
| Technical Education - 1 | Foundations of Tech or Comp. Sci |  |  |  |
| CTE Completer Program – 3 or more courses for a minimum total of 3 credits  \* concentrator course |  |  | Apprenticeship Related Instruction (1) – can be offered simultaneously with the Work-Based Learning component | Apprenticeship WBL 1 (1)  \*Apprenticeship WBL 2 (1)  Apprenticeship WBL 3 (1) |
| World Language - 2 and/or  Advanced Tech Ed - 2 | World Language  or Adv. Tech Ed | World Language  or Adv. Tech Ed |  |  |
| **Use the occupational titles from CIP-SOC Crosswalks found on the CTE Leaders Blackboard Site to provide a list of examples of careers students are preparing to enter and postsecondary options:**  Apprenticeship Maryland is designed to prepare students for careers/employment/ and/or further education and training specifically on career programs in manufacturing and Science, Technology, Engineering, and Mathematics (STEM) occupations. | | | | |

| **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: Bachelor of Science –**  **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 2F:** CREDENTIALS FOR TECHNICAL SKILL ATTAINMENT – Fill in the name of the partnering college or agency. Specify the credential that students will earn, and/or the number of college credits or hours granted. This information is required before a program can be designated as **a CTE articulated program of study**. | | | |
| --- | --- | --- | --- |
| **Option** | **Partner** | **Credential** | **College Credit** |
| Dual Enrollment |  |  |  |
| Transcripted Credit |  |  |  |
| Articulated Credit |  |  |  |
| Credit by Exam |  |  |  |
| Advanced Placement |  |  |  |
| Apprenticeship Approved by Maryland Apprenticeship and Training Council | MARYLAND DEPARTMENT OF LABOR | State Skill Certificate  Continuation into registered apprenticeship program |  |
| Certifications |  | Depends on the Apprenticeship experience. An industry-recognized credential if available and appropriate to the apprenticeship experience | Depends on the Apprenticeship experience. Some apprenticeships include opportunities to earn college credit |
| License |  | Same as above |  |
| Degree |  |  |  |
| Other Technical Skill Assessment (specify) |  |  |  |

| **STEP 2G:** Industry-Mentored Project or Work-Based Learning Opportunities. | |
| --- | --- |
| Work-Based Learning is defined as activities at the high school and college levels that involve actual work experience and connect classroom learning to work. This is an all-encompassing term that includes apprenticeships, cooperative education, and internships. 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 must 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. Check each box that applies. | |
|  | Capstone Work-Based Learning: The on-the-job component of the program is subsequent to the in school, skill development component. Students are placed at training sites that have the potential to extend and refine competencies that are developed in the in-school component. |
|  | Industry-Mentored Project: The capstone project is typically completed as a culminating effort by students to demonstrate the cumulative learning that has occurred during the entire CTE program of study. Students work directly with industry mentors, as individuals or in teams, to receive advice and guidance in the development of their projects. Students in CTE may complete an industry-mentored project in addition to or instead of participating in a work-based learning experience. |
|  | Integrated Work-Based Learning: The on-the-job component of the program is entered after some in-school skill development, and the in-school skill development component is maintained concurrent with on-the-job experience. Students are placed at training sites that have potential to complement the in-school component. |
|  | Internship: Internships are short-term, paid or unpaid experiences that offer students a chance to work under the tutelage of employers and experience on-the-job training in a mentoring relationship. Students work with an employer to learn about a particular industry or career program. Workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single career program. |
|  | In-school clinic or school-based enterprise: A school-sponsored enterprise or clinic is an enterprise in which goods or services are produced by students as part of their school program. School-sponsored enterprises or clinics typically involve students in the management of a project that may involve the sale of goods or services for use by others. Enterprises may be undertaken on or off the school site, but are always part of the school’s program. |
|  | Youth or Registered Apprenticeship: Apprenticeship is a voluntary, industry-driven program sponsored by employers, employer associations, and jointly by management and labor. An apprentice, as an employee, receives supervised, structured, on-the-job training combined with related technical instruction in a specific occupation. Apprenticeship is open to anyone age 16 or older; however, an employer may set a higher entry age. Individuals must be age 18 to apprentice in specified hazardous occupations. The Maryland Apprenticeship and Training Council (MATC) is the registration agency and approves all apprenticeship programs. The Apprenticeship and Training Council has approved and registered programs in 207 occupations. |

| **STEP 2H:** Student Organizations Provided to Students in the Program. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Identify the CTSO associated with the program to be implemented by checking each box that applies, or specify if “Other” is selected. | | | | | |
| FBLA | FFA | SkillsUSA | OTHER (specify): | | |
| Will the program be placed in schools that have the identified CTSOs? | | | | Yes | No |

| **STEP 3: Complete the Instructional Program Data Sheet** | | | | |
| --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: |  | | | |
| Name of CTE Local Director: |  | Phone: |  | |
| LSS Program Title: | **Apprenticeship Maryland** | | CIP Code: | **86.0500** |

| **Program Options** | |
| --- | --- |
| **1.** | **Youth Apprenticeship** |
| **2.** |  |
| **3.** |  |
| **4.** |  |

| **Instructional Program Credit By Grade - Programs must be a minimum of three courses and three credits.** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Credits per year per program option as reflected by Course Sequences** | **Grade 9** | | **Grade 10** | | **Grade 11** | **Grade 12** | | **TOTAL** |
| 1. **Apprenticeship Maryland** |  | |  | | **1** | **3** | | **4** |
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|  |  | |  | |  |  | |  |
| **Total number of credits for program completion:** | | **4** | | **(minimum of 3 credits)** | | |  | |

| **Career and Technical Education Program Sites** | | | |
| --- | --- | --- | --- |
| **Program Options** | **School Number** | **School Name** | **CTSO**  **(Yes or No)** |
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**Apprenticeship Maryland**

**Readiness Criteria Form**

| To implement the Apprenticeship Maryland Program (AMP), the school system must identify a coordinator who is responsible for the following tasks. Ideally, the coordinator is assigned to a half-time position to fully implement the AMP. The coordinator: | | | | | |
| --- | --- | --- | --- | --- | --- |
| 1. Understands the Apprenticeship Maryland Program and can communicate the program to all stakeholders (e.g. students, parents, counselors, work-based learning coordinators, teachers, and potential employers); | | | | Yes | No |
| 1. Acts as a liaison between the local school system and the Maryland Department Of Labor (MDL) staff (e.g. Navigator); | | | | Yes | No |
| 1. Communicates regularly with the local or regional MDL apprenticeship navigators on youth apprenticeship employment opportunities to help recruit students for available positions; | | | | Yes | No |
| 1. Assists the navigators by relating information on what is considered to be appropriate placements for each student as well as identifies school events that are appropriate for the navigator to attend; | | | | Yes | No |
| 1. Acts as the primary lead in recruiting students for the program and assesses their interest, maturity, and suitability for the available positions; | | | | Yes | No |
| 1. Ensures that each student is meeting the academic graduation requirements prior to enrollment into the program and is able to integrate the Apprenticeship Maryland program into the student’s overall educational program; | | | | Yes | No |
| 1. Monitors each student’s progress throughout the apprenticeship experience; | | | | Yes | No |
| 1. Leads the local school system’s Apprenticeship Maryland Program Advisory Committee (PAC) to oversee continuous program improvement and recruits new members to the PAC; | | | | Yes | No |
| 1. Ensures policies regarding attendance and performance are available to all instructors, mentors, youth apprentices, and parents at the time students are enrolled into the program; | | | | Yes | No |
| 1. Determines the related instruction options are available and appropriate for each youth apprentice; | | | | Yes | No |
| 1. Develops an individual Student Rating/Work-based Training Plan for each youth apprentice to ensure that all graduation requirements will be met; | | | | Yes | No |
| 1. Supports the training plan created by the employer for each youth apprentice; and | | | | Yes | No |
| 1. Once the student is selected for a position, the coordinator ensures that the Youth Apprentice Agreement is complete and that it is signed by all parties. | | | | Yes | No |
| Is the AMP Coordinator Position | Full Time | | Half Time | Quarter Time | |
| Please provide the name of the AMP Coordinator: | |  | | | |
| Local CTE Director’s Signature: | |  | | | |