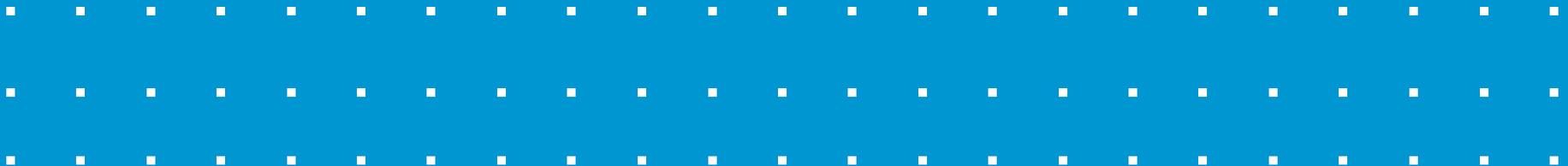# Apprenticeship with CTE and Career Academy Programs

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**American Institute for Innovative Apprenticeship**

**What Does it Take? Creating Effective Career and Technical Education Programs for Maryland**

# Need a consensus on the definition.

An apprenticeship is a job with structured work-based learning under a qualified mentor/trainer

Includes related theoretical instruction (classes)

Apprentices contribute to production and earn wages while in the program

Work-based and classroom instruction guided by well-defined occupational frameworks

May be time- or competency-based

Completion yields an occupational certification

Most important, apprenticeship is a highly effective mode of learning;

Apprentices learn concepts in context and apply them to real world situations

Apprentices have a strong incentive to perform well in classes and they have close mentors watching closely what they learn

Lauren Resnick, in her 1987 Presidential address: "Learning In School and Out", highlights distinctions

a) individual vs. group cognition;
b) theory vs. use of tools;
c) manipulating symbols vs. contextual learning;
d) generalized learning vs. situation-specific competencies

https://bit.ly/2ILWJ2I

# 9 Elements for Sustainable System at Scale

Effective branding—e.g., Apprenticeship Carolina

Incentives for retail marketing to private, public employers and helping set-up programs

Program to develop credible occupational standards & certification body to issue credentials

End-point assessments of apprentices and programs

Make apprenticeships easy to create, monitor

Funding off-job classes with quality instruction

Counseling screening prospective apprentices

Training the trainers

Research, evaluation and dissemination

# Four Specific Lerman Recommendations

1. Create an apprenticeship brand, not industry-recognized nor registered—e,g, "modern" "US"

2. Establish and Fund a Public/Private Entity to Develop and Maintain Apprenticeship Occupational Frameworks

3. Fund Selling and Organizing of Apprenticeships by using a pay for performance approach

4. Use existing public funds for training/career education to pay for related instruction

# Incorporate Apprenticeships into Existing CTE and Career Academy Programs.

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Apprenticeships can be especially valuable for youth beginning in late high school. Moreover, they can save money and increase effectiveness. Apprenticeships can reduce the costs of providing equipment since employers will generally have the up-to-date equipment used in modern production. Because apprenticeships involve learning skills at the workplace at the employer's expense, the schooling costs would be lower than under a full-time, classroom-based program. If, for example, a student spent two days per week in a paid apprenticeship or 40% of time otherwise spent in school, the school should be able to save 15% to 30% of the costs.

# Establish Programs to Support Selling and Organizing Apprenticeships

Selling and organizing an apprenticeship program as a partial solution to an employer's approach to talent management typically requires face-to-face encounters. Even employers convinced by an advertisement must have a place to call to learn about and implement an apprenticeship in the organization. Maryland should establish pay for performance incentives for intermediaries (private or public) to sell and organize apprenticeships to employers. The incentives should be structured so that intermediaries ensure apprentices undertake the appropriate training and work-based learning experiences and achieve high completion rates. Funding should go only to those intermediaries that stimulate apprenticeships that follow the official occupational frameworks. Intermediaries can also help employers find and fund quality training options for the off-job training components of apprenticeship.

# Additional Links

https://www.urban.org/features/apprenticeships

https://www.urban.org/research/publication/youth-apprenticeship-hopeful-approach-improving-outcomes-baltimore-youth