

Florida Department of Education  
Curriculum Framework

**Program Title:** High School Pre-Apprenticeship  
**Program Type:** Career Preparatory  
**Career Cluster:** Any Cluster within an Apprenticiable Occupation

**Secondary – Career Preparatory**

Program Number	8000200
CIP Number	0891010002
Grade Level	9 – 12
Standard Length	4 credits
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
Eligibility	Minimum 16 Years of Age, Registered in a Registered Pre-Apprenticeship Program (section 446.021 F.S.)

**Purpose**

This program offers courses that provide content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare students for further education and careers in various apprenticeable occupations that are part of a Registered Preapprenticeship program registered with the Florida Department of Education, Division of Career and Adult Education, Apprenticeship Section. The program may include time-based and competency-based applied learning that contributes to problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of registered apprenticeship.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and the skills needed to operate and maintain a variety of related equipment and tools.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Program Structure

Students enrolled in this program number must be registered in a Registered Preapprenticeship program in accordance with section 446.011-092, F.S. and 6A-23.010 F.A.C. This program of study is designed to prepare students for initial employment in an apprenticeable occupation within a Registered Apprenticeship program. The program includes related technical instruction and may include paid on-the-job training/learning, if identified in the Registered Preapprenticeship Program Standards, which must be supervised by the Registered Preapprenticeship committee, sponsor, or participating employer; and teacher/coordinator.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues; and health, safety, and environmental issues.

Courses 8000110, 8000120, 8000130, and 8000140 correlate to the Related Technical Instruction component of a Registered Preapprenticeship program. If the Registered Preapprenticeship Standards contain a provision for on-the-job training/learning, the applicable OJT Career Cluster course is appropriate for registered preapprentices to be enrolled in.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8000110	Pre-Apprenticeship 1	ANY CAREER AND TECHNICAL EDUCATION FIELD OR COVERAGE	1 credit	Occupation Specific	2	PA
8000120	Pre-Apprenticeship 2		1 credit	Occupation Specific	2	PA
8000130	Pre-Apprenticeship 3		1 credit	Occupation Specific	2	PA
8000140	Pre-Apprenticeship 4		1 credit	Occupation Specific	2	PA

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify apprenticeable occupations.
- 02.0 Identify subparts in the Occupational Safety and Health Administration's regulations.
- 03.0 Demonstrate an understanding of Registered Apprenticeship.
- 04.0 Demonstrate and apply appropriate communication skills.
- 05.0 Demonstrate and apply appropriate math skills.
- 06.0 Demonstrate awareness of drug-free workplace initiatives.
- 07.0 Use technology, tools, equipment and supplies safely and correctly.
- 08.0 Read and interpret appropriate technical references and manuals.
- 09.0 Demonstrate understanding of employability skills.
- 10.0 Demonstrate understanding of entrepreneurship.
- 11.0 Demonstrate leadership and organizational skills.
- 12.0 Demonstrate the skills required for on-the-job training/learning in a registered apprenticeship program.
- 13.0 Develop a professional portfolio.
- 14.0 Gain practical exposure to various apprenticeable occupations.

Florida Department of Education  
Student Performance Standards

Course Title: Pre-Apprenticeship 1  
Course Number: 8000110  
Course Credit: 1

<b>CTE Standards and Benchmarks</b>	
01.0	Identify apprenticeable occupations. The student will be able to:
01.01	Prepare a list of apprenticeable occupations in the area of interest.
01.02	Collect and maintain information on the apprenticeable occupation in which student has indicated an interest.
01.03	Contact a representative of the chosen apprenticeable occupation and ask a minimum of ten (10) prepared questions.
02.0	Identify subparts in the Occupational Safety and Health Administration's regulations. The student will be able to:
02.01	Describe how specific OSHA regulations relate to the apprenticeable occupation.
02.02	Apply OSHA regulations to work related activities in the classroom/lab.
02.03	Access and discover information on the OSHA website.
02.04	Describe the role of the National Institute of Occupational Safety and Health. (NIOSH)
03.0	Demonstrate an understanding of Registered Apprenticeship. The student will be able to:
03.01	Research and explain the Fitzgerald Act.
03.02	Create an organizational chart of Registered Apprenticeship in the State of Florida.
03.03	Research the Florida Apprenticeship website.
03.04	Explain the role of the U.S. Department of Labor, Office of Apprenticeship.
03.05	Compare and contrast the difference between Office of Apprenticeship (OA) states and State Apprenticeship Agencies (SAA).
03.06	Understand the role of the State Apprenticeship Advisory Council in Florida.
03.07	Identify and explain Federal statutes related to registered apprenticeship. (29-CFR-29, 29-CFR-30, and 29-CFR-5)
03.08	Compare and contrast Joint and Non-Joint registered apprenticeship programs.
03.09	Identify and explain Florida statutes and rules related to registered apprenticeship. (446 F.S. and 6A-23 F.A.C.)
03.10	Explain what a collective bargaining agreement is and how it applies to Registered Apprenticeship.
04.0	Demonstrate and apply appropriate communication skills. The student will be able to:

**CTE Standards and Benchmarks**

04.01 Write logical and understandable statements, or phrases, to accurately fill out forms commonly used in business and industry.

04.02 Read and understand graphs, charts, diagrams, tables, blueprints, and schematics where appropriate and commonly used.

04.03 Read and interpret reading materials related to the apprenticeable occupation.

04.04 Demonstrate appropriate and relevant occupation-related computer skills.

04.05 Demonstrate appropriate telephone and smart phone communication skills.

04.06 Read and follow written instructions; listen to and follow verbal instructions.

04.07 Give reports orally and in writing.

Florida Department of Education  
Student Performance Standards

Course Title: Pre-Apprenticeship 2  
 Course Number: 8000120  
 Course Credit: 1

<b>CTE Standards and Benchmarks</b>	
05.0	Demonstrate and apply appropriate math skills. The student will be able to:
05.01	Prepare a workbook that includes the formulas, practical guidelines, general knowledge, and mathematical principles related to the student's selected apprenticeship area.
05.02	Solve job-related problems by adding, subtracting, multiplying, and dividing whole numbers, decimals, and common fractions.
06.0	Demonstrate awareness of drug-free workplace initiatives. The student will be able to:
06.01	Research and describe the effects of drugs and alcohol on job performance and safety.
06.02	Explain how an alcohol or drug conviction affects a person's ability to acquire employment.
06.03	Research and describe the health-related effects of alcohol and drugs.
07.0	Use technology, tools, equipment and supplies safely and correctly. The student will be able to:
07.01	Correctly use tools and equipment appropriate to the selected apprenticeable occupation.
07.02	Demonstrate the ability to wear, select, adjust, and maintain safety equipment.
07.03	Determine whether safety equipment is serviceable.
07.04	Read safety warnings on equipment, chemicals, tools and work sites; correctly interpret and apply the necessary precautions.
07.05	Demonstrate an understanding of Safety Data Sheet(s) (SDS) related to the apprenticeable occupation.
07.06	Read the procedures for servicing equipment and accurately complete the required actions.
07.07	Determine the safety of the equipment used in the apprenticeable occupation.
08.0	Read and interpret appropriate technical references and manuals. The student will be able to:
08.01	Design solutions for work problems using data from appropriate manuals.
08.02	Use Internet resources to acquire technical information for job-related problems.
08.03	Read and use the appropriate manuals to complete work assignments
08.04	Demonstrate understanding of the material through correct procedures and application.

Florida Department of Education  
Student Performance Standards

Course Title: Pre-Apprenticeship 3  
 Course Number: 8000130  
 Course Credit: 1

**CTE Standards and Benchmarks**

09.0	Demonstrate understanding of employability skills. The student will be able to:
09.01	Demonstrate productive work habits and positive attitudes.
09.02	Identify the ethical and responsible practices expected of apprenticeship trainees.
09.03	Demonstrate acceptable personal hygiene habits and a professional appearance.
09.04	Apply the principles of time management, work simplification, and teamwork to perform and complete assigned tasks.
09.05	Explain the importance of taking pride in the quality of work performed.
09.06	Explain the importance of maintaining a good driving record and explain the ramifications of a poor driving record on employment.
09.07	Demonstrate knowledge of the Federal Hazard Communication Regulation (29 CFR 1910.1200).
09.08	Secure information about a job.
09.09	Identify the documents that may be required to apply for an apprenticeship program.
09.10	Complete a job application form.
09.11	Demonstrate competence in job interview techniques.
09.12	Demonstrate appropriate knowledge of how to make job changes.
09.13	Discuss the need to balance work and family.
09.14	Identify the appropriate certifications related to the apprenticeable occupation.
10.0	Demonstrate an understanding of entrepreneurship. The student will be able to:
10.01	Define entrepreneurship.
10.02	Describe the importance of entrepreneurship to the economy; identify the role of small business in a free enterprise system.
10.03	Discuss the advantages and disadvantages of business ownership.
10.04	Discuss the risks involved in business ownership.
10.05	Identify the personal characteristics of a successful entrepreneur.
10.06	Demonstrate an understanding of various business formats. (sole proprietor, s-corporation, limited liability, etc.)

## CTE Standards and Benchmarks

11.0 Demonstrate leadership and organizational skills. The student will be able to:

11.01 Define and practice brainstorming.

11.02 Identify and use resource and time management skills.

11.03 Identify the characteristics of a leader and team members.

11.04 Identify the purposes and functions of career technical student organizations (CTSO) related to the selected apprenticeable occupation.

Florida Department of Education  
Student Performance Standards

Course Title: Pre-Apprenticeship 4  
 Course Number: 8000140  
 Course Credit: 1

<b>CTE Standards and Benchmarks</b>	
12.0	Demonstrate the skills required for on-the job training/learning in a registered apprenticeship program. The student will be able to:
12.01	Practice maintaining a daily log of activities; include the number of hours, skills learned, and competencies attained.
13.0	Develop a professional portfolio . The student will be able to:
13.01	Include career and educational goals.
13.02	Provide an autobiography, picture, references and a résumé (traditional and digital).
13.03	Accumulate letters of recommendation.
13.04	Satisfactorily complete job applications related to the apprenticeable occupation of interest.
13.05	Document history of work and volunteer activities.
14.0	Gain practical exposure to various apprenticeable occupations. The student will be able to:
14.01	Rotate through a variety of increasingly responsible experiences.
14.02	Participate as a team member with a skilled mentor.
14.03	Demonstrate an understanding and appreciation of related occupational groups.
14.04	Apply basic skills in communications, mathematics, and science appropriate to technological content and learning activities.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Academic Alignment**

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

### **Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

### **Special Notes**

In order for secondary students to be enrolled in this program, students **must** be registered and have entered into a Pre-Apprenticeship Agreement in a Pre-Apprenticeship program that is sponsored by a Registered Apprenticeship program, as identified in F.S. 446 registered with the Florida Department of Education, Apprenticeship Section.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

The intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills is discipline specific. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements found and specified in the appropriate Career Cluster OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** High School Apprenticeship  
**Program Type:** Career Preparatory  
**Career Cluster:** Any Cluster within an Apprenticeship Occupation

**Secondary – Career Preparatory**

Program Number	8000300
CIP Number	0891010003
Grade Level	10 – 12
Standard Length	3 credits
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
Eligibility	Minimum 16 Years of Age, Registered in a Registered Apprenticeship Program (section 446.011-092 F.S.)

**Purpose**

This program offers courses that provide content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare students for further education and careers in various apprenticeship occupations that are part of a Registered Apprenticeship program registered with the Florida Department of Education, Division of Career and Adult Education, Apprenticeship Section. The program may include time-based, competency-based, or hybrid-based applied learning that contributes to problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of registered apprenticeship.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and the skills needed to operate and maintain a variety of related equipment and tools.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

Students enrolled in this program must be registered in a Registered Apprenticeship program in accordance with section 446.011-092, F.S. and rule 6A-23.001-011 F.A.C. This program is designed for students employed full-time in an apprenticeship occupation within a Registered Apprenticeship program. The program will include related technical instruction and paid on-the-job training/learning which must be supervised by the Registered Apprenticeship committee, sponsor, or participating employer; and teacher/coordinator.

This program of study focuses on broad, transferable skills and stresses understanding and demonstration of the following elements: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues; and health, safety, and environmental issues.

Courses 8000310, 8000320, and 8000330 correlate to the Related Technical Instruction component of a Registered Apprenticeship program. For on-the-job training/learning, students should be enrolled in the applicable OJT Career Cluster course.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8000310	Apprenticeship 1	ANY CAREER AND TECHNICAL EDUCATION FIELD OR COVERAGE	1 credit	Occupation Specific	2	PA
B	8000320	Apprenticeship 2		1 credit	Occupation Specific	2	PA
C	8000330	Apprenticeship 3		1 credit	Occupation Specific	2	PA

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Associated Year 1 standards of the Related Instruction Outline as documented in the Registered Apprenticeship's standards and agreement.
- 02.0 Associated Year 2 standards of the Related Instruction Outline as documented in the Registered Apprenticeship's standards and agreement.
- 03.0 Associated Year 3 standards of the Related Instruction Outline as documented in the Registered Apprenticeship's standards and agreement.

Florida Department of Education  
Student Performance Standards

**Course Title:** Apprenticeship 1  
**Course Number:** 8000310  
**Course Credit:** 1

**Course Description:** Apprenticeship 1 is designed to align with the Related Instruction Outline for year 1 within the Standards of Apprenticeship for which the Apprentice is registered in. A copy of the Related Instruction Outline can be obtained from the Florida Department of Education, Division of Career and Adult Education, Bureau of Standards, Benchmarks and Frameworks, Apprenticeship Section.

**CTE Standards and Benchmarks**

01.0 Year 1 of the Related Instruction Outline. The student will be able to:

01.01 Successfully complete Year 1 of the Related Technical Instruction requirements of the Registered Apprenticeship program as identified in the Standards of Apprenticeship registered with the Florida Department of Education.

Florida Department of Education  
Student Performance Standards

**Course Title:** Apprenticeship 2  
**Course Number:** 8000320  
**Course Credit:** 1

**Course Description:** Apprenticeship 2 is designed to align with the Related Instruction Outline for year 2 within the Standards of Apprenticeship for which the Apprentice is registered in. A copy of the Related Instruction Outline can be obtained from the Florida Department of Education, Division of Career and Adult Education, Bureau of Standards, Benchmarks and Frameworks, Apprenticeship Section.

**CTE Standards and Benchmarks**

02.0	Year 2 of the Related Instruction Outline. The student will be able to:
02.01	Successfully complete Year 2 of the Related Technical Instruction requirements of the Registered Apprenticeship program as identified in the Standards of Apprenticeship registered with the Florida Department of Education.

Florida Department of Education  
Student Performance Standards

**Course Title:** Apprenticeship 3  
**Course Number:** 8000330  
**Course Credit:** 1

**Course Description:** Apprenticeship 3 is designed to align with the Related Instruction Outline for year 3 within the Standards of Apprenticeship for which the Apprentice is registered in. A copy of the Related Instruction Outline can be obtained from the Florida Department of Education, Division of Career and Adult Education, Bureau of Standards, Benchmarks and Frameworks, Apprenticeship Section.

**CTE Standards and Benchmarks**

03.0	Year 3 of the Related Instruction Outline. The student will be able to:
03.01	Successfully complete Year 3 of the Related Technical Instruction requirements of the Registered Apprenticeship program as identified in the Standards of Apprenticeship registered with the Florida Department of Education.

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

### Special Notes

In order for secondary students to be enrolled in this program, students **must** be registered and have entered into an Apprenticeship Agreement with an Apprenticeship program registered with the Florida Department of Education, Apprenticeship Section as required by F.S. 446.001-092 and F.A.C 6A-23.001-011.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

## **Career and Technical Student Organization (CTSO)**

The intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills is discipline specific. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

## **Cooperative Training – OJT**

On-the-job training thru full-time employment is required for this program as specified in the Registered Apprenticeship program for which the student is registered in. The rules, guidelines, and requirements found and specified in the appropriate Career Cluster OJT framework apply.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Program Title:** Continuing Workforce Education  
**Program Type:** Career Preparatory  
**Career Cluster:** Workforce Education

**PSAV**

Program Number	E91010A , E91010M , E91010H, E91010B, E91010C , E91010K, E91010E, E91010X, E91010F, E91010G, E91010N, E91010D, E91010Y, E91010L, E91010J, E91010T, E91010S
CIP Number	1691011001, 16910110002, 1691011003, 1691011005 , 1691011008, 1691011009, 1691011010, 1691011011, 1691011012, 1691011013, 1691011014, 1691011015, 1691011016, 1691011017, 1691011018, 1691011019, 1691011020
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	N/A
SOC Codes (all applicable)	Discipline Specific

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Workforce Education career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Workforce Education career cluster.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of:

- Individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body.
- New or expanding businesses.
- Business, industry, and government agencies whose products or services are changing so fast that retraining of employees is necessary or whose employees need training in specific skills to increase efficiency and productivity.
- Individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to upgrade employment.

Community Colleges will continue to report Continuing Workforce Education courses in the Supplemental Vocational Course -- Information Classification Structure (ICS). These codes are:

- 1.21.03 - Agriscience and Natural Resources
- 1.22.03 - Marketing
- 1.23.03 - Health Science
- 1.24.03 - Family and Consumer Sciences
- 1.25.03 - Business Technology
- 1.26.03 - Industrial
- 1.27.03 - Public Service

The length of the course will vary depending on locally defined training requirements.

The purpose of this course is to provide students with instruction that does not result in a vocational certificate, diploma, associate in applied science degree, or associate in science degree. The content of the course may vary as a result of industry and student needs.

The following table illustrates the postsecondary program structure:

OCP	Course/Program Number	Course Title	Length	SOC Code	Grade Level
A	E91010A	CWE – Agriculture and Natural Resources* Name will change to CWE-Agriculture, Food & Natural Resources	Multiple Hours	Discipline Specific	30, 31
A	E91010C	CWE – Architecture and Construction	Multiple Hours	Discipline Specific	30, 31
A	E91010K	CWE – Arts, A/V Technology and Communication	Multiple Hours	Discipline Specific	30, 31
A	E91010B	CWE – Business Technology* Name will change to CWE – Business, Management and Administration	Multiple Hours	Discipline Specific	30, 31
A	E91010E	CWE – Education and Training	Multiple Hours	Discipline Specific	30, 31
A	E91010X	CWE – Energy	Multiple Hours	Discipline Specific	30, 31
A	E91010S	CWE – Engineering and Technology	Multiple Hours	Discipline Specific	30, 31
A	E91010F	CWE – Finance	Multiple Hours	Discipline Specific	30, 31
A	E91010G	CWE – Government and Public Administration	Multiple Hours	Discipline Specific	30, 31
A	E91010H	CWE – Health Science	Multiple Hours	Discipline Specific	30, 31
A	E91010N	CWE – Hospitality and Tourism	Multiple Hours	Discipline Specific	30, 31
A	E91010D	CWE – Human Services	Multiple Hours	Discipline Specific	30, 31
A	E91010Y	CWE – Information Technology	Multiple Hours	Discipline Specific	30, 31
A	E91010L	CWE – Law, Public Safety and Service	Multiple Hours	Discipline Specific	30, 31
A	E91010J	CWE – Manufacturing	Multiple Hours	Discipline Specific	30, 31
A	E91010M	CWE – Marketing* Name will change to CWE –	Multiple Hours	Discipline Specific	30, 31

OCP	Course/Program Number	Course Title	Length	SOC Code	Grade Level
		Marketing Sales and Services			
A	E91010T	CWE – Transportation, Distribution and Logistics	Multiple Hours	Discipline Specific	30, 31

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

The intended standards of this course will be locally developed.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

Applicable organizations if any are discipline specific for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Pre-Apprenticeship  
**Program Type:** Career Preparatory  
**Career Cluster:** Any Program within an Apprenticeship Occupation

PSAV	
Program Number	E92010R
CIP Number	1691010001
Grade Level	30,31
Standard Length	900 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
Eligibility	16 Years of Age

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Apprenticeship Occupation career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Apprenticeship Occupation career cluster.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and the skills needed to operate and maintain a variety of related equipment and tools.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction to prepare students for initial employment who are disadvantaged or who have not otherwise had the opportunity to enter into the apprenticeship occupations or upward mobility employment. The program will include related instruction and may include paid on-the-job training, supervised by the employer and teacher/coordinator.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Apprenticeship industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues; and health, safety, and environmental issues.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	SLS0314	Pre-Apprenticeship I	ANY VOCATIONAL FIELD OR COVERAGE	450 hours	Discipline Specific
B	SLS0315	Pre-Apprenticeship II		450 hours	Discipline Specific

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify apprenticeship occupations.
- 02.0 Identify and properly use subparts in OSHA (Occupational Safety and Health Administration) standards (1926).
- 03.0 Achieve certifications.
- 04.0 Demonstrate appropriate communication skills.
- 05.0 Demonstrate and apply appropriate math and reading skills.
- 06.0 Identify awareness of drugs and drug-free workplace.
- 07.0 Use technology, tools, equipment and supplies safely and correctly.
- 08.0 Read and interpret appropriate technical references and manuals.
- 09.0 Apply designated occupational standards.
- 10.0 Demonstrate an understanding of employability skills.
- 11.0 Demonstrate an understanding of entrepreneurship.
- 12.0 Demonstrate acquired skills through on-the-job training.
- 13.0 Demonstrate leadership and organization skills.
- 14.0 Demonstrate acquired skills through on-the-job training.
- 15.0 Develop a portfolio.

Florida Department of Education  
Student Performance Standards

Program Title: Pre-Apprenticeship  
PSAV Number: E92010R

<b>Course Number: SLS0314</b>	
<b>Occupational Completion Point: A</b>	
<b>Pre-Apprenticeship I – 450 Hours – SOC Code: Discipline Specific</b>	
01.0	Identify apprenticeship occupations. The student will be able to:
01.01	Prepare a list of apprenticeship occupations in the student's area of interest.
01.02	Student will collect information and maintain a notebook on the apprenticeship occupation in which he or she has indicated an interest.
01.03	Contact a representative of the chosen apprenticeship occupation and ask, at a minimum, 10 prepared questions about the student's area of interest.
02.0	Identify and properly use subparts in OSHA (Occupational Safety and Health Administration) standards (1926). The student will be able to:
02.01	Describe how the OSHA standards relate to the student's area of interest.
02.02	Apply OSHA standards to work activities.
02.03	Access and find information on the OSHA website.
03.0	Achieve certifications. The student will be able to:
03.01	Identify the appropriate areas of certification for his or her apprenticeship area. (e.g., safety, first aid, CPR, required information)
03.02	Prepare and test for appropriate certifications in selected occupational area.
04.0	Demonstrate appropriate communication skills. The student will be able to:
04.01	Ask and answer questions coherently and concisely.
04.02	Read and follow written instructions; and listen to and follow oral instructions.
04.03	Give reports orally and in writing.
04.04	Read and interpret reading materials related to the apprenticeship occupation.
04.05	Find information in appropriate literature such as a manufacturer's manual or regulatory requirements.

04.06	Write logical and understandable statements or phrases, and accurately fill out the forms commonly used in the apprenticeship area.
04.07	Communicate job-related information and coordinate with other trades.
04.08	Demonstrate appropriate telephone communication skills.
04.09	Demonstrate trade-related computer skills.
04.10	Explain the chosen occupation culture and the spoken and unspoken rules.
05.0	Demonstrate and apply appropriate math and reading skills. The student will be able to:
05.01	Prepare a workbook containing the formulas, rules of thumb, general knowledge and mathematics used in the student's apprenticeship area.
05.02	Apply basic math, geometry, algebra, and trigonometry to solving problems, with and without a calculator, related to the apprenticeship occupation.
06.0	Identify awareness of drugs and drug-free workplace. The student will be able to:
06.01	Describe the effects of drugs and alcohol on job performance and safety.
06.02	Explain how an alcohol/drug conviction will affect the student's ability to acquire employment.
06.03	Prepare a workbook describing the health-related effects of alcohol/drugs.
07.0	Use technology, tools, equipment and supplies safely and correctly. The student will be able to:
07.01	Correctly use tools and equipment appropriate to apprenticeship occupation.
07.02	Demonstrate the ability to wear, select, adjust, and maintain safety equipment.
07.03	Determine if safety equipment is serviceable.
07.04	Read safety warnings on equipment, chemicals, tools and work sites. Correctly interpret and apply the necessary precautions.
07.05	Read the procedures for servicing equipment and accomplish the needed actions with 100 percent accuracy.
07.06	Determine if equipment used in the apprenticeship occupation is safe.
08.0	Read and interpret appropriate technical references and manuals. The student will be able to:
08.01	Use the charts, graphs and tables to solve problems related to the chosen apprenticeship occupation.
08.02	Design solutions for work problems using data from the appropriate manuals.
08.03	Use Internet resources to acquire technical information for job related problems.

08.04	Read and use appropriate manuals in work assignments. Demonstrate an understanding of the material read through correct procedures and application. Accomplish specified tasks.
08.05	Read and use appropriate manuals for work assignments.
09.0	Apply designated occupational standards. The student will be able to:
09.01	Perform assigned tasks to the appropriate level of competency.
09.02	Select and apply correct standards for a given task.
10.0	Demonstrate an understanding of employability skills. The student will be able to:
10.01	Demonstrate productive work habits and positive attitudes.
10.02	Identify the ethical and responsible practices expected of apprenticeship trainees.
10.03	Demonstrate acceptable personal-hygiene habits and a professional appearance.
10.04	Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
10.05	Explain the importance of taking pride in the quality of work performed.
10.06	Explain the importance of maintaining a good driver's record and the ramifications of having a poor driving record on employment.
10.07	Demonstrate knowledge of the Federal Hazard Communication regulation (29 CFR 1910.1200).
10.08	Secure information about a job.
10.09	Identify documents that may be required for an application for an apprenticeship program.
10.10	Complete a job-application form.
10.11	Demonstrate competence in job-interview techniques.
10.12	Demonstrate appropriate knowledge of how to make job changes.
10.13	Discuss the need for balancing work and family.
11.0	Demonstrate an understanding of entrepreneurship . The student will be able to:
11.01	Define <i>entrepreneurship</i> .
11.02	Describe the importance of entrepreneurship to the American economy and the role of small business in the free-enterprise system.
11.03	Discuss the advantages and disadvantages of business ownership.
11.04	Discuss the risks involved in the ownership of a business.

11.05	Identify the personal characteristics of a successful entrepreneur.
11.06	Identify the business skills, including computer skills, needed to operate an entrepreneurial business efficiently and effectively.
12.0	Demonstrate acquired skills through on-the job training. The student will be able to:
12.01	Keep daily log of on-the-job activities. Including number of hours worked, skills learned, safety equipment used and hazardous materials used.
13.0	Demonstrate leadership and organizational skill. The student will be able to:
13.01	Define and practice brainstorming.
13.02	Identify and use resource and time management skills.
13.03	Identify characteristics of a leader and team members.
13.04	Identify professional and youth organizations related to the apprenticeship occupation.
13.05	Identify purposes and functions of student organizations related to apprenticeship occupation.

**Course Number: SLS0315**  
**Occupational Completion Point: B**  
**Pre-Apprenticeship II – 450 Hours – SOC Code: Discipline Specific**

14.0	Demonstrate acquired skills through on-the job training. The student will be able to:
14.01	Keep a daily log of on-the-job activities. Including number of hours worked, skills learned, safety equipment used and hazardous materials used.
15.0	Develop a portfolio. The student will be able to:
15.01	Include career and educational goals.
15.02	Provide a copy of social security card.
15.03	Provide autobiography, picture, and résumé.
15.04	Present picture identification, letters of recommendation, and completed job application.
15.05	Provide history of work and volunteer activities.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

The intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills is discipline specific. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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