

**Florida Department of Education
Curriculum Framework**

Course Title: CTE Practicum and Clinical Experience
Course Type: Non-Career Preparatory
Career Cluster: Additional CTE Programs/Courses

Secondary – Non-Career Preparatory	
Course Number	9601100
CIP Number	1032011100
Grade Level	9-12
Course Length	Variable
Teacher Certification	Refer to the Course Structure section.
CTSO	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This course provides students with a structured work-based learning experience designed to bridge academic knowledge with practical workplace skills. Through immersion in a professional environment, students will gain a comprehensive understanding of their role, develop essential employability and technical skills, and curate a professional portfolio to showcase their achievements. The course emphasizes aligning individual responsibilities with the employer's mission, vision, and values, while fostering workplace safety awareness and reflective practices to enhance personal and career development.

This course is differentiated from other work-based learning courses in that it:

- Must be unpaid
- Work may be completed on- or off-campus
- Requires co- or pre-requisite enrollment in a career and technical education program. Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

Course Requirements

- **Before Work Starts**
 - Research if the employer is registered with Florida's Department of State's Division of Corporations: <https://dos.fl.gov/sunbiz/search/>. While a variety of legal and safe employment opportunities are permissible, priority should be given to securing placement in a position within the Career Cluster or industry aligned with the student's aspirations.

- Develop a training agreement and plan that is signed by the employer supervisor, the student, the teacher of record, and, for students younger than 18 years of age, a parent or legal guardian (see Rule 6A-23.0042(3)(a)1., F.A.C., for required training agreement content). Visit the FDOE's Work-Based Learning website for voluntary use templates:
<https://www.fldoe.org/academics/career-adult-edu/work-based-learning.stml>
- Ensure, prior to a student engaging in a work-based learning opportunity, that the student is covered by the employer's workers' compensation insurance coverage or has medical insurance coverage for injury or illness related to the work-based learning opportunity (see Rule 6A-23.0042(4)(a)8., F.A.C.).
- Define local policies related to employer supervisor background checks, student and employer orientation, student reflection, student performance assessment and work hours documentation (see Rule 6A-23.0042(4)(a)1., F.A.C.).
- Ensure that students with disabilities are provided all legally required and reasonable work accommodations.
- Determine how many credits the students work will earn. Notwithstanding Full-Time Equivalency requirements for the Florida Education Finance Program, a minimum of 135 hours of work must be completed for the awarding of one high school credit or 67.5 hours of work for 0.5 high school credit (see s. 1003.436(1)(a), F.S.). A student may earn multiple credits in this course. Seat time for classroom instruction beyond the required 135 hours of work per high school credit is encouraged but not required, including for training agreement/plan development and finalization, assessment results coaching, resume and/or portfolio development and feedback, and reflection review. If a student's employment status changes, the student must receive classroom instructional hours equal to or greater than the anticipated work hours. These instructional hours must support the student's attainment of employment and mastery of this framework's and the training agreement/plan's learning objectives. Documentation of this instruction is maintained in the student's file.
- Identify the locally-determined enrollment capacity limit per class section. Ensure that the teacher of record is able to adequately oversee the student's skill development and the course's compliance.
- During Work
 - Work with the student and employer on assessing skill development and providing coaching to ensure the experience meets the goals and outcomes of the training agreement and plan.
 - Maintain channels of communication both with the employer and the student as well as perform site visits (in-person or virtually) to ensure both the needs of the employer and student are being met. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.
 - Collect proof of work hours for FEFP auditing purposes. Maintain documentation on file for at least 5 years. Each timecard must include:
 - Student name
 - Business name
 - Hours worked with dates
 - Supervisor name
 - Supervisor dated signature (can be digital)
- After the Work Experience
 - Ensure that the student has reflected on their experience.
 - Engage the employer to receive student performance assessment results and feedback to improve future work-based learning opportunities.

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

Course Structure

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

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
9601100	CTE Practicum and Clinical Experience	ANY FIELD	Variable	2	CT

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Florida's Career Readiness Skills for CTE Programs

Employability Skills	
01.0	Apply academic skills to workplace scenarios.
01.01	Use reading skills.
01.02	Use writing skills.
01.03	Use mathematical strategies and procedures.
01.04	Use scientific principles and procedures.
02.0	Design a solution to an industry problem.
02.01	Use critical thinking.
02.02	Use creativity.
02.03	Make sound decisions.
02.04	Solve problems.
02.05	Reason.
02.06	Plan and organize.
03.0	Manage resources within an industry project
03.01	Manage time.
03.02	Manage money or resources.
03.03	Manage materials.
03.04	Manage personnel.
04.0	Oversee the subcomponents, operations and output of a technical or organizational system.
04.01	Manage systems.
04.02	Monitor systems.
04.03	Improve systems.
05.0	Use information for decision making.
05.01	Locate information.
05.02	Organize information.
05.03	Use information.

05.04	Analyze information.
05.05	Communicate information.
06.0	Apply relevant technology to workplace scenarios to aid productivity.
06.01	Use technology.
07.0	Interpret and express interpersonal communication.
07.01	Communicate verbally.
07.02	Listen actively.
07.03	Comprehend written material.
07.04	Convey information in writing.
07.05	Communicate nonverbally.
07.06	Interpret nonverbal communication.
08.0	Interact with others to accomplish workplace goals.
08.01	Collaborate with others in a team.
08.02	Respond to customer needs.
08.03	Exercise leadership.
08.04	Negotiate to resolve conflict.
08.05	Respect others.
09.0	Manage personal behavior to maximize productivity and professional growth.
09.01	Demonstrate responsibility and self-discipline.
09.02	Adapt and show flexibility.
09.03	Work independently.
09.04	Demonstrate a willingness to learn.
09.05	Demonstrate integrity.
09.06	Demonstrate professionalism.
09.07	Take initiative.
09.08	Display positive attitude.
09.09	Take responsibility for professional growth.

Career Exploration & Planning	
10.0	Explain career opportunities aligned with the regional economy and personal aspirations.
10.01	Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.
10.02	Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
11.0	Explain postsecondary pathways aligned with his or her career aspirations.
11.01	Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).
11.02	Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.
11.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
11.04	Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.
12.0	Develop a personalized career and academic plan.
12.01	Prioritize an occupation, credential and postsecondary training provider for plan formation.
12.02	Self-assess progress toward meeting graduation requirements and skill-development goals.
12.03	Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.
12.04	Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.
12.05	Develop a postsecondary training budget that is inclusive of living and school expenses.
Job Attainment	
13.0	Find, assess and apply to job opportunities.
13.01	Identify online job posts relevant to his or her career aspirations.
13.02	Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.
13.03	Define what information, documentation and writing prompts are required for the positions.
14.0	Communicate personal competence, character and fit for a job opportunity.
14.01	Develop a resume.
14.02	Write a cover letter.
14.03	Curate a professional portfolio that includes work products.
14.04	Prepare for and experience a mock job interview.

15.0	Cultivate and leverage relationships to professionally advance.
15.01	Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.
15.02	Develop a plan to cultivate a professional digital footprint.
15.03	Develop a networking plan for a specific industry of interest.

Standards

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

- 01.0 Define the position's role, responsibilities, safety procedures and how the position fits within the employer's larger mission, vision and values.
- 02.0 Define the skill learning objectives, how he or she will be assessed on those skills, and when those assessments will take place.
- 03.0 Curate a professional portfolio with a resume, work product examples, references/endorsements (if available) and a reflection on the work-based learning experience.

**Florida Department of Education
Student Performance Standards**

Course Title: CTE Practicum and Clinical Experience
Course Number: 9601100
Course Credit: Variable

Course Description:

This course provides students with a structured work-based learning experience designed to bridge academic knowledge with practical workplace skills. Through immersion in a professional environment, students will gain a comprehensive understanding of their role, develop essential employability and technical skills, and curate a professional portfolio to showcase their achievements. The course emphasizes aligning individual responsibilities with the employer's mission, vision, and values, while fostering workplace safety awareness and reflective practices to enhance personal and career development.

CTE Standards and Benchmarks	
01.0	Define the position's role, responsibilities, safety procedures and how the position fits within the employer's larger mission, vision and values.
01.01	Define the position's role and responsibilities.
01.02	Explain the employer's mission, vision and values.
01.03	Explain workplace safety risks, risk mitigation strategies, and reporting procedures for the position.
02.0	Define the skill learning objectives, how he or she will be assessed on those skills, and when those assessments will take place.
02.01	Describe what employability and technical skills he or she will learn.
02.02	Describe employee performance review standards and timelines for employee evaluations.
02.03	Describe how and when time sheets are to be submitted to the school.
03.0	Curate a professional portfolio with a resume, work product examples, references/endorsements (if available) and a reflection on the work-based learning experience.
03.01	Create or update a resume to list accomplishments achieved during the work-based learning opportunity that may be valued by future employers.
03.02	Curate content from the work-based learning experience into a professional portfolio of work products.
03.03	Explain the personal and industry insights gained from the experience.
03.04	Explain how the experience has influenced his or her future academic and career plans.
03.05	Describe how the work-based learning opportunity could be improved for future students.

CTE Standards and Benchmarks

03.06 Request a signed reference letter, letter of recommendation, and/or an online skill/professionalism endorsement from one or more supervisors or coworkers.

Additional Information

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at SALA@fldoe.org.

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.