

Division of Apprenticeship Standards (DAS)

Apprenticeship Program Summary Sheet

To: Adele Burnes, Chief
From: Craig Coppin
CC: Program Planning and Review
Date: February 12, 2026

Program Name: San Diego County Office of Education Apprenticeship Program
Industry: Public Sector
DAS File No: 101143
Grant Awardee: ☐ No ☒ Yes CAI (2021, 2025)

Actions:

- ☒ Proposed new apprentice program
- ☐ Existing apprenticeship program adding new occupations
- ☐ Existing apprenticeship program expanding area of operations
- ☐ Existing apprenticeship program changing work processes on approved occupations.

Labor Organizations Representing Any of the Apprentices:

None.

Request for Approval under Labor Code 3075:

San Diego County Office of Education Apprenticeship Program is not intended to train in the building and construction trades and is not eligible to dispatch apprentices to projects with public works, prevailing wage or skilled and trained workforce requirements within the meaning of Labor Code sections 1720 and 3075 and will not train or dispatch apprentices in the building and construction trades or firefighters' occupations.

Comments:

Career Technical Education/(CTE) is one of the fastest-growing areas of education. Organized as a sequence of courses called a 'pathway', these programs prepare students – middle school to adult – for occupations in high-growth, high-wage industry sectors. Instructors pursuing a CTE credential possess industry experience in their sector and provide students with the academic knowledge and technical skills necessary to enter and succeed in the labor market. Students who participate in CTE have improved school attendance and higher graduation rates than their non-CTE peers. To grow and sustain quality CTE programs, our region needs to recruit industry professionals to leave their current jobs and become educators. Currently, the San Diego County Office of Education's Credential Services Team

offers the CTE (“Designated Subjects”) credential to employees of public-school districts, charter schools, and universities across California. One of the significant barriers to CTE instructor recruitment is the high cost of the credentialing program; but by turning it into apprenticeship, SDCOE significantly reduces credentialing costs and more aptly addresses the growing need for CTE teachers in San Diego County. The SDCOE Designated Subjects/CTE Instructor Apprenticeship program will start with one employer, Grossmont Union High School District’s Adult Education program. It will gradually expand to other school districts across San Diego County and the state.

San Diego County Office of Education Apprenticeship Program will oversee the apprenticeship program herein and seeks approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following:

Proposed Occupation, Wage Rate & O*Net Code:

- | | |
|---|-------------------|
| <ul style="list-style-type: none"> Designated Subject/CTE Instructor (High School) | O*Net: 25-2032.00 |
| Professional Worker Wage: \$55.78 per hour | |
| Proposed Apprentice Wage: \$53.24 per hour | |
| Proposed No. of Apprentices: 7 | |
| | |
| <ul style="list-style-type: none"> Designated Subject/CTE Instructor (Adult Education) | O*Net: 25-2032.00 |
| Professional Worker Wage: \$55.78 per hour | |
| Proposed Apprentice Wage: \$42.90 per hour | |
| Proposed No. of Apprentices: 7 | |

Proposed Employers:

- Grossmont Union High School District, 1550 Melody Ln., El Cajon, CA 92019
 - Occupation(s): Designated Subject/CTE Instructor (High School); Designated Subject/CTE Instructor (Adult Education)

San Diego County Office of Education Apprenticeship Program Standards

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Article I Purpose and Policy

The parties hereto declare it to be their purpose and policy to establish an organized, planned system of apprenticeship, conducted as an education-sponsored, employer-based undertaking.

These standards have, therefore, been adopted and agreed upon under the Shelley-Maloney Apprentice Labor Standards Act of 1939, as amended, to govern the employment and training of apprentices in the trade, craft or occupation defined herein, to become effective upon their approval.

Article II Craft, Trade or Occupation, Related and Supplemental Instruction, Term of Apprenticeship, Ratio, Wage Schedule and Work Training

Occupation	O*Net Code	Attachment
Designated Subject/CTE Instructor (High School)	25-2032.00	B-1
Designated Subject/CTE Instructor (Adult Education)	25-2032.00	B-2

Article III Organization

There is hereby established the above-named master apprenticeship committee. The committee shall consist of four (4) members, who shall be selected by and represent the employer organization(s) signatory hereto. In addition, there shall be one (1) apprenticeship consultant representing the Division of Apprenticeship Standards and one (1) advisor from the Local Education Agency and such other advisors as the committee shall determine. Such advisors and the apprenticeship consultant shall act without vote.

Article IV Jurisdiction

These standards shall apply to the employer and employee organizations signatory hereto; their members, to other employers who subscribe hereto or who are party to a collective bargaining agreement with an employee organization(s) signatory hereto, and to all apprentice agreements hereunder.

Area Covered by Standards: San Diego County

Article V Functions

The functions of the apprenticeship committee shall be to:

- 1) develop an efficient program of apprenticeship through systematic on-the-job training with related and supplemental instruction and periodic evaluation of each apprentice;
- 2) serve in an advisory capacity with employers and employees in matters pertaining to these standards;
- 3) ensure the program's ability, including financial ability, and commitment to meet and carry out its responsibilities under federal and state law and regulations applicable to the apprenticeable occupation and for the welfare of the apprentice;
- 4) aid in the adjustment of apprenticeship disputes;
- 5) develop fair and impartial selection procedures and an affirmative action plan in accordance with existing laws and regulations and apply them uniformly in the selection of applicants for apprenticeship.

Article VI Responsibilities

The responsibilities of the apprenticeship committee shall be to:

- 1) supervise the administration and enforcement of these standards;
- 2) adopt such rules and regulations as are necessary to govern the program provided that the rules and regulations do not conflict with these standards;
- 3) conduct orientations, workshops or other educational sessions for employers to explain the apprenticeship program's standards and the operation of the apprenticeship program;
- 4) pass upon the qualification of employers and, when appropriate, to suspend or withdraw approval;
- 5) conduct on-going evaluation of the interest and capacity of employers to participate in the apprenticeship program and to train apprentices on the job;
- 6) make periodic evaluations of each apprentice's on-the-job training and related and supplemental instruction;
- 7) ensure safe work site facilities, skilled workers as trainers at the work site, and safe equipment sufficient to train apprentices;
- 8) determine the qualifications of apprentice applicants and ensure fair and impartial treatment of applicants for apprenticeship selected through uniform selection procedures;
- 9) file a signed copy, written or electronic, of each apprentice agreement with the Division of Apprenticeship Standards, within 30 days of execution, with copies to all parties to the agreement;
- 10) establish and utilize a procedure to record and maintain all records of the apprentice's worksite job progress and progress in related and supplemental instruction;

- 11) establish and utilize a system for the periodic review and evaluation of the apprentice's progress in job performance and related instruction;
- 12) discipline apprentices, up to and including termination, for failure to fulfill their obligations on-the-job or in related instruction, including provisions for fair hearings;
- 13) annually prepare and submit a Self-Assessment Review as well as a Program Improvement Plan to the Chief of the Division of Apprenticeship Standards;
- 14) ensure training and supervision, both on the job and in related instruction, in first aid, safe working practices and the recognition of occupational health and safety hazards;
- 15) ensure training in the recognition of illegal discrimination and sexual harassment;
- 16) establish an adequate mechanism to be used for the rotation of the apprentice from work process to work process to ensure the apprentice of complete training in the apprenticeable occupation including mobility between employers when essential to provide exposure and training in various work processes in the apprenticeable occupation;
- 17) establish an adequate mechanism that will be used to provide apprentices with reasonably continuous employment in the event of a lay-off or the inability of one employer to provide training in all work processes as outlined in the standards;
- 18) comply with meaningful representation requirements for the interests of apprentices in the management of the program where apprentices are at least equally represented on an advisory panel established by the apprenticeship committee responsible for the operation of the program;
- 19) adopt changes to these standards, as necessary, subject to the approval of the parties hereto and the Chief of the Division of Apprenticeship Standards.

Article VII Definition of an Apprentice

An apprentice is a person at least 18 years of age, who has met the requirements for selection under the selection procedures of a participating employer, who is engaged in learning a designated craft or trade and who has entered into a written apprentice agreement under the provisions of these standards.

Article VIII Duties of an Apprentice

Each apprentice shall satisfactorily perform all work and learning assignments both on the job and in related instruction and shall comply with the rules, regulations and decisions of the apprenticeship committee.

Article IX Apprentice Agreement

- 1) Each apprentice agreement shall conform to the State law governing apprentice agreements, and shall be signed by the employer, by the program sponsor, and by the apprentice and must be approved by the apprenticeship committee.
- 2) Each apprentice shall be furnished with a copy of or be given an opportunity to study these standards before registration. These standards shall be considered a part of the apprentice agreement as though expressly written therein.

Article X Termination and Transfer of Agreements

- 1) During the probationary period, an apprentice agreement shall be terminated by the apprenticeship committee at the request in writing of either party. After such probationary period, an apprentice agreement may be terminated by the Administrator by mutual agreement of all the parties thereto or cancelled by the Administrator for good and sufficient reason.
- 2) If an employer is unable to fulfill his/her obligations to train under any apprentice agreement or in the event of a layoff, the apprenticeship committee may, with the approval of the Administrator, transfer such agreement to any other employer if the apprentice consents, and such other employer agrees to assume the obligation of said apprentice agreement.

Article XI Lay-off

- 1) If for any reason a lay-off of an apprentice occurs, the apprentice agreement shall remain in effect unless cancelled by the Administrator. However, credit for related instruction shall be given when the apprentice continues such instruction during the lay-off.
- 2) There shall be no liability on the part of the employer, the program, or the committee for an injury sustained by an apprentice engaged in schoolwork at a time when the apprentice is unemployed.

Article XII Controversies

All controversies or differences concerning apprentice agreements that cannot be adjusted locally by the apprenticeship committee or otherwise shall be submitted to the Administrator for determination.

Article XIII Certificate of Completion

- 1) In addition to previous on-the-job training and related school instruction, which is of an approved nature, the Apprentice shall have completed not less than an additional six (6)

months as an apprentice under the laws of the State of California and demonstrated mastery of the skills and knowledge of the prescribed program.

- 2) In recognition of unusual ability and progress, the apprenticeship committee may decrease the term of apprenticeship for an individual apprentice not more than twelve and one-half percent (12½%).
- 3) Upon evidence of satisfactory completion of apprenticeship, and upon the recommendation of the apprenticeship committee, each apprentice will be issued a Certificate of Completion by the authority of the Chief of the Division of Apprenticeship Standards and the Interagency Advisory Committee on Apprenticeship.

Article XIV Equal Opportunity in Apprenticeship

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation or veteran or military status.

San Diego County Office of Education Apprenticeship Program will create selection procedures that meet objective standards and maintain a fair and equitable selection process for all applicants.

Article XV Written Applications

Applications for apprenticeship will be accepted:

Prospective apprenticeship candidates must send proof of employment as a CTE instructor at Grossmont Union High School District to designatedsubjects@sdcoe.net. SDCOE's Designated Subjects (CTE) Credential Team will then work with the candidate to complete the application.

Article XVI Records

All records will be maintained, in written or electronic form, for five (5) years and kept at:

San Diego County Office of Education Apprenticeship Program
6401 Linda Vista Road
San Diego, CA 92111

Article XVII Annual Compliance

San Diego County Office of Education Apprenticeship Program will submit an annual compliance report to the Division of Apprenticeship Standards as requested by the Division.

San Diego County Office of Education Apprenticeship Program agrees to accept electronic signatures for these Standards and all related Division of Apprenticeship Standards documents.

The foregoing standards are hereby agreed to and adopted by San Diego County Office of Education Apprenticeship Program on February 12, 2026 (Committee approval date).

Employer Organization

San Diego County Office of Education
6401 Linda Vista Road, San Diego, CA 92111

Alex Becker, Project Specialist

Date

The foregoing apprenticeship standards, being in conformity with the applicable California Labor Code, California Code of Regulations and Federal Regulations, are hereby approved

(DAS approval date)

Adele Burnes, Chief

Date

Division of Apprenticeship Standards

Attachment B-1

Training Schedule and Working Conditions

San Diego County Office of Education Apprenticeship Program

Occupation

Occupation: Designated Subject/CTE Instructor (High School)

O*Net Code: 25-2032.00

Article I Term of Apprenticeship and Probation

The standard term of apprenticeship shall be a competency-based approach, with approximately 2000 on-the-job training (OJT) hours, 390 related and supplemental instruction (RSI) hours, and completed within approximately 36 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be nine (9) months.

Article II Wage Schedule

Professional Worker Wage:

\$ 55.78 per hour effective 2/12/2026.

Apprentice Wage and Advancement Schedule:

In no case shall an Apprentice receive a starting wage that is less than the applicable federal, state or local entity (city or county) minimum wage, whichever is higher for the county or city where the apprentice is working. The applicable minimum wage law shall establish the effective date of the minimum wage.

To advance from one period to the next, the apprentice shall have met the following requirements:

1st period	Starting Wage	\$ 53.24 /hour
2nd period	24 months	\$ 55.78 /hour

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitutes a day's work. Employment beyond eight hours in any workday or more than six days in any workweek requires the employee to be compensated for the overtime at not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of eight hours, up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. If employers utilize an alternative workweek schedule in accordance with the California Industrial Welfare Commission Orders, the overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

The workday and workweek and all other conditions of employment for apprentices shall conform to all applicable laws and regulations and shall not be greater than for those of a professional worker.

Overtime shall not be allowed if it will interfere with or impair the training or be detrimental to the health and safety of the apprentice.

Article III Work-Training

- 1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
- 2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
- 3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:
- 4) Alignment to Clinical Practice Program Standards:
The Apprenticeship Committee (or program sponsor, employer(s) and related and supplemental instruction (RSI) provider(s), where applicable) will ensure that apprentices' on-the-job training satisfies all requirements of the Commission on Teacher Credentialing's Clinical Practice Program Standards applicable to the credential and authorization in effect at the time of apprentice enrollment.
- 5) Induction:
The Apprenticeship Committee will ensure that apprentices, upon earning a preliminary credential, are supported to enroll in a Commission on Teacher Credentialing-approved induction program to support progression toward a clear credential in the teacher's first year of teaching.

Competency Check List

Demonstrates Fundamentals: Apprentice can perform the task with some coaching.

Proficient in Task: Apprentice performs task properly and consistently.

Completion Date: Date apprentice completes final demonstration of competency.

Detailed Work Activities: Initial and date each task when Competency Check List has been completed.

1. Curriculum

- a. Develop outcomes-based student performance objectives within CTE standards-aligned unit and lesson plans.
- b. Provide instruction in the development of manipulative skills in a school environment.
- c. Teach students how to use the most current and appropriate technology to perform the skills needed for the career area.
- d. Balance the focus of instruction between technical information, concepts, principles, and applications.
- e. Motivate students regarding the instructional content and its relationship to the core academic curriculum and to the workplace.
- f. Promote work habits, interpersonal skills, communication skills and attitudes necessary for success in the workplace.
- g. Organize, coordinate, and use a program advisory committee to maintain curricular currency.
- h. Integrate critical thinking skills and problem solving abilities into curriculum.
- i. Develop, maintain, and nurture partnerships for work-based learning activities.
- j. Relate child labor laws to classroom assignments and job placements.

2. Learning and Instruction

- a. Integrate instruction of related academic skills into their courses.
- b. To teach the state-adopted CTE content standards appropriate for the pathway named on the credential in grades 7-12, including classes organized primarily for adults.
- c. Differentiate instruction that takes into consideration cognitive, physical, social, and emotional characteristics of adolescent and adult learning stages.
- d. Pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry, and examination of student work.
- e. Actively engage students with strategies, activities, and materials that are based on different learning theories (e.g., constructivist, socio-cultural, transformational).
- f. Use instructional strategies appropriate to students of varying abilities in small and large group instruction.
- g. Allocate instructional time to maximize student achievement.
- h. Model correct oral and written language and adjust the complexity of the language to the linguistic abilities of the students.
- i. Apply language development strategies (oral, reading, and written), including specially designed academic instruction delivered in English (SDAIE).
- j. Provide individualized instruction when needed for student success.

- k. Deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, safety considerations, relevant classroom materials, and assessment data.
- l. Plan a unit of instruction consisting of a series of lessons in which at least one concept, skill or topic is taught fully and sequenced effectively.

3. Assessing Student Learning

- a. Determine students' prior knowledge and skills in the subject(s)/occupation.
- b. Monitor progress to determine whether students are achieving the state-adopted CTE model curriculum standards.
- c. Develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.
- d. Evaluate the effectiveness of instruction based on student assessment data.
- e. Keep accurate records of student achievement.
- f. Provide specific and timely feedback on achievement to students, families, and school administration.
- g. Integrate assessment data into a plan for self-improvement.

4. Using Education Technology in the Classroom

- a. Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
- b. Perform basic operations of computer hardware and software and implement basic troubleshooting techniques for computer systems and related peripheral devices.
- c. Use computer applications to manage records and communicate through printed media.
- d. Interact with students using electronic communication and a variety of computer-based collaborative tools.
- e. Convey issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.

5. Classroom and Laboratory Management

- a. Design and provide a safe, positive instructional environment conducive to learning.
- b. Maintain good housekeeping practices and records of the classroom and laboratory.
- c. Develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.
- d. Demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.
- e. Manage a class budget, including selection and ordering of supplies and materials.
- f. Communicate clear performance, learning, and behavior expectations to students, parents and school administration.
- g. Establish procedures for routine tasks and manage transitions.
- h. Encourage responsible and independent work habits in students.
- i. Appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students.
- j. Assess and monitor safe and appropriate workplace environments for students.

6. Foundations

- a. Describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.
- b. Demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.
- c. Describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.
- d. Identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.
- e. Demonstrate the ability to establish, supervise and advise career technical student leadership organizations.
- f. Assist students to identify career pathway options and associated workplace skills.

7. Professional, Legal, and Ethical Responsibility

- a. Act in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.
- b. Develop and maintain student competency and attendance records.
- c. Identify and report suspected cases of child abuse, neglect, or sexual harassment.
- d. Carry out laws and district guidelines for reporting discrimination.
- e. Implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

8. Teaching English Learners

- a. Select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners.
- b. Use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.
- c. Employ strategies, techniques and materials that are free of bias and foster learning among EL students.
- d. Exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of their EL students.
- e. Encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.
- f. Plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).
- g. Communicate effectively with parents and families.

9. Teaching Students with Special Needs

- a. Describe and provide examples of the major categories of disabilities.
- b. Describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs.
- c. Describe the teacher's role and responsibilities in the Individual Education Program/Individual Transition Plan (IEP/ITP) process for all students as appropriate, including: identification, referral, assessment, IEP/ITP planning and meeting, implementation, and evaluation.

- d. Describe the CTE teacher's role regarding Section 504 as it pertains to the education of students with special needs.
- e. Select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the CTE classroom.
- f. Plan and deliver instruction that provides special needs students with access to CTE curriculum.
- g. Promote social integration for students with special needs in the CTE classroom.
- h. Engage students with diverse needs in all classroom activities.
- i. Describe the various programs (e.g., ROP, WorkAbility, work experience, transition-to-work) and resources (e.g., Department of Rehabilitation Services, Regional Center) available for students with special needs.

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 390 hours. Related and supplemental instruction will be provided by San Diego County Office of Education.

Time spent in related and supplemental instruction may not be compensated.

Course Name	RSI Hours
Early Program Orientation	24 hours
The Designated Subjects Program Early Orientation Course introduces candidates to program requirements for a clear designated subjects credential and provides a context-based exposure to the theory, strategies and practice of understanding, planning for and meeting the unique needs of students in an educational environment that requires a designated subjects credential.	
Foundations	48 hours
The Designated Subjects Foundations Course introduces candidates to the fundamental precepts and practices of education.	
Adult Ed Emphasis	72 hours
The Designated Subjects Adult Emphasis Course introduces candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of Adult Learners in an educational environment.	
CTE Emphasis	72 hours
The Designated Subjects CTE Emphasis Course introduces candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of learners in an educational environment.	

Adult Ed Core 72 hours

The Designated Subjects Adult Emphasis Course introduces candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of Adult Learners in an educational environment.

CTE Core 72 hours

The Designated Subjects CTE Core Course introduces candidates to the connections between the theories of learning, instructional strategies and project based learning, as they apply to Career Technical Education (CTE).

US Constitution and Health 30 hours

The CTC requires candidates, that do not already have a Clear CA single, multiple or special education credential, have the following in order to clear a preliminary credential:

- U.S. Constitution
- Health Education
- CPR Certification (included Infant/Child/Adult skills)

Total Hours 390 hours

Article V Ratio

The ratio of apprentices to professional workers shall be:

- 1) Ratio #1: Each professional worker may supervise four (4) apprentice(s)

Attachment B-2

Training Schedule and Working Conditions

San Diego County Office of Education Apprenticeship Program

Occupation

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O*Net Code: 25-2032.00

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To advance from one period to the next, the apprentice shall have met the following requirements:

1st period	Starting Wage	\$ 42.90 /hour
2nd period	24 months	\$ 44.67 /hour

Hours of Work and Working Conditions and Overtime Provision:

Eight hours of labor constitutes a day's work. Employment beyond eight hours in any workday or more than six days in any workweek requires the employee to be compensated for the overtime at not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of eight hours, up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. If employers utilize an alternative workweek schedule in accordance with the California Industrial Welfare Commission Orders, the overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

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3. Assessing Student Learning

- a. Determine students' prior knowledge and skills in the subject(s)/occupation.
- b. Monitor progress to determine whether students are achieving the state-adopted CTE model curriculum standards.
- c. Develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.
- d. Evaluate the effectiveness of instruction based on student assessment data.
- e. Keep accurate records of student achievement.
- f. Provide specific and timely feedback on achievement to students, families, and school administration.
- g. Integrate assessment data into a plan for self-improvement.

4. Using Education Technology in the Classroom

- a. Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
- b. Perform basic operations of computer hardware and software and implement basic troubleshooting techniques for computer systems and related peripheral devices.
- c. Use computer applications to manage records and communicate through printed media.
- d. Interact with students using electronic communication and a variety of computer-based collaborative tools.
- e. Convey issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.

5. Classroom and Laboratory Management

- a. Design and provide a safe, positive instructional environment conducive to learning.
- b. Maintain good housekeeping practices and records of the classroom and laboratory.
- c. Develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.
- d. Demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.
- e. Manage a class budget, including selection and ordering of supplies and materials.
- f. Communicate clear performance, learning, and behavior expectations to students, parents and school administration.
- g. Establish procedures for routine tasks and manage transitions.
- h. Encourage responsible and independent work habits in students.
- i. Appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students.
- j. Assess and monitor safe and appropriate workplace environments for students.

6. Foundations

- a. Describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.
- b. Demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.
- c. Describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.
- d. Identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.
- e. Demonstrate the ability to establish, supervise and advise career technical student leadership organizations.
- f. Assist students to identify career pathway options and associated workplace skills.

7. Professional, Legal, and Ethical Responsibility

- a. Act in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.
- b. Develop and maintain student competency and attendance records.
- c. Identify and report suspected cases of child abuse, neglect, or sexual harassment.
- d. Carry out laws and district guidelines for reporting discrimination.
- e. Implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

8. Teaching English Learners

- a. Select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners.
- b. Use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.
- c. Employ strategies, techniques and materials that are free of bias and foster learning among EL students.
- d. Exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of their EL students.
- e. Encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.
- f. Plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).
- g. Communicate effectively with parents and families.

9. Teaching Students with Special Needs

- a. Describe and provide examples of the major categories of disabilities.
- b. Describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs.
- c. Describe the teacher's role and responsibilities in the Individual Education Program/Individual Transition Plan (IEP/ITP) process for all students as

- appropriate, including: identification, referral, assessment, IEP/ITP planning and meeting, implementation, and evaluation.
- d. Describe the CTE teacher's role regarding Section 504 as it pertains to the education of students with special needs.
 - e. Select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the CTE classroom.
 - f. Plan and deliver instruction that provides special needs students with access to CTE curriculum.
 - g. Promote social integration for students with special needs in the CTE classroom.
 - h. Engage students with diverse needs in all classroom activities.
- 6) Describe the various programs (e.g., ROP, WorkAbility, work experience, transition-towork) and resources (e.g., Department of Rehabilitation Services, Regional Center) available for students with special needs.

Article IV Related Instruction

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will not be less than 390 hours. Related and supplemental instruction will be provided by San Diego County Office of Education.

Time spent in related and supplemental instruction may not be compensated.

Course Name	RSI Hours
Early Program Orientation	24 hours
The Designated Subjects Program Early Orientation Course introduces candidates to program requirements for a clear designated subjects credential and provides a context-based exposure to the theory, strategies and practice of understanding, planning for and meeting the unique needs of students in an educational environment that requires a designated subjects credential.	
Foundations	48 hours
The Designated Subjects Foundations Course introduces candidates to the fundamental precepts and practices of education.	
Adult Ed Emphasis	72 hours
The Designated Subjects Adult Emphasis Course introduces candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of Adult Learners in an educational environment.	
CTE Emphasis	72 hours
The Designated Subjects CTE Emphasis Course introduces candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of learners in an educational environment.	

Adult Ed Core 72 hours

The Designated Subjects Adult Emphasis Course introduces candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of Adult Learners in an educational environment.

CTE Core 72 hours

The Designated Subjects CTE Core Course introduces candidates to the connections between the theories of learning, instructional strategies and project based learning, as they apply to Career Technical Education (CTE).

US Constitution and Health 30 hours

The CTC requires candidates, that do not already have a Clear CA single, multiple or special education credential, have the following in order to clear a preliminary credential:

- U.S. Constitution
- Health Education
- CPR Certification (included Infant/Child/Adult skills)

Total Hours 390 hours

Article V Ratio

The ratio of apprentices to professional workers shall be:

- 1) Ratio #1: Each professional worker may supervise four (4) apprentice(s)