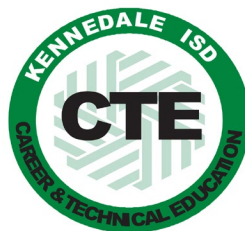




Kennedale Independent School
District Career and Technical
Education
2024-2025



KENNEDALE INDEPENDENT SCHOOL DISTRICT

120 W. Kennedale Pkwy Kennedale, TX 76060

(817) 563-8000

BOARD OF TRUSTEES:

Darryl Owens
Board President

Sean Glovier
Board Vice-President

Debbie Villagomez
Board Secretary

Esteban Cerda
Maria Cruz-Perez
Dr. Maria Douglas
Felicia Moody

ADMINISTRATION:

Dr. Chad Gee
Superintendent

Dr. Stephanie Devlin
Director of Counseling Services

Dr. Rachel Lomax
CCMR Coordinator

Michael Cagle
KHS Principal

KENNEDALE HIGH SCHOOL CTE PROGRAMS & TEACHERS

Arts, A/V Technology, & Communications

Taylor Hutson
Ariseli Modica

Business Marketing, & Finance

Gary Burkham
Linda Medrano

Education & Training

Maggie Inlow

Engineering

Jenna French

Health Science

Cherie Charles
Joey Lucero

Hospitality & Tourism

John Bolles

Human Services

Julie Naughton

Information Technology

Mark McNutt

Architecture and Construction

Construction Inspection – In Partnership with TCC South

Manufacturing Technology

Welding - In Partnership with TCC South

Transportation, Distribution, & Logistics

Automotive - In Partnership with TCC South

KENNEDALE JUNIOR HIGH SCHOOL CTE PROGRAMS & TEACHERS

College and Career Exploration
Melinda Bolles

Business Marketing, & Finance
Katie Greenwood

KENNEDALE INDEPENDENT SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION PROGRAM NON- DISCRIMINATION POLICY

Kennedale ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated

to handle inquiries regarding the nondiscrimination policies: Stephanie Devlin, Director of Counseling Services, 120 W Kennedale Pkwy, Kennedale, Tx 76060, 817-563-8000, devlins@kisdtx.net.

KENNEDALE INDEPENDENT SCHOOL DISTRICT NOTIFICACION PUBLICA DE NO DISCRIMINACION EN PROGRAMAS VOCACIONALES

Kennedale ISD no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Stephanie

Devlin, Director of Counseling Services, 120 W Kennedale Pkwy, Kennedale, Tx 76060, 817-563-8000, devlins@kisdtx.net.

OUR VISION



OUR MISSION

The mission of the Kennedale Independent School District is to provide a diverse, engaging, and safe environment where all stakeholders are responsible and accountable for student success.

OUR GOALS

We will provide an exceptional learning experience to promote high levels of achievement and postsecondary readiness for all students.

We will engage students, families, and community stakeholders to foster shared responsibility for student success.

We will ensure that all students and staff learn & work in a safe environment that is responsive to the academic, social, and emotional needs of our stakeholders.

The district will establish systemic and systematic operational processes to align resources with its mission, vision, and goals.

WE BELIEVE



Students are a diverse community of learners who will be equipped & provided with broad opportunities and experiences that cultivate integrity, leadership skills, community involvement and support for success. Success is reflected by evidence of grit, appreciation for diverse perspectives and experiences, with global competitiveness and confidence.

Parents and families should be active essential partners who work together with mutual respect and trust for the benefit of students and staff.



Teachers represent a diverse group that love their job, love their students, are flexible, and create a safe and engaging learning environment that is equitable for all because they are the backbone of the district.

Campus leadership should be innovative, responsive, and accountable community builders.



Central Office and the Superintendent exist to provide a transparent and visionary operation that is dedicated to servant leadership, in conjunction with district staff & students. In addition, ensuring that all campuses will be safe, secure spaces, while meeting the essential needs of all students.

The School Board should be engaged with the community and held accountable for student learning by listening, collaborating, and building consensus to make decisions based upon best practices and research while remaining within the scope of their elected responsibilities.



Kennedale ISD Career and Technical Education Mission Statement



The Kennedale Independent School District Career and Technical Education program is dedicated to preparing all students for success in post-secondary education opportunities by providing real-world education experiences, industry certification opportunities and skills that will allow our students to thrive in the 21st century competitive workforce.

Individual Education Program Process (IEP)

When a Career and Technical Education course is being considered for a student with an IEP:

The Commissioner's Rules Concerning Career and Technical Education states the following:

An individual who is a member of a special population as defined in 20 United States Code (USC), §2302(29), shall be provided career and technical education in accordance with all applicable federal law and regulations, state statutes, and rules of the State Board of Education (SBOE) and commissioner of education. A student with a disability shall have access to career and technical education in accordance with the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, 20 USC, §§1400-1491o, and implementing regulations, state statutes, and rules of the SBOE and commissioner of education relating to services to students with disabilities. A student with a disability shall be instructed in accordance with the student's individualized education program (IEP) in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student is unable to receive a free appropriate public education (educational benefit) in a regular career and technical education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as career and technical education for students with disabilities program.

1. The committee shall include a representative from career and technical education, when considering initial or continued placement of a student in Career and Technical Education.
2. Planning for students with disabilities shall be coordinated among Career and Technical Education, special education, and state rehabilitation agencies and should include a coherent sequence of courses.
3. A school district shall monitor to determine if the instruction being provided to students with disabilities in Career and Technical Education classes is consistent with the IEP's developed for the students.
4. A school district shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.
5. A school district shall help fulfill the transitional service requirements of the IDEA of 2004, 20 USC, §§1400-1491o, and implementing regulations, state statutes, and rules of the commissioner of education for each student with a disability who is completing a coherent sequence of career and technical education courses.
6. When determining placement in a career and technical education classroom, the ARD committee shall consider a student's graduation plan, the content of the IEP, including the consideration of transition services, and classroom supports. Enrollment numbers should not create a harmful effect on student learning for a student with or without disabilities in accordance with the provisions in the IDEA of 2004, 20 USC, §§1400-1491o, and its implementing regulations.

Expectations of the Career and Technical Education Teacher In Regards to Servicing Special Education Students

- CTE teachers should provide a classroom environment that is conducive to learning for all students.
- Planning for students with disabilities who will participate in CTE programs should include a coherent sequence of courses in career and technical education.
- CTE teachers should work cooperatively with the Special Education staff and as needed to assist special education students with a smooth transition.
- CTE teachers are expected to attend and actively participate in IEP/ARD meetings as requested.
- CTE teachers are expected to comply with all local, state, and federal regulations as it pertains to serving special education students.

General Responsibilities of CTE Teacher

The job description of a Career and Technical Education teacher encompasses multiple responsibilities and obligations.

- Teachers seek to influence the students through experiences that extend academic instruction that yields life-long benefits.
- Teachers behave in ways that consistently exhibit the highest standards of professionalism. The safety of our students is a priority.

CTE teachers involved in UIL events or other activities sponsored by a state or national organization are thoroughly acquainted with current rules, regulations, and dates pertaining to their disciplines.

- Student eligibility is monitored on a regular basis. The CTE teacher refers all concerns regarding eligibility to the campus principal and the Coordinator of CCMR for interpretation and resolution.

CTE programs are held to local, state, and federal standards.

- Compliance with policies and procedures is critical to success. Compliance concerns are reported to the campus principal, Coordinator of CCMR, and any other district level personnel that may need to have knowledge of such issues.

Programs Of Study

Programs of Study

Programs of study (POS) are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real-world experiences and culminate in a postsecondary credential (as appropriate). TEA has identified approved programs of study available to districts. It is important to note that each district determines exactly which courses within the approved program will be offered and in which order, in alignment with regional postsecondary and workforce input.

To emphasize technical skill attainment, students are encouraged to take coherent sequences of courses that increase in content specificity. Students are encouraged to persist through a selected program of study to completion, which includes passing 3 or more CTE courses, earning 4 or more credits, and at least one level 3 or level 4 (advanced) course; all from the same approved program of study.



Arts, Audio/Video Technology, and Communications Career Cluster

The Arts, Audio Visual Technology and Communication (AAVTC) career cluster focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content requiring creative aptitude, fluency in computer and technology applications, and proficiency in oral and written communication. This career cluster includes occupations ranging from camera operator, audio and video technician, director, and producer to graphic designer and web and digital interface designer.

Digital Communications Statewide Program of Study



The Digital Communications program of study focuses on occupational and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. The program of study includes operating machines and equipment such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment to record sound and images.

Secondary Courses for High School Credit

Level 1

- Professional Communications

Level 2

- Audio/Video Production I/Lab

Level 3

- Audio/Video Production II/Lab

Level 4

- Practicum of Audio/Video Production



Example Postsecondary Opportunities

Apprenticeships

- Light Technician

Associate's Degrees

- Commercial and Advertising Art
- Animation, Interactive Technology, Video Graphics, and Special Effects

Bachelor's Degrees

- Recording Arts Technology
- Cinematography and Film/Video Production

Master's, Doctoral, and Professional Degrees

- Animation, Interactive Technology, Video Graphics, and Special Effects
- Communications Technology

Additional Stackable IBCs/Licensures

- CompTIA Digital Media and Entertainment Professional Certification (DMEP)



Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities

- Participate in TSA
- Participate in Student Television Network
- Capture and edit film and audio for a local community organization

Work-Based Learning Activities

- Shadow a sound designer to learn how sound and foley is created for movies or podcasts
- Intern with a technical director at a sports team, recording studio, or radio station
- Shadow a technician on a live news broadcast, concert, or other event

Industry-Based Certifications

- Adobe Certified Professional in Print and Digital Media
- Adobe Certified Professional in Visual Design Using Adobe Photoshop
- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Camera Operators, Television, Video, and Motion Picture	\$48,422	155	20%
Audio and Video Technicians	\$46,319	626	30%
Producers and Directors	\$65,029	522	12%

Successful completion of the Digital Communications program of study will fulfill requirements of the Business and Industry endorsement.

Digital Communications Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Professional Communication	13009900 (.5 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Audio/Video Production I/Lab	13008500 (1 credit) 13008510 (2 credits)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES (CREQ)
Audio/Video Production II/Lab	13008600 (1 credit) 13008610 (2 credits)	Audio/Video Production I	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Audio/Video Production	13008700 (2 credits) 13008705 (3 credits) 13008710 (2 credits) 13008715 (3 credits)	Audio/Video Production II/Lab	None

FOR ADDITIONAL INFORMATION ON THE ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS CAREER CLUSTER, PLEASE CONTACT: CTE@tea.texas.gov
<https://tea.texas.gov/cte>

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Further nondiscrimination information can be found at [Notification of Nondiscrimination in Career and Technical Education Programs](#)

Arts, Audio/Video Technology, and Communications Career Cluster

The Arts, Audio/Video Technology and Communication (AAVTC) career cluster focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content requiring creative aptitude, fluency in computer and technology applications, and proficiency in oral and written communication. This career cluster includes occupations ranging from camera operator, audio and video technician, director, and producer to graphic designer and web and digital interface designer.

Graphic Design & Interactive Media Statewide Program of Study



The Graphic Design and Interactive Media program of study focuses on occupational and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. The program of study included designing clothing and accessories, creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in computer games, movies, music videos, and commercials

Secondary Courses for High School Credit

Level 2

- Graphic Design and Illustration I/Lab

Level 3

- Graphic Design and Illustration II/Lab
- Animation II/Lab

Level 4

- Practicum in Graphic Design and Illustration



Example Postsecondary Opportunities

Apprenticeships

-

Associates Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Bachelor's Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Game and Interactive Media Design

Master's, Doctoral, and Professional Degrees

- Animation, Interactive Technology, Video Graphics and Special Effects
- Graphic Design
- Intermedia/Multimedia

Additional Stackable IBCs/Licensures



Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities	<ul style="list-style-type: none"> • Participate TSA • Participate in Student Television Network • Join a related co-curricular or extracurricular club such as web development or computer coding
Work-Based Learning Activities	<ul style="list-style-type: none"> • Shadow an art director at a branding firm or design agency • Intern in the marketing and communications department of a technology company

Industry-Based Certifications

- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro
- Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator
- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Visual Design Using Adobe Photoshop

Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Software Developer	\$111,705	15,324	36%
Graphic Designers	\$50,973	1,766	10%
Art Directors	\$81,926	619	18%

Successful completion of the Graphic Design & Interactive Media program of study will fulfill requirements of the Business and Industry endorsement.



Graphic Design & Interactive Media Course Information

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Graphic Design and Illustration I /Lab	13008800 (1 credit) 13008810 (2 credits)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Graphic Design and Illustration II/Lab	13008900 (1 credit) 13008910 (2 credits)	Graphic Design and Illustration I	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES(PREQ)	COREQUISITES (CREQ)
Practicum in Graphic Design and Illustration	13009000 (2 credits) 13009010 (2 credits)	Graphic Design and Illustration II and Graphic Design and Illustration II Lab	None

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<https://tea.texas.gov/cte>

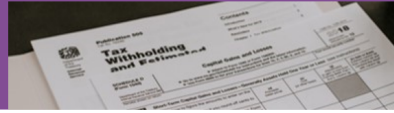
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Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This career cluster includes occupations ranging from business owner and entrepreneur, to accountant, retail manager and market analyst.

Accounting and Financial Services Statewide Program of Study



The Accounting and Financial Services program of study focuses on occupational and educational opportunities associated with examining, analyzing, and interpreting financial records. It includes exploration of financial services, preparing financial statements, auditing financial statements prepared by others, and interpreting accounting records. This program of study also introduces students to mathematical modeling tools.

Secondary Courses for High School Credit

Level 1

- Principles of Business, Marketing, and Finance
- Money Matters
- Business Information Management I/Lab



Level 2

- Entrepreneurship I

Level 4

- Practicum in Business Management

Example Postsecondary Opportunities

Associates Degrees

- Accounting
- Bookkeeping

Bachelor's Degrees

- Accounting
- Banking and Financial Support Services

Master's, Doctoral, and Professional Degrees

- Finance
- Business Administration and Management

Additional Stackable IBCs/Licensures

- Project Management Professional
- Property Tax Consultants Service Contract Providers



Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities

- Participate in FBLA
- Explore student membership in professional organizations such as AICPA, CIMA, or TXCPA

Work-Based Learning Activities

- Intern with a public certified accountant (CPA) at a local business
- Intern with a city or county auditor's office
- Shadow a financial advisor as an intern at an investment company

Industry-Based Certifications

- Microsoft Office Specialist:
 - Microsoft Access Expert (Access and Access 2019)
- Microsoft Office Specialist:
 - Microsoft Excel Expert (Excel and Excel 2019)

Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Tax Preparers	\$56,956	898	14%
Accountants and Auditors	\$78,022	12,989	20%
Personal Financial Advisors	\$77,605	1,877	21%

Successful completion of the Accounting and Financial Services program of study will fulfill requirements of the Business and Industry endorsement.



Accounting and Financial Services Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Business, Marketing, and Finance	13011200 (1 credit)	None	None
Money Matters	13016200 (1 credit)	None	None
Business Information Management I/Lab	13011400 (1 credit) 13011410 (2 credits)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Entrepreneurship I	13011101 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Business Management	13012200 (2 credits) 13012210 (2 credits)	None	None

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PLEASE CONTACT: CTE@tea.texas.gov
<https://tea.texas.gov/cte>

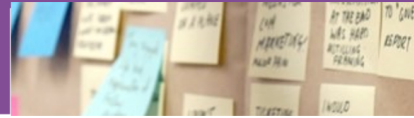
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Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This career cluster includes occupations ranging from business owner and entrepreneur to accountant, retail manager, and market analyst.

Business Management Statewide Program of Study



The Business Management program of study focuses on occupational and educational opportunities associated with planning, directing, and coordinating the administrative services and operations of an organization. It includes formulating policies, managing daily operations, and allocating the use of materials and human resources. This program of study also introduces students to mathematical modeling tools and organizational evaluation methods.

Secondary Courses for High School Credit

Level 1

- Principles of Business, Marketing, and Finance
- Business Information Management I/Lab

Level 2

- Entrepreneurship I

Level 3

- Business Management

Level 4

- Practicum in Business Management



Example Postsecondary Opportunities

Associates Degrees

- Business Administration and Management
- Human Resource Management

Bachelor's Degrees

- Business Analytics
- Accounting and Business



Master's, Doctoral, and Professional Degrees

- Business Administration and Management
- Organizational Leadership

Additional Stackable IBCs/Licensure

- Professional Certificate in Team Leadership
- Property Tax Professional

Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities	<ul style="list-style-type: none"> • Participate in FBLA • Explore student membership in related professional organizations
Work-Based Learning Activities	<ul style="list-style-type: none"> • Intern at local business in the HR department • Explore student membership in related professional organizations

Industry-Based Certifications

- Entrepreneurship and Small Business
- Microsoft Office Specialist:
 - Microsoft Access Expert (Access and Access 2019)
- Microsoft Office Specialist:
 - Microsoft Excel Expert (Excel and Excel 2019)



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
First-Line Supervisors of Administrative Support Workers	\$59,585	13,885	9%
Human Resources Specialists	\$61,278	6,239	23%
General and Operations Managers	\$83,220	25,450	23%

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement.



Business Management Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Business, Marketing, and Finance	13011200 (1 credit)	None	None
Business Information Management I	13011400 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Entrepreneurship I	13011101 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Business Management	13012100 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Business Management	13012200 (2 credits) 13012210 (2 credits)	None	None

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Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Entrepreneurship Statewide Program of Study



The Entrepreneurship program of study teaches CTE learners how to plan, direct, and coordinate the management and operations of public or private sector organizations. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, analyze management structures, and plan for the use of materials and human resources.

Secondary Courses for High School Credit

Level 1

- Principles of Business, Marketing, and Finance
- Business Information Management I/Lab

Level 2

- Entrepreneurship

Level 3

- Entrepreneurship II

Level 4

- Practicum in Business Management



Example Postsecondary Opportunities

Associates Degrees

- Operations Management and Supervision
- Organizational Leadership

Bachelor's Degrees

- Business Administration and Management
- Public Administration

Master's, Doctoral, and Professional Degrees

- Business Administration
- Public Administration

Additional Stackable IBCs/Licensures

- Salesforce
- Service Contract Providers



Work-Based Learning and Expanded-Learning Opportunities

Expanded Learning Opportunities	<ul style="list-style-type: none"> Participate in FBLA Job shadow an entrepreneur
Work-Based Learning Activities	<ul style="list-style-type: none"> Intern at a local startup or a business incubator Participate in the development and launch of a school-based enterprise

Industry-Based Certifications

- Entrepreneurship and Small Business



Exemplar Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
General and Operations Managers	\$83,220	25,450	23%
Management Analysts	\$93,983	6,030	25%
Chief Executives	\$163,567	648	3%

Successful completion of the Entrepreneurship program of study will fulfill requirements of the Business and Industry endorsement.



Entrepreneurship Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Business, Marketing, and Finance	13011200 (1 credit)	None	None
Business Information Management I/Lab	13011400 (1 credit) 13011410 (2 credits)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Entrepreneurship	13011101 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Entrepreneurship II	13011102 (1 credit)	Entrepreneurship	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Business Management	13012200 (2 credits) 13012210 (2 credits)	None	None

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Education and Training Career Cluster

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster. This Career Cluster includes a diverse spectrum of occupations, ranging from teaching assistant, classroom teacher, to school administrator.

Teaching and Training Statewide Program of Study



The Teaching and Training program of study focuses on occupational and educational opportunities associated with careers related to teaching, instructing, and creating instructional and enrichment materials. The program of study includes recognizing a variety of student groups and their corresponding needs, identifying processes for developing curriculum and coordinating educational contents, and coaching groups and individuals.

Secondary Courses for High School Credit

Level 1

- Principles of Education and Training
- Principles of Human Service

Level 2

- Communication and Technology in Education

Level 3

- Instructional Practices

Level 4

- Practicum in Education and Training

Example Postsecondary Opportunities

Associates Degrees

- Teacher Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Bachelor's Degrees

- Bilingual and Multilingual Education
- Education, General (or specific subject area)
- Special Education
- Health and Physical Education/Fitness

Master's, Doctoral, and Professional Degrees

- Instruction and Learning
- Educational Leadership and Administration, General
- Special Education
- Social and Philosophical Foundations of Education

Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities	<ul style="list-style-type: none"> • Participate in TAFE • Job shadow a teacher
Work-Based Learning Activities	<ul style="list-style-type: none"> • Serve as a camp counselor to learn mentoring, facilitation, and lesson planning skills • Volunteer in a tutoring center to learn lesson planning and skills assessment

Industry-Based Certifications

- Educational Aide I



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Teaching Assistants, Except Postsecondary	\$28,066	10,000	15%
Secondary School Teachers, Except Special and Career/Technical Education	\$61,035	8,288	14%
Education Administrators, Kindergarten through Secondary	\$81,976	2,676	14%

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service endorsement.



Teaching and Training Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Education and Training	13014200 (1 credit)	None	None
Principles of Human Services	13024200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Communication and Technology in Education	N1300510 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Instructional Practices	13014400 (2 credits)	1 credit from Education and Training Career Cluster	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Education and Training	13014500 (2 credits) 13014505 (3 credits) 13014510 (2 credits) 13014515 (3 credits)	Instructional Practices	None

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<https://tea.texas.gov/cte>

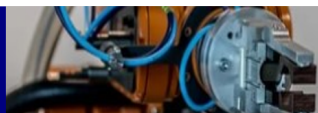
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Engineering Career Cluster

The Engineering career cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.

Engineering Foundations Statewide Program of Study



The Engineering Foundations program of study focuses on occupational and educational opportunities associated with a wide range of skills applied in the Engineering industry. Students will design, test, and evaluate projects related to engines, machines, and structures. This program of study includes applying scientific, mathematical, and empirical evidence to solve problems through innovation, design, construction, operation, and maintenance of different engineering systems

Secondary Courses for High School Credit

Level 2

- Robotics I

Level 3

- Robotics II

Level 4

- Practicum in Science, Technology, Engineering, and Mathematics



Example Postsecondary Opportunities

Apprenticeships

- Industrial Engineering Technician Apprenticeship

Associates Degrees

- Manufacturing Engineering Technology/Technician
- Robotics Technology/Technician

Bachelor's Degrees

- Electrical and Electronics Engineering
- Engineering, General

Master's, Doctoral, and Professional Degrees

- Electrical and Electronics Engineering
- Engineering, General

Additional Stackable IBCs/Licensures

- Professional Engineer (PE License)
- Engineer in Training Certification (EIT)



Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities

- Participate in TSA
- Join a local engineering association and attend meetings

Work-Based Learning Activities

- Intern at an engineering, robotics, or aerospace company
- Visit an engineering firm and shadow multiple types of engineers

Industry-Based Certifications

- C-103 Certified Industry 4.0 Associate- Robot System Operations

Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Civil Engineering Technologists and Technicians	\$61,138	765	11%
Aerospace Engineers	\$115,694	483	18%
Mechanical Engineers	\$99,937	1,755	19%

Successful completion of the Engineering Foundations program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met.



Engineering Foundations Course Information

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Robotics I	13037000 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Robotics II	13037050 (1 credit)	Robotics I	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Science, Technology, Engineering, and Mathematics	13037400 (2 credits) 13037410 (2 credits)	Algebra I and Geometry	None

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Health Science Career Cluster

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. This career cluster includes occupations ranging from medical assistant, registered nurse, and physical therapists to forensic science technician and athletic trainer.

Exercise Science, Wellness, and Restoration Statewide Program of Study



The Exercise Science, Wellness, and Restoration program of study focuses on occupational and educational opportunities associated with assisting patients with maintaining physical, mental, and emotional health. This program of study includes researching diet and exercise needed to maintain a healthy, balanced lifestyle and exploring techniques to help patients recover from injury, illness, or disease.

Secondary Courses for High School Credit

Level 1

- Principles of Exercise Science and Wellness

Level 2

- Kinesiology I

Level 3

- Anatomy and Physiology
- Kinesiology II

Level 4

- Practicum in Entrepreneurship
- Career and Technical Education Project-Based Capstone



Example Postsecondary Opportunities

Apprenticeships

- Medical Assistant

Associates Degrees

- Associate of Applied Science

Bachelor's Degrees

- Exercise Physiology and Kinesiology
- Nutrition Science

Master's, Doctoral, and Professional Degrees

- Exercise Physiology and Kinesiology
- Physical Therapist

Additional Stackable IBCs/Licensures

- Physical Therapy Technician/Aide Certification



Work-Based Learning and Expanded-Learning Opportunities

Expanded Learning Opportunities	<ul style="list-style-type: none"> Participate in the Texas State Athletic Trainers Association Volunteer at a hospital or rehabilitation center
Work-Based Learning Activities	<ul style="list-style-type: none"> Participate in an internship with a physical therapist, occupational therapist, or speech therapist Shadow an athletic trainer from a local sports team

Industry-Based Certifications

- Certified Personal Trainer



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Athletic Trainers	\$54,447	295	13%
Exercise Trainers and Group Fitness Instructors	\$44,916	5,022	41%
Physical Therapist Assistants	\$54,447	295	13%

Successful completion of the Exercise Science program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met.



Exercise Science, Wellness & Restoration Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Exercise Science and Wellness	N1302107 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Kinesiology I	N1302104 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Anatomy and Physiology	13020600 (1 credit)	Biology and a second science credit	None
Kinesiology II	N1302124 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Entrepreneurship	13011111 (2 credits)	None	None
Career and Technical Education Project-Based Capstone	12701101 (1 credit)	None	None

FOR ADDITIONAL INFORMATION ON THE HEALTH SCIENCE CAREER CLUSTER,
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Health Science Career Cluster

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. This career cluster includes occupations ranging from medical assistant, registered nurse, and physical therapists to forensic science technician and athletic trainer.

Diagnostic and Therapeutic Services Statewide Program of Study



The Diagnostic and Therapeutic Services program of study focuses on occupational and educational opportunities associated with diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study includes exploration of patient treatment and rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

Secondary Courses for High School Credit

Level 1

- Principles of Health Science

Level 2

- Medical Terminology

Level 3

- Anatomy and Physiology
- Health Science Theory/Health Science Clinical

Level 4

- Practicum in Health Science



Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities

- Participate in Advanced Medical Ambulance Bus (AMBUS) event or Community Emergency Response Team (CERT) event

Work-Based Learning Activities

- Intern with a medical assistant at a community clinic, hospital, assisted living or long-term care facility
- Participate in job shadowing experiences such as Emergency Medical Services (EMS) ride along, hospital/clinical job shadow

Example Postsecondary Opportunities

Apprenticeships

- Medical Assistant

Associates Degrees

- Emergency Medical Technology
- Radiologic Technology/Science

Bachelor's Degrees

- Emergency Medical Technology
- Medical Insurance Coding

Master's, Doctoral, and Professional Degrees

- Medicine
- Occupational Therapy

Additional Stackable IBCs/Licensures

- Registered Diagnostic Medical Sonographer



Industry-Based Certifications

- Emergency Medical Technician - Basic
- Certified Nurse Aide (CNA)



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	\$36,834	11,638	29%
Physician Assistants	\$127,332	974	41%
Dental Hygienists	\$79,663	1,352	32%

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met.



Diagnostic and Therapeutic Services Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Health Science	13020200 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Medical Terminology	13020300 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Anatomy and Physiology	13020600 (1 credit)	One credit in Biology, one credit in Chemistry, Integrated Physics and Chemistry, or Physics.	None
Health Science Theory/ Health Science Clinical	13020410 (2 credits)	Biology, one credit in health science career cluster	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Health Science	13020500 (2 credits) 13020510 (2 credits)	Health Science Theory and Biology	None

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Hospitality and Tourism Career Cluster

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants, lodging, attractions, recreation events, and travel -related services. This career cluster includes opportunities ranging from reservation and transportation ticket planner to general manager.

actions, recreation et agent to event

Culinary Arts Statewide Program of Study



The Culinary Arts program of study focuses on occupations and educational opportunities associated with planning, directing, or coordinating activities of a food and beverage organization or department. This program of study includes opportunities involved in directing and participating in the preparation of food.

Secondary Courses for High School Credit

Level 1

- Introduction to Culinary Arts

Level 2

- Culinary Arts

Level 4

- Practicum in Culinary Arts



Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities	<ul style="list-style-type: none"> • Participate in American Culinary Association or the Texas Restaurant Association
Work-Based Learning Activities	<ul style="list-style-type: none"> • Shadow a director of a non-profit that produces and delivers food for communities in need • Intern at a catering company and learn about food production for large-scale events • Work part-time in a restaurant as a line cook or chef

Example Postsecondary Opportunities

Associates Degrees

- Baking and Pastry Arts
- Culinary Arts

Bachelor's Degrees

- Hotel/Motel Administration/Management
- Culinary Science

Master's, Doctoral, and Professional Degrees

- Organizational Leadership
- Food Service Systems Administration/ Management

Additional Stackable IBCs/Licensures

- Food Manager License



Industry-Based Certifications

- ServSafe Manager



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Bakers	\$29,466	2,942	26%
Chef and Head Cooks	\$44,761	950	37%
General and Operations Managers	\$83,220	25,450	23%

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry endorsement.



Culinary Arts Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Introduction to Culinary Arts	13022550 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Culinary Arts	13022600 (2 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Culinary Arts	13022700 (2 credits) 13022710 (2 credits)	Culinary Arts	None

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Human Services Career Cluster

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services. This career cluster includes occupations ranging from community health workers to cosmetologists and nutritionists.

Family and Community Services Statewide Program of Study



The Family and Community Services program of study focuses on occupational and educational opportunities associated with social services, including child and human development and consumer sciences. This program of study includes managing social and community services, managing family and consumer sciences, and understanding career paths in social work or therapy for children, families, or school communities.

Secondary Courses for High School Credit

Level 1

- Principles of Human Services
- Professional Communications
- Dollars and Sense

Level 3

- Counseling and Mental Health

Level 4

- Practicum in Human Services



Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities

- Participate in a community health worker apprenticeship at a community health center
- Shadow a social worker in a community non-profit organization to learn about providing social and community services

Example Postsecondary Opportunities

Apprenticeships

- Community Health Worker Apprentice

Associates Degrees

- Social Work
- Human Development and Family Studies

Bachelor's Degrees

- Social Work
- Human Development and Family Studies

Master's, Doctoral, and Professional Degrees

- Mental Health Counseling
- Marriage and Family Therapy

Additional Stackable IBCs/Licensures

- Certified Diabetes Educator



Industry-Based Certifications

- Community Health Workers (KISD intends to offer 2025 school year)



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Community Health Workers	\$39,520	501	25%
Child, Family, and School Social Workers	\$49,398	2,342	14%
Social and Human Service Assistants	\$38,442	3,298	21%

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service endorsement.



Family and Community Services Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Principles of Human Services	13024200 (1 credit)	None	None
Professional Communications	13009900 (.5 credit)	None	None
Dollars and Sense	13024300 (.5 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Counseling and Mental Health	13024600 (1 credit)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Human Services	13025000 (2 credits) 13025005 (3 credits) 13025010 (2 credits) 13025015 (3 credits)	None	None

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Information Technology Career Cluster

The Information Technology (IT) Career Cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from Software Developer and Programmer to Cybersecurity Specialists and Network Analysts.

Programming and Software Development Statewide Program of Study



The Programming and Software Development program of study focuses on occupational and educational opportunities associated with researching, designing, developing, and testing operating systems level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study includes creating, modifying, and testing the codes, forms, and script that allow computer applications to run.

Secondary Courses for High School Credit

Level 2

- Computer Science I

Level 3

- AP Computer Science A, MATH
- AP Computer Science A, LOTE
- Computer Science II



Level 4

- Practicum in Science, Technology, Engineering, and Mathematics

Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities	<ul style="list-style-type: none"> • Program and create a game • Participate in TSA or FBLA
Work-Based Learning Activities	<ul style="list-style-type: none"> • Intern at a local IT company to develop skills in programming and coding • Shadow a software developer to learn how they create and improve software to support efficient processes at their company

Example Postsecondary Opportunities

Apprenticeships

- Computer Programmer Apprenticeship

Associates Degrees

- Computer Programming
- Web Page, Digital/Multimedia and Information Resources Design

Bachelor's Degrees

- Computer Engineering
- Data Science

Master's, Doctoral, and Professional Degrees

- Computer Software Engineering
- Management Science

Additional Stackable IBCs/Licensures

- AWS Certified Developer Associate



Industry-Based Certifications

- Information Technology Specialist: Java
- Information Technology Specialist: JavaScript



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Software Developer	\$111,705	15,324	36%
Computer User Support Specialists	\$51,411	5,757	21%
Computer Programmers	\$87,997	1,176	4%

Successful completion of the Programming and Software Development program of study will fulfill requirements of the Business and Industry endorsement and STEM endorsement if the math and science requirements are met.



Programming and Software Development Course Information

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Computer Science I	03580200 (1 credit)	Algebra I	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
AP Computer Science A, MATH, LOTE	A3580110 (1 credit) A3580120 (1 credit)	None	None
Computer Science II	03580300 (1 credit)	Algebra I, Computer Science I, or Fundamentals of Computer Science	None

Level 4

Course Name	Service ID	PREREQUISITES	COREQUISITES
Practicum in Science, Technology, Engineering, and Mathematics	13037400 (2 credits) 13037410 (2 credits)	Algebra I and Geometry	None

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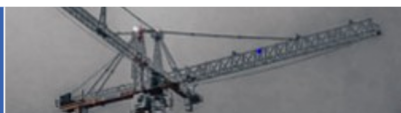
Programs of Study

In Partnership with TCC
South

Architecture and Construction Career Cluster

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. This career cluster includes occupations ranging from architect, carpenter, and construction manager to electrician, plumber and heating, air conditioning and refrigeration technician.

Construction Management and Inspection Statewide Program of Study



The Construction Management and Inspection program of study focuses on occupational and educational opportunities associated with producing cost estimates for construction projects to support bidding on or determining the price of products or services. The program of study includes inspecting structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations.

Secondary Courses for High School Credit

Level 2

- Building Maintenance Technology I
- Construction Management I



Level 3

- Construction Management II

Level 4

- Practicum in Construction Management

Example Postsecondary Opportunities

Apprenticeships

- Building Inspector



Associates Degrees

- Construction Management
- Construction Engineering Technology
- Building/Property Maintenance
- Building/Construction Site Management

Bachelor's Degrees

- Construction Engineering Technology
- Construction Management
- Building/Property Maintenance

Master's, Doctoral, and Professional Degrees

- Construction Engineering Technology
- Construction Engineering Mechanical Engineering
- Construction Management
- Project Management

Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities

- Job shadow a building inspector or cost estimator

Work-Based Learning Activities

- Shadow a construction manager to learn how to lead a team and develop a budget
- Participate in a preapprenticeship to clean and prepare construction sites by digging trenches and setting scaffolding

Industry-Based Certifications

- Construction Inspection Technician Level 1 Certificate through partnership with TCC



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Construction and Building Inspectors	\$62,251	1,585	9%
First-Line Supervisors of Construction Trades & Extraction Workers	\$64,473	9,513	23%
Construction Managers	\$95,072	6,325	24%

Successful completion of the Construction Management and Inspection program of study will fulfill requirements of the Business and Industry endorsement.



Construction Management and Inspection Course Information

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Building Maintenance Technology I	13005400 (2 credits)	None	None
Construction Management I	13004900 (2 credits)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Construction Management II	13005000 (2 credits)	Construction Management I	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Construction Management	13006200 (2 credits) 13006210 (2 credits)	Construction Management II	None

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Manufacturing Career Cluster

The Manufacturing career cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and process engineering. This career cluster includes occupations ranging from Welder and Machinist to Industrial Engineering Technician, and Semiconductor Processing Technician.

Welding Statewide Program of Study



The Welding program of study focuses on occupational and educational opportunities associated with the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. This program of study addresses how to modify parts to make or repair machine tools or maintain individual machines, and how to use handwelding or flame-cutting equipment.

Secondary Courses for High School Credit

Level 1

- Introduction to Welding



Level 2

- Welding I
- Blueprint Reading for Manufacturing Applications

Level 3

- Welding II/Lab

Level 4

- Practicum in Manufacturing

Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities	<ul style="list-style-type: none"> • Intern for a local welding company • Job shadow a welder
Work-Based Learning Activities	<ul style="list-style-type: none"> • Tour a welding shop • Participate in a welding project that benefits the community

Example Postsecondary Opportunities

Apprenticeships

- Welding

Associates Degrees

- Welding Technology
- Building/Construction Site Management
- Operations Management and Supervision



Bachelor's Degrees

- Welding Technology
- Construction Management
- Project Management
- Building/Construction Site Management

Master's, Doctoral, and Professional Degrees

- Engineering
- Engineering/Industrial Management
- Manufacturing Engineering
- Construction Engineering

Industry-Based Certifications

- Welding – Basic Level 1 Certificate through partnership with TCC



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	\$48,177	6,792	23%
First-Line Supervisors of Production and Operating Workers	\$62,584	5,926	17%
Industrial Production Managers	\$119,691	1,296	19%

Successful completion of the Welding program of study will fulfill requirements of the Business and Industry endorsement.



Welding Course Information

Level 1

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Introduction to Welding	13032250 (1 credit)	None	None

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Welding I	13032300 (2 credits)	None	None
Blueprint Reading for Manufacturing Applications	N1303684 (1credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Welding II/Lab	13032400 (2 credits)	Welding I	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Practicum in Manufacturing	13033000 (2 credits) 13033010 (2 credits)	None	None

FOR ADDITIONAL INFORMATION ON THE MANUFACTURING CAREER CLUSTER,
PLEASE CONTACT: CTE@tea.texas.gov
<https://tea.texas.gov/cte>

Kennedale ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr. Stephanie Devlin, Director of Counseling Services, 120 W Kennedale Pkwy, Kennedale, Tx 76060, 817563-8000, devlins@kisdtx.net

Further nondiscrimination information can be found at [Notification of Nondiscrimination in Career and Technical Education Programs](#)

Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics career cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance. This career cluster includes occupations ranging from automotive mechanic, avionics technician, and automotive entrepreneur to pilots and logistics planning professionals.

Automotive Statewide Program of Study



The Automotive and Collision Repair program of study focuses on the occupational and educational opportunities associated with servicing, repairing, and refinishing various types of vehicles. This program of study includes diagnosing and servicing vehicles and learning about processes, technologies, and materials used in reconstructing vehicles.

Secondary Courses for High School Credit

Level 2

- Automotive Basics

Level 3

- Automotive Technology I

Level 4

- Automotive Technology II/Lab
- Practicum in Transportation Systems



Work-Based Learning and Expanded Learning Opportunities

Expanded Learning Opportunities	<ul style="list-style-type: none"> Join a related automotive association and attend events
Work-Based Learning Activities	<ul style="list-style-type: none"> Shadow an automotive technician at a car dealership Intern at a rental car company and assist technicians with vehicle maintenance Work at a local automotive repair shop and hold both customer service duties and automatic repair duties

Example Postsecondary Opportunities

Apprenticeships

- Automotive Technician Apprenticeship

Associates Degrees

- Autobody/ Collision and Repair Technology
- Automobile/Collision Repair Technology

Bachelor's Degrees

- Autobody/ Collision and Repair Technology
- Heavy Equipment Maintenance Technology

Additional Stackable IBCs/Licensures

- Automobile and Light Truck Certification (A1-A9)



Industry-Based Certifications

- Engine Analysis Technician Level 1 Certificate through partnership with TCC



Example Aligned Occupations

Occupations	Median Wage	Annual Openings	% Growth
Bus and Truck Mechanics and Diesel Engine Specialists	\$50,967	3,096	19%
Automotive Service Technician and Mechanics	\$44,809	6,285	10%
First-Line Supervisors of Mechanics, Installers, and Repairers	\$66,535	5,019	19%

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry endorsement.



Automotive Course Information

Level 2

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Automotive Basics	13039550 (1 credit)	None	None

Level 3

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Automotive Technology I: Maintenance and Light Repair	13039600 (2 credits)	None	None

Level 4

COURSE NAME	SERVICE ID	PREREQUISITES	COREQUISITES
Automotive Technology II/Lab	13039700 (2 credits) 13039710 (3 credits)	Automotive Technology I: Maintenance and Light Repair	None
Practicum in Transportation Systems	13040450 (2 credits) 13040460 (2 credits)	None	None

FOR ADDITIONAL INFORMATION ON THE TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREER CLUSTER,
PLEASE CONTACT: CTE@tea.texas.gov
<https://tea.texas.gov/cte>

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Further nondiscrimination information can be found at [Notification of Nondiscrimination in Career and Technical Education Programs](#)

Industry-Based Certifications

District Expectation

Kennedale ISD CTE programs will provide opportunities for all students to earn an IBC relevant to their program of study, if applicable; IBCs align to programs based on industry valuation of certifications for employment and demonstration of skill attainment. CTE teachers will provide opportunities for all enrolled students to earn relevant postsecondary credentials, including industry-based certification and/or college credit.

For programs with an identified IBC, every teacher of the aligned course will provide the certification opportunity to all enrolled students. Teachers will use preparation materials and benchmark assessments to provide any necessary instructional interventions to achieve and measure student readiness for successful completion of the certification exam. CTE will provide preparation materials, teacher training, and funding for each IBC. Students will participate in first attempt certification testing at no, or little, cost until available funds are exhausted. Some IBC's may require student to pay upfront and receive reimbursement for passing.

CTE teachers will maintain valid certification in the IBC matched to their program(s) of study, as appropriate. The CTE district leadership team will provide district CTE financial support for each CTE teacher to prepare for and earn the appropriate industry-based certification.

Aligned Industry-Based Certifications Available at KHS

<u><i>Program of Study</i></u>	<u><i>Industry-Based Certification</i></u>
Digital Communication	-Adobe Certified Professional in Digital Video Using Adobe Premier Pro -Adobe Certified Professional in Print and Digital Media Using Adobe InDesign -Adobe Certified Professional in Visual design Using Adobe Photoshop
Graphic Design and Interactive Media	-Adobe Certified Professional in Digital Video Using Adobe Premier Pro -Adobe Certified Professional in Print and Digital Media Using Adobe InDesign -Adobe Certified Professional in Visual design Using Adobe Photoshop -Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator
Teaching and Training	Educational Aide I
Accounting and Financial Services	-Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019) -Microsoft Office Specialist: Microsoft Access Expert (Access 2019)
Business Management	-Entrepreneurship and Small Business -Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019) -Microsoft Office Specialist: Microsoft Access Expert (Access 2019)
Entrepreneurship	-Entrepreneurship and Small Business
Culinary Arts	-ServSafe Manager
Exercise Science, Wellness and Restoration	-Certified Personal Trainer
Diagnostic & Therapeutic Services	-Certified Nurse Assistant -Emergency Medical Technician - Basic
Engineering Foundations	-C-103 Certified Industry 4.0 Associate - Robot System Operations
Programming and Software Development	- Information Technology Specialist: Java - Information Technology Specialist: JavaScript

Level 1 Certificates

Certificates Earned Through Tarrant County College

<u><i>Program of Study</i></u>	<u><i>Industry-Based Certification</i></u>
Construction Management and Inspection	-Construction Inspection Technician
Automotive and Collision Repair	-Engine Analysis Technician
Welding	-Welding 1 Basic

**Practicum
And Project-Based
Research
Courses**

Practicum and Project-based Research Courses

Students participate in career development activities relevant to their enrolled program of study through TEKS-based Project-based Research (PBR) and/or practicum courses. These courses provide authentic paid or unpaid work-based learning experiences specific to the student's program of study. Teachers of work-based learning courses are required to complete a TEA Work-based Learning training, with renewal every 3 years. Written training plans must be on file for any student participating in either a paid or unpaid learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training. NOTE: See Required Forms Section.

To prepare for careers, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Practicum is a 19 TAC Chapter 130 course that appears in most career clusters. A practicum course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and in a variety of instructional settings, which may include the classroom/laboratory on campus or industry sites.

Project-based Research (PBR) is a 19 TAC Chapter 127 course that provides students learning experiences directly related to a specific career interest within their CTE program of study. Students identify a project or research topic and pair with an industry mentor or interdisciplinary team to complete research and present their project to an industry panel at the end of the course. Students enrolled in PBR must complete a project plan; detailed in Section 5.8 of the Student Attendance Accounting Handbook (SAAH).

Teacher Responsibilities for Practicum and Project-based Research Courses

- Complete and submit a copy of each training plan with the Coordinator of CCMR. Maintain a copy as teacher of record.
- Visit each student training site at least six times each school year.
- Calendar site visits and submit to Coordinator of CCMR during the first 3 weeks of each semester.

Student Recruitment and Participation

Student Recruitment and Participation

CTE programs are open to all students (refer to the nondiscrimination statement on page 3) and participation in programs is not dependent on an application process.

Program participation is limited only by the following parameters:

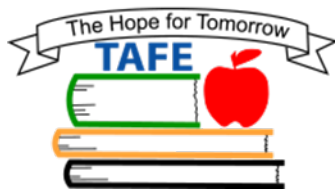
- successful completion of prerequisite courses
- space in the course (dependent on facility capacity, safety, and partner requirements - ex. hospitals)

CTE teachers are directly responsible for marketing their program(s) and recruiting students. High school teachers are encouraged to collaborate with middle school teachers to visit classes, host visits, and share information about the program with rising high school students. CTE teachers will participate in campus sponsored course fairs and should utilize the CTE student on campus to engage with guests during these events.

Teachers will make a concerted effort to highlight the program in such a way as to encourage participation of all student groups without bias. When teachers engage students in recruitment activities, every consideration should be given to including diverse student population representation. Classroom and lab environments should be welcoming to all students and any art, posters, books/reference materials, or other displays should be representative of diverse populations and free of bias. Furniture, equipment, tools and other instructional resources must be accessible to all students and if accommodations are needed to facilitate use of any resource teachers should coordinate with the Principal and CTE Department Chair (high school) or CTE district leadership team (middle school).

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

Kennedale ISD is proud to offer the CTSOs listed below to our students enrolled in a Career and Technology Education course!



TAFE
Texas Association of Future Educators



(Implementing 2024-25 School Year)

Required Forms

1. KISD CTE PRACTICUM POLICIES/GUIDELINES

Required for all students enrolled in a Practicum or Project-based Research Course

2. KISD CTE CONSENT TO SCHOOL-DAY TRANSPORTATION

Required for all students enrolled in a program with travel to and from locations other than Kennedale High School

3. CTE UNPAID TRAINING PLAN AGREEMENT

Required for all students enrolled in a Practicum or Project-based Research Courses

4. CTE PAID TRAINING PLAN AGREEMENT

Required for all students enrolled in a Career Prep Course

5. KISD CTE EQUIPMENT & FACILITIES ACKNOWLEDGMENT FORM

Required for all students enrolled in any CTE Course

6. TRAINING SPONSOR STUDENT EVALUATION

Required for all students enrolled in a Practicum or Project-based Research Course except for a student participating in an unpaid practicum for which the teacher of record provides all training

7. TRAINING SITE VISIT DOCUMENTATION

Required for all teachers instructing a Practicum or Project-based Research Course except for a student participating in an unpaid practicum for which the teacher of record provides all training

Kennedale Independent School District Career and Technical Education Practicum Policies/Guidelines

Kennedale ISD is proud to provide real world, industry-standard learning opportunities for our students at Kennedale High School who are enrolled in a Career and Technology Education (CTE) practicum course. A student can enroll in a CTE practicum course after completion of the appropriate prerequisite courses determined by the district's CCMR Coordinator and KHS Counselors. Practicum courses at KHS are similar to internship opportunities for our students. Students will have the opportunity to earn an education and gain valuable work force experiences off-campus in an industry environment deemed appropriate by Kennedale ISD. Along with being enrolled in a practicum course, comes increased responsibility for all stakeholders, especially our students. The following policies have been established to ensure the safety of all practicum students while having practicum related, off-campus privileges.

1. Any student enrolled in a practicum course must be in grades 11 or 12.
2. Students are to follow the directions and schedule designed by their specific program's teacher daily. Schedules and routines will be clearly established and communicated by the teacher the first day of school.
3. All students at KHS are assigned to one, thirty-minute lunch. This includes all practicum students, regardless of the class period of the practicum course. Any student abusing off-campus privileges for an extended lunch are subject to consequences including but not limited to revocation of off-campus privilege for an extended period of time, deemed appropriate by the teacher and CCMR Coordinator. Repeat offenders may be subject to removal of the practicum course and/or disciplinary actions by KHS administration.
4. Practicum teachers will complete attendance audits weekly to ensure students are reporting to their appropriate off-campus learning site.
5. Each student is a representation of KISD's CTE programs and KHS. Students must abide by all rules and policies stated in the Student Code of Conduct when on other campuses, including the dress code established by the KISD Board of Trustees. Students enrolled in a practicum with a specific uniform or dress code while off-campus must remain in dress code during the school day unless permission has been granted by the Campus Principal and CCMR Coordinator.
6. In accordance to KHS best safety practices, all students enrolled in a practicum course must enter and exit the building using the front doors of the campus. Side doors to the campus shall remain closed and locked throughout the school day.

All students enrolled in a practicum course are required to be in accordance with the policies/guidelines listed above at all times. Practicum teachers may establish additional, program-specific policies after they have been communicated to and earned approval by the Campus Principal and CCMR Administrator. Violation of policies listed above and in course syllabus may result in disciplinary actions and/or removal from a practicum course.

Practicum students must return this document signed with the appropriate signatures by the end of the second week of in-person instruction. Students will not be allowed to proceed with a practicum course without appropriate signatures.

Practicum Teacher

Student Signature

Mr. Michael Cagle, KHS Principal

Parent/Guardian Signature

Dr. Rachel Lomax, CCMR Coordinator

2024-2025 Consent To School-Day Transportation to Curricular Activities

Your child/ward is enrolled in _____ (insert name of course) at Kennedale ISD. This course is designed to teach students _____. Because some of the course work is completed away from the school campus, private-vehicle transportation to or from some locations may be necessary. This form authorizes your child/ward to drive or ride with others.

PLEASE NOTE THAT THIS DOCUMENT HAS IMPORTANT LEGAL CONSEQUENCES, INCLUDING A RELEASE OF LIABILITY FOR INJURIES OR DAMAGES SUFFERED AND AN AGREEMENT TO INDEMNIFY KENNEDALE ISD FOR CLAIMS ASSERTED AS A RESULT OF SUCH INJURIES OR DAMAGES. IF YOU HAVE QUESTIONS REGARDING THE EFFECT OF THIS RELEASE, YOU ARE ENCOURAGED TO CONSULT LEGAL COUNSEL.

We/I, the parent/legal guardian of _____ (name of student), agree to the terms checked below for the 2024- 2025 school year:

PERMISSION TO DRIVE MOTOR VEHICLE OFF CAMPUS.

My child/ward has my permission to drive his/her motor vehicle off campus during school hours when necessary to complete assignments required or offered by the course(s) listed above.

I certify that my child/ward has a valid Texas driver's license. I also certify that my child/ward has liability insurance, and I agree to keep the liability insurance in effect from August 13, 2024 through May 27, 2025. I acknowledge that my child/ward is not an employee of Kennedale ISD.

I HEREBY RELEASE KENNEDALE ISD FROM LIABILITY FOR ANY AND ALL CLAIMS OR CAUSES OF ACTION FOR PERSONAL INJURY OR PROPERTY DAMAGE ALLEGED TO HAVE BEEN SUFFERED BY MY CHILD/WARD OR CAUSED BY MY CHILD/WARD OR HIS/HER VEHICLE DURING MY CHILD'S/WARD'S RELEASE. THIS RELEASE EXPRESSLY EXTENDS TO ALL CLAIMS OR CAUSES OF ACTION OF ANY ORIGIN, INCLUDING THOSE ARISING AS A RESULT OF THE NEGLIGENCE OF KENNEDALE INDEPENDENT SCHOOL DISTRICT, ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, WHETHER BY ACT OR OMISSION. I FURTHER AGREE NOT TO SUE KENNEDALE INDEPENDENT SCHOOL DISTRICT FOR SUCH CLAIMS OR CAUSES OF ACTION.

Any damages inflicted by my child/ward or his/her vehicle to another party are the responsibility of my child/ward and myself as the parent/legal guardian. I FURTHER AGREE TO INDEMNIFY AND HOLD HARMLESS KENNEDALE ISD ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, FROM ANY DAMAGES OR LOSS ARISING FROM (1) ANY CLAIM OR CAUSE OF ACTION FOR PERSONAL INJURY OR PROPERTY DAMAGE ASSERTED BY ME, BY MY CHILD/WARD, OR ANY THIRD PARTY; AND (2) ANY MISREPRESENTATION BY MYSELF WHETHER INTENTIONAL OR NEGLIGENT, ARISING FROM MY CERTIFICATION HEREIN. THIS RELEASE EXPRESSLY EXTENDS TO ALL CLAIMS OR CAUSES OF ACTION OF ANY ORIGIN, INCLUDING THOSE ARISING AS A RESULT OF THE NEGLIGENCE OF KENNEDALE INDEPENDENT SCHOOL DISTRICT, ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, WHETHER BY ACT OR OMISSION.

PERMISSION TO RIDE AS A PASSENGER IN A VEHICLE DRIVEN BY ANOTHER STUDENT.

My child/ward has my permission to leave campus during school hours as a passenger in a motor vehicle driven by a licensed student when necessary to complete assignments required by or offered in the course(s) listed above. I acknowledge that my child/ward is not an employee of Kennedale ISD.

I HEREBY RELEASE KENNEDALE ISD FROM LIABILITY FOR ANY AND ALL CLAIMS OR CAUSES OF ACTION FOR PERSONAL INJURY OR PROPERTY DAMAGE ALLEGED TO HAVE BEEN SUFFERED BY MY CHILD/WARD OR CAUSED BY MY CHILD/WARD

OR HIS/HER VEHICLE DURING MY CHILD'S/WARD'S RELEASE. THIS RELEASE EXPRESSLY EXTENDS TO ALL CLAIMS OR CAUSES OF ACTION OF ANY ORIGIN, INCLUDING THOSE ARISING AS A RESULT OF THE NEGLIGENCE OF KENNEDALE INDEPENDENT SCHOOL DISTRICT, ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, WHETHER BY ACT OR OMISSION.

Any damages inflicted by my child/ward or his/her vehicle to another party are the responsibility of my child/ward and myself as the parent/legal guardian. I FURTHER AGREE TO INDEMNIFY AND HOLD HARMLESS KENNEDALE ISD FROM ANY DAMAGES OR LOSS ARISING FROM (1) ANY CLAIM OR CAUSE OF ACTION FOR PERSONAL INJURY OR PROPERTY DAMAGE ASSERTED BY ME, BY MY CHILD/WARD, OR ANY THIRD PARTY; AND (2) ANY MISREPRESENTATION BY MYSELF WHETHER INTENTIONAL OR NEGLIGENT, ARISING FROM MY CERTIFICATION HEREIN. THIS RELEASE EXPRESSLY EXTENDS TO ALL CLAIMS OR CAUSES OF ACTION OF ANY ORIGIN, INCLUDING THOSE ARISING AS A RESULT OF THE NEGLIGENCE OF KENNEDALE INDEPENDENT SCHOOL DISTRICT, ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, WHETHER BY ACT OR OMISSION.

DENIAL OF PERMISSION.

I do not consent to my child/ward driving his/her motor vehicle off campus during school hours, nor do I consent to my child/ward leaving campus as a passenger in a motor vehicle driven by a licensed student during school hours. I understand that my child/ward will be permitted to complete similar assignments without having to leave campus during school hours or that I will be responsible for arranging other transportation for my child/ward.

Parent or Guardian Signature

Date

Student Signature (required if Student is 18 or older)

Date

Training Plan Agreement
Unpaid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title _____

Time Class Meets _____ PEIMS Code _____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing the student with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

It is understood that the work-based training experiences will be unpaid. In order to qualify for an exemption from wage requirements, all six of the following criteria must be met: 1) training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career and technical education program; 2) training is for the benefit of the student 3) the student does not displace regular employees but works under their close supervision; 4) the training sponsor derives no immediate advantages from the activities of the student and on occasion operations may actually be impeded; 5) the student is not necessarily entitled to a job at the conclusion of the training period; and 6) the training sponsor and the student understand that the student is not entitled to wages for the time spent in training.

The training period begins the _____ day of _____, 20____, and extends through _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes ___ No ___

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at <http://www.dol.gov/whd>.

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technical Education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____ Distrito Escolar y _____
 (Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

Signature Approvals

 (Student) Date

 (Training Sponsor) Date

 (Parent or Guardian) Date

 (CTE Teacher) Date

Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student’s permanent record.

Description of Specific and Related Occupational Training

In the section below labeled *Texas Essential Knowledge and Skills (TEKS) for Training Objective*, insert the knowledge and skill statements from the related CTE course.¹The *Advanced Occupationally Specific Essential Knowledge and Skills* section is available to add specific training opportunities otherwise not identified in the TEKS. **NOTE:** Add rows as needed.

Texas Essential Knowledge and Skills (TEKS) for Training Objective	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]</i>			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i>			

NOTE: This form is intended as a template; the user may modify as needed.

¹A training plan should be developed for any student that participates in a CTE work-based learning (WBL) experience where the training is conducted outside of the direct supervision of the teacher. This form may be used in conjunction with any CTE course; however, the most common WBL arrangements are either a cluster specific Practicum course or Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

Training Plan Agreement
Paid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title _____

Time Class Meets _____ PEIMS Code _____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing the student with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

In addition to providing practical instruction, the training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be \$_____ per _____ for _____ hours per school week.

2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the _____ day of _____, 20____, and extends through _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes ___ No ___

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at <http://www.dol.gov/whd>.

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technical Education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____ Distrito Escolar y _____

Student Name _____ ID # _____

**KENNEDALE INDEPENDENT SCHOOL DISTRICT CAREER AND TECHNICAL
EDUCATION DEPARTMENT**

Parent(s)/Guardian(s) Approval Form for
Use of Materials, Hand Tools, and Power Equipment, and Facilities 2024-
2025

Your student is enrolled in a Career and Technical Education course. The course curriculum requires the use of school equipment including but not limited to: ladders, hand tools, kitchen tools, power equipment, and safety and operational demonstrations.

All tools and machines are kept in good working order; safety guards are provided where needed; and precautions are taken to assure the best and safest working conditions possible. However, there is always an element of danger when working with materials and equipment in any lab or facility site. *Student accident insurance is recommended for every pupil taking this Career and Technical Education course.* Kennedale Independent School District does not provide student insurance coverage for any accident or injury incurred while participating in any CTE lab or facility activity before, during, or after school.

Kennedale Independent School District and its employees do not assume responsibility for any accident or injury. Your signature below acknowledges your understanding of the information contained here and gives permission for your student to use materials, tools, equipment, and machines in the appropriate lab and/or facility site.

Parent/Guardian Signature _____

Date signed _____

Training Sponsor Student Evaluation

Training Sponsor Evaluation of Student Trainee

Student's Name _____ Due Date _____

Training Site _____ Grading Period 1 2 3 4 5 6

Employer: Complete this evaluation by circling the number that applies in each category; place the corresponding number in the space labeled "Total".

	1	2	3	4	5	6	7	8	9	10	Total
1. COOPERATION: Ability to get along with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
2. INITIATIVE: Tendency to go ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
3. COURTESY: Polite and mannerly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
4. ATTITUDE: Toward constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
5. KNOWLEDGE OF JOB:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
6. ACCURACY, SPEED OF WORK, AND WORK HABITS:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
7. ADAPTABILITY:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
8. PERSONAL APPEARANCE: Neatness and personal care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
9. ATTENDANCE: How many days did this student call in when scheduled to work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
10. PUNCTUALITY: How many days was this student late to training site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10
TOTAL GRADE: Comment: _____ Up to 100											100

➤ Overall, I would rate this student's performance as: (circle one) A+ A A- B+ B B- C+ C C- D F

➤ Maturity level of this student: (check one) Below Average Average Above Average

SUPERVISOR'S SIGNATURE: _____ **Date** _____
Print Name of Supervisor: _____

- You may make any comments on the back. In order for this evaluation to be most effective, you are encouraged to go over it with your student trainee and help them make a plan for improvement.

Kennedale ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups.

Record of Training Site Visits

Student Attendance Accounting Handbook: "Teachers assigned to career preparation work-based learning experiences shall visit each student training site at least six times each school year. At least one visit during each grading period is required in order to earn contact hours for that reporting period." The site visits may take place in-person.

Student Name: _____

Training Site: _____

Training Supervisor Name: _____

Visit #1

Date	
Comments on student's performance	
Areas for improvement	

Visit #2

Date	
Comments on student's performance	
Areas for improvement	

Visit #3

Date	
Comments on student's performance	
Areas for improvement	

Visit #4

Date	
Comments on student's performance	
Areas for improvement	

Visit #5

Date	
Comments on student's performance	
Areas for improvement	

Visit #6

Date	
Comments on student's performance	
Areas for improvement	