



**Kennedale Independent School
District Career and Technical
Education
2025-2026**



KENNEDALE INDEPENDENT SCHOOL DISTRICT

120 W. Kennedale Pkwy Kennedale, TX 76060

(817) 563-8000

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KENNEDALE HIGH SCHOOL CTE PROGRAMS & TEACHERS

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Business Marketing, & Finance

Gary Burkham
Linda Medrano

Education & Training

Maggie Inlow

Engineering

Jenna French

Health Science

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Information Technology

Mark McNutt

In Partnership with TCC South

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Architectural CAD
Automotive
Construction Inspection
Cybersecurity Specialist
Healthcare Management Specialist
HVAC Technician
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Katie Greenwood

Arts, A/V Technology, & Communications

Joseph Caruthers

Human Services

Lisa Wood

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.

Table of Contents

CTE and Special Education Students.....	10
CTE and General Education Students	12
Industry-based Certification Expectations	13

Section I: Programs of Study 14

Business and Industry Endorsement Pathways

<u>Arts, Audio/Video Technology, and Communications Cluster</u>	
<i>Digital Communications</i>	16
<i>Graphic Design</i>	18
<u>Business, Marketing and Finance Cluster</u>	
<i>Business Management</i>	20
<i>Entrepreneurship</i>	22
<u>Hospitality and Tourism Cluster</u>	
<i>Culinary Arts</i>	24
<u>Information Technology Cluster</u>	
<i>Programming and Software Development</i>	26

Public Service Endorsement Pathways

<u>Education and Training Cluster</u>	
<i>Teaching & Training Program of Study</i>	28
<u>Health Science Cluster</u>	
<i>Diagnostic and Therapeutic Services</i>	30
<i>Exercise Science, Wellness, and Restoration</i>	32
<u>Human Services Cluster</u>	
<i>Family and Community Services</i>	34

Science, Technology, Engineer, and Math (STEM) Endorsement Pathways

<u>Engineering Cluster</u>	
<i>Engineering Foundations</i>	36

Section II: TCC Partnership Programs38

Business and Industry Endorsement Pathways

<u>Architecture and Construction Cluster</u>	
<i>Architectural Drafting and Design (CAD)</i>	39
<i>Construction Management And Inspection (Inspection)</i>	42
<i>HVAC and Sheet Metal (HVAC)</i>	45
<u>Business, Marketing and Finance Cluster</u>	
<i>Accounting and Financial Services (Accounting Clerk)</i>	48
<u>Information Technology Cluster</u>	
<i>Cybersecurity</i>	51
<u>Manufacturing Cluster</u>	
<i>Welding</i>	54
<u>Transportation, Distribution, and Logistics Cluster</u>	
<i>Automotive and Collision Repair</i>	57

Public Service Endorsement Pathways

<u>Health Science Cluster</u>	
<i>Health Informatics (Healthcare Management)</i>	60

Section III: Practicum/Project-Based Courses63

Section VI: Student Recruitment, Participation, & Lottery65

Section V: CTE Student Organizations67

Section V: Required Forms.....68

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.

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.

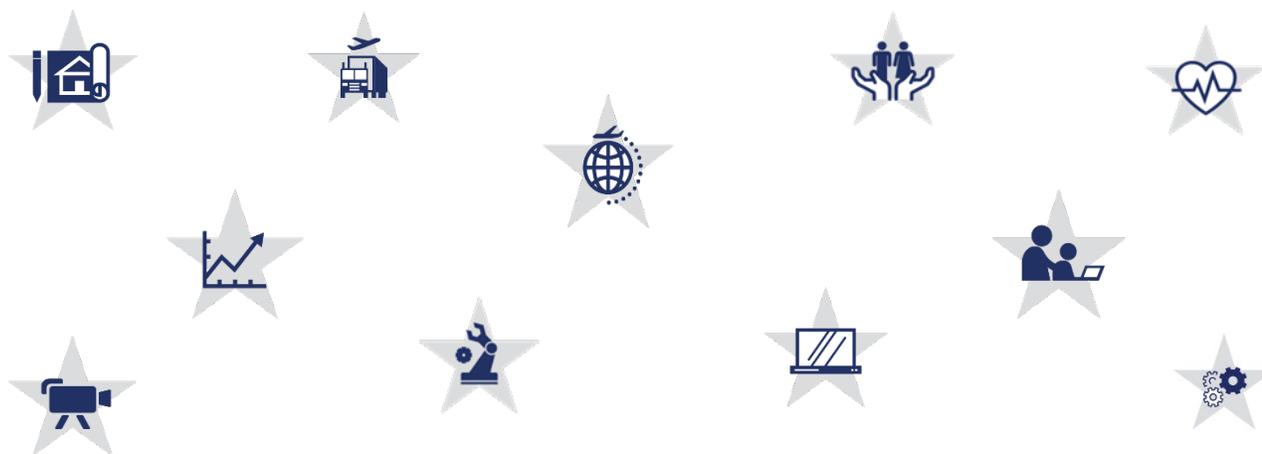
CTE teachers will maintain valid certification in the IBC matched to their program(s) of study, as appropriate. The CTE district leadership team will provide district CTE financial support for each CTE teacher to prepare for and earn the appropriate industry-based certification.

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 Visual Technology, and Communication 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.

Statewide Program of Study: Digital Communications

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	<ul style="list-style-type: none"> Professional Communications (Required course at KHS) Web Communications (available at KJHS)
Level 2	<ul style="list-style-type: none"> Audio/Video Production I
Level 3	<ul style="list-style-type: none"> Audio/Video Production II
Level 4	<ul style="list-style-type: none"> Practicum in Audio/Video Production

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> Shadow a sound designer to learn how sound and foley are 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
Expanded Learning Opportunities	<ul style="list-style-type: none"> Participate in UIL Participate in Student Television Network Capture and edit film and audio for a podcast with a local community organization

Aligned Industry-Based Certifications

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



Example Postsecondary Opportunities

Apprenticeships

- Light Technician



Associate Degrees

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

Bachelor's Degrees

- Cinematography and Film/Video Production
- Recording Arts Technology

Master's, Doctoral, and Professional Degrees

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

Additional Stackable IBCs/License

- CompTIA Digital Media and Entertainment Professional Certification (DMEP)



Example Aligned Occupations

Camera Operators, Television, Video, and Film

Median Wage: \$48,422
Annual Openings: 155
10-Year Growth: 20%

Audio and Video Technicians

Median Wage: \$46,319
Annual Openings: 626
10-Year Growth: 30%

Producers and Directors

Median Wage: \$65,029
Annual Openings: 522
10-Year Growth: 12%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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



Arts, Audio Visual Technology, and Communication Career Cluster

Statewide Program of Study: *Digital Communications*

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Professional Communications 13009900 (0.5 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Web Communications* 03580810 (0.5 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 2	Audio/Video Production I 13008500 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of AAVTC Recommended Corequisites: None	
Level 3	Audio/Video Production II 13008600 (1 credit)	Prerequisites: Audio/Video Production I Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 4	Practicum in Audio/Video Production First Time Taken: 13008700 (2 credits) Second Time Taken: 13008710 (2 credits)	Prerequisites: Audio/Video Production II and Audio/Video Production II Lab Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Arts, Audio Visual Technology and Communication** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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Arts, Audio Visual Technology, and Communication 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.

Statewide Program of Study: *Graphic Design and Interactive Media*

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 includes designing clothing and accessories and 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 1 | <ul style="list-style-type: none"> • Video Game Design (Available at KJHS) • Web Communications (Available at KJHS) |
| Level 2 | <ul style="list-style-type: none"> • Graphic Design and Illustration I + Graphic Design and Illustration I Lab |
| Level 3 | <ul style="list-style-type: none"> • Graphic Design and Illustration II + Graphic Design and Illustration II Lab |
| Level 4 | <ul style="list-style-type: none"> • Practicum in Graphic Design and Illustration |

Aligned Advanced Academic Courses

AP or IB	AP Studio Art: Two-Dimensional Design Portfolio
Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

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
Expanded Learning Opportunities	<ul style="list-style-type: none"> • Participate in SkillsUSA or TSA • Participate in Student Television Network • Join a related co-curricular or extracurricular club such as web development or computer coding

Aligned 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
- Adobe Certified Professional in Visual Design Using Adobe Photoshop



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



Example Postsecondary Opportunities

Associate Degrees

- Graphic Design
- Digital Arts



Bachelor's Degrees

- Web Page, Digital/Multimedia and Information Resources Design
- Design and Visual Communications

Master's, Doctoral, and Professional Degrees

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

Additional Stackable IBCs/License

- Certified Textile Designer (CTD)



Example Aligned Occupations

Software Developers

Median Wage: \$111,705
Annual Openings: 15,324
10-Year Growth: 36%

Graphic Designers

Median Wage: \$50,973
Annual Openings: 1,766
10-Year Growth: 10%

Art Directors

Median Wage: \$81,926
Annual Openings: 619
10-Year Growth: 18%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study/additional-resources>



Arts, Audio Visual Technology, and Communication Career Cluster Statewide Program of Study: *Graphic Design and Interactive Media*

Course Information

Level 1	Course	Prerequisites Corequisites	Career Clusters
Level 1	Video Game Design 13009970 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of AAVTC Recommended Corequisites: None	
	Web Communications* 03580810 (0.5 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 2	Course	Prerequisites Corequisites	Career Clusters
Level 2	Graphic Design and Illustration I* 13008800 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of AAVTC Recommended Corequisites: Graphic Design and Illustration I Lab	
Level 3	Course	Prerequisites Corequisites	Career Clusters
Level 3	Graphic Design and Illustration II 13008900 (1 credit)	Prerequisites: Graphic Design and Illustration I Corequisites: None Recommended Prerequisites: None Recommended Corequisites: Graphic Design and Illustration II Lab	
Level 4	Course	Prerequisites Corequisites	Career Clusters
Level 4	Practicum in Graphic Design and Illustration First Time Taken: 13009000 (2 credits) Second Time Taken: 13009010 (2 credits)	Prerequisites: Graphic Design and Illustration II and Graphic Design and Illustration II Lab Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the Arts, Audio Visual Technology, and Communication career cluster, contact cte@tea.texas.gov or visit <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](#).



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.

Statewide Program of Study: *Business Management*

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 (available at KJHS)

- Level 2**
 - Entrepreneurship I

- Level 3**
 - Business Management
 - Human Resources Management

- Level 4**
 - Statistics and Business Decision Making
 - Practicum in Business Management

Aligned Advanced Academic Courses

AP or OnRamps	AP/OnRamps Statistics
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> • Intern at local business in the HR department • Shadow the COO of a local business or chamber of commerce
Expanded Learning Opportunities	<ul style="list-style-type: none"> • Participate in BPA, DECA, FBLA, or related UIL events • Explore student membership in related professional organizations

Aligned Industry-Based Certifications

- Entrepreneurship and Small Business
- Microsoft Office Specialist 2016 Master
- Microsoft Office Specialist: Microsoft Access Expert (Access 2019)
- Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019)
- Microsoft Office Specialist: Microsoft Word Expert (Word 2019)



Example Postsecondary Opportunities

- Associate Degrees**
- Business Administration and Management
 - Human Resources Management

- Bachelor's Degrees**
- Business Analytics
 - Accounting and Business

- Master's, Doctoral, and Professional Degrees**
- Business Administration and Management
 - Organizational Leadership

- Additional Stackable IBCs/License**
- Professional Certificate in Team Leadership
 - Property Tax Professionals



Example Aligned Occupations

First-Line Supervisors of Administrative Support Workers

Median Wage: \$59,585
Annual Openings: 13,885
10-Year Growth: 9%

Human Resources Specialists

Median Wage: \$61,278
Annual Openings: 6,239
10-Year Growth: 23%

General and Operations Managers

Median Wage: \$83,220
Annual Openings: 25,450
10-Year Growth: 23%

Business Management

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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



Business, Marketing, and Finance Career Cluster

Statewide Program of Study: *Business Management*

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Principles of Business, Marketing, and Finance* 13011200 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	 
	Business Information Management I* 13011400 (1 credit)	Prerequisites: None Corequisites: Business Information Management Lab Recommended Prerequisites: Touch System Data Entry Recommended Corequisites: None	 
Level 2	Entrepreneurship I* 13011101 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Business, Marketing, and Finance Recommended Corequisites: None	         
Level 3	Business Management* 13012100 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	 
	Human Resources Management 13011900 (0.5 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 4	Statistics and Business Decision Making 13016900 (1 credit)	Prerequisites: Algebra II Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Practicum in Business Management First Time Taken: 13012200 (2 credits) Second Time Taken: 13012210 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: Touch System Data Entry and Business Management or Business Information Management II Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Business, Marketing, and Finance** career cluster, contact cte@tea.texas.gov or visit <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](#).

Business Management



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.

Statewide Program of Study: *Entrepreneurship*

The Entrepreneurship program of study focuses on occupational and educational opportunities associated with planning, launching, directing, and coordinating public or private sector ventures. This program of study includes formulating policies, launching businesses or organizations, managing daily operations, analyzing management structures, and planning for the use of materials and human resources.



Secondary Courses for High School Credit

Level 1	<ul style="list-style-type: none"> Principles of Business, Marketing, and Finance Business Information Management I (Available at KJHS)
Level 2	<ul style="list-style-type: none"> Entrepreneurship I
Level 4	<ul style="list-style-type: none"> Statistics and Business Decision Making Practicum in Entrepreneurship

Aligned Advanced Academic Courses

AP or OnRamps	OnRamps Statistics
Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

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

Aligned Industry-Based Certifications

- Entrepreneurship and Small Business



Example Postsecondary Opportunities

Associate 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/License

- Salesforce
- Service Contract Providers



Example Aligned Occupations

General and Operations Managers

Median Wage: \$83,220
Annual Openings: 25,450
10-Year Growth: 23%

Management Analysts

Median Wage: \$93,983
Annual Openings: 6,030
10-Year Growth: 25%

Chief Executives

Median Wage: \$163,567
Annual Openings: 648
10-Year Growth: 3%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Entrepreneurship



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



Business, Marketing, and Finance Career Cluster

Statewide Program of Study: *Entrepreneurship*

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Principles of Business, Marketing, and Finance* 13011200 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Business Information Management I* 13011400 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Touch System Data Entry Recommended Corequisites: None	
Level 2	Entrepreneurship I* 13011101 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Business, Marketing and Finance Recommended Corequisites: None	
Level 4	Statistics and Business Decision Making 13016900 (1 credit)	Prerequisites: Algebra II Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Practicum in Entrepreneurship* First Time Taken: 13011111 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: Entrepreneurship I and II or successful completion of at least two courses in a CTE program of study Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Business, Marketing, and Finance** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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Entrepreneurship



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 occupations ranging from reservation and transportation ticket agent to event planner and general manager.

Statewide Program of Study: Culinary Arts

The Culinary Arts program of study focuses on occupational and educational opportunities associated with the 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 Art
- Level 2** • Culinary Arts
- Level 4** • Practicum in Culinary Arts

Aligned Advanced Academic Courses

AP or OnRamps	AP Chemistry
Dual Credit	Dual credit offerings will vary by local educational agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

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
Expanded Learning Opportunities	<ul style="list-style-type: none"> • Participate in American Culinary Association or the Texas Restaurant Association

Aligned Industry-Based Certifications

- Pre-Professional Certification in Culinary Arts
- ServSafe Manager



Example Postsecondary Opportunities

Associate Degrees

- Culinary Arts
- Baking and Pastry Arts



Bachelor's Degrees

- Hotel/Motel Administration/Management
- Culinary Science

Master's, Doctoral, and Professional Degrees

- Organizational Leadership
- Foodservice Systems Administration/Management

Additional Stackable IBCs/License

- Food Manager License



Example Aligned Occupations

Bakers

Median Wage: \$29,466
Annual Openings: 2,942
10-Year Growth: 26%

Chefs and Head Cooks

Median Wage: \$44,761
Annual Openings: 950
10-Year Growth: 37%

General and Operations Managers

Median Wage: \$83,220
Annual Openings: 25,450
10-Year Growth: 23%

Culinary Arts



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

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



Hospitality and Tourism Career Cluster

Statewide Program of Study: Culinary Arts

Course Information

Level 1	Course	Prerequisites Corequisites	Career Clusters
	Introduction to Culinary Arts* 13022550 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Hospitality and Tourism Recommended Corequisites: None	
Level 2	Course	Prerequisites Corequisites	Career Clusters
	Culinary Arts 13022600 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Hospitality and Tourism and Introduction to Culinary Arts Recommended Corequisites: None	
Level 4	Course	Prerequisites Corequisites	Career Clusters
	Practicum in Culinary Arts First Time Taken: 13022700 (2 credits) Second Time Taken: 13022710 (2 credits)	Prerequisites: Culinary Arts Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Hospitality and Tourism** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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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.

Statewide Program of Study: Programming and Software Development

The Programming and Software Development program of study focuses on occupational and educational opportunities associated with researching, designing, developing, testing, and 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	• Computer Science II • AP Computer Science A
Level 4	• Practicum in Science, Technology, Engineering, and Mathematics

Aligned Advanced Academic Courses

AP or OnRamps	AP Calculus AB/BC AOnRampsStatistics
Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

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
Expanded Learning Opportunities	<ul style="list-style-type: none"> • Program and create a game • Participate in UIL

Aligned Industry-Based Certifications

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



Example Postsecondary Opportunities

Apprenticeships

- Computer Programmer Apprenticeship



Associate Degrees

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

Bachelor's Degrees

- Data Science
- Computer Engineering

Master's, Doctoral, and Professional Degrees

- Management Science
- Computer Software Engineering

Additional Stackable IBCs/License

- AWS Certified Developer Associate



Example Aligned Occupations

Computer User Support Specialists

Median Wage: \$51,411
Annual Openings: 5,757
10-Year Growth: 21%

Software Developers

Median Wage: \$111,705
Annual Openings: 15,324
10-Year Growth: 36%

Computer Programmers

Median Wage: \$87,997
Annual Openings: 1,176
10-Year Growth: 4%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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



Information Technology Career Cluster

Statewide Program of Study: Programming and Software Development

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 2	Computer Science I 03580200 (1 credit)	Prerequisites: Algebra I or Corequisites: Algebra I Recommended Prerequisites: None Recommended Corequisites: None	
	<hr/>		
Level 3	Computer Science II 03580300 (1 credit)	Prerequisites: Algebra I and either Computer Science I or Fundamentals of Computer Science Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	<hr/>		
	AP Computer Science A* A3580110 (1 math credit) A3580120 (1 LOTE credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Algebra I or a student should be comfortable with functions and the concepts found in the uses of functional notation such as $f(x) = x + 2$ and $f(x) = g(h(x))$ Recommended Corequisites: None	
<hr/>			
Level 4	Practicum in Science, Technology, Engineering, and Mathematics* First Time Taken: 13037400 (2 credits) Second Time Taken: 13037410 (2 credits)	Prerequisites: Algebra I and Geometry Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	<hr/>		

* Indicates course is included in more than one program of study.

For additional information on the **Information Technology** career cluster,
contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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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.

Statewide Program of Study: Teaching and Training

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 content, and coaching groups and individuals.



Secondary Courses for High School Credit

- | | |
|----------------|------------------------------------------------------------------------------------------------------------------------------|
| Level 1 | <ul style="list-style-type: none"> Principles of Education and Training Principles of Human Services |
| Level 2 | <ul style="list-style-type: none"> Communication and Technology in Education |
| Level 3 | <ul style="list-style-type: none"> Instructional Practices |
| Level 4 | <ul style="list-style-type: none"> Practicum in Education and Training |

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by local educational agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

- | | |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |
| Expanded Learning Opportunities | <ul style="list-style-type: none"> Participate in TAFE |

Aligned Industry-Based Certifications

- Educational Aide I



Example Postsecondary Opportunities

Apprenticeships

- Teacher Apprentice



Associate Degrees

- Adult and Continuing Education and Teaching
- Educational/Instructional Technology

Bachelor's Degrees

- Elementary Education and Teaching
- Secondary Education and Teaching

Master's, Doctoral, and Professional Degrees

- Educational Leadership and Administration, General
- Curriculum and Instruction

Additional Stackable IBCs/License

- Generalist, Grades EC-4



Example Aligned Occupations

Teaching Assistants, Except Postsecondary

Median Wage: \$28,066
Annual Openings: 10,000
10-Year Growth: 15%

Secondary School Teachers, Except Special Education and CTE

Median Wage: \$61,035
Annual Openings: 8,288
10-Year Growth: 14%

Education Administrators, Kindergarten through Secondary

Median Wage: \$81,976
Annual Openings: 2,676
10-Year Growth: 14%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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



Education and Training Career Cluster

Statewide Program of Study: Teaching and Training

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Principles of Education and Training* 13014200 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Principles of Human Services* 13024200 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 2	Communication and Technology in Education 13014310 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Education and Training Recommended Corequisites: None	
Level 3	Instructional Practices 13014400 (2 credits)	Prerequisites: One credit from Education and Training career cluster Corequisites: None Recommended Prerequisites: Principles of Education and Training, Human Growth and Development, or Child Development Recommended Corequisites: None	
Level 4	Practicum in Education and Training First Time Taken: 13014500 (2 credits) Second Time Taken: 13014510 (2 credits)	Prerequisites: Instructional Practices Corequisites: None Recommended Prerequisites: Principles of Education and Training, Human Growth and Development, and Child Development Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Education and Training** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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Teaching and Training



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 therapist to forensic science technician and athletic trainer.

Statewide Program of Study: *Diagnostic and Therapeutic Services*

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 |

Aligned Advanced Academic Courses

AP or OnRamps	OnRamps Chemistry
Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> • 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 or hospital/clinical job
Expanded Learning Opportunities	<ul style="list-style-type: none"> • Participate in Health Occupation Students of America (HOSA) • Participate in Advanced Medical Ambulance Bus (AMBUS) event or Community Emergency Response Team (CERT) event

Aligned Industry-Based Certifications

- Certified Clinical Medical Assistant
- Medical Assistant



Example Postsecondary Opportunities

- Apprenticeships**
 - Medical Assistant
- Associate 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/License**
 - Registered Diagnostic Medical Sonographer



Example Aligned Occupations

Medical Assistants
 Median Wage: \$36,834
 Annual Openings: 11,638
 10-Year Growth: 29%

Dental Hygienists
 Median Wage: \$79,663
 Annual Openings: 1,352
 10-Year Growth: 32%

Physician Assistants
 Median Wage: \$127,332
 Annual Openings: 974
 10-Year Growth: 41%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



Successful completion of the Diagnostic and Therapeutic Services program of study will fulfill requirements of the Public Services endorsement.



Health Science Career Cluster

Statewide Program of Study: *Diagnostic and Therapeutic Services*

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Principles of Health Science 13020200 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 2	Medical Terminology 13020300 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 3	Anatomy and Physiology* 13020600 (1 credit)	Prerequisites: One credit in Biology and one credit in Chemistry, Integrated Physics and Chemistry, or Physics Corequisites: None Recommended Prerequisites: A course from the Health Science career cluster Recommended Corequisites: None	
	Health Science Theory + Health Science Clinical 13020410 (2 credits)	Prerequisites: One credit in Biology and at least one credit in a course from the Health Science career cluster Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 4	Practicum in Health Science First Time Taken: 13020500 (2 credits) Second Time Taken: 13020510 (2 credits)	Prerequisites: Health Science Theory and Biology Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Health Science** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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Diagnostic and Therapeutic Services



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 therapist to forensic science technician and athletic trainer.

Statewide Program of Study: *Exercise Science, Wellness, and Restoration*

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 | <ul style="list-style-type: none"> Principles of Health Science Principles of Exercise Science and Wellness |
| Level 2 | <ul style="list-style-type: none"> Kinesiology I |
| Level 3 | <ul style="list-style-type: none"> Kinesiology II |
| Level 4 | <ul style="list-style-type: none"> Practicum in Entrepreneurship |

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by local education agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

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
Expanded Learning Opportunities	<ul style="list-style-type: none"> Participate in the Texas State Athletic Trainers Association Participate in HOSA Volunteer at a hospital or rehabilitation center

Aligned Industry-Based Certifications

- Certified Personal Trainer
- Pre-Professional Certification in Nutrition, Food, and Wellness



Example Postsecondary Opportunities

Apprenticeships

- Medical Assistant



Associate Degrees

- Associate of Applied Science

Bachelor's Degrees

- Nutrition Sciences
- Exercise Physiology and Kinesiology

Master's, Doctoral, and Professional Degrees

- Exercise Science and Kinesiology
- Physical Therapy

Additional Stackable IBCs/License

- Physical Therapy Technician/Aide Certification



Example Aligned Occupations

Exercise Trainers and Group Fitness Instructors

Median Wage: \$44,916
Annual Openings: 5,022
10-Year Growth: 41%

Physical Therapist Assistants

Median Wage: \$74,866
Annual Openings: 1,218
10-Year Growth: 44%

Athletic Trainers

Median Wage: \$54,447
Annual Openings: 295
10-Year Growth: 13%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



Successful completion of the Exercise Science, Wellness, and Restoration program of study will fulfill requirements of the Public Services endorsement.



Health Science Career Cluster

Statewide Program of Study: *Exercise Science, Wellness, and Restoration*

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Principles of Health Science* 13020200 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Principles of Exercise Science and Wellness N1302107 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 2	Kinesiology I N1302104 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 3	Kinesiology II N1302124 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Kinesiology I Recommended Corequisites: None	
Level 4	Practicum in Entrepreneurship First Time Taken: 13011111 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: Entrepreneurship I and II or successful completion of at least two courses in a CTE program of study Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Health Science** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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Exercise Science, Wellness, and Restoration



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.

Statewide Program of Study: Family and Community Services

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 | <ul style="list-style-type: none"> Principles of Human Services Professional Communications (Required course at KHS) Dollars and Sense (Available at KHS) |
| Level 2 | <ul style="list-style-type: none"> Lifetime Nutrition and Wellness (Available at KHS) |
| Level 3 | <ul style="list-style-type: none"> Counseling and Mental Health |
| Level 4 | <ul style="list-style-type: none"> Practicum in Human Services |

Aligned Advanced Academic Courses

Dual Credit Dual credit offerings will vary by local educational agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> 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
Expanded Learning Opportunities	<ul style="list-style-type: none"> Participate in School Organizations

Aligned Industry-Based Certifications

- Community Health Worker



Example Postsecondary Opportunities

- Apprenticeships**
 - Community Health Worker Apprenticeship
- Associate 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/License**
 - Certified Diabetes Educator



Example Aligned Occupations

Community Health Workers

Median Wage: \$39,520
Annual Openings: 501
10-Year Growth: 25%

Social and Human Service Assistants

Median Wage: \$38,442
Annual Openings: 3,298
10-Year Growth: 21%

Child, Family, and School Social Workers

Median Wage: \$49,398
Annual Openings: 2,342
10-Year Growth: 14%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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



Human Services Career Cluster

Statewide Program of Study: Family and Community Services

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Principles of Human Services* 13024200 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	 
	Professional Communications 13009900 (0.5 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	   
	Dollars and Sense 13024300 (0.5 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Human Services Recommended Corequisites: None	
Level 2	Lifetime Nutrition and Wellness* 13024500 (0.5 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science Recommended Corequisites: None	 
Level 3	Counseling and Mental Health* 13024600 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Human Services Recommended Corequisites: None	 
Level 4	Practicum in Human Services First Time Taken: 13025000 (2 credits) Second Time Taken: 13025010 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the Human Services career cluster, contact cte@tea.texas.gov or visit <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](#).

Family and Community Services

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.

Statewide Program of Study: Engineering Foundations

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

Aligned Advanced Academic Courses

AP or OnRamps	AP Calculus AB AP Computer Science A OnRamps Statistics
Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Intern at an engineering, robotics, or aerospace company. • Visit an engineering firm and shadow multiple types of engineers.
Expanded Learning Opportunities	• Participate in First Robotics or UIL • Join a local engineering association and attend meetings.

Aligned Industry-Based Certifications

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



Example Postsecondary Opportunities

- Apprenticeships**
 - Industrial Engineering Technician Apprenticeship
- Associate 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)



Example Aligned Occupations

Civil Engineering Technologists and Technicians

Median Wage: \$61,138
Annual Openings: 765
10-Year Growth: 11%

Aerospace Engineers

Median Wage: \$115,694
Annual Openings: 483
10-Year Growth: 18%

Mechanical Engineers

Median Wage: \$99,937
Annual Openings: 1,755
10-Year Growth: 19%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study/additional-resources>



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



Engineering Career Cluster

Statewide Program of Study: Engineering Foundations

Course Information

Level 2	Course	Prerequisites Corequisites	Career Clusters
	Robotics I* 13037000 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Applied Engineering Recommended Corequisites: None	 
Level 3	Course	Prerequisites Corequisites	Career Clusters
	Robotics II* 13037050 (1 credit)	Prerequisites: Robotics I Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	 
Level 4	Course	Prerequisites Corequisites	Career Clusters
	Practicum in Science, Technology, Engineering, and Mathematics* First Time Taken: 13037400 (2 credits) Second Time Taken: 13037410 (2 credits)	Prerequisites: Algebra I and Geometry Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	   

* Indicates course is included in more than one program of study.

For additional information on the **Engineering** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



**Programs
of
Study:
Level 1 Certification**

**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.

Statewide Program of Study: Architectural Drafting and Design

The Architectural Drafting and Design program of study focuses on occupational and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study includes reading, interpreting, and drawing blueprints for interior and exterior construction projects.



Secondary Courses for High School Credit

Level 2	<ul style="list-style-type: none"> Architectural Design I Computer Aided Drafting for Architecture
Level 3	<ul style="list-style-type: none"> Architectural Design II
Level 4	<ul style="list-style-type: none"> Practicum in Architectural Design

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by local education agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> Intern at an architectural firm to develop CADD drafting and design technology skills Shadow a civil engineer to learn more about their day-to-day responsibilities
Expanded Learning Opportunities	<ul style="list-style-type: none"> Conduct an informational interview with an architect to learn about their role and responsibilities

Aligned Industry-Based Certifications

- Architectural CAD Operator Certification Level I



Example Postsecondary Opportunities

Apprenticeships

- Drafter



Associate Degrees

- CAD/CADD Drafting and/or Design Technology
- Drafting and Design Technology
- Surveying Technology/Surveying
- Architectural Drafting and Architectural CAD/CADD

Bachelor's Degrees

- Civil Engineering
- Construction Engineering
- Surveying Engineering
- Drafting and Design Technology

Master's, Doctoral, and Professional Degrees

- Civil Engineering
- Geographic Information Science and Cartography
- Construction Engineering Technology



Example Aligned Occupations

Architectural and Civil Drafters

Median Wage: \$57,424
Annual Openings: 1,366
10-Year Growth: 15%

Architects

Median Wage: \$80,903
Annual Openings: 966
10-Year Growth: 18%

Construction Managers

Median Wage: \$95,072
Annual Openings: 6,325
10-Year Growth: 24%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



Successful completion of the Architectural Drafting and Design program of study will fulfill requirements of the Business and Industry endorsement.

Kennedale ISD and TCC South
Architectural CAD Course Crosswalk

COURSE CODE	COLLEGE COURSE	HIGH SCHOOL COURSE	SEMESTER	YEAR
ARCH 1315	Architectural Computer Graphics	Computer Aided Drafting for Architecture (N1300429)	Fall	Junior
ARCH 1303	Architectural Design I	Architectural Design I (13004600)	Fall	Junior
ARCH 1304	Architectural Design II	Architectural Desing II (13004700)	Spring	Junior
ARCE 2352	Mechanical, Electrical and Plumbing Systems	Architectural Desing II (13004700)	Spring	Junior
ARCH 2312	Architectural Technology	Practicum in Architectural Design (13004800)	Fall	Senior
ARCH 1307	Architectural Graphics I (Capstone)	Practicum in Architectural Design (13004800)	Spring	Senior



Architecture and Construction Career Cluster

Statewide Program of Study: Architectural Drafting and Design

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 2	Architectural Design I 13004600 (1 credit)	Prerequisites: Algebra I and English I Corequisites: None Recommend Prerequisites: Geometry, Principles of Architecture, and Principles of Construction Recommended Corequisites: None	
	Computer Aided Drafting for Architecture N1300429 (1 credit)	Prerequisites: None Corequisites: None Recommend Prerequisites: Architectural Design Recommended Corequisites: None	
Level 3	Architectural Design II 13004700 (2 credits)	Prerequisites: Architectural Design I or Advanced Interior Design and Geometry Corequisites: None Recommend Prerequisites: Principles of Architecture and Principles of Construction Recommended Corequisites: None	
Level 4	Practicum in Architectural Design First Time Taken: 13004800 (2 credits) Second Time Taken: 13004810 (2 credits)	Prerequisites: Architectural Design II Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Architecture and Construction** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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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.

Statewide Program of Study: Construction Management and Inspection

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 | <ul style="list-style-type: none"> Construction Management I Building Maintenance Technology I |
| Level 3 | <ul style="list-style-type: none"> Construction Management II |
| Level 4 | <ul style="list-style-type: none"> Practicum in Construction Management |

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by local education agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> Shadow a construction manager to learn how to lead a team and develop a budget Participate in a pre-apprenticeship to clean and prepare construction sites by digging trenches and setting up scaffolding
Expanded Learning Opportunities	<ul style="list-style-type: none"> Shadow a building inspector or cost estimator Participate in SkillsUSA

Aligned Industry-Based Certifications

- Construction Inspection Technology Certification Level I



Example Postsecondary Opportunities

- Apprenticeships**
 - Building Inspector
- Associate 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
 - Construction Management
 - Project Management



Example Aligned Occupations

Construction and Building Inspectors

Median Wage: \$62,251
Annual Openings: 1,585
10-Year Growth: 9%

First-Line Supervisors of Construction Trades and Extraction Workers

Median Wage: \$64,473
Annual Openings: 9,513
10-Year Growth: 23%

Construction Managers

Median Wage: \$95,072
Annual Openings: 6,325
10-Year Growth: 24%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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

Kennedale ISD and TCC South
Construction Inspection Course Crosswalk

COURSE CODE	COLLEGE COURSE	HIGH SCHOOL COURSE	SEMESTER	YEAR
CNBT 1110	Basic Construction Safety	Building Maintenance Technology I (13005400)	Fall	Junior
CNBT 1300	Residential & Light Commercial Construction Drawings	Construction Management I (13004900)	Fall	Junior
CNBT 1311	Construction Methods & Materials I	Construction Management I (13004900)	Spring	Junior
CNBT 1302	Mechanical, Electrical & Plumbing Systems in Construction I	Building Maintenance Technology I (13005400)	Spring	Junior
CNBT 1342	Building Codes and Inspection	Construction Management II (13005000)	Fall	Senior
CNBT 1346	Construction Estimating I	Construction Management II (13005000)	Fall	Senior
CNBT 1344	Construction Materials Testing (Capstone)	Practicum in Construction Management (13006200)	Spring	Senior



Architecture and Construction Career Cluster

Statewide Program of Study: Construction Management and Inspection

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 2	Construction Management I 13004900 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: Algebra I, Geometry, and Principles of Architecture or Principles of Construction Recommended Corequisites: None	
	Building Maintenance Technology I 13005400 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Architecture or Principles of Construction Recommended Corequisites: None	
Level 3	Construction Management II 13005000 (2 credits)	Prerequisites: Construction Management I Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 4	Practicum in Construction Management First Time Taken: 13006200 (2 credits) Second Time Taken: 13006210 (2 credits)	Prerequisites: Construction Management II Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the Architecture and Construction career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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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 architects, carpenters, and construction managers to electricians, plumbers, and heating, air conditioning, and refrigeration technicians.

Statewide Program of Study: HVAC and Sheet Metal

The HVAC and Sheet Metal program of study focuses on occupational and educational opportunities associated with installing, servicing, or repairing heating and air conditioning systems. The program of study addresses fabrication, assembly, installation, and repair of sheet metal products and equipment, such as ducts, control boxes, drainpipes, and furnace casings.



Secondary Courses for High School Credit

- | | |
|----------------|-------------------------------------------------------------------------------------|
| Level 2 | • Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I |
| Level 3 | • Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II |
| Level 4 | • Practicum in Construction Technology |

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by local education agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> • Participate in a pre-apprenticeship in HVAC and refrigeration • Intern with an HVAC company to practice installing and repairing heating and cooling systems
Expanded Learning Opportunities	<ul style="list-style-type: none"> • Job shadow an HVAC technician or cost estimator

Aligned Industry-Based Certifications

- HVAC Residential Technician Certification Level I



Example Postsecondary Opportunities

Apprenticeships

- Heating and Air Conditioning Installer



Associate Degrees

- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology
- Construction Site Management
- Property Maintenance
- Sheet Metal Technology/Sheetworking

Bachelor's Degrees

- Construction Engineering
- Construction Management
- Building/Construction Site Management
- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology

Master's, Doctoral, and Professional Degrees

- Construction Engineering
- Construction Management



Example Aligned Occupations

Helpers—Installation, Maintenance, and Repair Workers

Median Wage: \$33,348
Annual Openings: 2,366
10-Year Growth: 22%

Heating, Air Conditioning, and Refrigeration Mechanics and Installers

Median Wage: \$48,722
Annual Openings: 3,719
10-Year Growth: 21%

Construction Managers

Median Wage: \$95,072
Annual Openings: 6,325
10-Year Growth: 24%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



Successful completion of the HVAC and Sheet Metal program of study will fulfill requirements of the Business and Industry endorsement.

**Kennedale ISD and TCC South
HVAC Residential Technician I Course**

Crosswalk

COURSE CODE	COLLEGE COURSE	HIGH SCHOOL COURSE	SEMESTER	YEAR
TECM 1303 or MATH 1314	Technical Calculations or College Algebra*	Independent Study In Mathematics (03102500)	Fall	Junior
HART 1401	Basic Electricity for Heating, Ventilation, & Air Conditioning	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I (13005800)	Fall	Junior
HART 2431	Advanced Electricity for Heating, Ventilation, & Air Conditioning	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II (13005900)	Spring	Junior
HART 2438	Air Conditioning Installation and Startup	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II (13005900)	Spring	Junior
HART 1407	Refrigeration Principles	Practicum in Construction Technology (13005250)	Fall	Senior
HART 1441	Residential Air Conditioning (Capstone)	Practicum in Construction Technology (13005250)	Spring	Senior

* Requires TSI Math



Architecture and Construction Career Cluster

Statewide Program of Study: HVAC and Sheet Metal

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 2	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I 13005800 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Architecture, Principles of Construction, or Construction Technology I Recommended Corequisites: None	
Level 3	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II 13005900 (2 credits)	Prerequisites: Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I Corequisites: None Recommended Prerequisites: Principles of Architecture, Principles of Construction, or Construction Technology I Recommended Corequisites: None	
Level 4	Practicum in Construction Technology* First Time Taken: 13005250 (2 credits) Second Time Taken: 13005260 (2 credits)	Prerequisites: Construction Technology II; Building Maintenance Technology II; Electrical Technology II; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II; Plumbing Technology I; or Mill and Cabinetmaking Technology Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Architecture and Construction** career cluster, contact cte@tea.texas.gov or visit <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.

Statewide Program of Study: **Accounting and Financial Services**

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 2 | <ul style="list-style-type: none"> Accounting I Financial Mathematics |
| Level 3 | <ul style="list-style-type: none"> Accounting II Financial Analysis |

Aligned Advanced Academic Courses

AP or IB	IB Mathematics Analysis and Approaches SL IB Mathematics Analysis and Approaches HL
Dual Credit	Dual credit offerings will vary by local educational agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> Intern with a certified public 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
Expanded Learning Opportunities	<ul style="list-style-type: none"> Participate in BPA, DECA, or FBLA Explore student membership in professional organizations such as AICPA, CIMA, or TXCPA

Aligned Industry-Based Certifications

- Accounting Clerk I Certification Level 1



Example Postsecondary Opportunities

Associate Degrees

- Accounting
- Bookkeeping



Bachelor’s Degrees

- Accounting
- Banking and Financial Support Services

Master’s, Doctoral, and Professional Degrees

- Business Administration and Management
- Finance

Additional Stackable IBCs/License

- Project Management Professional
- Property Tax Consultants Service Contract Providers



Example Aligned Occupations

Tax Preparers

Median Wage: \$56,956
Annual Openings: 898
10-Year Growth: 14%

Accountants and Auditors

Median Wage: \$78,022
Annual Openings: 12,989
10-Year Growth: 20%

Personal Financial Advisors

Median Wage: \$77,605
Annual Openings: 1,877
10-Year Growth: 21%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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

Kennedale ISD and TCC South
Accounting Clerk Course Crosswalk

COURSE CODE	COLLEGE COURSE	HIGH SCHOOL COURSE	SEMESTER	YEAR
SPCH 1321	Speech and Communication	Professional Communications (13009900)	Fall	Sophomore
POFT 1329	Beginning Keyboarding	Touch System Data Entry (13011300)	Spring	Sophomore
ACCT 2301	Principles of Financial Accounting	Accounting I (13016600)	Fall	Junior
ACNT 1311	Intro to Computerized Accounting (Capstone)	Financial Analysis (13016800)	Spring	Junior
ACNT 1313	Computerized Accounting Applications	Accounting II (13016700)	Fall	Senior



Business, Marketing, and Finance Career Cluster

Statewide Program of Study: *Accounting and Financial Services*

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 2	Accounting I 13016600 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Business, Marketing, and Finance Recommended Corequisites: None	
	<hr/>		
Level 3	Accounting II 13016700 (1 credit)	Prerequisites: Accounting I Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	<hr/>		
	Financial Analysis* 13016800 (1 credit)	Prerequisites: Accounting I Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Business, Marketing, and Finance** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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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.

Statewide Program of Study: Cybersecurity

The Cybersecurity program of study focuses on occupational and educational opportunities associated with planning, implementing, upgrading, or monitoring security measures for the protection of computer networks and information. This program of study includes responding to computer security breaches and viruses and administering network security measures.



Secondary Courses for High School Credit

- Level 1**
 - Principles of Information Technology
 - Foundations of Cybersecurity

- Level 3**
 - Advanced Cloud Computing
 - Digital Forensics
 - Networking

- Level 4**
 - Practicum in Science, Technology, Engineering, and Mathematics

Aligned Advanced Academic Courses

AP or IB	AP Computer Science Principles AP Computer Science A
Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> • Intern at a local bank, hospital, or government office to develop skills in implementing security measures • Interview with an information security analyst to learn how they plan for, monitor, and upgrade security measures at their organization
Expanded Learning Opportunities	<ul style="list-style-type: none"> • Participate in a Hackathon

Aligned Industry-Based Certifications

- Cybersecurity Specialist Certification Level I



Examples Postsecondary Opportunities

Associate Degrees

- Computer and Information Systems Security
- Computer Programming

Bachelor's Degrees

- Computer Science
- Computer Software Engineering

Master's, Doctoral, and Professional Degrees

- Computer and Information Systems Security/Auditing/Information Assurance
- Computer Software Engineering

Additional Stackable IBCs/License

- Certified Ethical Hacker (CEH)



Example Aligned Occupations

Computer User Support Specialists

Median Wage: \$51,411
Annual Openings: 5,757
10-Year Growth: 21%

Software Developers

Median Wage: \$111,705
Annual Openings: 15,324
10-Year Growth: 36%

Information Security Analysts

Median Wage: \$110,268
Annual Openings: 1,719
10-Year Growth: 49%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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

Kennedale ISD and TCC South
Cybersecurity Specialist Course Crosswalk

COURSE CODE	COLLEGE COURSE	HIGH SCHOOL COURSE	SEMESTER	YEAR
BCIS 1305	Business Computer Application	Business Information Management I (13011400)	Fall	Junior
ITNW 1309	Fundamentals of Cloud Computing	Advanced Cloud Computing (N1302813)	Fall	Junior
ITSY 2341	Security Management Practices	Foundations of Cybersecurity (03580850)	Spring	Junior
ITSY 2400	Operating System Security	Digital Forensics (03580360)	Spring	Junior
ITNW 1425	Fundamentals of Networking Technologies	Networking (13027400)	Fall	Senior
ITSY 1300	Fundamentals of Information Security	Principles of Information Technology (13027200)	Fall	Senior
ITSY 2401	Firewalls and Network Security	Practicum in STEM (13037400)	Spring	Senior
ITSY 2330	Intrusion Detection (Capstone)	Practicum in STEM (13037400)	Spring	Senior



Information Technology Career Cluster

Statewide Program of Study: Cybersecurity

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Principles of Information Technology* 13027200 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Foundations of Cybersecurity 03580850 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 3	Advanced Cloud Computing N1302813 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: At least one credit in a Level 2 or higher course in computer science, programming, software development, or networking systems Recommended Corequisites: None	
	Digital Forensics 03580360 (1 credit)	Prerequisites: Foundations of Cybersecurity Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Networking 13027400 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab Recommended Corequisites: None	
Level 4	Practicum in Science, Technology, Engineering, and Mathematics* First Time Taken: 13037400 (2 credits) Second Time Taken: 13037410 (2 credits)	Prerequisites: Algebra I and Geometry Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Information Technology** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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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 semi-conductor processing technician.

Statewide Program of Study: *Welding*

The Welding Program of Study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines and how to use hand-welding or flame-cutting equipment.



Secondary Courses for High School Credit

- Level 1** • Introduction to Welding
- Level 2** • Welding I
- Level 3** • Welding II
- Level 4** • Practicum in Manufacturing

Aligned Advanced Academic Courses

Dual Credit Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

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

Aligned Industry-Based Certifications

- Welding Basic Certification Level I



Example Postsecondary Opportunities

Apprenticeships

- Welding

Associate 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



Example Aligned Occupations

Welders, Cutters, Solderers, and Brazers

Median Wage: \$48,177
Annual Openings: 6,792
10-Year Growth: 23%

First-Line Supervisors of Production and Operating Workers

Median Wage: \$62,584
Annual Openings: 5,926
10-Year Growth: 17%

Industrial Production Managers

Median Wage: \$119,691
Annual Openings: 1,296
10-Year Growth: 19%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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

Kennedale ISD and TCC South
Welding Course Crosswalk

COURSE CODE	COLLEGE COURSE	HIGH SCHOOL COURSE	SEMESTER	YEAR
WELD 1428	Introduction to Shielded Metal Arc Welding	Introduction to Welding (13032250)	Fall	Junior
WELD 1430	Introduction to Gas Metal Arc Welding	Welding I (13032300)	Fall	Junior
WELD 1417	Introduction to Layout and Fabrication	Practicum in Manufacturing (13033010)	Spring	Junior
WELD 1312	Introduction to Flux Cored Arc Welding	Welding II (13032400)	Spring	Junior
WELD 1434	Introduction to Gas Tungsten Arc Welding (Capstone)	Practicum in Manufacturing (13033000)	Fall	Senior
WELD 1313	Introduction to Blueprint Reading for Welders	Blueprint Reading for Manufacturing Applications (N1303684)	Fall	Senior



Manufacturing Career Cluster

Statewide Program of Study: Welding

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 1	Introduction to Welding* 13032250 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Algebra I Recommended Corequisites: None	 
Level 2	Welding I 13032300 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: Algebra I, Principles of Manufacturing, Introduction to Precision Metal Manufacturing, or Introduction to Welding Recommended Corequisites: None	
Level 3	Welding II 13032400 (2 credits)	Prerequisites: Welding I Corequisites: None Recommended Prerequisites: Algebra I or Geometry Recommended Corequisites: None	
Level 4	Practicum in Manufacturing* First Time Taken: 13033000 (2 credits) Second Time Taken: 13033010 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	 

* Indicates course is included in more than one program of study.

For additional information on the **Manufacturing** career cluster, contact cte@tea.texas.gov or visit <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.



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.

Statewide Program of Study: Automotive and Collision Repair

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 | <ul style="list-style-type: none"> Automotive Basics |
| Level 3 | <ul style="list-style-type: none"> Energy and Power of Transportation Systems Automotive Technology I: Maintenance and Light Repair |
| Level 4 | <ul style="list-style-type: none"> Automotive Technology II: Automotive Service Practicum in Transportation Systems |

Aligned Advanced Academic Courses

Dual Credit	Dual credit offerings will vary by local education agency.
--------------------	------------------------------------------------------------

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

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
Expanded Learning Opportunities	<ul style="list-style-type: none"> Join a related automotive association and attend events

Aligned Industry-Based Certifications

- Engine Analysis Technician Certification Level I



Example Postsecondary Opportunities

Apprenticeships

- Automotive Technician Apprenticeship



Associate Degrees

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

Bachelor's Degrees

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

Additional Stackable IBCs/License

- Automobile and Light Truck Certification (A1 – A9)



Example Aligned Occupations

Automotive Service Technicians and Mechanics

Median Wage: \$44,809
Annual Openings: 6,285
10-Year Growth: 10%

Bus and Truck Mechanics and Diesel Engine Specialists

Median Wage: \$50,967
Annual Openings: 3,096
10-Year Growth: 19%

First-Line Supervisors of Mechanics, Installers, and Repairers

Median Wage: \$66,535
Annual Openings: 5,019
10-Year Growth: 19%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



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

Kennedale ISD and TCC South
Automotive Engine Analysis Course
Crosswalk

COURSE CODE	COLLEGE COURSE	HIGH SCHOOL COURSE	SEMESTER	YEAR
AUMT 1405	Introduction to Automotive Technology	Automotive Basics (13039550)	Fall	Junior
AUMT 1407	Automotive Electrical Systems	Automotive Technology I: Maintenance and Light Repair (13039600)	Fall	Junior
AUMT 2417	Automotive Engine Performance Analysis I	Automotive Technology II: Automotive Service (13039700)	Spring	Junior
AUMT 2434	Auto Engine Performance Analysis I	Automotive Technology II: Automotive Service (13039700)	Spring	Junior
AUMT 2307	Hybrid Systems Diagnostics	Energy and Power of Transportation Systems (13039300)	Fall	Senior
AUMT 2321	Automotive Electrical Diagnostic and Repair (Capstone)	Practicum in Transportation Systems (13040450)	Spring	Senior



Transportation, Distribution, and Logistics Career Cluster

Statewide Program of Study: Automotive and Collision Repair

Course Information

	Course	Prerequisites Corequisites	Career Clusters
Level 2	Automotive Basics 13039550 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 3	Energy and Power of Transportation Systems 13039300 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: Principles of Transportation Systems Recommended Corequisites: None	
	Automotive Technology I: Maintenance and Light Repair 13039600 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: Automotive Basics Recommended Corequisites: None	
Level 4	Automotive Technology II: Automotive Service 13039700 (2 credits)	Prerequisites: Automotive Technology I: Maintenance and Light Repair Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Practicum in Transportation Systems First Time Taken: 13040450 (2 credits) Second Time Taken: 13040460 (2 credits)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Transportation, Distribution, and Logistics** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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Automotive and Collision Repair



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 therapist to forensic science technician and athletic trainer.

Statewide Program of Study: Health Informatics

The Health Informatics program of study focuses on occupational and educational opportunities associated with the management and use of patient information in the healthcare field. This program of study includes exploration of computerized healthcare systems and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students will also practice writing and interpreting medical reports.



Secondary Courses for High School Credit

- | | |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1 | <ul style="list-style-type: none"> Business Information Management I |
| Level 2 | <ul style="list-style-type: none"> Medical Terminology |
| Level 3 | <ul style="list-style-type: none"> Health Informatics |
| Level 4 | <ul style="list-style-type: none"> World Health and Emerging Technologies Medical Billing and Coding Practicum in Health Science |

Aligned Advanced Academic Courses

AP or OnRamps	OnRamps Statistics
Dual Credit	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> Intern with a medical records specialist or health services manager Job shadow a medical services manager to understand how services and facilities are managed
Expanded Learning Opportunities	<ul style="list-style-type: none"> Participate in HOSA

Aligned Industry-Based Certifications

- Healthcare Management Specialist I Certification Level I



Example Postsecondary Opportunities

Apprenticeships

- Medical Coder



Associate Degrees

- Health Information/Medical Records Technology
- Medical Assisting

Bachelor's Degrees

- Nursing Administration
- Medical Insurance Coding

Master's, Doctoral, and Professional Degrees

- Nursing Administration
- Hospital and Health Care Facilities Administration

Additional Stackable IBCs/License

- Consumer Health Information Specialization – Level I



Example Aligned Occupations

Medical Secretaries/ Administrative Assistants

Median Wage: \$36,994
Annual Openings: 10,505
10-Year Growth: 21%

Medical Records Specialists

Median Wage: \$39,408
Annual Openings: 2,763
10-Year Growth: 18%

Medical and Health Services Managers

Median Wage: \$102,937
Annual Openings: 4,787
10-Year Growth: 43%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

Kennedale ISD and TCC South
Healthcare Management Course Crosswalk

COURSE CODE	COLLEGE COURSE	HIGH SCHOOL COURSE	SEMESTER	YEAR
BCIS 1305	Business Computer Applications	Business Information Management I (13011400)	Spring	Sophomore
HPRS 1206	Essentials of Medical Terminology	Medical Terminology (13020300)	Spring	Sophomore
BUSI 1301	Business Principles	Business Management (13012100)	Fall	Junior
HITT 1301	Health Data Content and Structure	Health Informatics (13020960)	Fall	Junior
HPRS 2331	General Health Professions Management (Capstone)	Practicum in Health Science (13020500)	Spring	Junior
HPRS 2200 or BMGT 1327	Pharmacology for Health Professions or Principles of Management	Pharmacy I (13021020) or Principles of Business, Marketing, & Finance (13011200)	Spring	Junior
HITT 1345	Health Care Delivery Systems	World Health Research (13020900)	Fall	Senior
MDCA 1343	Medical Insurance	Medical Billing and Coding (13020964)	Fall	Senior



Health Science Career Cluster

Statewide Program of Study: *Health Informatics*

Course Information

Level	Course	Prerequisites Corequisites	Career Clusters
Level 1	Business Information Management I 13011400 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 2	Medical Terminology* 13020300 (1 credit)	Prerequisites: None Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
Level 3	Health Informatics 13020960 (1 credit)	Prerequisites: Medical Terminology Corequisites: None Recommended Prerequisites: Principles of Health Science and Business Information Management I Recommended Corequisites: None	
Level 4	World Health and Emerging Technologies 13020900 (1 credit)	Prerequisites: One credit in Biology and at least one credit in a Level 2 or higher course from the Health Science career cluster Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Medical Billing and Coding 13020964 (1 credit)	Prerequisites: Medical Terminology Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	
	Practicum in Health Science* First Time Taken: 13020500 (2 credits) Second Time Taken: 13020510 (2 credits)	Prerequisites: Health Science Theory and Biology Corequisites: None Recommended Prerequisites: None Recommended Corequisites: None	

* Indicates course is included in more than one program of study.

For additional information on the **Health Science** career cluster, contact cte@tea.texas.gov or visit <https://tea.texas.gov/cte>



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Health Informatics

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, Participation, and Lottery

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).

Lottery System:

When a CTE course reaches maximum capacity, a blind lottery system will be implemented. District administration will conduct the blind lottery. Student ID numbers are assigned a ranking number, which is randomized to identify student enrollment into CTE courses.

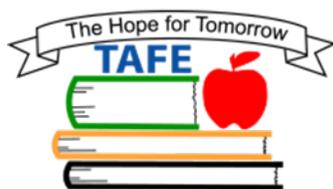
Priority for practicum courses will be given to seniors.

In the event more seniors are registered for a course than seats available, only grade 12 students will be entered into the lottery. After placement of all grade 12 students, the remaining registered students will be entered into a blind lottery. A waitlist will be identified should space become available at the beginning of the school year.

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!

- Future Business Leaders of America (FBLA)
- Health Occupations Students of America (HOSA)
- Texas Association of Future Educators (TAFE)



TAFE
Texas Association of Future Educators



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

2025-2026 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 2025- 2026 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, 2025 through May 27, 2026. 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 _____
 (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

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(Parent or Guardian)	Date		(CTE Teacher)	Date

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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.

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 2025-
2026

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 checked="" type="checkbox"/>	10								
2. INITIATIVE: Tendency to go ahead	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10								
3. COURTESY: Polite and mannerly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10								
4. ATTITUDE: Toward constructive criticism	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10								
5. KNOWLEDGE OF JOB:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10								
6. ACCURACY, SPEED OF WORK, AND WORK HABITS:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10								
7. ADAPTABILITY:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10								
8. PERSONAL APPEARANCE: Neatness and personal care	<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 checked="" type="checkbox"/>	10								
10. PUNCTUALITY: How many days was this student late to training site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10								
TOTAL GRADE: Comment: _____											100

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