

Andrews ISD



Career and Technology Education Program Handbook

INTRODUCTION

Welcome to Andrews High School Career & Technical Education!

Career and Technical Education (CTE) at Andrews High School provides students with a rigorous, coherent sequence of courses designed to seamlessly integrate challenging academic standards with industry-grade technical skills. Aligned with Texas Education Agency (TEA) Programs of Study, our CTE pathways prepare students for postsecondary success, including students entering higher education, technical training, or the workforce.

Through hands-on, competency-based learning, students in our CTE programs develop:

- **Academic & Technical Mastery:** Advanced technical knowledge aligned with the Texas Essential Knowledge and Skills (TEKS) and industry expectations.
- **Industry Credentials:** Opportunities to earn high-value Industry-Based Certifications (IBCs), college credits, and technical postsecondary preparation.
- **Higher-Order Problem Solving:** Practical reasoning, critical thinking, and real-world application across complex industry sectors.
- **Professional Employability Skills:** Essential workplace competencies, ethical responsibility, leadership skills, and entrepreneurial mindsets.

About This Handbook

This program handbook serves as a comprehensive reference manual for students, parents, and staff. It outlines the structure, policies, expectations, and operational guidelines for the Career and Technical Education programs at Andrews High School. We encourage students and families to use this resource to map out educational pathways, plan graduation requirements, and maximize the real-world learning opportunities available throughout high school.

Andrews ISD offers Programs of Study in the following areas:

- Animal Science
- Automotive and Collision Repair
- Business Management
- Construction Management and Inspection
- Cosmetology
- Culinary Arts
- Digital Communications
- Early Learning
- Emergency Services
- Engineering Foundations
- Graphic Design and Interactive Media
- Nursing Science
- Plant Science

- Programming and Software Development
- Renewable Energy
- Teaching and Training
- Welding

Career and Technology Advisory Committee

Most Practicums work alongside the CTE teacher of the program of study in an inquiry-based learning environment where students work through a capstone project, culminating in a presentation to the CTE Advisory Committee. The CTE Advisory Committee members consist of administration, CTE teachers, General Education teachers, counselors, and industry representatives.

The purpose of the CTE Advisory Committee is to give insight and feedback to the final capstone project presentation and how the learning is applicable to the real-world application. It also allows a supportive environment where students can be a part of a professional learning community where constructive critique will help guide further work force experience.

CTE Sundry (Activity) Account Guideline

There are two types of Sundry Accounts:

- 461 Accounts that are controlled by the CTE Teacher. These funds are raised through the program's "school store" or donations to the department. The CTE teacher has control over how the funds are spent; all funds will be utilized to add to the program in ways that general funds cannot cover from year-to-year.
- 865 Accounts are controlled by the Career and Technology Student Organization (CTSO) Officers with CTE Teacher/Sponsor guidance. These funds will be used to support each CTSO in various ways that bring more opportunities back to the students. These funds can be used to pay for CTSO dues, opportunities, and travel to State and National events, including fund outings, as appropriate, at the events where students have earned the trip. All expenditures from these accounts will follow the AISD Purchase Order procedures, ensuring financial transparency. Additionally, any school store fund collection will be facilitated through credit card transactions.

Work-Based Learning & Capstone Experiences

CTE programs of study include authentic, experience-based instruction through either Career Preparation or Practicum courses. Within these courses, the student will be in a learning environment that fully extends the learning into a work-based experience. The goals of Career Preparation and Practicum courses are listed below:

- Provide relevance and meaning to learning experiences

- Provide hands-on experience
- Provide job interview skills
- Develop communication and human relation skills
- Offer contextual and integrated learning experiences
- Demonstrate connections between school and work
- Encourage career awareness and exploration
- Learn relevant employability skills and what employers want
- Provide special career preparation and skills for the job
- Give dignity to practical learning, application of knowledge, and work
- Provide a capstone experience for students involved in a career pathway of study

Career Preparation

Career Preparation provides a structured combination of classroom instruction and paid, hands-on employment in an approved business or industry setting. Because student employment opportunities span a wide variety of career pathways, Career Preparation is classified as a multi-cluster course applicable across all Career and Technical Education (CTE) content areas.

- **Grade Level:** 12
- **Credits:** 2.0–3.0 Credits
- **Employment Requirement:** Students are responsible for securing approved employment and must maintain continuous, verified employment throughout the entire school year to earn course credit.

Practicum Courses

Offered during the senior year, Practicum courses serve as the capstone experience for a CTE Program of Study. These courses allow 12th-grade students to synthesize and apply advanced knowledge and skills in real-world settings through a combination of classroom instruction and immersive industry work.

- **Format:** Practicum experiences may be paid or unpaid and can take place in laboratory-based settings, clinical environments, or active job sites.
- **Capstone Projects:** Practicum experiences feature inquiry-based, student-led capstone projects conducted under the supervision of the CTE instructor. Students conclude their project with a formal presentation before the CTE Advisory Board/Panel.
- **Professional Standards:** In addition to technical skill mastery, emphasis is placed on essential workplace competencies, including professional ethics, personal responsibility, workplace integrity, leadership, and dependability.

Andrews High School Enterprise (School-Based Enterprises)

A signature feature of the Practicum program is the **AHS Enterprise** ("School Stores"). These student-run operations allow Practicum students to serve as apprentices under the guidance of their CTE instructors, delivering real goods and services to the school and local community.

- **Real-World Application:** Students gain direct, practical experience in business management, customer service, marketing, and operations.
- **Program Reinvestment:** 100% of the funds generated through AHS Enterprise operations are reinvested into student organization accounts (CTSOs) and CTE program enhancements to support student development and travel.

CTE Practicum & Career Preparation Guidelines

Job Changes & Employment Transitions

Students enrolled in a CTE Career Preparation course are expected to maintain continuous employment or training placement throughout the school year.

- **CTE Teacher Approval Required:** Any job change or workplace site transition must be pre-approved by the CTE Teacher.
- **Unauthorized Job Changes:** Changing jobs or training sites without prior approval from the CTE teacher may result in a grade penalty, loss of work-based learning hours, or removal from the program.

Termination or Resignation

- **Immediate Notification:** If a student is terminated (fired) or resigns from a job placement, the student must notify the CTE teacher on the same day or no later than the next school day.
- **Grace Period for Re-employment:**
 - Students have 10 consecutive school days to secure a new approved employment or internship placement.
 - During any period of unemployment, the student loses early release privileges and must remain on campus during their scheduled periods to work on CTE career preparation modules, resume building, and job search activities.
- **Unapproved Quitting:** Quitting a job without pre-approval or without an immediate transition to a new approved workplace site may result in academic penalties, loss of course credit, and removal from the Career Preparation program at the end of the semester.
- **Disciplinary Action:** Actions leading to termination at a work site (e.g., misconduct, dishonesty, safety violations) will be reviewed by campus administration and may result in school disciplinary consequences.

School Attendance and Workplace Eligibility

- **"No School, No Work" Policy:** In alignment with TEA attendance policies, a student who is absent from school (unexcused or full-day) may not report to their work-based learning site on that same day.
- **Violation Consequences:** Reporting to work on a day the student was absent from school without prior authorization is a violation of program rules and will result in disciplinary action and loss of practicum hours for that day.

- **Partial-Day Absences & Prior Notice:** Partial-day absences or scheduled appointments must be communicated to the CTE Teacher at least 24 hours in advance for consideration and approval.

Student Practicum Standards & Expectations

Students in a CTE Practicum course are engaging in advanced, industry-aligned learning experiences. Students are expected to adhere to the following professional standards:

- **Self-Directed Learning:** Demonstrate initiative, critical thinking, and problem-solving through hands-on, industry-based projects and workplace tasks.
- **Professional Communication:** Maintain direct and timely communication with both the CTE Teacher and workplace supervisor. In the event of an unavoidable absence or delay, students must notify their CTE teacher and employer prior to the start of the scheduled shift/class period.
- **Industry Standards & Ethics:** Conduct themselves professionally, adhering to workplace etiquette, professional dress codes, and ethical standards at all times.
- **Safety & Compliance:** Strictly observe all OSHA, industry-specific, health, and safety regulations within the classroom, lab, or job site.
- **Culminating Capstone Experience:** Successfully complete and present an industry-aligned capstone project, portfolio, or presentation to the CTE Advisory Board/Designated Panel upon completion of the course.

State Requirements

	CAREER PREP	PRACTICUM
Course Requirement	To be counted as CTE career preparation for attendance accounting purposes, the course must meet all of the following eligibility requirements: 1) Course must address all the TEKS for the career preparation course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry. 2) Course <u>must consist of student participation in career preparation training</u> appropriate to the instructional program, <u>plus participation in related CTE classroom instruction.</u> 3) Career preparation training is <u>a paid or unpaid</u> experience. 4) Course should span the entire school year. 5) Classroom instruction must average <u>one class period each day</u> for every <u>school week.</u>	Practicum courses: 1) Course must address all the TEKS for the practicum and be directly related to the student's coherent sequence and desired career path (practicums often are used as capstone experiences). 2) Course must consist of <u>student participation in training aligned with the student's program of study, plus participation in related CTE classroom instruction.</u> 3) May be <u>laboratory based</u>, paid, or unpaid work experiences. 4) Course should span the entire year, and 5) Related classroom instruction must average <u>one class period per week</u> during the school year.
Student Requirement	CTE career preparation students must meet the following requirements: 1) Students should be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require a change. 2) Students must be a minimum of 16 years of age and hold valid work documentation, such as a Social Security card, to enroll in any of the career preparation learning experiences. 3) Students cannot be counted for contact hours if unemployed for more than 15 consecutive school days. 4) Students cannot be enrolled in a setting that does not allow the student to be enrolled for the entire school year, such as credit recovery.	Practicum students: 1) should be enrolled the entire school year unless there are extenuating circumstances; and 2) must be a minimum of 16 years of age and hold valid work documentation, such as a Social Security card, to enroll in a paid work-based learning experience. 3) who are in paid situations, and then unemployed for more than 15 consecutive days must be placed in an unpaid learning experience.

Units of Credit	Classroom Instruction/Work-Based Instruction/Units of Credit/CTE Code: *1 class period per day instruction (average)/10 hours per week (average)/2/V2 *1 class period per day instruction (average)/ 15 hours per week (average)/3/V3	Combination of Classroom Instruction and Work-Based Instruction (<u>Work Site or Lab Based</u>)/Units of Credit/CTE Code: *2 class periods per day (average)/2/V2 *3 class periods per day (average)/3/V3
Written Training Plan Requirements: Paid and Unpaid	The requirements for paid work-based learning experiences are as follows: Written training plans must be on file for any student participating in either a paid or unpaid work-based 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. Paid: 1) Students must begin employment within 15 instructional days of their enrollment date. 2) Students may be counted for contact hours on the first day of enrollment if a training plan is on file within 15 instructional days of the student's employment date. 3) If a student's employment ends before the end of the school year, contact hours may be counted without interruption if the student's paid training resumes within 15 instructional days; and 4) A written training plan is on file within 15 instructional days of employment. Unpaid: A student may be counted for contact hours on the first day of enrollment if a written training plan is completed and on file before she or he begins participating in training at the site.	
Teacher Site Visit Requirements: Paid and Unpaid	1) Teachers must visit each student training site at least six times each school year. 2) Teachers must be provided time within his or her schedule to visit the training sites. 3) Training site visits may not be conducted during the teacher's planning and preparation period. 4) Teachers must make at least one training site visit during each grading period, regardless of the length of a grading period.	

Work Based Learning Documentation

Timeline of Documentation

Time Frame	Document/Activity	Persons Responsible
15 Days before school	6-Hour Video of CTE Texas Work Based Learning course: https://www.txcte.org/resource/cte-work-based-learning-course	CTE Pathway Teacher
15 Days before school	Child Labor Law Posters Posted in Classroom	CTE Pathway Teacher
15 Days of Instruction	Training Plan Agreement: Paid or Unpaid	CTE Pathway Teacher
1 st Week of School/Before Work Study Begins	CTE Work Based Learning Orientation: • Syllabus and Expectation including forms • Work Based Standards and Acknowledgement/Agreement • Safety Training (keep a record of tests and signature page)	CTE Pathway Teacher
1 st Week of School/Before Work Study Begins	Student Forms: • Employer Info Sheet (Career Prep-as applicable) • Student Personal Vehicle Travel (as applicable)	CTE Pathway Teacher
1-6 Six Weeks	Annual Log Sheet of Work Hours	Student
1-6 Six Weeks	Absence Report (due on the day of return to the CTE Teacher)	Student
1-6 Six Weeks	Classroom Performance Evaluation	CTE Teacher
1-6 Six Weeks	Training Station Visit Record	CTE Teacher
1-6 Six Weeks	Training Sponsor Evaluation of Student Trainee	Student's Employer
Weekly	Weekly Report	Student
Weekly	Journal	Student

Required Documentation

Career Preparation and Practicum Course Teachers have access to the following documents in the CTE shared drive:

- Annual Log Sheet of Work Hours
- Child Labor Law Posters (English and Spanish)
- Classroom Performance Evaluation
- Employer Information Sheet
- Journal
- Student Absence Report
- Student Personal Vehicle Travel Form
- Training Plan Agreement (Paid and Unpaid)
- Training Sponsor Evaluation of Student Trainee
- Training Station Visit Record
- Weekly Report
- Work-Based Learning Standards and Agreement

Work Based Learning Standards and Agreement

- 1) Employers agree to work with the school to provide training stations for students. This arrangement does not give students special privileges regarding scheduled hours, holidays, and weekend work. Students are treated like any other employees.
- 2) All students enrolled in work-based learning must have a teacher coordinator approved job by the end of the second week of school to remain in the program.
- 3) Work based learning courses are designed to last the full year and credit will only be awarded for successful participation the entire year.
- 4) Frequent absences from school, for any reason, including illness, cannot be tolerated. Excessive truancy is grounds for removal from the work-based learning program.
- 5) Students are expected to contact the CTE Teacher AND Employer if they will not be in class or on the job.
- 6) Reporting to work on a day when the student is absent from any class, unless approved in advance by the CTE Teacher, constitutes grounds for removal from the program.
- 7) Being assigned to OCS for a discipline problem causes hardship for the employer and may lead to your termination. Students being terminated will be dropped from the work-based learning program.
- 8) If students are not on the job during periods assigned for work, they are expected to leave the high school, unless the teacher has given written approval in advance.
- 9) Students are expected to maintain satisfactory academic standing at school and to inform the teacher of any problems that might affect their job or school work.
- 10) Students must provide their own transportation to and from their training station.
- 11) Students are expected to stay in the same training station during the entire period of enrollment of the program. Any student quits a job at an approved training station without prior approval of the CTE Teacher may be dropped from the program.
- 12) Students involved in a work-based learning program are seen in the community as representatives of AHS. Teachers, employers, and the school expect work-based learning students to maintain excellent conduct at all times.
- 13) The CTE Teacher is a very important part of student success in the work-based learning program. Students should make the teacher aware of any problem that develops on the job or elsewhere that might affect the student's performance at work or in school. Employers also are encouraged to advise the teacher of any situation that could impact the student's success.

14) The student's compliance with the work-based program guidelines and standards is graded. Violations of any policy will significantly impact the student's grade. Students are given a grade for policy compliance and a grade for attendance.

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Your signature below means that you have read carefully and understand completely the rules of the work-based learning program. Your signature acknowledges your agreement to the standards stated.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Public Notification of Nondiscrimination in Career and Technology Education Programs

English:

Andrews Independent School District offers career and technical education programs in agriculture, food & natural resources, architecture & construction, arts, A/V technology & communications, business management & administration, education & training, finance, government & public administration, health sciences, hospitality, human services, information technology, marketing, science, technology, engineering & mathematics, and transportation. Admission to these programs is based on classification and age.

It is the policy of Andrews ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational 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.

Andrews ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in vocational programs.

Spanish:

El Distrito Escolar Independiente de Andrews ofrece programas educacionales y vocacionales. Los programas vocacionales que se ofrecen son la agricultura, comida y recursos naturales, arquitectura y construcción, artes, tecnología y comunicación, gestión y administración pública, ciencias de salud, hospitalidad, servicios humanos, tecnologías de la información, marketing, ciencia, tecnología, ingeniería y matemáticas, y transporte. La admisión a estos programas se basa en clasificación y edad.

Es norma de AISD no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Emmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

AISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua inglés no sea un obstaculo para la admisión y participación en los programas vocacionales.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Bobby Azam, at 405 NW 3rd Street, 432-523-3640 Ext. 1720, and/or the Section 504 Coordinator, David Lowder, at 405 NW 3rd Street, 432-523-3640.