Kent Career Tech Center

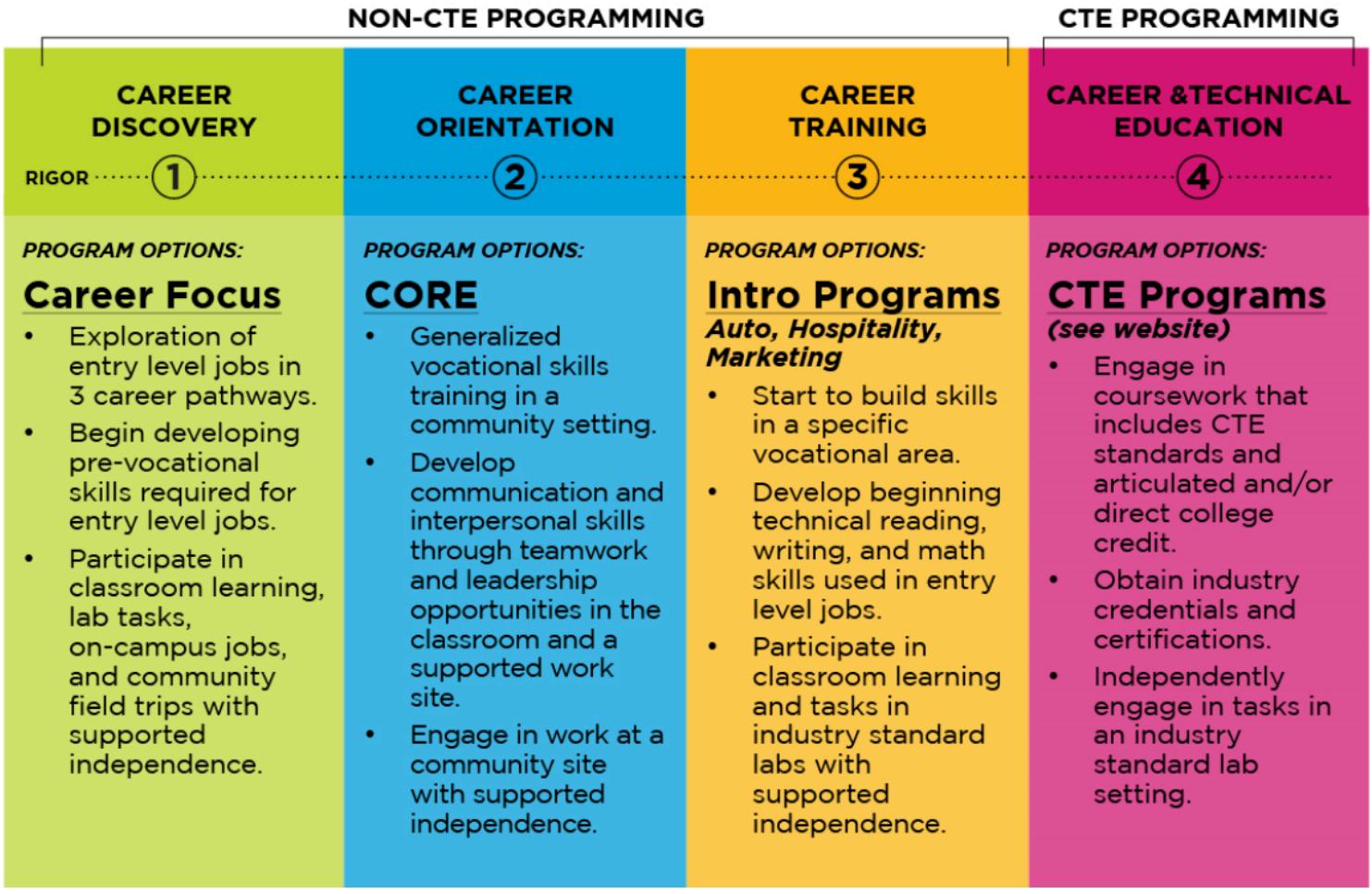
REAL LIFE. REAL LEARNING.

a program of Kent ISD

KCTC Continuum of Programming

Student Profiles

KCTC believes that every **student is a unique learner**. The following are student characteristics indicative of maximized student achievement, meaningful participation, and vocational outcomes in our KCTC programs, across the continuum. As a starting point, program exploration and enrollment requests can be initiated in the Career Focus, CORE, Intro Programs, or Career and Technical Education (CTE) programming options. We provide this **guide to support educators, parents, and students** to identify programming where students can achieve maximized educational gains within the KCTC programming continuum.



CTE RIGOR SCALE

As an additional resource, KCTC has an established Career and Technical Education (CTE) Rigor Scale that is used to describe the different levels of Classroom Instruction, Laboratory Learning, Work-Based Learning, and Student Leadership for each of our programs (Four Components of CTE). Additional information and resources regarding this CTE Rigor Scale can be found by following this link (KCTC's CTE RIGOR SCALE).

Career Focus Course

The following are student characteristics indicative of maximized student achievement, meaningful participation, and vocational outcomes in the Career Focus course:

- Have successfully completed 2 years of high school:
  - Student has 11th grade status as determined by Certificate of Completion or LEA graduation requirements, requirements of a Personal Curriculum (PC), and/or Individualized Education Program (IEP) by the start of the school year in which the student is enrolled.
  - Student is not significantly credit deficient according to their Educational Development Plan (EDP) and/or IEP.
- Consistently demonstrate the following work-related behaviors:
  - Be able to work independently or in a small or larger group
  - Be able to communicate wants and/or needs independently or with the support of low/high assistive technology
  - Be able to demonstrate fine motor (ex. grasping, stacking) and gross motor (ex. lifting, carrying) skills to perform simple tasks
  - Be able to follow one-step directions with minimal prompting

- Be able to navigate school and community appropriately and with minimal redirection
- Be able to generalize and transfer learning to a new setting with minimal prompting
- Be able to transition between tasks and locations with minimal prompting
- Be able to show a willingness to learn, work, and participate in the classroom and lab environment
- Be able to independently navigate basic hygiene, grooming, and personal care needs in a vocational environment
- Be able to adhere to a vocational dress code
- Be able to attend daily to meet the 90% KCTC attendance requirement

- **Academics:** Student can demonstrate skills needed to engage in coursework that includes: Exploratory Vocational Curriculum (Pathways), Functional Technical Reading & Writing, Functional Math, Generalized Vocational Vocabulary, Personal Finances, Independence on Campus, and Pro-Social Skills.
- **Vocational:** Student can demonstrate skills needed to engage in vocational experiences that include: Exploratory Vocational curriculum, Foundational Workplace Skills, Personal Finances, Career Development Activities (EDP), Supported Independence in Lab, Communication Skills, Stamina, and Work Quality.

CAREER ORIENTATION

CORE

The following are student characteristics indicative of maximized student achievement, meaningful participation, and vocational outcomes in the CORE program.

- Have successfully completed 2 years of high school:
  - Student has 11th grade status as determined by Certificate of Completion or LEA graduation requirements, requirements of a Personal Curriculum (PC), and/or Individualized Education Program (IEP) by the start of the school year in which the student is enrolled.
  - Student is not significantly credit deficient according to their Educational Development Plan (EDP) and/or IEP.
- Consistently demonstrate the following work-related behaviors:

- Be able to self-regulate behavior and demonstrate appropriate behavior in a public setting
- Be able to follow multi-step directions with minimal prompting
- Be able to demonstrate fine motor (ex. grasping, stacking) and gross motor (ex. lifting, carrying) skills to perform simple tasks
- Be able to learn to adapt behavior based on feedback
- Be able to work independently without direct supervision for periods of time
- Be able to transition between tasks and locations with minimal prompting
- Be able to display the physical stamina to work for long periods of time
- Be able to show a willingness to learn, work, and participate in the community
- Be able to adhere to a vocational dress code
- Be able to Independently navigate basic hygiene, grooming, and personal care needs in a vocational environment
- Be able to attend daily to meet the KCTC 90% attendance requirement

- **Academics:** Student can demonstrate skills needed to engage in coursework that includes: Vocational Curriculum (General), Functional Technical Reading & Writing, Functional Math, Generalized Vocational Vocabulary, Personal Finances, Independence on Campus, and Pro-Social Skills.
- **Vocational:** Student can demonstrate skills needed to engage in vocational experiences that include: Generalized Vocational Curriculum, Workplace Skills, Personal Finances, Supported Independence in Lab, Communication Skills, Stamina, and Work Quality.
- **Work-Based Learning Training:** Student can demonstrate skills needed to engage in potential Externships (Non-paid Experiences) and Supported Independence in Work Environment.

Intro Programs

The following are student characteristics indicative of maximized student achievement, meaningful participation, and outcomes in our Intro courses:

- Have successfully completed 2 years of high school:

    - Student has 11th grade status as determined by Certificate of Completion or LEA graduation requirements, requirements of a Personal Curriculum (PC), and/or Individualized Education Program (IEP) by the start of the school year in which the student is enrolled.
    - Student is not significantly credit deficient according to their Educational Development Plan (EDP) and/or IEP.
- Have successfully completed pre-vocational experiences which may include, but are not limited to:
    - Participation in career exploration activities
    - Completed an assessment to indicate and/or express interest in a specific vocational area, documented in the student's EDP and/or IEP
    - A job shadow experience in the targeted vocational area which the student is pursuing
- Consistently demonstrate the following work-related behaviors:
    - Be able to stay focused on a task until completion
    - Be able to work in a vocational setting for 2+ hours
    - Be able to follow multiple-step directions in sequence (written or verbal)
    - Be able to work productively (task completion) with minimal supervision
    - Be able to actively participate in a group setting to achieve a goal
    - Be able and willing to follow industry standard safety rules in the lab and/or work environment with independence
    - Be able to adhere to a vocational dress code
    - Be able to attend daily to meet the KCTC 90% attendance requirement

Intro to Automotive

- Uniform compliance (dress for safety requirements including short fingernails and hair kept short or pulled back)
- Fine and gross motor skills (example: ability to work with nuts, bolts, screws, and various tools)
- Physical ability and stamina to lift (up to 50 lbs), climb, carry, stand, and use tools to perform mechanical repairs
- Basic understanding of fractions and measurement
- Ability to complete and read basic forms
- Willingness to get dirty/greasy
- Tolerate loud noises and strong smells

Intro to Hospitality/Culinary

- Ability to work at a fast pace (sense of urgency, time-focused job, respond to directions)
- Tolerate strong smells and a noisy environment
- Strength and stamina to lift/move/and stand for lengthy periods of time
- Basic understanding of fractions and measurement
- Appropriate personal hygiene and willingness to follow uniform compliance (including short fingernails and no nail polish)
- Hand-eye coordination that allows for the use of knives, measuring of ingredients, etc.
- Sanitation skills – understanding that cleaning is an important part of the everyday job

Intro to Business Marketing

- Basic math functions and operations in order to apply business formulas such as profit/loss, unit cost, etc
- Spatial awareness and organizational skills
- Problem-solving skills
- Willingness to clean and maintain the appearance of workspace
- Interest in learning how to merchandise and stock items
- Interest and willingness to complete independent written and/or multimedia projects such as marketing plans, product research, business development
- Use technology to learn independently using various educational programs and platforms

- **Academics:** Student can demonstrate skills needed to engage in coursework that includes: CTE Curriculum Standards, Beginning Technical Industry Academics (Reading, Math, & Writing), Integrated VPAA & Math Content Expectations (4th Math Experience), and Technical (CTE) Industry Vocabulary.
- **Vocational:** Student can demonstrate skills needed to engage in specific vocational experiences that include: Vocational Curriculum, Workplace Skills, Industry Technique & Skills Vocabulary, Personal Finances, Supported Independence in Lab, Communication Skills, Stamina, and Work Quality.
- **Work-Based Learning Training:** Student can demonstrate skills needed to engage in potential Externships (Non-paid Experiences), Paid & Unpaid Internships (Long-term Opportunities), and Supported Independence in Work Environment.

CAREER & TECHNICAL EDUCATION

CTE Programs

The following are student characteristics indicative of maximized student achievement, meaningful participation, and CTE outcomes in our CTE programs:

- Have successfully completed 2 years of high school:
    - Student has 11th grade status as determined by Certificate of Completion or LEA graduation requirements, requirements of a Personal Curriculum (PC), and/or Individualized Education Program (IEP) by the start of the school year in which the student is enrolled.
    - Student is not significantly credit deficient according to their Educational Development Plan (EDP) and/or IEP.
- Have successfully completed pre-vocational experiences which may include, but are not limited to:
    - Participation in career exploration activities
    - Completed an assessment to indicate and/or express interest in a specific vocational area, documented in the student's EDP and/or IEP
    - A job shadow experience in the targeted vocational area which the student is pursuing
- Consistently demonstrate the following work-related behaviors:
    - Be able to identify when support is needed and demonstrate self advocacy skills by requesting support when it is needed
    - Be able to stay focused in a classroom or lab environment for 2+ hours
    - Be able to independently follow multiple-step directions in sequence (written or verbal)
    - Be able to work productively (task completion) with independence and minimal supervision
    - Be able to actively participate in a group setting to achieve a goal
    - Be able and willing to follow industry standard safety rules in the lab and/or work environment with independence
    - Be able to adhere to a vocational dress code
    - Be able to attend daily to meet the KCTC 90% attendance requirement
    - Be able to apply Industry Technical Skills in a simulated or Work-Based Learning

(WBL) experience with independence and minimal supervision

- **Academics:** Student can demonstrate skills needed to engage in coursework that includes: CTE Curriculum Standards, Articulated and/or Direct College Credit, Significant Technical Industry Academics (Reading, Math, & Writing), and Technical (CTE) Industry Vocabulary.
- **Career & Technical Education (CTE):** Student can demonstrate skills needed to engage in industry experiences that include: Competitive & Advanced Industry Credentials & Certifications, Industry Lab Safety Standards, Industry Technical Skills, and Industry Skill Evaluations.
- **Work-Based Learning Training:** Student can demonstrate skills needed to engage in potential Externships (Non-paid Experiences), Paid & Unpaid Internships (Long-term Opportunities), & Industry Clinicals (Credentials & Certifications), and Independence in Work Environment.

Updated: 01/23/2025