

CCMR & CTE Leader Meeting

Jacob Hildebrand and Stephanie Tennyson

March 26, 2026 | 9:00 AM

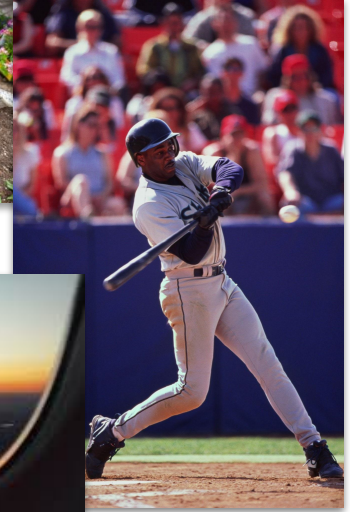
Access to the Presentation

Agenda

- Welcome
- March Connection
- March Tasks
- For Your Attention
- TEA Updates and Reminder
- Teacher and Student Opportunities
- Discovery Education with Allison Nys
- NuSkills with Richard and Alex
- Connection & Conversation
- Lunch and presentation provided by UTI
- Afternoon Session (1 pm): CLNA Work Session

March Connection

If your current CCMR focus were a spring activity (planting, cleaning, traveling, etc.), what would it be and why?



March Tasks

- Review Perkins V Summary and Supplemental Reports in TEAL > CTER
- Continue completion of the 2026-2027 CLNA (through TEAL > eGrants)
- Prepare teachers for 2026-27 scheduling changes (if any) based on course requests
- Gather information needed to process summer professional learning for CTE teachers
- Begin entering IBC results into your SIS if you have not yet (all results taken, passed, and earned)
- Finalize remaining IBC test facilitation
- Monitor WBL documentation and required site visits
- Review budgets and ensure spending remains on schedule
 - [Federal and State Monthly Drawdown Interactive Dashboards](#)



For Your Attention

Opportunities & Insights

In-Person CCMR/CTE Leader Meetings

Traditional format with breakout content in the afternoon

- [April 16](#)
- [May 21](#)

[Join our Listserv to receive monthly newsletter and just-in-time emails](#)



Virtual Recap CCMR/CTE Leader Meetings

An abbreviated meeting for those who missed in-person or for those that want to continue the conversation

- [April 2](#)
- [April 23](#)
- [May 28](#)



CTE Administrator Trainings

Hosted by districts and facilitated in conjunction with ESC Region 10 (Dallas)

- [CTE Administrator Fundamental Training: CTE Resources – March 31 / Lewisville ISD](#)
- [CTE Administrator Deep Dive Training: Program Evaluation – March 31 / Lewisville ISD](#)

Save the Dates: Special Events

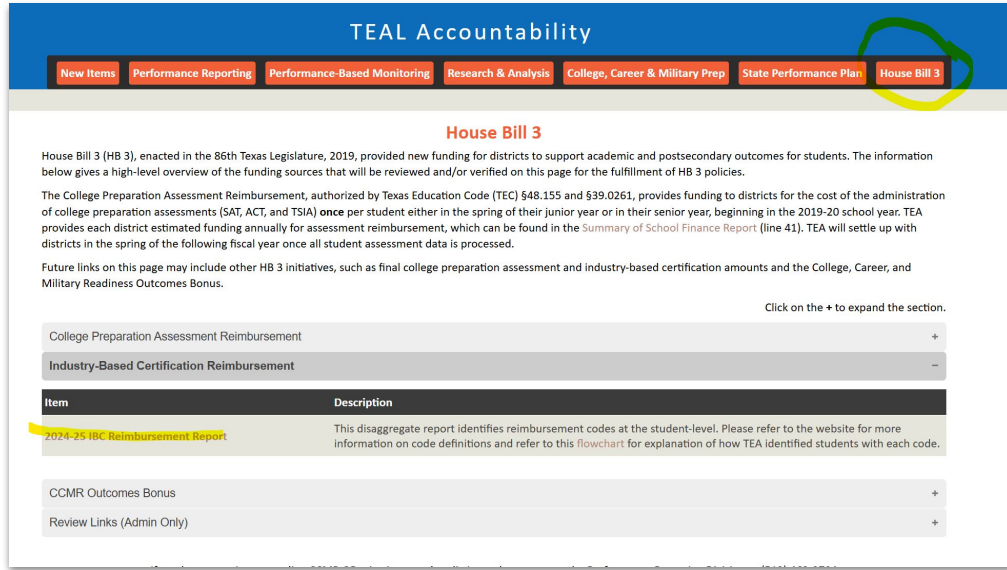
- **Monday, March 30** – Accountability, PEIMS, and CCMR Cross-Functional Systems and Planning
- **Wednesday, April 1** - Leaving a Clear Trail - Special Education Graduation (waitlist available)
- **Tuesday, May 19** - PEIMS Across Programs Summit
- **Monday, August 3** - Work-Based Learning Training



TEA Updates - CTE

Just-in-Time Reminders

IBC Reimbursement Reports



The screenshot shows the TEAL Accountability website interface. At the top, a blue header contains the text "TEAL Accountability". Below this is a navigation bar with several tabs: "New Items", "Performance Reporting", "Performance-Based Monitoring", "Research & Analysis", "College, Career & Military Prep", "State Performance Plan", and "House Bill 3". The "House Bill 3" tab is highlighted with a green circle. Below the navigation bar, the page title "House Bill 3" is displayed. The main content area contains text about House Bill 3 (HB 3), enacted in the 86th Texas Legislature, 2019, which provided new funding for districts to support academic and postsecondary outcomes for students. It also mentions the College Preparation Assessment Reimbursement, authorized by Texas Education Code (TEC) §48.155 and §39.0261, which provides funding to districts for the cost of the administration of college preparation assessments (SAT, ACT, and TSIA) once per student either in the spring of their junior year or in their senior year, beginning in the 2019-20 school year. TEA provides each district estimated funding annually for assessment reimbursement, which can be found in the Summary of School Finance Report (line 41). TEA will settle up with districts in the spring of the following fiscal year once all student assessment data is processed. Future links on this page may include other HB 3 initiatives, such as final college preparation assessment and industry-based certification amounts and the College, Career, and Military Readiness Outcomes Bonus. A link to "Click on the + to expand the section." is provided. Below this, there are expandable sections for "College Preparation Assessment Reimbursement" and "Industry-Based Certification Reimbursement". A table is displayed with the following content:

Item	Description
2024-25 IBC Reimbursement Report	This disaggregate report identifies reimbursement codes at the student-level. Please refer to the website for more information on code definitions and refer to this flowchart for explanation of how TEA identified students with each code.
CCMR Outcomes Bonus	
Review Links (Admin Only)	

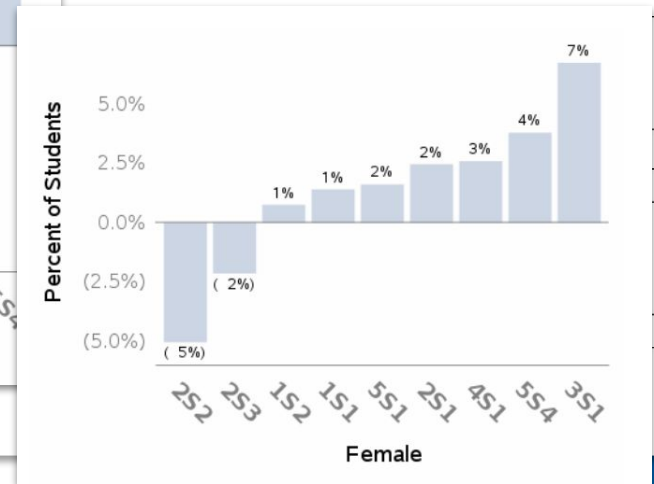
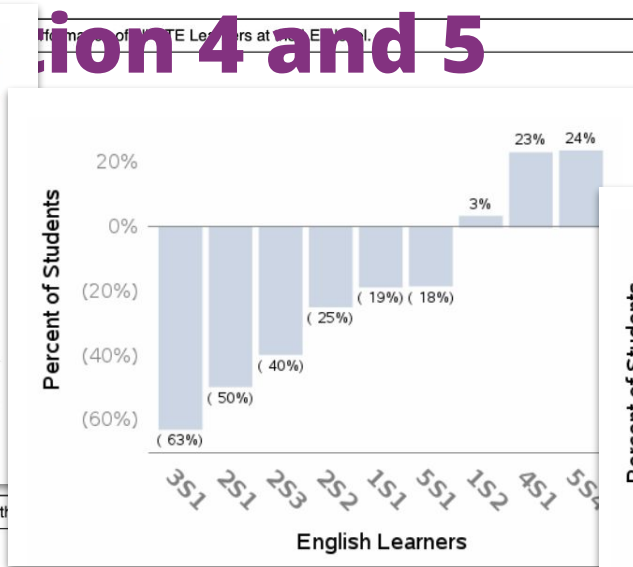
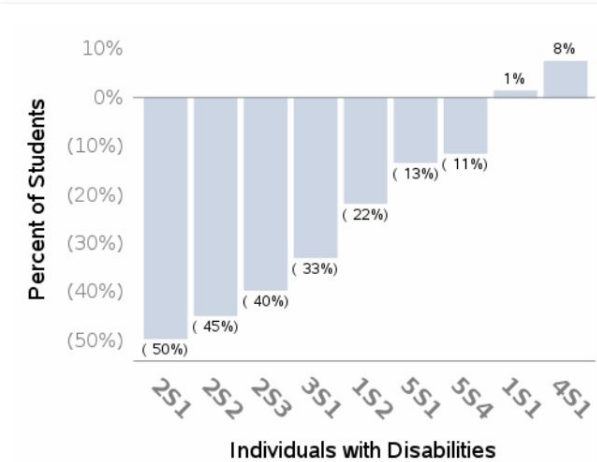
The 2024-25 IBC Reimbursement Reports are accessible to district-level users within TEAL → Accountability → HB3 tab. This report shows each student for whom the school system submitted an IBC reimbursement request for the 2024-25 school year. If a student was not reimbursed, the override code lists the reason. These reports are considered temporary, so it is advised that if the school system staff wish to have ongoing access to the report, they download and save it.

Comprehensive Local Needs Assessment

- The CLNA released on Wednesday, February 18
 - Access through eGrants in TEAL
 - **Due May 8, 2026**
- The CTER Perkins V Summary and Supplemental Reports were released on Friday, February 13
 - Access through CTER in TEAL
- Prepare and complete the CLNA with your CTER Perkins V Summary and Supplemental Reports, the [CLNA Guidebook](#), and workforce data*

Comprehensive Local Needs Assessment

Region 4 and 5



5b. List the strategies to be implemented that will address the underperformance with

Perkins Webinar

- Facilitated by the Bruman Group
- Likely early April
- Run like last year's webinar
- Free to join



Educational Aide I

The amendment proposes to remove the requirement that a high school student be 18 years of age or older. This change allows eligible students under 18 to qualify for Educational Aide I certification while still enrolled in high school, provided they meet program requirements.

- [Proposed SBEC Rules \(TEA webpage\)](#)
- [Public Comment Submission Form \(SBEC\)](#)

Public comment period is **March 13–April 13, 2026**



PEIMS Autocoding

Code E will be retired after the 2025-26 school year.

We will no longer receive Code E after Summer and Extended Year PEIMS Submissions for the 2026-27 school year.

If a student transferred in as a Concentrator or Completer in a non-Region 11 Regional Program of Study, they may maintain that code and graduate as a Code 6 or 7.



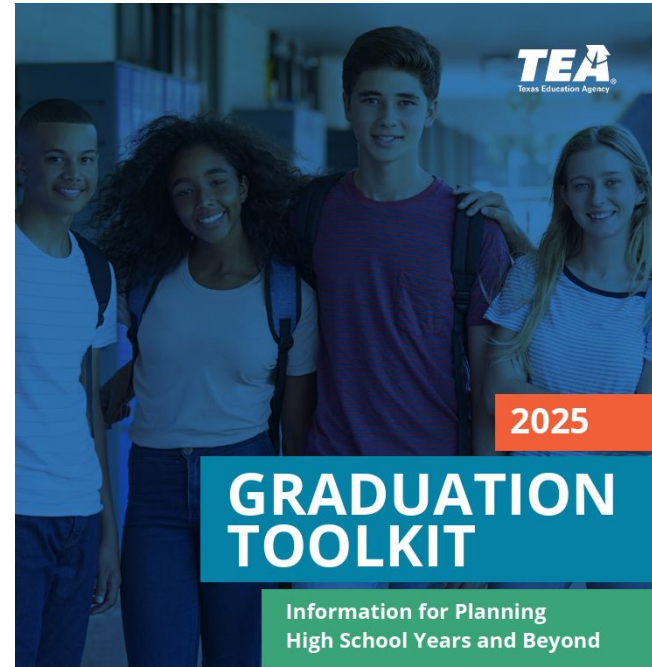
TEA Updates - CCMR

Just-in-Time Reminders

Graduation Toolkit

TEA recently updated their [Graduation Toolkit](#).

Though this is more aligned to the work of your Counselor/Counseling Team, there is good information for other stakeholders in the Toolkit around Programs of Study, Performance Acknowledgements, Endorsement Options, and CCMR Resources.



Applied Sciences Pathway Program

House Bill 20, passed by the 89th Texas Legislature, Regular Session, establishes the Applied Sciences Pathway Program in Texas Education Code, §29.914. This program is designed to provide students in grades 11 and 12 with enhanced opportunities to concurrently earn a high school diploma and a Level I or II certificate or credential of value from an institution of higher education (IHE) in high-wage, high-growth industries.

School systems within Texas, with approval from TEA, may substitute college-level CTE program courses for courses that satisfy high school graduation requirements, provided they substantially cover the Texas Essential Knowledge and Skills (TEKS).

Program implementation will begin with the 2026-2027 school year.

The [Applied Sciences Pathway Program Application](#) for the 2026-2027 school year **opened January 15, 2026, and closes May 15, 2026.**

PEIMS Working Submissions for CCMR

School systems may submit PEIMS Working Submissions for the **2023-24 and 2024-25 school years**. Data submissions with errors from the **2025 PEIMS Fall Submission** may also be corrected through a Working Submission. **Only Working Submissions with validated corrections related to CCMR indicators will be considered for accountability ratings.**

The eligible CCMR indicators that can be corrected through a PEIMS Working Submission include:

- College Preparatory Course Completion
- Dual Credit Course Completion
- Industry-Based Certifications (IBC)
- Program of Study Completer elements
- Associate Degree attainment
- Diploma Type values for reported graduates with completed IEP and workforce readiness
- Diploma Type and Endorsement values for reported graduates earning an advanced diploma and who were served within Special Education Programs

PEIMS Working Submissions for CCMR

TEA will issue enhanced procedures as upgrades are finalized in the future; for the 2025-26 school year, to submit a Working Submission, schools and school systems must:

1. Log in to TSDS PEIMS, select the correct School Year, Submission, and Instance (Accepted and Working).
2. **Generate reports from the Accepted Submission** showing inaccurate or incomplete data.
3. Promote, validate, and verify updated data in the Working Submission.
4. **Generate matching reports from the Working Submission** showing accurate data. Only send reports displaying corrected data. Please send the same reports as generated for the Accepted Submission.
5. **The Superintendent shall submit an email with a signed letter and the reports** attached to Terri Hanson, Associate Commissioner, Customer Relationship Management and Data Standards Department, Office of Information Technology: terri.hanson@tea.texas.gov. The email should include the following:
 1. Description of the error
 2. Explanation of why it occurred
 3. School system's plan to prevent recurrence
 4. PEIMS PDM Reports with corrected data

All PEIMS Working Submissions must be confirmed, as indicated via email from TSDS PEIMS, by June 26, 2026, to be included in 2026 accountability ratings calculations.

To assist school systems with Working Submissions, the [PEIMS Working Submission Guidance](#), along with additional PEIMS Resources, are available on the [Performance Reporting Resources webpage](#).





The Updated 2028
A-F Accountability
Framework

Posted on [2028 Accountability
Development Website](#)
March 19, 2026

Updated 2028 Academic Accountability System Framework and Resources

Resources with information about the updated framework are now available.

- [2028 Academic Accountability System Framework - Updated Spring 2026](#) (March 19, 2026) PDF
Document that demonstrates proposed changes to the *A-F* accountability system for the 2028 refresh, including updates to the preliminary framework based on stakeholder feedback and legislative updates.
- [2028 A-F Refresh Stakeholder Feedback and Adjustments](#) (March 19, 2026) PDF
Summary of how feedback received during the *A-F* refresh process informed updates to the framework following its preliminary release.

The Preliminary Framework, released in August 2025, has been updated based on legislative updates and stakeholder feedback

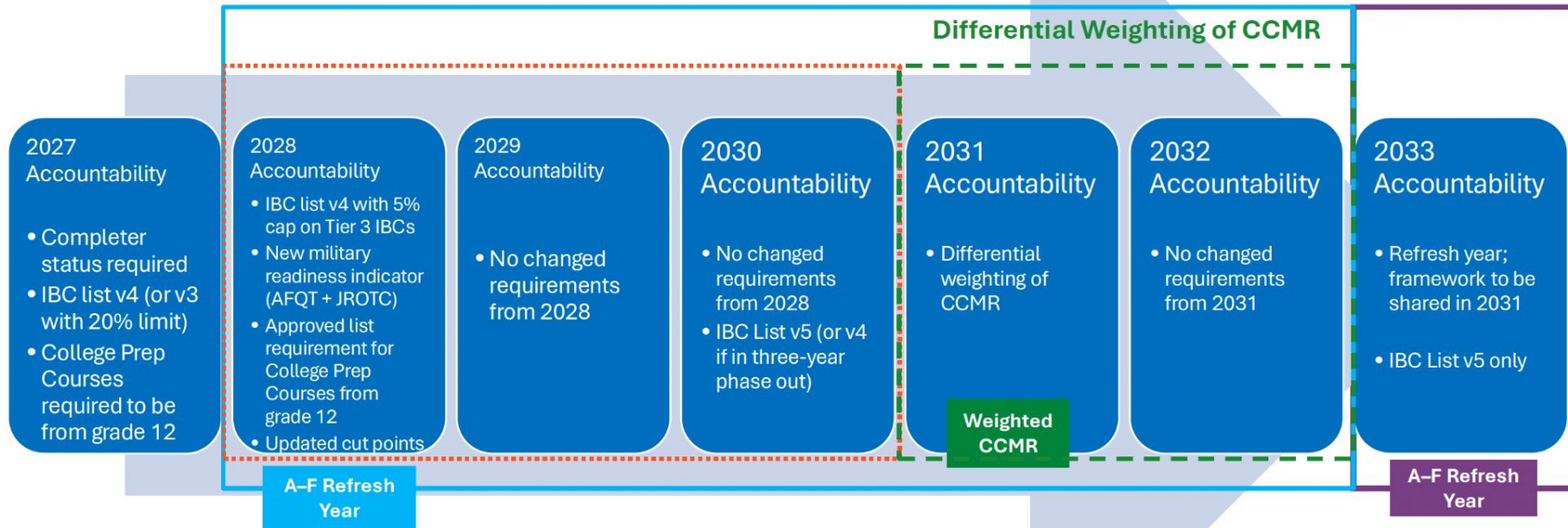


This document finalizes the feedback on the preliminary A-F Accountability System Framework. This framework transparently provides the stakeholder feedback on the original considerations and provides clear rationale on any updated proposals in the framework. This framework reflects the contents of the proposed rule to be published later this year.

Join us April 7th and 9th for webinars reviewing the updated framework!

The Updated 2028 A-F Framework includes two distinct methodologies for CCMR

2028 Refresh



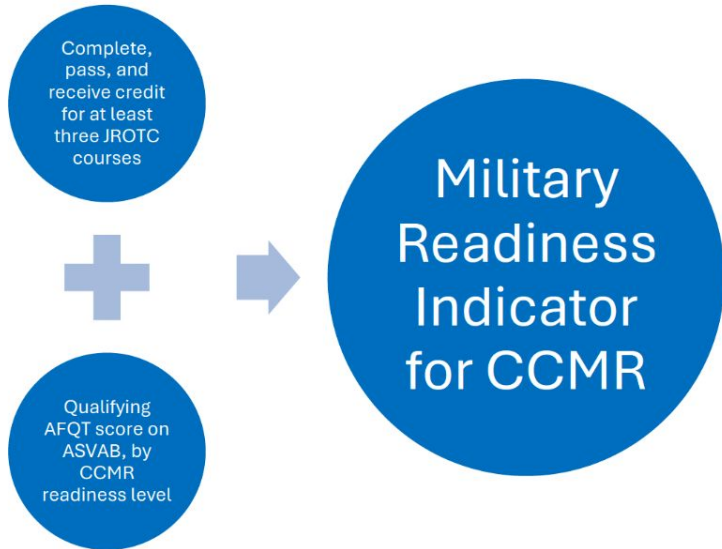
PEIMS Working Submissions may be completed and applied to accountability ratings, beginning with 2026 accountability

JROTC & NDCC Recognized for Military Readiness (HB 2)

- **HB 2 (89th Legislature)** recognizes DoD-authorized **JROTC & NDCC** as part of **Military Readiness**
- Programs are still eligible for **CTE weighted funding**:
 - JROTC I & II → **1.28**
 - JROTC III & IV → **1.47**
- **PE substitution option**:
 - Course **PES00004** may satisfy PE requirement
 - Generates **1.28 CTE funding**
- **NDCC Update**:
 - Treated the same as JROTC for reporting
 - **Use JROTC course codes in PEIMS**
- **Requirement**:
 - Annual [DoD authorization upload required](#)
 - Deadline: **May 29, 2026**



JROTC Completion + AFQT Score as an Indicator for Military Readiness



Federally authorized JROTC and NDCC programs should use the following course codes:

JROTC I (03160100)

JROTC II (03160200)

JROTC III (03160300)

JROTC IV (03160400)

PE Substitution JROTC
(PES00004)



School systems reporting one or more JROTC course codes are required **annually** to upload their official DoD JROTC/NDCC authorization form. Submission of this form for the 2025-26 school year is due by May 29, 2026, through the [2025-26 JROTC Unit Evidence Submission Form](#).

ASVAB (AFQT) Minimum Scores are established across each service branch of the military

Students that take the ASVAB exam receive multiple scores.

The **Armed Forces Qualification Test (AFQT) score** specifically determines whether the candidate is eligible for duty and/or what military branches they qualify for service.

- Each service branch of the U.S. Armed Forces and each military career has different minimum AFQT score and entry requirements.
- The AFQT score is what the military uses to determine eligibility for enlistment.
- Applicants that score in AFQT category IIIA or higher may qualify for enlistment incentives.

Districts will receive scores from Military Entrance Processing Stations (MEPS) and will be submitted through PEIMS

Minimum AFQT Score for HS graduates*

United States Army = 31

United States Navy = 31

Air/Space Forces = 31

Marine Corps = 31

Coast Guard = 36

*Qualifying AFQT scores change based on each Service branch's evolving needs.

Enlistment Eligibility | ASVAB: Visit an office for exact score requirements

AFQT Category	Score Range
I	93 – 99
II	65 – 92
IIIA	50 – 64
IIIB	31 – 49
IV	10 – 30
V	1 – 9

IBC lists will be refreshed on a more predictable cadence, with 3 years of benefit for students that have already begun courses within a program of study aligned to an IBC no longer on current list

Annual Graduates	Accountability Year	CCMR Credit Requirement				List Communications (HB8)
Class of 2027	2028 Refresh	v4 list with Tier 3 5% cap			Completer	
Class of 2028	2029	v4 list with Tier 3 5% cap			Completer	Post list v5 in SY27-28 (June 30, 2028) for C/O 2029 Every year of a refresh
Class of 2029	2030	v4 list with Tier 3 5% cap (removed still benefit; nobody new can start taking v4 removals)	or	v5 list with Tier 3 5% cap (new adds immediately available)	Completer	
Class of 2030	2031	v4 list	or	v5 list	Completer	
Class of 2031	2032	v4 list	or	v5 list	Completer	
Class of 2032	2033 Refresh	v5 list			Completer	
Class of 2033	2034	v5 list			Completer	Post list v6 in SY32-33 (June 30, 2033) for C/O 2034 year of a refresh (32-33)
Class of 2034	2035	v5 list (removed still benefit; nobody new can start taking v4 removals)	or	v6 list (new adds immediately available)	Completer	
Class of 2035	2036	v5 list	or	v6 list	Completer	
Class of 2036	2037	v5 list	or	v6 list	Completer	

Each indicator is valued based on correlative value to positive postsecondary outcomes

Foundational Postsecondary Readiness

- Met TSI using an approved College Prep Course
OR
- Potential college credit (any subject)*
 - 1 AP/IB passed exam, or
 - 3 hours On Ramps, or
 - 3 hours Dual CreditOR
- CTE Completer with aligned Tier 3 IBC
OR
- JROTC Completion and 31-49 (Category IIIB AFQT)

Note:

- TSI criteria must be met in both Math and RLA for CCMR
- If either Math or Reading TSI criteria is met using a CPC, CCMR is Foundational.

*A student has the potential to earn college credit from any of these pathways; credit awarded is dependent on IHE, degree, score, etc

Demonstrated Postsecondary Readiness

- **Met TSI** using SAT or ACT or TSIA
OR
- CTE Completer with aligned Tier 2 IBC
OR
- SPED Advanced Diploma
OR
- Workforce Ready IEP Diploma
OR
- JROTC Completion and 50-64 (Category IIIA AFQT)

Note:

- TSI criteria must be met in both Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with no potential college credit) CCMR is Demonstrated

Advanced Postsecondary Readiness

- Associate Degree
OR
 - **Met TSI** using SAT/ACT/TSIA **and potential college credit** (any subject)*
 - 1 AP/IB passed exam, or
 - 3 hours On Ramps, or
 - 3 hours Dual CreditOR
 - Earn Level I or Level II Certificate
OR
 - CTE Completer with aligned Tier 1 IBC
OR
 - Military Enlistment
OR
 - JROTC Completion and 65+ (Category II AFQT)
- Note:
- TSI criteria must be met in both Math and RLA for CCMR
 - If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with potential college credit) CCMR is Advanced.

Student examples of varying College Readiness pathways

	Grade 9	Grade 10	Grade 11	Grade 12	CCMR
Student A			Earns TSI RLA using TSIA	Earns TSI math using TSIA	Demonstrated Postsecondary Readiness <i>Earned TSI through TSIA</i>
Student B			Meets TSI math using TSIA Earns three hours of dual credit	Earns TSI RLA using ACT	Advanced Postsecondary Readiness <i>Earned TSI through TSIA/ACT + 3 hours of dual credit</i>
Student C			Meets TSI math using TSIA Earns three hours of dual credit	Earns TSI RLA using College Prep	Foundational Postsecondary Readiness <i>Earned TSI using College Prep Course</i>
Student D	Earns a "4" on AP Spanish Language Exam		Earns TSI Math using SAT		Foundational Postsecondary Readiness <i>Potential for college credit by meeting criteria on AP exam</i>
Student E	Completes Principles of Business, Marketing, and Finance	Completes Virtual Business	Completes Business Management Earns TSI RLA using SAT	Earns three hours of dual credit	Foundational Postsecondary Readiness <i>Potential for college credit by earning three hours of dual credit</i>

Student examples of varying Career Readiness pathways effective class of 2030

	Grade 9	Grade 10	Grade 11	Grade 12	CCMR
Student F	Completes Principles of Construction	Completes Plumbing Technology I	Completes Plumbing Technology II Earned NCCER Core certification	Completes Practicum in Construction Technology	Foundational Postsecondary Readiness (Career) <i>Earned Tier 1 IBC + Completed Aligned Program of Study</i>
Student G	Completes Principles of Construction	Completes Plumbing Technology I Earned NCCER Core certification	Completes Plumbing Technology II	Completes Practicum in Construction Technology Earned NCCER Plumbing Level I	Demonstrated Postsecondary Readiness (Career) <i>Earned Tier 2 IBC + Completed Aligned Program of Study</i>
Student H	Completes Principles of Construction	Completes Plumbing Technology I	Completes Plumbing Technology II	Completes Practicum in Construction Technology Tradesman Plumber – Limited license	Advanced Postsecondary Readiness (Career) <i>Earned Tier 3 IBC + Completed Aligned Program of Study</i>

Student examples of varying Career Readiness pathways effective class of 2030

	Grade 9	Grade 10	Grade 11	Grade 12	CCMR
Student F	Completes Principles of Construction	Completes Plumbing Technology I	Completes Plumbing Technology II Earned NCCER Core certification	Completes Practicum in Construction Technology	Foundational Postsecondary Readiness (Career) <i>Earned Tier 1 IBC + Completed Aligned Program of Study</i>
Student G	Completes Principles of Construction	Completes Plumbing Technology I Earned NCCER Core certification	Completes Plumbing Technology II	Completes Practicum in Construction Technology Earned NCCER Plumbing Level I	Demonstrated Postsecondary Readiness (Career) <i>Earned Tier 2 IBC + Completed Aligned Program of Study</i>
Student H	Completes Principles of Construction	Completes Plumbing Technology I	Completes Plumbing Technology II	Completes Practicum in Construction Technology Tradesman Plumber – Limited license	Advanced Postsecondary Readiness (Career) <i>Earned Tier 3 IBC + Completed Aligned Program of Study</i>

Calculation methodology will mirror Domain 1 calculations for statewide assessments

Steps to Calculate a CCMR Score

1. Determine the highest postsecondary readiness level achieved by each student
 - A student may earn multiple indicators across levels, but CCMR points awarded only for highest level completed
 - A student earns CCMR points for one level, even if multiple indicators earned within a level
2. Add the number of students that earned Foundational and above (+ Demonstrated + Advanced), divide the sum by the number of annual grads
3. Add the number of students that earned Demonstrated and above (+ Advanced), divide the sum by number of annual grads
4. Divide the number of Advanced by # of annual grads
5. Find the sum of points awarded from each of the three levels and divide by 3

Example: High School with 150 graduates

Foundational: 58 Demonstrated: 47 Advanced: 33

Postsecondary Readiness Level	# of students and % earned	Points Earned
Foundational Postsecondary Readiness or above (# earned/annual grads)	138 92%	92
Demonstrated Postsecondary Readiness or above (# earned/annual grads)	80 53%	53
Advanced Postsecondary Readiness (# earned/annual grads)	33 22%	22
CCMR Raw Score (sum of 3 levels/3):		56

%Foundational+

+ %Demonstrated+

+ %Advanced

3

Used in Domain 2b: Relative Performance

In Domain 3a: Points awarded/grads+leavers+continuers

Small numbers analysis will be applied

CCMR for 2031 Accountability Webinar

Join TEA for an upcoming webinar focused on College, Career, and Military Readiness (CCMR) for 2031 Accountability. During the webinar, TEA staff will share current analyses and proposed frameworks that inform how CCMR will be evaluated in the 2031 accountability system, with a particular focus on aligning indicators to meaningful post-secondary outcomes.

Topics to be covered include:

- Correlation data for CCMR indicators and postsecondary outcomes, including how indicators are being studied to better understand their relationship to successful postsecondary enrollment, persistence, and completion.
- A proposed framework for differential weighting of CCMR indicators, highlighting how varying levels of postsecondary impact may be reflected in future accountability calculations.

Use the link below to register and to receive a calendar invite via Zoom.

Registration Links:

[March 31, 2026, at 10 am \(repeat of March 24\)](#)



There will be a CCMP webinar series to support district and campus leaders think through the strategic shifts in programming that need to occur to support higher levels of rigor and engagement in CCMR pathways.

- Webinar Series Launch: Planning for CCMR Weighting
- Date: May 12, 2026 10:00AM (CST) and May 14, 2026 2:00 PM (CST)
 - This webinar supports districts in understanding the implementation timeline for CCMR weighting and identifying strategic planning actions that influence outcomes for the 2026–27 incoming freshman class and future cohorts. The session emphasizes forward-looking planning, alignment, and coordination.
 - This webinar will also preview future deep dive series in:
 - Career and Military Readiness- 5-part series launches in June 2026
 - Advanced Academic Coursework- 6-part series launches in July 2026
 - College Preparation Course and Assessments- 5-part series launches in Spring 2027

Systemic CCMP Improvements Deep Dive

These webinar series are meant to help campus and district leaders use CCMR data to evaluate and make systemic improvements to their CCMP programming.

- **Planning for Career and Military Readiness in CCMR- launches in June 2026**
 - Programs of Study and Industry-Based Certifications: Quality, Alignment, and CCMR
 - Military Readiness for CCMR: JROTC Program Requirements, Documentation, and Accountability
 - Using Perkins Reports to Support CCMR Continuous Improvement
 - WECM-Based Dual Credit: Career Technical Education Course and Certificate Completion
- **Planning for Advanced Academic Coursework and CCMR- launches in July 2026**
 - Dual Credit Programs: Implementation Practices that Support CCMR Outcomes
 - ACGM-Based Dual Credit: Designing Academic Programming Aligned to CCMR
 - Dual Credit and OnRamps: Planning Postsecondary Coursework with UT Austin
 - Advanced Placement (AP): Exam Participation, Evidence, and CCMR Considerations
 - International Baccalaureate (IB): Exam Participation, Evidence, and CCMR Considerations
- **Planning for Texas Success Initiative (TSI) and CCMR- launches in Spring 2027**
 - College Preparatory Courses for CCMR: Implementation Considerations for CCMR Accountability
 - TSIA Assessment Results: Planning, Interpretation, Documentation, and CCMR Reporting
 - SAT Assessment Results: Planning, Participation, and CCMR Use
 - ACT Assessment Results: Implementation and CCMR Alignment

Teacher and Student Opportunities

Connecting Education and Industry

Tarleton State University - Fort Worth Campus CTE Day

The Tarleton State University - Fort Worth Campus team is moving forward with plans for the **Tuesday, April 28 CTE Student Demo Day** on location.

We will share more updates as soon as possible.



Nominations Open for the 2026 Student Heroes Award

The State Board of Education (SBOE) is now accepting nominations for the 2026 Student Heroes Award, which honors exceptional Texas public school students who demonstrate outstanding volunteer service and acts of kindness.

To qualify, a student's service must be voluntary and not tied to curriculum requirements, school service projects, or pre-existing community programs. Any student from prekindergarten through high school can be nominated by teachers, school staff, parents, classmates, or community members.

To nominate a student or learn more about the eligibility and selection process, visit the [SBOE Student Heroes Award](#) webpage. **Nominations are open until April 24, 2026.**

Career and Technical Educators of North Texas Student Scholarship

The [2026 CTENT Student scholarship application](https://sites.google.com/view/ctent/ctent-scholarships) is now open through **April 3, 2026**.

Eligibility:

- High school senior
- Current CTE student
- Academic Achievement
- Leadership Skills
- CTSO Involvement
- Industry Certifications Earned





HORATIO ALGER **CAREER & TECHNICAL** SCHOLARSHIP PROGRAM



CTE SCHOLARSHIP APPLICATION NOW OPEN

This year, 300 students will be awarded with scholarships up to \$2,500 to help fund their education. Funds may be used for tuition, childcare, transportation, equipment, supplies, or other related costs. To share the opportunity with your students - click the link to access our scholarship [marketing toolkit](#). Here you will find numerous resources to help in your outreach.

PRIORITY DEADLINE: JUNE 15, 2026

[Applications will be accepted until all scholarships have been awarded](#)

Ken Parmarter Memorial Scholarship

The SEMI Texas Chapter and the SEMI Foundation are offering a scholarship for Texas junior and senior high school students pursuing a STEM field of study in college.

Application Deadline: March 31, 2026

Award Notification: April 17, 2026

Scholarship(s) Presentation Ceremony: May 14, 2026

Send Application via email to:

Michelle Fabiano, mfabiano@semi.org

[Information](#)

KEN PARMETER MEMORIAL SCHOLARSHIP

Scholarship Opportunity for Jr. & Sr. High School Students

Application Deadline: March 31, 2026
Award Notification: April 17, 2026
Scholarship(s) Presentation Ceremony: May 14, 2026

Send Application via email to:
Michelle Fabiano, mfabiano@semi.org

Eligibility Requirements:

1. Awarded applicants must be able to attend the awards presentation on May 14th. Austin-area location TBA.
2. Applicants must be in their junior or senior year of high school in the Austin or Central Texas area and will be pursuing a STEM/technology-related field of study in college
3. Applicants must have a GPA of 3.0 or better at their graduating high school or approved institution
4. Applicants must submit a cover letter, resume, and respond to the three essay questions listed below
5. Applicants must include also include a letter of recommendation from a school faculty member or an academic adviser
6. If awarded, a signed photo release from parent/guardian and student for press or media opportunities will be required

Essay Questions:
SEMI promotes collaboration to develop future professionals in the semiconductor and microelectronics industries. Using one page in total, please answer these three questions:

1. How do you demonstrate your passion for technology outside the classroom?
2. What was the most difficult problem you have had to solve as part of a team? Describe your role in solving it and describe the ultimate outcome.
3. How have you demonstrated the behaviors below in your daily life, either inside or outside of school?
 - o Being a team player
 - o Demonstrate interest and aptitude for technology
 - o Showing a positive attitude

Offered by:
SEMI Texas Chapter
in collaboration with
SEMI Foundation





Forensic Science Educator Training

The Institute for Forensic Research, Training, and Innovation (IFRTI) at Sam Houston State University is excited to announce this year's [Forensic Science Educator Training](#).

The institute takes place from **July 21-24, 2026** in **Huntsville, TX**.

[Registration](#) - \$1050: Deadline is July 3, 2026

Early Bird Registration - \$950.00 (Registration and payment must be received by May 22, 2026)

 **INSTITUTE FOR FORENSIC**
RESEARCH TRAINING AND INNOVATION

 **Sam Houston**
State University

Forensic Science Educator Training

July 21-24, 2026
Huntsville, TX



The Institute for Forensic Research, Training and Innovation at Sam Houston State University (SHSU) will present a Forensic Science Educator Training on the campus of SHSU in Huntsville, TX.

The conference is designed to provide instruction to middle school and high school educators on the use of forensic science. Lectures and laboratory exercises will provide core forensic science training and assist educators incorporate these topics into the science curriculum. Conference faculty are experienced forensic scientists working within their respective disciplines.

Participants will experience workshop and hands-on laboratory-based instruction by forensic science faculty and scientists with real-world experience in a variety of forensic disciplines, including:

- Forensic Biology & DNA
- Firearms
- Forensic Toxicology
- Controlled Substances
- Crime Scene Investigation
- Latent Prints
- Trace Evidence
- Explosives
- Forensic Anthropology
- Forensic Pathology

Highlights

- Tour SHSU forensic science facilities and resources including the Southeast Texas Applied Forensic Science (STAFS) facility
- Access scientific instrumentation currently used in crime laboratories
- Three days of intensive lecture and laboratory instruction including field experience
- **One and only SHSU Forensic Science training conference offered this summer**

Registration

Registration - \$1050: Deadline is July 3, 2026
Early Bird Registration - \$950.00 (Registration and payment must be received by May 22, 2026)

[Register Here](#)

Contact Us

For conference registration information, please contact us using one of the methods below.

936-294-1732
ifrti@shsu.edu
www.ifrti.org

Military Pathways Expo Night

Eagle Mountain-Saginaw is hosting the Military Pathways Expo Night again! Come to the event to explore your future with representatives from the Army, Navy, Air Force, Marines, ROTC, National Guard, and Military Academies.

March 26, 2026 from **6-8 PM** at **Eagle Mountain High School** (3451 W. Bonds Ranch Road, Fort Worth, TX 76179)



AMTEC Institute for Industry 4.0 Innovation (AI3)

Train the trainer sessions focused on Industry 4.0 concepts in the classroom are available in 2026.

A program agenda is on the [website](#).

Session topics include: Industry 4.0 skills, Competency-Based Education, artificial intelligence, and virtual/augmented reality.

There is no cost for registration. We are able to provide travel assistance and stipends to instructors who meet program requirements.

We have four sessions available for 2026: March 17-18, May 19-20, June 16-17, and October 6-7.

After attending the training, instructors will also gain access to virtual, monthly community-of-practice sessions that will provide continued resources and feature industry partners, educational peers, and best practice tips.

Contact Cadie cadie.underwood@kctcs.edu with questions.

AMTEC AI3

Institute for Industry 4.0 Innovation

Empower Your Teaching. Elevate Industry 4.0 Skills.
Join us for an immersive two-day experience designed specifically for advanced manufacturing instructors and faculty. Gain practical, hands-on expertise with cutting-edge Industry 4.0 technologies and proven strategies you can immediately apply in your classroom.

Owensboro, Kentucky
Choose one of these 2026 training dates:

March 17-18	May 19-20
June 16-17	October 6-7

Sessions Include:

- Industry 4.0 Concepts and Training
- Artificial Intelligence and Augmented/Virtual Reality
- Competency-Based Education and Funding Resources

Bonus:

-  **Travel assistance** available for participants traveling more than 60 miles.
-  **Stipend** provided upon completion of program requirements.
-  **Virtual Community-of-Practice sessions** led by peers and industry partners sharing best practices.

Register Today! Scan the QR code or contact:
270-686-4410 or cadie.underwood@kctcs.edu

Thank you to our partners!





"Attending the AMTEC AI3 training was a game-changer. It equipped me with hands-on experience in Industry 4.0 technologies and gave me the tools to confidently bring these innovations into my classroom."
Sergio, May 2025 AI3 participant



This material is based upon work supported by the National Science Foundation under Award No. DUE 2350012. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author (s) and do not necessarily reflect the views of the National Science Foundation.

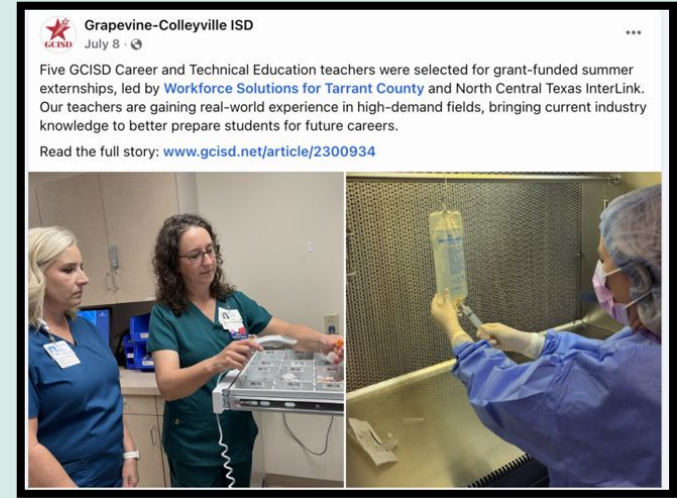
Teacher Externships

Teachers will:

- 🤝 Partner with an industry professional
- 🕒 Job shadow on-site
- 👁️ Observe day-to-day operations
- 💡 Gain industry-specific insights
- 🌐 Expand their professional network
- 📖 Develop a classroom-ready lesson plan

In order to:

- 🌱 Strengthen students' workforce readiness



Teacher Externships



2026 Teacher Externship Capacity

Teachers Served: ~140

Funded through current anticipated allocations

Regional Teamwork

Workforce Solutions Greater Dallas

Workforce Solutions for North Central Texas

Workforce Solutions for Tarrant County

InterLink

Estimated Future Workforce Impact:

Over 2,200 students

Contingent on grant funding



Teacher Externships

New Program Design

Stronger Alignment to Target Occupations

First come, first-served for placements with partners

Minimum of 10 days across one or two businesses
(New TWC requirement)

Sample 10-Day Teacher Externship Schedule

Total Hours: 40 (10 days x 4 hours/day)

	Day	Focus Area	Activities (4 Hours)
WEEK 1	1	Orientation & Welcome	Introductions, company overview, facility tour, review goals
	2	Understanding the Business	Company history, products/services, shadow team meeting
	3	HR & Talent Development	Recruiting, onboarding, observe training session
	4	Operations	Shadow operations, learn safety/quality, debrief
	5	Marketing & Communications	Brand strategy, observe planning session, social media
WEEK 2	6	Finance & Budgeting	Budgeting overview, cost management, scenario exercise
	7	Technology & Innovation	Tools/software demo, tech trends, shadow IT/innovation
	8	Leadership & Strategy	Meet executives, observe strategy session, leadership development
	9	Applied Project Work	Collaborate on project, receive feedback, reflect on learning
	10	Reflection & Next Steps	Final debrief, extern presents takeaways, discuss future engagement



Contact for Questions

Daphne Kent at daphne@interlink-ntx.org

Lisa Harrison at lisa@interlink-ntx.org



*A submission does not guarantee your participation.

100% of this project is funded with federal funds. Workforce Solutions is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. For the hearing impaired, call TDD 1-800-735-2989 or VOICE 1-800-735-2988.

Texas Discovery Education

Allison Nys

BREAK

Let's go!
10:00



NuSkills

Richard & Alex

Connection & Conversation

Purposeful Collaboration

Conversation & Connection

Let's take time to connect.

Groupings:

- 1A-3A group together
- 4A group together
- 5A-6A group together

What are current questions and/or concerns where we, as a collective group, may be able to provide advice and support?

Morning Close Out

Time for Processing and Planning



Thank You!



Jacob Hildebrand
jhildebrand@esc11.net
817-740-3691

Stephanie Tennyson
stennyson@esc11.net
817-740-7694

ESC Region 11 CTE [Website](#)

[CCMR/CTE Customer
Satisfaction Survey](#)

Universal Technical Institute

James Washington, Jerrelle Bond, John Chambers

Comprehensive Local Needs Assessment

Parts 5 - 9

Overview of CLNA & Timelines

Comprehensive Local Needs Assessment (CLNA) Application Designation is Based on the \$15,000 Perkins Grant Allotment

Independent Applicants

must complete all sections

- **Part 1** - Applicant Designation
- **Part 2** - Student Performance
- **Part 3** - Labor Market Alignment
- **Part 4** - Programs of Study
- **Part 5** - Recruitment, Retention, and Training of CTE Educators
- **Part 6** - Improving Equal Access
- **Part 7**- Summary

The school system meets the \$15,000 Perkins V Grant allotment or qualifies for a waiver

The school system does not meet the \$15,000 Perkins V Grant Allotment nor did it qualify for a waiver

Shared Service Applicants

must collaborate to complete all sections

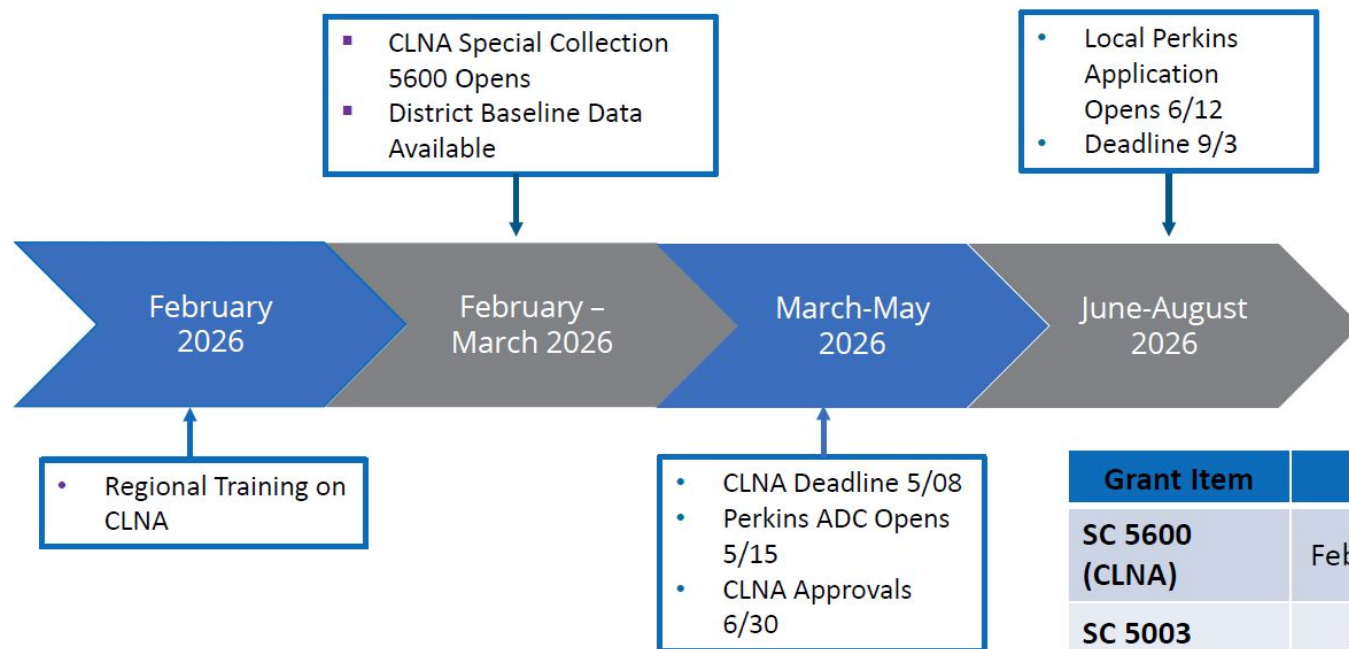
Each Member Completes

- **Part 1** - Applicant Designation
- **Part 2** - Student Performance
- **Part 4** - Programs of Study
- **Part 7**- Summary

The Fiscal Agent Completes

- **Part 3** - Labor Market Alignment
- **Part 5** - Recruitment, Retention, and Training of CTE Educators
- **Part 6** - Improving Equity and Access

CLNA, Perkins Applicant Designation and Certification Document (ADC), and Perkins V Local Application Timeline



Grant Item	Open Date	Close Date
SC 5600 (CLNA)	February 17, 2026	May 8, 2026
SC 5003	May 1, 2026	September 3, 2026
Perkins ADC	May 15, 2026	September 3, 2026
Perkins Grant Application	June 12, 2026	September 3, 2026

Resources Provided to School Districts



Student
Performance
Report

Proposed Perkins
State and Local
Performance Levels

State and Regional
Labor Market
Information



CLNA Guidebook

Disaggregated data
for each core
indicator of
performance



Phase 1: Stakeholder Engagement

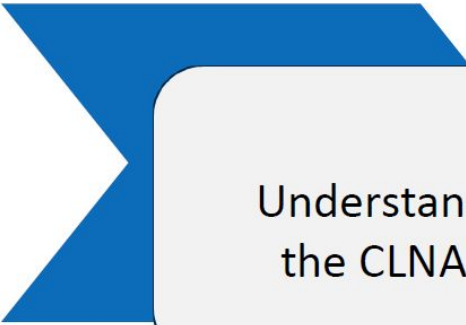
Perkins V requires consultation with an advisory committee that consists of the following stakeholders to complete the CLNA:

- School System CTE representatives
- Postsecondary CTE representatives
- Business & Industry representatives
- Local Workforce Development Boards
- Parents and students
- Representatives of special populations, agencies serving out-of-school youth, homeless children, and at-risk youth
- Representatives of Indian Tribes where applicable



Phase 2: Understanding the CLNA

- Perkins V requires that school systems conduct a review of local CTE programs while including specific stakeholders to aide in the evaluation process.
- The CLNA has six major sections which address the requirements described in Perkins V. In completing the Comprehensive Local Needs Assessment, the results are findings outlined in each section named below.

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Understand
the CLNA

Student
Performance

Labor Market
Alignment

Programs of Study

Improving Equity &
Access

Recruitment,
Retention, &
Training of CTE
Educators

Summary

Phase 3: Collect and Analyze Data

Each school system's leadership, in collaboration with the advisory committee, must participate in data analysis to set priorities.

Provided by TEA

- Perkins V Indicator data accessible in the [Texas Education Agency Login \(TEAL\) system](#) through the Career and Technical Education Reports (CTER)
- Perkins V Summary and Perkins V Supplemental reports
- Regional Labor Market Information accessible on the CCMP, CTE, LWDA Labor Market Information and Resources

Provided by School System

- Local data
- Local labor market knowledge of trends

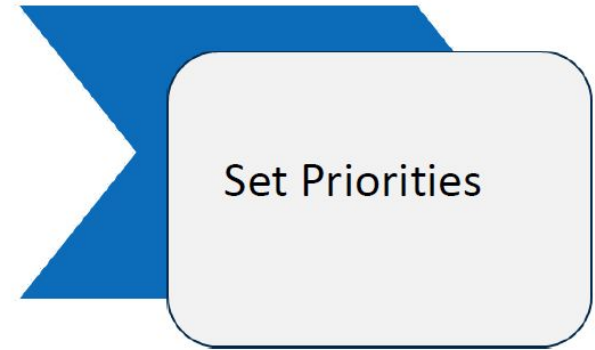
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Collect and Analyze Data

Phase 4: Set Priorities

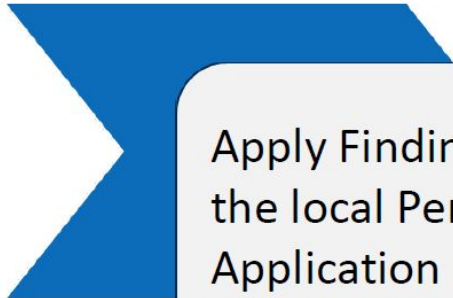
The advisory committee decides which actions will have the greatest impact on areas identified by Perkins V:

- Closing performance gaps for special population groups
- Improving program size, scope, and quality and ensuring labor market alignment
- Improving program quality
- Ensuring school systems have high quality educators
- Removing barriers that limit access and success



Phase 5: Relationship between the CLNA and the Local Perkins V Application

- The CLNA identifies needs of students and industry, highlights the program areas needing the most attention, areas of opportunity gaps, and the areas having the greatest impact on student achievement
- The Local Perkins V application provides an opportunity to address needs found through the CLNA process and use Perkins Funding to improve CTE programs

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Apply Findings to the local Perkins V Application

Summary Report

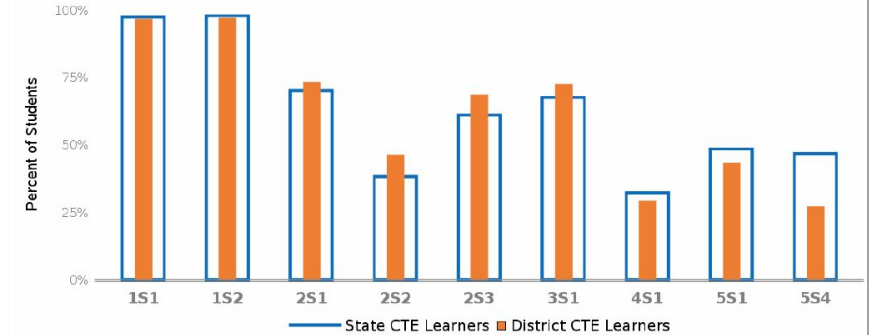
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL - UNDUPLICATED		
	GENDER		
2	Male		
3	Female		
	MAJOR RACIAL AND ETHNIC GROUPS (ESEA)		
4	Group 1:		
5	Group 2:		
6	Group 3:		
7	Group 4:		
8	Group 5:		
9	Group 6:		
10	Group 7:		
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)		
11	Individuals with Disabilities		
12	Individuals from Economically Disadvantaged Families		
13	Individuals Preparing for Non-traditional Fields		
14	Single Parents		
15	Out of Workforce Individuals		
16	English Learners		
17	Homeless Individuals		
18	Youth In Foster Care		
19	Youth with Parent in Active Military		
20	Migrant Students		
	CAREER CLUSTERS		
21	Agriculture, Food & Natural Resources		
22	Architecture & Construction		
23	Arts, A/V Technology & Communications		
24	Business Management & Administration		
25	Education & Training		
26	Finance		
27	Government & Public Administration		
28	Health Science		
29	Hospitality & Tourism		
30	Human Services		
31	Information Technology		
32	Law, Public Safety, Corrections & Security		
33	Manufacturing		
34	Marketing		
35	Science, Technology, Engineering & Mathematics		
36	Transportation, Distribution & Logistics		
37	Other: Please identify:		

Supplemental Report

Part 2: Student Performance

2.1 Identify the Perkins performance accountability indicator targets not being met at the LEA level.

Your district's performance was lower than the state in the following areas: 1S1, 1S2, 4S1, 5S1, 5S4



Your Local Levels of Performance (LLPs) are in this document

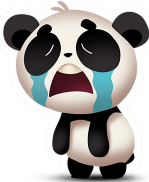
Part 1

Part 1: Application Designation

Intention to Apply for Funds				
Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. <grant description from TEA Calendar>	☐	☐	☐	☐

Based upon the
2025-26 Allocation
Amounts

\$15,000 or more
in Perkins funds



Less than \$15,000 in
Perkins funds

Part 2

Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

☐ 1S1: Four-Year Graduation Rate

☐ 1S2: Extended Graduation Rate

☐ 2S1: Academic Proficiency in Reading/Language Arts

☐ 2S2: Academic Proficiency in Mathematics

☐ 2S3: Academic Proficiency in Science

☐ 3S1: Postsecondary Placement

☐ 4S1: Non-traditional Program Enrollment

☐ 5S1: Attained Recognized Postsecondary Credential

☐ 5S4: CTE Completer

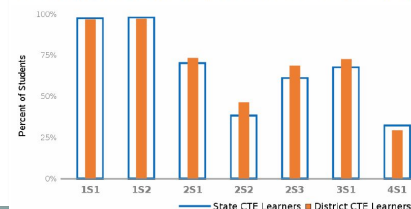
☐ All Perkins performance accountability indicator targets have been met at the LEA level.

2. ☐ 2023-2024 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

Part 2: Student Performance

2.1 Identify the Perkins performance accountability indicator targets not being met at the LEA level.

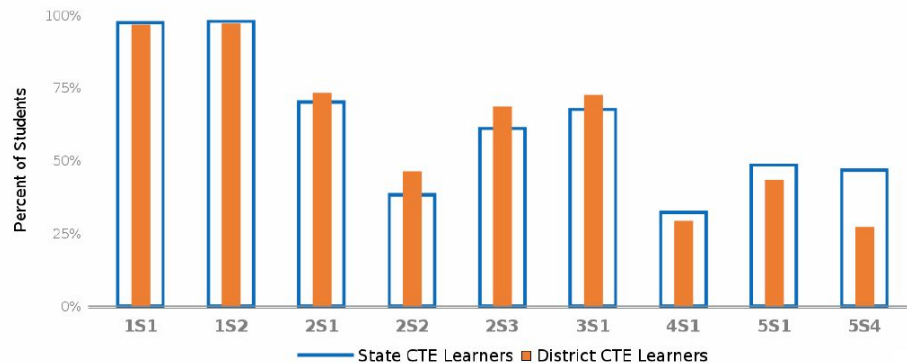
Your district's performance was lower than the state in the following areas: 1S1, 1S2, 4S1, 5S1, 5S4



Part 2: Student Performance

2.1 Identify the Perkins performance accountability indicator targets not being met at the LEA level.

Your district's performance was lower than the state in the following areas: 1S1, 1S2, 4S1, 5S1, 5S4



Your CTE Learners compared to the state's CTE Learners

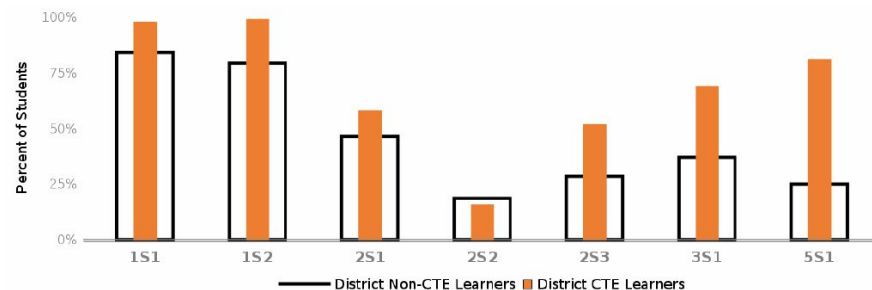


Your CTE Learners compared to your non-CTE Learners



2.3 Compare the performance of CTE Learners with non-CTE Learners on accountability indicators.

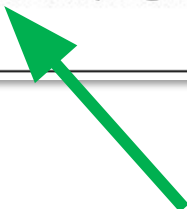
Your district's CTE learner performance was lower than your district's non-CTE learner performance in the following areas: 2S2



Core Indicator/ Legislation	Core Indicator Description	Numerator	Denominator
1S1	4-year graduation rate for the Class of 2022	Concentrators (code 6 and 7) who started high school 4 years prior to expected 4-year graduating year and graduated high school in four years	Cohort of concentrators (code 6 and 7) who dropped out, graduated, or left; started high school 4 years prior to expected 4-year graduating year
1S2	Extended graduation rate	Concentrators (code 6 and 7) who started high school 4 or 5 years prior to expected 5-year graduating year and graduated high school within five years	Cohort of concentrators (code 6 and 7) who dropped out, graduated, or left; started high school either 4 or 5 years prior to expected 5-year graduating year

Core Indicator/ Legislation	Core Indicator Description	Numerator	Denominator
2S1	Academic Proficiency in Reading/Language Arts	CTE concentrators (code 6 and 7) whose best score met or exceeded grade level on English 2 (scores at or above the “meets grade level” or “masters grade level” performance standards)	Annual leavers who are CTE concentrators (code 6 and 7), who took (have a scored answer document) both English 1 and English 2 and have a valid value in performance standard.
2S2	Academic Proficiency in Mathematics	CTE concentrators (code 6 and 7) whose best score met or exceeded grade level on Algebra 1 (scores at or above the “meets grade level” or “masters grade level” performance standards)	Annual leavers who are CTE concentrators (code 6 and 7), who took (have a scored answer document) Algebra 1 and have a valid value in performance standard.
2S3	Academic Proficiency in Science	CTE concentrators (code 6 and 7) whose best score met or exceeded grade level on Biology. (Scores at or above the “meets grade level” or “masters grade level” performance standards)	Annual leavers who are CTE concentrators (code 6 and 7), who took (have a scored answer document) Biology and have a valid value in performance standard.

Core Indicator/Legislation	Core Indicator Description	Numerator	Denominator
3S1	Post-Secondary Placement	Annual concentrators (code 6 and 7) who left secondary education and either: intend to enlist in the military, are enrolled in postsecondary education, or employed within two quarters of leaving secondary education.	Annual leavers who are concentrators (code 6 and 7) who left secondary education. (Annual concentrators who left defined as grade 9-12 dropouts, GED, other exits, and graduates)
4S1	Non-traditional Program Enrollment	CTE concentrators (code 6 and 7) from underrepresented gender groups that completed a non-traditional program of study	Annual leavers who are CTE concentrators (code 6 and 7)



The list is the same as last time. EDUCATION SERVICE CENTER **REGION 11**

Core Indicator/Legislation	Core Indicator Description	Numerator	Denominator
5S1	Program Quality – Attained Recognized Postsecondary Credential	Annual graduates who were concentrators (code 6 and 7) and obtained an industry-based certification, an associate degree, or a Level I or Level II certificate.	Annual graduates who were concentrators (code 6 and 7) at the time of exit.
5S4	Program Quality – CTE completer	Annual graduates who are CTE completers (code 7) (deduplicated within unique career cluster and unique program of study)	Annual graduates who are CTE concentrators (code 6 and 7) (deduplicated within unique career cluster and unique program of study).

3a. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators.

Part 2: Student Performance ***Data on this simulation is fictitious and should be used as a guide only***

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level. **(This requires your district data)**

- | | |
|--|---|
| ☐ 1S1: Four-Year Graduation Rate | ☐ 3S1: Postsecondary Placement |
| ☐ 1S2: Extended Graduation Rate | ☒ 4S1: Non-traditional Program Enrollment |
| ☒ 2S1: Academic Proficiency in Reading/Language Arts | ☒ 5S1: Attained Recognized Postsecondary Credential |
| ☒ 2S2: Academic Proficiency in Mathematics | ☒ 5S4: CTE Completer |
| ☒ 2S3: Academic Proficiency in Science | ☐ All Perkins performance accountability indicator targets have been met at the LEA level. |

2. ☒ 2020-2021 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

Any school's CTE learner performance was lower than the district's non-CTE learning performance in Academic Proficiency in Reading/Language Arts, Mathematics and Science. There is a need for curriculum adjustment, intervention, and remediation to ensure alignment to core standards and programs of study. There is a need for program-specific cross-curricular implementation. There is an opportunity for improvement through the alignment of the curriculum and skills between CTE and core content areas.

This is where the LEA would explain differences between CTE and non CTE learners, in terms of data, where the gaps are and what can be done to close them.

Graph 2.1

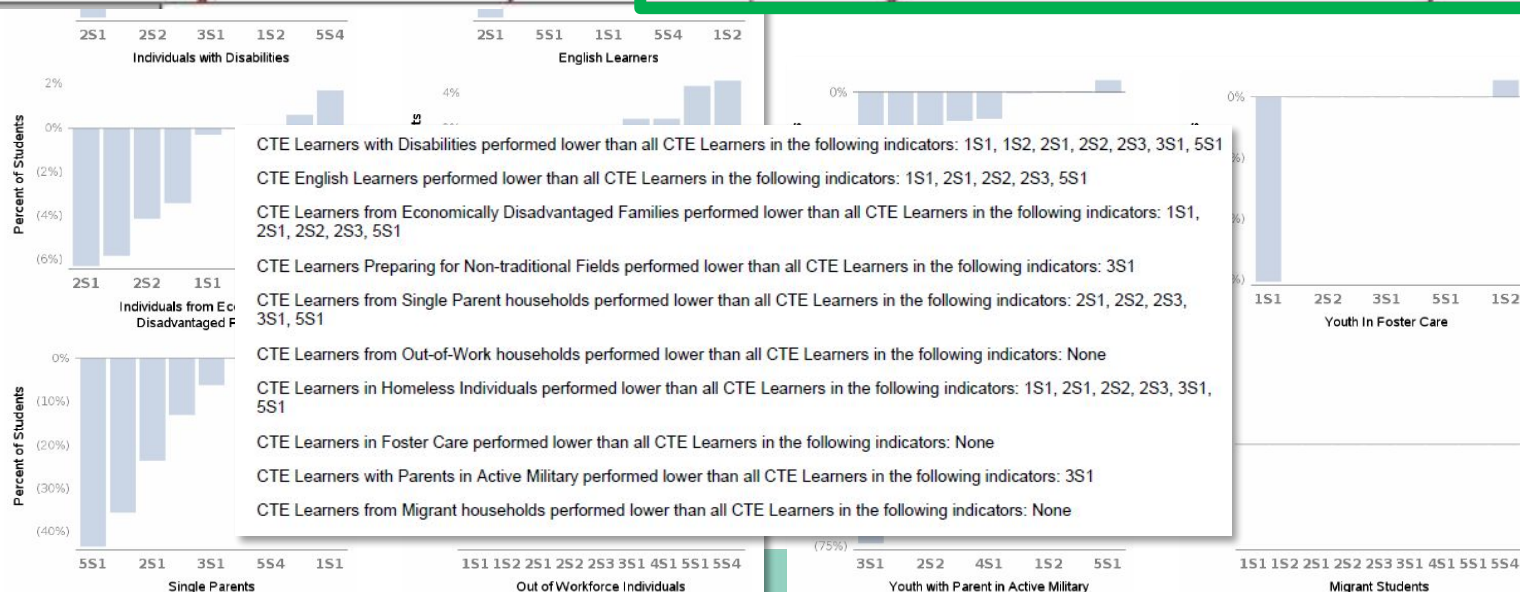
Graph 2.3



4a. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the strategies to be implemented that will address the underperformance within special populations.

CTE learners with disabilities performed lower than all CTE learners in the following indicators: Academic Proficiency in Reading/Language Arts, Academic Proficiency in Mathematics, Academic Proficiency in Science, and Postsecondary Placement. CTE English Learners performed lower than all CTE learners in the following indicators: Academic Proficiency in Reading/Language Arts, Postsecondary Placement, and Non-traditional Program Enrollment. CTE learners from economically disadvantaged families performed lower than all CTE learners in the following indicators: Four-Year Graduation Rate, Academic Proficiency in Science, and Non-traditional Program Enrollment. CTE learners preparing for non-traditional fields performed lower than all CTE learners in the following indicators: Postsecondary Placement. Prescriptive tutoring and intervention after school and on Saturdays will be implemented.

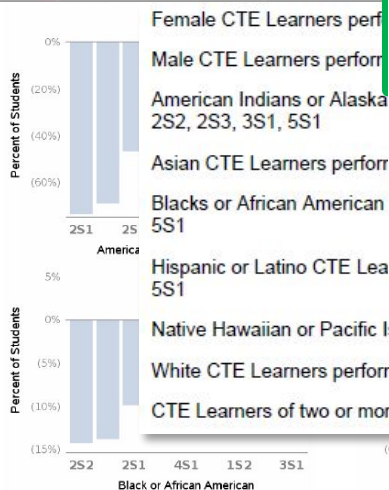


5a

Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.

Female CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1, 2S1, 2S2, 2S3, 3S1, 4S1. Male CTE learners performed lower than all district CTE learners in the following indicators: None. Asian CTE Learners performed lower than all district CTE Learners in the following indicators: None. African American CTE Learners performed lower than all district CTE Learners in the following indicators: 2S1, 2S2, 2S3, 4S1. Hispanic or Latino CTE Learners performed lower than all district CTE Learners in the following indicators: 1S1, 2S3, 4S1. White CTE Learners performed lower than all district CTE Learners in the following indicators: 2S1, 2S2, 2S3, 3S1. CTE learners of two or more races performed lower than all district CTE learners in the following indicators: 2S1, 2S2, 4S1.



Marketing and recruitment will be updated to be representative of students from different genders, races, and ethnicities. Additionally, the district is actively working to promote visibility of its instructors, who represent different genders, races, and ethnicities, on its website and social media platforms. Lastly, the district is supporting students by connecting with workforce chapters that represent these groups, e.g., NSBE, SWE, and SHPE.

Part 3

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.

- 1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

Step 1

a. Meet with your advisory committee consisting of all stakeholders including LEA counselors, reps of special Indian Tribes current program new program

b. Make a list of and potential programs offered in the

Step 2

Review local labor market data and information to confirm demand of the programs of study. You may use Workforce Solutions data, the TEA LWDA labor market information, WIOA Plan (for your Workforce Board), the Target Occupations List by Board Area, and/or your local chamber of commerce data.

LEA program of study decisions cannot rely on one single occupation. Local decision-making must rely on all aligned occupational demands within a program of study.

This Part is only for those who are Independent Applicants, not SSA Members.



Regional Workforce Labor Market Information (LMI)

Growth and wages at or above the median values are displayed in **green**. Growth and wages below the median values are displayed in **yellow**. Gray cells that are empty indicate a lack of LMI data reported for an occupation. The "Growth Wage category" column displays **above or below values** for people with visual impairment.

In-demand as over 500 annual openings and over 17% median growth rate

High-wage as over the statewide median wage of \$46,909

High-skill as requiring a core IBC or bachelor degree

Permian Basin Workforce Development Area (11) Labor Market Information, 2021 - 2031

State Career Cluster	Program of Study	SOC	Occupational Title	Growth Rate	Median Annual Wage	Growth Wage Category	Annual Average Employment 2021	Annual Average Employment 2031	Total Annual Openings	Competitive Education Requirement
Health Science	Nursing Science	29-1171	Nurse Practitioners	71%	\$118,813	ABOVE/ABOVE	239	408	34	Master's degree
Health Science	Nursing Science	29-1141	Registered Nurses	12%	\$80,503	BELOW/ABOVE	2,748	3,078	208	Bachelor's degree
Health Science	Nursing Science	29-2061	Licensed Practical and Licensed Vocational Nurses	2%	\$51,862	BELOW/ABOVE	1,156	1,179	105	Industry-Based Certification
Health Science	Nursing Science	31-1132	Orderlies	115%	\$32,904	ABOVE/BELOW	31	67	14	High school diploma or GED
Health Science	Diagnostic and Therapeutic Services, Nursing Science	31-9092	Medical Assistants	34%	\$36,410	ABOVE/BELOW	766	1,023	157	Industry-Based Certification
Health Science	Nursing Science	31-1128	Home Health and Personal Care Aides	11%	\$22,402	BELOW/BELOW	2,978	3,301	527	High school diploma or GED
Health Science	Nursing Science	31-1131	Nursing Assistants	8%	\$31,974	BELOW/BELOW	1,220	1,316	209	Industry-Based Certification
Health Science	Nursing Science	29-1151	Nurse Anesthetists	-	\$240,513	REDACTED/ABOV	-	26	3	Master's degree

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.	
1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".	
Step 3 The LWDA information from the TEA website was utilized to determine the top career clusters for this district. The top clusters for this area are Information Technology, Engineering, and Health Science. Meet with your business and industry stakeholders and make a list of Anyschool's programs of study align with the top clusters for the Alamo area; our district has complete recommendations and issues to consider with any programs of study your LEA does not yet offer but show as in-demand, and high-wage. programs of study in each of these Career Clusters, which include capstone courses, and industry-based certifications may be obtained in the areas of Health Science and Engineering. If need be, recalibrate and validate your current and potential program of study list with your business and industry stakeholders.	

This Part is only for those who are Independent Applicants, not SSA Members.



Part 3: Labor Market Alignment(Cont.)

2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

Health Science is offered with up to 3 different IBCs which is in the top three clusters for that area. CTE learners have the opportunity to participate in dual credit programs through Alamo Academies in San Antonio. Gaps include Culinary Arts being offered but does not fall within the top occupations for the regions. Community & stakeholder committees, however, expressed the importance of Hospitality-based careers in a city whose economy depends heavily upon tourism and hospitality.

3.2 Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

District Rank	State Career Cluster	CTE Learners
1	ARTS, AUDIO VISUAL TECHNOLOGY, & COMMUNICATION	66
2	AGRICULTURAL, FOOD, & NATURAL RESOURCES	61
3	HEALTH SCIENCE	39
4	BUSINESS, MARKETING, & FINANCE	13
5	SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS	13
6	EDUCATION & TRAINING	10
7	LAW & PUBLIC SERVICE	10
8	HUMAN SERVICES	9
9	INFORMATION TECHNOLOGY	8
10	ARCHITECTURE & CONSTRUCTION	1
11	MANUFACTURING	1

Note. Only career clusters with district CTE Learners are represented. Compare top career clusters identified in 3.1 of the CLNA to the district's top career clusters.

How does this
← compare to what you found for question 1?

This Part is only for those who are Independent Applicants, not SSA Members.

Part 4

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state’s definition of size, scope and quality.

- 1. Based on the LEA’s high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

Any school ISD currently serves 1,500 students total in grade 7-12 district-wide. Based on this enrollment number, AISD exceeds the minimum required three Programs of Study. Of the 1,500 students, 1109 of them are CTE students. Four year plans have been developed for grade levels 8-12 throughout the year LEA is transitioning to the SchoolLinks platform to include the coherent course sequencing for students. Due to this transition, not all coherent sequence takers were included in Fall snapshot, only those with the four year plans at that time. LEA offers Principles of Arts, AV at the middle school level & has a total of 1109 CTE students within enrolled in the Health Science, Culinary Arts, Law Enforcement, and Engineering Programs of Study.

District High School Enrollment	Number of Programs of Study Offered
Less than 500 students	1 program of study
501-1,000 students	2 programs of study
1,001-2,000 students	3 programs of study
2,001-5,000 students	4 programs of study
5,001-10,000 students	5 programs of study
10,001 + students	6 programs of study

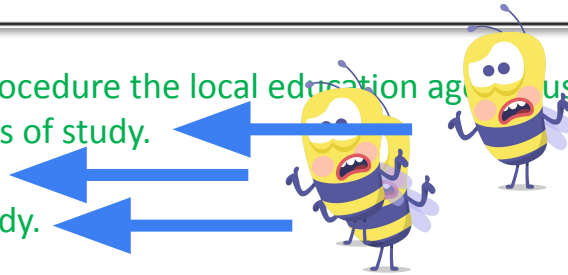
To evaluate **scope**, consider how programs align and articulate offerings across learner levels, including curriculum, instruction, faculty and staff, facilities and equipment, and career development activities. Examine policies for, participation in and outcomes of credit transfer agreements and dual/concurrent enrollment programs. Explore the **quality** by whether the LEA program is delivering the full breadth of knowledge and skills within each subject area, or if there are gaps in the curriculum and opportunities provided. To assess this breadth, compare LEA curricular offerings to state standards and state-developed programs of study within each CTE subject area. Also, consider if extended learning experiences, such as work-based learning, advanced academic courses, dual credit, CTSO opportunities are across all programs of study, or only in some.

2. Describe the involvement of the required advisory committee members in the growth and improvement, implementation, and phasing out/closure of CTE programs of study. *(Advisory committee member representatives: including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals, career and technical education programs at postsecondary educational institutions, including faculty and administrators, the local workforce development boards and a range of local or regional businesses or industries, parents and students, representatives of special populations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth, representatives of Indian Tribes and Tribal organizations in the state, where applicable)*

Anyschool ISD's high school campus partners with Alamo Colleges for the Health Science, Information Technology, Engineering and Culinary Arts programs. Anyschool's CTE advisory council meets quarterly to guide the planning, and implementation of the CTE programs districtwide. Each of the partner/stakeholder groups participate in compilation and completion of Anyschool ISD's Local Needs Assessments as it pertains to their expertise. The CTE Advisory council included campus administration, district administration, special populations representative, district nurse, parents, students, post-secondary education representatives, business and industry partners, and a federal programs representative.

Provide a narrative on the policy and procedure the local education agency uses to:

- Grow and improve current programs of study.
- Implement new programs of study.
- Retire or phase out programs of study.



3. Identify any gap areas between opportunities for CTE Learners to participate in work-based learning and complete advanced academic courses compared to non-CTE learners (participant, explorer).

2019-2021 created enormous gaps in opportunities for students to participate in hands-on work-based learning. Remote learning, did offer opportunities for students to participate in virtual job shadowing, interact with remote guest speakers (industry specialists) using Nepris, and hone their presentation and online/camera front job interviewing skills. High mobility rates among families. Positive COVID testing and quarantine caused challenges for district attendance and academic mastery of both CTE and core academic courses. Interventions such as Saturday school, virtual credit recovery and summer school are some of the strategies being used to help students who have fallen behind grade level.

Using LEA data, identify the level of participation of CTE Learners in each category:

- CTE Students participating in work-based learning opportunities.
- CTE Students enrolled in or who completed an advanced academic course.



4. Explain how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.

The Local Education Agency (LEA) is actively pursuing affiliation agreements with employers to enhance work-based learning (WBL) opportunities for Career and Technical Education (CTE) students. These agreements will facilitate a structured approach for teachers to reach out to industry partners and coordinate WBL activities, including field trips, apprenticeships, internships, and potential employment. By leveraging these partnerships, the LEA aims to provide CTE students with hands-on experience that aligns with their academic and career objectives.

Provide a narrative on the policy and procedure the local education agency uses to:

- Work with employers to develop work-based learning opportunities for CTE students.
- Work with employers to expand work-based learning opportunities for CTE students.



5. Explain how the LEA will expand Advanced Academic learning opportunities for CTE students.

The Local Education Agency (LEA) is committed to enhancing Advanced Academic learning opportunities for Career and Technical Education (CTE) students. This initiative includes expanding dual credit opportunities across all campuses, with a focus on those that do not offer Early College High School (ECHS).

Discussions are already underway to integrate additional dual credits into our trades and cosmetology programs. These efforts aim to provide CTE students with a broader range of academic options and the potential to earn college credits while still in high school, thereby fostering a more robust educational foundation for their future careers. This strategic approach is to encourage post-secondary program enrollment with our IHE partners. Lastly, we are working with our industry partner to develop apprenticeships programs that will provide students with additional learning opportunities.

Provide a narrative on the policy and procedure the local education agency uses to:

- Provide academic learning opportunities, such as Advanced Academic Courses
- Increase Advanced Academic Course credit completion for CTE students
- Provide opportunities for dual credit with in CTE

PARTS 1-4 ARE FINISHED!

Part 5

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators specifically providing high quality CTE instruction to CTE students. Include examples of the effectiveness of these experiences at improving CTE student outcomes.

Opportunities include CTE teacher trainings on instructional strategies and industry alignment, counselor workshops focused on programs of study and CCMR indicators, administrator sessions on scheduling, program quality, and compliance, and participation in regional ESC and TEA-supported trainings. Teachers also engage in industry-based externships and collaboration with business partners to ensure instruction reflects current workforce expectations.

These efforts have contributed to improved student outcomes, including increased CTE concentrator completion rates, growth in industry-based certification attainment, and improved CCMR indicators such as 5S1 (postsecondary placement) and 5S4 (nontraditional participation). Additionally, improved alignment of coursework and advising practices has led to more students completing coherent sequences and accessing work-based learning opportunities. Continuous feedback and data monitoring are used to refine professional development and ensure impact on student success.

Provide a narrative describing:

- PD offered including intended audience
- Participation
- Alignment to CTE programs
- Evidence of Effectiveness
- Feedback
- Examples

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

2a. Identify the processes that are in place to recruit, induct and retain CTE educators.

Recruitment efforts include partnerships with local industry, targeted job postings for hard-to-fill CTE positions, and collaboration with educator preparation programs to identify qualified candidates, including those pursuing alternative certification. The district also prioritizes hiring individuals with relevant industry experience to ensure alignment between instruction and workforce expectations.

Induction supports include structured onboarding, mentorship programs pairing new CTE teachers with experienced staff, and access to professional development focused on instructional strategies, classroom management, and CTE program requirements. New teachers also receive guidance on curriculum alignment, industry-based certifications, and work-based learning implementation.

Retention strategies include ongoing professional development, opportunities for industry externships, and support for certification and credentialing. The district fosters collaboration through PLCs and provides instructional coaching and administrative support. Additionally, efforts to maintain competitive compensation, recognize teacher contributions, and provide leadership opportunities within CTE programs contribute to increased educator satisfaction and retention.

Provide a narrative identify district LEA processes for recruiting, inducting and retaining CTE teachers.

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

2b. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

Targeted recruitment efforts and flexible certification pathways have increased the number of industry-experienced hires in high-demand program areas. However, these educators often require additional support to successfully transition into the classroom.

Induction processes, including mentorship and onboarding, have had a positive impact on early retention by providing guidance on instructional practices and classroom management. Despite this, data and feedback indicate that industry-based educators continue to face challenges related to lesson planning, student engagement, and navigating educational systems such as grading, compliance, and student support services.

Retention efforts, including professional development and externship opportunities, have helped improve instructional relevance and teacher satisfaction. However, retention rates for educators entering through alternative certification pathways remain lower than traditionally certified teachers, suggesting a need for more targeted and sustained support.

Overall, while recruitment of industry professionals has been a strength, the district has identified a need to strengthen induction and ongoing coaching specifically tailored to individuals transitioning from industry to education to improve long-term retention and effectiveness.

Provide a narrative reflecting on the effectiveness of the processes discussed in 2A.

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

3. Evaluate faculty in CTE programs for aligned CTE course credentials with related workplace experience in the program area.

The district has evaluated CTE faculty to ensure alignment between course assignments, required certifications, and relevant workplace experience. Most teachers are appropriately certified and aligned to their program areas, with many bringing valuable industry experience that strengthens instruction.

As a District of Innovation, the district utilizes flexibility in hiring to recruit individuals with strong industry backgrounds, helping fill hard-to-staff CTE positions. However, some teachers—particularly those entering through alternative certification or DOI provisions—are still working toward full certification or lack recent industry experience. Additionally, in some cases, teachers are assigned outside their primary expertise due to staffing needs.

The district monitors credential alignment and supports teachers in obtaining certifications and industry credentials. Moving forward, the district will continue leveraging DOI flexibility while strengthening supports such as externships and targeted professional development to ensure alignment with industry standards.

Review CTE teacher certifications to determine alignment to teaching assignment.

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

4. Provide a description of how the LEA will coordinate with organizations and institutions of higher education to support the recruitment, preparation, retention, training, and professional development of teachers, instructional support personnel, school counselors, administrators, including individuals from groups underrepresented in the teaching profession.

Partnerships with colleges and universities support teacher preparation pipelines, including student teaching placements, alternative certification pathways, and dual credit alignment. The district also works with local industry partners and workforce organizations to recruit individuals with relevant experience, particularly in high-demand CTE fields.

To support retention and development, the LEA provides access to joint professional development opportunities, externships, and industry-based training in collaboration with higher education and regional partners. School counselors and administrators participate in coordinated training focused on programs of study, advising practices, and workforce alignment.

The LEA also prioritizes outreach and recruitment efforts aimed at increasing diversity within the educator workforce by engaging underrepresented groups through targeted partnerships and alternative pathways into teaching. Ongoing collaboration ensures educators are well-prepared, supported, and aligned to both postsecondary expectations and workforce needs.

Review current partnerships for effectiveness in recruitment, preparation, retention, training and professional development.

Part 6

Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

1. Evaluate and write a narrative on special populations as defined by Perkins V:
 - (A) Special population individuals with disabilities.
 - (B) Individuals from economically disadvantaged families, including low-income youth and adults.
 - (C) Individuals preparing for non-traditional fields.
 - (D) Single parents, including single pregnant women.
 - (E) Out-of-workforce individuals.
 - (F) English learners.
 - (G) Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a).
 - (H) Youth who are in, or have aged out of, the foster care system;
 - (I) Youth with a parent who:
 - (i) Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) Is on active duty taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which special populations as defined by Perkins V are over and underrepresented.

**No data directly provided identifies special populations that are over or underrepresented.
Provide the best answer possible based off local data.**

Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

2. Identify barriers that prevent special populations(see above) from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

Prerequisites and course sequencing can limit entry into advanced courses, especially for transfer students and those without early program exposure. Scheduling conflicts and limited course availability disproportionately affect English learners, students with disabilities, and economically disadvantaged students.

Transportation is a key barrier for off-campus programs and work-based learning, particularly for economically disadvantaged, homeless, and foster care youth. Nontraditional enrollment is also limited due to lack of awareness and encouragement.

Overall, the most impacted groups include economically disadvantaged students, English learners, students with disabilities, and students in transitional living situations.

Provide a narrative after:
Analyzing enrollment data
Reviewing recruitment materials
Evaluating course access points, scheduling & transportation

Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

3a. Describe the LEA's policy and procedures for recruiting students into your CTE programs.

The LEA has established procedures to ensure equitable recruitment of students into CTE programs, beginning at the middle school level. All 8th grade students participate in a College and Careers course where they are introduced to Programs of Study, explore career interests, and complete a Personal Graduation Plan (PGP). These plans are reviewed and updated annually with counselor support to ensure alignment with student goals and course selections.

At the high school level, recruitment is supported through counselor-led advising, endorsement planning, and course selection processes. Students and families receive information through campus events, program showcases, and district communications to promote awareness of CTE opportunities.

The LEA emphasizes equitable access by encouraging participation in nontraditional programs and monitoring enrollment data to ensure all student groups, including special populations, have access to high-quality CTE pathways.

Review Middle School Processes
Reflect on High School Recruitment Practices/Events
Collect Evidence of Communication
Analyze Enrollment & Equity

Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

3b. List the methods for reaching all students, including students from groups identified as Perkins V special populations and from different races, genders, and ethnicities.

The LEA utilizes multiple methods to ensure all students, including Perkins V special populations and diverse student groups, are reached for CTE recruitment. These include middle school College and Careers courses with PGP development, counselor-led advising, and annual course selection processes. Information is shared through campus events such as CTE showcases, parent nights, and career fairs, as well as through district websites, social media, and direct communication.

Targeted efforts include intentional outreach to special populations through collaboration with special program staff (e.g., SPED, bilingual/ESL, homeless liaison), translation of materials for families, and personalized counseling support. The LEA also promotes nontraditional program participation through awareness campaigns and student success stories to encourage enrollment across genders.

These combined strategies ensure broad, equitable access to information and opportunities for all students.

Review Middle School Processes
Reflect on High School Recruitment Practices/Events
Collect Evidence of Communication
Analyze Enrollment & Equity

Part 7

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.
2. List the top (three-five) CTE priorities over the next four-years.
3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs.

Gather Regional Labor Market Information (LMI)

Identify Top Industry Clusters

Crosswalk to Your Current CTE Programs

Validate with Local Stakeholders

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

4. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

5a. List the LEA's three lowest performance indicators for CTE learners

5b. Describe unique strategies to address each need to improve the student performance.

Part 8 & 9

Part 8: Assessment Contact

Primary Contact				Select Contact: Select One or Add New Contact
First Name:	Middle Initial:	Last Name:	Title:	
Phone:	Ext:	E-Mail:		

Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name:	Middle Initial:	Last Name:	Title:
Phone:	Ext:	E-Mail:	

Submitter Information

First Name:	Last Name:
Approval ID:	Submit Date and Time:



CLNA is DONE!