

CCMR & CTE Leader Meeting

Jacob Hildebrand and Stephanie Tennyson

May 21, 2026 | 9:00 AM

Access to the Presentation

Agenda

- Welcome
- May Connection
- May Tasks
- Honor Retirees
- For Your Attention
- TEA Updates and Reminder
- Teacher and Student Opportunities
- Connection & Conversation
- Lunch and presentation provided by Goodheart-Willcox
- Afternoon Session (1 pm): Working Submission Assistance

May Tasks

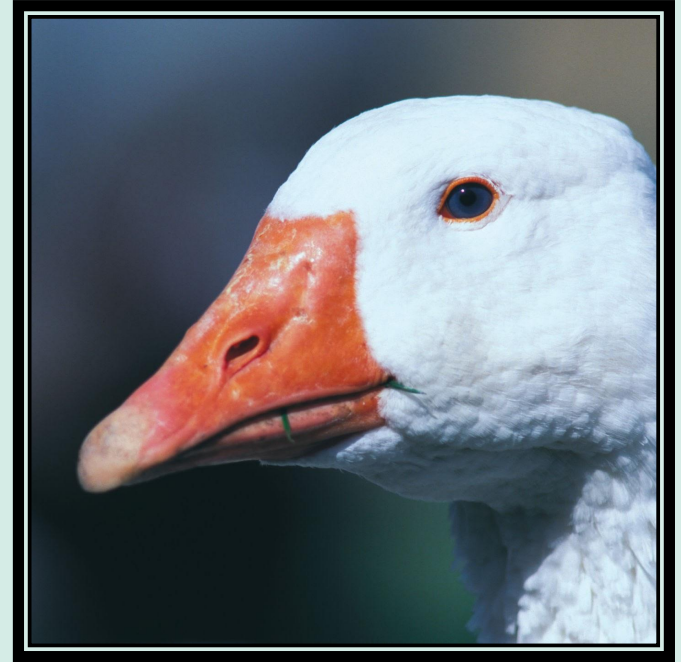
- [2025-26 JROTC Unit Evidence Submission Form](#) no later than May 29, 2026.
- Complete Perkins ADC (through TEAL > eGrants)
- Look for Perkins app in June
- Gather information needed to process summer professional learning for CTE teachers
- Finalize entering IBC results into your SIS if you have not yet (all results taken, passed, and earned)
- Collect WBL documentation
- Review budgets and ensure spending remains on schedule
 - [Federal and State Monthly Drawdown Interactive Dashboards](#)
- Register for CTAT



Celebration Time!

Congratulations Mike Mundt!

We wish you the best and look forward to hearing all about your next endeavor.



Celebration Time!

Congratulations Lisa Karr!

We wish you the best and look forward to hearing all about your next endeavor.



Celebration Time!

Congratulations Stephanie!

We wish you the best and look forward to hearing all about your next endeavor.



BREAK

Let's go!
10:00



For Your Attention

Opportunities & Insights

In-Person CCMR/CTE Leader Meetings

Traditional format with breakout content in the afternoon

- September 24

[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

- [May 28](#)



Save the Dates: Special Events

- **Tuesday, July 28** - Hill College: College Prep Teacher Training
- **Monday, August 3** - Work-Based Learning Training



TEA Updates - CTE

Just-in-Time Reminders

Grant Opportunity: Career and Technical Education Innovative Services for Special Populations

The Career and Technical Education Innovative Services for Special Populations Grant supports school systems in addressing gaps in access to CTE programs for students identified as special populations under the Carl D. Perkins Career and Technical Education Act. Eligible student groups include students with disabilities, economically disadvantaged students, English learners, students preparing for nontraditional fields, students experiencing homelessness or foster care, migrant students, and other Perkins-identified special populations.

This grant enables school systems to design and implement innovative services that address gaps and disparities identified through the Comprehensive Local Needs Assessment (CLNA), with a focused emphasis on improving outcomes for underserved student groups. To apply, visit [TEA Grants Opportunities](#).

Max Award: \$10,000

Due: 07/07/2026



2026-2027 SC5003 — Formula Grants Consolidated Schedule Available

The SC5003 — Formula Grants Consolidated Schedule is now open in eGrants. Eligible applicants for one or more of the following grants must complete the SC5003 as the first step in applying for the grant funds:

- 2026-2027 Every Student Succeeds Act (ESSA) Consolidated Federal Grant Application
- 2026-2027 Special Education Consolidated Grant Application (Federal)
- 2026-2027 Perkins V: Strengthening Career & Technical Education for the 21st Century

To access the SC5003, log into [TEAL](#) and select eGrants as the application. Once in eGrants, click on Special Collections on the menu bar.

The next step will be to complete the 2026-2027 Applicant Designation and Certification (ADC) form in preparation for accessing the application once it opens. The ADC forms will open as follows:

- Perkins V and Perkins V Institutions ADC for all applicants — **May 13, 2026**

2026-2027 Perkins V Grant Application Training

TEA will release the 2026-2027 Perkins V:

Strengthening Career and Technical
Education for the 21st Century —

June 12, 2026

The applications must be submitted to TEA
by **September 3, 2026**, to be considered for
funding.

Training Available – Register Below!

TEA staff will conduct application training through
video conference webinars. Register in advance
by **clicking on the session titles below**. These
trainings will be recorded and posted on Grants
Administration's [Grant Resources](#) webpage.

Perkins V Registration

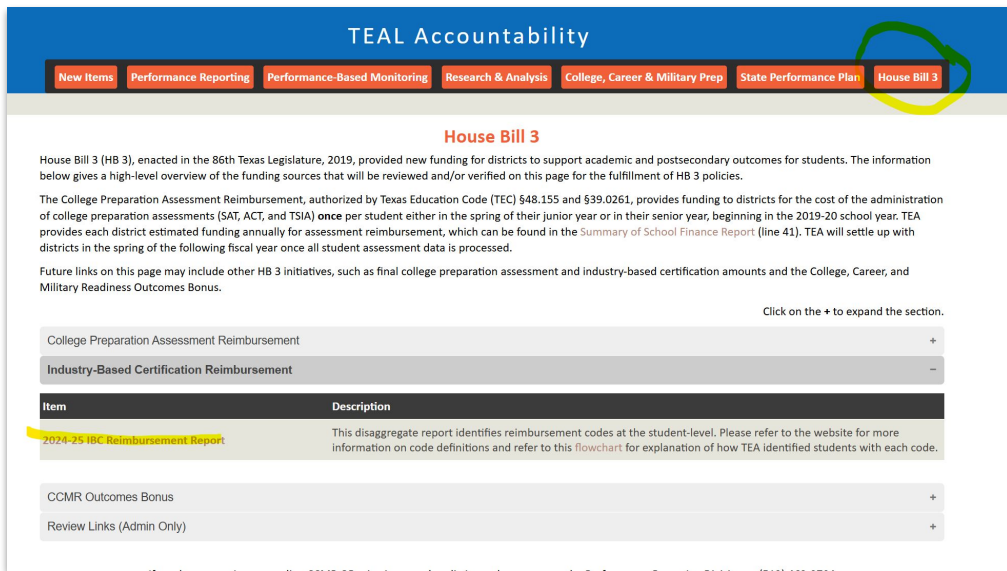
June 24, 2026

1:30 p.m. - 2:30 p.m.

2026–2027 Perkins V Planning Amounts Now Available

Planning amounts for school systems, including independent school districts and open-enrollment charter schools, for formula grants associated with the 2026–2027 Special Education Consolidated (Federal) grant, and the 2026–2027 Perkins V: Strengthening Career and Technical Education for the 21st Century grant are now available and can be viewed on the TEA [Grant Allocations and Award Balances](#) webpage. **Please note that these amounts are estimates based on the latest available information, including funding from the U.S. Department of Education (USDE) budget tables.**

IBC Reimbursement Reports



The screenshot shows the TEAL Accountability website interface. At the top, there is a blue header with 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 expand the section is provided: "Click on the + to expand the section." Below this, there are two expandable sections: "College Preparation Assessment Reimbursement" and "Industry-Based Certification Reimbursement". The "Industry-Based Certification Reimbursement" section is expanded, showing a table with two columns: "Item" and "Description". The table contains one row: "2024-25 IBC Reimbursement Report" with the description: "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." Below the table, there are two more expandable sections: "CCMR Outcomes Bonus" and "Review Links (Admin Only)".

TEAL Accountability

New Items Performance Reporting Performance-Based Monitoring Research & Analysis College, Career & Military Prep State Performance Plan **House Bill 3**

House Bill 3

House Bill 3 (HB 3), enacted in the 86th Texas Legislature, 2019, provided new funding for districts to support academic and postsecondary outcomes for students. The information below gives a high-level overview of the funding sources that will be reviewed and/or verified on this page for the fulfillment of HB 3 policies.

The College Preparation Assessment Reimbursement, authorized by Texas Education Code (TEC) §48.155 and §39.0261, 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.

Click on the + to expand the section.

College Preparation Assessment Reimbursement +

Industry-Based Certification Reimbursement -

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.

State CTE Leadership Committee

The State CTE Leadership Committee is a strategic advisory body, composed of one representative from each education service center (ESC) region, that supports the development and implementation of statewide CTE policies, programs, and initiatives. Committee members provide input based on local and regional experience to support data-informed decision-making, continuous improvement, and effective implementation across career and technical education.

The committee focuses on implementation considerations, alignment with labor market demand and industry standards, and identification of challenges and opportunities that may affect local CTE programs.

Members may be appointed to one- or two-year terms, beginning September 1, 2026. One-year terms will conclude on August 31, 2027. Two-year terms will conclude on August 31, 2028.

Committee members agree to attend and actively participate in quarterly webinar meetings (typically 3 hours each), attend one in-person meeting, participate in additional meetings or activities as needed to support committee work and statewide CTE initiatives, and maintain confidentiality of information, discussions, and materials shared in connection with committee work.

Use [this link](#) to complete the application no later than **May 29, 2026, by 5:00 p.m. CDT.**



TEA Updates - CCMR

Just-in-Time Reminders

CCMR Verifier

- Available in the TEA Login (TEAL) system beginning **June 4, 2026**.
- Access the CCMR Verifier by logging into TEAL and navigating to the Accountability application.
- Review and verify non-TSDS PEIMS CCMR outcomes
- If necessary, submit official documentation to request data corrections during the annual verification window.
- The 2025 Grad and Non-Grad tabs in the CCMR Tracker, Part I, were included to support the timely completion of Working Submissions, and indicators informed by PEIMS are an exact match to what will be in the CCMR Verifier.

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](#).

CTE Course – TSDS Reports

Name	Number	Location
Number of Students Completing Courses by Pass/Fail Indicator	PDM3-133-001 PDM4-133-002	Standard Reports/ Course Completion
Student Class Schedule	PDM3-113-001	Standard Reports/ Class-Student
Career and Technical Roster by Career and Technical Indicator Code	PDM3-122-002	Standard Report/Career and Technical Education
Student Indicator Report by Grade	PDM3-120-007	Standard Report/ Student
Career and Technical Education Student Roster	PDM3-404-002	Statewide Reports/Student
Student Counts by Career and Technical Indicator Code and Grade	PDM3-404-003	Statewide Reports/Student

Industry-Based Certification

Name	Number	Location
Student Advanced Academic Roster by Grade	PDM1-120-016 PDM3-120-010	Standard Reports/ Student
Industry-Based Certification Roster	PDM1-120-021 PDM3-120-019	Standard Reports/ Student

Special Education

Graduates with an advanced diploma plan and received special education services

Data Element Name	Table	Data Element	Requirements
DiplomaType	C062	E0806	
EndorsementCompleted	C332	E3021	

Name	Number	Location
Graduate Roster by Graduation Type	PDM1-124-007	Standard Reports/ Leaver
Student Foundation High School Program Graduate Roster	PDM1-120-018	Standard Reports/ Leaver

Higher Education

Dual Credit

Name	Number	Location
Student Completing Courses with Advanced/Dual Credit/Enrollment	PDM3-133-002	Standard Reports/ Course Completion
Students with Dual Credit Courses and College Credit Hours	PDM3-120-008 PDM4-133-001	Standard Reports/ Student

<https://texaseducationagency.livehelpnow.net/39795/kb/article/107317/what-are-level-i-and-level-ii-certificates-and-how-are-they-used-in-ccmr>



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

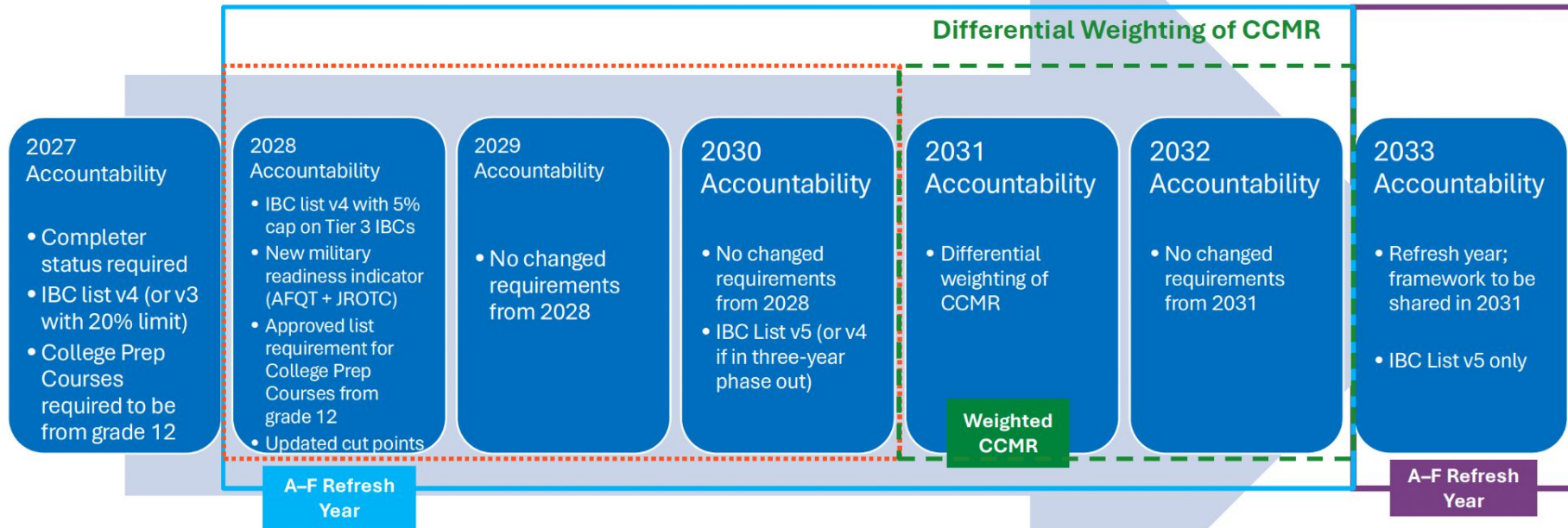


This document finalizes the feedback on the preliminary A-F Accountability System Framework. This framework transparently provides the stakeholder feedback on the original considerations and provides clear rationale on any updated proposals in the framework. This framework reflects the contents of the 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



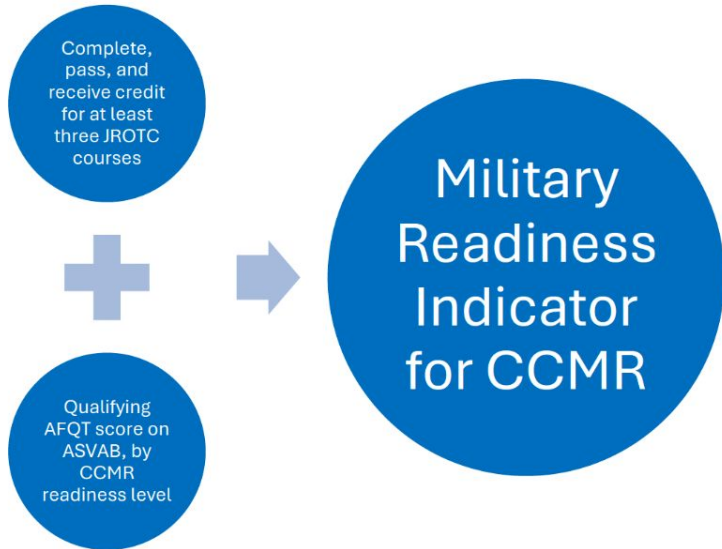
PEIMS Working Submissions may be completed and applied to accountability ratings, beginning with 2026 accountability

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

CCMP Webinar Series

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

Topics to be covered include:

- **CCMR Weighting and Strategic Planning - 3 part series**
- **Career and Military Readiness - 5 part series**
 - June 30, 2026
- **Advanced Academic Courses - 6 part series**
 - August 17, 2026
- **College Preparation Assessments and Courses for CCMR - 5 part series**
 - Spring 2027

Links found in **Class of 2030 CCMR Refresh Webinar Series** section of [College, Career, and Military Prep](#)

Effective Advising Framework

EAF Overview

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EAF: A Blueprint for Advising

Through the EAF, educators are equipped with the knowledge, resources, and time to support all students in planning and preparing for postsecondary success.

- The EAF is a guide to planning and implementing the individual student planning system component of a comprehensive K-12 counseling program.
- The EAF was developed by a statewide workgroup and is being piloted through grants to ensure it is effective, aligns to best practices, and reflects the priorities of stakeholders.
- Supplemental resources are being developed to support the implementation of the EAF in districts across Texas.
- The EAF is an integrated approach to advising, which supports an aligned system for students to access and navigate through pathways.

EAFF Effective Advising Framework (EAF)

All students should be college and career ready, and be empowered to engage in individual career and academic planning that is:

- Aligned to college, career, and military readiness outcomes.
- Aimed at K-12.
- Managed and led by the district's comprehensive school counseling program staff.
- Driven by the student, who is accountable for monitoring progress and backwards planning toward their evolving career goals.
- Supported by all teachers and campus leaders.



EAFF EAF Prioritized Levers

Lever 1

Strong Program Leadership & Planning

Lever 2

Effective, Well-Supported School Counselors & Advisors

Lever 3

Internal School Culture of Advising

Lever 4

Effective External Partnerships

Lever 5

High Quality Advising Materials & Assessments





Lever 1: Strong Program Leadership & Planning

A steering committee with clear roles and responsibilities will develop, implement, and monitor an individual planning system that supports all students in their postsecondary planning and preparation.

Essential Action 1.1

Develop clear data-driven goals for the individual planning system to graduate all students to be ready for college and career, including careers in the military.

Essential Action 1.2

Set K-12 grade level expectations for academic development, career development, personal and social development, and financial literacy to ensure all students are on-track to graduate prepared for postsecondary success.

Essential Action 1.3

Develop an organizational structure for the school counseling program staff and internal partners who will be responsible for the implementation of advising services that lead all students toward grade-level expectations.

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Essential Action 1.4

Identify tools and resources to support the leadership and planning of the individual planning system.

Essential Action 1.5

Identify external partners to fill gaps in the implementation of effective advising.

Lever 1: Strong Program Leadership and Planning

These commitments describe the roles and responsibilities of the administrators who support, supervise, and manage the school counseling program staff.

- Administrators prioritize the convening of a steering committee to plan for and monitor implementation of the individual planning system and provide adequate time and support for steering committee members to conduct their roles and responsibilities.
- Administrators authorize one member of administration to participate in the steering committee and routinely coordinate with the certified professional school counselor(s) in the planning, implementation, and evaluation of a data-driven comprehensive school counseling program.
- Administrators participate in training on the effective implementation of a comprehensive school counseling program as required by TEC §21.054.
- Administrators include school counseling program leader(s) on district and campus leadership team(s) to ensure alignment of the counseling program and district/campus goals.
- Administrators ensure that counseling and advising are reflected in district and campus goals.
- Administrators ensure that effective advising services are well organized within the district's comprehensive school counseling program by participating in the development and approval of the organizational structures and processes of the individual planning system.



Lever 2: Effective, Well-Supported School Counselors and Advisors

A strong comprehensive school counseling program retains effective, well-supported school counselors and advisors by strategically recruiting, selecting, assigning, and inducting school counselors and advisors, so that all students have equitable access to high-quality advising.

Essential Action 2.1

Recruit, select, assign, induct, and retain highly-qualified school counseling program staff to lead the implementation of the individual planning system.

Essential Action 2.2

Build school counseling program staff capacity and efficacy through frequent check-ins and evaluation cycles.

Essential Action 2.3

Build school counseling program staff knowledge and expertise through ongoing professional development that focuses on ensuring equal access as well as deepening advising skills to support student's academic, career, and personal and social development and financial literacy.



Lever 3: Internal School Culture of Advising

A school culture of advising requires a universal commitment across the district to prepare all students for postsecondary success, which includes providing students with the necessary support to navigate their individual career and education pathways.

Essential Action 3.1

Integrate the district's vision, mission, and goals into the individual planning system.

Essential Action 3.2

Require training on the fundamentals of advising for all district staff who work directly with students and include additional required advising-related training for staff with specific advising support roles.

Essential Action 3.3

Communicate programmatic updates and student metric tracking to staff and community partners throughout the year to facilitate shared understanding, responsibility, and urgency.

Essential Action 3.4

Engage all students in the individual planning system as key stakeholders throughout program development, delivery, and evaluation to support students in taking ownership over their postsecondary planning.

Essential Action 3.5

Involve families and the community as key stakeholders throughout program development, delivery, and evaluation.



Lever 4: Effective External Partnerships

Effective external partnerships are created by strategically selecting partners to fill gaps in district service delivery, provide specific content expertise, and support the individual planning system.

Essential Action 4.1

Strategically select external partnerships to fill gaps in service delivery and provide intended student services.

Essential Action 4.2

Consistently manage external partnerships.

Essential Action 4.3

Consistently evaluate external partners against program goals.

Essential Action 4.4

Communicate programmatic updates and student metric tracking to all external partners throughout the year to facilitate shared understanding, responsibility, and urgency.



Lever 5: High Quality Advising Materials and Assessments

All students and their caregivers frequently engage with high-quality advising materials and assessments that support them in identifying postsecondary options as well as planning and preparing for postsecondary success.

Essential Action 5.1

Define a quality standard for materials, tools, and resources that support college, career, and military awareness, exploration, and preparation.

Essential Action 5.2

Integrate materials into the individual planning system to support parent and family engagement.

Essential Action 5.3

Provide adequate time and training for fidelity of implementation.

The district steering committee must include representation from elementary and secondary levels and is comprised of, but is not limited to:

- One administrator
- One school counselor
- One Career and Technical Education representative
- One representative of students from special populations

Each district steering committee will collaborate to submit the following deliverables:

- Steering Committee Roles and Responsibilities
- EAF Diagnostic Tool
- Gap Analysis Tool
- EAF Communication Template

Benefits of EAF for all Stakeholders

Students

Students will be equipped with the necessary resources and tools to make informed decisions about their postsecondary options so that they will be positioned to obtain a high-growth, high-demand career that is satisfying.

Staff

Students will be more invested in their education because they see how it connects to their plans beyond secondary school.

Community

Career and Technical Education (CTE) program offerings will reflect community and local workforce needs and will equip students with the necessary skills to meet the demands of the existing workforce.

Administrators

Students will graduate college, career, and military-ready, which will improve overall school performance as well as CCMR ratings and student outcome bonuses.

Teacher and Student Opportunities

Connecting Education and Industry

UNT Dual Credit Network (DCN)

UNT Dual Credit Network (DCN) is a new statewide initiative designed to strengthen dual credit pathways in partnership with K–12 districts, community colleges, and universities. The DCN does not deliver dual credit but is meant to build upon—not replace—existing partnerships by improving alignment, communication, and access to resources that support teachers and students. Attached are two flyers with more details.



Flyers

[Join Network](#)

[Online Grad Programs](#)

[Admin Overview](#)

2026 CCRSM Leadership Summit

The 2026 CCRSM Leadership Summit will host attendees and have breakout sessions focused on ECHS and P-TECH implementation.

This exciting and **free** annual event convenes statewide across the CCRSM network. ECHS and P-TECH districts, campuses and their partners have the opportunity to collaborate on innovative ideas and elevate best practices with peers across the CCRSM Network.

June 10-12, 2026

Irving Convention Center at Las Colinas





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](#)

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)



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

Empowering Online Educators Conference

The shift toward online learning in K-12 education has highlighted the need for targeted professional development that equips teachers with the skills and strategies necessary to succeed in the virtual classroom. This conference will include keynote speakers, interactive sessions led by experts and peers, networking opportunities, and collaboration among online educators at **no cost** to the participants.

June 16, 2026 8AM - 4PM

Tarleton State University, Ft Worth

Cost: Free - Breakfast and Lunch provided

The conference is funded by a grant from the Sid Richardson Foundation

[Conference Website](#)

[Registration](#)

[Call For Proposals](#)



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!



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817-740-7694

ESC Region 11 CTE [Website](#)

[CCMR/CTE Customer
Satisfaction Survey](#)

Goodheart-Willcox

Karen Welty