

COLLEGE AND CAREER ADVISING

MODEL POLICY | FEB. 2026

OVERVIEW

Early and sustained access to advising helps students explore college and career pathways, choose courses aligned to their goals, navigate opportunities that build in-demand skills, and make informed decisions to prepare for life after high school.

Our model policy sets both students and advisors up for success by establishing a continuous system from elementary through high school, combining early career exploration with individualized advising support as students progress. By setting a manageable student-to-advisor ratio, it ensures students receive guidance aligned to graduation, college and career pathways, and proven opportunities like advanced coursework and work-based learning.

MODEL POLICY

The District shall make strategic and sustained investments to ensure every student has access to high-quality college and career advising and exploration experiences. These investments shall be designed to support students in meeting graduation requirements, attaining a college or career ready designation that qualifies for the CCMR Outcomes Bonus outlined by Texas Education Code Section 48.110, and graduating prepared to pursue postsecondary education, training, and employment pathways that lead to a living wage.

The District shall ensure that college and career readiness supports are delivered through a coherent, developmentally appropriate continuum spanning elementary, middle, and high school. This system must be aligned to state standards, local labor market opportunities for in-demand and living-wage careers, and the Board approved goal for college, career, and military readiness required by Texas Education Code Section 11.186. The District shall provide each student:

- 1. Age appropriate college and career awareness and exploration opportunities beginning in elementary school.** These opportunities shall expose students to a broad range of postsecondary options, career fields, and skill pathways, and shall be designed to build foundational knowledge, aspirations, and informed decision making as students progress toward high school course selection.
- 2. Individualized college and career advising shall begin no later than middle school and continue through high school.** The District shall maintain a student to advisor ratio that does not exceed 200:1 to ensure advisors have sufficient capacity to support students in course planning, graduation requirements, postsecondary enrollment and completion, credential attainment, and workforce readiness. Advising shall include guidance related to coherent Programs of Study, in-demand and industry-recognized credentials, work-based learning experiences, and dual credit and other advanced coursework opportunities. For students and families whose primary language is not English, advising services and all correlated correspondence shall be provided in the student's or family's primary language.