

ECHS Planning Application

Academy Information

School District:

Campus:

Academy Name:

Which model does the district intend to implement at this time? Within these models, there are variations. For this purpose, the campus is defined as a county-district-campus (CDC) number, not a physical location.

Model District will Implement:

- ☐ Stand Alone Academy
- ☐ Stand Alone Academy: Multiple Campuses
- ☐ School within a School
- ☐ School within a School: Mult Campuses
- ☐ School within a School: Other grade level

Grade Levels Served

New campuses will participate in a Planning Year in the 2027-2028 school year and begin serving students in the following school year. What grade level(s) will your academy plan to serve in the 2028-2029 school year?

Range of Students

Please enter the number of 9th grade students that you plan to serve in 2028-2029:

Please enter the number of 10th grade students that you plan to serve in 2028-2029:

Please enter the number of 11th grade students that you plan to serve in 2028-2029:

Please enter the number of 12th grade students that you plan to serve in 2028-2029:

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District and Academy Members

Application Primary Contact

Please list the full name of the person primarily responsible for completing this application.

Primary Contact Name:

Primary Contact Email:

Primary Contact Job Title:

District Superintendent Information

Superintendent Name:

Superintendent Email:

Superintendent's familiarity with the ECHS Model (years of experience):

ECHS School Leader Information

(ECHS leader who has the authority over course and instructor scheduling, staff and faculty hiring, and budget development)

ECHS School Leader Name:

ECHS School Leader Email:

ECHS School Leader's familiarity with the ECHS Model (years of experience):

ECHS Counselor Information

Counselor Name:

Counselor Email:

Counselor's familiarity with the ECHS Model (years of experience):

ECHS PEIMS Official Information

PEIMS Official Name:

PEIMS Official Email:

PEIMS Official's familiarity with the ECHS Model (years of experience):

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Collaborators

You may add up to 2 other individuals who will need login access to edit while the application is in progress (draft form). Once the application is finalized, you will be able to share the PDF version with others via email.

Collaborator 1 Name; Email:

Collaborator 2 Name; Email:

Feeder Highschool

Will this CCRSM program recruit and serve students from additional district high schools beyond its own enrolled student body (i.e., feeder high schools)? Note: feeder high schools refer to any additional district campuses whose students will access CCRSM programming at the primary/designated CCRSM program?

- ☐ Yes
- ☐ No

If Yes:

Feeder School 1 Name; CDC:

Feeder School 2 Name; CDC:

Feeder School 3 Name; CDC:

Feeder School 4 Name; CDC:

CCRSM Network Affiliation

Decision to Apply

In 1600 characters or less, detail how your campus arrived at the decision to apply for this program. Include at least one key motivation, one challenge, and one opportunity explored during discussions with stakeholders such as school board members, faculty/staff, and parents/students that is specific to your community. Highlight any data or research that influenced the decision.

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Stakeholder Information

Include the stakeholders that were involved in the decision process to apply for a Planning Year. You may enter up to 15 stakeholders.

Stakeholder 1

Organization:

Name:

Email:

Job Title:

Add more Stakeholders as needed

Degrees and Credentials

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. Describe how the campus will develop a rigorous course of study that will enable a participant to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by Title 19 of the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours towards a baccalaureate degree during grades 9-12.

When describing this course of study, include the transferability and applicability of college credit offered between a 2-year and a 4-year institution.

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Endorsements

New campuses will participate in a Planning Year in the 2027-2028 school year and begin serving students in the 2028-2029 school year. What endorsement(s) will your academy plan to serve in the 2028-2029 school year? Select all that apply.

- ☐ STEM (Science, Technology, Engineering, and Mathematics)
- ☐ Business and Industry
- ☐ Arts and Humanities
- ☐ Public Services
- ☐ Multidisciplinary Studies

Career Clusters

Below is a list of all Career Clusters. Please select the appropriate category as it applies to each career cluster offered by your academy in 2028-2029.

- ☐ Not applicable
- ☐ Agriculture, Food, & Natural Resources
- ☐ Architecture & Construction
- ☐ Arts, A/V Technology, & Communications
- ☐ Business, Marketing, & Finance
- ☐ Education & Training
- ☐ Energy
- ☐ Engineering
- ☐ Health Science
- ☐ Hospitality & Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law & Public Service
- ☐ Manufacturing
- ☐ Transportation, Distribution, & Logistics

Programs of Study Academy Will Offer

Please select the Program(s) of Study (POS) that the PEIMS-coded academy will offer in 2028-2029.

POS: Agriculture, Food, Nat Resources:

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POS: Arts, A/V Tech & Communications:

POS: Education & Training:

POS: Engineering:

POS: Hospitality & Tourism:

POS: Information Technology:

POS: Manufacturing:

POS: Architecture & Construction:

POS: Business, Marketing, & Finance:

POS: Energy:

POS: Health Science:

POS: Human Services:

POS: Law & Public Service:

POS: Transportation, Distribution, & Logistics:

Degrees and Certificates Offered

Which of the following degrees, certificates, or certifications will the academy offer in 2028-2029? Select all that apply.

- ☐ Associate Degree
- ☐ Level I & II Postsecondary Certificates
- ☐ Industry Based Certifications

Fields of Study

What fields of study does the academy plan to offer in 2028-2029? Select all that apply.

- ☐ Architecture
- ☐ Biology
- ☐ Business Administration
- ☐ Communications
- ☐ Computer Science

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- ☐ Criminal Justice
- ☐ Education (EC-3, EC-6, and/or 4-8 Subject Areas)
- ☐ Engineering
- ☐ English
- ☐ History (B.A.)
- ☐ History (B.S.)
- ☐ Kinesiology
- ☐ Music
- ☐ Nursing
- ☐ Political Science
- ☐ Psychology
- ☐ Social Work
- ☐ Sociology
- ☐ Other

Associate Degrees

Associate of Arts (A.A.)

A.A. Degree Subject 1:

A.A. Degree Subject 2:

A.A. Degree Subject 3:

A.A. Degree Subject 4:

Number of A.A. Degrees:

Associate of Science (A.S.)

A.S. Degree Subject 1:

A.S. Degree Subject 2:

A.S. Degree Subject 3:

A.S. Degree Subject 4:

Number of A.S. Degrees:

Associate of Applied Arts (A.A.A.)

A.A.A. Degree Subject 1:

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A.A.A. Degree Subject 2:

A.A.A. Degree Subject 3:

A.A.A. Degree Subject 4:

Number of A.A.A. Degrees:

Associate of Applied Sciences (A.A.S.)

A.A.S. Degree Subject 1:

A.A.S. Degree Subject 2:

A.A.S. Degree Subject 3:

A.A.S. Degree Subject 4:

Number of A.A.S. Degrees:

Associate of Applied Teaching (A.A.T.)

A.A.T. Degree Subject 1:

A.A.T. Degree Subject 2:

A.A.T. Degree Subject 3:

A.A.T. Degree Subject 4:

Number of A.A.T. Degrees:

Level I or II Certification Information

What Level I and Level II Postsecondary Certificate(s) provided by an IHE does the academy plan to offer in the 2028-2029 school year?

Level I & II Postsecondary Certificates:

Industry-Based Certifications (IBCs)

What Industry-Based Certification(s) (IBC) does the academy plan to offer in 2028-2029?

Industry Based Certifications:

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Articulation Agreement

Does the Institution of Higher Education partner currently have an articulation agreement with a four-year Institute of Higher Education detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

- ☐ Yes
- ☐ No

If yes, provide the university name that the ECHS has an articulation agreement with and the bachelor's degree that students could earn using their associate degree and accrued credits.

Degree 1

University Name:

2-year degree name:

4-year degree name:

Degree 2

University Name:

2-year degree name:

4-year degree name:

Degree 3

University Name:

2-year degree name:

4-year degree name:

Degree 4

University Name:

2-year degree name:

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4-year degree name:

Recruitment and Enrollment Process

In 1600 characters or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the ECHS open enrollment requirements for your district and student population. Please refer to the ECHS Blueprint (3.1, 3.3, and 3.4) when answering this question.

The ECHS academy shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. In addition to those who are at-risk as defined by PEIMS, the ECHS shall identify, recruit, and enroll subpopulations that are underrepresented in college courses. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA) or other criteria that create barriers for student enrollment. Please outline the established plans for recruitment and enrollment process that meets the open enrollment requirements.

When will your campus begin the primary recruitment phase of 8th grade students?

- ☐ August - October
- ☐ November - January
- ☐ February - April
- ☐ May - July

When will your campus inform the majority of your students of their acceptance into the program?

- ☐ August - October
- ☐ November - January
- ☐ February - April
- ☐ May – July

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In 1600 characters or less, please outline any challenges you foresee related to the future recruitment and enrollment process for your district and student population. Please refer to the ECHS Blueprint (3.1, 3.3, and 3.4) when answering this question.

Summer Bridge Program

What month(s) will you offer the Summer Bridge program? Please refer to the ECHS Blueprint (5.1) when answering this question

- ☐ May
- ☐ June
- ☐ July
- ☐ August
- ☐ Other

Other - fill in the blank:

Partnerships

Does the academy have a formal working relationship with an Institution of Higher Education Partner?

- ☐ Yes
- ☐ No

If no, briefly describe the campus plan and timeline for creating this vital academic partnership:

IHE Partner 1 Information

Please enter the Institution of Higher Education partner contact information below. (This colleague is typically the person who works directly with your campus on an ongoing basis to further strengthen the academic support and dual credit components of the partnership)

IHE Primary Campus Partner 1:

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IHE Partner 1 Name:

IHE Partner 1 Email:

IHE Partner 1 Job Title:

Please enter the Institution of Higher education signatory information below.

IHE Signatory 1 Name:

IHE Signatory 1 Email:

IHE Signatory 1 Job Title:

IHE Partner 2 Information

Does the academy have an established partnership with an additional Institute of Higher Education Partner?

- ☐ Yes
- ☐ No

If yes:

IHE Primary Campus Partner 2:

IHE Partner 2 Name:

IHE Partner 2 Email:

IHE Partner 2 Job Title:

Education Service Partner

Do you work with an ESC to support your academy?

- ☐ Yes
- ☐ No

If yes, fill out the information below.

Region:

Partner Name:

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Partner Email:

Workforce Board Partner

Do you work with a Workforce Board to support your academy? Please refer to the ECHS Blueprint (4.1) when answering this question.

- ☐ Yes
- ☐ No

If yes, please provide contact information below.

Organization Name:

Name:

Email:

Job Title:

If no, briefly describe the campus plan and timeline for creating this helpful partnership:

Advanced Academics

New campuses will participate in a Planning Year in the 2027-2028 school year and begin serving students in the 2028-2029 school year. Select the type of **advanced courses** your campus will offer in the 2028-2029 school year. Select all that apply.

Type of Advanced Courses Offered:

- ☐ Dual Credit
- ☐ Advanced Placement (AP)
- ☐ International Baccalaureate (IB)
- ☐ OnRamps

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Dual Credit Questions

New campuses will participate in a Planning Year in the 2027-2028 school year and begin serving students in the 2028-2029 school year. Select the type of **dual credit courses** your campus will offer in the 2028-2029 school year. Select all that apply.

- ☐ Academic Course Guide Manual (AGCM)
- ☐ Workforce Education Course Manual (WECM)

Which delivery format(s) will you employ when teaching these dual credit courses? Select all that apply.

- ☐ District employed teachers on the academy site
- ☐ IHE personnel on the college campus
- ☐ A hybrid approach of the two formats above
- ☐ Other

English Dual Credit

Do you anticipate having teachers qualified to teach dual credit courses in English during the first year of serving students?

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly Agree

In 1600 characters or less, please outline any challenges you foresee related to recruiting and hiring highly qualified dual credit teachers in English. Please refer to the ECHS Blueprint (1.8) when answering this question.

Math Dual Credit

Do you anticipate having teachers qualified to teach dual credit courses in Math during the first year of serving students?

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- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly Agree

In 1600 characters or less, please outline any challenges you foresee related to recruiting and hiring highly qualified dual credit teachers in Math. Please refer to the ECHS Blueprint (1.8) when answering this question.

Other Subjects Dual Credit

Do you anticipate having teachers qualified to teach dual credit courses in other subjects during the first year of serving students?

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither disagree nor agree
- ☐ Agree
- ☐ Strongly Agree

In 1600 characters or less, please outline any challenges you foresee related to recruiting and hiring highly qualified dual credit teachers in additional subjects. Please refer to the ECHS Blueprint (1.8) when answering this question.

List the policies and practices your academy will implement to expand and retain teachers that are qualified to teach dual credit. Please refer to the ECHS Blueprint (1.9) when answering this question.

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TSI Testing Site Information

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.

Is the campus currently a TSIA testing site or planning to become one:

- ☐ Yes
- ☐ No

If no or planning to become one, briefly describe the campus plan and timeline for becoming a TSI testing site. Please refer to the ECHS Blueprint (1.5) when answering this question.

Describe how the campus plans to continuously monitor and improve implemented plans for TSI success, ensuring the academy is on track to meeting with the outcomes-based Achievement measure. Please refer to the ECHS Blueprint (4.7) when answering this question.

Curriculum and Support

Academic Supports (Blueprints 5.2; 5.3)

Provide examples of how the campus plans to provide all students with a system of academic supports. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.2, 5.3).

Academic Support Service 1: Activity:

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Academic Support Service 1: Description:

Academic Support Service 2: Activity:

Academic Support Service 2: Description:

Academic Support Service 3: Activity:

Academic Support Service 3: Description:

Academic Support Service 4: Activity:

Academic Support Service 4: Description:

Behavioral and Mental Health Supports (Blueprints 5.5)

Provide examples of how the campus plans to provide all students with a system of behavioral and mental health supports. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.5).

Behavioral Support Service 1: Activity:

Behavioral Support Service 1: Description:

Behavioral Support Service 2: Activity:

Behavioral Support Service 2: Description:

Behavioral Support Service 3: Activity:

Behavioral Support Service 3: Description:

Behavioral Support Service 4: Activity:

Behavioral Support Service 4: Description:

Career and College Supports (Blueprints 5.4; 5.7)

Provide examples of how the campus plans to provide all students with a system of career and college supports. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.7).

Career/College Support Service 1: Activity:

Career/College Support Service 1: Description:

Career/College Support Service 2: Activity:

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Career/College Support Service 2: Description:

Career/College Support Service 3: Activity:

Career/College Support Service 3: Description:

Career/College Support Service 4: Activity:

Career/College Support Service 4: Description:

Enrichment Opportunities (Blueprint 5.6)

Provide examples of how the campus plans to provide all students with a system of enrichment opportunities. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.6).

Enrichment Opportunity 1: Activity:

Enrichment Opportunity 1: Description:

Enrichment Opportunity 2: Activity:

Enrichment Opportunity 2: Description:

Enrichment Opportunity 3: Activity:

Enrichment Opportunity 3: Description:

Enrichment Opportunity 4: Activity:

Enrichment Opportunity 4: Description:

Additional Support Information

Does your academy participate in any of the following programs or services. Please select all that apply.

- ☐ Family and Community Services
- ☐ Health and Wellness
- ☐ Cosmetology and Personal Care Services (Regional Program of Study)
- ☐ Not applicable

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Progress Monitoring

Access Outcomes-Based Data Information

What indicator do you predict will be more challenging regarding the outcomes-based **ACCESS** data measures?

For more information please refer to the ECHS Outcomes-Based Measures section in the ECHS Blueprint.

- ☐ At-Risk Students: No more than 25% under district (grades 9-12)
- ☐ Economically-Disadvantaged Students: No more than 10% under district (grades 9-12)
- ☐ Neither

How confident are you that you will reach the outcomes-based **ACCESS** data measures for designation after your first two years of serving students?

- ☐ Not Confident
- ☐ Somewhat Confident
- ☐ Confident
- ☐ Highly Confident

Leadership Team Information

The ECHS and an Institution of Higher Education (IHE) partner shall develop and maintain a leadership team that meets regularly (e.g., quarterly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leaders and individuals with decision-making authority from the district and the IHE.

Does the campus currently have a leadership team? For more information, please refer to ECHS Blueprint manual (1.6).

- ☐ Yes
- ☐ No

If no, please briefly describe your plan and timeline for meeting this requirement:

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If yes, identify the individuals and their job titles who currently serve on this school's leadership team. Individuals should have decision-making authority for the school, IHE, or business partner they represent. Applicants may enter up to eight individuals. Leadership Team Members:

Leadership Member #1

Organization:

Member Name:

Email:

Title:

Add more members as needed

Leadership Meeting Timeline

Provide a timeline for leadership meetings over the planning year. Include topics that will be discussed. For more information, please refer to ECHS Blueprint manual (1.6).

Meeting 1

Month/Year:

Topics To Discuss:

Create 11 more meetings

Benchmark Products

Please share the full hyperlink or website where your required design element artifacts will be published for public display (including https://). Refer the ECHS/P-TECH Blueprint Artifacts section for more information.

Product URL: