

# 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 2026-2027 school year and begin serving students in the following school year. What grade level(s) will your academy plan to serve in the 2027-2028 school year?

Grade level(s) our academy plan to serve in 2027-2028:

## Range of Students

Select the number of 9th grade students that you plan to serve in 2027-2028:

Select the number of 10th grade students that you plan to serve in 2027-2028:

Select the number of 11th grade students that you plan to serve in 2027-2028:

Select the number of 12th grade students that you plan to serve in 2027-2028:

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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?

Feeder School 1 Name; CDC:

Feeder School 2 Name; CDC:

Feeder School 3 Name; CDC:

Feeder School 4 Name; CDC:

## Decision to Apply

In 250 words 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.

Decision to Apply Narrative:

## 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.

Planning Year Stakeholders:

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## 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.

Which of the following degrees, certificates, or certifications does the academy offer:

## Endorsements and Career Clusters

What endorsement(s) and career clusters will your academy plan to serve in the 2027-2028 school year?

Endorsements:

Career Clusters:

## Programs of Study Academy Will Offer

Please select the Program(s) of Study (POS) that the PEIMS-coded academy will offer in 2027-2028.

POS: Agriculture, Food, Nat Resources

POS: Arts, A/V Tech & Communications:

POS: Education & Training:

POS: Engineering:

POS: Hospitality & Tourism:

POS: Information Technology:

POS: Manufacturing:

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POS: Architecture & Construction:

POS: Business, Marketing, & Finance:

POS: Energy:

POS: Health Science:

POS: Human Services:

POS: Law & Public Service:

POS: Transportn, Distrib, Logistics:

## Degrees and Certificates Offered

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

Which of the following degrees, certificates, or certifications does the academy offer in 2027-2028?

Types of Degrees and Certifications: *Associate Degree, Level I & II Postsecondary Certificates, Industry Based Certifications*

### 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:

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Number of A.S. Degrees:

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

A.A.A. Degree Subject 1:

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 2027-2028 school year?

Level I & II Postsecondary Certificates:

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## Industry-Based Certifications (IBCs)

What Industry-Based Certification(s) (IBC) does the academy plan to offer in 2027-2028?

Industry Based Certifications:

## 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?

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.

## Recruitment and Enrollment Process

In 250 words 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 For Planning Purposes Only – applications must be submitted via the application site 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 historically 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.

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

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

In 250 words 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 Summer Bridge Program:

June Summer Bridge Program:

July Summer Bridge Program:

August Summer Bridge Program:

Other Summer Bridge Program:

Summer Bridge Program Other Month:

### Partnerships

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

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

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### 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:

IHE Partner 1 Name:

IHE Partner 1 Email:

IHE Partner 1 Job Title:

### IHE Partner 2 Information

Do you have another IHE Partner?

IHE Primary Campus Partner 2:

IHE Partner 2 Name:

IHE Partner 2 Email:

IHE Partner 2 Job Title:

### Education Service Partner

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

Do you work with an ESC to support your academy?

Region:

Partner Name:

Partner Email:

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## 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.

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

If yes, please provide contact information below.

Organization Name:

Name:

Email:

Job Title:

## Advanced Academics

New campuses will participate in a Planning Year in the 2026-2027 school year and begin serving students in the school year. Select the type of advanced courses your campus will offer in the 2027-2028 school year. Select all that apply.

Type of Advanced Courses Offered: *Dual Credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps*

## Dual Credit Questions

What type of dual credit courses do you offer?

*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:

## English Dual Credit

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

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In 250 words 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?

In 250 words 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?

In 250 words 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.

### 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:

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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:

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:

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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:

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:

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Enrichment Opportunity 3: Description:

Enrichment Opportunity 4: Activity:

Enrichment Opportunity 4: Description:

## Progress Monitoring

### Access Outcomes-Based Data Information

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

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

Confidence Level:

### 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:

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

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:

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).

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## Benchmark Products

Please share the hyperlink or website where your required design element artifacts will be published for public display. Refer the ECHS Blueprint Artifacts section for more information.

Product URL:

After the inaugural ECHS Planning Year, all required artifacts shall be published on the ECHS website, made available to TEA upon request, and maintained according to the local records retention policy. Please refer to the Required ECHS Artifacts section for more information.