P-TECH 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:

Select the number of 5th year students that you plan to serve in 2027-2028:

Select the number of 6th year students that you plan to serve in 2027-2028:

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 P-TECH Model (years of experience):

P-TECH School Leader Information

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

P-TECH School Leader Name:

P-TECH School Leader Email:

P-TECH School Leader's familiarity with the P-TECH Model (years of experience):

P-TECH Counselor Information

Counselor Name:

Counselor Email:

Counselor's familiarity with the P-TECH Model (years of experience):

P-TECH PEIMS Official Information

PEIMS Official Name:

PEIMS Official Email:

PEIMS Official's familiarity with the P-TECH Model (years of experience):

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:

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.

Degrees and Credentials Plan:

Endorsements and Career Clusters

New campuses will participate in a Planning Year in the 2026-2027 school year and begin serving students in the 2027-2028 school year. 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:

POS: Architecture & Construction:

POS: Business, Marketing, & Finance:

POS: Energy:

POS: Health Science:

POS: Human Services:

POS: Law & Public Service:

POS: Transportn, Distrib, Logisistics:

Degrees and Certificates Offered

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:
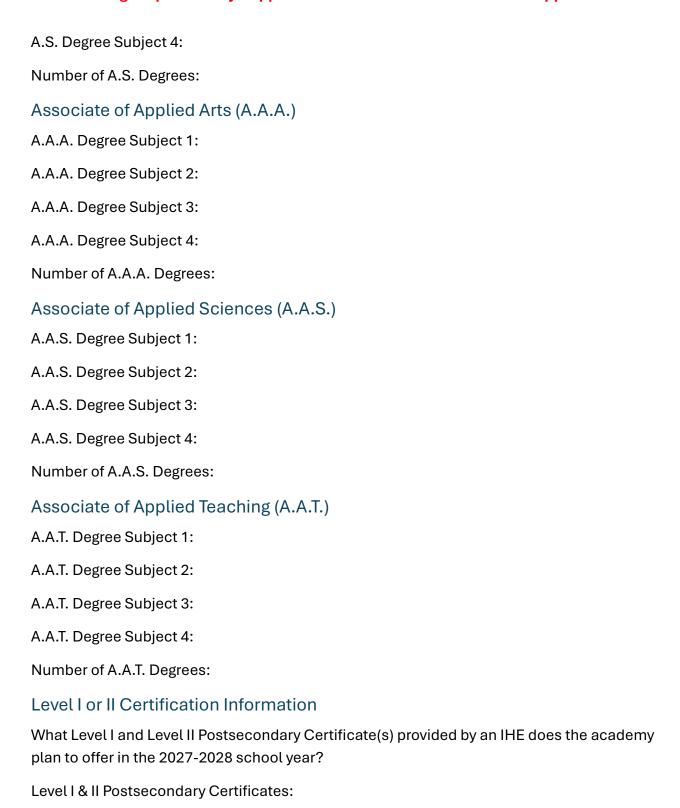
A.A. Degree Subject 3:

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:

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:

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 P-TECH 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 P-TECH 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 P-TECH Blueprint (3.1, 3.3, and 3.4) when answering this question.

The P-TECH 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 P-TECH 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.

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 P-TECH 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 P-TECH 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

Business/Industry Partner 1 Information

The Pathways in Technology Early High School (P-TECH) must have a current, signed memorandum of understanding (MOU) or interlocal agreement (ILA) with each Institution of Higher Education (IHE). The P-TECH must also have a current and signed agreement with each business/industry partner. Both agreements must respectively outline key issues related to the planning, implementation, and sustainability of the P-TECH program. Stakeholders shall review the MOUs and agreements annually. The agreements shall include the components described in the design elements below.

Does the campus have an established partnership with a business/industry partner? Please refer to the P-TECH Blueprint Benchmark 2 section when answering this question.

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

Business/Industry Partner 1 Contact Information

Business/Industry Partner 1 Name:

B/I Partner 1 Liaison Email:

B/I Partner 1 Liaison Name:

B/I Partner 1 Liaison Title:

Does this industry business partner offer priority interviewing for any jobs for which the student is qualified? Please refer to the P-TECH Blueprint (2.22) when answering this question.

Business/Industry Partner 1 Level of Engagement

Rate level of engagement with your academy on the topics below.

Providing relevant work-based learning experiences aligned to the Tri-Agency Work-Based Learning Continuum

Providing career mentoring activities appropriate to each grade level

Providing student access to business/industry partners and work-based learning facilities, services, and resources

Providing feedback on the value of the P-TECH program

Offering students, who receive work-based training or education from the partner, priority in interviewing for any jobs for which the student is qualified

Business/Industry Partner 2 Information

Business/Industry Partner 2 Name:

B/I Partner 2 Liaison Email:

B/I Partner 2 Liaison Name:

B/I Partner 2 Liaison Title:

Does this industry business partner offer priority interviewing for any jobs for which the student is qualified? Please refer to the P-TECH Blueprint (2.22) when answering this question.

Business/Industry Partner 2 Level of Engagement

Rate level of engagement with your academy on the topics below.

Providing relevant work-based learning experiences aligned to the Tri-Agency Work-Based Learning Continuum

Providing career mentoring activities appropriate to each grade level

Providing student access to business/industry partners and work-based learning facilities, services, and resources

Providing feedback on the value of the P-TECH program

Offering students, who receive work-based training or education from the partner, priority in interviewing for any jobs for which the student is qualified

Blueprint Requirements

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements. (2.17): Clearly outline a work-based learning plan that will be followed to provide relevant work-based learning experiences aligned to

the Tri-Agency Work-Based Learning Continuum. (For more information, please refer to the P-TECH Blueprints.)

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements. (2.19c): Support for students' activities, such as clubs, career and technical student organizations (CTSO's), competitions, and special initiatives that promote professional skills attainment.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements. (2.20): Student access to business and industry partners and work-based learning facilities, services, and resources.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements. (2.21b): Transportation fees and costs.

Valuable Career-Ready Skills & Attributes

Based upon feedback and interactions with your Business/Industry Partner(s), select the 3 career-ready skills and attributes below that are the most valuable to the Business/Industry Partner(s).

Priority Interview

How many students have received an offer to a priority interview with your Industry/Business Partner(s) in 2023-2024?

Additional Technical Assistance

What additional technical assistance could be helpful related to establishing effective business and industry partnerships?

IHE Partners

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.

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 Partner Name:

IHE Primary Campus Partner:

IHE Partner Email:

IHE Primary Campus Partner Org Name:

IHE Partner 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:

Name:

Email:

Workforce Board Partner

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

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

Affiliation:

Name:

Email:

Job Title:

Regional Workforce Alignment

Please share the regional high-demand and/or aligned occupation(s) your academy intends to address through selected Program(s) of Study and work-based learning in upcoming school year. Refer to the approved TEA CTE Statewide and Regional Framework Documents for examples if needed.

The P-TECH shall work with the local workforce development board, local chamber of commerce, and/or local workforce industry representatives to identify and maintain a list of high-demand occupations. Have you worked with a regional workforce board or other relevant organization to identify and maintain a list of high-demand occupations? Please refer to the P- TECH Blueprint (4.1) when answering this question

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?

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 P-TECH 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 P-TECH 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 P-TECH 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 P-TECH Blueprint (1.9) when answering this question.

TSI Testing Site Information

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

If no or planning to become one, briefly describe the campus plan and timeline for becoming a TSI testing site. Please refer to the P-TECH 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 P-TECH 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 P-TECH 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 P-TECH 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 P-TECH 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 P-TECH 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:

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 P-TECH 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 P-TECH Blueprint manual (1.6).

Benchmark Products

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

Product URL:

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