

P-TECH Renewal 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

What grade level(s) will your academy plan to serve in the upcoming school year?

Grade level(s) our academy plan to serve in 2026-2027:

Range of Students

Select the number of 9th grade students that you plan to serve in 2026-2027:

Select the number of 10th grade students that you plan to serve in 2026-2027:

Select the number of 11th grade students that you plan to serve in 2026-2027:

Select the number of 12th grade students that you plan to serve in 2026-2027:

Select the number of 5th year students that you plan to serve:

Select the number of 6th year students that you plan to serve:

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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 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):

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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:

Needs Improvement - Note (Only for campuses designated as Needs Improvement)

Needs Improvement Leader Name:

Needs Improvement Leader Email:

Needs Improvement Leader familiarity with the ECHS model:

Confidence level of exiting needs improvement:

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:

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

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(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 2026-2027 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 2026-2027.

Please select the Program(s) of Study (POS) that the PEIMS-coded academy will offer in 2026-2027.

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:

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POS: Transportn, Distrib, Logistics:

Programs of Study Academy Will be Deleted?

Please select the Program(s) of Study (POS) that the PEIMS-coded academy will offer in 2026-2027.

Del POS: Agriculture, Food, Nat Resources:

Del POS: Arts, A/V Tech & Communications:

Del POS: Education & Training:

Del POS: Engineering:

Del POS: Hospitality & Tourism:

Del POS: Information Technology:

Del POS: Manufacturing:

Del POS: Architecture & Construction:

Del POS: Business, Marketing, & Finance:

Del POS: Energy:

Del POS: Health Science:

Del POS: Human Services:

Del POS: Law & Public Service:

Del 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 2026-2027?

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

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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:

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A.A.T. Degree Subject 2:

A.A.T. Degree Subject 3:

A.A.T. Degree Subject 4:

Number of A.A.T. Degrees:

Deleted Associate Degree Types

Will your academy be deleting any degree types in the upcoming year?

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 2026-2027 school year?

Level I & II Postsecondary Certificates:

Deleted Level I or II Certification

Will your academy be deleting any Level I or II certifications in the upcoming year?

Level I & II Postsecondary Certificates:

Industry-Based Certifications (IBCs)

What Industry-Based Certification(s) (IBC) does the academy plan to offer in 2026-2027?

Industry Based Certifications:

Deleted Industry-Based Certifications (IBCs)

Will your academy be deleting any IBCs in the upcoming year?

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?

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 PTECH open enrollment requirements for your district and student population. Please refer to the PTECH Blueprint (3.1, 3.3, and 3.4) when answering this question.

The PTECH 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 PTECH 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:

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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 PTECH 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

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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:

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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

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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 2026-2027?

Additional Technical Assistance

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

IHE Partnerships

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

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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 1 Name:

IHE Primary 1 Campus Partner:

IHE Partner 1 Email:

IHE Primary 1 Campus Partner Org Name:

IHE Partner 1 Job Title:

IHE Partner 2 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 2 Name:

IHE Primary 2 Campus Partner:

IHE Partner 2 Email:

IHE Primary 2 Campus Partner Org Name:

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:

Name:

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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:

Grade-Level Activities

9th grade – 6th year activities: Select up to three activities you plan to offer students in 2026-2027.

9th Grade Activities

9th grade Activity 1:

9th grade Activity 2:

9th grade Activity 3:

9th grade Activity Other 1:

9th grade Activity Other 2:

9th grade Activity Other 3:

10th Grade Activities

10th grade Activity 1:

10th grade Activity 2:

10th grade Activity 3:

10th grade Activity Other 1:

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10th grade Activity Other 2:

10th grade Activity Other 3:

11th Grade Activities

11th grade Activity 1:

11th grade Activity 2:

11th grade Activity 3:

11th grade Activity Other 1:

11th grade Activity Other 2:

11th grade Activity Other 3:

12th Grade Activities

12th grade Activity 1:

12th grade Activity 2:

12th grade Activity 3:

12th grade Activity Other 1:

12th grade Activity Other 2:

12th grade Activity Other 3:

5th Year Activities

5th year Activity 1:

5th year Activity 2:

5th year Activity 3:

5th year Activity Other 1:

5th year Activity Other 2:

5th year Activity Other 3:

6th Year Activities

6th year Activity 1:

6th year Activity 2:

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6th year Activity 3:

6th year Activity Other 1:

6th year Activity Other 2:

6th year Activity Other 3:

Please describe the most successful activity from the prior year and share why you believe this experience provided 9th grade students with an opportunity to learn about industries and employers that may be unfamiliar.

9th Grade Successful Activity:

10th Grade Successful Activity:

11th Grade Successful Activity:

12th Grade Successful Activity:

5th Year Successful Activity:

6th Year Successful Activity:

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

Select the type of advanced courses your campus will offer in the 2026-2027 school year. Select all that apply.

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

Dual Credit Questions

Type of Dual Credit Courses

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?

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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 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.

How often do you offer the TSI Assessments?

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:

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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 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:

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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 did you find more challenging in regard to the outcomes-based ACCESS data measures in 2026-2027?

How confident are you that you will reach the outcomes-based ACCESS data measures for designation status in 2026-2027?

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Describe how your academy will use the outcomes-based ACCESS data for improvement and what additional technical assistance your leadership team needs to help improve on this measure in 2026-2027?

Achievement Outcomes-Based Data Information

Select the three data indicators that your campus is prioritizing in 2026-2027 to reach future OBM Achievement Designation requirements. outcomes-based achievement designation status.

How confident are you that you will reach the OBM Achievement data indicator requirements for future Designation status?

Describe how your academy will use the outcomes-based achievement data for improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2026-2027?

Attainment Outcomes-Based Data Information

Select the three data indicators that your campus is prioritizing in 2026-2027 to reach future OBM Attainment Designation requirements.

How confident are you that you will reach the OBM Attainment data indicator requirements for future Designation status?

Describe how your academy will use the outcomes-based attainment data for improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2026-2027?

Benchmark Products

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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.