ECHS Planning

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 CDC number, not a physical location.

Stand Alone Academy
Stand Alone Academy: Multiple Campuses
School within a School
School within a School: Mult Campuses
School within a School: Other grade levels

Grade Levels Served

New campuses will participate in a Planning Year in the 2025-2026 school year and begin serving students in the following school year. What grade level(s) will your academy plan to serve in the 2026-2027 school year? Please select all that apply.

What grade level(s) will your 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

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

Please provide the following Superintendent information.

Superintendent Name

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

ECHS School Leader

Please provide the following 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
ECHS School Leader Email
ECHS School Leader's familiarity with the ECHS Model (years of experience)

ECHS Counselor

Please provide the following ECHS Counselor information.

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

ECHS PEIMS Official

Please provide the following PEIMS Official information

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

Collaborators

Are there other individuals who will need access to edit this application?
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
Collaborator 2

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.

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.

Endorsements and Career Clusters

New campuses will participate in a Planning Year in the 2025-2026 school year and begin serving students in the school year. What endorsement(s) will your academy plan to serve in the **2026-2027** school year? Select all that apply.

Endorsements

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 **2026-2027**.

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 **2026-2027**.

Programs of Study Academy will Offer

Please select the Program(s) of Study (POS) that the PEIMS-coded ECHS academy will offer in **2026-2027**. Select all that apply in each Career Cluster.

Degrees and Certificates Offered

Which of the following degrees, certificates, or certifications does the academy offer in **2026-2027**? Select all that apply.

Types of Degrees and Certifications

Associate Degree
Level I & II Postsecondary Certificates
Industry Based Certifications

Associate of Arts (A.A.)

Please provide the subject of the A.A. degree below

Associate of Science (A.S.)

Please provide the subject of the A.S. degree below

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

Please provide the subject of the A.A.A. degree below

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

Please provide the subject of the A.A.S. degree below

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

Please provide the subject of the A.A.T. degree below

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? Select all that apply.

Industry-Based Certifications (IBCs)

What Industry-Based Certification(s) (IBC) does the academy plan to offer in 2026-2027? Select all that apply.

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

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

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.

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? Select all that apply. Please refer to the ECHS Blueprint (5.1) when answering this question.

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

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 ECS to support your academy
Region
Name
Email

Workforce Board Partner

Do you work with a Workforce Board to support your ECHS 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

Affiliation
Name
Email
Job Title

Advanced Academics

New campuses will participate in a Planning Year in the 2025-2026 school year and begin serving students in the school year. Select the type of advanced courses your campus will offer in the 2026-2027 school year. Select all that apply.

Advanced Academics: Courses Offered

New campuses will participate in a Planning Year in the 2025-2026 school year and begin serving students in the school year. Select the type of advanced courses your campus will offer in the 2026-2027 school year. Select all that apply.

Type of Advanced Courses Offered

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

Dual Credit Questions

Type of Dual Credit Courses

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.

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 ECHS Blueprint (1.8) when answering this question.

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.

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.

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.

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?

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).

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).

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).

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).

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

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).

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.

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).

Benchmark Products

On this page, you must provide a hyperlink to the location where your digital products correspond to the product and activities that are required to be posted by the first day of serving students. Enter the hyperlink here. Hyperlinks must be entered with the fully qualified URL including "HTTP://" or "HTTPS://

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

By signing below, the ECHS applicant agrees to update and upload all required artifacts to their website on an annual basis. Enter your name below as signature.