

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

Early College High Schools

Request for Applications



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Request for Application

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I. INTRODUCTION

A. Purpose of This Request for Application

The State of New Mexico's Public Education Department (PED) is requesting proposals for the establishment of new Early College High Schools (ECHSs) statewide that serve students who attend New Mexico Public Schools. ECHSs allow students to simultaneously complete requirements toward earning a regular high school diploma and to earn not less than 12 credits toward a college-level certificate, associate degree, or bachelor's degree at the partner institution of higher education. ECHSs are tuition free and are poised to better serve low-income youth, first-generation college-goers, English Learners, ethnically diverse students, and other young people underrepresented in higher education. Students in an ECHS undertake rigorous academics and career technical education coursework in order to work in current fields with the highest growth, demand, skills and wages.

ECHSs provide access to dual credit courses to help high school students make a seamless transition through graduation and into college success. ECHS structures are innovative, interactive, research-based and support positive outcomes for high school aged students. Integrated academic and Career Technical Education (CTE) opportunities support academic growth in meeting the Common Core State Standards (CCSS). The ECHS model builds on a sequence of courses within a master schedule which meets local and state graduation requirements while providing a structured four-course sequence of sufficient size, scope, and quality in CTE while addressing Common Career Technical Core Standards (CCTCS) for its career cluster focus.

The ECHS' programming and curriculum selected for the career cluster should lead to related work readiness credentials recognized by business and industry. ECHS partnerships include community members, representatives from local business and industry, as well as accredited, credit-granting postsecondary institutions. ECHS programs include meaningful work-based learning experiences that align to the most dynamic sectors of New Mexico's economy. ECHS students should choose electives within the school's CTE program of study focus or a pathway that best meets the career goals and objectives in their specific Next Step Plan.

B. Public Education Department Vision

Bold, visionary reform that puts students first in every decision will increase student achievement and prepare our kids for success in colleges and careers. We call on every educator, student, parent, community member, and public servant to share in the responsibility for the success of our students and, ultimately, the future of the great state of New Mexico. When we put our kids first, New Mexico wins. Student engagement is an important component of keeping students from dropping out of high school, and the ECHS model promotes student engagement in an authentic and meaningful way.

The College and Career Readiness Bureau has partnered over the last year with Dr. Joseph Goins, CEO for NS4ed, to provide a specialized website for Early College High schools. The website offers a toolbox of resources, webinars, podcasts, data research, and specialized support for the local school and the State of New Mexico. The site includes contact information for existing Early College High School sites in New Mexico that can serve as peer mentors. Dr. Goins' work has helped CCRB to message a very clear vision that will benefit ECHS for New Mexico. The ECHS webpage can be found here: <http://www.echs-nm.com/>

C. Summary of Application

Schools seeking seed funding with this Request for Application (RFA) should include a clear and concise description of the following key variables for success:

1. Executive Summary: The applicant will articulate how the creation of an ECHS will effect positive change and growth for the school, district, community, and workforce. In this section Applicants establish a vision for the implementation of an ECHS to include the structure of the ECHS (will this be an academy within a school or a whole-school model), the curriculum to be offered, and the various partnerships that will provide support.

2. Improvement and Accountability: Applicant demonstrates the need for change through a review of student achievement data, graduation rates, and college and work readiness data. The analysis should consist of a root-cause analysis that is synced with the NM DASH 90-day and Annual Plans. This section also include a description of identified project goals and performance measures. The plan will outline a targeted outreach and recruitment strategy to reach youth underrepresented in higher education with the intent of striving for equitable access for all students.

3. Program of Study and Structure: Application identifies the recommended sequence of courses and postsecondary courses that will be made available to students who enroll in the ECHS by developing a program of study pathway using the Agency's Next Step Plan Template. An ECHS may offer an environment conducive to learning that does not fall within the traditional hours of operation of a school. Department-approved standards will be integrated within the program of study and local and state graduation requirements must be satisfied. The pathway should result in a workforce recognized credential without tuition cost to the student or the family.

4. Postsecondary Partnerships: Applicant establishes meaningful consortia with accredited, credit-giving postsecondary institutions for accelerated learning opportunities, such as Advanced Placement and dual credit. A formal agreement with one or more institutions of higher education is required, in order to offer students a

postsecondary certification, associate degree, or two years of college credit leading to a baccalaureate degree upon completion of the courses and requirements pursuant to the standards for students enrolled in institutions of higher education.

5. Workforce Development/Business Partnerships: Applicant demonstrates how the ECHS plan will support work-study or workplace mentorship opportunities through industry and community partners that are purposefully organized and documented. Such partnerships include collaboration in the development of high quality CTE programs created to equip students with the 21st century skills necessary to compete in the most high-growth, high-wage industry sectors, and lead students to earn work readiness credentials (i.e. industry certifications) recognized by business and Industry. A formal agreement with one or more local partners is required.

6. Sustainability: In this section, Applicant describes a plan for sustainability through articulation and documentation of partnerships with the community and local business and industry sectors to prepare students for entry into careers in which state or regional need has been confirmed by New Mexico labor data. Relationships are expected to increase participation by profit or non-profit entities for the purposes of providing or donating services, facilities, goods, materials, money, real property, personal property, student mentorships or other financial support to or on behalf of the ECHS. Plans are developed that identify actions and measures that are taken to sustain the ECHS, and be accountable for meeting the needs of students for at least three years beyond the initial implementation year, which can be a planning year.

7. Facilities: Applicant should describe a plan for the ECHS facilities. The New Mexico ECHS must be located at an existing school facility accessible by all students or have an identified facility funded by a private/external entity.

D. Scope of Application

The following are of fundamental relevance:

1. Length of Funding: Funding for this application is for fiscal year 2018-2019 (FY19). The resulting award shall begin on July 1, 2018, or as soon as possible thereafter, and will remain in effect for one year, not to exceed June 30, 2019. The PED reserves the right to terminate any award that does not meet the rigorous requirements as defined by the application guidelines and/or does not demonstrate substantial progress toward meeting the objectives set forth in its approved ECHS application.

2. Level of Funding: In previous years, funding levels have ranged between \$75,000 and \$300,000 based on participating districts and enrollment. To determine funding level,

eligible entities should develop and submit a budget that would provide a successful design and implementation of the ECHS in its community. Awards for successful applicants will be determined after FY19 budgets are finalized by the Department of Finance and Administration (DFA). Grant awards may vary and funding is subject to negotiation with the PED.

3. Eligible Entities: An eligible entity may be a public Local Education Agency (LEA) including Districts, State-Supported Charter Schools, Regional Education Cooperatives (RECs), or a consortium of two or more eligible entities.

4. Criteria for Targeted Schools: The PED is especially seeking eligible entities who serve students attending struggling (D or F) schools in low-income areas, rural areas, and non or limited Carl D. Perkins funded LEAs.

E. Application Manager

The agency has designated an Application Manager who is responsible for the conduct of this application. All completed applications should be addressed as follows:

Louise Williams
College and Career Readiness Bureau
New Mexico Public Education Department
Jerry Apodaca Public Education Building
Room 131
300 Don Gaspar Ave
Santa Fe, NM 87501
Phone: 505-827-7933
Email: louise.williams@state.nm.us

Any inquiries or requests regarding this application should be submitted to the Application Manager in writing via email with "ECHS RFA Question" in the subject line. Applicants may contact only the Application Manager regarding this application.

F. Definitions and Terminology

This section contains definitions that are used throughout this application document as well as the Early College High School new rule, 6.30.13 NMAC. This list is intended to include appropriate abbreviations. Underlined terms reference other terms in this list.

Adequacy of Resources: demonstrates that the number of staff, ratio of staff to students, and the hours of operation are enough to serve the needs of students at no cost to the student.

Administrator: a principal, a superintendent or the director of a charter school.

Agency: in this document the Agency is the New Mexico Public Education Department (PED).

Applicant: any person or entity authorized to submit a proposal.

Application Manager: the individual selected by the Agency to monitor and manage all aspects of the award resulting from this RFA.

Budget Justification: documented proof that every expenditure in the budget is necessary.

Career Technical Education (CTE): organized programs offering a sequence of at least three courses which offer academic and technical knowledge in preparation for successful entry into the workforce in current or emerging occupations requiring an industry-recognized credential, certificate or degree.

Close of Business (COB): 5p.m. Mountain Standard Time.

Common Career Technical Core Standards (CCTC): establishes a set of rigorous, high-quality standards for Career Technical Education (CTE) courses within a career pathway program of study, referred to career and technical education standards in 6.30.13 NMAC.

Common Core State Standards (CCSS): provide a consistent, clear understanding of what students are expected to learn so teachers and parents know what they need to do to help. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

Consortia: in this document, a cooperative arrangement between groups or institutions.

Continuous Quality Improvement: is a process to ensure programs are systematically and intentionally improving services and increasing positive outcomes.

Deliverable: any measurable, tangible, verifiable outcome, result, or item that must be produced to complete a project or part of a project.

Determination: the written documentation of the Application Manager and PED designees including findings of fact supporting a decision. A Determination becomes part of the application file to which it pertains.

Diverse Stakeholders: everyone in the immediate community who commits to the success of an ECHS, including students, parents, staff, postsecondary institutions and local non-profit and/or for-profit businesses.

Dual Credit Courses: classes that teach content at both high school and postsecondary levels, assess learning, and give credit towards a high school diploma and college credit hours.

English Learners: EL students who have been identified by the school housing the ECHS as needing intensive instruction in speaking, reading, and/or writing English.

Evaluation Committee: the body appointed by management of the Agency to evaluate the applications received in response to this RFA.

Evaluation Committee Report: the report prepared by the Application Manager and Evaluation Committee for submission to the Secretary of Education containing all written determinations made during the evaluation of the application.

Finalist: an applicant who meets all the mandatory specifications of the RFA and scores high enough on the evaluation criteria to qualify for further consideration by the Evaluation Committee.

Industry Certification/Credential: in this document, an industry certification/credential should be understood as federal or state regulatory agency-developed assessment instrument leading to licensure (FAA, Dept. of Health, DBPR), industry-developed assessment instrument leading to industry certification/credential (ASE, HVAC Excellence), industry-developed end-of-program assessment (NATEF), proprietary company-developed assessment instrument leading to certification or proficiency in one or more company product (Microsoft, CISCO), and third-party-developed assessment instrument (NOCTI, ASK Institute, Brainbench, etc.).

Learning Objectives: those clearly stated goals a teacher has in mind when implementing a course of instruction.

Mandatory: required; the terms 'must', 'shall', 'will', 'is required' identify a mandatory factor or item, as opposed to desirable. Failure to meet a mandatory item or factor will result in the rejection of an application.

Master Schedule: the order or arrangement of course offerings by time, day and teacher.

Memorandum of Understanding: MOU, a formal commitment by two or more parties, including delivery of any service.

Meta Major: a collection of majors with shared or similar coursework in alignment with a career field.

Next Step Plan: a written plan developed and updated annually by a student at the end of grades 8–12 which targets the student's postsecondary interests and builds the studies and activities he or she will complete during high school to be on track for graduation, college, and career.

NM DASH: is the long-range monitoring system with a set of rigorous interventions to develop, implement, assess, and evaluate for the purpose of student achievement and continuous school improvement.

Pathway: a sequence of classes at the ECHS in partnership with the postsecondary partner that leads to a certification, associate's degree, or coursework toward a bachelor's degree.

Performance Measures: quantitatively informs progress toward stated goals and the processes that produce them.

Postsecondary Institution: any accredited school beyond high school that is so designated by an accrediting agency.

Postsecondary partner: means a postsecondary educational institution that for this application has an agreement or memorandum of understanding with an ECHS.

Quality: for this document, by means of industry-validated curriculum, utilizing research-based best practices, leads to issuance of industry-related certificate or credentials.

Requirements: obligatory functions of the organization's goals and business opportunities; defined by the project team, requirements are usually priorities.

Scope: sufficient to allow students to earn a minimum of three or four credits in a sequential program of study, including local school board review and approval of curriculum that meets local, state and industry standards. Articulation agreements are in place with alignment of curriculum that provide a seamless transition from high school to postsecondary CTE programs.

Size: provides appropriate student/teacher ratios in laboratory settings based upon the number of available workstations in compliance with the Occupational Safety and Health Administration (OSHA) and Office for Civil Rights (OCR) guidelines. A teacher's class load cannot exceed 160 pupils per day as noted in Public School Code, Section 22-10A-20.D, NMSA, 1978.

Stakeholder: a person or group that has an investment, share, or interest in a business, project, or program.

Sustainability: for this document, the continued life of an ECHS for three years following the initial year of implementation.

Work-Based Learning: activities that develop work place skills such as tours, job shadowing, work experience rotations, mentoring, entrepreneurships, service learning, internships, co-ops, or youth pre-apprenticeships aligned with a registered apprenticeship program under the New Mexico department of workforce solutions.

Workforce Recognized Credential: workforce credentials, certificates, associate's degrees, and bachelor's degrees from a postsecondary partner.

Workforce Partner: a local business, regional workforce investment board, workforce connection, one stop shop, chamber of commerce, economic development corporation, council of government, tribal council, or other industry representative that provides ongoing mentoring and on-the-job experience that connects ECHS students to employment settings and helps them to develop employability skills.

G. Background Information

Early College High School is a bold approach, based on the principle that academic rigor combined with real world relevance and the opportunity to save time and money is a powerful motivator for students to meet and succeed at serious challenges. ECHSs blend high school and college in a rigorous, yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

The Early College Initiative coordinated by Jobs for the Future, in partnership with the Bill and Melinda Gates Foundation, reports that since 2002, 240+ schools have been started or redesigned to serve more than 75,000 students in 28 states and the District of Columbia. Over 5,414 students have graduated from ECHSs around the country. Academic success of ECHS students surpass those of their peers from traditional high schools serving similar populations. Jobs For The Future Data for Early College (earlycolleges.org/overview.html) show that:

Early College High School designs enable more students, particularly low-income and minority students, to experience rigorous high school and college coursework that leads to improved outcomes. Early college students are out-performing their peers nationwide:

Current Outcomes

- **90%** graduate high school vs. 78% of students nationally
- **94%** earn free college credit while in high school
- **80,000+ students** served each year at **280 early college schools**.
- **94%** of graduates earn some college credit while in high school.
- **71%** of early college graduates immediately enroll in college, compared with 68% nationally, and 54% of low-income students nationally.
- **30%** of early college graduates earn an Associate's degree or postsecondary certificate along with their high school diploma.
- Early college graduates earn an average **38 college credits** for free.

Common Core makes early college design services especially valuable to districts. This nationwide movement requires schools to improve teaching and learning in ways that encourage all students to master such critical skills as problem solving and gaining a deep understanding of subject matter.

II. CONDITIONS GOVERNING THE APPLICATION

This section of the application contains the schedule of activities and describes the major events as well as the conditions governing the process:

A. Sequence of Events

The Application manager will make every effort to adhere to the following schedule:

	Action	Responsibility	Date
1.	Issue of Application	Agency	April 5, 2018
2	ECHS Acknowledgement of Interest Form	Applicant	May 27, 2018
2.	Submission of Application (Due)	Applicant	June 1, 2018
3.	Proposal Evaluation	Evaluation Committee	June 4-15, 2018
4.	Selection of Finalists	Evaluation Committee	June 18-21, 2018
5.	Negotiate to Finalize Application	Agency	June 22-29, 2018
6.	Issuance of Award Letter	Agency	July 18, 2018

B. Explanation of Events

The following paragraphs describe the activities listed in the sequence of events:

1. Issue of Application

This application is being issued by the New Mexico Public Education Department, College and Career Readiness Bureau. The application may be viewed at ped.state.nm.us/ped/rfps.html and downloaded. The application will be posted to this address for 60 days beginning on the date of issue.

2. Submission of Applications

All Applications must be received for review and evaluation by the College and Career Readiness Bureau no later than 5 p.m. Mountain Standard Time in accordance with Section II, A 3. Applications received after this deadline will not be accepted. The date and time will be recorded on each application. **Applications must be addressed and/or**

delivered as per Section I, Part E. Applications delivered by mail must be sealed and labeled on the outside of the package to clearly indicate a response to the **Early College High School. Applications submitted by email will be accepted.** A public log will be kept of the names of all organizations that submit applications. The contents of applications will not be disclosed to competing applicants prior to the award.

3. Proposal Evaluation

The evaluation of applications will be performed by an evaluation committee appointed by Agency management. The evaluation process will take place in accordance with Section II, A 4. During this time, the Application Manager may initiate discussion with applicants who submit responsive or potentially responsive applications for the purpose of clarifying aspects of the applications, but applications may be accepted and evaluated without such discussion. **Discussions shall not be initiated by the applicants.**

4. Selection of Finalists

The evaluation committee will select the finalists, and the Application Manager will notify the finalist applicants in accordance with Section II, A 6. Only finalists will be invited to participate in the subsequent steps of the selection process.

5. Negotiate and Finalize Application

Finalist applicants may be asked to submit revisions to their proposals for the purpose of obtaining best and final applications in accordance with Section II, A 6 **no later than 5p.m. Mountain Time.** Best and final applications may be clarified and amended upon PED consultation.

6. Issuance of Award Letter

Selected applicants will receive an award letter in accordance with Section II, A 7.

III. RESPONSE AND ORGANIZATION

A. Number of Responses

Eligible applicants may submit a single application and are not precluded from applying for other RFAs issued by the Agency.

B. Number of Copies

Applicants shall provide **one original** of the application specified in Section I, E to the Application Manager on or before the closing date for receipt of applications. **One digital copy** of the application (with all attachments labeled and ordered) in PDF format saved to a USB Flash Drive shall be submitted with the original.

C. Application Format

The application shall adhere to the following:

1. Format Specifications

All applications must be:

- a) Typewritten.
- b) 12-point font, no font style specification.
- c) On standard 8 ½ x 11 paper.
- d) Double-spaced with 1 inch margins.
- e) Charts and graphs may be single-spaced.
- f) Single-sided in a portrait setting.
- g) Charts or graphs within the narrative response may be single spaced.
- h) **30 page maximum for the narrative response** for Part IV. This includes the Executive Summary, but is exclusive of the Acknowledgement of Interest, the Information Sheet, the Budget and Appendices. Submission of more than 30 pages in the narrative response will not be read or scored by the evaluation committee. Pages should be numbered for the narrative section only.

2. Application Organization

Submission of the application must include delineating the following response categories: 1) ECHS Assurances Signature Letter 2) Information Sheet; 3) Narrative; 4) Budget; and 5) Appendices. The application submission must be: 1) in order; 2) pages secured together; and 3) have labeled sheets of paper delineating each section.

IV. MANDATORY SPECIFICATIONS

The absence of any of the following will result in disqualification.

A. Acknowledgement of Interest

Complete and submit Appendix A per Section II.

B. ECHS Assurances Signature Letter

Complete and submit Appendix B with the application per Section II.

C. Information Sheet

Applicants are to complete and submit Appendix C. If a question is not relevant to the applicant, mark the item N/A. The form shall be completed in its entirety.

D. Narrative

The following eight items must be addressed in the narrative. The narrative (excluding attachments) cannot exceed 30 pages.

1. Executive Summary

In 1,000 words or less, describe in narrative form the proposed ECHS project. This summary should deal less with details and specifics and more with an overall vision of how establishing the ECHS will affect positive change and growth for the school, district, community, workforce or industry. Include the student population to be served, with a detailed description of outreach and the recruiting process that incorporates targeted efforts to reach underrepresented populations. Describe the curriculum to be implemented, and the nature of the partnerships to be established.

2. Improvement and Accountability

Continue with an analysis of existing data to support the applicant's need for change, and describe why the ECHS is a viable option for the Local Educational Agency and its students, community, and partners. This description must elucidate the points listed in the Summary of Application, which appears on Pages 1-2. Graphic illustrations may be appended to the application.

The NM DASH monitoring system is to be understood as the short-term and long-range plan to develop, implement, assess, and evaluate for the purpose of student achievement and continuous school improvement. Describe strategic objectives/proposed performance measures, action plans, tasks, and how these will align to school report card.

3. Program of Study/Structure

Program of Study: Describe the proposed program(s) of study, including the sequence of courses offered for the pathway that demonstrate the need for high demand, high wage and high skill. Provide a description of the program pathway(s) and include a description of the proposed workforce-recognized credential for each pathway. Append a completed sample Next Step Plan outlining the proposed program courses and course codes, including postsecondary articulation as well as a sample course catalog and graduation requirements for the ECHS. Breakdown by grade level the projected number of students to be served (best practice is starting with the ninth grade cohort).

a. Structure, Size and Scope:

- **Range of Service:** Address how the applicant's program or instructional approach for the ECHS will be implemented and how the needs of diverse students for whom the school is intended will be served.
- **Staffing:** Address student to staff ratios and how the ECHS will be coordinated. Include the role of industry partners, if applicable, as it supports staffing and delivery of instruction.
- **Hours of Operation:** List the proposed hours of operation whether or not the ECHS is established to operate within the traditional hours of the school day, why these hours were selected, and why they provide the best opportunity for service to the students and community.
- **Enrichment Opportunities:** Describe what materials will be used and what expertise will be secured to support the delivery of the enrichment programming and positive youth development activities. Describe how the proposed activities are innovative, interactive, and research-based.
- **Sample Master Schedule:** Propose a sample Master Schedule for courses offered, including a bell schedule. Such schedule shall be appended to the application.

4. Postsecondary Partnerships

Include in the narrative a description of the partnerships with postsecondary institutions. Indicate a memorandum of understanding with at least one postsecondary partner that includes evidence of dual credit course offerings and support structures. Append to this application such an executed formal agreement between the authorized agent of the ECHS and the postsecondary partner(s). Such agreement shall outline the actions, roles, responsibilities, time limits, etc., applicable to each party to the

agreement, especially clarifying the nature of the partnership in terms of the roles and responsibilities of the postsecondary partner.

5. Workforce Development/Business Partnerships

Describe the ECHS's partnership with the community and local business and industry sectors to develop the local workforce for which there exists a state or regional need. Describe the specific CTE programs, training in classrooms or on the job, and particular certificates and/or licensures that will result in students being ready to begin working in available positions in the local, state or regional workforce.

Append to this application an executed memorandum of understanding with at least one workforce partner between the authorized agent of the ECHS and the industry partner(s). Such agreement shall outline evidence of meaningful work-based learning experiences, the actions, roles, responsibilities, time limits, etc., applicable to each party to the agreement.

(A single agreement can include both postsecondary and workforce/business partners.)

6. Sustainability

Elaborate on how the prior referenced partnership(s) will increase participation by for-profit or non-profit entities for purposes of providing service, facilities, goods, donation of materials, money, real property, personal property, student mentorships or other financial support to or on behalf of the ECHS. Specifically address how postsecondary and industry partners will provide support to start and sustain the ECHS.

Include in this narrative a proposed sustainability plan that will enable the ECHS to operate for the first year under the funding of this grant, which can be a planning year, and three additional years thereafter. Provide specific information to include actionable items, timelines, resources, responsibilities, policies, continued partnerships, action plans for alignment with the NM DASH 90-Day and Annual Plans, and measures of accountability for meeting the needs of kids.

7. Facilities

The applicant shall address a proposed facility plan. The ECHS must be located at an existing school facility accessible by all students or have an identified facility funded by a private/external entity. Such facility must be identified and described in detail and must align to the sustainability plan.

8. Description of the Budget

Identify the staff person and what his or her role will be in assuring the appropriate use of funding. List other funds that will be used to support the ECHS, if applicable. Applicants must describe how funds made available will be expended in a manner that yields a return on investment.

D. Budget

Using Appendix D, append to this application a detailed budget. Include staffing and resource costs. When outlining the budget, clarify and detail each item to justify anticipated expenses. Please note that indirect and administrative costs included in the budget shall not exceed the applicable district or state charter approved indirect cost rate on file with the Agency. The budget template is provided in Word format; the rows will adjust as information is entered.

V. EVALUATION

A. Evaluation Point Table, see Appendix E

B. Evaluation Factors

1. Mandatory Factors. These factors will be evaluated on a “pass-fail” basis. **Failure to include any Mandatory Factor will result in the disqualification of the application.**

- a) Information Sheet (Appendix C)
- b) Next Step Plan Completed as Program of Study Template (PED Website)
- c) Course Catalog
- d) Master Schedule

2. Factors of Evaluation. These factors are all assigned a numerical value. Failure to address an Evaluation Factor will result in a zero score for that factor and will negatively impact the application.

a) Executive Summary (50 points): This 1000 word synopsis will be awarded points based on the applicant’s ability to concisely convey their vision for establishing the ECHS and how this will positively affect the school, district, community, and workforce or industry.

b) Improvement & Accountability (150 points): Points will be awarded for demonstrating analysis of existing data to support the need for change, and describing why the ECHS is a viable option for the Local Educational Agency and its students, community, and partners. Describes strategic objectives and performance measures, action plans, tasks, and how these will align to school report card.

c) Program of Study (50 points): Points will be awarded for documents appended to the application, which identify the recommended sequence of courses that will be made available to students who enroll in the ECHS. (See Appendix C ECHS Information Sheet for sub-sets).

d) Postsecondary Partners (100 points): Points will be awarded for the quality of the narrative detailing the opportunities that will be provided to students and for proof of a formal agreement between the ECHS and a postsecondary partner(s) that outlines actions, roles, responsibilities, time limits, and other relevant items.

e) Workforce Development/Business Partners (100 points): Points will be awarded for the quality of the narrative detailing the opportunities that will be provided to students and for proof of a formal agreement between the ECHS and an industry partner(s) that outline the actions, roles, responsibilities, time limits, etc., between each party.

f) Sustainability Plan (150 points): Points will be awarded on the applicant's ability to supply specific information on how the ECHS will be sustained for the next three years beyond the first year of implementation, which can be a planning year, and for inclusion of relevant measures of accountability for meeting the needs of kids.

g) Facilities (50 points): The facility which will house the ECHS must be identified, described in detail, and align to the sustainability plan.

h) Budget (150): Points will be awarded both for a description of the budget as well as a detailed budget (See Appendix D) that breaks out costs of staffing, administration, management, the cost per student resources, etc.

C. Evaluation Process

The evaluation process will follow the steps listed below:

1. Review

All applications will be reviewed by committee members for compliance with the mandatory specifications stated within the application.

2. Clarification

The Application Manager may contact the applicant for clarification, as specified in Section II, B 6.

3. Committee Members

The evaluation committee will be determined by the Agency. Possible committee members may include PED or other governmental personnel, representatives from workforce or industry, and non-applying school districts or authorized charter school personnel.

4. Final Selection

Responsive applicants will be evaluated on the factors in this Section V that have been assigned point values, see Appendix E. The responsive applicants with the highest scores will be selected as finalist applicants, based on the proposals submitted. Applicants who are asked to submit revised proposals for the purpose of obtaining best and final offers will have their points recalculated accordingly. Points awarded from subsequent submissions will be added to the previously assigned points to attain final scores. The responsive applicant whose proposal is most advantageous to the Agency, taking into account the evaluation in Section V, will be recommended for award. Please note, however, that a serious deficiency in response to any one factor may be grounds for rejection, regardless of the overall score.

APPENDICES

Appendix A

ECHS Acknowledgement of Interest Form

In acknowledgement of receipt of this Request for Application the undersigned agrees they have received a complete copy, beginning with the title page and table of contents, and ending with Appendix E, and wish to be placed on the distribution list for subsequent information about this RFA.

The Acknowledgement of Interest Form should be signed and returned to the Application Manager no later than close of business In accordance with Section II of the RFA. Only potential applicants who elect to return this form completed with the intention of submitting an application will receive copies of all applicant written questions and the Agency's written responses to those questions, as well as application amendments if any are issued. **ACKNOWLEDGEMENT OF INTEREST IS NOT REQUIRED FOR CONSIDERATION.**

Organization: _____

Represented By: _____

Title: _____ **Phone Number:** _____

E-mail: _____ **FAX Number:** _____

Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Signature: _____ **Date:** _____

This name and address will be used for all correspondence related to the Request for Proposal.

Potential applicants must email a scanned Acknowledgement of Interest Form to the Application Manager in accordance with Section II, A 2. When emailing the document, include "ECHS Acknowledgment Form" in the subject line. This form must be signed by an authorized representative of the organization.

Application Manager Email: Louise.williams@state.nm.us

Appendix B

ECHS Assurances Signature Letter

On School District or State Charter letterhead, submit this Assurances Signature letter. Identify the inclusive partnering organizations for which the application is being submitted and include primary business partner(s') signature. Assurance must include the following statement:

The **DISTRICT/INSTITUTION NAME HERE** assures that the following have been included as part of the application and that it will abide by each requirement:

- A. Integrates New Mexico Public Education Department-approved standards into courses within a structured pathway that meets local and state graduation requirements.
- B. Follows a pathway that results in a workforce recognized credential without tuition cost to the student or the student's family.
- C. Focuses on targeted efforts to reach youth underrepresented in higher education by establishing outreach and recruiting processes striving for equitable access. Focused recruiting efforts shall encourage applicants from underrepresented populations.
- D. Accelerates student learning through the use of dual credit courses beginning no later than tenth grade. Dual credit courses shall:
 - (1) accelerate the timeline for high school students to complete college;
 - (2) be delivered through one or more postsecondary partners;
 - (3) be tuition free;
 - (4) be taught by instructors who meet the higher learning commission qualifications for college instructors;
 - (5) use innovative, interactive, research-based support structures; and
 - (6) align with:
 - (a) the pathway indicated on the student's next step plan;
 - (b) the established New Mexico higher education general education curriculum; and
 - (c) either the student's declared CTE pathway or declared major or meta major.
- E. Operates in partnership with one or more workforce partners. Partnerships shall include:
 - (1) meaningful work-based learning experiences in alignment with student pathways; and
 - (2) CTE courses that use career and technical education standards to support core academic growth.
- F. Assurances that all district and school personnel are knowledgeable of the requirements to comply with any waivers identified in 6.30.13.13 NMAC; and

G. Evidence of tribal consultation to satisfy the goals of Indian Education Act (IEA) 22-23A NMSA 1978 Article 23A including documentation of tribal consultation submitted annually to the department.

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that I am authorized to submit this application. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable State laws and regulations, application guidelines and instructions and that the requested budget amounts are necessary for the implementation of this project. It is assured that, if awarded, such funds will be utilized in accordance with the New Mexico procurement code. It is understood that this application constitutes a proposal and, if accepted by the New Mexico Public Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood that immediate written notice will be provided to the Application Manager if at any time the applicant learns that its certification was erroneous by reason of changed circumstances.

As the duly authorized representative of the applicant, I hereby certify that the information herein is true and correct and the applicant will comply with the above certifications and assurances.

Superintendent/CEO

Print: _____ Signature: _____

Title: _____ Date: _____

School Principal Signature/Leader Signature

Print: _____ Signature: _____

Title: _____ Date: _____

Industry Partner(s) Signature

Print: _____ Signature: _____

Title: _____ Date: _____

Appendix C ECHS Information Sheet

Name of Applying Local Educational Agency									
Address									
City			County			Telephone			
Targeted School					Amount of Funding Requested				
Grades to be Served		Total Projected Population by Grade				Number of Students by Grade, First Year			
		9	10	11	12	9	10	11	12
Negotiator of Final Offer	Name		Office Phone		Cell Phone		Email		
									Physical Address
Proposed Program Director	Name		Office Phone		Cell Phone		Email		
									Physical Address
Fiscal Manager	Name		Office Phone		Cell Phone		Email		
									Physical Address
Target Industry/Career Cluster, aligned to the 16 career clusters found at www.careertech.org									
Local Community									
Name of Postsecondary Partner									
<input type="checkbox"/> Will offer Associates Degree:									
<input type="checkbox"/> Will align with two years toward Bachelor's Degree:									
Workforce Development/Business Partner(s)									
Industry/Technical Certification(s) Offered									

Appendix D Budget

Application Manger: _____
 Date: _____ Approved Disapproved

NOTE: This budget form must contain details of all expenses to be paid with awarded funds for activities implemented at the Early College High School in the grant year. The purpose of this budget sheet is to capture proposed expenditures. An example could be professional development, conference attendance, etc. Double click on the table below to activate the excel format for auto calculations. The template is provided in a Word format; rows will expand as information is entered.

Applicant Name : _____ **Total Budget Requested: \$** _____

ITEM	CODE	EXPLANATION	ITEM TOTALS
Salaries: Includes anticipated expenditures for salaries or personnel performing <u>direct services</u> for a project. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include name, job title, total salary and percentage of time devoted to the project activity.			(Use Enter key to expand cells below.)
Professional Salaries	0.110	(Type your detailed information in these areas for each budget item. Information should be entered in list format rather than paragraph format. These cells will expand as needed.)	\$
Grad Assts or Aides	0.120		
Technicians	0.130		\$
Secretarial/ Clerical	0.140		\$
Other Salaries	0.150		\$
			TOTAL SALARIES:
			\$
Benefits: An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary, which are received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.			
Employee Benefits	0.200		\$
			TOTAL BENEFITS:
			\$
Purchased Services: Expenditures include anticipated expenditures for services rendered by a company, person or other educational agency or institution that are not available within the capabilities of the participating agency. Individuals performing contractual services are eligible to receive consulting fees and per diem at prevailing state rates. Any equipment rented for use during the term of the contract is considered a contractual service. Consultant travel should be itemized under this category. Professional development registration fees are included in this item.			
Purchased Services	0.300		\$

ITEM	CODE	EXPLANATION	ITEM TOTALS
			TOTAL PURCHASED SERVICES: \$
Supplies and Materials: Expenditures refer to a consumable item of which the item cost is less than \$5,000.00.			
Supplies/Materials	0.400		\$
			TOTAL SUPPLIES & MATERIALS: \$
Travel: Itemize all anticipated project staff travel using prevailing state rates or the applicant's agency rate, whichever is lower; include mileage, per diem, lodging, estimated tolls and parking for named travelers, including title of traveler. No out-of-state travel is authorized unless approved as part of the original application and only if it has a direct relationship to the stated ECHS.			
Travel	0.500		\$
			TOTAL TRAVEL: \$
Equipment is defined as an article of tangible property having a useful life of more than one year and a unit cost of \$5,000.00 or more. All equipment assets should be itemized so that the CCR staff is aware of the types required and their respective use to accomplish the objectives of the project. Equipment cost may include postage and/or transportation fees, but may not include any <u>handling fees</u> or surcharges made by the grantee. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. Form for prior approval, PED Equipment Over \$5,000 Approval must be submitte prior to encumbering funds.			
Equipment	0.700		\$
			TOTAL EQUIPMENT: \$
			PROGRAM TOTAL: \$

Appendix E

ECHS Evaluation

Mandatory Factors:

The items listed below are Mandatory and assigned pass/fail value. Failure to submit the following items will result in disqualification of the application.

Criteria	Pass	Fail
1. Acknowledgement of Interest		
2. Information Sheet		
3. Next Step Plan Completed as Program of Study Template		
4. Course Catalogue		
5. Master Schedule		

Evaluation Factors:

These factors are all assigned a numerical value. Failure to address an Evaluation Factor will result in a zero score for that factor and will negatively impact the application.

Criteria	Possible Points	Points Awarded
1. Executive Summary	50	
2. Improvement & Accountability	150	
3. Program of Study	[50]	
a. Range of Service	10	
b. Staffing	10	
c. Hours of Operation	10	
d. Enrichment Opportunities	10	
e. Master Schedule	10	
4. Postsecondary Partners	100	
5. Workforce Development/Business Partners	100	
6. Sustainability Plan	150	
7. Facilities	50	
8. Budget	[150]	
a. Budget Narrative	50	
b. Budget Detail (template form used)	100	
Total Points:		

Application Ranking: _____ out of: _____