



Early College High Schools

Application for ECHS Designation



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Secretary of Education

New Mexico Public Education Department
College and Career Readiness Bureau
300 Don Gaspar Ave, Room 131
Santa Fe, New Mexico 87501

Appendix B - ECHS Information Sheet

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|---|-----------------------------------|------------------------------|----------------------------|---|---|----------|----------|----------|
| Name of Designating Local Educational Agency Roswell Independent School District | | | | Superintendent Dr. Ann Lynn McIlroy | | | | |
| LEA Address 300 N. Kentucky Roswell NM 88201 | | | | | | | | |
| City Roswell | | County Chaves | | | Telephone 575-627-2500 | | | |
| ECHS School Name Early College High School | | | | ECHS Address 25 W. Martin Street Roswell NM 88203 | | | | |
| ECHS Design Model: <input checked="" type="checkbox"/> Freestanding Model <input type="checkbox"/> Academy Model | | | | | | | | |
| School Year for ECHS first high school Graduates: 2018 | 2017-18 Year Enrollments by Grade | | | | Projected Number of 2018-19 Enrollments | | | |
| | 9 63 | 10 41 | 11 27 | 12 13 | 9 50 | 10 63 | 11 41 | 12 27 |
| Initial Year as ECHS: 2013 | | | | | | | | |
| Contact Info for Principal: | Name LaShawn Byrd | Office Phone 575-624-7020 | Cell Phone 575-208-8239 | Email lbyrd@risd.k12.nm.us | | | | |
| | | | | | Mailing Address 25 W. Martin Street Roswell NM 88203 | | | |
| Contact Info for Counselor | Name Corey Brown | Office Phone 575-624-7020 | Cell Phone | Email cbrown@risd.k12.nm.us | | | | |
| | | | | | Physical Address 25 W. Martin Street Roswell NM 88203 | | | |
| Name of Postsecondary Partner (attach as needed for additional pathways): Eastern New Mexico University - Roswell <input checked="" type="checkbox"/> Will offer Postsecondary Certificate(s): FAA Testing Eligibility Certificate Certificate of Employability, Basic and Advanced (Automotive, Welding, Construction, Graphic Design, Computer Applications, Emergency Medical Technician, Certificate of Occupational Training (Automotive, Computer Applications, Architecture, Surveying, Medical Assisting Certificate in Automotive Brakes, Level I Certificate <input checked="" type="checkbox"/> Will offer Associates Degree(s): Associate of Applied Science in Aviation Maintenance Technology Associate of Applied Science in Automotive Technology Associate of Applied Science in HVAC Technology | | | | | | | | |

Associate of Applied Science in Media Arts
Associate of Arts in Criminal Justice
Associate of Applied Science in Computer Applications
Associate of Applied Science in Engineering and Design Technology
Associate of Applied Science in Emergency Medical Technician Paramedics or Services
Associate of Applied Science in Respiratory Therapy
Associate of Sciences in Medical Assisting

Will align with two years toward Bachelor's Degree:

Bachelor of Applied Arts and Sciences
Bachelor of Arts in Criminal Justice
Bachelor of Science in Engineering
Bachelor of Occupational Education

C. SUMMARY OF THE APPLICATION FOR ECHS DESIGNATION

- 1. Overview of ECHS Design** – Include a description of the design structure of the ECHS. Designate if the school is a freestanding model, where all students at the school are enrolled in an ECHS pathway(s), or an academy model, where only a subset of the students at a comprehensive high school are early high school students. Describe location in proximity to the postsecondary partner. Include hours of operation, and other relevant program details. Indicate the scheduling structure, including wrap-around services to meet the required seat time per Section 22-2-8-1 NMSA 1978. Describe the staffing for the ECHS, including teacher licensure and professional qualifications for staff to teach dual credit as adjunct faculty for the postsecondary partner.

Early College High School in Roswell is a freestanding ECHS that operates on the campus of ENMU-R. Students apply for enrollment in the Spring of their 8th grade year and begin at ECHS in the Fall of their Freshman year.

During year 1, students focus primarily on completing Freshman and Sophomore core requirements, plus 1 dual enrollment computer elective per semester. During year 2, students complete their remaining Junior and Senior core graduation requirements, plus a dual enrollment communications and dual enrollment student success elective. The bell schedule is a traditional 4x4 block, consisting of four 90-minute class periods per day, allowing students to complete a year-long course in one semester.

After successful completion of Years 1 and 2 requirements, students begin to focus almost completely on college course-work in their chosen pathway. At this point, student schedules may not reflect the traditional high school bell schedule.

All ECHS staff offer tutoring Monday, Tuesdays, and Thursdays from 2:45-4:15, and 9th and 10th graders have mandatory work time with a staff member one afternoon per week while enrolled in online dual-enrollment courses. All ECHS students can receive free tutoring in the ENMU-R Success Center at any time. An additional (late) bus is provided at 4:30 each stay so students can stay for ECHS or ENMU-R tutoring and other activities. 11th

and 12th graders meet twice per month with an academic advisor, who checks their grades, assigns them tutoring, helps with degree plans, dual-enrollment and next step plans.

In late October/early November, 11th and 12th graders meet with ECHS advisor and ENMU-R advisor to review/revise their degree plan and/or certificate program, as well as, to enroll in their college classes for the next semester. At the beginning of their spring semester of 9th grade, students complete a campus tour, at which time they learn about the degree plans and certificates offered at ENMU-R and meet with a college advisor to start a degree plan.

| Staff | Assignment | Assignment | Credential | Dual Credit Cred. |
|----------------|-----------------|-----------------------------|---------------------------------------|--------------------------|
| Teacher 1 | English 9 | English 10 | Level 1 Secondary English | |
| Teacher 2 | English 11 | English 12 | Level 1 Secondary English | MA in English Literature |
| Teacher 3 | Algebra I | Geometry | Level 2 Secondary Mathematics | |
| Teacher 4 | Algebra II | Prob and Stats | Level 1 Secondary Mathematics | |
| Teacher 5 | General Science | Clean Energy | Level 2 Secondary Science | |
| Teacher 6 | Chemistry | Chemistry (dual-enrollment) | Level 3 Secondary Science | MS in Chemistry |
| Teacher 7 | NM History | World History | Level 1 Secondary Social Studies | |
| Teacher 8 | US History | Gov't and Economics | Level 2 Secondary Social Studies & PE | |
| Teacher 9 (.5) | Health | PE | Level 1A Secondary Health & PE | |

Bell Schedule:

| PERIOD | TIME |
|---------------|-----------------|
| 8:00 – 9:20 | 1 st |
| 9:20 – 9:25 | Passing |
| 9:25 – 10:00 | Advisory |
| 10:00 – 10:05 | Passing |
| 10:05 – 11:25 | 2nd |
| 11:25 – 12:00 | Lunch |
| 12:00 – 12:05 | Passing |

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| 12:05 – 1:20 | 3rd |
| 1:20 – 1:25 | Passing |
| 1:25 – 2:45 | 4th |

- 2. Proposed Pathway Description** – Provide a description of the proposed pathway(s). Describe the proposed pathway(s) and how the pathway(s) support the regional workforce need for training in high wage, high demand careers. Include STARS course names and numbers for CTE courses and program names for postsecondary partner, dual credit courses. Provide a Next Step Plan designed for each pathway offered for ECHS students.

Please see “Course Pathways and Information Guide” (attached below)

Roswell ISD uses Naviance as a tool to aid students in the completion of their Next Step Plans. This process begins with career exploration activities in 6th-8th grades. Once enrolled at ECHS, 9th grade students work with the Academic Advisor and their instructors during weekly advisory time to complete Career Cluster and Pathway surveys and to decide upon a cluster to begin focusing on, and to set goals for the year.

At the end of 9th grade, students meet individually with the Advisor to determine course-work for the following year and begin work on a program of study. The advisor and teachers continue to guide students through activities in Naviance throughout their 10th grade year, and in February/March, students meet with ECHS and ENMU-R advisors to review/revise/select a program of student and a degree/certificate plan and register for ENMU-R courses the following semester. 11th and 12th graders meet twice per month with an academic advisor, who checks their grades, assigns them tutoring, helps with degree plans, dual-enrollment and next step plans.

- 3. Workforce Recognized Credentials** - Describe the proposed workforce recognized credential for each pathway. Provide a plan of how the school will track and report student attainment of workforce recognized credentials.

The Director, Assistant Principal and Academic Advisors will collaborate with our post-secondary partner, ENMU-R, to monitor and track student attainment of workforce recognized credentials. The RISD instruction office will be responsible for reporting student credentials each semester and year.

Please see “Course Pathways and Information Guide” (attached below)

- 4. Students Served** - Indicate the projected number of students served. Describe the demographics of students enrolled and student participation in each pathway.

ECHS will serve between 40 and 75 students per grade level cohort, for a total enrollment of between 160 and 300 students. Currently, ECHS is 35% male and 65% female, and 74% qualify for free and reduced lunch. The study body is comprised of .7% African American, .7% Asian, 19% Caucasian, and 72% Hispanic/Latino. ELL and SPED students represent .7% and 4% of the student population, respectively.

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| 18-19 Percent | Program of Study |
| 4% | Arts, Audio Visual Technology, Communications |
| 1% | Business Management and Administration |

| Indicator | 2015-2016 (Year 1) | 2016-2017 (Year 2) | 2017-2018 (Year 3) |
|--------------------------|----------------------------|------------------------------|--------------------|
| Graduation Rates | 1 student (early graduate) | 1 student (early graduation) | 74% |
| Dropout Rates | 0% | | |
| Attendance Rates | 90% | 95.6% | 97% |
| Teacher Attendance Rates | 95% | | |
| Discipline Rates | 5 Referrals | 3 Referrals | 2 Referrals |
| Course Pass Rates | 86% | 93.5% | 95% |
| ACT Composite Scores | 18.4 | | |
| PARCC ELA | 59.8% | 52% | 65% |
| PARCC Math | 23.9% | 11% | 30% |
| Indicator | 2015-2016 (Year 1) | 2016-2017 (Year 2) | 2017-2018 Goals |

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| 38% | Health Sciences |
| 19% | Human Services |
| 39% | STEM |

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| Pathways Aligned to State Definition | Media Arts- Animation University Studies Computer Technology History Police Science Computer Programming Automotive Technology Care Aide Media Arts- Film Criminal Justice Biology Nursing Occupational Therapy Automotive Technology Business Administration Media Arts Media Arts- Graphic Design Occupational Therapy Assistant Media Arts- Graphic Design Media Arts- Graphic Design Psychology Criminal Justice Aviation Maintenance Technology | Media Arts- Animation University Studies Computer Technology History Police Science Computer Programming Automotive Technology Care Aide Media Arts- Film Criminal Justice Biology Nursing Occupational Therapy Automotive Technology Business Administration Media Arts Media Arts- Graphic Design Occupational Therapy Assistant Media Arts- Graphic Design Media Arts- Graphic Design Psychology Criminal Justice Aviation Maintenance Technology | Media Arts- Animation University Studies Computer Technology History Police Science Computer Programming Automotive Technology Care Aide Media Arts- Film Criminal Justice Biology Nursing Occupational Therapy Automotive Technology Business Administration Media Arts Media Arts- Graphic Design Occupational Therapy Assistant Media Arts- Graphic Design Media Arts- Graphic Design Psychology Criminal Justice Aviation Maintenance Technology |
| Completion of 3 Course Pathway Sequence | 1 | 1 | 20 |
| Certifications Earned | 3 | 58 | 76 |

5. Outreach and Recruitment Process - Description of outreach and recruiting processes that incorporate efforts to reach underrepresented populations. The ECHS's goal is for the proportion of low-income students in the student body to be at least as high as that of the high school low-income population in the district. Outreach and recruitment efforts should include plans to increase the proportion of low-income students served. Describe how the school will analyze student demographic data to ensure equitable access to the ECHS and that all students are being served by the ECHS model.

The school leadership team will examine trend data from the preceding four years regarding low enrollment in underrepresented populations. They will develop and implement a plan for outreach to the five district middle schools, especially the two middle schools with a greater ELL and SPED population. Administration and faculty from middle and high schools will partner to begin recruiting students earlier in their middle school career, and to create an early identification process.

RISD middle schools use Naviance, in particular the Cluster Finder Survey, as well as advisory lessons to introduce students to options for careers. The ECHS academic advisor

will use student data from Naviance to create targeted visits/guest speakers/field trip experiences. The advisor will also work with special education and ESL staff to identify students from those groups. In late Fall or early Spring, RISD will host a community job fair for 8th grade students. The job fair will be organized around Career Clusters. Beginning in February, ECHS staff will visit area middle schools to do an introductory presentation to 8th graders. In March, ECHS will hold an open house for middle school students and their parents to visit the school and get more information. Applications for admission will be due by March 31 at ECHS. Completed applications will be reviewed and a lottery will be held should the number of applicants exceed 50.

6. **Written Agreement with Postsecondary** – A Memorandum of Understanding is required with at least one postsecondary partner that includes evidence of dual credit course offerings and support structures. Provide a current copy of the Memorandum of Understanding that shows evidence of dual credit course offerings for the pathway(s) offered. Indicate wrap-around service supports efforts for successful student outcomes. Provide a plan of how the school will track the number of college credit earned by ECHS students.

See attached MOU.

7. **Written Agreement with Workforce Partner** - A written agreement is required with at least one workforce partner, best practice is for each industry pathway. Provide a current copy of the written agreement with workforce partner(s) for the pathway(s) offered. Describe available work-based learning experiences and how student participation in work-based learning experiences will be tracked.

Roswell ECHS is in the process of obtaining written agreements with workforce partners primarily through our partnership with ENMU-R. Most of the certificate and degree plans offered at ECHS through ENMU-R require an internship/coop/practicum. Below is a list of the programs and the corresponding work related experience students complete with area business.

| Degree or Certificate Program | ENMU-R Course | Course Description |
|---------------------------------------|--|---|
| Automotive Technology AAS | AT 294 Co-op/ Internship Training | AT 294 - Co-op/Internship Training. One to three credit hours. Practical applications in an automotive industry/work environment |
| Engineering and Design Technology AAS | ENGR 294 Engineering and Design Internship | ENGR 294 - Engineering and Design Internship. Three credit hours. Practical hands-on working experience in the world of drafting and design in a supervised atmosphere. |

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| Commercial Refrigeration COT | HVAC 294 Coop /Internship Training | HVAC 294 - Co-op/Internship Training. Three credit hours. Practical applications in HVAC/R related industry/work environment. (May be repeated for a maximum of six credit hours.) |
| Heating, Ventilation, & Air Conditioning Technology COT | HVAC 294 Co-op/ Internship Training | HVAC 294 - Co-op/Internship Training. Three credit hours. Practical applications in HVAC/R related industry/work environment. (May be repeated for a maximum of six credit hours.) |
| Heating, Ventilation, Air Conditioning- Refrigeration Technology AAS | HVAC 294 Co-op/ Internship Training | HVAC 294 - Co-op/Internship Training. Three credit hours. Practical applications in HVAC/R related industry/work environment. (May be repeated for a maximum of six credit hours.) |
| Media Arts - Graphic Design AAS | MA 294 Practicum in Media Arts | MA 294 - Practicum in Media Arts. Three credit hours. Supervised experience in Media Arts. A minimum of six hours per week for 16 weeks will be in direct service contact. (Repeatable for credit with consent of instructor and administrative approval.) |
| Welding Technology AAS | WELD 294 Co-op/ Internship Training | WELD 294 - Co-op/Internship Training. Four credit hours. Practical applications in a welding industry/work environment only offered during the summer session. |
| Office Management and Technologies AAS | CIT 294 CIT Internship | CIT 294 - CIT Internship. Three credit hours. This capstone course gives students an opportunity to apply all of their skills and knowledge in the workplace. Students will work a minimum of nine (9) hours per week under the joint supervision of the cooperating firm and ENMU-Roswell. Presentation of a detailed work experience report and student binder is required at the end of the semester. |
| Phlebotomy COE | PBE 114L Phlebotomy Clinical | PBE 114L - Phlebotomy Clinical. Three credit hours. Supervised directed practice in a medical laboratory. This supervised experience enables the student to develop skill in phlebotomy and gain the experience necessary to sit for a phlebotomy certification exam. |
| Respiratory Therapy AAS | RCP 107L Clinical Procedures I | RCP 107L - Clinical Procedures I. Three credit hours. Clinical application of all prerequisite and corequisite respiratory |

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| | <p>RCP 109L Clinical Procedures II</p> <p>RCP 202L Clinical Procedures III</p> <p>RCP 209L Clinical Procedures V</p> | <p>care course work. Includes hospital and departmental organization; professionalism; medical record utilization; oxygen administration and analysis; and respiratory physiology principles applied to patient care</p> <p>RCP 109L - Clinical Procedures II. Three credit hours. Continuation of RCP 107L. Includes clinical application of all prerequisite respiratory care course work. Also includes basic respiratory care therapeutics, basic assessment, monitoring, and clinical application of cardiopulmonary medications.</p> <p>RCP 202L - Clinical Procedures III. Three credit hours. Continuation of RCP 109L. Includes clinical application of all prerequisite respiratory care course work with an emphasis on adult critical care, assessment, and monitoring. Also includes cooperative and problem-based learning; and students will interact with, and present case studies to, the program's medical director.</p> |
| Bookkeeping/Accounting COT | ACCT 294 Accounting Internship | ACCT 294 - Accounting Internship. Three credit hours. The capstone course required to complete the Accounting certificate. Students will work 135 hours under the joint supervision of the cooperating firm and ENMU-Roswell. Presentation of a detailed work experience report will be required. |
| Criminal Justice AA | CJ 294 - Practicum | CJ 294 - Practicum. Three credit hours. Supervised practical field experience in a Criminal Justice agency. A minimum of six (6) hours per week will be in direct service or contact. One (1) hour per week supervision and critique of activities. |
| Emergency Management COT PARAMEDIC—COT PARAMEDIC AAS EMERGENCY MEDICAL | <p>EMS 211L- Clinical Practicum</p> <p>EMS 212L – Vehicular Practicum I</p> <p>EMS 241L- Clinical</p> | <p>EMS 211L- Clinical Practicum I. Three credit hours. Uses local clinical facilities for the application of knowledge and the practice of skills learned in the classroom into the clinical setting. Students may be required to travel to complete some clinical requirements.</p> <p>EMS 212L – Vehicular Practicum I- Two credit hours.</p> |

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| <p>SERVICES AS</p> | <p>Practicum II</p> <p>EMS 242L – Vehicular Practicum II</p> <p>EMS 251L - Clinical Practicum III</p> <p>EMS 252L - Accelerated Paramedic Clinical/Internship</p> <p>EMS 256L - Paramedic Transition Clinical/Field Practicum</p> | <p>Uses local EMS agencies for the application of knowledge and the practice of skills learned in the classroom into the pre-hospital setting. Students may be required to travel to complete some field requirements.</p> <p>EMS 241L- Clinical Practicum II. Three credit hours. Uses local clinical facilities for the application of knowledge and the practice of skills learned in the classroom setting. Students may be required to travel to complete some clinical requirements.</p> <p>EMS 242L – Vehicular Practicum II- Two credit hours. Uses local EMS agencies for the application of knowledge and the practice of skills learned in the classroom into the prehospital setting. Students may be required to travel to complete some field requirements.</p> <p>EMS 251L - Clinical Practicum III. One credit hour. Uses local clinical facilities for the application, practice, and synthesis of the knowledge and skills learned in the classroom in the clinical setting. The clinical facilities also provide the setting in which students evaluate the effectiveness of pre-hospital care. Students are required to travel to complete some clinical requirements. Prerequisites: Successful completion of all previous paramedic-level courses.</p> <p>EMS 252L - Accelerated Paramedic Clinical/Internship. Fourteen credit hours. This course is designed to meet the special needs of an accelerated paramedic program where the clinical and internship is taught as a single block after the didactic portion</p> <p>EMS 256L - Paramedic Transition Clinical/Field Practicum. Six credit hours. This is Phase 3 of the Paramedic Transition Program, and it is the clinical and field competency portion. It will be adjusted based on each student’s past clinical experience. Regardless of past experience, all students will be required to successfully complete a minimum of 20 Lead Paramedic calls. Clinical rotations may be arranged at various locations to</p> |
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| | | meet the needs of the students. |
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- Sustainability Plan** – Describe the school and district/charter plans to ensure sustainability of the ECHS school model. 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.

ECHS will continue its partnership with ENMU-R to offer pathway related coursework and dual credit courses for certificate and degree seeking students. ECHS will also continue existing relationships with industry partner, as well as, seek out new relationships with businesses to offer our students work, internship and shadowing experiences. Administration and faculty will continue to examine careers and pathways to ensure that we are offering the most high-need, high-interest career related options to our students.

In addition, part of maintaining our programs and enrollment will depend on the visibility of the school in the community. We will continue to promote ECHS in the community through our Community Partnership Meetings, student-led community services projects, and recruitment in the middle schools.

- Tribal Consultation Requirement** - Describe the school and district/charter plan to consult with tribal leaders annually. This is to satisfy the goals of **Indian Education Act (IEA) 22-23A NMSA 1978** Article 23A which includes documentation of tribal consultation to be submitted annually to the department.