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Deming Early College High School Re-Designation Application

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Staffing Model

Location, Hours, Master Schedule, Seat-Time

Deming ECHS meets on the campus of the WNMU-Deming Extended University in Deming, NM. An MOU with Luna County and WNMU provides shared office and classroom space adequate to meet the needs of this growing school. School hours are 8:20am to 3:25pm, and during these daytime hours, the school has a 4x4 block schedule to provide all the core, required high school classes (Appendix A: Schedule). The block schedule provides the 1080+ hours seat time required by NMPED. The 9th and 10th grade students are in traditional face-to-face classrooms, either core required classes or proctored study halls doing online dual credit classes. During the 11th and 12th grade, as students move into full college schedules taking 4 classes (12 college hours) each semester, they will be in a combination of proctored study halls, an internship seminar class, and on-site tutoring classes to meet the required seat time (Appendix B: Master Schedule).

Staffing Model

ECHS employs 7 core teachers to provide the required core subjects: 2 language arts teachers, 2 math teachers, 2 history teachers, 1 science teacher. In addition, our language arts instructors are also certified as Adjunct Instructors for WNMU, they have Masters in English, and are teaching

ENGL 1110 and ENGL 1120 in addition to high school language arts classes. We also have contracted with an Adjunct Instructor who is currently teaching BIOL 1110 and a college level biology research class. Adjunct Instructors must apply to WNMU and meet HED requirements. The adjunct must provide transcripts and requested documentation and are approved per the HED and WNMU existing criteria.

ECHS will be adding 2 more teachers next year: A foreign language arts teacher to meet the entrance requirement for many Universities that a student have 2 foreign language credits. In addition, we are adding a teacher to provide higher high school math and science class such as trig, pre-calc, calculus, and chemistry. This is part of providing multiple pathways and wrap-around support. For example, some students may move directly into a college chemistry class whereas others will want to take high school chemistry first.

Pathway 1:	HS Physical Science → HS Biology → Dual Credit Intro to Chem
Pathway 2:	HS Physical Science → HS Biology → HS Chemistry → Dual Credit Intro to Chem

Another change we are making for next year is to make Algebra 1 a year-long course. This allows us to de-accelerate the math progression so that students arrive at their peak math performance closer to the spring semester of their junior year when they must take the SAT. Our current progression was too accelerated and resulted in students possibly having a year off from math before they took the SAT. By making Algebra 1 year-long, we will be able to make the course very rigorous and also include some geometry/trig concepts. We hope this change will result in even higher pass rates for students testing into college algebra-MATH 1220.

System of Delivery of Dual Credit Courses and Next Step Plans

During the 2nd year, students will begin taking dual credit college courses in a variety of ways: 1) With ECHS staff who are also WNMU Adjunct Instructors, 2) In daytime, face-to-face college courses offered by WNMU instructors, 3) In daytime, ITV college courses taught by WNMU instructors, 4) In online WNMU college courses but in a proctored study hall with ECHS staff, 5) In evening, face-to-face college courses taught by WNMU instructors.

The Academic Success Advisor met individually with all 9th graders in the spring semester to work on the Next Step Plan and in particular the Career Pathway portion of the Program of Study page. This information was used to guide the selection of dual credit classes for their 10th grade year. Most students are taking the same HED required core class such as college Algebra-MATH 1220 or Composition & Rhetoric I-ENGL 1110. However, we can begin to personalize degree plans starting their sophomore year. For example, this semester we have 10 students who are doing Statistics-MATH 1350 because they are interested in a medical service related pathway and the statistics class is often required for that area. Another example is the Student Success Advisor did a transferability study to the Texas Tech Pre-Med program and laid out a series of courses that would be accepted in transferring to Texas Tech University for a student interested in being a physician. This transferability was confirmed with the Texas Tech Registrar's office to make sure student coursework will not be extraneous to the student's career goals. This work is enormously time consuming, and ECHS Deming will be adding a 2nd Academic Success Advisor/Counselor to provide this support consistently.

Proctored Study Halls

All 2nd year students are scheduled into a proctored study hall period during which they are taking online college classes. The proctor provides structure and accountability to make sure the 2nd year students are keeping up with the college expectations. The proctor checks grades, problem solves, coaches the student in communicating with the college instructor, and facilitates tutoring if the student is struggling with the content.

Web of Intervention/Support

ECHS maintains high academic expectations as the biggest support for student success in college level course. But when students do struggle at either the high-school or college level, there is a progressively intensive series of supports.

1. EL Support: Both language arts teachers are TESOL endorsed and GLAD trained. The math teacher for Algebra 1 and Algebra 2 is bi-lingual and GLAD trained. The science teacher for Physical Science and Biology is bi-lingual.
2. Sustained Silent Reading Time: The school has a set reading time every Wednesday with aligned best practices to get students reading. This intervention supports our EL students and all our students who are still struggling with the language domains.
3. Lunch Time Tutoring Schedule: Twice a week, teachers for each core content area (math, science, language arts, history) are available to help students complete assignments in their classroom during lunch (Appendix I-Tutoring Schedule).
4. After School Tutoring Schedule: Twice a week math and language arts teachers provide more intensive tutoring and assignment help after school from 3:30-5:30pm (Appendix I-Tutoring Schedule).

5. Every Student Succeeds: This program runs on Fridays after school from 3:30-5:30 and targets students who are failing to turn in weekly assignments. Teachers from all content areas provide accountability as well as tutoring and support to complete assignments from any class.
6. Educational Assistant Support: An EA is assigned on a case-by-case basis to pull out certain students to provide additional support as needed particularly as requested for students with an IEP.
7. College Study Support Group: This study group facilitated by the Student Success Advisor focuses on teaching students how to study for college classes and meets once a week to support students as needed for specific college classes.
8. WNMU Tutoring Services: In addition to the ECHS staff, once students are enrolled in dual-credit college classes, they are able to meet with WNMU writing and math tutors after school as well. This tutoring is usually specific to certain classes and aligned to instructor expectations for the college class.
9. Academic Success Advisor: This ECHS staff member monitors students progress for the college courses in particular and works with the students to find the support they need. This staff member also coordinates with the proctors in the study hall sessions to support students that are reported as being behind in their college classes.

Proposed Pathway Description & Next Step Plans

# Credits	26 Credits to Graduate with High School Diploma 35 Credits to Graduate with Diploma AND Associates Degree	Passed ✓
	CLASS	
	Language Arts (4 Credits)	
1	LA 1/ELAD 1	1.0
2	LA 2/ELAD 2	1.0
3	LA 3	1.0
4	LA 4	1.0
	Social Studies (3.5 Credits)	
4.5	NM History	.5
5.5	World History	1.0
6.5	US History	1.0
7	US Government	.5
7.5	Economics	.5
	Math (4 Credits)	
8.5	Algebra 1	1.0
9.5	Geometry	1.0
10.5	Algebra 2	1.0
11.5	Math Elective (Dual)	1.0
	Science (3 Credits)	
12.5	Physical Science	1.0
13.5	Biology	1.0
14.5	Chemistry	1.0
	Other (2.5 Credits)	
15	Health (8 th Grade)	.5
16	Physical Fitness	1.0
17	Practical Art (Dual)	1.0
	Electives (9-18 Credits)	
26	Dual Credit (to Graduate with HS Diploma) (9 Credits)	9.0
35	Dual Credit (to Graduate with an Associate Degree) (9 Credits)	9.0

Program of Study: Crosswalks

Starting their sophomore year, students may take certain dual credit courses to replace core high school credits for which an approved course equivalency “crosswalk” has been done. We are targeting the following credits:

<u>High School Core</u>	<u>Dual Credit Equivalent (College)</u>
Language Arts 4	ENG 1110-Composition and Rhetoric
World History	HIST 1160-World Civilizations II
Practical Art	BCIS 1110-Fundamentals Information Literacy
Math Elective	MATH 1220-College Algebra

Students who are on track to earn an associate degree will need to start earning some dual credit by their sophomore year. While a full-time college student takes 5 classes per semester, the goal for the Early College High School will be to take 4 dual credit classes per semester during their junior and senior year. A typical associate degree is composed of 20 classes, so this means that students will either need to take some dual credit during the summers or during their sophomore year to acquire enough credits for the associate degree. While the goal will be to reach an associate degree, the school will still provide pathways for students who are only able to accumulate 12 college credits, which meets the new minimum expectations for Early College High Schools in policy 6.30.13.9 NMAC.

Course Catalogue and Communicating Pathways

A course catalogue is attached (Appendix J-Course Catalogue) which describe the classes ECHS has accessed up to this point. This catalogue will be expanding the next two years as students

progress on their degree plans and access more dual credit classes. We provide students and families the attached Pathways Document (Appendix K) and visit with them at a mandatory parent setup meeting as well as when the counselor meets with the parents as part of the Next Step Plan process. This year we focused on career research and planning in the Summer ELT time, and we schedule time with the WNMU Admissions office to come and speak to our students about possible degree plans as well.

Highlighted Workforce Pathways and Credentials (with Next Step Plans):

The Early College High School will emphasize 3 associate degree pathways, 2 of which also have a workforce recognized credential attached to the program. Next Step Plans for each of these degree pathways are in the Appendix.

Nursing Pathway

One of the highlighted pathways will be a Pre-Nursing program where students will complete coursework leading toward a Certified Nursing Assistant certificate and/or a pre-bachelor of nursing associate degree. Nursing is listed as a 5 star occupation by NM Workforce Solutions; it is High Demand and High Wage for the minimum required educational level.

Nursing Pathway: CNA			
Certificate of Employability Course Requirements			Credit Hours
CNA	106	Nursing Assistant I	3
CNA	107	Nursing Assistant II (Lab)	3
Total Hours Required for Certificate (plus Test)			6

The Pre-Nursing Program is supported by numerous local businesses and institutions in full working internship experiences. Students are fully immersed doing tasks in community nursing homes like: bathing, grooming, feeding, denture care, vital signs, diaper changing, and more. See Next Step Plan (Appendix C).

Social Work Pathway

Another highlight will be the social work pathway. Students will begin with SWK 101 “Intro to Social Work” which contains a Service Learning component and is a context-based learning experience to help students confirm their interest in this area. If they choose this pathway they can work toward an associate degree in Human Services which is applicable to several 4 star jobs on the NM Workforce Solutions list. The associate degree is immediately employable, but students can also choose to apply it towards a bachelor’s degree in social work. ALL the credits apply toward the social work 4-year degree. The Southwestern Workforce Region lists many social work occupations as “in-demand”. Many of these positions are listed as High Demand and High Wage for the minimum required educational level. See Next Step Plan (Appendix D).

Education Pathway

Another highlight will be the Education Pathway. Students will earn a general associate degree oriented toward a bachelor of education and may choose to earn the Child Development Certificate issued by the New Mexico Child Development Board for teachers and child care workers with infants, and toddlers, and preschool children. The Southwestern Workforce Region lists this area as an “in-demand” occupation. See Next Step Plan (Appendix E).

Education Pathway: Child Development Certificate			
Certificate of Employability			
Course Requirements			Credit Hours
ECED	1110	Child Growth, Development, and Learning	3
ECED	1115	Health, Safety, and Nutrition	2
ECED	1130	Family, Community, and Collaboration	3
ECED	1125	Assessment of Children	3
Total Hours Required for Certificate			11

Workforce-Recognized Credentials for each Pathway

The goal at ECHS is for every student to graduate with an associate degree. The pace to meet this goal means that students will start taking dual credit no later than their 10th Grade year according to the following guide:

9 th Grade:	None
10 th Grade:	12 Hours (4 classes)
11 th Grade:	24 Hours (8 classes)
12 th Grade:	24 Hours (8 classes)
Total:	60 Hours (20 classes)

Realistically, some students will stay ahead or get behind on this schedule. Students who get behind can catch up by taking summer session dual credit classes or by taking 5 classes instead of 4 during their senior year. We prefer the students to only take 4 dual credit classes at a time; however, 5 classes (15 hours) is what a normal college student must take to be considered full time. So, if a student must take 5 classes to catch up, we feel this would be a reasonable load and serve as preparation for the full-time expectation of college.

We are tracking the credit accumulation of our students to make sure they are on track to achieve the goal of an associate degree. Currently 100% of our 10th grade cohort is enrolled in at least one dual credit course.

Credit Attainment by end of Spring 2020

<u>College Hours</u>	<u># Students</u>	<u>Percent</u>
0	0	0.0%
3	4	9.1%
6-9	12	27.3%
12-19	18	40.9%
>20	10	22.7%

We anticipate that 16 students will need to take an extra class this summer or next to stay on track. One of the places where students may get behind is in testing into MATH 1220-College Algebra or ENGL 1110-Comp & Rhet. WNMU requires a 263 on the Accuplacer for these classes. At this point 64% of our students have tested into MATH 1220 and 38% have tested into ENGL 1110. We are aligning our math and language arts classes to be more rigorous in preparing students for the Accuplacer which coincidentally is also a College Board product. Our school should be nicely aligned for the new state graduation test requirements. Preparing for PSAT and SAT will also reinforce our efforts to prepare for Accuplacer. We will be do an Accuplacer Bootcamp this summer for a week as part of our ELT 10-Days plan to target students still needing to test into MATH 1220 and ENGL 1110.

Students Served

Deming Public Schools is composed of students who are 88.2% minority, 34% ELL, and 100% economically disadvantaged. The goal is for this same student makeup to be reflected in the

Early College High School. Informational mailings to every 8th grade family unit have all been translated to Spanish. In addition to traditional come and go “Open House” events, we also have held informational booths at local grocery stores Peppers and Walmart. These have been staffed by bilingual staff members who can present the purpose of the school and recruit parents and students from a cross section of the community. In addition, we are presenting at the middle school (RMMS) in each language arts class but also in the ELL classes. The presentation will be made by current students who are bi-lingual and will make the presentation in both Spanish and English.

Outcome Based Measures

<u>Data Indicators</u>	<u>ECHS</u>	<u>District</u>
Economically Disadvantaged Students:	100%	100%
African American Students:	0%	1.4%
American Indian Students:	1.2%	0.2%
Pacific Islander Students:	1.2%	1.6%
Hispanic Students:	68%	85%
EL Students:	11.9%	39%
Students with Disabilities:	2.4%	15.4%

Written Agreements with Workforce

Every student will be required to complete an Internship during their junior and senior year. This internship will be connected to their career pathway from their Next Step Plan and will help the student to explore their career goals. We expect to be able to place more than 30 students each semester, and we are in the process of signing local businesses and agencies to an MOU detailing how the student will be both supported and held accountable in this learning experience.

Students will be in the internship setting 7-10 hours per week and no more than 2 hours a day to preserve time for their academic classes. An example signed MOU is attached. (Appendix F- Internship MOU and Appendix G-Signed Workforce Partners).

The internship will be connected to a mandatory Seminar class where the students will work on soft-skills such as professional dress, customer service, and job etiquette. In addition, the Seminar class will guide the students in further career research and exploration and coach them through college and scholarship applications and other preparations for their post-secondary plans. We see this Seminar class as a crucial piece of coaching particularly for first-generation students on how to negotiate a college environment. The Seminar class will also serve an anchor to keep our juniors and seniors emotionally and physically connected to the school even though they will have an all college class schedule. The Seminar class will also serve as the place for the hours and work-based learning to be tracked. The minimum hours per week and documentation of those hours will show up as a grade on the students Infinite Campus portal.

Summit Healthcare signed an MOU of Support for the Health Sciences pathway and Four Rivers Ltd. for students interested in a business/management pathway or landscape architecture. An MOU of Support for the education pathway has been signed by Memorial Elementary School,

My Little School, and Mimbres Valley High School (Appendix G-Workforce Partners). Each of these partners has agreed to assist students with work-shadowing experiences, mentorship programs, and in many cases, working internship experiences.

Sustainability Plan

The Nursing Pathway is supported by a multitude of health care related businesses and agencies in this community. The signed MOU that is included in Appendix G with Summit Healthcare is just one example of community investment in preparing the students for future careers. The Social Work Pathway and Education Pathway are likewise strongly supported by many different organizations who will providing internships and guidance as students move into these career areas.

First New Mexico Bank provided \$500 for our Honor's Society application. We've also had 8 other local businesses provide school -t-shirts for the students. A number of the parents of current students are small business owners and will be providing internship settings this coming year. We are confident that our community believes in our mission and will continue to support us.

Appendix

1. Appendix A: School Schedule
2. Appendix B: Master Schedule
3. Appendix C: Nursing Next Step Plan
4. Appendix D: Social Work Next Step Plan
5. Appendix E: Education Next Step Plan
6. Appendix F: Internship MOU
7. Appendix G: Signed Workforce Partners
8. Appendix I: Tutoring Schedule
9. Appendix J: Course Catalogue
10. Appendix K: Pathways Document