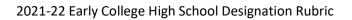Early College High School Designation

School:_____ Location: _____

Contact:_____ Date: _____

In order to be designated as an Early College High School the school must meet the Early College High School Designation in all criteria for success and in the out-comes based measures below.

- Conditional Early College: If the ECHS does not meet ALL of the foundational requirements – they will be marked as conditional and given additional technical assistance to move into the Early College designee.
- Early College Designee: To be designated as an Early College the ECHS MUST meets all Foundational Requirements.
- Exemplary Early College: To be designated as exemplarily the ECHS must meet all foundational requirements AND exceed these requirements by demonstrating research-based ECHS best practices in at least one or more of the criteria.

Foundational Criteria for Success	Conditional Early College	Early College Designee	Exemplary Early College
Staffing Model			
Proposed Pathway(s) Description & Next Step Plans			
Workforce-recognized Credentials for each Pathway			
Students Served			
Outreach and Recruitment Process			
Written Agreement with Postsecondary			
Written Agreement(s) with Workforce			
Sustainability Plan			
Tribal Consultation			
Overall Designation			

Accountability	Pass	Fail
1. ECHS Assurances Signature Letter		
2. Information Sheet		
3. Written Agreement with Postsecondary		
4. Written Agreement with Workforce Partner(s)		
5. Next Step Plan per Pathway on Program of Study Template		
6. Course Catalogue		
7. Master Schedule		

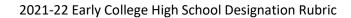| Staffing Model |
| --- |
| Meets foundational ECHS requirements:
☐ Describes location in proximity to the postsecondary partner. The system of delivery of dual credit courses to students is logical and sustainable.
☐ The plan includes hours of operation, and other relevant program details.
☐ Indicates how adults are organized in the building, including the scheduling structure and wrap-around services to support student success in college level courses.
☐ Describes the system for ensuring each student completes an annual Next Step Plan, which includes dual credit courses and pathway of study aligned with future career goals.
☐ Includes a plan to meet the required seat time per Section 22-2-8.1 NMSA 1978.
☐ Describes the staffing model for the ECHS including teacher licensure and professional qualifications for staff to teach dual credit as adjunct faculty for the postsecondary partner. |
| Meets at least one additional ECHS best practice:
☐ ECHS is located on the postsecondary campus.
☐ ECHS postsecondary courses are taught on the college campus by college faculty.
☐ Provides advisory and/or college readiness support systems built into the program of study and school schedule.
☐ Provides a breakdown of staff equity, showing relative diversity with process to recruit faculty representing the student community served. |

Feedback	Indicate Designation Reached

Proposed pathway(s) description & Next Step Plans	
Meets foundational ECHS requirements: ☐ A Next Step Plan designed for each pathway offered demonstrates the 4-year crosswalk of how students will progress towards workforce recognized credential goals and complete high school graduation requirements. Plan includes demonstrated curriculum alignment with postsecondary partners for ALL pathways offered. ☐ For each program of study offered ECHS must include documentation (in the form of a next step plan and master schedule) detailing vertical alignment of secondary and postsecondary courses leading to a workforce credential. ☐ If the ECHS offers a general studies or liberal arts pathway, the school must offer at least one additionally defined program of study that is based on relevant regional and state workforce data, leading towards a workforce credential. ☐ The Master Schedule is included and demonstrates how the ECHS will support students in obtaining a workforce recognized credential, while fulfilling NM graduation requirements. ☐ Course catalogue is robust and offers multiple pathways for students that are aligned with the regional workforce need for training in high wage, high demand careers. ☐ Schedule includes evidence of work-based learning and additional wrap-around supports for students to be successful in college level courses. ☐ Include STARS course names and numbers for CTE courses and program names for postsecondary partner, dual credit courses.	
Meets at least one additional ECHS best practice: ☐ School offers at least one relevant career and technical student organizations (CTSO) for at least one pathway. ☐ Schedule and/or narrative demonstrates a thoughtful and clear plan to ensure all students participate in a wide-range of work-based learning activities including internships and apprenticeships.	
Feedback	Indicate Designation Reached

Workforce-recognized credentials for each pathway	
Meets foundational ECHS requirements: ☐ Details workforce recognized credentials for each pathway. Which includes an industry certification that has value in the workplace, or clear pathway to an associate's degree, or at least 60 semester credit hours toward a baccalaureate degree. ☐ Provides a plan of how the school will track and report student attainment of workforce recognized credentials.	
Meets at least one additional ECHS best practice: ☐ Demonstrates a clear plan for students to obtain *stackable* credentials, which are valued in the workplace, for at least one program of study.	
Feedback	Indicate Designation Reached

Students Served
Meets foundational ECHS requirements: ☐ Includes list of projected/current students to serve, and plan is within recommended guidelines for size and scope of ECHS Populations. ☐ Populations served falls within the targeted proportions for students from economically disadvantaged backgrounds. New Mexico Public Education Department will conduct data analysis for prior year enrollment data for ECHS and District/LEA. (see chart below)
Meets at least one additional ECHS best practice: ☐ Populations served falls in the exemplary category for targeted proportions of students served for from at least four of the targeted populations. New Mexico Public Education Department will conduct data analysis for prior year enrollment data for ECHS and District/LEA. ☐ Contains a clear and thoughtful description of how the ECHS model aligns with the overall District/LEA strategy of supporting all students, and in particular students from underserved populations.

Feedback	Indicate Designation Reached

Outcome Based Measures			
Targeted Student Populations Served: Must meet three of the following criteria for ECHS designation and four of the criteria for exemplary.			
Data Indicators	**Conditional ECHS**	**ECHS Designee**	**Exemplary ECHS**
ECHS proportionate to or over-represents district economically disadvantaged students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents African American students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents American Indian students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents Hispanic students	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents EL	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents Students with Disabilities	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district

Outreach and Recruitment Process
Meets foundational ECHS requirements: ☐ Clearly documents recruitment and enrollment policies. ☐ Outreach and recruitment efforts include plans to increase the proportion of low-income students served. ☐ Focused recruiting efforts encourage applicants from underrepresented populations to enroll in ECHS. ☐ Plan describes how the school will analyze student demographic data to ensure equitable access to the ECHS. ☐ Use of performance-blind, open-access lottery to enroll students. All students are encouraged to apply and obtain admissions regardless of background or prior academic achievement.
Meets at least one additional ECHS best practice: ☐ Evidence of input on recruitment materials from key stakeholders (including community members, parents, students, Tribal Councils, etc.).

Feedback	Indicate Designation Reached

Written Agreement(s) with Postsecondary	
Meets foundational ECHS requirements: ☐ Postsecondary agreement shows evidence of dual credit course offerings for the pathway(s) offered and evidence of vertical curriculum alignment across programs of study. ☐ Indicates wrap-around service supports efforts for successful student outcomes. ☐ Provides a plan of how the school will track the number of college credit earned by ECHS students.	
Meets at least one additional ECHS best practice: ☐ Agreements are obtained from postsecondary institutions for all programs of study offered. ☐ Agreement includes a policy for advising students on the transferability of college credit offered and earned.	
Feedback	Indicate Designation Reached

Written Agreement(s) with Workforce	
Meets foundational ECHS requirements: ☐ Written agreement with workforce partner(s) for at least one pathway(s) offered. ☐ Describes meaningful work-based learning experiences that are in alignment with student pathways. ☐ Describes how work-based learning experiences will be tracked.	
Meets at least one additional ECHS best practice: ☐ Written agreements with workforce partner(s) are obtained for all pathways offered. ☐ At least one of the ECHS's industry and workforce partners is considered as economic leaders within the region.	
Feedback	Indicate Designation Reached

Sustainability Plan	
Meets foundational ECHS requirements: ☐ Describes the school and district/charter plans to ensure sustainability of the ECHS school model. ☐ Describes a plan for sustainability though 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.	
Meets at least one additional ECHS best practice: ☐ Includes letters of ongoing financial commitment from at least one community partner.	
Feedback	Indicate Designation Reached

Tribal Consultation (if applicable)
Meets foundational ECHS requirements: ☐ Describes 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.
Meets at least one additional ECHS best practice: ☐ Evidence of meaningful consultation with tribal stakeholders is included throughout the ECHS strategic plan and clear evidence of culturally competent teaching practices, informed by tribal consultation, is evident. ☐ Culturally relevant program of study developed with tribal stakeholder input.

Feedback	Indicate Designation Reached