
NEW MEXICO PUBLIC EDUCATION DEPARTMENT



Early College High Schools

Application for ECHS Designation



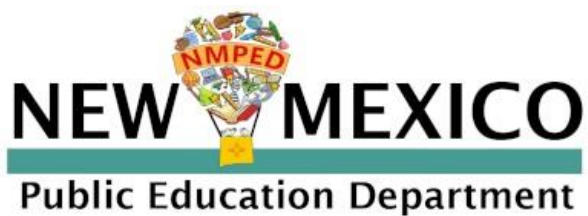
Dr. Kurt Steinhaus
Secretary of Education

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



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APPLICATION MANAGER

The agency has designated an Application Manager who is responsible for the conduct of this application. Completed applications as well as written inquiries or requests regarding this application should be addressed as follows:

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New Mexico Public Education Department
Jerry Apodaca Public Education Building
300 Don Gaspar Ave, Room 131
Santa Fe, NM 87501
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APPLICATION FOR EARLY COLLEGE HIGH SCHOOL DESIGNATION

The purpose for this application is for the applicant to be recognized and designated as an Early College High School (ECHS). ECHS is an educational design that links students with workforce and higher education stakeholders in New Mexico. This application to the New Mexico Public Education Department is in acknowledgement and compliance with 6.30.13 New Mexico Administrative Code rule for designated ECHSs. To be designated, an ECHS shall serve all students equitably and shall meet the qualifications listed in 6.30.13.9 NMAC. Schools seeking initial designation as a department-approved ECHS shall submit an application to the department by July 1 of the year in which they seek to begin operating as an ECHS.

A. INTRODUCTION

ECHSs allow students to simultaneously complete requirements toward earning a regular high school diploma and to earn significant credits toward a workforce recognized credential in a college-level certificate, associate degree, or bachelor's degree at the partner institution of higher education. ECHSs are tuition free and 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 growing career fields with high growth, demand, skills and wages.

ECHSs provide access to dual credit courses to help high school students make a seamless transition 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 CTE sequence of sufficient size, scope, and quality to fully address the Common Career Technical Core Standards for its career cluster focus.

ECHS programming and curriculum should lead to related work readiness credentials recognized by business and industry. ECHS partnerships include community members, representatives from local business and industry, and 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 to meet the career goals and objectives specified in their 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 college and career. 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. The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life. 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 ECHS 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 ECHS sites in New Mexico that serve as peer mentors. <http://www.echs-nm.com/>

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

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.
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.
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.
8. **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.
9. **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.

D. TIMELINE OF EVENTS

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

	Action	Responsibility	Date
1.	Issue of Application	Agency	TBD
2.	Submission of Application	Applicant	As ready
3.	Proposal Evaluation	Evaluation Committee	Within 3 weeks of submission
4.	Negotiate to Finalize Application	Agency	Following review feedback
5.	Issuance of Designation Letter	Agency	When met

E. EXPLANATION OF EVENTS

1. Issue of Application

This request for application for ECHS Designation is being issued by the New Mexico Public Education Department, College and Career Readiness Bureau. The application may be viewed and downloaded here [ECHS](#).

2. Submission of Applications

Application may be submitted at any time with the understanding that official designation would not begin until July 1 of the upcoming year. Applications may be emailed to the Application Manager.

3. Proposal Evaluation

An evaluation committee appointed by the Agency will evaluate applications for ECHS designation in accordance with the **Timeline of Events**.

4. Negotiate and Finalize Application

Applicants may be asked to submit revisions to their proposals for the purpose of obtaining best and final applications in accordance with the **Timeline of Events**.

5. Evaluation Process

All applications will be reviewed by committee members for compliance with the specifications stated within the application. The Application Manager may contact the applicant for any clarification. The evaluation committee will be determined by the Agency and may include governmental personnel, representatives from workforce, and non-applying school districts or authorized charter school personnel.

6. Final Selection

Applicants will be evaluated on the factors that have been assigned point values (see Appendix D). The department shall review initial applications for approval and confirm application acceptance or rejection by no later than 3 weeks after the date of submission. At the discretion of the department, schools not receiving initial approval may revise and resubmit application to address any department concerns. Applicants who submit revised application will have their points recalculated accordingly. A serious deficiency in response to any one factor may be grounds for rejection, regardless of the overall score.

GLOSSARY

This section contains definitions used throughout this application as well as in 6.30.13 NMAC.

Academy Model: An ECHS design where a subset of the students at a comprehensive high school are pursuing an early high program. Students receive extra, wrap-around support to encourage them to earn significant credit toward a college credential or degree.

Agency: The Agency is the New Mexico Public Education Department (PED).

Application Manager: the individual selected by the Agency to monitor and manage all aspects of the application.

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.

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.

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.

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.

Freestanding Model: An ECHS design where all students are enrolled at an ECHS designated high school. Students receive extra, wrap-around support to encourage them to earn significant credit toward a college credential or degree.

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

Memorandum of Understanding (MOU): a formal commitment between the ECHS and postsecondary partner.

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.

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.

Postsecondary Institution: any accredited school beyond high school, as designated by an accrediting agency.

Postsecondary partner: means a postsecondary educational institution that for this application has a Memorandum of Understanding with an ECHS.

Scope: sufficient to allow students to earn a minimum of three or four credits in a sequential program of study, including 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 programs.

Size: provides appropriate student/teacher ratios 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, per 22-10A-20.D, NMSA, 1978.

Sustainability: the continued life of an ECHS for at least 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.



APPENDICES

Appendix A- 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 for ECHS Designation 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 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 for ECHS Designation with the state of New Mexico 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 Early College High School activity will be conducted in accordance with all applicable State and local laws and regulations, application guidelines and standards. It is also understood that immediate written notice will be provided to the designated 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 and Signature

Print: _____ Signature: _____

Title: _____ Date: _____

School Principal and Signature

Print: _____ Signature: _____

Title: _____ Date: _____

Postsecondary President and Signature

Print: _____ Signature: _____

Title: _____ Date: _____

Appendix B - ECHS Information Sheet

Name of Designating Local Educational Agency				Superintendent				
LEA Address								
City		County			Telephone			
ECHS School Name				ECHS Address				
ECHS Design Model: <input type="checkbox"/> Freestanding Model <input type="checkbox"/> Academy Model								
School Year for ECHS first high school Graduates:	Current Year Enrollments by Grade				Projected Year of Enrollments by Grade			
	9	10	11	12	9	10	11	12
Initial Year as ECHS:								
Contact Info for Principal:	Name	Office Phone	Cell Phone	Email				
				Mailing Address				
Contact Info for Counselor	Name	Office Phone	Cell Phone	Email				
				Physical Address				
Name of Postsecondary Partner (attach as needed for additional pathways):								
<input type="checkbox"/> Will offer Postsecondary Certificate(s): <input type="checkbox"/> Will offer Associates Degree(s): <input type="checkbox"/> Will align with two years toward Bachelor's Degree:								

Appendix C - Next Step Plan

Next Step Plan (Template Form Found Online) Complete a sample Next Step Plan for each program of study.

<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/next-step-plan/>

Next Step Plan Template

STUDENT INFORMATION				SCHOOL NAME:			
Student Name:		High School Entry Date:					
Student State ID Number:		Target Graduation Date:					
Student Email Address:		Course of Study:					
Birthdate:		Age:					
Check those that apply:	<input type="checkbox"/> 504 Plan <input type="checkbox"/> IEP <input type="checkbox"/> ELL <input type="checkbox"/> SAT	Grade Level:	<input type="checkbox"/> 9 th Grade <input type="checkbox"/> 10 th Grade <input type="checkbox"/> 11 th Grade <input type="checkbox"/> 12 th Grade				
School Designee:		Date Initiated:					

<div style="text-align: center; background-color: #f2f2f2; font-weight: bold; margin-bottom: 5px;">CAREER GOAL</div> <div> Career Cluster: <input style="width: 90%;" type="text"/> Occupation: <input style="width: 90%;" type="text"/> Occupation Skill Sets: <input style="width: 90%;" type="text"/> Wage Info: <input style="width: 90%;" type="text"/> Occupation Demand: <input style="width: 90%;" type="text"/> </div>	<div style="text-align: center; background-color: #f2f2f2; font-weight: bold; margin-bottom: 5px;">PERSONAL GOAL</div> <div style="height: 40px; background-color: #e0e0ff; margin-bottom: 5px;"></div> <div style="text-align: center; background-color: #f2f2f2; font-weight: bold; margin-bottom: 5px;">ACADEMIC GOAL</div> <div style="height: 40px; background-color: #e0e0ff; margin-bottom: 5px;"></div> <div style="text-align: center; background-color: #f2f2f2; font-weight: bold; margin-bottom: 5px;">FAMILY AND COMMUNITY SUPPORT SYSTEMS</div> <div style="height: 40px; background-color: #e0e0ff;"></div>	<div style="text-align: center; background-color: #f2f2f2; font-weight: bold; margin-bottom: 5px;">POST-GRADUATION GOAL</div> <div> Work Full-Time: Yes <input type="checkbox"/> No <input type="checkbox"/> Work Part-Time: Yes <input type="checkbox"/> No <input type="checkbox"/> Enter the Military: Yes <input type="checkbox"/> No <input type="checkbox"/> Apprenticeship: Yes <input type="checkbox"/> No <input type="checkbox"/> 2-Year Training: Yes <input type="checkbox"/> No <input type="checkbox"/> 2-Year Degree: Yes <input type="checkbox"/> No <input type="checkbox"/> 4-Year Degree: Yes <input type="checkbox"/> No <input type="checkbox"/> Undecided: Yes <input type="checkbox"/> Notes: <div style="background-color: #e0e0ff; height: 40px; margin-top: 5px;"></div> </div>
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EXTRA HELP STRATEGIES (Extra Assistance)	ACADEMIC ENHANCEMENT OPTIONS/Scholarship Requirements	EXTRA/CO-CURRICULAR ACTIVITIES	POSTSECONDARY/CAREER ENHANCEMENT OPTIONS

<div style="text-align: center; background-color: #f2f2f2; font-weight: bold; margin-bottom: 5px;">INDUSTRY CERTIFICATION GOAL</div> <div> What industry certification will be pursued <input style="width: 80%;" type="text"/> Target Date for Completion: <input style="width: 80%;" type="text"/> Certification Completed: Yes <input type="checkbox"/> No <input type="checkbox"/> Met Standard Yes <input type="checkbox"/> No <input type="checkbox"/> </div>	<div style="text-align: center; background-color: #f2f2f2; font-weight: bold; margin-bottom: 5px;">ATTACHMENTS</div> <div> <input type="checkbox"/> Interest Inventory <input type="checkbox"/> Transcript <input type="checkbox"/> Degree Requirements <input type="checkbox"/> Assessment Results <input type="checkbox"/> Semester Schedule <input type="checkbox"/> Course Credit Check <input type="checkbox"/> Transition Assessment (required for students) <input type="checkbox"/> Other: <input style="width: 80%;" type="text"/> </div>
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Next Step Plan Template

Cert. Completed:		Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Transition Assessment (receiving special education services)	<input type="checkbox"/> Other:
(INSERT CAREER CLUSTER LOGO)		PROGRAM OF STUDY:		STUDENT NAME & ID:	
<u>Diploma Options (Students with Disabilities):</u> Standard Diploma <input type="checkbox"/> Career Readiness <input type="checkbox"/> Ability <input type="checkbox"/>					
		DEPARTMENT NAME:		(INSERT SCHOOL LOGO)	
	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE	
	Course Name	Code	Course name	Code	Course Name
	State of New Mexico Graduation Requirements				
Mathematics					
English Language Arts					
Social Studies					
Science					
Physical Education					
Cluster/Workplace/Language					
Health Education					
	School District Graduation Requirements				
	Career Pathway Requirements/Elective				
	General Electives				
	Courses Required to be Repeated				
	Mandatory Assessments				
	Optional Assessments				
Codes:	Advanced Placement = AP	Distance Learning = DL	International Baccalaureate = IB	Other:	

Next Step Plan Template

	Dual Credit = DC	Honors Course = HC	Online Line Class = OL	Other:
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STUDENT NAME & ID:

This Postsecondary Program of Study should be completed for students in grades 11—12, and is optional for students in grades 9—10.

2 year – College or Program Name:	Degree Name /Training Program:
4 year University Name:	Degree Name:

Year 1			Year 2		
Summer	Fall	Spring	Summer	Fall	Spring
General Education Requirements for the POS/Degree/Training Plan					
Degree/Training Emphasis Courses (Major)					
Electives					

Of the courses listed above, highlight those that are transferable to any other NM public higher education institution.

State law at Section 21-1B-1 to 6 NMSA 1978, directs the New Mexico Higher Education Department to establish policies designed to allow core courses successfully completed by students at New Mexico public higher education institutions to guarantee transfer to any other New Mexico public higher education institutions. The listing of transferable courses can be found at <http://hed.state.nm.us>.

Next Step Plan Template

Next Step Plan Signature Page

STUDENT NAME and ID: _____

We have reviewed and approved this Next Step Plan (Legal Guardian may be substituted for Parent where applicable)

Parent Name: _____ Phone Number: _____ Email Address: _____

Entering 9 th Grade		Entering 10 th Grade		Entering 11 th Grade		Entering 12 th Grade	
Student Signature	Date	Student Signature	Date	Student Signature	Date	Student Signature	Date
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
School Official Signature	Date	School Official Signature	Date	School Official Signature	Date	School Official Signature	Date

Comments (Entering 9th Grade):

Comments (Entering 10th Grade):

Comments (Entering 11th Grade):

Note: Review the attached Final Next Step Plan at this time in preparation for the senior year).

Comments (Entering 12th Grade):

Next Step Plan Template












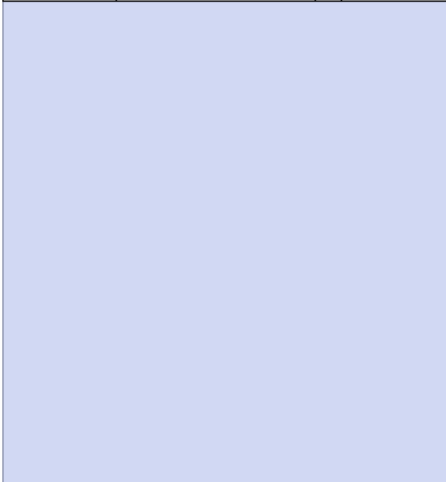



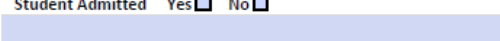
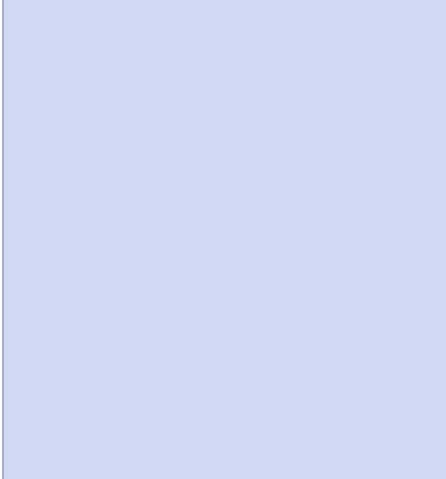
Final Next Step Plan

To be completed by all exiting Seniors

STUDENT NAME & ID:

Select the option(s) you plan to pursue after graduation.

Note: Use additional pages to address plans of action and follow-up.

Program Options	Provide information about your selections under Program Options.	Signatures below confirm review and approval of this Final Next Step Plan.	
Bachelor Degree Program:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>		
Name of Degree Plan ➡		Student Signature	Date
Name Public College/University ➡			
Name Private College/University ➡		Parent Signature	Date
Associate Degree Program:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>		
Name of Degree Plan ➡		School Designee	Date
Name Postsecondary institution ➡		Notes: 	
Trade Certification Program :	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>		
Name of Certificate program ➡			
Name of Training Institution ➡			
Military Service:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>		
Branch ➡			
Work Study/Apprenticeship Program:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>		
Career Area of Focus ➡			
Employment:	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Hired Yes <input type="checkbox"/> No <input type="checkbox"/>		
Career Area of Focus ➡			
Has the student applied for financial aid/scholarships?	Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:		
Has the student applied for campus (or other) housing?	Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:		
Has the student arranged transportation?	Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:		

Appendix D - ECHS Evaluation

Mandatory Factors:

The items listed below are required. Failure to submit the following items will result in disqualification of the application.

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		

Evaluation Factors:

Each factor is assigned points. 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
Total points possible:	[450]	
1. Staffing	50	
2. Proposed pathway(s) description & Next Step Plans	50	
3. Workforce-recognized credentials for each pathway	50	
4. Students served	50	
5. Outreach and recruitment process	50	
6. Written agreement with postsecondary	50	
7. Written agreement(s) with workforce	50	
8. Sustainability Plan	50	
9. Tribal Consultation	50	
<i>Total Points:</i>		

Reviewer: _____ Date: _____