

Section I: Introduction

The purpose of this application is for eligible applicants to be recognized and designated as an Early College High School (ECHS) in the State of New Mexico. Designation signifies a commitment to implement the Early College model with fidelity, ensuring equitable access to high-quality, college-level coursework and workforce-aligned pathways for all students, especially those historically underrepresented in higher education.

This is a fillable Word document. Applicants should complete all text fields and checkboxes directly in this file.

Applications must be submitted no later than **July 1 each year** for consideration for a **fall program launch in the same calendar year**.

Applicants are strongly encouraged to engage district leadership, postsecondary partners, workforce representatives, and community stakeholders prior to submission to ensure that the proposed ECHS design reflects shared priorities, sustainable partnerships, and measurable impact.

Application Support:

The New Mexico Public Education Department (NMPED) has designated an Application Manager to support applicants through the planning and submission process. For questions or inquiries, please contact:

Jennifer Amis, Early College High School Coordinator
Pathway2Careers
575-202-0161

jennifer.amis@p2c.org

Section II – Basic Information

Proposed ECHS School Name: Click or tap here to enter text.

School Mailing Address: Click or tap here to enter text.

School Physical Address: Click or tap here to enter text.

City/State: Click or tap here to enter text. Zip Code: Click or tap here to enter text.

County: Click or tap here to enter text.

Name of School District: Click or tap here to enter text.

District Superintendent: Click or tap here to enter text.

Primary Application Contact: Click or tap here to enter text.

Title/Role: Click or tap here to enter text.

Email: Click or tap here to enter text.

Phone: Click or tap here to enter text.

Section III – Impact Statement

Provide a concise statement describing the planned purpose of Early College High School and the intended impact on students, families, and the community. This statement should reflect the school's mission, how the Early College model supports that mission, and the evidence that demonstrates progress toward intended outcomes.

Instructions:

- Summarize the school's purpose and long-term goals.
- Applicants may describe current or projected impact on students, families, and community. Supporting data is not required at this stage; illustrative outcomes or expected results may be included.
- Briefly note how stakeholders (district staff, postsecondary partners, students, families, or community members) contributed to shaping this vision.

Type your Impact Statement here. You may paste text from another document.

Section IV – ECCHS Design Model and Program Overview

• ECCHS Design Model

☐ Freestanding Model - All students are enrolled at an ECCHS designated high school. (Freestanding ECCHS models can be individual sites or co-located in a separate building(s) on a college campus.)

☐ Academy Model - A subset of the students at a comprehensive high school are enrolled in an early college high school program.

• School Leadership & Partners

Principal Name: Click or tap here to enter text.

Email Address: Click or tap here to enter text.

Office Phone: Click or tap here to enter text.

Cell Phone: Click or tap here to enter text.

Counselor Name: Click or tap here to enter text.

Email Address: Click or tap here to enter text.

Office Phone: Click or tap here to enter text.

Cell Phone: Click or tap here to enter text.

Name of Primary Postsecondary Partner Institution(s): Click or tap here to enter text.

- **Memorandum of Understanding (MOU) Attestation**

☐ The applicant affirms that a current Memorandum of Understanding (MOU) with the identified postsecondary partner(s) is in place or will be executed prior to student enrollment.

Postsecondary Contact Name: Click or tap here to enter text.

Email Address: Click or tap here to enter text.

Office Phone: Click or tap here to enter text.

Cell Phone: Click or tap here to enter text.

- **Projected Student Enrollment**

	Year 1	Year 2	Year 3
Grade 9			
Grade 10			
Grade 11			
Grade 12			

- **Postsecondary Credentials**

Will your school offer one or more post-secondary industry-recognized certificates?

☐ Yes ☐ No

Identify the proposed industry-recognized certificates here:

Will your school offer one or more associate degrees?

☐ Yes ☐ No

Identify the proposed associate degrees here:

Will pathways align with 12 or more college credits toward a bachelor's degree?

☐ Yes ☐ No

Identify aligned bachelor's degrees here:

- **Overview of ECHS Design**

Describe the operational and programmatic design of the proposed Early College High School. Applicants should provide an overview that includes:

- o How the program design reflects and supports your Impact Statement.
- o Location in proximity to postsecondary partner(s) and rationale for site selection.
- o How outreach, admissions, and program design support equitable access for historically underserved students.
- o How structural barriers to participation are identified and reduced (for example, transportation, fees, scheduling, eligibility requirements).
- o Hours of operation and schedule structure, including wrap-around services.
- o Staffing plan, including teacher licensure and professional qualifications, dual credit assignments, and adjunct faculty arrangements.
- o Integration of Work Based Learning within the school design and pathway experience, including how students will access and participate in these opportunities.
- o Use of the Next Step Plan process to support academic advising, pathway decisions, and postsecondary planning.
- o Alignment with **Administrative Rule 6.30.13** and NM Early College High School requirements.

Enter your ECHS design plan here:

Section V - College and Career Pathway Design

This section verifies that your ECHS plans to offer structured pathways aligned with high-wage, high-demand careers and post-secondary opportunities.

In this space, provide a description of each planned high-skill pathway. Describe how the pathway represents a coherent sequence of coursework and experiences that prepares students for high-wage, high-demand careers. Explain how each pathway aligns with regional workforce needs and leads to workforce-recognized credentials, transferable college credit, and/or degree outcomes.

- **ECHS Pathway Planning Document**

Complete the ECHS Pathway Planning Document for at least one full pathway, mapping the coherent progression from freshman (or sophomore) year through graduation. Include:

Common core coursework, Dual credit coursework, Course sequencing by year, Prerequisites

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Credits earned. Linked credential(s) and/or degree outcomes.
Add or delete rows as needed.

Note: See Appendix A of this application for an example Associate of Arts Pathway

Pathway: Click or tap here to enter text. Intended Pathway Outcome (select all that apply): ☐ Associate Degree ☐ Certificate or Industry-Recognized Credential ☐ Transfer-Oriented Degree Program that Leads Toward a bachelor's degree ☐ Other: Click or tap here to enter text.				Regional Workforce Alignment Target Occupations: Click or tap here to enter text. Workforce Partner(s): Click or tap here to enter text. Specific Credential(s) or Degree(s) outcome: Click or tap here to enter text.		
	High School Course Code & Course Name	College Course Name & Course Code	High School Credit	College Credit Hours	Core Replacement Yes/No	Notes: Prerequisites, Credential Outcome, Next Steps
Freshman Year						
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
	Career Exposure				☐ Yes ☐ No	
	Total Credits Earned					
Sophomore Year						
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
	Career Exposure				☐ Yes ☐ No	
	Total Credits Earned					
Junior Year						
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
	WBL				☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	

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					☐ Yes ☐ No	
	Total Credits Earned					
Senior Year						
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
					☐ Yes ☐ No	
	WBL				☐ Yes ☐ No	
	Total Credits Earned				☐ Yes ☐ No	
	Total credits earned upon program graduation:		High School	College		

● Pathway Feasibility

Provide a brief narrative estimating student enrollment in this pathway by grade (9–12) and explaining the rationale. Include partner capacity and any assumptions about recruitment or program growth.

(Example: Year 1: 25 ninth graders; Year 2: 30 students. Estimates reflect partner capacity and anticipated interest from feeder schools.)

Enter text here, briefly describe projected student enrollment in this pathway by grade (9–12), explain assumptions or factors informing these estimates, and note partner capacity or constraints.

● Pathway Attestation:

- ☐ Dual credit coursework in this pathway begins no later than 10th grade.
- ☐ The pathway sequence above is aligned to the student Next Step Plan process to support informed pathway selection, persistence, and postsecondary transition.
- ☐ Students who successfully complete the pathway above will have the credits required to graduate from high school as indicated in NM Statute 22-13-1.1.
- ☐ Students who successfully complete the pathway above will have 12 (or more) college credits.

● Dual Credit Core Alignment Attestation:

- ☐ The applicant attests that all dual credit courses identified as **core replacement courses** in this pathway have been reviewed and meet New Mexico high school graduation requirements under **§22-13-1.1 NMSA 1978**, and that these courses **integrate state standards into courses within a structured pathway that meets local and state graduation requirements** in accordance with **NMAC 6.30.13**.

Section VI – Outreach, Recruitment, and Student Data Tracking

- **Outreach and Recruitment Process**

Describe the school's outreach, recruitment, and admissions processes, with a clear focus on equitable access for historically underserved students. The ECHS must operate an open-access, barrier-free admissions process and demonstrate intentional outreach to students traditionally underrepresented in higher education, including students who are economically disadvantaged; Black, Hispanic, or American Indian students; English learners; students with disabilities; and first-generation college-going students.

Describe how the school will:

- Identify and reduce barriers to participation (such as transportation, fees, scheduling, or eligibility criteria)
- Collect and analyze student demographic and participation data to monitor equitable access

Click or tap here to enter text.

- **Tracking Student Data**

Provide a detailed plan for tracking and reporting individual student data and key performance indicators (KPIs), including identification of staff responsible for reporting in compliance with 6.30.13.11 NMAC. In addition, describe how the school will use KPI data to monitor equity and outcomes and make data-informed program improvements.

This plan should include:

- **Student Attainment of Workforce-Recognized Credentials** – total students earning credentials and total credentials awarded.
- **Students Earning College Credit** – total students earning postsecondary credit and total credit hours achieved.
- **Student Participation in Work-Based Learning (WBL) Experiences** – total students and total WBL hours completed.
- **Total Enrollment** – number of students enrolled in the ECHS.
- **Student Participation in Each Pathway** – total students in each pathway, identified by pathway name.
- **Low-Income Student Enrollment** – total students identified as low-income.

Enter your data collection plan here:

- **Data Submission Attestation:**

☐ The applicant agrees to submit an annual report to PED, including required KPI measures, in accordance with program requirements.

Section VII – Workforce Partnerships

- **Workforce Partners Table**

In the table below, identify area workforce partners and indicate the pathways to which they align. Applicants must complete a Memorandum of Understanding (MOU) with at least one workforce partner.

	Area Workforce Partner Name	Aligned to Which Pathway(s)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- **Memorandum of Understanding (MOU) with Workforce Partner Attestation**

☐ The applicant affirms that a current Memorandum of Understanding (MOU) with the identified partner(s) is in place or will be executed prior to student enrollment.

Section VIII – Budget, Sustainability Plan, and Governance Documentation (School Board or Tribal Consultation)

- **Budget and Sustainability**

Provide proposed budget information for the first three years of operation, including:

- Anticipated expenditures and revenue.
- Plans to ensure sustainability of the ECHS model beyond initial funding or start-up years.
- Funding sources supporting program operations, including local, state, federal, and partner contributions.

Enter Budget and Sustainability plan here:

- **Governance Documentation**

- Applicants must submit initial documentation verifying that governance approval has occurred, such as board minutes, signed acknowledgments, or other formal records of agreement or feedback.
- Schools and districts/charters must also maintain governance documentation of all activities, decisions, and approvals. This documentation must be kept on file and made available for annual reporting and monitoring as required.

- **Tribal Consultation** (if applicable)

Describe the school and district/charter plan to consult with tribal leaders annually, in alignment with the Indian Education Act (IEA) 22-23A NMSA 1978, Article 23A. Include:

- How consultation is integrated into program planning and governance decisions.
- Applicants must submit initial documentation verifying that Tribal consultation has occurred, such as board minutes, signed acknowledgments, consultation meeting notes, or other formal records of agreement or feedback.
- Schools and districts/charters must also maintain governance documentation of all Tribal consultation activities, decisions, and approvals. This documentation must be kept on file and made available for annual reporting and monitoring as required.

Enter tribal consultation plan here:

Section IX: Assurances

By completing this application, the applicant affirms that the information provided is accurate and complete and that the necessary agreements and governance approvals are in place or will be executed prior to program implementation.

- ☐ The applicant affirms that all information provided in this application is accurate and complete to the best of their knowledge.
- ☐ The applicant affirms that required Memoranda of Understanding (MOUs) with postsecondary and workforce partners are in place or will be executed prior to student enrollment.
- ☐ The applicant affirms that required governance approvals, including school board approval or Tribal consultation, as applicable, have been obtained or will be obtained prior to implementation.

- ☐ The applicant affirms that dual credit courses included in student pathways that are approved as transferable will transfer to any New Mexico public higher education institution, pursuant to Sections 21-18-1 through 21-18-6 NMSA 1978.
- ☐ The applicant affirms its commitment to comply with all Early College High School designation requirements, including annual KPI reporting and post-designation monitoring.

Required Signatures:

Printed Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

(Superintendent or Authorized Designee)

Organization: Click or tap here to enter text.

Signature: _____

Date: Click or tap here to enter text.

Printed Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

(Principal or Site Level Leader)

Organization: Click or tap here to enter text.

Signature: _____

Date: Click or tap here to enter text.

Section X: Documentation Attachments

Please submit the following documents with your application:

- Course catalog or course listing
- Student handbook or policy handbook
- Early College High School marketing or recruitment material
- Signed Memoranda of Understanding (MOUs) with postsecondary partners
- Signed Memoranda of Understanding (MOUs) with workforce partners
- Governance and/or tribal consultation documentation of initial program approval and budget.

Note: Applicants may include additional supporting documentation if desired.

Appendix A

Example Degree Pathway: Associate of Arts

Instructions:

This is an illustrative pathway for an Associate of Arts. Schools should replace the example courses with their own high school and dual credit selections while maintaining proper sequencing, prerequisites, and core replacement alignment.

Pathway: General Education, Associate of Art Pathway: Click or tap here to enter text. Intended Pathway Outcome (select all that apply): ☒ Associate Degree ☐ Certificate or Industry-Recognized Credential ☒ Transfer-Oriented Degree Program that Leads Toward a bachelor's degree ☐ Other: Click or tap here to enter text.				Regional Workforce Alignment Target Occupations: Occupation that requires a bachelor's degree Workforce Partner(s): WBL in students' area of interest TBD Specific Credential(s) or Degree(s) outcome: Associate of Art		
	High School Course Code & Course Name	College Course Name & Course Code	High School Credit	College Credit Hours	Core Replacement Yes/No	Notes: Prerequisites, Credential Outcome, Next Steps
Freshman Year						
	1001 English Language Arts I		1.0		☐ Yes ☒ No	This example utilizes a block schedule having students complete three high school English courses by the end of grade 10
	1002 English Language Arts II		1.0		☐ Yes ☒ No	
	2031 Algebra I or 2041 Algebra II		1.0		☐ Yes ☒ No	Algebra II students may be eligible for College Algebra
	1711 Biology		1.0		☐ Yes ☒ No	
	2717 NM History/ Career Development		.5/.5		☐ Yes ☒ No	
	2305 Required PE		1.0		☐ Yes ☒ No	
	Pathway Elective	FYEX 1110	1.0	3	☐ Yes ☒ No	NMSU Course Code for Freshman Experience
	0892 AVID 9 or		1.0		☐ Yes ☒ No	Replaces Pathway Elective
	Pathway Elective		1.0		☐ Yes ☒ No	High school or college CTE
Total Credits Earned			8.0	3		
Sophomore Year						

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	1003 English Language Arts		1.0		☐ Yes ☐ No	
	2034 Geometry		1.0		☐ Yes ☐ No	
	2041 Algebra II	MATH1220G College Algebra	1.0	3	☒ Yes ☐ No	NMSU Course Code for College Algebra, students may be required to take math placement exam.
	1721 Chemistry		1.0		☐ Yes ☒ No	
	2706 World History		1.0		☐ Yes ☒ No	
	High School Elective	COMM1115G Intro to Communication	1.0	3	☐ Yes ☒ No	This course will satisfy a high school elective requirement
	High School Elective	PSYC1110G Psychology	1.0	3	☐ Yes ☒ No	
	High School Elective or	SPAN 1110 Elementary Spanish	1.0	4	☐ Yes ☒ No	This course will satisfy a high school foreign language requirement.
	High School Elective					
	Total Credits Earned		8	13		
Junior Year						
		ENGL111G English Composition I	1.0	3	☒ Yes ☐ No	Does not replace the core requirement in this example
		DC Math Course	1.0	3	☒ Yes ☐ No	Satisfies a required math credit for high school graduation
		DC Science Course, Biology or Chemistry	1.0	4	☒ Yes ☐ No	Satisfies a required science credit for high school graduation
	2729 U.S. History/ Geography	HIST 1110G – U.S. History I	1.0	3	☒ Yes ☐ No	Satisfies the required U.S. History credit for high school
	High School Foreign Language Credit	SPAN 1120 Elementary Spanish	1.0	4	☐ Yes ☒ No	Satisfies the second level foreign language credit for high school graduation.
		ART1110G Orientation in Art, or THEA1110G Introduction to Theatre, or MUSC 1110G Music Appreciation	1.0	3	☐ Yes ☒ No	
	High School Elective - WBL		1.0			
	High School Elective - WBL		1.0			
	Total Credits Earned		8.0	20		

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Senior Year						
		Engl 2210 Composition	1.0	3	☐ Yes ☒ No	
		DC Math Course, MATH1350G, Intro to Statistics	1.0	3	☒ Yes ☐ No	
		PHIL 1115G Intro to Philosophy	1.0	3	☒ Yes ☐ No	
	2741 Economics	Econ1110G Principles of Macroeconomics	1.0	3	☒ Yes ☐ No	
	High School Elective	SOCI1110G Intro to Sociology	1.0	3	☐ Yes ☒ No	
	High School Elective	DC Elective	1.0	3	☐ Yes ☒ No	
	High School Elective	DC Elective	1.0	3	☐ Yes ☒ No	
	High School Elective	DC Elective	1.0	3	☐ Yes ☒ No	
	Total Credits Earned		8	24		
	Total credits earned upon program graduation:		High School 32	College 60		

☒ The pathway sequence above is aligned to the student Next Step Plan process to support informed pathway selection, persistence, and postsecondary transition.

☒ Students who successfully complete the pathway above will have the credits required to graduate from high school as indicated in NM Statute 22-13-1.1.

☒ Students who successfully complete the pathway above will have 12 (or more) transferable college credits.