

Early College High School (ECHS) Compliance & Planning Checklist – NMAC 6.30.13

Section 1: Governance & Documentation

- ☐ Written MOU with postsecondary partner(s) (dual credit, advising, support, financial)
Evidence / Notes:
- ☐ Written agreement with workforce partner(s) (internships, work-based learning)
Evidence / Notes:
- ☐ Structured pathway(s) documented, aligned to graduation requirements and workforce credential
Evidence / Notes:
- ☐ Recruitment / outreach plan targeting underrepresented populations
Evidence / Notes:
- ☐ Admissions policy ensures equitable access
Evidence / Notes:
- ☐ Sustainability plan (financial and governance support)
Evidence / Notes:
- ☐ MOUs reviewed and renewed as required
Evidence / Notes:
- ☐ Personnel trained on ECHS requirements
Evidence / Notes:

Section 2: Student Participation & Support

- ☐ Dual credit coursework begins by grade 10
Evidence / Notes:
- ☐ Advising system monitors progress toward diploma & credential
Evidence / Notes:
- ☐ Support services for dual credit students (tutoring, academic support)
Evidence / Notes:
- ☐ College transition supports provided (FAFSA, college applications, orientation, planning)
Evidence / Notes:
- ☐ Work-based learning opportunities available and tracked
Evidence / Notes:

Section 3: Annual Data Requirements (PED Review)

- ☐ Total ECHS student enrollment
Evidence / Notes:
- ☐ Enrollment by pathway
Evidence / Notes:
- ☐ % low-income students (compared to district HS population)
Evidence / Notes:
- ☐ Student attainment of workforce credentials
Evidence / Notes:
- ☐ Student participation in work-based learning
Evidence / Notes:
- ☐ Grade 11: % of students attempting ≥ 3 postsecondary credits
Evidence / Notes:
- ☐ Grade 12: % of students completing ≥ 12 postsecondary credits ($\geq 80\%$ target)
Evidence / Notes:
- ☐ % of dual credit courses successfully passed
Evidence / Notes:

Section 4: Redesignation Preparation

- ☐ Compliance with all Section 9 program qualifications (*dual credit opportunities; active postsecondary partnership(s); workforce pathways leading to credentials/degrees; work-based learning; student support structures; qualified instructors; annual PED reporting*)

Evidence / Notes:

- ☐ Submission of annual data to PED

Evidence / Notes:

- ☐ Credit benchmarks met (Grade 11 \geq 3 attempted; Grade 12 \geq 12 completed)

Evidence / Notes:

- ☐ Evidence of ongoing postsecondary & workforce partnerships

Evidence / Notes:

- ☐ Alignment of program goals with student outcomes

Evidence / Notes:

Section 5: Key Performance Indicators (Internal Tracking)

- ☐ % underrepresented students enrolled (low-income, minority, first-gen)

Target: % | Current: % | Notes:

- ☐ Avg postsecondary credits attempted (per grade)

Target: | Current: | Notes:

- ☐ % of students passing dual credit courses

Target: % | Current: % | Notes:

- ☐ Credential completion rate

Target: % | Current: % | Notes:

- ☐ % of students participating in work-based learning

Target: % | Current: % | Notes:

- ☐ % graduates enrolling in college within 1 year

Target: % | Current: % | Notes:

- ☐ % graduates employed in field aligned to pathway

Target: % | Current: % | Notes: