Next Step Plan Template
Guidance and Instructions

Hanna Skandera
Secretary-Designate, Public Education Department
The State of New Mexico

Next Step Plan Template
Guidance and Instructions
May 2012

Susana Martinez
Governor

Hanna Skandera
Secretary-Designate of Education

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- This template is available online at www.ped.state.nm.us. Locate it on the A-Z Directory under “N.”
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May 7, 2012

MEMORANDUM

TO: Superintendents, Principals, Charter School Administrators, Administrators for State-Supported Schools, REC Directors, Special Education Directors

FROM: Hanna Skandera, Secretary-Designate of Education (signature on file)

RE: GUIDANCE FOR NEXT STEP PLANS FOR STUDENTS IN GRADES 8–12

The purpose of this memo is to review certain statutory requirements for Next Step Plans (NSPs) for students in grades 8–12 under state law at 22-13-1.1 NMSA 1978 and state rule at Subsection J of 6.29.1.9 NMAC. I also want to let you know about an NSP template that is available on the Public Education Department’s (PED’s) website.

1. What is the Next Step Plan (NSP)?
   The NSP is a personal, written plan that is developed by each student at the end of grades 8–11 and during the senior year (grade 12). The purpose of the plan is to target the student’s postsecondary interests, and set forth the studies he or she will complete during high school in order to be on track for graduation. The student reviews and updates his or her NSP annually, and each year’s plan must explain any differences from the previous year’s NSP. For grades 8–11, the plan is called an interim NSP, and for grade 12 it is called a final NSP.

2. What timelines apply?
   State rule requires that each year’s NSP must be completed within 60 days of the preceding school year. For example, the NSP for grade 9 must be completed before the end of grade 8.
3. **Who must assist the student in developing the NSP?**
   The law requires that student’s parents (or legal guardians) and the student’s guidance counselor (or other school officials charged with coursework planning) consult with and assist the student in developing the NSP. The plan is signed by the student, parents, and guidance counselor and then **must** be filed with the principal of the student’s high school.

4. **What else goes into the NSP?**
   The NSP also reflects steps the student will take in collaboration with his or her guidance counselor (or other school official charged with coursework planning) to do the following:
   - Research personal career interests or goals
   - Plan postsecondary education
   - Explore financial aid opportunities
   - Examine industry certification or other career options

   **In addition,** the school must ensure that, while developing the NSP, the student is reasonably informed about all of the following:
   - Curricular and course options, including honors or advanced placement courses, dual-credit courses, distance learning courses, career clusters, pre-apprenticeship programs or remediation programs that the college and workplace readiness assessments indicate to be appropriate
   - Opportunities available that lead to different post-high-school options
   - Alternative opportunities available if the student does not finish a planned curriculum

5. **What happens in grade 12?**
   Each student must complete a **final NSP** during the senior year (grade 12) and prior to graduation. Just like the interim NSPs, the final NSP **must** be filed with the principal of the student’s high school and signed by the student, the student’s parents, and the student’s guidance counselor (or other school official charged with coursework planning for the student). The final NSP is filed in the student’s cumulative file upon graduation.

6. **What about a student who is 18 years old?**
   Under state law at Subsection B of 12-2A-3 NMSA 1978, a person is no longer a minor the moment he or she turns 18 years old. Therefore, for schools working with a student who is 18 or older, parental signature and approval of the NSP is **not** required. However, best practice is that, with the student’s consent, the school notifies the parents about any NSP meetings. The student who is 18 or older may still wish to have his or her parents participate in the NSP process and assist in making informed decisions—especially because many parents support their child’s postsecondary education or career options. However, this is the student’s decision and schools should respect his or her choice in this matter.

7. **How does the NSP requirement apply to students eligible as gifted?**
   For students identified under state criteria as gifted only and receiving special education services through an Individualized Education Program (IEP) for gifted education, there is no difference. Follow the basic NSP requirements and process outlined above.
8. What about students identified as English Language Learners (ELLs)?
For students identified as ELL and receiving Title III services, there is no difference. Follow the basic NSP requirements outlined above.

9. Does the NSP requirement apply to students with disabilities?
Yes, but not in the same way. Students with disabilities receive special education services through an IEP. State law provides that an IEP that meets the NSP plan requirements described above and all applicable transition and procedural requirements of the federal Individuals with Disabilities Education Act (IDEA) for a student with a disability satisfies the state’s NSP requirements.

That means the student’s IEP team for grades 8–12 must incorporate all of the state’s NSP requirements into the student’s IEP. Moreover, once a student reaches age 14, the IEP must also include all the transition IEP requirements of state special rule at Subsection G of 6.31.2.11 NMAC and the federal IDEA at 34 CFR Secs. 300.320(b) and 300.324(c). A separate NSP is not needed.

For more information and guidance, please see the state’s technical assistance manual Graduation Options for Students with Disabilities available at this link: http://ped.state.nm.us/SEB/technical/GraduationOptionsStudentsWithDisabilities.pdf.

10. How does the NSP requirement apply to a student who has an intervention plan though the school’s Student Assistance Team (SAT)? How about a student with a Section 504 Accommodation Plan?
For students in grades 8–12 who have a SAT Intervention Plan, the SAT does the following:
• The student’s NSP is part of the review of student data in Step 1 of every SAT meeting and includes a review of any college and workplace readiness assessments.
• The school may determine that the SAT serves as the “school officials who are charged with coursework planning” for this student and work together with the student and parents to develop the NSP, along with any other necessary SAT interventions to create coordinated plans.
• NSPs need to reflect any intervention classes or modifications prescribed by the SAT.
• Regardless of what school officials serve the student to develop his or her NSP, the SAT is responsible to ensure that the student’s SAT Intervention Plan and the NSP are either combined into one cohesive plan or that the two plans are aligned and complement each other.

For students in grades 8–12 with a Section 504 Accommodation Plan, the student’s Section 504 team mirrors the same process as for a student who has a SAT Intervention Plan.
• The student’s NSP is part of the annual review of student’s Section 504 plan and includes a review of any college and workplace readiness assessments.
• The school may determine that for this purpose, the Section 504 team serves as the “school officials who are charged with coursework planning” for this student and work together with the student and parents to develop the NSP, along with any other necessary accommodations to create coordinated plans.
• NSPs need to reflect any accommodations prescribed by the Section 504 team.
• Regardless of what school officials serve the student to develop his or her NSP, the Section 504 team is responsible to ensure that the student’s Section 504 Plan and the NSP are either combined into one cohesive plan or that the two plans are aligned and complement each other.
11. Where can we find an NSP template and instructions?
    The PED is pleased to provide an NSP template with instructions on its website at www.ped.state.nm.us. Click on the A–Z Directory and look under “N.” The template incorporates all the elements required in state law, but its use is not mandated. Schools may adapt the template for their local needs or create their own template.

12. What are helpful resources?
    Listed below are suggested resources for developing the NSP. The PED does not endorse these resources and they are provided for informational purposes only.

    Assisting Families in Helping High School Students Plan for the Future

    Career Planning K–12
    http://www.cesdp.nmhu.edu/toolkit/enhancing-student-learning/career-planning.asp

    NM Workforce Development System
    http://www.dws.state.nm.us

    Department of Labor’s One Stop Center
    http://careeronestop.org

    Career Resources Network
    www.ILWorkInfo.com

    Career Plan of Study Templates
    http://www.careertech.org/career-clusters/resources/plans.html

Please feel free to forward and/or share this memo with relevant staff, especially guidance counselors, special education teachers, and SAT core team members. If you have questions, please call the PED’s Help Desk at (505) 827-4296. For the complete state rule for NSPs at Subsection J of 6.29.1.9 NMAC, please go http://www.nmcpr.state.nm.us/nmac/parts/title06/06.029.0001.htm.

HS/JRE/pb

cc: PED Senior Team
    Dr. Melissa W. Lomax, Program Manager, Career and College Readiness Bureau
    Dr. Tom Dauphinee, Deputy Director Assessment and Accountability Division
    Sandra Schwarz, Acting Director, Special Education Bureau
    Education Administrators, Strategic Initiatives and Constituents Services Division
Next Step Plan Template
May 2012
How to Use the Next Step Plan Template

On the pages that follow, you will see a format like the one below. First, you will see instructions for completing a section of the template. Any special instructions are listed under that. Last, the downward red arrow will direct you to a snapshot of the relevant part of the template to which the instructions pertain.

Instructions

Any special instructions will be listed here.

Snapshot of the portion of Next Step Plan Template to which the instructions pertain
### Student Information

- **Student Name:**
- **High School Entry Date:**
- **State ID Number:**
- **Target Graduation Date:**
- **Birthdate:**
- **Age:**
- **Student Email Address:**
- **Course of Study:**
- **Grade Level:**
- **504 Plan:**
- **IEP:**
- **ELL:**
- **SAT:**
- **School Designee:**
- **Date Initiated:**

### Career Goal

- **Career Cluster:**
- **Occupation:**
- **Occupation Skill Sets:**
- **Wage Info:**
- **Demand:**

### Personal Goal

- **Academic Goal:**
- **Family and Community Support Systems:**

### Academic Goal

- **2-Year Training:**
- **2-Year Degree:**
- **4-Year Degree:**
- **Undecided:**

### Extra Help Strategies

- **Extra Assistance:**

### Academic Enhancement Options/Scholarship Requirements

### Extra/Co-Curricular Activities

### Postsecondary/Career Enhancement Options

### Industry Certification Goal

- **What industry certification will be pursued:**
- **Target Date for Completion:**
- **Certification Completed:**

### Attachments

- **Interest Inventory**
- **Transcript**
- **Degree Requirements**
- **Assessment Results**
- **Semester Schedule**
- **Course Credit Check**
- **Transition Assessment (required for students receiving special education services)**
- **Other:**
### Student Information

| (School Name) | The name of the school the student is attending |

### STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student’s name as it appears on school records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID Number</td>
<td>State-issued school identification number</td>
</tr>
<tr>
<td>Birthdate</td>
<td>Student’s birthdate</td>
</tr>
<tr>
<td>Email Address</td>
<td>Current student email address which is checked on a regular basis by the student</td>
</tr>
<tr>
<td>Check Those That Apply</td>
<td>Identify whether the student has a Section 504 Accommodations Plan, a SAT Implementation Plan, an IEP, or is an English Language Learner (ELL). The advisor should take note and plan to include additional individuals in further development of the NSP, as appropriate.</td>
</tr>
<tr>
<td>School Designee</td>
<td>Identify the name of the academic advisor responsible for working with student and parent(s) to develop the NSP. The advisor is not required to be a counselor, but should be a designated school official.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student State ID Number:</td>
<td></td>
</tr>
<tr>
<td>Student Email Address:</td>
<td></td>
</tr>
<tr>
<td>Birthdate</td>
<td></td>
</tr>
<tr>
<td>Check those that apply:</td>
<td></td>
</tr>
<tr>
<td>School Designee:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>504 Plan</th>
<th>IEP</th>
<th>ELL</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### High School Entry Date
Insert the year the student first entered High School. For students who have not yet entered high school, please enter the anticipated date of entry.

### Target Graduation Date
Insert the projected date of the student’s graduation.

**Note:** In cases of transfer students, project a graduation date taking the student’s transcripts into consideration, as well as local district and state graduation requirements that must be met. Refer to the district’s policy on transfer students.

### Age
Student's current age

### Course of Study
Chose an area of study that best aligns to the student’s anticipated career goal. Some schools may identify this as the student’s “high school major.” See Career Plans of Study Templates in the “Helpful Resources” section of this document.

### Grade Level
This field describes the student’s grade level for the following year. For example, an 8th grade student will complete the NSP for 9th grade year, so please check 9th grade box.

### Date Initiated
Provide the NSP start date.

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### Career Cluster
A career cluster course is an identified career-technical education course. These courses are part of an aligned, sequential series of courses within a related grouping of occupations in a given industry sector. Completing a series of career cluster courses may result in an industry-recognized certification or postsecondary degree and may add more relevance to the high school curricula.

**New Mexico Workforce Connections**
http://www.dws.state.nm.us/careersolutions/CSS-cluster.html

**National Association of State Directors of Career Technical Education—The 16 Career Clusters**
http://www.careertech.org/career-clusters/glance/clusters.html

**Perkin’s Collaborative Resource Network**
http://cte.ed.gov/nationalinitiatives/gandctools.cfm?pass_dis=1

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### CAREER GOAL

**Career Cluster:**
Based on student career exploration results, students identify a specific occupation in which they have interest. The advisor assists the student in selecting a high-demand, high-wage, and high-skill occupation where applicable and appropriate.

**Occupation Interest Profiler**
http://www.dws.state.nm.us/careersolutions/CSS-interest.html

**Next Move—U.S. Department of Labor**
http://www.mynextmove.org/

<table>
<thead>
<tr>
<th>Occupation Skill Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the skills an individual must possess to participate in the occupation the student has selected. Knowledge of occupational skill sets is valuable when selecting a career or occupation that suits the student. Students should explore how their skills match those required by employers in chosen occupations.</td>
</tr>
</tbody>
</table>

New Mexico Workforce Connection:
Special Services ➔ Career Assistance ➔
Match Your Skills
http://www.jobs.state.nm.us/
### Wage Information

Students are asked to research wage information related to their occupation choice. After comparing wage information to cost of living, some students revisit their interest inventory and explore options that may better suit their needs.

New Mexico’s plan for career technical education programs defines high-wage as providing a minimum of two times the national hourly minimum wage. Local economic development boards may have a definition for different regions and counties across the state.

**New Mexico Workforce Connection**  
[http://www.jobs.state.nm.us/](http://www.jobs.state.nm.us/)

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### Occupation Demand

Identify and record the projected demand for the student selected occupation. High-demand occupations are those in which there will be number of jobs projected to exist in the future in the student-selected occupation(s) at the time the student becomes ready to enter the workforce.

**Job Growth Potential in New Mexico’s Green Economy**  

**ACT Standards of Transition and Pathways to Success in College**  
Personal Goal

The purpose of the personal goal is to guide students to identify one or two areas in their personal lives that must be addressed in order to achieve their NSP goals.

Effective personal goals should be these:
- personally important to the student
- can be attained through the student’s own actions
- reasonable with a good chance of being attained in a set time frame

Guiding questions for the student may include the following:
- How will I succeed in academic and career goals?
- How will my behavior need to differ to progress?
- Why will this help my learning?
- What actions should I take to help achieve this goal?

Academic Goal

The purpose of this section is to identify targets to assist the student in achieving the NSP goals. This section should list target(s).

Examples of academic goals could include these:
- Earning an “A” in Math class
- Raising ACT scores
- Taking dual credit classes
<table>
<thead>
<tr>
<th>Family and Community Support Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community is an important component of developing comprehensive career guidance plans for students. Community may include family members, businesses, local government services and faith-based organizations, non-profit groups, and other educational institutions.</td>
</tr>
<tr>
<td>Family/Parent involvement may include the following:</td>
</tr>
<tr>
<td>• Academic preparation—including program and course selection</td>
</tr>
<tr>
<td>• Understanding and using assessment information</td>
</tr>
<tr>
<td>• Formulating postsecondary plans</td>
</tr>
<tr>
<td>• Learning about and obtaining financial aid for college</td>
</tr>
<tr>
<td>Community involvement may include the following:</td>
</tr>
<tr>
<td>• Tutoring</td>
</tr>
<tr>
<td>• Participation in apprenticeship programs</td>
</tr>
<tr>
<td>• Internships at job sites</td>
</tr>
<tr>
<td>• Mentoring</td>
</tr>
<tr>
<td>• Job shadowing</td>
</tr>
<tr>
<td>• Review and advise on student resumes</td>
</tr>
<tr>
<td>• Part-time employment</td>
</tr>
<tr>
<td>• Career days/career fairs</td>
</tr>
<tr>
<td>• Cooperative education</td>
</tr>
</tbody>
</table>
Identifying a post high school goal helps students to work towards career goals. It is important to identify post-graduation goal to develop the most appropriate and challenging courses and opportunities for students. The school’s NSP team will need to monitor the student’s transcript information to current requirements for graduation, scholarships, and even state university admissions. Please check only 1 box.

Students that are undecided about a post-graduation goal should engage further in career, personal and academic goal explorations.

<table>
<thead>
<tr>
<th>POST-GRADUATION GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Full-Time:</td>
</tr>
<tr>
<td>Work Part-Time:</td>
</tr>
<tr>
<td>Enter the Military:</td>
</tr>
<tr>
<td>Apprenticeship:</td>
</tr>
<tr>
<td>2-Year Training:</td>
</tr>
<tr>
<td>2-Year Degree:</td>
</tr>
<tr>
<td>4-Year Degree:</td>
</tr>
<tr>
<td>Undecided:</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
</tbody>
</table>
### EXTRA HELP STRATEGIES

**EXTRA HELP STRATEGIES**

Identify and list resources (people, organizations, agencies, strategies, programs) that may help the student achieve his or her career, personal and academic goals. Some consider these to be protective factors to remove barriers to learning and achieving goals. Resources may be available at the school, district, and state levels to assist the student in accessing support required to meet his or her needs. These resources may include the school counselor, nurse, clinic, clothing or food bank.

### Identify solutions to issues that may hinder the student from accessing curriculum and meeting NSP goals. Some considerations may be the following:

- Is this a homeless student?
- Has this student been referred to Student Assistance Team (SAT)?
- Does this student have a SAT Intervention Plan?
- Is this student entering high school with an Academic Improvement Plan (AIP)?
- Does the student have a Behavioral Intervention Plan?
- Is the student identified as gifted?

### Additional extra help strategies that may be offered to the student could include the following:

- Hearing and vision screening
- Conflict-resolution programs, including peer-mediation programs
- Counseling
- Referrals
- Tutoring
- Intervention classes
Identify and list academic enhancements that may support the student’s academic goal(s).

<table>
<thead>
<tr>
<th>ACADEMIC ENHANCEMENT OPTIONS</th>
<th>SCHOLARSHIP REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project-based learning</td>
<td>• After school and/or summer school programs</td>
</tr>
<tr>
<td>• Concurrent enrollment</td>
<td>• Apprenticeship training</td>
</tr>
<tr>
<td>• Advanced placement classes</td>
<td>• Internships</td>
</tr>
<tr>
<td>• Correspondence classes</td>
<td>• Community research (genealogy, oral history)</td>
</tr>
<tr>
<td>• Career technical education classes</td>
<td>• Local book club</td>
</tr>
<tr>
<td>• Dual credit</td>
<td>• Web-based courses</td>
</tr>
<tr>
<td>• Service learning projects</td>
<td>• Academic fairs (science, engineering, etc.)</td>
</tr>
</tbody>
</table>

Consider how participation in extra/co-curricular activities will help the student experience relevancy in the curriculum and attain scholarship, grants or college admission. These activities have been known to strengthen a student’s resume and increase chances of employment, college admission and scholarship opportunities.

Extra/Co-curricular activities may include the following:

- Athletics
- Clubs and organizations (Examples: Honors Society, Career Technical Student Organizations (CTSO’s), or Business Professionals of America), and others
  [http://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html](http://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html)
- Community service and volunteer work
- Governance (student government)
- Community activity
- Military ROTC
- Church activities
- Before-or after-school arts, choir, or dance
- Student academic organizations (Mathematics, Engineering, Science Achievement [MESA], Girls in Science, etc.)
**Identify and list enrichment opportunities that may further advance the student’s career, academic, and/or personal goals.**

Enhancement options may include, but are not limited to, the following:

- College campus tours
- Summer internships
- Job shadowing
- Mentoring opportunities
- Service learning
- Community service to enhance scholarship eligibility,
- Industry-recognized certifications
- NM Workforce Connections,
- Pre-employment (resume writing, interview strategies) (Rotary Club, Kiwanis, etc.,)
- Pre-Apprenticeship/Apprenticeship

These are opportunities that may extend outside of the school day and include community organizations that sponsor or promote youth activities.
At the local, state, and federal levels, Career Technical Education (CTE) programs are developed to provide students with sequential coursework (POS) that may result in the student earning credentials and certifications. Historically, career and technical education has long understood the importance of industry-recognized credentials and certifications.

This particular area applies only to those students who are seeking industry certification a strong connection to industry. Recognized industry certifications add value to the high school diploma and give students a competitive edge in gainful employment or embarking on postsecondary options.

Industry and Industry Recognized Certifications in New Mexico
http://www.ped.state.nm.us/CTWEB/dl08/Perkins/Certifications%20offered%20in%20NM.pdf

**INDUSTRY CERTIFICATION GOAL**

What industry certification will be pursued

Target Date for Completion: __________________________

Certification Completed:  Yes  No  Met Standard  Yes  No

**Attachments**

This section proves an opportunity to attach any relevant documentation to support the development and implementation of the NSP. Items should be available for consultation with the students and parents. Such documentation shall remain with the NSP and be available yearly (or more frequent) updates.

**ATTACHMENTS**

- Interest Inventory
- Transcript
- Degree Requirements
- Assessment Results
- Semester Schedule
- Credit Check
- Transition Assessment (required for students receiving special education services)
- Other:
(INSERT CAREER CLUSTER LOGO) PROGRAM OF STUDY: (INSERT PATHWAY) (INSERT STUDENT NAME & ID)

Diploma Options (Students with Disabilities)
- Standard Diploma
- Career Readiness
- Ability

(INSERT DEPARTMENT NAME) (INSERT SCHOOL LOGO)

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>Code</td>
<td>Course Name</td>
<td>Code</td>
</tr>
</tbody>
</table>

State of New Mexico Graduation Requirements

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
- Dual Credit = DC
- Honors Course = HC
- Online Line Class = OL
- Other:

Other:
This section provides an opportunity to attach any relevant documentation to support the development and implementation of the NSP. Items should be available for consultation with the students and parents. Such documentation needs to remain with the NSP and be available for yearly (or more frequent) updates.

<table>
<thead>
<tr>
<th>The Next Step Plan Template—Page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to effectively plan ahead, it is important to select high school courses that are relevant to the students’ interests and aptitudes. Specific course completion may be required after high school graduation for college/university admission, or apprenticeship programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program of Study Header Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Cluster Logo</strong></td>
</tr>
<tr>
<td>This allows the student to customize his or her NSP with a logo which aligns to their occupational interest area. Logos can be found at the careertech.org at <a href="http://www.careertech.org/career-clusters/resources/plans.html">http://www.careertech.org/career-clusters/resources/plans.html</a>. Logos can be copied from this website and pasted onto the students’ NSP.</td>
</tr>
<tr>
<td><strong>Program of Study Pathway</strong></td>
</tr>
<tr>
<td>Many schools are organized around career clusters or career academies. The name of the career academy can be inserted into this field. For schools not organized in this way, students can insert the name of the career pathway they are on track to complete. Additional career pathway information can be found at careertech.org at <a href="http://www.careertech.org/career-clusters/resources/plans.html">http://www.careertech.org/career-clusters/resources/plans.html</a>.</td>
</tr>
<tr>
<td><strong>Student Name and ID</strong></td>
</tr>
<tr>
<td>This information identifies the student for whom a particular NSP belongs. If the pages become separated, the student’s identifying information is readily available.</td>
</tr>
</tbody>
</table>

**Insert Career Cluster Logo**

**Program of Study:** (Insert Pathway)

**Insert Student Name & ID**
| Diploma Option/Pathway | All regular education students would select the Standard Diploma Option. For students with an IEP, the graduation pathway for the student would be identified by the IEP. Possible pathways include one of the following:  
  - Standard Diploma  
  - Career  
  - Ability  
  The technical assistance documents for guidance on the Graduation Options For Students with Disabilities Technical Assistance Manual to the diploma can be found at the New Mexico Public Education Department’s web site at: [http://www.ped.state.nm.us/seo/transition/tam.pathways.to.diploma.pdf](http://www.ped.state.nm.us/seo/transition/tam.pathways.to.diploma.pdf) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Name</td>
<td>This cell provides the student and advisor the opportunity to customize the NSP with the school or district name.</td>
</tr>
<tr>
<td>Insert School Logo</td>
<td>This area provides the student and advisor the opportunity to customize the NSP with the official school or district logo.</td>
</tr>
</tbody>
</table>

**Diploma Options (Students with Disabilities):**
- Standard Diploma
- Career Readiness
- Ability
**New Mexico Graduation Requirements**

Courses entered into this section must align to the New Mexico Graduation Requirements that apply to the student’s entering date of high school.

**Graduation Units and Course Offerings by Year**
http://www.ped.state.nm.us/GradReqs/

**Graduation requirements are defined in the state law at Section 22-13-1.1 NMSA 1978**
http://www.ped.state.nm.us/press/2008/august/gradRequirementsNM.pdf

**FAQs About Student and District High School Graduation Requirements** can be found on the New Mexico Public Education Department’s website at http://www.ped.state.nm.us/Graduation/dl11/Graduation%20FAQ%202011.pdf.

**PED—Additional District Requirements for High School Course Offerings as of May 1, 2011**

**Notes**
- Districts must follow the procedures for requesting permission from the Secretary-Designate of the PED to issue alternative credit when elective courses are offered for graduation credit.
- **FAQs—About Student and District High School Graduation Requirements** can be found at the FAQ website above.

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>Code</td>
<td>Course Name</td>
<td>Code</td>
</tr>
</tbody>
</table>

**State of New Mexico Graduation Requirements**

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>English Language Arts</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Cluster/Workplace/Language</th>
<th>Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**School District Graduation Requirements**

Enter courses into these sections that are required by the local school district for graduation from that district. These courses exceed the state graduation requirements and are approved by the local board of education.

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>Code</td>
<td>Course name</td>
<td>Code</td>
</tr>
</tbody>
</table>

School District Graduation Requirements
Courses entered into this section are either elective or Career Technical Education (CTE) courses that align to the student’s career goal. This would be the sequence of courses that may meet, or in some cases exceed PED and district graduation requirements. These courses are part of an aligned, sequential series of courses within a related grouping of occupations in a given industry sector. Completing a series of career cluster courses may result in an industry-recognized certification or postsecondary degree, adding relevance to the high school curricula.

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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<tbody>
<tr>
<td>Course Name</td>
<td>Code</td>
<td>Course Name</td>
<td>Code</td>
</tr>
<tr>
<td><strong>Career Pathway Requirements/Elective</strong></td>
<td></td>
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</tr>
</tbody>
</table>

General Electives

This section is to be used to record courses the student has an interest in taking that are in addition to, and outside of, state, district, and career pathway requirements. For example, the student is pursuing a business pathway sequence of courses, but he or she also has an interest in taking choir class. The choir class would be listed in this segment of the program of study.

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>Code</td>
<td>Course Name</td>
<td>Code</td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td></td>
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</tbody>
</table>

Courses Required to be Repeated

If the student failed any of the state or district graduation requirements, the courses must be repeated. Identify the course title and semester in which the course will be repeated.

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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<tbody>
<tr>
<td>Course Name</td>
<td>Code</td>
<td>Course Name</td>
<td>Code</td>
</tr>
<tr>
<td><strong>Courses Required to be Repeated</strong></td>
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</tbody>
</table>
### Mandatory Assessments
The statutory required assessments are located on the PED website and referenced below:

**Assessment Changes**
http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/dl11/Assessment%20Changes%20Memo%20FAQ.20110616.pdf

### Optional Assessments
Optional assessments are those that the student and parent see as valuable or necessary for the student to meet his or her goals. Assessments to include in this category may include:
- Assessments required for industry certification (Example: First Aid, NCCER-Welding)
- College entrance exams required for Dual Credit opportunities
- College entrance exams (Example: PSAT, ACT, SAT, Compass etc.)
- AP exams for students enrolled in college credit courses

### Codes
Each course identified in the program of study includes a code to identify the type of course being taken. For example, if a course is designated as an Advance Placement course, then the abbreviation of AP would be entered in the Code section following the course title entered into the program of study. Courses that do not align to the codes provide need not have a code entered. This coding will allow reviews of the NSP to identify these coded courses and plan for extra help strategies and follow up as necessary. Additionally, the coding of the courses would enable NSP reviewers to identify additional optional assessments that may be necessary.

| Codes:          | Advanced Placement = AP | Distance Learning = DL | International Baccalaureate = IB | Other: | Dual Credit = DC | Honors Course = HC | Online Line Class = DL | Other: |
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:  

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
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<tbody>
<tr>
<td>Summer</td>
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General Education Requirements for the POS/Degree/Training Plan

<table>
<thead>
<tr>
<th>Degree/Training Emphasis Courses (Major)</th>
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<table>
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<tr>
<th>Electives</th>
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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](http://hed.state.nm.us).
All students including students with disabilities that are on a standard option for graduation must complete the Postsecondary Program of Study (POS). Students with disabilities that are on an Ability Option or Career Readiness Option are encouraged to complete the Postsecondary POS.

2 year-college or Program Name
Enter the name of the 2 year–college or program name that aligns to the institution at which Dual Credit opportunities are pursued, or the name of their institution the student plans to attend post high school, if applicable. On the same row, identify the bachelor degree plan the student may have an interest in pursuing. If a student is not interested in attending a 2-year school, he or she can identify the freshman and sophomore courses required for a bachelor’s degree.

4 year —University Name
Enter the name of the 4-year university for which the student has an interest in attending. On the same row, identify the bachelor degree the student has an interest in pursuing if applicable.

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:

General Education requirements for the degree/Training Plan
When advising a student, guide him or her to the website for the postsecondary institution identified above and obtain the degree requirements.

List the General Education Requirements (GRE) for the degree. GREs are usually established to ensure that students graduate from college with an essential core of courses. This core establishes a foundation for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in the continually-changing world.

These requirements provide a breadth of knowledge which includes the humanities and arts, social studies, natural sciences, communication competence, critical thinking, analytical skills, and an investigation of the issues raised by living in a culturally diverse society.

General Education Requirements for the POS/Degree/Training Plan

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<th>Year 1</th>
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</table>

| General Education Requirements for the POS/Degree/Training Plan |
### Degree/Training Emphasis Courses (Major)

These courses differ from the general education core in that they are required for the major course of study. The major course of study aligns to the student's occupational interests.

### Electives

This section is to be used to capture courses the student has an interest in taking that are in addition to and outside the required courses for the associate or bachelor's degree. For example, the student is pursuing an associate degree in business administration, but he or she also has an interest in taking a guitar class. The guitar class would be listed in this segment of the program of study.

### Transferrable Credit Identification

State law at Section 21-1B-1 NMSA 1978, the New Mexico Higher Education Department has established policies to guarantee successful transfer of completed core courses between New Mexico postsecondary public institutions.

Crosswalk the postsecondary sequence of courses identified on the POS to those courses identified on the higher education transfer matrix. Highlight those courses that match. This will provide the student and reviewers of the NSP with information that will assist in identifying valued dual credit courses.

**General Education Course Transfer Curriculum for New Mexico Postsecondary Public Institutions:**

http://hed.state.nm.us/Transfer.aspx

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<tr>
<td>Entering 9th Grade</td>
<td>Entering 10th Grade</td>
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<td>-------------------</td>
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</tr>
<tr>
<td>Student Signature</td>
<td>Date</td>
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<tr>
<td>Parent Signature</td>
<td>Date</td>
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<tr>
<td>Print Parent Name</td>
<td>Print Parent Name</td>
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<td>Parent Signature</td>
<td>Date</td>
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<tr>
<td>Print Parent Name</td>
<td>Print Parent Name</td>
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<tr>
<td>School Official Signature</td>
<td>Date</td>
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</tbody>
</table>

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):
Signatures

Signature lines are provided for the student, parent/guardian, and school official for each year the NSP is reviewed and updated. Statue requires that the NSP is updated yearly.

<table>
<thead>
<tr>
<th>Next Step Plan Signature Page</th>
<th>(INSERT STUDENT NAME and ID)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Next Step Plan Signature Page</strong></td>
<td><strong>We have reviewed and approved this Next Step Plan (Legal Guardian may be substituted for Parent where applicable)</strong></td>
</tr>
<tr>
<td>Parent Name:</td>
<td>Phone Number:</td>
</tr>
<tr>
<td>Entering 9th Grade</td>
<td>Entering 10th Grade</td>
</tr>
<tr>
<td>Student Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Parent Signature</td>
<td>Date</td>
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<tr>
<td>Print Parent Name</td>
<td>Print Parent Name</td>
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<td>Parent Signature</td>
<td>Date</td>
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<tr>
<td>Print Parent Name</td>
<td>Print Parent Name</td>
</tr>
<tr>
<td>School Official Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Comments

This section provides an opportunity to document information necessary for next steps or any other information that is determined to be relevant with regard to the student’s NSP.

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): 

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## Final Next Step Plan

**To be completed by all exiting Seniors**

(INSERT STUDENT NAME and ID)

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

### Program Options

#### Bachelor Degree Program:
- **Name of Degree Plan**: [ ]
- **Name Public College/University**: [ ]
- **Name Private College/University**: [ ]

#### Associate Degree Program:
- **Name of Degree Plan**: [ ]
- **Name Postsecondary institution**: [ ]

#### Trade Certification Program:
- **Name of Certificate program**: [ ]
- **Name of Training Institution**: [ ]

#### Military Service:
- **Branch**: [ ]

#### Work Study/Apprenticeship Program:
- **Career Area of Focus**: [ ]

<table>
<thead>
<tr>
<th>Program Options</th>
<th>Provide information about your selections under Program Options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Applied</td>
<td>Student Admitted Yes □ No □ If no, include a plan of action.</td>
</tr>
<tr>
<td>Student Admitted</td>
<td>Yes □ No □ If no, include a plan of action.</td>
</tr>
</tbody>
</table>

### Notes:

- **Has the student applied for financial aid/scholarships?** Yes □ No □ Include a plan for necessary follow-up:
- **Has the student applied for campus (or other) housing?** Yes □ No □ Include a plan for necessary follow-up:
- **Has the student arranged transportation?** Yes □ No □ Include a plan for necessary follow-up:

Signatures below confirm review and approval of this Final Next Step Plan.

- **Student Signature**
  - Date
- **Parent Signature**
  - Date
- **School Designee**
  - Date
This section provides an opportunity for seniors to finalize the NSP and review their options as they exit high school into postsecondary engagement. The elements delineated on the NSP guide the dialogue that occurs between the student, parent, and school official. The dialogue provides for a question and answer session so the student and the parent gain a sense the direction and next steps after graduation.

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

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

<table>
<thead>
<tr>
<th>Program Options</th>
<th>Provide information about your selections under Program Options.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor Degree Program:</strong></td>
<td></td>
</tr>
<tr>
<td>Name of Degree Plan</td>
<td></td>
</tr>
<tr>
<td>Name Public College/University</td>
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<tr>
<td>Name Private College/University</td>
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</tr>
<tr>
<td><strong>Associate Degree Program:</strong></td>
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<tr>
<td>Name of Degree Plan</td>
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<tr>
<td>Name Postsecondary institution</td>
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<td><strong>Trade Certification Program:</strong></td>
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<td>Name of Certificate program</td>
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<td>Name of Training Institution</td>
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<td><strong>Military Service:</strong></td>
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<td><strong>Work Study/Apprenticeship Program:</strong></td>
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<td>Career Area of Focus</td>
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<td><strong>Employment:</strong></td>
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</tr>
<tr>
<td>Career Area of Focus</td>
<td></td>
</tr>
</tbody>
</table>
Paying for college can be a real challenge for most families. Students and their families should start planning their financial aid needs as early as the junior year in high school.

Families should discuss the following:
- Schools, finances, majors, the student’s future
- Attending college fairs and financial aid nights
- Searching for scholarships and ways to pay for your education
- Learning the basics about federal student loans and private student loans

Ways to pay for college include the following:
- Grants and scholarships
- Student loans
- Financial aid
- Tuition payments plans
- Family support

FASFA Free Application for Federal Student Aid
http://www.fafsa.ed.gov/

Sallie Mae College Answer
http://www.collegeanswer.com/default.aspx

Has the student applied for financial aid/scholarships?  Yes  No  Include a plan for necessary follow-up:
If college is the next step for the student, the financial aid department of the selected college should be contacted so information about housing eligibility and options can be obtained. Housing grants for students are offered by many colleges. The dollar amounts of grants are related to families’ EFC (Expected Family Contribution) score, so families can start by using one of the online EFC calculators to estimate their share of expenses.

**Scholarships**
Many scholarships are need based, including grants for housing as a part of the entire package along with tuition, books and transportation, personal expenses and room and board. For assistance in calculating college expenses, visit the link for Sallie Mae – Estimate for EFC link below.

**Housing and Urban Development (HUD)**
The HUD office for each state can help individuals that meet their eligibility requirements. This is usually in high demand so students should be advised to start early.

**HUD.GOV**
U.S. Department of Housing and Urban Development
http://portal.hud.gov/hudportal/HUD?src=/program_offices/administration/grants/fundsavail

**Sallie Mae—Estimate your EFC**

| Campus Housing | | | |
|----------------|--------------------------------------------------|
| **Scholarships** | **Housing and Urban Development (HUD)** | **Program Options** | **Notes:** |
| Many scholarships are need based, including grants for housing as a part of the entire package along with tuition, books and transportation, personal expenses and room and board. For assistance in calculating college expenses, visit the link for Sallie Mae – Estimate for EFC link below. | The HUD office for each state can help individuals that meet their eligibility requirements. This is usually in high demand so students should be advised to start early. | Provide information about your selections under Program Options. Signatures below confirm review and approval of this Final Next Step Plan. Has the student applied for financial aid/scholarships? Yes No Include a plan for necessary follow-up: Has the student applied for campus (or other) housing? Yes No Include a plan for necessary follow-up: Has the student arranged transportation? Yes No Include a plan for necessary follow-up: |

Has the student applied for campus (or other) housing? Yes ☐ No ☐ Include a plan for necessary follow-up:
Transportation

Transportation costs in college widely vary based on the types of transportation available. Knowing the transportation options at your college will allow students to plan for those expenses. Students should explore all forms of transportation. Attendance at college orientations provides information requiring transportation options and requirements. Some colleges actually prefer that freshmen students not bring vehicles to college with them.

Has the student arranged transportation? Yes □ No □ Include a plan for necessary follow-up:

Signature, Final Next Step Plan

Prior to high school graduation, seniors will complete this section. At this time, reviewing the prior years’ documentation will enable each senior to analyze his/her goals and growth throughout his/her secondary experience. This reflective and analytical process should lead to an identification of the student’s immediate plans after graduation, and how the student intends to accomplish these plans.

State law at Section 22-13-1.1(B) requires that “the plan shall be filed with the principal of the student’s high school.”

Signatures below confirm review and approval of this Final Next Step Plan.

Student Signature __________________________________________ Date

Parent Signature _________________________________________ Date

School Designee __________________________________________ Date
This section provides an opportunity to document information or provide resources that are determined to be relevant with regard to the student’s exit from high school.