Photo courtesy of Santa Fe Community College

2024 AGENCY REPORT

Dual Credit Annual Report

For academic year 2023-2024

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Governor

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NEW MEXICO HIGHER EDUCATION DEPARTMENT
Fostering Student Success from Cradle to Career

NEW MEXICO
Public Education Department

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https://webnew.ped.state.nm.us/bureaus/college-career-readiness/college-acceleration/dual-credit/

or the link to the "Dual Credit Annual Reports" on the webpage of the New Mexico Higher Education Department website:

https://hed.nm.gov/resources-for-schools/public_schools/dual-credit

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Executive Summary

The New Mexico Dual Credit Program provides high school students the opportunity to follow a career pathway and enroll in college-level academic or career-technical courses offered by a public postsecondary educational institution or Tribal college while simultaneously earning credit toward high school graduation and a postsecondary credential. Students may not take remedial, developmental, or physical education courses as part of the Dual Credit Program. Dual credit supports P–20 education by maximizing students' educational attainment, providing opportunities for success in the workforce, and better ensuring students' contributions to their local communities.

The goal of the Dual Credit Program is to offer structured opportunities for high school students to enroll in college courses that lead to postsecondary credentials and provide essential job skills. It is imperative that the Dual Credit Program's policies support the goal of providing these enriching opportunities to all students, creating a path to successful employment, and bringing a higher skill set and more developed credentials to the New Mexico workforce.

Staff from the New Mexico Public Education Department (PED) and the New Mexico Higher Education Department (HED) work continuously to ensure that dual credit coursework is aligned with students' postsecondary goals and that the policies in place foster a strong Dual Credit Program for all stakeholders.

To facilitate and improve the Dual Credit Program in New Mexico, the cabinet secretaries of the PED and HED each appoint three individuals to the Dual Credit Council, as outlined in 6.30.7 NMAC. The council chair alternates between the departments every two years. For academic year 2023-2024, the PED chaired the Dual Credit Council.

The council makes recommendations to the cabinet secretaries on issues not addressed in the rule. The PED and HED secretaries act jointly in responding to recommendations including the following:

- Determining an alignment of course content to ensure the appropriate credit ratio allocation of three higher education institution (HEI) credit hours to one high school unit,
- Administering an appeal process for local education agencies (LEAs) and higher education institutions (HEIs),
- The PED and HED have developed a collaborative, systematic practice to facilitate the New Mexico dual credit process for high school students. This practice includes:
    - Investing in relationships with colleges
    - Modeling collaborative behavior
    - Ensuring requisite communication and resolution skills
    - Ensuring role clarity by LEAs and HEIs; and
    - Supporting a strong sense of community by assigning team members who are both task and relationship oriented.

By implementing this collaborative practice, the PED and HED generate consistent communication that enables high school students throughout New Mexico the opportunity to access and to complete dual credit courses that are aligned with their career goals and aspirations.

These practices, and the rules and procedures concerning Dual Credit, are documented in the Dual Credit Policy and Procedures Manual:

https://webnew.ped.state.nm.us/wp-content/uploads/2023/07/CCRB-Dual-Credit-Policy-and-Procedures-Manual.pdf

Program Benefits & Impact on Students

Since the beginning of the Dual Credit Program in 2008, thousands of New Mexico students have accessed dual credit courses. The program serves as a vital starting point for students to consider pathways that lead them to certifications or two-year or four-year degrees, all the while providing them a glimpse of career or education opportunities beyond high school. What may be more important is that the Dual Credit Program allows students to experience college without leaving home. As described in the next section, one of the themes that resonates consistently with students is the confidence that taking dual credit courses gave them; they have had a successful experience with higher education coursework and are assured that they can succeed in a higher education setting.

With proper guidance and advisement, students can participate in courses that align with their chosen pathway, ensuring that they save time, money, and—most importantly—remain on a track that leads them to a secure future. When students gain certifications or postsecondary credentials, the workforce, and the local industry benefit, as do the overall local economies.

"This past year I have taken multiple dual credit classes at Santa Fe Community College including welding and metallurgy classes. Dual credit has been very beneficial for me. I am earning college credits before I graduate high school, which will benefit me when applying for college. I can take tests in order to gain certifications in welding, too. In each class, I'm learning something new and relevant to real world situations. I highly suggest taking dual credit classes if you want to earn a college degree or earn technical certification while still in high school. If you are mindful with your time and can handle the work, I wouldn't pass on the experience!"

Nixi Williams, Senior, Early College Opportunities High School

"I'm in 11th grade and taking Introduction to Astronomy and Composition I through Santa Fe Community College while attending Raton High School. The Dual Credit program has been a great experience for me. It has allowed me to earn both college and high school credits at the same time. It's especially beneficial because I can complete a full high school credit in just one semester. I recommend Dual Credit classes to other students because they are a great way to get ahead in high school and the dual credit program can give you a head start as you transition into college."

Elijah Kenney, 11th grade, Raton High School

"I am a senior at Santa Teresa High School taking dual credit courses at Dona Ana Community College including Introduction to Digital Video Editing, Introduction to Digital Image Editing, Introduction to Illustrator, and Introduction to 3D Modeling. The Dual Credit class experience for me has been overall pretty good and easy to follow along. I recommend doing some research on the college where you are taking dual credit classes, as many have additional resources students can take advantage of. An example of this would be when I was personally able to rent a laptop from NMSU for $20 a semester instead of having to buy a whole laptop for myself. I am fortunate to take introductory college classes which will allow me to start college with my foot already in the door of my degree plan."

Lexi Acosta, 12th grade, Santa Teresa High School

COVID-19 & Virtual Learning

In early March of 2020, COVID-19 impacted New Mexico, along with the rest of the nation, forcing school districts and colleges to abruptly pivot into virtual learning environments. While all LEAs and HEIs shifted to remote learning environments, the transition was difficult for many districts and certainly for many students and families.

While during the 2023-2024 academic year, dual credit instruction was conducted as prior to the pandemic, now four years in the past, students enrolled in dual credit courses confronted the challenges of residual effects from the impact of COVID-19; most notably, with respect to learning loss. LEAs and HEIs are equally aware of learning loss and its effects on student performance. Collaborative efforts have been created to assist students.

The pandemic also continues to impact New Mexico students as virtual learning shapes instruction delivery and student learning. This year's Dual Credit Report data shows increased enrollment and types of course participation compared to previous years; however, dual credit enrollment has still not returned to the 2019-2020 level.

Funding

Having students pay dual credit tuition is a barrier to equity of engagement. Multiple states have removed this barrier and implemented policy and funding systems to ensure that students and parents do not shoulder a tuition burden.

Nationally, there are three different finance approaches states utilize to minimize or eliminate student-borne tuition expenses:

Student Pays No Tuition – State Pays

Under this funding approach, the state, usually through an appropriation, covers dual credit tuition regardless of student family income. Students enrolled in courses covered by the state program do not pay tuition; postsecondary institutions may not receive the same tuition amounts per course as they would receive for a regularly matriculated student.

Student Pays No Tuition – Combination of State and District Pay

Under this model, state policy either defines the respective portion of tuition that the state and district will pay or requires that districts make initial tuition payments to the postsecondary partner but provides an appropriation or provides a supplemental weight in the school funding formula for dual participation.

Student Pays No Tuition – District Pays

Under this model, state policy requires district revenues (i.e., per-pupil funds, funds generated by average daily membership, etc.) to cover tuition expenses. Students may be charged fees but are generally not charged tuition.

While there are various funding models that states utilize for their dual credit programs, New Mexico is one of fourteen states in which the state funds dual credit course work. Student tuition is waived by HEIs, and LEAs cover costs of the textbook and instructional materials that would otherwise be paid by students. Instructional materials are defined as "school textbooks and other educational media that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material, and electronic media."

Currently, New Mexico administrative code does not allow HEIs to collect tuition or general fees for dual credit courses. As the number of dual credit students is expected to grow in a post-pandemic environment, colleges and universities are left to identify additional funds and deploy resources for wrap-around supports such as advisors and career facilitators.

In response to the ongoing need to support this, in 2024 Governor Michelle Lujan Grisham signed into law HB2, which included an appropriation of $1 million for Fiscal Year 2025 (FY25) to the New Mexico Higher Education Department to support the Dual Credit Program.

The appropriation was made available to HEIs proportional to the number of dual credit students that they serve. The HEIs are required to provide a report on their use of these funds at the end of FY25 and specify how the money was used to support dual credit programs.

HED set a minimum award of $12,000.00 for each participating higher education institution. This minimum base allows for all colleges and universities to develop better advisement, tools, and services for dual credit students.

While state funding for dual credit costs has removed a large portion of the financial barrier for families, it may not diminish other equity barriers that prohibit students from accessing dual credit opportunities. The Dual Credit Program's policies support the goal of providing these enriching opportunities to all students, creating a path to successful employment, and bringing a more developed skill set and more competitive credentials to the New Mexico workforce.

Statutory Requirements

This section describes the laws and rules as they relate to Dual Credit.

21-1-1-2. NMSA 1978 Dual credit for high school and postsecondary classes.

G. The higher education department and the public education department shall adopt and promulgate rules to implement a dual credit program that specify:

(7) provisions for collecting and disseminating annual data, including

(a) the number of students taking dual credit courses;

(b) the participating school districts, charter schools, state-supported schools, Bureau of Indian Education high schools, public post-secondary educational institutions, and tribal colleges;

(c) the courses taken and grades earned;

(d) the high school graduation rates for participating school districts, charter schools, state-supported schools and Bureau of Indian Education high schools;

(e) the public post-secondary educational institutions and tribal colleges that participating students ultimately attend; and,

(f) the cost of providing dual credit courses.

H. The higher education department and the public education department shall evaluate the dual credit program in terms of its accessibility to students statewide and its effect on

(1) student achievement in secondary education;

(2) student enrollment and completion of higher education; and

(3) school districts, charter schools, state-supported schools, Bureau of Indian Education high schools, public post-secondary educational institutions, and tribal colleges.

I. The departments shall make an annual report, including recommendations, to the governor and the legislature.

Dual Credit Defined

"Dual Credit" refers to students that are getting both college and high school credit, who aren't charged tuition by the college, and their high school pays for books and supplies.

Often the terms "dual enrollment" and "concurrent enrollment" are used interchangeably. For ease of presentation, the term "dual enrollment" will be used in this report to refer to students who are taking college courses while still enrolled in high school. The term "concurrent enrollment" will be used to refer to students enrolled simultaneously in high school and college and who may not be awarded high school credit or where a financial arrangement is in place where the college is not waiving tuition. And "dual credit" will be students who meet the criteria for dual credit:

- a signed agreement is in place;
- they are receiving both college and high school credit; and
- tuition is not being charged for the college course. Approximately 90 percent of dual enrollment students are also dual credit students.

College courses eligible for dual credit are those that:

- Are academic or career technical; and
- Earn credit toward high school graduation and a postsecondary degree or certificate.

Courses may be taken as an elective or core course and:

- Must meet the PED standards and benchmarks;
- Shall meet the rigor for postsecondary institution credit;
- May be offered at LEAs, HEIs, and off-campus centers; and
- May be delivered during or outside of regular LEA hours or via distance learning.

Note: Remedial, developmental, and physical education courses are not eligible for dual credit.

While there is currently no state limit to the number of credits a student may earn through dual credit in an academic term, it is advised that students take a maximum of two courses per semester until all high school graduation requirements (other than elective requirements) are complete. This, along with additional guidance, is provided in the Credit Policy and Procedures Manual, which can be found at:

https://webnew.ped.state.nm.us/bureaus/college-career-readiness/college-acceleration/dual-credit/

see the link to the CCRB Dual Credit Policy and Procedures Manual.

Successful completion of three credit hours of postsecondary instruction shall result in the awarding of one high school unit.

Annual Data Update

Provisions for Collecting & Publishing Annual Data

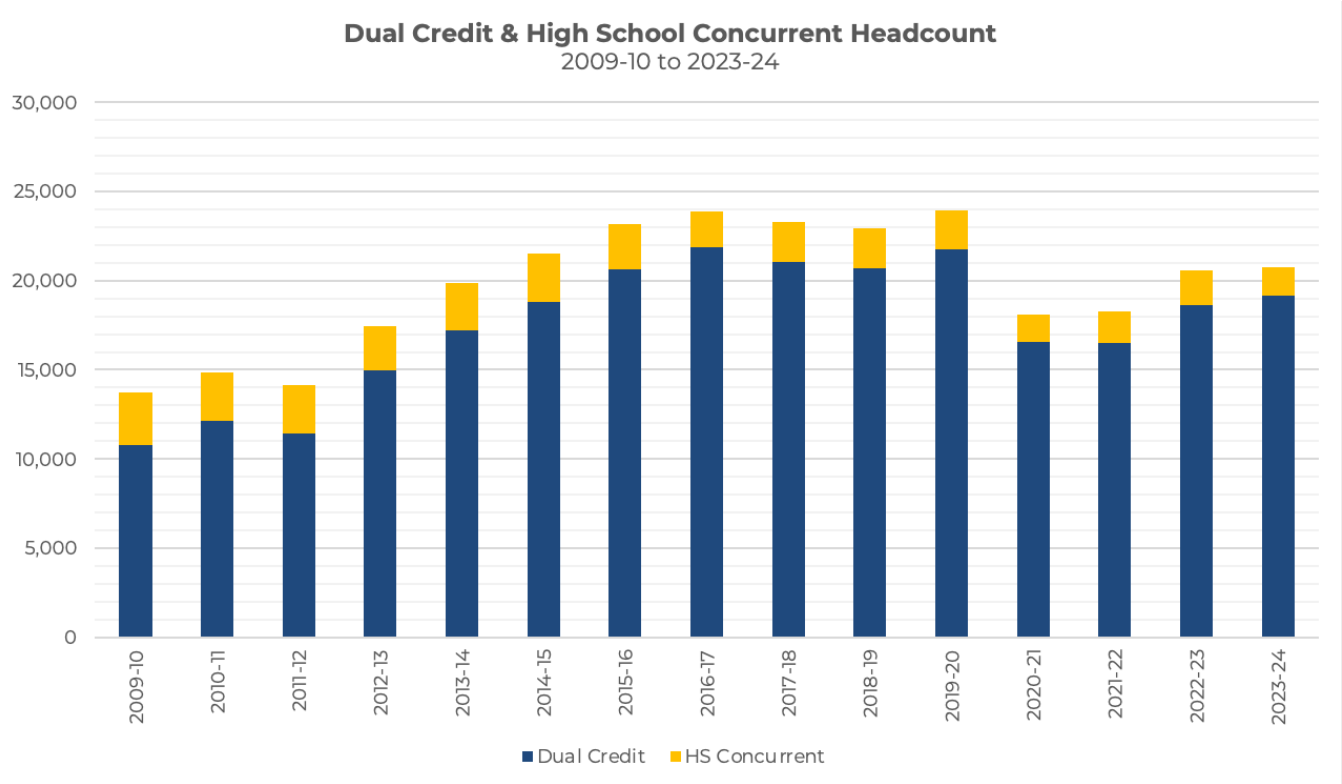
Collaboration among the PED, HED, LEAs, and HEIs provides the ability to collect and publish annual data. The LEAs report to the PED and the HEIs report information to the HED. The data outlined in this report has been collected by the PED and HED. All data is held securely and no personal data for students is ever released.

New Mexico Dual Credit Program Trend

In academic year 2023–2024, 19,137 unduplicated students enrolled in dual credit courses. "Unduplicated students" refers to distinct students who enrolled in at least one dual credit course in each academic year. These students enrolled in a combined total of 50,710 dual credit courses. Unique student enrollments and the total number of dual credit courses are reviewed in a disaggregate manner in the following tables.

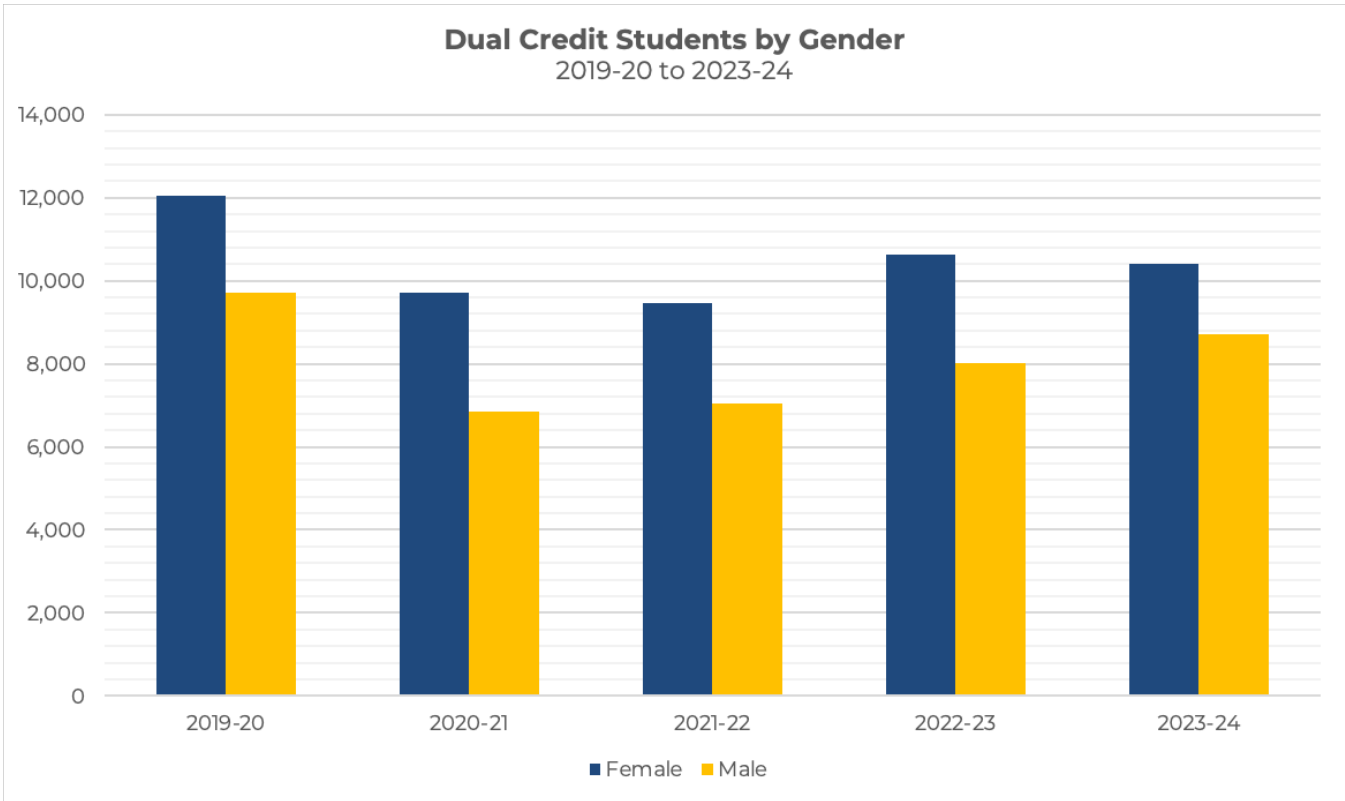
New Mexico Dual Credit & High School Concurrent Trends

In some cases, a course the student wants to take may not be available for high school credit, in that case, if a student is academically eligible, the student may opt to pay tuition and take the course for college credit only. In other cases, a district or early college high school may choose to pay the college for course work, and in these cases the student is enrolled as "high school concurrent" rather than as "dual credit."



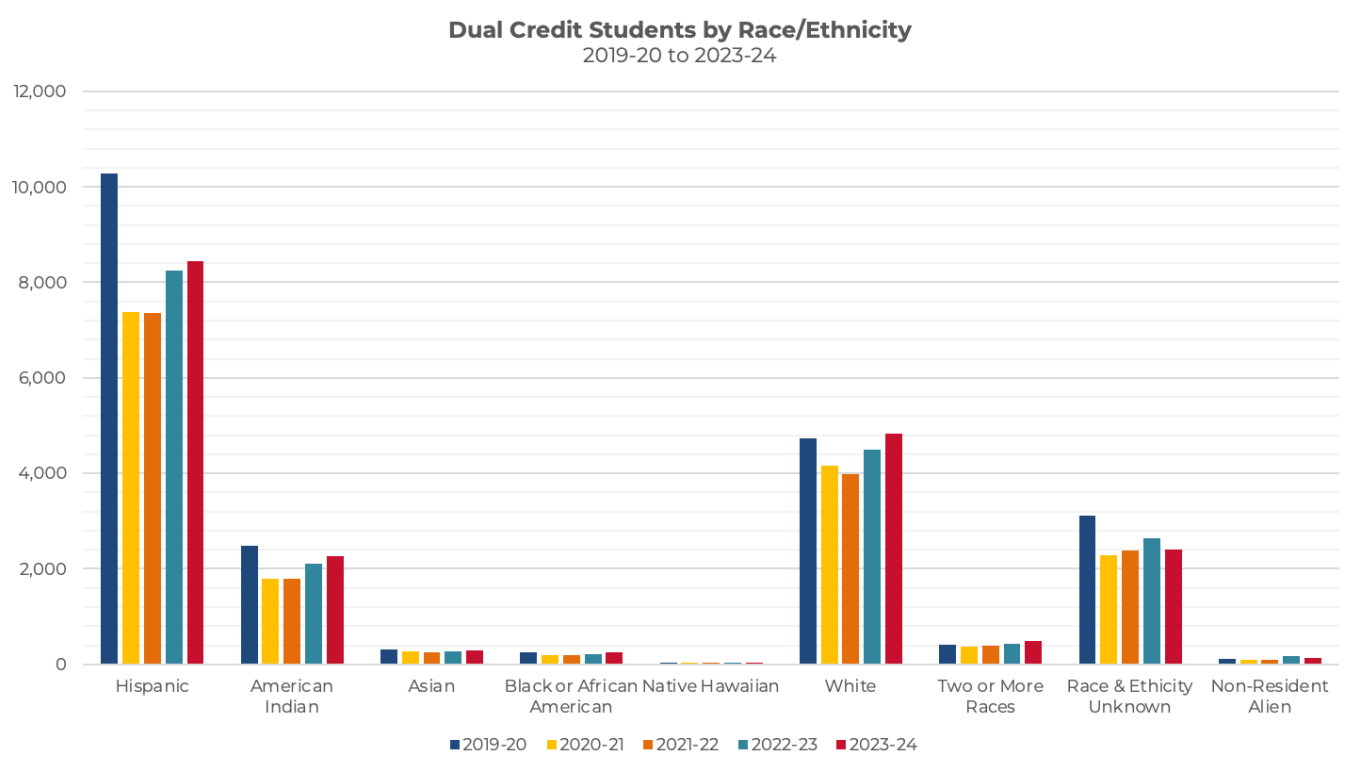
Gender Participation

Female students consistently enroll in more dual credit courses than male students. The gender trend in NM is reflective of national trends in higher education and remain consistent year over year.



Participation by Ethnicity

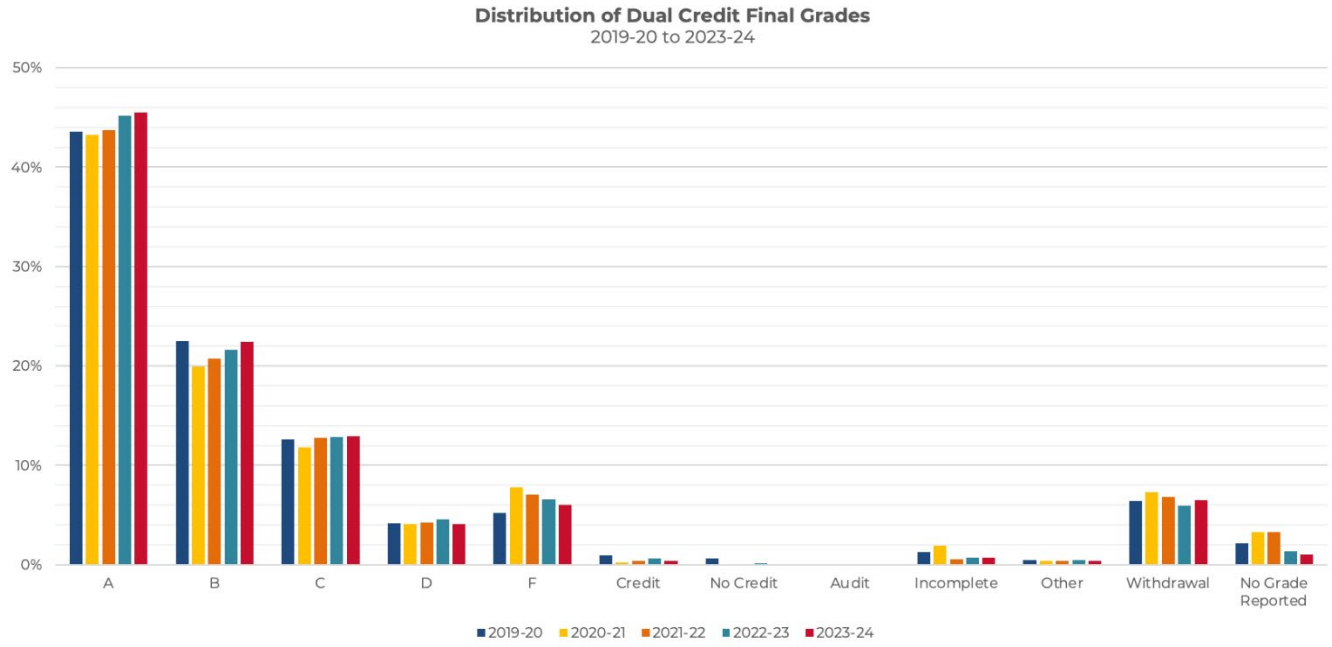
The 2023-2024 data reflects increases across all ethnicities from the 2022-2023 numbers. The distribution of Hispanic dual credit students increased by 2.3%, representing 44.2% of all NM dual credit students. American Indian student representation increased by 6.8%, with an 11.8% statewide representation, and white, non-Hispanic dual credit students, represent 25.2% of NM dual credit students reflecting a 7.5% increase.



Student Grades Earned in Dual Credit Courses

New Mexico's School Grading Accountability system requires that students in dual credit courses achieve a grade of C or better in order to be considered successful. Under this standard, 80.8% percent of the 50,710 dual credit courses taken met the success criterion in 2023-2024. This is a .8% increase from the previous academic year.

Of the 19.2% of course enrollments considered unsuccessful, about 10% received a D or F grade. The remaining students had other results, such withdrawing from the course, receiving an incomplete, or taking a course credit/no credit.



Dual Enrollment at Postsecondary Institutions

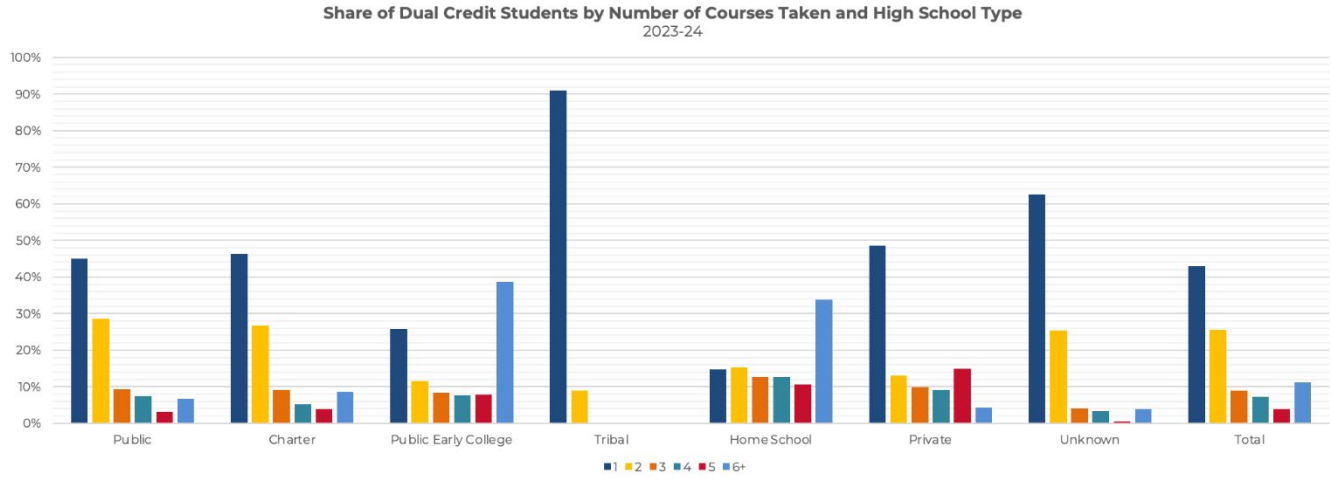
There are 28 colleges and universities that report students enrolled as dual enrollment (enrolled in a postsecondary institution while still in high school). This section reports on total dual enrollment with a majority, 89.3%, of dual enrollment students also designated as dual credit. A complete list of higher education institution abbreviations is available in Appendix D of this report.

The five public HEIs that serve most dual enrollment students include Central New Mexico Community College (CNM), San Juan College (SJC), Southeast New Mexico College (SENMC), Santa Fe Community College (SFCC), and ENMU-Roswell (ENMU-RO). The counts of dual enrollment students in the table below should be viewed in the context of each college's total enrollment and size.

All Dual Enrollment Students					
Institution	2019-20	2020-21	2021-22	2022-23	2023-24
Clovis CC	973	806	793	828	867
Central NM CC	5,730	4,479	3,941	4,235	4,571
Diné College	12	9	4	7	21
Eastern NM University	1,402	950	1,067	1,232	1,085
ENMU-Roswell	1,351	845	842	1,185	1,253
ENMU-Ruidoso	383	290	328	406	492
Institute of American Indian Arts	427	502	689	709	607
Luna CC	283	257	223	290	268
Mesalands CC	471	406	521	406	178
NM Highlands University	81	39	109	158	177
NM Junior College	600	479	357	432	420
NM Military Institute	159	139	138	143	163
NM State University	299	268	227	255	290
NMSU-Alamogordo	344	191	225	196	261
NMSU-Doña Ana CC	1,161	1,054	988	1,070	1,054
NMSU-Grants	344	252	238	278	291
NM Institute of Mining and Technology	5	13	6	4	10
Northern NM College	398	345	319	300	371
Navajo Technical University	657	493	316	481	476
Southeast NM College	1,280	711	938	1,537	1,330
Santa Fe CC	1,383	1,143	1,132	1,071	1,277
San Juan College	2,088	1,448	1,524	1,815	1,901
University of NM	574	443	332	402	263
UNM-Gallup	845	838	824	791	825
UNM-Los Alamos	455	383	332	318	309
UNM-Taos	540	386	438	606	566
UNM-Valencia	1,452	798	1,077	1,074	1,144
Western NM University	881	562	793	795	868

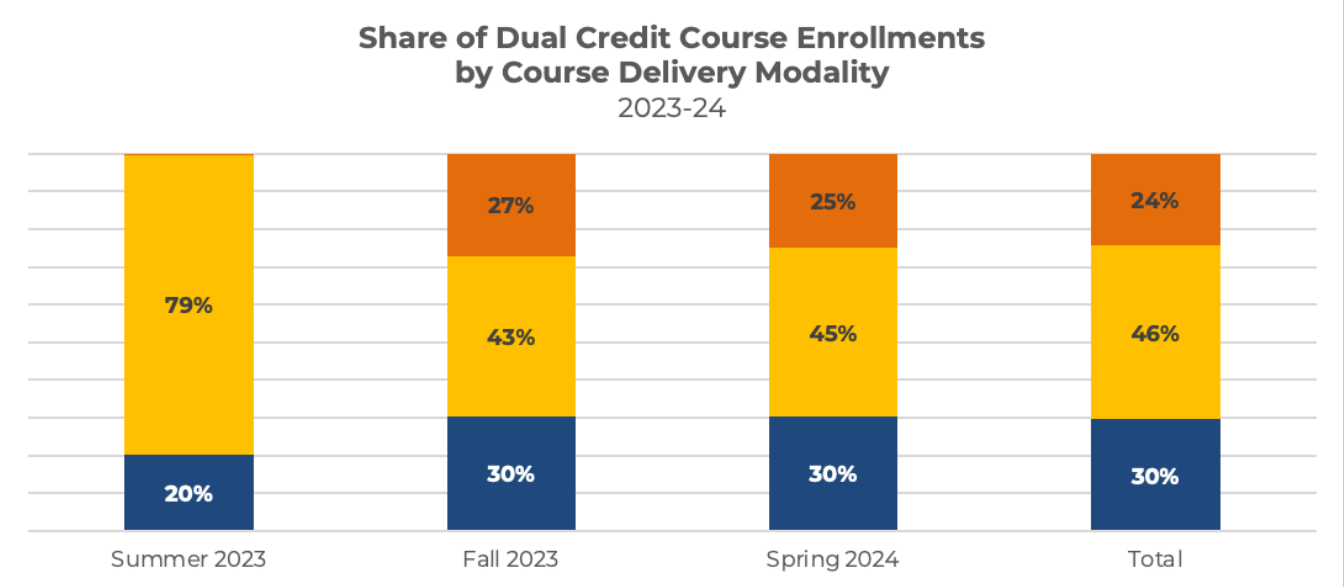
Dual Enrollment at Postsecondary Institutions by Number of Courses Taken

Students may accumulate credits by enrolling in a single course each semester (summer, fall, and spring) or by taking more than one class in a single semester. Most students limit themselves to a single course during the academic year, which may represent a student using this opportunity to sample the college experience. A smaller number of students accumulate two dual credit classes in a school year, followed by students who pursue college credit with three or more dual credit classes in a single year. Students enrolled in early college high schools and home schools are more likely to take three or more classes over the academic year.



Dual Enrollment by Course Delivery Modality

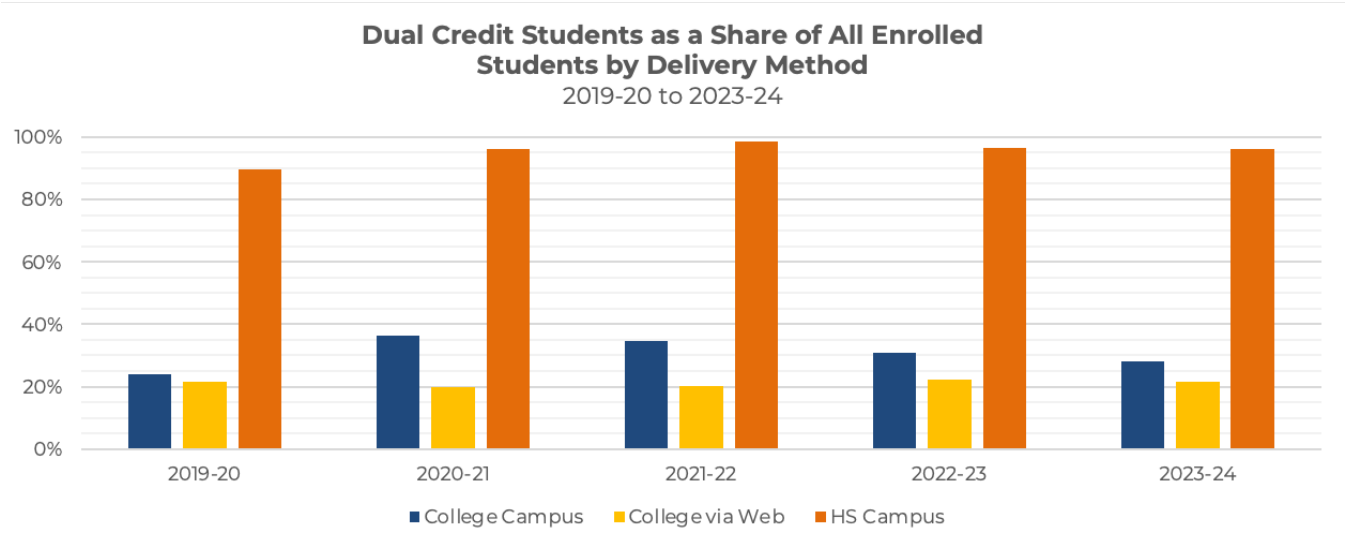
The two charts below compare the three means by which dual credit courses are delivered: 1) classroom instruction held at a high school in blue; 2) online, web-based instruction in yellow; and 3) traditional classroom instruction held on a college campus in orange. The second chart shows that online courses continue to make up a larger share of all dual credit course enrollments than prior to the COVID-19 pandemic. However, this share has declined slightly in each of the past two years.



LEGEND: **=DC at HS Campus** **=DC via Internet** **=DC at College Campus**

Dual Credit Students in a Class by Location of Delivery

For College Classes and College Classes delivered via the Web, approximately 28% and 22% of students in each course were Dual Credit students respectively in 2023-24. When delivered at the high school the great majority (96%) of students were Dual Credit students in 2023-24.

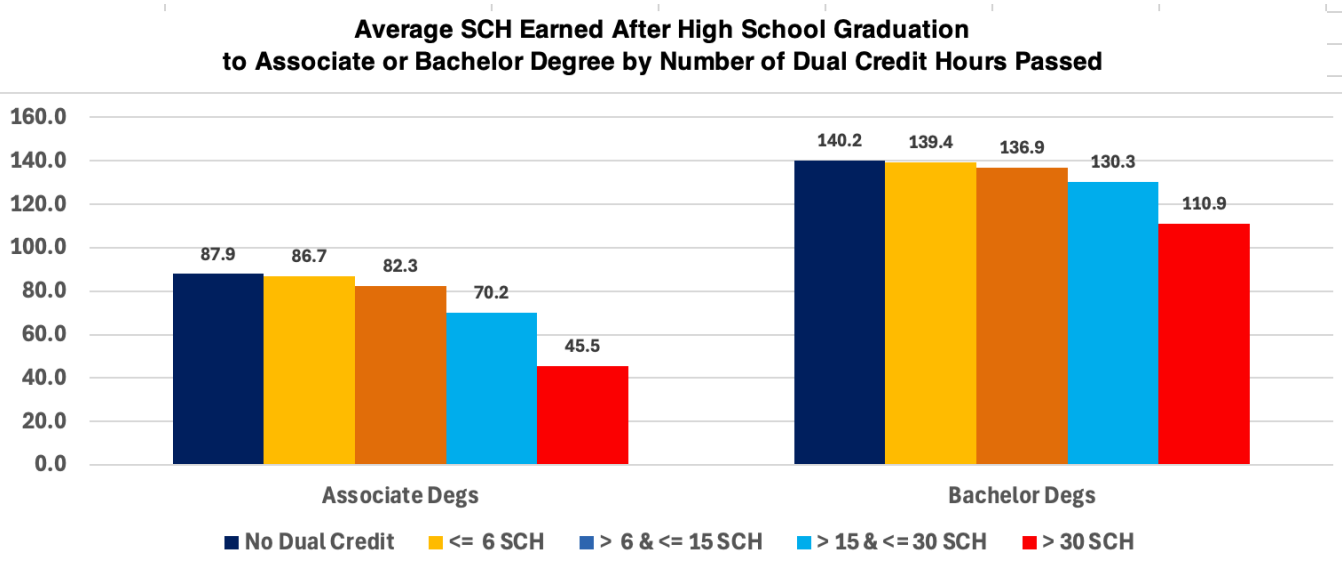


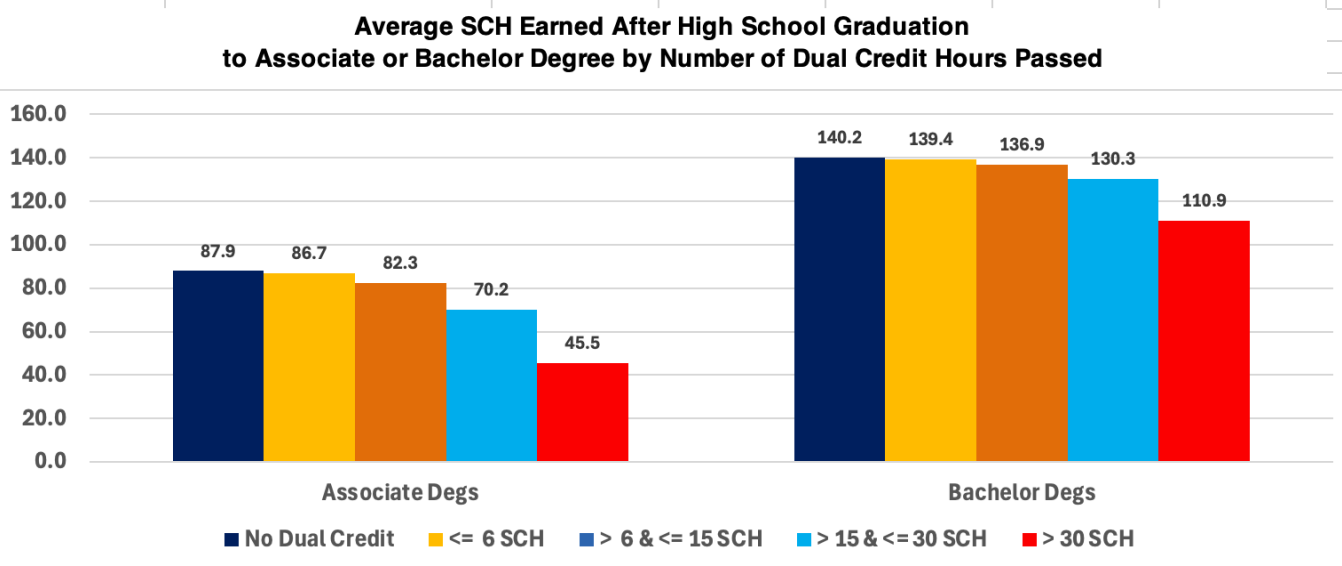
Note: Some courses delivered at a high school are offered during the evening or on weekends and have some non-high school students enrolled, most courses delivered at a high school are 100% dual credit students. This chart looks at the percent of Dual Credit students in each class, broken out by the location of the Dual Credit class. Typically, for College Campus and College via Web, approximately 22% to 28% of the students in the class are Dual Credit students. When delivered in the high school the great majority of students are Dual Credit students.

Time to Degree and Total Credits Earned for Associate and Baccalaureate Degree Recipients

The following two charts represent all associate and baccalaureate degree recipients at public institutions in New Mexico who started college as a first-time freshman in summer or fall 2015. Total earned credit hours (classes with a passing grade) at any institution in the state as of the semester the degree was awarded were accumulated, and the total number of semesters were counted (summer was treated as half semester). The students were then segmented according to the number of credit hours earned as a dual credit student (these would have been earned prior to enrollment as a first-time freshman).

The data shows a clear linear relationship between total hours earned in dual credit and total number of semesters and total hours earned after enrollment as a first-time freshman (this represents the hours that a student had to pay for after high school graduation and the average number of semesters to complete a degree after high school graduation).





Graduation Rates

The chart below details information for school year 2022-2023 and the Class of 2023 cohort. As shown in the table below, the overall statewide cohort graduation rate for students taking dual credit is 90.8 percent in 2023. This represents an increase from 88.87 percent attained last year. (* indicates data was not available.)

District Code	District Name	Dual Credit Grad Rate %	Four Year 2023 Cohort Grad Rate %
999	**State of New Mexico**	**90.8**	**76.7**
1	ALBUQUERQUE	91.3	69.9
2	RESERVE	100	53.5
3	QUEMADO	100	90.6
4	ROSWELL	89.9	70.7
5	HAGERMAN	100	92.4
6	DEXTER	100	84.8
7	LAKE ARTHUR	100	87.3
8	CIMARRON	100	83.1
9	RATON	88.6	82.3
10	SPRINGER	100	89.1
11	MAXWELL	100	88.3
12	CLOVIS	96.2	77.2
13	TEXICO	95.9	85.5
14	MELROSE	86.7	82.6
15	GRADY	100	97.1
16	FT SUMNER	100	98.7
17	LAS CRUCES	98.6	82.1
18	HATCH	100	91.8
19	GADSDEN	97.6	87.8
20	CARLSBAD	81.3	73.7
21	LOVING	98.7	94.4
22	ARTESIA	89.9	79.9
23	SILVER CITY	90.8	78.7
24	COBRE CONS.	95.3	91.4
25	SANTA ROSA	100	92.0
26	VAUGHN	82.9	64.5
27	ROY	*	*
28	MOSQUERO	100	100
29	LORDSBURG	85.9	75.4
30	ANIMAS	94.1	85.7
31	LOVINGTON	98.8	79.1
32	EUNICE	97.8	84
33	HOBBS	90.1	83.9
34	JAL	100	86
35	TATUM	100	95.3
36	RUIDOSO	99.0	87.9
37	CARRIZOZO	76.7	72.5
38	CORONA	100	100

District Code	District Name	Dual Credit Grad Rate %	Four Year 2023 Cohort Grad Rate %
39	HONDO	100	72.5
40	CAPITAN	92.2	82.2
41	LOS ALAMOS	98.6	96.5
42	DEMING	83.4	77.4
43	GALLUP	89.0	76.7
44	MORA	97.0	86.5
45	WAGON MOUND	100	100
46	ALAMOGORDO	100	79.5
47	TULAROSA	96.3	71.8
48	CLOUDCROFT	100	83.2
49	TUCUMCARI	95.9	77.5
50	HOUSE	52.1	45.6
51	LOGAN	99.0	69.6
52	SAN JON	100	100
53	CHAMA	94.0	85.2
54	DULCE	79.0	72.7
55	ESPANOLA	86.0	72.4
56	JEMEZ MOUNTAIN	85.4	85.4
57	PORTALES	90.4	75.4
58	ELIDA	100	100
59	FLOYD	100	74.0
60	DORA	100	93.5
61	BERNALILLO	98.3	80.0
62	CUBA	93.7	84.8
63	JEMEZ VALLEY	100	71.5
64	AZTEC	87.9	66.8
65	FARMINGTON	94.2	85.7
66	BLOOMFIELD	97.5	84.4
67	CENTRAL CONS.	92.5	76.8
68	WEST LAS VEGAS	84.2	64.7
69	LAS VEGAS CITY	92.8	70.1
70	PECOS	100	88.2
71	SANTA FE	88.5	83.1
72	POJOAQUE	94.0	88.7
73	TRUTH OR CONS.	90.1	80.1
74	SOCORRO	93.6	74.2
75	MAGDALENA	100	92.3
76	TAOS	78.0	69.2
77	PEÑASCO	94.0	74.8
78	MESA VISTA	95.7	87.9
79	QUESTA	100	77.4
80	ESTANCIA	99.2	82.6
81	MORIARTY-EDGEWOOD	93.0	76.2
82	MOUNTAINAIR	91.1	87.8

District Code	District Name	Dual Credit Grad Rate %	Four Year 2023 Cohort Grad Rate %
83	RIO RANCHO	97.8	86.8
84	CLAYTON	95.9	91.1
85	DES MOINES	98.0	98.2
86	LOS LUNAS	82.5	69.7
87	BELEN	75.1	71.1
88	GRANTS	82.1	70.5
89	ZUNI	76.4	72.7
501	NM ACADEMY FOR THE MEDIA ARTS CHARTER	87.9	76.5
505	SCHOOL OF DREAMS ACADEMY	78.5	67.8
509	NM SCHOOL FOR ARTS	96.2	94.4
510	TAOS ACADEMY	96.8	96.7
511	ALMA D'ARTE CHARTER	83.2	67.5
512	CESAR CHAVEZ COMMUNITY SCHOOL	76.1	29.5
516	ABQ SCHOOL OF EXCELLENCE	100	80.6
518	TIERRA ADENTRO	85.2	71.6
519	THE MASTERS PROGRAM	85.6	84.5
520	THE ASK ACADEMY	95.4	85.2
524	ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	97.2	93.7
525	AMY BIEHL CHARTER HIGH SCHOOL	87.3	66.4
531	SOUTHWEST SECONDARY LEARNING CENTER	100	71.9
532	ALDO LEOPOLD CHARTER	92.8	85.6
536	THE GREAT ACADEMY	81.2	68.4
542	MISSION ACHIEVEMENT AND SUCCESS	91.4	79.7
544	SW AERONAUTICS MATHEMATICS AND SCIENCE	98.9	86.4
547	MCCURDY CHARTER SCHOOL	100	84.4
549	NEW AMERICA SCHOOL - LAS CRUCES	89.6	25.1
550	ESTANCIA VALLEY CLASSICAL ACADEMY	95.3	89.6
552	WALATOWA CHARTER HIGH	100	79.3
554	NEW MEXICO CONNECTIONS ACADEMY	94.1	63.2
557	EXPLORE ACADEMY	97.5	83.5
562	DEAP	*	58.8
564	MONTE DEL SOL CHARTER	87.7	87.5
565	TIERRA ENCANTADA CHARTER SCHOOL	86.4	71.7
567	LAS MONTANAS CHARTER	100	20.3
568	SIX DIRECTIONS INDIGENOUS SCHOOL	41.4	52.3
578	MIDDLE COLLEGE HIGH SCHOOL GALLUP	96.9	96.5
584	PECOS CYBER ACADEMY	88.8	81.9
585	VISTA GRANDE HIGH SCHOOL	76.5	65.2

Subject Areas & Enrollment

Certain content areas attract a greater number of enrollments. "CIP Codes" refers to Classification of Instructional Program (CIP) and is a federal classification system of courses by subject area. The subject areas below show enrollment across the summer, fall, and spring semesters, sorted into four broad categories (Liberal Arts, Science and Technical, CTE, and Other), and by size of enrollment, from largest enrollments to smallest.

Course Type	CIP2	CIP2Title	2021-22	2022-23	2023-24
Academic - Liberal Arts	23	ENGLISH LANGUAGE AND LITERATURE/LETTERS.	4,610	4,180	4,733
Academic - Liberal Arts	50	VISUAL AND PERFORMING ARTS.	3,091	3,147	3,335
Academic - Liberal Arts	16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.	1,942	2,224	2,625
Academic - Liberal Arts	42	PSYCHOLOGY.	1,970	2,310	2,533
Academic - Liberal Arts	45	SOCIAL SCIENCES.	1,943	2,170	2,452
Academic - Liberal Arts	54	HISTORY.	1,514	1,744	2,266
Academic - Liberal Arts	9	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.	982	1,500	1,705
Academic - Liberal Arts	24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.	1,631	1,348	1,473
Academic - Liberal Arts	13	EDUCATION.	974	982	1,292
Academic - Liberal Arts	38	PHILOSOPHY AND RELIGIOUS STUDIES.	348	444	463
Academic - Liberal Arts	5	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.	278	479	379
Academic - Liberal Arts	30	MULTI/INTERDISCIPLINARY STUDIES.	462	413	309
			19,745	20,941	23,565
Course Type	CIP2	CIP2Title	2021-22	2022-23	2023-24
Academic-Science and Technical	27	MATHEMATICS AND STATISTICS.	3,764	4,117	4,167
Academic-Science and Technical	40	PHYSICAL SCIENCES.	2,178	2,329	2,730
Academic-Science and Technical	26	BIOLOGICAL AND BIOMEDICAL SCIENCES.	2,657	2,803	2,554
Academic-Science and Technical	11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.	1,826	1,785	1,999
Academic-Science and Technical	1	AGRICULTURAL/ANIMAL/PLANT/VETERINARY SCIENCE AND RELATED FIELDS.	890	904	945
Academic-Science and Technical	14	ENGINEERING.	162	363	465
Academic-Science and Technical	3	NATURAL RESOURCES AND CONSERVATION.	137	134	154
Academic-Science and Technical	4	ARCHITECTURE AND RELATED SERVICES.	65	77	58
			11,679	12,512	13,072
Course Type	CIP2	CIP2Title	2021-22	2022-23	2023-24
Career and Technical Education	48	PRECISION PRODUCTION.	1,440	1,896	2,603
Career and Technical Education	51	HEALTH PROFESSIONS AND RELATED PROGRAMS.	2,337	2,557	2,536
Career and Technical Education	52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVIC	1,897	1,926	2,111
Career and Technical Education	47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.	597	844	1,135
Career and Technical Education	15	ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS.	749	755	906
Career and Technical Education	46	CONSTRUCTION TRADES.	254	455	782
Career and Technical Education	12	CULINARY, ENTERTAINMENT, AND PERSONAL SERVICES.	634	1,032	715
Career and Technical Education	43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATEI	611	536	634
Career and Technical Education	19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.	195	262	268
Career and Technical Education	10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVI	148	203	252
Career and Technical Education	41	SCIENCE TECHNOLOGIES/TECHNICIANS.	37	32	134
Career and Technical Education	44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.	61	85	67
Career and Technical Education	22	LEGAL PROFESSIONS AND STUDIES.	4	5	18
Career and Technical Education	49	TRANSPORTATION AND MATERIALS MOVING.	8	9	13
Career and Technical Education	34	HEALTH-RELATED KNOWLEDGE AND SKILLS.	16	14	6
Career and Technical Education	29	MILITARY TECHNOLOGIES AND APPLIED SCIENCES.	5	4	2
			8,993	10,615	12,182

Course Type	CIP2	CIP2Title	2021-22	2022-23	2023-24
Other	37	PERSONAL AWARENESS AND SELF-IMPROVEMENT.	1,691	1,851	1,714
Other	32	BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION.	136	150	116
Other	31	PARKS, RECREATION, LEISURE, FITNESS, AND KINESIOLOGY.	30	46	49
Other	36	LEISURE AND RECREATIONAL ACTIVITIES.	4	5	6
Other	39	THEOLOGY AND RELIGIOUS VOCATIONS.	0	6	4
Other	33	CITIZENSHIP ACTIVITIES.	1	2	2
			1,862	2,060	1,891

Conclusions from Data Update

The PED and HED data update of the Dual Credit Program—in terms of program accessibility to students statewide and its effect on school districts, charter schools, state-supported schools, Bureau of Indian Education (BIE) high schools, public higher education institutions, and Tribal colleges—confirms the following:

- The collaborative partnership forged between the PED and HED supports dual credit courses throughout New Mexico.
- The structure for offering dual credit courses is providing diverse dual credit course offerings to New Mexico high school students.
- During the 2023-2024 academic year, 19,137 individual students posted 50,710 dual credit course enrollments.
- Encouraging high school students to pursue dual credit coursework, statistically increases the likelihood of their obtaining a high school diploma.

Specific progress indicators—including enrollment, percentage of students who complete courses, the grades achieved, and course delivery options—will continue to be collected and monitored to ensure students are receiving appropriate instruction aligned to their career aspirations.

Dual Credit in Career and Technical Education (CTE)

The New Mexico Dual Credit Program and dual credit coursework is generally associated with academic subjects in most peoples' minds. Dual credit courses are however a vital component of CTE programs of study at the secondary level. In fact, nearly all CTE programs of study recommend a dual credit "capstone" course as a third course in a three-course sequence for a student to complete their high school program of study.

Dual credit capstone courses whether in automotive technology, computer or health sciences, provide students with insight into career or education opportunities beyond high school. That is, in addition to the standard benefits that dual credit coursework offers high school students as they consider pathways that lead them to certifications or two-year or four-year degrees. Once students have had a successful experience with higher education coursework in the context of technical education and are assured that they can succeed in a higher education setting, their confidence supports their transition to postsecondary career opportunities whether it is an apprenticeship, a military enlistment or entering the workforce.

More information on high school CTE programs of study with embedded dual credit courses can be found in the New Mexico Career Clusters Guidebook which can be viewed by following this link:
https://webnew.ped.state.nm.us/wp-content/uploads/2024/01/2023-State-NM-CCGB_v010224.pdf

Dual Credit in Early College High Schools (ECHS)

In addition to the New Mexico Dual Credit Program and dual credit coursework being featured prominently in career and technical education, it also is a foundational component of Early College High School curriculum in New Mexico. An Early College High School, as codified in 6.30.13 NMAC (New Mexico Administrative Code) in 2018, is a school model that focuses on efforts to reach youth underrepresented in higher education by establishing outreach and recruiting processes that strive to provide equitable access.

The desired outcome for a student enrolled at an ECHS is to receive an Associate degree simultaneous to achieving their high school diploma in the span of their four-year secondary education. For high school students to be successful in this pursuit, extensive dual credit enrollment beginning in the sophomore year is vital to the ECHS student curriculum.

There are currently 29 Early College High Schools chartered statewide. Every ECHS offers a different curriculum focus along with the Associate degree programs offered with their postsecondary partner. The current list of schools and the degree programs that are offered can be browsed by following this link:
https://webnew.ped.state.nm.us/wp-content/uploads/2021/04/2020-21-ECHS-Programs-of-Study.xlsx

Evaluation & Development of the New Mexico Dual Credit Program

The data update provided in this report suggests that dual credit student enrollment is trending toward a return to the pre-COVID pandemic high of 21,098 unique student enrollments. It is generally agreed that with roughly 45,000 high school students with upper class standing, the greater the number of unique student enrollments in dual credit, the better we are developing our youth on their path toward graduation and pursuing their early life goals. There are, however, a few developments that may impact the status of the dual credit program that require description and consideration.

Dual Credit Legislative Changes

Beginning with students entering the 9th grade in the 2009-2010 school year, successful completion of a dual credit, advanced placement, honors or distance learning course became a requirement for high school graduation.

This graduation requirement clause authorized in statute (22-13-1.1 NMSA) has been repealed pursuant to House Bill 171 of the 56th Legislature 2024. Beginning with students entering the 9th grade in the 2025-2026 school year, this graduation requirement will no longer be in effect.

Legislative changes to Dual Credit Program administration have been made prior to the 56th Legislature. In 2021, for instance, Dual Credit Instructional Materials Fund 27103, was no longer separately funded and the appropriation to LEAs for dual credit instructional materials costs was added to local education agencies' (LEA) State Equalization Guarantee (SEG) funding.

In the instance of the dual credit graduation requirement being repealed, the Dual Credit Council will work across the state enthusiastically messaging the value and importance of providing high school students with dual credit opportunities to experience postsecondary education; academic and/or career technical. The council will have multiple opportunities to carry this message statewide during the process of multiple convenings that will be held pursuant to grant-funded activity that will take place as described in the next section.

Dual Credit Council Activity

The Dual Credit Council (DCC) updated the Policy and Procedures Manual in 2023 and will do so again in 2025. The manual provides best practices for administering dual credit. The manual provides guidance for higher education institutions and school districts, as well as important information for students and parents. The Dual Credit Policy and Procedures Manual can be found at: https://webnew.ped.state.nm.us/wp-content/uploads/2023/07/CCRB-Dual-Credit-Policy-and-Procedures-Manual.pdf

The update to the Policy and Procedures Manual will be one component of the council's activities in calendar year 2025 and fiscal year 2026; part of a more comprehensive review of dual enrollment policy. The review will be supported and enhanced with a grant award received from the College in High School Alliance. The grant will be leveraged toward state dual enrollment vision, policy and the identification and redress of access gaps. This work is at the time of this publication, underway.

Additional areas on which the DCC focuses its work include the following:

- Matching New Mexico dual credit practice with Higher Learning Commission recommendations.
- Establishing consistency of rigor across all dual credit courses and locations.
- Addressing dual credit faculty qualifications.
- Developing transfer of credit recommendations between secondary and postsecondary schools.
- Updating frequently asked questions (FAQs) and making them available on the PED and HED websites.
- Refining qualitative and quantitative metrics and reporting to better evaluate the dual credit program from a variety of perspectives including participant, coordinator, fiscal, instructor, administrator, etc.
- Engaging grant opportunities that will enhance policy and improve student access.
- Reviewing existing statute, administrative code and best practice guidance for improvements that reduce the administrative burden of the program.

The work of the DCC in these specific areas maintains the culture of continuous improvement that both New Mexico education agencies embrace. But more importantly, this work promotes student achievement, equity, and access to postsecondary education for New Mexico's students that provides personal and professional growth in preparation for college and career readiness, workplace success, and civic responsibility.

New Mexico's geography and sparse population pose challenges for the state. There are over 300,000 students in grades kindergarten through 12. New Mexico is ranked thirty-sixth in overall population size, has the fifth largest land mass in the United States, and ranks 47th in population density. Furthermore, having an average of 17.5 people per square mile creates a unique challenge for education in rural areas. By offering courses at nearly all higher education institutions throughout the state, the dual credit program provides opportunities for students who reside in rural communities.

The 2020 census reports that New Mexico's population is 50.1 percent Hispanic, 35.9 percent White, 11.2 percent Native American, 2.7 percent African American, and 2.1 percent Asian, Native Hawaiian, or Pacific Islander. New Mexico's majority-minority status requires creating innovative solutions for increasing academic success and closing the opportunity gap. Dual credit offerings in New Mexico provide opportunities for all students, regardless of race and ethnicity.

To further assist in closing access gaps, the New Mexico Dual Credit Council applied for and was selected for a grant opportunity whose expressed goals are to identify and close access gaps in the provision of dual enrollment. The extent to which demographic and rural access gaps still exist will be evaluated as a focus area of the grant work beginning in calendar year 2025.

Education is a key to economic prosperity—quality careers and higher earning power. Benefits from dual credit enrollment are being gained by both high school and college students across the nation and include the following:

While in high school:

- Enhancing the high school curriculum,
- Enhancing opportunities for underserved student populations,
- Reducing high school dropout rates,
- Increasing students' motivation and their ability to envision themselves attending college, and
- Making more effective use of senior year in high school.

While in transition:

- Connecting high school and college curricula,
- Facilitating the transition between high school and college,
- Developing stronger relationships between colleges and their communities,
- Easing of students to college,
- Acclimating students to the college environment,
- Preparing students for college work and reducing the need for remedial coursework,
- Allowing students to complete a college degree more quickly, and
- Reducing costs for a college education.

The Dual Credit Program can facilitate transition from high school to college, increase the likelihood of success in subsequent collegiate work, and enhance a student's chances of earning a high school diploma and a college degree. Other benefits include the reduced cost of enrolling in higher education courses and opportunities to access college facilities and resources—such as tutoring, computer labs, and counseling services—as a high school student. Enrollment in the program can enhance skills needed to be successful at the collegiate level, such as time and resource management, critical thinking, and the ability to study effectively.

Dual credit also provides a variety of experiences for high school students as follows:

- Opportunities in career technical education (CTE) programs of study,
- Maximized interest and engagement for the full four high school years,

- Challenging coursework for those who have surpassed the regular curriculum,
- Inspiration for those who might otherwise not be interested in graduating from high school,
- Familiarity for those who are interested in the college experience, and
- Appropriate action plans for those whose next step plans call for higher education.

As seen in the student profiles included above, dual credit participation can be a meaningful part of students' academic journey. The many pathways' students follow and the many ways that dual credit can enhance their credentials are as varied as the people that make up New Mexico.

Removing the legislative mandate however does not diminish the value of dual credit coursework. National researchers have repeatedly demonstrated that dual credit in high school provides the following benefits:

- **College participation**
  Dual credit students are more likely to enroll in college than high school graduates who didn't take dual credit.
- **College persistence**
  Students who took dual credit are more likely to continue to their second year of college.
- **College GPA**
  Dual credit students who continue to their second year of college have higher GPAs in their first year.
- **College credit accumulation**
  Students who take dual credit accumulate more college credit by the time they reach their second year of college.
- **Time to degree**
  Dual credit students can earn college credits before entering college, which can reduce the time it takes to earn a degree.
- **Wages**
  Dual credit students tend to earn higher wages after high school.

Dual credit can be beneficial to students regardless of race or socioeconomic status, but it may be slightly more beneficial for low-income students. This is despite dual enrollment having historically been more accessible to certain groups of students, and there are inequities in participation and benefits.
What Works Clearinghouse Intervention Report: A summary of findings from a systematic review of the evidence: Dual Enrollment Programs
(*2017, Institute of Education Sciences, U.S. Department of Education*)

Appendices

A. Dual Credit Responsibilities

Main Postsecondary Institution Responsibilities

- Designate a representative to manage the Dual Credit Program,
- Make every effort to adopt textbooks for at least three years,
- Determine, in collaboration with the LEA, that dual credit applicants have the required academic standing to participate,
- Provide information and orientation to the student and parent/guardian,
- Waive all general fees and tuition for high school students,
- Track academic performance and progress of dual-credit-enrolled students and provide these reports, as needed, to the LEA, and
- Provide final grades to the LEA for each dual credit student.

Main Local Education Agency Responsibilities

- Designate a representative to manage the Dual Credit Program,
- Determine, in collaboration with the HEI, the required academic standing of each eligible student,
- Qualify students based on factors that may include academic performance, next step plan, assessments, and guidance,
- Provide information and orientation to each student,
- Notify the postsecondary institution if the student's high school schedule of classes is in conflict with the scheduling of the HEI's dual credit course,
- Provide appropriate accommodations for special education students,
- Pay the cost of the required textbooks through the academic year,
- Collaborate to offer dual credit courses at the high school site, and
- Record – unchanged – the grade given to the dual credit student by the postsecondary institution onto the high school transcript.

Main Student Responsibilities

- Be enrolled for one-half or more of the required LEA credits or be in attendance at a Bureau of Indian Affairs funded high school for at least three contact hours per day,
- Meet both the LEA and HEI requirements to enroll,
- Complete the dual credit request form and obtain permission from the LEA and HEI representatives,
- Arrange transportation to the site of the dual credit course,
- Be responsible for course-specific fees (e.g., lab, computer),
- Adhere to the schedules for both the LEA and HEI,
- With parent or guardian, sign the FERPA release form in the dual credit request packet, and
- At the end of the course, return textbooks to the LEA.

B. Glossary

Agreement
The Dual Credit Uniform Master Agreement, as per New Mexico Administrative Code (NMAC) 6.30.7.8.

Bureau of Indian Education High School
A school located in New Mexico that is under the control of the Bureau of Indian Education of the United States Department of the Interior.

Classification of Instructional Program (CIP)
This is a taxonomic coding scheme that contains titles and descriptions of instructional programs, primarily at the postsecondary level. The CIP was originally developed to facilitate the USDOE National Center for Education Statistics' collection and reporting of postsecondary degree completions, by major field of study, using standard classifications that captured the majority of program activity.

Core Course
Courses required for high school graduation, as defined in 22-13-1.1 NMSA 1978, excluding physical education courses and electives.

Career Technical Education (CTE)
Programs of study offering coursework (including technical and applied technology education) which prepare individuals for employment in occupations requiring an industry-recognized credential, certificate, or degree.

Developmental Course
Developmental courses prepare students for college-level courses. While these courses do not count toward college degree requirements, they serve an important function as "refresher" courses to help improve math and writing skills. They can increase the likelihood of success when the student takes regular college courses.

Courses with the following Classification of Instructional Program (CIP) codes are considered developmental courses and are not available for dual credit instructional material (DCIM) reimbursement. Because these courses may not align with secondary standards, they are not appropriate for high school credit:

32.0101: Basic Skills and Developmental/Remedial Education: General
32.0107: Career Exploration/Awareness Skills
32.0199: Basic Skills and Developmental/Remedial Education: Other

Dual Credit Council (DCC)
An advisory group, consisting of PED and HED staff, who issue recommendations to the cabinet secretaries of the public education and higher education departments regarding dual credit issues.

Dual Credit Program
A program that allows secondary students to enroll in college-level courses offered by public, postsecondary educational institutions and tribal colleges that may be academic, career technical, but not remedial, developmental, and simultaneously earn high school graduation credit and postsecondary credit.

Early College High School
A secondary school model described in 6.30.13 NMAC that focuses on efforts to reach youth underrepresented in higher education by establishing outreach and recruiting processes that strive to provide equitable access. Students enrolled at an ECHS receive an Associate degree simultaneous to achieving a high school diploma in the span of their four-year secondary education.

Elective Course
Courses defined and approved as such by local school boards.

FERPA
The Family Educational Rights and Privacy Act 20 U.S. Code 1232g, which protects the confidentiality of student records.

General Fees
As defined in 5.7.18 NMAC and Subsection B of Section 21-1-4-NMSA 1978, this means a fixed sum charged to students for items not covered by tuition and required of such a proportion of all students that the student who does not pay the charge is an exception. General fees include fees for matriculation, library services, student activities, student union services, student health services, debt service, and athletics. An institution may charge fees in addition to general fees that are course-specific or that pertain to a smaller proportion of students.

Higher Education Institution (HEI)/Postsecondary Institution
A public, postsecondary educational institution operating in the state, including a community college, branch community college, technical vocational institute, four-year college or university, or tribal college.

Local Educational Agency (LEA)
A district, as defined in 6.29.1.7 NMAC (a public school district, a State chartered charter school, a state educational institution, or a Bureau of Indian Education funded high school).

New Mexico Administrative Code (NMAC)
The official collection of current rules (regulations) written and filed by state agencies to clarify and interpret laws passed by the Legislature.

NOVA (System)
NOVA is the next generation of the Student Teacher Accountability Reporting System (STARS) data collection system. A collaborative effort of the New Mexico Legislature, public schools and the NM PED, it is a comprehensive student, staff, and course information system that provides a standard data set for each student served by New Mexico's 3Y/4Y – Grade 12 public education system.

Physical Education Activity Course
Courses with a CIP code of 36.0108.

Remedial (Developmental) Course
Courses with CIP codes of 32.0104 or 32.0108 that fall within the numeracy and computational skills, pre-collegiate mathematics skills, pre-collegiate reading skills, pre-collegiate writing skills, or communications skills categories. Colleges may also designate other courses as remedial or developmental and may use other CIP codes for those courses. These courses would also not be eligible for the Dual Credit Program.

Tribal College
A tribally, federally, or congressionally chartered postsecondary educational institution located in New Mexico that is accredited by the North Central Association of Colleges and Schools.

C. Acronyms

Common Abbreviations

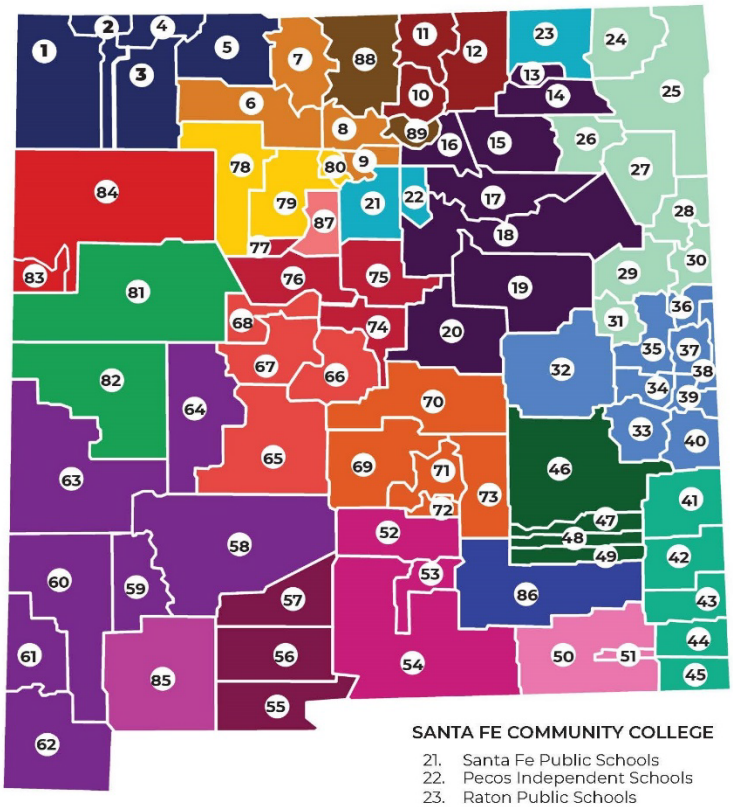
CTE	Career and Technical Education
CCRB	College and Career Readiness Bureau
DCC	Dual Credit Council
FAFSA	Free Application for Federal Student Aid
HED	Higher Education Department
HEI	Higher Education Institution
LEA	Local Educational Agency
NMAC	New Mexico Administrative Code
NOVA	Next generation of the STARS data collection system
PED	Public Education Department
SY	School Year
SSN	Social Security Number
SSID	Student State Identification Number
STARS ID (NOVA ID)	Student Teacher Accountability Reporting System (STARS) Identification Number (ID) SSID or NOVA ID are equivalent as the term STARS ID is no longer used

Institutional Abbreviations

CCC	Clovis Community College
CNM	Central New Mexico Community College
Diné	Diné College
ENMU	Eastern New Mexico University
ENMU-RO	Eastern New Mexico University – Roswell
ENMU-RU	Eastern New Mexico University – Ruidoso
IAIA	Institute of American Indian Arts
LCC	Luna Community College
MCC	Mesalands Community College
NMHU	New Mexico Highlands University
NMJC	New Mexico Junior College
NNMI	New Mexico Military Institute
NMSU	New Mexico State University
NMSU-AL	New Mexico State University – Alamogordo
NMSU-DA	New Mexico State University – Doña Ana
NMSU-GR	New Mexico State University – Grants
NMT	New Mexico Institute of Mining and Technology (New Mexico Tech)
NNMC	Northern New Mexico College
NTU	Navajo Technical University
SENMC	Southeast New Mexico College (prior to June 2022 was NMSU-Carlsbad)
SFCC	Santa Fe Community College
SJC	San Juan College
UNM	University of New Mexico
UNM-GA	University of New Mexico – Gallup
UNM-LA	University of New Mexico – Los Alamos
UNM-TA	University of New Mexico – Taos
UNM-VA	University of New Mexico – Valencia
WNMU	Western New Mexico University

D. Participating Higher Education Institutions & Geographic Areas of Responsibility

The Geographic Areas of Responsibility (GAR) is an assigned region that encompasses one or more public school districts, in which a public higher education institution can meet the educational needs of the area. As stated in NMAC 5.2.4, the purpose of the GAR is to establish geographic areas of responsibility to facilitate effective planning and delivery of public postsecondary educational programs and services throughout New Mexico, with due regard for economy and efficiency of delivery. Together, the twenty-three GARs encompass the entire state, with the online delivery of dual credit courses not bound to the GAR in which the school resides.



SAN JUAN COLLEGE

1. Central Consolidated Schools
2. Farmington Municipal Schools
3. Bloomfield Schools
4. Aztec Municipal Schools
5. Dulce Independent Schools

NORTHERN NEW MEXICO COLLEGE +

6. Jemez Mountain Public Schools
7. Chama Valley Schools
8. Española Public Schools
9. Pojoaque Valley Public Schools

UNIVERSITY OF NEW MEXICO - TAOS +

10. Taos Municipal Schools
11. Questa Independent Schools
12. Cimarron Public Schools

LUNA COMMUNITY COLLEGE

13. Maxwell Municipal Schools
14. Springer Municipal Schools
15. Wagon Mound Public Schools
16. Mora Independent Schools
17. Las Vegas City Public Schools
18. West Las Vegas Public Schools
19. Santa Rosa Consolidated Schools
20. Vaugn Municipal Schools

SANTA FE COMMUNITY COLLEGE

21. Santa Fe Public Schools
22. Pecos Independent Schools
23. Raton Public Schools

MESALANDS COMMUNITY COLLEGE

24. Des Moines Municipal Schools
24. Clayton Municipal Schools
26. Roy Municipal Schools
27. Mosquero Municipal Schools
28. Logan Municipal Schools
29. Tucumcari Public Schools
30. San Jon Municipal Schools
31. House Municipal Schools

CLOVIS COMMUNITY COLLEGE

32. Fort Sumner Municipal Schools
33. Elida Municipal Schools
34. Floyd Municipal Schools
35. Melrose Public Schools
36. Grady Municipal Schools
37. Clovis Municipal Schools
38. Texico Municipal Schools
39. Portales Municipal Schools
40. Dora Consolidated Schools

NEW MEXICO JUNIOR COLLEGE

41. Tatum Municipal Schools
42. Lovington Municipal Schools
43. Hobbs Municipal Schools
44. Eunice Public Schools
45. Jal Public Schools

EASTERN NEW MEXICO UNIVERSITY - ROSWELL*

46. Roswell Independent Schools
47. Dexter Consolidated Schools
48. Hagerman Municipal Schools
49. Lake Arthur Municipal Schools

SOUTHEAST NEW MEXICO COLLEGE **

50. Carlsbad Municipal Schools
51. Loving Municipal Schools

NEW MEXICO STATE UNIVERSITY- ALAMOGORDO

52. Tularosa Municipal Schools
53. Cloudcroft Municipal Schools
54. Alamogordo Public Schools

NEW MEXICO STATE UNIVERSITY - DOÑA ANA*

55. Gadsden Independent Schools
56. Las Cruces Public Schools
57. Hatch Valley Public Schools

WESTERN NEW MEXICO UNIVERSITY *

58. Truth or Consequences Municipal Schools
59. Cobre Consolidated Schools
60. Silver Consolidated Schools
61. Lordsburg Municipal Schools
62. Animas Public Schools
63. Reserve Independent Schools
64. Magdalena Municipal Schools

UNIVERSITY OF NEW MEXICO - VALENCIA

65. Soccorro Consolidated Schools
66. Mountainair Public Schools
67. Belen Consolidated Schools
68. Los Lunas Public Schools

EASTERN NEW MEXICO UNIVERSITY - RUIDOSO

69. Carrizozo Municipal Schools
70. Corona Public Schools
71. Capitan Municipal Schools
72. Ruidoso Municipal Schools
73. Hondo Valley Public Schools

CENTRAL NEW MEXICO COMMUNITY COLLEGE ***

74. Estancia Municipal Schools
75. Moriarty Municipal Schools
76. Albuquerque Public Schools
77. Rio Rancho Public Schools

UNIVERSITY OF NEW MEXICO - LOS ALAMOS ***

78. Cuba Independent Schools
79. Jemez Valley Public Schools
80. Los Alamos Public Schools

NEW MEXICO STATE UNIVERSITY - GRANTS

81. Grants-Cibola County Schools
82. Quemado Independent Schools

UNIVERSITY OF NEW MEXICO - GALLUP

83. Zuni Public Schools
84. Gallup-McKinley County Schools

SHARED AREAS OF RESPONSIBILITY

85. Deming Public Schools *
86. Artesia Public Schools **
87. Bernalillo Public Schools ***
88. Mesa Vista Consolidated Schools +
89. Peñasco Independent Schools +

E. Dual Credit Resources

- *Community College Research Center at Columbia Teachers College http://ccrc.tc.columbia.edu/Dual-Enrollment-and-College-Credit-Programs.html*
- *Dual Enrollment Research: A Comprehensive Review https://www.sreb.org/publication/dual-enrollment-research*
- *Dual Enrollment Research - Southern Regional Education Board (sreb.org)*
- *Education Commission of the States 50-State Comparison: Dual/Concurrent Enrollment Policies https://www.ecs.org/dual-concurrent-enrollment-policies/*
- *Funding for Equity: Designing State Dual Enrollment Funding Models to Close Equity Gaps FundingForEquity-SinglePage-WithCover.pdf (squarespace.com)*
- *National Alliance of Concurrent Enrollment Partnerships http://www.nacep.org/resource-center/*
- *University of Texas System Study: Impact of Dual Credit Courses on Student Success in College https://www.utsystem.edu/news/2018/08/01/ut-system-study-delves-impact-dual-credit-courses-student-success-college.*

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