



NEW MEXICO PUBLIC EDUCATION DEPARTMENT

EARLY COLLEGE HIGH SCHOOL IMPACT REPORT

DECEMBER 2025



EXECUTIVE SUMMARY

The New Mexico Early College High School movement turned 15 years old in the 2024-2025 School Year and has proven to deliver on the strengths of the model, demonstrating success for virtually all students, including students of color, low-income students, and those who are first-generation college attenders.

It is important to note that ECHSs are an innovative model in education that is one of the most rigorously tested secondary innovations, earning the highest standard as a Tier 1 Research subject according to What Works Clearinghouse¹. Schools that blend high school and college coursework create lasting gains in degree attainment, particularly for first-generation and underrepresented students.

Today, there are 24 Early College High Schools in New Mexico, located in rural, urban, and tribal communities – propelling students toward college credentials and/or degrees during a student’s four-year high school career. The schools exist in three ways:

- On a standalone high school campus
- On a college campus
- As a school within a school

Built around Career Pathways and accelerated academic outcomes, Early College High Schools demonstrate higher outcomes than their overall districts in:

- High school graduation rates
- Math, Reading and Science Proficiency
- Attendance
- English Language Learner Progress
- College and Career Readiness

Students and families benefit, too, by reducing the cost of college after high school graduation by as much as \$3,200 to \$8,000. New Mexico’s Early College High School students who complete 30 college credit hours during their high school careers, ideally earning an associate’s degree, are taking less college credit hours post-high school graduation on their way to degree attainment than their non-ECHS peers.

ECHSs also build strong relationships with employer partners in their communities, opening work-based learning opportunities for students and strengthening relationships with local employers.

The Early College High School model has proven to be an effective innovation in education delivery that is serving students, families, and the state well. Districts that have embraced the ECHS model have benefitted from implementing elements of an ECHS in their traditional high schools, like dual credit courses and high-quality Career and Technical Education pathways, to increase student engagement and secure higher graduation rates for all students. Communities that have ECHSs have shown demonstrated economic benefits in higher incomes and lower poverty rates over time.

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INTRODUCTION

The Early College High School is an innovative model in education that is one of the most rigorously tested secondary innovations. Schools that blend high school and college coursework create lasting gains in degree attainment, particularly for first-generation and underrepresented students.

In the study, *What Happens When You Combine High School and College? The Impact of the Early College Model on Postsecondary Performance and Completion*¹, researchers conducted a randomized control trial of 4,054 students in North Carolina who applied to 19 early colleges over a series of 6 years.

What the researchers found was that ECHS students were **far more likely** to earn postsecondary credentials within six years of 12th grade. Findings showed that ECHS students were significantly more likely to:

- Graduate high school on time.
- Earn college credits while still in high school.
- Attain an associate's degree or higher within six years of 12th grade.

Importantly, these benefits were strongest for first-generation, low-income, and students of color, underscoring ECHS as an equity strategy. The [study](#) provides one of the clearest long-term causal links between ECHS and higher educational attainment.

In New Mexico, the Early College High School movement turned 15 in 2025, with Arrowhead Park Early College High School (APECHS) starting its first class of 125 9th graders in SY 2010-2011. The first ECHS charter predates APECHS by 8 years, having started in 2002.

It is important to note that APECHS was launched as an innovative intervention strategy. At the time, the Las Cruces district graduation rate was 55%, far too low for the wellbeing of the students, families, and the community. The first class of students was recruited as 8th graders from the Walmart parking lot, including a majority of the class who were students of color, low-income students, and first-generation college attenders.

In 2014, when all of those students graduated with a high school diploma and a college degree or credential four years later, early outcomes demonstrated that the model could successfully support historically underserved students in earning both high school diplomas and postsecondary credentials.

ABOUT THE SCHOOLS

According to the New Mexico Public Education Department, characteristics of an Early College High School² include:

¹ Edmunds, J. A., et al. *What Happens When You Combine High School and College? The Impact of the Early College Model on Postsecondary Performance and Completion* (2020)

² New Mexico Public Education Department website: <https://web.ped.nm.gov/bureaus/college-and-career-readiness-bureau/college-credit-programs/early-college-high-school/>

- Small size – typically 100 students per grade level
- Responsible growth – typically opens with ninth grade and takes 4 years to reach full capacity
- Proximity to the partner postsecondary – often on their campus
- Block scheduling – allows for acceleration of the graduation requirements so upperclassman can take college courses
- Limited high school electives – most elective credits are earned through dual credit coursework
- Application process for ECHS designation with NMPED

The Early College High School model has been recognized as a Tier 1 Research Subject according to What Works Clearinghouse.³ The U.S. Department of Education defines Tier 1 Research as: “Tier 1 (Strong Evidence) requires evidence from studies that have had a positive, statistically significant impact on student outcomes without any negative findings from well-designed, well-implemented experimental or quasi-experimental studies examining the same interventions and outcomes.”⁴

There are also six design principles of an Early College High School. The Six Design Principles are:

- **Equitable Access** - Designated early college programs aim to prioritize students underrepresented in higher education enrollment and completion
- **Academic Pathways** - Designated programs are structured around clear and detailed student academic pathways from secondary and post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom.
- **Student Supports** - Designated programs incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students.
- **Connections to Career** - Early College High School programs should expose students to a variety of career opportunities, especially the breadth of careers relevant to their selected pathway.
- **High Quality and Deep Partnerships** - A successful Early College High School program is built on strong, well-defined partnerships between the school district, one or more postsecondary partners, and employers aligned to the Career Pathways offered by the ECHS.

New Mexico's experience mirrors national early college findings. This report highlights patterns and comparisons in outcomes, rather than drawing cause-and-effect conclusions.

Today, there are 24 Early College High Schools in the state, both in urban and rural settings, that serve more than 3,500 students. This report seeks to evaluate the impact of this accelerated model of education on the students, families, communities, and state of New Mexico at large.

³ What Works Clearinghouse:

<https://ies.ed.gov/ncee/WWC/Search/Products?searchTerm=early%20college%20high%20school&Topic=9>

⁴ U.S. Department of Education: <https://www.ed.gov/teaching-and-administration/lead-and-manage-my-school/state-support-network/ssn-resources/selecting-evidence-based-practices-for-tiers-1-2-and-3-navigating-clearinghouses-and-databases>

- **Exceptional Leadership Skills** - As an exemplary educational reform high school model, ECHS programs require transformative leadership to support a diverse and traditionally underrepresented student population.

A full list of the schools, their districts, college partners, and their programs can be found in the Appendix.

How do Early College High Schools support the New Mexico Public Education Department's Strategic Plan for Success?

Pillar 1 – Educator Ecosystem

ECHS leaders and educators build the bridge from the classroom to career as content experts, are highly qualified, often serving as college adjunct faculty for dual credit course instruction.

Pillar 2 – Whole Student & Culturally Responsive Education

By design, ECHSs serve the same diverse body of students as their districts with an intentional focus on equitable access for all students. The small school environment provides a personal learning environment for students with supports from both their home high school and their higher education partner.

Pillar 3 – College & Career Readiness

Early College High Schools are constructed around career-connected pathways that accelerate students toward college credentials and degrees in the course of students' four-year journeys. Students benefit from strong partnerships between the school and higher education partners, as well as work-based learning opportunities that expose them to careers in their communities. This is shown in New Mexico's Early College High School students graduating at 9% points higher than their non-ECHS peers (88% vs. 79%) and outearn high school graduates by more than \$5,000 having secured higher credentials.

Pillar 4 – Student Supports & Opportunities

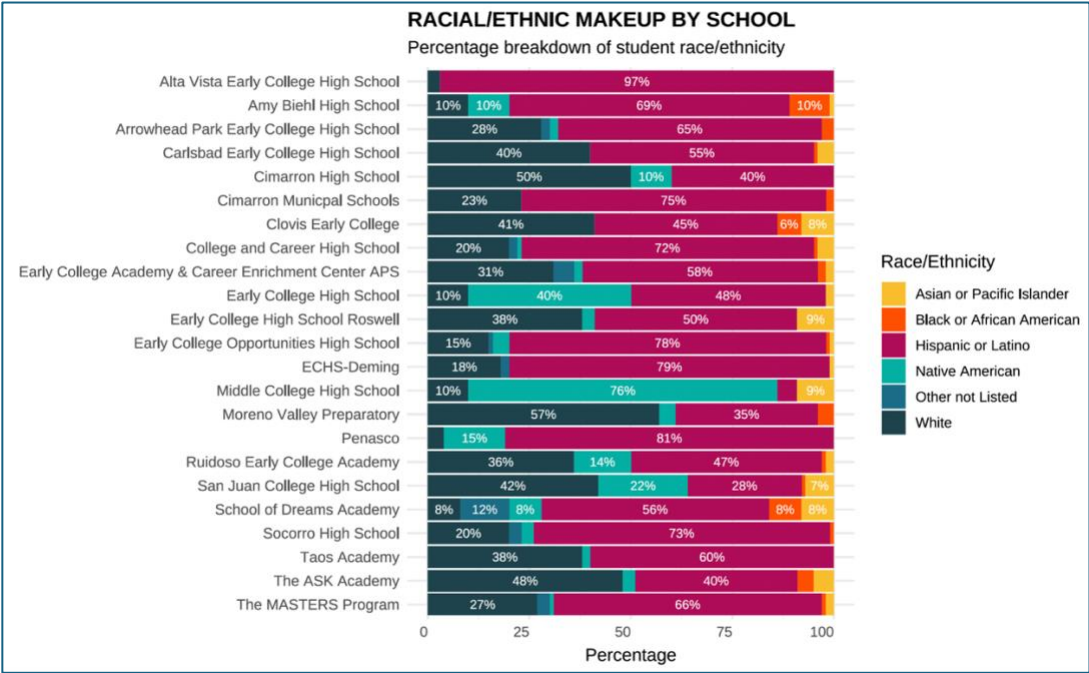
The small school size of Early College High Schools provide students not just early exposure to college courses, but wraparound supports to help them succeed in their simultaneous progression toward high school and college completion. ECHS students graduate at greater rates than non-ECHS students and can save time and money on their way to higher level degrees and entering the workforce sooner and at a higher skilled level.

New Mexico Public Education Department Strategic Plan for Success (2025): <https://web.ped.nm.gov/wp-content/uploads/2025/03/PED-Strategic-Plan-2025-Digital-Interactive.pdf>

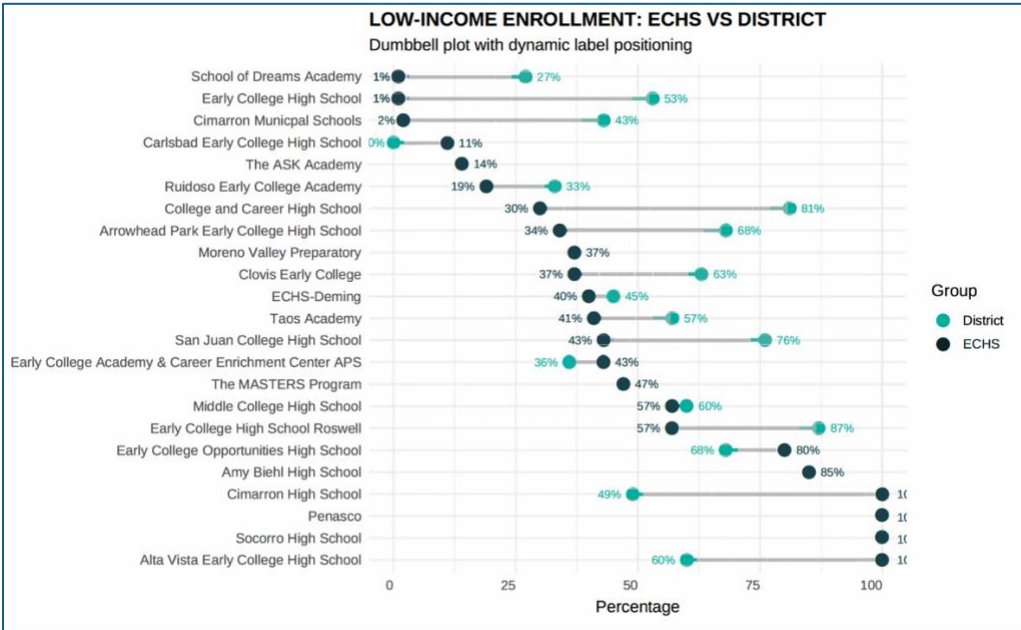
EQUITABLE ACCESS

New Mexico’s Early College High Schools are unique from other states in that the majority of their students are students of color: Hispanic, African American, and Native American. Statute requires that schools’ enrollment demographics mirror those of the district at large.

Following is a breakdown of student populations by race by school based on 2024-25 End of Year reporting from each ECHS.



Additionally, as a group, 47% of the students in that state’s ECHSs are classified as low-income. Following is a chart of each school’s low-income population compared to their home districts based on 2024-25 End of Year Reporting.



PERFORMANCE DATA

Early College High Schools can be public high schools or charters, and they exist in three different models in New Mexico:

- As a school within a high school
- As a standalone school
- On a college campus

New Mexico Vistas provides information that can be used to evaluate performance data of ECHS students vs. non-ECHS students in their districts. According to New Mexico Administrative Code⁵, each ECHS's student population is to be a reflection of the district at large, allowing for some comparisons to be made between those schools that provide data separate from the district at large. Looking at them as a group, 15 to 20 schools do provide data distinct to the school vs. the district. A summary of those comparisons is below.

Metric	ECHS	District	ECHS Difference
Math Proficiency	31%	13%	+18%
Reading Proficiency	60%	36%	+24%
Science Proficiency	63%	39%	+25%
Graduation Rate	88%	79%	+9%
College and Career Ready	92%	89%	+3%
English Language Learner Progress	22%	12%	+10%
Attendance	80%	65%	+15%

Note: Data reflect aggregated comparisons from 15–20 ECHS sites reporting disaggregated outcomes through NM Vistas. Percentages represent school-level averages compared to district-wide average. At the time of publication, Costs Per Pupil were unavailable.

ACADEMIC IMPACTS HAVE ECONOMIC BENEFIT

According to the New Mexico Department of Workforce Solutions' State of Workforce 2025⁶, the percent of the population holding associate degrees or the higher is on the rise, while those with some college but no degree or less are on the decline.

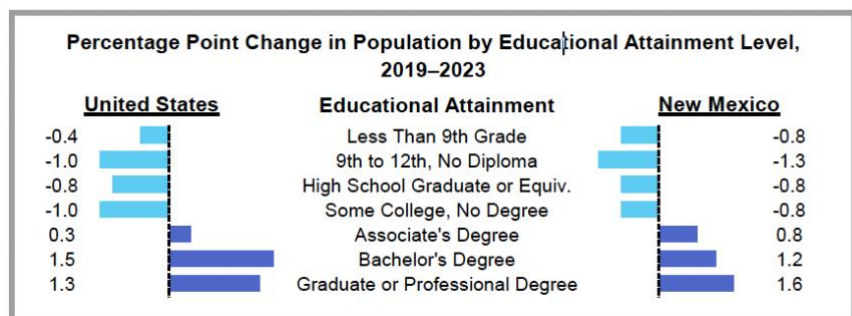


Figure 1 - New Mexico State of Workforce 2025, NMDWS

The ECHS model also contributes to increased high school graduation rates,

⁵ New Mexico Administrative Code for Early College High Schools: https://web.ped.nm.gov/wp-content/uploads/2025/01/CCRB_earlycollegehighschool_Administrative.Rule_6.30.13.NMACEarly.College.High_Schools.pdf

⁶ New Mexico Department of Workforce Solutions State of the Workforce 2025: https://www.dws.state.nm.us/Portals/0/DM/LMI/State_of_the_Workforce_2025.pdf

which are up in New Mexico 3.1% from 2019 to 2024⁷. Statistically, those who have some college or an associate's degree or higher are more likely to be participating in the workforce (Figure 2) than those high school diploma or less and less likely to be unemployed than those without those credentials (Figure 3).

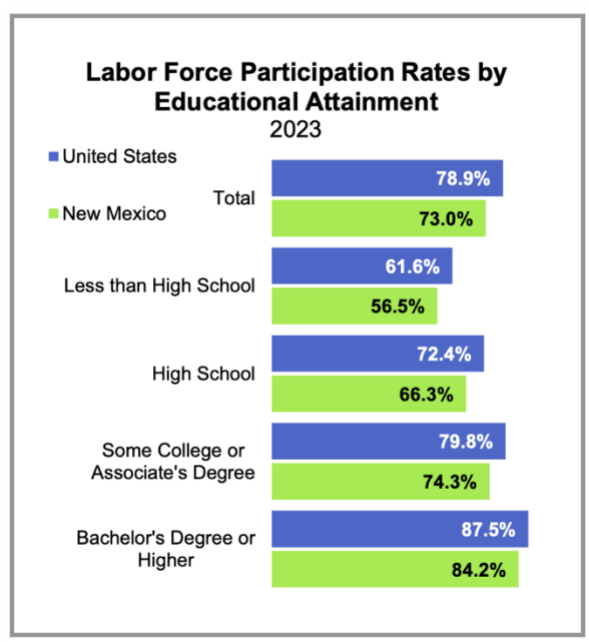


Figure 2 - NMDWS Labor Force Participation Rate

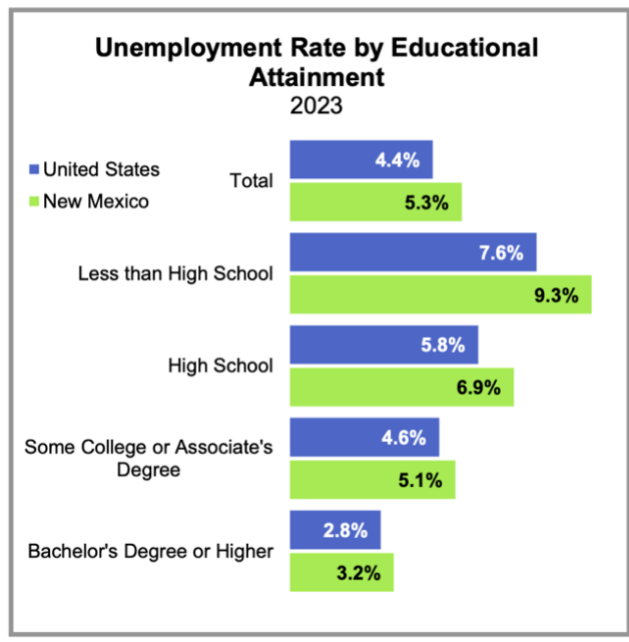


Figure 3 - NMDWS Unemployment by Education Level

This also bodes well for the economic impact of a more highly educated populous. The Early College High School model contributes to this by producing graduates that have earned a skill-based credential and/or have an associate's degree or have acquired significant college credits toward securing a bachelor's degree. Early College High School graduates can out-earn their non-ECHS peers by \$5,062⁸. Those who go on to pursue their bachelor's degree will outearn high school graduates by \$17,545⁹.

The Federal Reserve Bank of St. Louis produces longitudinal trends analysis that can indicate relevant metrics at the county level, including:

- High School Graduation Rates
- Associate Degree holders 25 and older
- Bachelor Degree holders 25 and older
- Income
- Poverty

New Mexico's increase in high school graduation rates has corresponded with the rise of the Early College High School movement, as well as increased access to Dual Credit Courses, which became part graduation

⁷ New Mexico Department of Workforce Solutions State of the Workforce 2025: https://www.dws.state.nm.us/Portals/0/DM/LMI/State_of_the_Workforce_2025.pdf

⁸ https://www.dws.state.nm.us/Portals/0/DM/LMI/College_Degree_Payoff_in_NM.pdf

⁹ https://www.dws.state.nm.us/Portals/0/DM/LMI/College_Degree_Payoff_in_NM.pdf

requirements in 2014¹⁰. Decreases in graduation rates post-pandemic show corresponding decreases in dual credit student and courses.

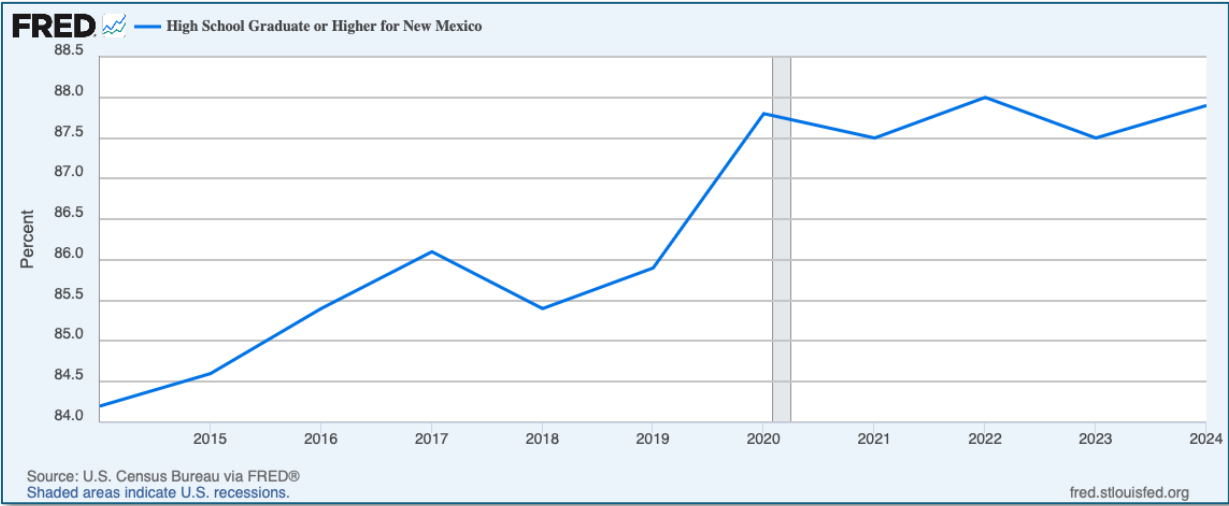


Figure 3 - NM High School Graduation Rate 2014-2024

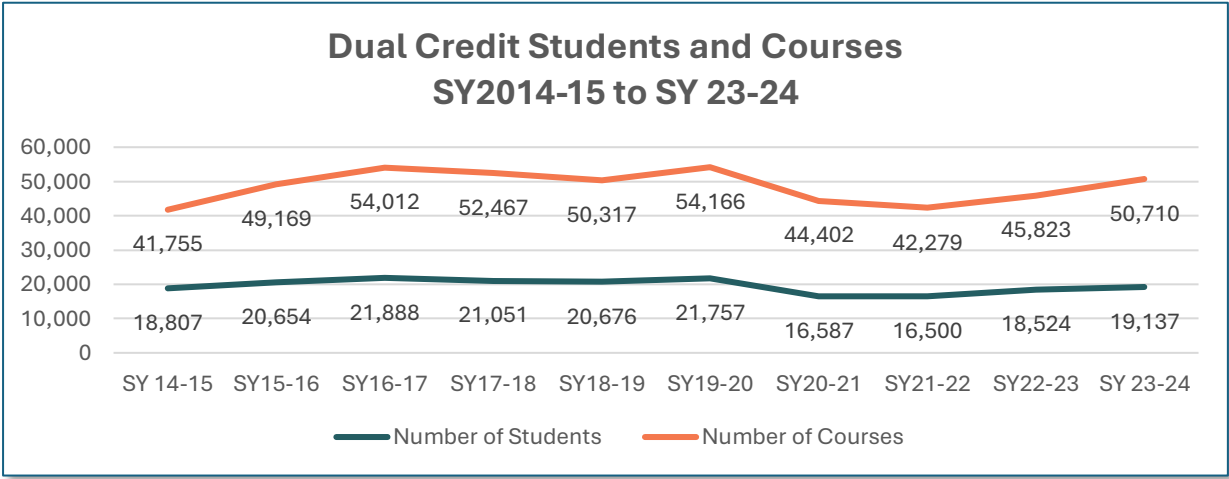


Figure 4 - Dual Credit Enrollment and Courses 2014-2024

While most traditional high school students take one Dual Credit Course per semester, the concentration of college courses in the Early College model accounts for students taking three or more courses per year¹¹. The increase in Early College High School students who earn credentials as a group generate corresponding economic benefit to the economy of communities and the state.

As a group, the increased earnings for ECHS graduates when they enter the workforce at higher educational levels flows into disposable income, federal and state tax contributions to their communities, as well as decreased dependence on state and federal social programs.

¹⁰ Dual Credit Annual Reports - <https://web.ped.nm.gov/bureaus/college-and-career-readiness-bureau/college-credit-programs/dual-credit/>
¹¹ 2023-2024 New Mexico Dual Credit Annual Report, Page 15: <https://web.ped.nm.gov/wp-content/uploads/2025/08/2023-24-Dual-Credit-Annual-Report-Final.pdf>

The following chart outlines potential economic gains and reduced spending at the individual level, as well as a cohort. Disposable income is estimated at 88%, based on data from the US Bureau of Economic Analysis, August 2025¹².

Indicator	Annual Per ECHS Graduate	Annual ECHS Graduate Cohort
Increase Annual Earnings over High School Graduate	\$5,062	\$17,717,000
Increase in Disposable Income	\$4,455	\$15,590,960
Increase in Federal Tax Contribution Based on Median Income Tax Rate (12% - 2025 Tax Table)	\$607	\$2,126,040
Increase in State Tax Contribution Based on Median Income Tax Rate (NM Tax & Rev Table)	\$218	\$761,831
Reduction in Unemployment Insurance Payouts ¹³	\$484	\$1,694,000

Using Federal Reserve Bank of St. Louis' trends analysis¹⁴ from the from counties that have Early College High Schools, there appears to be significant increases in Associate Degree holders 25 and older as time goes on.

Just a few examples include Dona Ana, Bernalillo, and Eddy that were among the first to have had Early College High Schools, giving their graduates time to reach the age of 25. For each of these counties, charts will show the increase in Associate Degree holders, as well as the corresponding charts for income (2014 to 2024) and poverty (2013 to 2023).

¹² Bureau of Economic Analysis:

https://apps.bea.gov/iTable/?reqid=19&step=3&isuri=1&1921=survey&1903=76&_gl=1*fk8h2b*_ga*MTM0MTkwMjEzMS4xNzU4ODIzMDUz*_ga_J4698JNNFT*czE3NjQwNzg2MjkkbzIkZzEkdDE3NjQwNzg2NzMkajE2JGwwJGgw

¹³ <https://worldpopulationreview.com/state-rankings/unemployment-benefits-by-state>

¹⁴ <https://fred.stlouisfed.org>

Dona Ana County

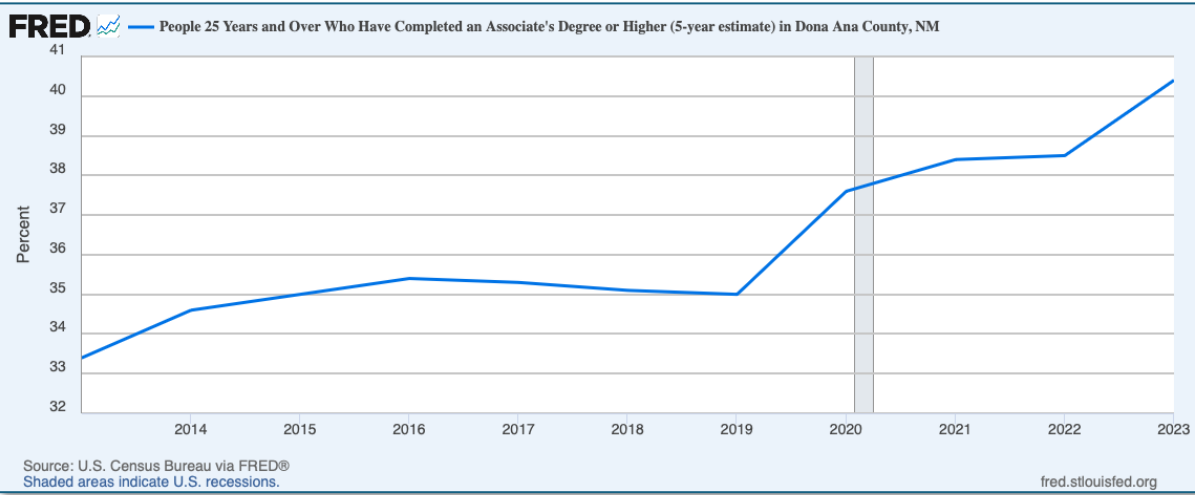


Figure 5 - Dona Ana County Associate Degree Holders

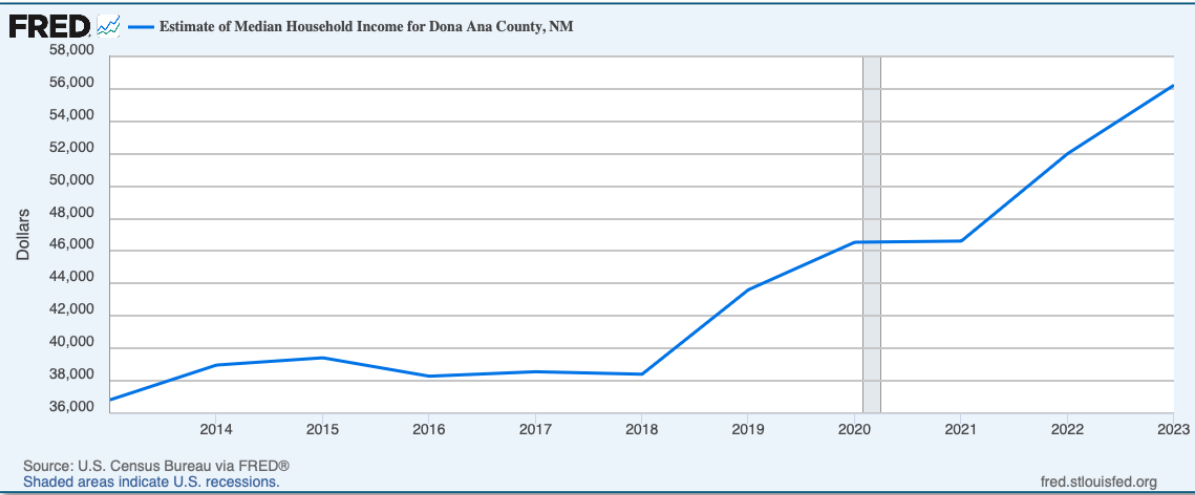


Figure 6 - Dona Ana County Median Household Income

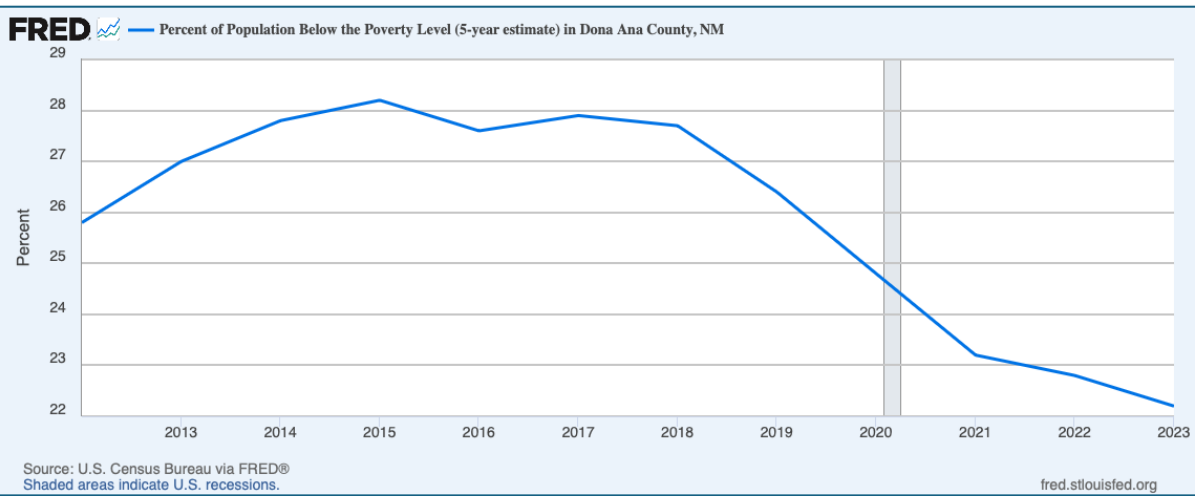


Figure 7 - Dona Ana County Population in Poverty

Bernalillo County

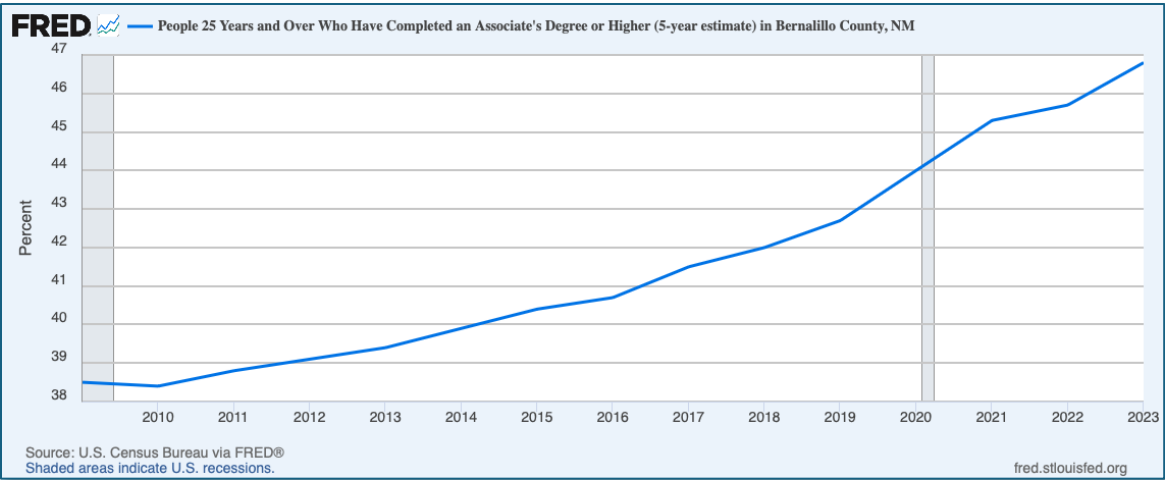


Figure 8 - Bernalillo Associate Degree Holders

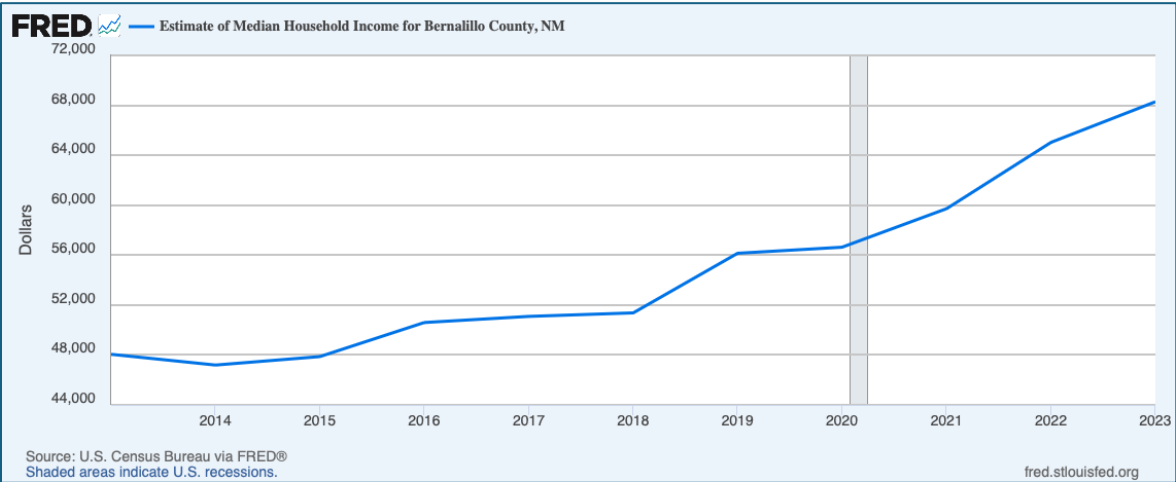


Figure 9 - Bernalillo Median Household Income

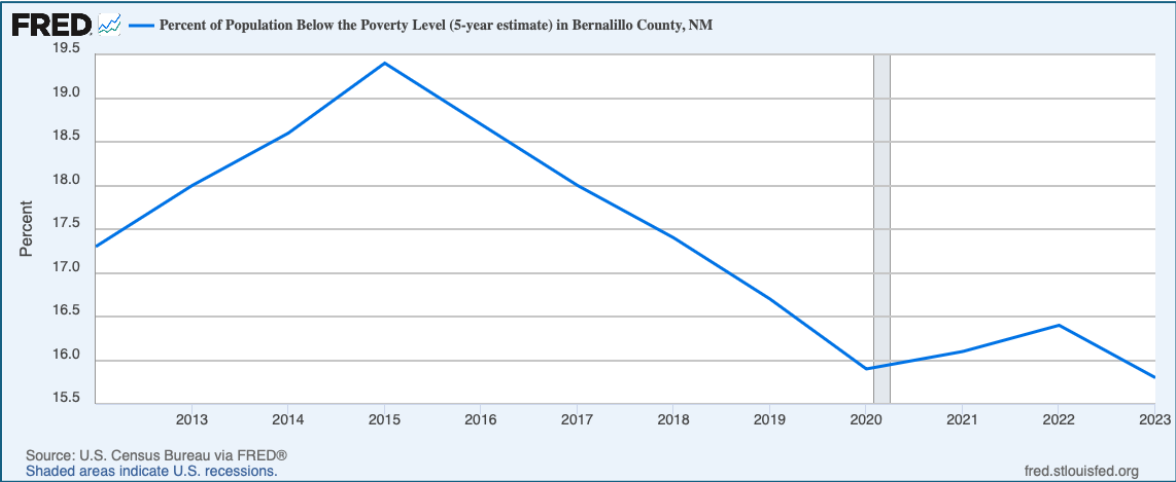


Figure 10 - Bernalillo Population in Poverty

Eddy County

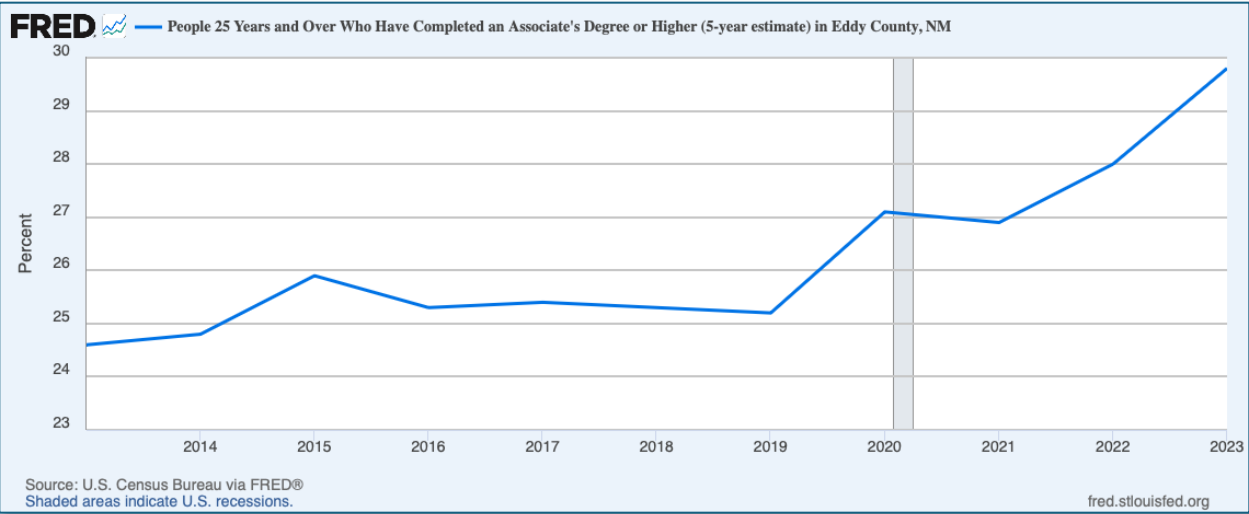


Figure 11 - Eddy County Associate Degree Holders

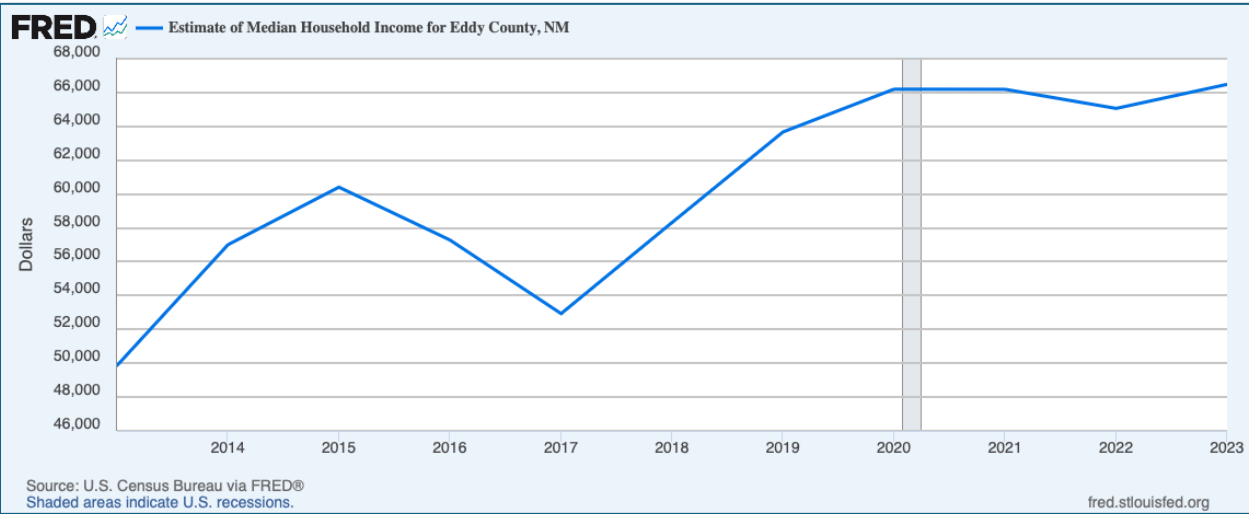


Figure 12 - Eddy County Median Household Income

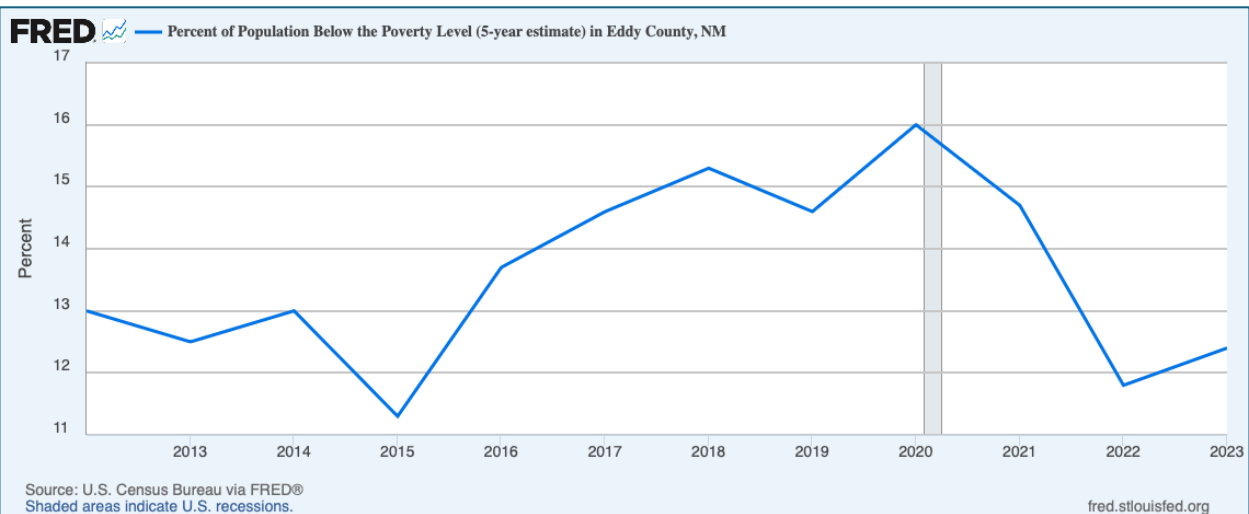


Figure 1 - Eddy County Population in Poverty

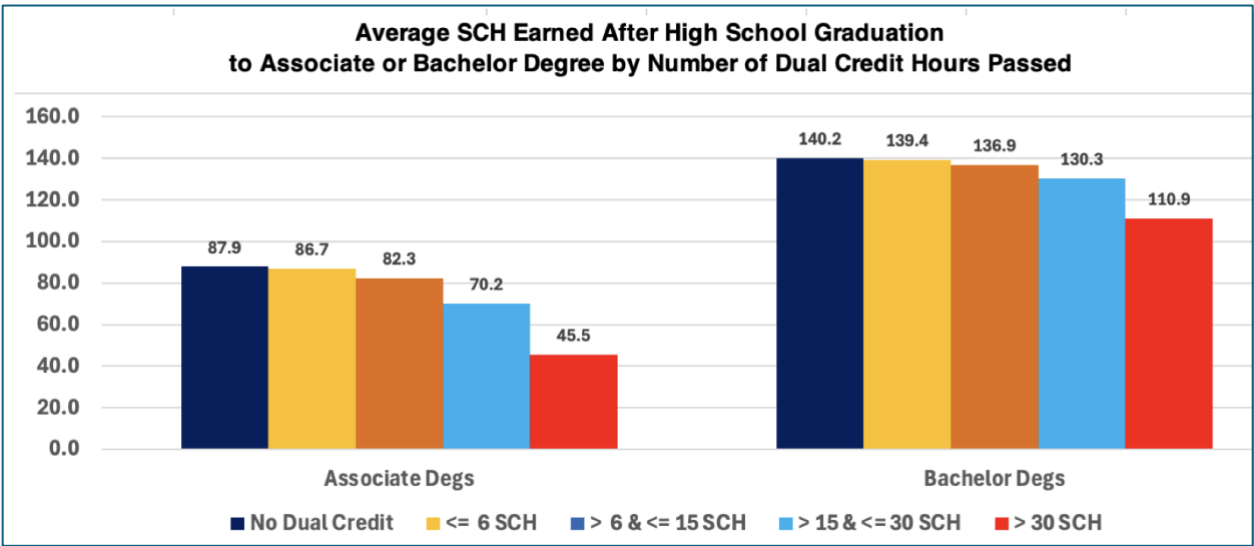
Finally, alignment with local employers is critical to maximizing the impact of an ECHS in a community. As a group, these schools report having almost 500 employer partners participating in work-based learning with their students. These relationships are critical as communities seek to keep local talent to become active, contributing members of the workforce.

Early connections to employers are proven to be of benefit to both students and employers¹⁵. Students learn soft skills, what credentials are valuable to employers, and build their social capital by establishing professional networks. For employers, it’s the opportunity to invest in and train future talent.

TIME TO DEGREE

New Mexico’s Early College High School students who complete 30 college credit hours during their high school careers, ideally earning an associate’s degree, are taking less college credit hours post-high school graduation on their way to degree attainment. At the end of the 2024-2025 school year, almost 400 students earned associate degrees.

Data from the 2023-24 New Mexico Dual Credit Annual Report¹⁶ shows a less than, or equal to, number of credit hours taken before earning a degree compared to their non-Dual Credit peers.



The benefits of quicker time to degree include:

- Reduced cost of college for the student and family
- Reduced need for financial aid through loans and grants
- Reduced need for remediation
- Quicker workforce entry
- Increased lifetime earnings when entering the workforce sooner and at a higher educational level

¹⁵ American Student Assistance (2024): <https://www.asa.org/research/youth-work-based-learning-trends-benefits-and-opportunities-for-students-and-employers/>

¹⁶ 2023-2024 New Mexico Dual Credit Report, page 17: <https://web.ped.nm.gov/wp-content/uploads/2025/08/2023-24-Dual-Credit-Annual-Report-Final.pdf>

The cost savings provided by the Dual Credit courses that are the fuel that drives the dual outcomes of the ECHS model is of incredible benefit to New Mexico’s families, especially those who are low-income. Education is the vehicle out of poverty, and New Mexico has been intentional in making college as affordable as possible for its families. This benefit is magnified in the delivery of the ECHS model.

Using \$74 as the average cost per credit hour¹⁷ among New Mexico’s community colleges, following is a breakdown of what Early College High Schools are saving students and families in future college costs. By statute the minimum an ECHS student can earn is 12 credit hours, but the ultimate goal of the ECHS model is for students to earn Associate’s Degrees in 30 hours.

Cost of NM College Attendance ¹⁸	Minimum 12 Hours	Maximum 30 Hours
Individual Cost of Tuition and Fees	\$ 888	\$ 2,220
Books and Supplies	\$ 519	\$ 1,298
Other Expenses	\$1,808	\$ 4,520
TOTAL	\$3,215	\$ 8,038

CONCLUSION

The Early College High School model has proven to be an effective innovation in education delivery that is serving students, families, and the state well. It has proven itself as an important investment for New Mexico to make in the future of its’ students.

From the academic benefits of higher graduation proficiency rates to the corresponding economic benefits when students enter the workforce with higher credentials and earning higher wages, Early College High Schools have proven to work well in New Mexico’s diverse communities – rural, urban, and those serving tribal communities.

Lessons from the model, including career pathway focus, intentional sequencing of dual credit courses, maximizing the senior year to accelerate college advancement and completion, can be applied in the context of any New Mexico high school through Next Step Planning and Career and Technical Education programs.

The future is bright for New Mexico’s Early College High Schools, their students, and especially their graduates. The more these schools are aligned to the industries that drive the state and communities forward, the more powerful these education innovations will prove to be.

¹⁷ College Tuition Compare Website: <https://www.collegetuitioncompare.com/statistics/cost-of-attendance/?state=NМ&level=community-colleges>

¹⁸ College Tuition Compare Website: <https://www.collegetuitioncompare.com/statistics/cost-of-attendance/?state=NМ&level=community-colleges>

APPENDIX

New Mexico Early College High Schools

District Name	School Name	Programs of Study	Degrees/Credentials
Alamogordo Public Schools	Early College Health & Academic Academy	Health Sciences, Core Academics	Associate Degrees
Albuquerque Public Schools	College and Career High School	Student's Choice Aligned to CNM Programs of Study	Associates of Arts, Science, and Applied Science Degrees
	Early College Academy	Automotive, Cosmetology, and Nursing	AAS - Cosmetology, AAS – Nursing, Nursing Assistant Certificate, Automotive Technology Certificate
Albuquerque State Charters	Amy Biehl Early College Academy	University Studies, Education, Film Studies	Courses aligned to 4-year degrees in education, film studies, and most 4-year degrees
Carlsbad Municipal Schools	Carlsbad Early College High School	Health Science, IT, Education, Business Management, Social Work, Criminal Justice, Engineering	AA – General Studies, AAS – Digital Media Technology, AA Early Childhood Education, AS Pre-Business, AS
Central Consolidated Schools (Bond Wilson Career Center)	Shiprock High School	Culinary Arts, Construction Technology, Welding, Health Science, Mechatronics (Engineering/Computer Science), Early Childhood Development, Entrepreneurship, Aeronautic Engineering	Culinary Arts Certificate, Welding Certificate, Construction Technology Certificate, Industrial Maintenance Operations, Pre-Nursing Certificate, Pre-Engineering Certificate, AS – Computer Science
	Newcomb High School		
Cimarron Municipal Schools	Cimarron High School	General Education, Wind Turbine Technician, Digital Media, Firefighting, Welding, Wood Working, Information Technology and Cybersecurity	AA – General Education, AAS – Information Systems, AAS – Wildfire Science, AAS – Emergency Medical Services, Credentials: Adobe Photoshop, Adobe Premier, Adobe Animate, Adobe Dream Weaver, Adobe Illustrator, Adobe InDesign, Federal Aviation Administration Remote Pilot License, OSHA – 10 Certificate, Wind Turbine Technician Certificate, Wildland Fireman, Welding, Wood Working
	Moreno Valley High School	Construction Technology with Electrical Technology	OSHA – 10, Information Technology Certification, Construction Technology

		Concentration, Information Technology, Liberal Arts	Certification, AA – Liberal Arts, Coursework aligned to BA, BS degrees
Clovis Municipal Schools	Early College High School	Allied Health, Automotive Technology, Behavioral Science, Biology, Business Administration, Computer Information Systems, Cosmetology and Esthetics, Criminal Justice, Early Childhood Education, Fine Arts, General Studies, Graphic and Media Art, Health and Physical Education, Industrial Technology, Liberal Arts, Mathematics, Paralegal (Legal Assistant), Welding	Associate Degrees in the relevant Programs of Study and Health Care Assistant, Phlebotomy, Emergency Medical Services, Certificate of Completion in Income Tax Preparation, Certificate of Completion in Industrial Technology, Certificate of Completion in Electrical Maintenance
Deming Public Schools	Early College High School	Nursing, Social Work, Early Childhood Education	Nursing Assistant Certificate, AA Childhood Development
Farmington Municipal Schools	San Juan College High School	Student choice aligned with San Juan College: Arts, Communication, Humanities, Business and Entrepreneurship, Computer Science, IT, Cyber Security, Education, Human Services, Public Safety, Energy, Manufacturing, Transportation, Health Sciences	AA, AS, and AAS Degrees
Gadsden Independent Schools	Alta Vista Early College High School	Data Systems/Processing, Database Design and Programming, Database Programming with SQL, Application Foundations	AA – General Studies, AAS – Digital Media Technology
Gallup School District	Middle College High School Charter	Emergency Medicine, Business Administration	AA – Liberal Arts, AS – Science, AS – Nursing, AS – Business Administration
Grants-Cibola County Schools	GCCS Early College High School	Pre-Engineering, Welding, Automotive, Education/Early Childhood Education	AA – General Studies, AA – Early Childhood Education, AA – Education, AS – Pre-Business, AS – Pre-Med Studies, AS – Engineering, Welding Certificate, Automotive Certificate
Las Cruces Public Schools	Arrowhead Park Medical Academy	General Medical Sciences	AS Pre-Med Studies, AS Pre-Nursing Studies, Certified Nursing Assistant, EKG Technician, Phlebotomy Technician

	Arrowhead Park Early College High School	Project Lead The Way Engineering	AS Engineering
Los Alamos Public Schools	Los Alamos Early College and Career Academy	STEM, IT, Health Sciences	AS – Electro-Mechanical Technologies, AS – Emergency Medical Technician, AA – Business Marketing, Robotics Certificate
Los Lunas State Charters	School of Dreams Academy	Science, Technology, Engineering, Arts, Math, CPR and Veterinary Technician	<u>Certificates:</u> 3-D Printing Academic, Automotive Technology, Allied Health, Film technician, Health Information Technology, Medical Assistant, Networking and Linux, PC Operating Systems and Repair, VMware, Welding <u>AA Degrees:</u> Art Studio, Business Administration, Criminal Justice, Criminology, Early Childhood Education, Elementary Education, Film & Digital Arts, Integrative Studies, Liberal Arts, Secondary Education <u>AAS Degrees:</u> Computational Mathematics Game Design & Simulation Information Technology, Manufacturing and Industrial Technology <u>AS Degrees:</u> Emergency Medical Services, General Science, Health Education, Mathematics, Nursing, Pre- engineering
Peñasco Independent Schools	Peñasco High School – R.I.S.E. Early College Program	Psychology, Health Sciences, Social Work	AA Degrees: Liberal Arts,, Business Administration AS Degrees: Science, Nursing
Rio Rancho State Charters	The ASK Academy Early College High School	Health Science, STEM	<u>Certifications:</u> Community Health Worker, Certified Nursing Assistant,

			<p>Emergency Medical Technician, Patient Care Technician</p> <p><u>Associate degrees:</u> Biotechnology, Emergency Medical Services, Medical Lab Technician</p>
Roswell Independent Schools	Early College High School	<p>Advanced Emergency Medical Technician (AEMT) COE, Automotive Technology – Brakes COE, Diesel COE, Level I COE, and Level II COE, Aviation Maintenance Technology COA, Bookkeeping-Accounting COE, Certified Occupational Safety and Environmental Technician SET (COSET), Specialist SET (COSHS), Trainer SET (COSHT), and Technician SET (COST), Commercial Driver’s License COE, Commercial Refrigeration COE, Computer and Network, Cyber Security COC, Emergency Medical Technician (EMT) COE, Advanced Emergency Medical Technician (AEMT) COE, Automotive Technology – Brakes COE, Diesel COE, Level I COE and Level II COE, Aviation Maintenance Technology COA, Bookkeeping-Accounting COE, Certified Occupational Safety and Environmental Technician SET (COSET), Specialist SET (COSHS), Trainer SET (COSHT), and Technician SET (COST), Commercial Driver’s License COE, Commercial Refrigeration COE, Computer and Network, Cyber Security COC, Emergency Medical Technician (EMT) COE, Medical Assisting COT, Medical Coding Specialist COT, Medical Scribe COE, NMYCA Emergency Medical Responder COE, NMYCA Fire Science COE, Nursing Assisting</p>	<p>AAS – Aviation Maintenance Technology, AAS – Automotive Technology, AAS – Engineering and Design Technology, AAS – Fire Science, AAS – Heating, Ventilation, Air Conditioning, Refrigeration, AAS – Media Arts – Film Technology, AAS – Media Arts – Graphic Design, AAS – Medical Assisting, AAS – Occupational Safety Engineering and Environmental Management Technologies, AAS – Office Management and Technologies, AAS – Paramedic</p> <p>AAS – Police Science, AAS – Professional Pilot Training Fixed Wing, AAS – Respiratory Therapy, AAS – Welding Technology, AA – Agriculture</p> <p>AA – Behavioral Sciences, AA – Business Administration, AA – Criminal Justice, AA – Human Services, AA – University Studies, AS- Biology, AS- Mathematics, AS- Nursing, AS- Occupational Therapy Assistant, AS- Teacher Education – Early Childhood, AS- Teacher Education – Elementary Education, AS- Teacher Education – Secondary Education</p>

		COE, Occupational Safety, Engineering and Environmental Management Technologies, Safety Trained Manager, and Technician Level 1, Office Management and Technologies Office Assistant COE, Paramedic COT, Pharmacy Technician COE, Phlebotomy COE, Professional Pilot Training Fixed Wing Advanced COE, Fixed Wing Basic COA, and Fixed Wing Intermediate COA, Teacher Education Early Childhood COT, Welding Technology Basic COE, Advanced COE, Pipe Welding COE, and Structural Welding COE	
Ruidoso Municipal Schools	Ruidoso High School	Welding Technology, Wildland Fire, Emergency Medical Technician, Information Systems	AAS – Information Systems, AAS – Wildfire Science, AAS – Emergency Medical Services, Welding Technology Certificate, Construction Trades Certificate
Santa Fe Public Schools	Early College Opportunities	Automotive Technology, Auto Body, Welding, Construction	AAS – Welding Technologies, AAS – Automotive Technologies
Santa Fe State Charters	The MASTERS Program	Computer Science, Culinary Arts, Business Administration/Entrepreneurship, Automotive Tech, Criminal Justice, Health Care Prep, Trades Prep, Environmental Science Prep, 2-Year/4-Year Transfer	Computer Hardware and Software Certificate Culinary Fundamentals, Certificate Business Administration, Certificate Automotive Maintenance and Light Repair, Certificate Criminal Investigation Certificate Liberal Arts for Transfer Certificate Environmental Science/Controlled Agriculture Prep Pathway Health Care Prep Pathway Trades, Advanced Technologies, and Sustainability Prep Pathway
Socorro Consolidated Schools School District	Socorro Early College High School	Business, General Studies	Business Certificate, Associate of General Studies, Coursework aligned with bachelor's degrees in management, Earth Science, Science, Psychology

Taos Academy Charter	Taos Academy	Student choice aligned with UNM-Taos Programs of Study	AAS – Information Technology, Certified Nursing Assistant, AA – Business, AS – Computer Science, Associate of Liberal Arts, Associate of Science
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