NEW MEXICO
Public Education Department

NEW MEXICO
HIGHER EDUCATION
DEPARTMENT

Fostering Student Success from Cradle to Career

New Mexico Dual Credit Program

Breezy Gutierrez, NMPED, Senior Manager, College & Career Readiness Bureau

Dr. Jody Weber, NMHED, Education Administrator, Academic Affairs & Policy Division

Presentation for the Legislative Education Study Committee | November 18, 2026

Agenda

- Student spotlight & the impact of dual credit
- New Mexico's dual credit vision
- CHSA grant work & stakeholder findings
- Dual credit by the numbers
- New dual credit data dashboards
- Outcomes and work underway
- Opportunities to strengthen dual credit
- Key takeaways & next steps

Photo courtesy of the University of New Mexico – Taos.



Student and Dual Credit Spotlight

Student Spotlight: Aspen Coriz-Romero

- Graduated from Española Valley High School in 2020 with an AA in Liberal Arts from Northern NM College through dual credit.
- **Dual credit helped prepare her for college-level coursework and reduced her general education requirements.**
- Earned a Davis NM Scholarship and completed a BA in Anthropology and Feminist Studies at Southwestern University in 2024.
- Completed a fellowship with the Institute for Policy Studies in Washington, D.C.
- Returned to New Mexico as a NM Rural Library Initiative fellow, supporting rural and tribal libraries statewide.
- Plans to pursue a master's in library and information sciences and a career in public librarianship.

"Dual credit was a really excellent opportunity. It helped me find my path to an associate's degree and paid for my books and tuition."
-Aspen Coriz-Romero



Photo courtesy of Northern New Mexico College.

Dual Credit Impact



Photo courtesy of San Juan College.

Early College Experience

Gain experience with college coursework and expectations.

Time and Cost Savings

Earn transferable credits before high school graduation.

Credential Attainment

Make progress toward-–or complete—a college certificate or degree.

Future Pathways

Build momentum toward further education or careers.

Confidence and Belonging

Build confidence navigating college—especially for students who may be the first in their families to attend—making early exposure to the college environment especially valuable.

New Mexico Dual Credit Vision Statement

The New Mexico Dual Credit Program Vision Statement

“The vision for the New Mexico Dual Credit Program is to promote equitable access to higher education by nurturing curiosity, cultivating academic excellence, and inspiring confidence. The program builds college and career readiness, igniting bright futures for all high school students and strengthening communities across New Mexico.”

College and High School Alliance (CHSA) Grant

College and High School Alliance (CHSA) Grant

- **In late 2024, New Mexico was selected as one of seven (7) states to receive a College in High School Alliance (CHSA) grant focused on expanding dual enrollment opportunities.**
  - The state identified as its primary focus:
    - rural students, and
    - economically disadvantaged students
- **The CHSA Grant Workgroup includes representatives from:**
  - New Mexico Higher Education Department (NMHED)
  - New Mexico Public Education Department (NMPED)
  - New Mexico Dual Credit Partnerships
  - New Mexico Colleges and Universities

College and High School Alliance (CHSA) Grant

- **NMPED and NMHED surveys:** Spring 2025 and 2026
- **Five regional focus groups held between September 2025-January 2026**
- **Weekly workgroup meetings**
  - Additionally, two in-person workgroup convenings held in July 2025 and April 2026
- **Dual Credit Day** at the New Mexico State Capitol (Roundhouse)
- **Four national convenings:**
  - February and October 2025
  - July and September 2026
- **NMHEAR workshops:** March and June 2026
- **New Mexico School Counselor Association Conference:** October 2026



Photo courtesy of the CommUNITY Learning Network.

NMPED Survey Results

Surveyed stakeholders across K-12 and higher education

2026 survey – 860 responses, 35% were students

Challenges that impact student engagement

- 54% Class period/semester scheduling
- 42% Availability of teachers/faculty
- 40% Course selection and availability
- 32% Transportation

Key Takeaway: Outreach is a critical success factor

- 58% Attended high school events
- 43% Experienced Advisor presentations
- 32% Received promotional media



Photo courtesy of the University of New Mexico – Taos.

NMHED Survey Results

Surveyed all higher education institutions including tribal colleges and universities. Received 23 responses out of 29 higher education institutions.

1,001

course sections opened solely for dual credit students in academic year (AY) 2024-2025.

18 of 23 higher education institutions

reported that dual credit demand exceeds capacity or sometimes exceeds capacity.

Top Capacity Constraints

16 institutions cited insufficient qualified high school instructors; 15 cited insufficient faculty availability; and 13 cited transportation barriers.

~$8.1 Million+

in estimated resources provided by higher education institutions to support dual credit students. The survey notes this is a floor, because several institutions could not quantify all costs.



Photo courtesy of the University of New Mexico – Taos.

CHSA Grant Work Deliverables and Work Beyond the Grant

- **Vision Statement:** Complete.
- **Memorandum of Agreement (MOA) Template:** Updated the MOA template between high schools and higher education institutions, including updated communication plans; complete and pending approval.
- **Intentional Dual Credit Pathways:** Students are now required to follow defined pathways to support more intentional dual credit course-taking. General education completion is considered a pathway.
- **Dual Credit Rule Review:** Determined that NMPED and NMHED should maintain separate rules. Shared language will remain consistent, with NMPED-specific provisions for local education agencies (LEAs) and NMHED-specific provisions for higher education institutions (HEIs).

Photo by Allison Shelley/Complete College Photo Library.

CHSA Grant Work Deliverables and Work Beyond the Grant

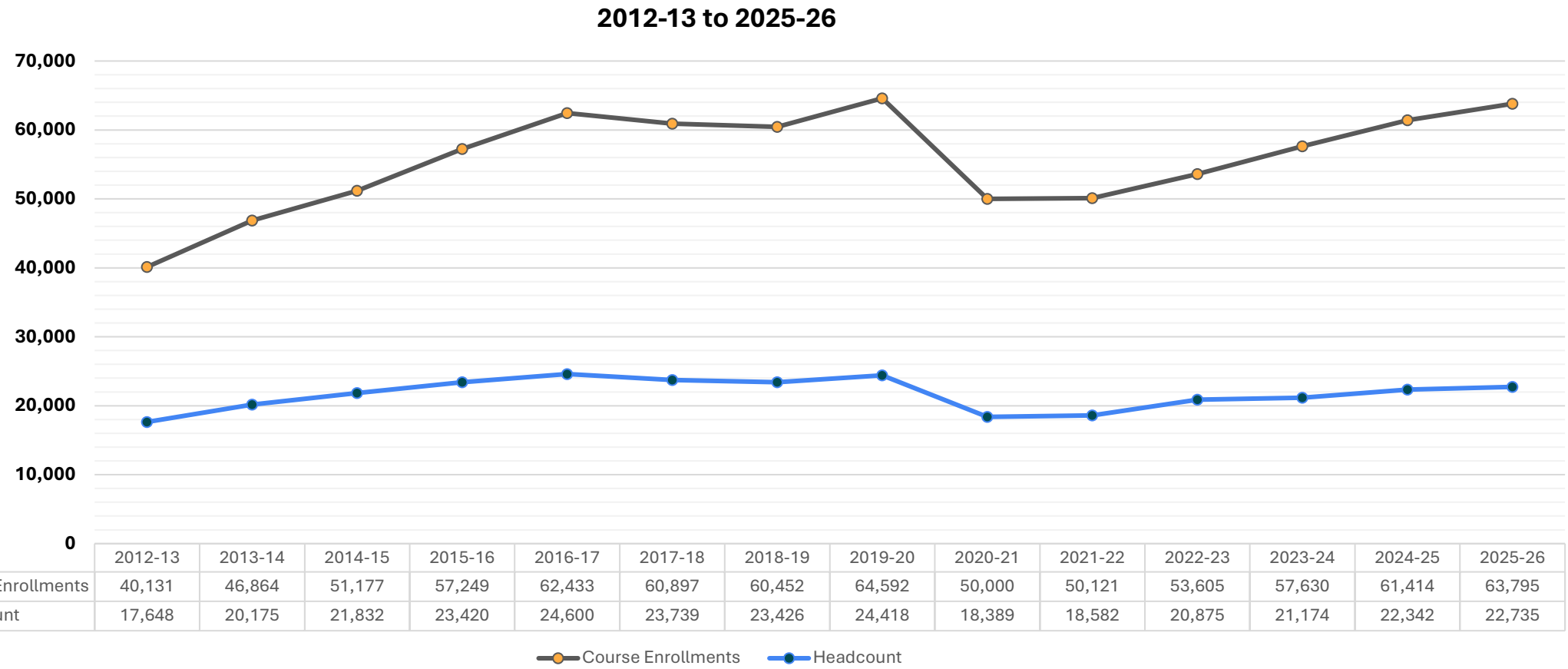
- **Teacher Certification:** Identified strategies to expand the number of high school teachers eligible to teach college-level courses, including graduate certificate programs designed specifically for this purpose.
- **Marketing Plan:** NMPED developed a comprehensive statewide dual credit marketing plan.
- **Policy and Implementation Manual:** Review and updates are ongoing to better support dual credit practitioners statewide.
- **Advising Toolkit:** Currently being developed by dual credit practitioners to better support advisors across the state.
- **Grant Report and Recommendations:** Currently under development, will be completed by December 31, 2026.

Photo by Allison Shelley/Complete College Photo Library.

Dual Credit Data

Data from the Dual Credit Annual Report

Dual Credit Enrollment and Headcount



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Course Enrollments	40,131	46,864	51,177	57,249	62,433	60,897	60,452	64,592	50,000	50,121	53,605	57,630	61,414	63,795
Headcount	17,648	20,175	21,832	23,420	24,600	23,739	23,426	24,418	18,389	18,582	20,875	21,174	22,342	22,735

- **22,735 high school students enrolled in college courses in AY 2025-26.**
- **63,795 total college course enrollments among high school students.**
- **Participation and course enrollment both increased from the previous academic year.**

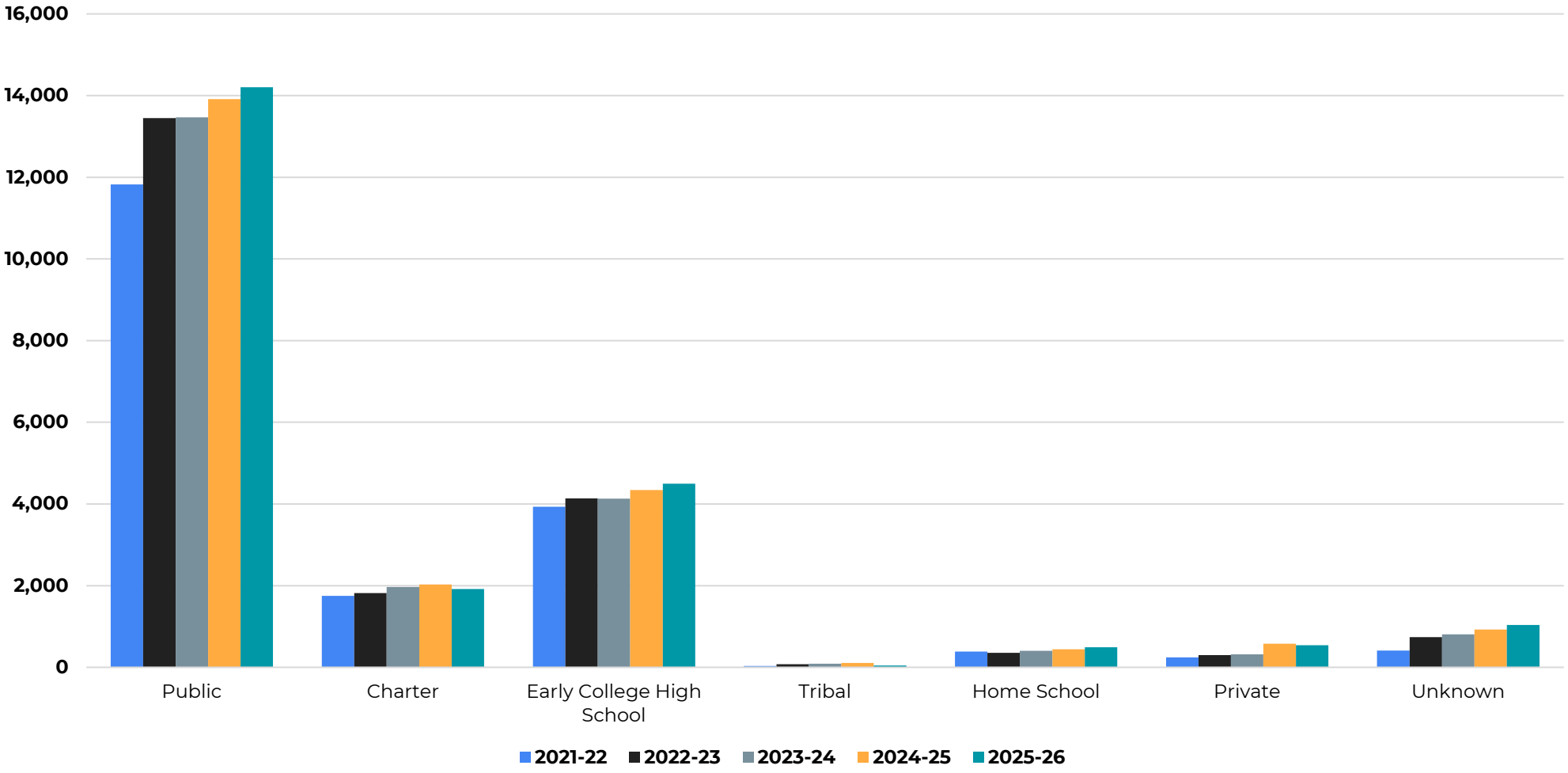
Dual Credit Course-Taking by High School Type

- Students may take one dual credit course per semester or multiple courses within the same semester.
- Most dual credit students take only one course during the academic year, suggesting that many students use dual credit as an introduction to the college experience.
- The share of students decreases as the number of courses taken increases; fewer students take two courses, and still fewer take three or more.
- Course-taking patterns differ by high school type. Public, charter, and private school students are most likely to take one course during the year.
- Early college high school and home school students tend to take more dual credit courses, with larger shares taking multiple courses during the academic year.



Photo by Allison Shelley/Complete College Photo Library.

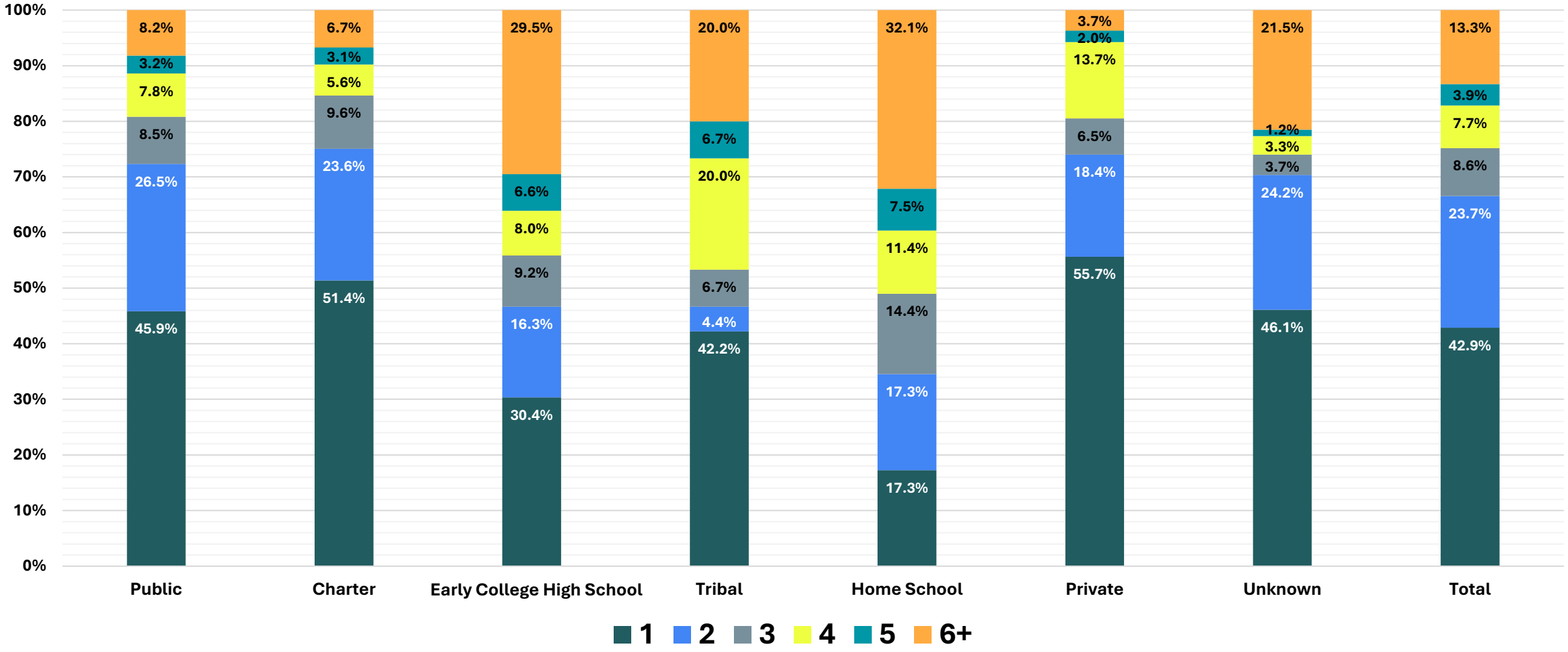
Dual Enrollment Headcount by High School Type 2021-22 to 2025-26



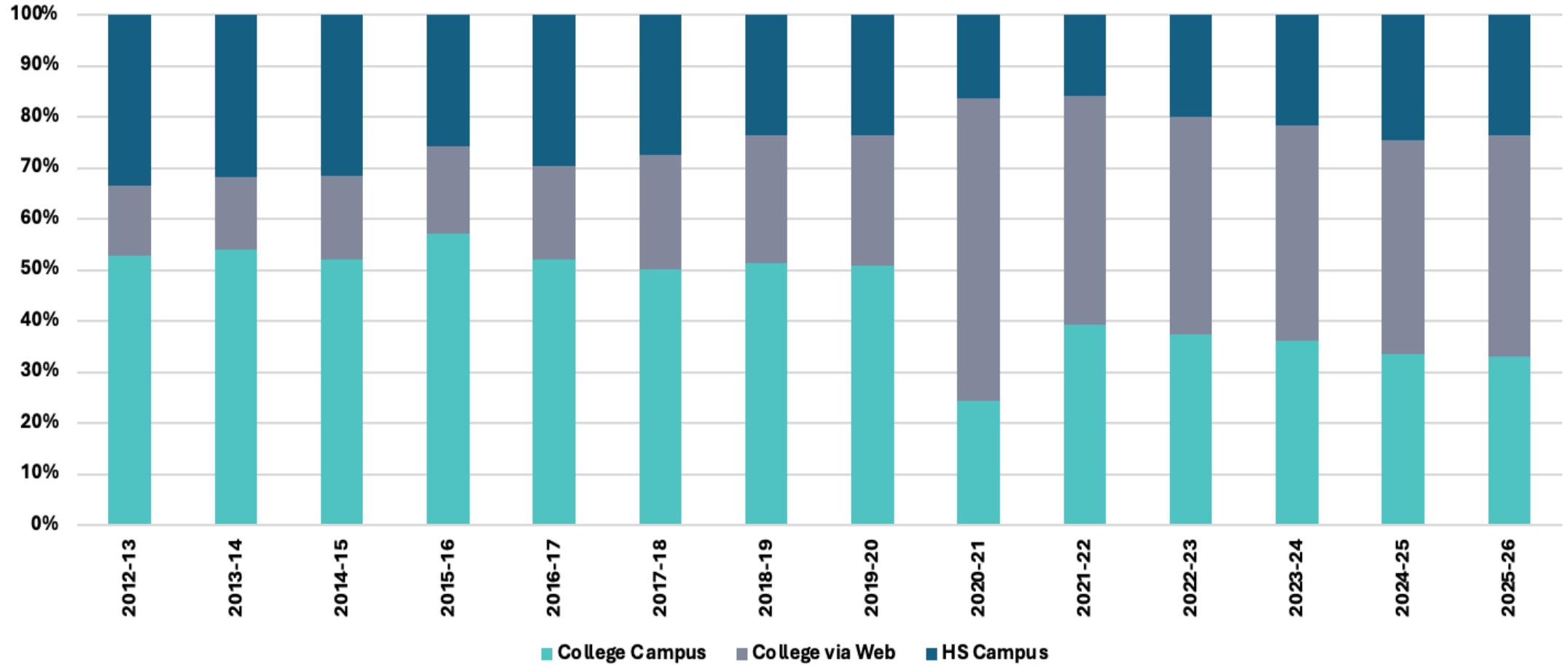
Academic Year 2025-2026

Public: 14,207
Charter: 1,919
Early College HS: 4,499
Tribal: 45
Home School: 492
Private: 539
Unknown: 1,034

Number Of Dual Enrollment Courses Taken By High School Type, 2025–26



Share of Dual Enrollment by Course Delivery Modality
2012-13 to 2025-26



New Dual Credit Tableau Dashboards

Final dashboards will be interactive.

https://hed.nm.gov/data-reports/data-reports-1/tableau-charts-and-tables-pr

New Dual Credit Tableau Dashboards

1. Dual Credit Counts & Enrollments
Track annual student participation, course enrollments, and credit hours earned.

2. Delivery Modality & Credit Hours
Compare enrollment and credit hours across college campuses, online courses, and high school campuses

3. Course Types & Majors
Explore academic and Career and Technical Education (CTE) courses, pathways, and credit-hour trends.

4. Dual Credit County Map
View dual credit participation geographically, with county-level and institutional breakdowns

Recommendations: Opportunities to Strengthen Dual Credit

Expand Awareness of Teacher Credentialing Support

- Increase awareness of the Teacher Preparation Affordability Scholarship for teachers pursuing the graduate credits needed to teach dual credit
- Strengthen communication with districts and educators about available pathways and financial support

Broaden Dual Credit Instructor Pathways

- Expand the number of qualified dual credit instructors at the LEA level; reduce barriers to credentialing
- Increase student access to dual credit, particularly in areas with limited course availability

Support Dual Credit Student Transportation

- Explore opportunities to strengthen transportation support for dual credit students
- Reduce transportation barriers that can limit access to courses offered on college campuses

Strengthen Technology Access

- Provide clear technology expectations and improve access to devices, labs, and technical support
- Ensure dual credit students and counselors know what technology resources are available and required

Moving Dual Credit Forward

STATE-LEVEL OPPORTUNITIES

- Expand teacher credentialing and pathways for qualified dual credit instructors
- Address transportation barriers for dual credit students
- Support equitable access to technology and course resources
- Expand efforts in low enrollment, high-need areas

NMHED AND NMPED WORK UNDERWAY

- Updating MOA template for LEAs and HEIs
- Aligning NMHED and NMPED rules
- Developing intentional dual credit pathways
- Completing the Advising Toolkit and Marketing Plan
- Expanding the DC policy and implementation manual

Dual Credit: Key Takeaways

GOAL: Ensure every NM student can access intentional, high-quality dual credit courses and pathways that help prepare them for what comes next.

Dual Credit is growing
22,735 students participated in AY26 representing 22% of all high school students, up from 19% in AY25

Dual Credit creates meaningful pathways
Students gain early college experience, save time and money, earn credentials, and build momentum toward college and careers.

Increased funding would support more equitable access
Instructor capacity, transportation, scheduling, technology, and course availability continue to create barriers for students and institutions.

NM is strengthening the system
NMHED and NMPED are advancing clearer pathways, stronger partnerships, aligned policies, advising resources, and statewide communication.

For More Information

Breezy Gutierrez

Senior Manager

College & Career Readiness Bureau

New Mexico Public Education Department

Breezy.Gutierrez@ped.nm.gov

(505) 231 - 5425

Dr. Jody Weber

Education Administrator

Academic Affairs & Policy Division

New Mexico Higher Education Department

Jody.Weber@hed.nm.gov

(505) 394 - 0030

NMPED DUAL CREDIT PAGE

NMHED DUAL CREDIT PAGE

Photo courtesy of San Juan College.