NEW MEXICO PUBLIC EDUCATION DEPARTMENT

EARLY COLLEGE HIGH SCHOOL POSTSECONDARY PARTNERSHIP PLAYBOOK

OCTOBER 2026



A Collaborative Path to Student Success

A practical, clickable guide for building, operating, and strengthening high school and postsecondary partnerships. How to Use This Playbook →

The Five-Step Partnership Cycle

Step 1	Step 2	Step 3	Step 4	Step 5
ESTABLISH & FORMALIZE ***Partnership***	**EXPLORE & ALIGN** ***Opportunities***	**CO-DESIGN** ***Pathways***	**IMPLEMENT & SUPPORT** ***Students***	**MONITOR, STRENGTHEN & RENEW** ***Partnership***
Open section →	Open section →	Open section →	Open section →	Open section →

The Partnership Cycle Continues

Strong ECHS partnerships are built on shared responsibility. Schools collaboratively identify the right postsecondary partner(s), formalize expectations, align opportunities, design pathways, coordinate implementation, support students, and use data to strengthen the partnership over time.

Beyond the Partnership Cycle

Cross-Cutting Considerations

Keep equity, sustainability, and partnership leadership in view throughout the cycle.

Tool Library & Supporting Resources Index

Access the practical tools and supporting resources organized by section.

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How to Use This Playbook

Use the Playbook as a navigation tool rather than a manual. Start with the stage of partnership work you are addressing, use the short guidance to clarify what partners should accomplish, and then open the practical tool that supports the work.

The Five-Step Partnership Cycle (Clickable section titles – jump to each section)

STEP	PURPOSE	PRIMARY OUTCOME
1. ESTABLISH & FORMALIZE	Identify the right postsecondary partner and establish the formal foundation for collaboration, including shared purpose, roles, responsibilities, and expectations.	Partnership + MOU
2. EXPLORE & ALIGN	Identify programs, credentials, degrees, and resources that align with student and workforce needs.	Alignment decisions
3. CO-DESIGN PATHWAYS	Build coherent high school-to-postsecondary course sequences aligned to students' postsecondary and career goals.	Pathway design
4. IMPLEMENT & SUPPORT	Translate agreements and pathway design into coordinated day-to-day practices and student support.	Operating practices + supports
5. MONITOR, STRENGTHEN & RENEW	Use data and partnership review to improve outcomes and renew commitments.	Improvement priorities

Built on the New Mexico ECHS Guiding Principles

This Playbook is grounded in the established New Mexico ECHS Six Design Principles. The principles provide the broader design foundation; this Playbook focuses specifically on how high school and postsecondary partners work together to put those principles into practice.

View the New Mexico ECHS Design Principles →

- Equitable Access
- Academic Pathways
- Student Supports
- Connections to Career
- High Quality and Deep Partnerships
- Exceptional Leadership Skills

Use This Playbook Alongside

- Current New Mexico ECHS statutes, rules, application/designation requirements, and NMPED guidance.
- The ECHS KPI Framework for monitoring student and program outcomes.
- Local district, high school, and postsecondary policies and procedures.
- The practical tools in the appendices, which are designed to be used rather than simply read.

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Step 1: Establish & Formalize the Partnership

PURPOSE

Begin with a shared understanding of student, community, and workforce needs; identify appropriate postsecondary partner(s); assess the capacity to provide early dual credit opportunities; and establish a formal agreement defining how the partners will work together.

KEY ELEMENTS

Partners work together to:

- Identify shared student, community, and regional workforce needs and establish a common purpose for the partnership.
- Identify potential postsecondary partner(s), including applicable geographic responsibility requirements.
- Identify early dual credit opportunities, eligibility requirements, and postsecondary capacity.
- Consider qualified instructional capacity, student access, and course applicability to intended credentials or degrees.
- Establish primary points of contact and a shared purpose.
- Clarify roles, responsibilities, communication, data-sharing, and operating expectations.
- Develop and execute an MOU or master agreement that establishes the foundation for collaboration.

TOOLS

Use these tools to support this step:

Tool 1A - Partner Selection & Capacity Inventory

Tool 1B - MOU Development & Review Checklist

SUPPORTING RESOURCES

Sample MOU

Use as a starting point for developing the formal partnership agreement.

From MOU to Practice

Use after the MOU is executed to translate partnership commitments into specific operating processes, responsibilities, communication routines, and student support practices.

CHECK

What should be true when this step is complete?

- The partners have a shared purpose and clear points of contact.
- The postsecondary partner has the programs and capacity needed to support the ECHS model.
- Roles, responsibilities, communication, data-sharing, and operating expectations are documented.
- The partnership has a formal agreement that can guide implementation and future review.

↑ Back to Partnership Cycle

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Step 2: Explore & Align Opportunities

PURPOSE

With the partnership established, partners explore how existing postsecondary opportunities, high school and CTE programs, student interests, and community and workforce needs can align to create or strengthen meaningful ECHS pathways.

KEY ELEMENTS

Partners work together to:

- Review the opportunities identified through the partner selection and capacity process.
- Identify connections between postsecondary programs and existing high school and CTE programs.
- Consider student interests, career goals, and community and regional workforce needs.
- Identify opportunities to strengthen, expand, connect, or develop high school-to-postsecondary pathways.
- Explore where a CTE program or workforce-recognized credential could provide a meaningful high school outcome while connecting students to further postsecondary education.
- Consider opportunities for students to progress beyond initial college-credit benchmarks toward certificates, associate degrees, or other meaningful postsecondary outcomes.
- Identify 1–3 priority opportunities to move into pathway design.

TOOLS

Use this tool to support this step:

Tool 2A — ECHS Pathway Opportunity & Alignment Planner

SUPPORTING RESOURCES

New Mexico Resource Center for CTE – Labor Market Information

CHECK

What should be true when this step is complete?

- Partners have identified opportunities that align with student interests, community needs, and regional workforce priorities.
- Existing high school and CTE programs have been connected to relevant postsecondary opportunities where appropriate.
- Partners have identified opportunities to strengthen, expand, connect, or develop meaningful ECHS pathways.
- Partners have identified potential student outcomes, including credentials, certificates, degrees, or other meaningful postsecondary opportunities.
  Partners have agreed on 1–3 priority opportunities to move into pathway design.

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Step 3: Co-Design Pathways

PURPOSE

Collaboratively build coherent sequences of high school and postsecondary coursework that leads toward meaningful credentials or degrees.

KEY ELEMENTS

Partners work together to:

- Begin with the student's intended postsecondary or career direction.
- Map the pathway from high school entry through credential or degree.
- Sequence courses intentionally across grades and transition points.
- Align high school and postsecondary coursework to credential or degree requirements.
- Verify that dual credit courses apply toward the intended credential or degree.
- Review and update the Approved Dual Credit Course List as pathways and course offerings are developed or changed.
- Develop and submit a standards alignment crosswalk when a dual credit course is proposed to replace a required high school core academic course, following applicable review and submission procedures.

TOOLS

Use these tools to support this step:

Tool 3A — ECHS Pathway Development Planner

Tool 3B -- Core Course Replacement: Standards Alignment Crosswalk Instructions and Template

SUPPORTING RESOURCES

Sample Degree Pathway: Associate of Arts

CHECK

What should be true when this step is complete?

- Students can see a coherent sequence from high school into postsecondary credentials or degrees.
- Courses are intentionally sequenced and aligned to program requirements.
- Partners have verified how coursework applies toward the intended credential or degree.
- The pathways and course appendix are updated and ready for implementation.

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Step 4: Implement & Support Students

PURPOSE

Translate the partnership agreement and pathway design into coordinated enrollment, instruction, advising, and student supports.

KEY ELEMENTS

Partners work together to:

- Confirm the pathway can be scheduled and delivered as designed, including instructional capacity, delivery location, technology, transportation, and other access needs.
- Coordinate advising, orientation, and transition support so students understand the pathway, college expectations, and available resources.
- Align academic and wraparound supports across the high school and postsecondary partners.
- Coordinate communication among faculty and staff who support pathway implementation.
- Establish procedures for course changes, withdrawals, problem resolution, and escalation.
- Establish a process for identifying and responding when students begin to struggle.

TOOLS

Use these tools to support this step:

Tool 4A — ECHS Partnership Implementation & Student Support Plan

SUPPORTING RESOURCES

Sample MOU

From MOU to Practice

CHECK

What should be true when this step is complete?

- The pathway can be scheduled and delivered as designed.
- Faculty, staff, and instructional responsibilities are clear.
- Student eligibility, registration, enrollment, and advising processes are in place.
- Students understand the pathway, college expectations, and available supports.
- Academic and student supports are accessible and coordinated across partners.
- Communication and problem-resolution procedures are clear.
- Partners have a process for identifying and responding when students begin to struggle.
- Access needs, including transportation and technology, have been addressed.

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Step 5: Monitor, Strengthen & Renew

PURPOSE

Use shared data and regular partnership review to monitor student progress, identify barriers, evaluate effectiveness, and improve pathways, supports, and partnership practices.

KEY ELEMENTS

Partners work together to:

- Monitor student progress and outcomes, including postsecondary enrollment, credit accumulation, course completion, and credential or degree progress.
- Analyze student progress data to identify patterns, barriers, and areas for improvement.
- Review partnership outcomes and implementation barriers.
- Use student and partner feedback to identify improvement priorities.
- Review equity in access, participation, and success.
- Update pathways, course offerings, and the course appendix as needed.
- Determine whether MOU updates are needed.
- Establish priorities, responsibilities, and timelines for the coming year.

TOOLS

Use these tools to support this step:

Tool 5A — ECHS Student Progress & Outcomes Review

Tool 5B — Partnership Health Check & Improvement Plan

CHECK

What should be true when this step is complete?

- Partners have reviewed student and partnership outcomes.
- Barriers and improvement priorities are identified.
- Pathways, supports, and operating practices are updated as needed.
- Partners have established clear priorities and responsibilities for the next cycle.

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Cross-Cutting Consideration

A Simple Rule

If a process is important enough to depend on, it should be clear enough to document, simple enough to use, and visible enough for both partners to understand.

Equity	Sustainability	Partnership Leaders
Equity should be considered throughout the partnership cycle, not as a separate task. Partners should examine access, participation, success, and barriers and use the information to adjust outreach, eligibility processes, scheduling, supports, pathway design, and interventions.	Sustainable partnerships have shared ownership, clear points of contact, documented processes, adequate resources, regular communication, annual review, and a plan for continuity when staff or leaders change.	Effective partnerships depend on people who can make decisions, solve implementation problems, connect the right staff, and keep the partnership focused on students. Identify a primary liaison for each organization and establish a regular structure for partnership review.

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Tool Library & Supporting Resources Index by Section

The Playbook provides the direction; the tools provide the working documents. Use the tool that matches the partnership stage rather than reading the entire toolkit.

PARTNERSHIP STAGE	TOOLS & SUPPORT RESOURCES
STEP 1 — Establish & Formalize	Tool 1A Partner Selection & Capacity Inventory Tool 1B - MOU Development & Review Checklist **Resources:** Sample Mou From MOU to Practice
STEP 2 — Explore & Align	Tool 2A ECHS Pathway Opportunity & Alignment Planner
STEP 3 — Co-Design Pathways	Tool 3A - Pathway Development Planner Tool 3B: Core Course Replacement: Standards Alignment Crosswalk Instructions and Template Sample Degree Pathway: Associate of Arts
STEP 4 — Implement & Support	Tool 4A — ECHS Partnership Implementation & Student Support Plan **Resources:** Sample MOU From MOU To Practice
STEP 5 — Monitor, Strengthen & Renew	Tool 5A — ECHS Student Progress & Outcomes Review Tool 5B — Partnership Health Check & Improvement Plan

↑ Return to the Partnership Cycle

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TOOL 1A - Partner Selection & Capacity Inventory

Purpose

Use this inventory to guide preliminary conversations between the high school/LEA and a potential postsecondary partner and assess the foundational considerations for developing a viable Early College High School model.

The tool addresses geographic responsibility, early dual credit opportunities, student eligibility and readiness, instructional and institutional capacity, student access and support, and pathway alignment and transferability.

How To Use This Tool

Before the conversation: Review the questions and gather available information about the school, students, community, workforce needs, and potential partner.

During the conversation: Use the inventory to guide discussion, document responses, and identify questions, opportunities, and potential barriers.

After the conversation: Complete **Partnership Summary and Next Steps** to determine whether additional planning is needed or the partnership is ready to move toward an MOU.

Section 1: Proposed ECHS Model

School / LEA:
Click or tap here to enter text.

Potential Postsecondary Partner:
Click or tap here to enter text.

- **Shared Purpose and Vision**

  What student, community, and regional workforce needs is the potential partnership intended to address?
  Click or tap here to enter text.

  What would success look like for students? Click or tap here to enter text.

- **ECHS Model**

☐ Academy within a comprehensive high school
☐ Stand-alone ECHS
☐ Other: Click or tap here to enter text.

- **Student Location**

☐ High school campus
☐ Postsecondary campus
☐ Combination
☐ Other: Click or tap here to enter text.

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- **Delivery Model**

☐ Students travel to the postsecondary campus
☐ Postsecondary faculty teach at the high school
☐ Qualified high school faculty teach approved postsecondary coursework
☐ Online / hybrid
☐ Combination

- **Geographic and Access Considerations**

Distance between school and proposed postsecondary campus:
Click or tap here to enter text.

Estimated travel time:
Click or tap here to enter text.

Transportation available: ☐ Yes ☐ No ☐ To be determined

Other geographic or access considerations:
Click or tap here to enter text.

How might location, transportation, scheduling, or delivery affect student access?
Click or tap here to enter text.

Section 2: Postsecondary Partner and Geographic Responsibility

- **Geographic Area of Responsibility -** New Mexico's **Geographic Area of Responsibility (GAR)** framework establishes geographic areas for public postsecondary institutions. The applicable GAR should be considered when identifying a postsecondary partner.

  Reference: 5.2.4 NMAC — Geographic Areas of Responsibility

  Reference: NMHED Dual Credit Program

- **Institution serving the school/LEA's geographic area:**
  Click or tap here to enter text.
- **GAR confirmed:** ☐Yes ☐No ☐Need to verify
- **Partnership Status**

☐ Institution serving the GAR is the proposed partner.
☐ Institution serving the GAR has been contacted.
☐ Another postsecondary institution is being considered.

- **If another institution is being considered, why?**

☐ Needed program or course is not available through the GAR institution
☐ Capacity limitation
☐ Geographic or access consideration
☐ Specialized program or credential
☐ Other: Click or tap here to enter text.

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- **Has the applicable GAR/right-of-first-refusal process been addressed?**

☐ Yes
☐ No
☐ Not applicable
☐ Need additional guidance

Documentation / notes:

Click or tap here to enter text.

Section 3: Postsecondary Programs and Resources

Institution: Click or tap here to enter text.
Campus / Location: Click or tap here to enter text.
Primary Postsecondary Contact: Click or tap here to enter text.
Title: Click or tap here to enter text.
Email / Phone: Click or tap here to enter text.

- **Check areas the institution can potentially support:**

☐ Associate degree programs
☐ Certificates and workforce-recognized credentials
☐ Transfer pathways
☐ Career services
☐ Academic advising
☐ Tutoring / academic support
☐ Library / learning resources
☐ Computer / technology resources
☐ Accessibility services
☐ Work-based learning opportunities
☐ Other: Click or tap here to enter text.

- **Early Dual Credit and Program Capacity**

The purpose of this section is to determine what the partnership can realistically make available to ECHS students early in high school. A course existing in the college catalog does not necessarily mean the course can be offered to ECHS students at the required time, location, enrollment, or instructional capacity.

Questions

As you respond to Questions 1–5, complete the Preliminary Course and Program Inventory table below with potential or eligible dual credit courses identified through the conversation.

1. What dual credit courses could ECHS students realistically access beginning in Grade 9 or Grade 10?

2. What eligibility, placement, prerequisite, or readiness requirements apply to each course?

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3. How does each course contribute to an identified credential, degree, or pathway?

4. Does each course apply toward the intended credential or degree, and are there transfer considerations that need to be verified?

5. Are there course-specific capacity or delivery factors that could affect availability to ECHS students? If so, what are they?

6. What broader institutional capacity considerations could affect the partnership, including faculty, facilities, scheduling, or enrollment capacity? Click or tap here to enter text.

7. What transportation, technology, student support, or other access considerations could affect student participation? Click or tap here to enter text.

8. What orientation, professional learning, mentoring, or faculty support will be needed? Click or tap here to enter text.

9. How will high school and postsecondary faculty communicate about course expectations, student progress, and concerns? Click or tap here to enter text.

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- **Preliminary Course and Program Inventory** (add rows as needed)

Program / Credential / Degree	Potential Dual Credit Courses	Earliest Grade	Eligibility / Prerequisites	Applicability / Transfer	Postsecondary Instructor Available?	Qualified High School Instructor Available?	Delivery Location	Capacity / Delivery	Faculty Capacity / Scheduling
Sample Associate / General Ed	FYEX – First Year Experience	9	☐Open enroll ☐Placement ☐Prerequisite ☐Other	☐ Degree Req. ☐General Ed ☐CTE Program Req. ☐Elective ☐Transfer (TBD)	☐Yes ☐No ☐TBD	☐Yes ☐No ☐N/A	☐HS ☐College ☐Online ☐Hybrid	☐Available ☐Limited ☐TBD	☐Available ☐Limited ☐TBD
Sample Associate / General Ed	ENGL College Composition	10	☐Open enroll ☐Placement ☐Prerequisite ☐Other	☐ Degree Req. ☐General Ed ☐CTE Program Req. ☐Elective ☐Transfer (TBD)	☐Yes ☐No ☐TBD	☐Yes ☐No ☐N/A	☐HS ☐College ☐Online ☐Hybrid	☐Available ☐Limited ☐TBD	☐Available ☐Limited ☐TBD
			☐Open enroll ☐Placement ☐Prerequisite ☐Other	☐ Degree Req. ☐General Ed ☐CTE Program Req. ☐Elective ☐Transfer (TBD)	☐Yes ☐No ☐TBD	☐Yes ☐No ☐N/A	☐HS ☐College ☐Online ☐Hybrid	☐Available ☐Limited ☐TBD	☐Available ☐Limited ☐TBD
			☐Open enroll ☐Placement ☐Prerequisite ☐Other	☐ Degree Req. ☐General Ed ☐CTE Program Req. ☐Elective ☐Transfer (TBD)	☐Yes ☐No ☐TBD	☐Yes ☐No ☐N/A	☐HS ☐College ☐Online ☐Hybrid	☐Available ☐Limited ☐TBD	☐Available ☐Limited ☐TBD

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Section 4: Preliminary Operating Considerations

Use this section to identify the key operating areas that will need to be addressed in the MOU and subsequent implementation planning.

☐ Student enrollment and registration
☐ Student advising
☐ Coordination of high school and postsecondary course schedules
☐ Monitoring student progress
☐ Addressing students who are not on track
☐ Course changes or withdrawals
☐ Data sharing
☐ Credential / degree progress
☐ Annual pathway and partnership review
☐ Problem resolution and escalation
☐ Other Click or tap here to enter text.

Important operating questions or gaps: Click or tap here to enter text.

Section 5: Partnership Summary and Next Steps

Use this section to summarize the conversation, identify items that need further attention, and determine the appropriate next step before developing an MOU.

- **Partnership Strengths**

  What makes this partnership promising? Click or tap here to enter text.

- **Questions, Gaps, or Barriers**

  What information, questions, or issues still need to be addressed or verified? Click or tap here to enter text.

- **Decisions Needed Before Developing an MOU**

  What decisions or agreements need to be reached before moving to MOU development?

  Click or tap here to enter text.

- **Next Steps**

☐ Proceed to MOU development
☐ Gather additional information
☐ Resolve capacity / access issues
☐ Explore another postsecondary partner
☐ Other: Click or tap here to enter text.

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- **Documented Next Steps / Responsibilities:**

Click or tap here to enter text.

- **Partnership Contact Information**

Primary Postsecondary Contact: Click or tap here to enter text.
Title: Click or tap here to enter text.
Email / Phone: Click or tap here to enter text.

Secondary Postsecondary Contact: Click or tap here to enter text.
Title: Click or tap here to enter text.
Email / Phone: Click or tap here to enter text.

Primary High School/District Contact: Click or tap here to enter text.
Title: Click or tap here to enter text.
Email / Phone: Click or tap here to enter text.

Secondary High School/District Contact: Click or tap here to enter text.
Title: Click or tap here to enter text.
Email / Phone: Click or tap here to enter text.

Other Contact: Click or tap here to enter text.
Title: Click or tap here to enter text.
Email / Phone: Click or tap here to enter text.

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TOOL 1B – MOU Development & Review Checklist

Purpose

Use this checklist to move from the decisions and agreements identified through Tool 1A: Partner Selection & Capacity Inventory to a formal Memorandum of Understanding (MOU) between the high school/LEA and postsecondary partner.

The checklist identifies the key partnership commitments that should be addressed in the MOU. Use it during MOU development to make sure important agreements are documented and before execution to confirm that the MOU is complete and ready for approval and signatures.

How to Use This Tool

1. **Start with Tool 1A.**
   Use the decisions, identified needs, capacity considerations, and agreed next steps from the Partner Selection & Capacity Inventory as the foundation for MOU development.
2. **Develop the MOU together.**
   Use the checklist to confirm that the partners have reached agreement on the key areas below and that those agreements are reflected in the MOU.
3. **Move from agreement to practice.**
   Once the MOU is executed, use **From MOU to Practice** to translate the agreement into specific operating processes, responsibilities, and routines.

Mou Development Checklist

1. Partnership Purpose & Scope

☐ Shared purpose and vision are documented.

☐ The student, community, and/or regional workforce needs the partnership is intended to address are identified.

☐ Participating high school/LEA and postsecondary partner(s) are identified.

☐ The ECHS model and scope of the partnership are defined.

☐ Participating programs, pathways, credentials, or degree opportunities are identified, as applicable.

Notes / Decisions: Click or tap here to enter text.

2. Roles & Responsibilities

☐ High school/LEA roles and responsibilities are defined.

☐ Postsecondary partner roles and responsibilities are defined.

☐ Primary points of contact are identified for each partner.

☐ Responsibilities for partnership communication and coordination are defined.

☐ Responsibilities for student enrollment, advising, support, and progress monitoring are assigned.

☐ Responsibilities for addressing issues and resolving concerns are identified.

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Notes / Decisions: Click or tap here to enter text.

3. Student Access & Enrollment

☐ Student eligibility, placement, prerequisite, and/or readiness requirements are addressed.

☐ Enrollment and registration responsibilities are defined.

☐ Course scheduling and coordination expectations are addressed.

☐ Student access considerations, including transportation, location, technology, or other barriers, are addressed as applicable.

☐ Processes for course changes, withdrawals, or other enrollment changes are addressed.

Notes / Decisions: Click or tap here to enter text.

4. Instruction & Faculty

☐ The course delivery model is identified.

☐ Responsibilities related to instructor qualifications are addressed.

☐ High school and postsecondary faculty communication and collaboration expectations are defined.

☐ Faculty orientation, professional learning, mentoring, or other support needs are addressed as applicable.

☐ Responsibilities for communicating course expectations and student progress are defined.

Notes / Decisions: Click or tap here to enter text.

5. Student Advising & Support

☐ Advising responsibilities are defined.

☐ Academic and student support responsibilities are defined.

☐ Available postsecondary student resources and supports are identified.

☐ The process for identifying students who are not on track is addressed.

☐ Responsibilities for coordinating interventions and additional student support are defined.

Notes / Decisions: Click or tap here to enter text.

6. Data, Communication & Problem Resolution

☐ Student data-sharing responsibilities and expectations are addressed.

☐ Responsibilities for monitoring student progress are defined.

☐ Regular communication and meeting expectations are established, as appropriate.

☐ Processes for communicating concerns or changes are defined.

☐ Problem resolution and escalation procedures are addressed.

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Notes / Decisions: Click or tap here to enter text.

7. Pathways & Program Alignment

☐ Participating pathways, programs, credentials, or degrees are identified.

☐ Course applicability toward identified credentials or degrees is addressed.

☐ Transfer considerations are addressed, as applicable.

☐ Responsibilities for maintaining pathway information and course alignment are identified.

☐ The process for reviewing and updating pathways is addressed.

Notes / Decisions: Click or tap here to enter text.

8. Partnership Review, Renewal & Changes

☐ The partners' process for reviewing the partnership is established.

☐ Responsibilities for reviewing student and partnership outcomes are identified.

☐ The process for addressing changes in programs, courses, staffing, capacity, or other partnership conditions is addressed.

☐ MOU amendment procedures are identified.

☐ MOU renewal and/or termination procedures are addressed.

Notes / Decisions: Click or tap here to enter text.

NEXT STEPS

You are now ready to finalize the MOU.

Complete any remaining adjustments and proceed with the required review, approval, and signature process.

Once the MOU is executed, move to **From MOU to Practice** to translate the partnership commitments into specific operating processes, responsibilities, communication routines, and student support practices.

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TOOL 2A – ECHS Pathway Opportunity & Alignment Planner

Purpose

Use this planner to identify and prioritize opportunities for building or strengthening an ECHS pathway based on student interests, existing high school and CTE programs, postsecondary opportunities, community and workforce needs, and the resources and conditions of the partnership.

Start With What You Know

Use the information gathered in Tool 1A — Partner Selection & Capacity Inventory and the established partnership agreement as the starting point. Do not repeat the capacity inventory. This planner is used to determine what the partners should build or strengthen together.

1. What opportunity are we trying to address?

☐ Student interest or demand
☐ Community workforce need
☐ Existing high school/CTE program
☐ Postsecondary program or credential
☐ Existing employer/workforce partnership
☐ Opportunity to strengthen an existing pathway
☐ Opportunity to develop a new pathway
☐ Other: _____

Career / Program Area: _____

2. What do we have to build from? (Add rows as needed)

High School / CTE Programs & Assets	Postsecondary Programs & Opportunities	Community / Workforce Connections

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3. What can we build together?

☐ Strengthen an existing pathway
☐ Expand or extend an existing pathway
☐ Connect existing high school and postsecondary programs
☐ Develop a new high school/CTE pathway
☐ Develop a pathway around a workforce need or emerging opportunity
☐ Other: _____

What needs to come together to create a meaningful pathway for students?

Click or tap here to enter text.

4. What can students accomplish?

☐ High school CTE completion
☐ Workforce-recognized credential
☐ Postsecondary certificate
☐ Associate degree
☐ Transfer toward bachelor's degree
☐ Multiple/stackable credentials
☐ Other: _____

What does this pathway enable students to accomplish by high school graduation and beyond? **Click or tap here to enter text.**

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TOOL 3A – ECHS Pathway Development Planner

Purpose

A strong ECHS pathway starts early, connects high school and postsecondary coursework, builds intentionally from one course to the next, and leads toward a meaningful credential, degree, or postsecondary opportunity.

Use this planner to work with your postsecondary partner to map a coherent pathway from the early high school years through graduation and toward the intended postsecondary outcome.

Important: Core Course Replacement: When a dual credit course is proposed to replace a required high school core academic course, the LEA must document alignment with applicable New Mexico academic standards using a standards alignment crosswalk, developed in collaboration with the postsecondary partner. See Tool 3B: Core Course Replacement: Standards Alignment Crosswalk Instructions and Template in this section.

1. Start Early: What Can Students Begin in Grade 9 or 10?

Identify courses and experiences that can establish the pathway early. Consider courses that:

- satisfy a high school graduation requirement,
- apply toward a postsecondary credential or degree,
- introduce students to the pathway or career field, and/or
- establish prerequisites for later coursework.

Potential 9/10 Starting Courses

Grade	Proposed Course	Postsecondary Course	College Credit	How does this course advance the pathway?	Notes
9				☐ HS Grad Req. ☐ Core Replacement ☐ Degree/Credential Req. ☐ Introduction ☐ Prerequisite	
9				☐ HS Grad Req. ☐ Core Replacement ☐ Degree/Credential Req. ☐ Introduction ☐ Prerequisite	
10				☐ HS Grad Req. ☐ Core Replacement ☐ Degree/Credential Req. ☐ Introduction ☐ Prerequisite	

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Grade	Proposed Course	Postsecondary Course	College Credit	How does this course advance the pathway?	Notes
10				☐ HS Grad Req. ☐ Core Replacement ☐ Degree/Credential Req. ☐ Introduction ☐ Prerequisite	

2. What Comes Next in the Sequence?

Starting with the Grade 9 or 10 entry point, map the courses students will take through graduation. Build the sequence intentionally so that each course contributes to progress toward the intended credential, degree, or postsecondary outcome. (Add rows as needed.)

Grade	Proposed Course	Postsecondary Course	College Credit	How does this course advance the pathway?	Notes
9				☐ HS Grad Req. ☐ Core Replacement ☐ Degree/Credential Req. ☐ Introduction ☐ Prerequisite	
10				☐ HS Grad Req. ☐ Core Replacement ☐ Degree/Credential Req. ☐ Introduction ☐ Prerequisite	
11				☐ HS Grad Req. ☐ Core Replacement ☐ Degree/Credential Req. ☐ Prerequisite	
12				☐ HS Grad Req. ☐ Core Replacement ☐ Degree/Credential Req. ☐ Prerequisite	

3. Check & Verify the Pathway

☐ The pathway begins early enough to establish a meaningful sequence.
☐ Courses build intentionally from one year to the next.
☐ Prerequisites and required sequencing have been verified.
☐ Dual credit courses contribute to the intended credential, degree, or postsecondary outcome.
☐ Core replacement opportunities have been identified and verified appropriate.
☐ Students can see a clear connection between their high school coursework and the pathway outcome.

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Pathway Outcome:

Intended credential, degree, or postsecondary outcome: Click or tap here to enter text.

Total college credits within the planned pathway: Click or tap here to enter text.

Credentials earned along the way, if applicable: Click or tap here to enter text.

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TOOL 3B - NM ECHS Core Course Replacement: Standards Crosswalk Instructions and Template

Purpose

To guide Early College High Schools in documenting the alignment of dual credit courses proposed to replace required high school core courses.

1. Core Course Replacement

When dual credit courses are proposed to fulfill required high school core course requirements, the Local Education Agency (LEA) and higher education institution (HEI) faculty shall collaborate to develop a crosswalk documenting alignment with applicable New Mexico high school academic standards and graduation requirements.

To count a dual credit course for core high school academic credit, the district school board shall determine that the dual credit course provides high school students with the required exposure to common core academic standards for the high school class the course is replacing.

New Mexico Adopted Content Standards: Access the applicable New Mexico academic content standards to identify the standards that align with the high school course being replaced.

View New Mexico Adopted Content Standards

LEA Responsibility: Although crosswalk development is a collaborative process, the LEA retains primary responsibility for ensuring the crosswalk is completed, accurately documents the required alignment, and is submitted to NMPED.

2. Submission

Upon completion, the LEA shall submit the completed crosswalk to the New Mexico Public Education Department (NMPED), College and Career Readiness Bureau (CCRB), Dual Credit Program, at dual.credit@ped.nm.gov.

Resources

Sample crosswalks are available under the **Dual Credit Resources** heading on the NMPED Dual Credit webpage.

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NM ECHS Core Course Replacement: Standards Alignment Template

Instructions: Identify how the college course learning outcomes align with the applicable New Mexico academic standards for the high school course being replaced. Describe what students are expected to know, understand, or demonstrate to show alignment. Add rows as needed.

Use of Template: LEAs may modify this template to meet local needs, provided the completed crosswalk documents alignment with applicable New Mexico academic standards for the high school course being replaced.

Before submitting: Remove all instructional text and the example from the completed worksheet.

Local Education Agency (LEA) / School	
Higher Education Institution (HEI)	
High School Course Being Replaced (Title and Code)	
College Course (Title, Number, and Credit Hours)	
College Course Description	
LEA and HEI Faculty Reviewers	

New Mexico Common Core State Standards	Postsecondary Student Learning Outcomes and Expectations
Identify the applicable standard by code and description.	*Identify the corresponding college course learning outcomes or competencies and describe what students are expected to know, understand, or demonstrate to show alignment with the New Mexico academic standards.*
Example: High School Course - English IV **Reading Standards for Informational Text** • **RI.11-12.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • **RI.11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **Writing Standards** • **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**Example: Postsecondary Course - ENGL 1110G** **ENG 1110 – Learning Outcome 1:** Students will analyze and evaluate college-level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view. **Student Expectations:** Students identify main ideas in sources and compose written responses to what they have read.

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TOOL 4A – ECHS Partnership Implementation & Student Support Plan

Purpose

Use this tool to connect the partnership agreement and pathway(s) developed in Steps 1–3 to the systems and processes that support students during implementation. Do not recreate existing school or postsecondary plans, handbooks, or procedures. Instead, identify the existing process or resource, confirm how partners will work together, and address any gaps that could affect student access, participation, or progress.

Section 1: Pathway Implementation Readiness

(Examples are included in red to assist in initiating this tool. Delete the example text before completing.)

Implementation Area	What Should Be in Place?	Existing Process / Resource	Partnership Responsibility / Connection	Gap or Action Needed
Scheduling	Courses can be scheduled in the appropriate grades and sequence, including any college course meeting times or locations.	Example: Master Schedule; Postsecondary Course Schedule	Example: Counselor and college advisor review the proposed schedule each spring to confirm students can take required courses without conflicts.	Example: College course currently conflicts with required CTE course; partners will review alternate section.
Faculty & Instruction	Qualified instructors are identified and instructional responsibilities are clear.	Example: Faculty Assignment Plan; College Faculty Requirements	Example: High school identifies qualified instructors; postsecondary partner confirms instructor eligibility and course requirements.	Example: Confirm instructor approval for two planned sections of dual credit courses.
Course Delivery	Delivery location, modality, facilities, technology, and instructional arrangements are established.	Example: Course Delivery Plan; College Course Schedule; Technology Requirements	Example: Partners confirm where and how the course will be delivered and ensure required facilities, technology, and equipment are available.	Example: Confirm classroom and technology requirements before registration opens.

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Implementation Area	What Should Be in Place?	Existing Process / Resource	Partnership Responsibility / Connection	Gap or Action Needed
Enrollment & Registration	Student eligibility, registration and enrollment processes are clear.	Example: Dual Credit Enrollment Procedures; Student Eligibility Requirements	Example: High school counselor identifies eligible students; postsecondary partner provides registration instructions and confirms enrollment.	Example: Clarify responsibility for resolving incomplete registrations.
Advising & Course Planning	Students receive coordinated advising and understand how course choices, prerequisites, and progress requirements connect to their pathway.	Example: ECHS Advising Plan; Next Step Plan	Example: High school counselor and college advisor review student course plans and confirm prerequisites before registration.	Example: Establish process for confirming prerequisites before students register.
Orientation & Transition	Students understand the ECHS pathway, college expectations, course requirements, available resources, and how to access support.	Example: ECHS Student Handbook; Orientation Materials; College Student Services Information	Example: High school provides ECHS orientation; postsecondary partner provides information about college expectations and available services.	Example: Add college student services information to ECHS orientation.
Academic & Student Supports	Academic, advising, counseling, and other appropriate supports are available across the partnership.	Example: Student Support Plan; Early Warning System; College Tutoring Services	Example: Partners identify appropriate supports and clarify how students access services at each institution.	Example: Clarify how students are referred to college tutoring
Access	Transportation, technology, scheduling, and other barriers to participation have been addressed.	Example: Transportation Plan; Technology Plan; Accessibility Procedures	Example: High school coordinates transportation; partners confirm technology and	Example: Identify transportation for off-campus laboratory courses.

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Implementation Area	What Should Be in Place?	Existing Process / Resource	Partnership Responsibility / Connection	Gap or Action Needed
			accessibility requirements for college courses.	

Tip: Whenever possible, reference an existing plan, procedure, handbook, or resource rather than creating a new document. Use the Gap or Action Needed column to identify only what needs to be clarified, developed, or strengthened.

- **Implementation Readiness Check:**

☐ The pathway can be scheduled as designed.
☐ Faculty/instructors and instructional responsibilities are confirmed.
☐ Enrollment and registration processes are ready.
☐ Advising and student supports are ready to support pathway implementation
☐ Access needs have been addressed.
☐ Partners understand their responsibilities.

Section 2: Ongoing Partnership Implementation

Implementation Area	What Should Be in Place?	Existing Process / Resource	Partnership Responsibility / Connection	Gap or Action Needed
Communication	Key contacts, communication methods, and response expectations are clear for routine partnership coordination and student-related issues.	Example: Partnership Contact List; Communication Protocol; MOU	Example: High school and postsecondary partners have identified primary contacts for enrollment, advising, instruction, student support, and problem resolution. Partners establish how and when routine questions and time-sensitive concerns will be communicated.	Example: Identify and establish expected response times.
Early Intervention	Partners know how concerns about attendance, academic performance, or participation are	Example: Early Warning System; Student Intervention Process	Example: High school counselor contacts college advisor when a student shows signs of academic difficulty; partners	Example: Clarify when and how concerns are communicated.

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Implementation Area	What Should Be in Place?	Existing Process / Resource	Partnership Responsibility / Connection	Gap or Action Needed
	identified and addressed.		determine appropriate support.	
Course Changes & Withdrawals	Procedures are clear for course changes, withdrawals, registration issues, and related deadlines.	Example: Course Change/Withdrawal Procedures; College Academic Calendar	Example: Counselor and college advisor confirm withdrawal requirements and communicate decisions to the student before deadlines.	Example: Develop a shared checklist for course withdrawals.
Problem Resolution & Escalation	Partners know how concerns are addressed and when issues need to be escalated.	Example: MOU; Partnership Contact List	Example: Issues are first addressed by designated school and college contacts and escalated to partnership leadership when needed.	Example: Identify the next level of escalation for unresolved student concerns.

- **Ongoing Partnership Check**

☐ Key contacts and communication processes are working.
☐ Faculty and staff know how to communicate with their counterparts.
☐ Student concerns are identified and addressed in a timely manner.
☐ Course changes and withdrawals are handled through clear procedures.
☐ Partners know how to resolve and escalate problems.
☐ Partners communicate effectively when students need additional support.

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Tool 5A — ECHS Student Progress & Outcomes Review

Pathway being Reviewed: Click or tap here to enter text.

Intended Credential, Degree, or Postsecondary Outcome: Click or tap here to enter text.

Review Period: Click or tap here to enter text.

Postsecondary Partner: Click or tap here to enter text.

Purpose

Use this review to examine student progress and outcomes for the pathway identified above. Where a school offers multiple pathways, partners may complete a separate review for each pathway or use the review to examine the ECHS program, depending on the purpose of the analysis.

Use the findings to guide partnership conversation, identify patterns or barriers affecting student progress, and determine whether pathways, supports, or partnership practices need to be strengthened or changed.

Outcome/ KPI	Current Data	What Do We Notice?	Questions / Areas to Explore
Students enrolled			
Students participating in dual credit pathway			
% Junior students attempting 3+ credits			
% Senior students earning 12+ credits			
Total college credits earned			
Number of Associate degrees earned			
Number of workforce recognized credentials earned			
Postsecondary enrollment, persistence			
Other			

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What does the data tell us?

- Strengths or positive trends: **Click or tap here to enter text.**
- Patterns or gaps: **Click or tap here to enter text.**
- Barriers or questions to investigate: **Click or tap here to enter text.**
- Areas for action or further review: **Click or tap here to enter text.**

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Tool 5B – Partnership Health Check & Improvement Plan

Purpose

Use this tool to assess how effectively high school and postsecondary partners are working together to support the ECHS pathway(s), identify strengths and challenges, and determine opportunities to strengthen the partnership.

Instructions

Complete this review collaboratively. Discuss each area, consider the evidence, and select the status that best reflects the partnership. Use the discussion to identify priorities for improvement and determine whether partnership practices or the MOU need to be clarified or updated.

1. Shared Purpose & Commitment

How well are we working toward a shared purpose for the ECHS partnership?

Consider:

- Partners have a shared understanding of the purpose and goals of the partnership.
- Partners remain committed to the success of the ECHS pathway(s).
- Roles and responsibilities established in the MOU are understood.
- Partners follow through on agreed responsibilities.
- Leadership changes have not disrupted the partnership and transitions have been managed effectively.
- Where practice differs from the MOU, partners identify and address the gap.

Status:

Strong	Functioning	Needs Attention	Priority for Improvement
☐	☐	☐	☐

Discussion / Evidence: Click or tap here to enter text.

2. Communication & Collaboration

How effectively do partners communicate and work together?

Consider:

- Primary contacts are known and accessible.
- Partners communicate regularly enough to manage the work effectively.
- Information is shared in a timely manner.
- School and postsecondary staff know who to contact when questions or concerns arise.
- Partners collaborate rather than working independently on issues that affect the program.
- Meetings or other communication routines are productive and purposeful.

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Status:

Strong	Functioning	Needs Attention	Priority for Improvement
☐	☐	☐	☐

Discussion / Evidence: Click or tap here to enter text.

3. Shared Responsibility for Students

How effectively do partners work together when students need support?

Consider:

- Students receive consistent information from both institutions.
- Advising and transition processes are coordinated.
- Partners communicate when students experience academic, attendance, enrollment, or other barriers.
- Partners understand their respective responsibilities for student support.
- Concerns are addressed early and communicated to the appropriate people.
- Students are connected to the resources available through both institutions.

Status:

Strong	Functioning	Needs Attention	Priority for Improvement
☐	☐	☐	☐

Discussion / Evidence: Click or tap here to enter text.

4. Pathway(s) & Program Alignment

How well is the partnership supporting the pathway(s) we designed together?

Consider:

- The pathway(s) is being implemented as designed and remains coherent for students.
- Course sequencing and offerings continue to support the intended credential, degree, or postsecondary outcome.
- Prerequisites, course requirements, and sequencing are addressed when changes occur.
- Partners communicate and respond when course availability, scheduling, program requirements, or other pathway(s) conditions change.
- Partners identify opportunities to improve pathway coherence, sequencing, or student outcomes.
- Partners collaborate when pathways need to be modified, expanded, strengthened, or discontinued.

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Status:

Strong	Functioning	Needs Attention	Priority for Improvement
☐	☐	☐	☐

Discussion / Evidence: Click or tap here to enter text.

5. Problem Solving & Responsiveness

How effectively does the partnership respond when something isn't working?

Consider:

- Partners address concerns directly and in a timely manner.
- Problems are resolved at the appropriate level.
- Partners know when and how to escalate an issue.
- Decisions are communicated to the people affected.
- Partners look for solutions rather than simply identifying problems.
- The partnership adapts when circumstances, student needs, or institutional requirements change.

Status:

Strong	Functioning	Needs Attention	Priority for Improvement
☐	☐	☐	☐

Discussion / Evidence: Click or tap here to enter text.

6. Data, Feedback & Continuous Improvement

How well do partners use information to strengthen the partnership and pathway(s)?

Consider:

- Partners receive the information they need to understand how the pathway(s) are functioning.
- Agreed-upon data are shared appropriately and in a timely manner.
- Partners use student, staff, and partner feedback to identify issues or opportunities.
- Partners discuss patterns or concerns rather than waiting for problems to become significant.
- Partners make adjustments based on what they learn.
- Partners identify priorities for strengthening the partnership and pathway(s) in the coming year.

Status:

Strong	Functioning	Needs Attention	Priority for Improvement
☐	☐	☐	☐

Discussion / Evidence: Click or tap here to enter text.

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7. Partnership Strengths

What is working particularly well in this partnership that we want to sustain? Click or tap here to enter text.

8. Partnership Challenges

What is making the partnership harder to implement effectively? Click or tap here to enter text.

9. Opportunities

What could this partnership do differently or better in the coming year? Click or tap here to enter text.

10. Priorities for the Coming Year

What are one or two partnership practices we most need to strengthen?

1. Click or tap here to enter text.
2. Click or tap here to enter text.

11. From Review to Action

Looking back across the discussion and priorities identified above, what should we carry forward into the coming year? Identify the actions that will strengthen the partnership, pathway(s), or student supports.

Priority / Area to Strengthen	Action	Responsible Partner(s)	Timeline

12. Closing the Loop: Partnership & MOU

What needs to be clarified or updated in the MOU or other formal agreement?

MOU or formal agreement update needed?

☐ No changes needed
☐ Operating practice needs attention
☐ Roles or responsibilities need clarification
☐ MOU language needs to be updated
☐ Other: _____

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SUPPORTING RESOURCES

Sample Postsecondary Partnership MOU

- Appendix A – Dual Credit Approved Course List
- Appendix B – Key Contact Personnel Template

MOU to Practice

Sample Degree Pathway: Associate of Arts

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SAMPLE NM ECHS POSTSECONDARY PARTNERSHIP MEMORANDUM OF UNDERSTANDING (MOU)

Relationship to New Mexico Dual Credit Requirements
This MOU is intended to establish the partnership responsibilities and shared commitments necessary to implement an Early College High School (ECHS) program. It is developed with reference to New Mexico's applicable dual credit requirements, including 6.30.7 NMAC, and ECHS designation requirements under 6.30.13 NMAC. The parties should ensure that this MOU and its implementation are consistent with applicable state requirements and any required agreements or procedures established by the New Mexico Public Education Department (NMPED) and the participating postsecondary institution.

Between **[High School / School District]** and **[Postsecondary Institution]**
For: **Early College High School Partnership**

1. Purpose

This Memorandum of Understanding (MOU) establishes the partnership between **[High School/School District]** and **[Postsecondary Institution]** to implement an Early College High School (ECHS) program. The program provides students the opportunity to earn a high school diploma while completing postsecondary credits and credentials.

2. Parties & Duration

- **Parties:** [High School / District] and [College / University / Community College]
- **Effective Date:** [Insert Date]
- **Term:** [Insert agreed-upon term], subject to annual review and any applicable renewal requirements.

3. Responsibilities of Each Party

Role	Responsibilities	Partnership-Specific Agreement / Notes
High School / LEA	• Recruit, inform, and orient students and families about ECHS opportunities, expectations, and available supports.	
	• Coordinate student advising, enrollment, scheduling, and participation in agreed-upon dual credit opportunities.	
	• Provide or coordinate academic and student supports, including counseling, advising, mentoring, tutoring, and interventions as appropriate.	
	• Ensure students understand and meet applicable New Mexico dual credit eligibility requirements and the placement, prerequisite, and readiness requirements established by the Postsecondary Institution.	

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Role	Responsibilities	Partnership-Specific Agreement / Notes
	• Coordinate with the Postsecondary Partner regarding student progress, course concerns, and students who may need additional support.	
	• Collect and share student academic and participation data with the Postsecondary Partner and applicable state agencies, consistent with applicable requirements.	
	• Coordinate with workforce partners and the Postsecondary Institution, as appropriate, to support career exploration and work-based learning opportunities for ECHS students.	
	• Participate in pathway development, review, and improvement with the Postsecondary Partner.	
	• Fulfill applicable NM PED and HED reporting and program requirements.	
Postsecondary Institution	• Designate an appropriate representative to coordinate dual credit approvals and partnership activities.	
	• Provide agreed-upon dual credit courses and postsecondary learning opportunities identified through the partnership.	
	• Collaborate with the High School/LEA on student eligibility, academic standing, admission, enrollment, registration, course placement, scheduling, and advising, consistent with applicable New Mexico requirements and institutional policies.	
	• Provide information and orientation, in collaboration with the High School/LEA, regarding the expectations, academic rigor, time commitments, and responsibilities associated with dual credit coursework.	
	• Provide course information, including schedules, syllabi, prerequisites, delivery options, course requirements, and applicable program or credential requirements.	
	• Provide qualified faculty, instructional facilities, technology, and other resources necessary to deliver agreed-upon postsecondary coursework.	
	• Ensure instructors meet applicable institutional and accrediting requirements for teaching postsecondary coursework and approve faculty for dual credit courses.	
	• Communicate with the High School/LEA regarding student progress, course concerns, and students who may need additional support; monitor academic progress and provide reports as appropriate.	

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Role	Responsibilities	Partnership-Specific Agreement / Notes
Postsecondary Institution	• Provide final grades to the High School/LEA according to an agreed-upon timeline that supports timely updates to high school records and graduation planning.	
	• Maintain official postsecondary academic records and transcripts in accordance with applicable requirements.	
	• Share student enrollment, course completion, grades, credential/degree progress, and other agreed-upon data with the High School/LEA, consistent with applicable privacy and data-sharing requirements.	
	• Collaboratively develop, review, and maintain ECHS pathways aligned with student goals, postsecondary credentials or degrees, and workforce needs.	
	• Collaborate with the High School/LEA and workforce partners to support career exploration and work-based learning opportunities, as appropriate.	
	• Maintain a student appeals process related to dual credit enrollment, consistent with applicable requirements.	
	• Participate in regular partnership review and improvement activities.	

4. Appendix A: Approved Dual Credit Course List

Appendix A identifies the dual credit courses approved through the partnership. The course-list template below shall be completed by the LEA and Postsecondary Institution, as applicable.

- Postsecondary institution
- High school/LEA
- Date of approval or update
- College Common Course Number
- College course subject and number (e.g., ENGLG 1110G)
- College Course title
- Location of course delivery
- Semester(s) offered
- STARS/NOVA code
- STARS/NOVA course title

The LEA and Postsecondary Institution shall collaborate to review and update Appendix A at least annually and as needed to reflect changes in course offerings, delivery options, schedules, prerequisites, or other course information, consistent with applicable New Mexico dual credit requirements.

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Updates to Appendix A shall be made in accordance with the parties' agreed procedures and any applicable state requirements.

5. Student Eligibility & Participation

- Students shall meet applicable New Mexico dual credit eligibility requirements and the placement, prerequisite, and course requirements established by the Postsecondary Institution and the LEA, as applicable.
- Students and parents/guardians shall complete required New Mexico dual credit enrollment documentation and obtain required approvals before students participate in dual credit coursework.
- Students shall receive information about course expectations, applicable requirements, available supports, and the potential academic implications of course changes, withdrawal, or unsuccessful completion, including any effect on high school graduation requirements.
- The partners shall coordinate appropriate accommodations and student supports consistent with applicable requirements and each partner's responsibilities.
- The partners shall establish procedures for communicating course withdrawals, unsuccessful course completion, and other significant changes in enrollment in a timely manner so that student records, graduation planning, and required follow-up actions can be addressed.

6. Data Sharing & Reporting

The Postsecondary Institution shall provide the High School/LEA with timely access to the dual credit student information necessary to support student advising, transcript/credit reconciliation, progress monitoring, graduation planning, and applicable ECHS reporting.

At a minimum, the Postsecondary Institution shall provide, as applicable:

- Number of ECHS students enrolled in dual credit courses
- Courses in which ECHS students are enrolled, including courses attempted and completed
- Grades earned, including final grades according to an agreed-upon timeline
- Postsecondary credits earned
- Credentials or degrees earned or in progress
- Other agreed-upon student progress or outcome data needed to support the partnership and applicable ECHS reporting
- Disaggregated data by grade level and student subgroups, when permitted and required

The partners shall establish a mutually agreed-upon process and timeline for routine data sharing, including the responsible contacts, reporting frequency, secure method of transmission, and procedures for resolving missing or inconsistent data.

All data sharing shall comply with FERPA and applicable federal and state privacy requirements.

7. Student Progress & Partnership Outcomes

The partners will monitor student progress and partnership outcomes to assess implementation of the ECHS model and identify opportunities for improvement.

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Annual review will consider, as applicable:

- Postsecondary credit participation and completion
- Progress toward identified credentials or degrees
- Student participation in identified ECHS pathways
- Workforce credential attainment and work-based learning participation
- Student access and participation across identified student groups
- Progress toward applicable ECHS program goals and state requirements

The partners will use these findings to identify strengths, address barriers, and establish priorities for continued partnership improvement.

8. Equitable Access

The partners shall work together to promote equitable access to ECHS opportunities and identify and address barriers that may limit student participation in dual credit coursework, student supports, and career exploration and work-based learning opportunities.

9. Budget & Resources

- The parties shall comply with applicable New Mexico requirements governing the financial responsibilities associated with dual credit. Under 6.30.7 NMAC, the Postsecondary Institution shall waive tuition and general fees for eligible dual credit students, and the LEA shall pay for required textbooks and course supplies.
- Students are responsible for applicable course-specific fees, such as laboratory or computer fees, and for arranging transportation to the course location, consistent with applicable requirements. Transportation may be available through the LEA when a dual credit course is offered during the school day.
- The parties shall identify and document their respective responsibilities for staffing, facilities, technology, instructional materials beyond required textbooks and supplies, and other resources necessary to support agreed-upon ECHS pathways and dual credit offerings.
- Any additional partnership-specific financial or resource commitments shall be documented in this MOU or in subsequent written agreements, as applicable, consistent with state requirements, institutional and local policies, funding requirements, and available resources.

10. Liabilities of Parties

In accordance with 6.30.7.10 NMAC:

- Dual credit status shall neither enhance nor diminish on-campus liabilities for the LEA or the Postsecondary Institution.
- Management of risk and liabilities shall be in accordance with the LEA and the Postsecondary Institution policies and codes of conduct.
- Personal liabilities for the student shall be equal to those of regular postsecondary institution students.

Reference: New Mexico Dual Credit Rule, 6.30.7.10 NMAC

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11. Governance, Review, & Termination

- A partnership leadership team, with representatives from the High School/LEA and Postsecondary Institution, will meet at least twice annually to monitor partnership progress, address implementation issues, and identify areas for improvement.
- This MOU will be reviewed annually. Amendments may be made in writing with the agreement and approval of both parties, consistent with applicable requirements and institutional and local policies.
- Either party may terminate this MOU with 90 days' written notice, subject to applicable requirements and any required notice or approval procedures. The partners shall coordinate transition arrangements for students currently enrolled in dual credit courses and make reasonable efforts to minimize disruption to their coursework and progress toward high school graduation.

12. Appendices

The following appendices may be attached to this MOU and incorporated as part of the partnership agreement, as applicable:

- Appendix A: Approved Dual Credit Course List (Required)
- Appendix B: Key Contact Personnel

Appendices may be updated by mutual agreement of the parties in accordance with their agreed procedures and applicable state requirements. Updates that do not alter the substantive terms of this MOU need not require a formal amendment to the MOU itself, unless otherwise required.

13. Submission and Filing Requirements

- **Submission of Agreement:** The LEA shall submit a fully executed copy of this agreement to the New Mexico Public Education Department (NMPED) within 10 days of approval. The agreement must include signatures from all parties and an appendix developed collaboratively by the LEA and Postsecondary Institution identifying eligible dual credit courses. Submission is made to NMPED at: dual.credit@ped.nm.gov.
- **Annual Course-List Submission:** The LEA, in collaboration with the Postsecondary Institution, shall submit the approved course-list appendix annually to both NMPED and the New Mexico Higher Education Department (NMHED).

  NMHED at: jody.weber@hed.nm.-gov

  NMPED at: dual.credit@ped.nm.gov
- **Course-List Modifications:** Changes to the approved course list shall be submitted to NMPED and NMHED by the end of each semester, consistent with applicable New Mexico requirements.
- For current guidance and submission instructions, refer to the Dual Credit Program | New Mexico Public Education Department (NMPED)
- Reference: 6.30.7.8(E), 6.30.7.9(C), and 6.30.7.11(B)(3) NMAC. https://hed.nm.gov/uploads/documents/PSA_dualcredit_6_30_7_NMACPED.pdf

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14. Signatures

Each party's signature must be provided by a representative authorized to enter into the agreement, consistent with applicable district and institutional policies.

Approved

Postsecondary Institution	**LEA**
Postsecondary Institution Name	LEA Name
Postsecondary Institution Representative Name	LEA Authorized Representative Name
Postsecondary Institution Representative Title	LEA Authorized Representative Title
Signature	Signature
Date	Date

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NEW MEXICO
Public Education Department

Appendix A

Approved Dual Credit Course List

Source: The Appendix A course-list format is adapted from the New Mexico Public Education Department (NMPED) Dual Credit Resources. Please refer to the state resources for applicable guidance and documentation as needed. **NMPED Dual Credit Resources**: Dual Credit Program | New Mexico Public Education Department (NMPED)

APPENDIX For Dual Credit Program Master Agreement between LEA, Click or tap here to enter text. **and Postsecondary**, Click or tap here to enter text. **Listing of Authorized Dual Credit Courses and Location of Delivery as of** Enter Date. The appendix shall indicate the higher education common course number, if applicable, course subject and number, course title, location of course delivery and semesters offered. As available, STARS course code and title shall also be included.

Common Course Number	College Course Subject & Number (e.g. ENGL-1110G)	College Course Title	Location(s) of Course Delivery	Semester(s) Offered	STARS Course Code	STARS Course Title

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Appendix B

Key Contact Personnel

This appendix identifies the primary contacts responsible for coordinating and supporting implementation of the ECHS partnership (modify as needed).

Role / Responsibility	Name and Title	Organization	Email Address	Phone Number
ECHS Program Coordinator				
High School Administrator				
Dual Credit Coordinator				
Postsecondary Partnership Representative				
Student Advising / Support Contact				
Data Sharing / Reporting Contact				

The partners shall review and update contact information as needed to maintain accurate communication and coordination.

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From MOU to Practice

The MOU should serve as a working foundation for how partners design pathways, support students, monitor progress, and continuously improve the partnership. The question is not simply whether an agreement exists, but whether the agreement is visible in day-to-day practice.

PARTNERSHIP ELEMENT	OPERATING PRACTICE	EVIDENCE / DOCUMENTATION
Shared Purpose & Roles	Partners understand why the partnership exists and who is responsible for key processes.	MOU; roles matrix
Pathways & Credentials	Pathways align to credentials, degrees, and student/community needs.	Pathway plans; credential/degree maps
Eligible Dual Credit Courses	Partners maintain a current list of courses supporting approved pathways.	Course appendix; pathway crosswalk
Student Eligibility & Readiness	Partners establish clear expectations and communicate them to students and families.	Eligibility/readiness criteria; student records
Registration & Enrollment	School and postsecondary staff coordinate registration and resolve barriers.	Registration procedures; enrollment records
Advising & Student Supports	Students receive coordinated advising and interventions based on pathway progress.	Advising records; support plans
College Experience & Transition	Students are prepared to navigate postsecondary systems, expectations, and resources.	Orientation/transition materials; Next Step Planning tools
Workforce Alignment & WBL	Pathways and experiences connect education to career opportunities and workforce needs.	Workforce alignment tool; WBL documentation
Data & Progress Monitoring	Partners review enrollment, credits, completion, and credential progress using shared language.	Data reports; monitoring tools
Credit & Credential Applicability	Partners verify coursework applies toward the intended credential or degree.	Degree maps; course crosswalk
Annual Partnership Review	Partners review outcomes, barriers, pathway effectiveness, and priorities.	Annual review; improvement action plan

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SAMPLE DEGREE PATHWAY: ASSOCIATE OF ARTS

Instructions:

Pathway Planning and Course Selection: This illustrative pathway demonstrates one approach to meeting New Mexico high school graduation requirements while earning transferable college credits toward an associate degree. Schools may adapt course selections and sequencing in collaboration with their postsecondary partner to meet applicable local requirements and associate degree requirements.

Important: When dual credit courses are proposed to replace required high school academic core courses, the LEA must document alignment with applicable New Mexico academic standards using a standards alignment crosswalk. See the **Tool 3B Core Course Replacement: Standards Alignment Crosswalk Instructions and Template.**

Reminder: Middle School Students Earning High School Credit

New Mexico | NMSA Section 22-13-1.1 | Revised July 2025In accordance with HB171 (NMSA Section 22-13-1.1), middle school students may only earn high school credit for the following courses: Algebra I, Geometry, and Health.

	High School Course Code & Course Name	College Course Name & Course Code	High School Credit	College Credit Hours	Notes: Prerequisites, Credential Outcome, Next Steps
Freshman Year					
	1001 English Language Arts I		1.0		Course sequencing in this illustrative pathway assumes a block schedule. Schools should adjust sequencing to reflect their schedules and student needs.
	1002 English Language Arts II		1.0		
	2031 Algebra I or 2041 Algebra II		1.0		College Algebra may be an option for Algebra II students who meet the postsecondary institution's prerequisites and placement requirements.
	1711 Biology		1.0		
	2717 NM History/ Career Development or Health		.5/.5		
	2305 Required PE		1.0		
	Pathway Elective	FYEX 1110	1.0	3	NMSU Course Code for Freshman Experience. This course will satisfy a high school elective credit.
	0892 AVID 9 **or** Pathway Elective		1.0		
	Total Credits Earned		**8.0**	**3**	
Sophomore Year					
	1003 English Language Arts		1.0		There is no dual credit replacement for English III.
	2034 Geometry		1.0		

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	High School Course Code & Course Name	College Course Name & Course Code	High School Credit	College Credit Hours	Notes: Prerequisites, Credential Outcome, Next Steps
	2041 Algebra II	MATH1220G College Algebra	1.0	3	College Algebra may be an option for students who meet the postsecondary institution's prerequisites and placement requirements.
	1721 Chemistry		1.0		
	2706 World History	HIST1130G World History I	1.0	3	This course may satisfy a high school World History requirement.
	High School Elective	COMM1115G Intro to Communication	1.0	3	This course may satisfy a high school elective requirement.
	High School Elective or	SPAN 1110 Elementary Spanish	1.0	4	This course may satisfy college foreign language or transfer requirements, depending on the receiving institution.
	High School Elective	PSYC1110G Psychology	1.0	3	
	Total Credits Earned		**8**	**16**	
Junior Year					
		ENGL111G English Composition I	1.0	4	This course may be applied toward an applicable high school graduation requirement beyond English III, subject to NMPED graduation requirements and local school district approval.
		DC Math Course	1.0	3	* If College Algebra is not completed in Grade 10, identify an eligible dual credit math course that meets the applicable high school graduation requirement.
		DC Laboratory Science	1.0	4	This course may satisfy a high school laboratory science credit.
	2729 U.S. History/ Geography	HIST 1110G – U.S. History I	1.0	3	This course may satisfy the required U.S. History credit for high school.
	High School Foreign Language Credit	SPAN 1120 Elementary Spanish	1.0	4	This course may satisfy a college second-level foreign language requirement, depending on the receiving institution's degree or transfer requirements.
		ART1110G Orientation in Art, or THEA1110G Introduction to Theatre, or MUSC 1110G Music Appreciation	1.0	3	This course will satisfy a high school elective credit.

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	High School Course Code & Course Name	College Course Name & Course Code	High School Credit	College Credit Hours	Notes: Prerequisites, Credential Outcome, Next Steps
	High School Elective - WBL		1.0		
	High School Elective - WBL		1.0		
	Total Credits Earned		**8.0**	**21**	
Senior Year					
	2730 U.S. Government/ Economics		1.0		
		Engl 2210G Professional and Technical Communication	1.0	3	This course will satisfy a high school elective credit.
		DC Math Course, MATH1350G, Intro to Statistics	1.0	3	This course may satisfy a high school math credit.
		PHIL 1115G Intro to Philosophy	1.0	3	This course will satisfy a high school elective credit.
		Econ1110G Survey of Economics	1.0	3	This course will satisfy a high school elective credit.
	High School Elective	DC Elective	1.0	3	
	High School Elective	DC Elective	1.0	3	
	High School Elective	DC Elective	1.0	3	
	Total Credits Earned		**8**	**21**	
	Total credits earned upon program graduation:		**High School 32**	**College 61**	

☐ Students who successfully complete the pathway above will have the credits required to graduate from high school as indicated in NM Statute 22-13-1.1.

☐ Students who successfully complete the pathway above will have 12 (or more) transferable college credits.

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