

April 2017

NEW MEXICO EARLY COLLEGE HIGH SCHOOLS: Consolidated Report

by Metiri Group and NS4ed

Metiri Researchers: Cheryl Lemke, Lauren Garcia, & Jody Britten

Preface

METIRI GROUP 13600 MARINA POINTE DRIVE - MARINA DEL REY, CA 90292

The New Mexico Department of Education commissioned a report on the Early College High Schools in New Mexico from consulting groups NS4ed and the Metiri Group. The intent was to gain perspectives from three key stakeholder groups in the state: public high school leaders,

This report consolidates the perspectives of high school, college/university, and business/community respondents on Early College High Schools in New Mexico. The three surveys were conducted in Fall 2016 - Winter 2017. For further information see <http://www.echsnm.jcostilla.com/>.

Table of Contents

Introduction: A 2016 Study on Early College High Schools in NM	1
A Consolidated Report	1
A Profile of the Early College High Schools in New Mexico	2
The Timing and Impetus for establishing the ECHSs	3
Goals for the ECHS programs	3
Location of the ECHS programs	3
n=13	4
Location at which students earn credits	4
Rigor of ECHS Courses for College Credit	5
Accelerated programs in the ECHS	5
ECHS Enrollments/ Graduates	6
Supports offered ECHS students and their parents	6
Recruitment	7
Admissions	7
Strengths of the Current ECHS Model	7
Significant Challenges the ECHSs Face	7
College and University Partners	8
Business and Community Partners	9
Potential Impact on New Mexico Workforce and Economy	10
The Consolidated Report Key Findings	13
Finding 1. Stakeholder perspectives on ECHS goals differ	14
Finding 2. Stakeholders agree on which students will benefit from the ECHSs	15
Finding 3. Self-direction is the most critical skill for success in college	16
Finding 4: College/university credential and field experiences vs. ECHS career cluster offerings	17
Appendix A: List of ECHSs	19
Appendix B: Draft Definition of Early College High School	20
Appendix C: Methodology	21

Introduction: A 2016 Study on Early College High Schools in NM

The Early College High Schools (ECHSs) in New Mexico are designed to propel students toward high school graduation while simultaneously earning college credit toward career certifications and two-year degrees. Models vary, but typically students start the acceleration in grades 9 or 10 by completing a significant percentage of their high school course requirements for graduation. Then, in grades 11 and 12, they attend a local community college, college, or university to earn a 2-year degree or workforce credential prior to their high school graduation. Currently there are 21 self-identified ECHSs in New Mexico (see list in Appendix A). The formal definition of an ECHS is listed in Appendix B.

In 2016, the New Mexico Department of Public Instruction commissioned a study to document the current needs of ECHS programs and the nature of the ECHS models that had evolved in the state. Survey data were collected from three respondent groups in New Mexico: K-12 school districts, colleges and universities, and businesses and community organizations. An individual report was published in March 2017 on each perspective.

Figure 1. Number and type of respondents from the high school, higher education, and business/organization surveys



A Consolidated Report

This report consolidates the perspectives of high school, college/university, and business/community respondents on Early College High Schools in New Mexico. The three surveys were conducted in Fall 2016 - Winter 2017. While the focus was early college high schools, other high schools interested in the ECHS program were asked to participate as well. The methodology for each of the three types of surveys is included in Appendix C.

A Profile of the Early College High Schools in New Mexico

While the states estimates that there may be as many as 24 Early College High Schools in New Mexico, 14 participated in this survey. Of the 14, five are charter schools, 8 are public high schools, and 1 is an APS Magnet School of Choice. This section is based on the responses of a principal or school administrator from each of the 14 Early College High schools, plus 18 teachers, and 7 guidance counselors. The 14 ECHSs are listed below.

Table 1. The Early College High Schools represented in this section.

Early College High School	District	City	Year ECHS was Established
Carlsbad Early College High School	Carlsbad Municipal Schools	Carlsbad	2014-2015
College and Career High School	Albuquerque Public Schools	Albuquerque	2014-2015
Early College Academy	Albuquerque Public Schools	Albuquerque	2005-2006
Early College High School	Las Cruces Public Schools	Las Cruces	2010-2011
East Mountain High School	Sandi Park	Sandia Park	
Middle College High	Middle College High	Gallup	2002-2003
Penasco High	Penasco Independent Schools	Penasco	2009-2010
Rio Grande Preparatory Institute	Las Cruces Public Schools	Mesilla	2013-2014
Robertson High	Las Vegas City Schools	Las Vegas	2014-2015
San Juan College High School	Farmington Municipal Schools	Farmington	2016-2017
Taos Academy	Taos Academy	Taos	2009-2010
The Master Program	The Master Program	Santa Fe	2010-2011
University High	Roswell Independent Schools	Roswell	2014-2015
Walatowa Charter High	Walatowa High Charter Schools	Jemez Pueblo	2009-2010



The Timing and Impetus for establishing the ECHSs

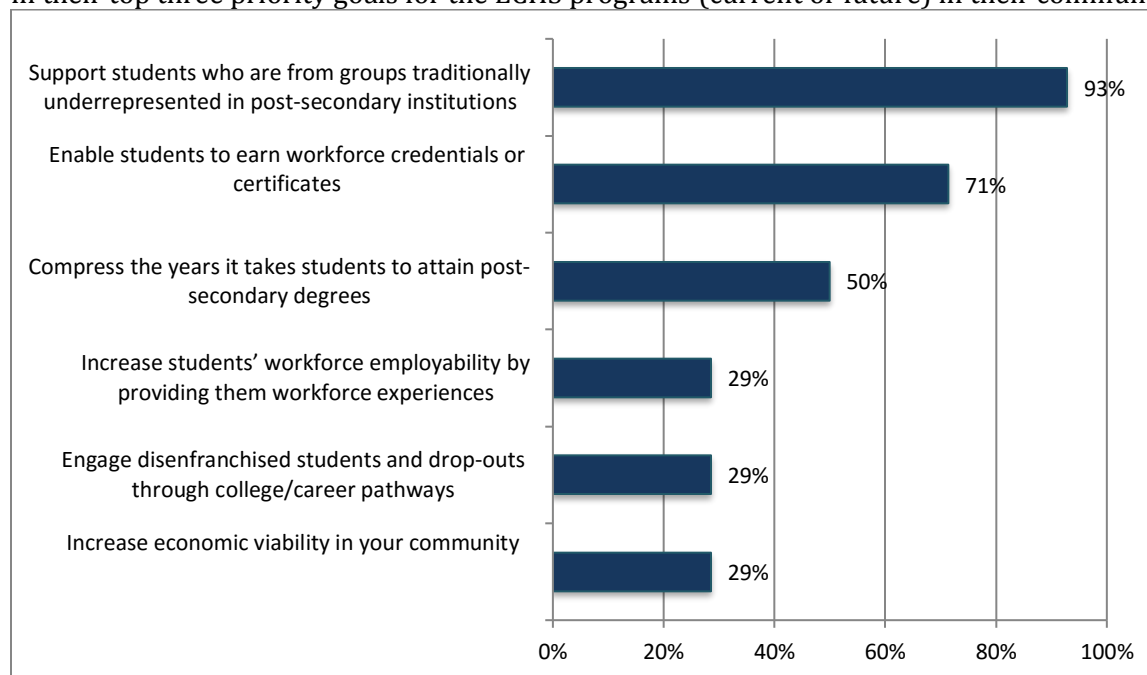
The first of the 14 ECHSs represented here, was established in 2002-03. The second was launched in 2005-06. Five more were established from 2009-2011 and an additional five in 2013-15, the more recent was in 2016-17. The Daniels Foundation, in partnership with the New Mexico Public Education Department, has been instrumental in seeding a number of the ECHSs in New Mexico.

The needs in the communities that prompted the districts to establish the 14 ECHSs represented here painted a picture of low graduation rates, the need to find alternatives that work for disenfranchised students, and to help them realize that college is an option for them. In addition, the communities said they needed to attract new industry to the area, but lacked skilled workers. Respondents also mentioned a reduction in college enrollments due to financial challenges for students.

Goals for the ECHS programs

The top three priority goals for the ECHS according to the ECHS administrators were to: “support students who are from groups traditionally underrepresented in post-secondary institutions (e.g., minorities, first generation college students, students who speak English as Second Language), enable students to earn workforce credentials of certificates; and to “enable students to earn workforce credentials or certificates.” See Figure 2.

Figure 2. The percentage of ECHS administrators and all 57 respondents who included the following in their top three priority goals for the ECHS programs (current or future) in their communities.

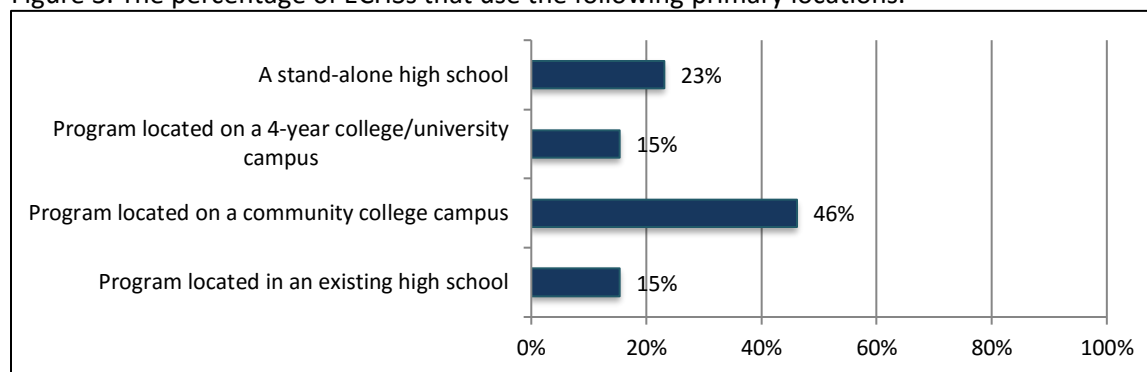


n=14

Location of the ECHS programs

The location of the ECHS varies considerably across programs. While 23% of the ECHSs are located in a stand-alone high school, 15% are located on a 4-year college/university campus, 46% are located on a community college campus, and 15% are located in an existing high school (see figure below).

Figure 3. The percentage of ECHSs that use the following primary locations.



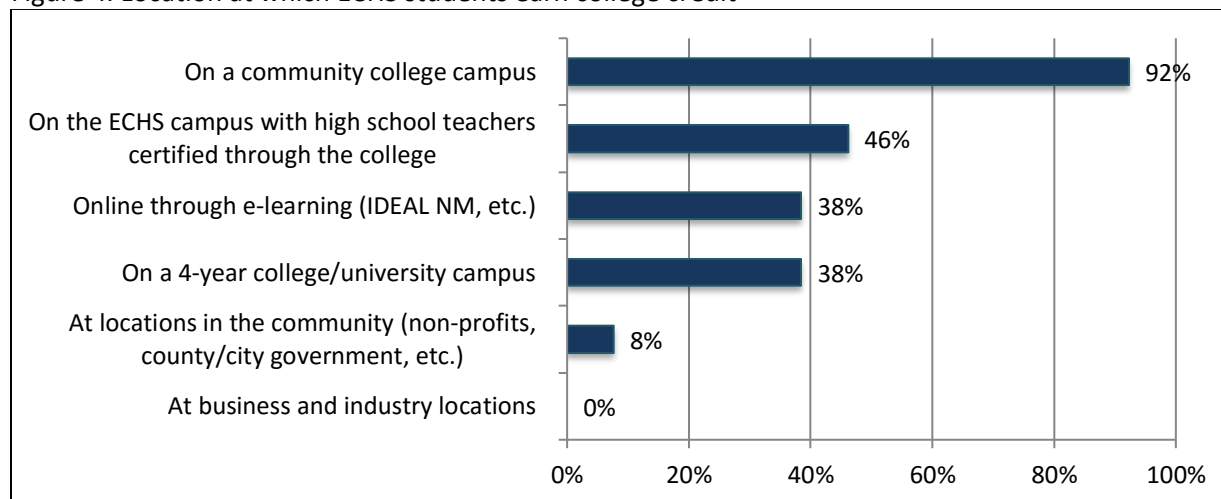
n=13

Location at which students earn credits

Ninety-two percent (92%) of the ECHSs provide opportunities for their students to earn college credit on a community college campus. Nearly half of the ECHSs (46%) enable their students to earn college credit through classes offered on the ECHS campus. Thirty-eight percent (38%) offer their students college credits online or on a four-year college/university campus, and 8% offer college credit at locations in the community. At this time, none of the ECHSs offer college credit to students at business locations. See figure below. The respondents indicated that locations worked well for students, but that college campuses at a distance from the ECHS presented some challenges and that the online courses could use more structure to keep students paced appropriately.

At grades 11-12, 93% of the ECHS identified a community or 4-year college campus as the primary location for their students to earn college credit, with 62% identifying the ECHS campus as the secondary location. For grade 9-10 students, options were more varied. The primary location identified by 53% of the ECHSs was a community or 4-year college campus, with 36% reporting the primary location as the ECHS campus, and 9% identifying that primary location as online.

Figure 4. Location at which ECHS students earn college credit



n=13

Note: The respondents had the option of choosing all options that applied.

Rigor of ECHS Courses for College Credit

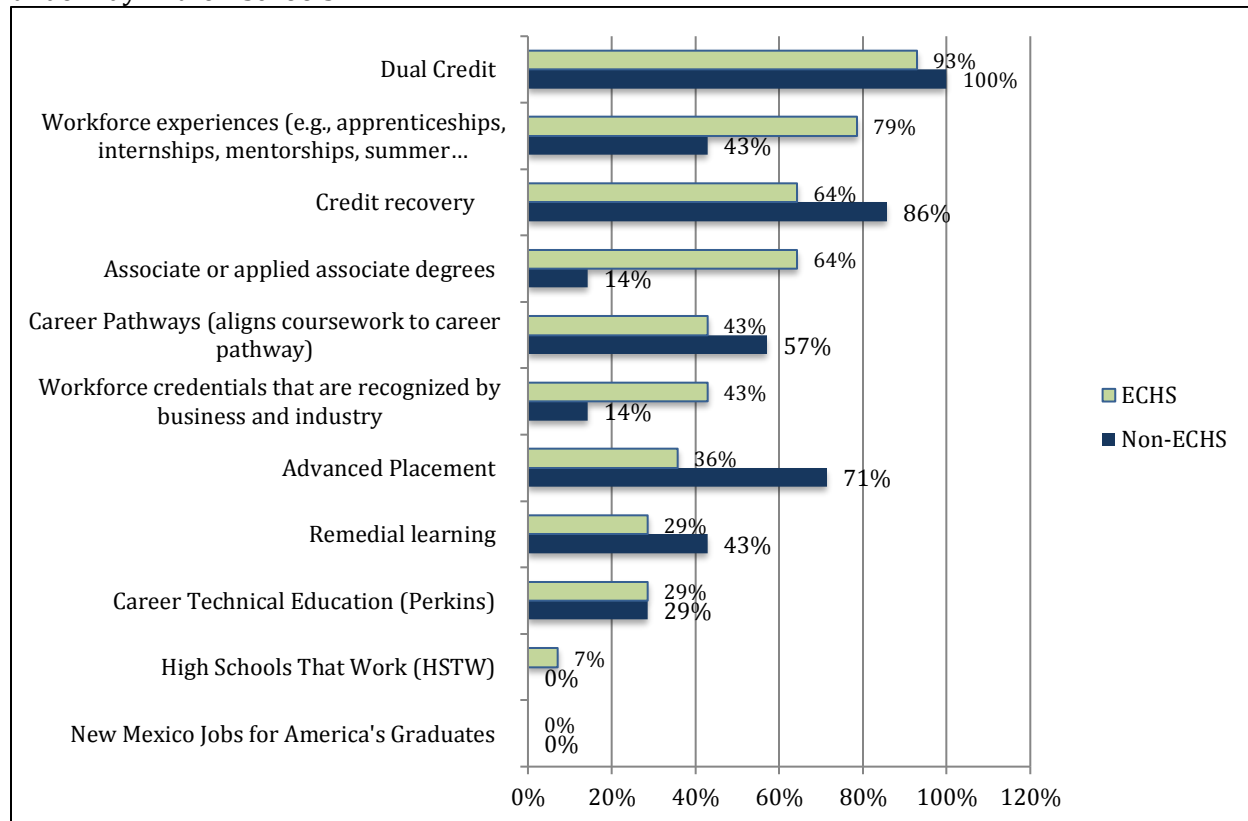
When asked about the ECHS courses for college credit, 83% of the ECHS principals/school administrators reported that the ECHS courses were more rigorous and complex than the regular high school courses. Seventy-five percent (75%) of the ECHS principals/school administrators said that the ECHS courses for college credit generally required more effort and commitment on the part of the student.

Accelerated programs in the ECHS

The percentage of the ECHSs with the following accelerated programs currently underway is displayed below. While not truly a comparison with other schools across New Mexico, the responses of the ECHS administrators (14 schools), in comparison to non-ECHS respondents (7 high schools) were significant on several fronts.

- The ECHS programs were significantly more likely to have:
 - Workforce experiences (79% for ECHS vs. 43% for non-ECHS).
 - Associate or applied associates degrees (64% for ECHS vs. 14% for non-ECHS).
 - Workforce credentials (43% for ECHS vs. 14% for non-ECHS).
- The ECHS programs were significantly less likely to have:
 - Credit recovery (64% for ECHS vs. 86% for non-ECHS).
 - Advanced Placement (36% for ECHS vs. 71% for non-ECHS).
 - Remedial learning (29% for ECHS vs. 43% for non-ECHS).

Figure 5. Percentage of all respondents and ECHS administrators: accelerated programs currently underway in their schools.



n = 14 ECHS administrators; and 7 non-ECHS respondents (representing 7 non-ECHS high schools)

ECHS Enrollments/ Graduates

The ECHS grade levels served varies across the respondent ECHSs. The grades served, number of schools in that category, and the name of the schools are included in the table below

The number of 2016 graduates is also listed below along with the percentage of students that are traditionally underserved. While six (6) schools report graduation rates of 90% or above, others range from 42% to 88%.

Table 2. The grade levels served by each school; school enrollment, plus percent of student who are underserved, and the number of graduates.

Grades served	No. of Schools	Schools	School Enrollment	Percent Underserved	2016 Graduates
Grade 9 only	1	San Juan College High School, Farmington School District	80	65%	0
Grades 9-11	2	Carlsbad Early College High School, Carlsbad Municipal Schools	180	75%	1
		University High, Roswell Independent Schools	115	85%	1
Grades 9-12	5	Early College Academy, Albuquerque Public Schools	204	58%	10
		Early College High School, Las Cruces Public Schools	464	75%	102
		Penasco High, Penasco Independent Schools	30	100%	13
		Rio Grande Preparatory School, Las Cruces Public Schools	350	100%	164
		Walatowa Charter High, Walatowa Charter High	58	97%	11
Grads 10-12	4	College and Career High School, Albuquerque Public Schools	142	100%	52
		Middle College High, Gallup-McKinley City Schools	100	67%	41
		Taos Academy, Taos Academy	58	62%	14
		The Master Program, The Master Program	200	73%	49
Grades 11-12	1	Robertson High, Las Vegas City Public Schools	450	70%	84

Note: No data for East Mountain.

Overall, 531 students graduated from the 13 ECHS schools represented in this study. The data from the ECHSs indicate that 40% of ECHS graduates earned their associates degree, 46% earned the equivalent of 2 years in college, 26% earned a workforce credential, 23% graduated to attend a community college, 67% went on to a 4-year degree, and 11% joined the workforce in a job. (Note: the percentages in this paragraph are based on the 11 ECHS that reported these percentages.)

Supports offered ECHS students and their parents

The ECHSs offered significant support systems for their students. When asked about the level of support, 75% of the ECHS said they provided strong support through career counseling. Fifty-eight percent (58%) offered strong support for regularly scheduled session for studying/homework completion. Fifty percent (50%) offered strong support for the explicit teaching of collaboration and teaming skills, and individual coaching/mentoring.

Recruitment

Some of the challenges identified by ECHS administrators in an early section were community perceptions and recruitment. The respondent ECHS administrators provided short descriptors of their recruitment processes. They range from advertising in newspapers, radio, newspapers, and social media (Facebook, Instagram, Twitter, and Snapchat) and websites to in-person fairs, word of mouth, and presentations at middle schools and parents' nights. See also the ECHS only report.

Admissions

The ECHS have each developed their own sets of admissions criteria. In some ECHSs eligibility is based on achieving a specific grade level, other use GPA, attendance, teacher recommendations, writing samples, progress toward graduation, credits earned to date, and test scores.

Forty-six percent (46%) of the 13 ECHSs reported that they give priority to students who are traditionally underrepresented in colleges and universities. Another 23% checked "other" and added these specifics:

- It is encouraged for underrepresented to apply as the ECHS data shows success rate for them.
- Our process is open to any student and names are drawn through a lottery process.
- So far we do not need to cap the program past the requirements below. All students who meet criteria can participate.

When asked what percent of the students who apply to their ECHS get accepted, the answers ranged from 33% to 100%. More specifically, two schools accepted approximately one-third of student applicants, two schools accepted approximately 60% of applicants, one accepted 75% of its applicants, and four schools accepted 95% and above of its applicants. See also the ECHS only report.

Strengths of the Current ECHS Model

The ECHS administrators identified a number of strengths of their current programs. Many mentioned the incredible value of their partner and stakeholder collaborations and contributions. They appreciated the access to the rigor of the higher education institutions, and their ECHS's support system that enables their students to succeed. Some of those supports include social-emotional learning, community building, variety of opportunity to succeed, career counseling, smaller class sizes with lower student-teacher ratios, and tutoring. They also noted the importance of the financial support and the strength in the diversity of their students.

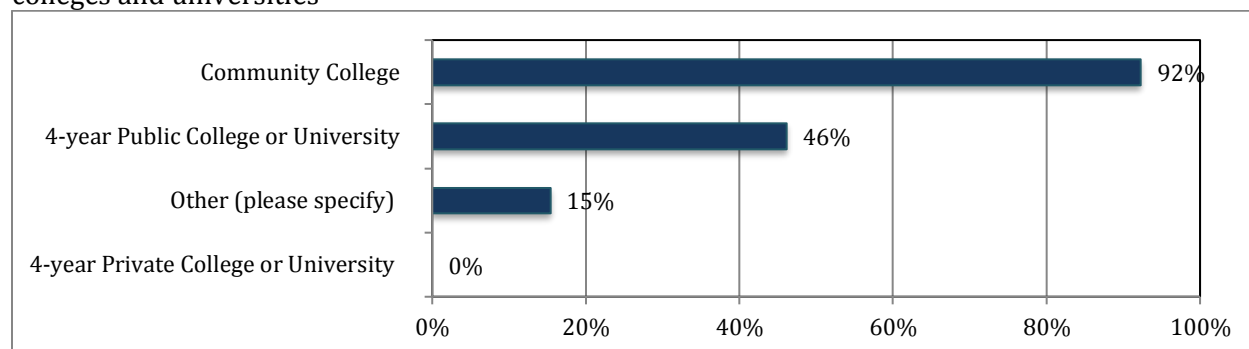
Significant Challenges the ECHSs Face

The challenges the ECHSs face are varied. The most often cited were financial sustainability and growth and potential changes in policies (e.g., dual credit, certification, teacher evaluation, and teacher qualifications) that impact the ECHS. Also mentioned were issues of community perception, recruitment of students into the program, the growth capacity of the college partners, and operational issues such as space, transportation, and scheduling.

College and University Partners

By far, the community colleges are most often the ECHS higher education partners. Ninety-two percent (92%) of the ECHS administrators reported a partnership with a community college. With many reporting partnerships with more than one college or university, 46% of those administrators reported partnerships with a 4-year public higher education institution. See figure below.

Figure 6. The percentage of the ECHS administrators who report partnerships with these types of colleges and universities



n=13

Note: The administrators checked all that applied, so the percentages will not sum to 100%.

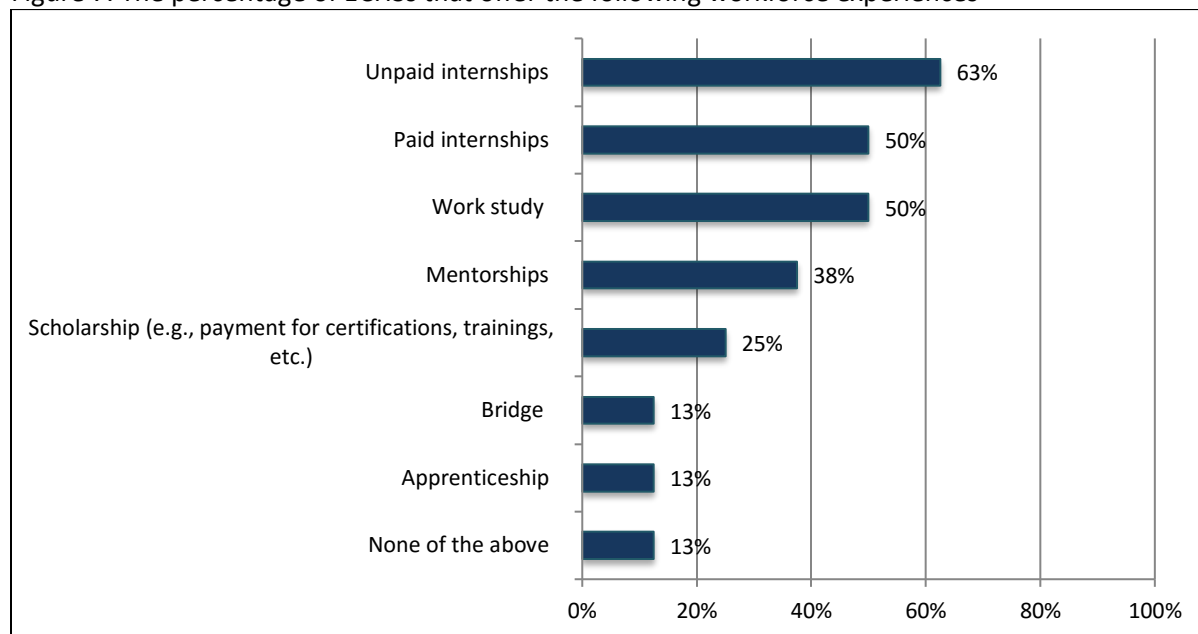
The ECHSs that responded to this survey are listed below with their college/university partners.

School and District	College/University Partner
Carlsbad Early College High School, Carlsbad Municipal Schools	New Mexico State University – Carlsbad
College and Career High School, Albuquerque Public Schools	Central New Mexico Community College, University of New Mexico.
Early College Academy, Albuquerque Public Schools	CNM, UNM, IAIA
Early College High School, Las Cruces Public Schools	DACC and NMSU
Middle College High, Gallup-McKinley City Schools	University of New Mexico-Gallup Navajo Technical University
Penasco High, Penasco Independent Schools	Northern New Mexico College
Rio Grande Preparatory School, Las Cruces Public Schools	DACC and NMSU
Robertson High, Las Vegas City Public Schools	New Mexico Highlands University and Luna Community College
San Juan College High School, Farmington School District	San Juan College
Taos Academy, Taos Academy	UNM Taos
The Master Program, The Master Program	Santa Fe Community College
University High, Roswell Independent Schools	Eastern New Mexico University, Eastern New Mexico University- Roswell
Walatowa Charter High, Walatowa Charter High	Institute of American Indian Arts and Central New Mexico College

Business and Community Partners

All of the ECHS respondents indicated that they worked with business and community partners. While only 43% of the ECHS respondents indicated that they offered workforce credentials that were recognized by business and industry, nearly 80% of the ECHS respondents said that they offered students workforce experiences. Those ECHSs offer a number of workforce experiences through their business and community partners. Sixty-three percent (63%) of ECHSs offer unpaid internships and 50% offer paid internships and work study experiences. Thirty-eight percent (38%) offer mentorships, 25% offer scholarships, and 13% offer bridge experiences, and apprenticeships, with 13% indicating that they offer none of those mentioned.

Figure 7. The percentage of ECHSs that offer the following workforce experiences



n=8

Nearly 75% of the ECHSs said they provided moderate to strong support to their business and community partners in ways that explicitly prepare them to work successfully with high school students. Twenty-seven percent of ECHSs said they offered minimal support and one commented that their ECHS “uses a district work-based learning program that provides mentorship training to jobsite facilitators.”

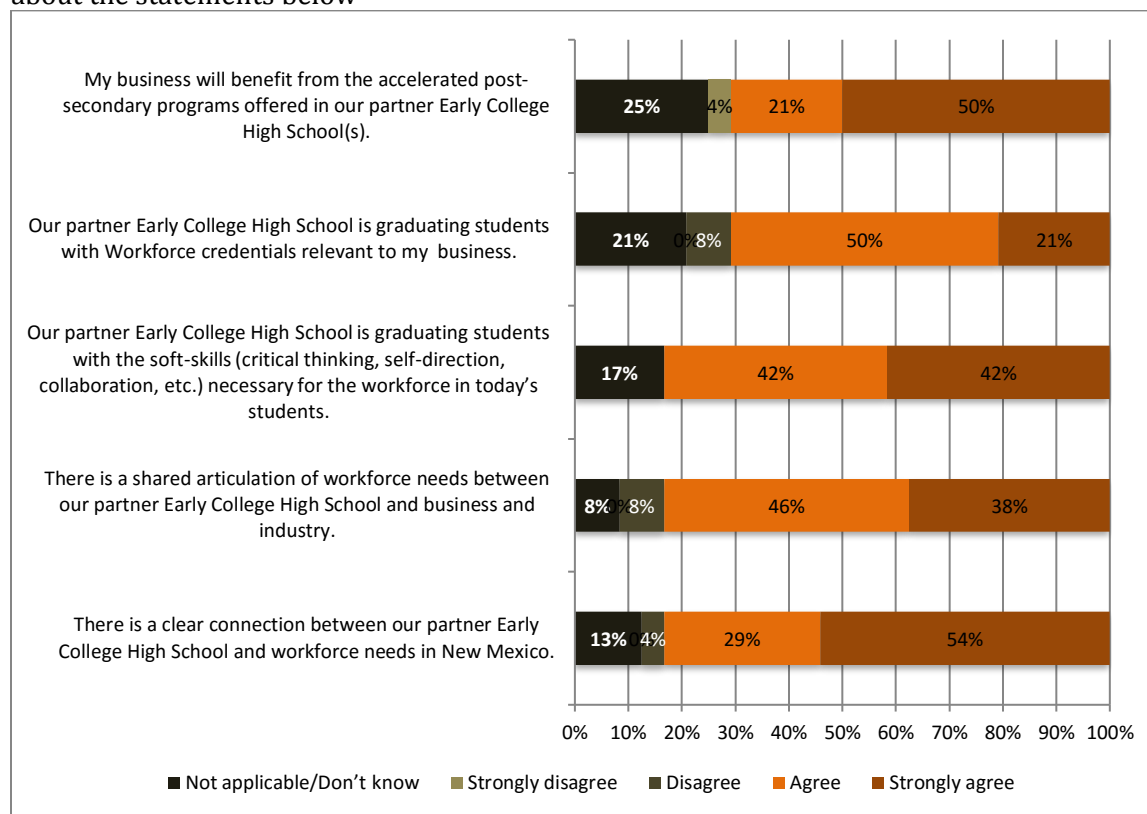
The top two career clusters across the ECHSs were STEM (Science, Technology, Engineering and Mathematics) and Health Sciences, with 92% of the ECHSs offering both. The second tier of career clusters offered by the ECHSs (50% - 75% of ECHSs) were: Education & Training (75%); Arts, a/V Technology & Communication (67%), Business Management and Administration (67%), Architecture and Construction (59%), and Agriculture, Food and Natural Resources (50). The clusters least represented were: Finance (42%), Human Services (42%), Transportation (34%), Hospitality & Tourism (34%), Government and Public Administration (25%), Marketing (25%), and Manufacturing (17%). When students sought to study a career cluster not available locally, some alternatives are through the ECHSs. Nine percent (9%) of the ECHSs offered independent studies, 36% offered virtual learning, 9% offered scholarships or support for alternative workforce training, and 9% offered virtual mentoring/tutoring.

Potential Impact on New Mexico Workforce and Economy

The majority of the respondent businesses and organizations strongly agreed that there is a clear connection between their partner ECHS and the workforce needs in New Mexico and that their business (or organization) will benefit from the accelerated post-secondary programs offered by the ECHS. In addition, the respondents generally agreed to the statements that their ECHS was graduating students with workforce credentials relevant to them, that their ECHS was graduating students with the soft skills (critical thinking, self-direction, collaboration, etc.) necessary for the workforce, and that there is a shared articulation of workforce needs between them and their local ECHS.

It is also noteworthy that 25% of the ECHS partners did not know whether their business would benefit and 21% did not know whether the ECHS was graduating students with workforce credentials relevant to their business/organization.

Figure 8. Percentage of respondents with ECHS partners who indicated their level of agreement about the statements below

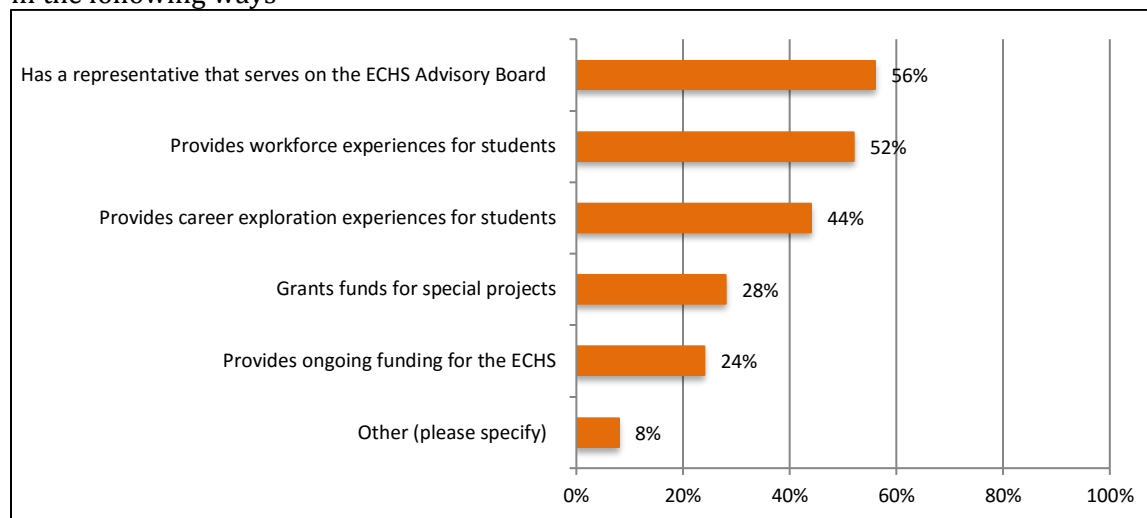


n = 24

Business and Organizational Roles in the ECHSs

When asked about the ways in which their business or organization works with your local ECHS(s), the top two responses were “serves on the ECHS advisory board” and “provides workforce experiences for students.” The full range of responses is included in Figure 9.

Figure 9. The percentage of the 32 business and community respondents that work with their ECHS in the following ways

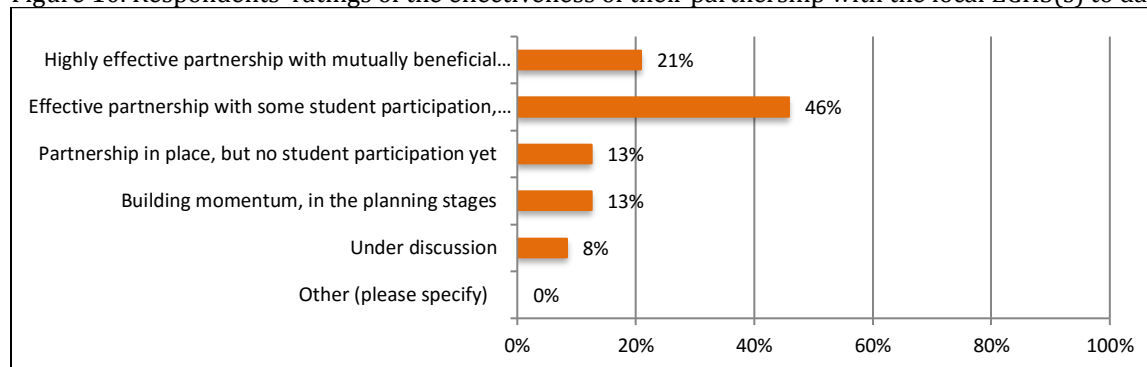


n = 24

Note: Respondents checked all that applied, so percentages will not sum to 100%.

The 24 respondents who indicated that they did have partnership with the ECHS were asked to describe the effectiveness of the partnership. Over two-thirds described that partnership as either “highly effective with mutually beneficial outcomes” (21%) or “effective, with some student participation and mutual benefits (46%). Others indicated that “the partnership was in place, but had not student participation yet” (13%), “it was building momentum, but was in the planning stages” (13%), or it was “under discussion” (8%) (see Figure 10).

Figure 10. Respondents’ ratings of the effectiveness of their partnership with the local ECHS(s) to date



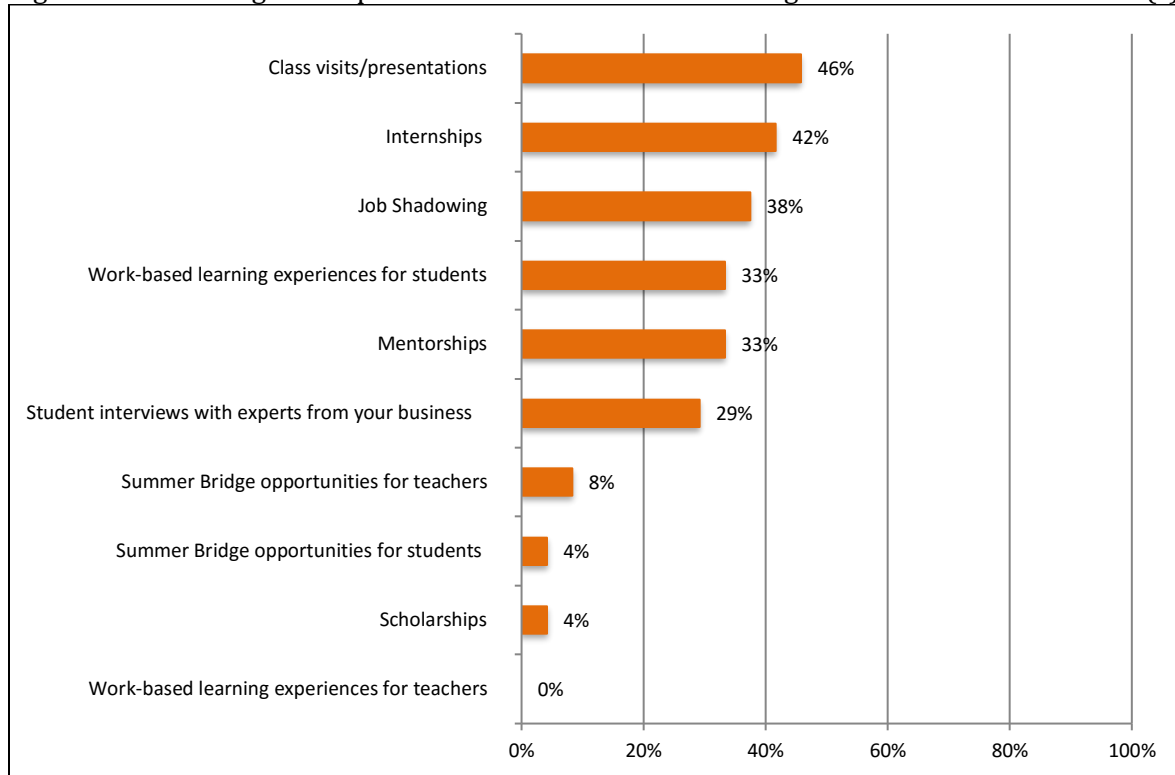
n = 24

Direct Services to the ECHS

The direct services offered to the ECHS by respondents’ businesses or organizations were mostly focused on serving students during the school year. The services to students included class

visits/presentations, internships, job shadowing, work-based learning experiences and mentorships. Summer programs for teachers and students were offered by 8% and 4% of respondents respectively (see Figure 11).

Figure 11. Percentage of respondents that offered the following services to their local ECHS(s)



n = 24

Note: Respondents checked all that applied, so percentages will not sum to 100%.

The Consolidated Report Key Findings

Major findings across the three stakeholder groups are presented below.

Finding 1: The goals for the ECHSs in New Mexico are different among high schools, colleges/universities, and businesses/organizations.

When asked to prioritize the goals they held for the ECHSs, the three respondent groups' top three priorities varied considerably. For high school and college/university respondents the top priority was to "support students who are from groups traditionally underrepresented in postsecondary institutions," while the top priority for business/organizations was to "enable students to earn workforce credentials or certificates." Another option included in the top three rankings of both high school and college/university respondents but not in the business/organization top three was "compress the years it takes students to attain postsecondary degrees." Both the colleges/universities and the business/organizations ranked "increase economic viability in your community" in their top three, and only business/organizations included "increase students' workforce employability by providing them with workforce experiences" in their top three.

Finding 2: The three respondent groups (high schools, colleges/universities, and businesses/organizations) generally agree on which student groups will most benefit from attending ECHSs in New Mexico.

When asked which student groups would benefit the most from attending an ECHS, the three respondent groups (high schools, colleges/universities, and businesses/organizations) generally agreed it would be first generation college students and underserved students. While high school and college/university respondents also included minority students in their top three, business/organizations identified "college-bound students" in their top three.

Finding 3: All stakeholder groups agree that self-direction is the most critical skills for student success in the workplace.

When asked which student groups would benefit the most from attending an ECHS, the three respondent groups (high schools, colleges/universities, and businesses/organizations) generally agreed it would be first generation college students and underserved students. While high school and college/university respondents also included minority students in their top three, business/organizations identified "college-bound students" in their top three.

Finding 4: The percentage of colleges and universities that offer workforce credentials and workforce field experiences are not an exact match to the percentage of ECHSs that offer those career clusters.

In New Mexico ECHS programs the top career clusters offered are: Science, Technology, Engineering & Mathematics (92%) and Health Sciences (92%). In the case of STEM, 67% of colleges/universities offer workforce credentials for STEM and only 33% offer workforce field experiences in that area. In the Health Sciences, only 22% of colleges and universities offer workforce credentials in that area, but 89% offer workforce experiences.

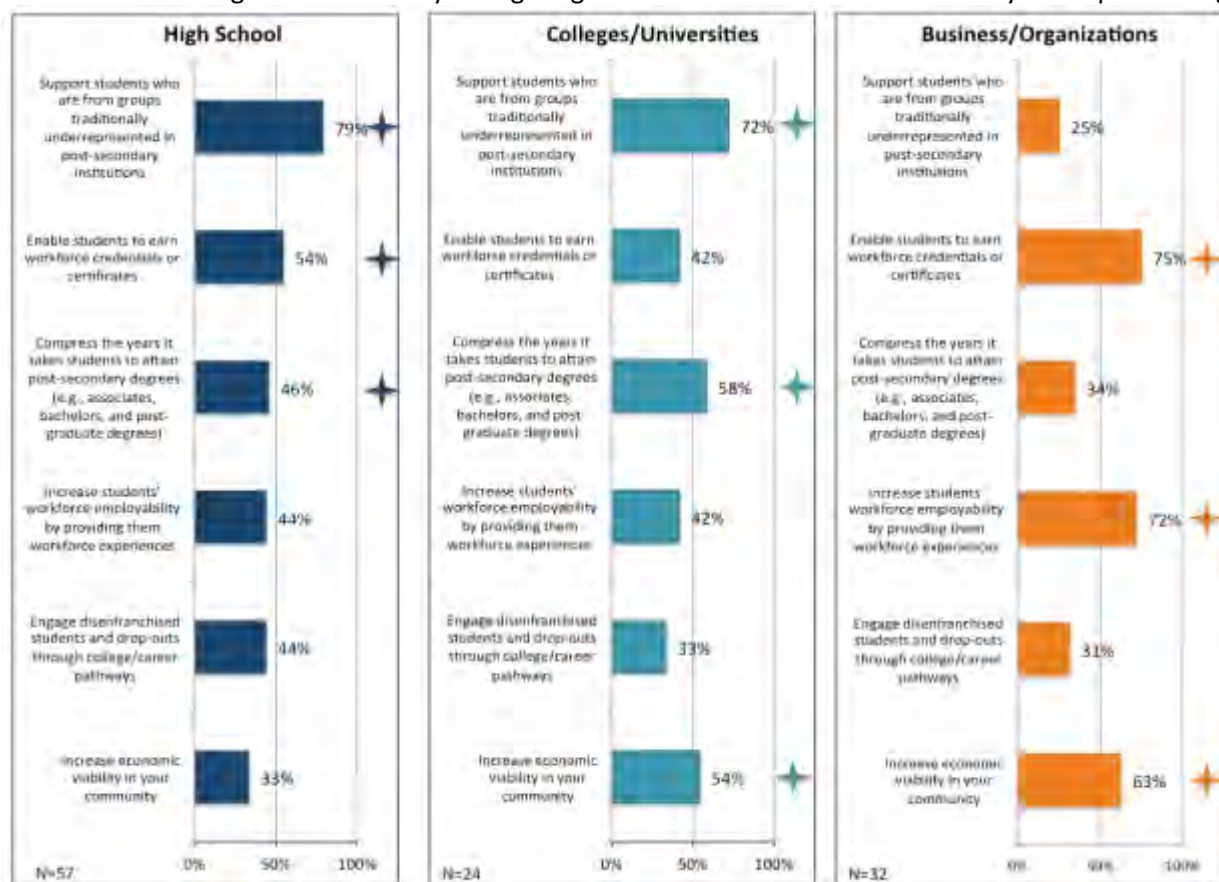
Each is discussed on the following pages.

Finding 1. Stakeholder perspectives on ECHS goals differ

The goals for the ECHSs in New Mexico are different among high schools, colleges/universities, and businesses/organizations.

When asked to prioritize the goals they held for the ECHSs, the three respondent groups' top three priorities varied considerably. For high school and college/university respondents the top priority was to "support students who are from groups traditionally underrepresented in postsecondary institutions," while the top priority for business/organizations was to "enable students to earn workforce credentials or certificates." Another option included in the top three rankings of both high school and college/university respondents but not in the business/organization top three was "compress the years it takes students to attain postsecondary degrees." Both the colleges/universities and the business/organizations ranked "increase economic viability in your community" in their top three, and only business/organizations included "increase students' workforce employability by providing them with workforce experiences" in their top three.

Figure 12. The percentage of respondents who ranked the option in their top three priorities, when asked to rank their goals for the Early College High Schools. The starred items identify the top 3 rankings.



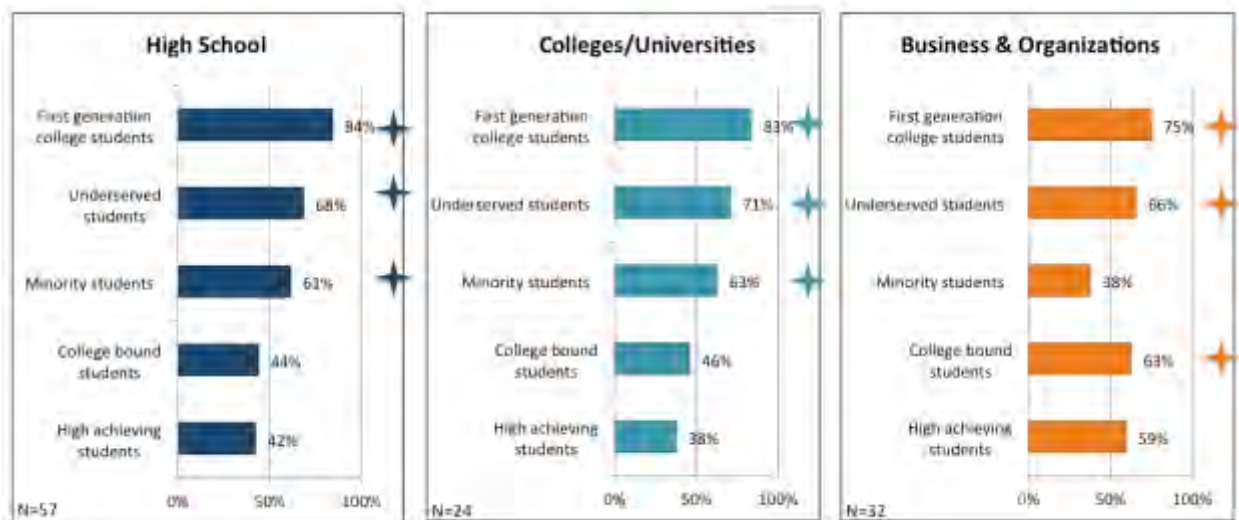
Discussion: For those K-12 districts that are now approaching college/universities and businesses/organizations to gain their support for launching an ECHS, their approach should emphasize these priorities. For the current ECHSs, it will be important to track the prioritized goals for their partners to ensure they can provide data on the progress of the ECHS in terms that are valued by their partners.

Finding 2. Stakeholders agree on which students will benefit from the ECHSs

The three respondent groups (high schools, colleges/universities, and businesses/organizations) generally agree on which student groups will most benefit from attending ECHSs in New Mexico.

When asked which student groups would benefit the most from attending an ECHS, the three respondent groups (high schools, colleges/universities, and businesses/organizations) generally agreed it would be first generation college students and underserved students. While high school and college/university respondents also included minority students in their top three, business/organizations identified “college-bound students” in their top three.

Figure 13. The percentage of respondents who, when asked to prioritize which respondent groups would benefit the most by attending an ECHS, ranked the following options in their top three priorities. The starred items identify the top 3 rankings.



N's: high school = 57 respondents, colleges and universities = 24; and business/community = 32 respondents

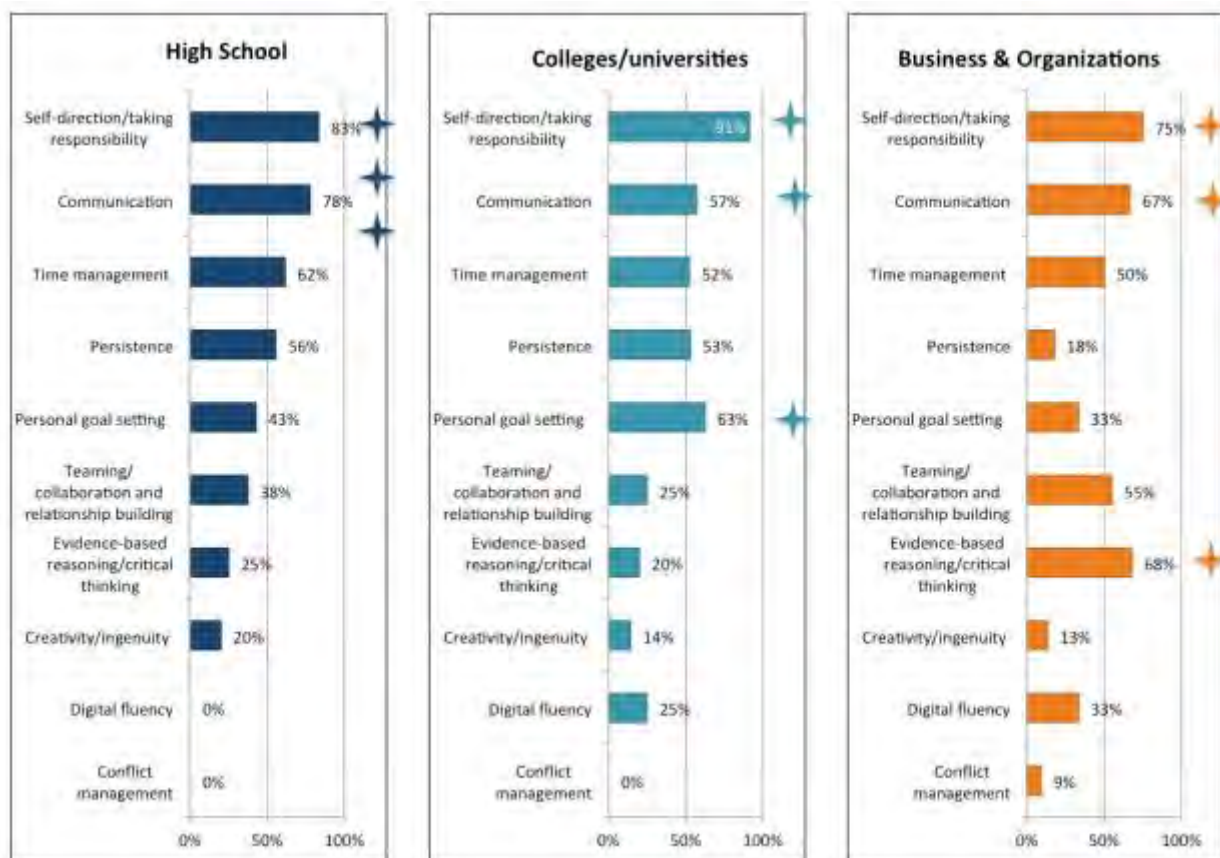
Discussion: Whereas all groups agree that first generation and underserved students will benefit the most from attending an ECHS, businesses and organizations also ranked college bound students as one of their top three beneficiaries. In some cases this might deserve in-depth discussions among ECHS partners as to the ECHS definition released by the Department of Education, the multiple options available to college-bound students.

Finding 3. Self-direction is the most critical skill for success in college

All stakeholder groups agree that self-direction is the most critical skills for student success in the workplace.

All three stakeholder groups identified self-direction unanimously as the most critical skill for students' success in the workplace. The skill of communication was in the top three ranking of all three. Then the difference perspectives appeared. The third skill to round out the top three ranking for high schools, colleges and universities, and business and organizations was, respectively, time management, personal goal setting, and evidence-based reasoning/critical thinking.

Figure 14. The percentage of respondents who ranked the option in their top three priorities, when asked to rank their goals for the Early College High Schools. The starred items identify the top 3 rankings.



N's: high school = 57 respondents, colleges and universities = 24; and business/community = 32 respondents

Discussion: With the unanimous vote for self-direction by all three stakeholder groups, it will be extremely important that teachers build that skill in students and that schools provide professional learning on the topic for teachers and administrators. While 68% of the businesses and organizations ranked evidence-based reasoning/critical thinking as one of their top three skills, only 25% of high schools included it in their top three ranked skills. High schools may want place more emphasis on that skill throughout the curriculum. Sixty-three percent (63%) of colleges and universities included personal goal setting in their top three ranking. The authors speculate that this was because of the strong research base that says personal goal setting leads to deeper learning. Again, the ECHSs may want to give this more emphasis.

Finding 4: College/university credential and field experiences vs. ECHS career cluster offerings

The percentage of colleges and universities that offer workforce credentials and workforce field experiences are not an exact match to the percentage of ECHSs that offer those career clusters.

In New Mexico ECHS programs the top career clusters offered are: Science, Technology, Engineering & Mathematics (92%) and Health Sciences (92%). In the case of STEM, 67% of colleges/universities offer workforce credentials for STEM and only 33% offer workforce field experiences in that area. In the Health Sciences, only 22% of colleges and universities offer workforce credentials in that area, but 89% offer workforce experiences.

Table 3: Comparison of percentage of ECHSs that offer career clusters to the college/university offerings in those same clusters for workforce credentials and field experiences.

Sector	Percentage of ECHSs that offer career cluster (n=14)	Count of the colleges and universities that offer workforce credentials (n=9)	Count of the colleges and universities that offer workforce field experiences (n=9)
Agriculture, Food & Natural Resources	50%	44%	44%
Architecture & Construction	59%	33%	56%
Arts, A/V Technology & Communications	67%	44%	67%
Business Management & Administration	67%	44%	56%
Education & Training	75%	44%	56%
Finance	42%	44%	44%
Government & Public Administration	25%	22%	33%
Health Science	92%	22%	89%
Hospitality & Tourism	34%	56%	44%
Human Services	42%	67%	33%
Information Technology	75%	56%	44%
Law, Public Safety, Corrections & Security	59%	67%	33%
Manufacturing	17%	44%	22%
Marketing	25%	44%	22%
Science, Technology, Engineering & Mathematics	92%	67%	33%
Transportation, Distribution & Logistics	34%	11%	11%

Discussion: The ECHSs and the colleges and universities will want to annually review the national and state trends in high-demand careers and adjust accordingly. The colleges and universities may want to

immediately increase their offering of workforce field experiences for STEM and workforce credentials for the Health Sciences.

Appendix A: List of ECHSs

Currently Early College High Schools are self-identified in the state of New Mexico. Table 4 represents those ECHSs that have had a principal or administrator complete the survey. Table 5 includes a list of those ECHSs in the state that did not have a principal or school administrator complete the survey and thus, is not represented in the report findings.

Table 4. The Early College High Schools represented in the report

District	Early College High School	City
Carlsbad Municipal Schools	Carlsbad Early College High School	Carlsbad
Albuquerque Public Schools	College and Career High School	Albuquerque
Albuquerque Public Schools	Early College Academy	Albuquerque
Las Cruces Public Schools	Early College High School	Las Cruces
Sandi Park	East Mountain High School	Sandia Park
Middle College High	Middle College High	Gallup
Penasco Independent Schools	Penasco High	Penasco
Las Cruces Public Schools	Rio Grande Preparatory Institute	Mesilla
Las Vegas City Schools	Robertson High	Las Vegas
Farmington Municipal Schools	San Juan College High School	Farmington
Taos Academy	Taos Academy	Taos
The Master Program	The Master Program	Santa Fe
Roswell Independent Schools	University High	Roswell
Walatowa High Charter Schools	Walatowa Charter High	Jemez Pueblo

Table 5. The Early College High Schools not represented in the report

District	Early College High School	City
Silver Consolidated Schools	Cliff High School	Cliff
Silver Consolidated Schools	Opportunity High School	Silver City
School of Dreams Academy	School of Dreams Academy	Los Lunas
Gadsden Independent School District	Alta Vista Early College High	Anthony
Hobbs Municipal Schools	Hobbs High School	Hobbs
Los Alamos Public Schools	Los Alamos High School	Los Alamos
Mesa Vista Consolidated Schools	Mesa Vista High School	Ojo Caliente
Raton	Raton Public Schools	Raton
Shiprock	Shiprock High School	Shiprock
Pojoaque Valley Public Schools	Pojoaque Valley Public Schools	Santa Fe

Appendix B: Draft Definition of Early College High School

The New Mexico DPE is in the process of formalizing a definition of an Early College High School (ECHS). Listed below is the current draft.

Draft of the PDE Definition of Early College High School (ECHS)

An Early College High School means a local educational agency in a partnership with at least one institution of higher education that:

- Allows participants to simultaneously complete requirements toward earning a regular high school diploma and to earn not less than 12 credits toward a college-level certificate, associate degree, or bachelor's degree at the partner institution of higher education.
- Ensures that Common Core State Standards (CCSS) are integrated into a structured program of study which meets local and state graduation requirements
- Provides a program of study toward a postsecondary credential or degree without tuition cost to the participant or the participant's family.
- Focuses on improving the academic achievement of low-achieving students and youth underrepresented in higher education by giving admissions preference to low-income students, such that the proportion of low income students in the student body is at least as high as that of the district in which the ECHS is located.
 - National School Lunch Program (NSLP) data shall be used as an indicator of poverty. Different combinations of available NSLP data may be used as a poverty measure for education program purposes. For example, NSLP data might include a combination of data from household applications (free and reduced price lunch forms) in addition to direct certification data available under the Community Eligibility Provision of the NSLP.
- Uses a lottery or other blind admission processes are used to ensure equitable access.
- Operates in partnership with local business and industry and leads to work readiness credentials
 - Programming includes meaningful work-based learning experiences
 - Career technical education courses use Common Career Technical Core Standards (CCTCS) to support core academic growth
- Accelerate participant learning beginning in ninth grade
 - Advanced Placement and dual credit courses are used to help high school students make a seamless transition into college.
 - Innovative, interactive, research-based support structures encourage positive outcomes for participants.

Appendix C: Methodology

High school

The survey had four sections: vision and purpose to be completed by all respondents, an ECHS section only to be completed by a school administrator, a teacher section to be completed by ECHS teachers, and a guidance counselor section to be completed by ECHS guidance counselors.

Recruitment was accomplished through email invitations sent to all Early College High school principals and to those high school administrators that requested additional information on an earlier survey conducted in early fall 2016. The principals were asked to participate and to invite their teachers and guidance counselors to participate. Survey results represent 57 respondents (25 school administrators, 19 teachers, 7 guidance counselors, 6 other). Those 57 work in 27 unique schools, 14 of which are Early College High schools. The geographic distribution of survey respondents is represented in Figure 17.

Figure 15. Count of high school respondents in each region of the state.



The College and University Perspective

A survey was conducted with recruitment of colleges and universities organizations accomplished by requesting the local ECHS principals to reach out to their partners and by conducting a web search of all New Mexico community colleges and 4-year colleges and universities. Survey results represent 26 respondents, representing 9 community colleges, colleges and universities, with the largest number of respondents from the Southwest regions of the state (see Figure 16).

Figure 16. Map with counts of respondents by region; listing of colleges and universities



The Business and Community Organization Perspective

A survey was conducted with recruitment of business and community organizations accomplished by requesting the local ECHS principals to reach out to their partners; and by requesting that the regional business consortia ask their members to take the surveys. Survey respondents included 32 respondents, with the largest numbers from the Southwest and Southeast regions of the state (see Figure 17).

Figure 17. Count of business and community organization respondents in each area of the state

