

Application for School of Dreams Academy ECHS Designation

6/25/2018

School of Dreams Academy

906 Juan Perea Rd., Los Lunas, NM 87031

Revised as of Sept 18, 2018- Resubmitted content highlighted in

yellow at beginning of each entry.

505-866-7632

www.sodacharter.net

www.facebook.com/schoolofdreamsacademy/

Appendix B - ECHS Information Sheet

Name of Designating Local Educational Agency				Superintendent					
School of Dreams Academy				Michael Ogas					
LEA Address									
906 Juan Perea Rd									
City		County			Telephone				
Los Lunas		Valencia county			505-866-7632				
ECHS School Name				ECHS Address					
School of Dreams Academy ECHS				same					
ECHS Design Model: <input checked="" type="checkbox"/> Freestanding Model <input type="checkbox"/> Academy Model									
School Year for ECHS first high school Graduates: 13		2017-18 Year Enrollments by Grade				Projected Number of 2018-19 Enrollments			
		9	10	11	12	9	10	11	12
Initial Year as ECHS: October 2014		47	46	47	54	55	52	52	53
Contact Info for Principal:	Name	Office Phone	Cell Phone	Email					
	Michael Ogas	505-866-7632	505-550-6147	mogas@sodacharter.com					
				Mailing Address 906 Juan Perea Rd., Los Lunas, NM 87031					
Contact Info for Counselor	Name	Office Phone	Cell Phone	Email					
	Krystal Salazar	505-866-7632	505-720-8104	Ksalazar@sodacharter.com					
Contact Info for ECHS Liaison	Rita Garcia	505-866-7632 Ext 155	505-259-8391	Physical Address 906 Juan Perea Rd, Los Lunas, NM 87031 Email: rgarcia@sodacharter.com					
Name of Postsecondary Partner (attach as needed for additional pathways):									
UNM Valencia									
X Will offer Postsecondary Certificate(s):									
X Will offer Associates Degree(s):									
X Will align with two years toward Bachelor's Degree:									

Appendix A- Assurances Signature Letter

The School of Dreams Academy assures that the following have been included as part of the application for ECHS Designation and that it will abide by each requirement:


- A. Integrates New Mexico Public Education Department-approved standards into courses within a structured pathway that meets local and state graduation requirements.
- B. Follows a pathway that results in a workforce recognized credential without tuition cost to the student or the student's family.
- C. Focuses on efforts to reach youth underrepresented in higher education by establishing outreach and recruiting processes striving for equitable access. Focused recruiting efforts shall encourage applicants from underrepresented populations.
- D. Accelerates student learning through the use of dual credit courses beginning no later than tenth grade. Dual credit courses shall:
 - (1) accelerate the timeline for high school students to complete college;
 - (2) be delivered through one or more postsecondary partners;
 - (3) be tuition free;
 - (4) be taught by instructors who meet the higher learning commission qualifications for college instructors;
 - (5) use innovative, interactive, research-based support structures; and
 - (6) align with:
 - (a) the pathway indicated on the student's next step plan;
 - (b) the established New Mexico higher education general education curriculum; and
 - (c) either the student's declared CTE pathway or declared major or meta major.
- E. Operates in partnership with one or more workforce partners. Partnerships shall include:
 - (1) meaningful work-based learning experiences in alignment with student pathways; and
 - (2) CTE courses that use career and technical education standards to support core academic growth.
- F. Assurances that all district and school personnel are knowledgeable of the requirements to comply with any waivers identified in 6.30.13.13 NMAC; and

G. Evidence of tribal consultation to satisfy the goals of Indian Education Act (IEA) 22-23A NMSA 1978 Article 23A including documentation of tribal consultation submitted annually to the department.

I hereby certify that the information contained in this application for ECHS Designation with the state of New Mexico is, to the best of my knowledge, correct and that I am authorized to submit this application. I further certify, to the best of my knowledge, that Early College High School activity will be conducted in accordance with all applicable State and local laws and regulations, application guidelines and standards. It is also understood that immediate written notice will be provided to the designated Application Manager if at any time the applicant learns that its certification was erroneous by reason of changed circumstances.

As the duly authorized representative of the applicant, I hereby certify that the information herein is true and correct and the applicant will comply with the above certifications and assurances.

Superintendent and Signature

Print: Michael Ogas Signature: 
Title: Superintendent/Co-Founder Date: June 25, 2018

School Principal and Signature

Print: Same as above Signature: _____
Title: _____ Date: _____

Postsecondary President and Signature

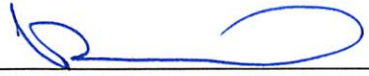
Print: Hank Vigil Signature: 
Title: Director, Student Affairs Date: 6-27-18

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Application for Early College High School Designation

- 1. Overview of ECHS Design** – Include a description of the design structure of the ECHS. Designate if the school is a freestanding model, where all students at the school are enrolled in an ECHS pathway(s), or an academy model, where only a subset of the students at a comprehensive high school are early high school students. Describe location in proximity to the postsecondary partner. Include hours of operation, and other relevant program details. Indicate the scheduling structure, including wrap-around services to meet the required seat time per Section 22-2-8-1 NMSA 1978. Describe the staffing for the ECHS, including teacher licensure and professional qualifications for staff to teach dual credit as adjunct faculty for the postsecondary partner.

Early College High School models differ in various ways throughout our region. Since the Early College High School grant was awarded to the School of Dreams Academy in fall of 2014, it has served the communities of Valencia county which encompass Belen, Bosque Farms, Isleta, El Cerro Mission, Meadow Lake, Los Chavez, Los Lunas, and Tome. School of Dreams Academy would like to be designated as a freestanding ECHS model, in which all students at the school are enrolled in ECHS pathways. The post secondary partner is University of New Mexico-Valencia, located at 280 La Entrada Rd., Tome, NM 87031. Proximity to the college campus is approximately 20 minutes from the school. Campus hours range from 7am-9pm, Monday-Friday. Within this time range there are support offices that are available such as Admissions, Student Services/Advisory, Library, Math Lab, and the Learning Center for student support. There are several Wrap-around services linking the two campuses. SODA ECHS is an authorized Accuplacer Testing site for courses that require entrance scores. College courses are also scheduled at the School of Dreams Academy ECHS site. Transportation bus shuttles(Rio Metro) that route to and from UNM Valencia campus. The ECHS on-site courses are approved and co-taught with an ECHS and

university approved teacher, as well as, a professor-of-record from UNM Valencia. The credentials for the ECHS teacher include a Masters degree in the course content and or industry trade credentials approved through the Department Head of course curriculum. Scheduling structure at the school meets twice a week for 85 minutes, and every other Friday for an additional 85 minutes, while UNM Valencia campus scheduling structure at the college campus meets twice-a-week for 90 minutes. A mirrored modified Block schedule was implemented to accommodate a more cohesive college-like format/experience. (See Figure 1)

Figure 1 - Modified School A & B Block Schedule

Figure 1	Monday A - Day	Tuesday B - Day	Wednesday A - Day	Thursday B - Day	Friday
7:45 am	Teacher Arrival				----->
8:00-8:45am	Teacher Prep				----->
8:45-8:57 am	Teacher Duty				----->
9:00-10:25	1 st period	5 th period	1 st Period	5 th period	Alternating A & B
10:30-11:55am	2 nd period	6 th period	2 nd period	8 th period	Alternating A & B
12:00-12:30	HS Lunch	HS Lunch	HS Lunch	HS Lunch	HS Lunch
12:30-1:00pm	Advisory	Advisory	Advisory	Advisory	Advisory
1:05-2:30pm	3 rd period	7 th period	3 rd period	7 th period	Alternating A & B
2:35-3:55pm	4 th period	8 th period	4 th period	8 th period	Alternating A & B
Bus Departure	4:03pm				

Required Seat Time

The School of Dreams Academy Liaison meets with UNM Valencia Admissions/Community Education staff to set up meetings with professors and SODA teachers to coordinate and guide courses that align with STARS code requirements. Fall & Spring tentative semesters are discussed to decide if courses are to be maintained and perhaps adding new courses. The required Class seat time mandates 2250 for a 3 credit college course. The modified Block Schedule accommodates the state charter seat time per Section 22-2-8-8.1 NMSA

1978, as well as, the seat time for the college seat time. The 12 week on-site course minimum total exceeds seat time hours at 2550. Classes meet 85 minutes twice a week, with an additional 85 minutes alternating Fridays. School of Dreams Academy offers an average of 8 college courses per semester on-site. Figure 2- please see chart below describing 2018-19 upcoming college courses. ECHS College course are offered within the SODA Master Schedule. (copy attached)

Figure 2 – School of Dreams On-Site College Courses

Fall 2018	Block Schedule Meeting times	Course name	School	Approved by Higher Ed SODA Teacher	UNM Instructor
ENGL110	Meets 1 st period Mon/Wed & Alternating Fri	Accelerated Com	SODA	Soni Buda, MA in Education/LangArts/Soc	Dr White
CS 108L	Meets 2 nd period Mon/Wed & Alternating Fri	Computer Science for All	SODA	Soni Buda, MA, Computer Science for All Credential	James Hart
DMA 102	Meets 1 st period Mon/Wed & Alternating Fri	Digital Foundations	SODA	Chris Stephens, Digital/Visual Art Degree	Alexa Wheeler
EDUC 293	Meets 4 th period Mon/Wed & Alternating Fri	Topics in Life Skills	SODA	Marina Carillo, MA is SPED	Sarah Clawson
MATH 120	Meets 4 th period Mon/Wed & Alternating Fri	Intermediate Algebra	SODA	Bonnie Dodge, MA in Education/Math & Science	Mychael Smith
SPAN 101	Meets 1 st period Mon/Wed & Alternating Fri	Elem. Spanish I	SODA	Davin Poulin, MA in Spanish, taught at UNM Main	Soledad Garcia
SPAN 102	Meets 5 th period Mon/Wed & Alternating Fri	Elementary Spanish II	SODA	Davin Poulin, MA in Spanish, taught at UNM Main	Lorena Galvan
Spring 2019	Block Schedule Meeting times	Course Name	School	SODA Teacher	UNM Instructor
ENGL150	Meets 1 st period Mon/Wed & Alternating Fri	Study of Literature	SODA	Soni Buda, illustrated above	Dr. White, English Instructor
ECON 105	Meets 2 nd period Mon/Wed & Alternating Fri	Macroeconomics	SODA	Soni Buda, illustrated above	Dr. Castillo, Econ Instructor
ARTS 106	Meets 1 st period Mon/Wed & Alternating Fri	Art Practices 1	SODA	A Quintana, Visual Arts Degree, Education Social Studies	J. Lambright, Art Instructor
ARTS 289	Meets 4 th period Mon/Wed & Alternating Fri	Digital Imaging/photo	SODA	Chris Stephens. Illustrated above	P. Taylor, DM Art Instructor
EDUC 293	Meets 4 th period	College/Career	SODA	Marina Carillo, illustrated	Sarah Clawson,

	Mon/Wed & Alternating Fri	Exploration		above	Career Instr.
EMS 106	Meets 1 st period Mon/Wed & Alternating Fri	Intro to EMS	SODA		EMS Licenced Instr./TBD
MATH 121	Meets 5 th period Mon/Wed & Alternating Fri	College Algebra	SODA	B. Dodge, illustrated above	Mychael Smith, Math Instructor
SPAN 101	Meets 1 st period Mon/Wed & Alternating Fri	Elem. Spanish II	SODA	Davin Poulin. Illustrated above	Soledad Garcia, Span. Instr.
SPAN 102	Meets 1 st period Mon/Wed & Altern. Fri	Elem. Spanish II	SODA	Davin Poulin, illustrated above	Lorena Galvan, Span Instr.

Description of Design Structure

The overall design and layout for SODA ECHS is comprised of 900 square feet per classroom, each classroom is equipped with computer lab for classes requiring UNM Learn Access. This consists of 5 classrooms, a computer lab, two administrative offices, and a Early College High School Center for guidance, planning, college placement testing and finally registration intake. An additional 1900 square footage includes common areas both indoor and outdoor which is available to all students(cafeteria, ancillary rooms and study hall).

The SODA ECHS faculty and staff are composed as follows:

- 1 Principal
- 1 ECHS Liaison
- 1 Guidance Counselor/Social Worker
- 1 Support Secretary
- .5 School Nurse
- 1 Special Education Liaison to service IEP modification plan
- 5 SODA ECHS Teachers and 11 UNM Valencia Instructors(combined Fall & Spring)

During the implantation process of ECHS program in 2014, SODA & UNM Valencia composed a Team of Co-Teaching environment. Focus meetings were held to discuss how to implement

courses on College level for English, Math, Economics, Emergency Medicine, Fine Arts, and Spanish. These were determined partly in focus groups of students and parents, while also, to the STEAM model that is followed through SODA Charter. Teacher/Instructors are approved per the requirements of Teacher Licensure and professional qualifications for staff to teach dual-credit and prior approved by Higher Ed Institution. SODA ECHS Licensures illustrated in Figure 2.

Description of Next Step Plan/Program of Study timeline

Each preceding school year, starting in January, a presentation will be given to the 8th grade cohort focused on SODA ECHS model. Presentation will highlight to students some details of ECHS, Next Step Plan, and Program of Study concepts. The description of how ECHS courses fit into 9th grade will be illustrated in Advisory classroom. For example, the opportunity for college courses would include NM History first semester, followed in the same time slot, by HED 171(Personal Health Mgmt) second semester. Also, EDUC 293, which is Life Skills first semester, followed by EDUC 293 College and Career Planning, second semester. These courses would fit in with the 9th grade core required classes that include Algebra 1, English 1, PE, and Physical Science to fulfill HS diploma completion. A schedule with these courses would equal to nine college hours by the end of their freshman year. During the time period of these three courses, the Next Step Plan and Program of Study will be implemented through the interest assessment and research tool at NM Career Solutions. These assessments will be reviewed by Advisory Teachers, students, parents and then developed into NSP/Program of Study.

10th grade options include 2nd year science such as Biology 110, World History/Western Civilization for World History requirements and an ECHS elective such as DMA 102, or ARTS 106. An Accuplacer college placement test is taken for possible ENG 110(Junior English

equivalent and Math 120 (Junior Math equivalent). SODA has been approved as a testing site.

11th grade develops a dual credit ECHS path to include: English 110, Math 120, US History (HIST 161), Span 101 for Foreign Language requirement, along with courses within the Program of Study. For example, student can include CS 108 if the student is pursuing Computer Science field.

Finally, 12th grade Program of Study path would include Eng 150(senior English), Math 121, College Algebra, Econ 105 and Pol Sci 110(Govt) along with other college courses at the university campus that directly relate to their Program of Study. Since most students are driving during their 11th and 12th grade year, this allows for more concentration to build a schedule that fits their daily routine.

Student contact is made through the ECHS Center on class progress for grades, communication issues or questions. Wrap around services includes coaching students on writing emails to college professors on assignments, obtaining textbooks, or access codes. ECHS grades are reviewed both with SODA Teachers and students for any intervention needs. Tutoring is available through intervention periods that include Math, English and Science. Grade checks for classes physically at UNM Valencia campus are requested on a Dual-Credit Request Form. Form explains to professor that the student is a Dual-Credit student at SODA ECHS and is asking for current grade or comment as necessary to ECHS Liaison any feedback that could be useful. If a student is at a passing grade, conversation/discussion with student ensues to determine appropriate if intervention of Math Lab or Writing Lab is required, tutoring, or at last resort withdrawal from class and replaced in high school level that meets graduation requirement. Starting in September,

FASFA Community Outreach Workshops are coordinated with Seniors, Parents during

Senior assembly, followed up by one-on-one appointments with Community College and UNM Main campus staff.

2. **Proposed Pathway Description** – Provide a description of the proposed pathway(s). Describe the proposed pathway(s) and how the pathway(s) support the regional workforce need for training in high wage, high demand careers. Include STARS course names and numbers for CTE courses and program names for postsecondary partner, dual credit courses. Provide a Next Step Plan designed for each pathway offered for ECHS students.

As part of the Early College High School grant awarded in 2014, School of Dreams Academy charter design includes the association of the STEAM model. Channeling pathways through this model includes Meta Majors that encompass Science, Technology, Engineering, Arts, and Mathematics. This helps guide students and families in an area of study they are interested in, unveiling opportunities within the specific career range. For example, if a student is interested in health care, courses could include science, communications, mathematics/statistics, where professional opportunities could range from Health Information Systems to Pharmaceutical. The attached Master Agreement Appendix includes STARS Course names/codes correlation alignment with courses required to complete program pathway. Regional workforce focus groups and meetings have expressed the need for a work-ready pipeline in local manufacturing in the areas of sheet metal welding, construction, and injection molding. The initial plan in selecting an Area of Study Pathway is to start with an interest assessment and research tool. The school will utilize www.nmcareersolutions.com/vosnet/default.aspx, Labor data for the State of New Mexico. The interactive website highlights occupation descriptions of highest paying careers, fastest growing careers, and projections of occupations with most growth.

Professional careers in high demand for employees in the state of New Mexico are Information Technology and Health related careers which many of the pathways below are structured to fit. The lesson walkthrough located at www.echs-nm.com on career exploration will be conducted through our Advisory class and help determine whether a students' interest directs toward CTE courses or traditional college courses.

The Next Step Plan(parts of), IEP Transition plan, Graduation Requirement Worksheet, NMPED Graduation Checklist and the UNM Valencia website Certificate and Degree pathways(<https://valencia.unm.edu/degrees-certificates/index.html>)and the UNM Valencia Course Catalog (<https://valencia.unm.edu/academics/catalog/2016-2018/courses/course-descriptions.html>), are tools used to guide the student. Please see samples attached of items listed above.

SODA ECHS is incorporating NM Career Solutions website assessment into described process and according to the employment projections report of Department of Workforce Solutions; the following types of careers are ranked with highest growth.

The Meta Major programs offered at SODA ECHS are high demand, skill and medium to high scale wages, these programs include:

Fine Art, Film Technology, and Communication

Student with an Interest Assessment ranking high in creating, design, Art, producing, performing or publishing in Multi-Media will pursue careers at UNM Valencia within these Associate degrees or Certificates.

Program of Study can include 3-D Printing: Academic Certificate, Art Studio: Associate of Arts or Art Studio Certificate, Digital Media Arts: Associate of Applied Science or Academic Certificate, Film Technology:Academic Certificate, Game Design and Simulation: Associate of Applied Science or Academic Certificate

- Projected job growth for the Film Industry shows an average of 8% increase.
- Wage earnings projected from low \$20K – high \$100K

Business Management/Administration

A student, who shows entrepreneurial interest, owning their own business, or perhaps taking over the family business, would pursue a Business Management area of Study. Students learn aspects of business accounting, business skills, and operations skills.

Programs degree or Certificate is a Business Administration: Associate or Academic Certificate.

- Projected job growth for the Business Management shows an average of 10% increase.
- Wage earnings projected from low \$36K – high \$180K

Education

Students, who want to teach, illustrate and model for others would be passionate about Education. This career could fit in with learning institutions such as public, private schools. Higher Ed in colleges, technical/vocational and provide sector business. Student following this pathway can obtain Early Childhood Multicultural Education: Associate of Arts or Academic Certificate

- Projected job growth for the Business Management shows an average of 8% increase.
- Wage earnings projected from low \$19K, median \$27K, high \$61K

Healthcare Science

Students interest profile fitting into this category rank high interest in health and wellness, diagnosis, treatment of bodily illness or injury. Although this is by far the highest job growth and highest paid, in terms of age requirements, it's proven to be challenging at SODA ECHS to start students under 18 for Sun Path Health/ Nursing Programs that *can* start the process of the pathway of Health Education: Associate of Science, Health Information Technology: Associate of Science, Medical Assistant Certificate- Academic Certificate and ultimately Nursing: Associate of Science

- Projected job growth for the Healthcare shows an average of 9% increase.
- Wage earnings projected from low \$26K - high \$93K

Law, Criminology, and Public Safety

Students that are interested in fact finding, solving problems, forensic science, might pursue careers in this industry. Occupations in law enforcement, Cyber Security, Law(Government agencies or corporate) are options.

Pathway offered is Criminology: Associate of Arts, Information Technology: Associate of Applied Science or Academic Certificate (Cyber Security).

- Projected job growth for the Healthcare shows an average of 3% increase.
- Wage earnings projected from low \$30K - high \$60K

Science, Technology, Engineering & Math

Student interest assessments in the STEM categories have a wide range of career possibilities. Local manufacturing workforce companies Aristech Acrylic, ACIM Plastics, CEMCO Inc., Clariant, Facebook, Keter Plastics, Mechienbier Construction, and Sisneros Manufacturing are utilizing a career-ready workforce that employs a wide range of robotic machine operators, engineers and computer technology. The analytical thinker, problem solver, builder, designer

has the opportunity to practice these technology skills and obtain their pathway through either Computer Aided Drafting: Associate of Applied Science or Academic Certificate, Construction Technology: Associate of Applied Science, Information Technology: Associate of Applied Science or Academic Certificate, Mathematics: Associate of Science, Pre-Engineering: Associate of Science, Information Technology: Associate of Applied Science or Academic Certificate

- Projected job growth in this industry is wide, but shows an average of 5% increase.
- Wage earnings projected from low \$45K - high \$130K

Undeclared

Students' who may have varied interests both creative, analytical, technology driven, but may not know which career or area they like quite yet, can still work towards a platform of general courses that can be applied to certificate or degree. Students' who express interest in Technical Vocational interest might also start in this category.

Program of Study could be Integrative Studies: Associate of Science, Liberal Arts: Associate of Arts. Technical-Vocational could participate in a program pathway of Automotive Technology Certificate, Sustainable Building: Academic Certificate Welding Certificate: Academic Certificate, Emergency Medical Services: Associate of Science

SODA ECHS has the following school organizations that are relevant to career and technical pathways.

- ✓ Robotics Pre-Engineering organization that competes regionally as well as, nationally with VEX Robotics, FIRST Robotics and BotBall. This organization is applicable to STEAM model (it also includes design and marketing of robot product).
- ✓ SuperComputing Challenge – SODA ECHS will rejoin this upcoming school year to the year-long computational science project, through the CS 108 ECHS class.
- ✓ SODA ECHS is developing Student Council organization to promote Government, Law and Political Debate interested students.
- ✓ SODA ECHS has a Teen Court Program. Year-long commitment working in the court room alongside Judges, learning procedure, Law & Ethics.

Work-based learning activities and Internships/Apprenticeships Plan

- ✓ The ECHS Center and community stakeholders and MEP organization have for the past two years arranged manufacturing tours of ACIM Plastics, CEMCO Inc., Sisneros Bros. Manufacturing and each professional guest speaker to present their industry facets in our regional marketplace to our students.
- ✓ The next phase is to develop an Industrial Basic Safety Course. A committee is combining efforts to collaborate areas of the community where job shadowing, internships and apprenticeships are available to SODA students. Workforce meeting have taken place directly with CEMCO INC., Sisneros Bros.

Manufacturing, Facebook, BWVC(Business Women of Valencia County, self employed entrepreneurs.

3. Workforce Recognized Credentials - Describe the proposed workforce recognized credential for each pathway. Provide a plan of how the school will track and report student attainment of workforce recognized credentials.

Workforce requirements for workforce partners, CEMCO, Inc. and Sisneros Brothers

Manufacturing starts with instruction in the basics of manufacturing, via the nationally recognized NCCR course platform, and on manufacturing safety. School of Dreams Academy has adopted the NCCR curriculum as the basis for beginning manufacturing program offerings, as well as, working toward positioning students to qualify for nationally recognized certification in such high needs areas as welding, machining, Information technology, and computer aided drafting to name a few. Coursework and certifications will be coordinated with UNM-Valencia, with eventual internships for students in their Junior and Senior years. Our internship program will begin with the support of CEMCO and Sisneros Bros., however the plan is to include other manufacturing centers in Valencia County such as Keter and Niagra, the new water bottling company. The CEMCO Inc. operation includes full-scale engineering services, large capacity machining operation, CNC cutting technology, robotics welding, and computer automated custom metal fabrication. Sisneros Bro. Manufacturing specializes in stainless steel ductwork, and in all other industrial type ductwork, from dust collection to fume exhaust. Sisneros specializes in both government and military contract and does the ductwork for the Wal-Mart Corporation. Both CEMCO and Sisneros utilize the NCCR Industrial Safety Skills and believe these certification courses to be a "crucial" aspect of their initial and ongoing training. With this in mind, School of Dreams Academy has committed (over the last two years) to continue building on the goal of workforce training by providing guest speakers representing the manufacturing community and to tour local facilities with our students. We have already participated in workforce related programs, with

UNM-Valencia, by our students taking ECHS courses in welding, auto mechanics, pre-engineering, digital arts, information technology, and nursing. The effectiveness of these programs will be tracked in a two-fold manner. What ever students take along these lines, in conjunction with the ECHS offerings, will both be tracked and documented in the student's Next Step Plan as well as their Individualized Learning Plan (which has been a major aspect of SODA's charter since day one). In a more global sense, our ECHS office will keep track of events/visits by date time and numbers of attendees via agenda's and sign in sheets. Internships will be tracked in similar ways an employer might keep track of a probational employee. Time sheets and attendance logs will be mandatory and will be submitted to the ECHS office on a monthly basis. In addition, the ECHS office will make a site visit at least twice per semester. Employers will also submit two evaluation surveys twice per semester.

The School of Dreams Academy workforce model supports the meta major model of program delivery via the many course offerings available because of our STEAM model. Students have the opportunity to focus on the following meta major career tracks that interest them. Many of the course offerings allow for students to move between meta majors and explore options without wasting a lot of time and money as they move toward certifications and degrees.

- Arts, humanities, communication and design;
- Business;
- Education;
- Health sciences;
- Industry/manufacturing and construction;
- Public safety;
- Science, technology, engineering, and mathematics; and.
- Social and behavioral sciences and human services.

It is our eventual goal to provide a "full blown" manufacturing / business training center that would work along side SODA's ECHS model to best serve students and individuals throughout the community.

4. Students Served - Indicate the projected number of students served. Describe the demographics of students enrolled and student participation in each pathway.

Students begin in ninth grade. Students are required to take an interest assessment, though NM Career Solutions website and pick potential courses based on high school requirements and individual interests. Demographics of SODA students indicate a high percentage of the population is underrepresented in post-secondary education, or not identified academically or as low-income. Many students, are first generation to the college environment, and live in rural areas. According to the 2016 United States Census Bureau, Valencia County Children Characteristics indicate that 56% of the under age 18 child population are on Public Assistance, and 44% fall below the poverty level living in a single parent household. Please refer to chart attached.

Average grade level population is 50 to 60 students. Each 9th grade cohort will be offered a beginning college courses consisting of Life Skills (Social Emotional Learning curriculum), a Career/College planning course and Personal Health Management course. Counseling and/or advising is offered to students and parents before and during program participation. Since underserved students are more likely to be first-generation college-bound, their parents may be less prepared to provide the guidance and support students need to complete college-level courses, including steering students toward the college services that may be available to them. To address this need, the ECHS will have Counselor/Liaison/IEP Coordinator team to advise and guide students.

5. **Outreach and Recruitment Process** - Description of outreach and recruiting processes that incorporate efforts to reach underrepresented populations. The ECHS's goal is for the proportion of low-income students in the student body to be at least as high as that of the high school low-income population in the district. Outreach and recruitment efforts should include plans to increase the proportion of low-income students served. Describe how the school will analyze student demographic data to ensure equitable access to the ECHS and that all students are being served by the ECHS model.

The Outreach and Recruitment purpose is to engage and enroll students of low-income, first generation college-bound and provide academic support to their families. Demographic data illustrates that largely the school student body consists of 70.1% Free & Reduced lunch, therefore, the opportunity will be offered to all students at the start of 9th grade. Events prior to the beginning of the school year, such as pre-registration night, gives the opportunity for families, students, teachers and university advisors to ask questions, and find out information about Early College High School. Several community events are planned to promote the Early College High School program. These events are at parks, area community centers, such as Meadow Lake Community Center, at YDI Outdoor Movie night, School/College Fair events where SODA staff attends with a table or booth handing out information and answering questions to the public. Also, announcements of open enrollment are distributed through website, Facebook page and paid advertisements in various media within the surrounding community.

For admissions process, SODA ECHS will adhere to use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations

for the ECHS. SODA ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)

Figure 3 - SODA ECHS Ethnic Diversity

Grade Level	Total in Grade	Asian	African American	Caucasian	Hispanic	Native American	Other	Pacific Islander	Unclassified
12 th grade	45	0	1	18	25	1	0	0	0
11 th grade	50	0	1	25	22	2	0	0	0
10 th grade	55	1	1	17	33	3	0	0	0
9 th grade	63	0	1	31	28	2	0	0	1
Total	213	1	4	91	108	8	0	0	1

As seen in Figure 3, ethnic distribution between white and Hispanic students has a difference of 1.1%, slightly more Hispanic enrollment. Minority enrollments include Asian, African American, Native American, and Pacific Islander. Ethnicity data drives the need for Outreach to the Native American and African American communities. A SODA ECHS Awareness Plan will strive to reach this demographic.

Recruitment Plan to increase awareness of ECHS

The following phases will be implemented to bring awareness to community members, parents, students, Tribal councils and tribal families.

1. Meet with tribal community – ECHS has accomplished 2 visits and is planning a school fair event and tour. (Agenda notes attached)
2. Develop a marketing brochure/poster – ECHS Center had approached Gen Yes group to design an English and Spanish brochure and poster.
3. Distribution of materials in designated areas to increase enrollment for underserved students.
4. Schedule on-site tours from Isleta Pueblo to SODA ECHS.
5. Available enrollment guidance counselor for SODA HS as well as, ECHS appointments.

6. **Written Agreement with Postsecondary** – A Memorandum of Understanding is required with at least one postsecondary partner that includes evidence of dual credit course offerings and support structures. Provide a current copy of the Memorandum of Understanding that shows evidence of dual credit course offerings for the pathway(s) offered. Indicate wrap-around service supports efforts for successful student outcomes. Provide a plan of how the school will track the number of college credit earned by ECHS students.

The postsecondary partner MOU is attached, along with the Appendix of courses. College courses are tracked with a combination of the Graduation Requirement checklist, review of university checklist and transcripts each semester. The goal of the school is for the student to be enrolled in courses that apply towards high school graduation credit and/or courses that are required to fulfill requirements towards a Certification, Associate or 4 year degree plan. These credits and progression of courses are tracked and reviewed with students, and parents through the High School Counselor, ECHS Liaison, and IEP Coordinator. Communication with students, teaching staff and Admissions office is constant. Grade checks are requested from the student during the semester for any potential troubleshooting.

7. **Written Agreement with Workforce Partner** - A written agreement is required with at least one workforce partner, best practice is for each industry pathway. Provide a current copy of the written agreement with workforce partner(s) for the pathway(s) offered. Describe available work-based learning experiences and how student participation in work-based learning experiences will be tracked.

School of Dreams Academy has originated a Workforce Partner Agreement with CEMCO Inc. and Sisneros Bros. Manufacturing. Initial meetings discussed the need from regional businesses recruitment of qualified workforce. Both of these Workforce Partners have demonstrated a strong commitment to investing and offering employment experiences in form of tours, guest lectures, and ultimately Apprenticeships leading to a solid career path.

Tracking will be monitored as described in proposed pathway and Workforce Credentials sections. Please see agreement attached.

8. **Sustainability Plan** – Describe the school and district/charter plans to ensure sustainability of the ECHS school model. Describes a plan for sustainability through articulation and documentation of partnerships with the community and local business and industry sectors to prepare students for entry into careers in which state or regional need has been confirmed by New Mexico labor data.

Sustainability Plan of the School of Dreams Academy ECHS designation for a minimum of three years includes:

- Presentations/Advisement with student and families from middle school to project start in 9th grade.
- Community partnerships such as Mission:Graduate Valencia County Workforce, NM Workforce Solutions, Village of Los Lunas to conduct skills sessions.
- Continue in the Manufacturing Council Tour program, NCCR (Basic Safety, OSHA, and Industrial Skills) Certified Teachers.
- Accommodate a Modified Block Schedule to allow for built in Intervention support programs and integrating a college-like class schedule.
- Presentations from local workforce in school classrooms.
- Continued Career Fairs/College fairs on-site and off-site)
- Continued UNM Main Campus Outreach for FASFA application assistance.
- Engage younger students in computer programming to include Cultivating Coding program within the region that include other schools.

Above described three year sustainability plan will be coordinated through the Early College High School center with combined efforts of ECHS Liaison, HS Counselor, HS Principal, IEP Coordinator, Class Advisor and Social Worker.

9. Tribal Consultation Requirement - Describe the school and district/charter plan to consult with tribal leaders annually. This is to satisfy the goals of Indian Education Act (IEA) 22-23A NMSA 1978 Article 23A which includes documentation of tribal consultation to be submitted annually to the department.

Within the servicing area of the schools district, Pueblo of Isleta is within proximity of School of Dreams Academy. In an effort to include Tribal Consultation, we are reaching out to Department of Education Support Services at Isleta Pueblo. The school has met with staff at the Educational Complex and the Johnson-O Mally staff came to view the ECHS location on a separate time. Both agendas with items of discussion are attached. Discussion topics included introductions, School presentation, support guidelines, bus transportation and collaboration.

Isleta Pueblo invited the School of Dreams Academy to attend two upcoming events; School Fair and Skills Workshops at Isleta Casino Ballrooms, and Supply Disbursement Days (JOM event) presentation at the Education complex. Both groups are receptive in building a long term partnership with Early College High School program. Please see the Affirmation of Tribal Consultation Form attached.

Attachments

Attachment A – Dual Credit Master Agreement and Appendix

STATEWIDE DUAL CREDIT MASTER AGREEMENT

April 2018

NEW MEXICO SECONDARY AND POSTSECONDARY DUAL CREDIT PROGRAM

MEMORANDUM OF AGREEMENT

Between UNM-VC (POSTSECONDARY INSTITUTION)
and School of Dreams Academy (LEA)

Note: SB 943 (Laws 2007, Chapter 227) creates a dual credit program in state statute. Postsecondary institutions and Local Education Agencies (LEAs) must refer to 6.30.7 New Mexico Administrative Code (NMAC) for rules regarding dual credit program implementation.

TERMS OF AGREEMENT

PART 1 – GENERAL PROVISIONS OF AGREEMENT

A. SCOPE

Dual credit shall be provided in accordance with the terms and conditions of this uniform Master Agreement (*hereafter* Agreement), which supersedes all previous agreements, versions and addenda. This Agreement applies to local education agencies (public school districts, locally chartered and state chartered charter schools, state-supported schools, and bureau of Indian education-funded high schools) (*hereafter* LEA), high school students who attend secondary schools, and public postsecondary institutions in New Mexico including tribal colleges (*hereafter* Postsecondary Institution). The LEA may complete agreements with multiple postsecondary institutions. The Postsecondary Institution may complete agreements with multiple LEAs.

B. DEFINITION OF DUAL CREDIT PROGRAM

“Dual credit program” means a program that allows high school students to enroll in college-level courses offered by a POSTSECONDARY INSTITUTION that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate.

C. AUTHORIZATION

Dual Credit Programs are authorized by Sections 21-1-1.2, 21-1B-3, 21-13-19 and 22-13-1.4 NMSA 1978 and 6.30.7 NMAC.

D. PURPOSES

The primary purposes of a dual credit program are to increase the educational options and opportunities for high school students and increase the overall quality of instruction and learning available through secondary schools. Fundamentally, dual credit programs allow students to earn credit at the secondary and postsecondary levels simultaneously. The programs may also encourage more students to consider academic or career technical higher education, especially students from underrepresented groups. Research indicates that dual credit programs can lead to better completion rates for both high school and college; reduce the need for remediation; shorten time to a diploma or degree completion; reduce the cost of higher education; reinforce the concept of life-long learning through an educational continuum; provide an alternative for students tempted to leave high school to enter the workforce; and, especially when offered through distance learning, provide equal access to higher education opportunities to students, whether rural or urban.

E. ELIGIBILITY AND APPROVAL

The following general eligibility and approval requirements shall apply to all Agreements. The Agreement specifies the means by which the state will provide equal opportunities to all high school students who wish to participate in the dual credit program. The Agreement: 1) specifies eligible courses, academic quality of dual credit courses, student eligibility, course approval, course requirements, required content of the form, state reporting, liabilities of parties, and student appeals; and 2) states the roles, responsibilities, and liabilities of the LEA, the postsecondary institution, student, and the student's family.

1. Eligible Courses

College courses that are academic or career technical and that simultaneously earn credit toward high school graduation and a postsecondary degree or certificate shall be eligible for dual credit. Remedial, developmental and physical education activity courses are not eligible for dual credit. Dual credit courses may be taken as elective or core course (except physical education activity course) high school credits. Core course means a course required for high school graduation as defined in 22-13-1.1 NMSA.

The LEA in collaboration with the POSTSECONDARY INSTITUTION shall determine a list of academic and career technical courses eligible for dual credit for inclusion into the appendix. The appendix shall indicate the name of the postsecondary institution, the name of the LEA, the date, course subject and number, course title, location of course delivery and semester offered. The LEA shall submit the appendix electronically to NMHED and PED when the Master Agreement is signed and at the end of each semester prior to its application for which the appendix is modified.

Dual credit courses may be offered at LEAs, POSTSECONDARY INSTITUTIONS, and off-campus centers as determined by the LEA in collaboration with the POSTSECONDARY INSTITUTION offering the courses. Dual credit courses may be delivered during or outside of LEA hours.

The POSTSECONDARY INSTITUTION may offer dual credit courses via distance learning (online, hybrid, correspondence, Cyber Academy [IDEAL-NM]) in accordance with 6.30.7.8 NMAC as this option becomes available and cost-effective. All dual credit course rules apply (6.30.7 NMAC). The LEA and POSTSECONDARY INSTITUTION participating in the Cyber Academy shall be subject to applicable rules pertaining to distance learning (6.30.8 NMAC).

2. Academic Quality of Dual Credit Courses

College courses eligible for dual credit shall meet the rigor for POSTSECONDARY INSTITUTION credit and be congruent with the POSTSECONDARY INSTITUTION's normal offerings. Classes offered in LEA settings shall conform to the POSTSECONDARY INSTITUTION's academic standards. Faculty for all dual credit courses shall be approved by the POSTSECONDARY INSTITUTION.

Dual credit courses must meet the public education department standards and benchmarks. Dual credit courses that are part of the general education common core for postsecondary institutions are eligible for transfer among New Mexico postsecondary institutions pursuant to Subsection D of 21-1B-3 NMSA 1978. Credit is eligible for transfer from one public postsecondary institution to another and is applied toward requirements for postsecondary graduation and receipt of a degree.

3. Student Eligibility

The LEA and POSTSECONDARY INSTITUTION shall qualify and advise candidates for dual credit from the pool of eligible high school students. A candidate for dual credit is eligible for consideration for fall, winter and summer semesters if he or she:

1. is enrolled during the fall and winter in a LEA in one-half or more of the minimum course requirements approved by PED for public school students under its jurisdiction or by being in physical attendance at a bureau of Indian education-funded high school at least three documented contact hours per day pursuant to 25 CFR 39.211(c);
2. obtains permission from the LEA representative (in consultation with the student's individualized education program team, as needed), the student's parent or guardian if the student is under 18 years old, and POSTSECONDARY INSTITUTION representative prior to enrolling in a dual credit course; and
3. meets POSTSECONDARY INSTITUTION requirements to enroll as a dual credit student.

4. Course Approval

Approval for dual credit shall be by the LEA and POSTSECONDARY INSTITUTION representatives on a course-by-course basis each semester based on the student's prior coursework, career pathway, and/or academic readiness. There is no state limit to the number of credits a student may earn through dual credit in an academic term; however, the student must meet eligibility requirements.

5. Course Requirements

The course requirements for high school students enrolled in dual credit courses shall be the same as those of regular college students. Course requirement information shall include the course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information.

6. Eligible Semesters

Eligible students may enroll in dual credit courses year-round.

7. Course Transcribing Ratios

Unless otherwise approved by the cabinet secretaries of higher education and public education departments, successful completion of three credit hours of postsecondary instruction shall result in the awarding of one high school unit for said completed postsecondary course. If the LEA and POSTSECONDARY INSTITUTION determine that a different ratio is warranted for a particular dual credit course comparable to LEA core courses in order to meet PED standards and benchmarks, they may appeal to the Council, which may recommend a different ratio to the cabinet secretaries. The joint decision of the cabinet secretaries shall be final.

8. Required Content of Dual Credit Request Form

Each semester, the Dual Credit Request Form (hereafter Form) shall be used to document each student request for enrollment in dual credit courses and the review and approval process within the LEA and POSTSECONDARY INSTITUTION. LEAs and POSTSECONDARY INSTITUTIONS shall provide the form to eligible students and appropriate LEA staff online and in hard copy. The form appears at the end of this Agreement. 6.30.7.12 NMAC specifies Form content.

9. State Reporting

The LEA and POSTSECONDARY INSTITUTION shall retain educational records in accordance with New Mexico or Federal statutes and record retention regulations as per 1.20.2 NMAC and 1.20.3 NMAC, or 25 CFR, Part 43, as applicable. NMHED and PED shall verify and reconcile the respective dual credit records at the end of each academic year. Students enrolled in dual credit courses shall be classified as such and reported to NMHED and PED as per 6.30.7.12 NMAC.

10. Liabilities of Parties

Dual credit status shall neither enhance nor diminish on-campus liabilities for the LEA or POSTSECONDARY INSTITUTION. Management of risk and liabilities shall be in accordance with the LEA and POSTSECONDARY INSTITUTION policies and codes of conduct.

Personal liabilities for the student shall be equal to those of POSTSECONDARY INSTITUTION students.

11. Appeals Each STUDENT, LEA, and POSTSECONDARY INSTITUTION has the right to appeal decisions concerning the dual credit program.

The LEA and POSTSECONDARY INSTITUTION shall have a student appeals process pertaining to student enrollment in dual credit programs. LEA and POSTSECONDARY INSTITUTION decisions are final.

The Dual Credit Council (Council) shall administer an appeals process for LEA and POSTSECONDARY INSTITUTION representatives to address issues outside the scope of the Agreement, including the determination of alignment of course content to determine the appropriate credit ratio. The Council is an advisory group consisting of NMHED and PED staff that issues recommendations to the cabinet secretaries. The cabinet secretaries shall act jointly upon Council recommendations; their joint decisions shall be final.

PART 2 – SPECIFIC PROVISIONS OF AGREEMENT

The following provisions outline the specific responsibilities and duties that apply to the POSTSECONDARY INSTITUTION, SECONDARY SCHOOL, and STUDENTS participating in the dual credit program to ensure adequate participation by each party.

A. RESPONSIBILITIES AND DUTIES OF THE POSTSECONDARY INSTITUTION

1. Admission and Enrollment of Students

The POSTSECONDARY INSTITUTION shall:

1. designate a representative to review and sign the completed Form with the understanding that only a form endorsed by all parties shall constitute a dual credit approval request;
2. determine, in collaboration with the LEA, the required academic standing of each student eligible to participate in the dual credit program.
3. collaborate with the LEA to reach agreement on admission and registration of eligible dual credit students for the stated semester;
4. employ a method of qualifying the student for dual credit that demonstrates that the student has the appropriate skills and maturity to benefit from the instruction requested;
5. provide advisement to review the appropriateness of each student's enrollment in a course prior to registration in terms of academic readiness, age requirements, and programmatic issues;
6. provide the Form to eligible students and appropriate LEA staff online and in hard copy;
7. approve the Form each semester based on each student's prior coursework, career pathway, and/or academic readiness;
8. provide a copy of each approved Form to the appropriate LEA representative;
9. provide course placement evaluation services and consider a high school college readiness assessment to verify a student's academic skill level and to ensure compliance with course prerequisites;
10. provide information and orientation, in collaboration with the LEA, to the student and parent or guardian regarding the responsibilities of dual credit enrollment including academic rigor, time commitments, and behavioral expectations associated with taking POSTSECONDARY INSTITUTION courses and the importance of satisfactorily completing the

POSTSECONDARY INSTITUTION credits attempted in order for dual credit to be awarded;

11. inform students of course requirement information, which includes course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information; and
12. advise parents of federal Family Educational Rights and Privacy Act (FERPA) rules.

2. Responsibility for Funding Dual Credit

The POSTSECONDARY INSTITUTION shall:

1. waive all general fees for dual credit courses;
2. waive tuition for high school students taking dual credit courses; and
3. make every effort to adopt textbooks for at least three years.

3. Reporting of Student Records

The POSTSECONDARY INSTITUTION shall:

1. provide the LEA, within the first thirty days of the academic term, access to each student's official schedule of classes as verification of registration. The LEA shall notify the POSTSECONDARY INSTITUTION if the report is in conflict with the school endorsed registration;
2. track progress of dual credit enrolled students on the issue of academic performance and provide reports, as needed, to the LEA;
3. retain the official transcript or grade report of the dual credit student that records the term of enrollment, courses/credits attempted, courses/credits completed, grades and grade point average earned;
4. release, at the request of the student, official POSTSECONDARY INSTITUTION transcripts in accordance with the POSTSECONDARY INSTITUTION transcript request practices; and
5. provide final grades to the LEA for each dual credit student;
6. deliver final grades for all dual credit students to the LEA with sufficient time to be included with final grades; this schedule shall be defined by the parties in the agreement and shall address the time frame appropriate for determining student graduation from high school; and
7. comply with data collection and reporting provisions in 6.30.7.12 NMAC.

B. RESPONSIBILITIES AND DUTIES OF THE LEA

1. Admission and Enrollment of Students

The LEA shall:

1. designate a representative to collaborate with the POSTSECONDARY INSTITUTION to reach agreement on admission and registration of eligible dual credit students for the stated semester;
2. determine, in collaboration with the POSTSECONDARY INSTITUTION, the required academic standing for students eligible to participate in the dual credit program;
3. collaborate with the POSTSECONDARY INSTITUTION to reach agreement on admission and registration of eligible dual credit students for the stated semester;
4. employ a method of qualifying the student for dual credit based on factors which may include academic performance review, use of Next Step Plan, assessments, advisement and career guidance, and therefore recommend enrollment at the POSTSECONDARY INSTITUTION with evidence that the student has the appropriate skills and maturity to benefit from the instruction requested;

5. provide information and orientation to students about opportunities to participate in dual credit programs during student advisement, academic support, and, where applicable, formulation of annual Next Step Plans;
6. provide the Form to eligible STUDENTS and appropriate LEA staff online and in hard copy;
7. approve the Form each semester based on each student's prior coursework, career pathway, and/or academic readiness;
8. provide information and orientation, in collaboration with the POSTSECONDARY INSTITUTION, to the STUDENT and STUDENT's family regarding the responsibilities of dual credit enrollment, including academic rigor, time commitments, and behavioral expectations associated with taking college courses and the importance of satisfactorily completing the college credits attempted in order for dual credit to be awarded and lottery scholarship eligibility to be maintained;
9. inform students of course requirement information which includes course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information;
10. notify the POSTSECONDARY INSTITUTION if the student's official schedule of classes is in conflict with the school endorsed registration;
11. provide appropriate accommodations and services for special education students while the students are enrolled in dual credit classes, including academic adjustments and auxiliary aids and services for eligible students across educational activities and settings (e.g. equipping school computers with screen-reading, voice recognition or other adaptive hardware or software and providing note-takers, recording devices, or sign language interpreters, or other adaptation as required by law);
12. inform students in need of accommodations or other arrangements of the need to speak directly with the disabilities coordinator at the POSTSECONDARY INSTITUTION;
13. work collaboratively with the POSTSECONDARY INSTITUTION to submit a student's request for change in registration according to POSTSECONDARY INSTITUTION policies and within officially published deadlines (e.g. add, drop, withdrawal); and
14. make it clear to students that if they fail or withdraw from dual credit classes that they were intending to use to substitute for a high school requirement that they will have to make up those credits in order to graduate. The dual credit course grade will appear on the student high school transcript.

2. Responsibility for Funding Dual Credit

The LEA shall:

Pay the cost of the required textbooks and other course supplies for the postsecondary course the dual credit student is enrolled in through purchase arrangements with the bookstore at the POSTSECONDARY INSTITUTION or other cost-efficient methods.

3. Dual Credit Courses Offered at High School

Upon the agreement of the LEA and the POSTSECONDARY INSTITUTION, courses may be offered at high school sites. In these instances, courses shall follow established LEA site time blocks.

4. Reporting of Student Records

The LEA shall:

1. furnish an official high school transcript to the POSTSECONDARY INSTITUTION if required by the POSTSECONDARY INSTITUTION;
2. record, unchanged, the grade given to the dual credit student by the POSTSECONDARY INSTITUTION on each student high school transcript;
3. retain educational records in accordance with New Mexico and Federal statutes and record retention regulations as per 1.20.2 NMAC or 25 CFR, Part 43, as applicable; and

4. comply with data collection and reporting provisions in 6.30.7.12 NMAC.

C. RESPONSIBILITIES AND DUTIES OF STUDENTS AND PARENTS

1. Admission and Enrollment of Students

For a student to be accepted and enrolled into a dual credit program, the STUDENT shall:

1. discuss potential dual credit courses with the appropriate LEA and POSTSECONDARY INSTITUTION staff, including POSTSECONDARY INSTITUTION admission and registration requirements, course requirements, credits to be attempted, credits to be awarded, scheduling under dual credit, and implications for failure to successfully complete the course;
2. obtain course requirements for each course, including course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information;
3. meet the prerequisites and requirements of the course(s) to be taken;
4. complete the Form available online or in hard copy from the LEA or POSTSECONDARY INSTITUTION;
5. obtain approval for enrolling in the dual credit program each semester by acquiring all necessary signatures on the Form;
6. register for courses during the POSTSECONDARY INSTITUTION standard registration periods (*Note: enrollments shall not be permitted after the close of posted late registration*);
7. discuss any request for a change in registration (add, drop, withdrawal) and complete all necessary forms and procedures with appropriate LEA and POSTSECONDARY INSTITUTION staff; and
8. comply with the POSTSECONDARY INSTITUTION and LEA student code of conduct and other institutional policies.

2. Rights and Privileges of Student

The right and privileges of STUDENTS participating in Dual Credit include:

1. the rights and privileges equal to those extended to LEA and POSTSECONDARY INSTITUTION students, unless otherwise excluded by any section of this Agreement;
2. the use of the POSTSECONDARY INSTITUTION library, course-related labs and other instructional facilities, use of the POSTSECONDARY INSTITUTION programs and services such as counseling, tutoring, advising, and special services for the students with disabilities, and access to POSTSECONDARY INSTITUTION personnel and resources as required; and
3. the right to appeal, in writing to the LEA or POSTSECONDARY INSTITUTION, as applicable, any decision pertaining to enrollment in the dual credit program.

3. Financial Responsibility for Funding Dual Credit

The STUDENT shall:

1. return the textbooks and unused course supplies to the LEA when the student completes the course or withdraws from the course (subject to provisions in Subsection B of Section 22-15-10 NMSA 1978 regarding lost or damaged instructional material);
2. arrange transportation to the site of the dual credit course. Depending upon the time and course location, the student may have access to transportation through the LEA if the dual credit course is offered during the school day; and
3. be responsible for course-specific (e.g. lab, computer) fees.

4. Confidentiality of Student Records

1. Student educational records created as a result of this Agreement shall be retained and disseminated in accordance with Family Educational Rights and Privacy Act (FERPA) requirements.
2. Participation in dual credit courses requires STUDENT and, if applicable, PARENT/GUARDIAN signatures on the Form for compliance with FERPA regulations.

5. Secondary School and Postsecondary Institution Calendars

STUDENTS earning dual credits shall abide by the regular operating calendars, schedules and associated requirements of the LEA and POSTSECONDARY INSTITUTION. In instances in which the calendars are incongruent, the dual credit STUDENT is required to independently satisfy both calendar requirements and may consult with LEA counselors for assistance.

PART 3 – TERM AND FILING OF AGREEMENT

A. TERMS AND CONDITIONS

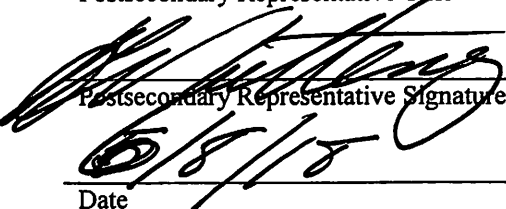
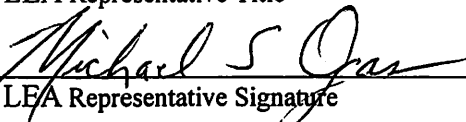
The initial term of this Agreement shall be from July 1, 2018 to June 30, 2019. With the exception of the appendix, this Agreement may not be altered or modified by either party. This Agreement shall automatically renew for additional fiscal years unless either party notifies the other party of their intent not to renew 60 days before the end of the fiscal year. The LEA in collaboration with the POSTSECONDARY INSTITUTION, may modify the list of dual credit courses in the Appendix of the Agreement. Modifications to the Appendix must be submitted to NMHED and PED by the end of each semester.

The LEA and POSTSECONDARY INSTITUTION providing dual credit programs shall complete the Agreement and the LEA shall submit the completed Agreement to PED.

A completed Agreement shall contain signatures from all parties and includes an Appendix developed collaboratively by the LEA and POSTSECONDARY INSTITUTION that specifies eligible dual credit courses.

B. FILING

A fully executed copy of this Agreement shall be submitted by the LEA to PED within 10 days of approval.

POSTSECONDARY INSTITUTION		APPROVED		LEA	
UNIVERSITY OF NEW MEXICO-VALENCIA				SCHOOL OF DREAMS ACADEMY	
Postsecondary Name				LEA Name	
ALICE V LETTENEY				MICHAEL OGAS	
Postsecondary Representative Name				LEA Representative Name	
CHIEF EXECUTIVE OFFICER				PRINCIPAL	
Postsecondary Representative Title				LEA Representative Title	
					
Postsecondary Representative Signature				LEA Representative Signature	
Date				Date	
6/8/18				4/27/2018	

**APPENDIX for Dual Credit Program Master Agreement between School of Dreams Academy (SODA)
LEA and UNM-Valencia Campus (Postsecondary)
Listing of Authorized Dual Credit Courses and Location of Delivery as of January 2018**

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

College Common Course #	College Course Subject-# (e.g. ENG-102)	College Course Title	Location(s) of Course Delivery	Semester(s) Offered	STARS Course Code	STARS Course Title	CIP Code
ANTH 1113	ANTH 101	Introduction to Anthropology	UNM VC	Fall/Spring	2777	Anthropology	450201
	ARTH 101	Introduction to Art	UNM-VC	Fall/Spring	1150	Introduction to Art	500703
	ARTH 201	History of Art	UNM-VC	Fall/Spring	1152	Art History	500703
	ARTH 202	History of Art II	UNM-VC	Fall/Spring	1153	Art History II	500703
	ARTH 210	History of Photography	UNM-VC	Fall/Spring	1171	History of Photography	500703
	ARTS 106	Drawing I	UNM VC	Fall/Spring	1162	Drawing/Painting	500701
	ARTS 123	Shop Foundations	UNM-VC	Fall/Spring	2412	Metal Working	500701
	ARTS 125	Arts Practices I	SODA/Hybrid	Fall/Spring	1162	Creative Art/Drawing/Painting	500701
	ARTS 168	Ceramics	UNM-VC	Fall/Spring	1164	Ceramics/Pottery	
	ARTS 207	Painting I	UNM-VC	Fall/Spring	1162	Creative Art Drawing/Painting	500701
	ARTS 229	Glazed Pottery	UNM VC	Fall/Spring	1164	Ceramics/Pottery	
	ARTS 289	Digital Imaging Techniques	UNM-VC	Fall/Spring	1173	Photography	500605
	ASTR 101	Introduction to Astronomy	UNM-VC	Fall/Spring	1761	Astronomy	400201
	AUTT 111	Automotive Testing and Diagnosis	UNM -VC	Fall/Spring	0912	Automotive Tech Comprehensive	470604
ASTR 1114	AUTT 115	Brake Systems	UNM-VC	Fall/Spring	0913	Automotive Technology	470604
	AUTT 130	Electrical System Repair	UNM-VC	Fall/Spring	0913	Automotive Technology	470604
	AUTT 157	Steering & Suspension	UNM-VC	Fall/Spring	0913	Automotive Technology	470604
	AUTT 167	Emission Control Service	UNM-VC	Fall/Spring	0913	Automotive Technology	470604
	AUTT203	Electrical System Overhaul	UNM-VC	Fall/Spring	0912	Automotive Technology	470604
	AUTT 295	Practicum in Auto Technology	UNM-VC	Fall/Spring	0914	Automotive Services	470604
	BIO 110	Biology	UNM-VC	Fall/Spring	1711	Biology - First year	260101
	BIO 112 L	Biology Lab	UNM-VC	Fall/Spring	1711	Biology - First year lab	260101
BIOL 1114	BIO 123	Biology for Health Related Sciences & Non-Majors	UNM-VC	Fall/Spring	1712	Biology - Advanced Studies	260101
BIOL 2414	BIO 237	Human Anatomy and Physiology	UNM-VC	Fall/Spring	1713	Anatomy and Physiology	260101
	CAD 150	Computer Aided Drafting	UNM VC	Fall/Spring	0702	Drafting/General	

CHEM 1114	CHEM 111	Elements of General Chemistry	UNM-VC	Fall/Spring	1723	Chemistry	400501
	CHEM 115	Preparation for Chemistry	UNM-VC	Fall/Spring	1721	Chemistry	400501
CHEM 1214	CHEM 121	General Chemistry I	UNM-VC	Fall/Spring	1721	Chemistry- First Year	400501
CHEM 1224	CHEM 122	General Chemistry II	UNM-VC	Fall/Spring	1723	Chemistry Advanced	400501
CHEM 1224	CHEM 124L	General Chemistry II Lab	UNM-VC	Fall/Spring	1723	Chemistry Advanced Lab	400501
COMM 1113	CJ 130	Public Speaking	UNM-VC	Fall/Spring	1081	Public Speaking	090401
	CS 151L	Computer Programming Fundamentals for Non-Majors	UNM-VC	Fall/Spring	0323	Computer Science Programming	111003
	DMA 100	Digital Media Art	SODA	Spring	0315	Computer Graphics & Animation	500102
	DMA 145		UNM-VC	Fall/Spring		Computer Graphics & Animation	500102
ECON 2113	ECON 105	Introductory Macroeconomics	UNM-VC	Fall/Spring	2742	Economics	450601
ECON 2123	ECON 106	Introductory Microeconomics	UNM-VC	Fall/Spring	2742	Economics	450601
	ECME 101	Child Growth, Development & Learning	UNM-VC	Fall/Spring	0556	Early Childhood Multicultural Education	131210
	EDUC 183	Intro. to Education in NM	UNM-VC	Fall/Spring	2501	Exploration of Public	131205
	EDUC 293	Topics: College & Career Readiness	Hybrid/Online/ SODA	Fall/Spring	0890	College Success	131205
	EDUC 293	Topics: Life Skills	SODA	Fall/Spring	0887	Academic Career Experience	
	EMS 106	Emergency Medical Responder	SODA	Spring	1517	Emergency Med Tech	510904
	EMS 113	EMT Basic	UNM VC	Fall/Spring	1517	Emergency Med Tech	
	EMS 120	Intro to Emergency Medical System	SODA	Fall	1517	Emphasis on knowledge of skills needed in medical emergency situations	510904
	EMS 142	EMT Basic Lab	UNM VC		1517	Emergrncy Med Tech	
	ENG 116	Intro to Engineering	SODA	Fall/Spring	1615	Engineering	140101
	ENG 195	Special topics in Engineering	UNM-VC	Fall/Spring	1615	Engineering	140101
ENGL 1123	ENGL 110	Accelerated Composition	UNM VC	Fall/Spring	1003	English III	231301
ENGL 1111	ENGL 111	Composition I : Exposition	Hybrid/ On-line	Fall/Spring	1003	English III	231301
ENGL 1113	ENGL 112	Composition II: Analysis and Argument	UNM-VC	Fall/Spring	1012	Composition	231301
ENGL 113	ENGL 113	Enhanced Composition	UNM- VC	Fall/Spring	1003	English III	231301
	ENGL 120	Composition III	UNM-VC	Fall/Spring	1011	Composition	231301
ENGL 2213	ENGL 150	The Study of Literature	Hybrid/ On-line	Spring	1004	English IV	230101
ENGL 2113	ENGL 219	Tech & Professional Writing	UNM-VC	Fall/Spring	1008	English Composition	230101
	ENGL 224	Intro to Creative Writing	UNM-VC	Fall/Spring	1021	English	231302
ENVS 1113	ENVS 101	Environmental Science	UNM-VC	Fall/Spring	0181	Environmental Science	030104
	ENVS 102L	Env/Blue Planet	UNMVC	Fall/Spring	0181	Environmental Science	

	FREN 101	Elementary French I	UNM-VC	Fall/Spring	1236	French I	160901
FREN 1123	FREN 102	Elementary French II	UNM-VC	Fall/Spring	1237	French II	160901
	GAME 101	Intro to Game Project	UNM-VC	Fall/ Spring	0316	Intro to Gaming	100304
	GAME 102	Intro to Game Project	UNM VC	Fall/Spring	0316	Intro to Game Project	
	GAME 130	Gaming/Digital text	UNM VC	Fall/Spring	0316	Computer design/programming	
	GAME 150	Gaming/Character & Animation	UNM VC	Fall/Spring	0316	Computer design/programming	
	GAME 180	Game Programming	UNM VC	Fall/Spring	0316	Computer Graphics/programming	
	GAME 200	Intro to Game Engines	UNM-VC	Fall/Spring	0310	Intro to Game Engines	100304
	GAME 260	Gaming/Level Design	UNM VC	Fall/Spring	0316	Gaming design	
	GAME 270	3D Modeling & Animation	UNM-VC	Fall/Spring	0315	Computer Graphics	100304
GEOL 1113	EPS 101	Intro to Geology	UNM-VC	Fall/Spring	1702	Geology	400601
GEOL 1113	EPS 105 L	Physical Geology Lab	UNM-VC	Fall/Spring	1702	Geology Lab	400601
	EPS 201L	Earth History	UNM VC	Fall/Spring	1702	Geology	400601
	EPS 110	Chemistry in the Environment	UNM-VC	Fall/Spring	1722	Chemistry in the Community	400601
	HCHS 111	Medical Terminology	UNM-VC	Spring	1502	Healthcare Occupations/Medical Term & Refinement	513801
	HCHS 113	Essentials of Human Anatomy	UNM VC	Fall Spring	1713	Anatomy & Physiology	
	HED 164	Standard First Aid	UNM VC	Fall/Spring	1405	Safety & First Aid	
	HED 171	Personal Health Management	SODA	Spring	1401	Health Education 9th-12 th gr.	340103
	HED 293	Topics: Health Occupation	SODA	Fall	1501	Occupations Career Exploration	131307
HIST1053	HIST 101	Western Civ. Ancient to 1648	UNM-VC	Fall/Spring	2753	World History	540101
HIST 1063	HIST 102	Western Civilization Post 1648	UNM-VC	Fall/Spring	2753	Western Civilization	540101
HIST 1113	HIST 161	History of the US. to 1877	UNM-VC	Fall/Spring	2723	Early US. History	540101
HIST 1123	HIST 162	U.S. History since 1877	UNM-VC	Fall/Spring	2729	US History/Geography	540101
	IT 121	Electronic Spreadsheets	UNM VC	Fall/Spring	0231	Financial Electronic Spreadsheets	110301
	IT 125	Microcomputer Operation Systems		Fall/Spring	0318	Network Technology	110101
	IT 193	Topics: Game Design	UNM VC	Summer	0396	Computer information science/independent studies	110101
	IT 205	Web Design Methodology	UNM-VC	Spring	0232	Business computer skills for the work place	110101
	IT 230	Computer Network	UNM-VC	Fall/Spring	0319	Computer Networking II	110101
	IT 270	Graphics and Animation	UNM-VC	Spring	1301	Graphic Communication Exploration	110101
	LING 101	Intro to the Study of Language	UNM-VC	Fall/Spring	2777	Anthropology	450201
	MATH 101, 102, 103 Part 1,2,3	Intermediate Algebra	SODA	Fall/Spring	2041	Algebra II	2041
	MATH 120	Intermediate Algebra	Hybrid / On-	Fall/Spring	2041	Algebra II	2041

			line				
MATH 1113	MATH 121	College Algebra	Hybrid/ On-line	Fall/Spring	2053	Pre-Calculus	2053
	MATH 123	Trigonometry	UNMVC	Fall/Spring	2049	Trig/Math Analysis	
	MATH 150	Pre-Calculus	UNM-VC	Fall/Spring	2053	Pre-Calculus	2053
	MATH 162	Calculus I	UNM VC	Fall/Spring	2056	Calculus I	
MATH 1623	MATH 163	Calculus II	UNM-VC	Fall/Spring	2058	Calculus II	2058
	MATH 181	Elements of Calculus II	UNM-VC	Fall/Spring	2055	Calculus	2055
MATH 2613	MATH 264	Calculus III	UNM-VC	Fall/Spring	2059	Calculus III	2059
	MA 210	Intro to Film Studies	UNM VC	Fall/Spring	1172	Arts Audio Technology	
	ME 217	Energy, Environment & Society	UNM VC	Fall/Spring	1615	Intro to Engineering	
	MGMT 101	Fundamentals of Accounting	UNM VC	Fall/Spring	0207	Accounting	
	MGMT 101L	Fundamentals Lab	UNM VC	Fall/Spring	0207	Accounting Lab	
MUSI 1113	MUS 139	Music Appreciation	UNM-VC	Fall/Spring	1144	History of Music Appreciation	1144
	NUTR 244	Human Nutrition	UNM VC	Fall/Spring	1402	Health & Fitness	
	NTSC 261L	Physical Science	UNM-VC	Fall/Spring	1708	Physical Science	1708
	OBT 105	Basic Keyboarding	UNM-VC	Fall/Spring	0204	Office and Business Technology	320110
	PHIL 101	Intro to Philosophical Problems	UNM-VC	Fall/Spring	2780	Philosophy	380101
	PHIL 156	Reasoning/Critical Thinking	UNM VC	Fall/Spring	2781	Topics in Philosophy	
PHYS 1114	PHYCS 160	General Physics	UNM-VC	Fall/Spring	1733	Physics	1733
PHYS 1111	PHYCS 160 L	General Physics Lab	UNM-VC	Fall/Spring	1733	Physics Lab	1733
PHYS 1123	PHYC 161	General Physics	UNM-VC	Fall/Spring	1723	Physics Advanced Studies	1723
PHYS 1124	PHYC 161L	General Physics Lab	UNM-VC	Fall/Spring	1733	Lab	1733
POLS 1113	POLS 110	The Political World	UNM-VC	Fall/Spring	2740	Government	2740
POLS 1123	POLS 200	American Politics	UNM-VC	Fall/Spring	2740	Government & Politics	2740
PSYC 1113	PSY 105	General Psychology	UNM-VC	Spring	2774	IB Psychology	2774
	PSY 220	Developmental Psychology	UNM VC	Fall/Spring	2774	Psychology	
	PSY 271	Social Psychology	UNM VC	Fall/Spring	2774	Psychology	
	SIGN 201	Intro to Sign Language	UNM-VC	Fall/Spring	1281	Sign Language	1281
SOCI 1113	SOC 101	Introduction to Sociology	UNM VC	Fall/Spring	2775	Sociology	2775
	SOC 205	Crime, Public Policy & the system	UNM-VC	Fall/Spring	2513	Criminal Justice Assisting	451101
	SOC 211	Social Problems	UNM-VC	Fall/Spring	2599	Public, Protective, &	451101
	SPAN 101	Elementary Spanish	Hybrid/On-line	Fall/Spring	1252	Spanish I	1252
SPAN 1123	SPAN 102	Elementary Spanish	Hybrid/ On-line	Fall/Spring	1254	Spanish II	1254
	STATS 145	An intro to Statistics	UNM-VC	Fall/Spring	2029	Statistics	270304
	UNIV 175	Experiential Learning Seminar	UNM-VC	Fall/Spring	0890	College Success	0890

	WLDT 101	Welding/Blueprint reading	UNM VC	Fall/Spring	2416	Welding	
	WLDT 105	Arc Welding	UNM VC	Fall/Spring	2415	Particular Topics/Welding	
	WLDT 141	Welding 1	UNM VC	Fall/Spring	2414	Welding 1	

Attachment B Workforce MOU Agreement/Meeting Agenda

MEMORANDUM OF UNDERSTANDING (MOU)
between
School of Dreams Academy
and
CEMCO Inc. and Sisneros Bros. Manufacturing

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to collaboration and collective impact in the process of creating a work-ready community throughout Valencia County.

In particular, this MOU is intended to:

- *Enhance communication between all partners*
- *Increase accountability of all partners*
- *Establish roles and responsibilities of all partners*

II. BACKGROUND

This instrument (MOU) between School of Dreams Academy and CEMCO Inc., and Sisneros Bros. Manufacturing is a public/private partnership formed specifically to meet the employment needs/gaps in Valencia County through education, guidance, support, and community involvement.

III. RESPONSIBILITIES UNDER THIS MOU

School of Dreams Academy shall undertake the following activities:

- **Oversee and support School of Dreams Academy personnel in their work to:**
 - **Work directly with community partners, school students and employers to develop and coordinate work readiness activities that will increase student engagement and understanding of the skills necessary to be successful in college and career**
 - **Work directly with community partners/Student enrollees in order to increase access to populations in need of services**
 - **Work directly with community partners to develop speaker's series intended to educate students on services available in the community**
 - **Establish continuing contact with credential requirements with business partners.**
 - **Collect data on a regular basis in order to evaluate the progress of the partnership and effect continuous improvement**
- **Promote community building**
- **Facilitate community forums and events to increase understanding of local employer hiring needs and work ready opportunities**
- **Meet regularly to determine common needs and support partnership strategies**

IV. RESPONSIBILITIES UNDER THIS MOU

CEMCO Inc. and Sisneros Bros. Manufacturing shall undertake the following activities:

- **Establish a point person who has access to decision makers and support for follow-through who will work directly with the SODA Early College High School Liaison on behalf of the whole organization.**

- Provide support services to students and families as they relate to achieving the work readiness
- Be willing to respond in a timely manner to requests for information, participation, and general communication within partnership
- Support partnership activities such as grant writing, data collection and a general community awareness campaign

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

This MOU may be terminated at any time by partner(s) with the understanding that the terminating party shall notify the Valencia County Work Ready coordinator in writing.

VI. FUNDING

This section shall only apply to specific curriculum/credential licensure of instructors. SODA is committed to enrolling Vocational Teachers for this endeavor.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from August 13, 2018 to August 12, 2020, and reviewed/updated every two years.

Parties indicate agreement with this MOU by their signatures.

Signatures and dates

School of Dreams Academy ECHS

Michael S. Ogan
 Title Supt.
 Date 6/27/18

CEMCO Inc.

Jennifer Hix
 Title VP
 Date 6/27/18

Sisneros Bros. Manufacturing

Mark IS
 Title President
 Date 6-27-18



Workforce Business Partnership(s)

CEMCO

Sisneros Bros. Manufacturing

PURPOSE

The purpose is to clearly identify the roles and responsibilities of each party as they relate to collaboration and collective impact in the process of creating a work-ready community throughout Valencia County.

- *Enhance further a student employment channel for career database partnership with CEMCO, Sisneros Bros Manufacturing and School of Dreams Academy*
- *Increase career and employment interchange, create requested talent for employers in Valencia county.*
- *Establish roles and responsibilities of all partners*

CEMCO and Sisneros Bros Manufacturing

- Establish a point person who has access to decision makers and support for follow-through, who will work directly with the School of Dreams Academy Advising staff on behalf of the whole organization.
- Participate in career/skills building assessments
- Be willing to respond in a timely manner to requests for information, participation, surveys and general communication within the partnership

Budget-
???

EFFECTIVE DATE AND SIGNATURE – set tentative date

Parties indicate agreement

Attachment C Affirmation of Tribal Consultation/Meeting Agendas



Affirmation of Tribal Consultation for Local Educational Agencies

This Affirmation of Tribal Consultation document must be submitted to the Public School Budget and Finance Analysis Bureau on an annual basis as part the Local Educational Agency's (LEA's) budget submission.

The purpose of the Tribal consultation process is to create opportunities for LEAs and Tribal Leaders to work together to improve positive outcomes for Native American students.

Name of LEA: <i>School of Dreams Academy</i>
Superintendent: <i>Michael Ogas</i>
Contact Phone: <i>505-866-7632</i>
District Coordinator of Tribal Consultation (Federal Programs Director; Indian Education Director; Tribal Liaison, etc): <i>Cecilia Jaramillo, Interim Director. Pueblo of Isleta</i> <i>Dept. of Education</i>
Contact Phone: <i>505-869-9790</i>
Contact Email: <i>P0108100@isleta.pueblo.com</i>

Provide signatures of Tribal Leaders or Designees located in the area served by the LEA. For urban school districts, provide signatures of Tribal leaders and designees and/or Tribal organization(s) in the area served by the LEA.

Tribes or Tribal Organization	Name	Signature	Date
<i>Pueblo of Isleta / Dept of Educ</i>	<i>Cecilia Jaramillo</i>	<i>[Signature]</i>	<i>6/28/18</i>

☐ Check here if the Tribe or Tribal organizations did not respond to the LEA's repeated good-faith efforts for tribal consultation.

List the Tribe(s) and/or Tribal organizations that did not respond to the LEA's attempts for Tribal consultation. Please provide additional details below.

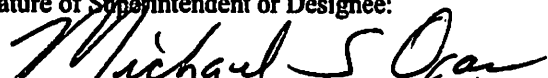
<i>Dept of Education</i> <i>JOM Program staff</i> <i>Met June 1, 2018 & then again June 15, 2018</i>
--

Check the boxes below to indicate which topics were discussed during the consultation process:

<input checked="" type="checkbox"/> How students' academic, cultural and linguistic needs will be identified and supported	<input checked="" type="checkbox"/> Parental Engagement
<input checked="" type="checkbox"/> Services that will be offered to support students' academic, cultural and linguistic needs	<input type="checkbox"/> Federal Title Programs
<input type="checkbox"/> Plan for delivery of services	<input checked="" type="checkbox"/> State grants opportunities
<input checked="" type="checkbox"/> Timeline of when services will be assessed and evaluated and communicated to Tribal partners	<input type="checkbox"/> Funding and equitable allocation of resources
<input checked="" type="checkbox"/> Other topics?	

Affirmation and Signatures

We agree that timely and meaningful consultation occurred prior to the submission of this Affirmation of Tribal Consultation document. We agree that we have participated in timely and meaningful discussion on the programs, budget and available resources below, but not limited to:

<input checked="" type="checkbox"/> Understanding Title I: Parts A, C and D	A: Improving Basic Programs Operated by State and Local Educational Agency C: Education of Migratory Children D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
<input checked="" type="checkbox"/> Understanding Title II, Part A	Supporting Effective Instruction
<input checked="" type="checkbox"/> Understanding Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
<input checked="" type="checkbox"/> Understanding Title IV, Parts A & B	A: Student Support and Academic Enrichment Grants B: 21 st Century Community Learning Centers
<input checked="" type="checkbox"/> Understanding Title V, Part B Subpart 2	Rural and Low Income School Program
<input checked="" type="checkbox"/> Title VI, Part A, Subpart 1	Indian Education Formula Grants to Local Educational Agencies
<input checked="" type="checkbox"/> State grant opportunities	<ul style="list-style-type: none"> • Indian Education Act School District Grant • Principals Pursuing Excellence • Reads to Lead – Literacy Initiative • K-3 Plus – Extended Learning Time • After School and Summer Enrichment • Truancy and Drop Out Prevention Coaches • Dual Credit • Pay for Performance – Educator Incentives • Others
<input type="checkbox"/> Others(?):	
Signature of Superintendent or Designee:  Date: 6/27/18	

Each LEA must maintain this document in the agency's records and forward to the Public Education Department's School Budget and Finance Analysis Bureau to be kept on file with the district's budget submission. For questions or more information, please contact the Indian Education Office at (505) 476-0545.

Agenda

Early College High School Application

Isleta Tribal Consultation Outreach

June 1, 2018

Introductions

Cecilia Jaramillo – Interim Executive Director/Scholarship coordinator – Isleta Pueblo

Poi08100@isletapueblo.com

Beverly Pino – Administrative Assistant – Isleta Pueblo

Poi08101@isletapueblo.com

Rita Garcia – Early College High School Coordinator – School of Dreams Academy

Robert Stephens – Assistant Principal – School of Dreams Academy

Purpose

Outreach criteria as required by NMPED Early College High School guidelines

Discussion

Rita – streamline schools requirements for ECHS. For continuation, the application process requires charter schools to include pueblo outreach discussions.

Cecilia – next meeting can be June 15th possibly at SODA. Tentatively 9:30 – 10:00am.

Beverly - College Career and School Choice Fair in January 12th at Isleta Casino (Day Event 9am – 3pm).

Rita – New PED requirements for students says that traditional HS's can only have 1 class per semester.

Cecilia – Requirements under FAFSA says that students have to pass DC classes to be eligible and/or without being placed on suspension or restricted from funds when applying.

Conclusion

Prepare for further discussion - build connections, collaborate, and design strategies.



Early College High School
Science, Technology, Engineering, *A*rts, Mathematics (STEAM)

Tentative Agenda

Early College High School Outreach

June 15, 2018 9:30am

School of Dreams Academy

Introductions

Isleta Pueblo Department of Education staff

JOM Staff

SODA staff

UNM Valencia

Presentation

Mike Ogas

Purpose

To attain outreach criteria as required by NMPED Early College High School guidelines. To promote a plan for community partnerships with Isleta Pueblo, UNM Valencia, and Workforce entities to help foster connections, collaboration, and design strategies. This meeting will lay the groundwork for outcomes tied to student success which in turn results in contributing to our local community now and in the future.

Discussion

Conclusion

Attending:
Lisa Smith - Adult Ed poi 02001@isletapueblo.com

Kristle Gonzales- JOM poi 02003@isletapueblo.com

Michelle Valdez poi ~~08102~~ 08102 @isletapueblo.com

Hank Vgs / UNM Valencia
Francis Duran / UNM Valencia

Rita Gair / SODA

Mike Ogas / SODA

Cecilia Jaramillo; Poi 08100@isletapueblo.com