

MISSION of The MASTERS Program:

The MASTERS Program is committed to the development of engaged, compassionate students who value academic excellence and education beyond high school, service to others and creating a conscious community.

Overview of ECHS Design

The MASTERS Program Early College Charter High School has been operating as a freestanding early college program since 2010. Since its first day, TMP has leased space on the campus of Santa Fe Community College in the lower west wing. This location was integral to the original early college design to facilitate ease of scheduling between high school and college level courses. The main office (Room 325) houses the Office Manager, the Head of School, the Program Manager, the Director of Guidance, the SPED Coordinator, the Attendance Clerk, the Registrar and 9 teachers. It is the center of the school and provides a home base for students and adults. TMP also has a Business Office in Room 315 across the hall and 6 classrooms in the same area that are used for our high school level classes between 8 and 4 PM.

Students can enter TMP only through a lottery by state law. Once we have all of the applicants in our data system sorted by the grade they are applying for, each is given an application number, all of the numbers are put into a random sort engine and then application numbers are listed on line so that applicants can see where they are in the order of admittance. We then email the number of students we are taking for that grade level and start the process of determining who is going to attend and who is not. If a potential student indicates that he or she will stay where they are, we move on down the list. All of our policies and procedures are available in our Community Handbook which is on our website.

When students register at TMP **for the first time**, they bring in transcripts and current grades as well as Accuplacer scores from math, reading and writing tests taken in the SFCC Testing Center. We use a credit map developed by our Director of Guidance to make tracking of credits/grades earned very visual and progress (or lack thereof) toward graduation clear. This allows the Director of Guidance and the Head of School to make thoughtful decisions with the student and the parents about coursework, taking into consideration both innate ability and previous performance. Students who have not shown themselves ready for college level expectations (low grades, poor attendance, test scores) are put into TMP high school-level academic courses for their first semester.

To make sure that all of our students have the required support to do well, TMP staff members are in constant contact with students and parents. There are three advisor/parent/student conferences per year – at the midterm of each semester and at the end of the first semester. These conferences are attended by 95% of our families and include going over semester grades and current transcript, discussing what might be needed if grades are not strong, adding more tutoring to the student's schedule and discussing any outside factors that might be affecting performance. The transcript which is added to at the end of each semester is discussed at two meetings per year so that parent

and student can see GPA, college courses accrued to date and progress toward graduation. Our tutoring table is staffed by certified teachers and is open to any student needing support of any kind. Individual teachers email directly to students and teachers with concerns or high fives. Decisions are revisited at the next parent/student/advisor grade conference.

TMP welcomes all students through its lottery and celebrates the diversity of its student body. Since our first year, our number of EL students has tripled, Special Ed has doubled and our Caucasian/Hispanic ratio has shifted from 50/50 to 30/60. We place heavy emphasis on knowing our students and their families, on paying attention to social-emotional learning as well as on academic learning. We pay constant attention to student support through tutoring, guidance counseling and referral for outside counseling; gatherings offer opportunities to learn from outside speakers or from fellow community members.

In 2019-20, TMP will take 40 9th grade students in an inaugural year as requested by many parents who did not want to wait until 10th grade to enroll their students. As we plan that curriculum, we are putting in a weekly meeting with our Director of Guidance that will focus on career planning and exploration.

Next Step Plans and mentorships

At registration, new students also fill out the first page of the Next Step Plan including occupational goals and potential career choices, as well as immediate goals for high school. The process and progression of choosing high school courses necessary for graduation as well as courses that lead into a career pathway or toward a degree or certificate is explained in that first meeting with the family. Parent and student sign off on course choices which may be high school level basic skills coursework only, or, in the case of a very strong student, may include starting on a degree plan as set out by SFCC.

As students progress through The MASTERS Program, Degree Plan Audit sheets, completed by the Director of Guidance and the student, are added to the Next Step Plan showing progress, semester by semester, toward a degree or certificate and noting all required coursework and where the student is in that progression. These plans that detail the alignment of secondary and postsecondary courses needed to obtain a degree or certificate are attached to the credit map so that progress and future choices can be discussed in the October and March grade conferences with parents and students, during which time next semester course choices are made. Some students actually receive a certificate or an associate degree at graduation, some have made progress toward a degree and others are still completing high school skills and perhaps doing a mentorship in their desired area of study.

All TMP students are offered the opportunity to do a mentorship in the community in an area they are considering as a career. Parents are included in the informational meeting and as long as both student and parent are eager to participate, we do not then ask students to apply for a mentorship. Some of our struggling students have found this to be the turning point in their high school careers. The MASTERS Program is a member of the Santa Fe citywide program Inspire which is an umbrella

organization for mentorships in the community. TMP advises students on the requirements for working in their area of interest. Should they decide to participate in a work-based learning activity, we enroll them in our mentorship program.

This mentorship program offering one credit includes: the TMP staff person interviewing the mentee as to what he/she is looking for, interviewing prospective mentors, setting up the initial meeting and explaining expectations to mentor, student and parents, and monitoring progress during the school year in person and by phone. There is an expectation of a minimum of 2 hours per week with the mentor but most students go far beyond that. At the end of the school year, Inspire Santa Fe arranges for the final presentations at a citywide celebration. This year, 2019, the celebration was at the SF Conference Center and included the mayor and many community members who were eager speak to all of the mentees. Our student mentorships ranged from astronomy and the student getting her name on a scientific paper, to baking, fashion design, theory of relativity with Santa Fe Institute, learning how to understand the stock market, singing and veterinary studies.

We also send students to the Health Education Program (HEP) at Christus St. Vincent in the summer and have their representative come and present to the whole student body each year.

Typical Day

TMP classes begin at 8:00 AM and end at 3:50 Monday through Thursday. The TMP office is open until 5:00 on those days and until 4 on Friday. SFCC classes meet between 8:30 AM and 9 PM Monday through Thursday with a very few meeting on Friday. Our class schedule is designed to make the interface between the two as flexible as possible. All TMP English, math and science courses meet 4 times per week for one hour because these subjects tend to be the most difficult for our incoming students. World History also meets 4 times a week to build reading and writing skills. 11th and 12th grade courses meet twice a week for 1.33 hours to enable interface with SFCC courses which tend to meet twice per week in a similar meeting pattern. Student loads and individual class sizes vary by teacher with student loads usually between 50 and 80 with smaller numbers at the 10th grade level; most classes vary between 14 and 22 students.

On Fridays, TMP begins at 8:30 with an all-school Gathering or grade level meetings or advisory meetings. We recognized early on that if we were to build a community of learners, we would need to make time to come together as a whole school – to discuss issues or concerns, to present information, and to get to know one another and even have fun together. We have used these meetings to develop a culture of excellence and high expectations while our students experience the freedom of college students, explaining that with freedom comes responsibility and self-regulation. We find that treating students as mature initially and instituting more control only if needed is very effective.

TMP maintains a spread sheet that counts hours for each student to ensure meeting the required 1080 hours of seat time. High school coursework and tutoring (both taught by certified teachers) count one for one, college courses count an additional 1.5 for every hour of class. Our Fridays count one hour for the 8:30 to 9:30 meeting and 4 hours for service learning. We also worked out an overall hour count for our two “first weeks”, the beginning of each semester when we do field trips, workshops etc with Katie Poulos of PED. Each student’s courses are entered into the spread sheet and the hours are counted.

Many TMP students are taught by SFCC professors in a huge variety of courses. TMP teachers are licensed by the state of New Mexico and are certified in the subject areas that they teach – the same as any public school. Two of our teachers teach dual credit science courses and are not only certified by the state but also meet the requirements for adjunct faculty at SFCC – a Master’s Degree and use of SFCC course syllabus and testing metrics.

TMP also avails itself of the SFCC Financial Aid Office and asks students to fill out the FAFSA with the help that they offer to families. We explain the importance of applying for whatever money is possible for college.

Our total staff is 18. 12 are women and 6 are men. Two are Hispanic and the rest white with a range of ages from 26 to 65. **We also work closely with a Hispanic man who runs the Student Support Center at SFCC and who we have hired to do a leadership training group for our students. This group, called Freedom Ambassadors, parallels the SFCC Student Ambassadors group and introduces TMP students to many aspects of leadership at SFCC and in the community.** He also teaches a Student Leadership course that our students take. We advertise locally, on line, on Craig’s List and on charter school websites when we have a position to fill.

2 and 3: Proposed Pathway Description/Workforce Recognized Credentials

Santa Fe Community College offers 16 specific degrees under Associate of Arts, 5 under Associate of Science, 4 under Associate of Applied Arts, and 24 under Associate of Applied Science. There are also over 90 certificates offered. 34% of our recent senior class ('18) earned a certificate or an AA degree: 7 certificates of Liberal Arts Transfer allowing them to start as juniors at UNM or other 4-year colleges, 2 Culinary Arts certificates, 1 certificate each in Hospitality and Tourism and in Film Production, 3 Associate Degrees in General Sciences, 2 in Engineering and one each in Computer Science and Film. The remaining members of the class were either in the process of working toward a certificate or associate degree, were still trying to strengthen their skills enough to take the required college courses for a degree, or were SPED students raising skills and working with our SPED coordinator and Voc Ed to set a pathway for the future.

The workforce-recognized credentials for each pathway at SFCC are either the Certificate or the Associate Degree. In many cases, a certificate can precede an AA degree which can allow a student to continue to build skills during the time he/she is enrolled here. (One of our 2017 graduates returned to

tell us that his plumbing certificate from SFCC had jumped him over others in line to join the plumbing union and that he was making minimum \$35/hour working as a pipe fitter.) Since we are on campus at SFCC and work closely with the SFCC staff, tracking the attainment of these credentials has always been part of our reporting. We also note the attainment of these credentials in our graduation program, as does SFCC in theirs.

Our mission emphasizes service to others and since we want this service to be meaningful, we developed a service-learning program for Fridays starting at 10 AM and ending at 3 PM. Students are engaged in community service at sites including Hipico and the Humane Society, in the county working on SF County trail maintenance and with State Fish and Wildlife employees, and with Santa Fe Public Schools Communities in Schools to name a few. All of these programs also include significant interaction with community members – volunteers, city, state and county employees. Students are asked to reflect on their experiences in providing service to others and the skills needed for what they do. These service groups also provide opportunities for developing leadership skills and for understanding of the “soft skills” most valued in certain jobs.

When students enroll at TMP, we begin the process of assessing where they are academically, what During our orientation week, we take our incoming students on tours of the various areas of SFCC so that they are familiar with the opportunities in areas such as Health Care, Culinary Arts, Trades and Technology and Media Arts (among others). Juniors are all tested on their interests with the Holland Code and then the results are interpreted by our Director of Guidance to help students get a more refined sense of future interests.

We also take time in the first month to hold a Gathering where we talk about how high school is directly related to the future, not just one more thing you have to half-heartedly do until you are 18. We talk about students who have graduated and what they are doing, we introduce current students to the pathways available at SFCC, we discuss our mentorship program and how useful it can be, and we ask returning students to talk about their experiences. We also discuss the characteristics of successful people (i.e. grit, people skills, self-control, optimism, gratitude), offer workshops in identifying personal strengths and building resumes, teach interview skills and impress upon our students the importance of understanding that now is the time to identify and then work to strengthen the personality characteristics that will lead to success in the future.

TMP has had a mentorship program since its first year. We are an affiliate of Inspire Santa Fe – a non-profit umbrella organization for local schools providing mentorships –that includes Santa Fe Prep, Santa Fe High, Mandela International Magnet School and others. One of our staff members oversees the program, meets with mentors, sees that agreements are signed, collects reflections at the end of the year from mentees and helps coordinate the city-wide mentorship festival each spring. We have had students work with post-docs at the Santa Fe Institute, intern at Smith Vet, or work with mentor elementary teachers, architects, glass blowers, music teachers, film makers, auto mechanics and more.

We also encourage students to pursue internships at LANL and to apply for the Health Education Program (HEP) at St. Vincent's Hospital, a competitive program offering a summer of learning about health care in the hospital setting. We've had a number of students take advantage of both.

At the end of each semester, the TMP transcript is updated with all coursework, college and high school. SFCC transcripts are also printed for each student at the end of each semester. This is our best source for reporting on numbers of college credits earned.

4. Students Served

The MASTERS Program is currently operating with an enrollment cap of 280. Our demographics have changed over time. In 2010 our ethnicity percentages were 45% Caucasian and 45% Hispanic with 10% other. Economically disadvantaged was 22% in 2010-11. The recent 2017 – 18 school year statistics were 29% Caucasian and 60% Hispanic and 11% African American, Asian and Pacific Islander. 48% were economically disadvantaged. We have just started tracking First Generation as we are an affiliate for the Davis New Mexico Scholarship Program and student eligibility is based on first generation and/or economic disadvantage. Our current 10th moving to 11th grade is 48% first generation. It should be noted that our African-American population is double that of the local district as is our Asian population. We have gender-fluid and transgender students as well. We believe that this is because of unusually small size of our school and the efforts we make to create a welcoming and accepting environment for every student.

5. Outreach and Recruitment Process

As a state charter, we enroll our students by lottery, insuring that no one gets special consideration based on academic achievement or other criteria. In our first years, we advertised in the local papers and in free Spanish language magazines. We have not done advertising in the last year as we have clear evidence that we are known to those groups that are difficult to reach, those who need us the most.

The TMP staff sees our mission as being a school that welcomes, provides access to a college campus and then fully supports college coursework for those students who would not otherwise have this opportunity. It is this mission, coming from a place of love and commitment, that has attracted families over the years and continues to do so now by word of mouth. As stated above, our English Learner, Special Ed and Economically Disadvantaged numbers have risen over the years, more than doubling since 2010, as have our numbers of non-white students. We watch our numbers carefully each year to evaluate whether we need to do more direct recruiting or not.

Our recruitment efforts in the past 9 years have included using the local newspapers, our website, free local Spanish-language magazines and much word of mouth. Word of mouth has been very important in our Spanish-speaking families as there is much communication about a school which is challenging but also supportive of students. We get many siblings and cousins this way.

6. Written Agreement with Postsecondary

Attached to this application is the MOU we have with Santa Fe Community College. Our wrap-around services are many. First is our advisory system that assigns each student to a staff advisor who is their main contact person for problems and advice. The advisor also meets with the student and his/her parents three times per year for grade conferences which include choosing courses for the next semester.

Second is our tutoring program. We have 5 certified teachers who have retired or chosen not to teach full time who work at our tutoring table Monday through Thursday from 8 until 4:30. Depending on the time of day, there are between 1 and 3 available. Tutoring is available to any student, and for those who received a D or an F the previous semester, it is required. Laptops are available for students to use at the table and the help can be one on one or as needed. Teachers are always available when they are not teaching as well and students are often in the main office asking questions or meeting with their teachers.

Third is our requirement beginning this fall that students will ask their college teachers to sign an attendance form to acknowledge that the student has been attending class. There is also a space for the SFCC teacher to write a note of concern or praise if desired.

Fourth are all the SFCC personnel who work with us and with our students – the dual credit staff, the academic advising staff, the deans of each school - who set up times for our students to tour their labs and meet their teachers and who are always willing to resolve issues when needed.

TMP has tracked college credits earned since its beginning. Our transcripts indicate total number of college credits earned by each TMP student as well as the title of each course.

7. Written Agreement with Workforce Partner

Copies of our workforce partner agreements with Charles Dale and with James Breland are attached. Based on the report “New Mexico Department of Workforce Solutions Future Workforce - Projected Employment Growth in New Mexico’s Industries,” the highest percentage of projected employment growth is in the health care and social assistance area at 23%; the second is accommodation and food services at 15% and the third is educational services at 9%.* SFCC has many pathways in the health care field – biological sciences degree for those pursuing a college medical degree, EMT certificates, home health aide, nursing assistant, community healthcare worker, phlebotomy, dental assisting, and respiratory care. There are also pathways in accommodations and food services including culinary arts, patissier, and hospitality and tourism management. Many of our students have chosen certificates or degrees in both of these pathways – and thus we chose two workforce partners in these areas. Mr. Dale is Director of NM Fine Dining and has owned and run restaurants in Santa Fe and other cities and knows the food services industry well. Mr. Breland works for Presbyterian Medical Services as the Director for

Northern New Mexico and has worked in health care for over 30 years. He has mentored students at TMP and always been willing to share his expertise and advice with our students.

*(https://www.dws.state.nm.us/Portals/0/DM/LMI/NM_2017_SOTW_Report.pdf pg. 40)

8. Sustainability Plan

As stated earlier, TMP has had no trouble attracting students and maintaining a waiting list for the last 8 years. We go to our wait list at the end of the first semester if we have any spaces open up and always end each year unable to accommodate all of the students who want to enroll. We also do outreach into the community through our Friday Projects. Every Friday we have students in 4 different elementary schools as part of our service learning program as well as working with adult volunteers in various areas of the city. These experiences as well as our reputation for excellence have meant that we have a strong presence in Santa Fe.

As we feed students into the courses at Santa Fe Community College, we also receive feedback from professors who appreciate the caliber of our students. We often help to fill high level courses such as calculus and physics, and our students are hired by the SFCC Tutoring Center to help other students with their work. Currently three seniors are working there.

It is important to note that The MASTERS Program not only feeds students into Santa Fe Community College but we are also a revenue stream in that we pay a lease payment on a monthly basis for the space that we use. As college student enrollment changes with the economic times, our lease income is a fixed income stream. In our 9 years on this campus, we have worked with three presidents and one interim president and have found strong support from every one of them. The new president to start in July 2019 supports early college programs and is aware of and excited about our presence on campus.

9. Tribal Consultation Requirement

TMP has had very few Native students over the years. Some students have listed that they are part Native but did not define themselves based on that heritage, nor did they have CID numbers. We would be happy to have more Native students join our school and TMP will contact the Indian Education Bureau for guidance on who we should contact at local tribal offices to make sure families and students are aware of our program. We have the annual reporting form as part of our future documentation.

Attachments:

MOU with Santa Fe Community College

Agreement with workforce Partner, Charles Dale - Director, NM Fine Dining

Agreement with workforce Partner, James Breland, Director Northern NM Operations for Presbyterian Medical Group

Appendix A Assurances Signature Letter

Appendix B – ECHS Information Sheet

Appendix C – Next Step Plans – one for health care pathway and one for hospitality/tourism pathway

TMP Course Catalog

SFCC Course Catalog

TMP Master Schedule

Medical Pathways at SFCC