

APPENDIX I

State of New Mexico
Public School Facilities Authority



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May 3, 2012

Senator Mark Boitano
3615 Horacio Court NW
Albuquerque, New Mexico 87111

Dear Senator Boitano:

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/Ed Spec) for the proposed New Mexico Connections Charter School. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to acknowledge that the Plan meets our requirements for FMP/Ed Specs submittal. In accordance with NM House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan and this letter. If your application is successful, we request that you send us the plan in a three-ring binder accompanied by an electronic version (either on disc or emailed).

Through our review of the FMP/Ed Spec, PSFA understands the following:

- Your school will be a virtual charter school in which students attend remotely via online classes. Students will not be present in your facilities except for very rare occasions. If there are any classroom spaces that will be utilized by the students at any time, they must meet the "E" occupancy requirements per the New Mexico Building Code.
- You plan to have a cap of 2,000 students and consist of grades K-12. You plan to serve students living anywhere within the State of New Mexico. The school will take the necessary steps to ensure that the students you serve are all New Mexico based students.
- Because your curriculum is based upon online instruction and students will not be in your facility, your facility needs include a typical office setting with room to accommodate 25-35 teachers and administrative staff (office layout includes cubicles, kitchenette/breakroom, conference room space and no classrooms).
- You have reviewed our adequacy standards, planning guide, and HB 283 (with the requirement that charter schools be in a public facility by 2015).

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 843-6272.

Sincerely,

A handwritten signature in black ink, appearing to read "John M. Valdez".

John M. Valdez, AICP
Facilities Master Planner

cc: Martica Casias, Planning and Design Manager



**State-Authorized Charter School Applicant
Facilities Master Plan/Educational
Specifications**

Submitted

to

Public School Facilities Authority

Draft Submitted 4/2/12

Final Revision Submitted 5/7/12

State-Authorized Charter School Applicant Facilities Master Plan/Educational Specifications Checklist

GENERAL

- ☐ **Clear and Concise**
- ☐ **Clearly presented major ideas**
- ☐ **Clearly labeled tabs**
- ☐ **Contact information**

CHARTER SCHOOL OVERVIEW

- ☐ **Year of the initial charter**
- ☐ **First renewal, if any**

New Mexico Connections Academy (NMCA) is a proposed charter school with an anticipated opening Fall 2013 pending approval Fall 2012. The founding board anticipates using Connections Academy's educational products and services. The application will be submitted June 2012.

We acknowledge that we have reviewed the Statewide Adequacy Standards NMAC 6.27.30 and Charter-Alternative School Statewide Adequacy Standard Variance.

ACROYNMS/DEFINITIONS

- ☐ **Abbreviations, acronyms, and uncommon terms identified**

Definition of Terms: The description of the NMCA educational philosophy and program that follows includes some unique terminology, as defined below:

- **Connexus © Education Management System (EMS):** The platform for organizing and managing the entire Connections educational environment. This proprietary, web-based software, created by Connections Education specifically for K-12 online instruction, delivers every assignment and tracks every activity (whether conducted online or offline), monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. Connexus operates within a very secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other. Parents and students must access the online EMS to organize, document, and interact in the learning experience, ensuring an unprecedented level of time-on-task documentation.
- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian who works in person with the Connections student under the guidance of the licensed professional teacher. The Learning Coach and student interact with the teacher via telephone, WebMail message (see below), LiveLesson sessions (see below), and a rare in-person meetings. The school provides ongoing training to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.
- **LiveLesson® session:** A real-time web conferencing tool that allows teachers to work synchronously (in real time) with individual or groups of students using voice over IP, chat,

electronic whiteboard, and shared web surfing based on Adobe® Connect™.

- **Multi-tiered Intervention:** Connections employs a multi-tiered intervention model so that every student has access to the resources they need to be successful: Tier 1 – Core Instructional Program; Tier 2 – Supplemental Programs and Supports; Tier 3 – Alternative Programs. The school’s Student Support Team meets regularly to discuss students who are struggling academically to develop an intervention plan and strategies for improvement.
- **Personalized Performance Learning™:** The instructional process used by Connections to create a unique learning experience for each student. This process begins during enrollment when counselors review students’ past records and performance to properly place them in the program, and also includes a “Personalized Learning Plan” developed collaboratively by the teacher, Learning Coach, and student for each student to maximize achievement and to tailor curriculum and instruction in keeping with this plan. Throughout the year teachers monitor students’ progress and make adjustments to their learning programs to focus on areas where students need to improve and to build on students’ strengths.
- **STEM:** A highly focused curriculum that centers around Science, Technology, Engineering, and Mathematics (STEM) in an academically challenging, yet engaging way. It seeks to develop future engineers, scientists, mathematicians, technologists, medical personnel, and other professionals which require an intensive focus in the STEM fields.
- **Student Status/Escalation Process:** Connections tracks and reports ongoing student progress based on the objective numeric data generated by the EMS. This is currently analyzed in four to five areas, including attendance, participation, performance, assessment submissions, and contact with the teacher. The status is displayed on the Learning Coach and teacher home pages for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than ‘On-Track’ in order to ensure students continue to gain the full benefits this educational option and are being educated appropriately through this unique school choice.
- **WebMail:** The proprietary private email system included in the EMS. Because this system is “closed,” Connections Academy students, Learning Coaches and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.

1. GOALS / MISSION

1.1.1 Mission

☐ Describe the desired state of *school’s* educational programs

The mission of New Mexico Connections Academy (NMCA) is to leverage 21st century education resources on behalf of students who need a more personalized approach to learning to maximize students’ potential and meet the highest performance standards including a STEM (Science-Technology-Engineering-Math) school-within-a-school academy. The vision of NMCA is to reach students throughout New Mexico for whom a cutting-edge virtual approach provides the very best pathway to school success – students who are currently not well served by any existing education option. This mission and vision will be accomplished through a uniquely

individualized learning program that combines the best in full time virtual education with very real connections among students, family, teachers, and in the local and statewide community to promote academic and emotional success for every learner.

1.1.2 Describe the general educational philosophy

NMCA is a high-quality, high-tech, high-touch virtual “school without walls” that brings out the best in every student through Personalized Performance Learning. Every NMCA student will have a Personalized Learning Plan and an entire team of experts committed to the student’s successful fulfillment of that plan. NMCA will embody multiple hallmarks of excellence: a rigorous, proven K-12 virtual curriculum that is aligned to Common Core and New Mexico Content Standards; top-quality teachers who are New Mexico-certified, highly qualified under NCLB, and specially trained to excel in a virtual environment and STEM content; a unique Education Management System (EMS) designed specifically for this K-12 virtual school to provide 360-degree accountability through comprehensive data collection, analysis and reporting; and use of a nationally recognized virtual school program that is first of its kind to be accredited by AdvancED (formerly the Commission on International and Trans-Regional Accreditation) and has an established track record in increasing academic achievement for previously low-performing students.

NMCA believes that children in the 21st century must become literate and articulate, mathematically competent, scientifically and technologically adept and have the opportunity to develop their creative and physical abilities. NMCA recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated and age-appropriate while at the same time aligned to state and Common Core academic content standards. It seeks to engage students, including in the STEM areas, and encourage them in their post-secondary careers. NMCA will strive to provide a critical foundation for academic and lifelong success.

1.1.3 Serving the Community

□ Describe the desired interaction with school's community

Real connections are an important component at NMCA so all students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include regular field trips and community outings facilitated by the NMCA Community Coordinators – parent volunteers whom NMCA supports in organizing such activities for families who live in their nearby community.

Field trips anticipated for New Mexico families include visits to the State Capitol in Santa Fe; The National Museum of Nuclear Science & History in Albuquerque ; White Sands National Monument at Holloman AFB; the Bradbury Science Museum in Los Alamos; and the Fort Union National Monument in Watrous. Technology related activities include Book Club, Environmental Club, Robotics Club, Debate Club and Student Literary Magazine to name just a few.

Parents and family involvement is absolutely central to the NMCA Charter School model. There are many benefits to parent involvement in education. Parent participation in a child's education can lead to:

- Improved grades and test scores
- Higher graduation rates
- Greater enrollment in post secondary education

Parents are crucial to the planning process of the school, as well as its operation. Interested parents have already played an important role in encouraging the formation of the school, and will remain involved leading to the school's opening. Without any formal outreach, over 2,000 families have requested the Connections program in New Mexico. Parental feedback is also an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable communication with families to ensure that the school reflects their unique needs and creative ideas.

The community in NMCA consists of the teachers, staff, administration, students and the Learning Coach. The Learning Coach can be a parent, extended family member, or similarly qualified adult designated by the parent/guardian who works in person with the Connections student under the guidance of the licensed professional teacher. The Learning Coach and student interact with the teacher via telephone, WebMail, LiveLesson sessions, and the rare in-person meeting. The school provides ongoing training to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so. This greater school community is an integral part of the learning process.

In addition to involvement focused on their own children's learning needs, NMCA Charter School parents will have multiple opportunities to shape the overall school experience such as parent representation on the governing board, ad hoc board committees, community coordinators, and providers of ongoing, action oriented feedback.

NMCA Charter School Community Coordinators and staff will reach out to community-based organizations and businesses to coordinate face-to-face community service and field trip opportunities for students. In addition, the school Counselor will work with post-secondary institutions to arrange college explorations for NMCA Charter School students. The school will draw upon the deep and diverse community connections represented on the Governing Board – whose members represent business and education entities across the state and beyond – to ensure that NMCA Charter School students have multiple opportunities to benefit.

With a focus on Science-Technology-Engineering-and-Math, the greater science, technology, engineering, and math community will be invited to speak at specialized lectures, participate in field-trips, and be involved in other curriculum-based lessons.

NMCA redefines the physical boundaries of school and community and lives it out in the community.

1.2 Process

1.2.1 Describe process for data gathering and analysis

The school anticipates limited capital needs except for the initial build out of the facility which would include furniture and workstation materials. The founding board member and facilities expert were chosen based on their skill set and experience. Parental input and participation are important to the success of the school and is encouraged through school committees, community coordinators, feedback through the StarTrack System and External Evaluation, fieldtrips and other activities.

As a virtual charter school, NMCA Charter School will also gather, monitor, analyze and report more granular data about its effectiveness than most traditional, brick and mortar schools find necessary. The unique Education Management System designed specifically for this K-12 virtual school is intended to provide 360-degree accountability through comprehensive data collection, analysis and reporting to all stakeholders.

With high-quality curriculum and strong accountability measures integrated throughout the NMCA Charter School program, student's academic success is consistently monitored, evaluated and a point of focus for all the stakeholders-parents, teachers, students and administrators. The school's performance will be measured and communicated continuously to parents and reported monthly to its Governing Board.

Additionally, the Board is responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill NMCA Charter School's obligations to the Charter School Division of the New Mexico Public Education Department.

Specific plans for monitoring and reporting on the effectiveness of curriculum, instructional methods and practices during Year 1 follow:

- **Student achievement.** One of the important measures of accountability will be student achievement. NMCA Charter School will measure student achievement through a number of lenses: measurable learning gains, performance on the state standardized tests, and meeting or exceeding Adequate Yearly Progress (AYP). Student performance, as measured through internal assessments in the EMS, is reported to the Governing Board.
- **Stakeholder feedback:** One of the many invaluable elements of Connections continuous improvement process includes the regular feedback that received from our stakeholders (parents and students), a proprietary system called "StarTrack" (as described above). This integrated rating system allows every NMCA Charter School student (along with every Learning Coach) to rate each lesson from a low of one star to a high of five stars.
- **Parent satisfaction.** NMCA Charter School families will be given an annual opportunity to participate in a thorough parent satisfaction survey, conducted by an independent market research firm. The school's goal is that at least 90% of families rate the school an "A" or a "B." The survey results are reported to the Governing Board and all stakeholders.

- **School growth.** NMCA Charter School has a plan for school growth that is both scalable and thoughtful, wanting to offer this program to as many students as possible each academic year while growing the program in a fashion that positions both the students and the school for future success. The schools hopes to grow from 500 students (Year 1) to up to 2,000 (Year 5) through a combination of parent outreach, serving its existing families well (student retention), and strong word-of-mouth (current families attracting new families).
- **Compliance with state law.** The school will measure itself against compliance with New Mexico state law regarding public education, charter schools specifically under the Charter School Act, 2011 NMSA 1978 (unannotated)/NMSA 1978 (unannotated)/CHAPTER 22 Public Schools /ARTICLE 8B Charter Schools, and other objective compliance criteria. This compliance will include the timely and accurate reporting of required state data.
- **Fiscal accountability.** The school is fully committed to fiscal accountability. Its budget reflects its commitment to cost control, responsible growth, and regular audits.

1.2.2 Authority and Facilities Decision Making

☐ **Identify individual representing the school authorized as contact on issues and questions related to this submission**

Mark Boitano, BOITANOM@aol.com

☐ **Identify process for capital planning and decision-making**

The governing body of the charter school is responsible for the policy decisions of the school. The NMCA Governing Board shall meet regularly (approx. 10 times per year) in open, public meetings to fulfill its duties, and may from time to time create subcommittees or task forces to carry out special tasks. Special and emergency meetings shall be held as needed. All meetings involving a quorum of the Governing Board shall be noticed and conducted in accordance with the Open Meetings Act. The Governing Board shall keep written or digital or tape recorded minutes of all its meetings. The minutes shall include, at a minimum, the date, time and place of the meeting, the names of members in attendance and absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Governing Board. All minutes shall be made available for public inspection.

The NMCA Governing Board is ultimately responsible for the overall financial management of the school. The Board will designate one of its members to serve as the Treasurer of the school. This individual will have a financial background to enable him/her to perform this function. The Treasurer and the entire Governing Board will participate in regular board training with an emphasis on fiscal management and oversight and will ensure that the Business Administrator participates in NM PED charter school training, when appropriate.

NMCA will follow these detailed fiscal procedures, which comply with Generally Accepted Accounting Principles (GAAP) and will ensure sound financial management.

Budget process: The school will begin the annual budgeting process each February, beginning in 2013, with an enrollment target set by the Governing Board. The school's Business Official will coordinate the development of revenue and expenditure assumptions based upon this enrollment target. This will be a very iterative process and involve the appropriate stakeholders– Business Official, Governing Board, Principal, teachers, and others. Once an initial budget, based on planned events, has been drafted, it will be tested against a lower enrollment level to ensure the school can withstand lower-than-expected enrollment. As more information is learned, assumptions will be revised and the impact discussed with the Governing Board.

NMCA follows a detailed annual budget development process :

- Starts in February with Board-set Enrollment Target
- Key Assumptions are Determined
 - ✓ Student:teacher ratio
 - ✓ Teacher compensation (base salary, merit increases, new positions)
 - ✓ Physical expansion
 - ✓ New initiatives (e.g., additional grades)
 - ✓ Per pupil funding rates – regular ed, special ed, add-ons
- NMCA Business Official Develops a Draft Budget
 - ✓ Very iterative process
 - ✓ Includes a financial narrative that explains all of the key assumptions and results
- Board Designates Individual(s) to Review Draft Budget and Narrative
 - ✓ Usually done via one or more conference calls
- NMCA Business Official Presents Revised Draft Budget to Board for Adoption
- NMCA Business Official will Revise Budget at Start of School
 - ✓ Reflect updating of key assumptions like enrollment and actual salaries
 - ✓ Board may elect to adopt this revised budget as its official school budget for the year

☐ **Identify how community input is considered**

NMCA offers multiple Information Sessions –in person and “virtually,” using its LiveLesson® technology – for families throughout the state. Families are notified of the *Information Sessions* via email, earned media in newspapers across New Mexico and flyers distributed in local communities. NMCA uses these sessions to provide a complete array of information about the different ways parents can get involved (as described above), its program, including its curriculum, teaching methods, and technology resources.

Outreach to business and community members began in response to groups and individuals in NM requesting interest in improving educational options for students throughout New Mexico on the Connections website and via the phone.

☐ **Describe the nature of Steering committee involvement**

o identify members of the steering committee

Senator Mark Boitano, BOITANOM@aol.com
Bob Pouliot, rpouliot@connectionseducation.com

2. PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

☐ Provide overview of proposed educational programs and facilities (if applicable)

As a virtual charter school, NMCA will not require a physical facility for students for their day-to-day learning. Students will work from the setting of their families' choice, such as the home or a supervised community location.

NMCA will lease permanent office space for administrative and teaching staff, to serve as a "teaching center" where the school's administrative and teaching staff will work, which may also serve as a resource center for students. The initial physical facility will need to be flexible for growth and future needs.

In addition, the teaching center will include at least one conference room with doors for use in IEP conferences and other special education related activities by the NMCA staff.

Parent involvement is paramount to the school's educational philosophy. This involvement includes supervising lessons to participating in field trip planning, to collaborating with our teachers. Parents do not need to work from the teaching center and can communicate with the teacher primarily via email or phone.

☐ Identify and describe any potential shared/joint use facilities with public or private entities

NMCA will analyze locations, including any potential shared/joint use facilities, based upon criteria needed to run an effective virtual school. The following are some of the criteria NMCA will use to analyze facilities:

- Central location
- Easy access from major roadways, allowing students and staff from various areas to reach it easily. The facility will have adequate space for teacher cubicles, a Principal's office, a conference room, and a break room/kitchenette.
- The facility will have a certificate of occupancy, be air-conditioned, heated and illuminated with fluorescent lights, provide male and female bathrooms and parking, will be handicapped accessible, and will be fully equipped with sprinklers and other fire safety equipment.
- The facility will provide the necessary infrastructure to support the required computer network.
- The school estimates approximately 125 square feet per person to meet its minimum requirements, allowing for necessary common space, egress, typical build out for conference room and kitchen(ette).

- Office space is in compliance with or capable of modification to bring it into compliance with all local building, zoning and health and safety requirements.
- Office is located close to at least one main thoroughfare to allow for ease of access by teachers as well as by visiting students and parents.
- Office meets all local minimum Americans with Disabilities Act (ADA) standards.
- Office has ample parking accommodations.
- Office is available to move-in within 3-6 months from the date of search.
- Office is comprised of approximately 20% office space and 80% open area for cubicles.

Because students will be present in the school headquarters only on the rare drop-in basis, and will not gather there for instructional activities, no special zoning will be required beyond standard commercial use.

- The NMCA school administrative assistant and the locally based teaching staff will work from this facility. Some staff members may work from remote locations and will report to the principal regularly. Because of the technological infrastructure in place, providing long distance support will be both effective and efficient. In addition, in the future, the school may open additional resource centers statewide if there is a need for them as determined by input of staff and families and upon consultation, review, and approval by PSFA. NMCA will provide all required notification to the district of all facilities that it operates.

□ Describe the school's proposed instructional program

New Mexico Connections Academy believes that children in the 21st century must become literate and articulate, mathematically competent, scientifically and technologically adept and have the opportunity to develop their creative and physical abilities. NMCA recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated and age-appropriate while at the same time is aligned to state and Common Core academic content standards. It seeks to engage students, including a focus on STEM, and encourage them in their post-secondary careers. NMCA will strive to provide a critical foundation for academic and lifelong success.

□ Describe the general instructional organization (grade levels, groups, academies)

NMCA will serve students in grades K-12. The school staff anticipates a 40-to-1 student-to-teacher ratio in the elementary grades and a 35-1 student-to-teacher ratio, in the middle and high school grades pending a waiver request. The traditional sense of class periods, and bell schedules does not exist in a virtual classroom. The founding board anticipates using Connections educational products and services.

The Connections program offers a multi-tiered intervention model so that every student has access to the resources they need to be successful. Students who qualify will be eligible to receive technology resources, including computer and Internet connection. In addition, the multi-tiered intervention consists of: Tier 1 – Core Instructional Program; Tier 2 – Supplemental Programs and Supports; and Tier 3 – Alternative Programs. The Student Support Team may recommend placement of a student into Tier 2 for a specified period or longer-term placement into Tier 3.

Prior to third grade, younger gifted students benefit from advanced courses and lesson plans

customized to their abilities. Beginning in third grade, gifted and talented courses are offered in language arts, mathematics and science (grades 3–8). These challenging courses give students more opportunities to interact with specialized teachers, take part in special projects, and develop higher-level thinking skills.

Connections' curriculum challenges gifted high school students to stretch their abilities and sharpen their critical thinking skills. With a wide array of honors courses, the budding historian or writer is engaged as well as the math whiz and scientist. With eighteen Advanced Placement (AP) courses ranging from Art History to Macroeconomics to World History, students are prepared for the national AP tests that can earn them college credit.

If allowed, advanced students also may take courses at a local university and earn credit toward both high school graduation and college. For the STEM students, additional and advanced coursework will be offered.

Neither regular education, gifted education, nor special education students will be present in the teaching center on a regular basis. Students will work from the setting of their families' choice and will be provided with appropriate resources in order to insure their success.

□ Describe scheduling approach (periods, block schedule)

All daily lesson plans are provided to students and families online, directing them step-by-step through use of the comprehensive set of online textbooks, physical trade books, manipulatives, and consumables that NMCA ships to them. Periods in the traditional sense do not apply in a virtual classroom.

NMCA students who enroll in the K-8 program and elect to continue into high school will notice that the high school introduces increased structure and a pacing system that encourages all the students in a single class to move forward at a similar speed. The Connections high school program includes a significant amount of computer-facilitated learning. As noted previously, while hard copy textbooks are provided in some courses (generally along with an enhanced online version of the text as well), students may also take several courses that are completely online. Unlike the K-8 program which is largely asynchronous/user scheduled (which means parents set the schedule and lessons can be done in any sequence and pace), in high school the pacing for core courses follows an asynchronous/fixed schedule (which means that the schedule is fixed and students must all move at a similar pace). This does not take away the ability of NMCA teachers to personalize the curriculum for students; however, it does add accountability, structure, and significant peer interaction that is necessary for a quality high school program.

□ List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any

N/A

2.1.2 Anticipated Changes in Programs (THIS SECTION IS NO LONGER REQUIRED BUT WE WANTED TO INCLUDE IT)

□ Identify projected changes in programs that impact use/need for facilities

NMCA teachers will educate students both remotely and from a "teaching center", where the school's administration, some teachers, and staff are located. This mix of remote and office-based teachers provides maximum flexibility to handle changes in program needs. NMCA will expand and shrink its remote teacher base and, in the event of growth, will either expand its teaching facility or add teaching center(s) in other New Mexico localities.

**□ With regard to School Size, Class Size, Grade Level Configuration, Schedule
Discuss opportunities for continuing or increasing shared/joint use in the future**

The growth plan for NMCA is scalable and thoughtful but may require a change in facilities based upon growth in student enrollment and the appropriate student-teacher ratio balance. One of the benefits to full time virtual education is the ability to quickly react and adapt to changing needs. Since teaching and learning can occur anywhere and are not bound by geographic limitations, it is critical that flexibility be built into the system and infrastructure to adapt to changing student learning needs.

One possibility that may be considered based upon enrollment, demand, and interest in the STEM academy within the virtual school is a mobile STEM lab. This mobile STEM lab will travel throughout New Mexico into rural and urban communities and provide a geographic hub for hands-on science, technology, engineering, and math instruction. NMCA may partner with local Universities or community organizations for several integrated activities, such as a Sweet Sciences event—where students participate in science labs regarding the science of taste or a BioTech Showcase. Other notable partnerships may include the Boy Scouts and Girl Scouts of America who may utilize the mobile classroom's technologies to learn about the environment and STEM in the community.

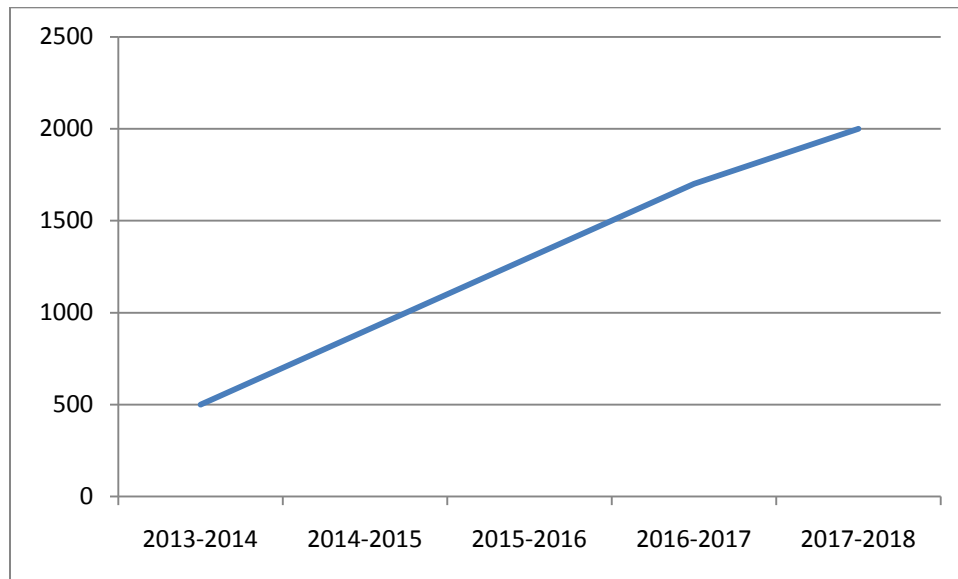
2.2 Proposed Enrollment

2.2.1 Indicate proposed enrollment cap

The proposed enrollment cap is 2000 students at the end of five years.

2.2.2 Describe any plans for phased enrollment

☐ Provide a graph of projected enrollment cap, if incremental



☐ Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility

As mentioned in 2.1.2 above, NMCA will employ a flexible teaching model whereby teachers can educate students remotely, from the primary teaching center, or from multiple teaching centers. This maximizes expansion and contraction potential, as needed, and eliminates the need for excessive, under-utilized space. Teachers working remotely provides more local services, the ability to conduct local field trips and info sessions, allows more personalized support and assistance, local representation, and the ability to assist in state testing efforts. Allowing teachers to work from remote locations can also make it easier to hire the best teachers and locate critical teaching resources.

2.2.4 Classroom Loading Policy

☐ Identify anticipated class loading requirements or district policy

The school staff anticipates a 40-to-1 student-to-teacher ratio in the elementary grades and a 35-1 student-to-teacher ratio, in the middle and high school grades pending a waiver request. The traditional sense of class periods, and bell schedules does not exist in a virtual classroom.

2.2.5 Classroom Needs

☐ Identify anticipated classroom needs, including the number of classrooms to accommodate the projected enrollment. Provide supporting analysis.

As previously mentioned, the virtual school model does not require specific classrooms in the facility. Accommodation of teachers is the primary concern from a facilities perspective, and NMCA's flexible model allows expansion and contraction as needed throughout the charter period.

☐ Itemize the quantity and sizes of other spaces required to accommodate the instructional program

Not applicable

2.3 Site and Facilities

2.3.1 Location/site

☐ Include Map(s) which identify the location of any existing and proposed facilities
Query survey attached.

☐ Provide a description of sites and facilities, existing or proposed

The site/facility for NMCA teachers and staff will be a typical office building in a safe, easily accessible area. The description of sites/facilities is more completely captured in Section 3 below.

2.3.4 Facility Evaluation (If Applicable)

☐ Provide a Summary of the facility condition evaluation (FAD Executive Summary Report)

A summary will be prepared following evaluation and selection of the appropriate facility for NMCA operations.

o Has PSFA evaluated the proposed facility for code and adequacy? If so, summarize PSFA/Code analysis of any existing facilities that are proposed for future use and include in this section.

Since the facility has not yet been selected, PSFA has not evaluated the facility. Given that the facility will house teachers and staff, NMCA does not believe PSFA/Code analysis is required for the facility and a waiver is warranted from those requirements. Students will rarely, if ever, enter the office space.

3. FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 What are your goals to be met by your school facility?

☐ **Outline plan for being in a public building by 2015 in compliance with HB-283.**

Upon approval of the charter, we will investigate and examine facilities that meet the 2015 requirements and our site requirements as outlined in this document with the intention of meeting the requirements. If we are unable to identify suitable facilities, then we may seek a waiver based upon a thorough investigation of sites.

3.1.2 Concepts

☐ **Identify and describe major facility goals and concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs**

NMCA will lease space in a typical office building, through a standard, negotiated office lease, and this space will be used to house teachers and staff. From this space, and from remote locations for remote employees, NMCA teachers will teach students virtually. Students will rarely, if ever, enter the office space.

As previously mentioned, accommodation of teachers is the primary concern from a facilities perspective, and NMCA's flexible model allows expansion and contraction as needed throughout the charter period.

NMCA does not anticipate community use and foresees no additional issues that would lead to special considerations. Requirements for the selected site, including safety and security, are discussed below.

3.2 Space Requirements

3.2.1 Space Summary

Provide a summary list of all individual space needs and sizes.

The facility selected for NMCA operations will be approximately 5,000 SF in size and will be located in standard office space, typically Class B. NMCA will enter into a 3-year lease with extension options at NMCA's election. Key factors considered in the selection process include but are not limited to:

- ADA compliance
- Suite layout
- Stability of Landlord
- Ability of Landlord to provide a turn-key solution
- Cost on an annual and a full term basis
- Security for both the facility and the surrounding area
- Safety for teachers and staff
- Ease of access (location) for teachers and staff
- Special termination provisions in the event of charter suspension or revocation
- Technology availability, including bandwidth for school operations
- Lighting (natural and otherwise)

3.2.2 Describe site requirements

Spaces

☐ **Provide a graphic diagram illustrating the relationship between the program areas**

To be determined once site is selected.

4. CAPITAL PLAN

Our build-out will be a straight office environment. We always work with landlords that provide a turn-key solution with standard building finishes, so we simply provide a CAD test fit and the landlord's prepare the space for us pursuant to that test fit. Given this method of securing space, our capital plan is primarily providing the space layout and understanding the landlord's amortization schedule for tenant improvements. (See Appendix).

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

☐ **Provide a table summarizing characteristics of site and facilities**

See office space characteristics in 3.2.1 above.

☐ **Name of facility**

o **State identification number** - To be determined

o **Physical address** - To be determined

o **Date of opening** - Approximately 1 month before school start date

o **Dates of major additions and renovations** – Not applicable

o **Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available** – Not applicable

o **Site owned or leased** - Leased

o **Total building area gross sq/ ft.** – To be determined

o **Site acreage** – To be determined

- o **Total number of permanent general classrooms** – None. Facility will not house students.
- o **Total number of permanent specialty classrooms** – None. Facility will not house students.
- o **Total number of portable classrooms** – None. Facility will not house students.
- o **Total number of classrooms** – None. Facility will not house students.
- o **Percentage of portable classrooms compared to total number of permanent classrooms** – Not applicable
- o **Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)** – Not applicable.
- o **Number of gross sq. ft per student per school facility** – Not applicable

5.2 Site Plan

☐ **Scaled School Site Plan**

Will be provided on site selection

5.3 Floor Plan

☐ **Scaled school floor plan(s) with rooms numbers to match inventory**

Will be provided on site selection

☐ **FAD forms updated**

Not applicable

5.8 Detailed Space and Room Requirements (Ed Spec), if applicable

Not applicable

5.8.1 Technology and Communications Criteria

Not applicable for students. Facility and site will have sufficient technology and bandwidth for teacher/staff operations.

5.8.2 Power Criteria

Not applicable for students. Facility and site will have sufficient power capability for teacher/staff operations.

5.8.3 Lighting and day lighting Criteria

Not applicable for students. Facility and site will have sufficient lighting for teacher/staff operations.

5.8.4 Environmental Conditioning Criteria

Not applicable for students. Facility and site will have sufficient conditioning for teacher/staff operations.

5.8.5 Classroom Acoustics Criteria

Not applicable for students. Facility and site will have sufficient acoustics for teacher/staff operations.

5.8.6 Furnishing and Equipment Criteria

Not applicable for students. Facility and site will have sufficient furnishings and equipment for teacher/staff operations.

5.8.7 Table types

Not applicable for students. Facility and site will have sufficient tables/work surfaces for teacher/staff operations.

5.8.8 Storage types

Not applicable for students. Facility and site will have sufficient storage for teacher/staff operations.

5.8.9 Criteria Sheets

See attached.

5.9 Submission

5.9.1 Final hardcopy placed in a three-ring binder.

5.9.2 Final electronic copy.

Appendix to Facilities Application

1. From your end, does the teacher deliver instruction out of a single office or does he/she require a specialized type of computer lab space? Does the teacher have both a cubicle and a space where they actually teach?

The teacher delivers instruction typically from a workstation out of the teaching center or, where appropriate, from a remote location. The teacher requires a telephone and basic technology including a computer and Internet access.

2. For those rare times when the Learning Coach needs to meet with a teacher, does the school require any type of specialized conference space or will the teacher office/cubicle suffice?

The teaching center will include at least one conference room primarily used for IEP meetings and by Special Education staff. However, the space is available for teachers to use for meetings with parents when needed. Parents and teachers may also meet at the teacher's workstation.

3. Specialized space needed to house servers, computer hardware – what kind of needs do you have for those spaces? Are there any special requirements for this space beyond what typical office space contain?

The teaching center will include an IT room/storage space. The school-based needs are minimal and simple – just a server and some phone system hardware. No stand-alone air conditioning is required.

4. Can a student outside the office where the school is based attend the school (i.e. if the school's home base is in Albuquerque, can a student from Las Cruces (3.5 hours away) attend the school?

Students throughout the state are eligible to attend because of its virtual nature, but students will not be in actual attendance at the teaching center. They are always welcome to meet their teacher or the principal at the teaching center or at field trips.

5. What is the anticipated FTE for the school?

The first year enrollment is anticipated to be 500 students growing responsibly to 2,000 students within five years.

6. Section 1.2.1. *We may need to rewrite this part of the checklist on our end. The school provided a good answer to this question but our intent with this question is how the schools gather data for the plan (i.e. use of public meetings, community steering committee meetings, student focus groups, etc...) and how the school will utilize such data gathering methods in terms of future capital needs.*

The Plan identified two people for the steering committee and has said that steering committees will be utilized as needed. Will the school allow students, parent, and staff members to sit on steering committees as well, particularly when discussing capital needs?

The school anticipates limited capital needs except for the initial build out of the facility which would include furniture and workstation materials. The founding board member and facilities expert were chosen based on their skill set and experience. Parental input and participation are important to the success of the school and is encouraged through school committees, community coordinators, feedback through the StarTrack System and External Evaluation, fieldtrips and other activities. (Included in Section 1.2.1)

7. **Projected Conditions 2.1** – the school will require at least 1 conference room. Since parent involvement is paramount in the school’s educational philosophy, it seems like the school will require a parent workroom in the building it chooses as well as a conference room. Or will parents ever need to have access to your offices according to your model?

Parent involvement is paramount to the school’s educational philosophy. This involvement includes supervising lessons to participating in field trip planning, to collaborating with our teachers. Parents do not need to work from the teaching center and can communicate with the teacher primarily via email or phone. (Included in Section 2.1)

8. We appreciate the student projection but in your case, it may be useful for us to get a staff projection as well since the staff will be ultimate and only users of the building. The projection is for 2000 students. What is the corresponding staff needs to serve 2,000 students?

In the proposed initial facility, 25-35 personnel will be accommodated, which will include teachers, staff and school management personnel. As the school grows, some effective teachers who started teaching in the facility may begin to work remotely, and some new teachers will work remotely to insure geographic representation; however, all will continue to report and be supervised by the principal regularly. The technological infrastructure in place allows the teachers to work from different locations and not impact student learning. We recognize, however, that all teachers may not be equally capable to work from a remote environment, so in the event our "in office" teaching staff exceeds the space allotted in our planned facility we will either expand our facility, move to a larger (but similarly equipped) space, or open satellite office(s) to accommodate the requisite growth in office-based teaching staff.

9. So if I understand correctly, the school will consist of one primary teaching center and regional or multiple sites (if needed). Do you have breakdowns of the number of staff that will be required at the primary teaching center and how many might be needed at the remote centers? Will the school require a full time IT person or does it anticipate contracting those services out?

The school will implement a remote teaching model, as described above. The facility will accommodate 25-35 personnel with additional staff working out of their homes or a satellite office. No full-time IT person will be required. The EMO partner has an extensive IT and tech support staff in Maryland. We do not anticipate contracting out IT services except on rare occasions. Nearly all IT actions can be handled either remotely or with communications between the EMO’s IT group and school staff.”

10. Under program, we typically ask for grade configuration and any special academic program that the school may provide. We know that you will serve K-12 and I believe you will have a gifted program. Are there any other programs that the school will provide?

Initially the school will offer gifted, STEM, and ELL programs in addition to regular and special education.

11. In the event that you decide you will need to open resource centers, we would want the school to communicate with us and our Regional Manager in the areas you consider.

Agree and we plan on using that approach.

12. The school will not have class periods or bell schedules. Could you explain how the day is structured? Does it depend on the individual student?

The mission of New Mexico Connections Academy is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

At New Mexico Connections Academy, each student receives individualized instruction, including lessons tailored to that student's academic strengths and weaknesses.

Through a Personalized Performance Learning® (PPL) approach—a dynamic process through which the student's strengths and needs are evaluated- individual approaches are developed that work for the student along with the curriculum—all year long

The course offerings will allow for both self-paced and structured learning, and include core lessons, as well as supplementary practice modules. The instruction combines individual study with interactive group sessions. In addition, both cutting-edge online resources and the most highly rated and time-tested textbooks and materials are used throughout the program.

Student exchange and interaction is a critical part of the overall instructional process. While most of the instruction is asynchronous (supporting anytime/anywhere learning), students also participate in a live online virtual classroom environment through LiveLesson® technology.

A sample day might look something like this:

8:00 A.M.	Parent/Learning Coach logs onto her home page on Connections Academy's proprietary Education Management System to download her two children's lesson plans, review the planning calendar, and check school email and announcements. She adds any personal goals or thoughts for the day.
8:30	Mornings are great for core academics, so both the kids work on math. About 20 – 40 minutes on a topic keeps everyone fresh, but each family will fine tune this as they determine what works best for them.
9:00	Parent/Learning Coach has reading time with the youngest child, while the oldest child works on a special project.

10:00	Parent/Learning Coach and students take a break!
10:30	It's science lab day – students will interact with Connection's own Lab Investigator – virtual rock lab. Other times it's language arts, writing or spelling, music or an art project.
11:30	Parent/Learning Coach calls her child's state-certified teacher with a question about tomorrow's language arts assignment.
12:00 noon	Lunch time. Students move away from the classroom area to break up the day and get ready for the afternoon.
1:00 P.M.	Field trip. The Connections Academy Community Coordinator works with parents to set up interesting and relevant field trips and projects in their communities.
3:00	Parent/Learning Coach and students are back at home, and begin special projects, which might be a research paper, preparation for an oral presentation or working with other students over the Internet. The parent or Learning Coach and Connections Academy certified teacher ensure that all student activities are designed to fit the age, interests and capabilities of each child.
4:00	School ends. The Connections Academy family's day was successful and was tailored to meet each child's unique learning needs. Connections Academy makes staying on track easy, with its Education Management System and tools, such as calendar, assignment tracking and reporting systems.

13. For grades K-8 program, if parents set the schedule, does the school put parameters on the times when the staff is available (i.e. hours of operation). Will all the staff members need to be present at the same time? Or can staff work in staggered hours – important because it could impact the amount of space you will need.

The staff members will be available during regular school hours (typically 8am-4pm) Monday through Friday. The parents and students may choose to work on their lessons outside of those hours/days, which is one of the many benefits of virtual learning!

14. The school's enrollment cap will be 2,000 students. Can the school anticipate the breakdown among grade levels (i.e. how many will be K-8, high school and based upon experiences in other places)?

Kindergarten	80
First	80
Second	80
Third	100
Fourth	120
Fifth	160
Sixth	200
Seventh	220
Eighth	240
Ninth	260

Tenth	200
Eleventh	160
Twelfth	100
Funded Enrollment	2,000

15. In lieu of classroom quantity and sizes, it might be good for the school to describe its office/cubicle needs. It has identified that it will need a principal's office, cubicles, and conference room. It might be useful to know:

- o Office configuration; **a primarily open configuration is planned with a few offices, break room, conference room live lesson room and workstations. (see sample configuration)**
- o Estimated FTE breakdown (for 2,000 students) with 25-35 staff at the teaching center and the rest of the staff working remotely.

Staff	Staffing
Instructional Staff	
Elementary Teachers (K-5)	14
Secondary Teachers (6-12) Math	9
Secondary Teachers (6-12) Science	7
Secondary Teachers (6-12) Social Studies	7
Secondary Teachers (6-12) Electives	7
Secondary Teachers (6-12) Language Arts	9
Special Ed Teachers	4
Advisory Teachers/Counselors	7
Subtotal Instructional Staff	64
Administration	
Principal	1
Assistant Principal	3
Special Ed Director/Mgr.	1
Manager of Counseling Services	1
Administrative Assistant	5
Business Manager	1
Subtotal Administration	12
TOTAL STAFF	76

- o Number of cubicles needed and anticipated size; **In our initial space, we expect to accommodate 25-35 personnel, of which 80% or more will be in workstations. Our standard workstations are 6' x 6'.**

- o Server room needs; Minimal. Will likely be combined with storage and will be 50-75 SF in size

- o Will there be a need for a kitchenette or breakroom; Yes, this is part of our typical layout

- o Conference room space size; Depending on space and configuration, 250-300 SF

16. Would it be possible to provide a quick sketch or even bubble diagram that shows how your space will be arranged. It can be very conceptual and could be based on other schools in other states. It does not have to be detailed and it does not have to be a computerized generated diagram.

Every space is different and highly dependent on space parameters, but we have attached a couple of actual spaces from other Connections' schools. See attached Sample configurations.

17. School will request a waiver of PSFA Code Analysis since there will be no permanent students and it will be rare for students to visit the offices.

18. To meet the public building requirement, the school may want to explore office space in the UNM Science and Business Park.

We appreciate this idea and input. Upon approval of the charter, we will investigate and examine facilities that meet the 2015 requirements and our site requirements as outlined in this document with the intention of meeting the requirements. If we are unable to identify suitable facilities, then we may seek a waiver based upon a thorough investigation of sites.

Capital Plan – You asked for more information as to what we are looking for in this section

19. A capital plan would be any remodel/renovation, or additions that a building may need to carry out its academic program. You may want to answer this based on your anticipated needs in a facility and any renovations or additions you may require should you need to re-arrange or re-organize your space. You can also think about your capital needs in relation to your technology. What types of space do you need to accommodate your technology and do you anticipate any based on potential expansion.

Our build-out will be a straight office environment. We always work with landlords that provide a turn-key solution with standard building finishes, so we simply provide a CAD test fit and the landlord's prepare the space for us pursuant to that test fit. Given this method of securing space, our capital plan is primarily providing the space layout and understanding the landlord's amortization schedule for tenant improvements.

20. As far as detailed space and room requirements and technology/communications criteria, and power criteria, we may want to know this information like the type of equipment you utilize. This information could lead to capital needs down the road (i.e. expanded space for servers or data ports).

Since we operate in a typical office environment, our needs are minimal. Teachers have standard HP laptops or desktops, often have dual monitors, and a phone. The workstations are all equipped with data ports and we spec out offices with 2 data ports each. We also have the landlord evaluate electrical loads and make necessary changes before moving into the space.

21. Can a student be enrolled at New Mexico Connections Academy and enrolled concurrently at another school. Or will the NM Connections Academy be the only school that the student will attend?

NMCA will be the students' full time school and the student will not be enrolled concurrently at another school.

22. Will all students be on the graduation (HS diploma) or can students who need a G.E.D. also attend?

NMCA is a K-12 school and will not be offering GED's.

23. How does the school ensure that it is only serving New Mexico kids? Can a student in another state potentially log on to the NM school?

NMCA will follow eligibility and enrollment rules as required by NM law including requiring proof of child's age, proof of residency, and medical and immunization records. Students who cannot show proof of residency in NM will not be eligible for enrollment.

24. For the field trips, will the school provide transportation and how will the school arrange it? Will the school establish a rendezvous point or will the kids meet at the teaching center/office?

Transportation for field trips is provided by the parents, unless otherwise required by law.

25. What are the typical storage requirements for the school?

The school requires a minimal amount of storage space as most items are shipped directly to the student, used by the teacher at their workstation or stored in a secure online environment. The school typically stores some material and student records.

26. Since Charter Schools deliver their curriculum in various ways, we allow them to waive certain parts of the adequacy standards if they provide us with alternative methods. How will the school provide the following:

- a. Library/media center- NMCA students will have access to a Virtual Library within Connexus, the education management system. Students can also access many of the typical resources of a traditional library through their own computer or many families will utilize their local library, as needed.
- b. Physical education- There are three programs provided in all grades 1 to 8 physical education courses: the Connections Academy Physical Fitness Program, the Personal Fitness Program, and Yoga. Students may start with one program and choose another as

they proceed through the course or they may participate in the same program throughout the course. Course content generally includes nutrition guidelines and tips for leading a healthy lifestyle. Unless otherwise specified by state requirements and their own educational plans, students participate in physical activity for at least 90 minutes per week. To track their activities and to ensure alignment to state requirements, Connections Academy developed an "Activity Tracker," a tool that allows students to personalize a log which they use to track activity type, duration, and frequency. Some activities include jogging, aerobic training, flexibility training, etc. The activity type is auto-populated by grade and time requirements are populated by grade and state requirements. Students then export the data to their teacher and the data can be used to verify that students have met the requirements. The school also relies upon the presence of the Learning Coach (parent or other caring adult) to assist in the completion of the required physical education.

In high school, students can choose from different electives including Personal Fitness and Physical Education. The lessons in Personal Fitness help students gain an understanding of the proper ways to exercise and diet, as well as learn how to assess their own fitness level. The course also teaches strategies to attain the highest possible fitness level.

Physical Education places priority on self-motivated physical activities that students can participate in throughout life. Students' proficiency in the activities most important for personal development are measured with written assignments, class evaluations, and demonstrated physical skill competencies.

- o **Art** Connections Education uses a "hands-on" approach to teaching the elements of art, principles of design, and historical and cultural contexts for art in grades K-8. Students work in several mediums to study art themes, art history, and how these elements and principles are applied to create visual art in diverse cultures. Students receive physical art materials to develop their creative sides through participation in processes that include drawing, painting, printmaking, sculpture, bookmaking, and techniques for creating crafts and fiber arts.

In grades 9-12, students exercise their creative freedom when they choose from a variety of visual and performing arts courses that include art history, AP art history, digital arts, digital photography, and music appreciation. Through these electives, students explore elements of art through an historical perspective; create original digital art; explore photography and graphic design, or explore Western culture's musical landscape. The choice is theirs!

27. I do have one follow up and it is this – suppose a student from NM starts at the school and then moves mid-year or semester. With three military bases in NM, this scenario would be a strong possibility. How do you control for a situation like this where the student is no longer in NM. How do you check to see if that student is still in state? Do you require notification?

- a. At the beginning of each year, residency documents are required by all students. We require notification every time a family moves and they must submit a new proof of residency. If the student moves out of state then they are withdrawn from the school. Hopefully they move to a state where there is another Connections Academy school and they can enroll in that school once proof of residency is established. This helps with continuity of services and learning.

Santa Fe Locations

Prepared for Connections Education



ID# 28236275

Office Plaza in Santa Fe For Sale or Lease with Owner Financing Available, Suite: office space for lease - 604 San Mateo Rd. Santa Fe, NM 87505

Rental Rate:	\$20 PSF (Annual)	Available Space:	27,787 SF	Type:	Office For Lease
Lease Type:	Other	Suite:	office space for lease	Subtype:	Executive Suites
Space Type:	Relet	Modified:	3/23/2012	Zoning:	See Agent
Office Class	Class B				

Present gross income \$264,241.00. ±4,900 SF - Upper level (Vacant) ±12,296 SF - Lower level. 122 Parking spaces. Secured parking: 18 Cars. Owner is flexible & motivated, will sell, lease or trade. Be creative - Deal to be made!

James Wheeler, CCIM (Contact) 505-988-8081 NAI Maestas & Ward Santa Fe, LLC



ID# 28222532

4001 Office Court, Suite: 200 & 500 - 4001 Office Court Drive Santa Fe, NM 87507

Rental Rate:	\$15 PSF (Annual)	Available Space:	15,000 SF	Type:	Office For Lease
Lease Type:	Modified Gross	Suite:	200 & 500	Subtype:	Business Park, Governmental
Space Type:	Relet	Building Size:	75,000 SF	Zoning:	I-1 PUD
Office Class	Class B	Modified:	1/24/2012		

4001 Office Court is Santa Fe's Premier southside location. In the thick of Santa Fe's most active growth sector. Flexible floor plans from 817 sf to electronically connected 22,500 square feet. Huge windows, great landscaping, ample parking and close to entertainment, dining, neighborhoods and I-25. Every unit has access to an outdoor patio

Kenneth D Joseph (Contact) 505-424-4600 Office Court Co., Inc.



ID# 6798314

Paisano Building - 2968 Rodeo Park Dr W Santa Fe, NM 87505

Rental Rate:	\$19.50 PSF (Annual)	Available Space:	56,628 SF	Type:	Office For Lease
Lease Type:	Gross Lease	Suite:	Available Space	Subtype:	Office Building
Space Type:	Relet	Modified:	12/19/2011	Zoning:	See Agent
Office Class	Class B				

Also for Sale

John W Davidson (Contact) 505-858-1444 Metro Commercial Realty, Inc.



ID# 12934702

Plaza Entrada, Suite: 3005-2B - 3005 South St. Francis Drive Santa Fe, NM 87505

Rental Rate:	\$11.50 - 14.50 PSF (Annual)	Available Space:	8,499 SF	Type:	Shopping Center For Lease
Lease Type:	NNN	Max. Contiguous:	22,500 SF	Also:	Retail-Commercial, Office
Space Type:	Relet	Suite:	3005-2B	Subtype:	Community Center, Free-Standing Store
		Building Size:	22,500 SF	Zoning:	See Agent
		Modified:	1/21/2012		

Brand new space now available in established, vibrant mixed-use retail, medical and office center in Santa Fe's rapidly growing south side. Join anchors Albertson's and Office Max.

Doug B Roberts, CCIM (Contact) 505-629-0825 Phase One Realty

Santa Fe Locations

Prepared for Connections Education



ID# 12934702

Plaza Entrada, Suite: 3005-2A - 3005 South St. Francis Drive Santa Fe, NM 87505

Rental Rate:	\$11.50 - 15 PSF (Annual)	Available Space:	7,605 SF	Type:	Shopping Center
Lease Type:	NNN	Max. Contiguous:	22,500 SF	For Lease	
Space Type:	Relet	Suite:	3005-2A	Also:	Retail-Commercial, Office
		Building Size:	22,500 SF	Subtype:	Community Center, Free-
		Modified:	1/21/2012	Standing Store	
				Zoning:	See Agent

Brand new space now available in established, vibrant mixed-use retail, medical and office center in Santa Fe's rapidly growing south side. Join anchors Albertson's and Office Max.

Doug B Roberts, CCIM (Contact) 505-629-0825 Phase One Realty



ID# 6798018

2019 GALISTEO ST. St, Suite: K - 2019 GALISTEO ST. St Santa Fe, NM 87505

Rental Rate:	\$19 PSF (Annual)	Available Space:	13,136 SF	Type:	Office For Lease
Lease Type:	Gross Lease	Suite:	K	Subtype:	Office Building
Space Type:	Relet	Modified:	12/18/2011	Zoning:	C-1;
Office Class	Class B				

James Wheeler, CCIM (Contact) 505-988-8081 NAI Maestas & Ward Santa Fe, LLC



ID# 6798058

2905 Rodeo Park Dr E, Suite: - 2905 Rodeo Park Dr E Santa Fe, NM 87505

Rental Rate:	\$24 PSF (Annual)	Available Space:	16,806 SF	Type:	Office For Lease
Lease Type:	NNN	Suite:	SUITE	Subtype:	Office Building
Space Type:	Relet	Modified:	12/18/2011	Zoning:	I-1; I-1
Office Class	Class A				

This is the last remaining building in a very successful 73,000 square foot office condominium project in Santa Fe. It has great access to I-25 and has all entitlements in place ..just pull a building permit and go ! Parking is over 4 per 1000 and can accomodate almost any office user including medical.

Marc D Bertram (Contact) (505) 473-7740 x13 SF Brown Real Estate

Albuquerque Location Surey

Prepared for Connections Education



ID# 6798665

2121 Osuna Rd NE - 2121 Osuna Rd NE Albuquerque, NM 87113

Rental Rate:	\$13 PSF (Annual)	Available Space:	14,630 SF	Type:	Office For Lease
Lease Type:	NNN	Suite:	Available Space	Subtype:	Office Building
Space Type:	Relet	Modified:	12/20/2011	Zoning:	M-1; M-1
Office Class	Class B				

Flexible floor plan with easy access to I-25. Built out and ready for immediate occupancy.

Daniel B Newman (Contact) 505-837-4925 CBRE



ID# 22076885

Paseo del Norte Corridor Office Space, Suite: 1 - 8200 Carmel Ave NE Albuquerque, NM 87122

Rental Rate:	\$16.50 PSF (Annual)	Available Space:	2,854 SF	Type:	Office For Lease
Lease Type:	Modified Gross	Max. Contiguous:	23,000 SF	Subtype:	Office Building
Space Type:	Relet	Suite:	1	Zoning:	SU-1/O-1
Office Class	Class B	Building Size:	23,000 SF		
		Modified:	12/22/2011		

- Beautiful office space in desirable Paseo del Norte corridor
- Space can be divided based upon tenant's needs
- Numerous windowed offices
- Built-in work stations
- ADA restrooms throughout - some with showers
- Underground, secure parking garage
- Some furniture can stay
- Other amenities include numerous skylights, high-end finishes and attractive lobbies

Anne E Apicella (Contact) 505-880-7059 Grubb & Ellis | New Mexico



ID# 6798657

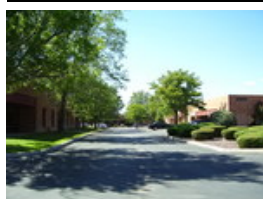
1700 Louisiana Blvd NE, Suite: 340 - 1700 Louisiana Blvd NE Albuquerque, NM 87110

Rental Rate:	\$18.50 PSF (Annual)	Available Space:	3,489 SF	Type:	Office For Lease
Lease Type:	Gross Lease	Max. Contiguous:	12,902 SF	Subtype:	Office Building
Space Type:	Relet	Suite:	340	Zoning:	See Agent
Office Class	Class B	Modified:	12/22/2011		

Louisiana Place | 1700 Louisiana Blvd. NE | For Lease and For Sale: Convenient Uptown location close to restaurants and services including easy access to I-40. Spectacular views of the Sandias. Recently remodeled lobby area. Balconies on the third floor suite. Lots of windows. On Louisiana, South of I-40.

Lease Rate: \$18.50/SF Full Service | Space available on First Floor (Total of 12,133 SF), Second Floor (Total of 7,679 SF), and Third Floor (Total of 12,902 SF).

Dave Hill (Contact) 505-998-1576 NAI Maestas & Ward Commercial RE



ID# 6797882

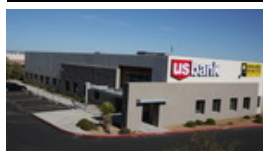
Vista West Business Center, Suite: 5643A - 5635 Jefferson St NE Albuquerque, NM 87109

Rental Rate:	\$13.50 PSF (Annual)	Available Space:	4,201 SF	Type:	Office For Lease
Lease Type:	Absolute Gross	Max. Contiguous:	18,422 SF	Subtype:	Office Building
Space Type:	Relet	Suite:	5643A	Zoning:	IP; IP
Office Class	Class B	Modified:	1/9/2012		

Terri Dettweiler SIOR (Contact) 505-837-4912 CBRE

Albuquerque Location Surey

Prepared for Connections Education



ID# 10657849

Office/Flex Space Available with I-25 Frontage, Suite: Flex - 5501 Wilshire Ave NE Albuquerque, NM 87113

Rental Rate:	\$11.82 PSF (Annual)	Available Space:	4,500 SF	Type:	Office For Lease
Lease Type:	NNN	Max. Contiguous:	27,750 SF	Also:	Industrial
Space Type:	Relet	Suite:	Flex	Subtype:	Office Building
Office Class:	Class B	Modified:	12/19/2011	Zoning:	See Agent

Located in the highly sought North I-25 corridor. Available building signage visible to 97,000+ vehicles per day on I-25. High grade office finishes with high ceilings. Easy access to/from Pan American Freeway, I-25, Alameda Blvd. and Paseo del Norte. Flex area heated and cooled with shared dock well and grade level door. 207 parking spaces (4.13 per 1,000 parking ratio). 20' ceiling height allows for flexible interior design and expansion of the office area. Concrete construction (built in 2003)

Tim With (Contact) 505-880-7092 Grubb & Ellis / New Mexico



ID# 6798162

Stratford Office on Indian School Rd. NE, Suite: AVAIL - 5901 Indian School Albuquerque, NM 87110

Rental Rate:	\$18.50 PSF (Annual)	Available Space:	19,496 SF	Type:	Office For Lease
Lease Type:	Absolute Gross	Suite:	AVAIL	Subtype:	Office Building
Space Type:	Relet	Modified:	12/19/2011	Zoning:	SU-3; SU-3
Office Class:	Class B				

Freestanding professional office building. Freeway (I-40) visibility with 140,700 VPD. Prominent building signage. Parking 3.33/1,000 (65 spaces). Property is fenced and provides gated access.

John R Ransom (Contact) 505-880-7011 Grubb & Ellis | New Mexico



ID# 28220638

Sivage Building, Suite: 120 - 7445 Pan American W Fwy NE Albuquerque, NM 87109

Rental Rate:	\$21 PSF (Annual)	Available Space:	5,854 SF	Type:	Office For Lease
Lease Type:	Modified Gross	Max. Contiguous:	12,231 SF	Subtype:	Office Building
Space Type:	Relet	Suite:	120	Zoning:	M-1
		Modified:	1/16/2012		

- Signature class A office property
- Modern architectural design & distinct identity
- Central location (Journal Center)
- Building & monument signage (145,000 VPD)
- Up to 124 parking spaces (4.71:1,000)
- Flexible, open floor plates
- Exceptional views and natural light

Tim With (Contact) 505-880-7092 Grubb & Ellis / New Mexico

Jefferson Square - 5900 Jefferson St NE Albuquerque, NM 87109



ID# 6798419

Rental Rate:	\$25 PSF (Annual)	Available Space:	73,000 SF	Type:	Office For Lease
Lease Type:	Absolute Gross	Suite:	Available Space	Subtype:	Office Building
Space Type:	Relet	Modified:	12/19/2011	Zoning:	See Agent
Office Class:	Class A				

Located in prestigious North I-25 corridor adjacent to The I-25 Project.

John R Ransom (Contact) 505-880-7011 Grubb & Ellis | New Mexico

Albuquerque Location Surey

Prepared for Connections Education



ID# 3521430

Professional Office Complex at Fountain Hills, Suite: Building 1 - 8700 Education Pl NW Albuquerque, NM 87114

Rental Rate: **\$17.50 PSF (Annual)**
Lease Type: **NNN**
Space Type: **New**
Office Class: **Class A**

Available Space: **14,202 SF**
Suite: **Building 1**
Building Size: **28,402 SF**
Modified: **3/10/2012**

Type: **Office For Lease**
Subtype: **Medical**
Zoning: **C-1**

Captivating views from Bernalillo to the South Valley. Available now - reserve your space today. Design your new office to reflect your unique space planning criteria. Ideal for MEDICAL, DENTAL, Healthcare complex, conveniently located to Paseo del Norte, just west of Golf course Road. MUST SEE TO APPRECIATE THE VIEWS FROM ALL BALCONIES, CUSTOM FEATURES THROUGHOUT, SCHEDULE A TOUR TODAY - CALL APRIL @ 563-4658 OR 269-5771.

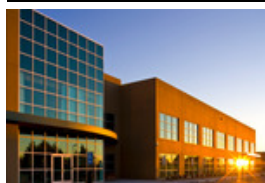
All common areas are finished with modern, class A finishes; each floor can be dimised from 2500-5000 sf; each floor has its own private balconies with amazing views!

CONTACT APRIL FOR A COMPLETE PACKAGE AND TO SCHEDULE A TOUR TODAY.

April Ager (Contact)

505-563-4658

Coldwell Banker Commercial Las Colinas



ID# 6797686

Jefferson Plaza - 4041 Jefferson Plz NE Albuquerque, NM 87109

Rental Rate: **\$19.75 PSF (Annual)**
Lease Type: **Gross Lease**
Space Type: **Relet**
Office Class: **Class A**

Available Space: **4,770 SF**
Max. Contiguous: **12,000 SF**
Suite: **Available Space**
Modified: **12/19/2011**

Type: **Office For Lease**
Subtype: **Office Building**
Zoning: **SU; SU**

Stacey Nenninger (Contact)

505-855-7600

Argus Investment Realty



ID# 6798574

NorthPointe Plaza, Suite: - 5700 Harper Dr NE Albuquerque, NM 87109

Rental Rate: **\$17 PSF (Annual)**
Lease Type: **Gross Lease**
Space Type: **Relet**
Office Class: **Class B**

Available Space: **13,850 SF**
Suite: **SUITE**
Modified: **2/27/2012**

Type: **Office For Lease**
Subtype: **Office Building**
Zoning: **SU-1 OFF & REC FAC; SU-1 OFF & REC FAC**

- Convenient North I-25 location, visibility and access
- Ideal for medical and professional office users
- Adjacent to Northside Presbyterian
- 259 total parking spaces
- Close proximity to a variety of shopping and services
- Banks
- Gas Stations
- Starbucks
- Adjacent to San Mateo's Restaurant Row
- Two million dollars in recent capital expenditures, including
- Million dollar upgrade to HVAC and exterior finishes
- Remodel of floor lobbies and common areas
- 5% commission to co-brokers through June, 2012, 100 % payable in 24 hours

Tim With (Contact)

505-880-7092

Grubb & Ellis / New Mexico

Albuquerque Location Surey

Prepared for Connections Education



ID# 26702848

Premiere Stand-Alone Office Building, Suite: 5120 - 5120 Masthead St NE Albuquerque, NM 87109

Rental Rate: **\$13 PSF (Annual)**
Lease Type: **NNN**
Space Type: **Relet**
Office Class: **Class B**

Available Space: **13,896 SF**
Suite: **5120**
Building Size: **13,896 SF**
Modified: **12/22/2011**

Type: **Office For Lease**
Subtype: **Office Building**
Zoning: **IP**

Premiere stand-alone office building in Journal Center. Several offices and open area. Floor to ceiling windows with plenty of natural light. Impeccably maintained. Walking distance to several restaurants and banks.

Martha C Carpenter (Contact)

505-998-1567

NAI Maestas & Ward Commercial RE

Albuquerque Location Survey - Connections Education

Bldg. Name	Address	Rental Rate	Available Space
2121 Osuna	2121 Osuna Rd NE	\$13.00 NNN	14,630
Paseo del Norte Corridor Office	8200 Carmel Ave NE	\$16.50 MG	23000
1700 Louisiana	1700 Louisiana Blvd. NE	\$18.50 Gross	12,902
Vista West Business Ctr	5635 Jefferson St NE	\$13.50 Gross	18,422
5501 Wilshire	5501 Wilshire Ave NE	\$11.82 NNN	27,750
Stratford Office	5901 Indian School	\$18.50 Gross	19,496
Sivage Building	7445 Pan American W Fw	\$21.00 MG	12,231
Jefferson Square	5900 Jefferson St NE	\$25.00 Gross	73,000
Fountain Hills	8700 Education Pl NW	\$17.50 NNN	14,202
Jefferson Plaza	4041 Jefferson Plaza NE	\$19.75 Gross	12,000
NorthPointe Plaza	5700 Harper Dr NE	\$17.00 Gross	13,850
5120 Masthead	5120 Masthead St NE	\$13.00 NNN	13,896

Santa Fe Location Survey - Connections Education

Bldg. Name	Address	Rental Rate	Available Space
604 San Mateo	604 San Mateo Rd	\$20.00 Other	27,787
4001 Office Court	4001 Office Court Dr	\$15.00 MG	15,000
Paisano Building	2968 Rodeo Park Dr W	\$19.50 Gross	56,628
Plaza Entrada	3005 S St. Francis Drive	\$11.50-\$14.00 NNN	22,500
2019 Galisteo	2019 Galisteo St.	\$19.00 Gross	13,136
2905 Rodeo	2905 Rodeo Park Dr E	\$24.00 NNN	16,806
1549 Sixth	1549 Sixth St	\$12.00-\$14.00 MG	12,000

