

NEW MEXICO CHARTER SCHOOL FOR ARCHITECTURE  
SAWMILL SITE

PRELIMINARY CONCEPTUAL DESIGN SCHEMES  
FOR ILLUSTRATIVE PURPOSES ONLY

- Student Support
- Kitchen
- Assembly/Commons
- Administration
- Classroom
- Shop
- Restroom
- Facility Storage
- Building Support (Mech. Elec.)
- Vertical Circulation
- Information Technology
- Circulation

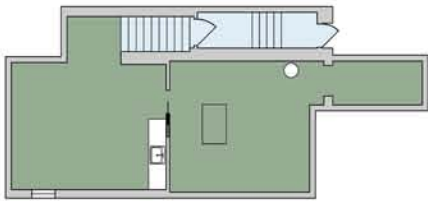
SPACE INVENTORY							
Room Number	Room Name	Area	Width	Length	Occupancy Type	Load Factor	Room Occupant Load
001	COMMON SPACE	1180.95 SF	41'-10"	28'-3"	ACCESORY - ASSEMBLY	15	79
002	RECEPTION AREA	293.57 SF	21'-4"	13'-9"	BUSINESS	100	3
003	EXECT DIRECTOR	117.40 SF	10'-8"	11'-0"	BUSINESS	100	1
004	PROF. DEV. DIRECTOR	116.93 SF	10'-8"	11'-0"	BUSINESS	100	1
005	REGISTRAR OFFICE	105.13 SF	9'-8"	10'-11"	BUSINESS	100	1
006	PRINCIPAL	100.60 SF	9'-1"	11'-0"	BUSINESS	100	1
007	CONFERENCE ROOM	182.95 SF	11'-0"	16'-8"	BUSINESS	100	2
008	FINANCE DIRECTOR	97.78 SF	8'-11"	11'-0"	BUSINESS	100	1
010	CLASSROOM	517.51 SF	31'-7"	23'-1"	EDUCATION - CLASSROOM	20	26
011	SHOP	431.24 SF	21'-2"	20'-4"	EDUCATION - SHOP	50	9
012	CLASSROOM	816.97 SF	31'-8"	33'-4"	EDUCATION - CLASSROOM	20	41
013	CLASSROOM	970.81 SF	24'-6"	39'-8"	EDUCATION - CLASSROOM	20	49
014	CLASSROOM	876.08 SF	30'-10"	28'-5"	EDUCATION - CLASSROOM	20	44
015	CLASSROOM	750.75 SF	26'-0"	28'-10"	EDUCATION - CLASSROOM	20	38
200	CLASSROOM	856.59 SF	26'-6"	32'-4"	EDUCATION - CLASSROOM	20	43
201	SHOP	483.54 SF	26'-4"	18'-4"	EDUCATION - SHOP	50	10
202	SHOP	1117.07 SF	41'-0"	29'-11"	EDUCATION - SHOP	50	22
203	CLASSROOM	1009.09 SF	46'-1"	21'-11"	EDUCATION - CLASSROOM	20	50
204	IT COMP STORAGE/REPAIR	370.96 SF	21'-11"	17'-0"	BUSINESS	100	4
205	CLASSROOM	782.97 SF	32'-10"	30'-4"	EDUCATION - CLASSROOM	20	39
206	SHOP	425.31 SF	20'-11"	20'-4"	EDUCATION - SHOP	50	9
207	CLASSROOM	840.62 SF	32'-10"	32'-10"	EDUCATION - CLASSROOM	20	42
208	CLASSROOM	504.82 SF	24'-6"	27'-10"	EDUCATION - CLASSROOM	20	25
209	SHOP	315.78 SF	16'-4"	19'-4"	EDUCATION - SHOP	50	6
210	CLASSROOM	522.09 SF	24'-6"	27'-9"	EDUCATION - CLASSROOM	20	26
220	CONFERENCE	49.87 SF	7'-2"	7'-0"	BUSINESS	100	1
221	DIRECTOR OFFICE	120.00 SF	10'-0"	12'-0"	BUSINESS	100	1
222	COACH OFFICE	114.23 SF	9'-8"	11'-9"	BUSINESS	100	1
223	OFFICE	175.89 SF	11'-6"	15'-3"	BUSINESS	100	2
224	OFFICE	114.69 SF	9'-7"	12'-0"	BUSINESS	100	1
225	TOILET	31.11 SF	5'-10"	5'-4"	BUSINESS	100	0
250	WORKDECK	786.33 SF	28'-1"	28'-0"	EDUCATION - SHOP	50	16

NEW MEXICO CHARTER SCHOOL FOR ARCHITECTURE  
 ATOMIC MUSEUM SITE, MOUNTAIN ROAD

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FIRST LEVEL/DOCK LEVEL



BASEMENT LEVEL

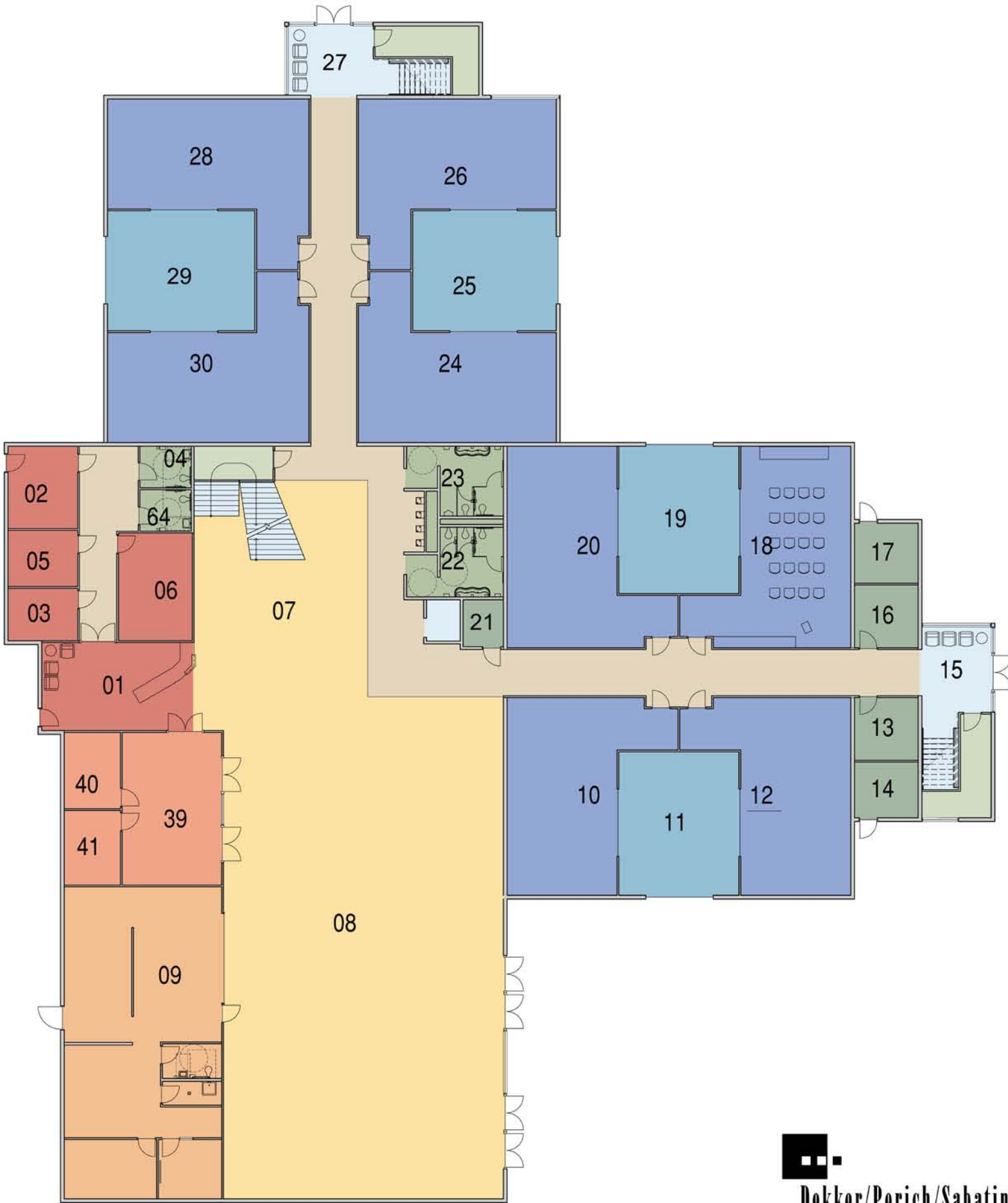


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SPACE INVENTORY							
Room number	Room Name	Area	Width	Length	Occupancy Type	Load Factor	Room Occupant Load
01	RECEPTION AREA	423.55 SF	27'-1"	15'-8"	BUSINESS	100	4
02	PRINCIPALS OFFICE	181.43 SF	14'-8"	12'-5"	BUSINESS	100	2
03	REGISTRAR OFFICE	115.54 SF	9'-4"	12'-5"	BUSINESS	100	1
04	TOILET	67.75 SF	7'-5"	9'-2"	BUSINESS	100	1
05	FINANCE DIRECTOR	124.18 SF	10'-0"	12'-5"	BUSINESS	100	1
06	CONFERENCE ROOM	252.40 SF	13'-2"	19'-2"	BUSINESS	100	3
07	COMMON SPACE	1382.43 SF	40'-10"	36'-2"	ASSEMBLY - UNCONCENTRATED	15	92
08	ASSEMBLY AREA	4964.81 SF	97'-9"	55'-0"	ASSEMBLY - UNCONCENTRATED	15	331
09	KITCHEN	1538.86 SF	55'-7"	27'-8"	COMMERCIAL KITCHEN	200	8
10	CLASSROOM	779.13 SF	35'-3"	30'-5"	EDUCATIONAL - CLASSROOM	20	39
11	SHOP	546.85 SF	25'-7"	21'-5"	EDUCATIONAL - SHOPS	50	11
12	CLASSROOM	779.13 SF	35'-3"	30'-5"	EDUCATIONAL - CLASSROOM	20	39
13	STORAGE	126.91 SF	11'-4"	11'-2"	ACCESSORY STORAGE	300	0
14	ELECTRICAL	112.51 SF	11'-4"	9'-11"	ACCESSORY ELECTRICAL	300	0
15	STAIR	418.06 SF	12'-4"	33'-11"	BUSINESS	100	4
16	JANITOR	126.91 SF	11'-4"	11'-2"	ACCESSORY JANITOR	300	0
17	MECHANICAL	121.07 SF	11'-4"	10'-8"	ACCESSORY - MECHANICAL	300	0
18	CLASSROOM	792.18 SF	35'-11"	30'-5"	EDUCATIONAL - CLASSROOM	20	40
19	SHOP	561.12 SF	26'-3"	21'-5"	EDUCATIONAL - SHOPS	50	11
20	CLASSROOM	792.18 SF	35'-11"	30'-5"	EDUCATIONAL - CLASSROOM	20	40
21	EQUIP	59.86 SF	8'-4"	7'-2"	ACCESSORY EQUIPMENT	300	0
22	BOYS	192.47 SF	17'-10"	12'-5"	BUSINESS	100	2
23	GIRLS	198.65 SF	17'-10"	13'-1"	BUSINESS	100	2
24	CLASSROOM	779.13 SF	35'-3"	30'-5"	EDUCATIONAL - CLASSROOM	20	39
25	SHOP	546.85 SF	25'-7"	21'-5"	EDUCATIONAL - SHOPS	50	11
26	CLASSROOM	779.13 SF	35'-3"	30'-5"	EDUCATIONAL - CLASSROOM	20	39
27	STAIR	418.06 SF	12'-4"	33'-11"	BUSINESS	100	4
28	CLASSROOM	792.18 SF	35'-11"	30'-5"	EDUCATIONAL - CLASSROOM	20	40
29	SHOP	561.12 SF	26'-3"	21'-5"	EDUCATIONAL - SHOPS	50	11
30	CLASSROOM	792.18 SF	35'-11"	30'-5"	EDUCATIONAL - CLASSROOM	20	40

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FIRST FLOOR PLAN

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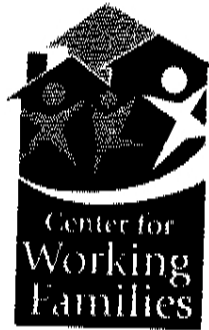
SPACE INVENTORY							
Room number	Room Name	Area	Width	Length	Occupancy Type	Load Factor	Room Occupant Load
31	EXECUTIVE DIRECTOR	109.18 SF	11'-8"	9'-4"	BUSINESS	100	1
32	TOILET	77.37 SF	8'-6"	9'-2"	BUSINESS	100	1
33	PROF. DEVELOPMENT DIRECTOR	115.54 SF	9'-4"	12'-5"	BUSINESS	100	1
34	CONFERENCE ROOM	181.43 SF	14'-8"	12'-5"	BUSINESS	100	2
35	CONSTRUCTION COACH OFFICE	110.24 SF	11'-10"	9'-4"	BUSINESS	100	1
36	APPRENTICESHIP DIRECTOR	101.28 SF	10'-10"	9'-4"	BUSINESS	100	1
37	CONFERENCE ROOM	146.00 SF	10'-2"	14'-5"	BUSINESS	100	1
38	SPECIAL EDUCATION DIRECTOR	94.78 SF	10'-2"	9'-4"	BUSINESS	100	1
39	STUDENT SUPPORT CENTER	448.34 SF	27'-2"	16'-6"	BUSINESS	100	4
40	STD. SUP CONF ROOM	135.98 SF	13'-7"	10'-0"	BUSINESS	100	1
41	STUDENT SUPPORT OFFICE	132.96 SF	13'-4"	10'-0"	BUSINESS	100	1
42	COMMON STUDY SPACE	594.44 SF	25'-5"	23'-4"	EDUCATIONAL - CLASSROOM	20	30
43	IT COMP STORAGE/REPAIR	434.82 SF	25'-5"	17'-1"	BUSINESS	100	4
44	CLASSROOM	779.13 SF	35'-3"	30'-5"	EDUCATIONAL - CLASSROOM	20	39
45	SHOP	546.85 SF	25'-7"	21'-5"	EDUCATIONAL - SHOPS	50	11
46	CLASSROOM	779.13 SF	35'-3"	30'-5"	EDUCATIONAL - CLASSROOM	20	39
47	ELECTRICAL	127.69 SF	11'-4"	11'-3"	ACCESSORY ELECTRICAL	300	0
48	JANITOR	111.72 SF	11'-4"	9'-10"	ACCESSORY JANITOR	300	0
49	STAIR	418.06 SF	12'-4"	33'-11"	BUSINESS	100	4
50	MECHANICAL	251.40 SF	11'-4"	22'-2"	ACCESORY - MECHANICAL	300	1
51	CLASSROOM	792.18 SF	35'-11"	30'-5"	EDUCATIONAL - CLASSROOM	20	40
52	SHOP	561.12 SF	26'-3"	21'-5"	EDUCATIONAL - SHOPS	50	11
53	CLASSROOM	792.18 SF	35'-11"	30'-5"	EDUCATIONAL - CLASSROOM	20	40
54	EQUIP	59.86 SF	8'-4"	7'-2"	ACCESSORY EQUIPMENT	300	0
55	BOYS	192.47 SF	17'-10"	12'-5"	BUSINESS	100	2
56	GIRLS	198.65 SF	17'-10"	13'-1"	BUSINESS	100	2
57	CLASSROOM	779.13 SF	35'-3"	30'-5"	EDUCATIONAL - CLASSROOM	20	39
58	SHOP	546.85 SF	25'-7"	21'-5"	EDUCATIONAL - SHOPS	50	11
59	CLASSROOM	779.13 SF	35'-3"	30'-5"	EDUCATIONAL - CLASSROOM	20	39
60	STAIR	418.06 SF	12'-4"	33'-11"	BUSINESS	100	4
61	CLASSROOM	792.18 SF	35'-11"	30'-5"	EDUCATIONAL - CLASSROOM	20	40
62	SHOP	561.12 SF	26'-3"	21'-5"	EDUCATIONAL - SHOPS	50	11
63	CLASSROOM	792.18 SF	35'-11"	30'-5"	EDUCATIONAL - CLASSROOM	20	40

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SECOND FLOOR PLAN



Dear Mr. Monfiletto,

Central New Mexico Community College has been engaged in a student engagement and retention model called Center for Working Families since the fall of 2004. This program is based on two fundamental principals – bundling of services and coaching. When we bundle services, we provide services to students in either logical groups of like services or providing services in a sequenced manner. For example, if we know that many students need to complete their financial aid application after completing their taxes; we provide information about financial aid applications at free tax fairs. The goal of bundling services is to provide natural pathways to the services that are critical supports to successful students. The coaching philosophy is about building a strong relationship with students in which students identify both the challenges and potential solutions. This model pushes us to step out of the “expert” role. The coach supports the student in achieving their identified goals. Together, these guiding principles allow us to build strong relationships with students while also providing supports that enable students to meet their intended career and educational goals.

New Mexico Building and Education Congress has developed a model of education and support that has a similar mission to Center for Working Families. We are interested in helping NMBEC develop a Center for Working Families approach at your school. We have experience helping colleges, secondary schools and non-profits create comprehensive, student friendly services within the Center for Working Families framework. The model that has been developed by NMBEC is rooted in the needs of the community to provide relevant, contextual education to high school students while also providing opportunities for students who have stopped out to re-engage with a positive educational institution. The inclusion of a comprehensive support strategy will strengthen the ability of students to succeed.

I am excited about the opportunities that will be available to students who attend this new school. If you have any questions, I can be reached at 505-224-3935.

Sincerely,

A handwritten signature in black ink, appearing to read "Ann Lyn Hall".

Ann Lyn Hall

Director of Student Transitional Programs





## **COMMUNITY PARTNERSHIP AGREEMENT**

Between

**New Mexico School for Architecture Construction and Engineering (NMACE)  
and the New Mexico Forum for Youth in Community (the Forum)**

### **New Mexico School for Architecture Construction and Engineering (NMACE)**

“The mission of the NMACE is to prepare young people to have successful careers in the construction profession.” In order to accomplish this mission, NMACE will do the following:

- The NMACE provides a learning environment for young people who love to build things and are motivated by seeing the tangible results of their work.
- NMACE will create the opportunity for all students to choose a career in the trades, architecture or engineering
- NMACE will provide an instructional model that emphasizes learning by doing every day in every class
- NMACE will graduate students with the ability to understand complex problems and apply sophisticated multidisciplinary thinking to solve them
- Ultimately, every student will graduate with a diploma that has currency in the marketplace
- By caring for their intellectual, physical, emotional, and social needs NMACE will provide the greatest opportunity for them to achieve
- Finally, NMACE is committed to a meaningful relationship with families and communities to ensure that the work of the school fully appreciates their hopes and ambitions young people.

### **New Mexico Forum for Youth in Community**

#### Vision

We envision all New Mexico's youth having limitless opportunities within their communities, grounded in the strength of our state's diversity, and based on respect.

#### Mission

The Forum is a public/private partnership that advances the well-being of young people in the following ways: to change how young people are viewed and responded to by communities and major social institutions; to develop local and state-wide strategies that engage youth in a wide variety of positive and constructive activities; to instill a sense of long-term hope, aspiration, and sense of real possibility; to advocate for policies and funding streams that support young people's full development; and to create policy and initiatives that directly impact opportunities for youth.

#### **I. Purpose**

The purpose of a **Community Partnership Agreement** is to formally establish relationships among programs to facilitate quality programs for children, youth and their families. NMACE and the New Mexico Forum for Youth in Community enter into this partnership agreement to provide a

coordinated, comprehensive structure and system for deep and lasting relationships between the school, its families and the community.

## II. Scope of Work

### A. Responsibilities of NMACE

1. Establish a "Community Engagement Center (CEC)"
2. Employ at least one Public Allie each year to staff the CEC
3. Develop a comprehensive community engagement plan to guide and integrate the work of the Public Ally and the CEC into the systems and structures of the charter school

### B. Responsibilities of the Forum

1. Provide technical assistance to establish a "Community Engagement Center (CEC)"
2. Provide technical assistance to recruit and employ at least one Public Allie each year to staff the CEC
3. Provide technical assistance and research support in the development of a Comprehensive Community Engagement Plan to guide and integrate the work of the Public Ally and the CEC into the systems and structures of the charter school

### C. Responsibilities of Both Parties

Both parties agree to execute whatever forms and releases may be necessary to facilitate the open exchange of the client information between the two agencies.

## III. Terms and Termination

This agreement is effective beginning October 2009, and shall continue until such time that either party terminates by thirty days notice of intent to terminate.

## IV. Modification, Entire Agreement

This community partnership agreement represents the entire agreement and may be modified by a written amendment signed and dated by both parties. Disputes concerning the implementation or interpretation of this agreement shall be resolved through discussion between key staff of the two agencies, and shall be the sole remedy for resolutions of such disputes.

SIGNED:

**New Mexico School for Construction Architecture and Engineering**

  
Tony Monfiletto, Executive Director

6/18/09  
Date

**New Mexico Forum for Youth in Community**

  
Everette W. Hill, MA Executive Director

6/18/09  
Date



June 18, 2009

Dear Dr. Duran:

It gives me great pleasure to support the New Mexico School of Architecture Construction and Engineering (NMACE) charter application. The New Mexico Building and Education Congress (NMBEC), where I serve as President, is a private non-profit education foundation that provides education and workforce development opportunities to benefit the commercial construction industry. NMBEC was administered by the New Mexico Building Branch, Associated General Contractors (AGC) for 20 years and recently it established its own autonomy.

The NMBEC has pursued the following initiatives since its incorporation:

- UNM endowment, scholarships and student chapter support and the creation of the Construction Advancement Institute.
- First School to Work program in the state, setting the example for others to follow.
- Part of the Youth Opportunities System, under the Workforce Investment Act.
- Ensure statewide that building trades programs at both the high school and post-secondary level utilize standardized commercial building curriculum enabling articulation with apprenticeship and degree programs

In 2009, the NMBEC chose to refocus its energies on creating a charter school in Albuquerque that can disseminate its work across the state and beyond. Specifically, NMBEC serve as the fund raising arm of the NMACE and it is committed to supporting both the facility and the programs of the school. Also, the NMBEC is passionate about building a meaningful relationship with the principal and instructors at the school. We see our role as the conduit to the most up to date developments in the industry and the source of apprenticeships and scholarship support for the graduates of NMACE.

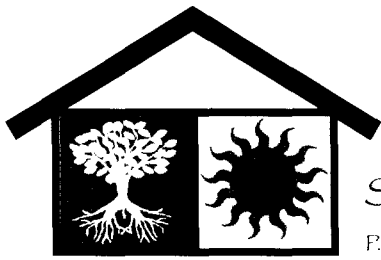
Finally, our industry is terrifically dynamic and we are keen on developing the next generation of leaders who can help us navigate an unknown future. We believe that the mantra of the school, "learning by doing, every day in every class" is the precise method by which young people with limited means must be educated if they are to reach their potential. Coupling this method with a commitment to interdisciplinary, problem-based learning, will create the leaders of tomorrow.

Sincerely,

Shad James,

Executive Vice President, Jaynes Corporation





## Sawmill Community Land Trust

P.O. Box 25181 • Albuquerque, NM 87125-5181 • Phone (505) 764-0359 • Fax (505) 243-6756 • [www.SawmillCLT.org](http://www.SawmillCLT.org)

June 19, 2009

Dr. Don Duran  
Assistant Secretary of Education  
New Mexico Public Education Department  
Jerry Apodaca Education Building  
300 Don Gaspar  
Santa Fe, NM 87501

Dear Dr. Duran,

In 2008, Mr. Tony Monfilleto approached Sawmill Community Land Trust (Land Trust) to explore the possibility of establishing a charter school, New Mexico School for Architecture Construction and Engineering (NMACE), within the Land Trust's *Arbolera de Vida* community.

*Arbolera de Vida* (ADV) is located on a 27 acre site just north of Old Town in central Albuquerque. The site's redevelopment and the neighborhood's revitalization has been the Land Trust's primary focus over the last ten years. We are pleased and proud to say that what was once vacant, abandoned industrial property is a rich and vibrant community today, and as we move into ADV's economic development we are excited about the possibility of situating a charter school in the community.

There is a clear need for educational facilities in the area, and I share Mr. Monfilleto's enthusiasm for the possible relationship between NMACE and the *Arbolera de Vida* community. This relationship has the potential to build a stronger community and a better school, with numerous opportunities for participation and collaboration between the school and the community.

We look forward to continuing our conversations with Mr. Monfilleto in the coming months. If you have questions or would like more information about Sawmill Community Land Trust, please do not hesitate to contact me at (505) 764-0359.

Sincerely,



Connie M. Chavez, Executive Director  
Sawmill Community Land Trust

Cc: Tony Monfilleto