

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
COMMUNITY INPUT HEARINGS

July 20, 2017

9:04 a.m.

ALBUQUERQUE COLLEGIATE CHARTER SCHOOL  
ALTURA PREPARATORY SCHOOL  
Albuquerque Chamber of Commerce  
115 Gold Avenue, Southwest  
Albuquerque, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219  
Bean & Associates, Inc.  
Professional Court Reporting Service  
201 Third Street, NW, Suite 1630  
Albuquerque, New Mexico 87102

JOB NO.: 7863L (CC)

Page 2

1 APPEARANCES  
 2 COMMISSIONERS:  
 3 MS. PATRICIA GIPSON, Chair  
 MR. GILBERT PERALTA, Vice Chair  
 4 MS. KARYL ANN ARMBRUSTER, Secretary  
 MR. R. CARLOS CABALLERO, Commissioner  
 5 MR. TIM CRONE, Commissioner  
 MS. DANIELLE JOHNSTON, Commissioner  
 6 MS. TRISH RUIZ, Commissioner  
 MS. CARMIE TOULOUSE, Commissioner  
 7  
 STAFF:  
 8  
 MS. KATIE POULOS, Director, Options for Parents  
 & Families  
 9  
 MS. BEVERLY FRIEDMAN, Custodian of Records,  
 10 PED Liaison to the PEC  
 11  
 12  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21  
 22  
 23  
 24  
 25

Page 4

1 THE CHAIR: So I'm going to bring to order  
 2 this meeting of the Public Education Commission,  
 3 which is being held for the Community Input  
 4 Hearings.  
 5 It is Thursday, July 20th, 2017, and it is  
 6 about 9:04 a.m. I will ask Commissioner Armbruster  
 7 to do a roll-call vote, please.  
 8 (A discussion was held off the record.)  
 9 COMMISSIONER ARMBRUSTER: You have to be  
 10 flexible, or you can't be here or here.  
 11 Commissioner Toulouse?  
 12 COMMISSIONER TOULOUSE: Present.  
 13 COMMISSIONER ARMBRUSTER: Commissioner  
 14 Ruiz?  
 15 COMMISSIONER RUIZ: Here.  
 16 COMMISSIONER ARMBRUSTER: Commissioner  
 17 Caballero is not here yet. Right?  
 18 Commissioner Peralta?  
 19 COMMISSIONER PERALTA: Here.  
 20 COMMISSIONER ARMBRUSTER: Commissioner  
 21 Gipson?  
 22 THE CHAIR: Here.  
 23 COMMISSIONER ARMBRUSTER: Commissioner  
 24 Armbruster is here.  
 25 Commissioner Johnston?

Page 3

1 INDEX TO PROCEEDINGS  
 2 PAGE  
 3 1 Call to Order, Roll Call, 4  
 Pledge of Allegiance and Salute to the  
 New Mexico Flag  
 4 2 Not Conducted 5  
 5 3 Community Input Hearing for Albuquerque 5  
 Collegiate Charter School  
 6  
 7 4 Community Input Hearing for Altura 96  
 Preparatory School  
 8 5 Adjourn 176  
 9 REPORTER'S CERTIFICATE 177  
 10 Attachments:  
 11 1. Sign-In Sheets, Albuquerque Collegiate  
 12 2. Sign-In Sheets, Altura Preparatory  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21  
 22  
 23  
 24  
 25

Page 5

1 COMMISSIONER JOHNSTON: Is present.  
 2 COMMISSIONER ARMBRUSTER: Commissioner  
 3 Conyers is absent.  
 4 And Commissioner Crone?  
 5 COMMISSIONER CRONE: Here.  
 6 COMMISSIONER ARMBRUSTER: So we are all  
 7 here, and we won't be voting anyway.  
 8 THE CHAIR: So it doesn't matter. But we  
 9 have a quorum to have the meeting, which --  
 10 COMMISSIONER TOULOUSE: Well, we don't  
 11 need a quorum for this meeting.  
 12 THE CHAIR: We don't need a quorum; but we  
 13 have a quorum anyway. So we're good.  
 14 We are going to move on to the Pledge of  
 15 Allegiance and the Salute to the New Mexico flag.  
 16 Commissioner Johnston -- yes, and these are them.  
 17 (Indicates.)  
 18 If you will lead us in the Pledge, and  
 19 Commissioner Crone will lead us in the New Mexico  
 20 Salute.  
 21 (Pledge of Allegiance and Salute to  
 22 the New Mexico Flag conducted.)  
 23 THE CHAIR: Thank you. And the first  
 24 school that we have up is the Albuquerque Collegiate  
 25 Charter School. And I just have a short little

<p style="text-align: right;">Page 6</p> <p>1 script to read.  2 So -- this meeting is being conducted  3 pursuant to New Mexico Statutes Annotated, Title 22,  4 Section 8B-6J, 2009.  5 The purpose of these Community Input  6 Hearings that will be held on July 20th, 2017, is to  7 obtain information from the applicants and to  8 receive community input to assist the Public  9 Education Commission in its decision whether to  10 grant the proposed charter applications.  11 According to this section of the law, the  12 Commission may appoint a subcommittee of no fewer  13 than three members to hold a public hearing.  14 According to the law, these hearings are  15 being transcribed by a professional court reporter.  16 The total time allocated to each  17 application is 90 minutes, which will be timed to  18 ensure an opportunity to present applications.  19 And, Beverly has the little paddles.  20 She'll just tell me, and I'll tell you. That's --  21 and playing telephone, it'll get messed up, okay?  22 During the hearing, the Commission will  23 allow for community input about the charter  24 application. The time for public comments will be  25 limited to 20 minutes.</p>	<p style="text-align: right;">Page 8</p> <p>1 in the 20 minutes.  2 Following the applicant's presentation,  3 the local school district representatives, which  4 includes the superintendent, administrators, and  5 board members, will be given 10 minutes to comment.  6 Subsequently, the Commission will allow  7 20 minutes for Public Comment, as described above.  8 Finally, the Commission will be given  9 40 minutes to ask questions of the applicant. And  10 we reserve the right to go beyond that 40 minutes;  11 just so --  12 Commissioners, are we ready to proceed?  13 Okay. Albuquerque Collegiate Charter  14 School is already here. And if you would, for the  15 record, please state the name of your school, the  16 names of the founders of the school, and any other  17 person who is here today to be included in this  18 20-minute segment.  19 MS. JADE RIVERA: Madam Chair and  20 Commissioners, the name of this school is  21 Albuquerque Collegiate Charter School. My name is  22 Jade Rivera.  23 DR. SCOTT HUGHES: My name is Scott  24 Hughes, and I am the proposed board chair.  25 MR. TOMÁS GARCIA: My name is Tomás</p>
<p style="text-align: right;">Page 7</p> <p>1 If you wish to speak regarding the  2 application, please sign in at least 15 minutes  3 before the applicant's presentation.  4 And if anyone didn't see them, they're out  5 in the hallway.  6 Please be sure that you indicate on the  7 sign-up sheet whether you are here in opposition or  8 support of the charter school.  9 The Commission Chair, based on the number  10 of requests to comment, will allocate time to those  11 wishing to speak. If there are a large number of  12 supporters or opponents, they are asked to select a  13 speaker to represent common opinions. We will try  14 to allocate an equitable amount of time to represent  15 the community accurately.  16 The Commission will follow this process  17 for each Community Input Hearing:  18 The Commission will ask each applicant, or  19 group, to present at the table in front. They will  20 be given 20 minutes to present their application in  21 the manner they deem appropriate. The Commission  22 will not accept any written documentation from the  23 applicant; but the applicant may use exhibits to  24 describe their school, if necessary. However, the  25 set time for exhibits, et cetera, will be included</p>	<p style="text-align: right;">Page 9</p> <p>1 Garcia. I am the proposed board vice chair.  2 MS. BEVERLY CRUZ: My name is Beverly  3 Cruz, and I'm a proposed board member.  4 MR. JOSHUA GALLEGOS: Good morning. My  5 name is Joshua Gallegos, and I'm a proposed Board  6 secretary.  7 MS. KATIE RARICK: Hello. My name is  8 Katie Rarick, and I'm the proposed treasurer.  9 MS. CYNTHIA AL-AGHBARY: My name is  10 Cynthia Al-Aghbary, and I'm a proposed board member,  11 MS. ROSA PYNES: Hi. My name is Rosa  12 Pynes, and I am a proposed board member, as well.  13 THE CHAIR: Thanks.  14 Okay. You may begin.  15 MS. JADE RIVERA: Thank you, Madam Chair  16 and Commissioners, for having us here this morning.  17 Again, my name is Jade Rivera. Again, I'm  18 the lead founder for the Albuquerque Collegiate  19 Founding Team. We're excited today to tell you a  20 bit more about our charter application, answer any  21 questions you may have, and share, along with  22 members of the community, why we believe it is truly  23 critical for Albuquerque Collegiate to be  24 established and exist here in the Greater Downtown  25 area.</p>

<p>Page 10</p> <p>1 With that, I will defer to members of the 2 founding team for introductions. 3 DR. SCOTT HUGHES: Okay. Good morning, 4 Madam Chair and members of the Commission. My name 5 is Scott Hughes, as I stated earlier. And as the 6 proposed board chair of the Albuquerque Collegiate 7 team, I want to go ahead and express my appreciation 8 for the Commission's willingness to hear our 9 petition. 10 I am committed to the promise that 11 Albuquerque Collegiate has laid out in its 12 application to you to go ahead and provide a new 13 elementary charter school in the Albuquerque area, 14 especially the 87108 area. 15 MS. JADE RIVERA: -102. 16 DR. SCOTT HUGHES: 87102. And I bring 17 nearly -- over 16 years' worth of experience to the 18 founding board in areas of education policy, 19 finance, and research that go back to my time as a 20 Staff Analyst for the Legislative Education Study 21 Committee. I served as the Director for the Office 22 of Education Accountability when it was still in 23 existence at the Department of Finance and 24 Administration. And for the past six-and-a-half 25 years, I've been faculty and staff at the University</p>	<p>Page 12</p> <p>1 far from Downtown in the South Valley, came from a 2 family that was very committed to promoting 3 education and making sure that my sister and I had 4 every opportunity available to us. 5 I came to the experience seeing my family 6 sacrifice tremendously to be able to make 7 educational opportunities available for us. And I 8 saw the frustration that my family had in dealing 9 with limited public education options that were 10 available to them at the time. 11 And so for me, this -- the mission of the 12 school is something that's very personal to me, to 13 see a school that sets high objectives and high 14 goals for its students to be another alternative 15 option for families in this community. 16 I moved away from New Mexico but found my 17 way back here after nine years away. This is -- 18 this is my home. Downtown, in particular, is the 19 neighborhood that I currently live, the Sawmill 20 Neighborhood, which is just adjacent to Downtown. 21 But I work Downtown, and this is a community I care 22 a great deal about, and I'm interested in seeing the 23 vitality of this neighborhood maintain its -- I'm 24 interested in seeing this neighborhood maintain its 25 vitality. And I believe that that very much begins</p>
<p>Page 11</p> <p>1 of New Mexico Center for Education Policy Research. 2 I'm really excited at the prospect of the 3 Commission awarding us a charter, being able to go 4 ahead and open the school, and serving the -- the 5 families of the -- the Greater Downtown Core area of 6 Albuquerque. And I look forward to having this 7 opportunity. 8 And I want to go ahead and close out by 9 stating that I think I speak on behalf of all 10 members of the board that our goal is nothing less 11 than being able to help Albuquerque Collegiate 12 achieve recognition as the highest performing 13 elementary charter school in the State of New 14 Mexico. 15 MR. TOMÁS GARCIA: Good morning, 16 Madam Chair and Commission. Thank you again for 17 having us here today and for hearing our 18 presentation on Albuquerque Collegiate Charter 19 School. 20 Once again, my name is Tomás Garcia, and 21 I'm the proposed vice chair for the board. I'm very 22 excited to be here today to represent the school, to 23 tell you about the school. 24 I am a Native New Mexican, having been 25 born and raised here in Albuquerque. I grew up not</p>	<p>Page 13</p> <p>1 with strong educational options for -- for families 2 and for students in this area. 3 I'm an attorney here in Albuquerque. I 4 work at the Modrall Sperlberg Law Firm. I bring to 5 this board experience and background in the law from 6 my perspective as a litigator; but I also have 7 experience, having served on the Board of Trustees 8 for Menaul School, which is an independent, private 9 school in Albuquerque. So I have prior board 10 experience. 11 I bring with me the legal background and 12 expertise to contribute to this board. And I very 13 much look forward to continuing to serve this board 14 and to make our case to you today. 15 MS. BEVERLY CRUZ: Good morning, 16 Madam Chair, members of the Commission. Thank you 17 for the opportunity to be here with you guys today. 18 Appreciate it very much. 19 My name is Beverly Cruz. And in my 20 professional capacity, I serve as the Senior 21 Vice President for the Albuquerque Chamber of 22 Commerce. My work at the Chamber gives me great 23 insight into the challenges that our workforce face 24 now and will face in the future. 25 Today, I enjoy a wonderful career; but it</p>

<p style="text-align: right;">Page 14</p> <p>1 wasn't necessarily the path that was set for me  2 earlier in my childhood.  3       Outside of the walls of my home, education  4 was not necessarily something that was encouraged.  5 Growing up, I attended school just north of  6 Albuquerque, in a district that today has all  7 D-rated schools. I suspect that had schools been  8 rated, when I attended, it would have been the same  9 or worse.  10       All schools, elementary through high  11 school, in that district are D-rated. And that's  12 not unlike what children in the 87102 ZIP code  13 experience. We have the opportunity to provide  14 these families with options. And I believe that  15 Albuquerque Collegiate will fill a void that exists  16 in this district right now.  17       Students who attend Albuquerque Collegiate  18 will be expected to achieve very high goals; but  19 they will be supported along the way, as well. The  20 experience that they will receive at Albuquerque  21 Collegiate will be life-changing. It won't be an  22 issue of luck for them. Their path will be  23 structured; their expectations will be high. And,  24 again, they will be supported.  25       This is a model, upon learning about</p>	<p style="text-align: right;">Page 16</p> <p>1 name is Joshua Gallegos, and I currently serve the  2 University of New Mexico as a Senior Academic  3 Adviser for the Anderson School of Management, and  4 am the proposed board secretary for Albuquerque  5 Collegiate Charter School.  6       I've been a part of the Albuquerque  7 community for about ten years and served the  8 University of New Mexico in academic advisement,  9 mentoring for five years, and I do consider this my  10 home. I've worked across colleges, and despite the  11 discipline, many first-generation students enter the  12 university with challenges in reading comprehension  13 and math, and, most often, have to take remedial or  14 foundational courses.  15       I grew up originally in Grants,  16 New Mexico, and I did experience educational  17 inequity, and saw that in my community as a child.  18 Personally, I was fortunate to have the opportunity  19 to attend a small parochial school on a sponsorship  20 from the community, and there was a heavy emphasis  21 on reading and education.  22       And so I'm thankful and attribute my  23 personal success as a first-generation college  24 student to that desire and love for education from  25 kindergarten and a desire to read and be involved</p>
<p style="text-align: right;">Page 15</p> <p>1 Albuquerque Collegiate, that I subscribe to wholly  2 and I believe is necessary and needed in the 87102  3 ZIP code.  4       I have a very personal and vested interest  5 in seeing students in this community succeed. I am  6 an Albuquerque Native, born and raised right outside  7 of the city. Grew up in New Mexico. The children  8 of New Mexico can achieve great things if we provide  9 them with the opportunities to do so.  10       My work at the Chamber, in addition to  11 allowing me great insight into the current and  12 future challenges of the workforce, has well  13 prepared me to be a part of the governing board of  14 this school. I have had the opportunity to manage  15 this organization, to oversee all areas of  16 programming and finance for the organization. And I  17 am excited to be here to be part of this founding  18 team, wholly believe in the model and the mission of  19 Albuquerque Collegiate, and it is a great pleasure  20 to be before you today encouraging you to also --  21 to -- to be a part -- or allow us to be a part of  22 this opportunity.  23       Thank you.  24       MR. JOSHUA GALLEGOS: Good morning,  25 Madam Chair and Commission. Thank you again. My</p>	<p style="text-align: right;">Page 17</p> <p>1 from the beginning. And so having the opportunity  2 to work with this group of individuals from the  3 greater community, from very different backgrounds,  4 but with that common goal that we can effect a  5 positive change for our children. And it starts at  6 day one in kindergarten and can lead on if those  7 children do choose to attend college later.  8       So I'm very thankful to be here and very  9 happy.  10       MS. KATIE RARICK: Good morning,  11 Madam Chair and Commission. My name is Katie  12 Rarick. I am currently the proposed treasurer for  13 Albuquerque Collegiate. I currently manage a  14 finance team for a large nonprofit, education  15 nonprofit. I've been in public education for over  16 ten years.  17       And not only I have been working in public  18 education for over ten years, I am born and raised  19 in Albuquerque, New Mexico. I graduated from  20 Manzano High School, attended University of New  21 Mexico, and also, my family has -- has also worked  22 in education in the state for many years, including  23 my grandfather being the Assistant Superintendent of  24 APS in the '70s and '80s.  25       So public education is very important to</p>

Page 18

1 myself and my family, and I see this, being on this  
2 board, as an extension of that work that my family  
3 has been doing in Albuquerque for so long. And I  
4 get to bring my finance expertise, after working in  
5 the nonprofit setting for so long, to the board.

6 I come to you not only as an educator, but  
7 also a parent. I have two young children who will  
8 be attending APS, who will be attending a public  
9 school, in the near future. And so to -- I think  
10 it's incredibly important that my children have the  
11 opportunity to achieve an excellent education. And  
12 I know other parents do, too.

13 And that's -- and I know Albuquerque  
14 Collegiate will be providing that excellent  
15 education to all our students. And that's why I  
16 find it -- that's why I feel it's incredibly  
17 important to be part of this school, and I hope you  
18 agree with us.

19 MS. CYNTHIA AL-AGHBARY: Good morning,  
20 Madam Chair, Commission. My name is Cynthia  
21 Al-Aghbary, and I'm a Master's-prepared Community  
22 Health Nurse. I'm going to date myself. I have  
23 worked as a nurse in New Mexico for 35 years, and I  
24 have worked in different areas of New Mexico:  
25 Gallup, Navajo Nation, Pueblo of Zuni, Acoma,

Page 20

1 an isolated rural community.

2 So we thought if we could get them through  
3 the CNA program, that maybe they'd have a better  
4 shot at nursing school. So I've had personal  
5 experience in teaching in areas where students  
6 started at a disadvantage early on in their  
7 educational career.

8 So I'm really dedicated for this school to  
9 start in the 87102 district, because the students  
10 there are facing similar challenges. Thank you.

11 MS. ROSA PYNES: Hi, Madam Chair and the  
12 rest of the Commission -- Committee. Thank you so  
13 much for having us today.

14 My name is Rosa Pynes, and as I stated  
15 earlier, I am a proposed board member. I've spent  
16 my professional career advocating for educational  
17 equity. I started as a bilingual teacher, teaching  
18 fourth and fifth grade in math and science in  
19 Dallas, Texas. After that, I led all Early  
20 Childhood initiatives in Dallas Independent School  
21 District.

22 And last year, I moved back to my home  
23 state, New Mexico. I grew up in Grants, New Mexico.  
24 Josh and I go way back. And, yeah, now I will be  
25 taking on a new role with new classrooms, where I

Page 19

1 Laguna, San Felipe, and Jemez. And I've worked in  
2 Albuquerque specifically for the last 23 years.

3 As a Community Health Nurse, I identified  
4 quite a few years ago that health literacy was a  
5 significant issue for our population here in  
6 New Mexico. I'm currently the Executive Director of  
7 Government Programs, Clinical Operations for Blue  
8 Cross Blue Shield in New Mexico, which has -- I've  
9 been fortunate to be able to start health literacy  
10 programs and social community care programs; because  
11 education really, truly is a social determinant of  
12 health. And if people can't read and do  
13 mathematics, it's very hard to understand their  
14 doctors' instructions and take prescriptions  
15 appropriately.

16 My personal experience, when I lived in  
17 the Pueblo of Zuni, I was actually working Community  
18 Health at the time, but was approached by the  
19 University of New Mexico to teach CNA courses there.  
20 And the reason was because the people that applied  
21 and tried to get through nursing school at UNM at  
22 that point in time could not manage to get through  
23 nursing school, because they really did start out  
24 school as non-English-speaking students in  
25 kindergarten. And education is a challenge in such

Page 21

1 will get to work with schools in New Mexico to help  
2 them enhance their math curriculum.

3 I've always prioritized high quality  
4 education. I believe that setting high standards  
5 and expectations for students result in success for  
6 all students. And I am very passionate about the  
7 schools -- the school's mission statement, because I  
8 really do think it is clear, and it really sets us  
9 to where we want to go.

10 I think it is time to reimagine education  
11 here in New Mexico, and I think our school does just  
12 that. We are taking an innovative approach that,  
13 you know, is really providing students to reach new  
14 heights they never imaged.

15 So thank you so much for having us here  
16 today, and I look forward to answering the rest of  
17 your questions.

18 MS. JADE RIVERA: Madam Chair and  
19 Commissioners, as I stated, my name is Jade Rivera.  
20 I'm a lifelong New Mexican and come from generations  
21 of New Mexicans before we were even a state.  
22 Following graduation at the University of New Mexico  
23 I taught in a low-income school. I taught  
24 mathematics and special education.

25 During that same time, I received a

1 Master's degree in Curriculum and Instruction  
2 Education. For the past few years, I've been  
3 working in education policy here in New Mexico to  
4 impact changes for our students right here.

5 Growing up, I was raised by a single  
6 mother here in the Downtown area. My mother  
7 continually fought for me to have strong educational  
8 options, even if that meant sending me to schools  
9 outside of my zoned area, because many of those  
10 schools were historically underperforming and often  
11 viewed as unsafe.

12 Families should not have to make that  
13 choice in this area or any area. Quality options  
14 should be readily available to families, regardless  
15 of ZIP code.

16 Here in the 87102 ZIP code, this is home  
17 to some of our city's oldest neighborhoods,  
18 including Martineztown, Barelás, San Jose, South  
19 Broadway, and Wells Park, where I grew up. It is  
20 the most impoverished ZIP code of the 17 that exist  
21 here in the city. There are zero A-rated schools in  
22 this ZIP code.

23 For comparison, 87122, which is the most  
24 affluent ZIP code in the city has all A-rated  
25 schools. And that's wonderful for that community.

1 school and future students.

2 If I may, can I ask members of the  
3 community that are here today to stand, or indicate  
4 in some other way, their support, if they are here  
5 in support for Albuquerque Collegiate?

6 (People stand and/or indicate.)

7 MS. JADE RIVERA: Thank you, all.

8 We have worked tirelessly over the last  
9 nine months to communicate with members of the  
10 community about the design of our school, to get  
11 their feedback, to ensure that this is something  
12 that our community wants, because we know deeply  
13 that it is something our community needs.

14 We have worked with nonprofit  
15 organizations, collaborated with different community  
16 organizations to really be able to get this school  
17 off the ground and provide our community with --  
18 with something strong.

19 As many of the attendees, their shirts  
20 say, "Quality Schools Equal Thriving Communities,"  
21 and we deeply believe that.

22 Albuquerque Collegiate is a school that is  
23 not only designed for a community, but for our  
24 community. And we are excited to be here today and  
25 answer any questions that you may have.

1 That shouldn't be an issue because of circumstance  
2 for families where children grow up.

3 We know that children in this area,  
4 currently 20.5 percent of elementary students in  
5 this area are proficient in math -- in reading;  
6 19.3 percent of them are proficient in math. We  
7 know that the odds are stacked against children in  
8 this community. And Albuquerque Collegiate is  
9 committed to changing that narrative and reimagining  
10 what education can look like here in Albuquerque for  
11 the families of Downtown and the Greater Albuquerque  
12 area.

13 We have provided to you all an application  
14 and a school design that prioritizes different  
15 innovative and exciting, what we believe, components  
16 of our design that will really set us apart,  
17 including an expanded focus on literacy and  
18 mathematics, an extended school year and school day,  
19 a two-teacher model in all of our  
20 kindergarten-through-second-grade classrooms, as  
21 well as a comprehensive coaching and professional  
22 development program for staff.

23 And these unique components will really  
24 build out the essential design elements of  
25 Albuquerque Collegiate and ensure success for our

1 Thank you.

2 THE CHAIR: You've got 30 seconds, I  
3 think.

4 Thank you.

5 While we're doing this, do we have anyone  
6 here from the local school district that is wishing  
7 to speak? Speak now, or forever hold your peace.

8 Okay.

9 So we have 33 people that have signed up  
10 for public comment for 20 minutes. So I'll ask  
11 first if there's anyone on this list that wants to  
12 coordinate their efforts with someone else on the  
13 list, so that there's maybe a better use of time.

14 If not, we'll start, and when the  
15 20 minutes is up, the 20 minutes is up. So you can  
16 blame the person in front of you if you don't get a  
17 chance to -- to speak.

18 And looking at this, I think handwriting  
19 should be a key component --

20 DR. SCOTT HUGHES: We will be introducing  
21 cursive.

22 THE CHAIR: I'm telling you that right  
23 now. And this is the pot calling the kettle black;  
24 because my handwriting is awful.

25 So, please, don't -- don't be offended.

1 And the first one on the list is Amber  
2 Shiel.

3 FROM THE FLOOR: I don't think I was going  
4 to say anything; but I support the school.

5 THE CHAIR: Oh, I'm sorry. You know what?  
6 Beverly, this says "Visitors." Do we have a  
7 separate one for speaking? We don't.

8 FROM THE FLOOR: It just says "yes" or  
9 "no."

10 THE CHAIR: Duh. I'm sorry. Got you, got  
11 you. Sorry, sorry. I wasn't -- I didn't even go  
12 that far. I just assumed everyone -- so I feel  
13 better now.

14 Okay. So I guess I'm going to have to  
15 ask, the people who didn't fill in the "yes" or  
16 "no" --

17 MS. POULOS: It was supposed to be "yes"  
18 or blank. That's why we gave the example of "yes"  
19 or blank.

20 THE CHAIR: If they didn't fill in "yes"  
21 or "no," I don't know whether they want to speak or  
22 not.

23 MS. POULOS: The blank should be a "no."  
24 Those were the instructions. So only "yeses."

25 THE CHAIR: So now we only have eight

1 dedicated to public education in the State of New  
2 Mexico, born and raised. I have seven English --  
3 seven -- seven public education teachers in my  
4 family; so -- in New Mexico.

5 With that said, I think that Albuquerque  
6 Collegiate is so imperative to our state. A couple  
7 of reasons: I do think that smaller classroom size  
8 do make a difference. Coming from a family of  
9 teachers, that connection with one-on-one  
10 interaction with students does make a difference, as  
11 well as the longer school years. I do think that  
12 that is also very important.

13 The summer is a time for students to be  
14 able to go and have a break; but they also lose a  
15 lot of the knowledge that they garnered within the  
16 year of school. So I think with that extra time for  
17 longer class days, longer school years, we'll be  
18 able to help them retain that information and move  
19 forward, hopefully, towards a more successful  
20 future.

21 But I just wanted to be brief, tell you  
22 that I am in support of this, and I hope that we can  
23 see this project move forward. Thank you.

24 THE CHAIR: Thank you. So the next is  
25 Seth.

1 people that want to speak; so you have about two  
2 minutes apiece, roughly. So can we -- we'll do,  
3 like, two, and we'll have four minutes left; so if  
4 someone wants to add, they can. Okay?

5 MS. FRIEDMAN: Okay.

6 THE CHAIR: We'll do that. So this is  
7 going to be harder. Jenna Hagan --

8 DR. SCOTT HUGHES: Madam Chair, I was just  
9 going to ask, do you want us to leave the table so  
10 they can come to the front, or --

11 THE CHAIR: It would probabl- -- well, if  
12 they want to just come to the front to the side  
13 there, as long as Cindy can hear.

14 COMMISSIONER TOULOUSE: Why don't you read  
15 off the names and have them line up?

16 THE CHAIR: So -- I hate to have them  
17 standing there.

18 The second and third is Seth, and then  
19 Susan Estrada. So is this Jenna?

20 FROM THE FLOOR: Yeah, hi. Okay. I'll be  
21 brief. My name is Jenna Hagengruber. I graduated  
22 from the University of New Mexico in 2016 with an  
23 English and philosophy double major. I just got  
24 back from my year in Bosnia-Herzegovina as a  
25 Fulbright English teacher five days ago. I'm very

1 FROM THE FLOOR: Hi, I'm Seth.

2 THE CHAIR: Would you please spell your  
3 last name?

4 FROM THE FLOOR: S-A-A-V-E-D-R-A.

5 THE CHAIR: Thank you.

6 FROM THE FLOOR: I come to you as a  
7 lifelong Albuquerque resident, having gone to APS  
8 schools, graduated from UNM, and having left for  
9 about ten years, including teaching and working in  
10 education. And I also come to you as someone whose  
11 mom used a fake address so that I could go to the  
12 school that she wanted me to go to, and who rode  
13 city school buses to get to that school, starting in  
14 fifth grade.

15 So for me, our parents should have the  
16 options to send their kids to the school that they  
17 would like and not have the ZIP code that you're  
18 born into be the destiny, which is not what my mom  
19 wanted for me. I think she has the right to choose  
20 that.

21 That is a large part of why I stand here  
22 in support of Albuquerque Collegiate, for the  
23 parents here and the neighborhood that I live in  
24 just about a quarter of a mile north from here; more  
25 broadly, that Albuquerque parents have the choices



1 to send their kids to the school that will educate  
2 their child best, prepare them for the life they  
3 want to lead, have the options that they would like.

4 And so as a lifelong education advocate  
5 and someone who's here for good, I really hope that  
6 I'm able to walk past Albuquerque Collegiate here in  
7 a few years and stop in and teach and be a volunteer  
8 there.

9 Thank you for the opportunity to speak.

10 THE CHAIR: Thank you.

11 Susan Estrada?

12 FROM THE FLOOR: Hi. Good morning. It's  
13 nice to see you all. I'm representing myself as an  
14 indigenous educator. I taught fifth grade in  
15 Gallup, New Mexico, for two years. And I'm also  
16 representing Teach for America, because I'm on staff  
17 with them, and I was a Teach for America educator  
18 while I was in the classroom. And I'm representing,  
19 or speaking on behalf with all these experiences,  
20 in, one as a Board member for Six Directions  
21 Indigenous School, for my experiences coming from  
22 that arena.

23 And the thing that I think I'm most  
24 excited about with Albuquerque Collegiate is that  
25 they have unnegotiable [verbatim] high expectations

1 And the thing I'm most excited about is  
2 the collaborative environment that it creates.  
3 There are a couple of educators in the room today  
4 who made impacts on students that I worked with when  
5 I was in the classroom. And I would have loved an  
6 opportunity to innovate with them. I love that  
7 that's part of the model.

8 Thank you for the opportunity to speak.

9 THE CHAIR: I panicked for a second. I  
10 thought Six Directions? What are they doing here  
11 today? Thank you.

12 Next on the list is Marianne Billy?

13 FROM THE FLOOR: Sorry. I'm in the back.

14 THE CHAIR: That's okay. It doesn't take  
15 off your time.

16 And then next will be Samira -- is it  
17 "Samira"?

18 FROM THE FLOOR: Well, good morning,  
19 everyone. I just come, and I stand in support of  
20 the Academy and what they're planning to do here.  
21 I'm a proponent of school choice and a proponent of  
22 Options for Parents, good options, and classic and  
23 alternative kind of options.

24 I think from a -- a practical standpoint,  
25 I was back there thinking, what -- what would life

1 for their students, regardless of their background.  
2 They're interested in serving our most vulnerable  
3 students in a way that I want to stand with, in  
4 general, as a person.

5 And I think, on behalf of Teach for  
6 America, we're really proud of the leadership that  
7 they're showing, because we have some Teach for  
8 America alum on the Board, and Jade is a Teach for  
9 America alum that we're also really proud of. But I  
10 think that they show what can be possible with  
11 leadership in the area.

12 Teach for America is recruiting leaders  
13 from here. We have a group of teachers that are  
14 coming in, our group of 25, that are from Shiprock;  
15 some are from Albuquerque. We also have some coming  
16 from around the United States. They have an  
17 experience in the classroom, where they see the  
18 barriers that students face and that families face  
19 and that communities really face in meeting those  
20 students' needs, and then they want to do something  
21 about it.

22 And I think the Collegiate Academy gives  
23 them an opportunity to do that, that will captivate  
24 their minds and give them an outlet for all of that  
25 energy and excitement.

1 look like if we had to only choose the restaurant  
2 that is closest to our home? That's what I was  
3 thinking about -- I've got some McDonald's-es; I've  
4 got a wing place -- and that was my option for the  
5 rest of my life.

6 And so -- so we benefit from options just  
7 in a daily life. Just as we go through normal life,  
8 we benefit from it. And we all benefit as a  
9 community, as from the infusion of new ideas and  
10 fresh ideas. And when things become stagnant, we  
11 need to liven them up again.

12 So that's what I believe charter schools  
13 and alternative private public schools can do as a  
14 community. We can come in and support each other  
15 and do that. And I think we all stand behind our  
16 children, realizing that there's a high need out  
17 there.

18 Our adult population hovers around a  
19 50 percent illiteracy rate. They can't read at a  
20 Level 2 rate. They can't go into a normal  
21 entry-level job and function to -- and be successful  
22 and move up the ladder.

23 We can't -- there's -- it's just not  
24 possible. APD can't hire people to pass an  
25 eighth-grade written exam, because our -- it's not

1 for lack of applications or applicants; we can't  
2 find people that will pass the test.

3 So these are all things that affect us at  
4 large as a community and things that I believe we  
5 can stand behind and get behind. So thank you for  
6 coming. And we support Albuquerque Collegiate.

7 THE CHAIR: Thank you. Samira.

8 FROM THE FLOOR: Hello. I'm Samira  
9 Al-Aghbary. Okay. A-L dash A-G-H-B-A-R-Y.

10 So my name is Samira Al-Aghbary. I am in  
11 my third year of college. It's super-fun. I'm  
12 going into international studies, and, honestly, I  
13 feel like everyone should have a option to go to  
14 college. And I believe that a solid foundation in  
15 early education, especially on those grades, is  
16 important to start a future for that drive to go to  
17 college and to continue school.

18 And I feel as if that the charter school  
19 that we're all here supporting can definitely add  
20 that oomph to the education that we need in  
21 Albuquerque.

22 I'm born and raised in Albuquerque. And I  
23 went to Montezuma Elementary School, as well as  
24 Chaparral Elementary School, which are both public  
25 schools. And both of the big serious problems when

1 just hired a new information officer where I work,  
2 at Central New Mexico Community College. And one of  
3 the most important things to him was where are his  
4 children going to go to school when he takes a job  
5 here. And, fortunately, you know, he has a lot of  
6 different options for his kids because of his income  
7 and his mobility.

8 And I think that should be offered to all  
9 children here in Albuquerque. So thank you very  
10 much.

11 THE CHAIR: David -- Mantes [ph], perhaps?  
12 Montes [ph]? I'm not sure.

13 Okay. Oh. Got you. Here he is.

14 FROM THE FLOOR: Apologize for that.  
15 Well, my name is David Montes, and I'm the  
16 New Mexico Field Director for the LIBRE Initiative.  
17 We're a nonprofit organization dedicated to economic  
18 prosperity, and, especially in the case of  
19 New Mexico, education.

20 So basically, we believe that freedom  
21 drives progress; so the more options, the more  
22 choices available to parents and children for how  
23 they're going to be educated and all that. Well, we  
24 believe that that's their right, and we believe that  
25 from an economic standpoint, the competition

1 I was attending there was the classroom size. It  
2 was getting very bad, that they had to collab  
3 [verbatim], you know, grades together. So I was in  
4 a second-and-third-grade class, as well as a  
5 fourth-and-fifth-grade class.

6 And I believe that a small classroom can  
7 really help students get the attention and help that  
8 they need in the early start of school.

9 THE CHAIR: Thank you so much. And,  
10 finally, we will have Phillip, David, and Alex.  
11 Phillip Bustos, I think it is.

12 FROM THE FLOOR: Yes. Thank you,  
13 Madam Chair and Commissioners. My name is Phillip  
14 Bustos, and I'm currently the Chair of the  
15 Albuquerque Hispano Chamber of Commerce Education  
16 Committee. So I am here to speak on behalf of the  
17 Education Committee in support of Albuquerque  
18 Collegiate.

19 We feel that's -- it would be situated in  
20 one of the best places in Albuquerque and certainly  
21 serve the constituents of the Chamber in this area.

22 We also believe in the concept behind it.  
23 And think it's a very necessary option for  
24 individuals coming to Albuquerque to have.

25 If I may offer just a quick anecdote, we

1 increases the quality.

2 And having a monopoly that is more  
3 restrictive on choice and restrictive in the  
4 different methods and means of being able to  
5 educate, we feel puts -- puts any -- any district,  
6 any state, at a disadvantage.

7 And I think that we've seen through, of  
8 course, in the past, and up to recently, the  
9 education -- basically, what we're getting out of  
10 the investment that we put into it could be improved  
11 drastically.

12 And so we're in support of choice; and so  
13 we're in support of this Albuquerque Collegiate  
14 being, you know, given as an option to the parents  
15 in the community as a choice. So thank you for your  
16 time.

17 THE CHAIR: Thank you. And then Alex and  
18 then Scott.

19 FROM THE FLOOR: Hello, everybody. My  
20 name is Alexander Mick. And I don't really have any  
21 credentials like everybody else. But I do have a  
22 strong opinion. And I really genuinely feel that  
23 having a strong education and a really good  
24 education at a young age is very, very important.

25 A lot of people now -- you guys would

Page 38

1 know; everybody would know -- that a lot of  
 2 education nowadays is very fast-paced. They just  
 3 kind of throw you out the door; you know what I  
 4 mean. And I feel like it's really important to have  
 5 something like this, another option to have a better  
 6 education and for everyone to have a better  
 7 education, not just the few and the far between.  
 8 And that's all I have to say.  
 9 THE CHAIR: Thank you.  
 10 FROM THE FLOOR: It's going to be hard to  
 11 follow Alexander.  
 12 THE CHAIR: You're going to have to come  
 13 up with some credentials.  
 14 FROM THE FLOOR: I don't have many of  
 15 them. Sorry. My name is Scott Hindman -- Madam  
 16 Commissioner, members of the Commission, my name is  
 17 Scott Hindman. I'm the Executive Director of  
 18 Excellent Schools New Mexico. We are an  
 19 Albuquerque-based nonprofit that provides grants to  
 20 help struggling schools.  
 21 I want to talk about why we're supporting  
 22 Albuquerque Collegiate both from a leadership  
 23 perspective and from a program perspective, which I  
 24 think is really important.  
 25 So I moved here about 18 months ago with

Page 39

1 my girlfriend, Meaghan, who is a Native New Mexican,  
 2 lifelong educator. You'll actually hear from her  
 3 later today; she's part of the Altura Prep team,  
 4 which we're really excited about.  
 5 And we came back because we hear this  
 6 scenario all the time about young people who were  
 7 born here and raised here, got educated, left, and  
 8 never came back. And the two of us have been  
 9 fortunate to be educated in some of the best schools  
 10 in the world and worked for some amazing  
 11 organizations. And we finally, one day, said,  
 12 "We've got to put our money where our mouth is and  
 13 actually do something about this."  
 14 What gets me really excited about this  
 15 team -- and you heard from their board -- is they  
 16 have four board members -- maybe even more, this is  
 17 really what I've caught -- who were born here,  
 18 raised here, left, got Master's degrees, went to  
 19 Ivy League schools, and came back and decided to get  
 20 behind this effort. That's something that's really  
 21 exciting to us.  
 22 Second, I'll talk about the programs.  
 23 Before I moved here, I was in Memphis, Tennessee.  
 24 We saw very -- schools with a similar model and a  
 25 similar type of training program. There are several

Page 40

1 of those in Memphis. They all operate in South  
 2 Memphis, which is probably 100 percent -- 99 percent  
 3 African-American and 99 percent Title I area. And  
 4 charter schools there are actually authorized by the  
 5 district.  
 6 These schools are the highest performing  
 7 schools in the City of Memphis. So when that  
 8 opportunity came to support a model like this in  
 9 Albuquerque, for me, and especially for my -- for my  
 10 board, who are the decision-makers, they looked at  
 11 this and said, "You know, this is something that we  
 12 can get behind, can get really excited about," and  
 13 that's why we're here supporting the school. Thank  
 14 you.  
 15 THE CHAIR: Thank you. How much?  
 16 MS. FRIEDMAN: There's seven minutes if  
 17 anyone else wishes to --  
 18 FROM THE FLOOR: Thank you, Commissioner,  
 19 Board. I am Dr. Stephanie Hubbard McGirt.  
 20 THE CHAIR: Could you please spell your  
 21 last name?  
 22 FROM THE FLOOR: Oh, sure. H-U-B-B-A-R-D,  
 23 space, M-C capital G-I-R-T.  
 24 I'm a Family Medicine physician. And I  
 25 just wanted to speak about the importance of

Page 41

1 education, literacy related to people's health;  
 2 because we know, we have the data, we have really  
 3 strong statistics that when people can't read, their  
 4 health is greatly affected, detrimentally.  
 5 People don't get preventive health  
 6 services. We're not able to prevent cancer; we're  
 7 not able to prevent heart disease; we're not able to  
 8 prevent pneumonia because they're not getting their  
 9 pneumonia shots.  
 10 If they do have medical conditions,  
 11 they're not really seeking the care, sometimes due  
 12 to stigma of not being able to read their medicine  
 13 bottles or instructions that the doctor has given  
 14 them. And so rates of hospitalization go up,  
 15 complications of their conditions go up. And this,  
 16 of course, affects our economics, too, because  
 17 health care costs go up.  
 18 And one of the things -- I mean, there's  
 19 literacy, and then there's health literacy, which is  
 20 its own thing. But if you don't have basic  
 21 literacy, you're not going to have health literacy.  
 22 And if you look at Albuquerque, we have  
 23 some really interesting information about health  
 24 statistics and how it's coupled with economics and,  
 25 you know, education that people have had in those

Page 42

1 districts.

2 If you look at the area code that this

3 school will be in, you can basically see that people

4 are going to live a shorter life -- have shorter

5 lifespans; they're going to have way more medical

6 chronic diseases that kill them earlier, that they

7 have complications from not allowing them to work.

8 People get depressed from all of these things. It

9 just sort of compounds and perpetuates the issues.

10 So I am totally in support of any school

11 that's really going to make it their mission to

12 support kids early on to get this really solid

13 foundation of literacy; because literacy isn't the

14 end goal. It's really about offering people

15 opportunity, then, to follow their dreams, to get

16 good jobs, to really take care of their families and

17 their communities.

18 So thank you.

19 THE CHAIR: Thank you so much.

20 We have how much time left?

21 MS. FRIEDMAN: We have five minutes.

22 THE CHAIR: There's five minutes left.

23 FROM THE FLOOR: My name is Billy Jimenez,

24 and I am a local attorney and resident of Wells Park

25 Neighborhood. I am a Board Member of the New Mexico

Page 43

1 Young Lawyers Division, a District Representative

2 for the American Bar Association, a Board Member

3 with the Albuquerque Center for Hope and Recovery,

4 and just lifelong public education product from

5 New Mexico, from Rio Rancho, and through UNM.

6 I say all these things -- I'm not trying

7 to highlight accolades. I say that because I

8 consider myself extremely, extremely lucky to have

9 basically fallen in the right positions with the

10 right mentors and the right teachers somehow along

11 the way that allowed me to excel and get to where I

12 am today.

13 It's been very humbling to see what can

14 happen when you do that, when you try and promote

15 other people. I think we don't need to highlight

16 the disparate impacts of poverty and impacts on

17 minorities in these communities; and I think that's

18 very clear.

19 But I just think that we can offer these

20 opportunities through charter schools like this one

21 that can provide better class sizes, that can

22 provide better attention and focused opportunities

23 for folks.

24 I think back, though -- one of the

25 greatest things I've ever found was a bottle cap to

Page 44

1 a Granny's Iced Tea. And on Granny's Iced Tea, they

2 have "Granny-isms" under the bottle cap.

3 The one I got one time said, "Luck is when

4 preparation meets opportunity."

5 And I think -- I still actually still have

6 the bottle cap, and I always look at it; because I

7 think that's very informative to how we can give

8 folks the opportunity to be lucky. And then they

9 can be prepared and do what they -- be successful in

10 life.

11 So thank you.

12 THE CHAIR: Thank you.

13 FROM THE FLOOR: Good morning, Madam

14 Commissioner, Commissioners. My name is Michelle

15 Hernandez. I am a partner at the Modrall Sperling

16 Law Firm. I'm also here to echo the thoughts of

17 Phil Bustos, the Chair of the Education Committee. I

18 am the incoming chair for the Albuquerque Hispano

19 Chamber of Commerce. I also serve as the Regional

20 President for the Hispanic National Bar Association.

21 And so I stand in full support of the

22 Collegiate Albuquerque, not only in my capacity

23 [inaudible], but also personally.

24 I also am a product of APS. I went to

25 Governor Bent, Cleveland, and Del Norte High School.

Page 45

1 I did go to UNM.

2 And while I was a student at UNM, I was

3 lucky to serve as a work study for a program called

4 Minority Improvement and Intention, back in the

5 early '90s. And one of the focuses that we did is

6 we would be assigned to different high schools in

7 Albuquerque and have the opportunity to meet with

8 students -- and have the opportunity to meet with

9 students and talk to them about post --

10 post-high-school opportunities.

11 And that was very meaningful; but it was

12 also very frustrating, because we could spend five

13 minutes with those students. And as I continued my

14 education, and as I am now -- and, again, like

15 Billy, I'm not here to brag. But I realize how

16 fortunate I was to have different mentors along the

17 way. And everybody is not that fortunate to have

18 that. But to have a charter school that's

19 completely dedicated to that is phenomenal.

20 I have two children of my own, two

21 daughters, one who's 10 and one who's 13. And we're

22 fortunate to have those role models for them and

23 encourage them. And I think every parent should

24 have that opportunity.

25 Thank you very much.

Page 46

1 THE CHAIR: Thank you. There's two  
 2 minutes left.  
 3 FROM THE FLOOR: Hello. My name is Tony  
 4 Rivera, and I just want to speak for a moment as a  
 5 parent, from personal experience. Common theme  
 6 running through a lot of the comments this  
 7 morning --  
 8 (Reporter cautions.)  
 9 FROM THE FLOOR: -- about the importance  
 10 of having opportunities within a ZIP code area so  
 11 that you don't have to go through, you know, some  
 12 backroom's door to get your kids into a school that  
 13 is going to give them some good opportunities.  
 14 I lived in the Downtown area -- gosh, I  
 15 don't know -- probably for ten years before I had  
 16 kids, then had kids. Once they got to school age,  
 17 looking at the -- at the schools that were in the  
 18 area, it was not, you know, very promising. So I  
 19 actually decided to move out of the area, even  
 20 though I really loved the Downtown area and vested a  
 21 lot of time, money, you know, trying to become part  
 22 of this neighborhood, the community. Made the  
 23 choice that the only really good way I could get  
 24 better opportunities for my kids within the  
 25 Albuquerque School District area was to move out of

Page 47

1 the Downtown area.  
 2 And so I don't think that that -- you  
 3 know, people shouldn't have to make that kind of a  
 4 choice; so...  
 5 THE CHAIR: Thank you. Are we just  
 6 about -- okay. Time is up. Thank you all so much.  
 7 And if we could just take a short break  
 8 before we start our questions, I'd appreciate it.  
 9 Thank you.  
 10 (Recess taken, 9:58 a.m. to 10:11 a.m.)  
 11 THE CHAIR: All right. So we are back in  
 12 order. And we will stay close to 40 minutes. We --  
 13 you know, we do have a tendency to sometimes go  
 14 over.  
 15 So, first off, I want to thank you for the  
 16 obvious time and effort that went into this  
 17 application; so that that, I think, is duly noted,  
 18 after seeing -- not this year, but others -- that  
 19 this is a work well -- well worked on. And I can --  
 20 I can certainly see the thought that went into it.  
 21 And I guess I'll qualify this a little bit  
 22 with, you know, sometimes we have a tendency to, you  
 23 know, jab during this question session. It's not  
 24 necessarily an indication that it's all negative;  
 25 but we're fleshing out things. So it's just open

Page 48

1 for whatever questions.  
 2 What I -- I'm going to try to do maybe  
 3 something a little different -- is when someone's  
 4 asking a question, so that they can kind of stay in  
 5 the moment, if there -- if the -- if you have a  
 6 question that pertains to the same subject, maybe  
 7 that Commissioner can tie in with that question, so  
 8 that they're not going back and forth from, you  
 9 know, finances back to curriculum.  
 10 It's probably going to happen, anyway; but  
 11 if we can -- I think it might help them out, and it  
 12 might help us out in terms of keeping our thoughts,  
 13 also, so that we don't forget something that we  
 14 wanted to say.  
 15 So -- and also without getting into all  
 16 this -- there's a lot of years of educational  
 17 experience sitting up here; so, you know, I think  
 18 that's another way that we can appreciate the time  
 19 and effort and the -- and the absolute commitment  
 20 that's here for this.  
 21 So I'm going to -- I'll start with -- with  
 22 just a question.  
 23 I'm intrigued by the two-teacher model;  
 24 but I do have some concern with the ability to be  
 25 able to sustain that with the budget. You know,

Page 49

1 that I can -- you know, I think every school, if you  
 2 could say, "We're going to put two teachers in every  
 3 classroom," no one would say, "That's a bad idea."  
 4 But in the budget times that we're in, I  
 5 think it -- it has its definite challenges. And I'm  
 6 kind of getting off my own -- but I know that there  
 7 was a -- there was a question that was raised when I  
 8 was reading through this, immediately. I said, "How  
 9 are they going to be able to do it?" There seemed  
 10 to be an indication, when the questions came up  
 11 about budget that, "Well, if we have to, we'll  
 12 eliminate that model."  
 13 So that -- that, I have a -- that's a  
 14 little bit of a concern for me about how accurate  
 15 you are in being able to say, "Yes, we can do this  
 16 in a manner."  
 17 MS. JADE RIVERA: Yes. Absolutely,  
 18 Madam Chair, if I can respond to that?  
 19 The two-teacher model, we think, again,  
 20 it's one of those really unique components of our  
 21 school design. With that, we know that that is  
 22 where the bulk of our, you know, operational  
 23 dollars, our spending, will go, is towards  
 24 personnel. We also know that high-quality teachers  
 25 are the biggest indicator of student success; and so

<p style="text-align: right;">Page 50</p> <p>1 we think that is where our dollars need to be going.  2 With that, yes, it will be difficult to  3 financially maintain that. For that reason, in the  4 application, we've budgeted teacher salaries quite a  5 bit higher, 20 percent higher than neighboring  6 schools in the neighboring district, and that being  7 a very, very conservative amount, so that we're  8 almost over-budgeting for teacher salaries there.  9 Again, with that, we plan to hire  10 primarily Level I and Level II teachers, as we want  11 to be able to adequately train them to the  12 Albuquerque Collegiate way. And that means having  13 kind of standardized lesson plans among -- across  14 classrooms and grade levels, that we do things a  15 certain way, and that that is the Albuquerque  16 Collegiate way. And that may be something that  17 doesn't appeal to a teacher that's been in the  18 workforce for a longer amount of time.  19 As -- in response to the question  20 regarding the interview response that we had, if,  21 for some reason, we weren't able to sustain the  22 two-teacher model, whether due to enrollment or  23 budget deficits, we would propose to transition that  24 to a one-and-a-half-teacher model, which is what  25 we've proposed in our third through fifth grade</p>	<p style="text-align: right;">Page 52</p> <p>1 it starts to flesh out, say, "Oh, I'm really going  2 to wait and see," so that it creates, often,  3 unanticipated struggles with that budget, when you  4 don't get that.  5 MS. JADE RIVERA: Absolutely.  6 THE CHAIR: The student enrollment that  7 you -- you know, that you anticipated.  8 So it's -- it's a -- you know, that is a  9 concern.  10 I'll just do one, more and I'll pass it  11 along. I'll give you a little bit of history.  12 I've got a strong academic background, but  13 also athletic background. So I have challenges when  14 recess and physical education are taken away. Not  15 only for that, but through much of the research that  16 I've done, recess and physical education are being  17 taken away from minority and poverty areas at a  18 4-to-1 ratio.  19 So to me, that's a -- you know, that if  20 you're saying, "Yes, this is the group that we want  21 to service," but at the same time, you're playing  22 into that -- that stereotype that they don't deserve  23 those -- and when you're looking at -- for me, when  24 you're looking at K-2, in particular, you're looking  25 at a population of folks that you want to be able to</p>
<p style="text-align: right;">Page 51</p> <p>1 classrooms.  2 In those third- through fifth-grade  3 classrooms, students would have one teacher during  4 mathematics and science, and then they would have  5 two teachers during all of their literacy blocks.  6 And so that ends up being about half of their day,  7 still putting the student-to-teacher ratio at those  8 grade levels at 20-to-1 instead of 15-to-1 in our  9 K-2 grade levels.  10 And so we think that would still propose  11 an option -- though it's not our first choice -- an  12 option that would still be able to sustain  13 high-quality academics and instruction for our  14 students.  15 THE CHAIR: 'Cause I -- I think since I've  16 been on here, we haven't seen a lot of schools open.  17 But I think historically, there's always a  18 challenge, definitely, in that first or second year,  19 as far as you have community support, yes, yes, yes,  20 yes, yes. But many parents are going to sit back  21 and say, "Well, I'm going to wait and make sure  22 they're going to be okay. I don't want to move my  23 child." There's that struggle.  24 We've got 100 people who said, "Yes, I  25 want my child to go to this school"; but then when</p>	<p style="text-align: right;">Page 53</p> <p>1 challenge and grow their free thinking.  2 And that lack of opportunity for free play  3 and for -- you know, you've got this structure here,  4 and everyone needs an outlet. So it's -- and I --  5 I'm -- I'm a proponent of the co-curricular, not  6 extracurricular. Because I don't think it's just --  7 and I'll also say as well as art and music, that  8 it's a whole person that we're looking at.  9 And we're not looking to create, to me,  10 automatons, that everyone's got to think this way,  11 that that opportunity for different types of  12 interaction is important for their social  13 development, as well. So that -- that is a concern  14 that I have with that option that you've taken.  15 MS. JADE RIVERA: Absolutely.  16 Madam Chair, if I may respond to that?  17 I think that is a great concern for our  18 entire team, as well as someone who greatly  19 benefited and loved, you know, PE, art, and music, I  20 played music from elementary through high school at  21 public schools. And I think that's a critical  22 component of a strong education.  23 We know that, you know, music education  24 increases math proficiency, that those two go hand  25 in hand. And that's why those are critical</p>

<p style="text-align: right;">Page 54</p> <p>1 components of our school design. If you see in the  2 schedule in the application, it is in one of the  3 attachments that the daily schedule includes  4 multiple recess breaks for students. In addition,  5 students receive an enrichment block every single  6 day. And those days will alternate between art and  7 music and physical education.  8       So that's something that students will  9 receive every day. Twice a week, they'll receive  10 physical education; twice a week, art and music.  11       And on Fridays, we've created a block for  12 community enrichment, at which time we would bring  13 in members from the outside community and really  14 leverage their expertise. I imagine that being a  15 number of local artists we have, especially right  16 here in the Downtown area, we have a thriving arts  17 district. Bringing in the whole artist, bringing in  18 yoga instructors, bringing in any variety of  19 community members that want to be involved and share  20 their knowledge and love and passion with our  21 students, because we think that that is -- that's  22 critical, and that's something that makes kids love  23 school. I loved playing dodgeball, you know,  24 during --  25       THE CHAIR: Oh, you shouldn't say that.</p>	<p style="text-align: right;">Page 56</p> <p>1 their time in our school. And I think that given  2 the opportunity to attend, that's what we will  3 ultimately end up providing to the City of  4 Albuquerque and the State of New Mexico.  5       THE CHAIR: All right. I guess I just  6 misinterpreted, when there was the -- the piece that  7 said 32 percent of instructional time was lost, that  8 you were -- that you were not to fall into that. So  9 my interpretation of that was -- because that -- you  10 know, that was attributed to recess. And it's,  11 like, "We're not going to do that."  12       So it's, like, "Okay. That's" -- okay.  13 So I'm glad we cleared that up.  14       MS. JADE RIVERA: Absolutely.  15       THE CHAIR: Thank you. Commissioners?  16       COMMISSIONER TOULOUSE: Madam Chair?  17       THE CHAIR: Commissioner Toulouse?  18       COMMISSIONER TOULOUSE: It was a very  19 well-done presentation; but you told us a lot more  20 about all of you than you did about what you're  21 going to do for the school.  22       Commissioner Peralta has been here the  23 longest of us here now. But I've got the next  24 record, and I've been through this a number of years  25 now. And I have not heard a school yet, whether we</p>
<p style="text-align: right;">Page 55</p> <p>1 That's politically incorrect, to say you like  2 dodgeball.  3       MS. JADE RIVERA: And those are things  4 that we want our students to experience. As much as  5 we want them to have twice as much time with  6 reading, that -- those reading hours, those reading  7 blocks, are also fun and engaging. And students are  8 moving around the classroom and are excited, and,  9 you know, yelling at the top of their lungs and then  10 really quiet.  11       That -- we want that. We know that the  12 schedule we're proposing is a very long school day  13 for both our students and teachers. And that has to  14 include variety. And so we've been very thoughtful  15 in our schedule to be able to include those  16 components.  17       THE CHAIR: Okay. Thank you; because I  18 was wondering, in the narrative, that you were  19 eliminating it.  20       MS. JADE RIVERA: No, not at all.  21       DR. SCOTT HUGHES: And, Madam Chair, if I  22 may add, the last thing that we want to go ahead and  23 produce out of Albuquerque Collegiate is automatons.  24 We want these children to really be enriched and  25 become full, total human beings as a consequence of</p>	<p style="text-align: right;">Page 57</p> <p>1 approved them or didn't, that told us they were the  2 best thing that ever came to their neighborhood.  3       I agree -- your school is in my district.  4 Both schools we're hearing today are in my district.  5 As far as I know -- I know we don't have charter  6 schools down in this area now, and I'm not sure APS  7 does with Alice King moving.  8       And I am concerned, as the Chair, about we  9 need -- if you want a student who's ready to go to  10 college, they need to be well-rounded. They need  11 the arts; they need all of these other things that  12 get their mind going.  13       I'm not an educator. I was an  14 anthropologist, and I was a bureaucrat, worked in  15 the Human Services Department with low-income  16 families.  17       But I'm a Native. My family are all  18 Natives. My father was born at 1011 Forrester. And  19 most of my growing up here is -- were at 1020 Adams.  20 So two of you come from neighborhoods I know well;  21 and I still live in the 87108 ZIP code.  22       But my family started in Taos in the  23 1700s, moved into Santa Fe, and then, in 1904, into  24 Albuquerque. So my -- my roots are here.  25       I went to Wilson. I went to Highland. My</p>

<p style="text-align: right;">Page 58</p> <p>1 kids went to Wilson and Highland. My grandchildren,  2 who are now in school -- I have four of them in  3 school -- they're all in charter schools, two of  4 them at Alice King.</p> <p>5 So I know these area schools. And I just  6 want to make sure that what we do with our kids is  7 we also -- the other piece -- because they're coming  8 out of this area, and many of them are from  9 long-time families with deep roots, all of you  10 appreciate your roots; we need to teach them to  11 appreciate theirs. There also needs to be that  12 history, that's always been my soapbox, to teach  13 New Mexico History and the depths we have with the  14 Native American, with the Spanish, with the Mexican,  15 with the Early American groups coming in here,  16 before we ever get to the railroad coming in and  17 everything exploding in the 1880s, and then World  18 War II and the bases building us up.</p> <p>19 Our kids need to understand how important  20 they are. And I didn't hear any of that, or really  21 see much about history in here, since we covered the  22 arts and PE components.</p> <p>23 What are you going to do about giving your  24 kids that sense of who they are and who we are?  25 MS. JADE RIVERA: Absolutely. That's one</p>	<p style="text-align: right;">Page 60</p> <p>1 be reemphasized through, you know, the background of  2 our students.</p> <p>3 And I think that that has to be an  4 important aspect of what we teach, and that we are  5 providing instruction to our students that is  6 culturally relevant and responsive, not just to  7 their background; but to be truly culturally  8 relevant and responsive means teaching any variety  9 of background and teaching students about the world  10 that they are going to go into.</p> <p>11 COMMISSIONER TOULOUSE: You know, the --  12 back in, for you, the old days, when this body was  13 the State School Board, they did a standard, based  14 on what Texas does, on being able to teach  15 New Mexico History from kindergarten all the way  16 through, and had components. Unfortunately, APS  17 never adopted that.</p> <p>18 But when Gary Johnson became the Governor,  19 he threw it out the door. And I think -- there are  20 a lot of things -- I worked for the State during his  21 administration, too. There are things I hold  22 against him; but that's one of them that our  23 history -- because all of us -- I don't know how all  24 of you feel. But I worked in State government for  25 years. And I still -- it was always, if it came</p>
<p style="text-align: right;">Page 59</p> <p>1 of the questions, Madam Chair and Commissioner  2 Toulouse, we certainly agree. I share that love for  3 New Mexico. I am a diehard, proud New Mexican and I  4 think that that's something that strengthens our  5 community. And I think that it's something that  6 binds us together, and that's something that we  7 really want to teach to our students, as well.</p> <p>8 Speaking to the component of history  9 education, our students will receive social studies  10 education beginning in kindergarten twice a week;  11 and then as a transition into later grades, they  12 will receive science and social studies education  13 every day, as different component blocks of that.</p> <p>14 I, in an effort to be totally honest,  15 hadn't really even given full consideration of the  16 idea of New Mexico History, because that's something  17 that is in, you know, later curriculum for many  18 schools. But I think that's a wonderful thing to be  19 able to teach our students.</p> <p>20 In our schedule, we've also included, in  21 addition to the community enrichment piece,  22 community gatherings for our students. And that's  23 really to emphasize that familial feeling among our  24 students, among our school, and among our community.  25 And I think that that's something that can certainly</p>	<p style="text-align: right;">Page 61</p> <p>1 from outside New Mexico, it had -- people paid more  2 attention to it than if it came here.</p> <p>3 And yet we have so much home-grown  4 knowledge. Look at all of you out here. So much  5 depth of experience. I was impressed to see Phillip  6 Bustos here. I don't know if any of you know his  7 history. I do, because I was on the CNM Board for  8 years, and when he was promoted to the  9 vice president. He came out of Española, and he  10 went to Harvard. He has a daughter at Juilliard.</p> <p>11 We need to show that New Mexicans can do  12 those things and are just as good. And then we  13 bring it back. We don't stay away. Several of you  14 have gone and come back.</p> <p>15 In my family, we were raised to, "You go  16 off to school, so you know whether you want to be  17 here or not. You're not here because you have to  18 be."</p> <p>19 I went to Georgetown, a sister went to  20 Notre Dame, a sister went to Chicago, my son went to  21 California. But every one of us has come home. But  22 there needs to be this pride in our culture, whether  23 it's me, who looks more Anglo than I am, or whether  24 it's somebody who is Native American or Hispanic.  25 And that's what you need to start with at</p>



<p style="text-align: right;">Page 62</p> <p>1 kindergarten of "who you are and where you come 2 from." 3       Anyway, that's my soapbox for the day. 4       Thank you. 5       THE CHAIR: Speaking as a history teacher, 6 I thank you. And I also want to thank you all, 7 because I just learned -- am learning something 8 fascinating about you folks from Albuquerque, that 9 you identify through your ZIP code and don't just -- 10 this is -- this is amazing to me, you know. 11       MS. JADE RIVERA: "The Big City." 12       THE CHAIR: I'm from Las Cruces; so I 13 think we may have two ZIP codes. So it's not -- 14       DR. SCOTT HUGHES: Madam Chair, may I add, 15 in response to Commissioner Toulouse, as you 16 probably have seen in my resume, I have all three of 17 my degrees in history; so I am -- I'm a staunch 18 advocate of historical consciousness. 19       And I think, overall, we have done a 20 horrible job of instilling a sense of historical 21 grounding, historical identity, and historical 22 consciousness. 23       I will do what I -- what is possible for 24 me to promote the study of New Mexico History, 25 because my -- both my Master's thesis and Ph.D.</p>	<p style="text-align: right;">Page 64</p> <p>1 New Jersey on me? 2       COMMISSIONER TOULOUSE: You know, that's 3 the kind of response our kids get, when I thought 4 that was interesting for him to say. 5       And I'm sure he is not the only young 6 person in New Mexico, especially, you know, down 7 toward the southern part of the state, who didn't 8 have people on both sides. And so I think that's 9 why it's important to teach our kids where they sit 10 in history. 11       DR. SCOTT HUGHES: Absolutely, yeah. 12       THE CHAIR: Commissioners? 13       COMMISSIONER JOHNSTON: Madam Chair? 14       THE CHAIR: Sure. 15       COMMISSIONER JOHNSTON: Back to ZIP code 16 87102 -- of course, I lost my place; so I have to -- 17 it's my understanding -- and I was a little bit 18 confused, because in the application, you have all 19 of these possible locations. But on the page I was 20 reading about facility -- and you realize we're 21 under the gun and are supposed to have all this 22 organized, but you make us nervous -- page 176. Let 23 me find it again. 24       On Page 176, you identify -- Page 176 -- 25 that you have a location. So do you have a</p>
<p style="text-align: right;">Page 63</p> <p>1 dissertation were on Los Alamos and the Labs and the 2 effect of the "Atomic Culture" on the State of New 3 Mexico, and, consequently, what happened as a result 4 of that. And so I have a very good grounding in 5 history that I will bring forward to -- through the 6 Board into the teaching team and make sure that that 7 is a component that is highlighted. 8       COMMISSIONER TOULOUSE: Well, I have a 9 quick story, that I have a grandson who has now 10 graduated from high school. When he took New Mexico 11 History, and they were talking about the Pancho 12 Villa Raid -- and I will say for the record, as 13 everybody here knows, our -- Ms. Chapman, who's 14 doing our recording today, happens to share the 15 grandson with me. 16       And I told him. I said, "When you go in 17 there discussing Columbus, you tell them that your 18 great-grandfather was one of the National Guard who 19 went down to fight them"; but on his mother's side, 20 he had a male relative who was with Pancho Villa. 21       So you had family on both sides. 22       His teacher who had been here only a 23 couple of years from an Eastern state I won't name 24 said, "That's a lie." 25       THE CHAIR: Are you going to call out</p>	<p style="text-align: right;">Page 65</p> <p>1 location? Or are you still looking for a location? 2       MS. JADE RIVERA: Madam Chair, 3 Commissioner Johnston, my apologies for any 4 confusion there. 5       COMMISSIONER JOHNSTON: It's not your 6 fault; it's mine. 7       THE CHAIR: No, I'm with you. 8       MS. JADE RIVERA: If there is any 9 confusion, that's certainly on us. We have 10 identified a potential location. There is a charter 11 school -- charter high school here in the 12 Albuquerque area on Martin Luther King and Broadway 13 intersection that is seeking to move into a larger 14 facility. And that is really our ideal location at 15 this point. We have been working with Dove Property 16 Associates, one of their representatives -- I see 17 her today, as well -- to identify other potential 18 facilities. 19       One of the challenges of Downtown is that 20 there are a lot of facilities, but many that -- 21 there is a lot of space; but many of them are in 22 facilities like this that may not want to share 23 space with very loud little kindergarteners, which 24 is understandable. 25       And so through that, we've been working</p>

1 very diligently with Dove Property Advisors to be  
2 able to find appropriate facilities. I -- I'm  
3 scheduled to see another facility with the  
4 representatives from Dove in another week or so.  
5 That is on the Broadway and Central intersection.

6 And so we are working to just ensure that  
7 we have, you know, something lined up and as many  
8 backups as possible, because we know that the  
9 facilities have proven to be a consistent challenge  
10 for many new charters.

11 THE CHAIR: Right. And the requirement is  
12 now that whatever your cap, that that facility has  
13 to meet that; not, "We'll take here," and -- so that  
14 that -- Director?

15 MS. POULOS: Madam Chairwoman,  
16 Commissioner Johnston, I just also wanted to clarify  
17 that this may be a piece of the application that  
18 results in something that they come across as not  
19 exactly clear, which is the application really does  
20 require them to have a facility that could support  
21 their school.

22 So it's not just a theoretical idea. We  
23 do actually, as part of the application process,  
24 require them to be able to say, "This facility would  
25 work for us. This is how we would make it work for

1 serendipitous? Wow."

2 THE CHAIR: That someone's going to hold  
3 it out for a whole year.

4 COMMISSIONER JOHNSTON: Okay. But you  
5 don't know for sure.

6 MS. JADE RIVERA: We don't know for sure,  
7 unfortunately.

8 COMMISSIONER JOHNSTON: But you know  
9 they're moving.

10 MS. JADE RIVERA: We know that they would  
11 like to move. And for that reason --

12 COMMISSIONER JOHNSTON: They would like to  
13 move; we're still not at the -- they are.

14 THE CHAIR: Because they probably still  
15 have the same challenges, you know, trying to move.

16 COMMISSIONER JOHNSTON: Sure, the same  
17 thing.

18 Then the other thing that I have that has  
19 to do with -- well, that's the second question;  
20 because they all have to do with the ZIP code -- is  
21 budget and your relationship with EdTec. I looked  
22 up EdTec. I read all that I could about it.

23 My -- my question that needs to be  
24 answered is you will need to have a licensed --  
25 New Mexico Licensed School Business Official. And I

1 us."

2 COMMISSIONER JOHNSTON: Yeah.

3 MS. POULOS: And so that's maybe why it  
4 seems more certain than it is; because, obviously,  
5 at this point in the process, there's no way they  
6 would have a school site identified, selected, and  
7 secured. But what we try to get them to do is  
8 actually get pretty far in the process during the  
9 application. And that's why it may cause some  
10 confusion.

11 COMMISSIONER JOHNSTON: So you have been  
12 in conversation with this school about their move.

13 MS. JADE RIVERA: Yes. Yes.

14 COMMISSIONER JOHNSTON: And you know that  
15 they are planning on moving; but you don't know  
16 when.

17 MS. JADE RIVERA: Correct. And so for  
18 that reason, we want to ensure that we have backup  
19 facilities in place, in the case that they didn't  
20 want to move at the end of this upcoming school  
21 year.

22 COMMISSIONER JOHNSTON: And -- okay.  
23 Because I took it -- when I read it -- you can see  
24 all my highlights here, and even a star -- that it  
25 was an absolute. And I thought, "Boy, isn't that

1 wasn't able to really understand how you'll make  
2 that transition. I see the expertise from EdTec to  
3 help you, and I think that that's a strong  
4 organization. I have no objection.

5 But my goal for you would be, in a couple  
6 of years, to have a Licensed School Business  
7 Official, New Mexico-licensed person. And I think  
8 statutorily, you'll have to have someone. What's  
9 your transition to that like?

10 MS. JADE RIVERA: Yes. Madam Chair,  
11 Commissioner Johnston, in our collaboration with  
12 EdTec, whoever we worked with directly would obtain  
13 the appropriate license for the New Mexico School  
14 Business Official so that they would meet that  
15 statutory requirement.

16 COMMISSIONER JOHNSTON: Where would they  
17 live?

18 MS. JADE RIVERA: I think that is still --

19 THE CHAIR: In another ZIP code.

20 COMMISSIONER JOHNSTON: They wouldn't even  
21 have to live in this country.

22 MS. KATIE RARICK: So I did talk to Gaspar  
23 about this. He's our contact; right? He's our  
24 contact there right now.

25 And so their vision for all of the states

<p style="text-align: right;">Page 70</p> <p>1 that they are currently supporting is within the  2 next year, to really build out their organization,  3 to put someone in the region; because right now,  4 they have schools in Colorado, Nevada, and  5 New Mexico, that they are supporting. And so they  6 want at least one, if not two, people in this area  7 to support these schools.  8 And then they are also building out  9 Atlanta, and they are building out Chicago, and they  10 have a lot of people, like, in the  11 New York/New Jersey area, already.  12 So that's -- that's their growth plan in  13 the next year, given all the folks that they are  14 currently supporting.  15 COMMISSIONER JOHNSTON: Do you recognize  16 how vulnerable that makes you? And I say that,  17 because we have local contractors in the State of  18 New Mexico who contract for school business finance.  19 And so many of the schools who depend on these  20 people and are then unable to obtain the time, the  21 commitment that is required, stumble because of  22 fiscal matters.  23 So I want you to recognize the  24 vulnerability that goes along with a very well  25 respected organization wanting to grow their</p>	<p style="text-align: right;">Page 72</p> <p>1 responsiveness to the State, the Public Education  2 Department.  3 MS. KATIE RARICK: Absolutely.  4 COMMISSIONER JOHNSTON: And I would  5 encourage you, as you make this journey, to look at  6 becoming independent of EdTec. That would be my  7 goal for you. I don't hear any sounds about  8 transitioning away so that you have your own finance  9 person.  10 It is going to take the head of school  11 much time to coordinate all of this. And this is  12 where administrators get all embroiled. I know  13 you're committed to instruction.  14 MS. JADE RIVERA: If I can respond, just  15 quickly, to that?  16 COMMISSIONER JOHNSTON: You really -- I  17 really -- I appreciate it, and I know that you're  18 prepared.  19 I'm just -- those are almost rhetorical  20 statements that I'm making. I have full confidence  21 in EdTec. I've just seen -- we talked about  22 location; we've talked about EdTec.  23 The Level I and II teachers that you're  24 bringing into the system, how are you looking at  25 recruiting teachers?</p>
<p style="text-align: right;">Page 71</p> <p>1 organization. Have they -- have they really looked  2 at the requirements for licensure in the State of  3 New Mexico as a School Business Official?  4 MS. KATIE RARICK: Yes. Yes, they have.  5 And I will say, given the work I do, we -- my team  6 supports 53 regions across the country. And so  7 their model replicates the model that we have at my  8 organization.  9 And we're very successful giving time and  10 resources to all 53 regions we work with. And I  11 feel like, given the model that they're proposing  12 and they have shown great success with, I feel like  13 they are going to provide us the support we need.  14 And the fact that I'm the proposed treasurer on the  15 board, it is Jade and my's responsibility to make  16 sure we are getting the resources that they have  17 committed to us, the time, the reports, the  18 expertise; and if not, then we won't be satisfied  19 with our contract, and we can get out of it and go  20 to someone else.  21 But we are committed to making sure that  22 we are a financially secure school. 95 percent of  23 the schools they work with have zero audit findings.  24 And so we would expect the same from our school.  25 COMMISSIONER JOHNSTON: And there's a</p>	<p style="text-align: right;">Page 73</p> <p>1 MS. JADE RIVERA: Madam Chair and  2 Commissioner Johnston -- so our recruitment plan  3 will be very expansive. We have already had  4 conversations with organizations like Teach for  5 America, which may support bringing in at least  6 possibly two to four Corps members; so new teachers  7 for the school.  8 In addition, we really want to partner  9 closely with our local colleges and universities to  10 recruit brand-new teachers and to be able to really  11 provide them strong professional development and  12 instructional coaching that they need as they  13 develop as new teachers.  14 Thankfully, we have some wonderful  15 connections among our board members to the  16 University of New Mexico and to the College of  17 Education there at the University of New Mexico.  18 In addition, we seek to be able to expand  19 that communication further and relationships with  20 the other local universities. And really what we  21 will be doing is, you know, posting our positions on  22 every job site available. Ideally, the vast  23 majority of our team will be local; but we will  24 certainly be advertising through our personal and  25 professional networks at the national level, as</p>

Page 74

1 well. And we are confident, with this model, that  
 2 we will be able to recruit the right teachers that  
 3 really want to see the shared outcomes for our  
 4 students and that are aligned with our mission and  
 5 vision.  
 6 COMMISSIONER JOHNSTON: Why are you  
 7 seeking a State charter as opposed to an APS  
 8 charter?  
 9 MS. JADE RIVERA: That's a wonderful  
 10 question. Madam Chair and Commissioner Johnston,  
 11 from what I've discussed, and from my experience  
 12 working in public education for the State and in  
 13 local schools, we really felt that the option and  
 14 the opportunity to go through a state, being our own  
 15 LEA, would provide us the necessary flexibility that  
 16 we would need to function at the level necessary in  
 17 alignment with our school design.  
 18 And we see the Commission as being  
 19 hopefully more open to our proposal than the local  
 20 district might be.  
 21 COMMISSIONER JOHNSTON: Okay. I was Head  
 22 of School at East Mountain Charter and at PAPA. And  
 23 we were both APS charters. Wonderful relationships,  
 24 very supportive of facility, with maintenance; never  
 25 attempted to intervene in our structure.

Page 75

1 So I just would -- I would remind you of  
 2 that, that there are some successes that come from  
 3 that.  
 4 MS. JADE RIVERA: Uh-huh. Sure.  
 5 COMMISSIONER JOHNSTON: And East Mountain  
 6 even decided they would become a State charter, and  
 7 they lasted two years, and went back to APS and  
 8 said, "Please allow us to recharter with you again;"  
 9 so...  
 10 Let's see. Those -- those of you who have  
 11 presented today, an impressive group. But -- and  
 12 this is an assumption. And you know what -- when we  
 13 make assumptions what happens. So I'm making the  
 14 assumption. I'm the one.  
 15 My thought is is that the -- the community  
 16 members who presented today live in the 87102 ZIP  
 17 code by choice. You're talking about a community of  
 18 students that -- and young people who live in this  
 19 ZIP code because their parents either choose to or  
 20 are required to.  
 21 And you're looking at a high -- low income  
 22 level, English Language Learners -- I'm looking --  
 23 ethnicity distribution, and students with  
 24 disabilities in these areas.  
 25 I haven't heard you talk about the impact

Page 76

1 of the folks you're -- you've identified you want to  
 2 serve on their -- the socioeconomic support you'll  
 3 provide.  
 4 You may have a student who comes to  
 5 kindergarten whose parents really want that student  
 6 to be there. And those parents don't read. What --  
 7 how are you going to help that family unit  
 8 strengthen? Because you really have a structured  
 9 plan here, and a good plan for students. But it's  
 10 going to require that -- you're going to have a lot  
 11 of trauma, also.  
 12 And have you thought about the impact of  
 13 trauma on cognitive development and where those  
 14 students -- and I haven't heard you -- I didn't read  
 15 this, and you can tell from my sticky notes, I took  
 16 you very seriously. So if you could tell me how you  
 17 would reach out to these families.  
 18 MS. JADE RIVERA: Absolutely.  
 19 Madam Chair, Commissioner Johnston, I think those  
 20 are completely valid concerns and certainly things  
 21 that we are cognizant of and want to have really  
 22 established plans for our families.  
 23 As I stated in the introduction, I grew up  
 24 in this area. I'm the daughter of a single mother  
 25 who is a retired Social Worker, retired from the

Page 77

1 Children's Psychiatric Hospital at University  
 2 Hospital. So I -- it's something that is always at  
 3 the forefront of my thinking.  
 4 And I think, certainly in agreement for  
 5 the board, that those are things that we want to be  
 6 thoughtful about for our students.  
 7 First and foremost, we really do believe  
 8 that the structure and predictability provides that  
 9 safe environment for students and families. Having  
 10 taught in low-income schools and having taught  
 11 special education students, I worked with many  
 12 families where there were language barriers, where  
 13 families were undocumented and felt unsafe and  
 14 uncomfortable coming into the school building. And  
 15 so those are things that we want to address head-on  
 16 with families.  
 17 One of the ways that we will do that early  
 18 on, even before the school year starts, with  
 19 potential families, is doing home visits, or visits  
 20 with families in a place of their choosing, whether  
 21 that be a local library or community center,  
 22 somewhere that is comfortable for them to really  
 23 bridge that gap and ensure, with them, that we are  
 24 committed to establishing that meaningful  
 25 relationship.

<p style="text-align: right;">Page 78</p> <p>1 As a school, we also know that our  2 strongest strength and area is academics. And, you  3 know, we will not pretend to be experts on -- on  4 trauma care and trauma-informed --  5 COMMISSIONER JOHNSTON: Education.  6 Trauma-informed education.  7 MS. JADE RIVERA: Certainly. That is  8 something that we will do on our end, but want to be  9 able to provide our families strong resources to  10 outside organizations that will be able to provide  11 those -- those needs and meet those needs of the  12 families.  13 So having really strong connections in the  14 community, we believe is critical, and that for our  15 students that need additional services or supports,  16 whether that be in the school or outside of the  17 school, we would certainly contract services, as  18 necessary, for in-school support, if that expertise  19 is not available within our hired staff team.  20 So it's something that we certainly are  21 cognizant of and want to be able to support for our  22 students. But also know that our best strength that  23 we bring to the table is academics and instruction,  24 and that we want to be able to partner with  25 organizations, community organizations in the</p>	<p style="text-align: right;">Page 80</p> <p>1 as needed, for these students while they remain in  2 school, where the effects of trauma are impacting  3 their cognitive development, not referring them out.  4 If academics truly is, as you say, the  5 goal, then I would -- my expectation, or my desire,  6 would be that every one of your staff members be  7 trained in trauma-informed education, that every  8 everyone is knowledgeable; because that -- that's  9 important to me.  10 One last comment. I apologize. We're  11 short on time; but this is very important to me,  12 because I get defensive.  13 Public education in the State of New  14 Mexico is imperfect; but it works. And public  15 education in the State of New Mexico produces people  16 who do accomplish great things: The people in this  17 room.  18 I live between Moriarty and Estancia. All  19 of my teaching career has been that way, except for  20 the times where I dealt with charter schools.  21 Be very, very careful when you speak about  22 public education and -- and have the respect for  23 public education in the State of New Mexico that it  24 really deserves, and the diversity of -- of students  25 whom they serve very effectively and with great</p>
<p style="text-align: right;">Page 79</p> <p>1 community, to be able to come in and support  2 families or be able to refer families to directly.  3 COMMISSIONER JOHNSTON: Okay. And so --  4 THE CHAIR: Yes, ma'am.  5 MS. CYNTHIA AL-AGHBARY: I'm sorry,  6 Madam Chair, Commissioner Johnston. I -- my  7 clinical specialty is children with special health  8 care needs, both behaviorally and physically. And  9 I'm a Board-certified Case Manager, and still work  10 with children today in connecting them to  11 appropriate resources, and including, you know, if  12 they have -- need trauma-informed care, and, you  13 know, and making sure we have, you know, competent  14 professionals that perform those assessments.  15 I'm also on the professional advisory  16 committee for the Medically Fragile Case Management  17 Program at the UNM School of Medicine. So  18 clinically, I'm still very active and I'm very  19 passionate to make sure that any child receives the  20 services that they need. And usually, in these  21 cases, it's the entire family that needs services,  22 not just the child.  23 COMMISSIONER JOHNSTON: Okay. And my  24 concern is -- my question is -- or my desire  25 would -- you would be able to provide modifications,</p>	<p style="text-align: right;">Page 81</p> <p>1 quality.  2 I don't think that was an intention today.  3 And sometimes when we are speaking in large  4 groups -- and I see people smirking in the audience.  5 And the teacher in me will kick in real fast;  6 because you don't -- we're talking about the  7 importance of history in the State of New Mexico.  8 And I'll get off my soapbox. But you  9 don't know the feelings that people carry with them.  10 So just respectfully disagree. Don't -- okay?  11 Thank you. I'll be quiet now.  12 THE CHAIR: Commissioner Ruiz?  13 COMMISSIONER RUIZ: Yes. Thank you for  14 your time that you've put into your application.  15 And I'll be just really brief, because Chairman  16 Gipson said something that I had a question about,  17 and Chairman Johnston.  18 A couple of things that I looked at the  19 application and just kind of wasn't clear about --  20 but then Commissioner Johnston just echoed my  21 sentiments -- one of the things that I noticed when  22 you all were talking, several of you, is that  23 there's a push for Teach for America. And I -- I  24 understand that; I respect the need for that. And I  25 think it has its place.</p>

<p style="text-align: right;">Page 82</p> <p>1 But I, like Commissioner Johnston -- you 2 know, I went through the whole process of the 3 educational program. There is increasing evidence 4 that Teach for America drastically under-prepares 5 its recruits for the reality of classroom teaching. 6 Now, I can tell you firsthand from where 7 I -- I teach in Hobbs Schools. I'm from Hobbs, 8 New Mexico. And we have many Teach for America 9 employees. And while many of them do a tremendous, 10 tremendous job in the classrooms, we have just as 11 many that we have to work with, because they're 12 unprepared with classroom management; they're 13 unprepared to deal with the day-to-day realities of 14 working in public ed. 15 And so my question is, when she asked you, 16 your specific response is that you're going to 17 pretty much focus your recruitment efforts in Teach 18 for America; and I think that's great. But you're 19 starting up the school, and you don't really know 20 what you're going to encounter. 21 And I just want to have you talk to me 22 about that; because I can tell you that I also am a 23 union member. And on that side of it, we really 24 have to work with a lot of Teach for America 25 employees. We really have to present -- represent</p>	<p style="text-align: right;">Page 84</p> <p>1 you when you were teaching; but -- when you've been 2 teaching. 3 But for myself, I know that my summer PD 4 leading into the school year was about three days; 5 and most of that time was setting up my classroom; 6 and that that's really not what we envision our 7 summer professional development being for our 8 teachers. It really is having that intellectual 9 preparation to get lesson plans internalized, to 10 understand, to practice as a team what reading 11 comprehension looks like, and practice it again and 12 again and again, so that we get it right for our 13 students on day one. 14 And we have that expectation for our 15 teachers that, you know, are more experienced and 16 those that are brand new to the field. So it's 17 certainly something that we want to explore. And we 18 hope to be able to have some Teach for America Corps 19 members on our staff. But, again, we expect that 20 the vast majority of our staff will come from 21 traditional teacher preparation programs. 22 MS. ROSA PYNES: And if I may add, 23 Madam Chair and Commissioner Ruiz, another thing 24 that we're doing in our school is that the principal 25 is really focused in the academics; and so they are</p>
<p style="text-align: right;">Page 83</p> <p>1 them in many, many situations. 2 And I think it's a wonderful program; but 3 I do think that there are many educators out there 4 that are equally, if not more, prepared for that. 5 So if you'll speak to me about the push 6 for TFA. 7 MS. JADE RIVERA: Certainly, Madam Chair 8 and Commissioner Ruiz. We certainly agree. I 9 see -- and I believe our team sees -- the benefit of 10 having a wide variety of teachers. Certainly, we 11 expect that the vast majority of our staff will come 12 from traditional teacher preparation programs. 13 That's our expectation, and that's how we really 14 intend to see the staffing model for the school. 15 You know, for -- for the collaboration 16 with Teach for America, that's certainly not set in 17 stone yet. We've had conversations, and we would 18 like to be able to bring in Teach for America 19 educators; because, you know, then we, again, have 20 that wide variety of -- of representation among our 21 teachers. 22 And with that, we have proposed in our 23 application a really intensive summer professional 24 development program for all of our teachers. It's a 25 three-week program. And I'm not sure how it was for</p>	<p style="text-align: right;">Page 85</p> <p>1 doing -- visiting classrooms and doing observations 2 for 20 minutes. And they are required to follow up 3 with the teacher and have a meeting 48 hours after 4 that observation to really go over, like, your 5 strengths, some areas of growth, and how can we 6 improve this. 7 And I think that's crucial. As a former 8 educator myself, I think feedback is always 9 important because you're going so, so fast on 10 everything that you just really need someone to let 11 you know that, like, "Hey, these are some of the 12 adjustments you need to make." And I'm really 13 excited to provide that for our teachers. 14 COMMISSIONER RUIZ: Thank you. And the 15 other thing I wanted to comment: Our school 16 district, just the campus that I'm at -- and I'm not 17 a teacher -- well, I am an educator; but I'm a 18 counselor and a test coordinator now. 19 But our campus, last year, decided to go 20 on an 8:00-to-4:00 schedule. And I am going to tell 21 you that is a wonderful, wonderful choice that you 22 have made; because we're the only campus that does 23 that. And just in one year, we can see a huge, huge 24 increase in how kids are doing on tests. And, you 25 know, we -- they have shorter class periods; but</p>

<p style="text-align: right;">Page 86</p> <p>1 they're doing really well.  2 So I wanted to commend you on the extended  3 day; because just our campus is kind of a little  4 pilot program, and they're looking into expanding it  5 into the other campuses; but it's been really  6 successful for us.  7 MS. JADE RIVERA: Madam Chair and  8 Commissioner Ruiz, may I ask which campus that is?  9 I would love to be able to visit.  10 COMMISSIONER RUIZ: Hobbs High School, the  11 Harold Murphy Alternative Learning Center.  12 THE CHAIR: I have just a quick question  13 about -- you mentioned in the narrative that during  14 the planning year -- year zero; trying to get away  15 from that -- that the principal, along with the  16 contracted consultant services, will create the  17 curriculum.  18 But then on the next page, it says,  19 "Contracted consultant services, if necessary."  20 So I'm -- I'm conflicted with -- is there  21 going to be a contract consultant service for the  22 curriculum development? And where's the funding for  23 that?  24 MS. JADE RIVERA: Madam Chair and  25 Commissioners, so I think that's something that</p>	<p style="text-align: right;">Page 88</p> <p>1 potential for grant money.  2 MS. JADE RIVERA: Yes.  3 THE CHAIR: Are you relying on that money  4 coming in? Or that's just --  5 MS. JADE RIVERA: That's a wonderful  6 question. So we do have secured a very generous  7 donation from a local nonprofit for \$200,000 for  8 start-up that will be used prior to opening.  9 THE CHAIR: Zero year, you're using that.  10 MS. JADE RIVERA: Yes. So that is  11 secured, pending your decision. Those dollars  12 already exist, and will be received by our team as  13 soon as we, hopefully, receive that positive  14 recommendation from you all.  15 With that, we will continue to pursue  16 grant opportunities to be able to provide our  17 students additional resources and things beyond our  18 standard curriculum.  19 I would love our students to be able to  20 play keyboards, to be able to learn piano. Is that  21 something that is essentially core that we may be  22 able to do with public dollars? Maybe; maybe not.  23 Likely not. So that would be something that we  24 would pursue grant dollars for.  25 THE CHAIR: I just wanted to make sure</p>
<p style="text-align: right;">Page 87</p> <p>1 we're certainly still exploring. We've -- I,  2 myself, have done quite a bit of research on the  3 different curriculum models that we would like to be  4 able to use, whether pre-prepared and then adjusting  5 and aligned to our local standards and needs of our  6 students, or whether that means developing something  7 from scratch, so to speak; but deeply informed by  8 strong models.  9 You know, that's something that we want to  10 ensure that we have really high-quality instruction,  11 high-quality lessons that we put in front of our  12 students, and resources and that we ideally would be  13 able to have someone with really great expertise  14 give a look over what we've, you know, designed.  15 Ideally, that would be free of cost. I don't know  16 that that's the world that we live in anymore.  17 And so for that reason, you know, it is  18 still a bit up in the air about the contracted  19 consulting services that we may need on that, and,  20 again, dependent upon the level at which we have an  21 already pre-designed curriculum, versus one that is  22 developed through -- through resources from folks  23 around the country that are similar to the design  24 and model that we want to be able to see and use.  25 THE CHAIR: Okay. And you mentioned the</p>	<p style="text-align: right;">Page 89</p> <p>1 that it wasn't money that was necessary for  2 programming --  3 MS. JADE RIVERA: No.  4 THE CHAIR: -- that you were relying on,  5 that that's -- fine.  6 Commissioner Armbruster? We're -- we're  7 way over our 40; but --  8 COMMISSIONER ARMBRUSTER: Oh.  9 THE CHAIR: -- but I did qualify that,  10 saying --  11 MS. JADE RIVERA: Yes, you did.  12 THE CHAIR: -- we're the ones not timed;  13 but...  14 COMMISSIONER ARMBRUSTER: Okay. Well,  15 I'll try to go more quickly. Listen fast.  16 So I do want to identify you, Cynthia. I  17 began when I was five, also. And I've been teaching  18 special ed -- I taught special education for  19 39 years; you know, nice round number.  20 So my concerns -- well, first, let me see  21 positives. I think you have a lot of good ideas. I  22 think it's -- I'm not a Native New Mexican. I feel  23 like -- should I be here? I was, like, an Anglo  24 from Indianapolis. What can I say? But I have been  25 here for 25 years.</p>

Page 90

1 I know. Sorry. Sorry.  
 2 But, you know, you have to have diversity;  
 3 so here I am.  
 4 But my questions are that when you have --  
 5 and I just don't know this. When you have Teach for  
 6 America, they have New Mexico credentials, and they  
 7 can stay here forever? Or just -- didn't there used  
 8 to be, like, a two-year thing? It's a forever  
 9 thing -- right? -- if they get their credential?  
 10 License?  
 11 MS. JADE RIVERA: Yes. If I can respond  
 12 to that, Madam Chair and Commissioner -- am I saying  
 13 this -- Armbruster?  
 14 COMMISSIONER ARMBRUSTER: Very Hispanic,  
 15 yes.  
 16 MS. JADE RIVERA: Forgot to roll the "R."  
 17 For those individuals, if we do have Teach  
 18 for America Corps members -- and, again, that isn't  
 19 for sure or not. If we do have them, they will have  
 20 the New Mexico-appropriate credentials through the  
 21 alternative licensing program. And so they would be  
 22 completing licensure requirements during that same  
 23 time.  
 24 Their commitment to the organization,  
 25 Teach for America, is a two-year commitment; but

Page 92

1 well as some people who have that stability: "We  
 2 did this. This is not going to work. Let's try --  
 3 what if we tweak it?"  
 4 That's just something you get from -- from  
 5 nursing, or from any other field, I think. So when  
 6 you talk about first- and second-year -- Level I and  
 7 Level II teachers, I just want to throw that in as a  
 8 consideration.  
 9 I want to commend you on paying more,  
 10 because when you work more, you're not really paying  
 11 them more; they're working more, so you're paying  
 12 them at the same -- and I am an AFT, past union  
 13 president; so I -- so I think that's really  
 14 important. I do; because I think that teachers  
 15 don't go into teaching just because they love  
 16 children. It's an occupation, and they should be  
 17 able to live on that. That's my bottom line. And  
 18 I -- and so I commend you for doing that.  
 19 The other thing I wanted to ask you was in  
 20 terms of parents -- also a comment. I don't know if  
 21 you will be able to incorporate something helping  
 22 them learn to read, helping them learn English or  
 23 whatever it is. And I'm going to throw this little  
 24 idea out, because it just came up not too long ago.  
 25 When I was having my nails done in

Page 91

1 that doesn't, you know, mean that they couldn't stay  
 2 in New Mexico for the rest of their lives, as many  
 3 of us have. I, personally, don't like the phrase,  
 4 "Land of Entrapment"; but I think it's -- I think  
 5 it's something beautiful about our state, that we  
 6 have people that come and want to stay forever.  
 7 So ideally, we would love to be able to  
 8 have them stay with us for a long time.  
 9 COMMISSIONER ARMBRUSTER: Okay. My next  
 10 question -- thank you for explaining that.  
 11 This is just a comment, and you don't  
 12 really have to respond to it. But as a Level III  
 13 teacher, I think it's important to have young  
 14 teachers, because you can train them in the way that  
 15 you want to be trained. I also think there's  
 16 something that happens when you have a Level III  
 17 teacher; because I might not be better -- in fact,  
 18 I'm going to tell you that I'm not doing this  
 19 technology stuff so well, which is why I'm now  
 20 reading this again.  
 21 But I think that as you have been teaching  
 22 for a longer period of time, you have a degree of  
 23 wisdom that you don't have as a young teacher.  
 24 That's why it's important to have both young, new  
 25 teachers, or who have taught two or three years, as

Page 93

1 Los Alamos, the nail technician is from Vietnam. So  
 2 as you imagine, they didn't necessarily know English  
 3 until they got here. So I was talking to her about  
 4 how did her children -- because they only spoke  
 5 Vietnamese -- how did her children succeed, which  
 6 they did, and how did they learn English.  
 7 And she told me they had television -- so  
 8 they had television that they had for English, and  
 9 they had DVDs -- in those days, maybe VHR -- maybe  
 10 VCA -- whatever those letters are -- but that really  
 11 helped her children learn English. And as much as I  
 12 believe that it would be wonderful if I were able to  
 13 speak two languages, I don't want children to lose  
 14 whatever their first language is -- in this case,  
 15 maybe Spanish; but it doesn't necessarily need to be  
 16 Spanish -- I think it's really, really important  
 17 that we're looking at children in poverty; we're  
 18 looking at children with probably high levels of  
 19 learning disabilities; we're looking at children  
 20 with issues -- go on down the line -- that English  
 21 is their language; because they live in America at  
 22 the end.  
 23 So I'm hoping -- I'm just giving you that  
 24 little thought, that maybe you could share with  
 25 parents; because I think it's important that



<p style="text-align: right;">Page 94</p> <p>1 children not only keep their language, but they have  2 to learn English, because they are so disadvantaged  3 when they come into kindergarten as five-year-old --  4 you know, five years old, and they're already two  5 years behind, that's truly frightening. I think  6 it's a very frightening thing.  7 And I'm expecting that as you have these  8 children as kindergarteners, that they will make --  9 pretty much be proficient by the end of their  10 kindergarten year because of what you're going to be  11 doing, interventions you're going to be looking at,  12 special ed services, and the kinds of things you're  13 going to be doing.  14 And I guess I'll stop because we're going  15 over. But thank you.  16 THE CHAIR: So thank you for putting up  17 with us.  18 Any member of the public, including the  19 applicants, may submit written input following this  20 hearing.  21 Written comments can be sent to the  22 Commission via Charter.Schools@state.nm.us, mailed,  23 or hand-delivered. The details and addresses are  24 listed on the handout at the back of the room, which  25 I think is actually in the hallway. Make sure you</p>	<p style="text-align: right;">Page 96</p> <p>1 We're in recess.  2 (Proceedings in recess at 11:13 a.m.)  3 THE CHAIR: Thank you. And welcome.  4 We are out of recess, coming back for our  5 second Community Input hearing. And I just -- I'm  6 sorry. I have to just double-check the name,  7 because I want to get it right for the record. I  8 know I've got it handy somewhere.  9 Here we go. Okay. And we are here today  10 to hear from Altura Preparatory School.  11 (A discussion was held off the record.)  12 THE CHAIR: Okay. I just have to get  13 through this.  14 This meeting is being conducted pursuant  15 to New Mexico Statutes Annotated Title 22,  16 Section 8B-6J, 2009. The purpose of these Community  17 Input Hearings that will be held on July 20th, 2017,  18 is to obtain information from the applicants and to  19 receive community input to assist the Public  20 Education Commission in its decision whether to  21 grant the proposed charter applications.  22 According to this section of the law, the  23 Commission may appoint a subcommittee of no fewer  24 than three members to hold a public hearing.  25 According to law, these hearings are being</p>
<p style="text-align: right;">Page 95</p> <p>1 identify the school you're commenting on in the  2 drop-down menu; obviously, that's online.  3 Please note that any written input must be  4 received by no later than 5:00 p.m. on the third  5 business day following the hearing on the  6 application on which you -- on which you wish to  7 comment, which makes it the 23rd, which --  8 MS. POULOS: Is a Sunday.  9 THE CHAIR: -- is a Sunday; so it would be  10 the 24th; Monday, the 24th. I'm sorry. It says the  11 25th. Sorry. The 25th. Yeah.  12 DR. SCOTT HUGHES: Next -- close of  13 business?  14 THE CHAIR: Close of business, yeah.  15 And the Public Education Commission will  16 meet in Santa Fe on September 1st, 2017, to render  17 their decision on approval or denial of this and  18 other new charter school applications.  19 So once again, we thank you very much for  20 all the time and the effort that you have put into  21 this. Thank you.  22 DR. SCOTT HUGHES: Thank you very much to  23 you, Madam Chair, and members of the Commission. We  24 really appreciate your consideration.  25 THE CHAIR: Thank you. We appreciate it.</p>	<p style="text-align: right;">Page 97</p> <p>1 transcribed by a professional court reporter.  2 The total time allocated to each  3 application is 90 minutes, which will be timed to  4 ensure an equitable opportunity to present  5 applications.  6 During the hearing, the Commission will  7 allow for community input about the charter  8 application. The time for public comments will be  9 limited to 20 minutes. If you wish to speak  10 regarding the application, please sign in at least  11 15 minutes before the applicant's presentation.  12 Please be sure that you indicate on the sign-up  13 sheet whether you are here in opposition or support  14 of the charter school.  15 The Commission Chair, based on the number  16 of requests to comment, will allocate time to those  17 wishing to speak. If there are a large number of  18 supporters or opponents, they are asked to select a  19 speaker to represent common opinions.  20 We will try to allocate an equitable  21 amount of time to represent the community's -- the  22 community accurately.  23 The Commission will follow this process  24 for each of the hearings:  25 The Commission will ask each applicant or</p>

<p style="text-align: right;">Page 98</p> <p>1 group to present at the table in front. They will 2 be given 20 minutes to present their application in 3 the manner they deem appropriate. 4 The Commission will not accept any written 5 documentation from the applicant; but the applicant 6 may use exhibits to describe their school, if 7 necessary. However, the setup time for exhibits, 8 et cetera, will be included in the 20 minutes. 9 Following the applicant's presentation, 10 the school district representatives, which includes 11 the superintendent, administrators, or board 12 members, will be given 10 minutes to comment. 13 Subsequently, the Commission will allow 14 20 minutes for public comment, as described above. 15 Finally, the Commission will be given 16 "blank" minutes to ask questions of the applicant. 17 So for the record, if you will please 18 state the name of your school, the names of the 19 founders of the school, and any other person who is 20 here today on behalf of your school, that will be 21 part of the 20-minute presentation. Okay. 22 MS. LISSA HINES: So it's Casey Deraad, 23 Jackie Cusimano, Chamiza -- 24 THE CHAIR: Hold on. You're going to have 25 to spell the last names.</p>	<p style="text-align: right;">Page 100</p> <p>1 founding board and give you an overview of our 2 school and program. 3 Our board members are Casey Deraad of 4 Kirtland Air Force Base; Jackie Cusimano, 5 Albuquerque Public Schools Special Education 6 teacher; Chamiza Pacheco de Alas, attorney and 7 project manager for the UNM Health Sciences Center. 8 Christine Sargent of New Classrooms; Pamela Scanlon, 9 Financial Director at Albuquerque Academy; and 10 Patrick Barnes of Sandia National Laboratories. And 11 Dr. Robert Wilson of New Mexico Orthopaedics will 12 not be able to be with us today. 13 And if all of you are in support -- those 14 of you in support of Altura Preparatory School, 15 would you mind standing? Thank you. 16 (Reporter requests clarification.) 17 MS. LISSA HINES: Lissa Hines. I'm sorry. 18 My apologies. 19 Meaghan Stern and I are the proposed 20 school leaders, and we have both led schools, and 21 our founding board of trustees believes that we have 22 the capacity to implement the program outlined in 23 our Altura Preparatory Charter Application. 24 Throughout this presentation, we will be 25 explaining our core values to you. In our research</p>
<p style="text-align: right;">Page 99</p> <p>1 THE REPORTER: All the names. 2 MS. LISSA HINES: Okay. I'm sorry. It's 3 Altura Prep, A-L-T-U-R-A, P-R-E-P. And the first 4 board member is Casey Deraad. C-A-S-E-Y, 5 D-E-R-A-A-D. 6 Jackie Cusimano, J-A-C-K-I-E, Cusimano, 7 C-U-S-I-M-A-N-O. 8 Chamiza Pacheco de Alas. C-H-A-M-I-Z-A, 9 P-A-C-H-E-C-O, space, D-E, space, A-L-A-S. 10 Christine Sargent, C-H-R-I-S-T-I-N-E, 11 Sargent, S-A-R-G-E-N-T. 12 Pam Scanlon, P-A-M, S-C-A-N-L-O-N. 13 Meaghan Stern, M-E-A-G-H-A-N, Stern, 14 S-T-E-R-N. 15 And Lissa Hines. L-I-S-S-A, H-I-N-E-S. 16 THE REPORTER: Thank you so much. 17 THE CHAIR: So you can start. Just so 18 that you know, Beverly is timing; but I'll kind of 19 give you how much time you've got left. 20 (Reporter requests clarification.) 21 MS. LISSA HINES: Okay. Good afternoon, 22 Madam Chair and members of the Public Education 23 Commission. Thank you for the opportunity to speak 24 to you today. 25 I would like to begin by introducing our</p>	<p style="text-align: right;">Page 101</p> <p>1 and learning process, we found that there are 2 significant differences in the quality and number of 3 educational opportunities for students in different 4 parts of Albuquerque. Right now, in our city, a 5 student's ZIP code, in large part, determines his or 6 her educational outcomes. 7 In Southeast Albuquerque, approximately 8 4,000 elementary school students attend a D- or 9 F-rated school. Only one third of those students 10 are on grade level in reading, and about a quarter 11 of those in math. 12 This is a reality. But when we talk to 13 our kids, they tell us they want to be engineers, 14 doctors, lawyers, marine biologists. How many of 15 these professions can they be without demonstrating 16 proficiency in reading, writing, math, or science? 17 We want our school building to be filled 18 with joyful, curious, empathetic, community-oriented 19 kids. If we focus on what truly matters, great 20 academics and social-emotional learning, they will 21 be that way for the rest of their lives. 22 MS. PAMELA SCANLON: And I'm Pam Scanlon. 23 87108 has the second highest poverty rate of any ZIP 24 code in the City of Albuquerque. It also has one of 25 the highest rates of illness, injury, and childhood</p>

<p style="text-align: right;">Page 102</p> <p>1 trauma. Many organizations and entities have pooled 2 their resources over the years in support of 3 families in Southeast Albuquerque, and in the 4 International District, in particular. 5 There are health clinics; there are -- 6 there is support for families that are experiencing 7 homelessness; and there's resources for foster 8 youth. In spite of all of this, though, educational 9 outcomes and educational attainment is still not as 10 highly ranked as it is in other areas of the city. 11 Altura Prep is founded on the belief that 12 while poverty may be a factor in a child's life, it 13 should not determine or limit his or her life 14 opportunities or experiences. 15 If you want to do what's right for 16 Albuquerque's children, and that means all the 17 children here, the family income and where they live 18 shouldn't determine the quality of education that 19 they receive. 20 MS. LISSA HINES: Lissa Hines. 21 Altura Prep's mission is to prepare all 22 students to be successful personally and 23 academically, and to be agents of their own 24 education. Students will be prepared to seek 25 opportunities, persevere through challenges, and</p>	<p style="text-align: right;">Page 104</p> <p>1 Our organization model places a focus on 2 student learning and instruction. Our Director of 3 Academics focuses on ensuring that all teachers are 4 able to be their best selves in the classroom and 5 that each teacher is able to serve all of their 6 students well so that their students are able to 7 develop the skills that they need in order to be 8 successful in their future endeavors. 9 MS. MEAGHAN STERN: And I'm Meaghan Stern, 10 a member of the founding team. 11 Our second core belief is that teacher 12 specialization delivers effective instruction. And 13 the unique feature of Altura Prep's instructional 14 model is that teachers in each grade level 15 specialize in a given content area so that they can 16 best focus on that content and deliver the best 17 possible instruction and learning for their 18 students. 19 We have core content areas of English 20 language arts, mathematics, and a STEAM social 21 studies project-based learning class. We ask 22 students currently in the current context to be 23 really deeply familiar and deeply engaged with the 24 material and apply their knowledge across a variety 25 of areas. And to do that, a teacher needs to have</p>
<p style="text-align: right;">Page 103</p> <p>1 succeed at high levels in middle school, high school 2 and post-secondary pursuits. 3 Altura Prep is based on eight core beliefs 4 that are the foundation for our school. Based on 5 research and practice, proven strategies have shown 6 to improve outcomes for all children, including 7 those from high-need areas. 8 MS. JACKIE CUSIMANO: Jackie Cusimano. 9 Our first core belief is that quality 10 teachers deliver quality results. We believe that 11 the quality of teachers delivering daily instruction 12 directly impacts how successful our students will 13 be. 14 Research has shown that a great teacher 15 can impact a student up to three years after that 16 student has left their classroom. And research has 17 also shown that if a -- if a student receives three 18 years of strong teachers, they are going to be 19 25 percent more successful and higher achievement 20 rates three years following those three years. 21 Beyond recruiting and hiring strong 22 teachers, we plan to invest heavily in professional 23 development that supports each Altura Prep teacher 24 as they grow as instructors and as leaders in Altura 25 Prep.</p>	<p style="text-align: right;">Page 105</p> <p>1 the time, the energy, the focus, and the ability to 2 plan really structured and engaging and thoughtful 3 lessons in each content area. 4 Schools across the city and across the 5 country ask teachers to be generalists. They teach 6 four to five -- especially non-elementary schools -- 7 they teach four to five lessons every day that they 8 plan for, they find texts for, they differentiate 9 for. They teach; they figure out what their 10 students know; and then they do it all again for a 11 different content area. 12 At Altura Prep, a teacher focuses on one 13 instructional area -- one or two instructional 14 areas, and really, thoughtfully, is able to plan out 15 what their student needs in order to best grow in 16 that area. And this allows teachers to see trends 17 in student learning, to build relationships with an 18 entire grade level, so that students have at least 19 three adults that they learn from and interact with 20 every single day, so that we have a strong, 21 supportive school community. 22 MS. CHRISTINE SARGENT: Christine Sargent. 23 Our third core belief is that all students 24 deserve personalized learning. In our conversations 25 with family and community leaders across</p>

<p style="text-align: right;">Page 106</p> <p>1 Albuquerque, and particularly in our target ZIP code                  2 of 87108, we have repeatedly heard that what parents                  3 want for their children is a safe, supportive school                  4 environment that acknowledges different learning                  5 needs.                  6 We believe that one of the best ways to                  7 meet the needs of every student is through                  8 personalized learning.                  9 Personalized learning, at Altura Prep, is                  10 based on the idea that we, as a school team, will                  11 figure out what each child needs to succeed                  12 academically, based on where they are currently.                  13 The structures and vehicles for                  14 personalized learning will include:                  15 Strong relationships between teachers and                  16 students, regular and purposeful small-group                  17 instruction, individual conferencing with each                  18 student, technology applications to practice skills                  19 at different levels, and a regular practice of                  20 looking at a wide variety of student data.                  21 At Altura Prep, students will have more                  22 time in small groups with their teacher and their                  23 peers working on skills they most need to develop in                  24 a given content area. They will conference with                  25 their teachers regularly, have chances to work on</p>	<p style="text-align: right;">Page 108</p> <p>1 through weekly Town Hall assemblies, R.E.A.C.H.                  2 lessons for each grade level to provide an                  3 opportunity for teachers to support students in                  4 demonstrating the core values, daily morning                  5 meetings, and closeout blocks to provide students                  6 and teachers time to reflect on each of their                  7 individual academic and character goals, and regular                  8 Altura Prep character report cards to really foster                  9 the communication between students and parents in                  10 demonstrating that these R.E.A.C.H. values should be                  11 happening in the classroom and at home, and keeping                  12 those lines of communication open.                  13 MS. PACHECO DE ALAS: Hi. I'm Chamiza                  14 Pacheco de Alas. And thank you for being here this                  15 afternoon.                  16 COMMISSIONER ARMBRUSTER: Speak a little                  17 louder.                  18 MS. PACHECO DE ALAS: Chamiza Pacheco de                  19 Alas. And thank you for being here this afternoon.                  20 So our fifth standard is that families are                  21 our most important partner. Our fifth core belief                  22 is that families are our most important partner.                  23 Those of us who are parents or who were parented by                  24 people like that know how important that is.                  25 We believe that when families, schools,</p>
<p style="text-align: right;">Page 107</p> <p>1 projects that develop their 21st Century skills.                  2 Our students will learn to exercise choice                  3 in learning opportunities through Genius Hour, where                  4 they will direct their own projects and have the                  5 opportunity to present to peers and their community                  6 more broadly.                  7 At Altura Prep, the teachers and staff                  8 create partnerships with students and families in an                  9 effort to best support each child's individual                  10 learning journey.                  11 Our fourth core belief is that character                  12 development is crucial. Our mission is to prepare                  13 all of our students to be successful, both                  14 academically and personally. We talk a lot about                  15 raising children and students who are productive                  16 community members. In order to do this, we                  17 intentionally build in opportunities for our                  18 students to learn and demonstrate our core values                  19 and other essential noncognitive skills, mindsets,                  20 and habits each day and week.                  21 We will weave our R.E.A.C.H. values of                  22 Responsibility, Empathy, Agency, Curiosity, Hard                  23 work, and Humor, into our school schedule, and will                  24 integrate them into regular conversations with                  25 students, teachers, and families. We'll do that</p>	<p style="text-align: right;">Page 109</p> <p>1 and communities come together to help children,                  2 children tend to do better in school.                  3 Altura Prep families will have the                  4 opportunity to invest in the success of their                  5 children and to be engaged in their learning, and                  6 will be provided with the ongoing communications,                  7 tools, and experiences they need to be active                  8 partners in their children's education.                  9 Home visits, monthly parent coffees, phone                  10 calls, and communications journals, and regular                  11 school newsletters are just some of the tools that                  12 will be utilized to make sure that parents are able                  13 to engage in their children.                  14 Monthly events, such as Family Literacy                  15 Night, STEAM Night, Math Night, Genius Hour, and                  16 Expositions of Learning will provide families with                  17 the tools they need to support the academic and                  18 social-emotional growth of their children.                  19 Throughout the year, intentional family                  20 experiences will be created so that the parents can                  21 experience a day in the life of their child. So                  22 they'll visit a local college campus, or they'll                  23 attend a family night at a local museum. These                  24 hands-on learning processes for the entire family                  25 build shared experiences, and they create beautiful</p>

<p style="text-align: right;">Page 110</p> <p>1 lasting memories for families. And they're  2 experiences that many of these families might not be  3 able to afford without them being presented to them  4 in a school environment.  5 Our sixth core belief is that data drives  6 all decisions. This happens at all levels at  7 Altura Prep, from instruction and student-level  8 outcomes, to leadership-level outcomes, to  9 board-level and evaluation and outcomes.  10 We will regularly gather student data  11 through formal and informal assessments, and  12 teachers and school leaders will use this to  13 identify students' specific learning needs to create  14 groups for the different rotations and intervention  15 accelerations, and to provide families with regular  16 process updates.  17 So each child is really getting an  18 individualized education, and each parent knows  19 what's going on with their child.  20 We'll set aside days in the weekly and  21 yearly schedule to allow teachers to have time to  22 analyze the student work and data to best plan what  23 the students need to grow. And this time --  24 everyone in my family is in education; so the time  25 to do that analysis will be key -- except me.</p>	<p style="text-align: right;">Page 112</p> <p>1 Our seventh core belief is a diverse  2 learning environment fosters a strong community. At  3 Altura Prep, we believe that education should be  4 equitable and that all children deserve the same  5 opportunities and expectations. Students across  6 Albuquerque, regardless of their socioeconomic  7 status or their ZIP code, have a right to a quality  8 education. We will actively recruit a student body  9 from a wide range of experiences and backgrounds,  10 because we believe that diversity across the student  11 population will help to prepare all of our students  12 for a future in which diversity is the norm.  13 We are committed to a very strong outreach  14 program, which will be directed at a broad array of  15 families and students throughout the city, with an  16 eye toward serving students in our target area of  17 the Southeast Heights; the International District,  18 in particular. We believe that this is a critical  19 part of our mission and that it will support our  20 school team with serving a broad and diverse  21 population of students in Albuquerque well into the  22 future.  23 MS. CASEY DERAAD: Hello. Thank you,  24 Madam Commissioner and Commission.  25 I'm Casey Deraad, the one with the double</p>
<p style="text-align: right;">Page 111</p> <p>1 It is our belief that Altura Prep -- that  2 students are more engaged when they are able to know  3 the end goal, what they did, and the actions they  4 can take to improve. So students are going to set  5 goals with their teachers during ELA and Math Walk,  6 and they'll be able to communicate these goals to  7 their teachers and families in conferences. And if  8 you were to come visit, the goal would be that they  9 can communicate their goal and their steps in the  10 goal to you which, as a mom, I think is really an  11 invaluable skill.  12 We also commit to demonstrating the belief  13 that data drives decisions at the leadership and  14 board levels of the school. Our school leader and  15 board evaluation process will include holistic  16 measures of the school with multiple metrics. We  17 believe that we need clear and current data in order  18 to make the best decisions about academics,  19 organization, finances, and leadership.  20 And so the school remains a strong  21 organization, a bedrock in the community, and so  22 we're able to support high levels of student  23 achievement and success.  24 Thank you.  25 MS. PAMELA SCANLON: Pam Scanlon again.</p>	<p style="text-align: right;">Page 113</p> <p>1 A's.  2 Anyways, our eighth core belief is,  3 "Structure and joy make achievement possible."  4 We believe in creating a positive and  5 joyful community where every child feels safe to  6 take academic risks. As an engineer, that's very  7 important that the students have that. We operate  8 under the premise that every instructional minute is  9 precious and maintain high behavioral expectations  10 for every individual at Altura Prep. We sweat the  11 small stuff and make structure and culture a  12 priority. And that's both academically --  13 THE CHAIR: There's five minutes.  14 MS. CASEY DERAAD: Pardon?  15 THE CHAIR: There's five minutes.  16 MS. CASEY DERAAD: Oh, okay.  17 Both academically and socially. And these  18 structures include -- we have a teacher summit -- a  19 teacher summer institute. And that's where the  20 teachers have 13 days prior to the first week --  21 first day of school, where they grow as a team  22 through learning, practice, giving and receiving  23 feedback, and preparing for a strong year.  24 We have two half- -- a kindergarten  25 academy, where the kindergarteners come a couple of</p>

<p style="text-align: right;">Page 114</p> <p>1 days early and get used to the routine.  2 Student orientation is the first week of  3 school, where the -- it allows the teachers to build  4 culture and ensure the students understand  5 expectations, solidify systems and routines and get  6 ready for that personalized instruction.  7 There's morning meetings, as discussed,  8 and "Daily Chants and Cheers"; and, on Friday  9 afternoons, the weekly Town Hall, in which all  10 the -- they celebrate the students who have  11 performed and met their goals.  12 MS. MEAGHAN STERN: Meaghan Stern, to  13 close.  14 We know that it's critical to create a  15 compelling mission and rigorous academic goals. And  16 a high-quality school needs these essential  17 components.  18 We also recognize that a great school has  19 to be a great organization. It has to be  20 effectively managed and held accountable toward  21 reaching those lofty and ambitious academic metrics.  22 It's the dream of this community that we  23 have a great school. And we know that a dream  24 without a plan is just a wish. And we're a group of  25 planners; and we like to know what's coming up, and</p>	<p style="text-align: right;">Page 116</p> <p>1 So we applied through a really highly  2 competitive process for a grant from an organization  3 called New Schools Venture Fund, which is a national  4 organization that funds innovative school programs  5 across the country. And their mission is to  6 reimagine public education through powerful ideas  7 and passionate entrepreneurs so that all children,  8 especially those in underserved communities, have  9 the opportunity to succeed.  10 This was a natural fit with our mission  11 and our desired outcomes for our students in an  12 underserved area, and it matches up with actually  13 what we heard from the Commission the other day at  14 the Charter School Leadership Conference, that we  15 want charter schools to be hubs of innovation that  16 can share practices across schools and across  17 communities, so that all children can be successful.  18 So through this great process, we were  19 actually the first school in New Mexico to  20 receive -- or -- excuse me -- first proposed school  21 in New Mexico to receive funding, a \$215,000 grant  22 from the New Schools Venture Fund.  23 And as a result, we are able to send  24 members of our founding team to ongoing professional  25 development to help us refine our proposal, hone our</p>
<p style="text-align: right;">Page 115</p> <p>1 we like to know how we're going to get there.  2 And the key for ensuring that the school's  3 plan for implementation comes to fruition is a  4 strong planning year, a strong Year Zero. And the  5 planning year is critical for creating the systems  6 and setting the foundation for the school to be  7 academically and organizationally successful.  8 In our capacity interview, one of the  9 questions that we were asked, and that all  10 applicants are asked, is, "How are you going to open  11 the school without federal start-up money?"  12 And knowing this, we have put together,  13 hopefully, a plan that will help us be successful in  14 our founding year, or in our start-up year, that's  15 with money that will allow us to execute some of the  16 tasks that we need to execute in order to open for,  17 hopefully, 198 students on our first day of school.  18 We learned from the Native American  19 Community Academy, as the charter organization from  20 a couple of districts, Las Cruces and the  21 Albuquerque Public Schools, actually, that new  22 schools and new programs, to do them well, take  23 start-up funds. And all of these organizations  24 provided the model for seeking funding for those  25 start-up processes.</p>	<p style="text-align: right;">Page 117</p> <p>1 skills, and open our school with the best possible  2 team we can put together for our students.  3 And because we're a school that's by the  4 community and for the community, we're looking,  5 also, obviously, to build up our roots in New Mexico  6 and make sure that we are dedicated and determined  7 to serve the kids in the community that we have put  8 our school building in.  9 We believe that our application and our  10 founding team have the ability to be a solidly  11 governed and solidly managed organization and a  12 high-quality school option for families in Southeast  13 Albuquerque.  14 We know right now that many of our  15 students are living with the consequences of a  16 public education system that has determined their  17 opportunities based on their neighborhood; that's  18 how it's set up. And that's great.  19 And we think all kids should be able to  20 live near a school that does what they need it to do  21 for them, and that they can get to easily, and that  22 they can go, and the families can feel confident  23 that their kids get the outcomes that they deserve,  24 and not just because of where they live.  25 THE CHAIR: Thank you. So five seconds</p>

<p style="text-align: right;">Page 118</p> <p>1 left; because she was moving pretty fast there at 2 the end. 3 I had shades of living "Back East." 4 Thank you. 5 MS. MEAGHAN STERN: Thank you. 6 THE CHAIR: Is there -- we will now move 7 to the Public Comment -- I'm sorry. Is there anyone 8 here from Albuquerque School District? 9 Okay. We'll now move to the Public 10 Comment. And do we have -- oh, here it is. All 11 right. 12 All right. We have seven people that have 13 signed up on various pieces of paper to speak. 14 So everyone will have around three 15 minutes, if you wish. 16 So the first one on my list is Lisa 17 Versie. 18 You're going to have to come forward so 19 that -- 20 COMMISSIONER ARMBRUSTER: This is not 21 taking your time. We don't count moving. 22 THE CHAIR: Good morning. 23 FROM THE FLOOR: Thank you for inviting me 24 to speak. I was hoping and praying I would not be 25 the first one standing here.</p>	<p style="text-align: right;">Page 120</p> <p>1 sure not to spend -- we made sure we spent money to 2 make sure she had the best education, like private 3 tutoring, Kumon, and outside school support. It 4 just made me grateful we had the opportunity to be 5 able to afford to do that for our child. 6 To me, a quality school has all students 7 in school with areas they need most support. If 8 Samantha would have went to Altura Prep, I believe 9 it would have made a more supporting need for her, 10 especially in math. 11 Right now, she's receiving special 12 education support to support her in math. While I 13 know she would have done well, I cannot help but to 14 think it would have been more early on if she would 15 have went to Altura Prep. 16 I know I'm not the only parent from a 17 hard-working family who believe that their child 18 deserves the very best educational options. I know 19 that I'm fortunate to have the opportunity to spend 20 our money on education support, because we have, in 21 order to provide the best for her. I believe that 22 all children should have the opportunity to have the 23 best, even if they do not have the money. 24 Knowledge is power. Altura Prep is a 25 quality school to have our future leaders succeed in</p>
<p style="text-align: right;">Page 119</p> <p>1 THE CHAIR: Could you identify yourself 2 for the record? 3 FROM THE FLOOR: Okay. Good morning. My 4 name is Lisa Versie. My husband and I just 5 celebrated 24 wedding anniversaries; so we started 6 our family late in life. After our first daughter 7 passed away, our second daughter was a preemie with 8 some medical conditions. 9 We decided we were going to do whatever it 10 took to make sure she had a great life. So Samantha 11 is our only child. She currently is a student at 12 APS. We wanted the best for her, something that we 13 strive to her to work hard and achieve her very 14 best. 15 We moved here when my husband had a career 16 opportunity to move here to Albuquerque, New Mexico. 17 We based our move on our school opportunity. There 18 was really, like, one or two options, and we wanted 19 her to go to a quality school. 20 It would have been very nice for our 21 daughter to have more strong support early in 22 school, especially in math, because she was having a 23 tough time. We also wanted her to be -- okay. Hold 24 on. 25 We also wanted her to be nice and make</p>	<p style="text-align: right;">Page 121</p> <p>1 life. Thank you. 2 THE CHAIR: Thank you so much. 3 (Applause.) 4 THE CHAIR: Next on the list, I'm pretty 5 sure the first name is "Chris." The last name I 6 believe begins with an "S." And that's as far as 7 I'm going. 8 COMMISSIONER TOULOUSE: From now on, 9 please print and write legibly. 10 FROM THE FLOOR: Madam Chair, members of 11 the Commission, penmanship was never my strong 12 point. 13 With that, Christopher Saucedo. I am here 14 to speak in support. Frankly, I've known Lissa 15 Hines for many years as an educator. And when she 16 first talked to me about this, I was very excited. 17 I was very excited because it's kind of 18 where I am from. I come from a high school, public 19 school, Southern New Mexico, Southern Doña Ana 20 County, 98 percent Hispanic, 98 percent low-income, 21 more than 50 percent -- I don't know what it is 22 now -- but certainly, when I was there, more than 23 50 percent came from homes in which English was not 24 the language spoken. 25 I was blessed in that I did come from an</p>

<p style="text-align: right;">Page 122</p> <p>1 educated family. Many of my classmates did not have 2 that advantage. When we would talk in class, it was 3 very clear that we just had different ideas of what 4 education was and what it could be. 5 I see the Southeast part of Albuquerque as 6 having many of those same challenges, having many of 7 those -- the schools in that area having many of the 8 same challenges that my school had; and that is, 9 that there are many needs to address. 10 There are many kids you need to touch; 11 there are many kids who you're just trying to get to 12 the point that they will be able to have a good job, 13 because maybe they're just -- they're trying to 14 learn English for the first time; they're the first 15 to go to college. They have many other needs. 16 I think back, though, to some of my 17 classmates. And when I was here listening earlier, 18 I thought of a friend of mine, Eddie, which is kind 19 of funny, because he's now in his mid-40s. But he's 20 "Eddie." 21 Eddie was brilliant, absolutely brilliant. 22 But he had challenges, in that English was his 23 second language. He had a very strong accent. He 24 didn't quite understand all the instruction. But he 25 was so smart, and he still got good grades; not</p>	<p style="text-align: right;">Page 124</p> <p>1 charter applications and recommending approval or 2 denial. After leaving APS, I was a contractor for 3 PED, reviewing charter applications for a number of 4 years while I returned to the grass roots of working 5 with charter schools directly. 6 All of this to say I have read many 7 charter applications and have recommended both 8 approval and denial. 9 In the course of my work, I have also met 10 with a myriad of leadership teams. I am happy to 11 say the charters over the years I have recommended 12 for approval have gone on to have very successful 13 schools. As I've said to many potential schools, 14 the application may be difficult; but I assure you 15 that starting up and running a school is much more 16 difficult. 17 As you're probably aware, Altura obtained 18 the highest score in history on their charter school 19 application. In addition to their application, the 20 leadership team has a track record of success in 21 Oakland, California and in Tennessee, with the same 22 challenging populations they hope to serve in 23 Albuquerque. 24 The opportunity of having STEM education 25 for K-through-5 students in New Mexico is very</p>
<p style="text-align: right;">Page 123</p> <p>1 great, good. But because of that, he was lost. He 2 was lost in the mix, because he wasn't a problem. 3 He was doing well; but he was also never at the top. 4 I saw Eddie a few years ago, and he's 5 doing good. But he's repairing buses. The truth 6 is, this guy is a brilliant mind, and that's being 7 wasted there. 8 I see this school as an opportunity for 9 kids who are doing well who have that potential to 10 be enormous contributors to the community and giving 11 them an option for something else. 12 So I am strongly in support. I thank you 13 for your time. 14 THE CHAIR: Thank you so much. 15 (Applause.) 16 Connie Dove. 17 FROM THE FLOOR: Good afternoon, 18 Madam Chair, Commissioners. I am Connie Dove, owner 19 and qualifying broker of Dove Property Advisors. I 20 represent and consult with a number of charter 21 schools across the state on facility issues, 22 management, and governance. 23 When I came to New Mexico in 2006, I was 24 in the charter school office of APS, overseeing the 25 37 charter schools there at the time, reviewing all</p>	<p style="text-align: right;">Page 125</p> <p>1 exciting. As many of you know, I helped open and am 2 also one of the directors of ASK Academy, a STEM 3 charter middle and high school in Rio Rancho. We 4 had a difficult time getting students caught up to 5 be able to do the rigor of STEM education. 6 Altura will prepare New Mexico students 7 for the rigor of middle and high school STEM 8 curriculum, and, eventually, post-secondary STEM 9 education for some, creating a pipeline of students 10 to fulfill the high-paying jobs in biomedical 11 sciences and engineering in New Mexico, contributing 12 to the future tax base, and filled by New Mexicans. 13 This is exciting for New Mexico; but it is 14 particularly exciting to target the low 15 socioeconomic areas Altura is proposing to serve. I 16 highly recommend and support the approval of 17 Altura Prep as a PEC-authorized charter school. 18 Thank you very much. 19 (Applause.) 20 THE CHAIR: Joe Lujan. 21 FROM THE FLOOR: Is here fine? 22 THE CHAIR: Yeah, that's fine. 23 FROM THE FLOOR: Hi. I'll be brief. 24 Sounds like there's a whole lot of support for 25 Altura Prep. I'll be brief so we can hear from</p>



1 everybody.

2 I'm Joe Lujan, a lifelong New Mexican here  
3 in support of Altura Prep. I'm also a Board member  
4 for Excellent Schools New Mexico, and our board is  
5 in unanimous support of this endeavor.

6 It's fantastic to have two New Mexicans  
7 come back that have had such great track records and  
8 come back and try to get back to New Mexico and  
9 New Mexico kids. And we couldn't be more excited  
10 for -- for the opportunities that these kids might  
11 have.

12 And so I would urge you guys to approve  
13 the charter school. And, again, we're in full  
14 support of it, and we'll lend any support that we  
15 possibly can to help in their endeavor.

16 So thank you.

17 THE CHAIR: Thank you.

18 (Applause.)

19 Bill Keleher.

20 FROM THE FLOOR: Good afternoon. Thank  
21 you very much. I, too, will be brief.

22 And I'm -- I grew up -- my name is Bill  
23 Keleher. I grew up in Albuquerque. I have raised  
24 my kids in Albuquerque. I've been practicing law  
25 here for 30 years. I've got a small business. And

1 the -- the management team, the board they've put  
2 together, it's -- it's a sure win. And I hope that  
3 you all agree.

4 THE CHAIR: Thank you.

5 (Applause.)

6 Maureen Gannon.

7 FROM THE FLOOR: Good afternoon, Madam and  
8 Commissioners, and thank you for this opportunity.

9 I just want to also extend my support for  
10 Altura. I've known Lissa for many years, Lissa  
11 Hines. She was -- I have three boys who were  
12 educated through the Albuquerque Public School  
13 system. And Lissa was their teacher for many years,  
14 and then a mentor to my children even afterwards.

15 And they attended New Mexico State, and  
16 all are thriving beyond our expectations, and I  
17 think Lissa had a lot to do with that. I also know  
18 Meaghan's father very well. I worked with him for a  
19 number of years. And I know that both are  
20 absolutely committed to -- you know, to the  
21 principles they've laid out, as well as raising the  
22 bar within Albuquerque.

23 And I think a charter school like this  
24 really -- its effects are not just within the  
25 community that it serves; but, really, is pervasive

1 this -- the reason I say that, I love Albuquerque.  
2 It's a great place. But I don't need to tell you  
3 everything is not going as well as it should in  
4 Albuquerque. And we could list all of the issues.

5 One of them -- or a lot of these, you  
6 trail it back and it comes back to education. And  
7 it can almost seem overwhelming if you read in the  
8 paper.

9 This is a chance to take a small step in  
10 an underserved part of Albuquerque and help that  
11 small population have the chance they deserve, a  
12 chance at a good education with the STEAM  
13 curriculum, you know, Science, Technology,  
14 Engineering, Arts, Math, all of those things. Put  
15 them all together, and you're going to do better.

16 You just -- you need that -- that base,  
17 and need a chance for the kids to have a chance.

18 You know, it's a little late for me to go  
19 into engineering. And thank goodness I don't need  
20 to; but it would be too late. But these kids, they  
21 have the chance now. Or we can give them the chance  
22 now and build a better Albuquerque one student at a  
23 time, and just -- you know.

24 And when you hear that presentation, when  
25 you hear about their application, when you look at

1 through -- through all of the educational system in  
2 Albuquerque and across New Mexico.

3 So I just want to lend my support and tell  
4 you guys what a great job you've done so far. The  
5 materials I've received, the organization, the --  
6 you know, the process, the well-thought-out steps, I  
7 haven't seen anything like that before.

8 So I appreciate very much being a part of  
9 this. So thank you.

10 (Applause.)

11 THE CHAIR: Thank you. How much time do  
12 we have left?

13 MS. POULOS: Eight minutes.

14 THE CHAIR: There's eight minutes left.

15 There's one person that put a question mark next to  
16 whether they wanted to speak; so -- and I think it's  
17 a "Joe." I'm not exactly sure.

18 FROM THE FLOOR: It's me. Shall I speak?  
19 Yeah. So my name is Sue Rzendzian,  
20 R-Z-E-N-D-Z-I-A-N. I come from a public school  
21 background. One of my children went to the public  
22 schools here in Albuquerque. I feel like he fell  
23 through the cracks a little bit, and my daughters  
24 attended Albuquerque Academy.

25 I've known Meaghan from Albuquerque

<p style="text-align: right;">Page 130</p> <p>1 Academy. I know several of you from there. After 2 working at the academy for 20 years, I am now the 3 Development Director for a nonprofit called 4 "Saranam." 5 I'm not sure if you're familiar with 6 Saranam; but we serve homeless families. And our 7 approach is we put them in a community where they 8 live together for two years while we increase their 9 education and their community and their life skills. 10 And it's a two-generational approach. So 11 we also give academic support to the children. We 12 have an on-site children's center. A school like 13 this -- as we're looking at expanding, we looked at 14 this at the board meeting last night. When we look 15 at different sites -- because we need 50 units 16 instead of 20 for expansion. We look at the schools 17 and they all have D and F, D-and-F ratings. 18 Our children will be living there. If our 19 children -- we're fortunate, because we can give 20 them the academic support on site. We give them 21 tutoring; we give them enrichment skills. However, 22 if we had schools like this to partner with, the 23 progress our children could make would be 24 tremendous. 25 As you know, children who come out of</p>	<p style="text-align: right;">Page 132</p> <p>1 their classroom in a way that I was thrilled to see. 2 So they're investing in professional development and 3 have an extensive plan for making that come to the 4 forefront. 5 They also are putting project-based 6 learning and STEAM initiatives into their work in a 7 way which prepares our students now in a really 8 exciting way. My kids got the most excited about 9 project-based learning in my classroom. 10 But it also prepares them for 11 opportunities later on, because we know that careers 12 are growing in STEAM. 13 The other thing that I love about this 14 organization and group of individuals that are 15 coming together, they provide a healing that I see 16 and an opportunity in New Mexico that I think is 17 really, really unique. 18 So I, actually, am from Los Angeles -- 19 which I'm going to expose myself as not being as 20 deeply rooted. But the reason that I came to 21 New Mexico is that I wanted to have an impact with 22 an outsider's perspective of what that would look 23 like. 24 Then I got here, and I saw the richness in 25 the communities and the incredible work that's being</p>
<p style="text-align: right;">Page 131</p> <p>1 homelessness academically are far, far behind. To 2 get this individualized attention and to work with 3 our parents would be incredible. 4 So, thank you. 5 (Applause.) 6 THE CHAIR: Thank you. Is there -- we've 7 got -- 8 FROM THE FLOOR: Sorry. I don't know. I 9 thought I signed up. 10 THE CHAIR: She can't help herself. 11 FROM THE FLOOR: I did. It's exciting 12 stuff. 13 Okay. Thank you, Madam Chair. Thank you, 14 Public Education Commissioners, for giving me the 15 opportunity to speak. Again I spoke a little bit 16 earlier. But I'll resay it. I'm Susan Estrada. I 17 work for Teach for America. I'm a board member of 18 Six Directions, and before being on staff with Teach 19 for America, I taught in Gallup, New Mexico. I 20 taught fifth-grade elementary school. 21 I'm excited to support Altura Prep because 22 they have an innovative model that I saw move things 23 in my classroom in a really, really phenomenal way. 24 Their unique model is incredible, and supporting 25 teachers and acting as if teachers were an asset to</p>	<p style="text-align: right;">Page 133</p> <p>1 done. And it changed me. It made me want to be 2 part of that. It also made me want to be part of 3 the immense healing that's possible. And I see a 4 plan for healing with this charter, which is one of 5 the main reasons I'm excited to stand with them. 6 The other thing that I really, really 7 respect about this group, in particular, you've 8 advised me personally in ways to be innovative and 9 to be strong and healthy as a board member. And I 10 see that you drive innovation. And I think that 11 this would be a, like, a wonderful investment for 12 innovation in our area. 13 So thank you. 14 (Applause.) 15 THE CHAIR: Thank you. 16 MS. FRIEDMAN: You've got four minutes. 17 FROM THE FLOOR: Good afternoon. I'm 18 Jeffrey Griffith. I'm currently a senior adviser to 19 the Dean of the School of Medicine and the 20 Chancellor of the UNM Health Sciences Center. 21 My wife, Barbara, and I have lived here in 22 Albuquerque for 35 years. During that time, I've 23 had a diverse set of experiences in education: Been 24 a faculty member at the School of Medicine for 25 35 years. I was the chairman of the Basic Science</p>

Page 134

1 Department for ten years, where every day, we were  
2 encountering students who had dreams of moving into  
3 professional careers in science and in health  
4 sciences. And for five years, I was the Executive  
5 Vice Dean of the School of Medicine, where I also  
6 oversaw the educational programs of the school.

7 In addition to that, I've been active at  
8 all levels of Science Fair, and I've seen the  
9 enthusiasm in young children and when they have  
10 those "ah-ha" moments, when they have this moment of  
11 discovery that I think really gives them experiences  
12 and confidence that last a lifetime.

13 Unfortunately, those types of experiences  
14 are all too uncommon for students in New Mexico. We  
15 all know about the poor ratings of a number of  
16 schools. We've heard about the challenges for the  
17 children in the International District, the low  
18 proficiencies in reading, in mathematics and so  
19 forth, stories about children like Eddie that have  
20 fantastic intellect, enthusiasm, but just did not  
21 have the appropriate preparation and provided  
22 barriers that never allowed them to achieve their  
23 real-life potential.

24 And reading about the children in the  
25 International District and some of those problems in

Page 136

1 had a -- they develop a -- a record of success and  
2 achievement. They're not intimidated by those  
3 specialties.

4 Clearly, the team, between the two  
5 co-founders, who are very experienced and  
6 accomplished educators who have done this at some  
7 level, their success with the scores that they've  
8 achieved on the charter application, their success  
9 in a national competitive environment to achieve  
10 funding, just shows clearly that they have a very,  
11 very high likelihood of success.

12 And with their success will go, likewise,  
13 the success and improved chances for these kids in  
14 the International District. I strongly support this  
15 and very respectfully, I will ask you to do the same  
16 thing.

17 THE CHAIR: Thank you very much.  
18 (Applause.)

19 Thank you. Your time is up. Before we  
20 start, we're just going to take a short break.

21 (Recess taken, 12:54 p.m. to 1:06 p.m.)

22 THE CHAIR: Okay. So we have  
23 approximately 40 minutes for our questions. We'll  
24 try to -- try to do well to keep to it.

25 But before we do -- and I didn't do this

Page 135

1 the schools, it's clear to me that these kids are  
2 highly at risk. And they not only need, they  
3 deserve, a better shot so that five years from now,  
4 ten years from now, it's not going to be a story  
5 like Eddie where the student could have been an  
6 engineer; they could have been a physician; they  
7 could have been all of these different professions  
8 that currently are under-represented with students  
9 that have come from the wrong ZIP code, that have  
10 the wrong socioeconomic background.

11 And having read through the charter of the  
12 Altura Preparatory School, I think this provides a  
13 bold intervention to help these kids. The mission,  
14 which is to provide an inclusive and comprehensive,  
15 student-centered curriculum, where all students can  
16 succeed, to focus on science, technology, energy,  
17 arts, mathematics, in a -- an environment that also  
18 encourages personal accountability, personal  
19 achievement, and where a standard goal is that by  
20 the third grade, all students will be at proficiency  
21 levels, at expected levels, both in reading and  
22 math, which is so critical for students to develop  
23 the tools so that they're not falling behind, so  
24 that they -- they're exposed to science; they're  
25 exposed to all of these different areas, where they

Page 137

1 for the first one -- if we could just go around and  
2 briefly introduce ourselves so that people know who  
3 we are and what ZIP code we come from.

4 COMMISSIONER CRONE: I'm Tim Crone. I'm a  
5 lifelong higher education professor of Sociology and  
6 Anthropology in Texas, Kansas. And I've been at  
7 Northern New Mexico College for more than 40 years.

8 COMMISSIONER JOHNSTON: I'm Danielle  
9 Johnston, and I represent District 8 on the  
10 Commission. And I'm from ZIP code 81035; that's  
11 Torrance County, very needy county.

12 I taught and was an administrator for  
13 29 years in Torrance County and Moriarty and  
14 Estancia, at two charters. Head of School at  
15 East Mountain Charter High School and at Public  
16 Academy for the Performing Arts.

17 And I spent my last four years as the  
18 Education Superintendent for the Juvenile Justice  
19 System of Children, Youth & Families, working with  
20 the students who are committed to facilities, the  
21 teenagers. Very, very rewarding position; so...

22 COMMISSIONER ARMBRUSTER: And I am Karyl  
23 Ann Armbruster. I represent District 4, which has  
24 parts of everywhere, apparently: Santa Fe,  
25 Los Alamos, Corrales, Rio Rancho, some part of

<p style="text-align: right;">Page 138</p> <p>1 Albuquerque -- I don't know -- and Jemez.  2 So I have been a public education teacher  3 for 39 years. I started when I was five. And I've  4 always taught special education. I taught 22 years  5 in California and 17 years in Los Alamos. And I'm a  6 former AFT president. And I've been on this  7 Commission for --  8 THE CHAIR: Two -- three years.  9 COMMISSIONER ARMBRUSTER: Started in 2015.  10 THE CHAIR: Two-and-a-half years.  11 COMMISSIONER ARMBRUSTER: Yes. Have to  12 remember that.  13 THE CHAIR: Hard to keep track when you're  14 having fun.  15 I'm Patty Gipson. And I represent  16 District 7, which is all of Doña Ana County and a  17 smidgen of Otero County. I'm a lifetime educator,  18 history education; and I also did contract  19 enforcement for NEA.  20 COMMISSIONER PERALTA: Good afternoon. My  21 name is Gilbert Peralta. This is my seventh year on  22 the Commission. And I represent District 6 --  23 District 6, which is the Central and Southwest part  24 of the state.  25 COMMISSIONER TOULOUSE: I'm Carmie</p>	<p style="text-align: right;">Page 140</p> <p>1 Center, the majority of them living in that part.  2 We have Cambodians; we have Vietnamese; we have a  3 number of Cubans still registered in that area. So  4 it's a much more diverse area than the one we heard  5 this morning, which is this Downtown area. And it's  6 also -- has a much higher crime rate and a much  7 higher poverty rate and homeless rate.  8 And you're going -- where you want to work  9 with families, you may have a hard time finding  10 them. We run -- at the Center, we run Indian  11 programs for the students, mostly Indian-based; but  12 we have all kinds of kids who come into our Center  13 for programs. We used to do more till the State  14 quit funding us. But they're still supposed to.  15 The money just doesn't come through. We're still  16 waiting nine months since the award was given, and  17 we still have not received the money.  18 Now, there's a new Secretary of Indian  19 Affairs; so who knows if we'll ever get it. We've  20 been there 20 years, and we keep working. So I'm  21 well aware of what you're trying to do.  22 COMMISSIONER CABALLERO: My name is  23 Ricardo Carlos Caballero. I represent District 1,  24 which is West Albuquerque. A lot of my area is  25 towards -- towards the south, which is 81121 --</p>
<p style="text-align: right;">Page 139</p> <p>1 Toulouse. I am from ZIP code 87108. I represent a  2 good part of Albuquerque, the bulk of Albuquerque  3 and where the majority of charter schools are. And  4 your school would be in my district.  5 I am a long-time New Mexican. My family  6 goes back to the French fur trappers and traders.  7 And they weren't all literate; but we can trace  8 members in and out of here in the 1700s and on, and  9 maybe farther, if they'd all been able to write and  10 do something.  11 But I'm related to a good part of Northern  12 New Mexico and part of the South. So I tend to have  13 to recuse myself from a number of our votes.  14 But I'm -- my background is I was trained  15 as an anthropologist; but I decided to adopt, as an  16 adult. Both of my newborns were given to me at  17 birth.  18 Then I worked for 30 years in the Human  19 Services Department, am very familiar with  20 low-income. I am also on the Board of the  21 Albuquerque Indian Center, which is right in your  22 district. And I am aware of the population that is  23 out there. And I think you've underestimated what  24 it is when you do statistics.  25 We have 30 Indian tribes registered at the</p>	<p style="text-align: right;">Page 141</p> <p>1 87121; also, I don't think it's as bad as you-all's  2 area; but it's pretty comparable, a lot of poverty.  3 We have the highest immigrant population  4 now. That area had a lot of homeowners and also has  5 the highest foreclosure in the last five years. So  6 it is an area in flux because of that.  7 And I understand exactly what your  8 population is, as I lived through that myself. I'm  9 a retired teacher from higher education. Education  10 is my passion, and I love what all teachers are  11 doing in the public schools and in charter schools.  12 Charter schools are not going to go away.  13 I'm committed to the quality and to support. If  14 they're here, if they're authorized, we should  15 support and give them the resources to succeed. So  16 that's what I'm about.  17 COMMISSIONER RUIZ: And I'm Trish Ruiz,  18 and I'm the District 9 Commissioner, which is kind  19 of the right hand of the state, Union, Otero, Quay,  20 Harding, Chavez, Roosevelt, Curry, Eddie, and Lee  21 Counties.  22 THE CHAIR: Don't give us all the ZIP  23 codes.  24 COMMISSIONER RUIZ: I don't know the ZIP  25 codes except mine, 88240. I live in Hobbs. I am a</p>

<p style="text-align: right;">Page 142</p> <p>1 new Commissioner, and I am a counselor and Test  2 Coordinator for the Hobbs High School, and I'm just  3 excited to be here and to work with this Commission.  4 THE CHAIR: Okay. I started off the last  5 round. So I'll let someone else start off, because  6 I might have taken a little too much time. So I'll  7 let someone else start off.  8 COMMISSIONER CABALLERO: Yes.  9 THE CHAIR: Certainly.  10 COMMISSIONER CABALLERO: We all know, and  11 you described your population very well. And I got  12 a glimpse of what you want to do.  13 I lived through that type of environment.  14 And I know my parents couldn't help me after school.  15 They couldn't. They -- you know, they just didn't  16 have the education or the language to help me out.  17 So I was pretty much on my own.  18 I was very fortunate to have older  19 brothers. And immigrants would stick together. We  20 would help each other out, as we weren't hung up on  21 individualism. We -- we pretty much cooperated with  22 each other. That's very Mexican.  23 What -- what do you want to do with --  24 with your students that cannot really count on  25 parent help for -- for homework or for continuing or</p>	<p style="text-align: right;">Page 144</p> <p>1 the school day.  2 THE CHAIR: I want to say I applaud your  3 decision to concentrate the teachers' talents into  4 subject areas. That was a case that I actually had  5 to fight through labor court, because our school  6 district went after teachers that chose to do it  7 voluntarily, because they knew they wouldn't get the  8 support. They were doing it on their own.  9 And it was -- it was an ugly fight. So I  10 appreciate that -- that thoughtfulness that you put  11 into that; because I do think it -- yeah, students  12 are going to learn best when the talents are -- of  13 the teachers are concentrated best.  14 Commissioner Ruiz?  15 COMMISSIONER RUIZ: Okay. A couple of  16 things here. Some of the things I wanted to applaud  17 you on is, first of all, all the time and effort  18 that you put into your application. It's very  19 thorough, and I know that's time-consuming; so I  20 appreciate that.  21 A couple of things I noted, that -- I love  22 your belief system, your eight-step belief system.  23 I really like System Five, where you incorporate  24 family communications, and you have -- I believe  25 it's called Genius Night and Family Night, and that</p>
<p style="text-align: right;">Page 143</p> <p>1 supporting the kids' education?  2 MS. LISSA HINES: So I'll take that  3 question. You know, I think that it is the  4 responsibility of the school system to provide the  5 best -- in our case, what we are proposing is an  6 8:00-to-4:00 school day. The majority of what I  7 believe -- the learning that should happen should  8 happen at school, because you don't know what kids  9 are going home to at night and if they will get that  10 support.  11 I also believe that kids should have the  12 opportunity to, once they get home -- and, again,  13 this is all children -- they should have a chance to  14 be able to just have some downtime and explore  15 things on their own and play with Legos or go  16 outside and play with rocks and sticks, you know,  17 getting back to -- to being kids.  18 So I don't think that, as educators, that  19 we should be bombarding them with -- with the type  20 of homework that you're describing, where it's  21 really dependent on mom or dad or grandma or auntie  22 sitting next to them to get that done.  23 So, again, I think the best instruction  24 happens at school. And it's your responsibility, as  25 educators, to give them the best education during</p>	<p style="text-align: right;">Page 145</p> <p>1 you're planning on incorporating that, that very  2 crucial part of education, which is the family;  3 because you know as well as I do, a lot of kids  4 don't have that support. And so anything that you  5 can offer them is wonderful.  6 The other thing that I liked was your  7 extended calendar. The school this morning is doing  8 the same thing. I think that's wonderful. We are  9 on an extended calendar, an extended day, and it has  10 proven very beneficial.  11 I like Child Find, which is addressing  12 your kids with special needs and disabilities prior  13 to them ever arriving there. I think that's  14 wonderful that you look at the list of where they've  15 been expelled, or -- you know, if they've had  16 issues. I think that's a great thing that you're  17 doing.  18 Equally important is that you identify  19 your ELL students within the first 30 days,  20 especially because of where we live. That's very  21 vital for our kids who are in need of those  22 services. And, also, that you have a goal set to  23 have them grow one academic year. I think that's to  24 be applauded, and I hope that that really comes to  25 fruition.</p>

<p style="text-align: right;">Page 146</p> <p>1           Okay. And then there's two questions I 2 had. And one of them was -- and maybe the 3 Commissioners here can show that -- or clarify 4 that -- what district is this charter actually in? 5           THE CHAIR: APS. 6           COMMISSIONER RUIZ: APS. So within this 7 district, are there other charter schools, I mean, 8 right in that close proximity? 9           No? 10          COMMISSIONER TOULOUSE: Not elementary 11 schools. 12          COMMISSIONER RUIZ: Okay. 13          COMMISSIONER TOULOUSE: There have been; 14 but there are not now. I'm not sure about APS. 15 There is a high school on the far edge of it, the 16 Technology Leadership school. But in general, there 17 are schools -- you have to go to -- to get to 18 another elementary, you have to get down to Cien 19 Aguas, which was ours, or where MAS is. 20          COMMISSIONER RUIZ: And I'm not from here. 21 I'm from Hobbs. That was one of my questions I had, 22 is because there are a lot of charter schools 23 currently here in the Albuquerque area. So what 24 sets you apart from the other charters? And what do 25 you feel that you offer students, and, you know, the</p>	<p style="text-align: right;">Page 148</p> <p>1           doing it, and to continue learning from and sharing 2 with other schools. 3           And I think that's something that also 4 sets us apart is our kind of collaborative mindset 5 and willingness to learn at all levels of the 6 organization and push ourselves, from the student 7 level to the teacher level to the leader level to 8 the board level, and what is working and what is 9 great practice; because if we're successful at all 10 levels, it ultimately helps our students and our 11 community. That's what we're all about. And I 12 think that sets us apart, as well. 13          COMMISSIONER RUIZ: Okay. Thank you. 14          MS. MEAGHAN STERN: Thank you. 15          THE CHAIR: And you can -- I'm sorry if 16 this is in here; because I just don't remember. 17          Do you have a curriculum model that you're 18 going to use for your PBL? 19          MS. MEAGHAN STERN: So thank you for the 20 question. And, yes and no. To be completely 21 honest -- and I believe fully, anybody that knows me 22 knows that I'm about being honest and what's right 23 is right. 24          And so we are in the process of exploring 25 the different models of PBL that we will use. And</p>
<p style="text-align: right;">Page 147</p> <p>1           community, that's not currently being offered? 2           MS. MEAGHAN STERN: Thank you for the 3 question. And I think the thing -- as you said, 4 there are no current elementary school charters in 5 the general area that we're -- that we're hoping to 6 operate in and serve. So I think that sets us 7 apart, first. 8           The second is our model of teacher 9 specialization, where each teacher focuses on a core 10 content area, one or two core content areas that 11 they are the expert in, and that they teach to the 12 full grade level. So that's something that no other 13 school in that area -- and based on my research, and 14 who we've been able to talk to as a group, that -- 15 in the City of Albuquerque, where I think one or two 16 teachers may be working on that as their own kind of 17 pocket development, but not as a system-wide, 18 school-wide model. 19           The third thing that sets us apart is that 20 the elementary-school level, the focus on STEAM, 21 project-based learning and social studies 22 project-based learning. PBL is something that's 23 being done in other schools and has shown great 24 results, and we think that if it's working, we 25 should figure out ways to improve it and to continue</p>	<p style="text-align: right;">Page 149</p> <p>1           part of what's been great about our partnership and 2 our work with the New Schools cohort is that they 3 are able to push us and share with us models that 4 are working to serve similar populations. And so 5 that's what we're exploring right now. 6           THE CHAIR: Because I think one of the 7 biggest challenges is when you start to deal with 8 having to start to individualize instruction. So it 9 becomes way more challenging to hold onto that 10 model. And it is -- I think the challenge that we 11 often see is there's this misunderstanding between 12 PBL and hands-on. 13          MS. MEAGHAN STERN: Yes. And, if I may, 14 activities and projects are not the same as 15 project-based learning related to standards and 16 broken down to address specific skills and 17 competencies. I totally agree between you. 18          COMMISSIONER TOULOUSE: I just -- I had, 19 publicly, a comment more -- but it may require an 20 answer. 21          Your uniforms. Now, I'm absolutely in 22 favor of leveling the playing field and doing 23 uniforms. But I also know the population you are 24 targeting may not even have any money to buy them. 25 And I know you said you'll try to find lower income</p>

1 or what. But I know, again, at MAS, their  
2 Foundation provides the polo shirts for all of their  
3 kids, so there is not an issue.

4 They figure the kids can all get black  
5 pants; but the shirts -- because many of these kids  
6 are going to get their clothes at clothing banks and  
7 donated.

8 And I just -- have you thought about being  
9 able to fund the uniforms? Because it is a great  
10 idea, and I like it in schools. But the population  
11 you're serving is where my problem comes in.

12 MS. LISSA HINES: Absolutely. Again, I  
13 think we're in the middle of establishing a  
14 501(c)(3), so that we can have another board to help  
15 us with some of that fundraising that's going to be  
16 required.

17 And I -- and I agree with you 100 percent.  
18 Having taught at La Mesa Elementary School in the  
19 International District, I'm fully aware that we are  
20 going to have to provide clothing. And some of the  
21 things that we have explored -- and when we've  
22 talked to other high-performing charter schools  
23 around the country -- it's just, what are the  
24 systems that they have in place in order to -- to  
25 have uniforms for their students.

1 one of those may be low-income; but there's very  
2 different dynamics in the populations and in what's  
3 available in the area.

4 And so I applaud you for trying this. But  
5 I think there's a reason we haven't had that many  
6 elementary schools in there; plus, finding a  
7 location. Hope you guys can find one, because it's  
8 important to keep it close enough to home that even  
9 if you bus kids or whatever, you've got to be able  
10 to get them to school and get them home in a  
11 reasonable time.

12 Or, literally, some schools -- I know MAS  
13 is one -- if the kid doesn't show up, and they have  
14 their own buses, the teacher may go pick that child  
15 up and bring them in, because they were not able to  
16 get there. If you've got -- in your major area, it  
17 will be helpful.

18 So I do commend you. I really don't have  
19 many other questions. I think this is -- both of  
20 the ones we've seen are some of the best-prepared  
21 applications I've seen. And I think -- but I think  
22 that's also your points. I congratulate you on the  
23 points. But the points are only a part of all of  
24 this. I've never seen this high of points. But  
25 I've also not seen quite as professionally done.

1 And they do provide -- most of them --  
2 provide uniforms for at least three, and -- you  
3 know, two or three, so that the kids will have those  
4 readily available, because we know funding is going  
5 to be an issue. So we will be fundraising our tails  
6 off; I can assure you of that.

7 COMMISSIONER TOULOUSE: I just was -- your  
8 response in your application is what I was -- but  
9 your application says that you will try to find ways  
10 to fund or reduce prices. But it doesn't  
11 specifically address that. And I just -- I had  
12 those concerns.

13 My niece teaches at Apache Elementary; so  
14 I also listen to frequent accounts of what she deals  
15 with with her kids, who are not in charter schools;  
16 so -- but I -- I just -- I want you to be  
17 successful. But I think your very easiest part was  
18 writing this.

19 I'm not -- I'm serious, again. And I'm  
20 not -- I hope you succeed. I want you to succeed.  
21 I'm not as hopeful of your success as I am of the  
22 one I heard this morning. But you both have a good  
23 shot at doing it.

24 And, again, it's because of the areas you  
25 chose and the populations you're looking at. Each

1 You folks had the time, the ability, and the help,  
2 through Excellent Schools New Mexico, to get this  
3 done right.

4 And so I want you to know, this is your  
5 piece of cake. Now, if we vote to give you your  
6 school September 1st, be prepared to have a lot of  
7 frustration and beating your heads, getting upset  
8 with each other, and getting over it, before you  
9 even get your first student in the door.

10 MS. LISSA HINES: Yes, ma'am. Thank you.

11 THE CHAIR: Commissioner Armbruster?

12 COMMISSIONER ARMBRUSTER: I have several  
13 little things to say, not that they are connected.

14 I do commend you for starting the  
15 project-based learning. That's been a part of  
16 this -- in Los Alamos, they were talking about this  
17 XQ Project that was from Steve Jobs' wife, Lorraine.  
18 So I'm sort of aware of the 21st Century learning,  
19 that you have to look to technology, which I am not  
20 a part of. And I like that.

21 But I just have to make this one comment  
22 because I'm old, which is, when you were talking  
23 about innovative -- and, of course, I was reading  
24 this off my computer, and I didn't write down where  
25 this was -- but there was some question about,

<p style="text-align: right;">Page 154</p> <p>1 "Well, they don't really need to know the spelling."  2 And I have to say, "Yes, they do need to  3 know how to spell"; because I can also tell you most  4 of my students --  5 THE CHAIR: And grammar.  6 COMMISSIONER ARMBRUSTER: And grammar  7 would be good.  8 One of my students -- "They found this  9 under the Liberia."  10 Because when he spell-checked what he  11 spelled, and how he spelled, rather than coming up  12 "library," he came up "Liberia." And he, of course,  13 didn't know the difference. So I'm just a spelling  14 thing, and that has nothing to do with my vote or  15 anything.  16 The second thing is that I -- I just want  17 someone to say this to me, because I really don't  18 understand it.  19 We're saying -- and you were at La Mesa;  20 that's why I'm going to say it to you -- is that  21 you've talked about why you want to start a charter  22 school. So I'm assuming it's because where you were  23 in La Mesa wasn't -- they were not doing what you  24 felt was necessary for success. Although you  25 probably were; but probably everyone was not.</p>	<p style="text-align: right;">Page 156</p> <p>1 doors and what their needs are, from -- you know,  2 from day one, using that -- that data to really  3 drive instruction and give them the personalized  4 learning that they need; because, again, kids are --  5 you know, they're not cookie-cutters.  6 We are -- we have to individualize what  7 they have, because every child is coming to us with  8 different skills and skill deficits.  9 And so I think, often -- and for those of  10 us who have had the privilege of teaching in charter  11 schools and in traditional public schools, we often,  12 in our public schools, have to follow a curriculum  13 of fidelity. And we're not given a lot of leeway.  14 Well, part of what is innovative about  15 charter schools is that we are given a little more  16 leeway. And with that comes higher accountability.  17 So I would expect that you all would  18 expect from us that we are going to serve these  19 kids, that we are going to make a difference, and  20 that we are going to personalize their learning;  21 because we are allowed to do things in an innovative  22 way and differently. And sometimes you don't have  23 that flexibility within the traditional public  24 school system.  25 COMMISSIONER ARMBRUSTER: So that answers</p>
<p style="text-align: right;">Page 155</p> <p>1 And then people would use -- and you're  2 not the only ones who say, "Students were  3 underserved." And I'm actually not sure what that  4 means. I mean, really, I'm not trying to beg the  5 question. I really don't understand what that  6 means.  7 MS. LISSA HINES: So I think that when we  8 are using the term "underserved" -- and it's not a  9 critique at all. It's just that there are so many  10 needs. And those of us that have taught in  11 high-poverty schools know that we have kids that  12 come to us with so many challenges before they even  13 walk through our doors.  14 And so we have to be -- as educators, we  15 have to be everything. We wear a lot of hats. We  16 are social workers; we are teachers; we are -- you  17 know, we are everything. We are surrogate parents  18 to these children.  19 So I think by -- and it's a lot to ask.  20 And it's a lot to ask within the time period -- I  21 mean, just within the time period that the kids are  22 at school.  23 So, you know, again, I think it's making  24 sure that you know each and every one of your  25 students when they walk through -- through your</p>	<p style="text-align: right;">Page 157</p> <p>1 that. I really -- I've sort of always wondered what  2 people meant by that; because, you know, there are  3 laws, and you have to serve children.  4 So when you were writing your application  5 process, I mean, who helped you get all this  6 together so well? Did you have outside people who  7 helped you? Or just the two of you? Or --  8 MS. LISSA HINES: So, again, we -- when I  9 first was even -- when I first moved here -- so just  10 so you know, my husband received a job at the  11 University of New Mexico this past year. We had  12 been living in Oakland, California, and we were  13 super-excited to move back closer to my in-laws and  14 have my girls grow up around Grammy and Papa. And  15 started working in the schools and wanted to meet  16 some people that were doing some cool, innovative  17 new things here in New Mexico.  18 And I met with Scott Hindman and -- who is  19 the Director of Excellent Schools New Mexico. And  20 he introduced me to Meaghan. And Meaghan and I just  21 went and had coffee, and we just started  22 chitchatting away about, just, schools and where we  23 had been, and, just -- it was very evident from that  24 first conversation that we had very -- a like-minded  25 approach and same mission and vision towards serving</p>



1 at-risk youth, and just got this -- this bug and  
2 decided, "Hey, let's start a school."

3 So let's -- you know, let's bring in some  
4 of our expertise from -- from things that we've  
5 learned. Again, I started my career in Albuquerque  
6 Public Schools. And I'm darned proud of that. I  
7 have to tell you, even living in Oakland, they would  
8 always say, "Where did you go to college?"

9 "University of New Mexico and College of  
10 Santa Fe, where they did a great job of preparing me  
11 as a teacher and as a leader."

12 And, you know, I always did New Mexico  
13 proud in California, and it is my intention -- and I  
14 think our intention -- to do that here.

15 So Meaghan and I worked ad nauseam on this  
16 application from January to June 1st, lots of -- we  
17 had no weekends for a very long time. And that can  
18 be -- you can ask my kids, poor things that suffered  
19 through that. So, no, we worked our tails off. And  
20 we did a lot of research, a lot, a lot of research.  
21 But it also helps, too, that -- you know, that we're  
22 working in the public school system, too. So we had  
23 access to some of that data.

24 MS. MEAGHAN STERN: And I'd just like to  
25 add, because I think it might be appropriate for me

1 those support meetings from Katie and her team,  
2 which were extremely helpful. And Lissa did those.  
3 That was, I think, the professional development that  
4 went into making sure that we actually knew and  
5 understood all the requirements that go into  
6 starting a school. It was very helpful through the  
7 Public Education Department.

8 COMMISSIONER ARMBRUSTER: It's a very good  
9 application. I commend you for keeping it together.  
10 And the depth, not a lot of -- or, no, actually --  
11 cutting and pasting and -- from the website.

12 THE CHAIR: It wasn't just law that was  
13 cut and pasted and thrown in there. "This is what  
14 we have to do, the special ed law. So here it is."

15 MS. MEAGHAN STERN: I think you have to  
16 give a lot of credit to the Charter School Division  
17 team in taking us through and making sure we  
18 understood, actually, that that's not acceptable.  
19 To start a school like that, you need to have very  
20 specific ways about how your community is going to  
21 be addressed in the application. So I wanted to  
22 appreciate them for that.

23 COMMISSIONER ARMBRUSTER: I'm glad --  
24 that's good feedback for them, too. Thank you.

25 THE CHAIR: Commissioner Johnston?

1 to say, that Scott mentioned earlier today to the  
2 Commission that we've been dating for a while. We  
3 actually moved back at the same -- he moved before I  
4 did. I finished the school year in Memphis, where I  
5 was assistant principal at a transformation middle  
6 school, and then I moved back last August around  
7 when I met Lissa.

8 I would love to say -- because we put a  
9 lot of effort as a team into this, I would love for  
10 it to be considered as our work; because, although  
11 their board is supportive of our work as put forth  
12 in the application, it was our -- it was our team's  
13 work, and our team did the research and put forward  
14 the application and actually did the work that went  
15 into it.

16 And so I would just love for this work to  
17 be separate from Excellent Schools of New Mexico.

18 So they have been and have said in this  
19 meeting that they're supportive of the work and  
20 that's been helpful; but it's the Altura Prep's  
21 application put forth in that.

22 COMMISSIONER ARMBRUSTER: And you had some  
23 support from CSD -- because you went to those  
24 trainings.

25 MS. MEAGHAN STERN: We went to all of

1 COMMISSIONER JOHNSTON: Yes. Thank you.  
2 The first, you answered a question; because I  
3 thought that Scott had deserted you. Because he was  
4 here for the first -- I know.

5 MS. MEAGHAN STERN: He'd better not.

6 COMMISSIONER JOHNSTON: I know. I  
7 thought, why isn't he here to support this  
8 application? Because he stood back there this  
9 morning.

10 And I thought to myself, "You stinker.  
11 Where did you go?"

12 So now you answered it. Thank you. I had  
13 not made that connection.

14 So Scott, now, you're forgiven. It's all  
15 right.

16 MR. SCOTT HINDMAN: I missed the sign-up  
17 sheet this time.

18 COMMISSIONER JOHNSTON: Uh-huh. That's  
19 all right. It was better. You were being  
20 diplomatic.

21 MR. SCOTT HINDMAN: Thank you.

22 COMMISSIONER JOHNSTON: First of all,  
23 because this is such a pointed conversation, and  
24 this morning, I didn't -- I didn't -- wasn't as  
25 clear about the accolades -- because that was an

<p style="text-align: right;">Page 162</p> <p>1 excellent application, also; this has been a great 2 day -- the first thing that I read in your 3 application that just jumped out to me was your plan 4 for healing. 5 And I quote from your application, because 6 the first thing you'd have to do before you can 7 educate anyone is you have to -- second word that 8 jumped out was "intentional." You have to 9 intentionally have a plan. It can't be just so that 10 everybody feels good. It's that -- it has to be 11 research-based; it has to be focused; it has to be 12 practiced, all of those things. 13 The first thing I saw was that plan for 14 healing. 15 The second thing was that everything have 16 an intentional education program that is focused, 17 research-based, and rigorous. 18 And the word "rigor" has many definitions. 19 My definition of "rigor" is that we meet the 20 essential content standards that Common Core, bless 21 their hearts -- and they had to drag me kicking and 22 screaming at the beginning; because I was a teacher 23 for ten years in a classroom in a high-poverty area, 24 and you learn what's essential. And this is in high 25 school. But you learn what's essential, and that's</p>	<p style="text-align: right;">Page 164</p> <p>1 okay. 2 The second thing I wanted to ask you 3 was -- and I may have misread it. I'm a language 4 arts teacher. 5 So history -- we have some history 6 teachers on this panel. Social studies is -- I 7 guess I should call it -- is the blend of 8 project-based with science and the social studies 9 blending of the teachers using the STEAM; is that 10 correct? Did I read that -- do I understand? 11 MS. MEAGHAN STERN: It's a great question 12 and definitely worth clarifying. 13 COMMISSIONER JOHNSTON: It excited me. 14 MS. MEAGHAN STERN: The initial -- we're 15 all about -- I think, as an organization, about 16 innovating and making sure what we're doing is 17 working for our students. 18 The original plan is that's a STEAM social 19 studies class; so it's project-based and 20 project-based-oriented, where STEAM units and social 21 studies units are actually alternated throughout the 22 year. 23 So students will have a STEAM unit on 24 electricity, and -- where they basically experience 25 and work on a project related to that area. And</p>
<p style="text-align: right;">Page 163</p> <p>1 what you teach. And you teach it in an order so 2 that kids learn how to persevere. 3 There's a word, "persevere," so that they 4 have grit, because they have to understand, they 5 have to have self-confidence to get through these 6 things that can be very foreign to them. 7 Your positive approach -- I think I made 8 myself a list. I like your beginning-of-the-year 9 orientation, the time for the families and the 10 students, and time at school, where we're not doing 11 school; we're getting to know each other. I liked 12 that. 13 I have some questions. The first one 14 that -- that I ask -- and I wanted to ask it -- I 15 asked it this morning, too -- is what made you 16 select a State charter application instead of an APS 17 application? 18 MS. LISSA HINES: Okay. The process 19 was -- when we decided to do this, the process was 20 very clear and delineated online. And it just -- to 21 us, it was -- it seemed like the way to go. And, I 22 mean, again, it was just a very clear and 23 outlined -- 24 COMMISSIONER JOHNSTON: And APS is still 25 developing their process. And this was online; so,</p>	<p style="text-align: right;">Page 165</p> <p>1 then they'll shift gears, and they will -- the 2 teacher will design a project around a specific 3 component of civics or history, where that's woven 4 together as a next project. And then they'll shift 5 back to a STEAM-oriented project, and then shift 6 back into a social studies project that are all 7 grade-level-appropriate, based on the standards and 8 woven together so that it's not like they're 9 separate islands. 10 But -- okay, so we're going to shift from 11 energy into the different inventors, and we're going 12 to talk about the inventors that relate back to the 13 projects that we did. 14 So there's threads woven through; but 15 also, it's really clear to students and to teachers 16 the skills and the outcomes that kids are supposed 17 to get from each unit. 18 COMMISSIONER JOHNSTON: And it blends it; 19 because you can't teach literature without teaching 20 it in the historical context. That just really 21 excited me. 22 I really, really liked -- you have sort -- 23 and I guess, because I taught high school, I like 24 that -- that secondary-school approach to 25 specialties.</p>

1 How would you identify a teacher's  
2 strengths? Will the teacher self-identify it as you  
3 interview? Or how will you determine?

4 MS. LISSA HINES: I think during the  
5 interview process, we'll definitely have -- you  
6 know, whether it's demo lessons or through  
7 conversations or fishbowl activities as part of the  
8 interview process, to make sure that we are putting  
9 people where they want to be; but also their own  
10 passions, you know.

11 COMMISSIONER JOHNSTON: Uh-huh.

12 MS. LISSA HINES: I think that one of the  
13 things, especially -- I think about some of the  
14 teachers that I've had that have taught; for  
15 example, haven't felt super-confident in math. And  
16 what ends up happening is that their children --  
17 their students don't feel that confidence, either  
18 because the teacher might say, "Oh, I'm not very  
19 good at math. But I'm fine. Look. I can do this  
20 now."

21 We want people that are going to get in  
22 front of them and show their passion and their love  
23 for that subject matter. And I think that this  
24 approach, too, will get some of those teachers that  
25 really want to do that content specialization in

1 That's a great thing, saying, "We are going to do  
2 this," your extended calendar and your extended day.

3 Another thing that I learned that I  
4 learned too late is all about academic vocabulary  
5 and the focus and the intention -- if I'm a student,  
6 and the language in which I'm being taught is not my  
7 first language, I can be absolutely conversant and  
8 understand everyday life but that academic  
9 vocabulary and acquisition of that vocabulary.

10 My daughter has a Master's in Spanish  
11 Linguistics, and she called me on the telephone  
12 during her Master's program and said, "I have an  
13 academic vocabulary in Spanish that I can't  
14 translate into English."

15 And I went, "Wow," because it hit us.

16 How are you going to intentionally teach  
17 academic vocabulary and meta-cognition, so I can  
18 think about what I'm thinking about?

19 COMMISSIONER CRONE: Don't use words like  
20 that.

21 COMMISSIONER JOHNSTON: That's good stuff.  
22 I'm sorry. How are you going to do academic  
23 vocabulary? What are you going to do with that?

24 MS. MEAGHAN STERN: I can take this. We  
25 can both tag-team. But thank you for the question,

1 middle school and high school to get them to come to  
2 the younger grades.

3 There are a lot of people that are just,  
4 like, "I don't want to do that. I'd have to be a  
5 jack-of-all-trades teacher and teach everything."

6 This will get us some of those  
7 content-level experts in a younger setting. So  
8 we're excited about that.

9 COMMISSIONER JOHNSTON: Very exciting. I  
10 learned the hard way what you articulated about no  
11 homework. Homework can tear families apart. And  
12 I've seen it do it. I've seen it done as a -- I've  
13 seen it done as a teacher when I assigned homework.

14 And I finally -- your extended school day  
15 is an excellent thought for that. If you're in a  
16 high-poverty area, if you're in an area that  
17 students are worried about much more than what  
18 happens during the school day -- "What am I going to  
19 eat? Am I going to be warm tonight" -- just send  
20 them home even with the simplest worksheet, and the  
21 parents, who really want their students to do it,  
22 but aren't able to help them, end up in high school,  
23 take away all their privileges, everything. And the  
24 kid just gets madder and madder and madder.

25 And I learned through personal experience.

1 also.

2 And we -- having -- I think both of us  
3 have taught in areas where students acquiring  
4 academic vocabulary has been either what helps them  
5 be successful or what holds them back; and so we  
6 definitely understand and appreciate the need.

7 And one of the benefits of our rotation  
8 schedule during the day is that students are  
9 actually in a class for 105 minutes. Then they have  
10 a short transition. But that block is a long time.  
11 And it allows for teachers in English, math, and the  
12 STEAM social studies class to develop -- to devote  
13 specific time to explicitly teaching the vocabulary  
14 that connects to the content that students are  
15 working on.

16 That's very, very important when you think  
17 about a STEAM lesson or a social studies lesson  
18 where there are all these words we call "vocabulary  
19 words" that are related to the content, and then  
20 Tier 1 words that are high-level words, but more  
21 common. And so that opportunity within that  
22 105-minute block -- and actually, in our  
23 application, there's an outline what a possible  
24 block for each of those subjects would look like.

25 And there's time for vocabulary built into

<p style="text-align: right;">Page 170</p> <p>1 each one of those, to make sure that kids actually  2 get explicit instruction. "Here's the word, here's  3 what it means, and here's how we use it." So  4 building that into each block.  5 Specifically, the project-based and ELA is  6 a critical part of those -- that curriculum and that  7 instructional program.  8 And there's also, within our small-group  9 rotational model, where a teacher is working with a  10 small group of kids, a teacher could figure out, or  11 they would figure out ahead of time, that this group  12 of students really needs more practice with this set  13 of Tier 1 words. We can work that into their text,  14 or into their questions, or into what they're  15 working on for that day.  16 COMMISSIONER JOHNSTON: And time to rest  17 and laugh in between all of that.  18 MS. LISSA HINES: Absolutely. I think  19 there has to be joy at school. And I think a school  20 without joy is not a place where I would want to  21 send my own child. And that has always been at the  22 forefront of everything that I do. And I think  23 Meaghan and I believe firmly that -- that you want  24 to create a school where you would send your own  25 children.</p>	<p style="text-align: right;">Page 172</p> <p>1 grant could potentially go into the 2018 school  2 year. So how do you -- how do you see that  3 impacting your budget?  4 MS. MEAGHAN STERN: Sure. So the -- we  5 received a grant for our Planning Year Zero. And so  6 the duration of that grant is basically from this --  7 the end of this summer through to actually prior to  8 the proposed opening of the school.  9 And as a part of that year, we have, as  10 grantees for this first year, the opportunity to  11 apply for a second grant. And so that is -- we're  12 able to apply for it if we are able to show our  13 meaningful progress toward opening the proposed  14 school.  15 And so that funding, as it would come from  16 New Schools Venture Fund, a nonprofit, would impact  17 our budget by adding an additional unknown amount of  18 dollars to our opening year budget. And in the case  19 that -- I think that's what that is.  20 MS. LISSA HINES: And we are going to try  21 like mad to get that grant; so --  22 THE CHAIR: My question is, what impact  23 will it have on -- what are you looking -- what do  24 you foresee that that money will be used for?  25 MS. MEAGHAN STERN: Yeah.</p>
<p style="text-align: right;">Page 171</p> <p>1 And I was just going to add -- the only  2 thing I was going to add was, really, the attention  3 also in the fourth and fifth grade to Greek and  4 Latin stems and roots, and teaching students how to  5 dissect the language is super-important, because  6 those are skills that they will be able to take with  7 them to all their content classes as they move to  8 middle school and beyond.  9 COMMISSIONER JOHNSTON: And I had one more  10 question about the word "rigor" truly applies to the  11 adults in this setting. We too often apply it to  12 the children. But the adult rigor is the  13 requirement, and clean curriculum with essential  14 content identified. You did -- there's a language  15 arts curriculum you referenced in here.  16 MS. LISSA HINES: Uh-huh. Reading  17 Horizons. And then the Columbia Teachers  18 Reading/Writing Project that has guided reading and  19 writers' workshop.  20 COMMISSIONER JOHNSTON: So you have that  21 ID'd. And there was also a math one, wasn't there?  22 MS. MEAGHAN STERN: Yes. It's called  23 "Eureka Math."  24 THE CHAIR: I have just one quick question  25 about the grant; because it's mentioned that the</p>	<p style="text-align: right;">Page 173</p> <p>1 MS. LISSA HINES: Oh, like, as far as,  2 like, some of the engineering, it's elementary  3 curriculum, some of the things that we wouldn't  4 otherwise be able to -- to purchase, like, right  5 away. Definitely some -- you know, some of those  6 big-ticket wish items that you would want that would  7 enhance a program. That's what we would probably --  8 MS. MEAGHAN STERN: And specifically  9 related to the projects we would be able to do in  10 our STEAM program, we would be able to add some  11 robotics and some more specifically  12 technology-related components with that funding that  13 would be able to help us boost that program.  14 THE CHAIR: Okay. Thanks.  15 Commissioners, any other questions?  16 Then we're going to say thank you very  17 much. We appreciate all the time and absolutely all  18 the effort that you've put into this. And I'll give  19 you my closing speech.  20 MS. POULOS: Madam Chairwoman, there's one  21 thing that I just wanted to say is one of the pieces  22 of training that we did do with these applicants,  23 and all applicants that were there for the  24 financial, is a good understanding of how that  25 foundation money can and can't be used.</p>

Page 174	Page 176
<p>1 THE CHAIR: Right. Okay.</p> <p>2 MS. POULOS: So I know that was kind of</p> <p>3 what you were getting at. And that is something</p> <p>4 that we have, in fact, covered and been clear with</p> <p>5 not just our new applicants, but all of them.</p> <p>6 COMMISSIONER JOHNSTON: And, Madam Chair,</p> <p>7 this will be a short question; but I apologize. But</p> <p>8 I just got so caught up and excited. EdTec, your</p> <p>9 relationship with EdTec, a large company.</p> <p>10 When you said "budget," I apologize.</p> <p>11 How -- what do you see this relationship,</p> <p>12 this financial fiscal relationship?</p> <p>13 MS. MEAGHAN STERN: So do you want to</p> <p>14 start?</p> <p>15 MS. PAMELA SCANLON: Sure. We did a lot</p> <p>16 of work looking at ways to staff up the organization</p> <p>17 from an accounting standpoint, financial standpoint.</p> <p>18 Having worked at a school, I know exactly what goes</p> <p>19 into that. It's quite complex.</p> <p>20 Compliance is a huge issue. There's a lot</p> <p>21 that would have to be done in the first year by</p> <p>22 these two, the founding directors. So it seemed</p> <p>23 important to take some of that load and put it to a</p> <p>24 group that might have more expertise, across the</p> <p>25 board, to get us started.</p>	<p>1 Thank you very much, once again. And we</p> <p>2 appreciate your time and effort.</p> <p>3 (Proceedings concluded at 1:54 p.m.)</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>
Page 175	Page 177
<p>1 I think we have a strong board. We will</p> <p>2 be looking very closely at everything produced by</p> <p>3 EdTec. But over time, it is our intention to</p> <p>4 transition from EdTec to our own business manager.</p> <p>5 It just seems like this would be the best bang for</p> <p>6 the buck the first year or two, so that we don't</p> <p>7 have all of that on our plate at the same time as</p> <p>8 we're opening the school; but there is a goal of</p> <p>9 transitioning.</p> <p>10 COMMISSIONER JOHNSTON: Thank you.</p> <p>11 THE CHAIR: Okay. Thank you.</p> <p>12 Any member of the public, including the</p> <p>13 applicants, may submit written input following this</p> <p>14 hearing. Written comments can be sent to the</p> <p>15 Commission via Charter.Schools@state.nm.us, mailed</p> <p>16 or hand-delivered. The details and addresses are</p> <p>17 listed on the handout in the hallway.</p> <p>18 Make sure you identify the school you're</p> <p>19 commenting on in the drop-down menu, provided you're</p> <p>20 doing that online. Please note that any written</p> <p>21 input must be received by no later than 5:00 p.m. on</p> <p>22 the third business day following the hearing on the</p> <p>23 application on which you wish to comment. For both</p> <p>24 charters today, that would be July 25th, 2017, at</p> <p>25 5:00 p.m.</p>	<p>1 BEFORE THE PUBLIC EDUCATION COMMISSION</p> <p>2 STATE OF NEW MEXICO</p> <p>3</p> <p>4</p> <p>5 REPORTER'S CERTIFICATE</p> <p>6 I, Cynthia C. Chapman, RMR, CCR #219, Certified</p> <p>7 Court Reporter in the State of New Mexico, do hereby</p> <p>8 certify that the foregoing pages constitute a true</p> <p>9 transcript of proceedings had before the said</p> <p>10 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the</p> <p>11 State of New Mexico, County of Bernalillo in the</p> <p>12 matter therein stated.</p> <p>13 In testimony whereof, I have hereunto set my</p> <p>14 hand on July 31, 2017.</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25 Job No.: 7863L (CC)</p>

1 RECEIPT  
2 JOB NUMBER: 7863L CC Date: 7/20/19  
3 PROCEEDINGS: Community Input Hearing Proceedings  
4 CASE CAPTION: In Re: Albuquerque Collegiate Charter  
5 School, Altura Preparatory Charter School  
6 \*\*\*\*\*  
7 ATTORNEY: MS. BEVERLY FRIEDMAN, NMPED  
8 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
9 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
10 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
11 \*\*\*\*\*  
12 ATTORNEY:  
13 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
14 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
15 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
16 \*\*\*\*\*  
17 ATTORNEY:  
18 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
19 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
20 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
21 \*\*\*\*\*  
22 ATTORNEY:  
23 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
24 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
25 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_

## A

<p><b>A's</b> 113:1  <b>A-G-H-B-A-R-Y</b> 34:9  <b>A-L</b> 34:9  <b>A-L-A-S</b> 99:9  <b>A-L-T-U-R-A</b> 99:3  <b>A-rated</b> 22:21,24  <b>a.m</b> 1:10 4:6 47:10,10 96:2  <b>ability</b> 48:24 105:1 117:10 153:1  <b>able</b> 11:3,11 12:6 19:9 24:16  28:14,18 30:6 37:4 41:6,7,7,12  48:25 49:9,15 50:11,21 51:12  52:25 55:15 59:19 60:14 66:2  66:24 69:1 73:10,18 74:2 78:9  78:10,21,24 79:1,2,25 83:18  84:18 87:4,13,24 88:16,19,20  88:22 91:7 92:17,21 93:12  100:12 104:4,5,6 105:14 109:12  110:3 111:2,6,22 116:23 117:19  120:5 122:12 125:5 139:9  143:14 147:14 149:3 150:9  152:9,15 167:22 171:6 172:12  172:12 173:4,9,10,13  <b>ablen</b> 86:9  <b>absent</b> 5:3  <b>absolute</b> 48:19 67:25  <b>absolutely</b> 49:17 52:5 53:15  56:14 58:25 64:11 72:3 76:18  122:21 128:20 149:21 150:12  168:7 170:18 173:17  <b>academic</b> 16:2,8 52:12 108:7  109:17 113:6 114:15,21 130:11  130:20 145:23 168:4,8,13,17,22  169:4  <b>academically</b> 102:23 106:12  107:14 113:12,17 115:7 131:1  <b>academics</b> 51:13 78:2,23 80:4  84:25 101:20 104:3 111:18  <b>academy</b> 31:22 32:20 100:9  113:25 115:19 125:2 129:24  130:1,2 137:16  <b>accelerations</b> 110:15  <b>accent</b> 122:23  <b>accept</b> 7:22 98:4  <b>acceptable</b> 160:18  <b>access</b> 158:23  <b>accolades</b> 43:7 161:25</p>	<p><b>accomplish</b> 80:16  <b>accomplished</b> 136:6  <b>accountability</b> 10:22 135:18  156:16  <b>accountable</b> 114:20  <b>accounting</b> 174:17  <b>accounts</b> 151:14  <b>accurate</b> 49:14  <b>accurately</b> 7:15 97:22  <b>achieve</b> 11:12 14:18 15:8 18:11  119:13 134:22 136:9  <b>achieved</b> 136:8  <b>achievement</b> 103:19 111:23  113:3 135:19 136:2  <b>acknowledges</b> 106:4  <b>Acoma</b> 18:25  <b>acquiring</b> 169:3  <b>acquisition</b> 168:9  <b>acting</b> 131:25  <b>actions</b> 111:3  <b>active</b> 79:18 109:7 134:7  <b>actively</b> 112:8  <b>activities</b> 149:14 166:7  <b>ad</b> 158:15  <b>Adams</b> 57:19  <b>add</b> 27:4 34:19 55:22 62:14  84:22 158:25 171:1,2 173:10  <b>adding</b> 172:17  <b>addition</b> 15:10 54:4 59:21 73:8  73:18 124:19 134:7  <b>additional</b> 78:15 88:17 172:17  <b>address</b> 29:11 77:15 122:9  149:16 151:11  <b>addressed</b> 160:21  <b>addresses</b> 94:23 175:16  <b>addressing</b> 145:11  <b>adequately</b> 50:11  <b>adjacent</b> 12:20  <b>Adjourn</b> 3:9  <b>adjusting</b> 87:4  <b>adjustments</b> 85:12  <b>administration</b> 10:24 60:21  <b>administrator</b> 137:12  <b>administrators</b> 8:4 72:12 98:11  <b>adopt</b> 139:15  <b>adopted</b> 60:17  <b>adult</b> 33:18 139:16 171:12</p>	<p><b>adults</b> 105:19 171:11  <b>advantage</b> 122:2  <b>advertising</b> 73:24  <b>advised</b> 133:8  <b>advisement</b> 16:8  <b>adviser</b> 16:3 133:18  <b>Advisors</b> 66:1 123:19  <b>advisory</b> 79:15  <b>advocate</b> 30:4 62:18  <b>advocating</b> 20:16  <b>Affairs</b> 140:19  <b>affect</b> 34:3  <b>affluent</b> 22:24  <b>afford</b> 110:3 120:5  <b>African-American</b> 40:3  <b>AFT</b> 92:12 138:6  <b>afternoon</b> 99:21 108:15,19  123:17 126:20 128:7 133:17  138:20  <b>afternoons</b> 114:9  <b>age</b> 37:24 46:16  <b>Agency</b> 107:22  <b>agents</b> 102:23  <b>ago</b> 19:4 27:25 38:25 92:24 123:4  <b>agree</b> 18:18 57:3 59:2 83:8 128:3  149:17 150:17  <b>agreement</b> 77:4  <b>Aguas</b> 146:19  <b>ah-ha</b> 134:10  <b>ahead</b> 10:7,12 11:4,8 55:22  170:11  <b>air</b> 87:18 100:4  <b>Al-Aghbary</b> 9:9,10 18:19,21 34:9  34:10 79:5  <b>Alamos</b> 63:1 93:1 137:25 138:5  153:16  <b>Alas</b> 99:8 100:6 108:13,14,18,19  <b>Albuquerque</b> 1:11,12,13,22 3:6  3:12 5:24 8:13,21 9:18,23 10:6  10:11,13 11:6,11,18,25 13:3,9  13:21 14:6,15,17,20 15:1,6,19  16:4,6 17:13,19 18:3,13 19:2  23:8,10,11,25 24:5,22 28:5 29:7  29:22,25 30:6,24 31:15 34:6,21  34:22 35:15,17,20,24 36:9  37:13 38:22 40:9 41:22 43:3  44:18,22 45:7 46:25 50:12,15</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>55:23 56:4 57:24 62:8 65:12 100:5,9 101:4,7,24 102:3 106:1 112:6,21 115:21 117:13 118:8 119:16 122:5 124:23 126:23,24 127:1,4,10,22 128:12,22 129:2 129:22,24,25 133:22 138:1 139:2,2,21 140:24 146:23 147:15 158:5 177:19 178:4</p> <p><b>Albuquerque's</b> 102:16 <b>Albuquerque-based</b> 38:19 <b>Alex</b> 35:10 37:17 <b>Alexander</b> 37:20 38:11 <b>Alice</b> 57:7 58:4 <b>aligned</b> 74:4 87:5 <b>alignment</b> 74:17 <b>Allegiance</b> 3:3 5:15,21 <b>allocate</b> 7:10,14 97:16,20 <b>allocated</b> 6:16 97:2 <b>allow</b> 6:23 8:6 15:21 75:8 97:7 98:13 110:21 115:15 <b>allowed</b> 43:11 134:22 156:21 <b>allowing</b> 15:11 42:7 <b>allows</b> 105:16 114:3 169:11 <b>alternate</b> 54:6 <b>alternated</b> 164:21 <b>alternative</b> 12:14 32:23 33:13 86:11 90:21 <b>Altura</b> 1:11 3:7,12 39:3 96:10 99:3 100:14,23 102:11,21 103:3 103:23,24 104:13 105:12 106:9 106:21 107:7 108:8 109:3 110:7 111:1 112:3 113:10 120:8,15,24 124:17 125:6,15,17,25 126:3 128:10 131:21 135:12 159:20 178:5 <b>alum</b> 31:8,9 <b>amazing</b> 39:10 62:10 <b>Amber</b> 26:1 <b>ambitious</b> 114:21 <b>America</b> 30:16,17 31:6,8,9,12 73:5 81:23 82:4,8,18,24 83:16 83:18 84:18 90:6,18,25 93:21 131:17,19 <b>American</b> 43:2 58:14,15 61:24 115:18 <b>amount</b> 7:14 50:7,18 97:21 172:17</p>	<p><b>Ana</b> 121:19 138:16 <b>analysis</b> 110:25 <b>Analyst</b> 10:20 <b>analyze</b> 110:22 <b>and/or</b> 24:6 <b>Anderson</b> 16:3 <b>anecdote</b> 35:25 <b>Angeles</b> 132:18 <b>Anglo</b> 61:23 89:23 <b>Ann</b> 2:4 137:23 <b>anniversaries</b> 119:5 <b>Annotated</b> 6:3 96:15 <b>answer</b> 9:20 24:25 149:20 <b>answered</b> 68:24 161:2,12 <b>answering</b> 21:16 <b>answers</b> 156:25 <b>anthropologist</b> 57:14 139:15 <b>Anthropology</b> 137:6 <b>anticipated</b> 52:7 <b>anybody</b> 148:21 <b>anymore</b> 87:16 <b>anyway</b> 5:7,13 48:10 62:3 <b>Anyways</b> 113:2 <b>Apache</b> 151:13 <b>apart</b> 23:16 146:24 147:7,19 148:4,12 167:11 <b>APD</b> 33:24 <b>apiece</b> 27:2 <b>apologies</b> 65:3 100:18 <b>apologize</b> 36:14 80:10 174:7,10 <b>apparently</b> 137:24 <b>appeal</b> 50:17 <b>applaud</b> 144:2,16 152:4 <b>applauded</b> 145:24 <b>Applause</b> 121:3 123:15 125:19 126:18 128:5 129:10 131:5 133:14 136:18 <b>applicant</b> 7:18,23,23 8:9 97:25 98:5,5,16 <b>applicant's</b> 7:3 8:2 97:11 98:9 <b>applicants</b> 6:7 34:1 94:19 96:18 115:10 173:22,23 174:5 175:13 <b>application</b> 6:17,24 7:2,20 9:20 10:12 23:13 47:17 50:4 54:2 64:18 66:17,19,23 67:9 81:14 81:19 83:23 95:6 97:3,8,10 98:2 100:23 117:9 124:14,19,19</p>	<p>127:25 136:8 144:18 151:8,9 157:4 158:16 159:12,14,21 160:9,21 161:8 162:1,3,5 163:16,17 169:23 175:23 <b>applications</b> 6:10,18 34:1 95:18 96:21 97:5 106:18 124:1,3,7 152:21 <b>applied</b> 19:20 116:1 <b>applies</b> 171:10 <b>apply</b> 104:24 171:11 172:11,12 <b>appoint</b> 6:12 96:23 <b>appreciate</b> 13:18 47:8 48:18 58:10,11 72:17 95:24,25 129:8 144:10,20 160:22 169:6 173:17 176:2 <b>appreciation</b> 10:7 <b>approach</b> 21:12 130:7,10 157:25 163:7 165:24 166:24 <b>approached</b> 19:18 <b>appropriate</b> 7:21 66:2 69:13 79:11 98:3 134:21 158:25 <b>appropriately</b> 19:15 <b>approval</b> 95:17 124:1,8,12 125:16 <b>approve</b> 126:12 <b>approved</b> 57:1 <b>approximately</b> 101:7 136:23 <b>APS</b> 17:24 18:8 29:7 44:24 57:6 60:16 74:7,23 75:7 119:12 123:24 124:2 146:5,6,14 163:16 163:24 <b>area</b> 9:25 10:13,14 11:5 13:2 22:6,9,13,13 23:3,5,12 31:11 35:21 40:3 42:2 46:10,14,18,19 46:20,25 47:1 54:16 57:6 58:5 58:8 65:12 70:6,11 76:24 78:2 104:15 105:3,11,13,16 106:24 112:16 116:12 122:7 133:12 140:3,4,5,24 141:2,4,6 146:23 147:5,10,13 152:3,16 162:23 164:25 167:16,16 <b>areas</b> 10:18 15:15 18:24 20:5 52:17 75:24 85:5 102:10 103:7 104:19,25 105:14 120:7 125:15 135:25 144:4 147:10 151:24 169:3 <b>arena</b> 30:22</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



**Armbruster** 2:4 4:6,9,13,16,20  
4:23,24 5:2,6 89:6,8,14 90:13  
90:14 91:9 108:16 118:20  
137:22,23 138:9,11 153:11,12  
154:6 156:25 159:22 160:8,23  
**array** 112:14  
**arriving** 145:13  
**art** 53:7,19 54:6,10  
**articulated** 167:10  
**artist** 54:17  
**artists** 54:15  
**arts** 54:16 57:11 58:22 104:20  
127:14 135:17 137:16 164:4  
171:15  
**aside** 110:20  
**asked** 7:12 82:15 97:18 115:9,10  
163:15  
**asking** 48:4  
**aspect** 60:4  
**assemblies** 108:1  
**assessments** 79:14 110:11  
**asset** 131:25  
**assigned** 45:6 167:13  
**assist** 6:8 96:19  
**assistant** 17:23 159:5  
**Associates** 1:20 65:16 177:18  
**Association** 43:2 44:20  
**assumed** 26:12  
**assuming** 154:22  
**assumption** 75:12,14  
**assumptions** 75:13  
**assure** 124:14 151:6  
**at-risk** 158:1  
**athletic** 52:13  
**Atlanta** 70:9  
**Atomic** 63:2  
**attachments** 3:11 54:3  
**attainment** 102:9  
**attempted** 74:25  
**attend** 14:17 16:19 17:7 56:2  
101:8 109:23  
**attended** 14:5,8 17:20 128:15  
129:24  
**attendees** 24:19  
**attending** 18:8,8 35:1  
**attention** 35:7 43:22 61:2 131:2  
171:2

**attorney** 13:3 42:24 100:6 178:7  
178:12,17,22  
**attribute** 16:22  
**attributed** 56:10  
**audience** 81:4  
**audit** 71:23  
**August** 159:6  
**auntie** 143:21  
**authorized** 40:4 141:14  
**automatons** 53:10 55:23  
**available** 12:4,7,10 22:14 36:22  
73:22 78:19 151:4 152:3  
**Avenue** 1:12  
**award** 140:16  
**awarding** 11:3  
**aware** 124:17 139:22 140:21  
150:19 153:18  
**awful** 25:24

---

**B**

---

**back** 10:19 12:17 20:22,24 27:24  
32:13,25 39:5,8,19 43:24 45:4  
47:11 48:8,9 51:20 60:12 61:13  
61:14 64:15 75:7 94:24 96:4  
118:3 122:16 126:7,8,8 127:6,6  
139:6 143:17 157:13 159:3,6  
161:8 165:5,6,12 169:5  
**background** 13:5,11 31:1 52:12  
52:13 60:1,7,9 129:21 135:10  
139:14  
**backgrounds** 17:3 112:9  
**backroom's** 46:12  
**backup** 67:18  
**backups** 66:8  
**bad** 35:2 49:3 141:1  
**bang** 175:5  
**banks** 150:6  
**bar** 43:2 44:20 128:22  
**Barbara** 133:21  
**Barelas** 22:18  
**Barnes** 100:10  
**barriers** 31:18 77:12 134:22  
**base** 100:4 125:12 127:16  
**based** 7:9 60:13 97:15 103:3,4  
106:10,12 117:17 119:17  
147:13 165:7  
**bases** 58:18

**basic** 41:20 133:25  
**basically** 36:20 37:9 42:3 43:9  
164:24 172:6  
**Bean** 1:20 177:18  
**beating** 153:7  
**beautiful** 91:5 109:25  
**becoming** 72:6  
**bedrock** 111:21  
**beg** 155:4  
**began** 89:17  
**beginning** 17:1 59:10 162:22  
**beginning-of-the-year** 163:8  
**begins** 12:25 121:6  
**behalf** 11:9 30:19 31:5 35:16  
98:20  
**behavioral** 113:9  
**behaviorally** 79:8  
**beings** 55:25  
**belief** 102:11 103:9 104:11  
105:23 107:11 108:21 110:5  
111:1,12 112:1 113:2 144:22,22  
**beliefs** 103:3  
**believe** 9:22 12:25 14:14 15:2,18  
21:4 23:15 24:21 33:12 34:4,14  
35:6,22 36:20,24,24 77:7 78:14  
83:9 93:12 103:10 106:6 108:25  
111:17 112:3,10,18 113:4 117:9  
120:8,17,21 121:6 143:7,11  
144:24 148:21 170:23  
**believes** 100:21  
**beneficial** 145:10  
**benefit** 33:6,8,8 83:9  
**benefited** 53:19  
**benefits** 169:7  
**Bent** 44:25  
**Bernalillo** 177:11  
**best** 30:2 35:20 39:9 57:2 78:22  
104:4,16,16 105:15 106:6 107:9  
110:22 111:18 117:1 119:12,14  
120:2,18,21,23 143:5,23,25  
144:12,13 175:5  
**best-prepared** 152:20  
**better** 20:3 25:13 26:13 38:5,6  
43:21,22 46:24 91:17 109:2  
127:15,22 135:3 161:5,19  
**Beverly** 2:10 6:19 9:2,2 13:15,19  
26:6 99:18 178:7

**beyond** 8:10 88:17 103:21  
 128:16 171:8  
**big** 34:25 62:11  
**big-ticket** 173:6  
**biggest** 49:25 149:7  
**bilingual** 20:17  
**Bill** 126:19,22  
**Billy** 32:12 42:23 45:15  
**binds** 59:6  
**biologists** 101:14  
**biomedical** 125:10  
**birth** 139:17  
**bit** 9:20 47:21 49:14 50:5 52:11  
 64:17 87:2,18 129:23 131:15  
**black** 25:23 150:4  
**blame** 25:16  
**blank** 26:18,19,23 98:16  
**blend** 164:7  
**blending** 164:9  
**blends** 165:18  
**bless** 162:20  
**blessed** 121:25  
**block** 54:5,11 169:10,22,24 170:4  
**blocks** 51:5 55:7 59:13 108:5  
**Blue** 19:7,8  
**board** 8:5,24 9:1,3,5,10,12 10:6  
 10:18 11:10,21 13:5,7,9,12,13  
 15:13 16:4 18:2,5 20:15 30:20  
 31:8 39:15,16 40:10,19 42:25  
 43:2 60:13 61:7 63:6 71:15  
 73:15 77:5 98:11 99:4 100:1,3  
 100:21 111:14,15 126:3,4 128:1  
 130:14 131:17 133:9 139:20  
 148:8 150:14 159:11 174:25  
 175:1  
**Board-certified** 79:9  
**board-level** 110:9  
**body** 60:12 112:8  
**bold** 135:13  
**bombarding** 143:19  
**boost** 173:13  
**born** 11:25 15:6 17:18 28:2 29:18  
 34:22 39:7,17 57:18  
**Bosnia-Herzegovina** 27:24  
**bottle** 43:25 44:2,6  
**bottles** 41:13  
**bottom** 92:17

**Boy** 67:25  
**boys** 128:11  
**brag** 45:15  
**brand** 84:16  
**brand-new** 73:10  
**break** 28:14 47:7 136:20  
**breaks** 54:4  
**bridge** 77:23  
**brief** 27:21 28:21 81:15 125:23  
 125:25 126:21  
**briefly** 137:2  
**brilliant** 122:21,21 123:6  
**bring** 4:1 10:16 13:4,11 18:4  
 54:12 61:13 63:5 78:23 83:18  
 152:15 158:3  
**bringing** 54:17,17,18 72:24 73:5  
**broad** 112:14,20  
**broadly** 29:25 107:6  
**Broadway** 22:19 65:12 66:5  
**broken** 149:16  
**broker** 123:19  
**brothers** 142:19  
**buck** 175:6  
**budget** 48:25 49:4,11 50:23 52:3  
 68:21 172:3,17,18 174:10  
**budgeted** 50:4  
**bug** 158:1  
**build** 23:24 70:2 105:17 107:17  
 109:25 114:3 117:5 127:22  
**building** 58:18 70:8,9 77:14  
 101:17 117:8 170:4  
**built** 169:25  
**bulk** 49:22 139:2  
**bureaucrat** 57:14  
**bus** 152:9  
**buses** 29:13 123:5 152:14  
**business** 68:25 69:6,14 70:18  
 71:3 95:5,13,14 126:25 175:4  
 175:22  
**Bustos** 35:11,14 44:17 61:6  
**buy** 149:24

---

**C**

---

**C** 1:20 2:1 3:1 177:6,17  
**C-A-S-E-Y** 99:4  
**C-H-A-M-I-Z-A** 99:8  
**C-H-R-I-S-T-I-N-E** 99:10

**C-U-S-I-M-A-N-O** 99:7  
**Caballero** 2:4 4:17 140:22,23  
 142:8,10  
**cake** 153:5  
**calendar** 145:7,9 168:2  
**California** 61:21 124:21 138:5  
 157:12 158:13  
**call** 3:3,3 63:25 164:7 169:18  
**called** 45:3 116:3 130:3 144:25  
 168:11 171:22  
**calling** 25:23  
**calls** 109:10  
**Cambodians** 140:2  
**campus** 85:16,19,22 86:3,8  
 109:22  
**campuses** 86:5  
**cancer** 41:6  
**cap** 43:25 44:2,6 66:12  
**capacity** 13:20 44:22 100:22  
 115:8  
**capital** 40:23  
**CAPTION** 178:4  
**captivate** 31:23  
**cards** 108:8  
**care** 12:21 19:10 41:11,17 42:16  
 78:4 79:8,12  
**career** 13:25 20:7,16 80:19  
 119:15 158:5  
**careers** 132:11 134:3  
**careful** 80:21  
**Carlos** 2:4 140:23  
**Carmie** 2:6 138:25  
**carry** 81:9  
**case** 13:14 36:18 67:19 79:9,16  
 93:14 143:5 144:4 172:18 178:4  
**cases** 79:21  
**Casey** 98:22 99:4 100:3 112:23  
 112:25 113:14,16  
**caught** 39:17 125:4 174:8  
**cause** 51:15 67:9  
**cautions** 46:8  
**CC** 1:25 177:25 178:2  
**CCR** 1:20 177:6,17  
**celebrate** 114:10  
**celebrated** 119:5  
**center** 11:1 43:3 77:21 86:11  
 100:7 130:12 133:20 139:21

<p>140:1,10,12  <b>Central</b> 36:2 66:5 138:23  <b>Century</b> 107:1 153:18  <b>certain</b> 50:15 67:4  <b>certainly</b> 35:20 47:20 59:2,25  65:9 73:24 76:20 77:4 78:7,17  78:20 83:7,8,10,16 84:17 87:1  121:22 142:9  <b>CERTIFICATE</b> 3:10 177:5  <b>Certified</b> 177:6  <b>certify</b> 177:8  <b>cetera</b> 7:25 98:8  <b>chair</b> 2:3,3 4:1,22 5:8,12,23 7:9  8:19,24 9:1,13,15 10:4,6 11:16  11:21 13:16 15:25 17:11 18:20  20:11 21:18 25:2,22 26:5,10,20  26:25 27:6,8,11,16 28:24 29:2,5  30:10 32:9,14 34:7 35:9,13,14  36:11 37:17 38:9,12 40:15,20  42:19,22 44:12,17,18 46:1 47:5  47:11 49:18 51:15 52:6 53:16  54:25 55:17,21 56:5,15,16,17  57:8 59:1 62:5,12,14 63:25  64:12,13,14 65:2,7 66:11 68:2  68:14 69:10,19 73:1 74:10  76:19 79:4,6 81:12 83:7 84:23  86:7,12,24 87:25 88:3,9,25 89:4  89:9,12 90:12 94:16 95:9,14,23  95:25 96:3,12 97:15 98:24  99:17,22 113:13,15 117:25  118:6,22 119:1 121:2,4,10  123:14,18 125:20,22 126:17  128:4 129:11,14 131:6,10,13  133:15 136:17,22 138:8,10,13  141:22 142:4,9 144:2 146:5  148:15 149:6 153:11 154:5  160:12,25 171:24 172:22  173:14 174:1,6 175:11  <b>chairman</b> 81:15,17 133:25  <b>Chairwoman</b> 66:15 173:20  <b>challenge</b> 19:25 51:18 53:1 66:9  149:10  <b>challenges</b> 13:23 15:12 16:12  20:10 49:5 52:13 65:19 68:15  102:25 122:6,8,22 134:16 149:7  155:12  <b>challenging</b> 124:22 149:9</p>	<p><b>Chamber</b> 1:12 13:21,22 15:10  35:15,21 44:19  <b>Chamiza</b> 98:23 99:8 100:6  108:13,18  <b>chance</b> 25:17 127:9,11,12,17,17  127:21,21 143:13  <b>Chancellor</b> 133:20  <b>chances</b> 106:25 136:13  <b>change</b> 17:5  <b>changed</b> 133:1  <b>changes</b> 22:4  <b>changing</b> 23:9  <b>Chants</b> 114:8  <b>Chaparral</b> 34:24  <b>Chapman</b> 1:20 63:13 177:6,17  <b>character</b> 107:11 108:7,8  <b>charter</b> 1:11 3:6 5:25 6:10,23 7:8  8:13,21 9:20 10:13 11:3,13,18  16:5 33:12 34:18 40:4 43:20  45:18 57:5 58:3 65:10,11 74:7  74:8,22 75:6 80:20 95:18 96:21  97:7,14 100:23 115:19 116:14  116:15 123:20,24,25 124:1,3,5  124:7,18 125:3,17 126:13  128:23 133:4 135:11 136:8  137:15 139:3 141:11,12 146:4,7  146:22 150:22 151:15 154:21  156:10,15 160:16 163:16 178:4  178:5  <b>Charter.Schools@state.nm.us</b>  94:22 175:15  <b>charters</b> 66:10 74:23 124:11  137:14 146:24 147:4 175:24  <b>Chavez</b> 141:20  <b>Cheers</b> 114:8  <b>Chicago</b> 61:20 70:9  <b>child</b> 16:17 30:2 51:23,25 79:19  79:22 106:11 109:21 110:17,19  113:5 119:11 120:5,17 145:11  152:14 156:7 170:21  <b>child's</b> 102:12 107:9  <b>childhood</b> 14:2 20:20 101:25  <b>children</b> 14:12 15:7 17:5,7 18:7  18:10 23:2,3,7 33:16 36:4,9,22  45:20 55:24 79:7,10 92:16 93:4  93:5,11,13,17,18,19 94:1,8  102:16,17 103:6 106:3 107:15</p>	<p>109:1,2,5,13,18 112:4 116:7,17  120:22 128:14 129:21 130:11  130:18,19,23,25 134:9,17,19,24  137:19 143:13 155:18 157:3  166:16 170:25 171:12  <b>children's</b> 77:1 109:8 130:12  <b>chitchatting</b> 157:22  <b>choice</b> 22:13 32:21 37:3,12,15  46:23 47:4 51:11 75:17 85:21  107:2  <b>choices</b> 29:25 36:22  <b>choose</b> 17:7 29:19 33:1 75:19  <b>choosing</b> 77:20  <b>chose</b> 144:6 151:25  <b>Chris</b> 121:5  <b>Christine</b> 99:10 100:8 105:22,22  <b>Christopher</b> 121:13  <b>chronic</b> 42:6  <b>Cien</b> 146:18  <b>Cindy</b> 27:13  <b>circumstance</b> 23:1  <b>city</b> 15:7 22:21,24 29:13 40:7  56:3 62:11 101:4,24 102:10  105:4 112:15 147:15  <b>city's</b> 22:17  <b>civics</b> 165:3  <b>clarification</b> 99:20 100:16  <b>clarify</b> 66:16 146:3  <b>clarifying</b> 164:12  <b>class</b> 28:17 35:4,5 43:21 85:25  104:21 122:2 164:19 169:9,12  <b>classes</b> 171:7  <b>classic</b> 32:22  <b>classmates</b> 122:1,17  <b>classroom</b> 28:7 30:18 31:17 32:5  35:1,6 49:3 55:8 82:5,12 84:5  103:16 104:4 108:11 131:23  132:1,9 162:23  <b>classrooms</b> 20:25 23:20 50:14  51:1,3 82:10 85:1 100:8  <b>clean</b> 171:13  <b>clear</b> 21:8 43:18 66:19 81:19  111:17 122:3 135:1 161:25  163:20,22 165:15 174:4  <b>cleared</b> 56:13  <b>clearly</b> 136:4,10  <b>Cleveland</b> 44:25</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**clinical** 19:7 79:7  
**clinically** 79:18  
**clinics** 102:5  
**close** 11:8 47:12 95:12,14 114:13  
 146:8 152:8  
**closely** 73:9 175:2  
**closeout** 108:5  
**closer** 157:13  
**closest** 33:2  
**closing** 173:19  
**clothes** 150:6  
**clothing** 150:6,20  
**CNA** 19:19 20:3  
**CNM** 61:7  
**co-curricular** 53:5  
**co-founders** 136:5  
**coaching** 23:21 73:12  
**code** 14:12 15:3 22:15,16,20,22  
 22:24 29:17 42:2 46:10 57:21  
 62:9 64:15 68:20 69:19 75:17  
 75:19 101:5,24 106:1 112:7  
 135:9 137:3,10 139:1  
**codes** 62:13 141:23,25  
**coffee** 157:21  
**coffees** 109:9  
**cognitive** 76:13 80:3  
**cognizant** 76:21 78:21  
**cohort** 149:2  
**collab** 35:2  
**collaborated** 24:15  
**collaboration** 69:11 83:15  
**collaborative** 32:2 148:4  
**college** 16:23 17:7 34:11,14,17  
 36:2 57:10 73:16 109:22 122:15  
 137:7 158:8,9  
**colleges** 16:10 73:9  
**Collegiate** 1:11 3:6,12 5:24 8:13  
 8:21 9:18,23 10:6,11 11:11,18  
 14:15,17,21 15:1,19 16:5 17:13  
 18:14 23:8,25 24:5,22 28:6  
 29:22 30:6,24 31:22 34:6 35:18  
 37:13 38:22 44:22 50:12,16  
 55:23 178:4  
**Colorado** 70:4  
**Columbia** 171:17  
**Columbus** 63:17  
**come** 18:6 21:20 27:10,12 29:6

29:10 32:19 33:14 38:12 57:20  
 61:14,21 62:1 66:18 75:2 79:1  
 83:11 84:20 91:6 94:3 109:1  
 111:8 113:25 118:18 121:18,25  
 126:7,8 129:20 130:25 132:3  
 135:9 137:3 140:12,15 155:12  
 167:1 172:15  
**comes** 76:4 115:3 127:6 145:24  
 150:11 156:16  
**comfortable** 77:22  
**coming** 28:8 30:21 31:14,15 34:6  
 35:24 58:7,15,16 77:14 88:4  
 96:4 114:25 132:15 154:11  
 156:7  
**commend** 86:2 92:9,18 152:18  
 153:14 160:9  
**comment** 7:10 8:5,7 25:10 80:10  
 85:15 91:11 92:20 95:7 97:16  
 98:12,14 118:7,10 149:19  
 153:21 175:23  
**commenting** 95:1 175:19  
**comments** 6:24 46:6 94:21 97:8  
 175:14  
**Commerce** 1:12 13:22 35:15  
 44:19  
**Commission** 1:1 4:2 6:9,12,22  
 7:9,16,18,21 8:6,8 10:4 11:3,16  
 13:16 15:25 17:11 18:20 20:12  
 38:16 74:18 94:22 95:15,23  
 96:20,23 97:6,15,23,25 98:4,13  
 98:15 99:23 112:24 116:13  
 121:11 137:10 138:7,22 142:3  
 159:2 175:15 177:1,10  
**Commission's** 10:8  
**Commissioner** 2:4,5,5,6,6 4:6,9  
 4:11,12,13,13,15,16,16,18,19  
 4:20,20,23,23,25 5:1,2,2,4,5,6  
 5:10,16,19 27:14 38:16 40:18  
 44:14 48:7 56:16,17,18,22 59:1  
 60:11 62:15 63:8 64:2,13,15  
 65:3,5 66:16 67:2,11,14,22 68:4  
 68:8,12,16 69:11,16,20 70:15  
 71:25 72:4,16 73:2 74:6,10,21  
 75:5 76:19 78:5 79:3,6,23  
 81:12,13,20 82:1 83:8 84:23  
 85:14 86:8,10 89:6,8,14 90:12  
 90:14 91:9 108:16 112:24

118:20 121:8 137:4,8,22 138:9  
 138:11,20,25 140:22 141:17,18  
 141:24 142:1,8,10 144:14,15  
 146:6,10,12,13,20 148:13  
 149:18 151:7 153:11,12 154:6  
 156:25 159:22 160:8,23,25  
 161:1,6,18,22 163:24 164:13  
 165:18 166:11 167:9 168:19,21  
 170:16 171:9,20 174:6 175:10  
**Commissioners** 2:2 8:12,20 9:16  
 21:19 35:13 44:14 56:15 64:12  
 86:25 123:18 128:8 131:14  
 146:3 173:15  
**commit** 111:12  
**commitment** 48:19 70:21 90:24  
 90:25  
**committed** 10:10 12:2 23:9 71:17  
 71:21 72:13 77:24 112:13  
 128:20 137:20 141:13  
**committee** 10:21 20:12 35:16,17  
 44:17 79:16  
**common** 7:13 17:4 46:5 97:19  
 162:20 169:21  
**communicate** 24:9 111:6,9  
**communication** 73:19 108:9,12  
**communications** 109:6,10  
 144:24  
**communities** 24:20 31:19 42:17  
 43:17 109:1 116:8,17 132:25  
**community** 1:9 3:6,7 4:3 6:5,8,23  
 7:15,17 9:22 12:15,21 15:5  
 16:7,17,20 17:3 18:21 19:3,10  
 19:17 20:1 22:25 23:8 24:3,10  
 24:12,13,15,17,23,24 33:9,14  
 34:4 36:2 37:15 46:22 51:19  
 54:12,13,19 59:5,21,22,24  
 75:15,17 77:21 78:14,25 79:1  
 96:5,16,19 97:7,22 105:21,25  
 107:5,16 111:21 112:2 113:5  
 114:22 115:19 117:4,4,7 123:10  
 128:25 130:7,9 147:1 148:11  
 160:20 178:3  
**community's** 97:21  
**community-oriented** 101:18  
**company** 174:9  
**comparable** 141:2  
**comparison** 22:23

**compelling** 114:15  
**competencies** 149:17  
**competent** 79:13  
**competition** 36:25  
**competitive** 116:2 136:9  
**completely** 45:19 76:20 148:20  
**completing** 90:22  
**complex** 174:19  
**Compliance** 174:20  
**complications** 41:15 42:7  
**component** 25:19 53:22 59:8,13  
 63:7 165:3  
**components** 23:15,23 49:20 54:1  
 55:16 58:22 60:16 114:17  
 173:12  
**compounds** 42:9  
**comprehension** 16:12 84:11  
**comprehensive** 23:21 135:14  
**computer** 153:24  
**concentrate** 144:3  
**concentrated** 144:13  
**concept** 35:22  
**concern** 48:24 49:14 52:9 53:13  
 53:17 79:24  
**concerned** 57:8  
**concerns** 76:20 89:20 151:12  
**concluded** 176:3  
**conditions** 41:10,15 119:8  
**conducted** 3:5 5:22 6:2 96:14  
**conference** 106:24 116:14  
**conferences** 111:7  
**conferencing** 106:17  
**confidence** 72:20 134:12 166:17  
**confident** 74:1 117:22  
**conflicted** 86:20  
**confused** 64:18  
**confusion** 65:4,9 67:10  
**congratulate** 152:22  
**connected** 153:13  
**connecting** 79:10  
**connection** 28:9 161:13  
**connections** 73:15 78:13  
**connects** 169:14  
**Connie** 123:16,18  
**consciousness** 62:18,22  
**consequence** 55:25  
**consequences** 117:15

**consequently** 63:3  
**conservative** 50:7  
**consider** 16:9 43:8  
**consideration** 59:15 92:8 95:24  
**considered** 159:10  
**consistent** 66:9  
**constituents** 35:21  
**constitute** 177:8  
**consult** 123:20  
**consultant** 86:16,19,21  
**consulting** 87:19  
**contact** 69:23,24  
**content** 104:15,16,19 105:3,11  
 106:24 147:10,10 162:20  
 166:25 169:14,19 171:7,14  
**content-level** 167:7  
**context** 104:22 165:20  
**continually** 22:7  
**continue** 34:17 88:15 147:25  
 148:1  
**continued** 45:13  
**continuing** 13:13 142:25  
**contract** 70:18 71:19 78:17 86:21  
 138:18  
**contracted** 86:16,19 87:18  
**contractor** 124:2  
**contractors** 70:17  
**contribute** 13:12  
**contributing** 125:11  
**contributors** 123:10  
**conversant** 168:7  
**conversation** 67:12 157:24  
 161:23  
**conversations** 73:4 83:17 105:24  
 107:24 166:7  
**Conyers** 5:3  
**cookie-cutters** 156:5  
**cool** 157:16  
**cooperated** 142:21  
**coordinate** 25:12 72:11  
**coordinator** 85:18 142:2  
**core** 11:5 88:21 100:25 103:3,9  
 104:11,19 105:23 107:11,18  
 108:4,21 110:5 112:1 113:2  
 147:9,10 162:20  
**Corps** 73:6 84:18 90:18  
**Corrales** 137:25

**correct** 67:17 164:10  
**cost** 87:15  
**costs** 41:17  
**counselor** 85:18 142:1  
**count** 118:21 142:24  
**Counties** 141:21  
**country** 69:21 71:6 87:23 105:5  
 116:5 150:23  
**county** 121:20 137:11,11,13  
 138:16,17 177:11  
**couple** 28:6 32:3 63:23 69:5  
 81:18 113:25 115:20 144:15,21  
**coupled** 41:24  
**course** 37:8 41:16 64:16 124:9  
 153:23 154:12  
**courses** 16:14 19:19  
**court** 1:21 6:15 97:1 144:5 177:7  
**covered** 58:21 174:4  
**cracks** 129:23  
**create** 53:9 86:16 107:8 109:25  
 110:13 114:14 170:24  
**created** 54:11 109:20  
**creates** 32:2 52:2  
**creating** 113:4 115:5 125:9  
**credential** 90:9  
**credentials** 37:21 38:13 90:6,20  
**credit** 160:16  
**crime** 140:6  
**critical** 9:23 53:21,25 54:22  
 78:14 112:18 114:14 135:22  
 170:6  
**criticial** 115:5  
**critique** 155:9  
**Crone** 2:5 5:4,5,19 137:4,4  
 168:19  
**Cross** 19:8  
**Cruces** 62:12 115:20  
**crucial** 85:7 107:12 145:2  
**Cruz** 9:2,3 13:15,19  
**CSD** 159:23  
**Cubans** 140:3  
**culturally** 60:6,7  
**culture** 61:22 63:2 113:11 114:4  
**Curiosity** 107:22  
**curious** 101:18  
**current** 15:11 104:22 111:17  
 147:4

**currently** 12:19 16:1 17:12,13  
19:6 23:4 35:14 70:1,14 104:22  
106:12 119:11 133:18 135:8  
146:23 147:1  
**curriculum** 21:2 22:1 48:9 59:17  
86:17,22 87:3,21 88:18 125:8  
127:13 135:15 148:17 156:12  
170:6 171:13,15 173:3  
**Curry** 141:20  
**cursive** 25:21  
**Cusimano** 98:23 99:6,6 100:4  
103:8,8  
**Custodian** 2:10  
**cut** 160:13  
**cutting** 160:11  
**Cynthia** 1:20 9:9,10 18:19,20  
79:5 89:16 177:6,17

---

**D**

---

**D** 3:1,1 130:17  
**D-** 101:8  
**D-and-F** 130:17  
**D-E** 99:9  
**D-E-R-A-A-D** 99:5  
**D-rated** 14:7,11  
**dad** 143:21  
**daily** 33:7 54:3 103:11 108:4  
114:8  
**Dallas** 20:19,20  
**Dame** 61:20  
**Danielle** 2:5 137:8  
**darned** 158:6  
**dash** 34:9  
**data** 41:2 106:20 110:5,10,22  
111:13,17 156:2 158:23  
**date** 18:22 178:2,9,14,19,24  
**dating** 159:2  
**daughter** 61:10 76:24 119:6,7,21  
168:10  
**daughters** 45:21 129:23  
**David** 35:10 36:11,15  
**day** 17:6 23:18 39:11 51:6 54:6,9  
55:12 59:13 62:3 84:13 86:3  
95:5 105:7,20 107:20 109:21  
113:21 115:17 116:13 134:1  
143:6 144:1 145:9 156:2 162:2  
167:14,18 168:2 169:8 170:15

175:22  
**day-to-day** 82:13  
**days** 27:25 28:17 54:6 60:12 84:4  
93:9 110:20 113:20 114:1  
145:19  
**de** 99:8 100:6 108:13,14,18,18  
**deal** 12:22 82:13 149:7  
**dealing** 12:8  
**deals** 151:14  
**dealt** 80:20  
**Dean** 133:19 134:5  
**decided** 39:19 46:19 75:6 85:19  
119:9 139:15 158:2 163:19  
**decision** 6:9 88:11 95:17 96:20  
144:3  
**decision-makers** 40:10  
**decisions** 110:6 111:13,18  
**dedicated** 20:8 28:1 36:17 45:19  
117:6  
**deem** 7:21 98:3  
**deep** 58:9  
**deeply** 24:12,21 87:7 104:23,23  
132:20  
**defensive** 80:12  
**defer** 10:1  
**deficits** 50:23 156:8  
**definite** 49:5  
**definitely** 34:19 51:18 164:12  
166:5 169:6 173:5  
**definition** 162:19  
**definitions** 162:18  
**degree** 22:1 91:22  
**degrees** 39:18 62:17  
**Del** 44:25  
**DEL'D** 178:9,14,19,24  
**delineated** 163:20  
**deliver** 103:10 104:16  
**DELIVERED** 178:9,14,19,24  
**delivering** 103:11  
**delivers** 104:12  
**demo** 166:6  
**demonstrate** 107:18  
**demonstrating** 101:15 108:4,10  
111:12  
**denial** 95:17 124:2,8  
**Department** 10:23 57:15 72:2  
134:1 139:19 160:7

**depend** 70:19  
**dependent** 87:20 143:21  
**depressed** 42:8  
**depth** 61:5 160:10  
**depths** 58:13  
**Deraad** 98:22 99:4 100:3 112:23  
112:25 113:14,16  
**describe** 7:24 98:6  
**described** 8:7 98:14 142:11  
**describing** 143:20  
**deserted** 161:3  
**deserve** 52:22 105:24 112:4  
117:23 127:11 135:3  
**deserves** 80:24 120:18  
**design** 23:14,16,24 24:10 49:21  
54:1 74:17 87:23 165:2  
**designed** 24:23 87:14  
**desire** 16:24,25 79:24 80:5  
**desired** 116:11  
**despite** 16:10  
**destiny** 29:18  
**details** 94:23 175:16  
**determinant** 19:11  
**determine** 102:13,18 166:3  
**determined** 117:6,16  
**determines** 101:5  
**detrimentally** 41:4  
**develop** 73:13 104:7 106:23  
107:1 135:22 136:1 169:12  
**developed** 87:22  
**developing** 87:6 163:25  
**development** 23:22 53:13 73:11  
76:13 80:3 83:24 84:7 86:22  
103:23 107:12 116:25 130:3  
132:2 147:17 160:3  
**devote** 169:12  
**diehard** 59:3  
**difference** 28:8,10 154:13 156:19  
**differences** 101:2  
**different** 17:3 18:24 23:14 24:15  
36:6 37:4 45:6,16 48:3 53:11  
59:13 87:3 101:3 105:11 106:4  
106:19 110:14 122:3 130:15  
135:7,25 148:25 152:2 156:8  
165:11  
**differentiate** 105:8  
**differently** 156:22

**difficult** 50:2 124:14,16 125:4  
**diligently** 66:1  
**diplomatic** 161:20  
**direct** 107:4  
**directed** 112:14  
**Directions** 30:20 32:10 131:18  
**directly** 69:12 79:2 103:12 124:5  
**Director** 2:8 10:21 19:6 36:16  
 38:17 66:14 100:9 104:2 130:3  
 157:19  
**directors** 125:2 174:22  
**disabilities** 75:24 93:19 145:12  
**disadvantage** 20:6 37:6  
**disadvantaged** 94:2  
**disagree** 81:10  
**discipline** 16:11  
**discovery** 134:11  
**discussed** 74:11 114:7  
**discussing** 63:17  
**discussion** 4:8 96:11  
**disease** 41:7  
**diseases** 42:6  
**Disks** 178:8,13,18,23  
**disparate** 43:16  
**dissect** 171:5  
**dissertation** 63:1  
**distribution** 75:23  
**district** 8:3 14:6,11,16 20:9,21  
 25:6 37:5 40:5 43:1 46:25 50:6  
 54:17 57:3,4 74:20 85:16 98:10  
 102:4 112:17 118:8 134:17,25  
 136:14 137:9,23 138:16,22,23  
 139:4,22 140:23 141:18 144:6  
 146:4,7 150:19  
**districts** 42:1 115:20  
**diverse** 112:1,20 133:23 140:4  
**diversity** 80:24 90:2 112:10,12  
**Division** 43:1 160:16  
**doctor** 41:13  
**doctors** 101:14  
**doctors'** 19:14  
**DOCUMENT** 178:8,13,18,23  
**documentation** 7:22 98:5  
**dodgeball** 54:23 55:2  
**doing** 18:3 25:5 32:10 63:14  
 73:21 77:19 84:24 85:1,1,24  
 86:1 91:18 92:18 94:11,13

123:3,5,9 141:11 144:8 145:7  
 145:17 148:1 149:22 151:23  
 154:23 157:16 163:10 164:16  
 175:20  
**dollars** 49:23 50:1 88:11,22,24  
 172:18  
**Doña** 121:19 138:16  
**donated** 150:7  
**donation** 88:7  
**door** 38:3 46:12 60:19 153:9  
**doors** 155:13 156:1  
**double** 27:23 112:25  
**double-check** 96:6  
**Dove** 65:15 66:1,4 123:16,18,19  
**downtime** 143:14  
**Downtown** 9:24 11:5 12:1,18,20  
 12:21 22:6 23:11 46:14,20 47:1  
 54:16 65:19 140:5  
**Dr** 8:23 10:3,16 25:20 27:8 40:19  
 55:21 62:14 64:11 95:12,22  
 100:11  
**drag** 162:21  
**drastically** 37:11 82:4  
**dream** 114:22,23  
**dreams** 42:15 134:2  
**drive** 34:16 133:10 156:3  
**drives** 36:21 110:5 111:13  
**drop-down** 95:2 175:19  
**due** 41:11 50:22  
**Duh** 26:10  
**duly** 47:17  
**duration** 172:6  
**DVDs** 93:9  
**dynamics** 152:2

---

**E**


---

**E** 2:1,1 3:1,1,1  
**earlier** 10:5 14:2 20:15 42:6  
 122:17 131:16 159:1  
**early** 20:6,19 34:15 35:8 42:12  
 45:5 58:15 77:17 114:1 119:21  
 120:14  
**easiest** 151:17  
**easily** 117:21  
**East** 74:22 75:5 118:3 137:15  
**Eastern** 63:23  
**eat** 167:19

**echo** 44:16  
**echoed** 81:20  
**economic** 36:17,25  
**economics** 41:16,24  
**ed** 82:14 89:18 94:12 160:14  
**Eddie** 122:18,20,21 123:4 134:19  
 135:5 141:20  
**edge** 146:15  
**EdTec** 68:21,22 69:2,12 72:6,21  
 72:22 174:8,9 175:3,4  
**educate** 30:1 37:5 162:7  
**educated** 36:23 39:7,9 122:1  
 128:12  
**education** 1:1 4:2 6:9 10:18,20  
 10:22 11:1 12:3,9 14:3 16:21  
 16:24 17:14,15,18,22,25 18:11  
 18:15 19:11,25 21:4,10,24 22:2  
 22:3 23:10 28:1,3 29:10 30:4  
 34:15,20 35:15,17 36:19 37:9  
 37:23,24 38:2,6,7 41:1,25 43:4  
 44:17 45:14 52:14,16 53:22,23  
 54:7,10 59:9,10,12 72:1 73:17  
 74:12 77:11 78:5,6 80:7,13,15  
 80:22,23 89:18 95:15 96:20  
 99:22 100:5 102:18,24 109:8  
 110:18,24 112:3,8 116:6 117:16  
 120:2,12,20 122:4 124:24 125:5  
 125:9 127:6,12 130:9 131:14  
 133:23 137:5,18 138:2,4,18  
 141:9,9 142:16 143:1,25 145:2  
 160:7 162:16 177:1,10  
**educational** 12:7 13:1 16:16 20:7  
 20:16 22:7 48:16 82:3 101:3,6  
 102:8,9 120:18 129:1 134:6  
**educator** 18:6 30:14,17 39:2  
 57:13 85:8,17 121:15 138:17  
**educators** 32:3 83:3,19 136:6  
 143:18,25 155:14  
**effect** 17:4 63:2  
**effective** 104:12  
**effectively** 80:25 114:20  
**effects** 80:2 128:24  
**effort** 39:20 47:16 48:19 59:14  
 95:20 107:9 144:17 159:9  
 173:18 176:2  
**efforts** 25:12 82:17  
**eight** 26:25 103:3 129:13,14

**eight-step** 144:22  
**eighth** 113:2  
**eighth-grade** 33:25  
**either** 75:19 166:17 169:4  
**ELA** 111:5 170:5  
**electricity** 164:24  
**elementary** 10:13 11:13 14:10  
 23:4 34:23,24 53:20 101:8  
 131:20 146:10,18 147:4 150:18  
 151:13 152:6 173:2  
**elementary-school** 147:20  
**elements** 23:24  
**eliminate** 49:12  
**eliminating** 55:19  
**ELL** 145:19  
**embroiled** 72:12  
**empathetic** 101:18  
**Empathy** 107:22  
**emphasis** 16:20  
**emphasize** 59:23  
**employees** 82:9,25  
**encounter** 82:20  
**encountering** 134:2  
**encourage** 45:23 72:5  
**encouraged** 14:4  
**encourages** 135:18  
**encouraging** 15:20  
**endeavor** 126:5,15  
**endeavors** 104:8  
**ends** 51:6 166:16  
**energy** 31:25 105:1 135:16  
 165:11  
**enforcement** 138:19  
**engage** 109:13  
**engaged** 104:23 109:5 111:2  
**engaging** 55:7 105:2  
**engineer** 113:6 135:6  
**engineering** 125:11 127:14,19  
 173:2  
**engineers** 101:13  
**English** 27:23,25 28:2 75:22  
 92:22 93:2,6,8,11,20 94:2  
 104:19 121:23 122:14,22  
 168:14 169:11  
**enhance** 21:2 173:7  
**enjoy** 13:25  
**enormous** 123:10

**enriched** 55:24  
**enrichment** 54:5,12 59:21 130:21  
**enrollment** 50:22 52:6  
**ensure** 6:18 23:25 24:11 66:6  
 67:18 77:23 87:10 97:4 114:4  
**ensuring** 104:3 115:2  
**enter** 16:11  
**enthusiasm** 134:9,20  
**entire** 53:18 79:21 105:18 109:24  
**entities** 102:1  
**Entrapment** 91:4  
**entrepreneurs** 116:7  
**entry-level** 33:21  
**environment** 32:2 77:9 106:4  
 110:4 112:2 135:17 136:9  
 142:13  
**envision** 84:6  
**Equal** 24:20  
**equally** 83:4 145:18  
**equitable** 7:14 97:4,20 112:4  
**equity** 20:17  
**Española** 61:9  
**especially** 10:14 34:15 36:18 40:9  
 54:15 64:6 105:6 116:8 119:22  
 120:10 145:20 166:13  
**essential** 23:24 107:19 114:16  
 162:20,24,25 171:13  
**essentially** 88:21  
**established** 9:24 76:22  
**establishing** 77:24 150:13  
**Estancia** 80:18 137:14  
**Estrada** 27:19 30:11 131:16  
**et** 7:25 98:8  
**ethnicity** 75:23  
**Eureka** 171:23  
**evaluation** 110:9 111:15  
**events** 109:14  
**eventually** 125:8  
**everybody** 37:19,21 38:1 45:17  
 63:13 126:1 162:10  
**everyday** 168:8  
**everyone's** 53:10  
**everyplace** 137:24  
**evidence** 82:3  
**evident** 157:23  
**exactly** 66:19 129:17 141:7  
 174:18

**exam** 33:25  
**example** 26:18 166:15  
**excel** 43:11  
**excellent** 18:11,14 38:18 126:4  
 153:2 157:19 159:17 162:1  
 167:15  
**excited** 9:19 11:2,22 15:17 24:24  
 30:24 32:1 39:4,14 40:12 55:8  
 85:13 121:16,17 126:9 131:21  
 132:8 133:5 142:3 164:13  
 165:21 167:8 174:8  
**excitement** 31:25  
**exciting** 23:15 39:21 125:1,13,14  
 131:11 132:8 167:9  
**excuse** 116:20  
**execute** 115:15,16  
**Executive** 19:6 38:17 134:4  
**exercise** 107:2  
**exhibits** 7:23,25 98:6,7 178:8,13  
 178:18,23  
**exist** 9:24 22:20 88:12  
**existence** 10:23  
**exists** 14:15  
**expand** 73:18  
**expanded** 23:17  
**expanding** 86:4 130:13  
**expansion** 130:16  
**expansive** 73:3  
**expect** 71:24 83:11 84:19 156:17  
 156:18  
**expectation** 80:5 83:13 84:14  
**expectations** 14:23 21:5 30:25  
 112:5 113:9 114:5 128:16  
**expected** 14:18 135:21  
**expecting** 94:7  
**expelled** 145:15  
**experience** 10:17 12:5 13:5,7,10  
 14:13,20 16:16 19:16 20:5  
 31:17 46:5 48:17 55:4 61:5  
 74:11 109:21 164:24 167:25  
**experienced** 84:15 136:5  
**experiences** 30:19,21 102:14  
 109:7,20,25 110:2 112:9 133:23  
 134:11,13  
**experiencing** 102:6  
**expert** 147:11  
**expertise** 13:12 18:4 54:14 69:2



71:18 78:18 87:13 158:4 174:24  
**experts** 78:3 167:7  
**explaining** 91:10 100:25  
**explicit** 170:2  
**explicitly** 169:13  
**exploding** 58:17  
**explore** 84:17 143:14  
**explored** 150:21  
**exploring** 87:1 148:24 149:5  
**expose** 132:19  
**exposed** 135:24,25  
**Expositions** 109:16  
**express** 10:7  
**extend** 128:9  
**extended** 23:18 86:2 145:7,9,9  
 167:14 168:2,2  
**extension** 18:2  
**extensive** 132:3  
**extra** 28:16  
**extracurricular** 53:6  
**extremely** 43:8,8 160:2  
**eye** 112:16

---

**F**

---

**F** 130:17  
**F-rated** 101:9  
**face** 13:23,24 31:18,18,19  
**facilities** 65:18,20,22 66:2,9  
 67:19 137:20  
**facility** 64:20 65:14 66:3,12,20  
 66:24 74:24 123:21  
**facing** 20:10  
**fact** 71:14 91:17 174:4  
**factor** 102:12  
**faculty** 10:25 133:24  
**Fair** 134:8  
**fake** 29:11  
**fall** 56:8  
**fallen** 43:9  
**falling** 135:23  
**familial** 59:23  
**familiar** 104:23 130:5 139:19  
**families** 2:9 11:5 12:15 13:1  
 14:14 22:12,14 23:2,11 31:18  
 42:16 57:16 58:9 76:17,22 77:9  
 77:12,13,16,19,20 78:9,12 79:2  
 79:2 102:3,6 107:8,25 108:20

108:22,25 109:3,16 110:1,2,15  
 111:7 112:15 117:12,22 130:6  
 137:19 140:9 163:9 167:11  
**family** 12:2,5,8 17:21 18:1,2 28:4  
 28:8 40:24 57:17,22 61:15  
 63:21 76:7 79:21 102:17 105:25  
 109:14,19,23,24 110:24 119:6  
 120:17 122:1 139:5 144:24,25  
 145:2  
**fantastic** 126:6 134:20  
**far** 12:1 26:12 38:7 51:19 57:5  
 67:8 121:6 129:4 131:1,1  
 146:15 173:1  
**farther** 139:9  
**fascinating** 62:8  
**fast** 81:5 85:9 89:15 118:1  
**fast-paced** 38:2  
**father** 57:18 128:18  
**fault** 65:6  
**favor** 149:22  
**Fe** 57:23 95:16 137:24 158:10  
**feature** 104:13  
**federal** 115:11  
**feedback** 24:11 85:8 113:23  
 160:24  
**feel** 18:16 26:12 34:13,18 35:19  
 37:5,22 38:4 60:24 71:11,12  
 89:22 117:22 129:22 146:25  
 166:17  
**feeling** 59:23  
**feelings** 81:9  
**feels** 113:5 162:10  
**Felipe** 19:1  
**fell** 129:22  
**felt** 74:13 77:13 154:24 166:15  
**fewer** 6:12 96:23  
**fidelity** 156:13  
**field** 36:16 84:16 92:5 149:22  
**fifth** 20:18 29:14 30:14 50:25  
 108:20,21 171:3  
**fifth-grade** 51:2 131:20  
**fight** 63:19 144:5,9  
**figure** 105:9 106:11 147:25 150:4  
 170:10,11  
**fill** 14:15 26:15,20  
**filled** 101:17 125:12  
**finally** 8:8 35:10 39:11 98:15

167:14  
**finance** 10:19,23 15:16 17:14  
 18:4 70:18 72:8  
**finances** 48:9 111:19  
**financial** 100:9 173:24 174:12,17  
**financially** 50:3 71:22  
**find** 18:16 34:2 64:23 66:2 105:8  
 145:11 149:25 151:9 152:7  
**finding** 140:9 152:6  
**findings** 71:23  
**fine** 89:5 125:21,22 166:19  
**finished** 159:4  
**Firm** 13:4 44:16  
**firmly** 170:23  
**first** 5:23 25:11 26:1 47:15 51:11  
 51:18 77:7 89:20 93:14 99:3  
 103:9 113:20,21 114:2 115:17  
 116:19,20 118:16,25 119:6  
 121:5,16 122:14,14 137:1  
 144:17 145:19 147:7 153:9  
 157:9,9,24 161:2,4,22 162:2,6  
 162:13 163:13 168:7 172:10  
 174:21 175:6  
**first-** 92:6  
**first-generation** 16:11,23  
**firsthand** 82:6  
**fiscal** 70:22 174:12  
**fishbowl** 166:7  
**fit** 116:10  
**five** 16:9 27:25 42:21,22 45:12  
 89:17 94:4 105:6,7 113:13,15  
 117:25 134:4 135:3 138:3 141:5  
 144:23  
**five-year-old-** 94:3  
**flag** 3:4 5:15,22  
**flesh** 52:1  
**fleshing** 47:25  
**flexibility** 74:15 156:23  
**flexible** 4:10  
**FLOOR** 26:3,8 27:20 29:1,4,6  
 30:12 32:13,18 34:8 35:12  
 36:14 37:19 38:10,14 40:18,22  
 42:23 44:13 46:3,9 118:23  
 119:3 121:10 123:17 125:21,23  
 126:20 128:7 129:18 131:8,11  
 133:17  
**flux** 141:6

**focus** 23:17 82:17 101:19 104:1  
 104:16 105:1 135:16 147:20  
 168:5  
**focused** 43:22 84:25 162:11,16  
**focuses** 45:5 104:3 105:12 147:9  
**folks** 43:23 44:8 52:25 62:8 70:13  
 76:1 87:22 153:1  
**follow** 7:16 38:11 42:15 85:2  
 97:23 156:12  
**following** 8:2 21:22 94:19 95:5  
 98:9 103:20 175:13,22  
**Force** 100:4  
**foreclosure** 141:5  
**forefront** 77:3 132:4 170:22  
**foregoing** 177:8  
**foreign** 163:6  
**foremost** 77:7  
**foresee** 172:24  
**forever** 25:7 90:7,8 91:6  
**forget** 48:13  
**forgiven** 161:14  
**Forgot** 90:16  
**formal** 110:11  
**former** 85:7 138:6  
**Forrester** 57:18  
**forth** 48:8 134:19 159:11,21  
**fortunate** 16:18 19:9 39:9 45:16  
 45:17,22 120:19 130:19 142:18  
**fortunately** 36:5  
**forward** 11:6 13:13 21:16 28:19  
 28:23 63:5 118:18 159:13  
**foster** 102:7 108:8  
**fosters** 112:2  
**fought** 22:7  
**found** 12:16 43:25 101:1 154:8  
**foundation** 34:14 42:13 103:4  
 115:6 150:2 173:25  
**foundational** 16:14  
**founded** 102:11  
**founder** 9:18  
**founders** 8:16 98:19  
**founding** 9:19 10:2,18 15:17  
 100:1,21 104:10 115:14 116:24  
 117:10 174:22  
**four** 27:3 39:16 58:2 73:6 105:6,7  
 133:16 137:17  
**fourth** 20:18 107:11 171:3

**fourth-and-fifth-grade** 35:5  
**Fragile** 79:16  
**Frankly** 121:14  
**free** 53:1,2 87:15  
**freedom** 36:20  
**French** 139:6  
**frequent** 151:14  
**fresh** 33:10  
**Friday** 114:8  
**Fridays** 54:11  
**FRIEDMAN** 2:10 27:5 40:16  
 42:21 133:16 178:7  
**friend** 122:18  
**frightening** 94:5,6  
**front** 7:19 25:16 27:10,12 87:11  
 98:1 166:22  
**fruition** 115:3 145:25  
**frustrating** 45:12  
**frustration** 12:8 153:7  
**Fulbright** 27:25  
**fulfill** 125:10  
**full** 44:21 55:25 59:15 72:20  
 126:13 147:12  
**fully** 148:21 150:19  
**fun** 55:7 138:14  
**function** 33:21 74:16  
**fund** 116:3,22 150:9 151:10  
 172:16  
**funding** 86:22 115:24 116:21  
 136:10 140:14 151:4 172:15  
 173:12  
**fundraising** 150:15 151:5  
**funds** 115:23 116:4  
**funny** 122:19  
**fur** 139:6  
**further** 73:19  
**future** 13:24 15:12 18:9 24:1  
 28:20 34:16 104:8 112:12,22  
 120:25 125:12

---

**G**


---

**G** 3:1  
**G-I-R-T** 40:23  
**Gallegos** 9:4,5 15:24 16:1  
**Gallup** 18:25 30:15 131:19  
**Gannon** 128:6  
**gap** 77:23

**Garcia** 8:25 9:1 11:15,20  
**garnered** 28:15  
**Gary** 60:18  
**Gaspar** 69:22  
**gather** 110:10  
**gatherings** 59:22  
**gears** 165:1  
**general** 31:4 146:16 147:5  
**generalists** 105:5  
**generations** 21:20  
**generous** 88:6  
**Genius** 107:3 109:15 144:25  
**genuinely** 37:22  
**Georgetown** 61:19  
**getting** 35:2 37:9 41:8 48:15 49:6  
 71:16 110:17 125:4 143:17  
 153:7,8 163:11 174:3  
**Gilbert** 2:3 138:21  
**Gipson** 2:3 4:21 81:16 138:15  
**girlfriend** 39:1  
**girls** 157:14  
**give** 31:24 44:7 46:13 52:11  
 87:14 99:19 100:1 127:21  
 130:11,19,20,21 141:15,22  
 143:25 153:5 156:3 160:16  
 173:18  
**given** 7:20 8:5,8 37:14 41:13 56:1  
 59:15 70:13 71:5,11 98:2,12,15  
 104:15 106:24 139:16 140:16  
 156:13,15  
**gives** 13:22 31:22 134:11  
**giving** 58:23 71:9 93:23 113:22  
 123:10 131:14  
**glad** 56:13 160:23  
**glimpse** 142:12  
**go** 8:10 10:7,12,19 11:3,8 20:24  
 21:9 26:11 28:14 29:11,12 33:7  
 33:20 34:13,16 36:4 41:14,15  
 41:17 45:1 46:11 47:13 49:23  
 51:25 53:24 55:22 57:9 60:10  
 61:15 63:16 71:19 74:14 85:4  
 85:19 89:15 92:15 93:20 96:9  
 117:22 119:19 122:15 127:18  
 136:12 137:1 141:12 143:15  
 146:17 152:14 158:8 160:5  
 161:11 163:21 172:1  
**goal** 11:10 17:4 42:14 69:5 72:7

80:5 111:3,8,9,10 135:19  
145:22 175:8  
**goals** 12:14 14:18 108:7 111:5,6  
114:11,15  
**goes** 70:24 139:6 174:18  
**going** 4:1 5:14 18:22 26:3,14  
27:7,9 34:12 36:4,23 38:10,12  
41:21 42:4,5,11 46:13 48:2,8,10  
48:21 49:2,9 50:1 51:20,21,22  
52:1 56:11,21 57:12 58:23  
60:10 63:25 68:2 71:13 72:10  
76:7,10,10 82:16,20 85:9,20  
86:21 91:18 92:2,23 94:10,11  
94:13,14 98:24 103:18 110:19  
111:4 115:1,10 118:18 119:9  
121:7 127:3,15 132:19 135:4  
136:20 140:8 141:12 143:9  
144:12 148:18 150:6,15,20  
151:4 154:20 156:18,19,20  
160:20 165:10,11 166:21  
167:18,19 168:1,16,22,23 171:1  
171:2 172:20 173:16  
**Gold** 1:12  
**good** 5:13 9:4 10:3 11:15 13:15  
15:24 17:10 18:19 30:5,12  
32:18,22 37:23 42:16 44:13  
46:13,23 61:12 63:4 76:9 89:21  
99:21 118:22 119:3 122:12,25  
123:1,5,17 126:20 127:12 128:7  
133:17 138:20 139:2,11 151:22  
154:7 160:8,24 162:10 166:19  
168:21 173:24  
**goodness** 127:19  
**gosh** 46:14  
**governance** 123:22  
**governed** 117:11  
**governing** 15:13  
**government** 19:7 60:24  
**Governor** 44:25 60:18  
**grade** 20:18 29:14 30:14 50:14  
50:25 51:8,9 101:10 104:14  
105:18 108:2 135:20 147:12  
171:3  
**grade-level-appropriate** 165:7  
**grades** 34:15 35:3 59:11 122:25  
167:2  
**graduated** 17:19 27:21 29:8

63:10  
**graduation** 21:22  
**grammar** 154:5,6  
**Grammy** 157:14  
**grandchildren** 58:1  
**grandfather** 17:23  
**grandma** 143:21  
**grandson** 63:9,15  
**Granny's** 44:1,1  
**Granny-isms** 44:2  
**grant** 6:10 88:1,16,24 96:21  
116:2,21 171:25 172:1,5,6,11  
172:21  
**grantees** 172:10  
**grants** 16:15 20:23 38:19  
**grass** 124:4  
**grateful** 120:4  
**great** 12:22 13:22 15:8,11,19  
53:17 71:12 80:16,25 82:18  
87:13 101:19 103:14 114:18,19  
114:23 116:18 117:18 119:10  
123:1 126:7 127:2 129:4 145:16  
147:23 148:9 149:1 150:9  
158:10 162:1 164:11 168:1  
**great-grandfather** 63:18  
**greater** 9:24 11:5 17:3 23:11  
**greatest** 43:25  
**greatly** 41:4 53:18  
**Greek** 171:3  
**grew** 11:25 15:7 16:15 20:23  
22:19 76:23 126:22,23  
**Griffith** 133:18  
**grit** 163:4  
**ground** 24:17  
**grounding** 62:21 63:4  
**group** 7:19 17:2 31:13,14 52:20  
75:11 98:1 114:24 132:14 133:7  
147:14 170:10,11 174:24  
**groups** 58:15 81:4 106:22 110:14  
**grow** 23:2 53:1 70:25 103:24  
105:15 110:23 113:21 145:23  
157:14  
**growing** 14:5 22:5 57:19 132:12  
**growth** 70:12 85:5 109:18  
**Guard** 63:18  
**guess** 26:14 47:21 56:5 94:14  
164:7 165:23

**guided** 171:18  
**gun** 64:21  
**guy** 123:6  
**guys** 13:17 37:25 126:12 129:4  
152:7

---

## H

---

**H-I-N-E-S** 99:15  
**H-U-B-B-A-R-D** 40:22  
**habits** 107:20  
**Hagan-** 27:7  
**Hagengruber** 27:21  
**half** 51:6  
**half-** 113:24  
**Hall** 108:1 114:9  
**hallway** 7:5 94:25 175:17  
**hand** 53:24,25 141:19 177:14  
**hand-delivered** 94:23 175:16  
**handout** 94:24 175:17  
**hands-on** 109:24 149:12  
**handwriting** 25:18,24  
**handy** 96:8  
**happen** 43:14 48:10 143:7,8  
**happened** 63:3  
**happening** 108:11 166:16  
**happens** 63:14 75:13 91:16 110:6  
143:24 167:18  
**happy** 17:9 124:10  
**hard** 19:13 38:10 107:22 119:13  
138:13 140:9 167:10  
**hard-working** 120:17  
**harder** 27:7  
**Harding** 141:20  
**Harold** 86:11  
**Harvard** 61:10  
**hate** 27:16  
**hats** 155:15  
**head** 72:10 74:21 137:14  
**head-on** 77:15  
**heads** 153:7  
**healing** 132:15 133:3,4 162:4,14  
**health** 18:22 19:3,4,9,12,18 41:1  
41:4,5,17,19,21,23 79:7 100:7  
102:5 133:20 134:3  
**healthy** 133:9  
**hear** 10:8 27:13 39:2,5 58:20  
72:7 96:10 125:25 127:24,25

**heard** 39:15 56:25 75:25 76:14  
106:2 116:13 134:16 140:4  
151:22

**hearing** 3:6,7 6:13,22 7:17 11:17  
57:4 94:20 95:5 96:5,24 97:6  
175:14,22 178:3

**hearings** 1:9 4:4 6:6,14 96:17,25  
97:24

**heart** 41:7

**hearts** 162:21

**heavily** 103:22

**heavy** 16:20

**heights** 21:14 112:17

**held** 4:3,8 6:6 96:11,17 114:20  
177:10

**Hello** 9:7 34:8 37:19 46:3 112:23

**help** 11:11 21:1 28:18 35:7,7  
38:20 48:11,12 69:3 76:7 109:1  
112:11 115:13 116:25 120:13  
126:15 127:10 131:10 135:13  
142:14,16,20,25 150:14 153:1  
167:22 173:13

**helped** 93:11 125:1 157:5,7

**helpful** 152:17 159:20 160:2,6

**helping** 92:21,22

**helps** 148:10 158:21 169:4

**hereunto** 177:13

**Hernandez** 44:15

**Hey** 85:11 158:2

**hi** 9:11 20:11 27:20 29:1 30:12  
108:13 125:23

**high** 12:13,13 14:10,18,23 17:20  
21:3,4 30:25 33:16 44:25 45:6  
53:20 63:10 65:11 75:21 86:10  
93:18 103:1,1 111:22 113:9  
121:18 125:3,7 136:11 137:15  
142:2 146:15 152:24 162:24  
165:23 167:1,22

**high-level** 169:20

**high-need** 103:7

**high-paying** 125:10

**high-performing** 150:22

**high-poverty** 155:11 162:23  
167:16

**high-quality** 49:24 51:13 87:10  
87:11 114:16 117:12

**higher** 50:5,5 103:19 137:5 140:6

140:7 141:9 156:16

**highest** 11:12 40:6 101:23,25  
124:18 141:3,5

**Highland** 57:25 58:1

**highlight** 43:7,15

**highlighted** 63:7

**highlights** 67:24

**highly** 102:10 116:1 125:16  
135:2

**Hindman** 38:15,17 157:18  
161:16,21

**Hines** 98:22 99:2,15,21 100:17  
100:17 102:20,20 121:15  
128:11 143:2 150:12 153:10  
155:7 157:8 163:18 166:4,12  
170:18 171:16 172:20 173:1

**hire** 33:24 50:9

**hired** 36:1 78:19

**hiring** 103:21

**Hispanic** 44:20 61:24 90:14  
121:20

**Hispano** 35:15 44:18

**historical** 62:18,20,21,21 165:20

**historically** 22:10 51:17

**history** 52:11 58:12,13,21 59:8  
59:16 60:15,23 61:7 62:5,17,24  
63:5,11 64:10 81:7 124:18  
138:18 164:5,5 165:3

**hit** 168:15

**Hobbs** 82:7,7 86:10 141:25 142:2  
146:21

**hold** 6:13 25:7 60:21 68:2 96:24  
98:24 119:23 149:9

**holds** 169:5

**holistic** 111:15

**home** 12:18 14:3 16:10 20:22  
22:16 33:2 61:21 77:19 108:11  
109:9 143:9,12 152:8,10 167:20

**home-grown** 61:3

**homeless** 130:6 140:7

**homelessness** 102:7 131:1

**homeowners** 141:4

**homes** 121:23

**homework** 142:25 143:20 167:11  
167:11,13

**hone** 116:25

**honest** 59:14 148:21,22

**honestly** 34:12

**hope** 18:17 28:22 30:5 43:3 84:18  
124:22 128:2 145:24 151:20  
152:7

**hopeful** 151:21

**hopefully** 28:19 74:19 88:13  
115:13,17

**hoping** 93:23 118:24 147:5

**Horizons** 171:17

**horrible** 62:20

**Hospital** 77:1,2

**hospitalization** 41:14

**Hour** 107:3 109:15

**hours** 55:6 85:3

**hovers** 33:18

**Hubbard** 40:19

**hubs** 116:15

**huge** 85:23,23 174:20

**Hughes** 8:23,24 10:3,5,16 25:20  
27:8 55:21 62:14 64:11 95:12  
95:22

**human** 55:25 57:15 139:18

**humbling** 43:13

**Humor** 107:23

**hung** 142:20

**husband** 119:4,15 157:10

---

**I**


---

**Iced** 44:1,1

**ID'd** 171:21

**idea** 49:3 59:16 66:22 92:24  
106:10 150:10

**ideal** 65:14

**ideally** 73:22 87:12,15 91:7

**ideas** 33:9,10 89:21 116:6 122:3

**identified** 19:3 65:10 67:6 76:1  
171:14

**identify** 62:9 64:24 65:17 89:16  
95:1 110:13 119:1 145:18 166:1  
175:18

**identity** 62:21

**II** 50:10 58:18 72:23 92:7

**III** 91:12,16

**illiteracy** 33:19

**illness** 101:25

**imaged** 21:14

**imagine** 54:14 93:2

**immediately** 49:8  
**immense** 133:3  
**immigrant** 141:3  
**immigrants** 142:19  
**impact** 22:4 75:25 76:12 103:15  
 132:21 172:16,22  
**impacting** 80:2 172:3  
**impacts** 32:4 43:16,16 103:12  
**imperative** 28:6  
**imperfect** 80:14  
**implement** 100:22  
**implementation** 115:3  
**importance** 40:25 46:9 81:7  
**important** 17:25 18:10,17 28:12  
 34:16 36:3 37:24 38:4,24 53:12  
 58:19 60:4 64:9 80:9,11 85:9  
 91:13,24 92:14 93:16,25 108:21  
 108:22,24 113:7 145:18 152:8  
 169:16 174:23  
**impoverished** 22:20  
**impressed** 61:5  
**impressive** 75:11  
**improve** 85:6 103:6 111:4 147:25  
**improved** 37:10 136:13  
**Improvement** 45:4  
**in-laws** 157:13  
**in-school** 78:18  
**inaudible** 44:23  
**include** 55:14,15 106:14 111:15  
 113:18  
**included** 7:25 8:17 59:20 98:8  
**includes** 8:4 54:3 98:10  
**including** 17:22 22:18 23:17 29:9  
 79:11 94:18 103:6 175:12  
**inclusive** 135:14  
**income** 36:6 75:21 102:17 149:25  
**incoming** 44:18  
**incorporate** 92:21 144:23  
**incorporating** 145:1  
**incorrect** 55:1  
**increase** 85:24 130:8  
**increases** 37:1 53:24  
**increasing** 82:3  
**incredible** 131:3,24 132:25  
**incredibly** 18:10,16  
**independent** 13:8 20:20 72:6  
**Indian** 139:21,25 140:10,18

**Indian-based** 140:11  
**Indianapolis** 89:24  
**indicate** 7:6 24:3,6 97:12  
**Indicates** 5:17  
**indication** 47:24 49:10  
**indicator** 49:25  
**indigenous** 30:14,21  
**individual** 106:17 107:9 108:7  
 113:10  
**individualism** 142:21  
**individualize** 149:8 156:6  
**individualized** 110:18 131:2  
**individuals** 17:2 35:24 90:17  
 132:14  
**inequity** 16:17  
**informal** 110:11  
**information** 6:7 28:18 36:1 41:23  
 96:18  
**informative** 44:7  
**informed** 87:7  
**infusion** 33:9  
**initial** 164:14  
**Initiative** 36:16  
**initiatives** 20:20 132:6  
**injury** 101:25  
**innovate** 32:6  
**innovating** 164:16  
**innovation** 116:15 133:10,12  
**innovative** 21:12 23:15 116:4  
 131:22 133:8 153:23 156:14,21  
 157:16  
**input** 1:9 3:6,7 4:3 6:5,8,23 7:17  
 94:19 95:3 96:5,17,19 97:7  
 175:13,21 178:3  
**insight** 13:23 15:11  
**instilling** 62:20  
**institute** 113:19  
**instruction** 22:1 51:13 60:5  
 72:13 78:23 87:10 103:11 104:2  
 104:12,17 106:17 110:7 114:6  
 122:24 143:23 149:8 156:3  
 170:2  
**instructional** 56:7 73:12 104:13  
 105:13,13 113:8 170:7  
**instructions** 19:14 26:24 41:13  
**instructors** 54:18 103:24  
**integrate** 107:24

**intellect** 134:20  
**intellectual** 84:8  
**intend** 83:14  
**intensive** 83:23  
**intention** 45:4 81:2 158:13,14  
 168:5 175:3  
**intentional** 109:19 162:8,16  
**intentionally** 107:17 162:9  
 168:16  
**interact** 105:19  
**interaction** 28:10 53:12  
**interest** 15:4  
**interested** 12:22,24 31:2  
**interesting** 41:23 64:4  
**internalized** 84:9  
**international** 34:12 102:4 112:17  
 134:17,25 136:14 150:19  
**interpretation** 56:9  
**intersection** 65:13 66:5  
**intervene** 74:25  
**intervention** 110:14 135:13  
**interventions** 94:11  
**interview** 50:20 115:8 166:3,5,8  
**intimidated** 136:2  
**intrigued** 48:23  
**introduce** 137:2  
**introduced** 157:20  
**introducing** 25:20 99:25  
**introduction** 76:23  
**introductions** 10:2  
**invaluable** 111:11  
**inventors** 165:11,12  
**invest** 103:22 109:4  
**investing** 132:2  
**investment** 37:10 133:11  
**inviting** 118:23  
**involved** 16:25 54:19  
**islands** 165:9  
**isolated** 20:1  
**issue** 14:22 19:5 23:1 150:3 151:5  
 174:20  
**issues** 42:9 93:20 123:21 127:4  
 145:16  
**it'll** 6:21  
**items** 173:6  
**Ivy** 39:19

**J****J-A-C-K-I-E** 99:6**jab** 47:23**jack-of-all-trades** 167:5**Jackie** 98:23 99:6 100:4 103:8,8**Jade** 8:19,22 9:15,17 10:15 21:18

21:19 24:7 31:8 49:17 52:5

53:15 55:3,20 56:14 58:25

62:11 65:2,8 67:13,17 68:6,10

69:10,18 71:15 72:14 73:1 74:9

75:4 76:18 78:7 83:7 86:7,24

88:2,5,10 89:3,11 90:11,16

**January** 158:16**Jeffrey** 133:18**Jemez** 19:1 138:1**Jenna** 27:7,19,21**Jersey** 64:1 70:11**Jimenez** 42:23**job** 1:25 33:21 36:4 62:20 73:22

82:10 122:12 129:4 157:10

158:10 177:25 178:2

**jobs** 42:16 125:10**Jobs'** 153:17**Joe** 125:20 126:2 129:17**Johnson** 60:18**Johnston** 2:5 4:25 5:1,16 64:13

64:15 65:3,5 66:16 67:2,11,14

67:22 68:4,8,12,16 69:11,16,20

70:15 71:25 72:4,16 73:2 74:6

74:10,21 75:5 76:19 78:5 79:3

79:6,23 81:17,20 82:1 137:8,9

160:25 161:1,6,18,22 163:24

164:13 165:18 166:11 167:9

168:21 170:16 171:9,20 174:6

175:10

**Jose** 22:18**Josh** 20:24**Joshua** 9:4,5 15:24 16:1**journals** 109:10**journey** 72:5 107:10**joy** 113:3 170:19,20**joyful** 101:18 113:5**Juilliard** 61:10**July** 1:10 4:5 6:6 96:17 175:24

177:14

**jumped** 162:3,8**June** 158:16**Justice** 137:18**Juvenile** 137:18**K****K-2** 51:9 52:24**K-through-5** 124:25**Kansas** 137:6**Karyl** 2:4 137:22**Katie** 2:8 9:7,8 17:10,11 69:22

71:4 72:3 160:1

**keep** 94:1 136:24 138:13 140:20

152:8

**keeping** 48:12 108:11 160:9**Keleher** 126:19,23**kettle** 25:23**key** 25:19 110:25 115:2**keyboards** 88:20**kick** 81:5**kicking** 162:21**kid** 152:13 167:24**kids** 29:16 30:1 36:6 42:12 46:12

46:16,16,24 54:22 58:1,6,19,24

64:3,9 85:24 101:13,19 117:7

117:19,23 122:10,11 123:9

126:9,10,24 127:17,20 132:8

135:1,13 136:13 140:12 143:8

143:11,17 145:3,12,21 150:3,4

150:5 151:3,15 152:9 155:11,21

156:4,19 158:18 163:2 165:16

170:1,10

**kids'** 143:1**kill** 42:6**kind** 32:23 38:3 47:3 48:4 49:6

50:13 64:3 81:19 86:3 99:18

121:17 122:18 141:18 147:16

148:4 174:2

**kindergarten** 16:25 17:6 19:25

59:10 60:15 62:1 76:5 94:3,10

113:24

**kindergarten-through-second...**

23:20

**kindergarteners** 65:23 94:8

113:25

**kinds** 94:12 140:12**King** 57:7 58:4 65:12**Kirtland** 100:4**knew** 144:7 160:4**know** 18:12,13 21:13 23:3,7

24:12 26:5,21 35:3 36:5 37:14

38:1,1,3 40:11 41:2,25 46:11,15

46:18,21 47:3,13,22,23 48:9,17

48:25 49:1,6,21,22,24 52:7,8,19

53:3,19,23,23 54:23 55:9,11

56:10 57:5,5,20 58:5 59:17

60:1,11,23 61:6,6,16 62:10 64:2

64:6 66:7,8 67:14,15 68:5,6,8

68:10,15 72:12,17 73:21 75:12

78:1,3,22 79:11,13,13 81:9 82:2

82:19 83:15,19 84:3,15 85:11

85:25 87:9,14,15,17 89:19 90:1

90:2,5 91:1 92:20 93:2 94:4

96:8 99:18 105:10 108:24 111:2

114:14,23,25 115:1 117:14

120:13,16,18 121:21 125:1

127:13,18,23 128:17,19,20

129:6 130:1,25 131:8 132:11

134:15 137:2 138:1 141:24

142:10,14,15 143:3,8,16 144:19

145:3,15 146:25 149:23,25

150:1 151:3,4 152:12 153:4

154:1,3,13 155:11,17,23,24

156:1,5 157:2,10 158:3,12,21

161:4,6 163:11 166:6,10 173:5

174:2,18

**knowing** 115:12**knowledge** 28:15 54:20 61:4

104:24 120:24

**knowledgeable** 80:8**known** 121:14 128:10 129:25**knows** 63:13 110:18 140:19

148:21,22

**Kumon** 120:3**L****L-I-S-S-A** 99:15**La** 150:18 154:19,23**labor** 144:5**Laboratories** 100:10**Labs** 63:1**lack** 34:1 53:2**ladder** 33:22**Laguna** 19:1**laid** 10:11 128:21**Land** 91:4

**language** 75:22 77:12 93:14,21  
94:1 104:20 121:24 122:23  
142:16 164:3 168:6,7 171:5,14  
**languages** 93:13  
**large** 7:11 17:14 29:21 34:4 81:3  
97:17 101:5 174:9  
**larger** 65:13  
**Las** 62:12 115:20  
**lasted** 75:7  
**lasting** 110:1  
**late** 119:6 127:18,20 168:4  
**Latin** 171:4  
**laugh** 170:17  
**law** 6:11,14 13:4,5 44:16 96:22  
96:25 126:24 160:12,14  
**laws** 157:3  
**lawyers** 43:1 101:14  
**LEA** 74:15  
**lead** 5:18,19 9:18 17:6 30:3  
**leader** 111:14 148:7 158:11  
**leaders** 31:12 100:20 103:24  
105:25 110:12 120:25  
**leadership** 31:6,11 38:22 111:13  
111:19 116:14 124:10,20  
146:16  
**leadership-level** 110:8  
**leading** 84:4  
**League** 39:19  
**learn** 88:20 92:22,22 93:6,11  
94:2 105:19 107:2,18 122:14  
144:12 148:5 162:24,25 163:2  
**learned** 62:7 115:18 158:5  
167:10,25 168:3,4  
**Learners** 75:22  
**learning** 14:25 62:7 86:11 93:19  
101:1,20 104:2,17,21 105:17,24  
106:4,8,9,14 107:3,10 109:5,16  
109:24 110:13 112:2 113:22  
132:6,9 143:7 147:21,22 148:1  
149:15 153:15,18 156:4,20  
**leave** 27:9  
**leaving** 124:2  
**led** 20:19 100:20  
**Lee** 141:20  
**leeway** 156:13,16  
**left** 27:3 29:8 39:7,18 42:20,22  
46:2 99:19 103:16 118:1 129:12

129:14  
**legal** 13:11  
**legibly** 121:9  
**Legislative** 10:20  
**Legos** 143:15  
**lend** 126:14 129:3  
**lesson** 50:13 84:9 169:17,17  
**lessons** 87:11 105:3,7 108:2  
166:6  
**let's** 75:10 92:2 158:2,3,3  
**letters** 93:10  
**level** 33:20 50:10,10 72:23 73:25  
74:16 75:22 87:20 91:12,16  
92:6,7 101:10 104:14 105:18  
108:2 136:7 147:12,20 148:7,7  
148:7,8  
**leveling** 149:22  
**levels** 50:14 51:8,9 93:18 103:1  
106:19 110:6 111:14,22 134:8  
135:21,21 148:5,10  
**leverage** 54:14  
**Liaison** 2:10  
**Liberia** 154:9,12  
**library** 77:21 154:12  
**LIBRE** 36:16  
**license** 69:13 90:10  
**licensed** 68:24,25 69:6  
**licensing** 90:21  
**licensure** 71:2 90:22  
**lie** 63:24  
**life** 30:2 32:25 33:5,7,7 42:4  
44:10 102:12,13 109:21 119:6  
119:10 121:1 130:9 168:8  
**life-changing** 14:21  
**lifelong** 21:20 29:7 30:4 39:2  
43:4 126:2 137:5  
**lifespans** 42:5  
**lifetime** 134:12 138:17  
**like-minded** 157:24  
**liked** 145:6 163:11 165:22  
**likelihood** 136:11  
**likewise** 136:12  
**limit** 102:13  
**limited** 6:25 12:9 97:9  
**line** 27:15 92:17 93:20  
**lined** 66:7  
**lines** 108:12

**Linguistics** 168:11  
**Lisa** 118:16 119:4  
**Lissa** 98:22 99:2,15,21 100:17,17  
102:20,20 121:14 128:10,10,13  
128:17 143:2 150:12 153:10  
155:7 157:8 159:7 160:2 163:18  
166:4,12 170:18 171:16 172:20  
173:1  
**list** 25:11,13 26:1 32:12 118:16  
121:4 127:4 145:14 163:8  
**listed** 94:24 175:17  
**listen** 89:15 151:14  
**listening** 122:17  
**literacy** 19:4,9 23:17 41:1,19,19  
41:21,21 42:13,13 51:5 109:14  
**literally** 152:12  
**literate** 139:7  
**literature** 165:19  
**litigator** 13:6  
**little** 5:25 6:19 47:21 48:3 49:14  
52:11 64:17 65:23 86:3 92:23  
93:24 108:16 127:18 129:23  
131:15 142:6 153:13 156:15  
**live** 12:19 29:23 42:4 57:21 69:17  
69:21 75:16,18 80:18 87:16  
92:17 93:21 102:17 117:20,24  
130:8 141:25 145:20  
**lived** 19:16 46:14 133:21 141:8  
142:13  
**liven** 33:11  
**lives** 91:2 101:21  
**living** 117:15 118:3 130:18 140:1  
157:12 158:7  
**load** 174:23  
**local** 8:3 25:6 42:24 54:15 70:17  
73:9,20,23 74:13,19 77:21 87:5  
88:7 109:22,23  
**location** 64:25 65:1,1,10,14  
72:22 152:7  
**locations** 64:19  
**lofty** 114:21  
**long** 18:3,5 27:13 55:12 91:8  
92:24 158:17 169:10  
**long-time** 58:9 139:5  
**longer** 28:11,17,17 50:18 91:22  
**longest** 56:23  
**look** 11:6 13:13 21:16 23:10 33:1

41:22 42:2 44:6 61:4 72:5  
 87:14 127:25 130:14,16 132:22  
 145:14 153:19 166:19 169:24  
**looked** 40:10 68:21 71:1 81:18  
 130:13  
**looking** 25:18 46:17 52:23,24,24  
 53:8,9 65:1 72:24 75:21,22  
 86:4 93:17,18,19 94:11 106:20  
 117:4 130:13 151:25 172:23  
 174:16 175:2  
**looks** 61:23 84:11  
**Lorraine** 153:17  
**Los** 63:1 93:1 132:18 137:25  
 138:5 153:16  
**lose** 28:14 93:13  
**lost** 56:7 64:16 123:1,2  
**lot** 28:15 36:5 37:25 38:1 46:6,21  
 48:16 51:16 56:19 60:20 65:20  
 65:21 70:10 76:10 82:24 89:21  
 107:14 125:24 127:5 128:17  
 140:24 141:2,4 145:3 146:22  
 153:6 155:15,19,20 156:13  
 158:20,20,20 159:9 160:10,16  
 167:3 174:15,20  
**lots** 158:16  
**loud** 65:23  
**louder** 108:17  
**love** 16:24 32:6 54:20,22 59:2  
 86:9 88:19 91:7 92:15 127:1  
 132:13 141:10 144:21 159:8,9  
 159:16 166:22  
**loved** 32:5 46:20 53:19 54:23  
**low** 75:21 125:14 134:17  
**low-income** 21:23 57:15 77:10  
 121:20 139:20 152:1  
**lower** 149:25  
**luck** 14:22 44:3  
**lucky** 43:8 44:8 45:3  
**Lujan** 125:20 126:2  
**lungs** 55:9  
**Luther** 65:12

---

**M**


---

**M-C** 40:23  
**M-E-A-G-H-A-N** 99:13  
**ma'am** 79:4 153:10  
**mad** 172:21

**Madam** 8:19 9:15 10:4 11:16  
 13:16 15:25 17:11 18:20 20:11  
 21:18 27:8 35:13 38:15 44:13  
 49:18 53:16 55:21 56:16 59:1  
 62:14 64:13 65:2 66:15 69:10  
 73:1 74:10 76:19 79:6 83:7  
 84:23 86:7,24 90:12 95:23  
 99:22 112:24 121:10 123:18  
 128:7 131:13 173:20 174:6  
**madder** 167:24,24,24  
**mailed** 94:22 175:15  
**main** 133:5  
**maintain** 12:23,24 50:3 113:9  
**maintenance** 74:24  
**major** 27:23 152:16  
**majority** 73:23 83:11 84:20  
 139:3 140:1 143:6  
**making** 12:3 71:21 72:20 75:13  
 79:13 132:3 155:23 160:4,17  
 164:16  
**male** 63:20  
**manage** 15:14 17:13 19:22  
**managed** 114:20 117:11  
**management** 16:3 79:16 82:12  
 123:22 128:1  
**manager** 79:9 100:7 175:4  
**manner** 7:21 49:16 98:3  
**Mantes** 36:11  
**Manzano** 17:20  
**Marianne** 32:12  
**marine** 101:14  
**mark** 129:15  
**Martin** 65:12  
**Martineztown** 22:18  
**MAS** 146:19 150:1 152:12  
**Master's** 22:1 39:18 62:25  
 168:10,12  
**Master's-prepared** 18:21  
**matches** 116:12  
**material** 104:24  
**materials** 129:5  
**math** 16:13 20:18 21:2 23:5,6  
 53:24 101:11,16 109:15 111:5  
 119:22 120:10,12 127:14  
 135:22 166:15,19 169:11  
 171:21,23  
**mathematics** 19:13 21:24 23:18

51:4 104:20 134:18 135:17  
**matter** 5:8 166:23 177:12  
**matters** 70:22 101:19  
**Maureen** 128:6  
**McDonald's-es** 33:3  
**McGirt** 40:19  
**Meaghan** 39:1 99:13 100:19  
 104:9,9 114:12,12 118:5 129:25  
 147:2 148:14,19 149:13 157:20  
 157:20 158:15,24 159:25  
 160:15 161:5 164:11,14 168:24  
 170:23 171:22 172:4,25 173:8  
 174:13  
**Meaghan's** 128:18  
**mean** 38:4 41:18 91:1 146:7  
 155:4,21 157:5 163:22  
**meaningful** 45:11 77:24 172:13  
**means** 37:4 50:12 60:8 87:6  
 102:16 155:4,6 170:3  
**meant** 22:8 157:2  
**measures** 111:16  
**medical** 41:10 42:5 119:8  
**Medically** 79:16  
**medicine** 40:24 41:12 79:17  
 133:19,24 134:5  
**meet** 45:7,8 66:13 69:14 78:11  
 95:16 106:7 157:15 162:19  
**meeting** 4:2 5:9,11 6:2 31:19  
 85:3 96:14 130:14 159:19  
**meetings** 108:5 114:7 160:1  
**meets** 44:4  
**member** 9:3,10,12 20:15 30:20  
 42:25 43:2 82:23 94:18 99:4  
 104:10 126:3 131:17 133:9,24  
 175:12  
**members** 6:13 8:5 9:22 10:1,4  
 11:10 13:16 24:2,9 38:16 39:16  
 54:13,19 73:6,15 75:16 80:6  
 84:19 90:18 95:23 96:24 98:12  
 99:22 100:3 107:16 116:24  
 121:10 139:8  
**memories** 110:1  
**Memphis** 39:23 40:1,2,7 159:4  
**Menaul** 13:8  
**mentioned** 86:13 87:25 159:1  
 171:25  
**mentor** 128:14



**mentoring** 16:9  
**mentors** 43:10 45:16  
**menu** 95:2 175:19  
**Mesa** 150:18 154:19,23  
**messed** 6:21  
**met** 114:11 124:9 157:18 159:7  
**meta-cognition** 168:17  
**methods** 37:4  
**metrics** 111:16 114:21  
**Mexican** 11:24 21:20 39:1 58:14  
 59:3 89:22 126:2 139:5 142:22  
**Mexicans** 21:21 61:11 125:12  
 126:6  
**Mexico** 1:2,13,22 3:4 5:15,19,22  
 6:3 11:1,14 12:16 15:7,8 16:2,8  
 16:16 17:19,21 18:23,24 19:6,8  
 19:19 20:23,23 21:1,11,22 22:3  
 27:22 28:2,4 30:15 36:2,16,19  
 38:18 42:25 43:5 56:4 58:13  
 59:3,16 60:15 61:1 62:24 63:3  
 63:10 64:6 68:25 69:13 70:5,18  
 71:3 73:16,17 80:14,15,23 81:7  
 82:8 90:6 91:2 96:15 100:11  
 116:19,21 117:5 119:16 121:19  
 123:23 124:25 125:6,11,13  
 126:4,8,9 128:15 129:2 131:19  
 132:16,21 134:14 137:7 139:12  
 153:2 157:11,17,19 158:9,12  
 159:17 177:2,7,10,11,19  
**Mexico-appropriate** 90:20  
**Mexico-licensed** 69:7  
**Michelle** 44:14  
**Mick** 37:20  
**mid-40s** 122:19  
**middle** 103:1 125:3,7 150:13  
 159:5 167:1 171:8  
**mile** 29:24  
**mind** 57:12 100:15 123:6  
**minds** 31:24  
**mindset** 148:4  
**mindsets** 107:19  
**mine** 65:6 122:18 141:25  
**minorities** 43:17  
**minority** 45:4 52:17  
**minute** 113:8  
**minutes** 6:17,25 7:2,20 8:1,5,7,9  
 8:10 25:10,15,15 27:2,3 40:16

42:21,22 45:13 46:2 47:12 85:2  
 97:3,9,11 98:2,8,12,14,16  
 113:13,15 118:15 129:13,14  
 133:16 136:23 169:9  
**misinterpreted** 56:6  
**misread** 164:3  
**missed** 161:16  
**mission** 12:11 15:18 21:7 42:11  
 74:4 102:21 107:12 112:19  
 114:15 116:5,10 135:13 157:25  
**misunderstanding** 149:11  
**mix** 123:2  
**mobility** 36:7  
**model** 14:25 15:18 23:19 32:7  
 39:24 40:8 48:23 49:12,19  
 50:22,24 71:7,7,11 74:1 83:14  
 87:24 104:1,14 115:24 131:22  
 131:24 147:8,18 148:17 149:10  
 170:9  
**models** 45:22 87:3,8 148:25  
 149:3  
**modifications** 79:25  
**Modrall** 13:4 44:15  
**mom** 29:11,18 111:10 143:21  
**moment** 46:4 48:5 134:10  
**moments** 134:10  
**Monday** 95:10  
**money** 39:12 46:21 88:1,3 89:1  
 115:11,15 120:1,20,23 140:15  
 140:17 149:24 172:24 173:25  
**monopoly** 37:2  
**Montes** 36:12,15  
**Montezuma** 34:23  
**monthly** 109:9,14  
**months** 24:9 38:25 140:16  
**Moriarty** 80:18 137:13  
**morning** 9:4,16 10:3 11:15 13:15  
 15:24 17:10 18:19 30:12 32:18  
 44:13 46:7 108:4 114:7 118:22  
 119:3 140:5 145:7 151:22 161:9  
 161:24 163:15  
**mother** 22:6,6 76:24  
**mother's** 63:19  
**Mountain** 74:22 75:5 137:15  
**mouth** 39:12  
**move** 5:14 28:18,23 33:22 46:19  
 46:25 51:22 65:13 67:12,20

68:11,13,15 118:6,9 119:16,17  
 131:22 157:13 171:7  
**moved** 12:16 20:22 38:25 39:23  
 57:23 119:15 157:9 159:3,3,6  
**moving** 55:8 57:7 67:15 68:9  
 118:1,21 134:2  
**multiple** 54:4 111:16  
**Murphy** 86:11  
**museum** 109:23  
**music** 53:7,19,20,23 54:7,10  
**my's** 71:15  
**myriad** 124:10

---

**N**


---

**N** 2:1 3:1,1  
**nail** 93:1  
**nails** 92:25  
**name** 8:15,20,21,23,25 9:2,5,7,9  
 9:11,17 10:4 11:20 13:19 16:1  
 17:11 18:20 20:14 21:19 27:21  
 29:3 34:10 35:13 36:15 37:20  
 38:15,16 40:21 42:23 44:14  
 46:3 63:23 96:6 98:18 119:4  
 121:5,5 126:22 129:19 138:21  
 140:22  
**names** 8:16 27:15 98:18,25 99:1  
**narrative** 23:9 55:18 86:13  
**Nation** 18:25  
**national** 44:20 63:18 73:25  
 100:10 116:3 136:9  
**Native** 11:24 15:6 39:1 57:17  
 58:14 61:24 89:22 115:18  
**Natives** 57:18  
**natural** 116:10  
**nauseam** 158:15  
**Navajo** 18:25  
**NEA** 138:19  
**near** 18:9 117:20  
**nearly** 10:17  
**necessarily** 14:1,4 47:24 93:2,15  
**necessary** 7:24 15:2 35:23 74:15  
 74:16 78:18 86:19 89:1 98:7  
 154:24  
**need** 5:11,12 33:11,16 34:20 35:8  
 43:15 50:1 57:9,10,10,11 58:10  
 58:19 61:11,25 68:24 71:13  
 73:12 74:16 78:15 79:12,20

81:24 85:10,12 87:19 93:15  
 104:7 106:23 109:7,17 110:23  
 111:17 115:16 117:20 120:7,9  
 122:10 127:2,16,17,19 130:15  
 135:2 145:21 154:1,2 156:4  
 160:19 169:6  
**needed** 15:2 80:1  
**needs** 24:13 31:20 53:4 58:11  
 61:22 68:23 78:11,11 79:8,21  
 87:5 104:25 105:15 106:5,7,11  
 110:13 114:16 122:9,15 145:12  
 155:10 156:1 170:12  
**needy** 137:11  
**negative** 47:24  
**neighborhood** 12:19,20,23,24  
 29:23 42:25 46:22 57:2 117:17  
**neighborhoods** 22:17 57:20  
**neighboring** 50:5,6  
**nervous** 64:22  
**networks** 73:25  
**Nevada** 70:4  
**never** 21:14 39:8 60:17 74:24  
 121:11 123:3 134:22 152:24  
**new** 1:2,13,22 3:4 5:15,19,22 6:3  
 10:12 11:1,13,24 12:16 15:7,8  
 16:2,8,16 17:19,20 18:23,24  
 19:6,8,19 20:23,23,25,25 21:1  
 21:11,13,20,21,22 22:3 27:22  
 28:1,4 30:15 33:9 36:1,2,16,19  
 38:18 39:1 42:25 43:5 56:4  
 58:13 59:3,3,16 60:15 61:1,11  
 62:24 63:2,10 64:1,6 66:10  
 68:25 69:7,13 70:5,11,18 71:3  
 73:6,13,16,17 80:13,15,23 81:7  
 82:8 84:16 89:22 90:6,20 91:2  
 91:24 95:18 96:15 100:8,11  
 115:21,22 116:3,19,21,22 117:5  
 119:16 121:19 123:23 124:25  
 125:6,11,12,13 126:2,4,6,8,9  
 128:15 129:2 131:19 132:16,21  
 134:14 137:7 139:5,12 140:18  
 142:1 149:2 153:2 157:11,17,17  
 157:19 158:9,12 159:17 172:16  
 174:5 177:2,7,10,11,19  
**newborns** 139:16  
**newsletters** 109:11  
**nice** 30:13 89:19 119:20,25

**niece** 151:13  
**night** 109:15,15,15,23 130:14  
 143:9 144:25,25  
**nine** 12:17 24:9 140:16  
**NM** 1:20 177:17  
**NMPED** 178:7  
**non-elementary** 105:6  
**non-English-speaking** 19:24  
**noncognitive** 107:19  
**nonprofit** 17:14,15 18:5 24:14  
 36:17 38:19 88:7 130:3 172:16  
**norm** 112:12  
**normal** 33:7,20  
**Norte** 44:25  
**north** 14:5 29:24  
**Northern** 137:7 139:11  
**note** 95:3 175:20  
**noted** 47:17 144:21  
**notes** 76:15  
**noticed** 81:21  
**Notre** 61:20  
**nowadays** 38:2  
**number** 7:9,11 54:15 56:24  
 89:19 97:15,17 101:2 123:20  
 124:3 128:19 134:15 139:13  
 140:3 178:2  
**nurse** 18:22,23 19:3  
**nursing** 19:21,23 20:4 92:5  
**NW** 1:21 177:18

---

## O

---

**O** 3:1,1  
**Oakland** 124:21 157:12 158:7  
**objection** 69:4  
**objectives** 12:13  
**observation** 85:4  
**observations** 85:1  
**obtain** 6:7 69:12 70:20 96:18  
**obtained** 124:17  
**obvious** 47:16  
**obviously** 67:4 95:2 117:5  
**occupation** 92:16  
**odds** 23:7  
**offended** 25:25  
**offer** 35:25 43:19 145:5 146:25  
**offered** 36:8 147:1  
**offering** 42:14  
**office** 10:21 123:24  
**officer** 36:1  
**Official** 68:25 69:7,14 71:3  
**oh** 26:5 36:13 40:22 52:1 54:25  
 89:8 113:16 118:10 166:18  
 173:1  
**okay** 6:21 8:13 9:14 10:3 25:8  
 26:14 27:4,5,20 32:14 34:9  
 36:13 47:6 51:22 55:17 56:12  
 56:12 67:22 68:4 74:21 79:3,23  
 81:10 87:25 89:14 91:9 96:9,12  
 98:21 99:2,21 113:16 118:9  
 119:3,23 131:13 136:22 142:4  
 144:15 146:1,12 148:13 163:18  
 164:1 165:10 173:14 174:1  
 175:11  
**old** 60:12 94:4 153:22  
**older** 142:18  
**oldest** 22:17  
**on-site** 130:12  
**once** 11:20 46:16 95:19 143:12  
 176:1  
**one-and-a-half-teacher** 50:24  
**one-on-one** 28:9  
**ones** 89:12 152:20 155:2  
**ongoing** 109:6 116:24  
**online** 95:2 163:20,25 175:20  
**oomph** 34:20  
**open** 11:4 47:25 51:16 74:19  
 108:12 115:10,16 117:1 125:1  
**opening** 88:8 172:8,13,18 175:8  
**operate** 40:1 113:7 147:6  
**operational** 49:22  
**Operations** 19:7  
**opinion** 37:22  
**opinions** 7:13 97:19  
**opponents** 7:12 97:18  
**opportunities** 12:7 15:9 43:20,22  
 45:10 46:10,13,24 88:16 101:3  
 102:14,25 107:3,17 112:5  
 117:17 126:10 132:11  
**opportunity** 6:18 11:7 12:4  
 13:17 14:13 15:14,22 16:18  
 17:1 18:11 30:9 31:23 32:6,8  
 40:8 42:15 44:4,8 45:7,8,24  
 53:2,11 56:2 74:14 97:4 99:23  
 107:5 108:3 109:4 116:9 119:16

119:17 120:4,19,22 123:8  
 124:24 128:8 131:15 132:16  
 143:12 169:21 172:10  
**opposed** 74:7  
**opposition** 7:7 97:13  
**option** 12:15 33:4 34:13 35:23  
 37:14 38:5 51:11,12 53:14  
 74:13 117:12 123:11  
**options** 2:8 12:9 13:1 14:14 22:8  
 22:13 29:16 30:3 32:22,22,23  
 33:6 36:6,21 119:18 120:18  
**order** 3:3 4:1 47:12 104:7 105:15  
 107:16 111:17 115:16 120:21  
 150:24 163:1  
**organization** 15:15,16 36:17 69:4  
 70:2,25 71:1,8 90:24 104:1  
 111:19,21 114:19 115:19 116:2  
 116:4 117:11 129:5 132:14  
 148:6 164:15 174:16  
**organizationally** 115:7  
**organizations** 24:15,16 39:11  
 73:4 78:10,25,25 102:1 115:23  
**organized** 64:22  
**orientation** 114:2 163:9  
**original** 164:18  
**originally** 16:15  
**Orthopaedics** 100:11  
**Otero** 138:17 141:19  
**outcomes** 74:3 101:6 102:9 103:6  
 110:8,8,9 116:11 117:23 165:16  
**outlet** 31:24 53:4  
**outline** 169:23  
**outlined** 100:22 163:23  
**outreach** 112:13  
**outside** 14:3 15:6 22:9 54:13 61:1  
 78:10,16 120:3 143:16 157:6  
**outsider's** 132:22  
**over-budgeting** 50:8  
**overall** 62:19  
**oversaw** 134:6  
**oversee** 15:15  
**overseeing** 123:24  
**overview** 100:1  
**overwhelming** 127:7  
**owner** 123:18

---

**P**

---

**P** 2:1,1 3:1  
**P-A-C-H-E-C-O** 99:9  
**P-A-M** 99:12  
**P-R-E-P** 99:3  
**p.m** 95:4 136:21,21 175:21,25  
 176:3  
**Pacheco** 99:8 100:6 108:13,14,18  
 108:18  
**paddles** 6:19  
**page** 3:2 64:19,22,24,24 86:18  
**pages** 177:8  
**paid** 61:1  
**Pam** 99:12 101:22 111:25  
**Pamela** 100:8 101:22 111:25  
 174:15  
**Pancho** 63:11,20  
**panel** 164:6  
**panicked** 32:9  
**pants** 150:5  
**Papa** 74:22 157:14  
**paper** 118:13 127:8  
**Pardon** 113:14  
**parent** 18:7 45:23 46:5 109:9  
 110:18 120:16 142:25  
**parented** 108:23  
**parents** 2:8 18:12 29:15,23,25  
 32:22 36:22 37:14 51:20 75:19  
 76:5,6 92:20 93:25 106:2 108:9  
 108:23 109:12,20 131:3 142:14  
 155:17 167:21  
**Park** 22:19 42:24  
**parochial** 16:19  
**part** 15:13,17,21,21 16:6 18:17  
 29:21 32:7 39:3 46:21 64:7  
 66:23 98:21 101:5 112:19 122:5  
 127:10 129:8 133:2,2 137:25  
 138:23 139:2,11,12 140:1 145:2  
 149:1 151:17 152:23 153:15,20  
 156:14 166:7 170:6 172:9  
**particular** 12:18 52:24 102:4  
 112:18 133:7  
**particularly** 106:1 125:14  
**partner** 44:15 73:8 78:24 108:21  
 108:22 130:22  
**partners** 109:8  
**partnership** 149:1  
**partnerships** 107:8

**parts** 101:4 137:24  
**pass** 33:24 34:2 52:10  
**passed** 119:7  
**passion** 54:20 141:10 166:22  
**passionate** 21:6 79:19 116:7  
**passions** 166:10  
**pasted** 160:13  
**pasting** 160:11  
**path** 14:1,22  
**PATRICIA** 2:3  
**Patrick** 100:10  
**Patty** 138:15  
**paying** 92:9,10,11  
**PBL** 147:22 148:18,25 149:12  
**PD** 84:3  
**PE** 53:19 58:22  
**peace** 25:7  
**PEC** 2:10  
**PEC-authorized** 125:17  
**PED** 2:10 124:3  
**peers** 106:23 107:5  
**pending** 88:11  
**penmanship** 121:11  
**people** 19:12,20 24:6 25:9 26:15  
 27:1 33:24 34:2 37:25 39:6  
 41:3,5,25 42:3,8,14 43:15 47:3  
 51:24 61:1 64:8 70:6,10,20  
 75:18 80:15,16 81:4,9 91:6  
 92:1 108:24 118:12 137:2 155:1  
 157:2,6,16 166:9,21 167:3  
**people's** 41:1  
**Peralta** 2:3 4:18,19 56:22 138:20  
 138:21  
**percent** 23:4,6 33:19 40:2,2,3  
 50:5 56:7 71:22 103:19 121:20  
 121:20,21,23 150:17  
**perform** 79:14  
**performed** 114:11  
**performing** 11:12 40:6 137:16  
**period** 91:22 155:20,21  
**periods** 85:25  
**perpetuates** 42:9  
**persevere** 102:25 163:2,3  
**person** 8:17 25:16 31:4 53:8 64:6  
 69:7 72:9 98:19 129:15  
**personal** 12:12 15:4 16:23 19:16  
 20:4 46:5 73:24 135:18,18

167:25  
**personalize** 156:20  
**personalized** 105:24 106:8,9,14  
 114:6 156:3  
**personally** 16:18 44:23 91:3  
 102:22 107:14 133:8  
**personnel** 49:24  
**perspective** 13:6 38:23,23 132:22  
**pertains** 48:6  
**pervasive** 128:25  
**petition** 10:9  
**ph** 36:11,12  
**Ph.D** 62:25  
**phenomenal** 45:19 131:23  
**Phil** 44:17  
**Phillip** 35:10,11,13 61:5  
**philosophy** 27:23  
**phone** 109:9  
**phrase** 91:3  
**physical** 52:14,16 54:7,10  
**physically** 79:8  
**physician** 40:24 135:6  
**piano** 88:20  
**pick** 152:14  
**piece** 56:6 58:7 59:21 66:17  
 153:5  
**pieces** 118:13 173:21  
**pilot** 86:4  
**pipeline** 125:9  
**place** 33:4 64:16 67:19 77:20  
 81:25 127:2 150:24 170:20  
**places** 35:20 104:1  
**plan** 50:9 70:12 73:2 76:9,9  
 103:22 105:2,8,14 110:22  
 114:24 115:3,13 132:3 133:4  
 162:3,9,13 164:18  
**planners** 114:25  
**planning** 32:20 67:15 86:14  
 115:4,5 145:1 172:5  
**plans** 50:13 76:22 84:9  
**plate** 175:7  
**play** 53:2 88:20 143:15,16  
**played** 53:20  
**playing** 6:21 52:21 54:23 149:22  
**please** 4:7 7:2,6 8:15 25:25 29:2  
 40:20 75:8 95:3 97:10,12 98:17  
 121:9 175:20

**pleasure** 15:19  
**Pledge** 3:3 5:14,18,21  
**plus** 152:6  
**pneumonia** 41:8,9  
**pocket** 147:17  
**point** 19:22 65:15 67:5 121:12  
 122:12  
**pointed** 161:23  
**points** 152:22,23,23,24  
**policy** 10:18 11:1 22:3  
**politically** 55:1  
**polo** 150:2  
**pooled** 102:1  
**poor** 134:15 158:18  
**population** 19:5 33:18 52:25  
 112:11,21 127:11 139:22 141:3  
 141:8 142:11 149:23 150:10  
**populations** 124:22 149:4 151:25  
 152:2  
**position** 137:21  
**positions** 43:9 73:21  
**positive** 17:5 88:13 113:4 163:7  
**positives** 89:21  
**possible** 31:10 33:24 62:23 64:19  
 66:8 104:17 113:3 117:1 133:3  
 169:23  
**possibly** 73:6 126:15  
**post** 45:9  
**post-high-school** 45:10  
**post-secondary** 103:2 125:8  
**posting** 73:21  
**pot** 25:23  
**potential** 65:10,17 77:19 88:1  
 123:9 124:13 134:23  
**potentially** 172:1  
**POULOS** 2:8 26:17,23 66:15  
 67:3 95:8 129:13 173:20 174:2  
**poverty** 43:16 52:17 93:17  
 101:23 102:12 140:7 141:2  
**power** 120:24  
**powerful** 116:6  
**practical** 32:24  
**practice** 84:10,11 103:5 106:18  
 106:19 113:22 148:9 170:12  
**practiced** 162:12  
**practices** 116:16  
**practicing** 126:24

**praying** 118:24  
**pre-designed** 87:21  
**pre-prepared** 87:4  
**precious** 113:9  
**predictability** 77:8  
**preemie** 119:7  
**premise** 113:8  
**Prep** 39:3 99:3 102:11 103:3,23  
 103:25 105:12 106:9,21 107:7  
 108:8 109:3 110:7 111:1 112:3  
 113:10 120:8,15,24 125:17,25  
 126:3 131:21  
**Prep's** 102:21 104:13 159:20  
**preparation** 44:4 83:12 84:9,21  
 134:21  
**Preparatory** 1:11 3:8,12 96:10  
 100:14,23 135:12 178:5  
**prepare** 30:2 102:21 107:12  
 112:11 125:6  
**prepared** 15:13 44:9 72:18 83:4  
 102:24 153:6  
**prepares** 132:7,10  
**preparing** 113:23 158:10  
**prescriptions** 19:14  
**present** 4:12 5:1 6:18 7:19,20  
 82:25 97:4 98:1,2 107:5  
**presentation** 7:3 8:2 11:18 56:19  
 97:11 98:9,21 100:24 127:24  
**presented** 75:11,16 110:3  
**president** 13:21 44:20 61:9 92:13  
 138:6  
**pretend** 78:3  
**pretty** 67:8 82:17 94:9 118:1  
 121:4 141:2 142:17,21  
**prevent** 41:6,7,8  
**preventive** 41:5  
**prices** 151:10  
**pride** 61:22  
**primarily** 50:10  
**principal** 84:24 86:15 159:5  
**principles** 128:21  
**print** 121:9  
**prior** 13:9 88:8 113:20 145:12  
 172:7  
**prioritized** 21:3  
**prioritizes** 23:14  
**priority** 113:12

**private** 13:8 33:13 120:2  
**privilege** 156:10  
**privileges** 167:23  
**probabl-** 27:11  
**probably** 40:2 46:15 48:10 62:16  
 68:14 93:18 124:17 154:25,25  
 173:7  
**problem** 123:2 150:11  
**problems** 34:25 134:25  
**proceed** 8:12  
**proceedings** 1:9 96:2 176:3 177:9  
 178:3,3  
**process** 7:16 66:23 67:5,8 82:2  
 97:23 101:1 110:16 111:15  
 116:2,18 129:6 148:24 157:5  
 163:18,19,25 166:5,8  
**processes** 109:24 115:25  
**produce** 55:23  
**produced** 175:2  
**produces** 80:15  
**product** 43:4 44:24  
**productive** 107:15  
**professional** 1:21 6:15 13:20  
 20:16 23:21 73:11,25 79:15  
 83:23 84:7 97:1 103:22 116:24  
 132:2 134:3 160:3  
**professionally** 152:25  
**professionals** 79:14  
**professions** 101:15 135:7  
**professor** 137:5  
**proficiencies** 134:18  
**proficiency** 53:24 101:16 135:20  
**proficient** 23:5,6 94:9  
**program** 20:3 23:22 38:23 39:25  
 45:3 79:17 82:3 83:2,24,25  
 86:4 90:21 100:2,22 112:14  
 162:16 168:12 170:7 173:7,10  
 173:13  
**programming** 15:16 89:2  
**programs** 19:7,10,10 39:22 83:12  
 84:21 115:22 116:4 134:6  
 140:11,13  
**progress** 36:21 130:23 172:13  
**project** 28:23 100:7 153:17  
 164:25 165:2,4,5,6 171:18  
**project-based** 104:21 132:5,9  
 147:21,22 149:15 153:15 164:8

164:19 170:5  
**project-based-oriented** 164:20  
**projects** 107:1,4 149:14 165:13  
 173:9  
**promise** 10:10  
**promising** 46:18  
**promote** 43:14 62:24  
**promoted** 61:8  
**promoting** 12:2  
**Property** 65:15 66:1 123:19  
**proponent** 32:21,21 53:5  
**proposal** 74:19 116:25  
**propose** 50:23 51:10  
**proposed** 6:10 8:24 9:1,3,5,8,10  
 9:12 10:6 11:21 16:4 17:12  
 20:15 50:25 71:14 83:22 96:21  
 100:19 116:20 172:8,13  
**proposing** 55:12 71:11 125:15  
 143:5  
**prospect** 11:2  
**prosperity** 36:18  
**proud** 31:6,9 59:3 158:6,13  
**proven** 66:9 103:5 145:10  
**provide** 10:12 14:13 15:8 24:17  
 43:21,22 71:13 73:11 74:15  
 76:3 78:9,10 79:25 85:13 88:16  
 108:2,5 109:16 110:15 120:21  
 132:15 135:14 143:4 150:20  
 151:1,2  
**provided** 23:13 109:6 115:24  
 134:21 175:19  
**provides** 38:19 77:8 135:12  
 150:2  
**providing** 18:14 21:13 56:3 60:5  
**proximity** 146:8  
**Psychiatric** 77:1  
**public** 1:1 4:2 6:8,13,24 8:7 12:9  
 17:15,17,25 18:8 25:10 28:1,3  
 33:13 34:24 43:4 53:21 72:1  
 74:12 80:13,14,22,23 82:14  
 88:22 94:18 95:15 96:19,24  
 97:8 98:14 99:22 100:5 115:21  
 116:6 117:16 118:7,9 121:18  
 128:12 129:20,21 131:14  
 137:15 138:2 141:11 156:11,12  
 156:23 158:6,22 160:7 175:12  
 177:1,10

**publicly** 149:19  
**Pueblo** 18:25 19:17  
**purchase** 173:4  
**purpose** 6:5 96:16  
**purposeful** 106:16  
**pursuant** 6:3 96:14  
**pursue** 88:15,24  
**pursuits** 103:2  
**push** 81:23 83:5 148:6 149:3  
**put** 37:10 39:12 49:2 70:3 81:14  
 87:11 95:20 115:12 117:2,7  
 127:14 128:1 129:15 130:7  
 144:10,18 159:8,11,13,21  
 173:18 174:23  
**puts** 37:5,5  
**putting** 51:7 94:16 132:5 166:8  
**Pynes** 9:11,12 20:11,14 84:22

---

## Q

---

**qualify** 47:21 89:9  
**qualifying** 123:19  
**quality** 21:3 22:13 24:20 37:1  
 81:1 101:2 102:18 103:9,10,11  
 112:7 119:19 120:6,25 141:13  
**quarter** 29:24 101:10  
**Quay** 141:19  
**question** 47:23 48:4,6,7,22 49:7  
 50:19 68:19,23 74:10 79:24  
 81:16 82:15 86:12 88:6 91:10  
 129:15 143:3 147:3 148:20  
 153:25 155:5 161:2 164:11  
 168:25 171:10,24 172:22 174:7  
**questions** 8:9 9:21 21:17 24:25  
 47:8 48:1 49:10 59:1 90:4  
 98:16 115:9 136:23 146:1,21  
 152:19 163:13 170:14 173:15  
**quick** 35:25 63:9 86:12 171:24  
**quickly** 72:15 89:15  
**quiet** 55:10 81:11  
**quit** 140:14  
**quite** 19:4 50:4 87:2 122:24  
 152:25 174:19  
**quorum** 5:9,11,12,13  
**quote** 162:5

---

## R

---

**R** 2:1,4 3:1 90:16

<b>R-Z-E-N-D-Z-I-A-N</b> 129:20	82:19,23,25 83:13,23 84:6,8,25	<b>referring</b> 80:3
<b>R.E.A.C.H</b> 107:21 108:1,10	85:4,10,12 86:1,5 87:10,13	<b>refine</b> 116:25
<b>Raid</b> 63:12	91:12 92:10,13 93:10,16,16	<b>reflect</b> 108:6
<b>railroad</b> 58:16	95:24 104:23 105:2,14 108:8	<b>regarding</b> 7:1 50:20 97:10
<b>raised</b> 11:25 15:6 17:18 22:5	110:17 111:10 116:1 119:18	<b>regardless</b> 22:14 31:1 112:6
28:2 34:22 39:7,18 49:7 61:15	128:24,25 131:23,23 132:7,17	<b>region</b> 70:3
126:23	132:17 133:6,6 134:11 142:24	<b>Regional</b> 44:19
<b>raising</b> 107:15 128:21	143:21 144:23 145:24 152:18	<b>regions</b> 71:6,10
<b>Rancho</b> 43:5 125:3 137:25	154:1,17 155:4,5 156:2 157:1	<b>registered</b> 139:25 140:3
<b>range</b> 112:9	165:15,20,22,22 166:25 167:21	<b>regular</b> 106:16,19 107:24 108:7
<b>ranked</b> 102:10	170:12 171:2	109:10 110:15
<b>Rarick</b> 9:7,8 17:10,12 69:22 71:4	<b>reason</b> 19:20 50:3,21 67:18 68:11	<b>regularly</b> 106:25 110:10
72:3	87:17 127:1 132:20 152:5	<b>reimagine</b> 21:10 116:6
<b>rate</b> 33:19,20 101:23 140:6,7,7	<b>reasonable</b> 152:11	<b>reimagining</b> 23:9
<b>rated</b> 14:8	<b>reasons</b> 28:7 133:5	<b>relate</b> 165:12
<b>rates</b> 41:14 101:25 103:20	<b>REC'D</b> 178:10,15,20,25	<b>related</b> 41:1 139:11 149:15
<b>ratings</b> 130:17 134:15	<b>RECEIPT</b> 178:1	164:25 169:19 173:9
<b>ratio</b> 51:7 52:18	<b>receive</b> 6:8 14:20 54:5,9,9 59:9	<b>relationship</b> 68:21 77:25 174:9
<b>reach</b> 21:13 76:17	59:12 88:13 96:19 102:19	174:11,12
<b>reaching</b> 114:21	116:20,21	<b>relationships</b> 73:19 74:23 105:17
<b>read</b> 6:1 16:25 19:12 27:14 33:19	<b>received</b> 21:25 88:12 95:4 129:5	106:15
41:3,12 67:23 68:22 76:6,14	140:17 157:10 172:5 175:21	<b>relative</b> 63:20
92:22 124:6 127:7 135:11 162:2	<b>receives</b> 79:19 103:17	<b>relevant</b> 60:6,8
164:10	<b>receiving</b> 113:22 120:11	<b>relying</b> 88:3 89:4
<b>readily</b> 22:14 151:4	<b>recess</b> 47:10 52:14,16 54:4 56:10	<b>remain</b> 80:1
<b>reading</b> 16:12,21 23:5 49:8 55:6	96:1,2,4 136:21	<b>remains</b> 111:20
55:6,6 64:20 84:10 91:20	<b>recharter</b> 75:8	<b>remedial</b> 16:13
101:10,16 134:18,24 135:21	<b>recognition</b> 11:12	<b>remember</b> 138:12 148:16
153:23 171:16,18	<b>recognize</b> 70:15,23 114:18	<b>remind</b> 75:1
<b>Reading/Writing</b> 171:18	<b>recommend</b> 125:16	<b>render</b> 95:16
<b>ready</b> 8:12 57:9 114:6	<b>recommendation</b> 88:14	<b>repairing</b> 123:5
<b>real</b> 81:5	<b>recommended</b> 124:7,11	<b>repeatedly</b> 106:2
<b>real-life</b> 134:23	<b>recommending</b> 124:1	<b>replicates</b> 71:7
<b>realities</b> 82:13	<b>record</b> 4:8 8:15 56:24 63:12 96:7	<b>report</b> 108:8
<b>reality</b> 82:5 101:12	96:11 98:17 119:2 124:20 136:1	<b>REPORTED</b> 1:20
<b>realize</b> 45:15 64:20	<b>recording</b> 63:14	<b>reporter</b> 6:15 46:8 97:1 99:1,16
<b>realizing</b> 33:16	<b>records</b> 2:10 126:7	99:20 100:16 177:7
<b>really</b> 11:2 19:11,23 20:8 21:8,8	<b>Recovery</b> 43:3	<b>REPORTER'S</b> 3:10 177:5
21:13 23:16,23 24:16 30:5 31:6	<b>recruit</b> 73:10 74:2 112:8	<b>Reporting</b> 1:21
31:9,19 35:7 37:20,22,23 38:4	<b>recruiting</b> 31:12 72:25 103:21	<b>reports</b> 71:17
38:24 39:4,14,17,20 40:12 41:2	<b>recruitment</b> 73:2 82:17	<b>represent</b> 7:13,14 11:22 82:25
41:11,23 42:11,12,14,16 46:20	<b>recruits</b> 82:5	97:19,21 123:20 137:9,23
46:23 49:20 52:1 54:13 55:10	<b>recuse</b> 139:13	138:15,22 139:1 140:23
55:24 58:20 59:7,15,23 65:14	<b>reduce</b> 151:10	<b>representation</b> 83:20
66:19 69:1 70:2 71:1 72:16,17	<b>reemphasized</b> 60:1	<b>Representative</b> 43:1
73:8,10,20 74:3,13 76:5,8,21	<b>refer</b> 79:2	<b>representatives</b> 8:3 65:16 66:4
77:7,22 78:13 80:24 81:15	<b>referenced</b> 171:15	98:10

**representing** 30:13,16,18  
**requests** 7:10 97:16 99:20 100:16  
**require** 66:20,24 76:10 149:19  
**required** 70:21 75:20 85:2  
 150:16  
**requirement** 66:11 69:15 171:13  
**requirements** 71:2 90:22 160:5  
**resay** 131:16  
**research** 10:19 11:1 52:15 87:2  
 100:25 103:5,14,16 147:13  
 158:20,20 159:13  
**research-based** 162:11,17  
**reserve** 8:10  
**resident** 29:7 42:24  
**resources** 71:10,16 78:9 79:11  
 87:12,22 88:17 102:2,7 141:15  
**respect** 80:22 81:24 133:7  
**respected** 70:25  
**respectfully** 81:10 136:15  
**respond** 49:18 53:16 72:14 90:11  
 91:12  
**response** 50:19,20 62:15 64:3  
 82:16 151:8  
**responsibility** 71:15 107:22  
 143:4,24  
**responsive** 60:6,8  
**responsiveness** 72:1  
**rest** 20:12 21:16 33:5 91:2  
 101:21 170:16  
**restaurant** 33:1  
**restrictive** 37:3,3  
**result** 21:5 63:3 116:23  
**results** 66:18 103:10 147:24  
**resume** 62:16  
**retain** 28:18  
**retired** 76:25,25 141:9  
**returned** 124:4  
**reviewing** 123:25 124:3  
**rewarding** 137:21  
**rhetorical** 72:19  
**Ricardo** 140:23  
**richness** 132:24  
**right** 4:17 8:10 14:16 15:6 22:4  
 25:22 29:19 36:24 43:9,10,10  
 47:11 54:15 56:5 66:11 69:23  
 69:24 70:3 74:2 84:12 90:9  
 96:7 101:4 102:15 112:7 117:14

118:11,12 120:11 139:21  
 141:19 146:8 148:22,23 149:5  
 153:3 161:15,19 173:4 174:1  
**rigor** 125:5,7 162:18,19 171:10  
 171:12  
**rigorous** 114:15 162:17  
**Rio** 43:5 125:3 137:25  
**risk** 135:2  
**risks** 113:6  
**Rivera** 8:19,22 9:15,17 10:15  
 21:18,19 24:7 46:4 49:17 52:5  
 53:15 55:3,20 56:14 58:25  
 62:11 65:2,8 67:13,17 68:6,10  
 69:10,18 72:14 73:1 74:9 75:4  
 76:18 78:7 83:7 86:7,24 88:2,5  
 88:10 89:3,11 90:11,16  
**RMR** 177:6  
**RMR-CRR** 1:20 177:17  
**Robert** 100:11  
**robotics** 173:11  
**rocks** 143:16  
**rode** 29:12  
**role** 20:25 45:22  
**roll** 3:3 90:16  
**roll-call** 4:7  
**room** 32:3 80:17 94:24  
**Roosevelt** 141:20  
**rooted** 132:20  
**roots** 57:24 58:9,10 117:5 124:4  
 171:4  
**Rosa** 9:11,11 20:11,14 84:22  
**rotation** 169:7  
**rotational** 170:9  
**rotations** 110:14  
**roughly** 27:2  
**round** 89:19 142:5  
**routine** 114:1  
**routines** 114:5  
**Ruiz** 2:6 4:14,15 81:12,13 83:8  
 84:23 85:14 86:8,10 141:17,17  
 141:24 144:14,15 146:6,12,20  
 148:13  
**run** 140:10,10  
**running** 46:6 124:15  
**rural** 20:1  
**Rzendzian** 129:19

---

**S**


---

**S** 2:1 3:1 121:6  
**S-A-A-V-E-D-R-A** 29:4  
**S-A-R-G-E-N-T** 99:11  
**S-C-A-N-L-O-N** 99:12  
**S-T-E-R-N** 99:14  
**sacrifice** 12:6  
**safe** 77:9 106:3 113:5  
**salaries** 50:4,8  
**Salute** 3:3 5:15,20,21  
**Samantha** 119:10 120:8  
**Samira** 32:16,17 34:7,8,10  
**San** 19:1 22:18  
**Sandia** 100:10  
**Santa** 57:23 95:16 137:24 158:10  
**Saranam** 130:4,6  
**Sargent** 99:10,11 100:8 105:22  
 105:22  
**satisfied** 71:18  
**Saucedo** 121:13  
**saw** 12:8 16:17 39:24 123:4  
 131:22 132:24 162:13  
**Sawmill** 12:19  
**saying** 52:20 89:10 90:12 154:19  
 168:1  
**says** 26:6,8 86:18 95:10 151:9  
**Scanlon** 99:12 100:8 101:22,22  
 111:25,25 174:15  
**scenario** 39:6  
**schedule** 54:2,3 55:12,15 59:20  
 85:20 107:23 110:21 169:8  
**scheduled** 66:3  
**school** 1:11,11 3:6,8 5:24,25 7:8  
 7:24 8:3,14,15,16,20,21 10:13  
 11:4,13,19,22,23 12:12,13 13:8  
 13:9 14:5,11 15:14 16:3,5,19  
 17:20 18:9,17 19:21,23,24 20:4  
 20:8,20 21:11,23 23:14,18,18  
 24:1,10,16,22 25:6 26:4 28:11  
 28:16,17 29:12,13,13,16 30:1  
 30:21 32:21 34:17,18,23,24  
 35:8 36:4 40:13 42:3,10 44:25  
 45:18 46:12,16,25 49:1,21  
 51:25 53:20 54:1,23 55:12 56:1  
 56:21,25 57:3 58:2,3 59:24  
 60:13 61:16 63:10 65:11,11  
 66:21 67:6,12,20 68:25 69:6,13

70:18 71:3,22,24 72:10 73:7  
 74:17,22 77:14,18 78:1,16,17  
 79:17 80:2 82:19 83:14 84:4,24  
 85:15 86:10 95:1,18 96:10  
 97:14 98:6,10,18,19,20 100:2  
 100:14,20 101:8,9,17 103:1,1,4  
 105:21 106:3,10 107:23 109:2  
 109:11 110:4,12 111:14,14,16  
 111:20 112:20 113:21 114:3,16  
 114:18,23 115:6,11,17 116:4,14  
 116:19,20 117:1,3,8,12,20  
 118:8 119:17,19,22 120:3,6,7  
 120:25 121:18,19 122:8 123:8  
 123:24 124:15,18 125:3,7,17  
 126:13 128:12,23 129:20  
 130:12 131:20 133:19,24 134:5  
 134:6 135:12 137:14,15 139:4  
 142:2,14 143:4,6,8,24 144:1,5  
 145:7 146:15,16 147:4,13  
 150:18 152:10 153:6 154:22  
 155:22 156:24 158:2,22 159:4,6  
 160:6,16,19 162:25 163:10,11  
 165:23 167:1,1,14,18,22 170:19  
 170:19,24 171:8 172:1,8,14  
 174:18 175:8,18 178:5,5  
**school's** 21:7 115:2  
**school-wide** 147:18  
**schools** 14:7,7,10 21:1,7 22:8,10  
 22:21,25 24:20 29:8 33:12,13  
 34:25 38:18,20 39:9,19,24 40:4  
 40:6,7 43:20 45:6 46:17 50:6  
 51:16 53:21 57:4,6 58:3,5  
 59:18 70:4,7,19 71:23 74:13  
 77:10 80:20 82:7 100:5,20  
 105:4,6 108:25 115:21,22 116:3  
 116:15,16,22 122:7 123:21,25  
 124:5,13,13 126:4 129:22  
 130:16,22 134:16 135:1 139:3  
 141:11,11,12 146:7,11,17,22  
 147:23 148:2 149:2 150:10,22  
 151:15 152:6,12 153:2 155:11  
 156:11,11,12,15 157:15,19,22  
 158:6 159:17 172:16  
**science** 20:18 51:4 59:12 101:16  
 127:13 133:25 134:3,8 135:16  
 135:24 164:8  
**sciences** 100:7 125:11 133:20

134:4  
**score** 124:18  
**scores** 136:7  
**Scott** 8:23,23 10:3,5,16 25:20  
 27:8 37:18 38:15,17 55:21  
 62:14 64:11 95:12,22 157:18  
 159:1 161:3,14,16,21  
**scratch** 87:7  
**screaming** 162:22  
**script** 6:1  
**second** 27:18 32:9 39:22 51:18  
 68:19 96:5 101:23 104:11 119:7  
 122:23 147:8 154:16 162:7,15  
 164:2 172:11  
**second-and-third-grade** 35:4  
**second-year** 92:6  
**secondary-school** 165:24  
**seconds** 25:2 117:25  
**secretary** 2:4 9:6 16:4 140:18  
**section** 6:4,11 96:16,22  
**secure** 71:22  
**secured** 67:7 88:6,11  
**see** 7:4 12:13 18:1 28:23 30:13  
 31:17 42:3 43:13 47:20 52:2  
 54:1 58:21 61:5 65:16 66:3  
 67:23 69:2 74:3,18 75:10 81:4  
 83:9,14 85:23 87:24 89:20  
 105:16 122:5 123:8 132:1,15  
 133:3,10 149:11 172:2 174:11  
**seeing** 12:5,22,24 15:5 47:18  
**seek** 73:18 102:24  
**seeking** 41:11 65:13 74:7 115:24  
**seen** 37:7 51:16 62:16 72:21  
 129:7 134:8 152:20,21,24,25  
 167:12,12,13  
**sees** 83:9  
**segment** 8:18  
**select** 7:12 97:18 163:16  
**selected** 67:6  
**self-confidence** 163:5  
**self-identify** 166:2  
**selves** 104:4  
**send** 29:16 30:1 116:23 167:19  
 170:21,24  
**sending** 22:8  
**senior** 13:20 16:2 133:18  
**sense** 58:24 62:20

**sent** 94:21 175:14  
**sentiments** 81:21  
**separate** 26:7 159:17 165:9  
**September** 95:16 153:6  
**serendipitous** 68:1  
**serious** 34:25 151:19  
**seriously** 76:16  
**serve** 13:13,20 16:1 35:21 44:19  
 45:3 76:2 80:25 104:5 117:7  
 124:22 125:15 130:6 147:6  
 149:4 156:18 157:3  
**served** 10:21 13:7 16:7  
**serves** 128:25  
**service** 1:21 52:21 86:21  
**services** 41:6 57:15 78:15,17  
 79:20,21 86:16,19 87:19 94:12  
 139:19 145:22  
**serving** 11:4 31:2 112:16,20  
 150:11 157:25  
**session** 47:23  
**set** 7:25 14:1 23:16 83:16 110:20  
 111:4 117:18 133:23 145:22  
 170:12 177:13  
**Seth** 27:18 28:25 29:1  
**sets** 12:13 21:8 146:24 147:6,19  
 148:4,12  
**setting** 18:5 21:4 84:5 115:6  
 167:7 171:11  
**setup** 98:7  
**seven** 28:2,3,3 40:16 118:12  
**seventh** 112:1 138:21  
**shades** 118:3  
**share** 9:21 54:19 59:2 63:14  
 65:22 93:24 116:16 149:3  
**shared** 74:3 109:25  
**sharing** 148:1  
**She'll** 6:20  
**sheet** 7:7 97:13 161:17  
**Sheets** 3:12,12  
**Shiel** 26:2  
**Shield** 19:8  
**shift** 165:1,4,5,10  
**Shiprock** 31:14  
**shirts** 24:19 150:2,5  
**short** 5:25 47:7 80:11 136:20  
 169:10 174:7  
**shorter** 42:4,4 85:25



<p><b>shot</b> 20:4 135:3 151:23  <b>shots</b> 41:9  <b>show</b> 31:10 61:11 146:3 152:13  166:22 172:12  <b>showing</b> 31:7  <b>shown</b> 71:12 103:5,14,17 147:23  <b>shows</b> 136:10  <b>side</b> 27:12 63:19 82:23  <b>sides</b> 63:21 64:8  <b>sign</b> 7:2 97:10  <b>Sign-In</b> 3:12,12  <b>sign-up</b> 7:7 97:12 161:16  <b>signed</b> 25:9 118:13 131:9  <b>significant</b> 19:5 101:2  <b>similar</b> 20:10 39:24,25 87:23  149:4  <b>simplest</b> 167:20  <b>single</b> 22:5 54:5 76:24 105:20  <b>sister</b> 12:3 61:19,20  <b>sit</b> 51:20 64:9  <b>site</b> 67:6 73:22 130:20  <b>sites</b> 130:15  <b>sitting</b> 48:17 143:22  <b>situated</b> 35:19  <b>situations</b> 83:1  <b>Six</b> 30:20 32:10 131:18  <b>six-and-a-half</b> 10:24  <b>sixth</b> 110:5  <b>size</b> 28:7 35:1  <b>sizes</b> 43:21  <b>skill</b> 111:11 156:8  <b>skills</b> 104:7 106:18,23 107:1,19  117:1 130:9,21 149:16 156:8  165:16 171:6  <b>small</b> 16:19 35:6 106:22 113:11  126:25 127:9,11 170:10  <b>small-group</b> 106:16 170:8  <b>smaller</b> 28:7  <b>smart</b> 122:25  <b>smidgen</b> 138:17  <b>smirking</b> 81:4  <b>soapbox</b> 58:12 62:3 81:8  <b>social</b> 19:10,11 53:12 59:9,12  76:25 104:20 147:21 155:16  164:6,8,18,20 165:6 169:12,17  <b>social-emotional</b> 101:20 109:18  <b>socially</b> 113:17</p>	<p><b>socioeconomic</b> 76:2 112:6 125:15  135:10  <b>Sociology</b> 137:5  <b>solid</b> 34:14 42:12  <b>solidify</b> 114:5  <b>solidly</b> 117:10,11  <b>somebody</b> 61:24  <b>someone's</b> 48:3 68:2  <b>son</b> 61:20  <b>soon</b> 88:13  <b>sorry</b> 26:5,10,11,11 32:13 38:15  79:5 90:1,1 95:10,11 96:6 99:2  100:17 118:7 131:8 148:15  168:22  <b>sort</b> 42:9 153:18 157:1 165:22  <b>sounds</b> 72:7 125:24  <b>south</b> 12:1 22:18 40:1 139:12  140:25  <b>Southeast</b> 101:7 102:3 112:17  117:12 122:5  <b>southern</b> 64:7 121:19,19  <b>Southwest</b> 1:12 138:23  <b>space</b> 40:23 65:21,23 99:9,9  <b>Spanish</b> 58:14 93:15,16 168:10  168:13  <b>speak</b> 7:1,11 11:9 25:7,7,17  26:21 27:1 30:9 32:8 35:16  40:25 46:4 80:21 83:5 87:7  93:13 97:9,17 99:23 108:16  118:13,24 121:14 129:16,18  131:15  <b>speaker</b> 7:13 97:19  <b>speaking</b> 26:7 30:19 59:8 62:5  81:3  <b>special</b> 21:24 77:11 79:7 89:18  89:18 94:12 100:5 120:11 138:4  145:12 160:14  <b>specialization</b> 104:12 147:9  166:25  <b>specialize</b> 104:15  <b>specialties</b> 136:3 165:25  <b>specialty</b> 79:7  <b>specific</b> 82:16 110:13 149:16  160:20 165:2 169:13  <b>specifically</b> 19:2 151:11 170:5  173:8,11  <b>speech</b> 173:19</p>	<p><b>spell</b> 29:2 40:20 98:25 154:3  <b>spell-checked</b> 154:10  <b>spelled</b> 154:11,11  <b>spelling</b> 154:1,13  <b>spend</b> 45:12 120:1,19  <b>spending</b> 49:23  <b>spent</b> 20:15 120:1 137:17  <b>Sperling</b> 13:4 44:15  <b>spite</b> 102:8  <b>spoke</b> 93:4 131:15  <b>spoken</b> 121:24  <b>sponsorship</b> 16:19  <b>stability</b> 92:1  <b>stacked</b> 23:7  <b>staff</b> 2:7 10:20,25 23:22 30:16  78:19 80:6 83:11 84:19,20  107:7 131:18 174:16  <b>staffing</b> 83:14  <b>stagnant</b> 33:10  <b>stand</b> 24:3,6 29:21 31:3 32:19  33:15 34:5 44:21 133:5  <b>standard</b> 60:13 88:18 108:20  135:19  <b>standardized</b> 50:13  <b>standards</b> 21:4 87:5 149:15  162:20 165:7  <b>standing</b> 27:17 100:15 118:25  <b>standpoint</b> 32:24 36:25 174:17  174:17  <b>star</b> 67:24  <b>start</b> 19:9,23 20:9 25:14 34:16  35:8 47:8 48:21 61:25 99:17  136:20 142:5,7 149:7,8 154:21  158:2 160:19 174:14  <b>start-up</b> 88:8 115:11,14,23,25  <b>started</b> 20:6,17 57:22 119:5  138:3,9 142:4 157:15,21 158:5  174:25  <b>starting</b> 29:13 82:19 124:15  153:14 160:6  <b>starts</b> 17:5 52:1 77:18  <b>state</b> 1:2 8:15 11:13 17:22 20:23  21:21 28:1,6 37:6 56:4 60:13  60:20,24 63:2,23 64:7 70:17  71:2 72:1 74:7,12,14 75:6  80:13,15,23 81:7 91:5 98:18  123:21 128:15 138:24 140:13</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

141:19 163:16 177:2,7,11  
**stated** 10:5 20:14 21:19 76:23  
 177:12  
**statement** 21:7  
**statements** 72:20  
**states** 31:16 69:25  
**stating** 11:9  
**statistics** 41:3,24 139:24  
**status** 112:7  
**Statutes** 6:3 96:15  
**statutorily** 69:8  
**statutory** 69:15  
**staunch** 62:17  
**stay** 47:12 48:4 61:13 90:7 91:1,6  
 91:8  
**STEAM** 104:20 109:15 127:12  
 132:6,12 147:20 164:9,18,20,23  
 169:12,17 173:10  
**STEAM-oriented** 165:5  
**STEM** 124:24 125:2,5,7,8  
**stems** 171:4  
**step** 127:9  
**Stephanie** 40:19  
**steps** 111:9 129:6  
**stereotype** 52:22  
**Stern** 99:13,13 100:19 104:9,9  
 114:12,12 118:5 147:2 148:14  
 148:19 149:13 158:24 159:25  
 160:15 161:5 164:11,14 168:24  
 171:22 172:4,25 173:8 174:13  
**Steve** 153:17  
**stick** 142:19  
**sticks** 143:16  
**sticky** 76:15  
**stigma** 41:12  
**stinker** 161:10  
**stone** 83:17  
**stood** 161:8  
**stop** 30:7 94:14  
**stories** 134:19  
**story** 63:9 135:4  
**strategies** 103:5  
**Street** 1:21 177:18  
**strength** 78:2,22  
**strengthen** 76:8  
**strengthens** 59:4  
**strengths** 85:5 166:2

**strive** 119:13  
**strong** 13:1 22:7 24:18 37:22,23  
 41:3 52:12 53:22 69:3 73:11  
 78:9,13 87:8 103:18,21 105:20  
 106:15 111:20 112:2,13 113:23  
 115:4,4 119:21 121:11 122:23  
 133:9 175:1  
**strongest** 78:2  
**strongly** 123:12 136:14  
**structure** 53:3 74:25 77:8 113:3  
 113:11  
**structured** 14:23 76:8 105:2  
**structures** 106:13 113:18  
**struggle** 51:23  
**struggles** 52:3  
**struggling** 38:20  
**student** 16:24 45:2 49:25 52:6  
 57:9 76:4,5 103:15,16,17 104:2  
 105:15,17 106:7,18,20 110:10  
 110:22 111:22 112:8,10 114:2  
 119:11 127:22 135:5 148:6  
 153:9 168:5  
**student's** 101:5  
**student-centered** 135:15  
**student-level** 110:7  
**student-to-teacher** 51:7  
**students** 12:14 13:2 14:17 15:5  
 16:11 18:15 19:24 20:5,9 21:5  
 21:6,13 22:4 23:4 24:1 28:10  
 28:13 31:1,3,18 32:4 35:7 45:8  
 45:9,13 51:3,14 54:4,5,8,21  
 55:4,7,13 59:7,9,19,22,24 60:2  
 60:5,9 74:4 75:18,23 76:9,14  
 77:6,9,11 78:15,22 80:1,24  
 84:13 87:6,12 88:17,19 101:3,8  
 101:9 102:22,24 103:12 104:6,6  
 104:18,22 105:10,18,23 106:16  
 106:21 107:2,8,13,15,18,25  
 108:3,5,9 110:23 111:2,4 112:5  
 112:11,15,16,21 113:7 114:4,10  
 115:17 116:11 117:2,15 120:6  
 124:25 125:4,6,9 132:7 134:2  
 134:14 135:8,15,20,22 137:20  
 140:11 142:24 144:11 145:19  
 146:25 148:10 150:25 154:4,8  
 155:2,25 163:10 164:17,23  
 165:15 166:17 167:17,21 169:3

169:8,14 170:12 171:4  
**students'** 31:20 110:13  
**studies** 34:12 59:9,12 104:21  
 147:21 164:6,8,19,21 165:6  
 169:12,17  
**study** 10:20 45:3 62:24  
**stuff** 91:19 113:11 131:12 168:21  
**stumble** 70:21  
**subcommittee** 6:12 96:23  
**subject** 48:6 144:4 166:23  
**subjects** 169:24  
**submit** 94:19 175:13  
**subscribe** 15:1  
**Subsequently** 8:6 98:13  
**succeed** 15:5 93:5 103:1 106:11  
 116:9 120:25 135:16 141:15  
 151:20,20  
**success** 16:23 21:5 23:25 49:25  
 71:12 109:4 111:23 124:20  
 136:1,7,8,11,12,13 151:21  
 154:24  
**successes** 75:2  
**successful** 28:19 33:21 44:9 71:9  
 86:6 102:22 103:12,19 104:8  
 107:13 115:7,13 116:17 124:12  
 148:9 151:17 169:5  
**Sue** 129:19  
**suffered** 158:18  
**Suite** 1:21 177:18  
**summer** 28:13 83:23 84:3,7  
 113:19 172:7  
**summit** 113:18  
**Sunday** 95:8,9  
**super-confident** 166:15  
**super-excited** 157:13  
**super-fun** 34:11  
**super-important** 171:5  
**superintendent** 8:4 17:23 98:11  
 137:18  
**support** 7:8 24:4,5 26:4 28:22  
 29:22 32:19 33:14 34:6 35:17  
 37:12,13 40:8 42:10,12 44:21  
 51:19 66:20 70:7 71:13 73:5  
 76:2 78:18,21 79:1 97:13  
 100:13,14 102:2,6 107:9 108:3  
 109:17 111:22 112:19 119:21  
 120:3,7,12,12,20 121:14 123:12

125:16,24 126:3,5,14,14 128:9  
129:3 130:11,20 131:21 136:14  
141:13,15 143:10 144:8 145:4  
159:23 160:1 161:7  
**supported** 14:19,24  
**supporters** 7:12 97:18  
**supporting** 34:19 38:21 40:13  
70:1,5,14 120:9 131:24 143:1  
**supportive** 74:24 105:21 106:3  
159:11,19  
**supports** 71:6 78:15 103:23  
**supposed** 26:17 64:21 140:14  
165:16  
**sure** 7:6 12:3 36:12 40:22 51:21  
57:6 58:6 63:6 64:5,14 68:5,6  
68:16 71:16,21 75:4 79:13,19  
83:25 88:25 90:19 94:25 97:12  
109:12 117:6 119:10 120:1,1,2  
121:5 128:2 129:17 130:5  
146:14 155:3,24 160:4,17  
164:16 166:8 170:1 172:4  
174:15 175:18  
**surrogate** 155:17  
**Susan** 27:19 30:11 131:16  
**suspect** 14:7  
**sustain** 48:25 50:21 51:12  
**sweat** 113:10  
**system** 72:24 117:16 128:13  
129:1 137:19 143:4 144:22,22  
144:23 156:24 158:22  
**system-wide** 147:17  
**systems** 114:5 115:5 150:24

---

## T

---

**T** 3:1  
**table** 7:19 27:9 78:23 98:1  
**tag-team** 168:25  
**tails** 151:5 158:19  
**take** 16:13 19:14 32:14 42:16  
47:7 66:13 72:10 111:4 113:6  
115:22 127:9 136:20 143:2  
167:23 168:24 171:6 174:23  
**taken** 47:10 52:14,17 53:14  
136:21 142:6  
**takes** 36:4  
**talents** 144:3,12  
**talk** 38:21 39:22 45:9 69:22

75:25 82:21 92:6 101:12 107:14  
122:2 147:14 165:12  
**talked** 72:21,22 121:16 150:22  
154:21  
**talking** 63:11 75:17 81:6,22 93:3  
153:16,22  
**Taos** 57:22  
**target** 106:1 112:16 125:14  
**targeting** 149:24  
**tasks** 115:16  
**taught** 21:23,23 30:14 77:10,10  
89:18 91:25 131:19,20 137:12  
138:4,4 150:18 155:10 165:23  
166:14 168:6 169:3  
**tax** 125:12  
**Tea** 44:1,1  
**teach** 19:19 30:7,16,17 31:5,7,8  
31:12 58:10,12 59:7,19 60:4,14  
64:9 73:4 81:23 82:4,7,8,17,24  
83:16,18 84:18 90:5,17,25  
105:5,7,9 131:17,18 147:11  
163:1,1 165:19 167:5 168:16  
**teacher** 20:17 27:25 50:4,8,17  
51:3 62:5 63:22 81:5 83:12  
84:21 85:3,17 91:13,17,23  
100:6 103:14,23 104:5,11,25  
105:12 106:22 113:18,19  
128:13 138:2 141:9 147:8,9  
148:7 152:14 158:11 162:22  
164:4 165:2 166:2,18 167:5,13  
170:9,10  
**teacher's** 166:1  
**teachers** 28:3,9 31:13 43:10 49:2  
49:24 50:10 51:5 55:13 72:23  
72:25 73:6,10,13 74:2 83:10,21  
83:24 84:8,15 85:13 91:14,25  
92:7,14 103:10,11,18,22 104:3  
104:14 105:5,16 106:15,25  
107:7,25 108:3,6 110:12,21  
111:5,7 113:20 114:3 131:25,25  
141:10 144:6,13 147:16 155:16  
164:6,9 165:15 166:14,24  
169:11 171:17  
**teachers'** 144:3  
**teaches** 151:13  
**teaching** 20:5,17 29:9 60:8,9  
63:6 80:19 82:5 84:1,2 89:17

91:21 92:15 156:10 165:19  
169:13 171:4  
**team** 9:19 10:2,7 15:18 17:14  
39:3,15 53:18 63:6 71:5 73:23  
78:19 83:9 84:10 88:12 104:10  
106:10 112:20 113:21 116:24  
117:2,10 124:20 128:1 136:4  
159:9,13 160:1,17  
**team's** 159:12  
**teams** 124:10  
**tear** 167:11  
**technician** 93:1  
**technology** 91:19 106:18 127:13  
135:16 146:16 153:19  
**technology-related** 173:12  
**teenagers** 137:21  
**telephone** 6:21 168:11  
**television** 93:7,8  
**tell** 6:20,20 9:19 11:23 28:21  
63:17 76:15,16 82:6,22 85:20  
91:18 101:13 127:2 129:3 154:3  
158:7  
**telling** 25:22  
**ten** 16:7 17:16,18 29:9 46:15  
134:1 135:4 162:23  
**tend** 109:2 139:12  
**tendency** 47:13,22  
**Tennessee** 39:23 124:21  
**term** 155:8  
**terms** 48:12 92:20  
**test** 34:2 85:18 142:1  
**testimony** 177:13  
**tests** 85:24  
**Texas** 20:19 60:14 137:6  
**text** 170:13  
**texts** 105:8  
**TFA** 83:6  
**thank** 5:23 9:15 11:16 13:16  
15:23,25 20:10,12 21:15 24:7  
25:1,4 28:23,24 29:5 30:9,10  
32:8,11 34:5,7 35:9,12 36:9  
37:15,17 38:9 40:13,15,18  
42:18,19 44:11,12 45:25 46:1  
47:5,6,9,15 55:17 56:15 62:4,6  
62:6 81:11,13 85:14 91:10  
94:15,16 95:19,21,22,25 96:3  
99:16,23 100:15 108:14,19

111:24 112:23 117:25 118:4,5 118:23 121:1,2 123:12,14 125:18 126:16,17,20 127:19 128:4,8 129:9,11 131:4,6,13,13 133:13,15 136:17,19 147:2 148:13,14,19 153:10 160:24 161:1,12,21 168:25 173:16 175:10,11 176:1 <b>thankful</b> 16:22 17:8 <b>Thankfully</b> 73:14 <b>Thanks</b> 9:13 173:14 <b>theirs</b> 58:11 <b>theme</b> 46:5 <b>theoretical</b> 66:22 <b>thesis</b> 62:25 <b>they'd</b> 20:3 139:9 <b>thing</b> 30:23 32:1 41:20 55:22 57:2 59:18 68:17,18 84:23 85:15 90:8,9 92:19 94:6 132:13 133:6 136:16 145:6,8,16 147:3 147:19 154:14,16 162:2,6,13,15 164:2 168:1,3 171:2 173:21 <b>things</b> 15:8 33:10 34:3,4 36:3 41:18 42:8 43:6,25 47:25 50:14 55:3 57:11 60:20,21 61:12 76:20 77:5,15 80:16 81:18,21 88:17 94:12 127:14 131:22 143:15 144:16,16,21 150:21 153:13 156:21 157:17 158:4,18 162:12 163:6 166:13 173:3 <b>think</b> 11:9 18:9 21:8,10,11 25:3 25:18 26:3 28:5,7,11,16 29:19 30:23 31:5,10,22 32:24 33:15 35:11,23 36:8 37:7 38:24 43:15 43:17,19,24 44:5,7 45:23 47:2 47:17 48:11,17 49:1,5,19 50:1 51:10,15,17 53:6,10,17,21 54:21 56:1 59:4,5,18,25 60:3,19 62:13,19 64:8 69:3,7,18 76:19 77:4 81:2,25 82:18 83:2,3 85:7 85:8 86:25 89:21,22 91:4,4,13 91:15,21 92:5,13,14 93:16,25 94:5,25 111:10 117:19 120:14 122:16 128:17,23 129:16 132:16 133:10 134:11 135:12 139:23 141:1 143:3,18,23 144:11 145:8,13,16,23 147:3,6	147:15,24 148:3,12 149:6,10 150:13 151:17 152:5,19,21,21 155:7,19,23 156:9 158:14,25 160:3,15 163:7 164:15 166:4,12 166:13,23 168:18 169:2,16 170:18,19,22 172:19 175:1 <b>thinking</b> 32:25 33:3 53:1 77:3 168:18 <b>third</b> 1:21 27:18 34:11 50:25 95:4 101:9 105:23 135:20 147:19 175:22 177:18 <b>third-</b> 51:2 <b>thorough</b> 144:19 <b>thought</b> 20:2 32:10 47:20 64:3 67:25 75:15 76:12 93:24 122:18 131:9 150:8 161:3,7,10 167:15 <b>thoughtful</b> 55:14 77:6 105:2 <b>thoughtfully</b> 105:14 <b>thoughtfulness</b> 144:10 <b>thoughts</b> 44:16 48:12 <b>threads</b> 165:14 <b>three</b> 6:13 62:16 84:4 91:25 96:24 103:15,17,20,20 105:19 118:14 128:11 138:8 151:2,3 <b>three-week</b> 83:25 <b>threw</b> 60:19 <b>thrilled</b> 132:1 <b>thriving</b> 24:20 54:16 128:16 <b>throw</b> 38:3 92:7,23 <b>thrown</b> 160:13 <b>Thursday</b> 4:5 <b>tie</b> 48:7 <b>Tier</b> 169:20 170:13 <b>till</b> 140:13 <b>Tim</b> 2:5 137:4 <b>time</b> 6:16,24 7:10,14,25 10:19 12:10 19:18,22 21:10,25 25:13 28:13,16 32:15 37:16 39:6 42:20 44:3 46:21 47:6,16 48:18 50:18 52:21 54:12 55:5 56:1,7 70:20 71:9,17 72:11 80:11 81:14 84:5 90:23 91:8,22 95:20 97:2,8,16,21 98:7 99:19 105:1 106:22 108:6 110:21,23,24 118:21 119:23 122:14 123:13 123:25 125:4 127:23 129:11 133:22 136:19 140:9 142:6	144:17 152:11 153:1 155:20,21 158:17 161:17 163:9,10 169:10 169:13,25 170:11,16 173:17 175:3,7 176:2 178:10,15,20,25 <b>time-consuming</b> 144:19 <b>timed</b> 6:17 89:12 97:3 <b>times</b> 49:4 80:20 <b>timing</b> 99:18 <b>tirelessly</b> 24:8 <b>Title</b> 6:3 40:3 96:15 <b>today</b> 8:17 9:19 11:17,22 13:14 13:17,25 14:6 15:20 20:13 21:16 24:3,24 32:3,11 39:3 43:12 57:4 63:14 65:17 75:11 75:16 79:10 81:2 96:9 98:20 99:24 100:12 159:1 175:24 <b>told</b> 56:19 57:1 63:16 93:7 <b>Tomás</b> 8:25,25 11:15,20 <b>tonight</b> 167:19 <b>Tony</b> 46:3 <b>tools</b> 109:7,11,17 135:23 <b>top</b> 55:9 123:3 <b>Torrance</b> 137:11,13 <b>total</b> 6:16 55:25 97:2 <b>totally</b> 42:10 59:14 149:17 <b>touch</b> 122:10 <b>tough</b> 119:23 <b>Toulouse</b> 2:6 4:11,12 5:10 27:14 56:16,17,18 59:2 60:11 62:15 63:8 64:2 121:8 138:25 139:1 146:10,13 149:18 151:7 <b>Town</b> 108:1 114:9 <b>trace</b> 139:7 <b>track</b> 124:20 126:7 138:13 <b>traders</b> 139:6 <b>traditional</b> 83:12 84:21 156:11 156:23 <b>trail</b> 127:6 <b>train</b> 50:11 91:14 <b>trained</b> 80:7 91:15 139:14 <b>training</b> 39:25 173:22 <b>trainings</b> 159:24 <b>transcribed</b> 6:15 97:1 <b>transcript</b> 1:9 177:9 178:8,13,18 178:23 <b>transformation</b> 159:5 <b>transition</b> 50:23 59:11 69:2,9
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

169:10 175:4  
**transitioning** 72:8 175:9  
**translate** 168:14  
**trappers** 139:6  
**trauma** 76:11,13 78:4 80:2 102:1  
**trauma-informed** 78:4,6 79:12  
 80:7  
**treasurer** 9:8 17:12 71:14  
**tremendous** 82:9,10 130:24  
**tremendously** 12:6  
**trends** 105:16  
**tribes** 139:25  
**tried** 19:21  
**Trish** 2:6 141:17  
**true** 177:8  
**truly** 9:22 19:11 60:7 80:4 94:5  
 101:19 171:10  
**trustees** 13:7 100:21  
**truth** 123:5  
**try** 7:13 43:14 48:2 67:7 89:15  
 92:2 97:20 126:8 136:24,24  
 149:25 151:9 172:20  
**trying** 43:6 46:21 68:15 86:14  
 122:11,13 140:21 152:4 155:4  
**tutoring** 120:3 130:21  
**tweak** 92:3  
**twice** 54:9,10 55:5 59:10  
**two** 18:7 27:1,3 30:15 39:8 45:20  
 45:20 46:1 49:2 51:5 53:24  
 57:20 58:3 62:13 70:6 73:6  
 75:7 91:25 93:13 94:4 105:13  
 113:24 119:18 126:6 130:8  
 136:4 137:14 138:8 146:1  
 147:10,15 151:3 157:7 174:22  
 175:6  
**Two-and-a-half** 138:10  
**two-generational** 130:10  
**two-teacher** 23:19 48:23 49:19  
 50:22  
**two-year** 90:8,25  
**type** 39:25 142:13 143:19  
**types** 53:11 134:13

---

**U**


---

**ugly** 144:9  
**Uh-huh** 75:4 161:18 166:11  
 171:16

**ultimately** 56:3 148:10  
**unable** 70:20  
**unanimous** 126:5  
**unanticipated** 52:3  
**uncomfortable** 77:14  
**uncommon** 134:14  
**under-prepares** 82:4  
**under-represented** 135:8  
**underestimated** 139:23  
**underperforming** 22:10  
**underserved** 116:8,12 127:10  
 155:3,8  
**understand** 19:13 58:19 69:1  
 81:24 84:10 114:4 122:24 141:7  
 154:18 155:5 163:4 164:10  
 168:8 169:6  
**understandable** 65:24  
**understanding** 64:17 173:24  
**understood** 160:5,18  
**undocumented** 77:13  
**unfortunately** 60:16 68:7 134:13  
**uniforms** 149:21,23 150:9,25  
 151:2  
**union** 82:23 92:12 141:19  
**unique** 23:23 49:20 104:13  
 131:24 132:17  
**unit** 76:7 164:23 165:17  
**United** 31:16  
**units** 130:15 164:20,21  
**universities** 73:9,20  
**university** 10:25 16:2,8,12 17:20  
 19:19 21:22 27:22 73:16,17  
 77:1 157:11 158:9  
**unknown** 172:17  
**UNM** 19:21 29:8 43:5 45:1,2  
 79:17 100:7 133:20  
**unnegotiable** 30:25  
**unprepared** 82:12,13  
**unsafe** 22:11 77:13  
**upcoming** 67:20  
**updates** 110:16  
**upset** 153:7  
**urge** 126:12  
**use** 7:23 25:13 87:4,24 98:6  
 110:12 148:18,25 155:1 168:19  
 170:3  
**usually** 79:20

**utilized** 109:12

---

**V**


---

**valid** 76:20  
**Valley** 12:1  
**values** 100:25 107:18,21 108:4  
 108:10  
**variety** 54:18 55:14 60:8 83:10  
 83:20 104:24 106:20  
**various** 118:13  
**vast** 73:22 83:11 84:20  
**VCA** 93:10  
**vehicles** 106:13  
**Venture** 116:3,22 172:16  
**verbatim** 30:25 35:3  
**Versie** 118:17 119:4  
**versus** 87:21  
**vested** 15:4 46:20  
**VHR** 93:9  
**vice** 2:3 9:1 11:21 13:21 61:9  
 134:5  
**Vietnam** 93:1  
**Vietnamese** 93:5 140:2  
**viewed** 22:11  
**Villa** 63:12,20  
**vision** 69:25 74:5 157:25  
**visit** 86:9 109:22 111:8  
**visiting** 85:1  
**Visitors** 26:6  
**visits** 77:19,19 109:9  
**vital** 145:21  
**vitality** 12:23,25  
**vocabulary** 168:4,9,9,13,17,23  
 169:4,13,18,25  
**void** 14:15  
**voluntarily** 144:7  
**volunteer** 30:7  
**vote** 4:7 153:5 154:14  
**votes** 139:13  
**voting** 5:7  
**vulnerability** 70:24  
**vulnerable** 31:2 70:16

---

**W**


---

**wait** 51:21 52:2  
**waiting** 140:16  
**walk** 30:6 111:5 155:13,25

**walls** 14:3  
**want** 10:7 11:8 21:9 26:21 27:1,9  
 27:12 30:3 31:3,20 38:21 46:4  
 47:15 50:10 51:22,25 52:20,25  
 54:19 55:4,5,11,22,24 57:9 58:6  
 59:7 61:16 62:6 65:22 67:18,20  
 70:6,23 73:8 74:3 76:1,5,21  
 77:5,15 78:8,21,24 82:21 84:17  
 87:9,24 89:16 91:6,15 92:7,9  
 93:13 96:7 101:13,17 102:15  
 106:3 116:15 128:9 129:3 133:1  
 133:2 140:8 142:12,23 144:2  
 151:16,20 153:4 154:16,21  
 166:9,21,25 167:4,21 170:20,23  
 173:6 174:13  
**wanted** 28:21 29:12,19 40:25  
 48:14 66:16 85:15 86:2 88:25  
 92:19 119:12,18,23,25 129:16  
 132:21 144:16 157:15 160:21  
 163:14 164:2 173:21  
**wanting** 70:25  
**wants** 24:12 25:11 27:4  
**War** 58:18  
**warm** 167:19  
**wasn't** 14:1 26:11 69:1 81:19  
 89:1 123:2 154:23 160:12  
 161:24 171:21  
**wasted** 123:7  
**way** 12:17 14:19 20:24 24:4 31:3  
 42:5 43:11 45:17 46:23 48:18  
 50:12,15,16 53:10 60:15 67:5  
 80:19 89:7 91:14 101:21 131:23  
 132:1,7,8 149:9 156:22 163:21  
 167:10  
**ways** 77:17 106:6 133:8 147:25  
 151:9 160:20 174:16  
**we'll** 25:14 27:2,3,6 28:17 49:11  
 66:13 107:25 110:20 118:9  
 126:14 136:23 140:19 166:5  
**we're** 5:13 9:19 25:5 31:6,9 34:19  
 36:17 37:9,12,13 38:21 39:4  
 40:13 41:6,6,7 45:21 47:25  
 49:2,4 50:7 53:8,9 55:12 56:11  
 57:4 64:20 68:13 71:9 80:10  
 81:6 84:24 85:22 87:1 89:6,6  
 89:12 93:17,17,19 94:14 96:1  
 111:22 114:24 115:1 117:3,4

126:13 130:13,19 136:20  
 140:15 147:5,5 148:9,11 149:5  
 150:13 154:19 156:13 158:21  
 163:10,11 164:14,16 165:10,11  
 167:8 172:11 173:16 175:8  
**we've** 37:7 39:12 50:4,25 51:24  
 54:11 55:14 59:20 65:25 72:22  
 83:17 87:1,14 131:6 134:16  
 140:19 147:14 150:21 152:20  
 158:4 159:2  
**wear** 155:15  
**weave** 107:21  
**website** 160:11  
**wedding** 119:5  
**week** 54:9,10 59:10 66:4 107:20  
 113:20 114:2  
**weekends** 158:17  
**weekly** 108:1 110:20 114:9  
**welcome** 96:3  
**well-done** 56:19  
**well-rounded** 57:10  
**well-thought-out** 129:6  
**Wells** 22:19 42:24  
**went** 34:23 39:18 44:24 47:16,20  
 57:25,25 58:1 61:10,19,19,20  
 61:20 63:19 75:7 82:2 120:8,15  
 129:21 144:6 157:21 159:14,23  
 159:25 160:4 168:15  
**weren't** 50:21 139:7 142:20  
**West** 140:24  
**whereof** 177:13  
**wholly** 15:1,18  
**wide** 83:10,20 106:20 112:9  
**wife** 133:21 153:17  
**willingness** 10:8 148:5  
**Wilson** 57:25 58:1 100:11  
**win** 128:2  
**wing** 33:4  
**wisdom** 91:23  
**wish** 7:1 95:6 97:9 114:24 118:15  
 173:6 175:23  
**wishes** 40:17  
**wishing** 7:11 25:6 97:17  
**wondered** 157:1  
**wonderful** 13:25 22:25 59:18  
 73:14 74:9,23 83:2 85:21,21  
 88:5 93:12 133:11 145:5,8,14

**wondering** 55:18  
**word** 162:7,18 163:3 170:2  
 171:10  
**words** 168:19 169:18,19,20,20  
 170:13  
**work** 12:21 13:4,22 15:10 17:2  
 18:2 21:1 36:1 42:7 45:3 47:19  
 66:25,25 71:5,10,23 79:9 82:11  
 82:24 92:2,10 106:25 107:23  
 110:22 119:13 124:9 131:2,17  
 132:6,25 140:8 142:3 149:2  
 159:10,11,13,14,16,19 164:25  
 170:13 174:16  
**worked** 16:10 17:21 18:23,24  
 19:1 24:8,14 32:4 39:10 47:19  
 57:14 60:20,24 69:12 77:11  
 128:18 139:18 158:15,19  
 174:18  
**Worker** 76:25  
**workers** 155:16  
**workforce** 13:23 15:12 50:18  
**working** 17:17 18:4 19:17 22:3  
 29:9 65:15,25 66:6 74:12 82:14  
 92:11 106:23 124:4 130:2  
 137:19 140:20 147:16,24 148:8  
 149:4 157:15 158:22 164:17  
 169:15 170:9,15  
**works** 80:14  
**worksheet** 167:20  
**workshop** 171:19  
**world** 39:10 58:17 60:9 87:16  
**worried** 167:17  
**worse** 14:9  
**worth** 10:17 164:12  
**wouldn't** 69:20 144:7 173:3  
**woven** 165:3,8,14  
**Wow** 68:1 168:15  
**write** 121:9 139:9 153:24  
**writers'** 171:19  
**writing** 101:16 151:18 157:4  
**written** 7:22 33:25 94:19,21 95:3  
 98:4 175:13,14,20  
**wrong** 135:9,10

---

**X**


---

**X** 3:1  
**XQ** 153:17

Y	1	2018 172:1
<b>yeah</b> 20:24 27:20 64:11 67:2 95:11,14 125:22 129:19 144:11 172:25	<b>1</b> 3:3,12 140:23 169:20 170:13 <b>1:06</b> 136:21 <b>1:54</b> 176:3 <b>10</b> 8:5 45:21 98:12 <b>10:11</b> 47:10 <b>100</b> 40:2 51:24 150:17 <b>1011</b> 57:18 <b>102</b> 10:15 <b>1020</b> 57:19 <b>105</b> 169:9 <b>105-minute</b> 169:22 <b>11:13</b> 96:2 <b>115</b> 1:12 <b>12:54</b> 136:21 <b>13</b> 45:21 113:20 <b>15</b> 7:2 97:11 <b>15-to-1</b> 51:8 <b>16</b> 10:17 <b>1630</b> 1:21 177:18 <b>17</b> 22:20 138:5 <b>1700s</b> 57:23 139:8 <b>176</b> 3:9 64:22,24,24 <b>177</b> 3:10 <b>18</b> 38:25 <b>1880s</b> 58:17 <b>19.3</b> 23:6 <b>1904</b> 57:23 <b>198</b> 115:17 <b>1st</b> 95:16 153:6 158:16	<b>20th</b> 4:5 6:6 96:17 <b>215,000</b> 116:21 <b>219</b> 1:20 177:6,17 <b>21st</b> 107:1 153:18 <b>22</b> 6:3 96:15 138:4 <b>23</b> 19:2 <b>23rd</b> 95:7 <b>24</b> 119:5 <b>24th</b> 95:10,10 <b>25</b> 31:14 89:25 103:19 <b>25th</b> 95:11,11 175:24 <b>29</b> 137:13
<b>yearly</b> 110:21 <b>years</b> 10:25 12:17 16:7,9 17:16 17:18,22 18:23 19:2,4 22:2 28:11,17 29:9 30:7,15 46:15 48:16 56:24 60:25 61:8 63:23 69:6 75:7 89:19,25 91:25 94:4 94:5 102:2 103:15,18,20,20 121:15 123:4 124:4,11 126:25 128:10,13,19 130:2,8 133:22,25 134:1,4 135:3,4 137:7,13,17 138:3,4,5,8,10 139:18 140:20 141:5 162:23 <b>years'</b> 10:17 <b>yelling</b> 55:9 <b>yeses</b> 26:24 <b>yoga</b> 54:18 <b>York/New</b> 70:11 <b>you-all's</b> 141:1 <b>young</b> 18:7 37:24 39:6 43:1 64:5 75:18 91:13,23,24 134:9 <b>younger</b> 167:2,7 <b>youth</b> 102:8 137:19 158:1	<b>3</b> <b>3</b> 3:6 <b>30</b> 25:2 126:25 139:18,25 145:19 <b>31</b> 177:14 <b>32</b> 56:7 <b>33</b> 25:9 <b>35</b> 18:23 133:22,25 <b>37</b> 123:25 <b>39</b> 89:19 138:3	<b>3</b> <b>4</b> 3:3,7 137:23 <b>4-to-1</b> 52:18 <b>4,000</b> 101:8 <b>40</b> 8:9,10 47:12 89:7 136:23 137:7 <b>48</b> 85:3
<b>Z</b>	<b>2</b>	<b>5</b>
<b>zero</b> 22:21 71:23 86:14 88:9 115:4 172:5 <b>ZIP</b> 14:12 15:3 22:15,16,20,22 22:24 29:17 46:10 57:21 62:9 62:13 64:15 68:20 69:19 75:16 75:19 101:5,23 106:1 112:7 135:9 137:3,10 139:1 141:22,24 <b>zoned</b> 22:9 <b>Zuni</b> 18:25 19:17	<b>2</b> 3:5,12 33:20 <b>20</b> 1:10 6:25 7:20 8:1,7 25:10,15 25:15 50:5 85:2 97:9 98:2,8,14 130:2,16 140:20 <b>20-minute</b> 8:18 98:21 <b>20-to-1</b> 51:8 <b>20.5</b> 23:4 <b>200,000</b> 88:7 <b>2006</b> 123:23 <b>2009</b> 6:4 96:16 <b>201</b> 1:21 177:18 <b>2015</b> 138:9 <b>2016</b> 27:22 <b>2017</b> 1:10 4:5 6:6 95:16 96:17 175:24 177:14	<b>5</b> 3:5,6,9 <b>5:00</b> 95:4 175:21,25 <b>50</b> 33:19 121:21,23 130:15 <b>501(c)(3)</b> 150:14 <b>53</b> 71:6,10
<b>0</b>	<b>6</b>	<b>7</b>
		<b>6</b> 138:22,23 <b>7</b> 138:16 <b>7/20/19</b> 178:2 <b>70s</b> 17:24 <b>7863L</b> 1:25 177:25 178:2

---

**8**

---

**8** 137:9**8:00-to-4:00** 85:20 143:6**80s** 17:24**81035** 137:10**81121** 140:25**87102** 1:22 10:16 14:12 15:2 20:9  
22:16 64:16 75:16 177:19**87108** 10:14 57:21 101:23 106:2  
139:1**87121** 141:1**87122** 22:23**88240** 141:25**8B-6J** 6:4 96:16

---

**9**

---

**9** 141:18**9:04** 1:10 4:6**9:58** 47:10**90** 6:17 97:3**90s** 45:5**95** 71:22**96** 3:7**98** 121:20,20**99** 40:2,3