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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
STAT CHARTER SCHOOL
July 18, 2016
2:00 p.m.
New Mexico Activities Association
6600 Palomas, Northeast
Albuquerque, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219
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A P P E A R A N C E S

COMMISSIONERS:

- MS. PATRICIA GIPSON, Chair
- MS. KARYL ANN ARMBRUSTER, Secretary
- MS. MILLIE POGNA, Member
- MS. CAROLYN SHEARMAN, Member
- MS. CARMIE TOULOUSE, Member

STAFF:

- MS. KATIE POULOS, Director, Options for Parents

1 THE CHAIR: So I am bringing this meeting
2 of the Public Education Commission back to order.
3 And we are here on Monday -- is it Monday? I'm
4 sorry -- Monday, July 18th, 2016, for the public
5 input hearing for Students That Aspire To Teach.

6 Before we begin, we will have the Pledge
7 of Allegiance and Salute to the New Mexico Flag.
8 I'll ask Commissioner Armbruster to lead us in the
9 Pledge of Allegiance, and Commissioner Toulouse in
10 the New Mexico Salute.

11 (Pledge of Allegiance and Salute to the
12 New Mexico Flag conducted.)

13 THE CHAIR: And I think technically, for
14 the record, we should have a roll call, as opposed
15 to just a name and introduction. And then we'll do
16 brief introductions.

17 COMMISSIONER ARMBRUSTER: Commissioner
18 Pogna?

19 COMMISSIONER POGNA: Here.

20 COMMISSIONER ARMBRUSTER: Commissioner
21 Toulouse?

22 COMMISSIONER TOULOUSE: Present.

23 COMMISSIONER ARMBRUSTER: Chair Gibson?

24 THE CHAIR: Here.

25 COMMISSIONER ARMBRUSTER: Commissioner

1 Shearman?

2 COMMISSIONER SHEARMAN: Here.

3 COMMISSIONER ARMBRUSTER: Commissioner
4 Armbruster is here.

5 Four are not here; five are present.

6 THE CHAIR: Thank you. And briefly, we'll
7 just do a quick introduction so everyone knows who
8 we are all. So Commissioner Pogna?

9 COMMISSIONER POGNA: I'm Millie Pogna from
10 Albuquerque. I represent the -- pretty much the
11 Northeast Heights up to the mountains.

12 COMMISSIONER ARMBRUSTER: And I'm Karyl
13 Ann Armbruster. I'm District 4, which is
14 Los Alamos, some part of Santa Fe, Jemez, Corrales,
15 Rio Rancho, and a little bit of Albuquerque. I'm
16 not where they are.

17 COMMISSIONER TOULOUSE: I'm Carmie
18 Toulouse, District 3, which is the bulk of
19 Albuquerque, excluding Millie's part here and her
20 part on the West -- I have one little area on the
21 West Side. Otherwise, I go pretty much from the
22 river to the County line to down to the Base, and
23 then various places over where I step up, and
24 eventually Eubank and the Base and back over.

25 So I have the majority of charter schools

1 in the Albuquerque area. I can count at least 15 of
2 them within about two miles of where my house is.

3 So...

4 THE CHAIR: And I am Pattie Gipson. And I
5 represent District 7, which is all of Doña Ana and a
6 smidgen of Otero County.

7 COMMISSIONER SHEARMAN: I'm Carolyn
8 Shearman. I represent District 9, which is the far
9 eastern edge of the state. And it's nice to see you
10 all here this afternoon.

11 THE CHAIR: And before we actually begin,
12 the people that we initially speak to are the
13 founders of the school. So if you are -- if you are
14 a founder, then please come forward. If anyone who
15 has been on the applicant team for the school has
16 signed up for public input, it is for community
17 input and not for the -- anyone who's been on the
18 applicant team.

19 So we do ask that anyone who signed up in
20 the back to speak that is part of the applicant
21 team, that is not who we allow to address us at that
22 time. Okay?

23 All right. So this meeting is being
24 conducted pursuant to New Mexico Statutes Annotated
25 Title 22, Section B -- Section 8B-6J, 2009.

1 The purpose of these Community Input
2 hearings that will be held from July 18th through
3 July 20th, 2016, is to obtain information from the
4 applicants and to receive community input to assist
5 the Public Education Commission in its decision
6 whether to grant the proposed charter applications.

7 According to this section of the law, the
8 Commission may appoint a subcommittee of no fewer
9 than three members to hold a public hearing.

10 According to law, these hearings are being
11 transcribed by a professional court reporter.

12 The total time allocated to each
13 application is 90 minutes, which will be timed to
14 ensure an equitable opportunity to present
15 applications.

16 During the hearing, the Commission will
17 allow for community input about the charter
18 application. The time for public comments will be
19 limited to 20 minutes. If you wish to speak
20 regarding the application, please sign in at least
21 15 minutes before the applicant's presentation.

22 Please be sure that you indicate on the
23 sign-up sheet whether you are here in opposition or
24 support of the charter school. The Commission
25 Chair, based on the number of requests to comment,

1 will allocate time to those wishing to speak.

2 If there are a large number of supporters
3 or opponents, they are asked to select a speaker to
4 represent common opinions.

5 We will try to allocate an equitable
6 amount of time to represent the community
7 accurately.

8 The Commission will follow this process
9 for each Community Input hearing:

10 The Commission will ask each applicant or
11 group to present to the table in front. They will
12 be given 20 minutes to present their application in
13 the manner they deem appropriate.

14 The Commission will not accept any written
15 documentation from the applicant; but the applicant
16 may use exhibits to describe their school. However,
17 the setup time for exhibits, et cetera, will be
18 included in the 20 minutes.

19 Following the applicant's presentation,
20 the local school district representatives, which
21 includes the superintendent, administrators, and
22 board members, will be given ten minutes to comment.

23 Subsequently, the Commission will allow
24 20 minutes for public comment, as described above.

25 Finally, the Commission will be given

1 40 minutes to ask questions of the applicant.

2 So once again, the sign-up sheets are in
3 the back. And please, once again, if you are part
4 of the applicant team, please don't put your name on
5 there. Please take your name off, if it was there.

6 MS. POULOS: That should include anyone
7 who is part of the capacity interview hearing who
8 has identified themselves as an applicant.

9 THE CHAIR: Oh, okay.

10 MS. POULOS: Because I think that's --
11 again, anyone who was part of the applicant team,
12 being part of the capacity interview, you are
13 already identified as part of the team. You should
14 not be signing up.

15 THE CHAIR: Thanks for clarifying that,
16 because I just thought that that was all of the same
17 people. Okay. Thank you.

18 Okay? Excuse me.

19 Okay. All right. Katie, ready?

20 MS. POULOS: I am.

21 THE CHAIR: Okay. You may begin.

22 MR. CHRIS JONES: Good afternoon, members,
23 Madam Chair, and members of the Commission.

24 THE CHAIR: I'm sorry. Please identify
25 yourself and spell your last name for the court

1 reporter.

2 MR. CHRIS JONES: Would you like for us to
3 do a whole team introduction at this point?

4 THE CHAIR: That would be perfect.

5 MR. CHRIS JONES: So my name is Chris
6 Jones. I am one of the founders of STAT, Students
7 That Aspire To Teach Charter School.

8 I'm sorry. Spelling is C-H-R-I-S, and
9 "Jones," J-O-N-E-S. Excuse me.

10 MS. GLORIA VELASQUEZ: And my name is
11 Gloria Velasquez, and I am a team member of the
12 founding for the charter school.

13 COMMISSIONER SHEARMAN: I am sorry. But
14 the acoustics in this room are dreadful, and I
15 cannot hear you. So you guys are really going to
16 have to speak up.

17 MR. CHRIS JONES: Do we have a microphone;
18 because this is my voice. This is my teaching
19 voice, believe it or not.

20 COMMISSIONER POGNA: It's the high
21 ceilings.

22 COMMISSIONER SHEARMAN: It's just not done
23 conducive to hearing very well.

24 MS. GLORIA VELASQUEZ: My name is Gloria
25 Velasquez, I'm a member of the founding for the

1 charter, and my name is spelled V-E-L-A-S-Q-U-E-Z.

2 DR. ANALEE MAESTAS: Analee Maestas.

3 M-A-E-S-T-A-S. Founding member.

4 MR. CARLOS ABEYTA: Good afternoon,
5 members of the committee. My name is Carlos Abeyta,
6 A-B-E-Y-T-A. And I'm also a founding member.

7 DR. AMY ATKINS: Dr. Amy Atkins.
8 A-T-K-I-N-S. This is my best, loudest voice that I
9 can manage. Is that good?

10 Okay. And I am also a founding member.

11 MS. MAY ARAUJO: May Araujo, A-R-A-U-J-O.
12 I'm also a founding member.

13 THE CHAIR: I just have a quick clarifying
14 question that won't count against their time;
15 because the founding members that we have in our
16 application don't include a number of you. So I
17 guess we just need a little bit of clarity at this
18 point in time as to how this happened, that they're
19 not included in the application.

20 MR. CHRIS JONES: Right. So we had a --
21 we had two of us identified as founding members in
22 the application. And we had an applicant team. So
23 everyone that is in the application is the two of
24 us; and the rest just assisted with the development
25 of the application. Should they have been included?

1 Perhaps. Perhaps they should have stayed outside.

2 THE CHAIR: Because we speak to founders
3 during this time.

4 MR. CHRIS JONES: Sure. Sure, of course.

5 THE CHAIR: So we have two identified.

6 MR. CHRIS JONES: Right. Right. What
7 Ms. Poulos mentioned also provides some clarity in
8 that process, as well, as far as who participated in
9 the capacity interview and who can speak. So I
10 don't know the best approach to take at this point.

11 COMMISSIONER SHEARMAN: Our approach is
12 going to be the founders that are listed here, okay?

13 So that's Chris and Gloria.

14 MR. CHRIS JONES: Yes, ma'am. Okay.

15 Madam Chair, does that mean that the
16 applicant team members who signed up are able to
17 speak toward the end?

18 THE CHAIR: No. Members of the applicant
19 team -- in the community input?

20 MR. CHRIS JONES: Sure.

21 THE CHAIR: No, they are not. That's for
22 the community, not for the applicant team.

23 MR. CHRIS JONES: Okay.

24 THE CHAIR: Okay. Thanks.

25 COMMISSIONER SHEARMAN: I do think the

1 founders could ask --

2 THE CHAIR: They can. You can -- if you
3 want some clarity from someone, you can certainly
4 speak to them --

5 COMMISSIONER SHEARMAN: Ask them to
6 respond.

7 MR. CHRIS JONES: Okay. Thank you very
8 much, Madam Chair.

9 Okay. All right. Well, thank you very
10 much. Madam Chair, members of the Commission, I
11 want to thank you for your time and the opportunity
12 to present to you this afternoon about the STAT
13 model.

14 We're really excited about the potential
15 of the STAT model. We believe that it does satisfy
16 an urgent need that we have in the state to
17 replenish the teacher shortage. We're trying to
18 create a pipeline of high performing teachers in a
19 12-year cycle; so by the time they come to us in
20 middle school, we're hoping to produce, within
21 12 years, teachers who can actually join classrooms
22 as teachers of record. And that's our ultimate
23 goal.

24 We introduced ourselves. Again, I am
25 Chris Jones, and I am one of the founding members of

1 the STAT, Students That Aspire To Teach Charter
2 School. I have about a 15-minute presentation for
3 you all, and I hope to touch on the points that are
4 most valid. I also want to forewarn you; again,
5 this is my best teaching voice, so I will attempt to
6 project.

7 THE CHAIR: I think it's fine for us. It
8 might not serve well to the back; but I think --

9 MR. CHRIS JONES: So I'll do my best.
10 I'll do my best to project.

11 So I want to begin -- within the
12 15 minutes, I want to share with you some research
13 and data. I want to also share with you some
14 background information about STAT and about how this
15 came about, our vision. I also want to share with
16 you aspects of our model that are most critical for
17 implementation purposes.

18 I have an appeal. I have some conclusion
19 statements for you, as well; so we'll try to get to
20 everything within 15 minutes.

21 First of all, we have a teacher vacancy
22 report that was published by Dr. Karen Trujillo, who
23 is from the New Mexico State University Alliance for
24 the Advancement of Teaching and Learning. This was
25 a report published in December of 2015, which I

1 would like to remind everyone is about five months
2 into the school year.

3 At that time, the data that was included
4 in the report does not include State charter
5 schools, does not include Bureau of Indian Education
6 schools or private schools. It is strictly made up
7 of 89 school districts, as identified by the
8 New Mexico Public Education Department.

9 Within the report, what was identified is
10 there are 513 openings in the State of New Mexico;
11 this was December of 2015.

12 And the reason I brought up the time line,
13 five months into a school year to have over
14 500 openings and that number of vacancies is a
15 little alarming; it's concerning for our students
16 and for public education, in general.

17 Central New Mexico consists of
18 11 districts. And Albuquerque had the greatest need
19 when it came to the report that was published.
20 Albuquerque Public Schools alone had 171 openings in
21 December of 2015.

22 The conclusion of this particular report
23 was that Central -- the Central region in New Mexico
24 has the most dire need for teachers. In fact, it
25 accounted for 50 percent of the total vacancies.

1 This includes counselors and ancillary staff, as
2 well.

3 There's an extreme shortage of special
4 education teachers, as we all know. And as a matter
5 of fact, special education vacancies include --
6 included in this report are 32 percent of the total
7 vacancies. And we know the time line of special
8 education teachers tends to be about three years.
9 And what we're trying to do is take a proactive
10 approach, a grass-roots approach, grow your own, so
11 that we can address this deficiency, not only for
12 Central New Mexico, but for other regions within the
13 state that face the same shortage.

14 Next steps within the report that was
15 published: Develop programs to recruit and retain
16 qualified teachers in all subject areas. And by
17 programs, they mean let's start early. And
18 Dr. Karen Trujillo, who is one of our partners in
19 this work, has endorsed the STAT model and believes
20 that the early-on approach is the right way.

21 It's the right way to go when we're
22 identifying students early on and trying to develop
23 their fashion for public education; not only that,
24 but trying to expose them to the systems in public
25 education, including the teacher evaluation system,

1 including the school grading system, so that they
2 familiarize themselves with these processes and have
3 the ability to develop some of the high performing
4 qualities of teachers that we need in the State of
5 New Mexico.

6 We want to encourage students, based on
7 the report, to consider special education as a
8 career choice, and, finally, offer incentives for
9 educational assistants to become licensed in special
10 education.

11 These are some of the next steps that were
12 a part of the published report. And the reason we
13 feel this is important to mention right now is
14 because this research base really does support the
15 vision that we had for STAT Charter School some time
16 back.

17 It also supports the need to have a
18 grow-your-own approach. And in Albuquerque Public
19 Schools right now, we have two teacher cadet
20 programs that are actually facilitated by two
21 individual teachers. And the reach for these two
22 programs is about 60 students per school year.

23 As you see in our application, we have an
24 enrollment cap of about 500 students; and so we hope
25 to generate an actual pipeline of biliteral and

1 bilingual teachers and prospects who can go and
2 really flourish at the post-secondary level.

3 The background of STAT:

4 In 2013-2014, the administrative team at
5 La Promesa sat around, and we discussed ways to
6 recruit and retain high performing teachers,
7 particularly in bilingual education, special
8 education, and early childhood education. We feel
9 the need to really recruit and figure out programs
10 to incentivize teaching for these particular
11 individuals; because we saw a shortage when we were
12 trying to staff.

13 And so sitting around, developing a
14 staffing pattern and looking for available
15 candidates who were highly qualified was very
16 difficult for us to do at the time.

17 "STAT" is a medical term that means
18 "urgent." And based on the report and the research
19 that I shared with you, I think our applicant team
20 certainly feels the sense of urgency right now to
21 address this deficiency throughout our state. It's
22 very important that we figure out a way to be
23 proactive, as -- as opposed to reactive and figuring
24 out how we can staff these vacancies, especially in
25 the high-need areas.

1 So STAT, Students That Aspire To Teach,
2 comes from just that; it's our sense of urgency to
3 address this program, not only locally for
4 ourselves, not only for the Central region, but for
5 the entire state. We have the same goal as all of
6 you, which is to have the highest quality of
7 education in New Mexico and to operate highly
8 effective charter schools.

9 You're more than welcome to stop me at any
10 point, as well, and ask questions.

11 THE CHAIR: We have questions at the end.

12 MR. CHRIS JONES: Perfect. Okay. We've
13 introduced ourselves as the applicant team; so I'll
14 go ahead and skip that portion.

15 I do want to now share with you the STAT
16 model. And three components really comprise the
17 STAT model. They make up what we're attempting to
18 do and what we will implement with STAT.

19 First is teacher preparation. ProTeam is
20 our middle school curriculum. And the Teacher Cadet
21 program -- and it's a separate curriculum -- will be
22 used at the high-school level. These are two
23 programs from South Carolina from the Center for
24 Teacher Recruitment. And specifically, it's from
25 the Center for Educator Recruitment, Retention, and

1 Advancement.

2 These are two curriculum sets that we have
3 identified, and we are in the process of learning.
4 We have already started to research, and we have
5 participated in trainings.

6 These are used throughout South Carolina,
7 and they're also used in many other states across
8 the United States.

9 Educators Rising is our final CTE
10 component. Dr. Karen Trujillo, who published this
11 report, is our partner from New Mexico. We do have
12 a New Mexico chapter of the Teacher Cadet program;
13 and this is a CTE model. So like SkillsUSA, this is
14 built for teachers.

15 I was fortunate enough, in February, to
16 participate as a judge and see students as young as
17 middle school participating against one another,
18 doing things such as impromptu public speaking,
19 lesson planning, children's literature development.
20 And so that's the final really applicable speech,
21 application-based, relevant piece of our curriculum
22 component and of our model, as far as the teacher
23 preparation component is concerned. Excuse me.

24 Grade 7 and 8, the ProTeam curriculum,
25 we're really focused on self-exploration. So in

1 middle school, we do focus a lot on service
2 learning. That is one of our goals is to focus on
3 exploring self, getting to know themselves as
4 middle-school students. So career readiness is a
5 big part of what ProTeam is. And it's one of the
6 curriculums that's from South Carolina.

7 In high school, it is really focused on
8 teaching practice, strategies, and methods. They
9 learn about diversity in education. So they learn
10 about disabilities, and giftedness, as well. What
11 we feel this does to us it really helps our students
12 to develop not only a sense of self, but
13 self-awareness in terms of what it means to be an
14 educator, a new appreciation and respect for sitting
15 in a classroom for their teachers, for schools, for
16 what goes on on a daily basis.

17 So meta-learning is something that we feel
18 our students will benefit from, because they will
19 have that deep understanding of what learning truly
20 entails, and they'll be more willing to take part in
21 that process as an active member.

22 Blended learning is the second component
23 of the STAT model. We have selected the lab
24 rotation model. I want to go ahead and share some
25 of my experience with you at this time.

1 Prior to coming back to La Promesa, I was
2 the Senior Director of Learning Technologies for
3 Albuquerque Public Schools. I was brought into
4 Albuquerque Public Schools to found the APS Virtual
5 Academy; and prior to that, I was at New Mexico
6 Connections Academy as their assistant principal.

7 The reason I feel that it's important to
8 bring up this piece of information is because what
9 we're implementing is a lab rotation model; it is
10 not a virtual education program. Our students will
11 be on campus five days per week for
12 seven-and-a-half hours per day. They will
13 participate in six different courses, Monday through
14 Friday, and they will have a block schedule on
15 Fridays, where we're really focused on experiential
16 learning.

17 With that, we'll go ahead and implement
18 the teaching curriculum, teaching practicums, the
19 advisory model, and all electives, as well as
20 service learning and project-based learning will
21 take place on Fridays in the four-block day that we
22 have structured.

23 So we've exceeded the State statute by one
24 hour, and we hope to have our students in place for
25 seven hours of learning per day, uninterrupted

1 educational time.

2 Advisory is the third component. And our
3 advisory model is very critical to the success of
4 our program, as well. Through the advisory program,
5 we will monitor attendance, progress overall,
6 participation in classes. We'll develop
7 Personalized Learning Plans for all students, so
8 that all students have an IEP, essentially.

9 Within the Personalized Learning Plan, we
10 will identify goals, learning preferences; we'll
11 align that with students' next step plans, as well.
12 And that's going to be a function of advisory.

13 We'll monitor behavior and discipline,
14 overall achievement, non-cognitive skill
15 development; and we are really big on non-cognitive
16 skill development. We're really going to place
17 heavy emphasis on that, because our students, in
18 order to become highly effective teachers, will need
19 the non-cognitive skills.

20 We know that the demand on teachers is
21 increasing on an annual basis, and we want our
22 teachers not only to be familiar with the systems by
23 which they're being evaluated, but prepared to get
24 into the classroom and relate with students and with
25 families on a deeper level.

1 The last piece is the college and career
2 readiness that's a part of advisory. Within our
3 structure, we do have a college and career readiness
4 counselor. And they will work collaboratively with
5 the advisory teachers to implement the STAT model.

6 Our academic framework:

7 Of course, we follow all compliance and
8 statute here in New Mexico. We have the core model,
9 the three pieces that I shared with you previously,
10 in addition to our goal is really to implement
11 progressivism and constructivism with STAT. We
12 understand scientific curriculum making and, of
13 course, standards alignment is important; but we
14 want our students to take ownership for their
15 learning.

16 We want them to construct knowledge. And
17 through the curriculum that we have, we truly
18 believe that students will have that unique ability
19 to do so. They'll learn about learning; they'll
20 learn about disabilities. They'll develop a new
21 respect for diversity. And we hope that these
22 things put together will really prepare our students
23 not only to succeed within the STAT model, but to
24 attain post-secondary institutions and also flourish
25 within the post-secondary ranks.

1 We'll use the RTI model, the three-tier
2 system, for intervention and identification. The
3 SAT process will be in place at our school, of
4 course.

5 Special education, we will use the SAT
6 process to identify and not over-identify students
7 for special education, as well, including students
8 with gifted abilities. So, of course, giftedness is
9 a part of our program. And students with
10 disabilities who are in program will be serviced
11 accordingly.

12 Our ELL students, we will use the tools by
13 WIDA to identify and monitor their progress, as
14 well. As a bilingual school, we understand what
15 goes into that process, early identification through
16 WAPS, and access testing for those students who are
17 in program. We will also have ELL plans for each of
18 our students.

19 And so the advisory piece is really the
20 glue behind what we're doing with the STAT model.
21 And the advisers will be the ones to really
22 facilitate discussions with parents and students, as
23 well as content area teachers.

24 Our goal, with special education and with
25 ELL, is to exit students from these programs. And

1 we feel, because of the digital curriculum that we
2 intend to implement, because of the flexibility in
3 our model, the face-to-face breakout sessions, and,
4 really, the practical curriculum approach that we're
5 taking, we believe that students will have the
6 opportunity to develop their skill set to exit from
7 program; and that is our ultimate goal.

8 The blended learning and teacher prep
9 emphasis facilitates learning for all; and we truly
10 do believe that. Through Edgenuity, which is going
11 to be our curriculum partner, we understand that
12 we'll have to modify courses. We will create
13 foundational benchmark and accelerated courses for
14 all of our students.

15 They have many, many courses available to
16 students currently; but our goal is to have the
17 instructors that are hired get into the curriculum
18 and make the necessary modifications to create our
19 own scope-and-sequence documents, so that we ensure
20 we're aligned with standards and prepared to
21 commence operations.

22 We have an intervention program that's
23 built into the academic framework, and it's called
24 "MyPath." It's by Edgenuity, and it's an
25 intervention-based program.

1 Our Tier 2 interventions, some of them,
2 will take place through MyPath. But I want you also
3 to remember that we are going to implement -- five
4 minutes? Thank you, Ms. Poulos.

5 THE CHAIR: Can I just interrupt for just
6 one second. Is it M-Y-P --

7 MR. CHRIS JONES: -A-T-H, yes, ma'am,
8 MyPath.

9 We have selected NWEA as our assessments.
10 And NWEA gives us the ability to connect with
11 MyPath. So we'll take the written score from the
12 NWEA MAP and insert it directly into MyPath, the
13 intervention-based program, and students will be
14 placed accordingly.

15 We love NWEA for the reason that we have a
16 growth line, and we can monitor growth in progress.
17 We really do like that, because, like you, we're
18 committed to student growth and achievement.

19 So we do have those aspect of the academic
20 framework.

21 Governance, we have three identified
22 members: Dr. Ralph Sigala, who is with us today,
23 has a wealth of experience at the post-secondary
24 level, as well as K-12. He was a professor at
25 New Mexico Highlands University. He was a member of

1 the APS Board. He will head up the Capital and
2 Technology Committee for STAT Charter School.

3 Mrs. Gloria Velasquez will be our
4 secretary. She has a wealth of experience in K-12
5 public education, as well. She has been a bilingual
6 educator, a school administrator, and a teacher.
7 And she will head the policy and instruction
8 committee for us.

9 Mr. Julian Muñoz will be our treasurer.
10 He has ten years in government accounting. He's an
11 internal auditor currently, and he will head our
12 finance committee.

13 I want to speak to finance very quickly,
14 because I do acknowledge my error in submitting the
15 documents and want to take full ownership for that,
16 as one of the founding members who submitted. Our
17 business manager, who is another one of our founding
18 members, Ms. Rhonda Cordova, has been in the school
19 business management profession for some time.

20 Now, it was my mistake in creating PDF
21 binders, trying to organize our appendices for you.
22 I wanted to be very organized. But she did send me
23 all of our budget documents in a timely manner. And
24 we do have them in the appropriate file format.

25 So I do want to take ownership for that

1 error. It was an oversight on my behalf. I thought
2 I was doing the right thing by organizing the
3 documents. And what I found out is that we really
4 did exclude our five-year budget plan.

5 We do have those documents available upon
6 request.

7 SEG funds for the 910B5, I want to go
8 ahead and begin with Year One, which is \$1,078,862
9 through Year Five, which is \$2,974,284.

10 I felt it important to pull this
11 information from the 910B5, because we do have a
12 well-developed plan for finance and budget. So,
13 again, I wanted to share that with you.

14 Now, with the budget, we understand that
15 with anything, this is a proposal. And when you get
16 into the implementation phase, if given the
17 opportunity of authorization, we understand there's
18 a lot of work to do.

19 We will have to refine our budget. We
20 will most likely have to refine our school calendar.
21 We will refine our master schedule. There are many
22 things within the application that we can refine.
23 Thankfully the CSD and the review committee really
24 did provide us with critical feedback that we can
25 use and make sure that we are prepared to commence

1 operations in August of 2017.

2 Looking at their comments, we feel that's
3 enough, and we feel very strongly about our
4 capability, considering the experience of our
5 applicant team, to make sure that we are prepared
6 and to satisfy everything that's on the checklist
7 for the planning year.

8 So board training, professional
9 development, things like that will also be included.

10 MOUs will be in place. We have many
11 partners. I'm going to read a list of them. I know
12 I probably only have three of them listed at this
13 point.

14 Congresswoman Michelle Lujan-Grisham is a
15 supporter of ours.

16 City of Albuquerque's Running Start for
17 Careers program.

18 (Reporter interjects.)

19 MR. CHRIS JONES: So I'll name a couple of
20 the most significant.

21 Youth Development Incorporated. Mission
22 Graduate. Office of the Mayor of Albuquerque
23 Collective Impact, the Director of Collective
24 Impact; all a part of what we hope to form as an
25 external advisory team in a community schools

1 fashion, so that we can develop goals and ensure
2 implementation takes place.

3 This is an advisory team and committee.
4 Our board of education will make policy and make
5 final decisions for us.

6 Our sister school, La Promesa Early
7 Learning Center, is the final MOU that will be in
8 place. And we have the unique ability at STAT,
9 based on location, to have our students walk
10 directly across the parking lot and do their
11 teaching practicums, which, based on my experience
12 at APS and what I've seen thus far, is very hard to
13 accomplish. So we do have that unique ability to
14 make sure that this plan comes to fruition.

15 I know I probably only have a minute. So
16 I do want to appeal to members of the Commission and
17 Madam Chair to consider the approval of our
18 application. We know that it takes many partners,
19 and it takes all of us to ensure that we have a
20 high-quality model. And we are willing to work with
21 the Public Education Commission, with the Charter
22 School Division, and with our partners to ensure
23 that we have something that we can all be part of.

24 Again, we want to operate a highly
25 effective charter school, and we know that you have

1 the same goal. We will work tirelessly to ensure
2 that we can implement everything that needs to be
3 implemented during year one, and we can satisfy the
4 planning year checklist. Thank you.

5 THE CHAIR: Okay. Thank you very much.
6 We will now hear from anyone from the Albuquerque
7 School District, if they are here.

8 So there is no one present from the
9 Albuquerque School District; so I'm going to ask you
10 to just step back for a sec so the people that are
11 going to offer public comment will have space;
12 because we don't have a separate mic for them to
13 stand at.

14 So thank you. I appreciate it.

15 I've got -- there are -- from what I can
16 figure off of this, there are ten people who have
17 signed up to offer public comment. So everyone will
18 be given up to two minutes to speak.

19 And the first one on my list that is not
20 crossed off is -- and I'm sorry -- Eppie? Eppie
21 Lopé [ph]?

22 MR. EPPIE LOPEZ: Lopez.

23 THE CHAIR: Lopez? I couldn't see the
24 "Z."

25 And please state your name, for the

1 record.

2 MR. EPPIE LOPEZ: Eppie Lopez.

3 Madam Chair, Madame Commissioners, I'm
4 here to put my support behind STAT. I've been a
5 teacher for 15 years. I've gone to great
6 educational schools, programs, UNM, University of
7 Southern California. I've taught here and in
8 Colorado, and I've taught overseas, as well.

9 And what I like to do is just read a
10 letter based from Leslie Kelly, Director of
11 Counseling.

12 COMMISSIONER SHEARMAN: Do you have her
13 permission?

14 MR. EPPIE LOPEZ: Yes.

15 THE CHAIR: She's on the applicant team?

16 MR. CHRIS JONES: No, ma'am. She's the
17 Director of Counseling for Albuquerque Public
18 Schools.

19 (Reporter interjects.)

20 THE CHAIR: She's the Director of
21 Counseling for Albuquerque Public Schools.

22 I'm not particular- -- can we just stop
23 the time for a second?

24 I'm not particularly comfortable with
25 this.

1 COMMISSIONER TOULOUSE: It was a letter
2 sent to the school; right?

3 MR. EPPIE LOPEZ: Yes.

4 COMMISSIONER TOULOUSE: So I think if he
5 wants to use his two minutes to read a letter that
6 was sent to be publicly presented -- other than
7 that, he could present it later.

8 THE CHAIR: I don't think she's here.

9 COMMISSIONER TOULOUSE: No. I mean, you
10 know, we get stuff. We can have stuff mailed to us.

11 THE CHAIR: What that letter is more
12 appropriate for is if with the supporting -- anyone
13 who wants to send in other supporting materials can
14 mail them to us. So -- all right. Well, I'm
15 ask- -- it's not my decision alone to make. I'm not
16 the captain of the ship.

17 COMMISSIONER ARMBRUSTER: Well, if it's
18 sent in and everyone says -- if it's sent in, we get
19 that before we confer of whether to accept them or
20 not. But I guess if it's in the minutes, it's the
21 same difference.

22 THE CHAIR: All right. Okay. We'll start
23 the timer. Thanks.

24 MR. EPPIE LOPEZ: "I'm excited to have
25 this opportunity to express my support for the

1 charter school application submitted for the
2 creation of the Students That Aspire To Teach.
3 Having worked in public education for the past
4 20 years as a counselor, teacher, and administrator,
5 I see the need to provide opportunities to inspire,
6 mentor, and support the future generations of
7 educators.

8 "Our state needs now, more than ever,
9 career exploration and readiness opportunities for
10 our young people. And having a stand-alone charter
11 school focused on developing our students into our
12 state's future educators is one worth backing and
13 supporting.

14 "As a Director of Counseling for the
15 Albuquerque Public Schools, I am excited about STAT
16 and the opportunities it can give students.
17 Exploring careers is essential for our young people,
18 and STAT will be a good school that supports that
19 exploration.

20 "The authorization of this charter school
21 is not only important, but necessary. I am
22 encouraging you to see the enormous benefit of STAT
23 Charter School in our state, the education
24 profession, but mostly students."

25 THE CHAIR: Thank you. Thank you.

1 MR. EPPIE LOPEZ: Thank you.

2 THE CHAIR: Next on the list is Dr. Ralph
3 Sigala? Sigala?

4 DR. RALPH SIGALA: Yes, ma'am.

5 THE CHAIR: Thank you.

6 DR. RALPH SIGALA: My name is Ralph
7 Sigala, S-I-G-A-L-A.

8 Madam Chair, members of the Commission, I
9 am a retired educator, higher education. I live in
10 the area where this program is going to be
11 established, or set up. I support the -- the
12 proposal. I think it is based on sound scientific
13 data. And I feel comfortable that the people who
14 are -- who will be responsible for implementing the
15 program are all very competent and have a lot of
16 experience in education.

17 So as a member of the community, I
18 strongly -- I strongly recommend, and certainly hope
19 that you would support, the application. I thank
20 you for your time, and I apologize for my attire. I
21 was in the middle of a honey-do list.

22 COMMISSIONER SHEARMAN: Come to my house,
23 please.

24 THE CHAIR: Thank you very much. Next on
25 the list is Yvette Barnwell.

1 MS. YVETTE BARNWELL: Y-V-E-T-T-E,
2 Barnwell, "B" as in "boy" -A-R-N-W-E-L-L.

3 Good afternoon. Thank you for letting us
4 be here. And I am a 27-year veteran. And I would
5 just like to offer my support to the STAT
6 authorization, as well. I think it's very important
7 for students of not only New Mexico, but students of
8 color, to have mentors; and "mentors" meaning that
9 people that can help them find a way to college.

10 I come from a family of six. I'm the only
11 one in my family that's graduated from college. And
12 that is due to the fact that I have people who cared
13 and mentored me along the way. And I -- I love
14 teaching, and I want other students to enjoy that,
15 as well, and to find the passion.

16 And I think with this model and with
17 everything that this model comes with, I think they
18 would be offering a very big service to our state
19 and to the nation. So I thank you very much for
20 your time, and I hope you authorize our school.

21 THE CHAIR: Thank you very much.

22 Next on the list is Andrew Mathis.

23 MR. ANDREW MATHIS: That's A-N-D-R-E-W,
24 M-A-T-H-I-S.

25 Good afternoon. I'm here to offer my

1 support for STAT Charter School. I run a program;
2 it's an initiative of the City of Albuquerque and
3 the Mayor's Office called Running Start for Careers.
4 In this program, I work with high school students on
5 a day-to-day basis across many industries.

6 And right now, the education profession is
7 not one of those; but I'm looking forward to working
8 with STAT Charter School to help to build this
9 industry into our program, as well.

10 We work with students from across the
11 Albuquerque area to give them an opportunity to
12 explore different career opportunities. And as kind
13 of a -- an extra step to what STAT charter is doing,
14 we envision working with the -- the teachers at STAT
15 to bring students together in an after-school basis,
16 once the school is established, from across the
17 district, to provide dual credit courses in both
18 early childhood and elementary and secondary
19 education, as a way for these students to get a
20 running start in the career pathway, for those
21 students who have not chosen to already come to STAT
22 but are looking to explore whether or not the
23 teaching pathway is correct for them.

24 As part of this program, we plan to work
25 with CNM to put the students on track for the

1 45-hour Early Childhood Care certificate program, as
2 well as to get some of the initial elective -- the
3 initial required courses for the program for
4 students from across the Albuquerque area.

5 THE CHAIR: Thank you.

6 FROM THE FLOOR: Thank you.

7 THE CHAIR: This is starred. I don't
8 know -- I don't know if it this is starred because
9 they want it off, or -- Athena Christodoulou.
10 There's a star next to it. You're special.

11 MS. ATHENA CHRISTODOULOU: I was
12 originally selected to go first to read this letter.
13 But I'm not going to read this letter. I will
14 submit it.

15 THE CHAIR: Could you please identify
16 yourself?

17 MS. ATHENA CHRISTODOULOU: I will. My
18 name is Athena Christodoulou. That's
19 C-H-R-I-S-T-O-D-O-U-L-O-U.

20 My first job interview as a junior in
21 civil engineering was with Rear Admiral Hyman
22 Rickover. Yeah, that was way back. And it was for
23 a job teaching. I would be teaching nuclear power
24 for the Navy. And the Navy thought education and
25 having a good teacher was enough to invest thousands

1 of dollars in. They paid the rest of my college, as
2 well as gave me a salary. Education is very
3 important.

4 And I've been listening here. And we know
5 that there is a problem here in New Mexico with
6 getting good teachers and keeping them. And if we
7 give them the idea and the feelings that it's
8 important that we have good teachers, it may lift
9 the boat for the rest of us.

10 I'm very excited to hear that the STAT
11 program will include bilingual education, as well as
12 public speaking. Public speaking was so important,
13 it is what got me the job.

14 And as far as teaching, practicing
15 teaching, I have three degrees. And I will tell you
16 they're all in engineering. And it was only when I
17 could teach someone else that I actually learned it
18 best.

19 So this is a very good chance that
20 New Mexico has to be first in the nation -- or first
21 in the state -- I'm sorry -- Albuquerque to be first
22 in the state for a good program to teach the next
23 generation of teachers.

24 Thank you.

25 THE CHAIR: Thank you very much.

1 MS. ATHENA CHRISTODOULOU: And this is
2 from Michelle Lujan-Grisham. This is the letter
3 that's probably already in your packet.

4 THE CHAIR: Yes. We have already seen it.
5 Thank you. Jose Muñoz?

6 MR. JOSE MUÑOZ: Need a spelling?

7 THE REPORTER: (Indicates.)

8 MR. JOSE MUÑOZ: Hi. My name is Jose
9 Muñoz. I'm the Executive Director for the
10 Albuquerque-Bernalillo County Community School
11 Partnership. So I get a chance every year to work
12 with over 80 schools in Bernalillo County and
13 Albuquerque, as charter and traditional, to provide
14 funding for them.

15 And through that team, I got a chance to
16 work with La Promesa, which Dr. Maestas is Executive
17 Director for. We've had nothing but the most
18 integral relationship with them, as they serve
19 children after school and families throughout the
20 school day and throughout the school week.

21 So that's one point I want to make, as far
22 as I know the integrity and the administration of
23 the funding sources has been compliant, done with
24 integrity; but to reach those that need it most.

25 Second thing I would like to say is from a

1 student standpoint, I went to school to be a
2 teacher; but I worked in the private sector for
3 quite a bit, and I'm a former professional athlete.
4 They grow us.

5 So to make a school, when you're growing
6 the next generation, just makes sense. My mother is
7 a retired educator of 37 years in an elementary
8 school in Chicago Public Schools and Clark County
9 Public Schools in Las Vegas. It just makes sense
10 that we actually have a school that trains and grows
11 our next generation.

12 As a funder, going back to that hat there,
13 working with so many schools, there's ample
14 opportunity to have practice, have these young
15 people actually get paid to practice this with other
16 younger generations of future teachers.

17 Finally, my daughter, who's 16 years old
18 now, who lives in Las Vegas, asked me once. She
19 goes, "Dad, how come our schools don't have enough
20 teachers? How come our classrooms are so crowded?"

21 She says, "There are not enough great
22 teachers."

23 All teachers are great, especially being
24 the son of a former educator. But to know that
25 there's a shortage, it just makes sense. Since they

1 grow us as athletes and they grow us as business
2 people, why not begin to grow our next generation of
3 teachers?

4 Thank you.

5 THE CHAIR: Thank you. Debra Baca?

6 MS. DEBRA BACA: Good afternoon. Debra
7 Baca, B-A-C-A.

8 Members of the Commission, my name is
9 Debra Baca, and I work for Youth Development
10 Incorporated. And we have been a partner with
11 La Promesa since the inception of La Promesa as an
12 early childhood partner. We have been provided
13 preschool services with La Promesa, and our children
14 have transitioned to La Promesa and then on to the
15 middle school.

16 We are very happy and very pleased with
17 the partnership and all of the community activities
18 that Dr. Maestas and her ward engage in, to include
19 community as part of the school.

20 I wanted to just share a little personal
21 story. My granddaughter -- she's here with me
22 now -- graduated from Montessori school. And we
23 went over a bridge. So the children were asked at
24 the end of their journey over the bridge what they
25 wanted to be.

1 And so after some of them had identified
2 different super heroes; others said doctors or
3 lawyers. This is my granddaughter, Marissa. And
4 she came over the bridge, and she said she wanted to
5 be a teacher.

6 And the doctors and lawyers got huge
7 applause; and there was this kind of polite clapping
8 for her teacher ambition. And I thought, "When did
9 the teaching -- you know, the teaching profession is
10 the most noble profession in the world. And yet we
11 just don't have that same kind of respect that we do
12 for others."

13 And so I see that this is a wonderful
14 opportunity that -- to encourage children, like my
15 granddaughter, Marissa, who want to become teachers
16 at an early age, and start cultivating this -- these
17 wonderful educators for our community.

18 And I just think that it's dearly needed.
19 I know that as a -- the early -- the vice president
20 of the early childhood division at YDI, we always
21 have a huge teacher shortage, and we're constantly
22 looking for qualified teachers for our six-week-old
23 babies, all the way to our five-year-olds.

24 And so I just want to support and
25 encourage your vote on this vital application.

1 Thank you.

2 THE CHAIR: Thank you. Dru Jones?

3 MR. DRU JONES: Dru Jones. D-R-U, Jones.

4 Madam Chair, members of the Commission, my name is
5 Dru Jones, and I am here to simply offer my support
6 for STAT Charter School's application.

7 As a parent in the community, I think it's
8 great to give our students, my children, an option
9 to echo some of what Mr. Muñoz said, growing
10 professionals. I went to Albuquerque High. And at
11 CEC, I saw my classmates growing into nurses right
12 there; so when we were graduating, they were well on
13 their way.

14 And I'd say I kind of maybe was a little
15 bit envious, because I wasn't in the know. I didn't
16 know about programs like that. So I think it makes
17 all the sense in the world to offer a program like
18 this for kids that identify with the teaching
19 profession early on and to give them support and the
20 tools they need to really achieve that goal.

21 Thank you very much.

22 THE CHAIR: Thank you very much.

23 Julia Jones?

24 I'm sorry. Were you on the applicant
25 team?

1 MS. JULIA JONES: No. No, ma'am.

2 MS. POULOS: You were in the capacity
3 interview as a member of the applicant team.

4 MS. JULIA JONES: I was at the capacity
5 meeting, yes.

6 THE CHAIR: So that's part of the
7 applicant team. Sorry.

8 MS. JULIA JONES: Okay. Thank you.

9 THE CHAIR: Matthew Gonzales?

10 MS. MARTHA GONZALES: It's actually
11 "Martha."

12 THE CHAIR: I'm sorry. I should have put
13 my glasses on. I apologize. Martha Gonzales?

14 MS. MARTHA GONZALES: Thank you. Good
15 afternoon. My name is Martha Gonzales. I am a
16 student at New Mexico State University, currently
17 majoring in geology, anthropology, and foreign
18 languages.

19 I have traveled all the way from
20 Las Cruces today in order to show my support for
21 STAT.

22 Let me catch my breath, because I'm
23 already out of breath.

24 I strongly believe that STAT will not only
25 benefit Albuquerque, but the State of New Mexico as

1 a whole.

2 COMMISSIONER SHEARMAN: Martha, I'm sorry
3 for interrupting you. You've got to slow down.
4 There's smoke coming from her machine over there.

5 MS. MARTHA GONZALES: I'm trying to get
6 everything under two minutes.

7 So where was I? Oh, there you go.

8 It's -- only benefit Albuquerque, but also
9 the State of New Mexico as a whole by preparing
10 children to become highly qualified educators or
11 professionals in their field of choice.

12 Two years ago, a professor at NMSU said to
13 me, "Working in New Mexico has made me realize that
14 this state has some of the brightest minds in the
15 country; but unfortunately, they never get too far.
16 Their light dims at a young age and extinguishes
17 before they actually get to blossom."

18 Many kids in New Mexico are inspired and
19 lack motivation because they have never been exposed
20 to non-traditional teachings. They don't receive
21 enough attention, or because they simply haven't
22 been pushed enough to fulfill their full potential.
23 At one point, I was one of those students.

24 It took a very special teacher to make me
25 recognize the potential I had and that one day, I

1 could, myself, be an educator. I believe that the
2 spirit of STAT reflects the relationship between
3 teacher and students and of a strong community.

4 STAT is the first school of its kind. Not
5 only does it follow a model which focuses on
6 customizing learning plans for every student, it
7 also gives them the opportunity to participate in
8 dual credit classes, gives them active technology
9 and adult advisory, all which will help create the
10 next generation of highly qualified educators.

11 STAT does not only focus on the success of
12 their students; but it also, through the grass
13 movements [verbatim], they seek out prospective
14 educators to reduce the shortage of teachers in
15 New Mexico.

16 As a prospective educator, a college
17 student, and a student who went to a middle school
18 and a high school that were both charter schools, I
19 support STAT, because at the end, teachers are what
20 make every other profession possible.

21 THE CHAIR: Thank you. And you got it all
22 in.

23 MS. MARTHA GONZALES: Thank you.

24 THE CHAIR: Okay. We will now move on to
25 the 40 minutes, or whatever we feel, to take --

1 COMMISSIONER SHEARMAN: There you go.

2 THE CHAIR: -- the Commission's questions.

3 So you folks can -- okay. I just want to,
4 once again, remind you that we do not accept
5 documents after the application. So, unfortunately,
6 we don't have those budget documents to look at.

7 And I can speak for Commissioner Shearman,
8 that she digs into those and has -- you know. And I
9 know, through other areas, there are so many
10 questions that we have that we can't ask because we
11 don't have a look at that budget.

12 So it's -- it's unfortunate that this
13 application comes to us incomplete in that sense.

14 COMMISSIONER SHEARMAN: And I will just
15 follow up on that. I think Commissioner Pogna has
16 been on this Commission longer than I have. Other
17 than that, I'm the oldest one here. But it has
18 always been the policy and the practice of this
19 Commission not to accept anything late.

20 I'm very sorry that your budget was not
21 part of the submission. I would like to have seen
22 it. I like to read budgets. But speaking for
23 myself, this application is incomplete; and,
24 therefore, I cannot vote to support it. There's no
25 sense me giving you any vague hope that I think I

1 could support it. The law even says a reason to
2 deny an application is an incomplete or insufficient
3 application.

4 So there are some other areas that I had
5 questions about that I had concerns about. I like
6 your program. I think you have a really good idea.

7 I do think the application, aside from the
8 budget, does have some areas of concern for me. But
9 I don't think there's any sense going into those
10 today, because my decision is made on the basis of
11 your budget not being there.

12 Thank you.

13 THE CHAIR: Thank you. And I will -- I
14 will offer a similar sentiment. Without a budget, I
15 cannot vote to put this school forward.

16 COMMISSIONER ARMBRUSTER: I would say --
17 you said, "Oh, but, but... ."

18 But the issue is, as teachers, we say the
19 same thing to children: "Yeah, but you still have
20 to have it in."

21 So an incomplete application is even part
22 of the law that you have to have it in.

23 COMMISSIONER POGNA: I agree.

24 COMMISSIONER TOULOUSE: I think it's
25 already decided. But I would like us to go ahead

1 and ask a few questions; because I -- I have some
2 interest in how this is connected with La Promesa
3 and their program. Because clearly, if we don't
4 accept it this year, they're going to come back next
5 year. And the budget --

6 COMMISSIONER SHEARMAN: But that's up to
7 you, whatever you want to do.

8 COMMISSIONER TOULOUSE: I just -- in my
9 own mind --

10 THE CHAIR: That's fine.

11 COMMISSIONER TOULOUSE: -- I'd like to
12 clarify this connection with La Promesa, which I am
13 familiar with, and whether -- since you say you're
14 partners, and you're talking about walking across
15 the parking lot, how are you partners, other than
16 your students teaching at La Promesa and both being
17 dual language?

18 MR. CHRIS JONES: So our ultimate goal,
19 Commissioners, Madam Chair, was to create a future
20 generation and create a pipeline of biliteral and
21 bilingual students, a partnership with La Promesa
22 seems natural, not only because of the shared
23 facility and shared resources because La Promesa has
24 a bilingual program; for us it made sense to be
25 located across the parking lot, because we wanted

1 our students to participate in teaching practicums.

2 As a Senior Director for Technology for
3 Albuquerque Public Schools, I had the opportunity to
4 research programs that they had available. And that
5 was the number one choke point for them. Students
6 did not have transportation and could not
7 participate in teaching practicums.

8 So for us, it made more sense to partner
9 with La Promesa for shared resources. Especially
10 considering we do not have start-up funds, we could
11 actually facilitate the work that's required in the
12 planning year.

13 I was Assistant Principal at La Promesa;
14 so before leaving to Connections Academy and serving
15 as a Central Office administrator, I am now the
16 principal at La Promesa Early Learning Center.
17 July 1st will mark my first day at La Promesa Early
18 Learning Center. I left the district because of
19 some of the instabilities with superintendents and
20 have returned back to see this through.

21 COMMISSIONER TOULOUSE: So there is no
22 intent of students necessarily going directly from
23 La Promesa. They'd still have to go through the
24 same application process and if there were lotteries
25 and all? Because I just want to make sure, because

1 we haven't had the staff to oversee lotteries.

2 But we have enough anecdotal information
3 that we know at least some schools tend to fudge
4 lotteries. And I just want to make sure something
5 like that doesn't get started. You know, the first
6 year or two, you don't usually have enough
7 applicants.

8 But after that, when they're that close, I
9 just -- but those were the questions I had is your
10 connections there. I think the facilities --
11 they're nice facilities, I know. I picked up my
12 cousin enough times going through. I have a cousin
13 who graduated last year, from eighth grade, there.
14 So I'm well aware of the school and the facilities,
15 and recused myself at that point. I don't have to
16 recuse myself now.

17 So -- that's mainly what I wanted to
18 clarify. Thank you.

19 THE CHAIR: Anyone else?

20 MR. CHRIS JONES: Members of the
21 Commission, may I also add the connection to
22 La Promesa in terms of being two separate entities?
23 We have two separate missions that drive our
24 schools. Students that attend La Promesa will not
25 necessarily want to pursue education as a

1 profession; so it's not a direct pipeline of
2 students. It's only a hope that they would
3 participate in the lottery if they did have the
4 desire to become professional teachers sometime.

5 So to address that specific question,
6 there will be students who choose a bilingual route
7 and want to attend bilingual schools after
8 finishing. And there are those students who may
9 choose to become teachers; those would be the
10 students we would be interested in entering the
11 lottery.

12 THE CHAIR: Okay. Okay.

13 COMMISSIONER SHEARMAN: That's it.

14 THE CHAIR: Okay. Thank you very much.

15 Any member of the public, including the
16 applicants, may submit written input following this
17 hearing. Written comments can be sent to the
18 Commission via the PED website, mailed, or
19 hand-delivered. The details and addresses are
20 listed on the handout at the back of the room. Make
21 sure you identify the school you are commenting on
22 in the drop-down menu.

23 Please note that any written input must be
24 received by no later than 5:00 p.m. on the third
25 business day following the hearing on the

1 application on which you wish to comment. And that
2 would be Thursday, July 21st, at 5:00 p.m.

3 Thank you all for your presentations
4 today. The Public Education Commission will meet in
5 Santa Fe on August 31st and September 1st to render
6 any decisions.

7 The Commission will now recess this
8 hearing until 8:00 -- until 8:00 --

9 MS. POULOS: Tomorrow is at Española.

10 THE CHAIR: 2:00? I thought we were at
11 8:30. Oh, you're right. 1:00 p.m., in the
12 community of Española.

13 Thank you very much.

14 MR. CHRIS JONES: Thank you.

15 (Proceedings in recess at 3:05 p.m.)
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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

I, Cynthia C. Chapman, RMR, CCR #219, Certified Court Reporter in the State of New Mexico, do hereby certify that the foregoing pages constitute a true transcript of proceedings had before the said NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the State of New Mexico, County of Bernalillo in the matter therein stated.

In testimony whereof, I have hereunto set my hand on August 1, 2016.

Cynthia Chapman
Cynthia C. Chapman, RMR-CRR, NM CCR #219
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HANNA SKANDERA
 SECRETARY OF EDUCATION

SUSANA MARTINEZ
 Governor

VISITORS ATTENDING PUBLIC EDUCATION HEARING

For STAT Charter School

July 18, 2016

Please Sign-in

Name (Print)	Representing
Danielle Miranda	STAT Charter
Esteban Cole	STAT Charter
Mae Arayo	STAT Charter
Gloria Velásquez	STAT Charter
Peter R. INW	The Breakthrough Solutions Group
Chris Jones	STAT CHARTER
Trish Ruiz	
Gabriel Ramsey	YDI Headstart
Carolyn Casays	
Eppie R. Lopez	STAT Charter
Judy Beres	
Don Jones	Self
Julia Jones	Supporter of STAT Charter School
Catherine Santiago	LA PROMESA
Margie Rios	LA PROMESA STAT
Kate Barnett	STAT
Ralph Sigalay, Ph.D	NMCCS
Kelly Callahan	YDI
Michelle Espinoza	YDI
Nancy Gomez	YDI
Marcos Gomez	
Andrew Mathis	Running Start for Careers
Athena Christodoulou	Self
Thomas Cox	STAT
Duke Bacc	YDI
Andres Gonzalez	ABC Community School
	STAT
Martha Gonzalez	STAT

Jenny Salvia

YDI

