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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
PUBLIC INPUT MEETING
HEALTH LEADERSHIP HIGH SCHOOL
August 21, 2012
9:20 a.m.
6600 Palomas Avenue, Northeast
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.: 5148K (CC)

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 843-9492



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

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A P P E A R A N C E S

COMMISSIONERS:

MR. M. ANDREW GARRISON, Chair
MS. CAROLYN SHEARMAN, Vice Chair
MR. EUGENE GANT, Secretary
MS. CARLA LOPEZ
MR. VINCE BERGMAN
MR. MICHAEL CANFIELD
MS. MILLIE POGNA

STAFF:

MS. KELLY CALLAHAN, Director, Charter School Division
MS. CORDELIA CHAVEZ
MR. BRAD RICHARDSON
MS. KAREN EHLERT
MS. SHELLY CHERRIN

1 THE CHAIR: The Chair will call the Public
2 Education Commission community input meeting back
3 into session. I want to make some clarification. I
4 originally called a ten-minute break. And then we
5 thought that we had advertised to the public that we
6 had these specific times. So I was going to wait
7 until 9:30.

8 And now we looked at the fine print. The
9 times denotes -- the time denotes that the times
10 will depend on the length of the previous hearing
11 and will begin as soon as the previous hearing is
12 completed. For any of you familiar with our
13 calendar this week, there's a lot of seat time
14 behind the wheel. So we need to get down to
15 Las Cruces, Columbus, Deming, Alamogordo, Carlsbad,
16 et cetera, by the end of the week. So we're going
17 to go ahead and continue now.

18 I would like to ask that the Health
19 Leadership Academy go ahead and make your way up to
20 the front. But I have a few more things to read.
21 So no rush. I'm going to go ahead and read about
22 the process of the community input hearing.

23 The Commission will ask each applicant or
24 group to present at this table in front. The
25 applicant will be given 20 minutes to present their

1 application in the manner they deem appropriate.

2 The Commission will not accept any written
3 documentation from the applicant, but the applicant
4 may use exhibits to describe their school, if
5 necessary. However, the setup time for exhibits
6 will be included in the 20 minutes.

7 Then, following the applicant's
8 presentation, the local school district
9 representative or representatives will be given five
10 minutes to comment on the application.

11 Subsequently, the Commission will allow 20 minutes
12 for public comment. And I already have the sheet
13 here and people have signed in.

14 And then, finally, the Commission will be
15 given 45 minutes to ask questions of the applicant.

16 Commissioners, are you ready to proceed?

17 (Commissioners so indicate.)

18 THE CHAIR: For the record, please state
19 your names and your titles, and then also the names
20 of the founders of your school.

21 MR. HILL: Good morning, Commissioners.
22 My name is Everette Hill. I'm one of the cofounders
23 of the Health Leadership High School.

24 MR. MONFILETTO: Good morning. My name is
25 Tony Monfiletto, and I'm also a cofounder of Health

1 Leadership High School.

2 MS. DURAN-BLAKEY: My name is Gabriella
3 Duran-Blakey, and I am a founder of Health
4 Leadership High School.

5 THE CHAIR: And please introduce any other
6 folks. Is there any other folks from your board
7 here this morning or anyone you wanted to introduce?

8 MS. DURAN-BLAKEY: Lisa James is here.
9 She's the president of our board.

10 THE CHAIR: Good morning.

11 MS. JAMES: Good morning.

12 THE CHAIR: You will have 20 minutes to
13 present information about your application, and
14 please proceed.

15 MS. DURAN-BLAKEY: Good morning. Again,
16 I'm Gabriella Duran-Blakey, and I'm the principal of
17 Health Leadership High School. And I just wanted to
18 take a minute to explain my personal interest in
19 this school.

20 I have been involved in public education
21 for about 14 years; twelve of those have been in the
22 school system here in Albuquerque. And I -- I feel
23 like the schools do a great job for 60 percent of
24 the kids. I'm a product of the public schools here.
25 And I think that it worked for me.

1 However, when I look at 40 percent of the
2 students that we are losing, I'm very concerned
3 about that. And I'm looking for solutions on how we
4 can engage students in school and how we can create
5 communities that are responsive to our students.

6 So my personal interest kind of sparked
7 with the idea of a school that was targeting those
8 kids and that I'm very concerned about. And,
9 further, with my personal interest in it: My father
10 is a retired educator. My mom is a retired nurse.
11 And so when I started hearing about the Health
12 Leadership School, that was a personal interest to
13 me, because of the way that I grew up with
14 conversations about health and education at the
15 dinner table.

16 And so that, to me, speaks to how I became
17 a successful person. And I'd like to provide that
18 social capital to students the best way that we can.
19 And I feel that Health Leadership High School is
20 opening those opportunities for students in the way
21 that the founders have designed the school.

22 The need for the health professions is
23 evident here in Albuquerque. According to --
24 especially if we look at the Hispanic population.
25 According to Newsweek, 14.2 percent of the U.S.

1 population is Latino, but only 6.4 percent of
2 Latinos make up the health community.

3 It's very important that we increase the
4 number of minority health-care workers in the
5 sector -- in the health sector. And, in fact,
6 research shows that health-care workers that are
7 from underrepresented minority groups are more
8 likely to care for minority patients and serve in
9 high poverty, underserved communities. And this is
10 very important in our community here in Albuquerque
11 that we have role models from the community that are
12 giving the health back to the community.

13 Also, if you look at New Mexico in
14 general, 32 of our 33 counties in New Mexico are
15 federally designated as "health professions
16 shortage" areas, medically underserved areas or
17 populations, according to the federal government.
18 The current nursing shortage in New Mexico is
19 roughly 1,000, but is expected to be 2,800 by 2015.

20 Some of my interest in looking at Health
21 Leadership High School looks at the current system
22 and what we offer to those students and what we can
23 offer in Health Leadership High School.

24 The first difference is in the students
25 served. Currently, we do have offerings of a

1 college-bound program for health professions. It's
2 very competitive. Students apply for it; students
3 are successful. But it's that 60 percent of the
4 students that are doing well that it's targeted to.

5 The nursing program, for example, at the
6 Career Enrichment Center is a very competitive
7 program that students apply to. It's successful
8 with those students. But we're looking at the
9 students on the other side of the spectrum that
10 we're not serving and that we're losing in the
11 system. So our clientele of students that we're
12 looking at are from the ages of 14 to 24, and
13 they're off-track to graduate.

14 Another example of the curriculum that is
15 different with our school is in a lot of current
16 models, it's more of a career academy, where you
17 take electives, usually, your junior year, in the
18 health profession. And so you can take electives
19 that engage students in learning more about those
20 health careers.

21 But we know from our research that most
22 students drop out in eleventh -- ninth to tenth
23 grade. So by eleventh grade, students are pretty on
24 track. If they make it to eleventh grade, then
25 we're pretty sure that they're going to be able to

1 push themselves through to make it to graduation.

2 However, our curriculum is different in
3 the fact that we're targeting students in their
4 ninth-grade year, students that are off-track to
5 graduate, not the competitive program, and that the
6 lens of health is embedded into the projects of the
7 school.

8 We also have industry partners that don't
9 just serve as an advisory role but are co-creators
10 in the curriculum. They work with the teachers to
11 develop curriculum and projects and to create a
12 responsive and adaptable curriculum. We have
13 360-degree support that Mr. Hill will speak to. And
14 rather than having pullout help when students need
15 to see a social worker or need to see a counselor,
16 it's actually embedded into the school, and it's a
17 part of the everyday culture, that we're all taking
18 care of each other and we're responsive to each
19 other's needs.

20 Professional development is key in the
21 successful schools and what we're giving as far as
22 support to teachers. We all know that teachers are
23 the number-one cause for students to really be
24 successful in the classroom on a day-to-day basis
25 with their interaction with their students.

1 Current -- the current model has one day every
2 semester to provide professional development to
3 teachers. In our model, we have six weeks of
4 professional development built into the calendar
5 year. And we also have two weeks -- or two hours,
6 excuse me -- a week of professional development with
7 the teachers. And we have an on-site health coach
8 who would be at the school every day to help
9 teachers in providing relevant curriculum.

10 Again, our student population. To be a
11 little more specific about how we're different,
12 one-third of our students will have dropped out of
13 high school; two-thirds of the students will be in
14 grades nine through 12; and 80 percent of our
15 students will be off-track to graduate.

16 The school will actually operate from
17 9:00 a.m. until 9:00 p.m., with our reengagement
18 center serving students who we're pulling back into
19 school that have dropped out.

20 The curriculum has been developed over the
21 course of about three months, and two days,
22 specifically, with industry partners to look at how
23 we can integrate what the industry came up with,
24 three sectors of health: Determinants, delivery
25 systems and clients. And those three sectors will

1 be embedded into the curriculum so that when
2 students come out of the school, they are well-known
3 about each of those topics, and they can work in the
4 sector, depending on what their interest is on any
5 of those three topics.

6 For example, if we were to look at just
7 the client care, and students were interested in
8 serving clients as part of the health sector, we
9 would look at an example of an early childhood
10 center that's doing a great job in responding to
11 child -- to children's needs. And we would break
12 that down into the content areas.

13 So, for example, in math, students would
14 look at the statistics of poverty and early
15 literacy. And so that would be how they would learn
16 math. But it would be the concept through the lens
17 of health care serving clients and looking at the
18 early childhood center.

19 For science, they could look at food
20 composition and break down what healthy food is and
21 look at the chemicals that are put into food that we
22 put into our bodies. And that would be part of a
23 science curriculum.

24 And, in humanities, it would be a great
25 opportunity for teachers to have students examine

1 media literacy through the eyes of serving clients
2 and through the lens of the health -- of the early
3 childhood center.

4 Mr. Hill is going to speak to the
5 360-degree support that we offer to students along
6 with the community engagement that's an integral
7 part of making this school successful.

8 MR. HILL: Thank you, Gabriella. So my
9 role on the team has been to look at not only the
10 engagement of students, but also how the school
11 portends to engage the community at large. And at
12 the heart of that, internally in the school is 360
13 support. And this is the idea that we're not only
14 interested in the academics for the young people who
15 would come to the school, but we're interested in
16 them holistically in terms of the entire
17 development.

18 So built into the school day are
19 advisories, where teachers have an opportunity to
20 counsel students during the day and really get to
21 know them. We've all really come to understand
22 over -- I've been doing community-based work for
23 over 20 years now -- that when you recruit a young
24 person into a program or a school, you're really
25 recruiting their entire family. And so we work to

1 try to provide supports directly for the student,
2 but also to reach out into their families to provide
3 them supports that will help to create a pathway to
4 academic success for each one of those students.

5 At the heart of the 360 support is
6 something -- terminology around youth development
7 called "positive youth development." This has been
8 built into the framework of this school. Positive
9 youth development really expresses the idea that
10 every young person is an expert, if nothing else, in
11 their own experience, and that we -- as those who
12 want to develop a responsive institution, we have an
13 obligation to meet students where they are and to
14 really take the time to understand their sense of
15 their own expertise around their education, what
16 their educational needs are, and then take what we
17 learned from them and integrate that with what we
18 know about them academically.

19 So that, again, we're really working to
20 try to determine which pathways are going to be best
21 for them to be successful, and then how do we, as
22 educators, community members, and people who care
23 about their success, determine the best ways to
24 leverage our own activities and supports to help
25 them be successful.

1 I have to say one of the things that's
2 been really important for me is that we continue to
3 talk about the school not being an institution or an
4 island unto itself, that it has to be a good
5 community member, and that there has to be a measure
6 of reciprocity between the school itself and the
7 community, not only in the community in which it
8 sits, but also within the communities that all of
9 the students come from.

10 And so on this campus, we would also have
11 a community engagement center. And the community
12 engagement center would serve multiple functions.
13 But one of the functions would be to create that
14 space where community members have access to the
15 school and that we have an opportunity to be able to
16 really assess for their talent, gifts, and skills,
17 and try to find ways for them to play a part in the
18 educational environment within the school.

19 Within the CEC, the work of building out
20 those industry partnerships also happens, so that
21 when students are ready for their internships, that
22 we've insured that there are sites for them to be
23 placed working with industrial partners, that there
24 are opportunities for them to really delve into the
25 work that they've actually done around their

1 projects.

2 And so within the pillars of the school,
3 curriculum, 360 support, and community engagement,
4 each one of these pillars has a very specific role
5 to play; but they're also integrated in terms of the
6 framework and supports that they provide for each of
7 the students that -- that we would have at the
8 school itself.

9 As I'm speaking of those pillars, that is
10 part of the model that this school, Health
11 Leadership High School, is modeled on, the ACE
12 Leadership High School, in many of the basic or
13 functional ways in terms of its design. And so I'd
14 ask Mr. Monfiletto to talk about the school design
15 and replication.

16 MR. MONFILETTO: Thanks, Everette. Good
17 morning, everyone. I'm Tony Monfiletto. I'm the
18 principal of ACE Leadership High School and one of
19 the co-founders of Health Leadership High School.
20 And one of our goals with Health Leadership High
21 School is to provide as much support and capacity
22 for the school as possible. So ACE Leadership High
23 School was designed with the idea of having other
24 schools that could be partners with us as we grow;
25 our school, and then Health Leadership High School,

1 so that they're both excellent schools and they have
2 partners to work with.

3 And some of the things that we will share
4 in common practice with Health Leadership High
5 School is the three pillars of our design. So
6 learning by doing, because we serve a community of
7 kids that have been disengaged from school that
8 really need to be hands-on learners, experiencing
9 project-based learning in their schools. And so our
10 schools share that value and practice in our own
11 schools.

12 Second, 360 support, which was part of
13 what Mr. Hill talked about: Bring resources
14 together so that there's a -- the pathway to
15 learning for our kids will be through support, that
16 kids will get what they need to be successful in
17 school.

18 And third, community engagement, which
19 Mr. Hill talked about as well. So we share those
20 practices, and we'll come together and work together
21 to make our schools better as partners.

22 Other things that we share will be a
23 diploma that has currency in the market. It's very
24 important to us that when our students graduate,
25 there's a pathway to employment for our students.

1 Now, we believe our students will be prepared for
2 college and work. But, because we serve a community
3 of kids that need to know why their diploma matters,
4 we need to have a pathway to employment for our kids
5 if they choose to go that direction at graduation.
6 So both of our schools are committed to that for the
7 young people that we serve.

8 Second, as Gabriella pointed out, we'll
9 serve a community of young people that are 14 to 24,
10 that need, as I said, support, active learning, and
11 a pathway to employment.

12 We'll have -- we'll invite in one of the
13 community agencies from the community where we
14 ultimately locate to co-locate with us, as the
15 Sawmill Advisory Council is located with us, so we
16 have a community partner in our building with us
17 helping us understand the needs of the community so
18 that we can be good neighbors and good partners with
19 community around us.

20 We'll share a common calendar so that we
21 can share professional development and leadership
22 opportunities for our faculties.

23 So we really think of this as a
24 partnership and another school as being partners
25 with us.

1 Our reengagement program is a program that
2 goes from 4:30 in the evening to 9:00 at night.
3 That reengagement program is developed and intended
4 for young people that have dropped out and are
5 returning to school. It shares the same principles
6 as the day school; so support, hands-on learning,
7 community engagement. It's just that program
8 happens in the evening so that we can accommodate
9 young people that are working during the day and
10 that have a lot in their lives going on, and they
11 need the flexibility of being able to go to school
12 at night.

13 Next, I want to visit with you a little
14 bit about why we think this model works. Recently,
15 we received a grade from the state at ACE Leadership
16 High School that was -- initially came out as an F.
17 It was re- -- it was reevaluated and moved to a D.
18 The reason why it was reevaluated was because we've
19 had such good success at graduating our students in
20 our reengagement center. So our -- we actually
21 received an A for our ability to graduate young
22 people.

23 Some of the things we found when we look
24 looked at our grade, I think, speak to the power of
25 the school. And I'd like to just visit with you

1 about some of the those things that we heard when we
2 looked at our grade. Our school educates about
3 285 students at ACE Leadership. Of those students,
4 about 90 percent of them are in the lowest
5 25 percent of performing students in the state.

6 When we looked at the growth of the scores
7 of our -- of our 90 percent of our students who were
8 in the lowest 25 percent of students across the
9 state in their performance, what we found was that
10 our students increased reading and math scores at
11 double what would be exceptional, as predicted by
12 the state.

13 So if you looked at the math scores, our
14 students gained 5.7 points in math. The State tells
15 us that a remarkable growth in math would be two
16 points. In reading, they gained 3.7 points in
17 reading. The State tells us that a remarkable
18 growth in reading would be 2 points. Our kids are
19 the lowest performing kids in the state, and they're
20 achieving at levels that no one predicted and that
21 are really exceptional. And it's because we've
22 engaged them in a new way of practical, hands-on,
23 experiential education.

24 The next thing I'd like to talk about is
25 that if you looked at our performance compared to

1 similar schools like ours -- so a similar clientele
2 of young person -- we are in the top 16 percent of
3 schools serving kids that are similar to the kids
4 that we serve. That's only -- that's after two
5 years of experience here in Albuquerque.

6 So we feel like we are meeting our
7 mission. We are serving the most vulnerable, most
8 at-risk students, and they're learning at levels
9 that are above what was predicted by the State, and
10 are really remarkable in their success.

11 If you were to -- the way that the grade
12 is calculated, it doesn't reward that kind of growth
13 for the majority of our students. So we think we've
14 been successful, and we're a mission-driven
15 organization that's serving the kids who we're
16 intended to serve, transitioning -- we transitioned
17 35 out of 36 of our graduates into either college or
18 apprenticeship last year at ACE Leadership. So we
19 believe the model is working. It's serving the kids
20 who need us the most. And we believe it's worth
21 replicating in the Health Leadership.

22 Next, I just want to mention our -- our
23 partnership with Health Leadership High School.
24 It's not a binding contractual relationship. It's a
25 partnership. We will share common practice.

1 Gabriella is going to be interning with us for a
2 year to learn how to run a school like Health
3 Leadership High School. That work is funded by a
4 grant from the Kellogg Foundation to prepare her
5 for -- to run the school.

6 And as I said, this is a partnership
7 relationship through the Professional Development
8 Center at ACE Leadership, as opposed to a binding
9 contractual relationship.

10 Okay. It's been really nice talking to
11 you this morning, and I know I'm nervous, because I
12 put two watches on this morning before I got here.
13 I thought I was beyond being nervous about this.
14 But anyways, I'm glad to be here, and thanks for
15 listening to me.

16 THE CHAIR: Thank you for your
17 presentation. If I could ask the applicants to go
18 ahead and move away for a second so we can have the
19 local school district come up, if they have any
20 comments. And, of course, for the record, please
21 state your name and the role you play at the local
22 school district. And you will have five minutes to
23 comment about the Health Leadership High School once
24 Cordy is ready.

25 I put pressure on her. Now it's going to

1 go all south.

2 MS. MENAPACE: Everybody is watching.

3 MR. TOLLEY: I'm going to cheat. I'm Mark
4 Tolley. I'm director of Charter and Magnet Schools
5 for APS.

6 MS. MENAPACE: I'm Carrie Robin Menapace.
7 I'm a policy analyst for Albuquerque Public Schools.

8 MR. HENDRICKSON: I'm Ruben Hendrickson,
9 I'm Executive Director of Budget and Planning.

10 MR. TOLLEY: That's as much as I'm going
11 to cheat.

12 THE CHAIR: Yes, it was.

13 COMMISSIONER CANFIELD: Why don't we have
14 Tony do it? He's got two watches.

15 THE CHAIR: You may proceed. We have a
16 timer. You're off the hook, Cordy. Oh, wait.
17 Start. There you go. Proceed.

18 MS. MENAPACE: Mr. Chairman, members of
19 the Commission, we would just like to remind you of
20 the two general comments that we made to you
21 previously dealing with funding sources, and also
22 with facilities, and the \$3 billion of assessed need
23 in Albuquerque Public Schools and our locally
24 authorized charters.

25 On the Health Leadership Institute,

1 specifically, Mr. Tolley is going to give you a
2 rundown on the issues we have with that particular
3 charter school.

4 MR. TOLLEY: Just briefly, the Charter
5 School Act speaks to innovation and to bringing
6 something different to a school district. In
7 respect to what Mr. Monfiletto has done with this
8 school, this is an entirely different application
9 and a new school. Don't have students yet. They
10 haven't actually opened. So this will be a whole
11 different program.

12 The Health Leadership High School plans to
13 prepare unserved students from disenfranchised
14 communities for careers in the health-care field.
15 This program is not different and it's not
16 innovative. APS currently offers Certified
17 Practical Nursing programs, Certified Nursing
18 Assistant programs, forensic programs, medical
19 technician programs, premedical programs, advanced
20 premedical programs, and EMT, or Emergency Medical
21 Technician, programs. APS has agreements with all
22 local hospitals to provide practical experience for
23 all these programs. And, in addition, APS has a
24 concurrent enrollment with the Central New Mexico
25 Community College that allows any of our high school

1 students to pursue credits in health-related college
2 classes while they're attending their high schools.

3 The second part of the Health Leadership
4 Academy, they plan to serve poor students from low
5 socioeconomic families that are between 14 and
6 24 years of age. And in discussions with the
7 principal, she told me they would plan to be located
8 in Albuquerque's South Valley. And they also spoke
9 to family engagement.

10 APS now has a new family engagement
11 policy. Goal 3 of our Board of Education goals is
12 family engagement. And the principals are all
13 required by the superintendent to all make
14 individual engagement plans, not only at our
15 traditional schools, but all our charters.

16 Currently, the South Valley has these
17 schools serving at-risk students, all in the same
18 area: Rio Grande High School; Atrisco Heritage High
19 School; School on Wheels Alternative; Robert F.
20 Kennedy Charter School; El Camino Real Charter
21 School; Nuestros Valores Charter School; New America
22 School, a charter school; La Académia de Esperanza
23 Charter School; Gordon Bernell Charter School; South
24 Valley Academy Charter School; and South Valley
25 Preparatory Charter School; all in the same areas

1 serving socioeconomic families, low socioeconomic
2 families and students between 14 and 24 years of
3 age.

4 All of them, or most of them, include
5 night programs and programs to identify these kids
6 and serve their particular needs.

7 APS is not opposed to parents being able
8 to choose the very best education possible for their
9 students. We're not opposed to hard-working
10 educators following their dreams and convictions to
11 open schools that are similar, which provide unique
12 and innovative educational programs. However, we
13 are opposed to the belief that APS and other
14 districts don't provide those unique and innovative
15 programs for their students.

16 We also are very worried about the
17 dissolving of programs by stretching too thin. By
18 providing duplicate programs across the community,
19 you all of a sudden have students spread out to
20 where there's not enough students or fiscal
21 opportunities to provide a lot of programs.

22 MS. MENAPACE: I think, Mr. Chairman and
23 members of the Commission, we're basically asking
24 you all to consider sort of a cost-benefit analysis.
25 Is the benefit of opening a charter school that is

1 offering a lot of the same programs that do already
2 exist in Albuquerque really worth the cost of
3 diluting those sources -- diluting those resources
4 and having a bigger burden for facilities and
5 funding in the long run?

6 I think that we are very interested in
7 expanding the programs that we already have. I
8 think that we can have very meaningful partnerships
9 in order to do that. But there may not be a
10 necessity to create an entirely new school in order
11 to do that expansion.

12 And I think that there is a commitment
13 from Albuquerque Public Schools to continue to meet
14 the needs of the students who want to pursue these
15 fields, pursue these academic opportunities, and
16 that's something that we're very interested in
17 doing. We just don't know if opening a new charter
18 school is worth the cost that it may impose upon the
19 state and the community. Thank you very much for
20 your time.

21 THE CHAIR: Thank you. We will now hear
22 public comment from the community in Albuquerque.
23 We have several folks that have signed up to speak.
24 And I am going to remove any board members from --
25 of the school who has applied from that list. Lisa

1 James?

2 MS. JAMES: Yes, sir.

3 THE CHAIR: So I'll remove you. Thank
4 you.

5 The first person is Judith -- and I'm
6 having trouble with the last name there -- M.D.
7 That'll probably qualify you.

8 DR. KITZES: Okay. My last name is
9 pronounced "Kitzes," and it is unusual. I'm up
10 first?

11 MS. CHAVEZ: How many minutes,
12 Commissioner?

13 THE CHAIR: Give me one moment. I'm going
14 to give each person two minutes to speak. And you
15 may begin.

16 DR. KITZES: Okay. I'm first on the list
17 because I was first here; it's not because of my
18 M.D. My M.D -- I have an M.D., and I have also a
19 Masters of Public Health, which I think are relevant
20 to the conversation here. I'm on faculty at the
21 University of New Mexico School of Medicine. I'm
22 involved in faculty education development and
23 curriculum development.

24 And we have worked with Tony in terms of
25 him being a speaker and involved in our educational

1 day at the medical school. We are very excited
2 about his model of education based on active
3 learning. And I heard previously that there are
4 other schools here, charters that the APS feels will
5 meet the needs of the students; but I also hear that
6 Tony's model is a little different. And as a public
7 health professional, his model incorporates public
8 health philosophy.

9 I don't know about the other schools.
10 What I heard was they give certifications in certain
11 kinds of degrees. They come out with a person who's
12 technically skilled in this degree. What I hear
13 different with this school in the model, and why we
14 support it -- why I support it -- is that it is a
15 public health model, and we need to be able to bring
16 these kids back in. We need these children to come
17 back into the health-care system to be providers for
18 their communities.

19 I'm also -- I've been here since 1977 as a
20 resident of the State of New Mexico. I had two
21 children that went through the public health -- "the
22 public health" -- the APS system. I was pleased
23 with that. However, I am very aware that we have
24 40 percent of our students who are not making it.

25 THE CHAIR: Thank you very much.

1 MS. CHAVEZ: Mr. Chairman, there are two
2 individuals that would wish to speak if you would
3 allow them to sign up.

4 UNIDENTIFIED SPEAKER: Actually, three,
5 four --

6 MS. CHAVEZ: That's not going to happen.

7 THE CHAIR: I'm going to continue with
8 this list, and I'll make a decision after we're
9 done. Mary Dudley, Ph.D. Good morning.

10 DR. DUDLEY: Good morning. Thank you for
11 this opportunity to talk. I'm Dr. Mary Dudley, and
12 it's a pleasure to endorse this project. I've been
13 a South Valley resident, my husband and I, for more
14 than 40 years. My husband is a Presidential Awardee
15 in math instruction from Rio Grande High School.
16 That's a national award which we were pleased to
17 receive from then President Clinton.

18 We have children who were educated in APS
19 schools. They attended Navajo, Harrison, Ernie
20 Pyle, and Rio Grande High School, and went on to
21 achieve academic success. They aren't the typical
22 students. They are that minority that Tony talked
23 about. They were students who were well supported
24 and had everything that we could give them, plus
25 parents who were totally devoted to education. I

1 was working on my Ph.D. while they were in school.

2 My own professional interests are in early
3 childhood education, and I've always pursued a
4 research question which still intrigues me, and that
5 is how we can reach the needs of diverse students in
6 public education. I'm not defining diversity in
7 terms of only ethnicity and linguistic diversity,
8 but rather in children's learning styles, in their
9 past and present experiences in education, their
10 expectations for themselves, the families they come
11 from, their family structure, their families'
12 experiences with school, their families' income
13 level, their families' comfort level with involving
14 themselves in public schools or in any school.

15 That's the diversity I think this project
16 proposes to address. And I know about the
17 effectiveness of Gabriella Duran-Blakey in her past
18 experience as a -- an educator and as an
19 administrator. I'm also well aware of her family's
20 history, because I worked with Mr. Duran, Don Duran,
21 who was my daughter's principal when he was
22 principal at Ernie Pyle, and I worked with his wife,
23 María Duran, Gabriella's mother, when she was a
24 nurse at the same clinic where I was assisting as a
25 parent educator.

1 MS. CHAVEZ: Excuse me, Mr. Chairman.

2 Time is up. I am sorry.

3 THE CHAIR: Thank you very much.

4 DR. DUDLEY: Pleasure to meet you.

5 THE CHAIR: David Bower. Good morning,
6 sir.

7 DR. BOWER: Good morning. Thank you. My
8 name is David Bower. I am currently the coordinator
9 of the internship part of the Educational Leadership
10 Program at UNM. I'm also a former principal from
11 APS. And I would like to speak briefly about
12 leadership and express my support for Gabriella
13 Duran-Blakey as principal of Health Leadership High
14 School.

15 I have known Gabriella for many years. I
16 know her ability and experience. This summer, she
17 was a student in two of my doctoral classes at
18 University of New Mexico in educational leadership.
19 Gabriella is currently a candidate for the degree of
20 Doctor of Education, and she hopes to complete her
21 program within the next three to four semesters.

22 As a professor and as a former principal,
23 I know the research on leadership and student
24 success. The Wallace Foundation is a great source
25 of some of that information. One of the articles I

1 particularly value says that effective leadership
2 makes a difference in improving learning, and that
3 leadership is second only to teaching among
4 school-related factors in the impact on learning.

5 The article -- or others authors of this
6 article go on to say that good leaders do three
7 things to support schools: One is setting the
8 direction, charting a course that everyone
9 understands, establishing high expectations, and
10 using data to track progress; second, by developing
11 people, providing teachers that everyone in the
12 system will support; and, third, by making the
13 organization work, insuring that the conditions and
14 incentives in school support rather than inhibits
15 teaching and learning.

16 From my experience as a principal and as a
17 professor, I know that the knowledge and skills of
18 the principal are critical to the success of the
19 school. I think that the board for Health
20 Leadership High School has made an excellent choice
21 in choosing Gabriella Duran-Blakey as their
22 principal. I think that she will insure the success
23 of this school. And I'm sure that you and the
24 Public Education Department want successful schools.
25 I highly endorse her as principal.

1 THE CHAIR: Thank you, sir. Matt
2 Cross-Guillen. Good morning, sir.

3 MR. CROSS-GUILLEN: Good morning. My name
4 is Matt Cross-Guillen. I'm an environmental health
5 educator with Bernalillo County. Thank you for your
6 time this morning.

7 I do speak in support of the school. I
8 have been to an information session and a few
9 conversations with the administration. And while
10 the educational model that they are using looks
11 outstanding, I'm going to refer to their three
12 domains for their curriculum. We have heard talk
13 about health care and preparing students for those
14 careers. However, I'd like to remind everyone that
15 health is more than health care. And the unique
16 feature of this school is one of these domains in
17 looking at what's called the "determinants" and
18 using health as a lens for education.

19 You heard that other schools within
20 Albuquerque prepare students for health-care fields.
21 And they may well be doing a fantastic job.
22 However, teaching through a different lens, given
23 that of health lens, of all subjects, is greatly
24 needed.

25 If you would like to see, there is a

1 plethora of scientific information about the health
2 status of this country. If our country or state was
3 an individual, we'd be in the ER. We're in a crisis
4 mode. And we need a new model. I believe this is a
5 piece, a model, to teach with a new lens, that of
6 health. Thank you.

7 THE CHAIR: Thank you very much. Andrew
8 Werth.

9 MR. WERTH: Hello. My name is Andrew
10 Werth, and I am the transition coach with ACE
11 Leadership High School. I've been in that position
12 since April. And prior to that, I had worked for
13 six years with an architecture firm, so I have --
14 and then prior to that, I was also a teacher. So
15 bringing the educational and the professional sides
16 to ACE Leadership.

17 And in my position, I am supporting
18 students in moving from the high school setting to
19 jobs, apprenticeships, and college programs. But
20 what I've been really struck by in my experience so
21 far at ACE is the holistic exposure that students
22 receive to the profession. And, particularly,
23 that's possible because of the partnerships that the
24 school fosters with the architecture, construction,
25 engineering fields.

1 I'm seeing that parallel with the Health
2 Care Leadership High School, and noting that that --
3 again, that model is very powerful in immersing the
4 students in the language, the skills that will be
5 needed. And then in the cultures of those
6 professions, what I've also found is that the
7 students, given that very authentic and holistic
8 setting, are very inspired and kind of see a
9 pathway, a very tangible pathway, that they can move
10 from being a ninth-grader or a tenth-grader or
11 eleventh-grader or twelfth-grader onwards to
12 volunteer opportunities, engagement with the
13 community, which will build their skill set and also
14 exposure to the given profession, whether it's
15 health care, architecture, construction, or
16 engineering, onwards to other opportunities;
17 internships, then moving on to apprenticeships,
18 jobs, and/or a college career.

19 So, again, I am very much in support of
20 the health-care high school model, given the
21 successes that I'm seeing at the ACE Leadership High
22 School. Thank you.

23 THE CHAIR: Thank you, sir. Gilbert
24 Perez.

25 MR. PEREZ: Hello.

1 THE CHAIR: Good morning, sir.

2 MR. PEREZ: Good morning. My name is
3 Gilbert Perez, science teacher for the reengagement
4 program at ACE. I've been an instructor for the
5 last 28 years, 27 of the first years at APS. The
6 last year, I had the pleasure of working at ACE
7 Leadership.

8 During this time, I've been a science
9 teacher for the reengagement program, students from
10 17 to 24. I feel that our school has a very --
11 fosters a safe learning environment in which our
12 students gain confidence, are able to succeed.
13 Because of our approach, I feel that our plus-30
14 graduates from last year gained a lot of confidence,
15 a lot of motivation, authentic skills that employers
16 are looking for, and have made higher learning a
17 possibility back into their life.

18 The feedback that we've gotten from our
19 employers has been positive of the people that we
20 placed. The employers say that these kids are
21 coming with authentic skills, well-rounded students,
22 and that, from that, I'm very, very proud of.

23 And, lastly, I feel that APS is very well
24 intended, but I feel that focuses on a system, on a
25 group. And I feel that our school focuses on

1 individuals, and we touch those kids individually.

2 Thank you for your time.

3 THE CHAIR: Thank you, sir. Adrian
4 Pedroza.

5 MR. PEDROZA: Good morning, Board. I'm
6 Adrian Pedroza with the Partnership for Community
7 Action.

8 MS. MONTOYA: Buenos días. Yo soy Perla
9 Montoya. (Ms. Montoya speaks in the Spanish
10 language.)

11 MR. PEDROZA: My name is Perla Montoya.
12 I'm a volunteer at Partnership for Community Action.
13 She lives in Adobe Acres in the South Valley of
14 Albuquerque.

15 We have been doing public health and
16 educational reform work in Albuquerque over the last
17 20 years. We're strong supporters of good, quality
18 public education. We believe that the new Health
19 Leadership High school would add to this quality of
20 education. The health leadership personnel on staff
21 has been coming out to community groups over the
22 past six months and have engaged hundreds of people
23 to get their input over the design of this Health
24 Leadership High School.

25 Overwhelmingly, parents like Perla are

1 saying that they're extremely excited at the opening
2 of this school. They have provided input as to what
3 they would like to see in the school, what needs it
4 would meet for their children, for the students that
5 they're seeing in their community. And this input
6 has been given to Health Leadership High School, and
7 is going to be incorporated into the design.

8 They understand that public schools are
9 the primary servers of their children's education.
10 However, they also understand that traditional
11 public schools, APS public schools, cannot be
12 everything to all students. And so they're excited
13 at this innovative approach that's student-centric
14 that will specifically meet their interest and their
15 children's interest in health-related fields.

16 On the way up, Perla was mentioning how
17 she has been talking to other parents throughout --
18 over the past few months and how they are very
19 excited at the possibility of the school opening,
20 because there's a lot of interest in the health
21 field. They recognize that there's a gap. There's
22 a need for bilingual health-care workers. And the
23 parents that she's been talking to are excited that
24 their students might have this opportunity to enter
25 a health career through Health Leadership High

1 School.

2 We strongly believe that -- that they have
3 done it the right way, this school, and has gotten
4 community input the way a school should be for the
5 beginning stages. The school, I truly believe, has
6 been designed by community groups, by members like
7 Perla Montoya of the community, and also by
8 people -- other stakeholders within the industry.

9 MS. CHAVEZ: Excuse me, Mr. Chairman.
10 Time's up.

11 THE CHAIR: Thank you very much.

12 COMMISSIONER SHEARMAN: Thank you.

13 THE CHAIR: Please keep the clock going.
14 Those folks that had wanted to sign up, please come
15 up here and do so. The clock is ticking. Make sure
16 it's legible.

17 I also want to remind everyone that, as I
18 see more than three coming up -- and this is
19 community input. So it will not include ACE
20 Leadership staff or faculty or board members.

21 The Chair seems to have been in error and
22 skipped a "Bryan Guillen." Would you come up,
23 Brian? I'm going to give you the full two minutes
24 because you had signed in previously. Come on up.
25 Good morning.

1 MR. GUILLEN: Good morning. Good morning,
2 everyone. My name is Bryan Guillen, and I am a
3 graduate from ACE. Earlier this morning, we've been
4 hearing a lot of talk about the 40 percent of
5 students that are now on track to graduate. I speak
6 for not only myself, but on behalf of that
7 40 percent, seeing as I was part of that 40 percent.

8 I went to Valley High School for two years
9 and then dropped out my sophomore year. And I was
10 out of school for a year and then decided to go back
11 to school. I went to ACE. And by going to ACE,
12 I've gained so much, not only in terms of knowledge,
13 but in relevant experience that pertains to my value
14 in the workforce.

15 I've been able to be placed in internships
16 with architecture firms and fully take advantage of
17 my interests in architecture. And I can't see any
18 other student that was put in my position not take
19 full advantage of this opportunity, seeing as it's a
20 health high school.

21 THE CHAIR: Thank you very much.

22 MR. GUILLEN: Thank you.

23 THE CHAIR: We have four minutes left.
24 I'm going to give a minute each for the following
25 folks. Come on up. Mark Padilla. Good morning,

1 sir.

2 MR. PADILLA: Good morning, Mr. Chair,
3 members of the Commission. My name is Mark Padilla
4 I'm a vice president of a health-care company here
5 in Albuquerque, and also the president of the
6 New Mexico Association of Health Plans. A couple of
7 things I'm going to tell you real quick is, number
8 one, health -- the health-care sector is not just
9 about clinical jobs. It's about administrative jobs
10 like I have.

11 I've been in this field for over 20 years.
12 And I don't see patients, don't do anything
13 clinical. So it's more than just the clinical
14 positions. And cost-benefit analysis, I've actually
15 been to Amy Biehl and actually been to the ACE
16 Leadership High School. And when you look at the
17 eyes of those students, I think that's where you see
18 the result of your cost-benefit analysis.

19 And lastly, I just want to tell that you
20 Tony and Gabriella are, in my opinion, some of the
21 shining stars of educators that we have here in
22 New Mexico. And I urge you to support them in this
23 very important school. Thank you.

24 THE CHAIR: Thank you, sir. Victor
25 Chavez.

1 MR. CHAVEZ: Good morning.

2 THE CHAIR: Good morning. One minute,
3 sir.

4 MR. CHAVEZ: Well, thanks for the minute.
5 I appreciate it. I'm here because I care about
6 education in this community. And it started when a
7 friend of my son's was graduating from West Mesa and
8 was proud of the fact that there were going to be
9 350 of them graduating. And I was surprised because
10 of a school of 2,400 kids. Nine hundred fifty were
11 in his freshman class. That's how many dropped out.

12 That's what this school is about. APS is
13 doing fine. Keep doing what you're doing. It's
14 about the kids that are dropping out. And working
15 with the kids at ACE, I see them change. They're
16 kids who walk up to you, shake hands with you, ask
17 you about you, look you in the eye and tell you what
18 they're doing. They're building a bank in
19 Los Alamos.

20 It's a great method, and it's great for
21 the kids, and the results are phenomenal. This is
22 an opportunity to expand it into health. My best
23 friend just had bypass surgery, was in the hospital
24 for a week. Out of the six or seven nurses that he
25 dealt with, one was from Albuquerque. All the rest

1 were flown in to treat our patients here in town.

2 We need this. I think the results could
3 be very positive. And I know that what Tony has
4 been doing at ACE works.

5 MS. CHAVEZ: Mr. Chairman, time's up.

6 THE CHAIR: Thank you, sir. Patricia
7 Montoya. And next will be Patsy Nelson, if you want
8 to move up. Go ahead.

9 MS. MONTOYA: Good morning, members of the
10 Board. I'm Patricia Montoya. I'm a registered
11 nurse. I've had the privilege of serving as a
12 Secretary of Health in the State of New Mexico, as
13 well as the Commissioner for Children, Youth, and
14 Families under the Clinton Administration, where I
15 was over the program for children in trouble,
16 runaway and homeless youth.

17 And so, again, to -- in respect to other
18 comments made about APS, I think APS does what it
19 can best do, being so large. But we have a need in
20 this community and in this state. And I have to
21 tell you, if you're not aware, we do have 30 out of
22 33 counties that continue to be underserved by
23 health professionals. When we take a look at the
24 economy, when we look where the jobs are in the
25 future, they are in health care -- it was mentioned

1 earlier, not just the health professionals, but
2 health careers. And so I want to applaud Tony
3 Monfiletto and the folks that have been involved
4 with creating this Health Leadership High School,
5 because we need to start at the younger years to
6 really inspire them.

7 MS. CHAVEZ: Mr. Chairman, time is up.

8 MS. MONTOYA: Thank you.

9 THE CHAIR: Thank you, ma'am. Patsy
10 Nelson. Good morning.

11 MS. NELSON: Good morning. Good morning,
12 Mr. Chair, members of the Commission. I'm Patsy
13 Nelson. I'm a parent and a grandparent of students
14 in APS. My children graduated from this school
15 district and are doing well. But -- and I also
16 represent the New Mexico Alliance for School-Based
17 Health Care. And we represent the school-based
18 health centers in New Mexico.

19 I am proud to say that the Health
20 Leadership High School will have a school-based
21 health center. I think it's absolutely the right
22 thing to do to have on-site health care for kids,
23 both behavioral and physical health care. It will
24 also give them an opportunity to practice their
25 skills. It will build their health literacy so that

1 they can understand health risks so that they can
2 understand how to navigate the health system, and so
3 that they can understand self-care.

4 I don't think we can afford not to invest
5 in this kind of innovation and an intensive program
6 that will prepare our students for careers in
7 health -- in the health professions. Thank you.

8 THE CHAIR: Thank you.

9 MS. CHAVEZ: Time is up.

10 THE CHAIR: Perfect timing. I want to
11 make note -- I want to thank everyone who came to
12 sign up. And I apologize for the tight schedule
13 that we did not allow a few folks to speak that
14 signed up. Chris Sturgis, LaDonna Hopkins, Tomas
15 Atencio, Synthia Dominguez and Ray Rodriguez, came
16 in support, and I just want that stated for the
17 record.

18 We're now to the Public Education
19 Commission's question period. I'd like to ask the
20 applicants to come back up to the front table.

21 THE CHAIR: Good morning. This will be
22 45 minutes of questions from PEC Commissioners. And
23 the chair has the floor open for questions.
24 Commissioner Gant.

25 COMMISSIONER GANT: Mr. Chair, members,

1 let me get something straight here. All four of you
2 are on the board for this school?

3 MR. MONFILETTO: Oh. Go ahead.

4 MR. GALLEGOS: Mr. Chairman, I'm on the
5 board. I'm Diego Gallegos.

6 COMMISSIONER GANT: And you're with ACE?

7 MR. MONFILETTO: I am.

8 COMMISSIONER GANT: And you're with ACE?

9 MR. HILL: I'm independent.

10 COMMISSIONER GANT: I'll be frank. I
11 would have preferred to hear from the applicant,
12 period.

13 MS. DURAN-BLAKEY: Well, the founders are
14 Mr. Hill and Mr. Monfiletto.

15 COMMISSIONER GANT: You're the founders,
16 okay. I'll start asking my questions. I was --
17 never mind.

18 I notice, in your second sentence,
19 Executive Summary, it says, "We will serve 14 to 24
20 years of age." What happens after 24? I mean, by
21 State law, you can take someone like myself, who's
22 almost 70 years old, and you have to accept me. So
23 you've limited yourself to the age of 24. What if a
24 kid -- a gentleman walks in, or a lady walks in, at
25 26? 30? What are you going to do then?

1 MR. MONFILETTO: So Mr. Chairman and
2 Mr. Gant, we would take a student over 24. Our --
3 our recruiting and our messaging to the community is
4 that we're designed for 14 to 24, but we wouldn't
5 deny somebody who was over 24.

6 COMMISSIONER GANT: So what is your design
7 set that you -- you tell people you're only going to
8 take them up to 24. What's so specific about 24?

9 MR. MONFILETTO: We think that there are
10 also opportunities outside of -- outside of the
11 high-school domain where those students could be
12 served as well. But we -- like I said, we wouldn't
13 take that -- we wouldn't not take them if they came.

14 COMMISSIONER GANT: You have a note on
15 Page 37, according to my -- on the application that
16 deals with -- it's paragraph 21, bowlegs 1,
17 bowlegs D, and it deals with you're going to go out
18 and get "X" diagnostic and ancillary services by
19 contract? Is what I -- is that what I'm reading?

20 MR. MONFILETTO: Mr. Chairman and
21 Mr. Gant, yes, sir.

22 COMMISSIONER GANT: So SLPs, nurses,
23 diagnosticians, all of that?

24 MR. MONFILETTO: (Indicates.)

25 COMMISSIONER GANT: So I go to the budget.

1 And I try to find a budget line there that would
2 support the costs for that -- I asked a question
3 earlier of the other applicant. Are you really
4 aware of the rate for a contract SLP?

5 MR. MONFILETTO: Mr. Chairman and
6 Mr. Gant, we are. We currently provide services in
7 that way at ACE Leadership. So we're familiar.

8 COMMISSIONER GANT: But do you think your
9 budget here supports all those professionals that
10 you're going to need for IEPs, et cetera?

11 MR. MONFILETTO: Mr. Chairman and
12 Mr. Gant, we believe so. It's based on historical
13 evidence from running ACE Leadership. So we feel
14 like we've got the right number there.

15 COMMISSIONER GANT: I note that you're
16 going to contract a nurse, and the nurse is going to
17 be on location.

18 MR. MONFILETTO: (Indicates.)

19 COMMISSIONER GANT: Okay. That eliminates
20 one of my other questions.

21 I noted you didn't put any money in for
22 substitute teachers to cover sick leave and other
23 leave. There's no funding allowed -- or in your
24 budget.

25 MR. MONFILETTO: So, Mr. Chairman and --

1 I'll keep going, if that's okay. I -- from our
2 experience, our kids respond better to teachers they
3 know and other staff that they know at school. So
4 having an unknown person with whom the kids are
5 unfamiliar isn't a good substitute arrangement for
6 us.

7 We'd rather have those classes substituted
8 from other folks on staff, as opposed to someone
9 that they don't know and are unfamiliar with. So
10 we'll cover those classes with our other faculty.

11 COMMISSIONER GANT: And who are the other
12 staff?

13 MR. MONFILETTO: So there's social
14 workers, assistant principals, folks like that.

15 COMMISSIONER GANT: Are social workers
16 certified teachers in the State of New Mexico for
17 subject material?

18 MR. MONFILETTO: Not -- they're able to
19 substitute. They're not able to teach a class.

20 A question I just have to ask, because ACE
21 has been very involved with this applicant. Why
22 didn't you just make it one school? Why are we
23 going through having extra administration, extra
24 cost, extra facilities -- the list is endless, you
25 know. Why don't we just have one set of

1 administration and one school?

2 MR. MONFILETTO: Well, Mr. Chairman,
3 that's a great question. We thought about that.
4 And we -- we believe that a small school,
5 400 students or 430 students, is a more effective
6 school for the kids. So when you grow -- when you
7 have an at-risk population, as we do, a large school
8 doesn't serve them well. So we feel like 400 is the
9 right -- or so is the right number of kids for a
10 school.

11 And so having independent schools is
12 better for the kids and better for the institution.

13 COMMISSIONER GANT: It also helps your
14 budget, right? You get a small school adjustment?

15 MR. MONFILETTO: Well, Mr. Chairman and
16 Mr. Gant, we specifically designed the school to be
17 430 students, so that we wouldn't have any
18 small-school-size adjustment funding.

19 COMMISSIONER GANT: But if you don't get
20 up to the 400, you will fall into the small school
21 adjustment.

22 MR. MONFILETTO: Mr. Chairman, I'm
23 confident we will have more demand than we have
24 spaces.

25 COMMISSIONER GANT: That wasn't my

1 question.

2 MR. MONFILETTO: If we don't succeed, then
3 that's true.

4 COMMISSIONER GANT: Go on to another
5 Commissioner. I know I have other questions.

6 THE CHAIR: Questions on this side?
7 Commissioner Bergman. I'll make it there one of
8 these days here.

9 COMMISSIONER BERGMAN: Thank you,
10 Mr. Chair. I would like to explore the relationship
11 between ACE Leadership High and this new school,
12 beyond your obvious immersion in the application
13 process and everything. Because I note, on Page 65,
14 that your application stated no governance
15 relationship will exist between HLHS and any other
16 organization.

17 And then on your application -- and
18 unfortunately, the page number didn't print out.
19 The application prompt is 4-B-5 and starts to
20 describe the school's strategic vision. I think it
21 was down in the latter part of the application.
22 I'll read you the part of the first sentence that
23 says, "The strategic vision of HLHS is to create a
24 gradual growth plan." Okay. The second sentence
25 says, "Growth will take place over four years, and

1 based on the plan executed by ACE Leadership High
2 School, revenues should be sufficient to account for
3 expenditures."

4 The third sentence says, "Also, given the
5 significant experience of ACE Leadership High School
6 staff, the school expects to easily achieve its
7 enrollment objectives."

8 Now, that sounds to me like ACE Leadership
9 High School is running this school. Enlighten me a
10 little bit about that.

11 MR. MONFILETTO: So, Mr. Chairman,
12 Mr. Bergman, thanks for that question. What we
13 intended in the application was to show that we have
14 experience in the development of schools, and that,
15 from our experience, we believe that the growth
16 trajectory of the school and other questions that
17 are in the application, we can answer, because we've
18 been there before. I don't have any intention of
19 running the school. That's why it has a separate
20 board, a separate principal, a separate
21 administrative structure.

22 But what we do have is experience. And so
23 we wanted to lend that experience to the
24 application.

25 COMMISSIONER BERGMAN: Okay. And one of

1 your comments you made just before we got into this
2 part, you said, "We would take a student..." -- in
3 answer to Mr. Gant's question -- over 24. "We" were
4 the one answering the question. It sounds like "we"
5 are "you."

6 MR. MONFILETTO: I'm going to have
7 separation anxiety, Mr. Bergman, after the school
8 shows up. But it's intentionally set up to be
9 governed separately and distinctly from ACE
10 Leadership. I don't have any control over the work
11 of the school or the board of the school or
12 anything.

13 COMMISSIONER BERGMAN: I understand. And
14 I know you're trying to plant schools. I understand
15 that. And one other thing, Mr. Chair. Here, again,
16 this was also on Page 65. It says, "HLHS will
17 become a member of the High School Leadership
18 Network and receive services through that
19 affiliation." Now, I'm not the budget expert on
20 this panel, so I'll leave that to the other folks.
21 So I know some money was budgeted for that.

22 What exactly serves as this network and
23 who are they?

24 MR. MONFILETTO: Mr. Chairman and
25 Mr. Bergman, we have -- we've learned a lot about

1 project-based learning, student support, community
2 engagement. And our goal is to have the calendars
3 of the school overlap so that our teachers are
4 available to each other during those times when the
5 school is not in session and when we have
6 professional development time.

7 And our chief goal is to be able to bring
8 the faculties together so that they can learn
9 together about those things that we do by
10 project-based learning, student support, and
11 community engagement.

12 So our goal is really to share resources,
13 share professional development, share expertise.

14 COMMISSIONER BERGMAN: So this network
15 somehow is under your umbrella, also? Is that --

16 MR. MONFILETTO: So the network is the
17 connector. So we provide the connection. ACE
18 Leadership just provides the connection between the
19 faculty at Health Leadership and the faculty at ACE
20 Leadership.

21 COMMISSIONER BERGMAN: But it is -- is
22 it -- is it an organization? Is it somehow -- how
23 is it formulated?

24 MR. MONFILETTO: Good question. So
25 it's -- it is a component of the charter at ACE

1 Leadership High School. So when ACE Leadership High
2 School was written and approved, it had a
3 professional development center within it. And the
4 professional development center within the school is
5 responsible for providing expertise to other schools
6 and to support other schools.

7 COMMISSIONER BERGMAN: Okay. So the
8 professional development aspect is within this HSLN
9 [verbatim]? Thanks, guys. Thank you, Mr. Chair.

10 MR. MONFILETTO: The question is tricky.
11 So thank you.

12 THE CHAIR: Thank you, Commissioner
13 Bergman. Commissioner Canfield.

14 COMMISSIONER CANFIELD: Thank you,
15 Mr. Chair. Good morning. Good afternoon. I just
16 had a couple of questions. And, actually, some of
17 the folks that spoke on your behalf really
18 demonstrated some of that and answered some of that.
19 This one is for -- Gabriella, right? You mentioned
20 in your opening remarks that you engage industry
21 partners. And I'm -- I apologize. I didn't write
22 down the term you used. But you said you go a
23 little bit further in engaging industry partners.

24 And obviously, you had some of those
25 partners today that explained and answered some of

1 my questions. But can you elaborate on what does it
2 mean that you go the extra -- I forget the term you
3 used -- but you go a little further in engaging
4 industry partners? Can you elaborate on that?

5 MS. DURAN-BLAKEY: Sure. So --
6 Commissioner, I -- in a traditional setting, we'll
7 usually ask people from the industry for their input
8 or let them know what we're doing to kind of keep
9 them informed as advisory partners. So that's in
10 kind of the traditional setting that they spoke to
11 as what's offered in the district now.

12 This goes a little deeper. And you can
13 tell by the comments that were made that a lot of
14 work is done from the community to build the
15 curriculum for the school. So we're responsive to
16 the needs in the health community to build the
17 curriculum. I might know about education and a
18 little bit about health. But I need to know from
19 the experts in the health field in order to make
20 sure that our students are successful in going into
21 those careers.

22 And so we have to develop the curriculum
23 with the needs that the health community needs in
24 the next five to ten years, so when our students
25 come out of school, they're successful in the

1 community. And so it's not just a partnership where
2 we have, you know, a meeting once every six months;
3 but we need each other; we rely on each other; the
4 industry relies on the school, and the school relies
5 on the industry to make sure that we're responsive
6 to the students that we're serving.

7 The school is the platform that's
8 connecting the students and the industry together.
9 So those conversations and the work we do together
10 is very important to the success of the school and,
11 ultimately, for the students to be able to go into
12 the work world.

13 COMMISSIONER CANFIELD: So can you give me
14 an example of that with an industry partner, UNMH or
15 UNM, or can you give me an example of how that would
16 work?

17 MS. DURAN-BLAKEY: So we spent two days --
18 I think it's -- we have to be cognizant to know
19 that's a broad -- the health field is very broad,
20 and we don't want to just partner with one person or
21 one community, but make sure that everybody is
22 together at the table. So, in a way, we're also a
23 platform for bringing the health community together.
24 Often -- in several fields, we work in isolation.
25 So, you know, we are serving as a platform to bring

1 all of those communities together.

2 We spent two days with various health
3 professionals, Presbyterian, UNMH, Bernalillo
4 County, all of these different sectors in the
5 industry, to develop what it looks like for somebody
6 to -- what they need from a graduate from Health
7 Leadership High School, what skills, what knowledge,
8 what attributes do they need in order to be
9 successful in the next five to ten years and be able
10 to serve the community -- right? -- and have a job.

11 So it's -- those are the conversations
12 that we've done so far. And it's been very
13 important. In order to develop the skills and
14 knowledge and attributes that we need our students
15 to know, we have to hear from the people in the
16 industry.

17 COMMISSIONER CANFIELD: Okay. One more
18 question, Mr. Chair, if I could. Of course, your
19 application is supposed to demonstrate an unmet need
20 in the community. And we've heard that APS has
21 certain programs right now. And I applaud your
22 serving the -- the dropout -- the dropout students.
23 I think that's very admirable, and we appreciate
24 that. But as far as the health-related industry, do
25 you have any specifics about the unmet need as far

1 as what's currently being provided to help prepare
2 our students for that industry? Do you have any
3 specifics on that or anything you can help me
4 understand better that there is an unmet need?

5 MS. DURAN-BLAKEY: In, specifically, to
6 the health community or -- because I think that the
7 school district spoke to two different types of
8 clientele that we're bringing together; right? So
9 there's the at-risk students that we're losing, the
10 40 percent of kids. And then there's the health
11 industry.

12 COMMISSIONER CANFIELD: And I get the
13 at-risk, and I appreciate that. So help me with the
14 health.

15 MS. DURAN-BLAKEY: The health industry,
16 for example, the CEC program that exists now, has
17 about 150 students that apply for the program, 50 of
18 which they take, 30 of which finish the program.
19 They are licensed as LPNs. And LPNs are not able to
20 work at Presbyterian, for example. An LPN license
21 doesn't allow you to work in that field.

22 So there is a need -- a broader need
23 beyond an LPN-competitive nursing program for the
24 health field. And that's given by the conversation
25 we've had with our industry partners as to what they

1 need in students that are coming out.

2 And more specifically to health, I think
3 that we all know that there is a greater need to --
4 what makes health intriguing to me is that there's a
5 greater need beyond making our students successful
6 in the job market, but making them healthy people.
7 So I think that the health school provides an
8 opportunity for our students not only to be
9 successful in the career, but to be successful as
10 individuals in their community, to become healthy
11 individuals, and to be preemptive about their
12 health, and so that we're not waiting until people
13 get sick to need medical care.

14 And the more that we can work with our
15 students to bring that knowledge into their
16 community and into their families, I think that
17 we're providing another type of success beyond just
18 training them for a licensed program.

19 COMMISSIONER CANFIELD: Thank you. Thank
20 you, Mr. Chair.

21 THE CHAIR: Thank you, Commissioner
22 Canfield, Commissioner Lopez.

23 COMMISSIONER LOPEZ: Given that the school
24 grading system and test scores are limited, what
25 other -- you give other certificates at ACE? What

1 kind of certificates will people get at Health
2 Leadership?

3 MR. MONFILETTO: Mr. Chairman and
4 Ms. Lopez, our -- over the next year, we'll be
5 working with providers, employers, to come up with a
6 certificate that they would accept as an entry-level
7 certificate into employment. So our goal is that
8 every student, when they graduate, can transition
9 into either a public health position -- so a
10 community health worker, working in a health-care
11 system, data, record-keeping, working in the
12 hospital itself, or clinic, or in a nurse's
13 assistant or other role, where they actually work
14 with clients.

15 COMMISSIONER LOPEZ: So what providers are
16 you working with?

17 MR. MONFILETTO: So we're currently
18 working with University of New Mexico Hospital,
19 First Choice; their clinics have 12 clinics. We've
20 been working with Presbyterian Healthcare. And
21 Bernalillo County? -- yeah, okay, Bernalillo County
22 Department of Health.

23 COMMISSIONER LOPEZ: And they're on board
24 with creating a certificate that will then provide
25 jobs?

1 MR. MONFILETTO: Mr. Chairman, this year
2 is going to be spent on teasing out what that
3 certificate should have in it. And because our --
4 our curriculum is rooted in what they tell us they
5 need, we believe that we're going to be able to have
6 a certificate that's going to allow for entry-level
7 employment for our graduates.

8 COMMISSIONER LOPEZ: Okay. Thank you.

9 THE CHAIR: Thank you, Commissioner Lopez.
10 Commissioner Shearman.

11 COMMISSIONER SHEARMAN: Yes, yes. Good
12 morning. I'm looking at your vision statement,
13 third sentence. "The focus will be to work with
14 low-income children of color who have not been
15 successful in traditional schools."

16 Correct me if I'm wrong. I don't think a
17 public school can exclude anyone based on color or
18 anything else. What -- can I ask what prompted you
19 to put that statement in there?

20 MR. MONFILETTO: I can answer that. So
21 Mr. Chairman and Ms. Shearman, we looked at the city
22 overall. And we looked where the greatest health
23 need was in the city. So Bernalillo County did a
24 study of health determinants across Albuquerque.
25 And what they found was that the greatest health

1 need was in the South Valley, that that is the
2 community that is in the most need of a health -- of
3 a health care and health profession school.

4 When we looked at the South Valley, we
5 looked at the demographics of the South Valley, and
6 the people most in need and the people most in need
7 are poor people of color in the South Valley. So we
8 would never say no to an applicant who was -- who
9 didn't fit that demographic. But our focus is on
10 the kids who need us the most, and the community
11 with the greatest health disparities that needs us
12 the most.

13 COMMISSIONER SHEARMAN: That really
14 bothers me; I have to tell you. To have that
15 statement written in your application says, to me,
16 you do intend to exclude some student groups.
17 That's the way I read it. And I -- you're saying
18 it's not. But it truly concerns me that it's in
19 writing.

20 My great-granddaughters, whose last name
21 is "Rodriguez," are not children of color. They're
22 lighter than I am. Their dad sometimes asks if
23 they're his. But the point is, color has nothing to
24 do with who you are. And that really, really
25 bothers me. I would hope you would take that out.

1 My next question is, would you tell me
2 again, Gabriella, about the professional
3 development? You said two days a week, you will
4 have --

5 MS. DURAN-BLAKEY: One day a week for two
6 hours.

7 COMMISSIONER SHEARMAN: One day a week.
8 So all the teachers are pulled out of the
9 classrooms.

10 MS. DURAN-BLAKEY: So the students have
11 left school.

12 COMMISSIONER SHEARMAN: That was my
13 question. Where are the students when this is going
14 on, or what part of the day does this occur?

15 MS. DURAN-BLAKEY: So the students -- and
16 this is based on a model that is very successful at
17 ACE Leadership. So the students have -- have
18 been -- they finished their day, and the teachers
19 stay for two hours for professional development.
20 And part of the importance of that is because it is
21 project-based learning, and we can't do the -- you
22 know, touch-and-go of professional development. It
23 has to be responsive and adaptive. And so the
24 teachers really need that time together.

25 COMMISSIONER SHEARMAN: So it's after the

1 students have completed their day.

2 MS. DURAN-BLAKEY: After the students have
3 left, uh-huh. I noticed in your budget, on line
4 item -- oh, under 2600, 54610, Rental of Land and
5 Buildings, in year one, you have nothing. In year
6 two and so on to year five, you have \$125,000.
7 What -- could you explain that to me?

8 MR. MONFILETTO: So Mr. Chairman and
9 Ms. Shearman, we are -- our facility costs are -- we
10 intend to lease a building. And those facility
11 costs would be paid for by the lease reimbursement
12 program. So we don't intend -- we don't believe
13 that we'll need operating funds for facility costs.

14 COMMISSIONER SHEARMAN: I'm sorry.
15 Operation funds for what?

16 MR. MONFILETTO: For facility costs. We
17 don't think we will need that.

18 COMMISSIONER SHEARMAN: Okay. Tell me,
19 when a student graduates from your high school, what
20 jobs could they get?

21 MS. DURAN-BLAKEY: That's a good question.
22 So, again, the health field is so broad that we're
23 hoping that they would have the skills, knowledge,
24 and attributes based on what the needs are of the
25 industry to be successful in whichever domain that

1 they choose.

2 So, again, we have the three domains of
3 health that were developed and worked with our
4 partners with the industry. And students would, by
5 their junior or senior year, start to find which
6 domain they are interested in and which domain we
7 can start setting them up with internships,
8 regarding that.

9 So, for example, if they were really
10 interested in clients as a domain, we could start
11 focusing them on projects that really work on their
12 skills in working with clients in the health field,
13 along with pairing them up in internships so that
14 they could become a provider, right, working with
15 clients.

16 They also might be interested in more of
17 the system care, and they might be interested in
18 working at working on health plans or working with
19 the health system. And so our goal is that we make
20 it broad enough, and we're not pigeonholing students
21 that they have to choose one license program, but
22 we're opening the opportunities to them to pick
23 whichever one in the three domains that they're well
24 prepared to go into.

25 COMMISSIONER SHEARMAN: Thank for you

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 843-9492



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 that. Let's just say, though, that at the end of
2 their high school years, this student is not able to
3 go on to college or any other training at that time,
4 and they want to use their health training that
5 they've gotten in your school to go get a job. Tell
6 me what specific job one of your students might get.

7 MS. DURAN-BLAKEY: So, for example, a
8 specific job they might get is to be a nurse tech.
9 They can go into -- going into the field beginning
10 as a nurse tech and doors open up.

11 COMMISSIONER SHEARMAN: What is a nurse
12 tech?

13 MS. DURAN-BLAKEY: So they would work on,
14 like, drawing blood, taking blood pressures, doing
15 initial service to patients before they are seen by
16 a provider.

17 COMMISSIONER SHEARMAN: Is that the same
18 as a nurse's aide?

19 MS. DURAN-BLAKEY: It's a little bit
20 different, but it's similar.

21 COMMISSIONER SHEARMAN: A step up, maybe?

22 MS. DURAN-BLAKEY: No, different.

23 COMMISSIONER SHEARMAN: I think that's it.

24 Thank you, Mr. Chairman. Thank you.

25 THE CHAIR: Thank you, Commissioner

1 Shearman. Commissioner Gant.

2 COMMISSIONER GANT: A couple of more
3 questions, Mr. Chair, if I may on the budget. In
4 Other Purchased Services, under Function 2300,
5 55400, we have \$50,000 starting in the second year
6 for advertisement, and \$50,000 the next, and it
7 drops off down to \$2,500, back up to \$43,000.
8 What's that -- what is all that money going to be
9 used for in the second, third, fourth year?
10 Advertisement? It says "Advertising."

11 MR. MONFILETTO: So, Mr. Chairman,
12 initially, it's to communicate that the school is in
13 the community to people who live there. So our
14 ability to let people know that we exist and that
15 we're open for business and that we take students
16 who are up to 24 years old, that it's free, all
17 those kinds of things that the community needs to
18 hear from us.

19 But we don't believe that's going to be
20 something that is going to be ongoing. We think
21 that, because of our word-of-mouth reputation and
22 our community partners, that the need to advertise
23 is going to go away. That's the reason for the
24 sharp decline.

25 COMMISSIONER GANT: You're recruiting

1 students.

2 MR. MONFILETTO: That's true, initially.

3 COMMISSIONER GANT: Do you understand HB 2
4 and how you cannot use SEG for recruiting students?

5 MR. MONFILETTO: We do.

6 COMMISSIONER GANT: And you just said you
7 were going to use it for recruiting students.

8 MR. MONFILETTO: We know that legislation
9 was passed in the last session. And if that -- we
10 will insure that we use those funds aligned with the
11 language in House Bill 2. And if we are not able to
12 do that, we won't spend it for that purpose.

13 COMMISSIONER GANT: So you know we have to
14 vote on your application on what we see here.

15 MR. MONFILETTO: (Indicates.)

16 COMMISSIONER GANT: Not what you may want
17 to do in the future. Okay? Who's going to clean
18 the restrooms? Who's going to clean the halls? You
19 don't have any funding set aside for custodians.

20 MR. MONFILETTO: Mr. Chairman, it's in the
21 Contracted Services line for building maintenance, I
22 believe.

23 COMMISSIONER GANT: That's building
24 maintenance. That's not custodian. There's a
25 difference.

1 MR. MONFILETTO: Yeah, there is. And we
2 think we can cover -- we think that that
3 place-holder will take care of maintenance as well.

4 COMMISSIONER GANT: All right. Back to
5 the application. Where is it? Well, I don't see
6 it, whatever I did with it. There it is. Under
7 paragraph 3-D, bowlegs 4, Speech and Language
8 Therapist, I hope that's the same as a pathologist.
9 You're not starting your speech language services
10 until the third year. Why?

11 MR. MONFILETTO: So, Mr. Chairman, we have
12 it under Contracted Services. We won't be employing
13 the speech language therapist until the third year.

14 COMMISSIONER GANT: Oh, interesting. I go
15 back to the budget. And it says, "Speech Therapist
16 starting at \$50,000 in year three, salaried." So
17 you are hiring a speech therapist in the third year
18 for \$50,000 -- so you're not hiring. Which is it?
19 Contract or salary?

20 MR. MONFILETTO: So in the initial years,
21 it's contract services. But we believe we would
22 need to place somebody actually on staff in the
23 third year.

24 COMMISSIONER GANT: Okay. Then I ask, why
25 aren't you -- these other very important

1 professionals, why aren't you putting the rest of
2 them on salary, like diags, PTs, OTs, counselors,
3 psychological counselors, audiologists,
4 interpreters?

5 MR. MONFILETTO: We think that demand for
6 speech therapy is going to be much higher than the
7 demand for the other ancillary services, which is
8 the reason why we think it's necessary to have that
9 person on staff. The other services aren't as
10 prevalent; the need isn't as high, from our
11 experience.

12 COMMISSIONER GANT: All right. Thank you.
13 Thank you, Mr. Chair.

14 THE CHAIR: Thank you, Commissioner Gant.
15 Commissioner Bergman?

16 COMMISSIONER BERGMAN: One follow-up
17 question, Mr. Chair. Thank you. Thank you,
18 Mr. Chair.

19 Let's just explore something, as you
20 answered Commissioner Shearman there, about what
21 your students could go into if they wanted to go to
22 work immediately after they graduate from high
23 school. We all know that college prep and college
24 readiness are big talking items now in education. I
25 would hope that you're wanting your students,

1 actually, as many as possible, to go on to college
2 and get those higher paying jobs, get a nursing
3 degree or something like that. Can you just expand
4 on that for me for a second?

5 MS. DURAN-BLAKEY: Correct. Well, of
6 course, we want to prepare them at the highest
7 expectation possible; right? So I'm going in
8 assuming that every child that walks in through the
9 doors of the school are going to college, and it's
10 our job to make sure that they get there.

11 If they choose not to go, then that's
12 something that they chose to do because of life
13 circumstances or something else that came in the
14 way. But preparing them, we're preparing them all
15 to be college and career-ready, which means it's up
16 to the student to decide which way they want to go,
17 not up to the school to decide for them.

18 COMMISSIONER BERGMAN: Absolutely, because
19 college isn't for everybody, obviously.

20 MS. DURAN-BLAKEY: Right. But they should
21 be able to make that decision.

22 COMMISSIONER BERGMAN: But you're going to
23 be counseling them trying to encourage them at least
24 to --

25 MS. DURAN-BLAKEY: Right.

1 COMMISSIONER BERGMAN: -- expand
2 themselves or grow or however you want to word it?

3 MS. DURAN-BLAKEY: And growing them as an
4 individual so that they believe in themselves enough
5 to know that they can do whatever they want to do,
6 or that they're capable of doing, because we've
7 prepared them within the school to be able to do
8 that. In a lot of our personal experiences, we may
9 have that at home, where our parents -- kind of grew
10 up to kind of just go to college or prepared us.
11 But for some students, the school has to be the
12 ones, with the community, that are building the
13 students up to do that.

14 COMMISSIONER BERGMAN: That's important,
15 because the demographic you say you're going for,
16 sometimes they're not getting the encouragement in
17 their environment to think bigger -- think that they
18 can achieve over what they've been told. You can't
19 achieve any more than that.

20 MS. DURAN-BLAKEY: Right, right. And
21 that's what Mr. Hill spoke to earlier in the
22 presentation as far as making it very asset-based
23 with positive youth development to make sure that
24 students are given that opportunity.

25 COMMISSIONER BERGMAN: Okay. Thank you.

1 Thank you, Mr. Chair.

2 THE CHAIR: Thank you, Commissioner
3 Bergman. Go back to Commissioner Shearman. Follow
4 up.

5 COMMISSIONER SHEARMAN: Thank you. Just
6 one last question. I'm looking at Page 71 of your
7 application. And under "Instruction," \$52,000 times
8 five teachers, annual amount equals to Level 2
9 teachers with 11 years experience, and so forth.
10 However, looking on the budget, you have four
11 teachers. In the first year, four teachers,
12 \$208,000. And that does come out to \$52,000 each.
13 But I'm looking for that fifth teacher.

14 MR. MONFILETTO: Mr. Chairman, I don't
15 have the budget in front of me. I'm sorry. I can't
16 answer that. I'd be happy to answer it after I've
17 had a chance to sit down and look at it. I don't
18 know it in that detail.

19 COMMISSIONER SHEARMAN: Let me just ask
20 this. What was the founders' intent to start school
21 the first year, with how much teachers?

22 MR. MONFILETTO: Mr. Chair and Madame
23 Shearman, it's five.

24 COMMISSIONER SHEARMAN: Five. Okay.

25 Thank you, Mr. Chairman.

1 THE CHAIR: Thank you, Commissioner
2 Shearman. Are there any other questions from
3 Commissioners? Seeing none, I have one question.
4 And it's related to -- it's related to the comments
5 that were made earlier on -- on the differentiation
6 between health care, which we know as a system of
7 sick care, like, I can triage a parent. I can let
8 them know what they need to fix, if it's blood
9 pressure, cholesterol, et cetera. On the front end,
10 it's, unfortunately, in America called alternative
11 health care. It shouldn't be an alternative; it
12 should be a primary system of building -- looking at
13 that holistic model of building healthy citizens.

14 And I know it's sometimes very, very hard
15 to quantify. But if you would, tell me how your
16 program -- I heard the mention of a health coach
17 earlier -- how is the culture being built to look at
18 fitness, to look at nutrition, to incorporate the
19 six dimensions of wellness when you're looking at
20 social wellness, occupational wellness, spiritual
21 wellness, physical wellness, intellectual wellness,
22 emotional wellness? It really gets big in and of
23 itself if you just look at the front end of, "I
24 don't want to enter that sick care system."

25 So, if you could, just the general

1 question of how are you going to build that culture
2 in your programming?

3 MR. MONFILETTO: Mr. Chairman, I'd like to
4 start, but I know everybody else has an opinion
5 about that. That's a really important part of our
6 design. So it's really vital that the school be
7 developed with the values and the ethos of health,
8 healthy citizens and healthy communities. And in
9 order to do that, we need to understand, in a really
10 deep way, about what makes communities healthy and
11 what makes people healthy.

12 And so that -- those values need to
13 permeate the school. It's like at ACE Leadership
14 High School, where you are only as good as your word
15 when you're a contractor. Your reputation is
16 everything in the world of contracting. And we
17 teach our kids about knowing how to build a
18 reputation so that they can work when they get out
19 of school. I wouldn't necessarily know that -- how
20 valuable that was if I didn't work with contractors
21 all the time who told me about that.

22 We, because of our partnerships, are going
23 to be working with people from the health sector,
24 public health, individual health, so that we can
25 develop systems at the school that promote

1 people's -- the students' health, but also the
2 community's health. When they go home, they're able
3 to communicate what it's like to be healthy in their
4 own community because of what they've learned at
5 school, the way they've been developed at school.

6 I don't know if you want -- Diego?

7 MR. GALLEGOS: Chairman Garrison, I would
8 like to also speak to that. That was one of the
9 biggest draws to me when I decided to become a
10 member of the governing council of Health Leadership
11 High School, the idea that if we can help the young
12 people to know more about what a healthy lifestyle
13 could be like, what a healthy life could be like,
14 and that they and we, the school, could share that
15 with their families, was a big draw for me.

16 I've been in the South Valley my entire
17 life. My family has been there since the 1600s. I
18 know the problems we have in terms of health in the
19 South Valley, and they are significant. My brother
20 sat in the first family health center that we had in
21 the South Valley. It wasn't that long ago that we
22 did not have any health services in the South
23 Valley.

24 So we are, in many ways, a very unhealthy
25 community. Having an opportunity for our young

1 people to learn and to help teach their own families
2 about healthy living, healthy life styles, is a
3 really important part.

4 So as governing council members, we intend
5 to make sure that that is one of our goals is to
6 make sure that we not only help the young people,
7 but help their families to not only be healthier,
8 but to engage our health systems in a more effective
9 way.

10 MR. HILL: Chairman Garrison, I would also
11 say, I haven't been in the South Valley since the
12 1600s, but --

13 THE CHAIR: Don't mention the Mud Run, or
14 you --

15 MR. HILL: Exactly. Just the last 20
16 years or so. But in addition to the partners that
17 we talked about earlier who are helping us to not
18 only understand the sector, but to build curriculum
19 and to build some of the certificates that will be
20 accessible for jobs for kids when they graduate,
21 there are other community partners, like Centros
22 Avila in the Valley, and Casa de Salud, who are
23 smaller community-based health providers who -- who
24 have developed ways to deliver some of the practices
25 of some of these determinants of health that we're

1 talking about.

2 They're not just sick-care systems, but
3 are really focused on preventative health and
4 focused on kind of holistic ways to be healthy in
5 one's life and lifestyle. And that does permeate
6 the school as well, from morning meetings to young
7 people actually doing calisthenics in the morning,
8 so that they're not only ready for their day in the
9 classroom, but that they're part of a culture that
10 promotes health.

11 So along with the traditional partners,
12 like UNMH and Presbyterian, there are also those
13 community-based, smaller clinics that we're
14 partnering with as well.

15 THE CHAIR: Thank you very much. Any
16 other questions from Commissioners? Seeing none,
17 any member of the public, including the applicants,
18 may submit written input following this hearing.
19 Written comments can be sent to the Commission via
20 the Public Education Department main Web site, at
21 ped.state.nm.us, through the following: The
22 Calendar listing on the front PED Web page, through
23 the Public Comments section on the front PED Web
24 page. Using the link ped.state.nm.us/comments, you
25 will be directed to an e-mail format in which to

1 write your comment. Make sure you identify the
2 school you're commenting on in the drop-down menu.

3 Please note that any written input must be
4 received by no later than close of business on the
5 third business day following the hearing on the
6 application you wish to comment on.

7 I want to thank you for your presentations
8 and for your hard work on your application. Does
9 anyone need a brief recess? We're going to take a
10 ten-minute recess, and then we'll move forward with
11 the next school, which is the Electus Academy.
12 Electus, you are welcome to come set up up front
13 during the break time. We're in recess.

14 (Proceedings concluded at 11:00 a.m.)

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SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 843-9492



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 REPORTER'S CERTIFICATE

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

9 In testimony whereof, I have hereunto set my
10 hand on August 29, 2012.

11
12
13 _____
14 Cynthia C. Chapman, RMR-CRR, NM CCR #219
15 BEAN & ASSOCIATES, INC.
16 201 Third Street, NW, Suite 1630
17 Albuquerque, New Mexico 87102
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SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 843-9492



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com