

BEFORE THE PUBLIC EDUCATION COMMISSION  
STATE OF NEW MEXICO

IN THE MATTER OF:  
THE GREAT ACADEMY

TRANSCRIPT OF PROCEEDINGS  
CHARTER SCHOOL PUBLIC INPUT HEARING  
August 18, 2010  
8:03 a.m.  
CNM Workforce Training Center  
5600 Eagle Rock Road, Room 101  
Albuquerque, New Mexico

REPORTED BY: DEBORAH L. O'CONNOR, RPR, CRR  
New Mexico CCR No. 297  
Bean & Associates, Inc.  
Professional Court Reporting Service  
201 Third Street, NW, Suite 1630  
Albuquerque, New Mexico 87102

(1517H) DEB

1 APPEARANCES

2 COMMISSIONERS:

- 3 Andrew Garrison, Chair
- Vince Bergman
- 4 Gene Gant
- Carolyn Shearman
- 5 Kathryn Krivitzky
- Millie Pogna

6 STAFF:

- 7 Don Duran
- 8 Sam Obenshain
- Michael C de Baca
- 9 Marjorie Gillespie

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1           CHAIRMAN GARRISON: Good morning,  
2 everyone. We're going to call this meeting to  
3 order, the Public Education Commission, charter  
4 school public input hearing, August 18, 2010. We'll  
5 have Secretary Gant take roll.

6           MR. GANT: Commissioner Garrison.

7           CHAIRMAN GARRISON: Here.

8           MR. GANT: Commissioner Pogna.

9           MS. POGNA: Here.

10          MR. GANT: Commissioner Krivitzky.

11          MS. KRIVITZKY: Here.

12          MR. GANT: Commissioner Gant is here.  
13 Commissioner Bergman.

14          MR. BERGMAN: Here.

15          MR. GANT: Commissioner Shearman.

16          MS. SHEARMAN: Here.

17          MR. GANT: The following commissioners are  
18 not here: Commissioners Lopez, Price, Smith, and  
19 Carr.

20          CHAIRMAN GARRISON: Thank you, Secretary.  
21 We have our flags, so we're going to continue with  
22 the pledge of allegiance and salute to the New  
23 Mexico flag.

24          (Pledge of allegiance and salute took place.)

25          CHAIRMAN GARRISON: Item 4 on the agenda

1 is statement for hearing. Please bear with me. The  
2 purpose of this hearing is to solicit both written  
3 and oral input on the proposed charter. In  
4 accordance with the charter schools act, the  
5 commission shall receive applications for initial  
6 chartering and renewals of charter for charter  
7 schools that want to be chartered by the State and  
8 approve or disapprove those charter applications.

9 In addition, the charter school act states  
10 that the chartering authority shall hold at least  
11 one public hearing in the school district in which  
12 the charter school is proposed to be located to  
13 obtain information and community input to assist in  
14 its decision whether to grant a charter school  
15 application. Community input may include written  
16 and/or oral comments in favor of or in opposition to  
17 the application from the applicant, the local  
18 community, and for state chartered schools the local  
19 school board and school district in whose geographic  
20 boundaries the charter school is proposed to be  
21 located.

22 The applicant at this time will be The  
23 GREAT Academy. And at this time we would like to  
24 hear from the applicant. Please, for the record  
25 state the name of the school, the names of the

1 founders of the school, proposed grade levels to be  
2 served, and membership projection of the school.  
3 And I can repeat any of that if you need.

4 MR. MATTHEWS: The name of the school is  
5 The GREAT Academy, serving grades 10 through 12, 180  
6 students maximum. The founders are Jasper  
7 Matthews -- the principal founders are Jasper  
8 Matthews and Keisha Matthews.

9 CHAIRMAN GARRISON: Thank you. We will  
10 now request that you state for the record a brief  
11 description of the school, the reasons you believe  
12 this school will benefit the children and citizens  
13 of this community, and any other information that  
14 you would like the commission to know about your  
15 application. You have 15 minutes, so please be as  
16 precise as you can during this time, and you may now  
17 begin.

18 MR. MATTHEWS: Good morning. First I  
19 would like to thank Dr. Duran and his staff for  
20 their guidance and support in the efforts to make  
21 The GREAT Academy a reality. We also would like to  
22 take this opportunity to thank the Public Education  
23 Commission for allowing us the time to share the  
24 vision of The GREAT Academy. Again, my name is  
25 Jasper Matthews. To my right is Keisha Matthews.

1           As you read in our application, our  
2 founders of The GREAT Academy have seven decades of  
3 education experience. During this 15-minute  
4 presentation, we will answer five questions. No. 1,  
5 what is The GREAT Academy? No. 2, what will The  
6 GREAT academy accomplish? No. 3, is The GREAT  
7 Academy financially feasible? No. 4, do we have the  
8 capacity and expertise to deliver the promise of The  
9 GREAT Academy? And No. 5, why is The GREAT Academy  
10 so important?

11           Question No. 1. What is The GREAT  
12 Academy?

13           MS. MATTHEWS: GREAT is an acronym for  
14 getting real world experience through active  
15 transition. This business school will utilize a  
16 hybrid model to serve 180 10th through 12th graders.  
17 The school is centered around five components:

18           1. Virtual curriculum. Through the use  
19 of E2020, our students will receive one-on-one  
20 self-paced academic instruction by highly qualified  
21 teachers.

22           2. AIPs/enrichment plans for all  
23 students. These plans will allow the teachers to  
24 meet the unique and individual learning needs of  
25 each student.

1           3. Service learning. Annually, each  
2 student will complete a service project that will  
3 culminate with a presentation that includes a guest  
4 speaker from the nonprofit organization, visual  
5 aids, and, most importantly, data on how their  
6 project benefited the organization.

7           4. Leadership and character education.  
8 Every student will take leadership and character  
9 development courses that will better prepare them to  
10 navigate the complexities of adulthood.

11           And 5, Pathways to success. The GREAT  
12 Academy's students will choose a college preparatory  
13 or a career development pathway. We recognize the  
14 fact that all students will not go to college but  
15 should be afforded the opportunity to have  
16 meaningful employment. Every student will have a  
17 career pathway action plan that will help provide  
18 the students with active transition.

19           The GREAT Academy will rely on seven  
20 philosophical principles. 1, strategic planning and  
21 organizational development. 2, problem solving,  
22 teaming and consultation. 3, parent, community  
23 training, support, and outreach. 4, effective  
24 school, schooling, and professional development. 5,  
25 academic instruction linked to academic assessment,

1 intervention, and achievement. 6, behavioral  
2 instruction linked to behavior assessment,  
3 intervention, and self-management. 7, data  
4 management, evaluation, and accountability.

5 MR. MATTHEWS: Question No. 2, what will  
6 The GREAT Academy accomplish?

7 MS. MATTHEWS: The GREAT Academy will  
8 provide an active transition from high school to  
9 post-secondary education and/or the career world.  
10 The GREAT Academy will provide students with a means  
11 to complete college credits during high school, thus  
12 saving them and their families time and money. The  
13 GREAT Academy will develop the next generation of  
14 leaders that possess employability skills that will  
15 make them more marketable. The GREAT Academy will  
16 encourage students to be productive members of the  
17 community that believe in the importance of service  
18 to others. And The GREAT Academy will foster an  
19 environment that promotes a high level of student  
20 academic achievement.

21 MR. MATTHEWS: Question No. 3, is The  
22 GREAT Academy financially feasible? It is a  
23 well-known fact that fiscal mismanagement is one of  
24 the leading causes for charter school failure. This  
25 is why the founders of The GREAT Academy have chosen

1 to hire J. J. Griego as our business manager.  
2 Mr. Griego has many years of experience and is well  
3 respected throughout the state.

4 Some questions were raised during the  
5 preliminary analysis of our financial plan. We will  
6 use the next few minutes to address them and fill in  
7 the gaps.

8 MS. MATTHEWS: These were a few of the  
9 findings: The GREAT Academy includes a projection  
10 of 25 percent of its students in the C and C-gifted  
11 category and 8 percent in the A/B regular gifted  
12 category. No rationale is provided to substantiate  
13 this projection.

14 MR. MATTHEWS: We believe that the  
15 self-pacing curriculum allows us to attract students  
16 that have outgrown the traditional high school  
17 experience, students that are more mature, and  
18 students that are ready for more challenging and  
19 rigorous academics.

20 MS. MATTHEWS: The projected SEG revenue  
21 for each of the five years indicated on the 910B5s  
22 does not match the revenues upon which the five-year  
23 budget plan is based.

24 MR. MATTHEWS: The way we designed the  
25 five year budget includes carryover from the

1 previous budget year. This carry-over was based on  
2 the premise that we should have three to five  
3 percent in contingency funds.

4 MS. MATTHEWS: The five year budget plan  
5 is not balanced.

6 MR. MATTHEWS: Again, this is due to the  
7 carry-over from year to year.

8 MS. MATTHEWS: Administrative salaries  
9 exceed instructional salaries for the first year of  
10 operation.

11 MR. MATTHEWS: During the first year of  
12 the school, both administrators will serve a dual  
13 role. Each administrator will have teaching  
14 responsibilities. With separating the teacher  
15 portion of the administrating salaries and shifting  
16 to the instructional salaries, then the  
17 administrative costs do not exceed the instructional  
18 costs.

19 MS. MATTHEWS: The lines of authority  
20 within the administrative structure are not  
21 provided. The governance management plan indicates  
22 that the director of operation and the director of  
23 academics will be hired by the board of directors  
24 and both positions are shown as equal in authority  
25 on the organizational chart.

1 MR. MATTHEWS: It was not our intention  
2 for the organizational chart to display that the  
3 director of operations and the director of academics  
4 would be equivalent positions. The director of  
5 operations will serve as the head administrator of  
6 the school, therefore justifying the higher salary.  
7 We have modified the organizational chart to be more  
8 reflective of what our intentions are.

9 MS. MATTHEWS: The amount budgeted for  
10 rental of land and building is not adequately  
11 explained by the narrative.

12 MR. MATTHEWS: The rental increase -- the  
13 rental increases roughly 30 percent from year 1 to  
14 year 2 because we add 12th grade, thereby increasing  
15 our enrollment by 30 percent. Also, we anticipate a  
16 slight -- also, we anticipate a slight lease  
17 increase from the year four to year five because we  
18 will be entering into a new lease.

19 MS. MATTHEWS: The budget narrative and  
20 the five-year budget plan failed to align.  
21 Insufficient information is provided in the budget  
22 narrative to understand how budgetary figures were  
23 determined. The staffing included in the budget  
24 narrative does not clearly align with positions  
25 funded by the budget plan.

1 MR. MATTHEWS: We included some of the  
2 first year expenditures and object codes. After  
3 further review, we realized that we should have  
4 offered more detailed information in the budget  
5 narrative and can provide any additional information  
6 necessary to satisfy this concern.

7 MS. MATTHEWS: The budget narrative and  
8 the five-year budget plan failed to align.  
9 Insufficient information is provided in the budget  
10 narrative to understand how budgetary figures were  
11 determined. The staffing included in the budget  
12 narrative does not clearly align with positions  
13 funded by the budget plan. Totals indicated in the  
14 narrative under other professional services, other  
15 contracting services, and operation and maintenance  
16 of plan do not align with the totals included in the  
17 budget plan.

18 MR. MATTHEWS: The budget narrative  
19 provided previously was prepared prior to the  
20 finalization of the five-year plan and was meant to  
21 provide an example of expenditures within the object  
22 codes. We will provide a detailed narrative which  
23 aligns with the five-year budget with our final  
24 assessment.

25 MS. MATTHEWS: Totals for other contracted

1 services increase and decrease longitudinally over  
2 the five-year period with no clear rationale.

3 MR. MATTHEWS: This is in the area of IT.  
4 The reason for the fluctuation is the buildup of the  
5 school until the school is totally implemented. The  
6 increase from year 1 to year 2 is because we added  
7 12th grade. This means a 30 percent increase in  
8 student enrollment. We plan to contract with an IT  
9 company at the beginning and then hire our own  
10 in-house IT person, therefore, decreasing the amount  
11 for IT contracted services.

12 MS. MATTHEWS: The annual audit of  
13 financial operations as described does not address a  
14 state-chartered charter school as a component unit  
15 of the New Mexico public education department audit.

16 MR. MATTHEWS: We realize as a component  
17 unit of the PED, The GREAT Academy will be audited  
18 in accordance with the state auditor. The auditor  
19 will be selected by the PED. We assure that we will  
20 comply with all applicable federal and state laws,  
21 regulations, and rules relative to fiscal  
22 procedures.

23 Question No. 4. Do we have the capacity  
24 and expertise to deliver the promise of The GREAT  
25 Academy?

1 MS. MATTHEWS: As we mentioned in the  
2 introduction, the founders of The GREAT Academy have  
3 70 years combined educational experience. As  
4 applicants we have 12 years' charter school  
5 experience. Positions held in charter schools are  
6 as follows: Director, principal, special education  
7 director, dean of students, instructional coach,  
8 curriculum director, department chair, and teachers.  
9 As lifelong learners, the members of the founding  
10 board have the passion and commitment necessary to  
11 be the keepers of the vision.

12 MR. MATTHEWS: And question No. 5, why is  
13 The GREAT Academy so important?

14 MS. MATTHEWS: In the 2009-2010 school  
15 year, only 3 out of 14 area high schools graduated  
16 more than 70 percent of their students. APS's  
17 graduation rate is only 46.2 percent. Also in the  
18 2009-2010 school year, 12 out of 4 area high schools  
19 have a restructuring 1, restructuring 2 or  
20 corrective action designation.

21 We feel that having a flexible schedule,  
22 active transition, and by providing every student  
23 with a case manager, that will ensure that every  
24 student will graduate. By the end of this 15-minute  
25 presentation, over 34 students in the US have

1 dropped out of school. That's one student every 26  
2 seconds.

3 MR. MATTHEWS: The US Department of Labor  
4 reported that New Mexico lost 2200 jobs in March of  
5 2010. We have also seen massive layoffs at  
6 companies like Intel and Eclipse Aviation. In an  
7 article published on January 28, 2010, in the  
8 New Mexico Business Weekly, "Mining is down by 2,000  
9 jobs and construction is down 6,600 jobs since  
10 December of 2008. The state has also lost 4,000  
11 manufacturing jobs. Retail trading reported 9,000  
12 fewer jobs. The professional and business services  
13 industry, which is considered a barometer for the  
14 rest of the economy, was down by 6,700 jobs from  
15 last year.

16 MS. MATTHEWS: We feel that school choice  
17 puts parents in charge of their children's education  
18 by letting them select the best school for their  
19 children. Wealthy families can afford to live in  
20 the neighborhoods with good schools or they may  
21 choose to send their children to private schools.  
22 The GREAT Academy can be an option for families that  
23 want their children better prepared for college and  
24 the workforce.

25 MR. MATTHEWS: In closing, Kevin Carrol, a

1 motivational speaker and author of a book entitled,  
2 What's Your Red Rubber Ball, said that, "Courage is  
3 defined in acts, not in words. It is not bluffing,  
4 arrogance or madness. A courageous man or woman is  
5 one who dares to do what he or she finds is right  
6 and bears the consequences of his or her acts,  
7 whether they are political, social or individual."

8 We, the founders of The GREAT Academy, are  
9 willing to bear the consequences to see that The  
10 GREAT Academy becomes a reality. Thank you for your  
11 time and consideration. And if you have any  
12 questions.

13 CHAIRMAN GARRISON: Thank you. The next  
14 item on the agenda is local school board and  
15 district representatives. At this time we would  
16 like to hear from the local school board and/or  
17 district representatives.

18 Seeing there is no one in attendance, we  
19 will move to community input. Public comments and  
20 observations regarding the application will be heard  
21 at this time. There will be a four-minute time  
22 limit per presenter. Persons from the same group  
23 and having similar viewpoints are asked to select a  
24 spokesperson to speak on their behalf. Multiple and  
25 repetitious representations of the same view will be

1 discouraged. So if the applicants would just move  
2 back to the seats and clear the table. Are there  
3 folks that would like to comment? Please state your  
4 name and use the microphone and also sign in before  
5 you leave the front table there.

6 MS. HERRICK: My name is Algene Herrick.  
7 I'm an applicant for -- organizer for the next  
8 charter school, but I'd like you to know that I know  
9 these applicants. I've seen them, and they've done  
10 nothing but from their heart to create this  
11 application over the last couple of years. So my  
12 support goes to them for their energy and enthusiasm  
13 for wanting to do what they want to do for charter  
14 schools and the children of New Mexico.

15 CHAIRMAN GARRISON: Thank you.

16 DR. GROVER: Good morning, Mr. Chairman,  
17 commission members. I'm Dr. Lisa Grover. I'm the  
18 CEO for the New Mexico Coalition of Charter Schools.  
19 It's nice to see you all here.

20 I'd like to make a general comment to all  
21 the applications in general, not necessarily this  
22 specific one. At the Coalition of Charter Schools,  
23 we support quality growth of public schools. We  
24 support quality rather than quantity. And so my  
25 comment today is to encourage you to look at these

1 applications in light of our duty to provide the  
2 promise of good schools for kids. I think our  
3 charge here today is to look at whether these  
4 schools provide a promise of quality outcomes for  
5 kids and also to look at these schools in the sense  
6 of are they a good thing for the community, as the  
7 law says. I know we hear from districts all the  
8 time, and many district representatives will say,  
9 this is not in the best interests of districts.  
10 However, I think the law says, is this in the best  
11 interests of the community of the kids these charter  
12 schools are proposing to serve.

13 And we've worked with many of these  
14 applicants. They worked very hard, and I need to  
15 congratulate them for the promise and the innovation  
16 that they are proposing to infuse into the  
17 traditional public school system.

18 And so, again, I just encourage you to  
19 look at whether these are quality promises for kids  
20 and, again, do these charter applications promise to  
21 serve the communities that -- the communities that  
22 are outlined in their charters. So thank you.

23 CHAIRMAN GARRISON: Is there anyone else  
24 that would like to provide community input? Seeing  
25 none, we will move forward. At this time the Public

1 Education Commission reserves this opportunity to  
2 address any questions that the commissioners may  
3 have of the applicant. Please keep your responses  
4 as -- you know, I'm going to skip this part. This  
5 is a script, but we'll use all the time necessary.  
6 So musical chairs. You're back, and I will open up  
7 for questions from commissioners. We have two on  
8 this side. We'll start with Commissioner Krivitzky.

9 MS. KRIVITZKY: First of all, I want to  
10 thank you for your presentation. It was very good.  
11 It was very informative.

12 Many of my questions usually are involved  
13 with whatever the findings were and trying to get  
14 more answers from you. I did have one question,  
15 though, that you talked about in the active  
16 transition period, that you will be seeking dual  
17 credit for your students. Have you done any  
18 connections with any of the local colleges and  
19 community colleges to get that set up? Do you have  
20 any formal agreements yet or informal?

21 MS. MATTHEWS: We have opened up the  
22 discussion with CNM, UNM, Eastern New Mexico State.  
23 But in talking with them, they said, we'd love to  
24 work with you guys, we'd love to have you, you know,  
25 do the agreement, but, you know, we want to wait

1 'til after you become, you know, actual entity  
2 prior -- you know, before going.

3 MS. KRIVITZKY: I understand that.

4 MS. MATTHEWS: But they're more than open,  
5 and especially UNM and CNM were very excited to --  
6 at the possibility.

7 MS. KRIVITZKY: Thank you. And then you  
8 also talked -- since you're going to use the E2020,  
9 can you kind of describe a typical day -- say you're  
10 going to do 10th through 12th. If I have a student  
11 who is a 10th grader, how would my student's day  
12 look?

13 MS. MATTHEWS: Keeping in mind that the  
14 intentional schedule is very flexible. This is just  
15 a more general idea. Between 9 a.m. and 12 noon,  
16 the E2020 sessions for the core content areas. Then  
17 a lunch, say 12 to 12:30. There is an advisory  
18 period in which AIPs or enrichment plans, are  
19 focused on, also the career action plans. Those are  
20 the times where the students will meet with the  
21 counselor and their job coaches and that kind of  
22 thing and talk about things that are very individual  
23 and specific to their own learning program. And  
24 from 1 p.m. through the end of the day, the students  
25 will be doing their more kind of traditional in

1 place face-to-face leadership communication, their  
2 labs, their career labs, and also their work/study  
3 or internship for service learning for that part of  
4 the day.

5 MR. MATTHEWS: Even though the schedule  
6 will be roughly from 9 a.m. to 4:30, but because of  
7 their work/study and internship and service  
8 learning, the day really ends when the student  
9 finishes with some of those particular projects.  
10 But as far as for attendance purposes and reporting,  
11 the school day will be roughly from 9 to 4:30 p.m.

12 MS. KRIVITZKY: And I have one more  
13 question just real quickly. So say I have a 10th  
14 grader and he has an IEP that requires him to have  
15 some special help when he's in the E2020. Do you  
16 have someone that can be there with him because  
17 sometimes he can't read some of the -- he reads at  
18 a -- say a 5th grade level and the information is  
19 being presented, I'm assuming, at grade level. What  
20 are you going to be doing for him?

21 MR. MATTHEWS: Well, that's a great  
22 question. And my background is in special education  
23 and we actually have a son with an IEP, so it's very  
24 near and dear to us. The teachers that will  
25 supervise the E2020 sessions will also be trained in

1 different strategies that we will use for those  
2 students. We will have special ed teachers on  
3 staff. They will actually not only do the E2020,  
4 but they will do the pullout, they will do small  
5 group activities with students with IEPs and really  
6 stay focused on meeting the goals of that particular  
7 IEP.

8           So it would be very typical for that  
9 student to be in the E2020 lab. It would be very  
10 typical for that student to be pulled out and worked  
11 with in a small group or one on one. Or the teacher  
12 will work with the student on a particular concept  
13 that he or she may not be able to get right then  
14 during that particular part of the lesson on the  
15 computer. So it will be dealt with in a number of  
16 different ways.

17           MS. KRIVITZKY: And I have one last  
18 question. Where were you thinking about being  
19 located within the Albuquerque area?

20           MR. MATTHEWS: Well, our primary target  
21 location would be in the northwest part of town,  
22 more centered around the Cottonwood mall area,  
23 either in or near a mall. And the reason for that  
24 is because of the business school concept, we really  
25 want to be in the middle of a lot of congestion, a

1 lot of business congestion so the job coaches will  
2 have time to access the student and hopefully be in  
3 a close radius.

4 MS. KRIVITZKY: Thank you for your  
5 answers.

6 MS. SHEARMAN: It's my turn. Tell me why  
7 you chose E2020. What -- I'm assuming it was  
8 because it's a really good program. But other than  
9 what the E2020 people say about it, what kind of  
10 third party research do you have that makes it the  
11 quality program you want?

12 MR. MATTHEWS: That's a very good  
13 question. Well, one of the third party groups or  
14 schools that really have had a lot of success with  
15 E2020 is Southwest Secondary Learning Center. And  
16 partly because we are really attempting to cater to  
17 those students that -- self-pacing is better for  
18 them when they really get frustrated when two or  
19 three students or the teachers have to go back and  
20 reteach the curriculum. So it's really to help  
21 those particular students where they can either work  
22 at their pace or work with -- you know, at their  
23 comfortable level.

24 There is other schools throughout the  
25 country that have shown a lot of success with using

1 E2020. Another part of that is -- I really, as a  
2 high school principal, it's really difficult to find  
3 teachers that are highly qualified, especially in  
4 the areas of science and math. As a principal in  
5 charge of special education, I really have a hard  
6 time finding teachers that have the special  
7 education credentials and the high qualification in  
8 a particular subject area. So the attempt is to  
9 give the students more of a one-on-one educational  
10 teacher/pupil relationship at the same time where  
11 they have some control in the pacing that they  
12 desire, whether they want to work a little faster.

13 Now, with the IEP students, you know, we  
14 do plan to make sure that there are thresholds and  
15 we set those in alignment with their IEP goals so  
16 they don't get too frustrated with the level of  
17 work. Anything else?

18 MS. MATTHEWS: I'll pick it up from there.  
19 With all of today's technological advances, kids are  
20 just so used to being on the computer, you know,  
21 having visual media just readily accessible. You  
22 know, it's their livelihood, it's how they  
23 communicate. I heard the other day a quote, and I  
24 know I'll mess it up. I won't say it exactly right.  
25 But it was something to the effect of we were taught

1 one way when we were growing up but we can't use  
2 those same methods to teach our children today  
3 because they live in a different world.

4           There are a lot of technologies that just  
5 didn't exist back then, and those technologies now  
6 are being used to educate our students. And with  
7 all of the various learning abilities and learning  
8 styles, we found that E2020 is able to kind of cater  
9 to those styles in providing, you know, more  
10 visuals, more reality for students.

11           A lot of students in New Mexico don't get  
12 to step out and see the world, and these types of  
13 programs bring the world to them in a very real kind  
14 of way. Kids are used to making connections through  
15 media, and that's one of the reasons why we chose  
16 the E2020 program. Even as adults we're taking  
17 on-line courses and we're -- education is just  
18 moving into a very new realm. And in trying to  
19 prepare students for the things that are to come,  
20 this type of program is one of those things that  
21 would possibly do that.

22           MR. MATTHEWS: And just a final thought.  
23 My wife here, she teaches courses on line for the  
24 University of Phoenix and my Ph.D. program is  
25 primarily on line through Capella, so we do have a

1 lot of experience in what the students may  
2 experience with taking on-line courses. And so we  
3 kind of developed more of a hybrid model to kind of  
4 balance some of the challenges of taking an online  
5 course. We know those relationships and  
6 face-to-face interactions will never be completely  
7 replaced by online curriculum.

8 MS. SHEARMAN: Take me through what your  
9 E2020 morning looks like. Are all the students in  
10 one room? Are they in separate rooms with separate  
11 teachers? What does that look like?

12 MR. MATTHEWS: What that would look like  
13 is we plan to have two labs, 30 computers per lab.  
14 And each lab will have one teacher and one job coach  
15 slash EA. And that would look like, there would be  
16 two parts to the session, to the morning session.  
17 So from 9 to 10:30 there will be a session, and then  
18 from 10:30 to 1:00 there will be a second session  
19 with a little break in between.

20 But the teachers and the assistant will  
21 float the lab and assist in making sure that the  
22 kids are working and on task and offering any  
23 support necessary. They will also, as case  
24 managers, monitor the -- E2020 has a pacing kind of  
25 mechanism built into the software where by a certain

1 date, if a student is going to complete a course,  
2 they should be at a certain place in the lesson. So  
3 they will be also in charge of helping keep the kids  
4 on pace to complete the particular course that  
5 they're taking at that time.

6 MS. SHEARMAN: Is this going to be  
7 accessible from any other location?

8 MR. MATTHEWS: Yes, we -- another reason  
9 that we chose -- and I'm glad you asked that. Is  
10 because students can access -- we will set aside, I  
11 think, 20 or 30 licenses that the kids can access  
12 the curriculum from home 24 hours a day, seven days  
13 a week, including the weekend.

14 MS. MATTHEWS: And if I might add, also in  
15 those labs, I'm thinking of my own and the children  
16 that I encounter over my educational experiences.  
17 In a traditional schedule you might have math right  
18 after lunch or English first thing in the morning,  
19 and I don't do well with math after lunch  
20 personally. You know, once the food gets in there  
21 and get a little tired. You know, it provides that  
22 flexibility for students to do the content areas  
23 that they are comfortable with at that particular  
24 time.

25 In addition, something that you might see

1 is, you know, maybe that special needs student that,  
2 you know, just needs a break and needs to stop for a  
3 second and, you know, look at some resources and  
4 maybe get with a peer and say, you know, let's go  
5 over this and do a little group study.

6 It's very flexible in that respect where  
7 the teachers will be able to monitor that or, you  
8 know, walk them through things, pull you out  
9 manipulatives, that type of thing.

10 MS. SHEARMAN: Thank you. Regarding those  
11 20 licenses that you're going to pull out for home  
12 use or whatever, how are you going to insure that  
13 the student is the one doing the work, taking the  
14 test, all of those things?

15 MR. MATTHEWS: That's a very good  
16 question. And knowing that there has been some  
17 integrity issues with some of the online software,  
18 what we will do is set -- the students will -- they  
19 will do their lessons and quizzes at home, but they  
20 have to take their test at school. So they will not  
21 have access to the end of the unit test. They will  
22 only have access to the lesson itself and then some  
23 of the smaller quizzes throughout the lesson. But  
24 their end of the -- I call them chapter tests or  
25 unit tests, they will have to take at school.

1 MS. SHEARMAN: Thank you. Let me ask you  
2 to go to page 19 in your application. There are a  
3 couple of statements here that I wanted to get more  
4 information on. The first sentence says,  
5 "Accommodation of online face-to-face teaching will  
6 give student the benefit of a flexible schedule  
7 while maintaining a high quality education. The  
8 face-to-face teachers will provide whole class,  
9 small group instruction and individualized  
10 feedback," blah, blah, blah, "master the core  
11 material and will provide instruction on leadership,  
12 service learning, and character education."

13 Those are the three areas that are going  
14 to be taught face to face. All the core subjects  
15 are going to come from E2020, is that correct?

16 MR. MATTHEWS: Yes, that's basically  
17 correct. Now, there will be some electives offered  
18 on E2020, but as far as the face-to-face courses  
19 that will be taught, all of the students will take  
20 three years of leadership, three years of  
21 communication, and three years of service --

22 MS. SHEARMAN: Math, English, science --

23 MR. MATTHEWS: Yes.

24 MS. SHEARMAN: "Students of GREAT Academy  
25 will achieve success through increased general

1 academic improvement resulting in improved  
2 standardized test scores." How will you do that? I  
3 realize you're depending on the quality of the E2020  
4 instruction, is my assumption. What if that doesn't  
5 do it?

6 MR. MATTHEWS: Well, in combination with  
7 the E2020 and the hybrid model as part of their  
8 academic improvement plan, at the beginning of the  
9 year we will get a baseline assessment of how the  
10 student is performing in the different core areas,  
11 and then the academic improvement plan will be  
12 designed to help prop them up in the areas that  
13 they're not proficient in. And so the E2020 would  
14 not be the core or -- I guess the soul of the  
15 curriculum. It would be more of the academic  
16 improvement plan would drive that kid's particular  
17 program.

18 So we'll know through our data every  
19 student, where they're performing at, and come up  
20 with different interventions to help prop them up in  
21 the areas that they're lacking. But we do not  
22 necessarily -- are really crazy about high stakes  
23 testing as educators, but it is the law of the land,  
24 and it is a very good way to kind of get a barometer  
25 of how the students are performing.

1           So we do plan on incorporating test prep  
2 type activities throughout the year. My wife has a  
3 very good quote. She used to say, we're not going  
4 to really scramble around starting up in January and  
5 leading up to the testing cycle. We're going to do  
6 test prep and focus on attendance throughout the  
7 year. So we don't at the last minute -- like some  
8 schools will incorporate a test-taking session into  
9 their classes right before the test cycle, and we  
10 think that that doesn't give the kids the best  
11 opportunity to perform well on the tests.

12           MS. SHEARMAN: Would you go to page 49,  
13 please, in your application, concerning length of  
14 school day. And you may have answered this earlier.  
15 But my question had to do with the sentence that  
16 says, "The length of the school day supports the  
17 educational plan by giving the student choices and  
18 flexibility in scheduling classes." Was that when  
19 you were saying you can choose to take math earlier  
20 in the day, not after lunch or work on it earlier in  
21 the day rather than later?

22           MS. MATTHEWS: Yes.

23           MS. SHEARMAN: It's the first sentence  
24 after the heading "length of school day."

25           MS. MATTHEWS: Right.

1 MS. SHEARMAN: I think you've answered it  
2 to my satisfaction.

3 MS. MATTHEWS: That's basically the idea,  
4 just giving kids the opportunity to be more flexible  
5 in their learning. It also goes to having them  
6 provided the opportunity to take more control of  
7 their own learning. I think the connections that  
8 are required to make the learning deeper and more  
9 long lasting come when there is a bit of  
10 flexibility.

11 MR. MATTHEWS: And, I'm sorry, one more  
12 point to that. Now, the first year we will only  
13 offer one session. Now, the second year when we add  
14 the 12th grade, we will have a second session that  
15 will be from 1 to 9 p.m. And we do that because  
16 some students, especially for the current  
17 enrollment, if they take their college course in the  
18 morning or if they have a morning internship, they  
19 will have that flexibility to do that up until 1:00,  
20 until it's time to report to school.

21 So we mentioned the 9 to 9, and there was  
22 some confusion about, well, what is that going to  
23 look like? But that's the primary premise of having  
24 those particular schedules. Plus students that --  
25 we have the luxury to have a recent graduate as one

1 of our advisers that helped us put the application  
2 together. And just looking at some of the  
3 challenges as far as taking siblings to school or  
4 caring for a grandparent, we just wanted the kids  
5 not to have any reason why they cannot attend school  
6 sometime between 9 and 9. And even if they are  
7 absent or have an emergency, we will reserve Fridays  
8 and Saturdays for makeup time also.

9 MS. SHEARMAN: I'm taking more than my  
10 share of time, so I need to get moving here. Please  
11 let's go to the budget. If you would pull that up.  
12 I'm looking at your first year budget, and I'm  
13 looking at your narrative on page 73. And if you  
14 could walk me through the budget spreadsheet and  
15 identify where these particular items -- the first  
16 one includes three full-time regular education  
17 teachers. Under teachers I see two.

18 MR. MATTHEWS: Okay. On the five-year  
19 budget versus the narrative, as part of our response  
20 to one of the concerns with the financial plan is  
21 the administrators' part-time teaching roles are in  
22 this three FTEs but here it's not. And that's where  
23 the discrepancy was, and that's why we offered some  
24 clarification.

25 MS. SHEARMAN: So your two administrators,

1 your principal and assistant principal, I assume.

2 Is another full-time teacher?

3 MR. MATTHEWS: Yes, .5 and .5.

4 MS. SHEARMAN: And then you have one  
5 full-time special education teacher, career coach.

6 Which item in the budget is that particular  
7 individual?

8 MR. MATTHEWS: We're copying these  
9 questions down, and we also will provide a written  
10 response.

11 MS. SHEARMAN: If you'd rather get back to  
12 us in writing on that, that's fine.

13 MR. MATTHEWS: Quickly what I would do is  
14 refer to page 101 to this flow chart where the  
15 special education teacher -- so basically the  
16 positions would be the first year, the special  
17 education teacher slash career coordinator would be  
18 one FTE, the school counselor slash data  
19 coordinator, would be the other FTE, and then the  
20 two administrators would share a .5 and a .5. But  
21 basically that special education career coach will  
22 be that special education FTE.

23 MS. SHEARMAN: And my last question --  
24 well, no, not really my last question. Teacher  
25 salaries average 35,000. That's kind of low, is it

1 not? I'm thinking, what, level 1 teachers are 30,  
2 level 2 are 40.

3 MR. MATTHEWS: Well, what we did is we did  
4 a combination between level 1s and 2s, I think is  
5 how we came up with that \$35,000 number. Like I  
6 said, I can get back with a little more  
7 clarification. But we knew that, you know,  
8 especially in the early years, that we couldn't  
9 necessarily support maybe all level 3 teachers. So  
10 what we did is we kind of did an average of level 1s  
11 and level 2s to come up with that \$35,000 number.

12 MS. SHEARMAN: And my last question, I  
13 promise my last, on line 7, you're hiring a business  
14 office support person for seventeen five, a halftime  
15 person, and then the next year it goes to a  
16 full-time person. And then I notice down in the  
17 next section, finance, bookkeeping and accounting,  
18 54,000. So I assume you're contracting your  
19 financial services out, but you're still going to  
20 have either a halftime or a full-time business  
21 office person on-site?

22 MR. MATTHEWS: Yes. The line 17 would be  
23 the .5 portion, and that's a dual position, the base  
24 office support, and then the other part of that  
25 person's salary is line 15, administrative

1 associate. So that person will serve a dual role as  
2 our liaison between the school and the Griego and  
3 Associates, the business management that we're going  
4 to contract out with.

5 So what we're basically attempting to do  
6 is make sure that we have a person on-site that is  
7 trained and familiar with the -- some of the  
8 financial procedures and really would be the  
9 go-between between the school and the business  
10 manager.

11 MS. SHEARMAN: Thank you.

12 CHAIRMAN GARRISON: Anything over here?  
13 Commissioner Bergman.

14 MR. BERGMAN: Thank you, and good morning.  
15 After reading your application and the preliminary  
16 analysis and links to what's gone on so far, a  
17 couple of questions did occur to me. Are all the  
18 students going to be required to be on campus daily?

19 MR. MATTHEWS: Yes, sir, all of the  
20 students. And what we plan to use, because we're  
21 really wanting the students to get more familiar  
22 with business practices, they would have a badge,  
23 and they will swipe their badge. And that's how we  
24 will, you know, track their attendance. Plus with  
25 them logging into the E2020 from the lab, we will

1 also track their attendance that way.

2 But all of the students will be required  
3 to report to school. The only time they will be  
4 able to leave campus is for lunch and for their  
5 work/study internship or their service learning  
6 project, which will more than likely be done in  
7 small groups with the case manager and the job  
8 coaches.

9 MR. BERGMAN: And you've stated that in  
10 the first year the 9:00 block will be the online.  
11 You have two labs with 60 computers with 120  
12 students. So with 60 students on the computer, what  
13 are the other 60 going to be doing during that  
14 morning block?

15 MR. MATTHEWS: What we plan to do is  
16 alternate the E2020. So 60 will be on E2020, the  
17 other 60 will be working on their communication,  
18 their leadership, their service learning. So we  
19 plan to kind of just flip-flop the two. And then  
20 the second year, when we expand to 12th grade, we  
21 will have enough labs to support 60 and then 60.

22 MR. BERGMAN: So the people that are not  
23 in the lab at any given time are going to be  
24 receiving some kind of face-to-face instruction?

25 MR. MATTHEWS: Yes. Their leadership

1 course, their communication courses, working on --  
2 working with their job coach and their case manager  
3 on the service learning projects, academic  
4 improvement plans. We really made it -- part of  
5 that would be fluid so that if the student is really  
6 struggling, they may need extra time. So we do plan  
7 to have set up an auxiliary lab so if a student is  
8 struggling with a particular academic concept, they  
9 may allocate their time with some E2020 built into  
10 that so that they stay on their pacing chart.

11 So it kind of will be a little fluid. I  
12 know it seems a little cloudy, sometimes it seems  
13 that way to me, but it's kind of all in my head, in  
14 a sense.

15 MR. BERGMAN: So your extended schedule,  
16 which you already mentioned, 9 to 9 or something.  
17 So some of these students might actually work in the  
18 morning and be in school in the afternoon instead of  
19 the traditional --

20 MR. MATTHEWS: Yes. And especially for  
21 the concurrent enrollment students, the dual  
22 enrollment students. We want to make sure they're  
23 able to take classes when it best meets their needs.  
24 Or some of the more formal internships will more  
25 than likely be morning, 9 to 5, and where they may

1 do a half-day kind of program versus an internship  
2 that may require them to work at night.

3 MR. BERGMAN: You're going to have to keep  
4 up with all of these. Some are over here, some are  
5 over there. You're going to have to really stay on  
6 top of that situation, I would suspect.

7 MR. MATTHEWS: Yes. That will be a  
8 challenge. But I think with the different  
9 mechanisms we have in place to make sure that the  
10 case manager is responsible for the students on his  
11 or her caseload and plus the different ways we will  
12 track and monitor the kids will definitely keep them  
13 active and busy and engaged.

14 MR. BERGMAN: Thank you. I think that's  
15 all I have.

16 CHAIRMAN GARRISON: Mr. Gant.

17 MR. GANT: E2020, I have a question too on  
18 that. Are you or are you not going to have  
19 chemistry, physics type labs?

20 MR. MATTHEWS: That's a very good  
21 question.

22 MR. GANT: I don't remember seeing any.

23 MR. MATTHEWS: What we'll do is we'll  
24 explain the lab concept that we have that  
25 incorporates the sciences into the lab.

1 MS. MATTHEWS: For the -- the way that  
2 E2020 is set up, they have labs integrated into the  
3 program. They're more virtual, so to speak. So,  
4 you know, back in the day we dissected frogs and cow  
5 eyeballs. Those types of dissections and lab type  
6 activities are more virtual through this program.  
7 And in addition, the career labs that we have set up  
8 are intentionally cross-curricular so that, for  
9 instance, in our engineering industry and science  
10 lab, the students will have access to more hands-on  
11 types of activities that will kind of mirror and go  
12 along with the things that they're learning in  
13 chemistry and biology and, you know, the sciences.

14 One of the others is we have business and  
15 management labs for kids that enjoy working with  
16 facts and figures. That will provide more real  
17 world type, say, accounting type practices or, you  
18 know, lab per se activities that they would do in  
19 those things.

20 This is all intended to be very  
21 cross-curricular so they're not just learning it on  
22 E2020 and never revisiting it or be able to do  
23 anything that's applicable with those skills.  
24 They're able to see it again and be able to apply  
25 what they've learned in a more realistic fashion.

1           MR. GANT: My question is -- another  
2 question is, let's talk chemistry. This lab you say  
3 you're going to have, is it going to have all the  
4 chemicals and all the tools necessary in the chem  
5 lab so the students can get their hands dirty, make  
6 mistakes, pour the wrong chemicals in the wrong  
7 tubes, boil stuff off, burn stuff off? Because many  
8 professors in chem -- I live in Cruces. I have  
9 friends in the chemistry department. They say part  
10 of the problem is kids coming off of virtuals, they  
11 don't understand what they are doing when they walk  
12 in the lab. And they have to train these students  
13 even to know what a beaker is.

14           MR. MATTHEWS: That's a very good question  
15 and, actually, that was a concern of ours, which is  
16 one of the reasons that we built into our federal  
17 grants moneys for different materials and supplies  
18 and -- for our Project Lead the Way program that  
19 we're going to offer.

20           And, yes, we will have the traditional  
21 lab, and also we plan to utilize real labs as far as  
22 the kids' internships and different real world  
23 experiences to gain some of that knowledge and  
24 expertise around some of the safety issues. And  
25 really what we're trying to do is make that

1 connection.

2           And I remember when I was in high school  
3 and I remember when AutoCAD came out, and that was  
4 the like the big thing back then. And my teacher  
5 made us draft with a T-square first before we can  
6 ever touch the computer. And I thought that was  
7 really valuable, to make sure that we understand the  
8 foundational principles of something before we move  
9 on to more of an abstract.

10           So we do plan to have all of those  
11 traditional kinds of labs and experiments and the --  
12 I don't know what they're called. They're things  
13 where you can close the thing and burn stuff up.  
14 And also make sure that there is a connection to  
15 real labs that the kids that are interested in some  
16 of the more hard sciences will have opportunities to  
17 go out into the labs.

18           MS. MATTHEWS: If I can add, that was also  
19 one of my concerns when we first started  
20 investigating the curriculum. And in my many  
21 discussions with our representative, he's helped me  
22 to understand that those types of procedures,  
23 knowing what a beaker is, knowing how to set up a  
24 lab station and understanding those things that it  
25 takes to be successful when you get into a college

1 level chemistry course, those kind of procedures are  
2 embedded into the curriculum also. So that they --  
3 the students will not go away without knowing some  
4 of that very fundamental information and having that  
5 knowledge to make them be successful or to allow  
6 them to be successful in those types of high level  
7 courses.

8 MR. GANT: Let me state it a different  
9 way, if I may. Would you appreciate a mechanic  
10 doing a virtual brake job and then fixing your  
11 brakes unless he had gotten his hands dirty and he  
12 fully understands how to do it?

13 CHAIRMAN GARRISON: Or she.

14 MR. GANT: Or she.

15 MR. MATTHEWS: That's a very good  
16 question, and the answer to the question is very  
17 simple. Yes and yes. We feel that it is important  
18 for the kids to kind of see it and visualize and  
19 then actually do it and perform it. And so that's  
20 one of the reasons we came up with the -- we really  
21 didn't come up with the concept. There's other  
22 schools that use a virtual curriculum that use what  
23 they call smart labs. And so it's a very similar  
24 kind of concept and program where the students are  
25 required to kind of see it and rotate it in three

1 and four dimensional, but also they must go into the  
2 labs and do different modules and activities that's  
3 related to some of those standards.

4 MR. GANT: I believe you said you were  
5 going to try to get a grant funding from wherever to  
6 build these labs. What happens if the grant money  
7 doesn't come through?

8 MR. MATTHEWS: What I was speaking about  
9 was the federal grant that all charter schools are  
10 eligible for. If for some reason or another we do  
11 not get that grant, then we will seek other private,  
12 federal, state grants. There are a number of  
13 different organizations that are willing to help  
14 schools, especially schools that offer a little  
15 innovation. We're not too proud to go to a company,  
16 an engineering company that's upgrading their  
17 computers and software and labs and ask them to  
18 donate their material to us until we can secure  
19 enough funding to get our own brand-new shiny stuff.

20 So there are a number of different ways  
21 that we will pursue that, but we do plan to make  
22 sure that we're able to offer very realistic  
23 science, engineering experience along with media  
24 arts experience, the business experience, and the  
25 health, education, human services experience.

1 MR. GANT: Staffing, with labs and with  
2 virtual rooms, you were going to have enough staff  
3 to cover everything, physics labs, chemistry labs,  
4 TLC, the whole nine yards, right?

5 MR. MATTHEWS: Yes. And the way we plan  
6 to do that is a phase-in process. The one thing we  
7 learned over the years working with charter schools  
8 is that it's not all going to happen in one year. I  
9 really like Kevin Carol, the guy I quoted earlier.  
10 He said that dreams are not microwaveable. And I  
11 thought that that really hit home to me because I've  
12 always wanted to kind of turn the light switch on  
13 and it's there.

14 So what we do plan to do is phase in the  
15 school to make sure that we're not understaffed.  
16 That's one of the reasons the first year we have the  
17 number of FTEs we have. But then you can see the  
18 second year it jumps up to six full-time teaching  
19 positions and EA job coach positions. So we do plan  
20 to phase it in responsibly to make sure we have the  
21 proper coverage that is necessary.

22 MR. GANT: One last question. Page 58,  
23 please. About the fourth line down under item 4,  
24 about the middle of the page. It talks about the  
25 ESL teacher can provide support to the college

1 instructor on scaffolding instruction. What college  
2 instructor are you referring to? I can't find it  
3 anyplace else.

4 MR. MATTHEWS: What we'll -- we will  
5 answer that question in writing, but it actually  
6 seems like a typo or error. It should just be  
7 instructor, not college instructor, is what we  
8 believe.

9 MR. GANT: How many of your staff will  
10 actually be highly qualified by state standards,  
11 bilingual instructors and EAs?

12 MR. MATTHEWS: Can you repeat that.

13 MR. GANT: By state standards, highly  
14 qualified, how many are going to be highly qualified  
15 bilingual instructors? And I would assume some of  
16 them or all of them have to be dual qualified in  
17 several subjects plus EAs.

18 MR. MATTHEWS: The answer is we plan for  
19 all of them to be highly qualified, including the  
20 EAs, and we do -- I mean, we do plan to make sure  
21 that we provide the ESL services to the students  
22 that need it.

23 But to answer the question, is we plan for  
24 all of them and -- you know, unlike many traditional  
25 schools, most of the teachers will have -- need to

1 have a dual role or a dual qualification. For  
2 instance, we do plan to have one of the teachers to  
3 be highly qualified in science, one in math, one in  
4 social studies, and one in language arts because  
5 when they -- they will be the ones that will  
6 supervise and kind of lead the kids through these  
7 lab experiences. So they will have to have a  
8 background in those particular areas.

9 MS. MATTHEWS: And just to clarify, we  
10 won't be offering any bilingual programs. We will  
11 have teachers that are ESL endorsed and certified,  
12 those to provide ESL instruction, strategies to help  
13 students with those particular needs.

14 MR. GANT: Well, you lost me on that one.  
15 If you have a 10th grader come in whose home  
16 language is Spanish, German, whatever. So you're  
17 not going to have bilingual instruction for these  
18 children.

19 MR. MATTHEWS: Well, I guess to clarify --  
20 not necessarily a program, like a 50/50 or anything  
21 like that. But what we're seeing is we will provide  
22 ESL services to those particular students and, also,  
23 we plan to have at least one of the teachers to be  
24 dual language so that if that does become an issue  
25 for us, that that person will serve as that child's

1 ESL teacher.

2 DR. DURAN: Excuse me, Mr. Chairman. Just  
3 for clarification, there is nothing in the law that  
4 says teachers have to offer bilingual instruction.  
5 There's no way -- Highland High School, for example,  
6 has 28 languages. There's no way they can provide  
7 bilingual instruction in 28 languages.

8 The law is very clear that sheltered  
9 English strategies for second language learners are  
10 very important. There is nothing in the law that  
11 they must have a bilingual teacher. They must have  
12 instructors who can provide ESL instruction.

13 MR. GANT: Dr. Duran, I've understood that  
14 for quite a while, but the statement kind of through  
15 me a little bit.

16 DR. DURAN: The other question that I'm  
17 hearing is there is a difference between highly  
18 qualified and licensed instruction. Highly  
19 qualified by federal law is only in those core  
20 areas. So when we use the word "highly qualified,"  
21 we're talking about the core areas. The other  
22 instruction should be by licensed teachers and  
23 licensed EAs. But EAs are not highly qualified.  
24 They just need to have a license.

25 MR. MATTHEWS: Any other questions?

1           CHAIRMAN GARRISON: I sometimes let it go,  
2 but this E2020, in relation to physical education,  
3 tell me what that's going to look like at The GREAT  
4 Academy.

5           MR. MATTHEWS: We plan to offer 10th  
6 through 12th grade, so we don't plan to offer  
7 physical education. The students need to have those  
8 six required credits to be a sophomore, and one of  
9 those credits that they'll need to have before  
10 enrolling into the school would be PE.

11           And just the cost of gym facilities and  
12 those kinds of things, we just felt like we would  
13 not have the moneys or the facilities to offer that.  
14 Plus one of the reasons we offer 10th through 12th  
15 grade and not 9 through 12 is because the students  
16 really need to be a little older, driving age, plus  
17 they need to be able to work. So we kind of did  
18 away with the 9th grade and just started 10th grade,  
19 which we felt like would solve the PE question also.

20           CHAIRMAN GARRISON: So if someone doesn't  
21 have the physical education credit coming to your  
22 school, what happens then? Have you thought that  
23 through.

24           MR. MATTHEWS: Well, what we had said is  
25 that, for instance, if it's -- if a student applies

1 in April for the lottery and they're chosen, that  
2 once we sit down and do an orientation or review  
3 their transcripts, if they do not have PE, what we  
4 would do is we would recommend that they take that  
5 in summer school so that by the time school starts,  
6 they have met that satisfaction for that credit.  
7 Now, let's say, for instance, they have six credits  
8 and they do not have PE, they for some reason  
9 decided to waive on PE. That's still something they  
10 can do during their summer. They just have to have  
11 it done before graduation because it's a  
12 requirement.

13 CHAIRMAN GARRISON: I see under E2020  
14 elective courses, lifetime fitness coming in the  
15 fall of 2010, healthy living also coming in the fall  
16 of 2010, and the third in the same time frame is  
17 foundation of personal wellness. Are those coming  
18 to E2020 or are they coming to The GREAT Academy?

19 MR. MATTHEWS: This is kind of like a  
20 snapshot of the different courses that they offer.  
21 We may offer some or a combination of some. We did  
22 in our grant application put in some moneys for some  
23 workout equipment so that we may have a little  
24 fitness center or a fitness room, which would be  
25 very similar to a company like Google, for instance,

1 where they have a little fitness center there where  
2 the staff and the students could go and workout.

3 We're trying to mirror as many business  
4 practices as possible. Now, whether it meets the  
5 criteria to provide -- to give them PE credit or  
6 not, we haven't quite worked that all the way  
7 through.

8 MS. MATTHEWS: And the representative  
9 we've been dealing with from the E2020 company, they  
10 didn't have an answer for us on whether or not these  
11 courses would satisfy a PE requirement. So, you  
12 know, we just kind of decided to work around it  
13 until they would be able to give us more information  
14 on that.

15 CHAIRMAN GARRISON: At first glance it  
16 seems like it's -- they're continuing education  
17 subjects. Looking at lifetime fitness, healthy  
18 living foundations, foundations of personal  
19 wellness, more adult classes maybe. Of course  
20 having to meet content standards and benchmarks for  
21 physical education in the state of New Mexico, they  
22 probably would have components of it but would not  
23 satisfy.

24 MS. MATTHEWS: And if I can add, PE in the  
25 traditional sense, we would play dodgeball and

1 football and, you know, do the President's thing to  
2 say we could touch our toes and all that. But a lot  
3 of understanding how to be healthy is education and  
4 unlearning some poor habits that we, I think, as  
5 Americans have in regards to just being healthier  
6 people. So I was excited to see that those were  
7 coming on line, but, like I said, we have yet to see  
8 whether or not they would meet those requirements.

9 MR. MATTHEWS: And we're definitely going  
10 to focus on wellness. That's really important to --  
11 for us to help our students understand that, you  
12 know, if you make the sacrifice, you go to school,  
13 you graduate, you go to college, but because you ate  
14 fast food or wasn't active or didn't have any rec  
15 and leisure, that now that dream job is much harder  
16 for you to maintain and keep and work at a high  
17 level.

18 So health and wellness is very important  
19 for us to make sure that our students understand  
20 some of those kind of lifelong issues that are  
21 really going to help them better transition into  
22 adulthood. I come from a family of diabetics, so  
23 I'm very cognizant of my weight, eating, activity,  
24 get my blood tests every year. So in our health lab  
25 we plan to make sure we stress health and wellness.

1           CHAIRMAN GARRISON: In regard to -- well,  
2 I guess, is everything just coming in the fall of  
3 2010 or is there something on E2020 right now that  
4 is proven that -- I guess I'm waiting for someone to  
5 say they're subcontracting with an Nintendo Wii so I  
6 could beat them off with a stick, but I just don't  
7 know enough about E2020 in that regard.

8           MS. MATTHEWS: E2020 has made an effort  
9 to -- they offer -- E2020 is a nationally recognized  
10 program. Just like Harcourt Brace has social  
11 studies curriculum that's specific to New Mexico  
12 state standards, E2020 has done the same thing.  
13 And, you know, aside from the other reasons that we  
14 chose E2020, that was extremely important because,  
15 you know, the state standards drive the instruction.  
16 And while they're continuing to get better and add  
17 on more -- which seems to be more in the electives  
18 range, the core content areas, which is what, you  
19 know, our focus was, is very solid. And in our  
20 experience with the program, in our investigations  
21 of the program and looking into other schools that  
22 have used the program, that core content area is  
23 very solid.

24           MR. MATTHEWS: Just one example. I'm an  
25 assistant principal at Valencia High School in Los

1 Lunas. We've graduated right at 180, 200 students  
2 last year. Fifty of those students used the E2020  
3 to meet the required courses that they needed to  
4 graduate. So some schools use it for credit  
5 recovery and some schools use it for E2020. But  
6 without E2020, our graduation rate would have been  
7 dismal.

8 CHAIRMAN GARRISON: Thank you. Any other  
9 questions by commissioners? The commission  
10 encourages continued public input in writing until  
11 Saturday, August 21, at 5 p.m. Written comments  
12 should be sent to Public Education Commission CEO  
13 Beverly Friedman, 300 Don Gaspar Avenue, Santa Fe,  
14 New Mexico 87501 or e-mail Beverly Friedman. And I  
15 believe you just received her e-mail, so I don't  
16 have to say all those dots and ats and et cetera.  
17 We request that the applicant adhere to the deadline  
18 and submit their written responses to both the  
19 preliminary analysis and our questions by e-mail to  
20 Ms. Friedman to insure they are received on time for  
21 conversation in a decision making meeting on  
22 September 9, 2010. Thank you. We're going to have  
23 a ten-minute recess. And start at 9:30 with the  
24 next application, Sage Academy.

25 (The proceedings concluded at 9:20 a.m.)

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REPORTER'S CERTIFICATE

I, DEBORAH L. O'CONNOR, New Mexico CCR #297, DO  
HEREBY CERTIFY THAT ON August 18, 2010, the  
proceedings in this matter were taken before me and I  
did report in stenographic shorthand the proceedings  
set forth herein and the foregoing is a true and  
correct transcription of the proceedings had.

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Deborah L. O'Connor, RPR, CRR  
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CASE CAPTION: IN RE: THE GREAT ACADEMY

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ATTORNEY: Mr. C de Baca

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