

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
- 4 Vince Bergman
- 5 Gene Gant
- 6 Carolyn Shearman
- 7 Kathryn Krivitzky
- 8 Millie Pogna

9 STAFF:

- 10 Don Duran
- 11 Sam Obenshain
- 12 Michael C de Baca
- 13 Marjorie Gillespie

14

15

16

17

18

19

20

21

22

23

24

25

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.)

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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.

Deborah L. O'Connor, RPR, CRR
Certified Court Reporter #297
License Expires: 12/31/2010

(1517H) DEB

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

RECEIPT

JOB NUMBER: (1517H) DEB August 18, 2010

CASE CAPTION: IN RE: THE GREAT ACADEMY

ATTORNEY: Mr. C de Baca

DOCUMENT: Transcript / Exhibits / Disks / Other _____

DATE DELIVERED: _____ DEL'D BY: _____

REC'D BY: _____ TIME: _____
