

BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

IN THE MATTER OF:
TRINITY HIGH SCHOOL

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL PUBLIC INPUT HEARING
August 18, 2010
2:37 p.m.
Northern New Mexico College
Joseph Montoya Building, Room ADM 101/102
Española, New Mexico

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APPEARANCES

COMMISSIONERS:

Andrew Garrison, Chair
Vince Bergman
Gene Gant
Carolyn Shearman
Kathryn Krivitzky

STAFF:

Don Duran
Sam Obenshain
Michael C de Baca
Marjorie Gillespie

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 Krivitzky.

9 MS. KRIVITZKY: Here.

10 MR. GANT: Commissioner Gant is here.
11 Commissioner Shearman.

12 MS. SHEARMAN: Here.

13 MR. GANT: The following commissioners are
14 not available at this time: Commissioners Pogna,
15 Lopez, Price, Smith, and Carr. We're expecting
16 Commissioner Bergman anytime.

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

21 (Pledge of allegiance and salute took place.)

22 COMMISSIONER GARRISON: Statement for
23 hearing. The purpose of this hearing is to solicit
24 both written and oral input on the proposed charter.
25 In accordance with the charter schools act, the

1 commission shall receive applications for initial
2 chartering and renewal of charter for charter
3 schools that want to be chartered by the state and
4 approve or disapprove those charter applications.

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

18 The applicant at this time is Trinity High
19 School, and at this time we'd like to hear from the
20 applicant. So if the applicants could move up to
21 the front table here.

22 We'll start off, for the record, please
23 state the name of the school, the names of the
24 founders of the school, the proposed grade levels to
25 be served, and membership projection of the school.

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FATHER BRENNAN: My name is Father Terry Brennan. I'm one of the founding board members. Along with me to my right, Eddie Maestas; to my left, Dr. Juanita Cata; to my left, Catherine De Ore. And a fifth board member, Dr. Larry Torrez from UNM Taos, could not be here today.

We have a projected enrollment of 160, and the other question you had?

COMMISSIONER GARRISON: The proposed grade levels to be served.

FATHER BRENNAN: Nine through twelve, inclusive.

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

FATHER BRENNAN: First, as a point of clarification on the name Trinity, the reviewers who looked at the application properly went to the

1 dictionary to discover the definition of Trinity,
2 but they spoke only about the third definition of
3 what Trinity means. We chose the name Trinity High
4 School based on the first and second definitions of
5 Trinity in the New World Dictionary. One, the
6 condition of being threefold and, two, a set of
7 persons or things that form a unit.

8 Unity is very important to us, as we said
9 in the pledge of allegiance to the flag of
10 New Mexico, the unity, the friendship. Certainly
11 when we see Trinity, what we had in mind was our
12 curriculum. In fact, our motto is business, virtue,
13 and morals. That reflects what our mission
14 statement is in three words. Also, as we were
15 discussing the name, one of our board members said,
16 very obviously, Rio Arriba County, we're talking
17 about the three cultures, the Native American, the
18 Hispanic, the Anglo culture, which is represented
19 here. And someone else mentioned to me recently,
20 let's not exclude the three counties from which
21 we're likely to draw students, from northern
22 Santa Fe County, Los Alamos County, and Rio Arriba
23 County. And I'm sure there will be more meanings of
24 Trinity as we go along, but those were our founding
25 intentions.

1 Now I would like to explain why our
2 charter application should be approved. In fact,
3 what are the most important factors to consider in
4 deciding whether to grant a charter school
5 application. I submit these four points. No. 1,
6 the need. We see in the PED staff report a few
7 weeks ago that the Espanola school district in terms
8 of graduation rate is the fourth worst in the state
9 of New Mexico. Out of the 96 districts we have,
10 we're the fourth worst. And so I think that shows
11 that there needs to be careful consideration given
12 to a charter application that hopes to turn around
13 that graduation rate.

14 We see from other reports that have been
15 generated by PED, Espanola Valley High School is not
16 proficient in math, 92.1 percent; not proficient in
17 reading, 57.6 percent. We see that there is a
18 graduation rate -- as I mentioned, we're the fourth
19 worst in the state at 49 percent. There is a grade
20 span report for 11th grade students showing a
21 proficiency in math of 7.4 percent, proficient in
22 reading, 38.1 percent. When we look at the grade
23 span summary of AYP, we see in math and reading and
24 other -- for high school, none of them have been
25 met. Not any of the AYP standards have been met.

1 So there should be no doubt that the first category
2 of deciding whether a charter school is necessary
3 has been met. There is a need demonstrated.

4 Second criteria, the probability of
5 success. I'm happy to say that Juanita Cata and
6 myself four years ago started Carinos Charter
7 School, which is operating here in Espanola, and we
8 have met AYP the two years that we have been tested.
9 We are the only school that I know -- I'll have to
10 relook at those numbers and see, but we're the only
11 one that I know that has met it. In fact, we are
12 two grade levels higher than the standard medium in
13 the valley. When we have been tested in the
14 standard categories, we're at national standard
15 levels.

16 So I think that that does show that in
17 this valley, we can draw from teachers,
18 administration, staff. We can find what needs to be
19 done to make a successful program with the good
20 nature, with the good relations we have developed
21 with Las Carinos and by the experience we have
22 gotten by running one school successfully. I've
23 resigned from that board three months ago in order
24 to take a stab at a high school.

25 The third criteria, support from the

1 community. We'll hear from that today and with
2 people that have come up to me in the past year
3 expressing their desire to see such a school take
4 place. There's no doubt that in this community you
5 will find from those who are here today and others
6 the high probability of success. And I might say
7 that the support from the community comes from
8 students themselves. There is a desire to have a
9 safe school environment. There is a desire to excel
10 and achieve, and our school is designed to do that.

11 Finally, one of the categories that should
12 be examined as to whether to approve our charter
13 school would be the program itself, the curriculum.
14 The novelty of the approach, what we plan to do with
15 the school. So I'd like to say that in filling out
16 the application, we certainly attempted to be as
17 complete as possible. The application did not state
18 how much detail was required in many of the
19 categories. We tried our best to do what we can to
20 get an idea of what the expectations might be. We
21 read through 13 applications from last year's
22 applicants, the six that were approved, the six that
23 were not, and one that made it over the hump after
24 they did the requirements. We saw that their
25 applications had some detail, but we tried to outdo

1 them in the detail that they had in last year's
2 submissions. That was the only thing we really had
3 to go by to know what was expected and required of
4 us to submit. Following the types of applications,
5 then we submitted what we felt was an acceptable and
6 adequate application. And in reviewing the comments
7 on the analysis, it does appear -- it does appear
8 that most of our application meets the expectation
9 of the Department of Education and this committee.

10 For example, it appears that our
11 partnership letters are satisfactory to show that
12 there is a the needed level of community support.
13 The legal liability section complies, the other
14 student services. Also, the facilities section did
15 not raise significant follow-up questions. We
16 provided an acceptable description of the governing
17 body once we clarified the term of governing body to
18 include our interim board.

19 The fiscal management appears to be
20 completely acceptable with a slight clarification.
21 We can easily brief explanations, as we will in the
22 next few days, clarification in the subjects
23 regarding the lottery, the waivers. These sections
24 are not lacking in significant ways, but we can
25 clarify -- after having received Dr. Duran's

1 comments, we can clarify those sections easily.
2 Even the budget needs but a few clarifications in
3 order to make it fully acceptable to PED.

4 What we see as requiring our written
5 response that pertained to more extensive comments
6 would be our licensure requirements for professional
7 staff, the plan for teacher staffing in areas of
8 electives and, of course, the analysis spends most
9 of its time critiquing our educational plan.

10 So, first of all, I would like to say that
11 there should be no question that the type of model
12 we are proposing is not only acceptable as a
13 valuable educational technique but is in fact
14 encouraged. The school-to-work opportunities act of
15 1994 makes this clear. What we have done is to
16 select a particular kind of school-to-work program
17 and have made it our model since it offers
18 incredible graduation percentages.

19 Is it a Catholic program we're
20 implementing? We've made it very clear, there's no
21 Catholic curricula involved at all. We simply
22 selected a particular model that has a 94 percent
23 graduation rate in every jurisdiction in every
24 school district that has been proposed.

25 Myself and Dr. Cata visited the school

1 that is this model in Tucson. We were bowled over
2 by the respect that the students have, the way that
3 they dress, their appearance, suit and ties even at
4 school. The achievement that they have.
5 94 percent.

6 Cristo Rey says, we go to the worst zip
7 code, that's how they make their mission, we go to
8 the worst zip code in large cities. We could not
9 get them to come out here and do a Cristo Rey school
10 in Espanola because they said we're too small. You
11 do not have enough opportunities to provide jobs for
12 your students.

13 Our response is, we don't need a large
14 metropolitan area if we're within 20 minutes and a
15 half hour from Los Alamos and Santa Fe. I tried to
16 explain that to them. They said no, even though our
17 students in Philadelphia and Chicago travel 45
18 minutes a day, we just don't think it's viable to
19 try.

20 That's fine. We'll borrow your model.
21 We'll put your model in Espanola and then maybe
22 you'll decide to try your model in other places too.
23 So I'm inspired by the opportunity to show that this
24 model that works so well with inner city students
25 with Hispanic and Native American populations as we

1 saw in Tucson, in desperate situations in other
2 cities, will obviously and satisfactorily work here.

3 It is the concept that is worth
4 supporting. We will be a New Mexico content
5 standard high school. The educational portion of
6 our application makes no bones about that. We are
7 not attempting to implement a new type of
8 curriculum. We will meet every benchmark and
9 standard of the state of New Mexico. We made that
10 very clear; the smart standards and goals, very
11 clear. There is nothing that we are implementing as
12 a novelty in terms of curriculum and, therefore, we
13 will follow the standards that are clearly set forth
14 that are workable and do work in the state of
15 New Mexico.

16 We've selected a goal that we want our
17 kids to be ready for college. Our curricula will
18 meet every requirement of PED. In addition, we're
19 pushing philosophy. It seems to be a very natural
20 component when we have a business-oriented program
21 where they work in the community one day a week in
22 professional jobs. Not just any job but hospitals,
23 law offices, engineer's offices, state job offices,
24 Los Alamos job offices. That's the difference
25 between a work program in which the kids simply work

1 and the kind of Cristo Rey model that we're
2 implementing, you see.

3 When we -- when we put philosophy in, what
4 we're telling them is, you're in the work
5 environment. We've had too many bad examples from
6 Enron down to the present with banks and savings and
7 loans, with manufacturers, you name it. We've seen
8 it in our country way too often. Morals and ethics
9 will show them that there is a better, different way
10 to live their lives, both in the work environment
11 and in the school environment, in the family
12 environment. Philosophy used to be taught as
13 required classes where I come from 50, 60 years ago
14 in high school. Now it's not part of the
15 curriculum. It needs to be put back in.

16 It's our understanding that the time
17 allotted before the school opens is to be utilized
18 for such things as curriculum development, which
19 means that there is a nine-month time to complete
20 this process that we've begun in our application of
21 curriculum, our educational program. We've
22 demonstrated a good grasp of the task ahead and a
23 method to go about completing the job. The federal
24 stimulus grant also anticipates this is an allotment
25 of funds to be used for curriculum development. The

1 charter schools that have been approved in the past
2 have done this.

3 Therefore, despite the length of -- and
4 depth of comments made on our educational plan, our
5 board stands behind our application feeling that the
6 charter school application process allows for
7 further curriculum development along the lines that
8 the PED would direct us, our cooperation with
9 further comments. We can complete an educational
10 program, a complete application to the success of
11 the students here in the valley. Thank you.

12 COMMISSIONER GARRISON: Do we have anyone
13 representing -- we'll play musical chairs for a
14 little bit this afternoon. Anyone representing the
15 local school board to speak?

16 MS. ARCHULETA: I'm the superintendent for
17 the Espanola public schools.

18 COMMISSIONER GARRISON: Were you planning
19 on speaking?

20 MS. ARCHULETA: Yes, I was.

21 COMMISSIONER GARRISON: It's your time.
22 Come on up. I want to identify local school board
23 members or district representatives. Please state
24 your name and title for the record.

25 MS. ARCHULETA: I am Janet Archuleta, the

1 superintendent for the Espanola public schools.

2 COMMISSIONER GARRISON: We will now ask
3 that you state your reasons this charter school
4 application should be approved by the commission
5 and/or reasons why this charter school application
6 should be denied. You have ten minutes, so please
7 be as precise as you can during your time. You may
8 now begin.

9 MS. ARCHULETA: Thank you, Mr. Chairman
10 and members of the commission. I come before you
11 this morning -- or this afternoon to let you know
12 that the Espanola public school district does have a
13 collaborative relationship with an existing charter
14 school. We are their authorizer. We also recognize
15 that in this particular application we are not asked
16 to be the authorizer for the Trinity High School.

17 But with all of that said, I would just
18 like to say that in looking at the analysis and the
19 application in that we would serve all students
20 within the Espanola Valley, that it would be very
21 important to the public school that the curriculum
22 that would be provided would be directly aligned
23 with standards. We at our high school are moving
24 from an eight-period day -- or an eight period week
25 to a six-period week, which enables our students to

1 really have a rigorous -- a rigorous week. So it
2 would be very important that should there be any
3 movement between students from the Trinity High
4 School to the Espanola High School that we would be
5 able to have that looked at and worked on as a
6 seamless transition just because the opportunity to
7 obtain credits are very packed within our school
8 year.

9 We do offer some instances of credit
10 recovery after school, but we are moving to a 24
11 graduate credit requirement and a six-period day.
12 So that's just something that I would like to bring
13 forth, that the credit requirements are very
14 rigorous and very tight for our students in case we
15 have students moving back and forth.

16 I recognize that the community, whether it
17 be those students that attend the Espanola Valley
18 High School or the charter schools, that all of us
19 are here to really have a quality education for the
20 students of the valley. So in your statement,
21 either support it or not support it, I only bring to
22 you that I would like to see that the curriculum
23 would align that should we have movement, our
24 students would be able to garner the required
25 graduation credits, knowing about the four maths,

1 the four Englishes, and the PE requirement, and all
2 that. It's very important that our students are
3 afforded that and we're not trying to play some
4 catch-up with just two years able to do catch-up.

5 COMMISSIONER GARRISON: Any other local
6 school board representatives or district
7 representatives? Seeing none, we will move on to
8 community input.

9 Public comments and observations regarding
10 the application will be heard at this time. There
11 will be a four-minute time limit per presenter.
12 Persons from the same group and having similar
13 viewpoints are asked to select a spokesperson to
14 speak on their behalf. Multiple and repetitious
15 presentations of the same view will be discouraged.
16 I know there is some folks that wanted to speak. So
17 if we could get maybe hands raised of any community
18 input or people are just signing in for attendance?

19 And you understand the protocol. State
20 your name and also write it down for our record.

21 MS. TRUJILLO: I'm Priscilla Trujillo.
22 Speaking for myself, I am -- have been associated
23 with the college here at Northern for about 35
24 years, and I have experience in working with
25 students that have graduated from area high schools.

1 And I guess that is one of my biggest concerns, is
2 although they have graduated high school, they came
3 to us and the first thing they wanted to do was
4 register for their selected major, only to find that
5 they had to take some placement exams and then be
6 crushed that they didn't pass. And they needed to
7 take developmental studies.

8 We had 87 percent of incoming students
9 required to take developmental studies courses in
10 English, math, and reading and, of course, that set
11 them back. But they were very bright and very
12 determined and because they were able to get that
13 foundation, they went on and did great things. One
14 of our students graduated with a master's degree
15 from MIT in Cambridge, for example.

16 So our students in the valley are very
17 bright and very determined, but they have had many
18 obstacles many times that the schools didn't have
19 anything to do with. For example, the family's
20 situation, the family's educational background. But
21 they're coming to us to the grade schools, to the
22 high schools, and the college to get educated.

23 Now, many students do well in a large
24 environment. Espanola Valley High has approximately
25 1200 students. Two of my grandsons attend there.

1 One is a senior, one is a sophomore, and they're
2 doing very, very well. But they have the support
3 from home, and that makes a big world of difference.
4 They like the bigness of the school. They really
5 enjoy that. They get energized.

6 But we have some students that were very
7 shy and very timid, as I was a long time ago, and
8 they do better in a small setting. Now, if you're
9 faced with a school of 1200 students, you're shy to
10 begin with, you're not very sure of your background,
11 you're traveling 20 to 25 miles one way to get to
12 school in a crowded bus, you're going to think
13 twice. You're going to be scared.

14 And we all learn in different modes, do we
15 not? Some can hear a lecture and soak it in right
16 away. Others of us need to see it, write it down
17 and have hands-on in order to get it through our
18 heads. But, you know, there are different methods.

19 We have some very good teachers at the
20 high school, but if they have a hundred to a hundred
21 fifty students a day, it's unreasonable to expect
22 them to be able to sit and give individualized
23 attention to these students. A lot of these
24 students that don't get that individualized
25 instruction will get discouraged, and they end up

1 dropping out. Now, if they have a smaller school to
2 come to, they're going to thrive, they're going to
3 get the individual attention.

4 Before I went into administration, I
5 taught for a number of years here. And I had so
6 many students that would tell me, "I was told I
7 would never succeed in college." In fact, when I
8 started, it was a technical-vocational school. They
9 were told that they didn't have -- that they were
10 too dumb, that they just couldn't do it, they hadn't
11 done it. But once they started and they got going,
12 they did very, very well.

13 A lot of times they told me, "I was never
14 recognized as an individual. I felt I was
15 invisible. I got lost in this sea of 1200
16 students." But when they were recognized as
17 individuals and they were tutored and they were
18 nurtured and they were encouraged, they did
19 extremely well. And that is why charter schools are
20 so important.

21 COMMISSIONER GARRISON: Any other public
22 input? Come on up. Yes, sir.

23 MR. BIRD: Good afternoon. My name is
24 John Bird. I am from the Pueblo of Ohkay Owingeh,
25 and presently I am the director of education and I

1 provide oversight to the Ohkay Owingeh community
2 school, the Head Start program and their federal
3 programs and act as a -- one of the public relations
4 men with the Espanola schools to make sure that all
5 our education programs in the school are going well
6 and to make -- also make sure that the tribe -- that
7 the school and the tribes are able to work together
8 in educating the Native American students from Ohkay
9 Owingeh.

10 Right now we have -- I believe the last
11 count was close to a hundred students who have been
12 very pleased with the performance they've had there.
13 But I've noticed in my years of teaching for the
14 Espanola schools and being an administrator, there's
15 a lot of good work going on in the schools and --
16 but there are some instances where we do need a
17 separate alternative.

18 I have been with the schools -- I've been
19 in this valley long enough to see some of the trends
20 in Native American student attendance at the schools
21 here in Espanola in the valley. High school, I
22 think one of the biggest areas that we lack right
23 now is at the high school level. And I've got to
24 commend Espanola for this year hiring a counselor,
25 social worker to work with our Native American

1 students. That is something that we've been
2 advocating for an awful long time simply because our
3 students are unique. They're shy, you know, for
4 some reason or another and a large school does
5 intimidate them a little bit. So as a result of
6 that, we've had students never get to college, but
7 we've had some successes. We do have some attending
8 college now.

9 But it's been my experience that when we
10 had a counselor at the high school -- a total native
11 American counselor at the high school one time was
12 able to pay attention and guide them, we had some of
13 the biggest enrollments at colleges and universities
14 during that time. But right now we're very hopeful
15 that that's something we can begin to accomplish
16 again.

17 But as was mentioned earlier, the Native
18 American students are shy. Sometimes they need a
19 different approach. Right now you will find that I
20 think there are only 12 Native American students
21 from Ohkay Owingeh at the high school. Where are
22 the rest of them? We've had 90-some, we had
23 enrollments of 110 at the elementary school. Where
24 do they go?

25 Well, our children are spending plenty of

1 time on the buses from here to Santa Fe Indian
2 School. Why? Because they feel that they get more
3 attention there and actually feel more comfortable.
4 They're very competitive students.

5 So as you can see, the alternative school,
6 the charter school being presented, presents some
7 very interesting things for the students from our
8 pueblo to consider as an alternative. The mission
9 statement itself provides us with some very good
10 things that complement our culture. And so, you
11 know, when I talked to the governor, he was very
12 supportive at this point, although he has -- he
13 needs to work through his council and things of this
14 nature. But personally, as a director, I feel very
15 confident that a program of this nature would
16 complement and be very beneficial to the students
17 from San Juan or Ohkay Owingeh. Thank you.

18 COMMISSIONER GARRISON: Any other
19 community input? Yes, sir.

20 DR. VAN LENT: I'm Dr. Peter Van Lent.
21 I'm a substance abuse counselor with the Interfaith
22 Leap Agency in Chimayo. Before I entered the field
23 of substance abuse counseling, I was in education
24 for 35 years, and I taught every level from pre Head
25 Start through graduate school.

1 The experience that I have had as a
2 substance abuse counselor to young people in
3 northern New Mexico has pointed out to me many of
4 the needs that our young people have, the reason why
5 they're less successful than we'd like them to be.
6 Many of those needs have already been addressed by
7 my colleagues. I would add simply to it that a
8 school of this nature is bound to get more parental
9 support and, therefore, the students will get more
10 parental support.

11 It's something they can understand and
12 believe in. The public school tends to be taken as
13 something automatic, but a special school makes
14 their kids seem special, and they will be more
15 supportive of education. And lack of parental
16 support for education is an enormous problem in this
17 community, whether you want to admit it or not.

18 The second thing I would say that this
19 program offers is that young people want to feel
20 useful. They want to feel involved. They want to
21 feel that they're doing something. Often they want
22 to do something that benefits their community. And
23 the hands-on part of this school would speak to
24 that.

25 I learned long ago that the worst way you

1 can possibly teach a young person something is to
2 lecture to them. They can learn it much better by
3 doing individualized work on their own, with their
4 peers, and actually being involved physically and
5 mentally in some sort of a project. This, I think,
6 would make the students in this part of our country
7 very much more involved in education.

8 But the final thing I would say is that
9 the structure that a moral school would give -- and
10 I'm not limiting the morality to just the Catholic
11 church. I would say any Interfaith or any
12 faith-based thing gives young people boundaries, it
13 gives them the limits, it tells them where their
14 behaviors are good and positive and where they're
15 not. This is tremendously lacking, I think, in most
16 of the school systems today. Rules are imposed upon
17 them, they don't care about them, they don't listen
18 to them, they don't follow them. But the support
19 that can be given by an alternative school would
20 make more sense to them. The individualized support
21 would make a lot more sense to them. Somebody has
22 listened to them, someone has talked to them,
23 someone knows what their particular needs and all
24 are. Thank you.

25 COMMISSIONER GARRISON: Any other

1 community input? Come on up. And I saw a hand in
2 the back there. You'll be next.

3 MS. SALAZAR: Thank you for having us and
4 for listening to us. I'm Helen Kain Salazar. I am
5 a city councilor. I am not here as a councilor. I
6 am here as a product of the Espanola schools. I
7 grew up in this town, and I am very, very proud to
8 be from this valley. Back in -- I won't even tell
9 you what year I graduated. But the classes were
10 smaller, we got more attention.

11 After graduation -- when I graduated from
12 high school, I went out to California. I went to
13 UCLA. I wasn't able to make it there because it was
14 so large. It was so difficult that I felt like I
15 was just another person striving to do something
16 that really nobody even cared about.

17 When I came back to Espanola, I came to
18 this college and got an associate in psychology
19 because it was smaller, because I knew the teachers,
20 because I knew the students, and that meant a lot to
21 me. And, therefore, I do think that a charter
22 school would be more personal. Even Monday I think
23 President Obama favored charter schools because the
24 input to each student would be more personal and
25 also the outcome, the graduates from this school

1 would be more and, therefore, I do hope that the
2 charter school will be considered. And I thank you.

3 COMMISSIONER GARRISON: Please.

4 MS. VALDEZ: I tell my fifth graders
5 now -- Mrs. Valdez. I've been teaching for 40
6 years. This will be my 41st year that I will be
7 teaching. My name is Theodora Valdez. I'm a little
8 excited here. And I worked for public schools also.
9 I worked for parochial schools, public schools, and
10 I retired in 1997.

11 I volunteered my services to Hands Across
12 Culture, Siete Norte, and other community
13 corporations for about four or five years. And then
14 I thought my heart is in teaching. What am I doing
15 here? So I went back to teaching.

16 I am presently teaching at Holy Cross
17 Catholic School. I love it. I have a mission. Our
18 students have a mission. And, yes, our school is
19 small. We have about 153 students. I teach sixth
20 grade. I have 14 students, wonderful students.

21 This year for the first time we are
22 exchanging classes with fourth, fifth, and sixth so
23 we can give them the opportunity to learn what it is
24 to be in middle school.

25 We were hoping that we could start a

1 Catholic junior high and high school. That was our
2 hope. It's been our hope for years. But this
3 didn't happen, has not happened. We're still
4 hoping.

5 The charter school would certainly fulfill
6 a great need that our school has at this point for
7 our students to continue. Our students set goals.
8 They know what is expected of them, and they do get
9 results.

10 We have recently received data from the
11 archdiocese. 95 percent of our students score above
12 the national percentile. So we are very fortunate
13 that we are able to teach our students not just
14 academics. We teach them other things. And so
15 because of their background, they are ready to go
16 for something that, you know -- something like a
17 charter school.

18 They need an alternative. This is a good
19 alternative. Some of our schools -- some of our
20 students are lost when they go into public school,
21 but they can't afford McCurdy and they can't afford
22 St. Mike's. Only one or two percent of our students
23 go on to go to higher learning in private schools.
24 But they like that setting and they succeed in that
25 setting. So I thank you for your time and for

1 allowing me to say a few words.

2 COMMISSIONER GARRISON: Any other
3 community input?

4 MR. VALENCIA: My name is Arthur Valencia,
5 and I think that this school is a very good idea
6 because we need a school like this in the valley of
7 Espanola because the school I'm going to now, we're
8 getting too much students and it's usually like 50
9 students we had last year. Now it's up to -- I
10 think my teacher said 120. So now we are not
11 getting our usual attention that we need. So I
12 think this school would be more for this community.
13 Thank you.

14 COMMISSIONER GARRISON: Any other
15 community input?

16 MR. JARAMILLO: Good afternoon. My name
17 is Vernon Jaramillo, former superintendent of Mesa
18 Vista, former superintendent of Espanola, currently
19 the chancellor, head administrator for Carinos
20 Charter School in Espanola.

21 Father Terry and Dr. Cata a few years ago
22 founded and organized this charter school. People
23 thought it wouldn't succeed. We started with 50
24 students, K through first, and we have now 210 kids,
25 a lot of parent participation, and we made AYP two

1 years in a row. So it's a blessing we offer
2 something different for Espanola.

3 Our current superintendent,
4 Mrs. Archuleta, is being very supportive about
5 charter schools. Can't say anything bad about her.
6 She's great. Better than the other superintendent
7 who was here before. They've invited us to be part
8 of the schools. We're now adopted by them whereas
9 before we were stepchildren. So that's a blessing
10 Carinos' Charter school's parents.

11 We've been very successful. And I know
12 that if this council approves Trinity High School
13 with its mission and its compassion it has for a
14 different form of education involving the business
15 people, involving the parents, it would be
16 successful as well as a school of choice. It's up
17 to the parents to make their decision whether they
18 want this kind of a school. It's up to the students
19 to be part of the school. Please make us all proud
20 and approve this charter. Thank for your time.

21 COMMISSIONER GARRISON: Thank you. Any
22 other community input? Yes, sir.

23 MR. WILSON: I am Quentin Wilson, and I am
24 presently the president of the board of governance
25 of Carinos, and I would just like to say several

1 things.

2 Charter schools are really in the news
3 right now after the legislative finance committee
4 report, and we have seen that charter schools may
5 not perform as well as the schools that -- the
6 districts within which they reside. I personally
7 don't care because charter schools do other things.
8 Carinos itself certainly has met standards.

9 But we're doing other things with our dual
10 language program. And one of the things I think
11 that is important to me is to rather than think of
12 us as an alternative school is to think of us as a
13 supplemental school. And I think with the school
14 that's in front of us now, I think it's
15 supplemental. I don't see it necessarily as an
16 alternative. It would be very handy for Carinos
17 itself, since we're currently going from
18 kindergarten through sixth, to have an opportunity
19 for our students to stay within the charter school
20 system if they moved to Trinity school.

21 Personally, I don't think there's no
22 greater thing in this country than the separation of
23 church and state. I assure you, you will have a
24 watchdog right here in Espanola making sure that
25 separation of church and state is highly maintained.

1 I -- also, one of the things that's really
2 gotten me interested in the charter school
3 movement -- I might never have thought myself to be
4 part of that. I watched things move along with the
5 voucher system and in the Regan era. I'm a lifetime
6 Democrat, and I've made the statement that we are
7 nonpolitical. And by that I mean don't think we
8 have any kind of an agenda in Carinos that leads us
9 one way or another in politics. And I don't think
10 that's true of one or two charter schools I can
11 think of. So you also have me in this area trying
12 to make sure that the school is not involved in
13 politics and that the schools are following the
14 curriculum.

15 But I think the supplement -- and right
16 now I think coming on line in Albuquerque is the
17 ACE, which is the architecture, construction, and
18 engineering school. And why this is of interest to
19 me is it's largely backed by associated general
20 contractors and they are the supporters of a program
21 that I teach here, the carpenter apprenticeship
22 program here at this college.

23 One of the saddest things to me in public
24 education in the United States is we've lost the
25 shop teacher with his overalls and the pencil over

1 his ear. They're gone by and large. And the last
2 place that produced these teachers in UNM was
3 Eastern New Mexico. UNM closed its industrial arts
4 program probably 30 years ago, maybe 40 years ago.
5 Eastern closed up about 12 years ago. So we don't
6 have that sort of an outlet for that student. We
7 don't have the teachers to teach them. So we know
8 that music programs have diminished, we know that
9 art programs have diminished. We know -- you know,
10 but people forget that geography has been forgotten
11 and the industrial arts.

12 This has nothing to do with Trinity, but
13 it has to do with this entire movement. And I think
14 there's so much hope. And I say I don't want us to
15 view charter schools as an alternative but as a
16 supplement. I think they can add to the local
17 district. And I would certainly hope that Carinos
18 is viewed this way, and I certainly hope that
19 Trinity would be viewed as a supplement. Thank you.

20 COMMISSIONER GARRISON: Thank you, sir.
21 Any other community input?

22 MS. BERRYHILL: I don't know the protocol.
23 Do I introduce myself?

24 COMMISSIONER GARRISON: We're going to
25 start off with ten pushups.

1 MS. BERRYHILL: I'm going to go sit down
2 then.

3 COMMISSIONER GARRISON: State your name
4 and let us know what you want us to know.

5 MS. BERRYHILL: I'm Catherine Martinez
6 Berryhill. I'm the dean of the college of education
7 here at Northern New Mexico College, but I'm also a
8 concerned citizen. I've lived in Espanola
9 practically all my life, and I graduated from
10 Espanola High School. And I won't tell you when,
11 but quite a while ago.

12 I would just like to say that Trinity High
13 School or any school that is intending to do a
14 school-to-work program like Trinity is a good
15 addition to a community because we've kind of gotten
16 away from that. We keep going to college prep. And
17 part of Trinity's mission is to do college prep and
18 academic excellence, but part of its mission is also
19 to do school-to-work. And according to the
20 school-to-work act of 1994, this is something that
21 even the government recognizes as being a very
22 valuable thing for communities.

23 Considering the fact that we live in an
24 area of chronic poverty according to the US
25 Department of Agriculture, it certainly stands to

1 reason that schools like this, a small school like
2 this, could have an impact and could teach all of us
3 something about what do you do with large
4 populations of maybe underprepared students, how do
5 you deal with them, how can you better serve them,
6 and how can those students eventually better become
7 functioning members of the economic community.

8 So I think that looking at Trinity High
9 School in a variety of ways including economic -- as
10 an economic stimulus and also as an academic
11 excellence package I think is a very, very good
12 thing for the community. That's it.

13 COMMISSIONER GARRISON: Thank you so much.
14 Any other community input? Come on up.

15 MR. CASTLEMAN: My name is Craig
16 Castleman. I'm the field placement director here at
17 Northern New Mexico College. Last year I had the
18 experience of working on a proposal for a charter
19 school that would partner with Northern New Mexico
20 College. I had a chance to take the excellent
21 seminars that were provided by the charter schools
22 division and to work with the New Mexico Coalition
23 for Charter Schools.

24 And so I had chance to learn what this
25 process is like. I had lots of people working with

1 me. I understand this was done by a -- this
2 proposal was put together by a very small group of
3 people. One, really, with some help.

4 I had the opportunity working with the
5 coalition to look at other charters. They included
6 me in their process of looking at charters and
7 critiquing charters, so I got to see a lot of
8 charter proposals.

9 When I got a call at the last minute to
10 come and look at the one for Trinity, I didn't have
11 a lot of time, but the first thing I wanted to
12 address was the first thing that struck me that
13 Trinity, church and state, forget about this.
14 You've got to change the name fast.

15 The second was, you're going to be
16 teaching courses in philosophy. Well, is that a
17 disguise for a parochial education for religious
18 teaching? And so I went over to have the meeting
19 with these concerns foremost in my mind. And having
20 read all these other charters and everyone was so
21 careful, those were the first questions I asked.
22 And I walked away that there is another meaning for
23 Trinity and that in fact religious meaning comes
24 pretty far down in the dictionary.

25 They were speaking of several trinities.

1 The most important one is the three primary cultures
2 of this valley and this notion of community service
3 and academic excellence. In fact, they were looking
4 at three in many different ways. And their
5 inspiration may have been religious originally, but
6 certainly their intention was not to create a
7 religious school.

8 And the thing that impressed me the most
9 about reading the charter is that they really had a
10 wonderful handle on this idea of getting students
11 out into the community. That they had reached out
12 to institutions here and were trying to build
13 partnerships with institutions in the community so
14 kids would have the opportunity to work and feel
15 valuable and feel important. If kids are dropping
16 out, it's because they feel, let's face it, high
17 school is boring and they don't feel connected. And
18 many students feel, we have more important things to
19 do than sit. And this school is giving them the
20 opportunity to go out and feel like valuable people.

21 I just wanted to speak in favor of that to
22 let you know, just in case you guys also got a
23 little nervous when you first saw that name, that
24 other people feel that way too. But I certainly am
25 satisfied that this is not a religious school and

1 there's no confusion on the part of the founders.

2 Thank you.

3 COMMISSIONER GARRISON: Any other
4 community input? Come on up. We'll go with her and
5 then you, sir, in blue.

6 MS. BORREGO: My name is Renee Borrego,
7 and I come before you as a concerned parent but also
8 I personally am an employee of Los Alamos National
9 Lab. And they have just received a lot of funding
10 for a lot of work that is going to go on up there
11 for at least 20-plus years right now. So I think
12 that this charter school with its mission of
13 teaching these children -- well, these young adults,
14 they're not children, but teaching them how to get
15 prepared for the workforce and then walk into it
16 with at least some basic skill and potential and
17 capability to go ahead and do that, being that many
18 of our students prefer to stay with their families,
19 they don't want to go out of state, they don't want
20 to uproot, they don't want to move.

21 I personally didn't. I was born and
22 raised here in Espanola. I prefer to stay here. I
23 love New Mexico. I love the culture we have here in
24 Espanola and in New Mexico. And I really think that
25 there are others who will -- these children who will

1 eventually grow up to be adults are ingrained in
2 that same philosophy and care for the family and to
3 be near. So they would want to work somewhere near.

4 We have the State and we also have the lab
5 as a major employee here in this area, which would
6 allow them to be here near their family and thrive
7 and grow and afford them that opportunity for good
8 and valuable contribution to the community, to the
9 nation at large, and for their families.

10 So I think that I would just like to say
11 that this mission is unique. I don't see that --
12 also, as I said, I'm here as a parent. I have a
13 16-year-old who recently dropped out of the Espanola
14 High School because she didn't like the hustle and
15 bustle, she didn't like the big classes, she wasn't
16 thriving at all. She has come to test for the GED,
17 and she tested out in all modules except for her
18 writing. She'll be coming back the 26th to do that,
19 and then we'll just plan from there and try and get
20 her into a higher level of education from that.

21 So I'm really concerned as a parent,
22 though, because the youth at the high school don't
23 seem to even value what the high school has to offer
24 right now. Therefore, they have a low self-esteem
25 and a low value of themselves being there. And they

1 can't see the value, at least my daughter couldn't,
2 of being there for four years as an investment in
3 her future and come out and really be able to do
4 what? Again, probably having to come and take
5 placement tests here and do some catch-up work after
6 those four years of lost time there.

7 So it's a very real thing going on in our
8 schools and it's a very real need that we're going
9 to have, especially in this area in northern
10 New Mexico, with providing good, competent, and
11 prepared employees to someone like Los Alamos
12 National Lab or rather an organization like the lab
13 or even the state or even more local here within
14 your own -- this college.

15 Who knows in a few more years, maybe ten
16 more years down the road, what we'll have here to
17 offer our future? Which is our youth that are
18 coming up through the ranks here. So, again,
19 that's -- those are my concerns. And I see this as
20 an excellent, excellent opportunity to get our
21 people -- our young people ready to walk into the
22 workforce and not be terrified about it, to know
23 what is expected of them if they're going to be
24 doing some sort of work with their high school and
25 learn to learn and learn to work and be productive

1 and good employees, which is what we need for a good
2 future for eventually everyone in the community.
3 Thank you.

4 COMMISSIONER GARRISON: Yes.

5 MR. MARTINEZ: Good afternoon, ladies and
6 gentlemen. Eloy Martinez, former dean of students
7 here at the college and also director of
8 developmental studies. As has already been
9 mentioned, when we were receiving the students from
10 the area high schools to come in to be freshman here
11 at the college and we tested them, their skills in
12 basic English, in math, and in reading were
13 terrible. And so we had to develop and expand the
14 number of courses that we presented in basic
15 English, in basic math, and in reading skills to
16 these students.

17 Interestingly enough, two weeks ago the
18 Rio Grand Sun picked up on many of the reports that
19 you have at the state level of what's going on in
20 these districts. You probably saw that. And they
21 indicated also the same problem that they still
22 continue to have very difficult problems in coming
23 into college as an onset student trying to do the
24 best they can. But what happens is they drop out.

25 And in talking about the dropout problem

1 at the college level, we also had a very serious
2 dropout problem in all of the communities of north
3 central New Mexico. Very serious. Something that
4 continues to happen.

5 And so what I did while I was the director
6 of developmental studies through the adult basic
7 education part of this college, I developed 22
8 learning centers in as many communities throughout
9 north central New Mexico to address the dropout
10 problem. In using area high schools at night and
11 then local teachers there to teach those who had
12 dropped out of school and helped them as much as
13 possible, the success was incredible. We had many,
14 many people in each of those communities signing up
15 to take GED preparation classes. And then my hope
16 was that eventually the transition would be, hey, I
17 did it. I was able to get my GED. Maybe I can go
18 to college and do better.

19 And many of those students who did
20 graduate with their GED -- and we had a formal
21 gradation here at the college to recognize -- many
22 fathers and mothers in the ages of 50s and 60s were
23 now graduating with a GED and wanting to take more
24 courses here at the college. It was a beautiful
25 success story that went on as a result of that.

1 But what was reported two weeks ago by the
2 Rio Grande Sun is that there continues to be some
3 really serious problems coming out of the Espanola
4 public schools here, that they still continue to
5 have and not meet the requirements that are set
6 forth by the state in terms of reading and in terms
7 of -- one minute to go.

8 Well, I just wanted to say that I am as
9 concerned as Priscilla Trujillo had already
10 mentioned, that we try to address the problems of
11 those students continuing to come here with a very,
12 very weak background in English and reading and in
13 math. And to address that problem systematically as
14 best as we could to help them so they would not
15 continue to drop out but continue to do the best
16 they could.

17 And so I think that the charter school has
18 shown at the elementary level near this valley a
19 tremendous success, beautiful, everything was high
20 up in terms of reading, math, and English. So I
21 would think that at the high school level, they
22 would even do better and there would be a transition
23 from some of those students going on through the
24 high school and doing real well in college later on.
25 Thank you.

1 COMMISSIONER GARRISON: Thank you. Other
2 community input? Yes, sir.

3 MR. CHAVEZ: Good afternoon. My name is
4 Raymond Chavez. I am a retiree from Los Alamos
5 National Labs. Part of my duties over there was to
6 work with interns, co-op students from high school
7 and develop undergraduate students from colleges.
8 And through my experience I went through and I -- it
9 was very interesting to me that interns that I had
10 as co-op students from high schools and
11 undergraduates from college, that the small setting
12 students always produced and had a better idea of
13 what was going on in the fields that I was trying to
14 teach them. So I'm a big supporter of this charter
15 school and appreciate anything that you could do for
16 it.

17 COMMISSIONER GARRISON: Thank you. Other
18 community input? Seeing none, we will move on to
19 the next item. Does anyone need a recess, any
20 commissioners or staff? Everyone's okay.

21 At this time the Public Education
22 Commission will address any questions that the
23 commissioners may have of the applicants. So if the
24 applicants would come on forward to the front table.
25 Who would like to start with questions?

1 Commissioner Shearman.

2 MS. SHEARMAN: I'd like first to ask you
3 about your work experience program. As I read
4 through your application, I believe I'm correct in
5 saying it's nonpaid and noncredit. Is that correct?

6 FATHER BRENNAN: The way we're proposing
7 it would be that way, yes, but if we find any
8 individual who would like to pay the student minimum
9 wage or more, that money would be put into a school
10 fund, and that would be used for whatever the school
11 board would determine. It could be for
12 scholarships, it could be for a school project. So
13 let's say that we're not going to limit ourselves if
14 anybody wants to pay for the students' work, but it
15 would not go into their pocket.

16 MS. SHEARMAN: So as far as the student is
17 concerned, it's no pay and no credit.

18 FATHER BRENNAN: Yes. The Cristo Rey
19 model is a full pay, and that's how they pay for
20 their tuition in a private school setting, but we
21 don't need the money because it's a charter school.

22 MS. SHEARMAN: I don't recall seeing any
23 mention of a supervisor for this program. I recall
24 reading that the head administrator would send
25 letters to area businesses, nonprofits, and so forth

1 letting them know of the program and asking if they
2 had a job available for a student. But beyond that,
3 I didn't see any supervision. Am I correct?

4 FATHER BRENNAN: Correct. The way that we
5 designed it right now, we are going to start with
6 9th grade, which would be 40 students. The
7 principal of the school then, as part of the job
8 description, as you saw, would be very proactive in
9 recruiting the jobs for the student by the time
10 they're in 10th grade. We feel that the principal,
11 having 80 students the second year, could still
12 supervise the program at that point and gain
13 valuable experience as to what the program is all
14 about by being intricately involved in it.

15 By the time we reach our third year, we
16 will have enough funding where we would then afford
17 a staff person. That is to be determined whether it
18 would continue to be the principal, if the principal
19 feels he could still do it based on how difficult or
20 how hard it would be, or the principal could
21 recommend to the board that we hire someone
22 part-time or full-time to be the coordinator or even
23 a volunteer from the community. So you won't see in
24 the budget a .5 employee or a full-time employee.
25 That needs to be developed as we go.

1 MS. SHEARMAN: Okay. Are you looking or
2 asking your potential employers, for want of a
3 better word, for particular jobs or just whatever
4 they have -- whatever work they have for a
5 student --

6 FATHER BRENNAN: No. You'll see that we
7 go after certain jobs. We won't go to Jiffy Lube.
8 We would be going to Los Alamos labs, to the State
9 of New Mexico, to law offices, et cetera. Not that
10 they would be file clerks, but they would be doing
11 more than just menial work where they would be used.
12 It would have to be something that would excite
13 them, develop them along a career path, something
14 important.

15 MS. SHEARMAN: What kind of a job in a law
16 office would you foresee for a student?

17 FATHER BRENNAN: I could see that they
18 would, for example, be looking at a particular case,
19 maybe a DWI case, and they would be looking to make
20 sure that appointments are set up and if there's
21 something lacking in the file. If there is a
22 deposition, if there's something, making copies,
23 reviewing them and even talking to the attorney who
24 is working the case to learn a little bit more about
25 it. So it wouldn't be just working, but it would be

1 part of the team.

2 And I could see that in a law office even
3 a little bit of legal research. You have a Westlaw
4 on line, so the student could be looking up similar
5 cases of someone who had a .08 BAC but maybe is
6 taking medication. So find a case somewhere in the
7 country in which that was seen to throw out the BAC
8 results.

9 So there's things that as they get
10 familiar in a law office and show a certain
11 propensity, especially on a computer, there's things
12 they could do to be very valuable.

13 MS. SHEARMAN: What kind of job readiness
14 preparation would you provide for them? Any
15 classes?

16 FATHER BRENNAN: Ninth grade particularly,
17 we would use the ninth grade year to instruct them
18 on things such as being on time, how to dress, how
19 to shake hands, how to respond. We would have
20 seminars, so to speak, or exams. We would practice
21 those kinds of things. Decorum. When you dress in
22 the morning, don't let your underpants show.
23 There's certain things that are very important for
24 kids to know how to dress when they're at Los Alamos
25 Labs.

1 MS. SHEARMAN: Does the high school have a
2 DE --

3 DR. DURAN: You have to ask the
4 applicants.

5 FATHER BRENNAN: I don't know --

6 MS. SHEARMAN: Do you think there would be
7 sufficient jobs? I know you talked about this a
8 little earlier. I would suspect you're going to
9 need about 120 jobs a year.

10 FATHER BRENNAN: Correct. The way that
11 I'm thinking is here locally in the valley through
12 law offices and the hospital, we may be able to come
13 up with a dozen very local. As we go to Los Alamos
14 and Santa Fe, I'm hoping we could make up 50/50.
15 Through the hospital, law offices, and the labs and
16 that venue, engineers' offices, law offices,
17 doctors' offices, dentists, professional offices,
18 advertising, et cetera, and state jobs in the State
19 of New Mexico in Santa Fe.

20 MS. SHEARMAN: What if a job is not
21 available on Friday?

22 FATHER BRENNAN: That's a very good
23 question. That's something that I have pondered.
24 I'm afraid we would have to say no to that
25 particular job and look for something else.

1 We really want to be able to make sure
2 that our core curriculum is handled and not make any
3 variances what we do Monday through Thursday.

4 MS. SHEARMAN: And if you place -- well,
5 I'm not sure. If you don't have a coordinator --
6 I'm used to a DE program or a co-op program where
7 you have someone who is working with businesses and
8 I've got a job here for a student with these skills,
9 with these skills and with these skills and you
10 are -- you know, you have prepared yourself for this
11 field, so I want you to interview for this job.

12 I don't know, if you have no coordinator,
13 if you have no one who is in charge of this program
14 and really spending time on it, how you're going to
15 do that. So are students just going to be sent out
16 to interview and the employer choose or what?

17 FATHER BRENNAN: No. The way that it
18 works in the Cristo Rey model is whoever is that
19 coordinator or supervisor, they go out and explain
20 the program to the prospective employers. When they
21 get a good job description for the various jobs and
22 hopefully a good, wide variety of jobs, they come
23 back and explain that to the students. They have a
24 little job preparation in the school, and then there
25 are those students that have expressed various

1 interests in the various positions. The supervisor
2 then goes with them to interview and make sure that
3 there seems to be a good fit of personalities,
4 actual work itself.

5 So there's a lot of preparation time
6 leading up to the actual employment, so there's
7 several steps that would lead up to that before that
8 would happen. And then there's alternatives that if
9 there isn't a fit, that if for some reason that job
10 isn't working, ideally the employer could find some
11 way of accommodating that on the job. But if not,
12 then we have other employers on the list that the
13 student would be able to then begin again and work
14 with.

15 But in the Cristo Rey model, that is a
16 rarity. The students seem to be so anxious and
17 wishing to please and learning on the job that
18 whatever job they go into, they seem to succeed
19 immediately. And then, of course, the second year
20 they go to a different kind of job. They don't stay
21 with one job for four years.

22 MS. SHEARMAN: All right. My next
23 question is from your application on page 13 where
24 you talk about auxiliary teaching. It's one
25 paragraph ends -- and it's actually the first entire

1 paragraph on that page.

2 FATHER BRENNAN: May I refer to that? If
3 there is a specific question or if you'd like for
4 Catherine De Oreo to address that, she can.

5 MS. DE OREO: Yes. And this has worked in
6 the past with Carinos as well as with the New Mexico
7 guidelines and law. If you have, for example
8 volunteers or -- they would be under a highly
9 qualified teacher, and so they would be helping with
10 the auxiliary. But then according to the volunteer
11 legislation through the State of New Mexico, they
12 are not required to have -- the volunteer themselves
13 or auxiliary does not need the volunteer -- or
14 teacher requirements for them.

15 MS. SHEARMAN: That is rather confusing
16 then in your application because it does not
17 identify your auxiliary teachers or auxiliary
18 teaching as a volunteer position. It just says,
19 "Community members will be involved in all levels of
20 school activities."

21 MS. DE OREO: We left that open so that if
22 community involvement -- it could be a volunteer or
23 it could be one of our staff members that would
24 teach it. We didn't want to, you know, since we are
25 going to go ahead and continue to look at our

1 curriculum, work with a consultant to make sure
2 everything is aligned, we would not have somebody
3 who was teaching without having the proper
4 qualifications. We would go by the three-tiered
5 system, of course.

6 MS. SHEARMAN: Could we go to the budget,
7 please.

8 MS. DE OREO: Page 42?

9 MS. SHEARMAN: Are you ready?

10 MS. DE OREO: Yes.

11 MS. SHEARMAN: I'm specifically curious --
12 and these lines that I'm going to ask you about are
13 items that are specifically identified in the
14 preliminary analysis. Let's start with line 25,
15 related services contracts. First year is 4500,
16 second year is 40,000, 50,000, 55,000, and 55,000.
17 And I didn't find an explanation of what kinds of
18 things that will cover.

19 FATHER BRENNAN: I believe we would like
20 to defer that question so we can refer to our
21 financial -- talk to our financial analyst. So we
22 will address that in writing within three days.

23 MS. SHEARMAN: Perhaps that's the same
24 answer for line 29, but let's just see what you
25 think. It starts out 21,000, goes to 25,000.

1 FATHER BRENNAN: I think we'd like to
2 defer to explain that in writing also.

3 MS. SHEARMAN: Okay. Possibly line 40 is
4 going to be the same, but let's just see. Line 40
5 is other travel. You have employee travel, you have
6 student travel, and now we have other travel. It
7 starts out at 200, goes to a thousand, then 2,000.
8 They're not enormous amounts, but it's just a line,
9 frankly, I'm not used to seeing anything in.

10 FATHER BRENNAN: That one from memory,
11 we'll address it, but I believe this is for board
12 members to go to training that's sponsored by the
13 New Mexico Coalition of Charter Schools.

14 MS. SHEARMAN: Line 44 is board training
15 and travel.

16 FATHER BRENNAN: I'll have to refer to the
17 person who helped us design that.

18 MS. SHEARMAN: Line 41 is other contract
19 services. 5,000 -- it's just a huge jump. 5,000
20 the first year, 35,000 the second year. And I
21 understand -- I realize you're adding students but
22 not that many, so I can't really identify in my own
23 mind what that might be for.

24 MS. DE OREO: I'd like to just add that
25 the person who worked with us on the budget is not

1 here presently, and that's why we're deferring. But
2 they have worked with successful charter schools in
3 the past, and so we would definitely contract out
4 and make sure that everything in our budget was
5 followed up and with -- this person was, in other
6 words, very successful in working with other charter
7 schools.

8 MS. SHEARMAN: That brings to mind your
9 line 28, which is finance, bookkeeping, and
10 accounting, is 50,000. And we have seen that before
11 and it's been explained to us that the applicant had
12 planned to contract that amount out, possibly with
13 the Coalition of Charter Schools or another group.
14 We even had an applicant this morning who brought a
15 person from the coalition with them, and they told
16 us that that person had written their finance
17 section and so all questions were directed to him.
18 Is that perhaps what's going on here?

19 MS. DE OREO: Yes. It's just a little
20 further for them to come up to Espanola and
21 sometimes it's kind of difficult with all the
22 construction.

23 MS. SHEARMAN: Okay. I think that's it.
24 Thank you, Mr. Chairman.

25 COMMISSIONER GARRISON: Thank you. Any

1 other questions? Commissioner Bergman.

2 MR. BERGMAN: So I would like to apologize
3 to all assembled for being late. That is not my
4 normal behavior. On the plus side, I did get a nice
5 drive around your fair city. I apologize for that.

6 But I have in my notes too the part about
7 the employers not paying a salary. Since the work
8 component is not the major part of your program,
9 it's certainly the important part of it. Have you
10 actually researched that to see if it's permissible
11 under employment law for kids to work without a
12 salary? And the supplemental part of that, if they
13 are paid a salary, is it permissible under
14 employment law for them to turn their salary over to
15 you as a school?

16 FATHER BRENNAN: I have looked into that.
17 As long as you obtain permission from the State of
18 New Mexico. There are certain age limitations.
19 That's why we're going to begin in 10th grade, so we
20 can encompass as many as possible without minor
21 requests for variations. But it can be done both
22 with pay or without pay as part of a school project,
23 school curriculum project.

24 MR. BERGMAN: But you have something
25 written from the State, then? As long as you're

1 aware of that.

2 FATHER BRENNAN: Yes.

3 MR. BERGMAN: You mentioned in one of your
4 other answers that Los Alamos Lab and positions
5 could be in Santa Fe. If that is the case, then
6 who's going to be responsible for safely getting
7 kids to Los Alamos and Santa Fe and getting them
8 back here?

9 FATHER BRENNAN: The school would.

10 MR. BERGMAN: So you're going to have a
11 fairly extensive transportation network on Fridays
12 then.

13 FATHER BRENNAN: We will.

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

16 COMMISSIONER GARRISON: Thank you. I
17 guess my big question on the name of the school
18 would be that the examples that you gave, while very
19 creative, I don't see them in the application, that
20 that's the focus of the school and that's the reason
21 you named it. And I think a couple of the community
22 input folks alluded to that, and I alluded to it as
23 being religious. And so I don't see business,
24 virtue, morals as being a trinity in your
25 application nor Native American, Hispanic, and

1 Anglo, nor the three counties. And so could you
2 expand on that a little bit?

3 FATHER BRENNAN: Frankly, I didn't see
4 that as being an issue. I didn't think the name of
5 the school would trigger concern, and so we didn't
6 address it -- I didn't -- I'll take responsibility.
7 I didn't address it because I just didn't think that
8 it was necessary.

9 A good friend of mine suggested the name
10 and I thought, well, that's creative. When you're
11 beginning a school, name is important, and something
12 that is catchy, something that is meaningful is a
13 name that you would go for. So when this good
14 friend of mine suggested the name and I suggested it
15 to the board, they all said, "Yeah."

16 And so as we discussed it, we discussed
17 these three-part meanings. And, again, it didn't
18 dawn on me to actually put it in as something that
19 needed to be stated. But I'm glad we could clarify
20 that and expand on that today.

21 COMMISSIONER GARRISON: I guess for me in
22 teaching children and teaching adults and being in
23 the businesses that I am, a name is everything. A
24 name is who you are, a name is what you stand for,
25 the name is what you are all about. And so when I

1 think of trinity, I'm not thinking of El Parega,
2 Stop and Eat, and Dandy Burger. I'm thinking this
3 is powerful stuff, trinity means something. And
4 it's not the facetious things I just said nor it
5 is -- I don't know. It just doesn't seem to fit.

6 With that said, if you're looking at
7 building business people, they're going to go out
8 there and get not the menial jobs but the highest
9 paying jobs, that they're going to be out there to
10 be a force in not only this valley but all
11 throughout New Mexico, at the labs, at the
12 University of New Mexico, in America. Then Trinity
13 means something else to me and so -- that's a
14 comment. That's not for --

15 FATHER BRENNAN: Let me say this. I
16 thought I had something that I could maybe show.
17 But we devised a letterhead, and it has TH with a
18 circle around it and on the circle -- around here on
19 the circle it says, "Business, virtue, and morals."
20 And as we grow and develop during this nine-month
21 period of development, maybe we will put in
22 something about the three cultures. And as we
23 develop more of a logo or something else, we will be
24 sure that our name reflects the triune things we're
25 talking about today.

1 COMMISSIONER GARRISON: What would be your
2 differentiation between virtue and morals in
3 general?

4 FATHER BRENNAN: Virtue is the standard,
5 virtue is the paragon. Morals is how you put it
6 into place. So you study the virtue in order to
7 have the morals as part of your actions. You're
8 putting it into practice.

9 COMMISSIONER GARRISON: That's all the
10 questions I have. Commissioner Gant.

11 MR. GANT: I wasn't, but I'm going to --
12 one of them was brought up by Commissioner Bergman.
13 In looking at your budget -- and Commissioner
14 Shearman also talked about transportation. Your
15 employee transportation runs up to 30,000 in the
16 fifth year. Student transportation up to 10K in
17 your fourth, fifth, whatever year. My question is,
18 how are you going to transport -- if there are jobs
19 in Santa Fe, Los Alamos, what is your means of
20 transportation.

21 FATHER BRENNAN: The way we envision it
22 right now would be school buses so they would
23 hypothetically meet at the school at 8 in the
24 morning and the buses would take off from there.
25 I'm envisioning four buses, two going to Los Alamos

1 and two going Santa Fe. Because there might be
2 different sites that you would save time by having
3 two buses to Santa Fe, one going to Cordova and one
4 going down Rodeo Road east to allow the students at
5 the various sites they would be working in Santa Fe
6 to do that, possibly law offices and doctors'
7 offices along the way. Los Alamos, the same thing.

8 MR. GANT: So what time in the morning do
9 you perceive the students will be getting on these
10 buses to go to work?

11 FATHER BRENNAN: Between 7:45 and 8.

12 MR. GANT: What time does the workday
13 start in this valley?

14 FATHER BRENNAN: 9:00.

15 MR. GANT: You say four buses. And you
16 say -- let's say in the fifth year, let's use the
17 high end, 30K for the employee and -- I'm not sure,
18 where are you -- how are you going to pay for these
19 buses? I don't see it in the budget to buy the
20 buses. I don't see in the budget for a maintenance
21 facility and all the staff that goes with the
22 maintenance facility. Because the State is going to
23 require certain standards to be met. So where is
24 that money coming from?

25 FATHER BRENNAN: We have two buses that

1 were donated to us, and I would begin with those two
2 buses. As we need two other buses, maybe it's
3 hopeful to think we could get two more buses
4 donated. But as I went on line at one point looking
5 for buses, you'd be amazed at how many surplus
6 school buses people have that if you just come and
7 pick them up from Dallas, Texas, and bring them back
8 to your location you can have them. What we can do
9 also is to look at that item again and make sure
10 that we do have that item covered.

11 One other idea is there are -- there are
12 sites here in Espanola in which you pick up a --
13 that takes you up to Los Alamos. There -- it's a
14 commuter bus. That's what I'm thinking of. There
15 are commuter buses in Espanola that take you both to
16 Santa Fe and to Los Alamos.

17 So as we are permitted to develop our
18 program and find out where these sites are that we
19 would be utilizing for the students to work, we do
20 have some buses here in town, public transportation,
21 and then we have the commuter buses that leave from
22 a common location and go to both Los Alamos and
23 Santa Fe.

24 MR. GANT: My last question goes back to a
25 comment I believe you made in reference to jobs.

1 What's wrong with starting out with a menial job,
2 whatever is your definition of that, and building up
3 to be a legal clerk? And I was one and I know what
4 it takes to be a legal clerk. You've got to start
5 somewhere. What's wrong with menial jobs, janitor
6 jobs, et cetera, et cetera, starting out?

7 FATHER BRENNAN: Per se there's nothing.
8 I started frying chicken at a dollar sixty-five an
9 hour during high school. I loved it. One of my
10 favorite jobs of all time. It was all you can eat
11 when no one's looking.

12 But the idea behind this model that we're
13 looking at is there's something about being able to
14 go to a job that might be one step above that
15 suddenly blossoms an individual. The idea that they
16 are wearing a suit and tie, the idea that they are
17 doing something that is that step above, that cut
18 above, inspires them to do better in their studies,
19 inspires them to perform well on the job, inspires
20 them to graduate.

21 MR. GANT: Do you not think that working
22 in whatever menial job is would also inspire them to
23 say, I don't want to do this for a living?

24 FATHER BRENNAN: It doesn't inspire me
25 that way. I could have done that for 50 years.

1 MR. GANT: I'm being very serious.

2 FATHER BRENNAN: Perhaps. And I won't
3 deny that, but all I know is the model we're using,
4 this seems to work. If it means a 94 percent
5 graduation rate, I'm not going to tweak it. I'm
6 going to stick with the model.

7 MR. GANT: Thank you.

8 COMMISSIONER GARRISON: 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 in
13 care of Beverly Friedman, 300 Don Gaspar Avenue,
14 Santa Fe, New Mexico 87501 or you may e-mail Beverly
15 Friedman. They have the e-mail address already.

16 We request that the applicant adhere to
17 the deadline and submit their written responses to
18 both the preliminary analysis and our questions by
19 e-mail to Mrs. Friedman to insure that they are
20 received on time for consideration at our decision
21 making meeting on September 9, 2010.

22 I want to thank Dr. Don Duran and the
23 Charter School Division for taking care of us.
24 We're rolling all over New Mexico. We still have a
25 little more work to do, but I also want to thank the

1 New Mexico Community College in Espanola.

2 (The proceedings concluded at 4:07 p.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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CASE CAPTION: IN RE: TRINITY HIGH SCHOOL

ATTORNEY: Mr. C de Baca

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