

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
COMMUNITY INPUT HEARING

Raíces del Saber Xinachtli Community School

July 20, 2018

1:00 p.m.

New Mexico Farm and Ranch Heritage Museum

4100 Dripping Springs Road

Las Cruces, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219

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<p style="text-align: right;">Page 2</p> <p>1                   A P P E A R A N C E S  2   COMMISSIONERS:  3   MS. PATRICIA GIPSON, Chair  4   MS. KARYL ANN ARMBRUSTER, Secretary  5   MS. DANIELLE JOHNSTON, Member  6   MR. DAVID ROBBINS, Member  7   MS. CARMIE TOULOUSE, Member  8   STAFF:  9   MS. KATIE POULOS, Director, Charter School Division  10   MS. KAREN WOERNER, Staff  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25</p>	<p style="text-align: right;">Page 4</p> <p>1           allow for community input about the charter  2   application. The time for public comments will be  3   limited to 20 minutes. If you wish to speak  4   regarding the application, please sign in at least  5   15 minutes prior to the presentation. Please be  6   sure that you indicate on the sign-up sheet whether  7   you are here in opposition or support of the charter  8   school.  9           The Commission Chair, based on the number  10   of requests to comment, will allocate time to those  11   wishing to speak. If there are a large number of  12   supporters or opponents, they are asked to select a  13   speaker to represent common opinions. We will try  14   to allocate an equitable amount of time.  15           The Commission will follow this process  16   for each community input hearing:  17           The Commission will ask each applicant or  18   group to present at the podium in front. They will  19   be given 20 minutes to present their application in  20   the manner they deem appropriate. The Commission  21   will not accept any written documentation from the  22   applicant; but the applicant may use exhibits to  23   describe their school, if necessary; however, the  24   setup time for exhibits will be included in the  25   20 minutes.</p>
<p style="text-align: right;">Page 3</p> <p>1           THE CHAIR: Good afternoon, everyone. I'm  2   going to call to order this community input hearing  3   of the Public Education Commission.  4           It is Friday, July 20th, 2018 [verbatim].  5   I am going to go through the general procedure for  6   today. This meeting is being conducted pursuant --  7           (A discussion was held off the record.)  8           THE CHAIR: Okay. This meeting is being  9   conducted pursuant to New Mexico Statutes Annotated  10   Title 22, Section 8B-6J 2009. The purpose of these  11   community input hearings that will be held on  12   July 19th and 20th is to obtain information from the  13   applicants and to receive community input to assist  14   the Public Education Commission in its decision when  15   to grant the proposed charter applications.  16           According to this section of the law, the  17   Commission may appoint a subcommittee of no fewer  18   than three members to hold a public hearing.  19   According to law, these hearings are being  20   transcribed by a professional court reporter.  21           The total time allocated to each  22   application is 90 minutes, which will be timed to  23   ensure an equitable opportunity to present  24   applications.  25           During the hearing, the Commission will</p>	<p style="text-align: right;">Page 5</p> <p>1           Following the applicant's presentation,  2   the local school district representatives, which  3   includes superintendent, administrators, board  4   members, will be given 10 minutes to comment.  5           Subsequently, the Commission will allow 20  6   minutes for public comment, as described above.  7           Finally, the Commission will be given  8   40 minutes to ask questions of the applicant.  9           And the Commission does reserve the right  10   to extend the 40 minutes if we feel that there are  11   questions that still need to be answered and to be  12   able to get a complete look.  13           So I will ask the Commissioners now if  14   they're ready. And we'll just go through a brief  15   introduction of the Commissioners so everyone is  16   familiar with who-all we are.  17           Commissioner Robbins?  18           COMMISSIONER ROBBINS: My name is David  19   Robbins. I represent District 2, which is the far  20   east side of Albuquerque.  21           COMMISSIONER TOULOUSE: I am Carmie  22   Toulouse. I represent District 3, which is a good  23   part of Albuquerque, but none of the west side or  24   the part that he's got.  25           THE CHAIR: I'm Patty Gipson. I represent</p>

<p>Page 6</p> <p>1 District 7, which fortunately is most of Doña Ana                  2 County and a little bit of Otero County. So I'm                  3 happy to be home with this. And I'm also the Chair                  4 of the Commission.                  5 COMMISSIONER CABALLERO: I'm Danielle                  6 Johnston, and I represent District 8. We run in the                  7 north from Mora County all the way down -- we border                  8 District 7, Commissioner Gipson area, and then                  9 District 10 on the east side.                  10 THE CHAIR: I will remind everyone at this                  11 point in time if they would silence their electronic                  12 devices. So if you -- if you will do so. And if                  13 you are going to speak, if you will first identify                  14 yourself by name so that it is in the record.                  15 So are the applicants ready?                  16 So if you will, who's ever going to come                  17 up first to speak. But as you come -- as the first                  18 person comes up, if you would identify everyone that                  19 you wish -- that's with the school at this point in                  20 time.                  21 And we'll lower the screen, because we're                  22 going to move out so we can watch the presentation.                  23 Okay?                  24 MS. LAURA SALAZAR FLORES: Good afternoon,                  25 board members. Good afternoon. My name is Laura</p>	<p>Page 8</p> <p>1 reclaiming of cultural heritage.                  2 MR. CARLOS ACEVES: Madam Chairman,                  3 Commissioners, thank you. My name is Carlos Aceves.                  4 I am a bilingually certified teacher in elementary                  5 bilingual education in the State of Texas. I'm one                  6 of the founders of Raíces and also one of the                  7 developers of the Xinachtli Project, which is                  8 integral to our curriculum and our proposed school.                  9 I would like to remind everyone, and                  10 especially the Commissioners, that we believe that                  11 our most important contribution to this community --                  12 the most important contribution of our school would                  13 be a research-based, effective approach to early                  14 childhood bilingual education that I think most of                  15 you know as a 90/10 model. And this model is rather                  16 unique.                  17 There's are three places that are                  18 implementing it. [Unintelligible.] Our 90/10 model                  19 will have the components of being culturally and                  20 linguistically responsive; B, positive identity in a                  21 number of ways.                  22 One is the way we view parents and                  23 students is we view them as assets, as bringing in                  24 their experiences, knowledge that we will use in the                  25 construction of the important elements of our</p>
<p>Page 7</p> <p>1 Salazar Flores. I am a bilingual special education,                  2 nationally board certified teacher in the State of                  3 New Mexico. I am also a Gadsden School District                  4 School Board member.                  5 I am a founder of Raíces, one of five                  6 presenters this afternoon. So as we're passing,                  7 we'll introduce ourselves to the board and to the                  8 audience.                  9 This is a list of the founders and                  10 governing board members of Raíces.                  11 Moving on to our mission statement:                  12 Raíces del Saber Xinachtli Community                  13 School implements a developmentally appropriate                  14 rigorous program through an interdisciplinary                  15 curriculum that is experiential, participatory,                  16 biliterate, child-centered, and culturally                  17 responsive. Our students learn Spanish and English,                  18 achieving academic proficiency in all subjects in                  19 both languages as they develop critical and creative                  20 thinking skills.                  21 Raíces creates an environment where                  22 students and parents are valued as participants in                  23 the construction of knowledge and the creation of a                  24 learning community that promotes high academic                  25 performance, positive identity formation, and the</p>	<p>Page 9</p> <p>1 curriculum.                  2 And the second one is that we're going to                  3 be introducing the Mexican-American heritage                  4 culture, which includes Nawa, one of the base                  5 languages for modern-day Spanish, as an enrichment                  6 language.                  7 And our -- our approach to math and                  8 science is going to be primarily interested in the                  9 students learning the concepts as well as the                  10 applications. We developed a math curriculum --                  11 we've got a math curriculum, what's called the MC<sup>2</sup>                  12 program at NMSU here in town, or Math Connected                  13 Communities. And their program emphasizes four                  14 things that are integrated: Concept, reasoning,                  15 problem solving, and computational fluency, all of                  16 which concepts is very important.                  17 We are very aware that we train our                  18 teachers. We've set aside 22 days for teacher                  19 training from all aspects of our curriculum.                  20 I want to emphasize that the 90/10 model                  21 in an 18-year longitudinal study that has been found                  22 to be the most effective model for bilingual                  23 education in early childhood.                  24 There's two -- currently, there's two                  25 other schools in Albuquerque, Navajo Elementary and</p>

<p style="text-align: right;">Page 10</p> <p>1 Cien Aguas, that our founders have visited and in  2 dialogue with the administrators there. And they  3 are -- their scores are, in the PARCC, really show  4 the effectiveness of the 90/10 model. And this is  5 the kind of model we want to implement here,  6 something which would be rather unique, that there  7 isn't a program like it currently in use in  8 Las Cruces Public Schools or this area.  9 So thank you very much.  10 MS. AMANDA WALDEN: Good afternoon. Im  11 Amanda Walden, one of the founders of Raíces and a  12 certified special education teacher in the State of  13 New Mexico.  14 Raíces will be an environment that  15 constantly works toward the inclusion of all  16 students. Students with learning differences and  17 English Language Learners operate in perspective to  18 the classroom, and we embrace these alternative ways  19 of learning.  20 We are prepared to provide special  21 education and ELL services in the general education  22 setting. General education teachers, in  23 collaboration with the special education teacher,  24 will be well-versed in modifying curriculum,  25 utilizing guided language acquisition design</p>	<p style="text-align: right;">Page 12</p> <p>1 and their parents in creating an environment where  2 all students are accepted in the classroom.  3 I will now describe the assessment and  4 evaluation process.  5 Raíces will utilize a variety of tools to  6 measure the growth and proficiency of our students  7 and the effectiveness of the school. Some of these  8 include performance-based assessments, portfolios,  9 diagnostic evaluations, state and nationally normed  10 tests, behavior records, and classroom formative and  11 summative assessments.  12 Monitoring will be conducted on a daily,  13 weekly, and monthly basis to analyze results from  14 the various assessments given. Emotional  15 well-being, academic performance, biliteracy, and  16 parental satisfaction are some of the areas we plan  17 to track and evaluate for course correction.  18 Students who are struggling will be  19 monitored closely through interventions and data  20 collection. Students with IEPs, 504 plans, or  21 English Language Learners will be provided with the  22 necessary alternative assessments based on their  23 specific needs.  24 Assessment results, including strengths in  25 areas where the student is struggling, will be part</p>
<p style="text-align: right;">Page 11</p> <p>1 strategies, and providing accommodations based on  2 student needs.  3 The reading, writing, and math blocks have  4 guided instruction built in so that students can  5 receive instruction focused on their level or way of  6 learning. In addition, included in each day will be  7 45 minutes of English language development mandated  8 by the State.  9 We acknowledge that some of the students  10 we serve may benefit from pullout services in order  11 to address specified academic or behavioral needs in  12 a small group.  13 Students with Individualized Education  14 Plans will have rigorous goals written based upon  15 grade-level standards and upon their present levels,  16 strengths, and needs.  17 Progress will be monitored regularly for  18 students with IEPs and for English Language  19 Learners, to ensure they are responding to the  20 instruction and the content.  21 Consistent communication with parents to  22 gather their input and convey progress is essential  23 to create a strong support system for the students  24 at Raíces.  25 We value the relationships with students</p>	<p style="text-align: right;">Page 13</p> <p>1 of the regular dialogues with both student and  2 parents. It is imperative that staff are  3 consistently aware of what is going well in the  4 classroom and any changes that need to take place  5 based on analysis of both group and individual  6 student data.  7 Thank you.  8 DR. JANE ASHE: Madam Chair and  9 Commissioners, good afternoon.  10 I am Jane Ashe, a founder and board member  11 of Raíces. I am a retired educator with 40 years of  12 experience at the elementary, high school, and  13 college level.  14 Now we turn to the organizational  15 structure. You see at the top of the slide there,  16 "Governance Board, Key Responsibilities."  17 In fact, the organizational structure is  18 designed to support the success of the school  19 mission and academic programs. To achieve the  20 ambitious outcomes of the mission and the academic  21 programs, we have developed a plan for a strong  22 governance board with a wide array of skills,  23 including board development, business finance,  24 accounting, fundraising, expertise in bilingual and  25 bicultural education, cultural knowledge of the</p>

<p style="text-align: right;">Page 14</p> <p>1 region, and legal expertise.  2 This board must contribute to the success  3 of the school by executing a range of key  4 responsibilities in three major efforts:  5 First, ensuring the bylaws, policies, and  6 procedures are reviewed throughout the year to  7 evaluate whether they are contributing to success of  8 the school mission or need to be revised.  9 Second, carrying out a carefully designed  10 plan for evaluating the effectiveness of the school  11 principal and supporting his -- in his support of  12 the school faculty and staff in creating a  13 culturally responsive environment conducive to  14 achieving the academic goals.  15 Third, ongoing monitoring throughout the  16 year of progress in four important areas, which you  17 see up on the slide:  18 A. We know that effective school boards  19 commit to mission-driven vision of high expectations  20 for student achievement and quality instruction, and  21 they define clear goals to monitor progress toward  22 the vision.  23 B. We know that the effective -- that  24 effective school boards are accountability-driven,  25 leaving school operations to the role of the</p>	<p style="text-align: right;">Page 16</p> <p>1 important features with regard to leadership and  2 operations.  3 Notice the yellow box on the right-hand  4 side labeled "Concilio de Padres, the Parents  5 Council." This advisory council is considered to be  6 a key leadership group in a community school where  7 parents are taken seriously as important partners in  8 their child's education.  9 The council has board representation  10 through a parent member or the governance board. It  11 functions as an opportunity for parents to be  12 engaged in the school and offer meaningful input.  13 It also is a -- an important source of information  14 to school staff concerning parents' needs, if they  15 are to do their best in supporting their child and  16 the teachers in achieving the school goals.  17 Conversely, the teacher representative on  18 the council helps parents understand teacher needs  19 for their school board.  20 Second, we want you to notice the green  21 box on the right-hand side that says, "Director of  22 School Operations and Community Engagement."  23 This person reports directly to and works  24 as a partner with the principal to ensure all  25 operations, functions, and communications with the</p>
<p style="text-align: right;">Page 15</p> <p>1 principal and focusing on policies informed by  2 monitoring of data to continuously improve student  3 achievement.  4 C. We know that effective boards align  5 and sustain resources through careful fiscal  6 monitoring to meet the school goals.  7 And, D, we know that effective boards make  8 sure that the board and school are in compliance  9 with the multitude of state statutes and codes,  10 listed in 3.B. on the slide, to ensure academic  11 rigor, fiscal accountability, and openness to the  12 public in all board actions.  13 Now, I want to take a look at the  14 organizational chart. We want to share with you two  15 versions of the Raíces organizational chart,  16 designed to assist in achievement of school mission  17 and academic goals.  18 As you look at that chart, there are three  19 major components related to organizational  20 structure. The leadership and management is  21 identified by yellow boxes.  22 The curriculum and instructional team, the  23 pink boxes.  24 The operations staff, the green boxes.  25 We want to point out two key and very</p>	<p style="text-align: right;">Page 17</p> <p>1 parent advisory council and community are working  2 effectively. This is a very important function in a  3 community school model, which is shown by analysis  4 of longitudinal research data reported by the NEA to  5 significantly increase school attendance achievement  6 levels, and well-being of students.  7 We know from the research disseminated by  8 the Center for Public Education that effective  9 school boards have a collaborative relationship with  10 staff and the community and establish a strong  11 communication structure to inform and engage both  12 internal and external stakeholders.  13 On this second organizational chart, we  14 want to share with you -- we've talked about a  15 number of complex set of tasks that board leadership  16 and school management need to accomplish. So next,  17 we want to take a quick look at this chart and at  18 the board-appointed committees that have been  19 developed to help get all this work accomplished.  20 On this slide, they are represented by the  21 blue boxes. The dotted lines show the lines of  22 communication with school leadership and other board  23 committees, and solid lines show their direct report  24 to the board.  25 On the left-hand side of the slide, you</p>

1 see the three standing committees of the board  
2 required by our bylaws.

3 The governance board committee, which is  
4 responsible for action plans for ongoing  
5 recruitment, training of qualified board members,  
6 and the process for evaluation of board performance  
7 is at the top there on the left-hand side.

8 Next, you see the finance committee, which  
9 is responsible for seeing that accurate and timely  
10 monthly financial statements are available to the  
11 school, and the board, in particular.

12 The audit committee, which is -- you see  
13 next on that left side, is responsible for making  
14 sure that all financial records are in order for the  
15 annual external audit, and the school is  
16 responsible -- and that the school is responsive to  
17 ensure repeat audit findings.

18 On the right hand of the slide, you see  
19 four other committees; first, the Curriculum/School  
20 Performance committee that carefully monitors the  
21 results of various assessments of student progress  
22 and organizational outcomes so the board is  
23 constantly aware of progress toward the academic and  
24 mission-related goals and charter contract  
25 commitments of the school.

1 audit committees will be very involved in working  
2 with the principal and business manager to see that  
3 monthly finance reports to the board are timely and  
4 accurate and that all financial information is  
5 available and up-to-date for the annual external  
6 audit in compliance with the State Audit Act and in  
7 collaboration with the Public Education Department.

8 Next, we'll take a quick look here at a  
9 question that was on the application about, "What  
10 would you do if there were unforeseen budget and  
11 cash flow challenges?"

12 In the case of unforeseen budget or cash  
13 flow challenges, most often caused by not making  
14 enrollment projections, these are the things that we  
15 would do to overcome or avert the challenges. And  
16 you can see them listed there on the PowerPoint  
17 slide.

18 DR. NICHOLAS NATIVIDAD: Madam Chair,  
19 Commissioners, good afternoon. My name is  
20 Dr. Nicholas Natividad, Professor at New Mexico  
21 State University. I currently serve as the Dean's  
22 Fellow in the College of Education, and I'm the  
23 liaison to Raíces de Saber [unintelligible] New  
24 Mexico State University.

25 I want to talk first about the evidence of

1 Next, the Community Partnership committee  
2 is responsible for nurturing community partners to  
3 provide community support and access to resources.

4 Then you see below that, School  
5 Development committee, which plays a major role in  
6 fundraising.

7 In the Facilities committee, that ensures  
8 that -- the Facilities committee ensures the fact  
9 that the facilities are developed and maintained to  
10 provide the best learning environment possible.

11 We want to turn now to financial  
12 accountability.

13 The founders and the board members are  
14 fully aware that the lack of careful financial  
15 controls is one of the greatest sources of trouble  
16 and can lead to a school losing its charter. The  
17 internal financial controls provided in this  
18 application in Appendix H were developed by Juliette  
19 Rivera, who has 10 years of experience as a business  
20 manager for the local charter school, Alma d'Arte,  
21 which has a good record of clean audits in recent  
22 years, with zero audit findings in 2016 and one  
23 small finding in 2017. She is also skilled as a  
24 chief procurement officer.

25 As mentioned before, the financial and

1 support. There have been -- since this project has  
2 begun, there have been 330 parents who have come to  
3 information sessions, workshops, demonstrations  
4 lasting anywhere from an hour to all day, 29 events  
5 in total, to learn about the curriculum to be  
6 offered by Raíces.

7 There are 17 community organizations that  
8 have offered in-kind support and 21 organizations  
9 that wrote formal letters of support. Chief among  
10 them -- and you see some of the organizations  
11 listed -- Kellogg and McCune Foundations, which have  
12 offered financial support once the charter is  
13 approved; Raza Development Fund, which provides  
14 funding of \$200,000 for [inaudible] instruction;  
15 NACA Inspired Schools Network, which will provide  
16 \$50,000; and other important resources in  
17 partnership with New Mexico State University College  
18 of Education, which I will discuss in the next  
19 slide.

20 So, actually, first one we'll talk about,  
21 Ethnic Studies Curriculum, which is important for  
22 you to understand. There are four things that have  
23 come out of numerous research in regards to the  
24 impact the Ethnic Studies group has had.

25 The first is rigor, how rigorous the

<p style="text-align: right;">Page 22</p> <p>1 curriculum can be, which is what Raíces does, 2 community schools model after. 3 Academic achievement. High academic 4 achievement, the results of this type of curriculum 5 being put in place. 6 The retention levels have gone up across 7 the board of students that are exposed to this 8 curriculum, and we find graduation rates also rise. 9 One example, which is the Stanford 10 Graduate School Education Study, which examined the 11 impact of ethnic studies over a four-year period 12 from 2010 to 2014. This study has been well-cited, 13 and has been replicated in numerous levels across 14 the country. 15 And the one thing that it shows is the 16 impact that ethnic studies has for, specifically, 17 what we have on most students for academic 18 achievement, retention, and graduation rates. 19 Next slide. 20 Next I want to discuss just what the 21 New Mexico State University partnership would look 22 like. The Dean of the College of Education has been 23 very active in support of this initiative. 24 Currently, Dr. Betsy Cahill, who's the 25 Interim Associate Dean right now, and is also the</p>	<p style="text-align: right;">Page 24</p> <p>1 facing each other. Thanks. 2 But before we do that -- I will ask -- I 3 don't think there is anyone. But I will ask if 4 there is anyone from the local school district here. 5 I don't think I saw anybody -- okay. Thank you. 6 We're now on to the Public Comment 7 portion. 8 So I think we actually -- well, you -- if 9 you want to just hand that off to whoever comes up 10 and speaks, we're okay. But there are 15 people who 11 signed up to speak. So we've divided it out. And 12 it ends up being a magnanimous 1 minute and 13 20 seconds for everyone. 14 So I will ask you to come forward to speak 15 and please say your name and repeat your last name 16 for the record. 17 And the first one on my list is Reyna 18 Salcedo. 19 FROM THE FLOOR: Good afternoon, 20 Madam Chairperson. My name is Maria Reyna Salcedo. 21 Salcedo. 22 And I'm here. I'm a principal at Bill 23 Childress Elementary School in [unintelligible]. 24 This is the Canutillo Independent School District, 25 where Mr. Aceves volunteered to be part of our</p>
<p style="text-align: right;">Page 23</p> <p>1 director of Myrna's Children's Village, which is a 2 pre-K lab school in the College of Education and is 3 located on campus, has also been very supportive. 4 She has talked about the background that 5 exists between the pre-K lab school -- 6 THE CHAIR: I'm sorry. That was the time. 7 DR. NICHOLAS NATIVIDAD: Okay. Just the 8 last concluding thoughts that I want to go through. 9 The New Mexico State University 10 partnership at Raíces is a proven innovative and 11 rigorous education program that creates 12 [unintelligible] in the region for a culturally 13 responsive school. 14 Thank you. 15 THE CHAIR: Thank you all so much. 16 You know, I'm going to ask now if it would 17 be easier and all right with you if we took the mic 18 off of the podium so that when we get to the point 19 where we're starting to ask questions, the folks 20 there could just pass the microphone, and they could 21 stay there, so that they wouldn't have to get up to 22 the podium, and it might be a little bit easier for 23 everyone. 24 So is that -- that's okay with you, it 25 might actually be easier because you're going to be</p>	<p style="text-align: right;">Page 25</p> <p>1 enrichment program. 2 And he presented the Xinachtli program to 3 our kinder through fifth grade through the school 4 year. 5 One of the biggest -- there were three 6 large impacts that I can tell you. One of them was 7 the motivation factor. And at this day and age, we 8 know that when we have technology, that's very, very 9 difficult. But the Xinachtli program managed to do 10 that with our kids. 11 The second very important was the academic 12 performance. And we know this, because our math 13 scores in fourth-grade students improved from 66 to 14 94 percent. 15 The third was just the process, the 16 journey, the path. You know, sometimes we focus on 17 goals; but the path is just as important, probably 18 even more, because it teaches the students that 19 serenity, that harmony, that concept of waiting that 20 we have lost. It engages -- and I was engaged in 21 one of the lessons. And using the simple drum, 22 rattle, and flutes to [unintelligible] interactions. 23 THE CHAIR: Thank you so much. 24 FROM THE FLOOR: Thank you. 25 I have a letter. Do I mail it? Do I give</p>

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1 it to you?  
 2 THE CHAIR: You can leave it, yes.  
 3 Next is Rosa Olacio.  
 4 FROM THE FLOOR: (Use of interpreter.)  
 5 Very good afternoon. My name is Rosa  
 6 Olacio. This is the first time that I come here,  
 7 but I have heard of different programs in the  
 8 community. And I've come here in support of the  
 9 program, because I think that our children and our  
 10 grandchildren should follow the protocols of the  
 11 knowledge of our ancestors, so that our children  
 12 will not forget the teachings, which includes the  
 13 culture and the education, so that they can develop  
 14 their, I would say --  
 15 THE CHAIR: Time is up.  
 16 FROM THE FLOOR: So the children will  
 17 continue to develop their education.  
 18 THE CHAIR: Thank you.  
 19 FROM THE FLOOR: Madam Chair, may I make a  
 20 quick clarification? Is it okay if I have a quick  
 21 point of order? For folks who are Spanish-speaking,  
 22 do they receive two minutes and 40 seconds as  
 23 opposed to the 1 minute and 20 seconds to allow time  
 24 for the interpreter to share?  
 25 THE CHAIR: We had not --

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1 COMMISSIONER TOULOUSE: We could.  
 2 THE CHAIR: It takes double the time.  
 3 MS. POULOS: Or I can pause it during the  
 4 Spanish and then restart it during the reading.  
 5 THE CHAIR: We'll pause it during and only  
 6 run it when someone -- when she's doing the  
 7 translation to us, okay?  
 8 And thank you.  
 9 I apologize. I think it's -- the last  
 10 name is Benavidez, but I can't read it very well.  
 11 Juan Benavidez?  
 12 FROM THE FLOOR: My name is Juan  
 13 Benavidez. Benavidez.  
 14 I am a member of the Piro-Manso-Tiwa  
 15 Indian tribe. My job there is a historian.  
 16 I am Juan Benavidez. Benavidez.  
 17 I represent the Piro-Manso-Tiwa Indian  
 18 Tribe. I am a -- for the tribe, I am a historian.  
 19 All of us has something to do. We all have a  
 20 certain job, unless we give all the members  
 21 [unintelligible] ourself. And I support the school.  
 22 I can't remember the name.  
 23 Thank you. That's all I'm going to say.  
 24 THE CHAIR: Thank you.  
 25 Next is Emma Armendariz.

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1 FROM THE FLOOR: Commissioners, I am Emma  
 2 Galindo Armendariz. Armendariz.  
 3 I have the distinct honor and blessing to  
 4 be one of the original educators who invented  
 5 bilingual education for our state, initially, and as  
 6 a compensatory model. And I saw it develop over  
 7 time, and, actually, was a principal of one of the  
 8 first pilots for a 90/10 dual language bilingual  
 9 school in Albuquerque at Longfellow Elementary.  
 10 We had wonderful success during the  
 11 five-year period that we were a pilot.  
 12 As a bilingual teacher and an  
 13 administrator who served in our state's educational  
 14 system for 48 years, I saw the 90/10 dual language  
 15 program in Albuquerque, Las Cruces, and other  
 16 districts have many successes in helping students  
 17 develop strong educational skills, become fully  
 18 bilingual, and, actually, many of them, to regain  
 19 their ancestral language as well as their culture.  
 20 Our country, and especially our state,  
 21 where we have strong cultural ways for bilingualism,  
 22 need to implement this type of program so we can  
 23 join three-quarters of the world which is bilingual,  
 24 if not multi-lingual. Our children in current  
 25 society need the linguistic and academic skills to

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1 participate, not only in our group, but in our  
 2 world.  
 3 Thank you.  
 4 THE CHAIR: Thank you. For the timer's  
 5 purpose, the next person that's coming up is reading  
 6 a statement from a local representative, and she's  
 7 staying up for her own. She's signed up twice.  
 8 So next is Yvonne Flores.  
 9 FROM THE FLOOR: Good afternoon, Madam  
 10 Chair, and thank you so much. I'm here on behalf of  
 11 Joanne Ferrary, who is our State Representative in  
 12 this area of Las Cruces.  
 13 "I regret not being able to address you in  
 14 person. I feel strongly we should be supporting  
 15 multi-cultural education" --  
 16 THE CHAIR: Can you pause you for just a  
 17 second?  
 18 FROM THE FLOOR: "As a participating  
 19 member of the Research Education Study Committee, we  
 20 are actually studying the best practices of  
 21 successful educational systems from around the  
 22 world.  
 23 "Some of the keys to success are the ones  
 24 that are also incorporated into the framework of the  
 25 Raíces del Saber Xinachtli Community School.

<p style="text-align: right;">Page 30</p> <p>1 "Students are learning in their own 2 language, which makes for better comprehension of 3 reading, writing, and math. 4 "Using the 'dual languages by immersion' 5 model is backed by 18 years of linguistic research 6 and increases flexible thinking in the brain. 7 "Community involvement and having a strong 8 board will ensure the sustainability of the school 9 and success of the students." 10 "I also appreciate the inclusion of 11 English-speaking young students so that they may 12 have the opportunity to learn a second language by 13 immersion. This was an opportunity I knew was 14 important and was denied to my own children when 15 they were in elementary school in the '80s. 16 "Please accept and approve the application 17 and funding for Raíces de Saber Xinchtlí [sic] 18 Community..." -- "Xinachtlí" -- oh, a typo -- 19 "...Community School." 20 THE CHAIR: Thank you. 21 FROM THE FLOOR: "And thank you. 22 "Sincerely, Joanne Ferrary." 23 Mine is a bit longer. So good afternoon 24 again, Madam Chair and Commissioners, and thank you 25 for having us here today. I am here today to</p>	<p style="text-align: right;">Page 32</p> <p>1 experience of being sent to the corner of the 2 classroom facing the wall in first and second grades 3 in El Paso because I did not speak English. We were 4 ashamed to eat our lunch, which we called "tacos," 5 and today know as "burritos." 6 Thank you very much, and I'll submit this. 7 And I'm also City Council for the City of 8 Las Cruces; although, I'm not here on behalf of the 9 City. But for identification purposes only. 10 Thank you very much. 11 THE CHAIR: Thank you. And just so 12 everyone is aware, at the conclusion of this, 13 we'll -- we will -- I will save the information -- 14 and I believe it's also at the table -- on how 15 support information can be provided to PED for us 16 over the next couple of days. 17 Thank you. Next on is Alan Brauer. 18 FROM THE FLOOR: Good afternoon, 19 Madam Chair and members of the Commission. My name 20 is Alan Brauer, and I'm the fellowship director and 21 education team lead of NACA Inspired School Network. 22 I want to share my complete support for 23 Raíces del Saber. 24 Lucia Carmona, one of the members of the 25 team, is a fellow with us. They have put an</p>
<p style="text-align: right;">Page 31</p> <p>1 express to you my experience and some of my 2 subjective experience. 3 As a Mexican-American whose first 4 language -- my first language is Spanish. I hold a 5 bachelor's degree in Spanish literature and a Juris 6 Doctor -- Juris Doctor from the University of 7 California and am a former professor at California 8 State University of Chicana literature, 9 Constitutional issues, and Spanish for Spanish 10 Speakers, at which time I saw my students struggling 11 with a variety of identity and basic discrimination 12 because of their ancestry and language spoken at 13 home, many of whom were forced to speak English to 14 the exclusion of speaking Spanish. 15 Although many of the Spanish-speaking 16 population today in the Southwest United States have 17 Native American ancestry, the "Indio" has been 18 denied our true native languages spoken throughout 19 the Americas, consequently resulting in the 20 disappearance of our culture, because language is 21 inherently tied to culture. 22 Regrettably, many of us have been forced 23 to speak English exclusively, denied our diverse 24 cultures, and suffer bullying and discrimination. 25 My educational journey was a much suffered</p>	<p style="text-align: right;">Page 33</p> <p>1 extraordinary amount of head and heart into 2 developing an innovative school for the students of 3 Las Cruces and the surrounding communities. 4 The 90/10 dual language model, that also 5 incorporates indigenous language, culture, and 6 wisdom, will support students through rigorous 7 academics, while also developing their identity as 8 humans in their community. 9 Lucia and the Raíces team are the model 10 for community-led design of schools. They have 11 consistently led by an approach of procreation from 12 top to bottom in their school design. 13 Also, as an English-only person, I have 14 gained an extraordinary amount of empathy in working 15 with Raíces. I have joined numerous team meetings 16 with community members, where I'm the only one with 17 a deficit in Spanish. 18 The beauty of Raíces lies with developing 19 biliterate student leaders who will become 20 intimately secure in their indigenous identity. The 21 strength that comes from this is indispensable, and 22 I urge you all to approve the school. 23 THE CHAIR: Next is Carrie Hamblen. 24 FROM THE FLOOR: Thank you, Madam Chair. 25 My name is Carrie Hamblen. H-A-M-B-L-E-N.</p>

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1 I am the CEO and president of the  
 2 Las Cruces Green Chamber of Commerce, and that is  
 3 what I'm representing here today.  
 4 The Las Cruces Green Chamber of Commerce  
 5 talks about local businesses and protecting our air,  
 6 land, and water. We talk about the triple bottom  
 7 line, people, planning, and profit, which is why I'm  
 8 here to talk to you today.  
 9 There is a need for a school like this.  
 10 One of our charter schools, the J. Paul Taylor  
 11 Academy, which is a social justice, bilingual, and  
 12 project-based charter school, is at maximum capacity  
 13 with a 159-person waiting list.  
 14 Additionally, as I was coming here today,  
 15 a story on National Public Radio talked about  
 16 language learning, and emphasized that there is a  
 17 great demand for not only employees who are  
 18 bilingual and multi-lingual in almost every sector  
 19 of the workforce.  
 20 So I respectfully request that you approve  
 21 the creation of this school. Not only will they be  
 22 teaching -- will they be teaching our future to be  
 23 proud of their culture and their language,  
 24 especially in this region; but they will be giving  
 25 them the foundation and skills to be entrepreneurs,

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1 public leaders, educators, doctors, or anything that  
 2 they desire to be.  
 3 We should not deny our youth this chance,  
 4 and your approval today will open that door and  
 5 create a path to success that every child in  
 6 New Mexico deserves.  
 7 I thank you for your consideration.  
 8 THE CHAIR: Thank you. Next is Diane  
 9 Duran.  
 10 FROM THE FLOOR: Good afternoon. My name  
 11 is Diane Duran. I am part of the Piro-Mansa-Tiwa  
 12 Tribe.  
 13 And I am here to support the school. And  
 14 my grandfather was Piro and my grandmother was Tiwa.  
 15 And we are happy to support it in various ways.  
 16 First of all, our lineage, we need to --  
 17 there's a lot of students that don't even know that  
 18 they're Indian. We're here also to try and support  
 19 that and help them learn about their culture. And,  
 20 hopefully, we can also teach them some other  
 21 language.  
 22 And I thank you for your time.  
 23 THE CHAIR: Thank you.  
 24 FROM THE FLOOR: We are in support.  
 25 THE CHAIR: Thank you. Next is Luis

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1 Huerta.  
 2 FROM THE FLOOR: Good afternoon. My name  
 3 is Luis Huerta. I'm an Associate Professor in the  
 4 College of Education. And I just want to emphasize  
 5 the importance of having a school like this in the  
 6 community for two main reasons.  
 7 One of them is that in the College of  
 8 Education, through the [unintelligible] program, we  
 9 have had [unintelligible] providing that kind of  
 10 partnership with the district, I being one of the  
 11 [unintelligible] on-site experience that we have in  
 12 different schools, two in Las Cruces and one in  
 13 Gadsden, this school district.  
 14 Why it's important, too, we have -- we're  
 15 going to see in action something that we read in  
 16 books, so I give you a perspective, 90/10 model,  
 17 where a student never had an opportunity to see in  
 18 action. [Unintelligible] and the power is one of  
 19 the [unintelligible] programs is that  
 20 [unintelligible] multicultural perspective. And  
 21 through this experience in the classroom, Raíces del  
 22 Saber Community School, they are going to be able to  
 23 observe culturally and [unintelligible] in action.  
 24 Thank you.  
 25 THE CHAIR: Next is Thomas Valenzuela.

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1 FROM THE FLOOR: Good afternoon. My name  
 2 is Thomas Valenzuela. I am here representing the  
 3 Piro-Mansa-Tiwa Tribe. We are here in support of  
 4 the Xinachtli school.  
 5 First off, I would like to say, as a  
 6 student in the Las Cruces Public Schools District, I  
 7 was always discouraged from learning about Native  
 8 American culture from textbooks because I never felt  
 9 that it's truly depicted, our culture and our  
 10 beliefs. I feel that the Xinachtli School will be  
 11 able to truly identify and connect with our cultural  
 12 roots and be able to depict our culture to their  
 13 students.  
 14 We support the fact that the Xinachtli  
 15 School is proposing a new method of influx of  
 16 information from the community, particularly our  
 17 tribe and other tribes in the area. They will be  
 18 gaining information from our tribes, which is great,  
 19 because I believe a living influx of information,  
 20 instead of a 20-year-old textbook is a much better  
 21 way to depict information and the essence of our  
 22 Native American culture.  
 23 Thank you very much.  
 24 I would like to submit to you a letter  
 25 from Henry Flores, our tribal governor, in support.

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1 And I also have a petition in support of Xinachtli  
 2 School signed by members of my tribal council.  
 3 THE CHAIR: Okay. Thank you.  
 4 FROM THE FLOOR: Thank you.  
 5 THE CHAIR: Next is Ray Reich. I believe  
 6 it's --  
 7 FROM THE FLOOR: Chair, Commissioners, my  
 8 name is Ray Reich, R-E-I-C-H. Thank you for letting  
 9 me speak today. I would be remiss if I didn't come  
 10 up and say something.  
 11 I have known Mr. Aceves for almost  
 12 25 years. And during the six years that he was at  
 13 Canutillo Elementary, I was invited to observe his  
 14 teaching methods on various occasions.  
 15 And I saw children from first through  
 16 fifth grade that had -- that knew who they were,  
 17 that felt happy to be speaking and understanding. I  
 18 saw second-graders that knew algebra and fractions,  
 19 the universe, astrology. They were ecstatic.  
 20 I saw Anglo, white kids, that spoke  
 21 beautiful Spanish and were happy to be bilingual and  
 22 trilingual, singing in Nawa.  
 23 I did this over the six years. And that  
 24 school thrived. It went from the lowest in the  
 25 state to one of the highest during that period.

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1 So thank you very much. I do approve of  
 2 this.  
 3 THE CHAIR: Thank you.  
 4 Next is Olga Morales.  
 5 FROM THE FLOOR: Good afternoon, Madam  
 6 Chair, members of the Commission. My name is Olga  
 7 Morales. Morales.  
 8 I'm here to speak to you to address you as  
 9 a parent, a parent of kids who have had the  
 10 opportunity to attend both charter schools and  
 11 public schools and who has experienced firsthand the  
 12 unfortunate deficiency on some of the systems.  
 13 My oldest one attended public school.  
 14 She's now 24 years old. She's still making up  
 15 deficiencies from what she lacked during the public  
 16 school years.  
 17 I have the other one, who's a 17-year-old,  
 18 and she just graduated with an Associate's degree  
 19 from Arrowhead, after attending La Academia Middle  
 20 School.  
 21 The level of advancement, the level of  
 22 focus, the level of integrity, the fact that it's  
 23 focused on developing the identity of the students  
 24 is so critical, and it carries and it translates and  
 25 it moves on through years as they develop.

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1 I'm here in total support of this project.  
 2 I have a lot of faith and hope that you will  
 3 consider it, because we have so many kids in this  
 4 area that need to be developed in that sense, that  
 5 need to have the opportunity to grow and to excel  
 6 not only in English, but in Spanish, in  
 7 understanding and having a clear basis of their  
 8 culture -- their culture and their roots, where they  
 9 come from and what they stand for.  
 10 Thank you.  
 11 THE CHAIR: Thank you. And, finally,  
 12 Maria Flores.  
 13 FROM THE FLOOR: (With aid of  
 14 Interpreter.)  
 15 Hi. Good afternoon. My name is Maria  
 16 Flores. And we do many things that I am in life. I  
 17 am the mother of three boys. Two of them are in  
 18 Arrowhead right now, and one of them is about to  
 19 start, hopefully, in this new project.  
 20 And the reason that I support 100 percent  
 21 this project is because of the language. And for  
 22 little kids, the transition from home to school  
 23 sometimes is a real huge change. But with a school  
 24 like this, when the kids go to school, and they live  
 25 the language they're speaking at home, they feel

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1 more comfortable. They feel confident.  
 2 So the change is not drastic. They do the  
 3 transition real good, smoothly. And that will  
 4 contribute to have better students, better kids, and  
 5 probably, in the future, better human beings for  
 6 this world.  
 7 Thank you.  
 8 THE CHAIR: Thank you. And that concludes  
 9 the public comments. So I thank all of you and  
 10 appreciate your comments. And I'm going to ask you  
 11 to indulge us in a 10-minute break before we start  
 12 the dig-in.  
 13 Thank you.  
 14 (Recess taken, 2:09 p.m. to 2:19 p.m.)  
 15 THE CHAIR: So we obviously moved the  
 16 podium. And the mic is there. And I just think  
 17 that it will be a little bit easier so that you  
 18 don't have to get up and down. You can just pass  
 19 the mic around and whoever wants to speak.  
 20 The only thing I will ask, as much as we  
 21 appreciate input, I think the part that was  
 22 frustrating yesterday, we had too many lawyers. And  
 23 everyone thought they were making a closing  
 24 statement every time they were coming up to answer.  
 25 So it -- the answers were incredibly

1 lengthy. So as -- you know, if we can be reasonably  
2 concise with this, I think we'd appreciate it.

3 And I'm just trying to open up the  
4 application for myself.

5 So -- and I always, with this -- sometimes  
6 I think people feel that we're pointing fingers and  
7 we're only picking out negatives. And I don't want  
8 you to think that this is going any one way or the  
9 other.

10 But oftentimes, there's just maybe holes  
11 that we see that we need filled in so that we can  
12 make a better decision at the end of August. So  
13 it's never meant to come off as a, "Why are you  
14 doing this?"

15 So I'll start with a couple of questions.  
16 I'll pass it on in a minute. I think you probably  
17 will have a bunch of questions.

18 I'm going to ask about the -- about the  
19 program, your educational program, in particular;  
20 because there was a mention in the application that  
21 it had been used in both Phoenix and El Paso. But  
22 it -- there -- I think it indicated that it's no  
23 longer being implemented there; am I correct?

24 It looked like, from what I read, that  
25 the -- that it had been -- about 2012, it's not

1 school, or do they already exist?

2 MR. CARLOS ACEVES: We've already started  
3 developing, and they already -- they already exist.

4 THE CHAIR: They already exist. Okay.

5 And I guess along with that, the  
6 Meso-American base -- the 20 mathematic system, is  
7 that aligned with New Mexico standards?

8 MR. CARLOS ACEVES: Yes, it is.

9 THE CHAIR: Yeah. Okay.

10 MR. CARLOS ACEVES: Yes, it is.

11 THE CHAIR: All right. I thought I saw  
12 that someplace else; but I just wanted to make sure.

13 MR. CARLOS ACEVES: All our curriculum is  
14 aligned to the Common Core and the State standards.

15 THE CHAIR: Okay. Thank you. And I guess  
16 I'll open Pandora's Box with this one at this point  
17 in time.

18 You mentioned that you're anticipating to  
19 have a safe open space, the facility on Lohman. So  
20 let's just have a little bit of a discussion about  
21 the facility on Lohman when we're looking at "safe  
22 open space." It's kind of --

23 MS. LUCIA CARMONA: Yes, I  
24 [unintelligible] that question. I was coordinating  
25 that process. Lucia Carmona.

1 being used anymore.

2 MR. CARLOS ACEVES: Yes. I think you're  
3 referring to the ten-and-a-half-year project that  
4 was at Canutillo Elementary. Yes. It was Canutillo  
5 Elementary. It was started by myself in 1996. And  
6 in 2012, it was discontinued.

7 The Xinachtli Project is something that we  
8 started at a meeting in 1990 in Phoenix, Arizona.  
9 And from there, it's grown -- it grew into the  
10 Meso-American Studies Program implemented in Tucson,  
11 the one that was made illegal by the State of  
12 Arizona. And it's currently also being used at the  
13 Semillas del Pueblo Charter School in East  
14 Los Angeles. And it was also implemented in  
15 Canutillo Elementary.

16 In fact, there are two of the teachers  
17 that were part of the Xinachtli Project with me are  
18 here today: Ms. Sainz and Mrs. Garcia. And, you  
19 know, they were part of the team. We've traveled to  
20 Mexico together for 20 days. That's the  
21 clarification you needed?

22 THE CHAIR: Okay. Thank you.

23 And with the rubrics of assessment, I just  
24 have a question of are those rubrics of assessment,  
25 are they going to be developed from within the

1 And -- for the founders. And we put  
2 together a committee to identify. So there at  
3 Lohman used to be a charter school, Las Montañas.  
4 Right now, it's partial occupied by another company.  
5 The property start to be sell in pieces and still  
6 remains a place, an area, when we talk with the --  
7 the agent, that is still available, and it even has  
8 E-Occupancy, certified.

9 So that -- for the signing year, which we  
10 expect to enroll 60 students, and even it has the  
11 capacity for 100 students right now at the facility.  
12 Our expecting -- by the fifth year, we expect to  
13 have the whole enrollment of 220 students.

14 Since our first -- I mean, our dream,  
15 expectation, is the collaboration with NMSU. And we  
16 hosted there at the Myrna's Children's Village  
17 place, it's going to take a couple of years to  
18 develop and to be sure. The only thing we need is  
19 the approval notice from the College of Ed to move  
20 forward into [unintelligible] and start to -- that  
21 is the process internally for the University, which  
22 is understandable.

23 And for that lease, right now, we -- we  
24 have the approval. That -- that location will allow  
25 us to not expend too much funds or resources in

1 efforts to be ready to start by next year. So that  
2 is one of the options; however, we have another  
3 couple.

4 THE CHAIR: Okay. So along with that, I  
5 have -- because in the presentation, you mentioned  
6 the \$200,000 -- I think it was \$200,000 from the  
7 Raza group.

8 MS. LUCIA CARMONA: Yes.

9 THE CHAIR: I just had a question. What  
10 are you anticipating doing with that \$200,000?

11 MS. LUCIA CARMONA: Oh, well, the Raza  
12 fund, as well as our foundations, they have, like,  
13 a -- the level of funds that we will be available  
14 to -- to access, which -- so that's why we believe  
15 that even if -- if that location, during the  
16 planning year, may not be the best, we still have  
17 enough funds to -- to identify the other alternative  
18 places that we already identified may need more  
19 funds, may need more resources. But we still have  
20 that range of amount available.

21 THE CHAIR: So the two -- I'm sorry. I  
22 just need clarification on this. The \$200,000 from  
23 the Raza group, is that going to the facility on  
24 Lohman? Is it going -- are you looking at  
25 earmarking that -- and who would own the facility,

1 who have indicated that they will serve on the  
2 board. And then we have added to that Dr. Luis  
3 Huerta and Dr. Roc- -- about to be "Dr." --  
4 Dr. Rocio Benedicto.

5 And all of those -- I'm going to say we  
6 have to have seven. Our ideal is to have 11. And  
7 we will continue to do ongoing recruitment. Among  
8 all those people, we have tremendous skills in terms  
9 of the knowledge and background, not only  
10 experientially in terms of education credentials in  
11 bilingualism, bicultural education, we have a board  
12 member who has extensive background in board  
13 development.

14 We have a board member who has extensive  
15 experience in finance and business. We have a  
16 person who has extensive experience of having  
17 started a successful charter school. She's now  
18 retired.

19 Most of the people on the board have  
20 children that are now grown. But we also -- yeah.  
21 Hold that for me, Roseanne.

22 We also have Monika Tellez. And she has  
23 children in school currently. She is bilingual.  
24 She's Hispanic. She is very, very hungry for her  
25 children to have this opportunity. And she is a

1 then, on NMSU?

2 DR. NICHOLAS NATIVIDAD: So the facility  
3 would still be owned by NMSU. The \$200,000 would be  
4 to redo some of the buildings that we're looking at  
5 that are attached to Myrna's Village, which is a  
6 pre-K lab school there, which pre-Myrna's Village,  
7 revamped a lot of buildings in [unintelligible].

8 THE CHAIR: Commissioners, if someone else  
9 has a question?

10 Commissioner Robbins?

11 COMMISSIONER ROBBINS: Actually, I have a  
12 couple of questions.

13 So on the slide, you identified the names  
14 of the founders and the governing board. And can  
15 you -- and I don't have the notes of your  
16 application in front of me -- identify the number of  
17 individuals that are on the governing council or  
18 that are supposed to be on the governing council,  
19 and how many members of the governing council have  
20 children or other -- and what their ties and  
21 interests are and what their current jobs, their  
22 interests and things like that are?

23 I think that would be very helpful for me.

24 DR. JANE ASHE: Okay. There are seven  
25 members, actually five members from the founders,

1 person who came here, who immigrated here, became a  
2 citizen, and struggled mightily to get her  
3 education. And so she really wants to see this  
4 happen for other children who are relatively new to  
5 this country, of which we have many here in this --  
6 Doña Ana County.

7 We have, obviously -- let's see. I'm just  
8 looking down through the -- what? Grandchildren,  
9 yeah. These people have grandchildren.

10 We -- I'm looking down through the  
11 governance board and founders, which are mixed up  
12 together here.

13 Let's see. We've got myself, Luis Huerta,  
14 Irene Oliver-Lewis, Monika Tellez, Ray Reich, Rocio  
15 Benedicto, Nicholas -- no, Nicholas is not on the  
16 board. Nicholas -- oh, yeah. That's right.  
17 Nicholas is on the board, too. And, you know,  
18 you've heard a little bit about his credentials.

19 There are two areas that we think we  
20 should have more of. And that is people with a good  
21 accounting background. We have one person  
22 currently, Ray, who has quite an extensive business  
23 background. But we would like to recruit board  
24 members with an accounting background, and somebody  
25 who has legal expertise.

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1 We have talked to some people already at  
 2 networks -- people who are a part of networks of  
 3 accountants and lawyers, and they have said that if  
 4 our charter is approved, that they would help us  
 5 identify people with those skills to commit to the  
 6 board.  
 7 So our ideal is to ramp up to 11.  
 8 COMMISSIONER ROBBINS: And the reason I  
 9 ask -- I mean, you listed many subcommittees. And I  
 10 think one of the things that I see, in my brief time  
 11 on the Commission -- but I think the Commissioners  
 12 would back this up -- is maintaining the consistency  
 13 on the board is so important to a success of any  
 14 charter school.  
 15 When you have a large number of general --  
 16 council members, and they're turning over regularly,  
 17 maybe you have three or four that have been there  
 18 for three or four years, and then they turn over.  
 19 When you have a small number that actually have  
 20 consistency, it really creates problems in  
 21 supporting the school in the ongoing support within  
 22 the community.  
 23 The other thing is, and you mentioned this  
 24 in terms of individuals with accounting and finance  
 25 experience background, whether they have a degree or

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1 not, I was on the APS board for four years. I was  
 2 the only person there who really had a finance or  
 3 accounting background. I have an MBA in Finance. I  
 4 hire accountants; I don't do accounting.  
 5 But it's so important, because that's  
 6 where we see -- and you mentioned this in your  
 7 presentation -- where a lot of the problems -- in  
 8 the smaller charters in those first couple of years,  
 9 it's so important, because that's where mistakes get  
 10 made.  
 11 And that's so important, because you're  
 12 using public funds. And I am very, very  
 13 conscientious about being on top of those funds,  
 14 because they are the public's dollars, and we're  
 15 stewards of those dollars, and you'll be stewards of  
 16 the dollars, also.  
 17 So pursuing and actually having active  
 18 individuals from the accounting profession or people  
 19 who have strong business and operation-type  
 20 information, whether they've had to work with  
 21 budgets, whether they've had to do projections.  
 22 It's easy to say, "We'll have all these things in  
 23 terms of -- you know, we'll cut the staff, we'll cut  
 24 back to part-time."  
 25 But actually doing it gets tough, unless

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1 you have people who've actually had to do that.  
 2 Because it's very easy to say, "We'll cut back," you  
 3 know -- if you lose \$100,000, because you don't have  
 4 the students, "Well, we'll cut back."  
 5 Well, doing it is a lot tougher than  
 6 saying it. I think that's where I think a lot of  
 7 schools have problems financially. And we have to  
 8 realize that the purpose of the school is actually  
 9 for the students and everything.  
 10 Just one other thing to follow up on this.  
 11 In the presentation, you had mentioned there had  
 12 been about 330 parents that had attended about  
 13 29 events. Was that 330 individual -- different  
 14 parents? Or were they double-counting in some  
 15 cases? I wasn't -- I'm a numbers person myself. So  
 16 I always want to know, if 29 events -- if you had 12  
 17 or 13 of the same parents at every event, you could  
 18 come up with that 330.  
 19 MS. LUCIA CARMONA: Yeah. We mentioned  
 20 29 events, even maybe more. But the -- when we met  
 21 with the community-at-large, and we asked them to  
 22 identify as parents -- myself, I'm a parent, and I'm  
 23 a grandmother, also.  
 24 And usually, when we -- when we qualify  
 25 ourselves as a kind -- like -- or somewhere, or we

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1 have a session where we see teachers. "How many of  
 2 you are parents? What ages? If we have this  
 3 school, will you come to this kind of school?"  
 4 So that is where we start to come in  
 5 different throughout the region, when we have these  
 6 presentations and conferences. Actually, we did  
 7 this at the University, made a call for -- over  
 8 150 people come. Of course, students, parents come,  
 9 community-at-large.  
 10 When we developed the specific workshops  
 11 with parents, I would say -- that's why parents come  
 12 and excited to be here and to collect, for instance,  
 13 signatures, because most of them [unintelligible]  
 14 one day they cannot be here.  
 15 So that would be, I would say, and take  
 16 credit that those numbers are not repeating the same  
 17 person here and there, that it's [unintelligible].  
 18 COMMISSIONER ROBBINS: Thank you.  
 19 THE CHAIR: And I'll also back up what  
 20 Commissioner Robbins just said about the challenges  
 21 with the governing council. And just so that you  
 22 know, the Commission, by policy now, the range is  
 23 not in your contract. You have to identify at the  
 24 beginning of every year how many you're going to  
 25 have on the governing council; so that it can't be,

<p style="text-align: right;">Page 54</p> <p>1 "We're going to fluctuate between 9 and 11," because  2 it just becomes very challenging for us and the CSD  3 staff to be able to keep track of, you know, who do  4 you communicate with, what's going on there.  5 And it's -- it's difficult for us --  6 DR. JANE ASHE: Our understanding was  7 whenever you lose a board member, you have 45 days  8 to replace them, and it is our obligation to be in  9 touch with the PEC and the PED about that. And,  10 also, we -- our governance development board -- our  11 governance board development committee is charged  12 with doing ongoing recruitment, so that you have a  13 list of people waiting in the wings who are willing  14 and able and interested in serving as -- number one,  15 as a new group, we try to build that board and have  16 more expertise, as you were speaking, but also to  17 make sure that we have somebody ready to take the  18 place of anybody who might have to resign  19 unexpectedly or also is terming out.  20 THE CHAIR: I love the glass-is-half-full  21 people. And if you can actually get that to work  22 well, we're going to have [unintelligible]. Because  23 it's -- everyone wants to do that. And it is  24 absolutely one of the most challenging things is to  25 keep that effective board and keep the board full;</p>	<p style="text-align: right;">Page 56</p> <p>1 that's being proposed in Borderlands and Ethnic  2 Studies. It's being [unintelligible] as a  3 rehumanization curriculum, exactly what you're  4 saying, college-level, to train future teachers that  5 can implement this alongside the actual practice of  6 this.  7 THE CHAIR: Thank you. And while we're on  8 the topic of the University, if we go back to the  9 history of why charters were created, they were  10 supposed to be the laboratories to show innovative  11 practices to traditional schools.  12 And you mentioned it. In the slide  13 presentation, you mentioned that partnership with  14 NMSU. So is this something that you're looking at,  15 that students from NMSU that are in the Ed  16 Department or maybe sociology or whatever would be  17 able to come in and do practice teaching, practice  18 lessons?  19 DR. NICHOLAS NATIVIDAD: So in terms of  20 the affiliation, absolutely. And not even just so  21 the practice of the type of curriculum, right, for  22 future teachers, but also in terms of research and  23 evaluation of best practices. So I think that's  24 important.  25 MS. LUCIA CARMONA: May I say something</p>
<p style="text-align: right;">Page 55</p> <p>1 because as you know, through this time that you've  2 been in, it doesn't get easier. It just simply  3 keeps getting harder. And the amount of time.  4 And I appreciate everyone's time that they  5 do put into it. And now that I'm into my  6 appreciation phase, I'm going to say I absolutely  7 appreciate every piece of this application. And  8 through the other websites that I did look at, the  9 indigenous cultures website and a number of others,  10 when I was looking at the program and incorporating  11 social justice into the fabric of our educational  12 system, it is unfortunately too late for many of the  13 horrific circumstances that have occurred throughout  14 the past couple of years. And it is imperative that  15 we take ownership of dealing with this and starting  16 at a -- as early as we can in developing empathetic  17 individuals for our society.  18 So I absolutely applaud you for that.  19 And I'm also a humanities person. So  20 it's -- it's a fabric of what I did.  21 DR. NICHOLAS NATIVIDAD: Can I just say  22 something to that point? New Mexico State  23 University, exactly what you're saying, social  24 justice imperative specifically for this region. So  25 dovetailing these efforts, there's also a program</p>	<p style="text-align: right;">Page 57</p> <p>1 else important about the relationship that we also  2 develop with other [unintelligible], other  3 departments. Like agricultural department, they are  4 really interested in the philosophy of cultivating  5 organic and the sustainable and those terms, and  6 related to the -- to the -- to food.  7 And also the -- the social work  8 department, the anthropology department. So all of  9 them look at us as a lab space, where the students  10 and even exchanging that -- those resources through  11 internship programs and have this opportunity  12 organically.  13 DR. LUIS HUERTA: Something that I want to  14 mention, that I say quickly in the other --  15 THE CHAIR: I'm sorry. Could you identify  16 yourself.  17 DR. LUIS HUERTA: I'm sorry. Luis Huerta.  18 I'm an Associate Professor in the College of  19 Education. And something that I mentioned  20 previously is that the -- something that we used to  21 call the on-site partnership that we have with the  22 school districts in the area allow us to have, for a  23 student, each educational student in the classroom  24 with a teacher for a specific amount of time, like  25 two-and-a-half hours per day every week for two</p>

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1 semesters. So in that way we coordinate with the  
 2 school, with the teachers in order to prepare better  
 3 our students to get, not just in Las Cruces, El Paso  
 4 area, all the nation, promoting this kind of  
 5 approach that we use, the multicultural, social  
 6 justice.  
 7 And this is something that me, being part  
 8 of the board, and [unintelligible] School College of  
 9 Education to promote this kind of [unintelligible].  
 10 I've been working, for example, in the  
 11 original [unintelligible] military in Las Cruces  
 12 with military bilingual on-site program, and then in  
 13 [unintelligible] with the [unintelligible] on-site  
 14 program, and at Gadsden. We establish it in the  
 15 [unintelligible] school. That was closely related  
 16 to the [unintelligible]. And with that same  
 17 approach, we have [unintelligible] working with  
 18 them.  
 19 THE CHAIR: Thank you.  
 20 In my real life, I'm financially  
 21 responsible and not a data person. But in this  
 22 alternate universe, I have to be financially  
 23 responsible and data-driven.  
 24 And when I was looking through your  
 25 budget, it didn't appear that you had anybody that

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1 was specifically identified as a -- as a data  
 2 person. So do you -- are you anticipating -- and it  
 3 could be -- I'll tie in another question.  
 4 You've got funding coming in through a  
 5 variety of different groups. Are any of those funds  
 6 going to be used for that start-up year, or all of  
 7 those funds channeling into the application and the,  
 8 hopefully, planning year?  
 9 MS. LUCIA CARMONA: Yes. I think the  
 10 partnership that we have, being part of this  
 11 network, the NACA Inspired Schools Network, will  
 12 provide us with the strength in terms of funds.  
 13 Also, with the University, the partnership  
 14 with the University in terms of the [unintelligible]  
 15 analyzing. But in-house, we will have that capacity  
 16 with funds and with people that are related -- the  
 17 people that is in charge of that.  
 18 THE CHAIR: Okay. Thank you. I'm going  
 19 to say that I think targeting for 60 students could  
 20 be high, for your first year. So I would -- you  
 21 know, I would just say that I would just be careful  
 22 with that, as you're going through. We always find  
 23 that, you know, even when communities are very much  
 24 in support, when it comes down to putting my child  
 25 into a brand new school, there's often that

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1 hesitation when we see if they're really going to  
 2 make it. "Let me wait that year."  
 3 So that's just a cautionary tale there,  
 4 because the last thing you want is to be  
 5 budget-high. And if you are successful, there's  
 6 certainly a substantial amount of training to get  
 7 you ready for that. But we always find that schools  
 8 are over-estimating what they hope will come in that  
 9 first 40 days. So I would just caution you on that.  
 10 Your goal-setting with your  
 11 mission-specific goals, it was a little rough in  
 12 terms of establishing those goals and actually  
 13 establishing goals that were -- it was difficult to  
 14 determine if they were, in fact, rigorous, because I  
 15 am not exactly sure where those benchmarks came  
 16 from.  
 17 So can anyone speak to that?  
 18 MR. CARLOS ACEVES: What goals were you  
 19 thinking about that are not rigorous or that we had  
 20 trouble and were not as rigorous?  
 21 THE CHAIR: They weren't rigorous. It was  
 22 difficult to determine where they were, because it  
 23 was difficult to determine where the benchmarks come  
 24 from. And that was the mission-specific goals.  
 25 MR. CARLOS ACEVES: Well, as you know, the

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1 "rigorous" is embedded in our Common Core and in the  
 2 State standards. And when a curriculum is aligned  
 3 to those standards, there is rigor embedded. The --  
 4 the goal that we had set for especially the  
 5 Xinachtli part of the curriculum, when -- when you  
 6 look at the -- the Common Core and the State  
 7 standards, they -- they go beyond the what the  
 8 expectations are of those standards.  
 9 For example, the -- introducing a Base 20  
 10 system in kindergarten is quite a rigorous endeavor.  
 11 And my experience has shown that in kindergarten,  
 12 when a student enters kindergarten, he will be  
 13 able -- or she will be able -- to use a Base 20  
 14 using simple manipulatives to do computation. I've  
 15 seen that over and over in my years of experience.  
 16 That, for example, is a goal that is rigorous, and  
 17 it's also quite attainable.  
 18 The -- the goal of biliteracy is quite a  
 19 rigorous goal, in that we have to see students grow  
 20 each year in their biliteracy. And we sit down  
 21 [unintelligible] seeing the students are learning to  
 22 use -- to acquire a second language, English learner  
 23 acquiring Spanish, Spanish learner acquiring  
 24 English.  
 25 And so bilingualism is a rigor endeavor,

<p style="text-align: right;">Page 62</p> <p>1 and it's a goal that is attainable and reasonable.  2 I don't know what else --  3 THE CHAIR: And I apologize, because I put  4 a page number down in the application, and it's not  5 matching with what I'm -- what I'm now pulling up.  6 So -- I know one of them mentioned being able to  7 read a paragraph at -- so -- and my page number is  8 just -- I thought I was being so good, and it's not  9 the right page.  10 It's the application -- it's the  11 application and not the analysis. And I had put --  12 and that's what I have up here. And I had made a  13 notation of Page 22. But it's not on Page 22.  14 MS. POULOS: (Indicates.)  15 THE CHAIR: Because that's the -- that's  16 the -- all right. I'll have to move on because I  17 just can't find it. So we're -- and I appreciate  18 what you said, of course. If the -- if you are  19 successful, we would sit down and negotiate those  20 goals.  21 But I -- you know, I wrote that question  22 for myself. And, obviously, I put the wrong page  23 number. So I apologize.  24 You did mention that you were going to  25 contract with a diagnostician for special ed</p>	<p style="text-align: right;">Page 64</p> <p>1 THE CHAIR: Sorry. Sorry. Do you have an  2 identified head administrator now?  3 MS. LUCIA CARMONA: Head administrator?  4 You say "head administrator"?  5 THE CHAIR: Some call it head  6 administrator; some refer to it as principal. It's  7 whatever.  8 MS. LUCIA CARMONA: We have already had --  9 well, we already have some candidates in mind. And  10 we, of course, have to go with the transparent and  11 fair procedures for hiring process, but then proceed  12 with very well-qualified persons that will fill that  13 role.  14 Business manager position, our favorite  15 candidate, she has ten years' experience being the  16 business manager for Academia, also for the -- right  17 now, we're -- Alma d'Arte, zero findings for the  18 last several years, which is exceptional. Her  19 ways -- she perform her ways of [unintelligible].  20 She's one of our cofounders and also one of our  21 supporters on this process to write that financial  22 procedures and provide all guidance on those lines.  23 THE CHAIR: Okay.  24 MS. LUCIA CARMONA: But it's the same  25 going through a transparent hiring process.</p>
<p style="text-align: right;">Page 63</p> <p>1 services. Do you know -- do you have a contact with  2 someone now? Or is that -- do you think that's  3 going to be through LCPS, or -- because we find that  4 it's -- that schools have difficulty in getting  5 those contracts.  6 MS. LUCIA CARMONA: Yes. What we -- of  7 course, we spoke already with a lot of teachers,  8 people that are interested in this and have  9 different capacities and backgrounds. And everybody  10 is, like, contingent on approval, of course, like  11 everything; right?  12 And people who are in their job right now,  13 there's people that they said, "I'm trying to -- I  14 like your project."  15 But the partnership that we're looking at  16 with the conversations that we've had with the  17 Las Cruces Public Schools goes in those lines, also,  18 to share [unintelligible] support each other in  19 ways, take time to [unintelligible] that line of  20 communication and sharing experience and support.  21 So that would be [unintelligible].  22 THE CHAIR: All right. And I'll just do  23 one more. Do you have an identified head  24 administrator now?  25 VARIOUS SPEAKERS: We can't hear you.</p>	<p style="text-align: right;">Page 65</p> <p>1 THE CHAIR: Okay. Thank you. And I don't  2 think I got the full answer in terms of the grant  3 monies and how they're being used.  4 So are some of -- are some of them -- will  5 some of them be used for the -- hopefully, the next  6 year, and then will any of those funds go into help  7 support any staffing for that first school year?  8 MS. LUCIA CARMONA: Yes. And also we  9 mentioned Kellogg Foundation, personal, Kellogg  10 Fellow. And we really develop a great relationship  11 as a fellow with the Foundation and had these  12 conversations about this project that they really --  13 [unintelligible] support hoping to have this  14 approval.  15 And those funds are to support precisely  16 the first year, and also the planning year of  17 operations. And, like I said, being part of this  18 NACA Inspired Schools Network will be able to get  19 those funds.  20 THE CHAIR: So the first year of your  21 operation, would you be using any grant money to  22 fund staffing?  23 MS. LUCIA CARMONA: Yes. We -- we need to  24 see, once we have the -- I mean, everything in  25 place. Of course, we will be able to -- depending</p>

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1 the needs, for instance, ancillary staff, part-time  
 2 staff. Could be that that situation can --  
 3 THE CHAIR: Because the challenge, of  
 4 course, is if that grant money is just for a year,  
 5 and you've relied on this staffing pattern for this  
 6 year, and then it goes away, it can certainly  
 7 adversely affect that --  
 8 MS. LUCIA CARMONA: Yes.  
 9 THE CHAIR: -- your educational program.  
 10 MS. LUCIA CARMONA: Uh-huh.  
 11 THE CHAIR: So that's what I'm trying to  
 12 see, how much are you.  
 13 MS. LUCIA CARMONA: And the Kellogg  
 14 Foundation and the McCune Foundation. The McCune  
 15 Foundation is a New Mexican foundation, where it's  
 16 smaller, and they provide smaller support. But then  
 17 those are general funds that we can use.  
 18 DR. JANE ASHE: It's not unusual for the  
 19 McCune Foundation, when they are helping seed  
 20 something that they think is innovative, to fund for  
 21 several years in a row. And that is what we would  
 22 expect.  
 23 Kellogg Foundation has made the statement  
 24 many times, many places, that they plan to be here  
 25 for a generation, because they realize that the kind

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1 of change, social change they're trying to promote,  
 2 takes that long.  
 3 So I -- we could -- I think we could  
 4 easily plan on those grants being multi-year.  
 5 And I'm very familiar with the Kellogg  
 6 Foundation as a University faculty member. I lived  
 7 on Kellogg funds in a very special unit in the  
 8 College of Education. But -- and, again, they stay  
 9 for many years to get an innovation off the ground.  
 10 So I think those are very substantial,  
 11 dependable funds. And they're very flexible. The  
 12 Kellogg, for instance, would not fund  
 13 infrastructure; but that is something that the Raza  
 14 Fund, as you heard Nicholas say --  
 15 THE CHAIR: Commissioners?  
 16 COMMISSIONER JOHNSTON: I have a question.  
 17 THE CHAIR: Sure.  
 18 COMMISSIONER JOHNSTON: I have to get a  
 19 microphone.  
 20 It's very interesting to me the  
 21 relationship between -- did I hear talk spoken about  
 22 between NMSU and the school? I would like to hear  
 23 from the professors who are present from NMSU,  
 24 really, the amount of this commitment and the  
 25 passion to this commitment, because I think it's

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1 very important.  
 2 So I need somebody -- you're holding the  
 3 microphone, sir.  
 4 DR. NICHOLAS NATIVIDAD: So I'll go first.  
 5 So we've been in conversation for almost -- over two  
 6 years now regarding this. And so you were talking  
 7 about, "What is the commitment?"  
 8 I'm actually not in the College of  
 9 Education. I'm a professor in the Department of  
 10 Criminal Justice. I was telling Commissioner  
 11 Robbins this. And the reason why I get involved in  
 12 a lot of the educational programs is that when you  
 13 look at the school-prison pipeline, a lot of  
 14 criminal justice professors, sociologists are  
 15 starting to now look at let's look at the school  
 16 first, before getting into the prison system.  
 17 That's where we need to create innovation, right, at  
 18 a different level.  
 19 And so a lot of the scholarship coming out  
 20 now is talking about identity formation as a key  
 21 aspect; right? This rehumanization; right? So it's  
 22 not just the College of Ed that has this level of  
 23 commitment. There's also my colleagues in criminal  
 24 justice and sociology and that are looking to  
 25 support something like this.

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1 Now, when we're talking about long-term or  
 2 the type of infrastructure being built at NMSU, not  
 3 only are we proposing that a brand new ethnic  
 4 studies minor, major, and eventually a master's  
 5 degree, which would also have embedded in it a  
 6 teacher's certificate at the master's level, that's  
 7 going up for proposal this fall.  
 8 It's already been written by Dr. Luis  
 9 Huerta and myself.  
 10 The other thing we're doing is launching a  
 11 center for community engagement, which would be  
 12 focused on tracking volunteer hours for students,  
 13 but also placing students in innovative internships  
 14 and with organizations like Raíces. So that's brand  
 15 new, up-and-coming as well. That's part of the  
 16 service learning initiative that we're trying to  
 17 launch. That's across colleges.  
 18 There's a deep communion, not just in  
 19 terms of the academic side, research, but also the  
 20 infrastructure at NMSU. That is the opportunity to  
 21 push forward in the infrastructure, too.  
 22 MS. LUCIA CARMONA: You would see at least  
 23 four teachers at NMSU support.  
 24 DR. LUIS HUERTA: I want to mention, the  
 25 personal level. My commitment is too high. I can

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1 say that.  
 2 But why? Because I've been always, since  
 3 2003, that I go into NMSU as a faculty member, we  
 4 have been looking for ways of improving integration  
 5 of teaching. But we are not thinking of using  
 6 Borderlands, something that we think in division of  
 7 the countries, or -- we are thinking in terms of  
 8 where different cultures, different languages get  
 9 together, and in contact with different backgrounds  
 10 ethnically, linguistically speaking, everything.  
 11 So we have been promoting that kind of  
 12 approach connected with social justice since 2003.  
 13 I mentioned a phrase that I was not one of  
 14 the founders of the phrase, 2007, original  
 15 [unintelligible] that NMSU or the College of  
 16 Education has with Hermosa High in the Las Cruces  
 17 district, because we established a partnership with  
 18 a teacher to see [unintelligible] to see what is the  
 19 [unintelligible] of the practice with the bilingual  
 20 kids [unintelligible] meets.  
 21 For example, we established the -- the  
 22 partnership in the school that was mainly something  
 23 that we used to call the "barrio" school, that was  
 24 any kid from Hispanic heritage, almost 95 percent of  
 25 the kids speaking Spanish, and we started the

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1 practice there, always with the focus of social  
 2 justice, working with [unintelligible] perspective,  
 3 [unintelligible] and the whole notion of seeing the  
 4 kids [unintelligible] personal connection with the  
 5 family.  
 6 And you can see, for example, in my  
 7 research, my publications, that all the time, I am  
 8 promoting the view of social justice in educational  
 9 teaching, the importance, specifically these times  
 10 that we're seeing, not just for what's happening in  
 11 the school, but how the students have been exposed  
 12 to a kind of historical inertia through the years  
 13 that [unintelligible] to see the reality coming to  
 14 us.  
 15 And, in my communication, always promoting  
 16 this, finding the connection with Raíces came  
 17 very -- how can I say? -- casual, because I  
 18 wasn't -- I mean, multicultural community  
 19 perspective, meaning.  
 20 Then Lucia came and presented to the  
 21 school the program they were using. And I fell in  
 22 love with that. And then I asked her if I can help  
 23 in any way. And even my incoming publication for  
 24 example, [unintelligible]. And I am connecting that  
 25 notion with the [unintelligible] preparation of the

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1 teachers, how to teach to have that kind of ethical,  
 2 political commitment with the students that are  
 3 bilingual, diverse, trying to give them the  
 4 opportunity to receive a quality education in all  
 5 levels.  
 6 So my communication focused on the Nawa.  
 7 That was the strong connection that I felt with this  
 8 project. And you do ask how -- what is my  
 9 commitment? My commitment with that is full, if I  
 10 can say that.  
 11 COMMISSIONER JOHNSTON: I can tell, sir,  
 12 between both of you. And just to clarify why I  
 13 asked, is my perception, very limited perception,  
 14 from reading the application, from looking at the  
 15 summaries, we have a group of people -- maybe  
 16 they're all humanities teachers like we are.  
 17 And data is really, really -- and  
 18 understanding of how to appropriately conduct the  
 19 research and the data acquisition so that we can  
 20 present that data to the Public Education Department  
 21 and the Commission and the taxpayers that what we  
 22 are doing with this methodology is really paying  
 23 off. And they look at that data.  
 24 And I see from the University, in my  
 25 perception, that that would be a great support in

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1 your leadership and training of all these humanities  
 2 teachers who have come together with this social  
 3 justice drive, this quality drive, this equity,  
 4 looking at Borderlands as being -- that's a  
 5 beautiful concept. I hadn't thought of it that way,  
 6 that depth that you had of the Borderlands within  
 7 our Borderlands.  
 8 And the justice part of it, and working  
 9 with students who -- I'm glad to see that. And I'm  
 10 coming up with juvenile justice, because that's my  
 11 experience, and the way those would work together to  
 12 help these folks to guide them to gather important  
 13 data.  
 14 There's a lot of data out there. And  
 15 that's where I would see the University support  
 16 coming in to provide that guidance. So that's why I  
 17 was asking about commitment, because they may have  
 18 to ask you lots of questions about what to gather  
 19 and how to do it.  
 20 Thank you.  
 21 MS. LUCIA CARMONA: [Unintelligible] on  
 22 the application about nonprofit sector -- from the  
 23 nonprofit sector, where some of them also are in  
 24 partnership with NMSU. And there's a huge number  
 25 that we are not reinventing anything here. We're

<p style="text-align: right;">Page 74</p> <p>1 just a part of that natural organic number of 2 support.</p> <p>3 And the data concept, of course, is there. 4 And it's part of the success partnership in 5 Las Cruces, educational success project that is 6 involving other organizations, we also have a formal 7 contract with NMSU to organize precise data. And 8 those are the resources that we have.</p> <p>9 COMMISSIONER JOHNSTON: Thank you. 10 THE CHAIR: Commissioner Toulouse? 11 COMMISSIONER TOULOUSE: Can you hear me? 12 VARIOUS SPEAKERS: Yes. 13 COMMISSIONER TOULOUSE: This concept 14 interests me a lot. My background is 30 years in 15 human services. Also my background is anthropology. 16 I worked with the Navajo Tribe. I've worked with 17 the pueblos. My family is 300 years in New Mexico; 18 so I'm related to half of Northern New Mexico, not 19 as many down here.</p> <p>20 And so I look at this cultural deal, and I 21 have -- but I have a couple of questions. But to 22 get there, you know, in our country today, where 23 we're in one of our extremely egregious periods of 24 trying to erase multiculturalism -- and yet that's 25 what made this country strong. So I am very much in</p>	<p style="text-align: right;">Page 76</p> <p>1 with our indigenous local folks. 2 Just like I see here where you have a 3 section where you say, "Stories of origin or 4 formation. Oral storytelling of myths and legends 5 are going to be taught three days a week. The 6 students will listen to the teacher conduct an oral 7 telling of a Meso-American or indigenous myth and 8 legend." 9 How are you going to make sure that for 10 the people who still don't see those as myths and 11 legends, which your indigenous people who it's still 12 their belief are going to have that discussion, it's 13 a belief, the way I've seen it done in some of the 14 Navajo programs, so that you are still taught that 15 that is your belief, and it's acceptable to do it 16 rather than a myth or a legend? 17 So I want to know how you're going to work 18 that in, along with where the Meso-American -- I 19 honestly don't see how Nawa applies to many people 20 up here. We have many languages that do. 21 But I like the concept of the program. I 22 like the Meso-American map. When I was a kid, I 23 loved maps to different places. I think kids' minds 24 expand to that and expand to other things. 25 But I just think, since you have your</p>
<p style="text-align: right;">Page 75</p> <p>1 favor of teaching multicultural history to our 2 children.</p> <p>3 I grew up at Jemez Pueblo and the Navajo 4 Reservation, in Northern New Mexico villages as well 5 as with my family in Albuquerque. My dad would say, 6 "Well, these are cousins, primos and primas." 7 I said, "Okay." 8 And you were never quite sure how the 9 biological connection was, or if it was really 10 there, or if it was just strong friendships. That's 11 what I liked about New Mexico culture, and it cut 12 across ethnic divides.</p> <p>13 But saying that, I think that this part of 14 the state, the Native indigenous population has been 15 egregiously ignored. I knew a little bit, but I 16 didn't know a lot until I got into college about the 17 native populations that were here. I knew they were 18 here. I knew the history of them getting here or 19 being here, but I didn't know that they were still 20 strong.</p> <p>21 And I like this school because it looks at 22 that. But because of that -- and I'm getting to the 23 question -- I understand how the Meso-American and 24 Nawa language works with people whose families are 25 out of Mexico. I don't know how that works as well</p>	<p style="text-align: right;">Page 77</p> <p>1 indigenous communities you've spoken of, how are you 2 going to deal with them as well as these other 3 concepts? 4 MR. CARLOS ACEVES: Well, first of all, 5 let me explain that Nawa is actually a family of 6 languages. 7 COMMISSIONER TOULOUSE: Sir, I'm aware of 8 that part. And I know that languages here are 9 related, but not closely. There have been several 10 thousand or more (inaudible). 11 MR. CARLOS ACEVES: Clearly, when we chose 12 Nawa, we were thinking of the fact that our school 13 will be a large number of Mexican-Americans, and 14 that is our heritage culture. 15 But as the wording says, not only stories 16 of origin of Meso-America, but indigenous stories. 17 So we, as part of our plan, is to work directly with 18 local indigenous groups, like the Piro-Manso-Tiwa 19 tribe, so that some of the stories that we learn in 20 our lessons will not be just Meso-American. It will 21 be indigenous Piro or Manso or Tiwa. 22 We have one of our supporters -- I don't 23 know if he's still here -- he's still here -- Peter 24 Garcia. He's Hopi. And he's been a friend of mine 25 for 20 years. And he is here because he wants to be</p>

1 part of the process. And, you know, he'll be there  
2 talking about the Hopi story and stories of origin.

3 So the fact that we are Nawa-based doesn't  
4 mean that we are exclusively Nawa. The Nawa is an  
5 opening for an invitation for the local population,  
6 Mexico-American population, to open up to the idea  
7 of indiginating, that we have ties to to indigenous  
8 groups across this state and, indeed, across the  
9 United States.

10 COMMISSIONER TOULOUSE: Thank you. I  
11 know -- I wonder, are you -- again, I think the  
12 question is, because you will have local indigenous  
13 students, are you -- how are you going to make sure  
14 that you respect their beliefs, as opposed to just  
15 some of it being treated as a literature or a story?

16 Because it can be very different when  
17 you're talking about your own group rather than  
18 another group. You know, I read the Navajo origin  
19 myth very differently than probably Ms. Bobroff back  
20 there would read it. And I'm not going to question  
21 her, and she's not going to question me on how we  
22 read it.

23 And I just want -- because you're going to  
24 pull from that community, and I really appreciate  
25 you are, how are you going to do that?

1 this is what we believe to be our -- our origin  
2 story."

3 It will be part of the dialogue in the  
4 Xinachtli process, that the children understand that  
5 there are beliefs, as well as [unintelligible], and  
6 that people within a community have different  
7 beliefs. Not only do we want our children to be  
8 sensitized to the beliefs of the local indigenous  
9 communities, we want children to be sensitized to  
10 the beliefs of all groups within the community.

11 So that we are free to -- to have a local  
12 Jewish rabbi come and be a presenter to our school.  
13 And we're not advocating Jewish religion; but we  
14 will be advocating the children and the parents  
15 listen to how other people conceive of themselves  
16 and help them understand their own conceptions of  
17 themselves.

18 Most Meso-Americans here in this community  
19 are Catholic. That doesn't mean we're going to  
20 promote the Catholic religion. But they are  
21 certainly free. For example, in the Tortugas, when  
22 every year, they have a three-day Lady of Guadalupe  
23 Festival. Beautiful festival. But we can take the  
24 children there to witness this festival. We can  
25 have people from Tortugas Pueblo come and talk about

1 MR. CARLOS ACEVES: Well, say my friend,  
2 Peter Garcia, if he were to come down, which he will  
3 be part of the lesson and give us one of his  
4 stories, he will be quite free to say, "This is my  
5 belief. To me, this isn't just a story."

6 And the children will understand it. He  
7 is coming here with his belief.

8 When a member of the Piro-Manso-Tiwa Tribe  
9 come and say, "This isn't just a story for us. This  
10 is our belief," that's -- you know, that's part of  
11 what we want.

12 COMMISSIONER TOULOUSE: But, you know, as  
13 a public entity, we can't really teach religion.  
14 That's why I'm seeing, how can you protect the  
15 belief without teaching it as belief? This  
16 interests me tremendously.

17 MR. CARLOS ACEVES: We're not going to  
18 teach religion. But we have freedom of speech. So  
19 our presenter has the freedom of speech to say,  
20 "This is what I believe."

21 And we -- that's -- we're not introducing  
22 the Meso-American stories as a belief system, but as  
23 stories of origin. But stories from people who come  
24 in are presented by members of certain tribes. They  
25 are free within a school district to say "This is --

1 their festival.

2 And there's really no problem, as long as  
3 we understand that we're not advocating something.  
4 We're just providing a forum for the people to speak  
5 their own truth.

6 COMMISSIONER TOULOUSE: And I just want to  
7 make a comment. You did a -- your presentation -- I  
8 wish you had done more in what you were going to do  
9 with the children. You have a marvelous  
10 organization. They're all in there put together.

11 What I come to these hearings for -- this  
12 is my sixth year. You're the very last hearing I'm  
13 doing, and I will be leaving the Commission at the  
14 end of this year, and I've done every single input  
15 hearing that we've done except one in six years now.  
16 I want to hear more of the personal, how are you  
17 going to do this.

18 We're getting this out here with the  
19 questions. I just wish you had used your 20 minutes  
20 to do at least 10 minutes of that. This is just a  
21 comment that I would like to have heard more that  
22 fleshes out what I read here; because I -- last  
23 night, when I got home, I read through all of this  
24 so it would be fresh in my mind.

25 And this morning, I went through the first

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1 part of it again.  
 2 So I know -- but I -- I like your ideas.  
 3 I like what you're doing. I won't be on the  
 4 Commission. But in a couple of years, if we give  
 5 you the charter in August -- I don't know what we're  
 6 going to do; there's all kinds of other pieces of  
 7 this -- if you do, I'd like to come back and visit  
 8 the school.  
 9 You know, I don't make any promises. We  
 10 never know how we're going to vote. This is only a  
 11 part of it. Then there's other reviews. There's  
 12 the other input we get that's in writing. There's  
 13 all kinds of things that go into us finally making  
 14 that decision in December.  
 15 These are not quick or easy decisions, but  
 16 I appreciate the work you've all done and the --  
 17 being here; so...  
 18 MR. CARLOS ACEVES: Well, we apologize for  
 19 not using our time wisely in 20 minutes.  
 20 COMMISSIONER TOULOUSE: Yesterday, other  
 21 people had comments about how they used their time,  
 22 too; so --  
 23 MR. CARLOS ACEVES: Quickly, one of the  
 24 innovations, the way we approach this in our  
 25 school -- you know, one of the concepts that we

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1 teach, beginning in kindergarten, is something that  
 2 anthropologists, archeologists, and historians tell  
 3 us is one of the fundamental building blocks of any  
 4 civilization. And that's how zero becomes the  
 5 number one. That's a concept that kindergarteners  
 6 will master.  
 7 And I bet you that none of us -- none of  
 8 you or nobody in this room ever remember being  
 9 taught that in elementary school, because we  
 10 weren't. We just assumed.  
 11 THE CHAIR: And I didn't go to  
 12 kindergarten; so...  
 13 COMMISSIONER TOULOUSE: We weren't taught  
 14 that it was developed here in the New World before  
 15 the Arabs found it. I had to find that out in  
 16 college.  
 17 MR. CARLOS ACEVES: I was going to provide  
 18 those types of examples.  
 19 COMMISSIONER TOULOUSE: I like to provide  
 20 feedback when I can. I am pleased with the level of  
 21 development you have for your organization; because,  
 22 again, I repeat what other people have said. Every  
 23 school that we've had to close that I have seen fail  
 24 or has not opened is because of a weakness in the  
 25 governance council or a problem with the governance

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1 council.  
 2 Not always weakness. Sometimes you have  
 3 somebody who's too strong on the governance council.  
 4 And so I always tell people, you know --  
 5 and I've been on a lot of boards over time. And  
 6 it's hard to serve, absolutely, for no pay at all,  
 7 trying to get somebody to come into meetings when  
 8 you've got other things to do and get the right  
 9 people to do it. I know that. We all are  
 10 tremendously paid. We get per diem and mileage, you  
 11 know. And I spend hours, because many of the --  
 12 THE CHAIR: I don't get per diem.  
 13 COMMISSIONER TOULOUSE: -- many of the  
 14 charter schools that we oversee happen to be in my  
 15 part of Albuquerque. And I'm retired, so I get  
 16 phone call after phone call. There are some days I  
 17 can spend four or five hours a day dealing with  
 18 people. Don't get paid for that.  
 19 And I want to do this. But it's hard. So  
 20 I know it's hard to get anybody here who wants to do  
 21 it. And I applaud the fact you're going to try to,  
 22 you know, have your success plans. I managed to do  
 23 that from my position because nobody was in my seat  
 24 for two years. I got my arm twisted to do it. And  
 25 I wasn't going to do it for more than two. But I

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1 went ahead and did another four, and I've spent the  
 2 last year getting someone ready to take my place,  
 3 because that's important to have your success.  
 4 So I, really -- a lot of planning has gone  
 5 into that. And, hopefully, you can avoid the  
 6 pitfalls. And people might want to study, if you  
 7 get approved, the schools that have closed, to see  
 8 why those closed.  
 9 MS. LUCIA CARMONA: I would like to go  
 10 into the comment. As part of this network that I --  
 11 when we started, over the almost two years, learning  
 12 from our experiences, from painful experiences, and  
 13 when we attended the trainings, and CSD gave us  
 14 tools, was really an open eye for us.  
 15 That's why we sat back the first year when  
 16 we started to try to submit this application and  
 17 realized that, yes, we have a wonderful, beautiful  
 18 vision, project, to offer to our communities. And  
 19 we have an incredible team engaged already, as you  
 20 can see.  
 21 But then we really want to be sure that  
 22 all these teams were committed for the long-term,  
 23 and identify -- and we have an extended, like we  
 24 call a board of -- advisory board that are there,  
 25 really busy, but really intense people that wants to

<p style="text-align: right;">Page 86</p> <p>1 be -- to give their piece of knowledge, their piece 2 of commitment and dedication to this project, that 3 we have them. 4 And that's why we proceed, we decide to 5 continue, and always telling us, "Oh, my God, this 6 is really a great challenge." And, mostly, you have 7 to be [unintelligible] to have a great foundation 8 and be sure that the board is in compliance with 9 everything for the sake and benefit of our children. 10 So, definitely, that is part of our 11 commitment. 12 DR. JANE ASHE: I just want to, very 13 quickly, address your very good question about how 14 are you going to help children feel that indeed you 15 are respecting their beliefs, and you are not 16 dismissing them just as stories, mythical stories. 17 All of us on the team have engaged in 18 Xinachtli lessons with Carlos. And we sit in 19 dialogue circles just like the children will. And 20 it is amazing the methodologies that are used are -- 21 how they promote respectful discussion with one 22 another and tremendous engagement. 23 I was one of the people at the beginning 24 who said "Oh, gosh, we've got a lot to do. Can't we 25 get on with the business?"</p>	<p style="text-align: right;">Page 88</p> <p>1 THE CHAIR: Thank you. I just have one -- 2 one more, and I think we can wrap it up. 3 We've talked about the grant money. And I 4 can't -- I can't tell you how to wisely use your 5 money. 6 But I would give you a cautionary advice 7 that we find that the sooner you can get a head 8 administrator on board to get that school on the 9 right path so that if you do have those funds 10 available, I think that's, from my perspective, a 11 really valuable way to allocate some of those 12 monies, so that that person has the opportunity to 13 be equally invested in your community throughout the 14 implementation year. 15 Because I did notice in the application, 16 when there was the discussion of hiring the 17 principal or head administrator, that your time 18 frame went as close to six weeks prior to the 19 opening of the school year when you've got 15 days 20 of PD built into that calendar. So that's an 21 extraordinarily tight time frame to get someone on 22 board, get them to truly understand your very unique 23 mission that goes far and above just the reading and 24 writing, but the development of these empathetic 25 human beings, so that that takes time to get that</p>
<p style="text-align: right;">Page 87</p> <p>1 But when I would sit down in the dialogue 2 circle with Carlos, it was no time before I was so 3 totally engaged, feeling very accepted, exploring 4 ideas and expressing ideas that I thought might be 5 rejected, but people truly listened with respect. 6 So I think the methodologies that he uses 7 promote deep respect for one another within the 8 school. 9 COMMISSIONER TOULOUSE: Thank you. And I 10 have a grandson who went to Cien Aguas in 11 Albuquerque. I know about the bilingual and the 12 immersion. And I know -- you know, I grew up 13 speaking Northern New Mexico Spanglish. 14 I said something in front of him when he 15 was six, and he turns to me, and he looks, and he 16 says, "Grandma, your accent is really good, but the 17 sentence isn't." You know. 18 And so I kind of quit saying anything in 19 Spanish in front of him for a long time. 20 So I know the values of these programs. 21 And I just -- kids need to know more than one 22 language. They need to know more than one culture, 23 more than two cultures. So I appreciate what you're 24 doing. 25 Thank you.</p>	<p style="text-align: right;">Page 89</p> <p>1 individual to fully embrace that. 2 DR. JANE ASHE: Yes, we said in the 3 application that our desire is to do this very 4 quickly, as soon as the board can actually begin to 5 act as a full board. Our understanding is that they 6 cannot act as a sitting board until January of that 7 planning year, and -- but that in the meantime, we 8 would be sending them to the required trainings and 9 any others that we could to get them prepared. 10 But the latest date that we said that we 11 would -- that would be our least desired time to do 12 that. We would like to do that very early, as soon 13 as the board comes together and is able to conduct 14 legal business. 15 MS. LUCIA CARMONA: Can I ask Kara 16 Bobroff, the NACA Inspired Network, about the 17 support that they will provide for the coming year, 18 just to help us with the timeline that the grant may 19 come? 20 THE CHAIR: Oh, I'm sorry. No. 21 MS. LUCIA CARMONA: No? Okay. 22 THE CHAIR: I'm sorry. No. She can 23 whisper in your ear. But no, because public -- 24 she's not -- sorry. 25 MS. LUCIA CARMONA: Okay. As you can see,</p>

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<p>1 as I said, we come with these wonderful -- with this                  2 extra support. And be sure, immediately upon the                  3 approval of the -- of the charter, we will be able                  4 to use those funds, because we will be -- those are                  5 already allocated in some way, just waiting for                  6 Department approval.                  7 THE CHAIR: Just waiting for our vote.                  8 MS. LUCIA CARMONA: Yes, yes. Okay. We                  9 will need funds to start spreading all these -- so                  10 there's a lot of needs that we would have to cover.                  11 THE CHAIR: Okay. Jane, did you get the                  12 magic answer?                  13 DR. JANE ASHE: I did. As soon as the                  14 charter would be approved, NACA would release funds                  15 to hire the administrator for the planning year, and                  16 money would be available from them for three years.                  17 THE CHAIR: Okay. Thank you.                  18 MS. LUCIA CARMONA: And also, they will                  19 continue supporting my fellowship in terms of                  20 facilitating the process of the planning year. So                  21 that's another -- and the business -- the other                  22 staff will be hired at least part-time under the                  23 business model.                  24 THE CHAIR: Okay. Thank you.                  25 Commissioners, anything else?</p>	<p>1 And once again, I absolutely appreciate                  2 everyone who came here. And we certainly admire the                  3 time and the effort and the energy that has been put                  4 into this process. So thank you all for your                  5 commitment to making education in New Mexico a                  6 better thing.                  7 Thank you.                  8 VARIOUS SPEAKERS: Thank you very much.                  9 (Proceedings concluded at 3:30 p.m.)                  10                  11                  12                  13                  14                  15                  16                  17                  18                  19                  20                  21                  22                  23                  24                  25</p>
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<p>1 (No response.)                  2 THE CHAIR: All right. Any member of the                  3 public, including the applicants, may submit written                  4 input following this hearing. Written comments can                  5 be sent to the Commission via                  6 charter.schools@state.nm.us. They may also be                  7 mailed or hand-delivered. The details and addresses                  8 should be at the back of the room as well.                  9 Make sure you identify the school you're                  10 commenting on. Please note that any written input                  11 must be received by no later than 5:00 p.m. on the                  12 third business day following the hearing on the                  13 application on which you wish to comment.                  14 For Raíces, that would be July 25th.                  15 July 25th? Is that a weekday? I didn't                  16 check that.                  17 It is? Okay.                  18 That would be July 25th, 2018, at                  19 5:00 p.m.                  20 Thank you all for your presentation today.                  21 The Public Education Commission will meet                  22 in Santa Fe to render their decision on August 23rd                  23 and August 24th. And this school is scheduled for                  24 the 23rd. And at that time, we will render our                  25 decision for approval or denial of the applications.</p>	<p>1 BEFORE THE PUBLIC EDUCATION COMMISSION                  2 STATE OF NEW MEXICO                  3                  4                  5 REPORTER'S CERTIFICATE                  6 I, Cynthia C. Chapman, RMR, CCR #219, Certified                  7 Court Reporter in the State of New Mexico, do hereby                  8 certify that the foregoing pages constitute a true                  9 transcript of proceedings had before the said NEW                  10 MEXICO PUBLIC EDUCATION COMMISSION, held in the State                  11 of New Mexico, County of Doña Ana, in the matter                  12 therein stated.                  13 In testimony whereof, I have hereunto set my                  14 hand on July 31, 2018.                  15                  16                  17                  18                  19                  20                  21                  22                  23                  24                  25 Job No.: 597N</p>

1 RECEIPT  
2 JOB NUMBER: 597N CC Date: 7/20/18  
3 PROCEEDINGS: Community Input Hearing Proceedings  
4 CASE CAPTION: In Re: Raíces del Saber Xinachtli  
5 Community School  
6 \*\*\*\*\*  
7 ATTORNEY: MS. BEVERLY FRIEDMAN, NMPED  
8 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
9 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
10 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
11 \*\*\*\*\*  
12 ATTORNEY:  
13 DOCUMENT: Transcript / Exhibits / Disks / Other \_\_\_\_  
14 DATE DELIVERED: \_\_\_\_\_ DEL'D BY: \_\_\_\_\_  
15 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_  
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25 REC'D BY: \_\_\_\_\_ TIME: \_\_\_\_\_

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