

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
for Proposed New State Charter School
ACES TECHNICAL CHARTER HIGH SCHOOL

July 17, 2019

9:00 a.m.

New Mexico Activities Association
6600 Palomas Avenue, NE
Albuquerque, New Mexico

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JOB NO.: 2361N (CC)

1 THE CHAIR: Sure.
2 COMMISSIONER ROBBINS: All right. My name
3 is David Robbins. I'm a Commissioner in District 2,
4 which is East Albuquerque.

5 COMMISSIONER CRONE: I'm Tim Crone,
6 District 10, Northern New Mexico, Colfax County,
7 Rio Arriba, Santa Fe. I am semi-retired from
8 Northern New Mexico College.

9 COMMISSIONER CABALLERO: My name is
10 Ricardo Carlos Caballero. You see my first name
11 abbreviated. Has to be used, because legally you
12 have to use it in order to run for office.

13 My district is District 1, most of all of
14 West Albuquerque.

15 Thank you.

16 COMMISSIONER ARMBRUSTER: And I am Karyl
17 Ann Armbruster. My district is Los Alamos, Jemez,
18 Santa Fe, Placitas, Rio Rancho, and part of
19 Albuquerque, the very northern part there, and
20 probably someplace I forgot.

21 COMMISSIONER RUIZ: Good morning. I'm
22 Commissioner Ruiz. And I have District 9, which
23 includes Union, Otero, Quay, Harding, Roosevelt,
24 Curry, Eddy and Lea Counties.

25 THE CHAIR: I'm Pattie Gipson. I

1 than three members to hold a public hearing.

2 According to law, these hearings are being
3 transcribed by a professional court reporter.

4 The total time allocated to each
5 application is 90 minutes, which will be timed to
6 ensure an equitable opportunity to present
7 applications.

8 During the hearing, the Commission will
9 allow the community input about the charter
10 application. The time for public comments will be
11 limited to 20 minutes.

12 If you wish to speak regarding the
13 application, please sign in at least 15 minutes
14 before the applicant's presentation. Please be sure
15 that you indicate on the sign-up sheet whether you
16 are here in opposition or support of the charter
17 school.

18 The Commission Chair, based on the number
19 of requests to comment, will allocate time to those
20 wishing to speak. If there are a large number of
21 supporters or opponents, they are asked to select a
22 speaker to represent common opinions. We will try
23 to allocate an equitable amount of time to represent
24 the community accurately.

25 The Commission will follow this process

1 represent District 7, which is Doña Ana and a little
2 bit of Otero County.

3 MS. VOIGT: Good morning, I'm Glenna
4 Voigt. I represent District 3, which is Central
5 Albuquerque.

6 COMMISSIONER RAFTERY: Good morning. I'm
7 Sonia Raftery. I represent District 8, which is all
8 the way from San Miguel all the way down to Otero,
9 right next to District 9.

10 COMMISSIONER CHAVEZ: Good morning. My
11 name is Mike Chavez. I am representative of
12 District 6, which is mostly the southwest part of
13 the state from Los Lunas all the way down to the
14 southwest.

15 THE CHAIR: Thank you. This meeting is
16 being conducted pursuant to New Mexico Statutes
17 Annotated, Title 22, Section 8B-6J 2009.

18 The purpose of this community input
19 hearing that will be held on July 17th, 2019, is to
20 obtain information from the applicants and to
21 receive community input to assist the Public
22 Education Commission in the decision whether to
23 grant the proposed charter application.

24 According to this section of the law, the
25 Commission may appoint a subcommittee of no fewer

1 for each community input hearing:

2 The Commission will ask each applicant or
3 group to present at the table in front. They will
4 be given 20 minutes to present their application in
5 the manner they deem appropriate. The Commission
6 will not accept any written documentation from the
7 applicant; but the applicant may use exhibits to
8 describe their school, if necessary. However, the
9 setup time for exhibits, et cetera, will be included
10 in the 20 minutes.

11 Following the applicant's presentation,
12 the local school district representatives, which
13 includes the superintendent, administrators, and
14 board members, will be given 10 minutes to comment.

15 Subsequently, the Commission will allow
16 20 minutes for public comment, as described above.

17 And, finally, the Commission will ask
18 questions of the applicant.

19 Are the Commissioners ready to proceed?
20 (Commissioners indicate.)

21 THE CHAIR: So you're already here at the
22 table. Thank you very much. And I will ask you all
23 to please state your name and your relationship with
24 the school. First, state the full name of the
25 school, then everyone here that's going to speak and

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1 your role with the school.

2 DR. JERON CAMPBELL: Yes, ma'am. Good
3 morning, everyone. Thank you very much for this
4 opportunity to present. My name is Jeron Titus
5 Campbell. I'm the lead founder of ACES Technical
6 Charter School.

7 DR. FINNIE COLEMAN: Good morning. My
8 name is Finnie Coleman. I am a proposed member of
9 the board. I'm a faculty member at the University
10 of New Mexico.

11 MS. CASSANDRA SIMS: Hello. My name is
12 Cassandra Sims. I'm an educator, and I am a
13 proposed board member as well.

14 MR. DAN HILL: Madam Chair, members of the
15 Commission, I am Dan Hill, and I am counsel for the
16 school.

17 MR. MICHAEL VIGIL: Madam Chair, my name
18 is Michael Vigil. I am working with the school
19 helping them in the financial area. I'm a licensed
20 Level 2 School Business Manager.

21 THE CHAIR: Thank you.

22 (A discussion was held off the record.)

23 THE CHAIR: So before we start and we
24 start timing, I just want to thank each and every
25 one of you for the time and effort and energies that

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1 grew up in a similar typical negative situation that
2 have become synonymous with Detroit, unfortunately,
3 through the years: Single parent, family was on
4 welfare my entire youth. Neither parent went to
5 college and I grew up in a pretty violent,
6 drug-infested neighborhood.

7 But despite those odds, I overcame all of
8 that.

9 Math has always been my favorite subject,
10 always was. And I decided to be an electrical
11 engineer when I was 12 years old. Didn't know what
12 an engineer was or did, but those two words changed
13 my life. They basically -- I made a decision that
14 that was what I was going to be.

15 The first in my family to go to college.
16 I didn't meet an engineer until I went to college,
17 Michigan State University. After I finished my
18 program at Michigan State, I did successfully
19 graduate with an electrical engineering degree, I
20 worked for the auto industry, pretty typical, again,
21 for a Detroit person to go into the auto industry.
22 I worked for ten years at Ford Motor Company.
23 During that time I was there, did a lot of work
24 designing and manufacturing cars and trucks, but
25 also decided to do something in the community.

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1 you put in. We're well aware of everything that
2 goes into the creation of these applications. So we
3 appreciate everything that you have done to date to
4 try to work on this school.

5 Sometimes we dig into the weeds of things
6 during these meetings. And it may seem like, gee,
7 maybe it wasn't that supportive. But we're digging
8 into those areas where we truly do have questions
9 and need some clarification.

10 So please don't take any of this as an
11 indication of whether we're supporting or not
12 supporting the school. And it hopefully will give
13 you a little bit of an idea of what you might need
14 to address in the August meeting when you come
15 before us again so that you can make those
16 clarifying comments.

17 So thank you. So if you are ready, we'll
18 start timing.

19 DR. JERON CAMPBELL: Okay. Thank you.
20 I'll start. I'm speaking today on behalf of ACES
21 Tech. I will start talking about something about
22 myself, just a brief background, and then I'll
23 mention some things about the school as well.

24 All right. So, again, name is Jeron
25 Campbell, born and raised in Detroit, Michigan. I

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1 So I started a nonprofit. And the
2 nonprofit was a tutoring program. And it was to
3 help students to get ready for college, students in
4 the neighborhoods in Detroit who couldn't afford
5 test prep programs in particular. I found out the
6 ACT itself was the biggest hurdle that our kids
7 dealt with in getting admission into college.
8 My test prep program became the largest test program
9 in the city and had zero payroll, all volunteer.
10 Over 9,000 kids were affected by the program over the
11 course of about a decade of time.

12 And it really taught me a lot. My passion
13 for education began during that time. So I
14 developed a curriculum; I recruited volunteers; I
15 trained them. I leased an entire school building
16 from the City of Detroit for a dollar a year because
17 it was vacant. I had a lot of experiences that were
18 in education, even though I had a full-time job
19 engineering at Ford. I did all this volunteering.

20 Over time, if you knew me, you knew that
21 at some point, I was going into education full time,
22 because it became that much of passion for me. And
23 so I found out about a program, a leadership
24 development program called the Broad Residency. I
25 completed that program in two years, and I was able

<p style="text-align: right;">Page 14</p> <p>1 to stay in Detroit during that time. 2 And so I was a director of school redesign 3 in Detroit Public Schools, and I was assistant 4 superintendent. I supervised 14 high school 5 principals during that time. 6 Afterward I decided to go back to school. 7 So I was fortunate enough to get accepted into 8 Harvard, the Doctorate in Education Leadership 9 program. I completed that program in three years. 10 And since then, I've worked in two school districts 11 on the East Coast as a chief of data accountability 12 for the entire school district, two major urban 13 districts on the East Coast. 14 Being an engineer, one of my biggest 15 drivers is data; right? I did my dissertation on 16 using data to drive instruction. And being a person 17 who loves data and having the work I did with those 18 kids in Detroit, it was just staggering to see how 19 many of our districts are really under-serving kids. 20 I mean, if you look at the data itself, even here in 21 Albuquerque is no exception. 22 Albuquerque Public Schools will tell you 23 that 25 percent of the kids read on grade level, and 24 only 15 percent or so are doing math at grade level. 25 So these are just the facts, you know.</p>	<p style="text-align: right;">Page 16</p> <p>1 beliefs that you saw in the application, and I'll 2 speak to two of those briefly. The first one is 3 "Every child has gifts." 4 One thing -- being a student, again, from 5 a poor neighborhood, a lot of people would have said 6 I should have been a statistic, right, especially 7 with the upbringing I had and the environment I grew 8 up in. But I'm the exception in that case. 9 But in my view, there are lots of 10 exceptions, a lot of these students that don't have 11 the educational resources and opportunities they 12 need in order to realize the dreams that they have. 13 So when I -- my approach in ACES will be that every 14 single student deserves everything we can possibly 15 give them. 16 And just like I tell my nieces and 17 nephews, there is never anything I can ever do for 18 you that you don't already deserve. And that's the 19 approach I take to all kids. 20 So if you look at innovation, one of the 21 things I put on there was imagination and 22 creativity. It's interesting that a lot of people 23 think of it as an amorphous thing, how do you define 24 those things. As an engineer, they think of science 25 and math is all we ever do.</p>
<p style="text-align: right;">Page 15</p> <p>1 So the question becomes, you know, what do 2 you do about it? And so for me, instead of going 3 back and working for a school district anymore, I 4 decided I wanted to try the charter route. For me 5 to truly have the impact and be able to do the 6 change that I want, I didn't want the limitations 7 that I've experienced working at four large school 8 districts in four different states. It's been very 9 similar across the board, a very bureaucratic 10 system, very difficult to bring innovation and to 11 get things done, particularly at scale; right? So 12 I'm hopeful that this opportunity will give me a 13 chance to do that. 14 The mission of ACES is to provide students 15 with challenging and exciting education and graduate 16 students exceptionally prepared for the college and 17 career of their choice. But if I were to speak to 18 the purpose of the school, my own personal purpose 19 is to produce a pipeline of students with the skills 20 and the confidence necessary to fill these jobs in 21 the STEM fields, both engineering and medicine. 22 We know here in New Mexico, even, those 23 two are areas of growth in the state and need; 24 right? So that's something I hope to do. 25 Our school will be based on five core</p>	<p style="text-align: right;">Page 17</p> <p>1 But if you look at industry and research 2 as the people who have the creativity that are able 3 to imagine and think out of the box, they're the 4 ones that create the new innovations and the ones 5 most successful in these fields. It's important 6 that we start those things early, teaching and 7 developing models so that student can learn and 8 solve problems on their own. 9 The next one is "Data must drive all 10 decisions," like I talk about data again. ACES Tech 11 will be the model in using data to drive 12 instruction. I brought those practices to my school 13 districts in the past. I've developed more data and 14 reports than they'd ever seen before, and I intend 15 to continue doing that. I track everything, all 16 right? 17 So, you know, when people see the reports 18 that come out of this school, upon approval, of 19 course, you'll see what it really means to use data 20 to drive instruction. It's going to drive 21 everything we do. 22 The teachers will be using Professional 23 Learning Communities; and that allows teachers to 24 lead those meetings where they'll have the data; 25 they can come up with learning opportunities for</p>

1 students and develop better ways of instruction
2 within themselves, right, and we'll be giving a time
3 limit to it.

4 But in summary, we'll offer a
5 well-rounded, challenging curriculum, the STEM focus
6 to develop students who are ready for college and
7 career, and we'll have the supports that students
8 need, also, to make sure that they succeed.

9 So with that, I'll pass the baton to
10 Ms. Cassandra.

11 MS. CASSANDRA SIMS: Is it okay if I
12 stand? Sorry. It's, like, an educator thing. You
13 don't want your back to people.

14 THE CHAIR: Do you want to use the podium?

15 MS. CASSANDRA SIMS: I'm okay. It's one
16 of those teacher things where you scan the room.

17 I want to start by saying that I am a high
18 school dropout. I came from that limited background
19 where my mom -- I was born in the Philippines, so
20 she didn't speak English. My biological father
21 decided he didn't want to raise mixed children, so
22 he left us. And I was really, really lucky that my
23 mom got to meet my father, who went into the
24 Air Force from the Bronx as a way to escape the life
25 that he was in. And I'm very, very blessed.

1 So I'm also a first-generation college
2 graduate. And engineering and nursing are two
3 things that I am extremely passionate about, because
4 my brother, he is an environmental engineer with
5 CDM Smith. He does hydraulic engineering. And so
6 he graduated after I graduated, which made me
7 super-excited.

8 And then my dad just graduated. I'm going
9 to get a little teary. He just graduated this last
10 May, after he retired out of the military, with his
11 degree in nursing. So it was two things that speak
12 very, very highly to me.

13 I'm very passionate. I'm obviously on the
14 board for the education side. And I went back to
15 school after I got pregnant with my first daughter.
16 And I was a high school dropout, and I was, like,
17 "No way. She's not going to do this."

18 And then I went on to get my high school
19 degree, barely, because I was, like, "That's not
20 good enough." Got my Associate's. That wasn't good
21 enough. Got my bachelor's. Got my master's. Now
22 I'm trying to get into the doctoral program at UNM.

23 The one thing that that whole experience
24 taught me was that that's not good enough for my own
25 children, and it's not good enough for any of our

1 children in New Mexico.

2 I came from New Mexico. I was stationed
3 here for the majority. I went to Van Buren Middle
4 School in sixth grade. Finished out and went to
5 Highland High School. I never thought I was
6 intelligent or smart, because I fell through the
7 cracks. And I'm here to say I know I'm smart, and
8 so -- and I know I'm gifted. And that's just
9 something that I want all kids to see.

10 I'm a huge nerd, and I'm a believer in
11 Rita Pierson, if any of you know her, that every kid
12 deserves a champion.

13 I'm a firm believer in Sir Ken Robinson
14 that every kid has this ability and this creativity.
15 And so that brought me to why I went to join ACES.
16 When Dr. Campbell brought it up, I could do nothing
17 but get excited. These are two areas that we need
18 so much in New Mexico; but our kids have no
19 exposure. I didn't want our kids to fall through
20 the cracks and feel like they weren't worth it.

21 So I know there's, like, a stigma when it
22 comes to this whole project-based learning or trying
23 to do trades. And I know there's a stigma, and that
24 it doesn't always work, and we have really good
25 intentions and that there's not always the best

1 execution.

2 And the whole reason why I joined it is
3 because I've seen his execution firsthand. I worked
4 with him, as I had to help run a school, when he
5 showed me ACT scores and the potential and truancy
6 linked to grades. And it was just this insane -- I
7 was really excited and nerded out about it; because
8 it just makes me super-excited to see we can catch
9 our kids.

10 So that's part of the reason why I'm
11 super-excited to be a part of this board. And if
12 you can't tell, I'm really nervous, I'm, like --
13 because I'm so passionate; it's super-important to
14 me.

15 So the two core values, too, that I really
16 stand for is, A, that we have a safe and healthy
17 environment. Our schools were created in the
18 Industrial Age; so we were teaching them what they
19 needed to know. But now we need to be more
20 innovative, and we need to let them be okay to fail.
21 And so this needs to be a place that's safe.

22 They also have trauma. We're targeting
23 regions that have a lot of trauma. So we're putting
24 in SEL practices, curriculum, mindfulness. We're
25 working hard to teach our teachers how to deal with

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<p>1 it and to have an exact proper chain of what they 2 would do when we have kids who have this experience; 3 because they're just not data points. They come 4 with so much more.</p> <p>5 And like Rita Pierson says, because I'm a 6 dork, you know, "They are worthy, and they deserve 7 an education."</p> <p>8 And it doesn't matter. So a lot of times 9 we see these kids who fight back, and they are 10 dismissed. And so one of the biggest parts, too, is 11 we want a restorative justice model. We do not want 12 kids to leave. We want to show them the purpose of 13 not just atoning, but learning from it. It's not 14 about your mistakes; it's about how you use them.</p> <p>15 The second thing, too, that's a core 16 belief is every scholar needs a skill. When you 17 look at our proposal and you see, you know, college 18 preparatory, people think, like, "Well, what about 19 the kids who don't go to college?"</p> <p>20 That's not what we're saying. We're 21 saying we have certification programs in place to 22 help our kids get those -- there are American Red 23 Cross baby-sitting certificates if they want to be 24 better baby-sitters. There are certificates you can 25 get across. But one of the biggest flaws I've seen</p>	<p>1 THE CHAIR: All the teachers are getting 2 up and running out. Now they really don't want to 3 stand up and own it.</p> <p>4 All right. I apologize. Thank you.</p> <p>5 DR. FINNIE COLEMAN: That's okay. So good 6 morning, and thank you for the opportunity to 7 address the Commission this morning.</p> <p>8 I'm going to also begin with a story, if 9 you will. I'm a former Army Intelligence Officer. 10 I served in the first Persian Gulf War. I was a 11 soldier in the United States Army before then. I 12 graduated from the Virginia Military Institute. I 13 graduated from the University of Virginia with a 14 master's degree in literature and also a Ph.D. in 15 literature.</p> <p>16 I came to New Mexico to direct the 17 Africana Studies Program at UNM. I served as the 18 interim dean of our University College, one of the 19 largest academic units in the state. I am an 20 American Council on Education Fellow. And I am 21 currently serving as the president of our faculty 22 synod at UNM.</p> <p>23 And those are highlights, but they don't 24 tell you anything about my story. In order to tell 25 you that, I have to tell you a story that I've told</p>
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<p>1 in our kids in New Mexico and the biggest flaws 2 within my own family is that we tend -- and the kids 3 do -- limit ourselves to just what we're exposed to.</p> <p>4 So we want to show a kid who wants to do 5 culinary arts, okay, let's get you your certificate, 6 but let's show you there's a beautiful science 7 behind it, too. And we want our kids to be sparked 8 to do so much more. Because our kids really deserve 9 a really good education.</p> <p>10 And with that, I'm going to pass it to the 11 next one. So there we go.</p> <p>12 THE CHAIR: It's a shame you're not 13 enthusiastic, by the way.</p> <p>14 DR. FINNIE COLEMAN: Good morning. It's 15 difficult to -- to follow a remarkable story like 16 that.</p> <p>17 THE CHAIR: Okay. Can I just interrupt 18 you? I apologize. But there's a car with a license 19 plate PNL177 that needs to move the car. So if 20 that's someone here -- okay, we tried. Thank you. 21 I apologize.</p> <p>22 FROM THE FLOOR: Can you give a 23 description of the car, please?</p> <p>24 MS. CASSANDRA SIMS: I'm a teacher; it's 25 not mine.</p>	<p>1 on occasion; but it's a story that I least like 2 telling, because it's tough for me, as a former Army 3 guy and tough guy -- whatever -- it's tough to get 4 through the story without choking up.</p> <p>5 I grew up in the Deep South. I'm only 6 55 years old; but I grew up in the still segregated 7 Deep South. And in that Deep South, there was no 8 kindergarten for Black children where I grew up in 9 Pensacola, Florida. Like most of us, I know exactly 10 where I was sitting 50 years ago today. I know 11 exactly where I was sitting. I know exactly what I 12 was doing. I was watching a spacecraft. And I 13 watched it every single day that they showed it.</p> <p>14 And I watched TV for two reasons; one, 15 because I was really interested in what was going on 16 with that Apollo mission, but also to watch the 17 Vietnam War casualty report from Harry Reasoner 18 every night.</p> <p>19 My godfather went away to that war and he 20 never came back. As a little kid, I didn't 21 understand -- I didn't understand that. But I knew 22 then that I would become a soldier as well and an 23 astronaut.</p> <p>24 I integrated my elementary school with 25 another little girl, Carolyn Wright. She's passed</p>

<p style="text-align: right;">Page 26</p> <p>1 away now. But we integrated that school, and we 2 were put into the classroom of the most experienced 3 teacher, the most elderly white woman at the school. 4 And she grew up and was raised in the Deep South. 5 And when I showed up for the first grade, I didn't 6 know how to read. I didn't know any of my letters 7 or anything. 8 And we would have reading circle. And she 9 would allow us to read books. There was a story 10 that I wanted to read about a black stallion, Black 11 Stallion's Midnight Ride; I remember to this day. 12 And I asked her early in the year if I could read 13 that book. And she said no. And she said, "The 14 reason is 'cause you don't know how to read. You're 15 going to have to learn how to read; and if you 16 don't, I can't let you read the book." 17 And that whole year, I worked really hard. 18 She didn't know at the time that she had a kid who 19 was in the process of becoming a college professor 20 who would teach literature. 21 The last day of class -- I can never get 22 through this -- on that last day of class in first 23 grade, she brought me that book. And I read it. 24 Sorry. 25 This woman who was raised in the Deep</p>	<p style="text-align: right;">Page 28</p> <p>1 study that. Who knows but if I were not in a 2 segregated -- recently desegregated elementary 3 school, my life chances would have been 4 significantly different. 5 The high standards that I see in the -- 6 the proposal that we have before you reflect the 7 high standards that Ms. Glass set for me as a 8 first-grader. 9 I'm passionate about being a member of 10 this school if it becomes -- if you allow it to 11 become -- if it is allowed to proceed, because it's 12 hard to argue that we do not need this opportunity. 13 And this isn't to say that APS doesn't 14 provide those opportunities. We're here to say that 15 we need to complement the opportunities that APS 16 provides. We're not here to take anything away from 17 APS or detract anything from what APS does, but 18 simply use that as a gauge to set very high 19 expectations for the young people that we hope will 20 attend the school. 21 And so with that, I apologize for not 22 being able to get through that story. I thought I 23 might be able to do it this morning; but I hope that 24 you understand that all of us on this potential 25 board are passionate, and we bring remarkable</p>
<p style="text-align: right;">Page 27</p> <p>1 South with all the prejudices of the Deep South 2 found a way to reach through to a kid who had no 3 promise, that nobody saw anything in. 4 In a community and in a time when kids 5 like me shared the same kind of life that my 6 colleague to the left shared, in poverty, on 7 welfare, and with no real chance, I was asked to 8 talk about why I wanted to become a member of this 9 board, why I wanted to be part of ACES Tech. 10 This is part of my life story. I've been 11 passionate about education from the first grade. 12 And I learned that passion from a remarkable teacher 13 who could easily have been dismissed as a Southern 14 White Supremacist, et cetera, et cetera. 15 The reason that I mentioned the story 16 about the space mission is because this was before I 17 ever got to elementary school, I understood that I 18 wanted to be an astronaut. And I want -- and I 19 still have a passion for astrophysics. When 20 Dr. Campbell asked me to do this, I jumped at him. 21 People said, "Why? You're a liberal artist." 22 It was because I was born with a passion 23 for STEM, science, technology, engineering and 24 mathematics. But the school system that produced me 25 didn't also produce the opportunities for me to</p>	<p style="text-align: right;">Page 29</p> <p>1 expertise to the table, and we believe that we will 2 do a fantastic job of educating our young people 3 here in Albuquerque if given that opportunity. 4 Thank you. 5 THE CHAIR: Thank you. Thank you. 6 Is there anyone here from APS? I don't 7 believe there is. 8 MS. CASSANDRA SIMS: I kind of am. I 9 technically work at Volcano Vista. 10 THE CHAIR: No, the people -- 11 MS. CASSANDRA SIMS: Okay. Sorry. 12 THE CHAIR: I'm asking if there's someone 13 here to speak for APS. 14 MS. CASSANDRA SIMS: Sorry. Okay. 15 THE CHAIR: So we'll move on to Public 16 Comment. We will now hear public comment from the 17 community of Albuquerque. There are 10 people who 18 signed up, all to sign up in support, so that you 19 will have two minutes each if you wish to take two 20 minutes. So when you do come up, I will ask you -- 21 and what happened to the -- is the microphone -- 22 MR. MICHAEL VIGIL: Yes, it is. 23 THE CHAIR: Okay. Thanks. If you could 24 come up to the podium and if you will state your 25 name for the record, we'd appreciate it. And the</p>

<p style="text-align: right;">Page 30</p> <p>1 first one on the list is Dr. Howard Bailey. 2 FROM THE FLOOR: Harold Bailey. 3 Thank you, Madam Chair, esteemed guests. 4 I'm Harold Bailey, president of the Albuquerque 5 NAACP. I'm also an educator by trade. All my 6 degrees are from the University of New Mexico, a 7 former APS teacher for 12 years, special ed; after 8 that, being an administrator at UNM for nine years. 9 So I stand on behalf of the community as an 10 educator. 11 I don't need to take two minutes. I sent 12 a formal letter to the committee in support of 13 ACES Tech. I'm here to support Dr. Jeron Campbell 14 and his group of people. I'm pretty sure that he'll 15 surround himself with exquisite people, educators 16 who will perform at a maximum level; at the same 17 time, have a resource for those students who need 18 extra help. 19 Other than that, I don't see any reason 20 why this school should not be approved. I'm asking 21 for your collective support. Other than that, if 22 you have any questions, I'll be happy to respond. 23 But other than that, I'm in support. 24 THE CHAIR: Thank you so much. Next is 25 Jewll Powdrell.</p>	<p style="text-align: right;">Page 32</p> <p>1 and from the ZIP codes that are mentioned in this 2 documentation, that's a little difficult to afford. 3 It focuses on high-level -- the high level 4 of education for the most -- from the most diverse 5 areas of the city. What you mentioned was 87106, 6 87108, and 87123. 7 I think that their mission -- 8 Dr. Campbell's mission and goal to provide students 9 with a challenging, exciting education and graduate 10 students especially prepared for any college or 11 career of their choice, if more students did that 12 over the country, we would have a totally different 13 society than we have today. 14 And, lastly, I'll say as an outstanding 15 founder of the board, I realize that there are a 16 number of attributes that are typical of charter 17 schools failing. That's lack of proper 18 administration and staff and financial management. 19 I think that he and the board have that covered. 20 And so I would ask that, as you deliberate in your 21 next three or four days, that you grant it approval. 22 Thank you. 23 THE CHAIR: Thank you. The next -- I -- 24 Dr. Stephanie Garcia -- and I think it might be 25 "Campbell"; but I'm -- I can't --</p>
<p style="text-align: right;">Page 31</p> <p>1 FROM THE FLOOR: I'm Jewll Powdrell. I 2 grew up here in Albuquerque. I'm from the South 3 Broadway area. I'm one of those students who, much 4 like most of the individuals that have spoken, the 5 teachers that I had at John Marshall, Lincoln Junior 6 High School, the old Albuquerque High School, most 7 of those teachers were 60, 70 years old. But the 8 environment that we have in Albuquerque says that 9 it's more difficult for a kid to come from South 10 Broadway to achieve many of the opportunities that 11 I've been able to achieve here in Albuquerque 12 because of people like the Stronghursts, the 13 [inaudible], the [inaudible]. These people took 14 hold of kids from that environment and said, "There 15 is a way that you can make things in your 16 environment and that you can succeed." 17 So what I want to say to the Commission, 18 to all Commissioners, is to say, number one, thank 19 you for having the opportunity to speak with you. 20 And there are benefits for your granting the 21 approval of ACES. The benefits include it's an 22 affordable environment. As I went through and did 23 my homework last night, I found out that there are 24 four STEM schools in Albuquerque with an average 25 cost of \$20,000 per year. Kids from South Broadway</p>	<p style="text-align: right;">Page 33</p> <p>1 FROM THE FLOOR: Good morning. I'm 2 Dr. Garcia Campbell. I'm Jeron Campbell's wife. I 3 am a physician at Presbyterian Hospital and Gallup 4 Indian Medical Center, where I work in emergency 5 medicine. I grew up similar to Jeron in Oakland, 6 California, during a time where crack cocaine and 7 AIDS was really coming into the community. 8 And I attended UC Berkeley as the first -- 9 as a first-generation college student, and 10 University of California-San Francisco as the first 11 physician in my family. 12 And so thinking back to growing up and 13 attending Oakland Public Schools all of my life, I 14 know how important schools are in terms of the 15 success of a student, particularly if you come from 16 a poor background. 17 As a Black and Puerto Rican woman, I know 18 how important representation is in the field of 19 medicine and how important mentorship is in the 20 field of medicine and STEM in general. And I am 21 willing and able and prepared to mentor students for 22 ACES Charter by way of exposure with shadowing 23 opportunities, direct mentoring, exposure to other 24 health-care fields within disciplines of medicine, 25 including emergency medicine and surgery, but not</p>

<p style="text-align: right;">Page 34</p> <p>1 limited to optometry, dentistry, and whatever else 2 the students may be interested in. 3 And I think that's all. Thank you for 4 your time and consideration. It's a really exciting 5 time. Thank you. 6 THE CHAIR: Thank you. 7 Next is Michael Silva. 8 FROM THE FLOOR: Good morning, everyone. 9 My name is Mike Silva, and I grew up in the 10 neighborhoods in which this school plans to serve. 11 I went to Lowell Elementary school. I went to 12 Wilson Middle School. So I know that -- that 13 struggle. 14 I, like most in this room, come from a 15 fractured family, violence, drugs. I was telling 16 someone just yesterday about my background. And 17 people don't often recognize or realize because I've 18 polished it up pretty well; but as a young kid, I 19 walked into the backyard of my family's home in 20 South Central Los Angeles before we moved here when 21 I was in third grade. And my grandfather had a 22 boat, which made no sense. But we had a boat in the 23 backyard. 24 So myself and my cousins, we went out to 25 play in the boat. And when we climbed up the steps</p>	<p style="text-align: right;">Page 36</p> <p>1 So this school has the ability to give our 2 kids that opportunity of having an equal chance, a 3 start line same time as their peers. 4 So this school is beyond just another 5 charter school. This is a generational changing 6 school here. I'm asking you to give our kids the 7 same opportunity as peer kids. Let this school be 8 massive for the kids in our community. 9 Thank you. 10 THE CHAIR: Thank you. 11 Next is Cassandra Sims. 12 MS. CASSANDRA SIMS: That was me. I got 13 too excited. Sorry. 14 THE CHAIR: Okay. So next is Gloria 15 Taradash. 16 FROM THE FLOOR: Good morning. I am 17 Dr. Gloria Taradash. I received my doctorate from 18 UNM in the area of special education with a focus on 19 gifted minorities and parents. 20 For the last 30 years or so, I have worked 21 in that area. And I am familiar that across the 22 United States, our children are underrepresented in 23 programs for the gifted. 24 In 1925, when Dr. Terman commissioned his 25 first study in gifted children, there were two</p>
<p style="text-align: right;">Page 35</p> <p>1 and went into the back of the boat, on a table like 2 this were piles of cocaine, Scarface-style piles of 3 cocaine. 4 And we moved to Albuquerque. I ended up 5 living in [inaudible], where I saw people like this 6 every day, which helped to change my life, helped to 7 create a different path for me. 8 And so now I stand in front of you, 9 friends with this man right here, as according to 10 the Albuquerque Business First, the second largest 11 employer and Black-owned business operator in 12 Albuquerque, New Mexico. 13 And in spite of all of that past, 14 unlike -- not unusual to many folks in here -- I've 15 been able to make it. But what I'll tell you is I'm 16 late to the game. That's the disadvantage. I did 17 not begin my entrepreneurial career until I was in 18 my 40s. Had I had the same opportunity or even a 19 fair equal opportunity as many of my peers, maybe my 20 entrepreneurial game would have begun when I was 21 right out of college instead of when I was 40. And 22 maybe I wouldn't be the second. Maybe I'd be the 23 first. And maybe we'd take away the Black-owned 24 piece, and I'd just be the largest employer of the 25 City of Albuquerque overall.</p>	<p style="text-align: right;">Page 37</p> <p>1 minority children in that study. Sad to say, 2 100 years later, we're facing those same obstacles. 3 Our children are not identified in public school for 4 gifted programs, which means that they are not put 5 into the programs that would allow them to be 6 educated and reach their highest potential. 7 Dr. Campbell has already shown his support 8 for those kids by programs he has instituted to help 9 them achieve on the ACT and the SAT so that they 10 can, in fact, go into college. 11 I want to say that I am a staunch 12 supporter of public education; but I also walk 13 around in this world with my eyes wide open and 14 recognize that our children continue to be 15 underserved. They continue to be locked out of the 16 programs that would allow them to reach their 17 highest potential from the earliest grades in gifted 18 programs. Dr. Campbell will take a giant step in 19 addressing that need. 20 Thank you. 21 THE CHAIR: Thank you. Next is Theresa 22 Carson. 23 FROM THE FLOOR: Good morning. My name is 24 Theresa Carson. I'm retired -- a retired senior 25 manager at Sandia National Laboratories. And</p>

<p style="text-align: right;">Page 38</p> <p>1 currently, I am the president of the 2 African-American Greater Albuquerque Chamber of 3 Commerce. I'm here in support of ACES Technology. 4 I was a program manager for Sandia Lab's 5 Hands-On Minds-On Technology program, a summer 6 program that's been around for more than 33 years. 7 And I saw firsthand the benefits of a -- having a 8 STEM-focused program. 9 It's a known fact that there is a decline 10 of minorities. And these are the target population 11 for ACES Technology entering the engineering and 12 science field. 13 STEM has resurfaced as a national priority 14 in America's education. If we are not preparing 15 students with valuable skills like creativity, 16 problem-solving, as well as critical thinking, we as 17 a state will truly be left behind and have failed in 18 making a future impact in today's job market. 19 The approval of ACES Tech Charter School 20 matters for two reasons, in my mind. The first is 21 the City is dropping in the ratings of proficiency 22 in both math as well as science. And the U.S. is 23 actually projected to have a shortage of 1 million 24 workers in its future technology workforce. 25 Your vote in favor of the implementation</p>	<p style="text-align: right;">Page 40</p> <p>1 whom I've had the pleasure of knowing throughout my 2 life, I found my passion in health care. Growing up 3 in New Mexico has given me a strong sense of the 4 commitment to the health of the people, the 5 celebration of the culture, and the celebration of 6 our beautiful landscapes, because I know minorities 7 are still heavily underrepresented, especially in 8 the STEM fields, and people in these fields are 9 often discouraged on their journey, like I was. 10 I support ACES Tech because I want 11 minority children to know they are capable of being 12 doctors, engineers, and scientists. They deserve 13 the support, mentorship, and education that will 14 help them succeed. 15 Thank you. 16 THE CHAIR: Thank you. And next is Irma 17 Tibuled [ph]? 18 FROM THE FLOOR: My name is Dr. June 19 Tibaleka. 20 THE CHAIR: I am sorry. 21 FROM THE: I'm Dr. June Tibaleka. I'm an 22 ER physician at Presbyterian in Albuquerque. 23 Growing up, I watched my father suffer and 24 die from a long illness. I was five. It was then, 25 at five years old, that I decided to be a doctor. I</p>
<p style="text-align: right;">Page 39</p> <p>1 of ACES Technology is the first step in helping 2 these targeted students succeed in jobs that have 3 not even yet been created, but will be needed in the 4 remainder of this 21st century and beyond. 5 My personal hope is that it will reduce 6 the "brain drain" within our city and state and 7 provide future local resources for our two premier 8 laboratories. 9 Thank you very much for your time. 10 THE CHAIR: Thank you. 11 Next is Arianna Thompson. 12 FROM THE FLOOR: Good morning, everyone. 13 UNIDENTIFIED SPEAKERS: Good morning. 14 FROM THE FLOOR: So my name is Arianna 15 Thompson, and I'm a second-year medical student at 16 the University of New Mexico here in Albuquerque. I 17 support ACES Tech because I believe in the 18 importance of sparking curiosity in STEM subjects 19 early in education. 20 As a Black woman, I know that advocacy, 21 encouragement and a solid educational foundation can 22 make all the difference in developing confidence to 23 tackle these difficult subjects and reach one's full 24 potential. 25 With the support of many amazing women</p>	<p style="text-align: right;">Page 41</p> <p>1 watched my mother struggle to raise me and my three 2 siblings. But by God's grace and hard work I got a 3 scholarship to a STEM-type program in New Mexico. 4 I went on to college at Johns Hopkins, 5 medical school at Duke. I did graduate school at 6 the University of California-San Francisco. I did 7 my residency at Emory University in Atlanta, where I 8 was Chief Resident. I took my first job as a 9 physician in New Mexico where my STEM school is. 10 This STEM program was a stepping stone to 11 propel me to my career. Without it, I would not be 12 here. 13 I believe that students who look like me, 14 Black women from humble backgrounds, should at least 15 have access to an opportunity like I had. And 16 Dr. Campbell with ACES Tech provides that. We do 17 not know what these children are capable of until we 18 try. I pray that this committee votes to do just 19 that. 20 THE CHAIR: Thank you. And, lastly, 21 Cathryn McGill. 22 FROM THE FLOOR: My name is Cathryn McGill 23 and I'm the director of the New Mexico Black History 24 Organizing Committee. And I believe that all 25 children have the ability to learn. The statistics</p>

<p style="text-align: right;">Page 42</p> <p>1 that we see are not the children's fault. 2 Ten percent of the students that have -- 3 in high school who are proficient, the other 4 90 percent, it's not their fault that they're not 5 proficient. We need to be able to teach our kids 6 21st Century skills of creativity, collaboration, 7 and critical thinking, and communication. ACES Tech 8 Charter School will do that. 9 I believe actually enough has been said. 10 There should be no question that this school should 11 be approved and go forward. But I'll leave you with 12 a quote from Paul Freire from Pedagogy of the 13 Oppressed, who says that, "Education either 14 functions as an instrument which is used to 15 facilitate the integration of the younger generation 16 into the logic of the present system and bring about 17 conformity... ." 18 And I'll just add to those comments and 19 say that's I'm sure what we want. We don't want our 20 kids to not be literate. We don't want them to not 21 be proficient in math. 22 But he said, "...or becomes the practice 23 of freedom, the means by which men and women deal 24 critically and creatively with reality and discover 25 how to participate in the transformation of their</p>	<p style="text-align: right;">Page 44</p> <p>1 application -- to me, the -- the responses in the 2 application don't represent the story that we all 3 just heard, that I saw a lot of responses in the 4 application that were, "We're going to do what the 5 State requires." 6 The -- the uniqueness and the qualities 7 that have been represented here, to me, weren't -- I 8 have two different stories that I've read and I've 9 heard. And now that's my -- that's my concern at 10 this point in time; so I'd like to dig into that. 11 Because I think there's that greater story that we 12 didn't -- that's -- that isn't reflected here. And 13 that's I hope what we can spend the time today 14 talking about. 15 So as an example, even when you're looking 16 at the -- and I'm going to try to flip to -- to the 17 graduation requirements -- it's like, "Oh, we're 18 going to do what the State requires"; yet, you embed 19 in your school -- and I apologize. I think you 20 call -- did you call them "modules"? And I'm going 21 to try -- 22 COMMISSIONER RAFTERY: They'll be 23 developing modules. 24 THE CHAIR: I'm going to try and find -- 25 because there was a class that the students were</p>
<p style="text-align: right;">Page 43</p> <p>1 world." 2 So we're talking about transformation 3 here. And I think that's what ACES Tech is 4 programming. And it will help to deliver that 5 moonshot that Governor Lujan Grisham talked about 6 that Black children have been left out of. So we 7 would like to see ACES Tech Charter School go 8 forward. We thank Dr. Campbell for his leadership 9 in providing the opportunity for our next 10 generation. 11 THE CHAIR: Thank you. And thank everyone 12 for your comments. 13 Are we all good? Strap on your 14 bootstraps. Here we go. 15 MS. CASSANDRA SIMS: Well, now I'm really 16 nervous. 17 THE CHAIR: No. So I -- once again, I 18 appreciate all the time and effort that you've put 19 into this. 20 And I'm going to say that when I first 21 read the mission, my thought was, well, what school 22 wouldn't tell you that's what they're going to do? 23 Had your purpose been your mission 24 statement, I think the story of this application 25 would have been different; because I think the</p>	<p style="text-align: right;">Page 45</p> <p>1 going to take. 2 MS. CASSANDRA SIMS: Tech Time. 3 THE CHAIR: Maybe it's the Tech Time. 4 DR. JERON CAMPBELL: That was a different 5 class. 6 THE CHAIR: My question was, is that -- 7 no, it's different than the Tech Time. 8 DR. JERON CAMPBELL: Right, it's 9 different. 10 THE CHAIR: It is different than the Tech 11 Time. And maybe if I can try to explain that. 12 Because there was a discussion about -- and I think 13 it was for problem solving. There was a -- I'm 14 going to try to find it. Because this was one of 15 the questions that I had, that if you're working on 16 having the students do this -- and I think the 17 purpose was to get the students to think more 18 creatively. And it was -- I think it was a course 19 that you -- 20 DR. JERON CAMPBELL: It was just an 21 elective, right. 22 THE CHAIR: Oh. So that was my question. 23 So it's just -- it's just an elective. So a student 24 doesn't have to take it. 25 DR. JERON CAMPBELL: I would say an</p>

<p style="text-align: right;">Page 46</p> <p>1 elementary thing. As an example -- all right? So 2 for instance, there's a course at MIT that 3 essentially says like "How to Build Anything"; they 4 have a course like that. 5 So it takes you through these modules, 6 where you are exposed to various things. So that's 7 what the course would be -- 8 So, for instance, let's say medicine. 9 We'll just say medicine, for instance. There are a 10 lot of different fields within medicine. So the 11 module -- this model is more about surgery. This 12 module is more about the ER. This module is more 13 about optometry, about exposure. It's not linked to 14 core standards or anything like that. Those are 15 strictly an exposure opportunity. 16 -- so, again, when you talk about students 17 not knowing what they want to be when they grow up, 18 right, you would take them through these six-week 19 modules where they have a project. And they'll 20 say, "Well, I liked that, I didn't like it." But 21 then they go to the next one and say, "Wow. This 22 one was really interesting." 23 If you don't expose them, there are so 24 many things they won't know what they're interested 25 in. Like Mike said, they'll be 30 years old and</p>	<p style="text-align: right;">Page 48</p> <p>1 right? So you have to be able to give them real 2 examples. 3 So I'll be encouraging teachers to pull 4 from the resources outside the school to say, 5 "Here's an example." 6 That's another thing. When I used to go 7 into schools and speak, teachers would use what I 8 would say as an example months from that time. 9 "Remember what Dr. Campbell said? This is 10 why we're learning this [inaudible] today." 11 So exposure will be included in every 12 single course and throughout the school. You won't 13 go into the school without seeing examples of how 14 these things can be applied, professionals in the 15 community and beyond, and various fields and things 16 of that nature. 17 So, just -- it'll be more holistic than 18 just -- and it's interesting -- if I can respond 19 briefly to your question, one of the things that I 20 think is overlooked is the extent to which we're 21 forced to answer things a certain way, all right? 22 So this is a model that gives restrictive 23 questions. I had several examples in the past that 24 answered those questions. And if you want those 25 points, you'd better answer it this way.</p>
<p style="text-align: right;">Page 47</p> <p>1 say, "Wow, I wish I would have seen this when I was 2 a kid." 3 So when I think of my own past, you know, 4 I say, wow, I wish I had been exposed to some of 5 these things. When I heard the word "electrical 6 engineer," I had no idea what it was. But it 7 fascinated me, right? But nobody ever took me 8 through a module, "This is the kind of thing they 9 do," right? That would be an exposure piece, not a 10 core curriculum thing, more where we do, in other 11 words, like an elective. 12 THE CHAIR: Right. I understand that. 13 But to me, that's what -- that's what makes your 14 school so unique -- 15 DR. JERON CAMPBELL: Right. Right. 16 THE CHAIR: -- to offer that exposure. 17 So my question -- my question is if it is 18 an elective, I can then walk through the six years 19 of -- seven years of the school and not be exposed, 20 if I chose. 21 DR. JERON CAMPBELL: No. Do you -- 22 because every class will have a level of exposure, 23 right? I always tie professional to core. 24 Otherwise, you have students -- like, the students 25 have asked me in the past, "Why am I learning this,"</p>	<p style="text-align: right;">Page 49</p> <p>1 So I had to answer in a way that was 2 acceptable, as opposed to extrapolating too much. 3 You'll see in my data that I put a lot in there 4 about the achievement gap. I wasn't asked for it. 5 So there are things I extrapolated areas of and 6 provided data and things like that. But I was sure, 7 because we were told in our training, "You better 8 hit every bullet." 9 So you'll see I purposely went through and 10 answered bullet by bullet. And I got penalized -- I 11 would hit 11 out of 12 bullets and miss one and lose 12 half my points, right? So that is why I took the 13 approach I did. 14 So to some extent, you're forcing us into 15 a shell, right, "You better do it this way." I feel 16 if I had really put what I wanted to put into an 17 application, it probably would have been scored 18 really low. 19 So that's the kind of contradiction that's 20 true, but is I think often overlooked. I had to 21 answer these questions this way to fit the model 22 that was required. 23 DR. FINNIE COLEMAN: Teaching to the test. 24 DR. JERON CAMPBELL: Right. And they 25 warned us, "You better answer these questions this</p>

<p style="text-align: right;">Page 50</p> <p>1 way."</p> <p>2 MS. CASSANDRA SIMS: I will say, though, I</p> <p>3 appreciate the level. Because we have seen a lot of</p> <p>4 the schools fail that are charter schools. And so,</p> <p>5 I mean, yeah --</p> <p>6 THE CHAIR: I'm going to caution and say</p> <p>7 not a lot.</p> <p>8 MS. CASSANDRA SIMS: We've seen some fail</p> <p>9 for different reasons. It's always good inte- --</p> <p>10 and that's -- but I think, like, he's very</p> <p>11 passionate. And it was very evident, but, yeah, to</p> <p>12 stick to what -- so that we could get -- get into</p> <p>13 the approval system.</p> <p>14 And we also -- he put a lot of statistics</p> <p>15 in the budget to really show, like, we're not coming</p> <p>16 together as just a board of random people who are,</p> <p>17 like, "Hey, let's just have a school."</p> <p>18 He strategically even picked board members</p> <p>19 from different areas of expertise and background to</p> <p>20 make sure that we could give our kids a well-rounded</p> <p>21 opportunity.</p> <p>22 DR. FINNIE COLEMAN: Again, the -- beating</p> <p>23 a dead horse, sort of -- that your question is dead</p> <p>24 spot-on. And we -- you would have seen that story</p> <p>25 played out in our planning meetings and as we've</p>	<p style="text-align: right;">Page 52</p> <p>1 COMMISSIONER CABALLERO: And I was reading</p> <p>2 through the application. And you mentioned a</p> <p>3 culture. And I equated that, a culture of learning</p> <p>4 and succeeding, which is fantastic.</p> <p>5 But I also looked at your intended purpose</p> <p>6 to address those students, primarily</p> <p>7 African-American, which is -- and I do understand</p> <p>8 there's a neglect, and it was shown in the recent</p> <p>9 federal court, Martinez Yazzie, that there is a</p> <p>10 neglect, intentional or not; it is in effect.</p> <p>11 So I was very interested in this charter</p> <p>12 school. But I did find that your intent, and by</p> <p>13 having somebody from Chicano -- Chicano -- Africana</p> <p>14 studies in your team, it is that effort. And I</p> <p>15 found it in the Emulated Characteristics 3, where it</p> <p>16 talks about culturally competent educational</p> <p>17 environment.</p> <p>18 And in that, I understood that you will</p> <p>19 embed, in all of what has to be taught, English,</p> <p>20 history, literature, whatever, the -- the attainment</p> <p>21 of culture.</p> <p>22 DR. JERON CAMPBELL: Yes.</p> <p>23 COMMISSIONER CABALLERO: I learned early</p> <p>24 on that in order to set your future, you have to</p> <p>25 understand your past. And your past was who you are</p>
<p style="text-align: right;">Page 51</p> <p>1 talked about things; because there are a lot of --</p> <p>2 lots of times when we wanted to go there.</p> <p>3 But the format doesn't -- doesn't support</p> <p>4 the "there." And so we wind up getting -- you know,</p> <p>5 answering questions clearly, concisely, and trying</p> <p>6 to make sure that we conform with the schools that</p> <p>7 have been successful.</p> <p>8 But we'd love to talk more about -- and we</p> <p>9 do talk a lot -- about the holistic part of about</p> <p>10 what it is that we would do with our young people.</p> <p>11 THE CHAIR: Hopefully, that's what we can</p> <p>12 get a bigger picture about today. Because as an</p> <p>13 example, if you're looking at those modules, for a</p> <p>14 school to be able to say, "Well, you know, in order</p> <p>15 to graduate from this school, a student will have to</p> <p>16 take, you know, two, three, four modules, to me,</p> <p>17 that shows a distinction between you and, you know,</p> <p>18 the school around the corner.</p> <p>19 DR. JERON CAMPBELL: Uh-huh.</p> <p>20 THE CHAIR: So that's what helps to -- to</p> <p>21 stand -- to stand you out.</p> <p>22 DR. JERON CAMPBELL: Uh-huh.</p> <p>23 COMMISSIONER CABALLERO: On that,</p> <p>24 Madam Chair?</p> <p>25 THE CHAIR: Sure.</p>	<p style="text-align: right;">Page 53</p> <p>1 presently as a human being. And so that was in</p> <p>2 middle school.</p> <p>3 And so I began personally asking my</p> <p>4 parents to tell me about our past. And within the</p> <p>5 Hispanic culture, we have, in Christmas, tamalada.</p> <p>6 And every -- we make tamales as a family or extended</p> <p>7 family. And culturally, the elders take the time to</p> <p>8 convey for the children their story of grandma,</p> <p>9 great grandma, great grandpa, mama's side and the</p> <p>10 same for papa's side.</p> <p>11 And so that became very important to me.</p> <p>12 And I think that those type of students -- and I'm</p> <p>13 not familiar with the area. I just know that it's a</p> <p>14 very low-income area, all those areas that you --</p> <p>15 that you're targeting -- and so I do understand that</p> <p>16 those students need to fully embrace their culture.</p> <p>17 And as a young man, I thought that</p> <p>18 Mexicans did not produce any literature, that there</p> <p>19 were no philosophers. And as I went through middle</p> <p>20 school and high school, I learned about all the</p> <p>21 literary greats from Latin America; not just Mexico.</p> <p>22 All the philosophers, all the engineers. Learned</p> <p>23 about how math was very important to the Aztec and</p> <p>24 the Inca and all those, that math was critical.</p> <p>25 And so I -- I concentrated on math and</p>

<p style="text-align: right;">Page 54</p> <p>1 science, even though it was not big in our school. 2 And so I look at this. And I think that it is 3 intentional on the school to do that. You say that, 4 "Our team will ensure that teaching and learning 5 modules is made relevant and meaningful to students 6 of various cultures," because you are targeting not 7 just African-American, but Native American and 8 Hispanic, Indian. A lot of those folks, in your 9 community especially, probably are old-time 10 New Mexican families that have been here for 11 generations, not the same as my Hispanic -- 12 "Mexican," as in immigrants. 13 And then you say that it will facilitate 14 the opportunity to grow the cultural and individual 15 strength of all students, and teachers will 16 participate in professional development to emphasize 17 the cultural competency and effective instruction in 18 diverse classrooms. 19 So that satisfied the whole idea of the 20 push and what I believe would be the -- what will 21 compel the school. 22 And with that, Madam Chair, I just wanted 23 to point it out. 24 THE CHAIR: Thank you. 25 Commissioner Voigt?</p>	<p style="text-align: right;">Page 56</p> <p>1 MS. VOIGT: It was under the Graduation 2 Requirements section. It talked about test -- 3 MS. CASSANDRA SIMS: Oh, okay. 4 MS. VOIGT: And it was something about the 5 students will have an opportunity to take a test -- 6 THE CHAIR: I think this is the State's. 7 MS. VOIGT: -- five times. 8 DR. JERON CAMPBELL: That is the State 9 requirement, yeah. That's me again doing what the 10 State tells me I have to do. 11 MS. VOIGT: Is there any consideration 12 given that you're going to be embedding your 13 modules, these extra -- like an "elective wheel" 14 component, to your student experiences, a chance for 15 those students to be able to present their learning? 16 Because I don't know. Do you believe that 17 testing -- standardized tests represent everything 18 that a child knows and is able to do? 19 DR. JERON CAMPBELL: Absolutely not. 20 MS. VOIGT: So it would be really great to 21 see some other alternative component to a student 22 exhibition or presentation that really brings forth 23 the richness of a student's knowledge and what 24 they've learned at your school or at their job site 25 or with their mentor.</p>
<p style="text-align: right;">Page 55</p> <p>1 COMMISSIONER VOIGT: Thank you. Good 2 morning. Thank you so much for sharing your passion 3 and your inspiration and your truth to bring forward 4 this application. 5 I wanted to just segue off of what 6 Commissioner Gipson was saying about those truths 7 coming forth in your application. Because when I 8 did read this -- and I was reading your mission -- 9 it didn't sound very unique or innovative. 10 But with this experience that you're all 11 holding and bringing forward, to open this dynamic, 12 justice-related school is very exciting. So I know 13 that's going to come through with your programs and 14 your curriculum. 15 I just had some questions regarding some 16 of the traditional points that were put in your 17 application, such as, on Page 47, you were talking 18 about testing, the graduation test. I mean, the 19 kids are going to be taking this test maybe up to 20 five times in order to receive their diploma. 21 That -- it was on Page 47. 22 DR. JERON CAMPBELL: You have a graded 23 one. 24 THE CHAIR: We have a PDF format; so it is 25 on this one, Graduation Requirements.</p>	<p style="text-align: right;">Page 57</p> <p>1 DR. JERON CAMPBELL: I absolutely agree 2 with that. Before Ms. Sims chimes in, absolutely. 3 The project-based learning is a huge part of it. 4 Again being an engineer, I absolutely believe in 5 hands-on learning. 6 Students will have the opportunity, as 7 part of their classes, to do projects and present. 8 Every student at my school is on PowerPoint to be 9 comfortable in front of people presenting. So 10 that's a very strong skill that builds confidence. 11 But you have to have something to present. 12 So it would be part of the school environment and 13 the lessons that they learn. 14 I encourage teachers -- some teachers 15 aren't comfortable presenting. So it teaches them 16 those skills as well, what a strong presentation 17 looks like and what it takes to get a project done 18 effectively. You saw multiple intelligences. There 19 are multiple styles of teaching. There are 20 definitely different ways of demonstrating learning 21 other than taking a test, for sure. 22 MS. CASSANDRA SIMS: There's also, under 23 Section F of the application under the Instructional 24 part, it says, "Target college and career-ready 25 accomplishments."</p>

<p style="text-align: right;">Page 58</p> <p>1 Every senior has to complete and present a 2 STEM-focused senior project and then 40 hours of 3 community service. We want to see they're, like -- 4 it could be a culmination. They could change 5 through their classes; but before they leave, we 6 want them to see this big project as another way to 7 show mastery. Hopefully that helps. 8 MS. VOIGT: It does. Thank you. It would 9 be really super for your school to have those 10 represented in your -- in your goals and how you 11 measure your school, not just reading and math. I 12 mean, those are, you know, default pieces, right? 13 But to be able to highlight the uniqueness that you 14 are going to be doing and to really speak to that is 15 going to, I think, help your school to speak to 16 those creative qualities that are just ACES Tech. 17 Everyone is doing reading and math; right? 18 So -- 19 THE CHAIR: That's why I think if the 20 purpose had been the mission, it would have been 21 easier to create those goals; because that -- that 22 would drive those goals. So I think maybe we need 23 to look to see if we can change the mission around a 24 little bit. Yeah, I -- I do. 25 DR. FINNIE COLEMAN: If I could add to</p>	<p style="text-align: right;">Page 60</p> <p>1 COMMISSIONER RAFTERY: Thank you. I guess 2 this is focused to Dr. Campbell. I like that you 3 said, you know, you were data-driven. I, too, am 4 data-driven. However, in the past, data has been 5 used to change education in our public system and 6 has kind of damaged teacher evaluations, kids taking 7 tests every week, every day, whatever the case may 8 be. I just kind of am interested in how you would 9 use your data to -- not to do that. 10 DR. JERON CAMPBELL: All right. There's 11 only one reason. Improvement. That's it. Data 12 should be used to improve, not for punitive reasons. 13 It should never be used for punitive reasons. 14 As a person who gives tests, designs 15 tests, that's not the purpose. The purpose is to 16 understand where we are today to establish a plan 17 for being better today. Improvement. That means it 18 can't be used in those punitive ways. 19 And I think it's a shame. As far as I'm 20 concerned -- imagine a child walking to school -- 21 for instance -- I've been in several districts, so 22 I've seen several teacher evaluation methods. I was 23 over teacher evaluation in one of the districts. 24 And we would penalize a teacher based on a 25 test score. But when you imagine a child walking</p>
<p style="text-align: right;">Page 59</p> <p>1 that, there's also -- you know, within the 2 application, we talked about the value proposition 3 of the school. But that's not present here. And 4 that's where you would see more of that kind -- you 5 know, "This is what we are offering," and having 6 that kind of flip of the purpose and the mission, if 7 you will. 8 THE CHAIR: Right. 9 DR. FINNIE COLEMAN: So hopefully at some 10 point, you know, that will also become part of the 11 process here, you know. I'm not sure how we have an 12 application that has mission, purpose, and does not 13 have the value proposition required. I think 14 schools should be required to talk through that 15 value proposition. 16 MS. VOIGT: I agree. 17 THE CHAIR: And I appreciate this. 18 Because, you know, we're -- we're in an evolving 19 group. So we changed the application. So we 20 also -- it may not have been helpful for you; but 21 ultimately, it becomes helpful for us and future 22 applicants to hear this and understand the struggles 23 and move on and make changes when they are 24 appropriate. So we do appreciate this. 25 Commissioner Raftery?</p>	<p style="text-align: right;">Page 61</p> <p>1 through the school throughout the day, they don't 2 see one teacher, right? You don't know which 3 teacher is influencing reading, for instance. It 4 doesn't have to always be the teacher you thought it 5 might be, right? 6 You don't know which teacher is 7 influencing various parts of what makes a child 8 successful or not successful in school. 9 So to blame one teacher based on some test 10 score -- I don't know how you prove that logically, 11 right? But it's easy and convenient for people who 12 are too lazy to dig deeper into data and are more 13 involved in -- I would say their motive is 14 improvement versus trying to penalize people. 15 COMMISSIONER RAFTERY: I think you should 16 share some of that wisdom with PED. We really went 17 overboard with the data and how it went and the 18 direction it went in. And that's when I thought 19 to -- 20 DR. FINNIE COLEMAN: We also -- we 21 distinguish, when we talk about using data, between 22 assessing the student or assessing the teacher and 23 talking about the student learning outcomes that 24 we're after. Because we can use data to measure 25 that.</p>

<p style="text-align: right;">Page 62</p> <p>1 And so we will stick to that and 2 rigorously see if we think that we're teaching you 3 X, Y, and Z, and we're only teaching you X and Y, we 4 need to know that. That isn't necessarily a mark on 5 you, the student, or even a mark on the teacher. In 6 terms of professional development, is our 7 professional development producing the kind of 8 outcomes from our students that we -- and using 9 data, that's the only way we can connect those dots. 10 COMMISSIONER RAFTERY: And we are 11 changing, and the new administration has proved we 12 are changing that, and we are going in a different 13 direction. So I think that maybe this direction 14 might be a good one. Thank you. 15 THE CHAIR: So I'm a history major. So 16 I'm a humanities-driven person. Somehow I got out 17 of my undergrad with a minor in biology, and I still 18 can't figure that out. But I embrace STEAM. I 19 certainly understand STEM. But where are the arts 20 in the program, you know? So -- 21 DR. JERON CAMPBELL: Absolutely a huge 22 part of this program, all right? So if you look at 23 my schedule, four classes before lunch, four classes 24 after. Every single student in my school will take 25 art; every single student will take music. There's</p>	<p style="text-align: right;">Page 64</p> <p>1 going into the Alvin Ailey program at Fordham in 2 New York. And to this day, she's a dancer in 3 Brooklyn, New York. 4 And so why can't a dancer know calculus? 5 There's nothing wrong with that, you know? So she's 6 just a really smart dancer, you know. 7 And so my students -- again, it's about 8 finding the innate talents in the student and then 9 doing everything we can to help develop those 10 talents, you know. 11 So STEAM and STEM are the same, just 12 because you add letters. I don't know what will be 13 next. STEAMSHIP. But at the end of the day, the 14 focus really will be the technical side, right, 15 concerning a lot of opportunities and plans. We 16 will have the advanced math and the advanced 17 science. But that is by no means -- you can be an 18 engineer and also know how to play trumpet, right? 19 So nothing is wrong with that. We will try to find 20 those innate talents in those kids. 21 MS. CASSANDRA SIMS: Can I add to that? 22 It ties back. As an educator, Commissioner Raftery, 23 I appreciate your take on the data. It is a means 24 to improve, and we're looking at that. 25 But then the really exciting part of the</p>
<p style="text-align: right;">Page 63</p> <p>1 no exceptions. 2 So -- I played cello as a young person. 3 My family could not afford private lessons or an 4 instrument. I had to give it up. My nephew started 5 playing violin at 3, changed to cello at 6. I paid 6 for lessons, and I paid for an instrument. 7 He played my cello through his formative 8 years. Joshua is now amazing, one of the top 9 cellists in the country. He's just finished his 10 freshman year at Juilliard under scholarship. Every 11 kid is not going to be an engineer or a doctor. And 12 that's okay. Whatever your passion is, I'm going to 13 support it. As long as it's legal, I'm good. 14 So -- you know. And so music, arts. And 15 I'll give one more example. My program in Detroit, 16 the ACT prep, there was a young lady who came in as 17 a student, AP calc student, right? So she told me 18 she had AP calculus. 19 I said, "I know you want to be an 20 engineer," right? 21 She was, like, "No, I want to major in 22 dance." 23 I was, like, Dance? You know, it really 24 threw me off. She was a great example for me. This 25 was very early in my program. And she ended up</p>	<p style="text-align: right;">Page 65</p> <p>1 arts that I really was just enthused about is not 2 just the exposure; but when we incorporate that Tech 3 Time, to have the teachers to really give them solid 4 PD on how to foster that and let the kids drive this 5 moment every day that they get to work on their 6 passion. So if we had our pre-AP calc girl who 7 wants to do AP calc, that wants to do dance, we have 8 the teachers take on that mentorship and really help 9 them explore it. 10 Because I 100 percent agree there's so 11 much more than data points, just like the art of 12 teaching. It's so much more than teaching to a 13 test. It's an art. And that's what we're trying to 14 show them is everything you do is an art. Culinary 15 arts. It's an art. It's not just throwing stuff 16 into -- everything is an art. 17 DR. FINNIE COLEMAN: Your question was 18 essentially my very first question when I was asked 19 if I want to participate in this. And I was very 20 interested in ideas like when you have a student 21 that's interested in poetry, when you talk about 22 scansion and the science of scansion, how does that 23 work? When you talk about music, how do we use 24 music theory to, you know, add the scientific 25 element to the arts for those kids who are</p>

<p style="text-align: right;">Page 66</p> <p>1 interested in it.</p> <p>2 And I was satisfied immediately with the</p> <p>3 rigor of the curriculum and the broad -- its breadth</p> <p>4 and its depth in the arts as well.</p> <p>5 So we're excited about -- the STEM will</p> <p>6 clearly be our focus. But we are going to use some</p> <p>7 creative ways to integrate the arts and -- STEAM, I</p> <p>8 think, is probably what we should be calling it.</p> <p>9 THE CHAIR: Thanks. I appreciate that.</p> <p>10 So let's talk a little bit about facility. Because</p> <p>11 usually we're talking to a school that's, wow, you</p> <p>12 know, here's the real estate book, and maybe we can</p> <p>13 find someplace in there. So you're in a different</p> <p>14 position with that.</p> <p>15 DR. JERON CAMPBELL: Yes.</p> <p>16 THE CHAIR: And we're kind of familiar</p> <p>17 with the building.</p> <p>18 DR. JERON CAMPBELL: Uh-huh.</p> <p>19 THE CHAIR: So -- but I guess maybe a</p> <p>20 concern, you're only a mile away from another</p> <p>21 charter that we're opening. I think it's about a</p> <p>22 mile.</p> <p>23 DR. JERON CAMPBELL: Which one?</p> <p>24 THE CHAIR: From Solare.</p> <p>25 DR. JERON CAMPBELL: They're across the</p>	<p style="text-align: right;">Page 68</p> <p>1 information.</p> <p>2 MR. DAN HILL: Okay.</p> <p>3 THE CHAIR: So I'm going to tell you that.</p> <p>4 So that's concerning to me. But that's not on you.</p> <p>5 MR. DAN HILL: Sorry.</p> <p>6 THE CHAIR: So then I have less of a</p> <p>7 concern here. So we're kind of -- you're off the</p> <p>8 hook on that one, because we're not -- so we're --</p> <p>9 so that's not -- that's not a concern.</p> <p>10 But I do have -- I guess I just have a</p> <p>11 couple of general questions about the use of the</p> <p>12 building.</p> <p>13 DR. JERON CAMPBELL: Okay.</p> <p>14 THE CHAIR: Because it is -- it's a large</p> <p>15 building. So your initial plan is to just use a</p> <p>16 small piece of it for the early lease-out and --</p> <p>17 'cause -- and not make use of the -- I guess the</p> <p>18 athletic facilities that -- or -- or no?</p> <p>19 DR. JERON CAMPBELL: No. I would lease</p> <p>20 the whole -- I mean, my opinion, it's not that</p> <p>21 large, it used to be church; she did do some</p> <p>22 remodeling. But 125, if I get my full complement of</p> <p>23 enrollment I think we would probably fit in the</p> <p>24 current building in the first two years, right?</p> <p>25 So -- now that building, if you look at</p>
<p style="text-align: right;">Page 67</p> <p>1 river.</p> <p>2 THE CHAIR: My understanding, they were a</p> <p>3 mile when they came to us and said they had to</p> <p>4 temporarily move. We were told a mile.</p> <p>5 MR. DAN HILL: Madam Chair, can I answer</p> <p>6 that?</p> <p>7 THE CHAIR: Sure.</p> <p>8 MR. DAN HILL: I represent Solare, and I</p> <p>9 can speak to that. So this first school year for</p> <p>10 about half the school year, they're actually going</p> <p>11 to be in this building.</p> <p>12 THE CHAIR: Right.</p> <p>13 MR. DAN HILL: And their permanent</p> <p>14 location is actually almost out on the Southwest</p> <p>15 Mesa. So it's like 98th and Bridge, I think. It's</p> <p>16 pretty south of us.</p> <p>17 THE CHAIR: We were told that the</p> <p>18 temporary move was only a mile from the -- from the</p> <p>19 original site, and that's why they'd still be in the</p> <p>20 same neighborhood. So that's why.</p> <p>21 MR. DAN HILL: I don't think that's</p> <p>22 accurate. I know they're providing transportation</p> <p>23 from their permanent site.</p> <p>24 THE CHAIR: I know. I'm going to tell you</p> <p>25 the information that came to me was that</p>	<p style="text-align: right;">Page 69</p> <p>1 the -- there was -- you've probably been in there.</p> <p>2 But there's this big gym area with these steel</p> <p>3 beams. And she said when this building was built,</p> <p>4 it was built so that you could actually put a second</p> <p>5 floor there.</p> <p>6 There's actually multiple options in that</p> <p>7 particular building. When I met with Rachael -- and</p> <p>8 this is random -- there's been some movement with</p> <p>9 that building over at SAHQ Academy. I met with</p> <p>10 Rachael.</p> <p>11 She said, "Oh, yeah. We're the ones going</p> <p>12 to be in there for the first half of the year."</p> <p>13 I look at that as a positive. It</p> <p>14 alleviates the landlord wait, wait to get another</p> <p>15 tenant. But I know somebody's in there, and I know</p> <p>16 it's a school, and I know she has similar age groups</p> <p>17 and population as myself. So I'm actually getting</p> <p>18 to see that building in action with a school in</p> <p>19 there similar to my same-age students.</p> <p>20 So -- and I know Rachael. So actually,</p> <p>21 that is very much a positive. I did meet with the</p> <p>22 owner with CPRE as well. So we did discuss how it</p> <p>23 might work in terms of -- she has a church using it</p> <p>24 on Sundays. She has multiple people leasing in</p> <p>25 terms of arrangement. But I think in terms of size,</p>

<p style="text-align: right;">Page 70</p> <p>1 it should be okay. It's not that huge a space for 2 classrooms, at least, if you have that many 3 students. 4 THE CHAIR: Right. And not for you -- so 5 do you anticipate that at some point in time, you 6 may be looking at actually expanding that building 7 or having to -- because -- what? You're 8 8-and-a-quarter or -- 9 DR. JERON CAMPBELL: Yes, at full 10 enrollment. 11 THE CHAIR: At full capacity. 12 DR. JERON CAMPBELL: We wouldn't fit into 13 the current building. So either I would move to 14 another location after the first couple of years or 15 we would go into the whole lease-purchase. 16 I know I can't improve a private person's 17 building. So if we were to go into a lease-purchase 18 and decided we wanted to build there, maybe that was 19 cheaper than trying to do something else, finding 20 grant money or something like that to help us do 21 that, that would be an option maybe for the third or 22 fourth year to expand that size. 23 So I don't know if the building in its 24 current state is large enough for my full 25 enrollment. But it definitely is a great location</p>	<p style="text-align: right;">Page 72</p> <p>1 And I'm glad to see Mr. Vigil here. His 2 support and knowledge will be able to help you a 3 lot. That would be one area that I'd really stress 4 attention to. Minor things, not having a PO in 5 place when your purchases are made, overpaying for 6 certain expenses, personal expenses, some travel or 7 something like that, paying the federal rate instead 8 of what the state allows, little things like that. 9 But they do cause a lot of concerns from a 10 financial standpoint, because we are using State 11 dollars to support the school and everything. 12 One of the things that you mentioned, 13 Dr. Campbell, was bringing in that component of how 14 what they're learning can be applied, why are they 15 learning it? 16 One of the things that I enjoyed most in 17 growing up, when I was in sixth grade -- I don't 18 know if they do this anymore -- I was required to 19 select six professions that I might be interested 20 in. And, of course, fireman, police, doctor, those 21 were all there, lawyer. Those were all there. 22 But then I had contractor. My dad was a 23 contractor, okay? Easy to talk with a contractor. 24 I don't know if students do that. And that was in 25 sixth grade.</p>
<p style="text-align: right;">Page 71</p> <p>1 in the meantime for the first couple of years and, 2 potentially, a couple of years from now, depending 3 on what we do. But the location overall is 4 excellent. Being right near CNM, UNM, Presbyterian, 5 as a resource, it's awesome. 6 THE CHAIR: It is. And it certainly takes 7 tremendous weight off of a new charter, because 8 that's probably the biggest hurdle that all of our 9 new schools face is finding a place and getting that 10 plan and getting in in time; so that you would have 11 all that time to truly plan out your first -- you 12 know, your start. 13 So that's -- and, you know, you don't like 14 to have to close a school. But that's the ideal 15 situation is someone else can come in and occupy 16 that space. I think that makes everyone feel a 17 little more comfortable. 18 Commissioners? 19 Commissioner Robbins. 20 COMMISSIONER ROBBINS: This was addressed 21 a little bit in some of the comments. Because they 22 address the financial and administrative. That's 23 usually the area where charters tend to have 24 problems that we wind up having to address with 25 them.</p>	<p style="text-align: right;">Page 73</p> <p>1 And I had to write at least a one page on 2 what this profession does, what is the educational 3 requirements, what areas do you really have to 4 stress and build. 5 My dentist likes to work with students and 6 mentor them, because a lot of students -- you know, 7 nowadays we have huge problem with at-risk students. 8 They get involved in gangs; they get involved in 9 drugs; they get involved -- that can knock them out 10 of any medical or dental school. It knocks them 11 out, period. They have that on their record, boom, 12 they're gone. 13 Bring in that expertise and knowledge from 14 people in the community. And what I'm hearing is 15 that's your intent. That enriches -- when I taught 16 finance at the University of New Mexico, the 17 Anderson School, I used to love to bring in bankers, 18 you know, or someone who did, you know, a trade, 19 bring in people that had that experience and talk 20 with the students that this is what the application 21 of what you're learning does, to see are they really 22 interested in pursuing that. 23 Mine was an undergraduate class. Everyone 24 wanted to get into business and they had to take it. 25 So a lot of them are going into human resources or</p>

<p style="text-align: right;">Page 74</p> <p>1 marketing or something other than finance. 2 But letting them know what that field 3 does, I think, is so empowering. It's just like 4 what your colleague on your right said about wanting 5 to be an astronaut; you know, what is it that it 6 takes to be an astronaut, you know. 7 I also watched every launch when I was a 8 kid. I would watch those with awe. My mom bought 9 us one of these little displays with the little 10 lights and everything. It was a Mercury capsule 11 inside, and the lights would flash on. It didn't do 12 anything other than flash on. 13 But it kept us interested in the science 14 and things like that. I was one of these odd kids 15 that when I was in high school, I took trig and calc 16 as an elective. Less than 10 percent of my 17 calculating class took trig and calc. But I went on 18 and got my degree in finance. So go figure, right? 19 But the numbers, I loved the numbers and 20 the data. I was a statistician originally and then 21 a financial analyst in former lives. One of the 22 things that I think that creativity is is not just 23 doing the numbers. What do the numbers show? The 24 numbers are numbers. They don't mean a whole lot 25 unless you can get the story behind those numbers.</p>	<p style="text-align: right;">Page 76</p> <p>1 read the words, they don't understand the concept 2 that those words are trying to convey. And it's 3 either because of lack of experience or they haven't 4 been encouraged to be creative. 5 And my mom was an elementary schoolteacher 6 for over 30 years. And first grade was most of 7 that. She loved the creativity of her first few 8 grandkids and everything that she spent much time 9 with. And up until the time that she passed away, 10 she loved playing pirate and stuff like that, 11 because the creativity that it would give that child 12 and bringing that in, the innovation, you know. 13 As an engineer, you know, if you don't 14 have creativity -- you can do the project, but it's 15 going to be rote stuff that's just kind of the same 16 old thing. Having that creativity allows you to 17 expand and bring in that -- I'm very, very glad to 18 see that you have that as a background, a lot of the 19 individuals, but also that you want to stress that 20 in the school. 21 Because a lot of times it is just 22 language, that you go through -- maybe our 23 application does the same thing, we can work on 24 that, to really allow people to demonstrate who they 25 are, not just what they are.</p>
<p style="text-align: right;">Page 75</p> <p>1 And, you know, a lot of people, they don't 2 put the two together. Having that combination is 3 going to be very, very important. 4 So having the support from the community, 5 having professionals that have gone through the 6 experiences that a lot of the students that you will 7 be targeting have had and letting them know, "This 8 is how you go from where you're at, where you may 9 want to go," that's going to be very, very powerful. 10 But, again, I wanted to stress and address 11 what Mr. Vigil's area -- his expertise and 12 background will be able to provide. Because it's 13 not just for the administration; it's for the 14 teachers, too. Because that's something that I 15 think gets embedded. 16 I remember when I took civics in ninth 17 grade. I was taught how to balance a checkbook. 18 Okay. That was just part of my civics class. It 19 wasn't financial education, per se. It was how to 20 balance a checkbook. 21 And so these are the little things that 22 you can incorporate into every type of thing. Like 23 you said, you incorporate things, not just, "Here's 24 the numbers," or, "Here's a story." And a lot of 25 people, you know, that I've experienced, they can</p>	<p style="text-align: right;">Page 77</p> <p>1 So thank you. 2 THE CHAIR: Commissioner Ruiz? 3 COMMISSIONER RUIZ: Good morning. And 4 thank you for the time and effort that you all put 5 into this. I know it's a lot of work. 6 A couple of questions. I really like that 7 you said that you were -- I liked the breakdown. 8 You have 62 percent Hispanic, 21 percent Caucasian, 9 8 percent Native American, 6 percent Black, 10 3 percent Asian, 16 percent special needs, 11 28 percent ELL, and 76 percent free-and-reduced. 12 And I like where you wrote that, in the application, 13 that you were going to try to work with women of 14 color, female, and all the different 15 underrepresented populations. 16 I know you talked about having family 17 meet-and-greets. And so I guess one of my 18 questions -- I have two questions. One of them 19 would be -- so when you're in an economically 20 depressed neighborhood, in New Mexico, we're high up 21 on the poverty level. You have a lot of families 22 who work two jobs or who have potential childcare 23 issues. 24 So I guess my question is I know you're 25 going to do family outreach. What are we going to</p>

<p style="text-align: right;">Page 78</p> <p>1 do specifically to reach those families? Because 2 historically, when you have parents -- well, 3 anywhere, it's hard to get parents involved. 4 So talk to me about your parental 5 engagement, please. 6 DR. JERON CAMPBELL: Okay. In the 7 application under Engagement, I actually did a 8 little research on it. I have my own personal 9 experience, obviously. I did want to look at 10 research as well. 11 One of my figures is six types of 12 involvement. The reason you want various types, 13 various people get involved for different reasons. 14 Different people need for you to approach them in 15 different ways to be reached, right? 16 So, obviously, there's the SIS -- I'll 17 just start with a few things. But the SIS is one. 18 Using PowerSchool, for instance, as an example. The 19 parents has access to the data from school and home; 20 right? So they're at least putting them in their 21 hands, presuming they have cell phones, Internet, 22 that type of thing. So this is for that population. 23 But they will be able to communicate with teachers, 24 write using their phone. They'll be able to see the 25 student, whether they attended that day, right? So</p>	<p style="text-align: right;">Page 80</p> <p>1 be involved and engaged in the school, you gave a 2 leadership role, now that person's now getting out 3 and getting other parents involved. That worked out 4 for that school. 5 I always think of that as an example. 6 It's not so much for us to tell a parent how to get 7 involved. But a lot of parents themselves will come 8 in and look for ways to get engaged and involved as 9 well. And to lead the parent involvement 10 opportunity, it doesn't have to be the school leader 11 or somebody in the school designated to do all the 12 talking at the parent meeting, right? Let a parent 13 lead the effort, come up with new ideas, find ways 14 to help kids get more acclimated at the school. 15 We understand there's a lot of cultures in 16 this area. There's parents who have the need for 17 interpretation, that type of thing, language 18 services and things like that, or even help make 19 sure things are translated correctly, things of that 20 nature. 21 So I look for ways of parents to be 22 involved in a number of ways. We're going to reach 23 you at home through technology, flyers, e-mails, 24 that kind of thing, but give you opportunities to 25 come in the building and be engaged as well, through</p>
<p style="text-align: right;">Page 79</p> <p>1 attendance, their grades, their quiz scores, things 2 like that, so the parent has a way to stay involved 3 using electronics and technology. So that's one 4 level. 5 Obviously, when students register, you 6 have access to the parent. So you can ask the 7 parent at that time, you know, "Is getting involved 8 something you'd be interested in doing? Here's an 9 example of how you can be involved." 10 Make sure when you do have them that you 11 ask them, that you ask them, "Hey, you can come 12 utilize resources here at the school." 13 One thing I've seen is a parent center in 14 the school. You have a computer there; they can use 15 the computer when they come in. 16 Of course, I'll give you my best example 17 from Detroit Public Schools. There was a parent 18 who, let's just say the principal wasn't too happy 19 when this person came in the door, right? But they 20 found a way to turn what they looked at as annoying 21 into a positive. And basically, she -- the 22 principal, instead of, like, being combative with 23 the parent, asked the parent to lead the parental 24 involvement efforts, right? 25 And so now a person who has the passion to</p>	<p style="text-align: right;">Page 81</p> <p>1 having a parent portal, station, right there in the 2 building, and also finding other ways for people to 3 be involved. 4 Another thing we're offering, 5 communicating with parents and offering services. 6 So there are resources in the community. The school 7 should be a place where parents can come to learn 8 about resources in the community that may even help 9 their own personal situation. So whether it be 10 language acquisition in the community here, 11 something along those lines, but also just city 12 services that are available, that's something that 13 we can do in terms of involving the parents is 14 making sure we do workshops and things where parents 15 could learn about resources in the community. 16 And a lot those are tied to education 17 anyway. We'll find that some of the hurdles that 18 our kids are having from being engaged in while 19 being successful in the school have to do with 20 things at home. So helping the parent get over 21 those things through services we can offer, even if 22 it's just information, would be helpful as well. 23 So I am a firm believer. You cannot be 24 successful as a school without the involvement of 25 the parents. They are the primary teacher. Their</p>

<p style="text-align: right;">Page 82</p> <p>1 influence is greater than -- even as much time as 2 they spend at school, a parent can say one thing, 3 and the kid remembers that, right, because that's 4 their mom, that's their dad, that's who they listen 5 to and want to be like. 6 So I understand the importance of making 7 sure parents are engaged and involved. 8 MS. CASSANDRA SIMS: Can I add to that, 9 too? We're not the experts. We look at schools who 10 have good parent engagement. We've looked at 11 parent-teacher conferences and even, you know, how 12 can we accommodate for childcare, like things that 13 we think can come along the road -- I was at a 14 school where all parent-teacher conferences were at 15 night where the whole family came. And you'd be 16 overwhelmed how many people actually showed up. And 17 it was wonderful. 18 But having the workshops, like he was 19 saying, to help the parents understand what a 4 20 means compared to a 3. Or looking at the data. 21 "What does that mean for my kid? Okay. So what 22 does this PARCC score actually mean?" 23 And helping them see -- because a lot of 24 our parents, especially once you get to the middle 25 and secondary, they kind of pull back. I don't know</p>	<p style="text-align: right;">Page 84</p> <p>1 volunteering to learning at home, decision-making, 2 and then I think probably most important 3 collaborating with the community, building that 4 sense of community service beginning with the family 5 unit. 6 So very much interested in parental 7 involvement. 8 COMMISSIONER RUIZ: Thank you. 9 And so my second question -- I know it's 10 in your application, but I'd kind of just like to 11 hear it from you, too. So I did see that you had 12 included all of those. So for SpEd and those other 13 underrepresented populations, our SpEd, our kids 14 with disability, our ELs, the IEPs, can you talk to 15 me a little bit more about what your plan for them 16 is, please? 17 DR. JERON CAMPBELL: I know that Cassandra 18 has a lot more experience than me with this. I 19 would say from an overall standpoint, again, I've 20 never been a traditional teacher. I walked into 21 education at a director level based on my experience 22 and everything. I shouldn't say -- I've taught ACT 23 prep for 20 years taught in classrooms. That's 24 traditional kind of teaching. 25 But when I was at Harvard, I took a class.</p>
<p style="text-align: right;">Page 83</p> <p>1 how to help you anymore, and I don't know what that 2 means and I don't know so I'm going to push back." 3 So we want to help our parents and empower 4 our parents to want to be a part of that by helping 5 them understand the data part, too. 6 COMMISSIONER RUIZ: And that's correct. I 7 want to [inaudible] parental engagement. I still 8 work at a high school. It's a traditional public 9 school. And parental engagement is a challenge for 10 every school. So I always want to hear, you know, 11 what we're going to do to do that, because that 12 continues to be a challenge for all of us. 13 DR. FINNIE COLEMAN: One of the things 14 that we found really encouraging in the data 15 collection, if you will, from that community, Jeron 16 went out and did surveys around the community. And 17 that was one of the key factors that the parents 18 identified as being key to success in the school. 19 And so we have that predisposition for 20 parental involvement that we might not have 21 anticipated. We didn't have those data from Jeron's 22 study. In the application, Figure 81, if you look 23 on the sample practices, all -- for instructional 24 support, all of those instructional support sample 25 practices involve parents, from communicating and</p>	<p style="text-align: right;">Page 85</p> <p>1 And it's interesting, because even though I was a 2 non-traditional educator, I was the only one of my 3 cohorts who took this class on special education. 4 The professor, Tom Hehir, he made one statement that 5 totally changed my philosophy in terms of how I feel 6 towards special education. He said, "Everybody has 7 a disability." 8 And it's just that one statement that 9 really made me think, "What challenges do I have, 10 right?" Here's the first one, you know. I mean, 11 you know -- (Indicates.) 12 COMMISSIONER RUIZ: I think we all do. 13 She doesn't. 14 DR. JERON CAMPBELL: This is an 15 accommodation. So just because it's popular and, 16 quote, unquote, easy to fix doesn't mean that it's 17 not a disability. 18 So if I have the opportunity to have my 19 own physical challenge, or whatever, addressed, 20 every student deserves that exact same amount of 21 effort and support to make sure they can be 22 successful and access the curriculum as well. 23 So that class was extremely beneficial to 24 me in terms of my just learning the various 25 disabilities and the laws behind it and all that,</p>

<p style="text-align: right;">Page 86</p> <p>1 and making sure we knew the law. But it became a 2 core part of how I feel toward education and making 3 sure that we address the needs of students -- you've 4 got to follow the rules. Obviously, when the 5 student is enrolled, we want to make sure we ask 6 whether you've had services in the past so we can 7 get a copy of the IEP from past schools. That's not 8 always possible, I've heard from some people. 9 So you can do another IEP meeting for the 10 student to make sure that you reassess them right 11 there. 12 For new students that are suggested, we 13 have the SAT process, et cetera, with the three 14 tiers. So all of that is in the application, as you 15 stated. 16 But at the end of the day, the bottom line 17 is to make sure that any student who requires 18 services receives those services. So for me, the 19 30-day limit is the law, and we'll make sure we meet 20 that. But it's more than meeting the law. It's 21 ensuring that every student has equal access to the 22 curriculum. Cassandra? 23 MS. CASSANDRA SIMS: That's my 24 super-passion. I get super-passionate about that 25 area. Especially like you mentioned ELLs. So</p>	<p style="text-align: right;">Page 88</p> <p>1 I finally learned, like, it isn't. I think of it as 2 a super-power. Like, we want them to embrace it. 3 It makes you who you are. 4 Like, okay, my daughter is dyslexic. 5 She's graduating at 17 this year with three 6 associate's degrees, top of her class, for someone 7 who's dyslexic. 8 So it's really something that we're 9 super-passionate about. It all goes down to 10 teaching your teachers. They just don't know how to 11 do it. We're really focused on teacher development. 12 And the whole thing that hooked me is if we take 13 really good care of our teachers and we teach them 14 well, they're going to take care of our students. I 15 was, "All right. I'm on. Let's go." 16 I think that's going to help with the ELL 17 and the IEP, the special education population. 18 COMMISSIONER RUIZ: Just the last thing 19 just to comment. Thank you all for sharing your 20 story. I think Commissioner Armbruster and I were 21 both fighting back tears over here. I think it's a 22 wonderful example that you set for our children that 23 we can come from places of challenges and obstacles 24 and still overcome those, whether it's a disability, 25 our race, whatever that is, and -- you know -- and</p>
<p style="text-align: right;">Page 87</p> <p>1 that's what my second master's is in is TESOL. 2 That's where my mom got me into education. So we're 3 looking, when we say data-driven, I want to know 4 what is their access level? How close are they? 5 Where are they in this? Where are they in that? 6 What parts of the access level? 7 We, as a board, have committees set up to 8 where he brings us the data. And I'm going to be 9 like, "Oh, no, no, no." 10 That's where I am very passionate. A lot 11 of times students on IEPs are underserved. And I 12 don't think teachers do it on purpose. So that's 13 something else I told them. I said I will volunteer 14 to teach your teachers how to look at an IEP at a 15 glance and what they can do. I will volunteer to 16 teach students. 17 Like, I am allowed to ask for additional 18 repeated instructions. Oh, I'm doing an assignment. 19 I can actually ask for extended time. 20 But a lot of these kids don't even know 21 what they can ask for. And so we really want to 22 empower the kids, too, and we're trying to build a 23 culture where -- I obviously have a disability of 24 ADHD if you can't tell. I'm all over, right? So I 25 was always taught that it was a bad thing. And then</p>	<p style="text-align: right;">Page 89</p> <p>1 want better for our kids. So I thank you for that. 2 THE CHAIR: Commissioner Voigt? 3 COMMISSIONER VOIGT: Thank you. It's 4 great that you're coming from a strength model 5 rather than a deficit model. So thanks for 6 explaining that. 7 I just had a couple of questions regarding 8 your career preparation for your students. And it 9 was awesome to see all the business representation 10 here at this community input meeting. 11 Do you plan on having any of your partners 12 help design your curriculum? 13 DR. JERON CAMPBELL: Absolutely. I intend 14 to recruit a professional advisory committee, I've 15 already started. Some of the people here I've 16 already asked for -- to participate. And 17 essentially the main goal of that is to ensure that 18 as we -- I can't say I'm preparing students for the 19 future and not bring the future into the school, 20 right? 21 So these are the people who can tell us at 22 [inaudible] and at Sandia, this is what we're 23 seeing, right, and these are skills we want kids to 24 know. And by the way, ten years from now, this is a 25 big project that's coming in that kids can help</p>

<p style="text-align: right;">Page 90</p> <p>1 prepare for. These are the computer languages that 2 have become hot, being used more frequently. 3 So those are the kind of things that will 4 help drive what we're offering in the school. I've 5 already started talking to partners in terms of what 6 computer languages we should offer. Pick a random 7 one. Why not pick one that's going to lead to a job 8 when they graduate? 9 The medicine component, there are just 10 things that a person who's in the profession can 11 tell you that you just can't learn at school or 12 don't learn at school, right? 13 MS. VOIGT: And the schools don't know 14 what careers to educate for, right? 15 DR. JERON CAMPBELL: Times are changing 16 very rapidly, right? And so I did some -- and I put 17 in the application some of the research and data 18 around up coming New Mexico; but even that changes 19 over time. I talk to these employers in town, and 20 they always say, "I could hire five people today if 21 they had the skill set," right? These aren't 22 Ph.D-level careers. Some of them, you need a 23 six-month certificate from a community college. And 24 they're well-paying jobs. 25 So keeping that arms' reach to the</p>	<p style="text-align: right;">Page 92</p> <p>1 that I found amazing, too, is why should a kid not 2 graduate from high school with two or three 3 certificates in their pocket? These programs are 4 available; right? 5 So we're going to actually put a plan in 6 place that says, by grade, what certificates these 7 kids can go through. And my hope is that the 8 majority of the students will take advantage of 9 that, right? 10 Sometimes it's just a two- or three-day 11 course, right, and they go through the course and 12 they've got a certificate. Now you qualify to get a 13 job that last week, you weren't qualified to do. 14 So, yeah, that would be an important part 15 of involving the professional community. 16 MS. VOIGT: Super. And those successes 17 with those kids, attaining those certificates will 18 speak volumes, too, towards the success of your 19 school as far as, like, a mission-specific goal or 20 something. 21 DR. FINNIE COLEMAN: And also to kind of 22 speak to Commissioner Robbins' earlier point about 23 career development and laying out your -- each 24 student will have their own individualized plan for 25 how their career is going to develop and what it is</p>
<p style="text-align: right;">Page 91</p> <p>1 community to say, "Hey, guys, if you graduate with 2 this certificate, you can get a job right out of 3 school and use that to help you pay for college," 4 right? 5 There's lots of different things students 6 can do. I like the phrase, "Every scholar needs a 7 skill." 8 The skill part is something that's been 9 lost. I've seen high schools where you have this 10 whole row of welding machines, and they haven't been 11 used in 30 years, right? So my first thought is if 12 I had came here in 1965, I could learn how to weld. 13 But I come in 2015, and I can't learn that. How is 14 that forward progress, right? 15 So it's amazing that a lot of our schools 16 actually don't offer things that were readily 17 available to students 50 years ago, right? And it's 18 not like these skills aren't needed, right? When a 19 leak happens in the house, you've got to pay a 20 plumber. And whatever price they give you, that's 21 what you have to pay. So I think we're in a pretty 22 good spot, right, you know, as long as we keep 23 drinking water. 24 So a lot of these skills are very 25 necessary and very attainable. That's the thing</p>	<p style="text-align: right;">Page 93</p> <p>1 they'd like to go into and how do these certificates 2 and other opportunities align with what their 3 individualized plans dictate. 4 MS. CASSANDRA SIMS: And we also want to 5 know how they're doing. We were going to create 6 ways to measure. If we have a student mentoring at 7 Presbyterian, we want to know when they're out 8 there, how are they actually doing. So the constant 9 communication, the portal of knowing what we can do 10 to make them better. 11 Even -- my husband owns Territorial 12 Scaffolding. You have no idea the amount of 13 students, they graduate from high school, they don't 14 walk through the door, they don't even have a work 15 ethic to call in. And he's like, "I can offer your 16 kids an OSHA certification class at 16." Like, you 17 have no idea the difference. 18 So we really want to keep that constant 19 chain. Like, that's one of our big focuses is 20 communicating with our partners. 21 MS. VOIGT: Thanks. 22 THE CHAIR: And I'm going to say I 23 appreciate your -- the support for teachers. 24 Because you've embedded into the day's schedule the 25 two 50-minute prep periods. Someone who negotiated</p>

<p style="text-align: right;">Page 94</p> <p>1 contracts, that's just astounding. Because as we 2 all know, they're not free periods. That 3 opportunity to be able to be collaborative and to 4 truly be able to quickly target the students where 5 the problems are beginning is that engagement time 6 that is so important for the school. 7 So I -- I truly do appreciate that you've 8 put that into the schedules. 9 Commissioner Armbruster? 10 COMMISSIONER ARMBRUSTER: So I've written 11 more and more notes as everyone's talking here. 12 First of all, I want to say that I am that 13 old white teacher. I am. I'm probably -- but, 14 anyway, it's okay. I'm going to embrace that. 15 But I have been in special education for 16 39 years. So I have a couple of comments and 17 questions as I was going along. 18 Number one, I really appreciate that you 19 were able to -- and I know this will go to your 20 students as well -- to play the game. Because when 21 you don't play the game, you don't win. We all play 22 this game in everything. We get, in this particular 23 circumstance, an application that -- "Well, we 24 thought you meant that," or, "You wouldn't be able 25 to read that in," or, "We didn't think this was</p>	<p style="text-align: right;">Page 96</p> <p>1 I work in Los Alamos. They have enormous 2 issues with working well with others, as you can 3 imagine. 4 So I think that those are really important 5 things, and I'm glad that you're looking at those 6 and stressing them because it's important in every 7 way. 8 On the other hand, I'm going to say that I 9 grew up in a bubble. I'm not like most people 10 around. I am trying not to be embarrassed by the 11 fact that I did not live in poverty. I wasn't rich 12 by any means. But I didn't live in poverty. I have 13 never attended a school that was not integrated. 14 It never even occurred to me, whether 15 people were Hispanic or they were Black or whatever, 16 because I just thought that was normal. That 17 doesn't mean it's good, I guess. It was just where 18 I was. So I'm particularly happy to see people of 19 color. I don't know how you're going to find 20 teachers of color; but I certainly hope you do, 21 because we know from all the research that students 22 need to see people like them teaching them or being 23 in places of positions of power. 24 And you all are those examples. I hope 25 you find teachers who are similar to that. You know</p>
<p style="text-align: right;">Page 95</p> <p>1 really what that was." 2 You can't play that game. It's like 3 getting grants. You have to play the game and do 4 all the things they ask you to do whether you think 5 it's right or wrong. 6 Another thing -- you may certainly use 7 this, and I wish I knew this -- the origin of it. 8 But I took a study skills class for students when I 9 was -- a long, long, long, time ago. And one of the 10 things that stood out for me was that it turns out 11 that kids who have struggled all their life and 12 really had to work hard to achieve, as opposed to 13 those who have -- you know, look at one and say, 14 "Okay, I'm ready to take the test," they are the 15 most successful. 16 And in my 39 years of teaching students, 17 I've always told them that, because it's always that 18 work ethic, which you have just referred to, that 19 gets you through. It doesn't really matter how 20 smart you are. If you don't have that work ethic, 21 if you're not aware of others and being able to work 22 with them, and you don't know very common things 23 which we just discussed, was not there many times, 24 "please" and "thank you" get you a long way in life, 25 and working well with others.</p>	<p style="text-align: right;">Page 97</p> <p>1 what I mean by that? 2 MS. CASSANDRA SIMS: I'm already building 3 a team, just so you know, with the double preps. 4 Like, I've already got some of the -- I'm building 5 my little secret team of -- to take over. So I'm 6 glad. They're awesome. They're amazing. 7 COMMISSIONER ARMBRUSTER: And the other 8 thing I wanted to just ask, in my experience, 9 oftentimes students -- I taught in Los Alamos for 10 17 years. I taught in California for 22 years. But 11 oftentimes we would get students from other 12 districts which perhaps were not as high functioning 13 as this particular district that I was working in. 14 And I found that kids were put in special ed -- not 15 necessarily saying that they didn't have some 16 disabilities. But they were often put in higher 17 restrictive areas -- like here, we call them 18 A-levels and B-levels and all those things -- 19 because of their behavior. 20 And when you were talking -- someone here 21 was talking about gifted. I'm sorry, I don't 22 remember who. When they have these enriched 23 environments and they feel a part of that, their 24 behavior isn't all that bad. They actually are far 25 more controlled and don't act out as much when</p>

<p style="text-align: right;">Page 98</p> <p>1 they're in an inclusion setting. 2 Saying that, I also want to say that I 3 hope that you will look at those students with IEPs 4 coming in. Clearly, you do have to serve them. But 5 maybe having an IEP early on to see if they can be 6 in a more inclusive environment. That's just my 7 experience, and then it may be going to be yours. 8 The other thing -- my little notes here. 9 I also want to say that I'm probably the only person 10 in special education who does not believe in full 11 inclusion. I believe that there should be some 12 pullout sometimes, because I find it hard to imagine 13 that a sixth or seventh or eighth or whatever high 14 school teacher can actually teach reading -- 15 actually how you teach and learn to read for a child 16 who is truly dyslexic if you don't give them 17 special -- not necessarily one-on-one, but a small 18 group setting. So having said that, those are just 19 my comments about special education. 20 The other thing I want to ask, as a former 21 American Federation of Teachers president -- you 22 know how we are here -- I just wanted to understand 23 something about Tech Time. And so I'm reading that 24 kids could -- I don't want to say do what they 25 want -- but engage in what their interest was. Not</p>	<p style="text-align: right;">Page 100</p> <p>1 school performance, right, and then the kids, et 2 cetera. 3 So Tech Time, to me, is the embodiment of 4 what I -- all these things I learned from the 5 various districts. First, you put this center -- 6 you force the schedule around Tech Time, which to me 7 is the most critical part of the day. So lunch is 8 in there. So technically 30 minutes lunch, 9 30 minutes Tech Time. But I like how it serves 10 everybody. So the teachers are working. They still 11 need to prep for lunch. [Inaudible] time, right? 12 You're working during Tech Time, not fully staffed. 13 The school is a lunchroom. I don't worry 14 about kids eating in one spot. We'll clean up the 15 place. But we need the kids to be comfortable 16 taking their food to the classrooms where they get 17 the support. 18 But you have students who, I would say, 19 place into Tech Time, meaning you're not -- you're 20 failing with a "C" or worse in a class; that's 21 automatic Tech Time, right? So your grade 22 determines whether you go or not. 23 And then if you need special services, 24 that is actually a time we can give you that, to the 25 extent that you need it. So some -- especially in</p>
<p style="text-align: right;">Page 99</p> <p>1 Instagram and not Facebook, thank you. 2 So -- and that was a time when special eds 3 could get some extra help. But we know that in 4 general, special ed is always behind, that's why 5 they're in special ed. 6 So do those kids -- it's on at least one 7 day a week, they get to participate in that. And so 8 I wanted to ask how that would work so that they 9 would also get -- you know, they kind of need 10 everything. So I just wanted to see how that was 11 working. 12 DR. JERON CAMPBELL: Yeah. Tech Time, to 13 me, is something I've been thinking about for over a 14 decade just working in these various districts, what 15 I found with my own nonprofit. Kids don't stay 16 after school and they don't come on Saturday. What 17 I learned, as an after-school kind of program, you 18 have to do it during the school day. Same with 19 teachers. You should not force teachers to work 20 after work. They should have time during the day to 21 do things or what they're required to do. 22 If you don't help the students during the 23 day, first of all, you capture more students, right. 24 Yeah, you might get 10 percent; but you need 25 90 percent to be there. It doesn't help the overall</p>	<p style="text-align: right;">Page 101</p> <p>1 the course of the spectrum, right? You may have a 2 student who may only need minimal support during 3 that time. You have some more intense support. At 4 least you have a block of time every day where you 5 can provide those intense supports. 6 So I look at it as a positive. The reason 7 I say it's for one day, I don't want Tech Time for a 8 student who's behind to feel like it's punishment, 9 right? And so you have to provide opportunities for 10 them to also do the things that other students who 11 are on pace are able to do and be involved in. 12 And so I put one day a week, as a minimum. 13 It might even be two days a week. We'll see how it 14 works out and how the kids respond to the Tech Time. 15 But the students who are above -- so we talk about 16 gifted. Oftentimes gifted students are not given 17 the opportunity to really explore and expand their 18 skill sets, right? Tech Time gives you that 19 opportunity. They get to drive it. I've seen some 20 amazing projects through the years if students are 21 given the time to pursue them and have that whole 22 year, right, even if it's once a week or twice a 23 week to do it, what they produce is astounding. 24 You're serving the students who need help. 25 You're serving the students on pace or ahead, and</p>

<p style="text-align: right;">Page 102</p> <p>1 you're serving, potentially, teachers. 2 So for instance, Mondays, math teachers 3 don't do Tech Time; they do PLC. Tuesday, 4 humanities do it. So you can figure out ways like 5 that to utilize that space where you may not need 6 the whole staff, but you can take segments of the 7 staff and use that time for them to do their 8 PLC-type work. So it's an amazingly flexible time 9 frame. 10 Some of these schedules with classes at 11 9:15 -- 9:16, and the next one -- I was, like, I 12 don't know how you guys keep track of this. Keeping 13 it nice and simple where kids can remember the 14 schedule, they know where to be, they know how long 15 the classes are. And if you look, just to bring up 16 another part of my schedule, you notice that it was 17 a three -- Monday through Wednesday, you go to all 18 eight classes. Thursday and Friday, I call those -- 19 it's like a block, so to speak. But what the 20 research says, you have certain classes where the 21 teachers really do need that block, right? So to 22 give them an opportunity you have the whole year 23 where you can schedule your exams, your quizzes, your 24 experiments, during the longer periods of the day, 25 at least you have the option as a teacher and that</p>	<p style="text-align: right;">Page 104</p> <p>1 come in. If you have intense supports, 2 multicultural supports, language services, special 3 needs services, you can bring that in during that 4 hour to support that student during the time. It's 5 not even a period, right? But that student is 6 receiving those services. 7 COMMISSIONER ARMBRUSTER: I clearly missed 8 the part about lunch. So I thought -- I mean, I got 9 two prep periods; but I thought, "Don't they get 10 lunch in?" 11 Sorry, I missed it. 12 THE CHAIR: Commissioner Caballero? 13 COMMISSIONER CABALLERO: Yes, I'll be 14 brief, Madam Chair. I'm just going to go through 15 things that you might want to look into. 16 In terms of parenting, there's an emphasis 17 now with PED on communities in schools. There's 18 money in it. I was enrolled in communities in 19 schools as a young man in El Paso County. And I saw 20 the involvement of parents through going to English 21 classes, citizenship classes, and they felt 22 comfortable in the school. They got to meet all the 23 teachers. And it was my only time that my mom got 24 involved with my behavior. She was able to go to 25 the school and address the bad behaviors.</p>
<p style="text-align: right;">Page 103</p> <p>1 flexibility. 2 So this schedule again is just kind of a 3 culmination of years and years of me trying to think 4 through what is an ideal schedule that allows you to 5 give a lot of different courses, eight full-type 6 courses, plus give teachers the opportunity to have 7 longer periods during the week and also have a Tech 8 Time type where you can serve the students who need 9 the supports during the middle of the day, and also 10 give the students who are ahead an opportunity to do 11 a project. 12 COMMISSIONER ARMBRUSTER: And my very last 13 question. So during this Tech Time, which, in a 14 sense, is an hour or 30 minutes over lunch, so the 15 teachers would have 30 minutes of lunchtime -- 16 DR. JERON CAMPBELL: No. They're working 17 the full hour. Their lunch is a whole separate 18 period. In the schedule, they have a lunch, two 19 preps and a lunch, built into that eight hours. 20 COMMISSIONER ARMBRUSTER: They can snack 21 with the kids. 22 DR. JERON CAMPBELL: Yeah, they can snack 23 with the kids. Because each project, slash, 24 support, needs a teacher sponsor. And so it's not 25 only the teachers; but you can have your partners</p>	<p style="text-align: right;">Page 105</p> <p>1 Otherwise, she wouldn't have done it. 2 So the other thing is the tracking of 3 students after they graduate. You can probably be 4 the only school doing that. I have read that 5 approximation, and it hasn't been met with success 6 because of money. So you need to figure out ways of 7 doing it very, very inexpensively. 8 My son graduated from a parochial private 9 school. And they built into the students a pride in 10 their school. And so they themselves give the 11 information to the school. So they're able to say, 12 "Our graduates have a 99.8 percent success in 13 completing college and becoming professional," 14 because of that. Otherwise, it wouldn't do it -- 15 they couldn't do it. 16 And so the other thing is be mindful of 17 the Every Student Succeeds Act and its requirements. 18 So I'm going to also suggest that if you are going 19 to try new models, which I wish you would, how your 20 model of mixed students, and primarily concentrating 21 on minority students, Hispanic and Black, and, of 22 course, you having that area of Native American, 23 with your data, and do it early. Because under the 24 Every Student Succeeds Act, other students can 25 replicate only if it's data-based.</p>

<p style="text-align: right;">Page 106</p> <p>1 DR. JERON CAMPBELL: Oh, I see. 2 COMMISSIONER CABALLERO: And so also maybe 3 PED can support that for you in terms of money. 4 They do have some money there. 5 In terms of the classroom, let me start 6 with the Chicano studies. Chicano studies, UNM 7 provides interactive classrooms to about five high 8 schools -- or schools. And they present the Chicano 9 studies, history, literature, and all that stuff. 10 So if you can just tap into that. I know that 11 Africana Studies had thought about it and planned to 12 do it. I don't know if they started it. We have to 13 understand that Chicano Studies, Africana Studies 14 Native American Studies have been underfunded by the 15 State historically. So that's another issue that 16 lawsuit addressed. And maybe we'll get more 17 funding. 18 Even now, they've got some money, but not 19 enough. But Chicano studies have tracked all their 20 students that they've had classes with and tracked 21 them into the universities in New Mexico. And their 22 success rate is in the 90-some percent success rate 23 from high school through college and finishing. 24 Some of those kids are now in master's programs. 25 You might want to tap into -- that's a freebie.</p>	<p style="text-align: right;">Page 108</p> <p>1 have glasses. 2 The math in your school is going to 3 concentrate on math. I wish you could look at how 4 do we -- and this is how do we model -- how do we 5 move at a faster pace from your middle school; in 6 other words, can you go beyond the required testing 7 by certain grades. And my feeling is is that yes. 8 The answer is yes. 9 And New Mexico supposedly is 49th. But 10 I've read that the state that was 50th has moved up 11 in improvement. So we still stay 49th. I don't 12 think so. But I do wish that some of our charter 13 schools early on get embarked on a data-driven model 14 that our other charter schools and public schools -- 15 they're all public schools -- but other schools can 16 replicate. 17 And the only way we can replicate under 18 federal guidelines, Every Student Succeeds Act, is 19 through data. And I'm sharing this because reading 20 through what you're proposing, that everything 21 Madam Chair has brought up in terms of your mission 22 statement -- and I had missed that. And it's -- she 23 is correct, that a lot of what you're saying is on 24 target to be a great school. 25 And so if you embark in this journey</p>
<p style="text-align: right;">Page 107</p> <p>1 The -- your teachers and professional 2 development, I did attend several presentations by a 3 group in New Mexico that are putting together 4 teachers that are doing national certification. And 5 there is an expense for that. A lot of times the 6 teachers pay it themselves. It may be something 7 that you can offer as a benefit; I don't know. 8 Everything's money, as you know. 9 But if you do have a school with all your 10 teachers nationally certified, that's going to do 11 wonders, even for bringing in grant money. I don't 12 know. 13 The other thing that I'm interested in is 14 the whole idea of reading, professional reading 15 methodology, into the schools. I didn't really 16 learn how to read until I was in the ninth grade. 17 And I thought I knew. But reading is comprehension. 18 And I had a very low comprehension. And speed -- I 19 only learned speed as a graduate student, because I 20 had a wandering eye and I couldn't read fast enough 21 to keep up with my classmates, keep up with the 22 graduate reading. 23 So somebody who was skilled enough to 24 notice that, that I had to read with my finger on 25 the page. And so that was corrected. Now I have to</p>	<p style="text-align: right;">Page 109</p> <p>1 through meeting these Every Student Succeeds Act as 2 a model, I'm only going to borrow -- you have to 3 borrow models that are out there. But I'm sure as 4 you teach, and I'm sure as you develop, there's 5 going to be changes. And I hope that that modeling 6 is data-driven so that we can replicate. 7 That's all I have. 8 THE CHAIR: Thank you. I would also 9 suggest that you take a look at the Perkins Grant, 10 if you're not familiar with it. And fortunately, 11 the Perkins Grant has opened up a little bit more 12 than -- than in prior years. And it's going to 13 funnel through, my understanding is, partnerships 14 with those outside organizations. That's where the 15 money is going to flow in. 16 And it looks, to a great extent, at 17 non-traditional jobs. So I would look to see, you 18 know, what you might be able to access through the 19 Perkins Grant. The State put in a little bit more 20 money for this coming-up school year for also career 21 readiness. And I think the plan is for that to open 22 up more and use the community partnerships. And 23 that's where the money would go to for the schools. 24 There used to be a requirement -- our 25 charters never really could make use of the Perkins</p>

<p style="text-align: right;">Page 110</p> <p>1 Grant in prior years, because the cohort was -- I 2 don't know -- 1,500 or -- it was a large cohort, and 3 our schools were never large enough to be able to 4 even apply for the grant. That has gone away. And 5 you partner with other schools with it. So I think 6 there's really great opportunities to be able to 7 engage with the career tech programs. 8 And I'd also look at WorkKeys, you know, 9 for those certificates. And I think both partner 10 with CNM with that. 11 COMMISSIONER CRONE: That's what I was 12 going to say. 13 If you're near CNM, you know, you can 14 access -- career tech is very expensive. One 15 program that surprised me that is very expensive is 16 barbering and cosmetology. 17 THE CHAIR: Yeah, it is. 18 COMMISSIONER CRONE: I thought about 19 automotive and those sorts of things. 20 THE CHAIR: Yeah. Perkins doesn't do 21 cosmetology and -- 22 COMMISSIONER CRONE: What they do is for 23 the film industry. 24 THE CHAIR: Right, yes. Oh, you're 25 absolutely right. If it's through the film</p>	<p style="text-align: right;">Page 112</p> <p>1 know, it's just one of those things where I'm just 2 sitting here that I just want to stand up and cheer 3 for you guys. 4 But Dr. Coleman, I believe it was you that 5 said you were -- you studied at the University of 6 Virginia. And so that sparked something in my head. 7 I had the opportunity to be in a couple of classes 8 with Dr. June West from the University of Virginia 9 at Darden. And one of the things that she taught us 10 was communications and the effectiveness of 11 communication. 12 And so she focused on, you know, the 13 incorporation of ethos, pathos, and logos. And I 14 don't know if you guys -- if this was strategic in 15 your presentation. But you hit all of them. And I 16 think that's what really made this really strong. 17 But I want to circle back around to 18 Madam Chair's comments about capturing, you know, 19 your stories that you are bringing to the table. 20 And so a couple of key words just really struck out. 21 Dr. Campbell, with the -- you know, your emphasis on 22 data analysis and the use of data to inform 23 decisions, it's so powerful. And I just -- as 24 Commissioner Raftery said, you know, sometimes it 25 could be used in the wrong way.</p>
<p style="text-align: right;">Page 111</p> <p>1 industry, they do. Yeah. Yeah. 2 COMMISSIONER ARMBRUSTER: The Perkins 3 looks at non-traditional jobs for females and 4 non-traditional jobs for males. So male 5 engineers -- a female engineer would be something. 6 Unfortunately, they spend too much time on a girl 7 with pink welding gloves and a man in nursing. And 8 that was -- you know, that was what -- the model of 9 Perkins. 10 And it's, like, that's not really -- yes, 11 it can be. But that's not all that it has to be. 12 So it's -- they've -- it's evolved, 13 fortunately, here in the state. And we're excited 14 about where it's going to go. So -- I do -- 15 Commissioner Chavez? 16 COMMISSIONER CHAVEZ: Thank you. I just 17 have a -- I don't have any questions, because I 18 think a lot of the questions that I had have already 19 been answered from some of the other questions that 20 my fellow Commissioners have asked. 21 But I do want to make a couple of 22 statements. First of all, thank you. Thank you for 23 your inspiring stories. And not just the three of 24 you, but all of you that -- in the audience that 25 contributed to that as well. What a -- gosh, you</p>	<p style="text-align: right;">Page 113</p> <p>1 But what I'm hearing is that you're 2 looking to use it as a form of improvement to 3 accomplish your goals. And so that's very -- but 4 other things, like creativity. Something that we 5 don't do enough of with our kids is develop that 6 creativity. And you are -- and the other thing is 7 saying that all kids have gifts and all kids do have 8 gifts and not all kids fall into this box that we 9 put into this thing we call education and the system 10 within education. And so thank you for that. 11 And the last thing was you mentioned 12 relevance. Because I, too -- I encounter kids, and 13 they always say, "When are we going to use this? 14 Why do we have to learn this?" So bringing 15 relevance to that is so important. 16 Ms. Sims, thank you for talking about it's 17 more than just culinary arts in your example; 18 because there is a science to it, and it sparked a 19 memory of mine. I know a culinary arts teacher 20 that's incredible. But she teaches the kids that 21 there's more to culinary arts than just food 22 preparation, right? She talks about -- she gets 23 people to see beyond that. You mentioned the 24 science behind it, and that's absolutely true. She 25 also takes them into -- to get kids to see that</p>

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<p>1 there's legal career fields that deal with culinary 2 arts.</p> <p>3 And so it's getting kids to think of 4 beyond what we're focusing on when we're talking 5 about a career -- you know, careers and the jobs 6 that they may be seeking.</p> <p>7 And so -- and thank you for mentioning 8 Dr. Rita Pierson. I'm a huge fan of hers, may she 9 rest in peace, but her legacy continues. I'm very 10 familiar with her and I'm a fan as well.</p> <p>11 And then, Dr. Coleman, coming back to you, 12 thank you for sharing your story about Ms. Glass -- 13 Ms. Glass; is that right?</p> <p>14 DR. FINNIE COLEMAN: Right.</p> <p>15 COMMISSIONER CHAVEZ: Your first-grade 16 teacher. And I could relate to that. My wife's 17 grandmother was a principal in South Carolina during 18 the time period that you're talking about, and the 19 struggles that she faced. And so I could definitely 20 relate to your story.</p> <p>21 And thank you, all of you, for bringing -- 22 making us aware that the application process may not 23 allow for us to include, you know, ethos, pathos and 24 logos. And so I love your suggestion about value -- 25 the value proposition that could be maybe included</p>	<p>1 MS. KAREN WOERNER: I'm looking to see if 2 they're in the -- yes. Some people picked them up 3 already.</p> <p>4 THE CHAIR: They should be in the back of 5 the room so you don't have to write this all down. 6 So the only thing, if you're providing 7 input electronically, there's a drop-down box to 8 indicate the school. If you're going to provide the 9 input handwritten, please make sure that the school 10 is identified in the comments.</p> <p>11 And that any written input must be 12 received no later than 5:00 p.m. on the third 13 business day following the hearing on the 14 application on -- on which you wish to comment. 15 For ACES, that would be July 22nd, 2019, 16 at 5:00 p.m.</p> <p>17 Thank you all for your presentation today. 18 The Public Education Commission will meet in 19 Santa Fe August 21st to the 23rd, 2019, to render 20 their decision on approval or denial of this and 21 other new charter applications.</p> <p>22 So thank you once again, and we are in 23 recess with these hearings until Friday, July 19th, 24 at 9:00 a.m. in Las Cruces. So thank you all once 25 again. We appreciate this.</p>
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<p>1 or somehow for us, as a Commission, to consider in 2 the future when we -- when we're looking at this.</p> <p>3 It was extremely powerful. And so I just 4 want to thank you all again and everybody that is 5 behind you that's supporting you. It's very 6 exciting. Thank you.</p> <p>7 THE CHAIR: Thank you. And certainly 8 today helped to, I think, prove the importance of 9 the community input hearings and this opportunity 10 that it's not just a flat black-and-white 11 application that we're looking at; so that this was, 12 I think, critical for us today to be able to truly 13 hear. The story, as I said, wasn't written there in 14 those words.</p> <p>15 So we appreciate, once again, all your 16 time, your effort, and your energy.</p> <p>17 And I have to open up my script again.</p> <p>18 Okay. So any member of the public, 19 including the applicants, may submit written input 20 following this hearing.</p> <p>21 Written comments can be sent to the 22 Commission via charter.schools@state.nm.us, mailed 23 or hand-delivered. And the details and the 24 addresses -- Karen, are they back there? Or are 25 you --</p>	<p>1 UNIDENTIFIED SPAKERS: Thank you. 2 (Proceedings in recess at 11:21 a.m.) 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p>

BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

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

In testimony whereof, I have hereunto set my hand on July 23, 2019.

Cynthia C. Chapman, RMR-CRR, NM CCR #219
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Job No.: 2361N (CC)

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CASE CAPTION: In Re: ACES Technical Charter High School

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