



STATE OF NEW MEXICO
PUBLIC EDUCATION COMMISSION
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PUBLIC EDUCATION DEPARTMENT

2023 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

According to NMSA § 22-8B-6(B) a Notice of Intent to Submit a Charter Application ("NOI") must be filed by the organizers of a proposed charter school to the Public Education Commission **AND** to the superintendent of the school district in which the charter school is proposed to be located no later than the second Tuesday in January of the year in which the application will be filed.

The NOI must be submitted electronically to charter.schools@ped.nm.gov with a cc to the district superintendent by 5:00 PM Mountain Time **January 10, 2023**.

Notices of Intent that are not received by the Public Education Commission **and** the district by the deadline may result in the application being rejected.

The NOI is intended to provide the primary point of contact information of charter developers and preliminary information about the charter proposal. Use the form below to submit the NOI, which should not exceed 5 pages.

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1. General Information

- Name of Proposed School

Virtual Preparatory Academy of New Mexico (VPANM)

- Grade levels to be offered and enrollment projections

Grade Levels to be offered	Projected Total Enrollment
K-12	Y1 – 500-800. Growing to 2000 by Y5

- Primary Point of Contact

Name	Elisa Bohannon		
Mailing Address	19 Equestrian Trail		
City	Edgewood	State	NM
		Zip	87015
Phone	505-280-6433		
Email	bluebarnstables@gmail.com		

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Names	Role on Team	Qualifications: Education, Employment, and Experience
Hilary Noskin, JD, PhD	Founding Member	Attorney and Ecommerce Manager Background in Education, Science, Business, Intellectual Property (Registered Patent and Trademark Attorney), Estate, Admin and Regulatory Law 13 th Generation Latina New Mexican
Abenecio Baldonado	Founding Member	Education: MPA, New Mexico Highlands University. B.A. in Political Science, New Mexico Highlands University. Employment: Associate Director of Community Engagement, New Mexico Oil and Gas Association. Experience: Former charter school teacher at Tierra Encantada Charter School. Taught government and economics, grades 9-12. Former governance board member & president at Tierra Encantada Charter School. Additionally, served in the following roles: Public Policy Director for the Office of the Lieutenant Governor, Legislative Liaison for the New Mexico Public Education Department, and Education Reform Director for Think New Mexico.
Helen Garcia	Founding Member	Graduated with a Bachelor of Science in Secondary Education. Endorsed in: K-12 Special Education, Science, Language Arts, Psychology. 43 years total teaching experience including two years in Elmhurst, Illinois and 41 years for the Albuquerque Public Schools (APS) District at the following schools: 25 at Valley High School, 3 at Albuquerque High School (Evening High School) concurrently, 4 at Cibola High

		School, 3 at Cleveland Middle School, 2 at Ernie Pyle Middle School, 2 at Polk Middle School, 4 at LBJ Middle School, 1 at Taylor Ranch Middle School
Debbie Vigil	Founding Member	Education: College of Santa Fe, B.A. in Education; NNMCC-AA Business Administration Experience: Retired Educator with experience in both virtual and brick-and-mortar schools for over 25 years; Level II -Language Arts, Social Studies, and Library Science; NM PED/Charter School Div. Administrator Advanced; Co-owner retail business for 10 years; Certified yoga instructor; Recipient of NM Council of Social Studies Teacher of the Year Award; Judge for 4H Santa Fe County Fair (15 yrs.)
Elisa Bohannon	Founding Member	Over 3 decades in the field of education, K-12; Regular and Special Education, Administration, Teacher Leader, Mentor, Head Special Education Teacher Licenses Held: Level III -B Pre-K Administrative Level III-A Instructional Leader K-8 Elementary Level III-A Instructional Leader Pre K-12 Specialty Area Level III-A Instructional Leader Pre K-12 Special Education Endorsements: Physical Education, Reading, Gifted Education, TESOL, Language Arts

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB)

Virtual College Prep

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes No If YES, describe the entity and the role it will have in the school's operational plan

Virtual Preparatory Academy of New Mexico will contract with another entity with expertise in virtual school operations. The VPANM Governing Council will oversee all school contracts and the school's charter contract. The Governing Council will enter a contract with an Educational Service Provider (ESP) for academics, professional development (Curriculum, Student Management System and Learning Management System), marketing consultation, technology support, and other services as needed. The Governing Council will also contract with an independent legal counsel.

5. Does the applicant team or any members of the team currently operate any other schools? Yes No

6. Vision/Mission statement (2-3 sentences)

The mission of Virtual Preparatory Academy of New Mexico (VPA of New Mexico) is to reach all students with an individualized, career-focused education in an interactive learning environment rooted in rigor and innovation. We are dedicated to academic excellence that empowers and prepares students for a world of opportunity.

7. Student population and geographical setting of the school

- Define the targeted geographical area from which the proposed school is expected to draw a significant number of its students

Virtual Preparatory Academy of New Mexico envisions a statewide school which targets students across the state of New Mexico. VPA of New Mexico will provide a learning experience that combines the best of online instruction with its capacity for individualized flexible learning. Our statewide public charter school, serving all K-12 grades, will feature an innovative and interactive curriculum, fully aligned to the New Mexico Academic Standards, and taught by talented New Mexico state-certified teachers. Teacher-led instruction will include synchronous and asynchronous learning opportunities, one-to-one tutoring, organized peer interaction, and a focus on critical skills for success in college and the workforce.

- Describe the student population including key demographic data (academic performance, home languages, English Learners, and special education populations).

Virtual Preparatory Academy of New Mexico will operate statewide and anticipates the demographics of our school will reflect that of the state.

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs

Students who will be enrolled will come from existing virtual schools, homeschool and from students in traditional schools who have need of an online program. While many virtual schools offer a primarily asynchronous educational program, VPA of New Mexico will appeal to students who desire a more balanced program with high-touch, synchronous instruction. VPA of New Mexico will also appeal to students in need of career readiness preparation and families interested in working closely in a more intimate coaching experience.

8. Provide evidence that the applicant team has assessed community need for the type of school proposed (e.g., objective surveys or other measures of local demand for the educational program)

Measures of local demand were assessed in multiple ways. First, conversations with New Mexico parents of students in both Brick and Mortar and Virtual school settings, indicate there is a strong desire for a school that is virtual, relationship-centered, focused on addressing cultural differences, and meeting their child(ren) where they are with their learning. Second, these parent conversations, coupled with qualitative data from the parent/guardian learning group's Facebook page, strongly suggest choice is needed. Third, team members reviewed data regarding alternative educational choices, i.e., homeschooling, that parents turn to consider the limited availability of virtual choices. Results indicate a need for choice and increased availability. Parents must be able to choose the educational facility their children attend. Students should not be held up by limited choices and waitlists, or zip code to determine their child's opportunity to learn.

Competition often brings out the best in education. It is essential to have schools that truly understand cultural differences and look beyond those differences to work with children from all cultural contexts. When schools have a monopoly, on virtual education in New Mexico, then parents look beyond New Mexico for their child's education. Based on data reviewed, students have chosen Penn Foster, Abeka, and/or homeschooling to meet their child's educational needs. The team proposes an option to keep New Mexico students' education in New Mexico with a virtual option where students are taught by highly qualified teachers.

According to a report by Measure of America – Youth Disconnection, students are not transitioning well to adulthood. "4.1 million young people are falling behind. Disconnected youth are teenagers and young adults between the ages of 16 and 24 who are neither working nor in school." Creating connections with students throughout their educational journey is a critical component of student retention and success. This proposal maximizes those connections by offering a rigorous/proven curriculum in an educational environment that meets students where they are with their background knowledge while using culturally linguistic techniques and response teaching. The team proposes to meet the demonstrated need by creating a virtual environment that broadens options, increases availability, and offers students an education where every child can experience success.

9. Identify significant innovative features that the school will implement to help realize the school's vision/mission.

The Virtual Preparatory Academy of New Mexico will establish key institutional partners in the state that can permit students to pursue workplace learning opportunities. VPA of New Mexico will seek partnerships with higher education institutions to permit students to participate in early enrollment, dual credit, and internships. Each student will have career awareness instruction and the school will support students in pursuing their post-secondary goals, whether that includes college enrollment, entering the workforce, military enlistment, or other pathways. The key elements of the Virtual Preparatory Academy of New Mexico program are:

1. Integrated career awareness, exploration, and preparation programs across all grade levels in a statewide virtual school model.
2. Personalized learning paths that allow each student the flexibility to pursue their interests for postsecondary learning, working, or serving. Students will have the opportunity for daily synchronous instruction.
3. A rigorous academic program with a wide array of course offerings for all abilities, fully aligned to New Mexico Academic Standards.
4. Differentiated Instruction: The proposed Learning Management System provides teachers with the ability to personalize assignments and content. VPA of New Mexico teachers will be trained in effective use of student data to inform small groups and one-on-one instruction as well as customize course content for individual students.
5. Progress Monitoring: Teachers will monitor student progress using short cycle assessments that are effective for tracking student progress in mastering recently taught standards, planning ongoing instruction and reteaching to accelerate student growth.
6. Whole Student Supports: The Student Services Team (SST) will empower students to overcome

academic, social, emotional, and mental health challenges to ensure they are successful in school and their community.

7. Student Engagement: Teachers will have multiple data sources to monitor student engagement behavior and will be able to use that data to understand how students are spending their time in the system and offline. With this data, teachers can help get students back on track if they are struggling or need to be challenged.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

VPA of New Mexico will be more effective than existing schools due to the utility of our student learning platform and the data driven teacher instruction. Families are less likely to remain engaged in their education if the tools they are provided through the virtual school do not meet their needs, fail to work consistently, are not intuitive, and/or do not interest the students. To prevent this, our students, families, and educators have access to "best in class" tools and curriculum in the industry. All tools and curriculum materials are research-based and aligned to the state standards. The platform allows VPA of New Mexico educators to capture data analytics and reports that will help predict student performance and engagement, allowing quick access to and less manual labor (spreadsheets) for teachers so they can spend more time on engaging directly with students and teaching curriculum that is relevant. The VPA of New Mexico learning platform is tested regularly to inform needed improvements for students, teachers, and parents. The VPA of New Mexico approach to education works because students are provided with a personalized learning experience, tracking student achievement/standards, more individualized live instruction, personalized asynchronous/supplementals and a high-touch educational environment where families feel connected to their school community. Personalized learning approaches as reported by the Gates/Rand studies (2018) found that 11,000 students at 62 schools implementing personalized-learning approaches made greater gains in math and reading than similar students at more traditional schools. The longer students experienced "personalized-learning practices," the greater their achievement growth. **(Informing Progress: Insights on Personalized Learning Implementation and Effects.** Pane, John F.; Steiner, Elizabeth D.; Baird, Matthew D.; Hamilton, Laura S.; Pane, Joseph D.)

Signature of founder(s):


Elisa Bohannon

Date: 1/10/2023