

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
VIRTUAL PREPARATORY ACADEMY OF NEW MEXICO

July 12, 2023

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Eastern New Mexico University - Campus Union
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and

Via Zoom Webinar Video Teleconference

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1 APPEARANCES

2 COMMISSIONERS:

3 ALAN BRAUER, Chair

4 REBEKKA BURT, Vice Chair

5 STEVEN J. CARRILLO, Member

6 PATRICIA GIPSON, Member

7 STEWART INGHAM, Member

8 K.T. MANIS, Member

9

10 PED STAFF:

11 CORINA CHAVEZ Director

12 Charter School/Options for

13 Parents and Families Division

14

15 LUCY VALENZUELA Technical Assistance and

16 Training Specialist

17 Charter School/Options for Parents

18 and Families Division

19 MISSY BROWN Technical Assistance and Support and

20 Training Administrator

21 Charter School/Options for

22 Parents and Families Division

23

24 SHARYN PEREA, Liaison to PEC

25

3

1 INDEX TO PROCEEDINGS

2 PAGE

3 1 Community Input Hearing for Virtual 4

4 Preparatory Academy of New Mexico,

5 Application and peer review report

6 **A. Comments from PEC Chair 4**

7 **B. Presentation by the Applicant 8**

8 **C. Comments from the School District 22**

9 **D. Comments from Tribal Authority 23**

10 **(if applicable)**

11

12 **E. Comments from the Public 23**

13

14 **F. PEC Questions 47**

15

16 **2. Adjourn 174**

17

18 REPORTER'S CERTIFICATE 175

19

20

21

22

23

24

25

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1 THE CHAIR: Good morning. I'm going to

2 call us out back from recess into our community

3 input hearing. And we're moving on to the community

4 input hearing for the Virtual Preparatory Academy of

5 New Mexico.

6 I wanted to -- because we already did roll

7 call on Monday when we were in our previous

8 community input hearing, I wanted to just have the

9 record reflect that Vice Chair Burt and Commissioner

10 Beck are not present right now. But I believe

11 everyone else at the meeting on Monday are here.

12 Missy, if there's anyone who does come in

13 as a commissioner, just let me know, and I'll make

14 the record to clarify.

15 All right. Before we jump in, I wanted to

16 give REC-6 a chance to go through some housekeeping

17 items as well.

18 UNIDENTIFIED SPEAKER: Hello, there. It's

19 nice to have you here on campus. Our office is on

20 campus. A few housekeeping things. The bathroom is

21 down the hall and to the left, if you need it.

22 Also, parking -- if you are parked at a colored

23 curb, you'd better move your car because you will

24 get a ticket.

25 THE CHAIR: Does that include a white?

5

1 UNIDENTIFIED SPEAKER: Yes. Sorry. So,

2 Eastern, that is one thing they are very particular

3 about is parking. And if you get any other ticket,

4 such as a No Parking sticker or any of that, I can

5 fix that. But curbs, I cannot fix. So...

6 COMMISSIONER GIPSON: I don't understand.

7 UNIDENTIFIED SPEAKER: If you're parked in

8 a colored curb, green, red, blue, white, yellow.

9 COMMISSIONER GIPSON: I think mine might

10 be white.

11 COMMISSIONER CARRILLO: No, Pattie.

12 You're good. I parked right near you.

13 THE CHAIR: So did I. And I'll dismiss

14 myself. Okay.

15 UNIDENTIFIED SPEAKER: If you're in the

16 lot, you should be good. But if you're up here in

17 the front or on the side curbs, you probably need to

18 move your cars, because I can't fix those tickets

19 for you.

20 Again, we're welcome -- we welcome you to

21 our campus, and we hope this is a productive day for

22 you.

23 THE CHAIR: Great. Thank you so much, I

24 appreciate that.

25 So I am one of those naughty people who

6

1 need to move my car. But I --

2 MS. FREDa DAUGHTERTY: They'll move it for

3 you.

4 THE CHAIR: Thank you, Lucy. And if it's

5 already been -- if it's already been ticketed, can

6 you go ahead and pay it for me, too, Lucy?

7 If it's ticketed, just leave it there.

8 The damage is done.

9 Well, I'll keep my comments fairly short

10 here. I just wanted to go over the process that

11 we'll go through today. After I'm done speaking,

12 we'll move in to provide the Virtual Prep Academy of

13 New Mexico's team. You have 20 minutes to share the

14 story of your school and the narrative that you

15 prepared for today.

16 We'll then have the chance to have

17 comments from school districts. That'll be for ten

18 minutes.

19 We'll then move into if there are any

20 tribal authorities, tribal education departments

21 that are here with us who are on Zoom to weigh in as

22 well.

23 And then we'll have public comments also

24 from the public speaking in favor and speaking

25 against the -- the application process.

7

1 The public comments will be limited to two

2 minutes. During that time -- and we will time that.

3 And so I don't want anybody to be alarmed. If you

4 get the curtain called, that's part of the process

5 to make sure we're equitable with time and also

6 equitable with the other applications we've

7 received.

8 Finally, we'll finish up with Part "F"

9 which is PEC questions; so questions from our

10 Commissioners as we move forward.

11 MS. MELISSA BROWN: Chair Brauer, I just

12 let Commissioner Burt in.

13 THE CHAIR: Great. Thank you. I think

14 before we move on, I think it would be great for us

15 to do introductions as well. And so, Commissioner

16 Ingham, do you want to start?

17 COMMISSIONER INGHAM: My name is Stewart

18 Ingham. I'm District 6, which is the southwest

19 corner of the state. We only have two charter

20 schools in that -- that -- in my district, one in

21 Los Lunas and one in Silver City.

22 COMMISSIONER CARRILLO: I am Commissioner

23 Steven Carrillo. I'm District 10, which is

24 Santa Fe, Colfax, Rio Arriba, Taos Counties, pretty

25 much everything to the Colorado border except the

8

1 Four Corners. And 16 schools in the north.

2 COMMISSIONER MANIS: Commissioner K.T.

3 Manis. I am District 9, which represents Lea

4 County, Eddy County, some of Otero County, and

5 Chaves County.

6 Thank you.

7 THE CHAIR: Alan Brauer. I'm District 3.

8 I'm the heart of the Albuquerque area.

9 COMMISSIONER GIPSON: Pattie Gipson,

10 District 7, most of Doña Ana County and a small

11 piece of Otero County.

12 THE CHAIR: Vice Chair Burt?

13 Vice Chair, if you want to introduce

14 yourself.

15 COMMISSIONER INGHAM: Crickets.

16 THE CHAIR: Missy, text her, and we'll

17 circle back when she gets a chance to ask questions

18 as well.

19 Vice Chair Burt, she is in Sandoval

20 County, a little bit of Bernalillo County as well.

21 So Rio Rancho is the main -- the main squeeze there,

22 going all the way up to the Los Alamos area, too.

23 All right. With that, let's move into the

24 20 minutes for the presentation from the applicant.

25 And if you don't mind, if you all could

9

1 start, for Cindy, our writer here, to just share

2 your name and spell it for us, both first and last

3 name, so we have that for the record.

4 DR. HILARY NOSKIN: Good morning. Thank

5 you for your time this morning and opportunity to

6 present.

7 My name is Hilary Noskin. H-i-l-a-r-y

8 N-o-s-k-i-n.

9 I am a thirteenth-generation Latina New

10 Mexican and have a J.D and Ph.D. from the University

11 of New Mexico. My work experience is in business,

12 science, and law. I am currently a member of the

13 Virtual Preparatory Academy of New Mexico founding

14 team.

15 As a New Mexican, I have a vested interest

16 in New Mexico prospering. The only way to do that

17 is to provide excellent educational opportunities

18 for New Mexicans to -- (microphone feedback)

19 MS. MELISSA BROWN: Sorry, everybody.

20 I'll pause the timer.

21 DR. HILARY NOSKIN: Should I start over?

22 THE CHAIR: You've got 19 minutes left, I

23 would say.

24 (Off the record re technical issues.)

25 THE CHAIR: Dr. Noskin, go ahead.

<p style="text-align: right;">10</p> <p>1 DR. HILARY NOSKIN: Thank you, the only 2 way to do that is to provide excellent educational 3 opportunities for New Mexican students. 4 As such, I joined the founding team of VPA 5 to help promote the establishment of a unique and 6 important schooling option for New Mexico. 7 As you know, it is the intent of the New 8 Mexico State Legislature to create virtual schools 9 and use any appropriate rigorous means to enhance 10 the education of New Mexico. 11 Pursuant to NMSA 1978, Section 22.1 and 12 1.2 (verbatim), the Legislature finds that no 13 educational system can be sufficient for the 14 education of all children unless it is founded on 15 the sound principle that every child can learn and 16 succeeds and that the system must meet the needs of 17 all children by recognizing that student success for 18 every child is the fundamental goal. 19 Also pursuant to that statute, the 20 legislative requirement is that public education 21 must be available to all students in New Mexico and 22 for the New Mexico Public Education Department to 23 utilize the innovative and creative opportunities 24 available through technology to further that end. 25 I believe that virtual schools are</p>	<p style="text-align: right;">12</p> <p>1 science, business, and legal professional, I am 2 struck by the importance of the platform that is 3 utilized by VPA and the effective method of 4 instruction that will give students what they need 5 for college and career readiness. 6 Thank you again for your time and 7 consideration. 8 DR. KAYLEIGH CARBAJAL: Good morning, 9 Commissioners. I'm Dr. Kayleigh Carbajal. I am a 10 member of the VPA founding team. 11 My background is in ranching, business, 12 and in education. As an educator and a researcher, 13 I firmly believe in the power of virtual learning to 14 facilitate learning to transform lives and to 15 contribute to the economic development in our state. 16 Our outreach and research pointed to four 17 key reasons for establishing VPA. 18 The first of those reasons is that parents 19 need options. Many parents struggle or have 20 obstacles with traditional public classroom 21 education. These might include a need for 22 scheduling flexibility. There may be health, 23 childcare, and transportation issues. 24 In addition, some students lack success in 25 a traditional public classroom. And, of course, the</p>
<p style="text-align: right;">11</p> <p>1 extremely valuable, especially in a state like 2 New Mexico, because they allow for educational 3 opportunities, especially in math and science, that 4 may not be otherwise available to students in the 5 school system, allows students to work at their own 6 pace spending longer on those concepts or subjects 7 that are more difficult while moving quickly on to 8 more challenging topics as soon as they are ready, 9 access to an increased facility with technology, 10 which will be a major factor in employability and 11 necessary in all industries for the next generation, 12 a foundation for all technical skills, as it enables 13 and encourages students to become familiar with a 14 variety of tools, software, and troubleshooting 15 strategies, ability to meet other needs, working, 16 medical, professional, athletics, college courses, a 17 safe learning environment, access to high quality 18 teachers and staff with office hours for additional 19 one-on-one interaction time. 20 VPA specifically adds to the two to three 21 other virtual schools by filling the need for more 22 personalized instruction to address the diversity of 23 learning that is needed in New Mexico. 24 My colleagues will be presenting the 25 technical information on the differences. But as a</p>	<p style="text-align: right;">13</p> <p>1 many challenges faced by rural residents and their 2 families. 3 So VPA will offer an additional option for 4 student -- for the students and parents to overcome 5 these -- these challenges. 6 In addition, our parents told us they want 7 a warm, welcoming environment, but they also want 8 results. They want their students to graduate, and 9 they want them prepared for success in the future. 10 And CT -- VPA's -- acronym -- VPA's career 11 readiness focus is a critical element in satisfying 12 that need. 13 We know from studies that students who 14 have access to CTE courses are far more likely to 15 enroll in college, to gain employment, and also to 16 earn a higher wage. 17 The -- and the graduation rates for CTE 18 students are absolutely stunning. When we look at 19 the national average, the state's average as opposed 20 to the 94 percent graduation rate for CTE students, 21 it is absolutely a stunning outcome. 22 This also leads to the second reason. The 23 state and our business community need -- have an 24 urgent need for a skilled workforce, which is a key 25 driver for economic development.</p>

<p style="text-align: right;">14</p> <p>1 Our -- through the New Mexico Chamber of 2 Commerce, we found that employers across the state 3 are struggling to find a skilled workforce. And, 4 once again, VPA can help satisfy that need. 5 In addition, thirdly, we find that there 6 is statewide family interest in a career technical 7 virtual school. You can see from the heat map that 8 is displayed, our digital survey garnered 9 209 responses from 29 of our 33 counties. And the 10 responses were positive, and the demographics of the 11 responses -- of the respondents closely aligned with 12 the student demographics in the state. 13 Our fourth major reason -- and most 14 important reason -- is for student success. We know 15 that because we will mirror the statewide 16 demographics, 73 percent of our students will be 17 economically disadvantaged, 16 percent will be 18 English Language Learners, 15 percent will be 19 students with disabilities. 20 Our learning ecosystem is purposefully 21 designed to support student success in a warm, 22 nurturing environment that not only prepares 23 students for the future, but also it fosters and 24 promotes a positive image of the future, which, 25 according to research, is the single best predictor</p>	<p style="text-align: right;">16</p> <p>1 learning management system that we propose for use 2 is Canvas. Canvas is what your higher education 3 universities use. So there would be a seamless 4 transition from high school into college. 5 The curriculum is offered in more than 6 40 languages in both written and oral format. This 7 is huge, especially with the influx of immigrants 8 into the U.S. 9 The system tracks attendance in real time. 10 It also has a feature for additional attendance for 11 verifiable activities. 12 VPA will engage all students. They will 13 teach the whole child. There will be a customized 14 balance between live lessons with teachers and 15 asynchronous learning. 16 Every student at VPA will have a 17 personalized learning plan for starting in 18 kindergarten and going through high school. 19 VPA will also support its teachers in what 20 they do best: teach students. There will be highly 21 qualified, certified teachers who live in the state 22 of New Mexico and work in the state of New Mexico. 23 One of the strongest indicators of student 24 success is having a dynamic teacher who made a 25 difference in your lives. There is robust</p>
<p style="text-align: right;">15</p> <p>1 of student success in the future. 2 Thank you. 3 MS. FREDA DAUGHERTY: Thank you, Kayleigh. 4 My name is Freda Daugherty, and I am going to talk 5 to you about some of the ways that VPA is different 6 than the existing virtual schools. 7 VPA has a founding team who truly care 8 about the success for all students. 9 VPA's comprehensive career readiness 10 model, which is built upon a comprehensive career 11 readiness focus, includes career exploration, career 12 pathway courses, career development, business and 13 college partnerships, professional skills, and 14 essential life skills. 15 What we know is that employers are looking 16 for well-skilled, trained students and people in the 17 workforce to come work for them. We also know that 18 students in your rural agricultural areas are not 19 being afforded the same opportunities as the 20 students in the populated areas. 21 The proposed learning ecosystem is a 22 one-stop shop. So if you can envision an entire 23 school building in one platform, that's what it 24 would look like. 25 There is a single sign-on for it. And the</p>	<p style="text-align: right;">17</p> <p>1 professional development opportunities at the 2 beginning of the year and throughout the school year 3 offered to the teachers. 4 There is a teacher resource portal that 5 provides powerful instructional tools, curriculum 6 maps, assessments, differentiated instruction 7 techniques, and resources to assist students with 8 SEL, CLR, and EL. 9 VPA is different than the existing online 10 schools, and they will provide equity to students 11 across the state and have all students be prepared 12 in both college and career readiness. 13 Thank you. 14 THE CHAIR: Thank you. Is that your 15 presentation? 16 MS. ELISA BOHANNON: Good morning, 17 Commissioners. My name is Elisa Bohannon, and I 18 will be talking about what the school will 19 accomplish. 20 I am going to be focusing on two things 21 this morning. One is student engagement, and two is 22 that some students in a traditional brick-and-mortar 23 school struggle with the language of engagement. 24 This can take several forms. 25 For instance, they're taught in exactly</p>

<p style="text-align: right;">18</p> <p>1 the same way, same time, same materials as everyone 2 else. The instruction does not take the individual 3 student into account. As a result, students do not 4 connect with the content, and they disconnect. 5 In a similar vein, a high performing 6 student may become bored by content they have 7 already mastered. And on the other side, a lower 8 performing student can get lost easily and give up, 9 another way of saying this is one size does not fit 10 all. 11 By creating personalized learning plans 12 and by equipping teachers with the tools, resources, 13 and data necessary, the above scenarios can be 14 eliminated. 15 The VPA of New Mexico learning ecosystem 16 provides the tools and the resources that help keep 17 students engaged with learning. At VPA of 18 New Mexico, it is a one size fits one personalized 19 learning program. 20 The last of many elements that impact 21 engagement will be the career readiness component of 22 the school. Nationwide, 94 percent of students who 23 have a CTE concentration graduate high school. Look 24 at how that compares to the state and the nation. 25 Why would we not be doing this across our state?</p>	<p style="text-align: right;">20</p> <p>1 For Goal No. 2 pertaining to the 2 graduation rate, we follow a similar depth in 3 modeling. If we start in 2012 and compare the 4 2 percent annual increase plan versus the State's 5 actual performance, again, we find powerful results. 6 In 2026, the differential is over 7 13 percent higher than the State. And, of course, 8 we want all students across the state to graduate. 9 So we modeled out for what VPA New Mexico achieves: 10 100 percent using the 2 percent increase. We 11 modeled the same for the State based upon past 12 performance. 13 What we discovered in the year 2030, VPA 14 of New Mexico would have reached the 100 percent 15 graduation rate. The State would achieve that mark 16 in the year 2059. That is 29 years later. 17 We will accomplish all this because the 18 staff, families, and the communities will have 19 supported and empowered each student to develop a 20 positive image of their future. 21 Thank you very much. 22 DR. HILARY NOSKIN: In closing, VPA of 23 New Mexico will offer another choice in virtual 24 education for New Mexico students. But it is not 25 just another choice. There are significant</p>
<p style="text-align: right;">19</p> <p>1 VPA of New Mexico personalizes student 2 education based on career interests and unique 3 learning needs. 4 Mission goals: 5 We want to show some modeling of why we 6 think our mission goals are rigorous and will 7 contribute to the overall academic and graduation 8 success for the State of New Mexico. 9 For Goal No. 1, we're modeling the impacts 10 of a 2 percent annual increase of state testing 11 performance in comparing with the actual and 12 projected future growth of overall state performance 13 for both English Language Arts, and Math. 14 For English Language Arts, by following 15 our mission model starting in 2010 and growing by 16 2 percent each year, you can see that the plan 17 outperforms the State by more than 43 percent on 18 proficiency. 19 For Math, we see similar results, with a 20 2 percent increase outperforming the State by 21 41 percent. 22 While the ideal goal is 100 percent of 23 students across the state achieve proficiency, it is 24 clear that striving to make the 2 percent growth 25 goal each year delivers powerful results.</p>	<p style="text-align: right;">21</p> <p>1 differences between VPA and the virtual schools 2 being offered now that will enhance students and 3 their families in accordance with the legislative 4 intent for virtual schooling in New Mexico. 5 The differences include, but are not 6 limited to, college-and-career-focused school with 7 work-based credit available; curriculum in 8 40 languages, both written and oral, which is 9 available to students 24/7. 10 The ecosystem that VPA provides includes 11 predesigned, interactive, engaging curriculum, 12 including one sign-in for curriculum, assessments, 13 resources, supplemental curriculum; mock assessments 14 embedded in the curriculum -- for example, SAT for 15 juniors; extensive professional development 16 resources for teachers; realtime tracking of 17 attendance; verifiable tracking of outside 18 attendance, such as job shadowing; teacher resource 19 portal for SEL, EL, CLR strategies; Proloquo2Go 20 technology for nonverbal students; personalized 21 learning plans starting in kindergarten through high 22 school; a program that focuses on student success 23 and competency with differentiated lessons and 24 numerous opportunities for intensified specific 25 tutoring sessions.</p>

<p style="text-align: right;">22</p> <p>1 Individual student needs will be addressed 2 collaboratively with administration, parents, 3 students, and teachers. 4 It is clear that VPA of New Mexico exceeds 5 legislative intent for our students in New Mexico. 6 Thank you again for your time and consideration. 7 I made it in time, huh? Awesome. 8 MS. MELISSA BROWN: Two minutes to go. 9 THE CHAIR: Okay. Thank you very much. 10 Do we have any school districts? 11 Administrators or staff? 12 FROM THE FLOOR: Right here. 13 THE CHAIR: You can come on up to the 14 microphone there, sir. If you feel -- please 15 introduce yourself, spell your name and what 16 district you're with. 17 FROM THE FLOOR: Nathan Dodge, N-a-t-h-a-n 18 D-o-d-g-e. I'm Portales High School Principal. 19 And I'll just be honest with you. We're 20 in opposition of the virtual stuff, with the kids 21 need to be in person and learn that interactive and 22 being around other students. 23 We will have an opposition letter to get 24 to you guys in the next few days. 25 So that's all I've got to -- that's my</p>	<p style="text-align: right;">24</p> <p>1 the room, and then we'll move into -- into the Zoom. 2 FROM THE FLOOR: Good morning, 3 Commissioners. My name is Lisa Todd, L-i-s-a 4 T-o-d-d. 5 I have 36 years of teaching, ten of which 6 are an online teacher. I'm national 7 board-certified. I'm a Golden Apple Award 8 recipient, and APS Teacher of the Year. 9 There are approximately 325,000 K through 10 12 students in New Mexico. There are 100-plus 11 charter schools, but only about three online schools 12 that are at capacity or almost at capacity. 13 There's a great need for online education. 14 Because of students' health, anxiety, medical 15 issues, again, many of them need to work to support 16 their family or their athletes or their performance. 17 And also safety is also a big issue, due to gun 18 violence, bullying, and possible health risk. 19 Educational choice is crucial for students 20 in their education, and especially more of a choice 21 in the virtual education. One glove does not fit 22 every hand in this unique learning environment. 23 The ecosystem that VPA provides includes a 24 pre-designed interactive and engaging curriculum. 25 The platform provided by VPA allows a rigorous</p>
<p style="text-align: right;">23</p> <p>1 only comment. Thank you. 2 THE CHAIR: Thank you, sir. Thank you. 3 Is there any other districts that are here or 4 present that wanted to make comments? 5 Because it's a virtual school, although 6 we're in Portales, because it would be a statewide 7 school, we did open it up to all districts as well. 8 All right. Seeing none, let's move into 9 Part D, Comments from Tribal Authorities or Tribal 10 Education Departments. 11 Is there anyone here present? 12 And, Missy, on the Zoom, I don't see any, 13 unless there's more people than the six boxes that 14 I'm seeing. 15 If you are online and you would like to 16 speak from a tribal education department or from a 17 tribal entity, please raise your hand. 18 Missy, are you seeing anybody? 19 MS. MELISSA BROWN: No. 20 THE CHAIR: Okay. So let's move into Item 21 No. E, which is Comments from the Public. 22 Again, I shared that each person who would 23 like to speak, we'll give you two minutes. 24 Please state your first and last name. 25 Please spell those. We'll start with folks here in</p>	<p style="text-align: right;">25</p> <p>1 teaching capability that is not available through 2 brick-and-mortar during times of needs and crisis. 3 Teachers will enhance student learning and 4 develop rapport through data-driven live lessons. 5 Students will participate in daily dynamic lessons 6 that provide insight and feedback from the teacher. 7 It's a program that focuses on students' 8 success and competency with differentiated lessons 9 and numerous opportunities for intensified specific 10 tutoring sessions. 11 Individual students' needs will be 12 addressed collaboratively with administration, 13 parents, caretakers, as well as the teachers. 14 In closing, New Mexico is usually at or 15 near the bottom of the educational rankings. The 16 founding leadership of VPA is committed and 17 passionate about making a lasting and positive 18 effect on the students throughout the state. 19 Please give VPA a chance to thrive and to 20 make a difference. The students in the community of 21 New Mexico deserve it. Thank you. 22 THE CHAIR: Great. Thank you. I believe 23 we have one person that may be here for commenting 24 on Item No. D, which is Comments from the Tribal 25 Authority. I think I maybe moved a little bit too</p>

<p style="text-align: right;">26</p> <p>1 fast through there. So, Missy, if you want to let 2 that person in. 3 MS. MELISSA BROWN: We have Andrea 4 Platero, To'hajiilee. 5 You can unmute and make your comments. 6 FROM THE PUBLIC: Good morning. This is 7 Andrea Platero. 8 THE CHAIR: Good morning. We can hear 9 you. You can go ahead and provide your comments. 10 Thank you. 11 FROM THE PUBLIC: Yes. I was just -- I'm 12 just going to address what I feel. Online 13 learning -- and I don't know if that is what you 14 call virtual learning as well -- but I think it's a 15 great idea, especially for rural areas here in the 16 reservations. 17 I'm from To'hajiilee. This past year, or 18 the past few years, I've observed -- a lot of the 19 rural areas is dirt road. And due to the dirt road 20 and buses and stuff that are out here, sometimes 21 school is taken out, to the extent through the 22 summer of June, July, because they have to miss and 23 close down the school due to, you know, just weather 24 and stuff. 25 And my -- I had my youngest one do an</p>	<p style="text-align: right;">28</p> <p>1 students that come together and the stress level 2 that it comes, you know, to the teacher themselves 3 is another factor. 4 So we -- he dropped out during his 5 freshman year. And then we found DATA Charter 6 School. And around then the pandemic started, and 7 they did online learning. And that was, like, one 8 of the best things. 9 So I'm in total support of virtual 10 learning, online learning, especially, you know, 11 students that learn at different levels and stuff. 12 And I think you would get more one-on-one. And it's 13 just hands-up to that, my thumbs-up for it. 14 Thank you. 15 THE CHAIR: Thank you, Ms. Platero. Just 16 so that I can clarify the record, this is Alan. I'm 17 the Chair of the Public Education Commission. 18 You're speaking on behalf of you as a parent and not 19 for To'hajiilee; is that correct? 20 FROM THE PUBLIC: Just for To'hajiilee. 21 THE CHAIR: So are you a tribal 22 administrator? Or are you the education -- 23 FROM THE PUBLIC: No, I'm a parent. I'm a 24 parent here in the community. And I see a lot that 25 goes on here. And because of -- you know, a lot</p>
<p style="text-align: right;">27</p> <p>1 online learning with DATA Charter, and it was such 2 an awesome experience. And I think that this 3 community could benefit from online learning, 4 virtual learning. 5 And as was said earlier -- and I'm not 6 sure who mentioned it -- but, you know, math and 7 science are learned at different rates as well. Not 8 everybody learns the same. And moving at your own 9 pace sometimes, you know, that, you know, it would 10 help benefit an individual more as opposed to a 11 group learning and classroom. 12 And a lot of these -- a lot of people out 13 here, the young ones, do take up some kind of trade, 14 a silversmith or whatever, to help support the 15 family as well. And that becomes a priority. 16 And this just -- you know, online learning 17 would be -- I think really blossom here in 18 To'hajiilee. 19 As I said, I did have one son, you know, 20 really take it to the next level. I did have him 21 enrolled with APS, West Mesa. And classes were 22 overly loaded, like, as far as 30 to 36 students per 23 class. And it's just crazy and unbelievable. 24 And my son, he had to drop out, seriously, 25 because -- and the behavior of a lot of these</p>	<p style="text-align: right;">29</p> <p>1 of -- and a lot of your teachers here are not 2 qualified to be teachers. Many of them are still 3 working on their higher education to be teachers and 4 stuff. 5 But in the meantime, they're -- you know, 6 they are assistant to outsiders that have come in 7 that have degrees to be teachers here. And it's 8 just -- and, you know, I just really had a problem 9 with this community. 10 So my children all went -- I bus -- I 11 transported them to Albuquerque, APS schools, for 12 schooling. 13 But like I said, my last one was -- they 14 just could not do APS. And APS is just crowded all 15 over. And it's just ridiculous how the classrooms 16 are overloaded. 17 THE CHAIR: Thank you, Ms. Platero. I 18 just wanted to make sure that I had the record 19 straight that you're speaking as a parent today. So 20 thank you for that. 21 FROM THE PUBLIC: Yes, I am speaking as a 22 parent. 23 THE CHAIR: Great. Thank you. All right. 24 Missy? 25 MS. MELISSA BROWN: Our next speaker in</p>

<p style="text-align: right;">30</p> <p>1 the room -- and forgive me if I mispronounce your 2 name -- Marquelle McFarland.</p> <p>3 FROM THE FLOOR: Good morning. My name is 4 Marquelle McFarland, M-a-r-q-u-e-l-l-e 5 M-c-F-a-r-l-a-n-d.</p> <p>6 And I'm a Level 3 special education 7 teacher with a Master's degree in teacher 8 leadership.</p> <p>9 Part of the mission of Virtual Preparatory 10 Academy of New Mexico is to reach all students with 11 an individualized, career-focused education in an 12 interactive learning environment, rooted in rigor 13 and innovation.</p> <p>14 Today I would like to speak briefly in a 15 couple of areas, the first being an important sector 16 of the student population that would be part of VPA, 17 and that's the special education students.</p> <p>18 I've been a special education teacher for 19 ten years and have taught in the online virtual 20 setting for six of those ten years.</p> <p>21 And -- let's see. And I've taught at -- 22 sorry.</p> <p>23 The virtual setting provides students on 24 an IEP the opportunity to attend small group lessons 25 led by certified special education teachers. These</p>	<p style="text-align: right;">32</p> <p>1 indispensable role that online charter schools play 2 in the lives of our students here in New Mexico.</p> <p>3 I can tell you beyond a shadow of a doubt 4 that Virtual Preparatory Academy of New Mexico will 5 have a director that believes in supporting 6 teachers, staff members, students, and parents.</p> <p>7 VPA will provide interactive and engaging 8 content, along with teacher/student interactions.</p> <p>9 Teachers will be in contact regularly with 10 parents and guardians, fostering effective bonds 11 that will help students thrive in the virtual 12 setting.</p> <p>13 THE CHAIR: Thank you. If you could go 14 ahead and wrap up, please.</p> <p>15 FROM THE PUBLIC: Okay. VPA will possess 16 the standards necessary to provide a quality 17 education for the students of New Mexico for years 18 to come.</p> <p>19 THE CHAIR: Thank you.</p> <p>20 FROM THE PUBLIC: Thank you.</p> <p>21 MS. MELISSA BROWN: Our next speaker in 22 the room is Joseph Vonderhaar.</p> <p>23 FROM THE FLOOR: Hello. My name is Joseph 24 Vonderhaar. J-o-s-e-p-h V-o-n-d-e-r-h-a-a-r. And I 25 am a student at New Mexico Tech studying computer</p>
<p style="text-align: right;">31</p> <p>1 small group sessions will allow teachers to work on 2 IEP goals and meet service times set forth on each 3 student's IEP.</p> <p>4 Virtual Preparatory Academy will also 5 provide the ancillary services for students, such as 6 speech therapy and occupational therapy, for those 7 students that qualify.</p> <p>8 VPA will provide life skills lessons for 9 students that need to learn everyday skills, such as 10 preparing daily meals, time management, or counting 11 money to help them lead productive lives.</p> <p>12 The special education department will also 13 follow the same rigor for the students on IEPs that 14 plan on attending college or pursuing technical 15 careers or hourly positions after graduating from 16 high school.</p> <p>17 VPA's general education teachers and 18 special education teachers will collaborate 19 regularly to provide accommodations and 20 modifications, outline, and student IEPs to ensure 21 that they receive the high quality education that 22 every student attending VPA deserves.</p> <p>23 As previously stated, my extensive 24 six-year experience within the virtual environment 25 has allowed me to witness firsthand the</p>	<p style="text-align: right;">33</p> <p>1 science with a minor in education.</p> <p>2 And I was adopted as a kid. And with 3 this, it brought a lot of trauma. And I went to a 4 brick-and-mortar school for a few years. And after 5 a while, we found out that a virtual school was very 6 much needed for me based off of my traumas and based 7 off of what I needed.</p> <p>8 And with this one-on-one education via the 9 virtual learning, I found out that I love math, and 10 I love studying math, and I learned that I love 11 computers.</p> <p>12 With a virtual environment, this all 13 helped me set up so much better than a 14 brick-and-mortar school to be in where I am right 15 now at New Mexico Tech. And with a virtual school, 16 it gave me a lot more flexibility to learn more 17 about myself and learn that what I needed to do with 18 my life. Thank you.</p> <p>19 THE CHAIR: Thank you.</p> <p>20 MS. MELISSA BROWN: Our next speaker in 21 the room is Daniel. And I'm not going to try to 22 pronounce your last name, because I don't know what 23 letter it starts with.</p> <p>24 FROM THE FLOOR: My name is Daniel, last 25 name, Daugherty, D-a-n-i-e-l D-a-u-g-h-e-r-t-y. I'm</p>

34

1 just -- I'm pretty new to this, but I am in support
 2 of VPA.
 3 My experience as an educator: I'm a high
 4 school educator in northeastern New Mexico. And I
 5 primarily work in the CTE field. And this is
 6 something to where, you know, like, the numbers
 7 don't lie when you look at it as far as graduation
 8 rates across the nation.
 9 Every student that I've had come through
 10 the CTE program in the school that I'm currently in
 11 has graduated. And you need to be able to kind of
 12 open up the mindset to more, as far as, you know, in
 13 our school and my classes, it's very select, very
 14 few number of students get that opportunity.
 15 If we could open it up to a higher
 16 population, you know, career path-wise, you're going
 17 to have a bigger number, maybe as far as graduation
 18 rates, or just overall career exploration. That's
 19 all I have.
 20 THE CHAIR: Great. Thank you.
 21 MS. MELISSA BROWN: Our next speaker in
 22 the room is Stephanie.
 23 FROM THE FLOOR: I've got you.
 24 Hello. My name is Stephanie Misangyi,
 25 S-t-e-p-h-a-n-i-e M-i-s-a-n-g-y-i.

35

1 I graduated from Eastern with both my
 2 bachelor's and my master's degree. My bachelor's
 3 was on campus. I enjoyed it very thoroughly. My
 4 master's degree was 100 percent online, because, at
 5 that time, I was teaching in a rural area, and I did
 6 not want to give up teaching to go continue my own
 7 learning.
 8 And that flexibility allowed me to obtain
 9 my master's to better serve my students at the
 10 school where I work.
 11 So I see the value in online learning
 12 virtually, even in higher ed. I think offering that
 13 at a lower level will help, like was stated in the
 14 presentation, allow for that seamless transition.
 15 As a teacher, I did social studies and
 16 Spanish. And something I noticed is that no matter
 17 how much I tried, there was always some kids that
 18 would much rather be in the wood shop or doing other
 19 CTE skills.
 20 And in rural communities, that's not
 21 really an option. So I think giving it to them or
 22 giving them the availability to do that online would
 23 greatly expand their opportunities, just because
 24 there are some students that no matter what
 25 opportunities are given in a brick-and-mortar, they

36

1 just need that online environment, either for
 2 flexibility or for health reasons or things like
 3 that.
 4 So that's really all I've got. Thank you.
 5 THE CHAIR: Thank you.
 6 MS. MELISSA BROWN: Our last speaker in
 7 the room is Sarina -- maybe Paul?
 8 FROM THE FLOOR: Yes. Good morning,
 9 Commissioners. I've always wanted to be in the
 10 spelling bee, and thank you for giving me a word I
 11 can do.
 12 Sarina, S-a-r-i-n-a. Last name is Paul,
 13 P-a-u-l.
 14 Good morning. Thank you guys for having
 15 me. I want to say, first of all, I just stand in
 16 support of VPA.
 17 I am a Level 3 educator, 13 years as a
 18 public educator right here in the Land of
 19 Enchantment. I'm a native New Mexican, traveling
 20 from Alamogordo, New Mexico, to show my support for
 21 this school.
 22 In addition to that, I am now seven years
 23 as a business owner. I'm a little nervous to talk
 24 about that, because business is not something I
 25 thought I would ever do. My husband and I are

37

1 blessed to own 13 businesses across the State of New
 2 Mexico.
 3 We are traveling here to check out our
 4 businesses in Clovis, New Mexico. We also own in
 5 Hobbs, and we have two deals in contract in Logan,
 6 New Mexico, and then, of course, in our hometown of
 7 Alamogordo.
 8 What we've seen is that there's a huge gap
 9 in the workforce in our young people. We really
 10 support the idea of a CTE education and really
 11 encouraging and fostering that relationship between
 12 young adults and getting them into their
 13 communities, into the business world.
 14 At some point, we all need to have a job,
 15 whether that's an entry-level job or pursuing higher
 16 education.
 17 I was thrilled to hear today that Canvas
 18 is going to be the platform that they are using as a
 19 single sign-on to support education needs of our
 20 students for the students who are pursuing secondary
 21 learning. What a great opportunity to already have
 22 been exposed to Canvas as a high school student.
 23 So, as a business owner and an educator,
 24 but primarily here to represent local small
 25 businesses and communities just like this one, we

<p style="text-align: right;">38</p> <p>1 stand in support of VPA. 2 Thank you for your time. 3 THE CHAIR: Thank you. 4 MS. MELISSA BROWN: Our first speaker on 5 Zoom is Clara Raley. 6 FROM THE PUBLIC: Hello, all. Clara 7 Raley, C-l-a-r-a, last name, R-a-l-e-y. 8 I am speaking to you from the College of 9 Engineering at New Mexico State University, as well 10 as the state advisor for the Technology Student 11 Association, which is the career-technical student 12 organization in the state, but is specifically 13 related to STEM. 14 And although these opinions are my own and 15 not of the organizations that I'm a part of, I am in 16 favor of VPA. 17 I think that online learning, as somebody 18 who does online trainings and who has a graduate 19 certificate in online teaching and learning, is a 20 valid -- a very valid way of learning. 21 Yes, of course, in-person learning does 22 offer, you know, certain benefits. However, I 23 believe online learning for students that are 24 alternative students, whether that be that they have 25 to work, whether that be for health reasons.</p>	<p style="text-align: right;">40</p> <p>1 thing for, like, the past eight years. I just 2 graduated in spring. I graduated with a 3 salutatorian. And it has been the best school 4 experience that I've ever had. 5 I -- it has provided me so many 6 opportunities through STEM, through being able to 7 take dual enrollment classes, like, at campus, while 8 still being able to take my high school classes, the 9 flexibility, everything. 10 Although I -- the previous online school 11 that I went to didn't have as much flexibility and 12 not nearly as much as brick-and-mortar schools. 13 I have really been able to go far with my 14 education because it's self-paced. I can push as 15 hard as I want to, or take a break when I need to 16 travel, see the world. 17 I've gone to Kenya two times so far to do 18 medical outreach, like, helping literal starving 19 children, providing medical outreach to people who 20 wouldn't be getting it otherwise. 21 I've gotten -- I've taken an EMT course. 22 I have been able to really push myself to pursue a 23 higher education. I wouldn't have been able to do 24 this in a brick-and-mortar school, like, not even 25 close.</p>
<p style="text-align: right;">39</p> <p>1 I think that a lot of gifted students 2 absolutely benefit from online learning, the 3 self-paced pieces, the ability for them to pursue 4 other interests as well as get a quality education 5 is extremely important. 6 I also think, as was stated in the 7 presentation, that choice is important. 8 In the state of New Mexico, having the 9 choice to -- to learn the way that a student learns 10 best, I think all of us in the education sphere have 11 seen the cartoon of the different animals and being 12 told that they need to climb a tree. And you see a 13 goldfish in a fishbowl. A goldfish in a fishbowl 14 absolutely cannot climb that tree. But we need to 15 provide opportunities for them to succeed 16 nonetheless. 17 And I think VPA could certainly be a great 18 asset for New Mexico and for our students to be 19 successful. Thank you. 20 MS. MELISSA BROWN: Our next speaker on 21 Zoom is Riley Morris. And I am finding Riley. 22 FROM THE PUBLIC: Can you hear me? 23 THE CHAIR: Yes, we can. 24 FROM THE PUBLIC: Riley Morris. R-i-l-e-y 25 M-o-r-r-i-s. I have been doing this online school</p>	<p style="text-align: right;">41</p> <p>1 Online schools are perfect for me. Plus 2 my mom, she has lupus, so she has an autoimmune 3 disorder, which makes me really kind of worried 4 about getting the common school cold, or even COVID, 5 like super difficult to be able to interact with 6 others whenever I have a constant fear of bringing 7 something home that could potentially do a lot of 8 damage. 9 An online school environment gave me those 10 opportunities to continue pursuing what I love. 11 Thank you. 12 Oh, sorry. I'm in support of the school. 13 THE CHAIR: Thank you, Riley. 14 MS. MELISSA BROWN: Our next speaker is 15 Myles Morris. 16 FROM THE PUBLIC: Can you hear me? 17 THE CHAIR: We sure can. 18 FROM THE PUBLIC: Hi. I'm Myles Morris. 19 M-y-l-e-s M-o-r-r-i-s. And I've been an online 20 student for about three years, just before the start 21 of the pandemic. And I didn't even know it was 22 happening at the time. So I've -- and I've really 23 grown with online school. But, sadly, I had to 24 leave last year. 25 I'm in the sixth grade. And I had to</p>

<p style="text-align: right;">42</p> <p>1 leave last year due to it turning into not as 2 flexible.</p> <p>3 Well, I thrive in flexibility. It allows 4 me to push my limits, see what's possible for myself 5 and (inaudible) as much as possible.</p> <p>6 I have engaged in multiple robotics 7 engineering STEM activities. And online schooling 8 has helped me pursuing my -- the hobbies. And I 9 have learned so much just being able to work at my 10 own pace, push myself as needed, and mesh to -- in 11 the learning for -- mesh to me and match up with me, 12 not widespread learning program that is meant for 13 everyone, because, like, as has been said, one glove 14 doesn't fit all.</p> <p>15 So the online schooling has really played 16 a huge part in my life. It has allowed me to grow, 17 not only as a student but as a person. And I have 18 been able to learn so many things with online 19 schooling. And I really do think that this online 20 school will be a great addition to our community in 21 New Mexico. Thank you.</p> <p>22 MS. MELISSA BROWN: Our next online 23 speaker is Amanda Shaner.</p> <p>24 FROM THE PUBLIC: Hi. My name is Amanda 25 Shaner. A-m-a-n-d-a S-h-a-n-e-r.</p>	<p style="text-align: right;">44</p> <p>1 Two of those children are on IEPs, special needs. 2 One is autistic.</p> <p>3 We have seen a major change since they 4 have been online. We have basically straight-A 5 students now. Their focus is there. Their needs 6 are being met.</p> <p>7 VPA would be amazing as another option, 8 especially for transitioning and stuff like that; 9 career paths, it would be amazing.</p> <p>10 We're in rural America down here, and 11 there's not a lot of choices. Flexibility, anything 12 else, brick-and-mortar does not work for these 13 kiddos at all. They struggle constantly there.</p> <p>14 And the kids want to see another school, 15 too, other choices. So we are all in favor of VPA. 16 Thank you.</p> <p>17 THE CHAIR: Thank you. Thank you. Thanks 18 to everyone who provided their public comment today.</p> <p>19 Is there any other person that maybe came 20 in later that's in the room that did not get a 21 chance to speak and would like to speak? Okay.</p> <p>22 MS. MELISSA BROWN: There's somebody 23 online who's raised their hand.</p> <p>24 THE CHAIR: Okay.</p> <p>25 MS. MELISSA BROWN: There's two people</p>
<p style="text-align: right;">43</p> <p>1 So I'd just really like to emphasize what 2 everyone has said in favor here today.</p> <p>3 As a teacher, I've had the opportunity to 4 work with many of these fantastic educators that 5 have presented today. I know that they have the 6 education, the experience, and the compassion 7 necessary to identify what students need here in 8 New Mexico and to provide that very successfully.</p> <p>9 As a parent of five of my own kids and 10 students who completed part of their education in an 11 online charter, I understand what an important need 12 this school will also meet for families here in 13 New Mexico.</p> <p>14 So just wanted to very enthusiastically 15 endorse their efforts to open VPA. Thank you.</p> <p>16 THE CHAIR: Thank you.</p> <p>17 MS. MELISSA BROWN: Our final speaker 18 online is Cathy Cope.</p> <p>19 FROM THE PUBLIC: Good morning. Can you 20 hear me?</p> <p>21 THE CHAIR: We can, Cathy.</p> <p>22 FROM THE PUBLIC: My name is Cathy Cope, 23 C-a-t-h-y C-o-p-e.</p> <p>24 I have three kiddos in online school at 25 this time. They started because of the pandemic.</p>	<p style="text-align: right;">45</p> <p>1 online who have raised their hands.</p> <p>2 THE CHAIR: Okay. I think we can let them 3 in.</p> <p>4 MS. MELISSA BROWN: The first person is 5 Shannon.</p> <p>6 FROM THE PUBLIC: Hi. Can you hear me?</p> <p>7 THE CHAIR: We can, Shannon.</p> <p>8 FROM THE PUBLIC: Okay. So I'm speaking 9 as a parent in favor of the school. My children 10 just graduated --</p> <p>11 THE CHAIR: Shannon, could you introduce 12 yourself before you speak? Thank you.</p> <p>13 FROM THE PUBLIC: Oh, sure. I'm Shannon 14 Patrick, P-a-t-r-i-c-k, speaking as a parent. I 15 have two children who just graduated this year, 16 they've attended since fifth grade.</p> <p>17 And I just wanted to make the points that 18 during the pandemic, all the neighborhood kids were 19 outside all day, every day, playing, which they were 20 having a great time, but their education was failing 21 them.</p> <p>22 My kids didn't miss a single day of 23 school. They didn't miss a single class, not a 24 single assignment. They went -- it was just the 25 same as anything.</p>

46	<p>1 So in times of trouble like that, it was a 2 great relief to me that they were still being 3 educated. And they're heading off to college in a 4 couple of weeks. They're totally prepared. They 5 didn't miss a thing.</p> <p>6 So I think that's a good testament to the 7 value of an online environment. No one was 8 scrambling to figure out how it worked. They just 9 went on the same as they did every other day.</p> <p>10 THE CHAIR: Thank you, Shannon. 11 FROM THE PUBLIC: That's all I have. 12 THE CHAIR: Thank you. 13 MS. MELISSA BROWN: Annette Fernandez. 14 FROM THE PUBLIC: Hello. Can you hear me? 15 THE CHAIR: Yeah, we can, Ms. Fernandez. 16 FROM THE PUBLIC: Okay. I'm a mother of a 17 student I have been homeschooling for -- since 18 preschool. Homeschool. 19 THE CHAIR: Ms. Fernandez, I'm real sorry. 20 If you could -- we can hardly understand what you're 21 sharing. 22 FROM THE PUBLIC: I am happy if they would 23 open another homeschool. My son has been 24 homeschooling since he was in first grade. 25 Marquelle -- she's there -- she's his teacher.</p>	48	<p>1 THE CHAIR: Commissioner Gipson. 2 COMMISSIONER GIPSON: So good morning once 3 again. And above all else, thank you. I know what 4 this process takes. It's a lot of time, a lot of 5 effort, a lot of energy. So no matter how this 6 plays out, you know, I just want to acknowledge all 7 of the efforts and the time that you've put into 8 this, because I know we ask a lot in these 9 applications. 10 But, conversely, you're asking us to let 11 you do a lot in terms of educating students in 12 New Mexico. So we try to put as much rigor into it, 13 but still understanding that these aren't 14 professionals doing the applications, you know, 15 which is what we appreciate here in New Mexico, 16 because we -- we try to focus on the uniqueness and 17 not have a -- you know, a canned national group come 18 in and put an application in. 19 So I appreciate this. 20 I would like to ask -- first off, you 21 mentioned several times the legislative intent for a 22 virtual school. And I'm not exactly sure where that 23 comes from, where you're identifying that there is a 24 legislative intent for a virtual school. 25 DR. HILARY NOSKIN: So in NMSA, New Mexico</p>
47	<p>1 He has succeeded from B's to A's. He's 2 been doing very good being homeschooled that I think 3 the new online school will benefit New Mexicans. 4 THE CHAIR: Great. Thank you. Is that 5 everyone? 6 MS. MELISSA BROWN: That is everyone, 7 Chair. 8 THE CHAIR: Great. Let's move into Item 9 No. F of our agenda, which is the PEC Questions. 10 So this is a moment for the application 11 team to engage with us around some of the questions 12 that we have. And you'll probably hear some 13 comments as well from us that we'll be able to just 14 engage around your current plan; okay? 15 We're going to get a chance -- the last 16 time we did this, we -- each PEC member will get a 17 chance to ask some questions. They may reserve some 18 more time as we go through our different questions. 19 There might be some other questions that might come 20 up. 21 So there will be an opportunity to ask 22 anything that's on our mind, for sure. 23 Do I have a Commissioner who would like to 24 start? 25 COMMISSIONER CARRILLO: Sure.</p>	49	<p>1 Statutes Annotated, 1978, it's Section 22-1-1.2. I 2 can give you the footnote. And, of course, those 3 are segments from. 4 But it was based on a discussion, when the 5 first virtual schools were going in, the memo from 6 the PED. And the legislative intent was reviewed 7 quite thoroughly. 8 COMMISSIONER GIPSON: But there is no 9 actual, in-statute -- 10 DR. HILARY NOSKIN: It is. It's in the 11 New Mexico Statutes Annotated. It is. 1978. If 12 you look at the footnote on the bottom, Section 22. 13 COMMISSIONER CARRILLO: Since we're not 14 seeing that, and neither is the public, I would ask 15 that that be read into the record. 16 COMMISSIONER GIPSON: Yeah. Do you want 17 to give it to -- do you want that read? Or do you 18 want to just give it to Cindy and she can put it 19 into the record? 20 DR. HILARY NOSKIN: It's there in the 21 footnote, which is the reference to the New Mexico 22 Statutes Annotated. 23 COMMISSIONER GIPSON: Thank you. I 24 appreciate that. 25 VICE CHAIR BURT: If you'd read the</p>

<p style="text-align: right;">50</p> <p>1 footnote, it would be helpful. I don't know what 2 the footnote says online. 3 DR. HILARY NOSKIN: It's NMSA 1978. 4 VICE CHAIR BURT: I know. But if you 5 could just read what was being provided. 6 COMMISSIONER GIPSON: Do you want me to 7 read it? I will. 8 VICE CHAIR BURT: If you would read that 9 footnote. Yeah, thanks. 10 COMMISSIONER GIPSON: You just want me to 11 read the footnote? Okay. 12 "NMSA 1978 22-1.2A, All sections 13 identified in the text that are not otherwise 14 identified are sections of NMSA 1978..." -- the 15 footnote is not going to give you the information 16 that you need, Commissioner Burt. It's just going 17 to give the citation. 18 If you want me to read the text of it, I 19 can do that; so -- because the footnote is not going 20 to give you anything. 21 VICE CHAIR BURT: Okay, yeah, whatever 22 actually is helpful. 23 COMMISSIONER GIPSON: Okay. 24 COMMISSIONER CARRILLO: Chair Brauer, may 25 I comment on what Pattie has in her hand?</p>	<p style="text-align: right;">52</p> <p>1 talks about the public school -- the charter will 2 have stuff, and it's in there. I'm sorry. I don't 3 have it at the top of my head. 4 DIRECTOR CORINA CHAVEZ: The Charter 5 Schools Act. You're talking about the purpose of 6 charter schools, which the Commission and everybody 7 is familiar with. 8 COMMISSIONER GIPSON: Because I do know 9 that about three years ago, the Legislature had put 10 forth a bill for a virtual school that did not get 11 out of committee. So that's why I -- 12 DR. HILARY NOSKIN: This is before the 13 three years, so I'm aware of that. But this was in 14 2012, I believe, that this came out. And so it was 15 part of a discussion; because... 16 COMMISSIONER GIPSON: But was it part of a 17 discussion? Or was it placed into rule or statute? 18 DR. HILARY NOSKIN: No, it's there in the 19 footnote. It was placed in the rule or statute. 20 COMMISSIONER GIPSON: So PED passed a rule 21 on virtual schools? That, I'm not familiar with at 22 all. 23 DR. HILARY NOSKIN: It's in the public 24 school -- whatever the footnote is there again. 25 COMMISSIONER CARRILLO: Okay. I think we</p>
<p style="text-align: right;">51</p> <p>1 THE CHAIR: One second, Commissioner. 2 Corina, do you have that rolled up? 3 DIRECTOR CORINA CHAVEZ: I have statute 4 open. And I'm going to ask exactly where you see 5 it. 6 COMMISSIONER CARRILLO: And while you're 7 looking at that, Corina, if I may, Chair, I'm 8 curious as to what is specifically virtual. 9 DR. HILARY NOSKIN: Here it is -- that's 10 exactly what I have written in my notes. 11 DIRECTOR CORINA CHAVEZ: Right. So where 12 is it talking about online education? 13 DR. HILARY NOSKIN: And it goes later. 14 And it's -- the second part of that is -- what's the 15 second part of that footnote? I don't have that. 16 THE CHAIR: I'm just going to -- I'm going 17 to read it really quickly for everyone. 18 It says, "And pursuant to, quote, 'the 19 legislative requirement' is that public education 20 must be available to all students in New Mexico and 21 for the New Mexico Public Education Department to 22 utilize innovative and creative opportunities 23 available through technology to further that end." 24 DR. HILARY NOSKIN: And then if you want 25 to find it, there's more parts of the footnote that</p>	<p style="text-align: right;">53</p> <p>1 just need to kind of move on from that for now. 2 DR. HILARY NOSKIN: And I can provide 3 further, but it's not at the top of my head. 4 COMMISSIONER GIPSON: Because I'm not 5 familiar with that at all. 6 DR. HILARY NOSKIN: If you look at those 7 statutes, I can also provide you with the Memorandum 8 of Understanding. 9 VICE CHAIR BURT: I'm sorry. I can't hear 10 the speaker online. 11 DR. HILARY NOSKIN: Sorry about that. I 12 can also provide -- if you want, after, I can 13 provide anything that I have there, because it was 14 part of the information that was presented to allow 15 the virtual schools in New Mexico. 16 COMMISSIONER GIPSON: I'm very familiar 17 with the Charter School Act. 18 DR. HILARY NOSKIN: But it was also part 19 of virtual schools, when the first virtual school 20 came into New Mexico. It was part of that 21 initiative. 22 COMMISSIONER GIPSON: But that wasn't 23 through legislation; it was through the Commission 24 approving the application. That wasn't legislation 25 or rule.</p>

<p style="text-align: right;">54</p> <p>1 DR. HILARY NOSKIN: It was based on 2 legislation that is footnoted in there. 3 COMMISSIONER GIPSON: Okay. 4 DR. HILARY NOSKIN: Okay? I'm happy to 5 provide that more thoroughly if you need. Just let 6 me know, and I'll be happy to do that, okay? 7 THE CHAIR: I think that would be great. 8 The way I interpret this is that it says that public 9 education, schools that are public schools in 10 New Mexico, should utilize technology. It doesn't 11 necessarily say the use of virtual schools. 12 DR. HILARY NOSKIN: It says technology and 13 every effort. So it's an intent to promote virtual 14 schooling. 15 COMMISSIONER GIPSON: And I think that's 16 an interpretation. 17 Okay. So thank you. 18 So I know you've spent a lot of time 19 talking about the -- the uniqueness of this school 20 in terms of the CTE focus. But we do have two 21 virtual schools right now that have dual credit and 22 have career technical pathways. 23 So I'm just curious as to how you see your 24 CTE program being delivered in terms of do you 25 anticipate any kind of internships for the students?</p>	<p style="text-align: right;">56</p> <p>1 is the primary base there in Mosquero, but they are 2 interested in maybe media design. So we could 3 create a partnership with a media design company or 4 entity, and then that student could do their 5 training online through the virtual environment that 6 way. 7 Also, we do want to establish partnerships 8 with different businesses, where the students who 9 are in the more populated areas can go to a 10 business, can actually do the job shadowing. 11 For example, if a student wants to be a 12 pharmacist there in Fort Sumner, which is also a 13 secluded rural area, there happens to be a drugstore 14 there. So they could actually do a job shadowing or 15 an internship with that pharmacist there. So, both. 16 And I'd like for Kayleigh to speak on -- 17 she has some children who are actually taking 18 virtual, like, CTE courses there in I believe 19 Albuquerque. 20 DR. KAYLEIGH CARBAJAL: Thank you. I 21 have -- I am the learning coach for two of my 22 grandsons. Both of them have engaged in 23 internships, and now one of them is progressing to 24 do dual credit. 25 And I -- the dual credit is at CNM, Monday</p>
<p style="text-align: right;">55</p> <p>1 And how would those be overseen? Because, you know, 2 I -- I note -- and I'm -- I'm a career educator. So 3 I'm very familiar with CTE. And I know CTE has, you 4 know, a myriad of options, you know. 5 And we're trying to move away from, yes, 6 there -- CTE is important in terms of the trades. 7 But it goes above and beyond. 8 And from the Cruces area, we have an 9 incredible demand at the Borderplex for a variety of 10 trained individuals. And it's becoming more and 11 more complex. 12 So I'm just curious as to how you see -- 13 is it just the online platform? Or do you see it 14 going beyond that? 15 MS. FREDA DAUGHERTY: I see it as being 16 both. For example, an internship could be done 17 virtually for a student who lives in Mosquero, who 18 is -- they're 50 miles to the closest business. 19 So it's unrealistic to ask that student to 20 actually drive the 50 miles one way to do an 21 internship with, you know, a business in Logan or 22 Clayton. 23 What we could do, though, is build an 24 internship or a partnership with an entity. Say, 25 the student is not interested in agriculture, which</p>	<p style="text-align: right;">57</p> <p>1 through Thursday. He will be online at CNM, and 2 only one day in the classroom in auto technology. 3 And so we see partnerships with schools so 4 that students can do the dual credit as they do 5 in -- in the virtual schools we have now. 6 But in addition to that, we will create a 7 remote job sharing. We will also create internships 8 with businesses in the immediate area. We will 9 aggressively seek face-to-face job shadowing and 10 internships, as appropriate, for the area. 11 But we -- but we also are going to be 12 looking for more innovative opportunities to do job 13 shadowing and internships for the students. 14 COMMISSIONER GIPSON: Thank you. I don't 15 know if you're familiar with the consortium that's 16 also been created by PED. So not only do we have -- 17 VICE CHAIR BURT: Can't hear you speaking. 18 COMMISSIONER GIPSON: Sorry. Sorry. Not 19 only do we have the two virtual schools currently 20 that aren't at capacity -- so there's probably close 21 to 700 seats that are unfilled through those schools 22 right now -- but PED has also created a consortium 23 which allows schools -- charter schools and students 24 in traditional public schools, to take online 25 classes from other entities.</p>

<p style="text-align: right;">58</p> <p>1 So that there's that opportunity for 2 students -- I think it's at -- up to three classes 3 can be taken per student so that schools can 4 contract with another provider, another school, for 5 courses that they may not have the capacity to 6 offer.</p> <p>7 So that beyond just our two virtual 8 schools, there is -- how many?</p> <p>9 Thanks. There's a lot. There's a lot of 10 schools that have entered into the consortium.</p> <p>11 It is absolutely true that the pandemic 12 showed us the need for virtual learning, taught us 13 the good, the bad, and the ugly about it as well, 14 how it can be done, how it should be done.</p> <p>15 I get concerned to a great extent with a 16 significant amount of asynchronous learning, because 17 I think one of the things that we hear, and through 18 so many studies that have come out, is that 19 employers are also challenged with the fact that 20 their employees don't have the interpersonal skills 21 that are needed.</p> <p>22 They may have the skill set to do the job, 23 but they haven't learned how to be a good human 24 being, you know -- excuse me. And -- sorry. It 25 probably works better -- and Commissioner Manis does</p>	<p style="text-align: right;">60</p> <p>1 ratio as 300 to 1. And if -- coming out of this 2 pandemic, we have absolutely learned the necessity 3 for counseling services. No matter what, whether 4 it's career or whatever, a 300-to-1 ratio is 5 incredibly alarming to me, that that would even be 6 anticipated, because I don't know how, as an 7 individual, you would even try to manage 8 300 students and be able to have, you know, really 9 good touches with them.</p> <p>10 So that's worrisome to me when I see that 11 on a chart.</p> <p>12 DR. KAYLEIGH CARBAJAL: Thank you for that 13 very complex question.</p> <p>14 I think, parsing it out, the first piece I 15 would like to speak to is the difference that VPA 16 will have in working with our CTE students and in 17 creating internships and dual credit opportunities.</p> <p>18 Our model is a comprehensive career 19 readiness model that, from elementary school, 20 prepares the students for just those things that you 21 mentioned, the ability of -- well, the things that 22 we call "soft skills," the ability to communicate, 23 to collaborate, and to work with -- with individuals 24 who are -- who have different cultures and different 25 languages.</p>
<p style="text-align: right;">59</p> <p>1 a lot of online with older folks.</p> <p>2 But that's one of the challenges.</p> <p>3 I acknowledge that there are students that 4 it's an important platform. I don't know -- when 5 you're looking at 2,000 students projected out and 6 the number of students that we already have enrolled 7 in the two schools that we have, plus the 8 consortium, I don't really know if the need is 9 there. I don't. So that's -- that's a little bit 10 concerning to me.</p> <p>11 I wanted to -- I looked at your 12 student-teacher ratio. And it was a little 13 concerning to me that your lower levels -- I'm 14 sorry, my allergies have kicked in -- was 35 to 1. 15 And I don't believe virtual schools have a waiver 16 from the requirement that PED sets for 17 student-teacher ratio.</p> <p>18 So that even, you know, in a -- in a 19 synchronous setting, to have 35 students sitting 20 there that you're trying to manage, especially when 21 they're tiny tykes, that's a challenge. And I don't 22 know if -- if that's actually even permissible.</p> <p>23 So that worried me.</p> <p>24 And then on your staffing chart, it listed 25 "Counselor," and it listed the counselor-to-student</p>	<p style="text-align: right;">61</p> <p>1 All of this is built into our model that 2 begins in elementary school, prepares the students 3 for those soft skills that they will particularly 4 need once they enter the workforce.</p> <p>5 We will -- we will, of course, implement 6 the -- the full comprehensive model in the school. 7 But we will have many opportunities to create those 8 partnerships, to tap into the PED's -- the PED's new 9 consortium, and to create opportunities specific to 10 the student's individual plan.</p> <p>11 So preparing a student for -- to be a 12 pharmacy tech, we will prepare them, from elementary 13 school, the skills that they will particularly need. 14 It is that focused preparation that I think sets the 15 schools apart.</p> <p>16 Would you like to speak to the staffing? 17 MS. FREDA DAUGHERTY: Yes. Very valid 18 points that you brought up.</p> <p>19 I'm really familiar with the supplemental 20 program that the State has offered. They -- 21 however -- and they can take up to three courses, 22 and then they pay for the courses through other 23 schools. The classes that are actually available 24 are more limited. They're more of your core-based 25 courses instead of things like web design, some of</p>

62

1 your business law, things like that.
 2 And the reason for that is in your
 3 brick-and-mortar schools, which -- and I am also
 4 aware that one of the existing online schools is on
 5 the list for the supplemental program.
 6 But one of the reasons that they can't
 7 offer a wide variety is because of staffing within
 8 their own school.
 9 So in order to have all of this -- these
 10 elective courses, you would need to have major
 11 staffing, because you have to be in compliance with
 12 where a teacher is certified and then making sure
 13 that a correctly certified teacher is teaching those
 14 courses.
 15 So when you were talking about 2,000, our
 16 proposal is to start with 250 students in the
 17 beginning year and then add students as we add grade
 18 levels.
 19 The 35-to-1, that is an oversight on our
 20 part that we let go through. We will abide by the
 21 State statute of 20-to-1 for kindergarten, 22-to-1
 22 for grades 1 through -- I believe it's 5, at the
 23 high school, 160-to-1, unless you're in language
 24 arts, English Language Arts, and then it would be,
 25 of course, the 135-to-1.

63

1 That is -- I will apologize for that, take
 2 full responsibility. That is an oversight.
 3 I do think it's alarming for the 300-to-1,
 4 and you had a very valid comment on the counselor.
 5 That needs to be redone on the staffing.
 6 I -- your concern about the asynchronous
 7 learning, the ecosystem that we're looking at
 8 actually has realtime tracking of student
 9 attendance. And it's really dynamic in the fact
 10 that you can tell when a student is actually on and
 11 engaged in a live lesson or engaged in their
 12 learning that they're doing.
 13 And then it has an additional feature for
 14 verifiable activities that the teachers would
 15 actually verify. And the job shadowing, or the
 16 intern, the person that they're doing the internship
 17 with could verify.
 18 Like, if Johnny was supposed to go to --
 19 to the pharmacy and job-shadow from 8:00 until 2:00,
 20 then there would be verifiable tracking of that.
 21 So I think that there's -- there's really
 22 a -- the realtime attendance tracking is one of the
 23 dynamic features of the ecosystem that we're
 24 proposing.
 25 So thank you for your concerns, though,

64

1 and I hope we've addressed it.
 2 COMMISSIONER GIPSON: Thanks. I have just
 3 two more quick things.
 4 I appreciate the fact that you want to use
 5 Canvas. But Canvas is something that PED offers for
 6 free. So we have quite a few schools that do use
 7 it, I think, a lot.
 8 You mentioned in the application that
 9 you're contracting with ACCEL, A-C-C-E-L. And it
 10 indicated that part of that contract was for
 11 personnel.
 12 So I'm just interested in how you -- what
 13 kind of personnel type of services is ACCEL going to
 14 be providing for you.
 15 MS. FREDA DAUGHERTY: Okay. We're going
 16 to follow the procurement laws of New Mexico. ACCEL
 17 is a provider of a learning management system and an
 18 ecosystem.
 19 So what we're going to do is put it out to
 20 bid on an RFP. And then -- but what we have found
 21 is that ACCEL does have a lot of the features that
 22 we're looking for. We want to have the one sign-in.
 23 We don't want to have them going to multiple places.
 24 We want their learning to be seamless, so when you
 25 open the door to a classroom, you have a one sign-in

65

1 that you're actually going to, and you're accessing
 2 your grade book there, your curriculum there, your
 3 feedback back from the teachers there, et cetera.
 4 The services that we're looking for is
 5 we're looking for an ecosystem or a learning
 6 management -- well, let me go back -- a learning
 7 management system that would provide a smooth
 8 transition from high school to universities. And
 9 that's one of the reasons that we were looking at
 10 Canvas.
 11 And I am aware that PED does offer the
 12 Canvas. But we wanted to have an LMS that the
 13 curriculum is embedded, and it's actually the
 14 state-of-art curriculum that is the best that you
 15 can get nationwide. That's what we're looking for.
 16 Because curriculum does change. In your
 17 brick-and-mortar schools, you have textbook adoption
 18 years. So every seven years, you get a new
 19 textbook.
 20 But we want the state of the art that can
 21 be -- that will also be correlated to the New Mexico
 22 Common Core State standards, so that they're fully
 23 aligned. And so the services we're looking for is
 24 an LMS and an SIS in one embedded package, the
 25 student information system and the learning

<p style="text-align: right;">66</p> <p>1 management system.</p> <p>2 We are not looking -- like, for ancillary</p> <p>3 services, we will go -- for special ed, we will go</p> <p>4 and put that out to bid for New Mexico people to --</p> <p>5 to bid on that.</p> <p>6 The school will definitely be operated by</p> <p>7 our board once we get the board totally in</p> <p>8 compliance. Once the school is approved, it will be</p> <p>9 operated by the board.</p> <p>10 We will follow the traditional model of</p> <p>11 the board will then hire a school leader. The</p> <p>12 school leader will then hire the employees below</p> <p>13 them.</p> <p>14 So ACCEL is one entity. And they're not</p> <p>15 guaranteed. They're not guaranteed to have this</p> <p>16 particular school. It's going to go out to RFP and</p> <p>17 a bid.</p> <p>18 Gowan may be able to speak a little bit on</p> <p>19 the procurement codes and --</p> <p>20 COMMISSIONER GIPSON: I understand -- I</p> <p>21 don't need a -- I understand the procurement code,</p> <p>22 unfortunately.</p> <p>23 But you still haven't answered my</p> <p>24 question. Because you specifically put in the</p> <p>25 application that the contract with ACCEL in there</p>	<p style="text-align: right;">68</p> <p>1 want us -- "Oh, this is something they can provide."</p> <p>2 But if you put it in that application, you're</p> <p>3 telling me you're looking for someone to do that.</p> <p>4 MS. FREDA DAUGHERTY: It would have been</p> <p>5 much better, granted, if we would have put in there,</p> <p>6 "Here's the laundry list of everything that these</p> <p>7 different vendors could provide, and here is a</p> <p>8 checklist of what we plan to use."</p> <p>9 I see what you're saying. I definitely</p> <p>10 see that.</p> <p>11 COMMISSIONER GIPSON: Because you're</p> <p>12 asking me -- because if this goes forward and you've</p> <p>13 got it, now you've got the -- you know, the</p> <p>14 potential for personnel services that perhaps we</p> <p>15 would not have authorized for. But it was in the</p> <p>16 application.</p> <p>17 MS. FREDA DAUGHERTY: Right. I totally</p> <p>18 understand.</p> <p>19 COMMISSIONER GIPSON: It's like you're</p> <p>20 asking me then to vote on something that is possible</p> <p>21 or maybe not possible, you know. So that's why --</p> <p>22 you know, this is the specifics for your school</p> <p>23 and -- because I saw the -- also, I saw the -- the</p> <p>24 professional development example. And it looked a</p> <p>25 little canned, because it was, like, "Insert your</p>
<p style="text-align: right;">67</p> <p>1 was personnel services. And that's my question.</p> <p>2 DR. KAYLEIGH CARBAJAL: Thank you for the</p> <p>3 question. We included that -- the contract to show</p> <p>4 that the system that we have designed, purposefully,</p> <p>5 that it is possible, that there is a contract</p> <p>6 service provider that can provide all of the</p> <p>7 increments and the criteria necessary to implement</p> <p>8 the system that we have designed.</p> <p>9 They do offer many services that we</p> <p>10 certainly would not take advantage of. That was</p> <p>11 simply -- it was a demonstration of the fact that</p> <p>12 there is a service provider, so that we could show,</p> <p>13 after the implementation year, that there is at</p> <p>14 least one service provider that can implement all of</p> <p>15 our criteria.</p> <p>16 COMMISSIONER GIPSON: But this is an</p> <p>17 application to tell us what you're going to be</p> <p>18 asking for. So when you put in the application,</p> <p>19 "We're going to contract with ACCEL for personnel</p> <p>20 services," that's what I -- that's what I read, not</p> <p>21 a laundry list of, "These are all the things that</p> <p>22 they possibly could do."</p> <p>23 This is your application to tell us what</p> <p>24 we are looking for in this contract.</p> <p>25 So that's why I need -- you know, I don't</p>	<p style="text-align: right;">69</p> <p>1 certificate -- your state requires this. Insert if</p> <p>2 your state doesn't require that."</p> <p>3 To me, I would have preferred what your</p> <p>4 intention was, not what some company creates, and</p> <p>5 then you're going to perhaps modify it or not.</p> <p>6 So that that's -- I'm looking for the</p> <p>7 specifics of what you're going to do. I get more</p> <p>8 concerned if there's a canned platform that's being</p> <p>9 provided. That really does concern me.</p> <p>10 Okay. I think I'm -- as Commissioner</p> <p>11 Carrillo, I'm done for now.</p> <p>12 THE CHAIR: Thank you, Commissioner</p> <p>13 Gipson.</p> <p>14 Commissioner Carrillo.</p> <p>15 COMMISSIONER CARRILLO: A couple now, and</p> <p>16 I know I'll have more follow-up.</p> <p>17 So I'm curious -- thank you all also for</p> <p>18 all the work you do on behalf of our kids and that</p> <p>19 you've done for decades, because public ed, to me,</p> <p>20 is singly the most important thing there is.</p> <p>21 Question: Gowan, what's your role?</p> <p>22 MR. GOWAN HAYS: So my role is -- I</p> <p>23 have -- for the past eight years, I've been a</p> <p>24 business manager for a school district. And so I'm</p> <p>25 the financial -- financial guy, I guess.</p>

70

1 THE CHAIR: Okay.

2 MR. GOWAN HAYS: Also I'm a parent. I

3 have a student that's going to be a kindergartener

4 coming up. I'm looking at what's going to be the

5 best option for him. So dual role as both parent

6 and as someone that has worked in -- for eight years

7 in -- with a school district, and now I'm working

8 with multiple school districts, multiple charters

9 throughout the state of New Mexico.

10 COMMISSIONER CARRILLO: Where do you live?

11 MR. GOWAN HAYS: I live in Portales.

12 COMMISSIONER CARRILLO: Just curious. Are

13 you planning on being the business manager?

14 MR. GOWAN HAYS: I am not. Currently, I

15 work for a company called K12 Accounting. They have

16 contracts throughout the state. Right now I have

17 a -- I actually oversee all the business managers

18 within our organization. And I'm not sure if that's

19 going to be the task for me.

20 COMMISSIONER CARRILLO: You're at the big

21 table. I wanted to know who you are and why you are

22 there.

23 I guess I need clarity.

24 So -- so is it okay if I call you by your

25 first name?

71

1 So, Freda, what is -- founding member.

2 You're probably going to be the head administrator.

3 What does the future look like for you in the

4 school?

5 MS. FREDA DAUGHERTY: At the current time,

6 I'm a founding member.

7 COMMISSIONER CARRILLO: Founding member.

8 Great.

9 Same with you, Kayleigh -- Doctor -- you

10 go through all the challenges to get that Doctor.

11 DR. KAYLEIGH CARBAJAL: Kayleigh is fine.

12 COMMISSIONER CARRILLO: Kayleigh is fine?

13 Terrific.

14 Okay. We'll start with geography.

15 209 people expressed interest. I saw the clusters.

16 Most of it seemed to be in the Albuquerque area. Is

17 that correct?

18 DR. KAYLEIGH CARBAJAL: Yes, that would be

19 correct. Although it's -- I'm sorry. Although it

20 is --

21 COMMISSIONER CARRILLO: Throughout the

22 state. I saw all the different counties that had

23 dots. But I saw particular clusters, as is the case

24 with the other two, you know, in the Albuquerque

25 metropolitan, Bernalillo County and such.

72

1 DR. KAYLEIGH CARBAJAL: Uh-huh. Yes.

2 The -- the responses were from all over the state,

3 and in 29 counties, yes. But they do

4 demographically -- it did demographically represent

5 the same as our student body, the households.

6 COMMISSIONER CARRILLO: Okay. What's

7 interesting on that, because you mentioned it, I

8 thought you mentioned, like, 17 percent ELA.

9 DR. KAYLEIGH CARBAJAL: 73 percent.

10 COMMISSIONER CARRILLO: Oh, 73. I

11 misunderstood what you said. I wrote the wrong

12 number down. Because I was going to say, What?

13 It's a variety of subjects scattered all

14 about.

15 And one of the things that came up

16 recently in a PEC meeting and a hearing is sometimes

17 when there's not a -- the director of the school or

18 the headmaster or -- every school calls them

19 different things -- who is involved at this level,

20 we have found that there's really -- I mean,

21 obviously, y'all at this table have ownership of

22 this.

23 But then finding somebody else to have

24 that level of ownership who -- and dedication that's

25 going to be well beyond five, seven years -- we

73

1 haven't found that to be the case when schools are

2 started when we're at this level right here, this

3 stage right here, and there's no one talking to us

4 saying, "I'm the person that's going to make this

5 happen. This is our vision collectively. I'm the

6 person that knows what we need to hire, how we're

7 going to interview." That's a concern for me.

8 I know there are probably people you have

9 in mind as possible director. Could you speak to

10 that concern? Because what we see is massive

11 turnover of administrators when a school start-up

12 doesn't have that visionary in the beginning.

13 That -- yeah.

14 DR. KAYLEIGH CARBAJAL: Thank you for that

15 question.

16 In thinking about the implementation

17 checklist for the implementation year, the first --

18 once we are approved, the founding team members

19 believe that we will transition into a formal

20 governing board. At that time, we will have a

21 multitude of tasks to accomplish very quickly so

22 that we can meet that November 15th reporting date.

23 We intend to hire a school leader prior to

24 the time that we would be submitting that report.

25 And at the same time, complete this

<p style="text-align: right;">74</p> <p>1 aggressive checklist and make sure that our 2 documents are in order, we would have a business 3 manager. We would have our bank account, and we 4 would be ready to hit the ground running. So did I 5 answer your question? 6 COMMISSIONER CARRILLO: More or less. The 7 concern is still there. But you did address my 8 question, and I appreciate that, because the thing 9 that we've seen as well is founding boards are so 10 often not the board that's there even in two years. 11 Things have turned. 12 It's just these people that have been -- 13 and that's not to say they're not committed. Some 14 of them are very committed, and some of them have 15 been roped in to be a board, to show us a board 16 that's diverse for the community and everything 17 else, and they have every intention of not even 18 sometimes finding their successor. But they're 19 there to help you get off the ground and out the 20 door. So I want you to know that's just a concern I 21 have. 22 The -- and this -- and, again, this is all 23 over the place. I really appreciated that 24 Commissioner Gipson brought up the ratio of 25 counselors, because especially when people -- and</p>	<p style="text-align: right;">76</p> <p>1 DR. KAYLEIGH CARBAJAL: Thank you for that 2 question. 3 We have built into the model -- and I 4 recognize that we -- that none of us spoke to the 5 strength of our student success team that we will -- 6 we will put together once the school is approved. 7 We also will have a special program coordinator, and 8 we will have success coaches. 9 So taken together, this is going to 10 provide comprehensive support for our students that 11 will include all of those concerns that you have 12 mentioned. 13 It is our intent that the student success 14 team will reach out to the students prior even to 15 the first day of class, make those connections with 16 the parents and the families. And I think that that 17 is a unique -- no, I know that that is a unique 18 feature to VPA's model. 19 Did I answer your question? 20 COMMISSIONER CARRILLO: Yeah. There's 21 lingering concerns that I have. And, you know, full 22 disclosure, I have challenges with 100 percent 23 online schools in general. And it's no secret, 24 anybody that's paid attention to any PEC meeting. 25 And when I look at the -- not just the</p>
<p style="text-align: right;">75</p> <p>1 you've mentioned this, that sometimes people that 2 thrive in -- there was a gentleman in the back that 3 even spoke -- in online learning environments 4 sometimes have special needs relying on 5 counseling -- and not just counseling on, "Okay, 6 these are the schools available to you and the 7 credits that you need." You know, every kid can get 8 that sometimes. 9 It's the counseling, and we need more of 10 it now than ever in schools in general, MSWs there 11 to really support kids with emotional needs. So I 12 appreciated that Ms. Gipson brought that up, that it 13 was 300-to-1 initially. 14 And I know the organization that oversees 15 school counselors, their suggestion is 250-to-1 at 16 the high school level. 17 I know when I was in Santa Fe Public 18 Schools, that was something that was a big challenge 19 for us. 20 I know you'll have people come on board. 21 But, I mean, how do you develop those connections? 22 The idea of a counselor is like -- as much as some 23 therapy is better than no therapy, I think 24 person-to-person therapy is better than online 25 therapy.</p>	<p style="text-align: right;">77</p> <p>1 State virtual charters that we have, but others, 2 their success rate academically, and then just -- 3 the whole -- the social skills thing -- there's a 4 good friend who graduated from St. Johns. And now 5 he's going into a completely different field. 6 But he said the one thing about St. Johns 7 more than anything, besides them being the most 8 well-read group of people on the planet, he says 9 those soft skills. If you don't like speaking to 10 people or speaking in front of groups or 11 interpersonal relationships in that way or leading 12 groups in discussions or any of these things, you 13 should not go to that school, because you are going 14 to leave mastering your oral skills, your eloquence, 15 your ability to argue points, your ability to get 16 groups together and lead discussions, things like 17 that. 18 And that's one of the biggest concerns 19 with online education, that that lacks. 20 And at SFPS, we've developed something 21 that I'm sorry to say that they haven't held on to 22 as a goal. It's the attributes of a graduate. And 23 these are things that -- oral skills, being able to 24 speak in front of a group. 25 You don't start that when someone's a</p>

<p style="text-align: right;">78</p> <p>1 junior in high school, for God's sake. You start 2 that when they're doing show-and-tell in first grade 3 and help them build confidence in talking to their 4 peers. 5 These are not online things. These are 6 things -- I look you in the eye. I can see whether 7 or not you're fidgeting, I can see whether or not 8 you're still in your PJs from the waist down or 9 whatever it might be. The level that someone's 10 present, for me, that's a very important factor of 11 education. 12 The -- hold on. Here we go. Soft skills. 13 And I always end up having -- I always 14 refer to it as my Columbo moment, when we're just 15 getting ready to wrap up. 16 I have a question. Many of you are too 17 young to remember Columbo with Peter Falk. He wraps 18 everything up with, "Oh, one more thing." 19 And then the whole thing -- you know. 20 You've got to look Peter Falk up in the series; it 21 really is classic. I always end up having a Columbo 22 moment. 23 So when we -- I imagine it's the people 24 that are here and some of the other people that may 25 be on the board that are going to be interviewing</p>	<p style="text-align: right;">80</p> <p>1 And we have a board that has passion for 2 what we do. And we will be out speaking and 3 advertising our -- our school at every opportunity. 4 COMMISSIONER CARRILLO: And then to 5 what -- oh, I'm sorry. You wanted to expand on 6 that. 7 MR. GOWAN HAYS: I just was going to say, 8 as someone who has worked in a school district for 9 the past eight years, I've seen enrollment decreases 10 every year, a lot of students that are being 11 homeschooled now that are -- that I think if the 12 school offers what VPA does, I believe they will 13 shift from being homeschooled to our program as 14 well. 15 I mean, there are students that are going 16 that went to Texas that live in this area because of 17 the pandemic that might still come back to this 18 school as well. 19 And that's across the state. I think 20 enrollment has decreased across the state. 21 I know in Portales, I think they've lost 22 30 students. The school I came from, we lost 23 50 students in the past five years. When a school 24 only had 250 kids, and now it has 200 kids, a lot of 25 students across New Mexico are gone. They're not</p>
<p style="text-align: right;">79</p> <p>1 your head learner. And because that person is not 2 here -- and, I mean, I can't ask them behavioral 3 questions, like, you know, "Tell me about a time 4 when you had a teacher revolt on you" -- you know, 5 wherever -- "How did you quell unrest in your 6 school?" Because I want to hear how they're going 7 to handle situations. 8 Because even if it's online, you're going 9 to have those situations where these personalities 10 conflict. 11 And the -- what makes you think you're 12 going to get enough kids? What makes you think 13 you're going to get enough kids? Based on what? 14 DR. KAYLEIGH CARBAJAL: We are confident 15 that we will garner enrollment and it will grow over 16 time. 17 We base this on the outreach that we did, 18 the surveys that we did. We also base it on the 19 fact of the CTE focus, which will -- career 20 readiness focus, which will draw students. 21 We have a very strong marketing plan put 22 together that includes digital marketing, as well as 23 the radio, television. It's a multifaceted plan. 24 I know personally of three students who 25 would enroll tomorrow.</p>	<p style="text-align: right;">81</p> <p>1 enrolled in any education. So that's just my 2 comment there. 3 COMMISSIONER CARRILLO: No. I understand. 4 Thank you. 5 The -- what about teacher recruitment? 6 What -- and that's when sometimes -- if I was in 7 your role, I would want somebody who had a great 8 deal of classroom instruction experience before they 9 did this, rather than the other way around, because 10 they would likely have the classroom management 11 skills, or, in this case, the ability to manage -- 12 I'll call it their caseload, their number of kids in 13 any given grade. 14 So you hire your director. Your director 15 hires staff. Have you thought about what 16 qualifications you're looking for in bringing staff 17 on board? And do you have feedback about 18 recruitment efforts in that area? 19 And then I would imagine the second part 20 is -- I'm sure the answer is "yes" -- you're going 21 to pay people commensurate with what people are 22 making throughout New Mexico. 23 MS. FRED A DAUGHERTY: Right. First, the 24 teachers will be New Mexico residents. They will be 25 certified as New Mexico teachers, live in the state,</p>

<p style="text-align: right;">82</p> <p>1 work in the state.</p> <p>2 We will put out recruitment nationwide,</p> <p>3 but we'll also use NMREAP, because we know NMREAP</p> <p>4 draws a lot of the Native New Mexicans to the</p> <p>5 school.</p> <p>6 I think after you advertise, you have them</p> <p>7 do a project, or you do something where the teachers</p> <p>8 will have to -- where you can identify will they</p> <p>9 share the mission of the school, will they truly</p> <p>10 believe that every student deserves a quality</p> <p>11 education, what are their thoughts about career</p> <p>12 readiness, what are their thoughts about CTE, the</p> <p>13 shared culture. You have to hire people who have a</p> <p>14 shared culture of positivity.</p> <p>15 And I don't think we'll have any problems</p> <p>16 at all recruiting teachers. And the key will be</p> <p>17 getting them to retain -- you know, the retention of</p> <p>18 the teachers.</p> <p>19 And what I have found in my experience in</p> <p>20 education, people don't usually leave a profession</p> <p>21 for the money. They leave the profession because</p> <p>22 they're not being treated well.</p> <p>23 And so one of the key components of that</p> <p>24 is the robust professional development. When a</p> <p>25 teacher is not being supported, then they get really</p>	<p style="text-align: right;">84</p> <p>1 prevention, some of those.</p> <p>2 And then other professional development</p> <p>3 opportunities may be as simple as do they know how</p> <p>4 to go into the grade book and actually drill it down</p> <p>5 to where they can see specifically what standard is</p> <p>6 missing. Do they know how to use i-Ready. Do they</p> <p>7 know how to bring in resources such as Nearpod or</p> <p>8 Kahoot! or some of those into their classroom.</p> <p>9 So it may be individualized professional</p> <p>10 development according to teacher need, because one</p> <p>11 teacher may be a master at using the grade book and</p> <p>12 drilling it down to a specific standard that's</p> <p>13 missing, and another teacher may -- may not know</p> <p>14 even, you know, that it's available or where to go.</p> <p>15 So I think it's recognizing individual</p> <p>16 teacher weaknesses and then giving them targeted</p> <p>17 professional development to increase their skills.</p> <p>18 COMMISSIONER CARRILLO: Yes, Ms. --</p> <p>19 DR. KAYLEIGH CARBAJAL: Thank you. In</p> <p>20 addition, of course, we will be doing comprehensive</p> <p>21 CLR strategy training. We will be doing training on</p> <p>22 Universal Design for Learning, so that our teachers</p> <p>23 will understand that they have the tools and the</p> <p>24 resources necessary to offer content in multiple</p> <p>25 expressions, to have multiple opportunities for the</p>
<p style="text-align: right;">83</p> <p>1 frustrated, then they go to other people and cause</p> <p>2 chaos.</p> <p>3 And so I think recruiting, having --</p> <p>4 hiring people who share the same mission as VPA, and</p> <p>5 who also have online experience will prove to be</p> <p>6 very valuable. And then treating them well, giving</p> <p>7 them the development that they need to be the best</p> <p>8 teachers they can be.</p> <p>9 COMMISSIONER GIPSON: So thank you for</p> <p>10 using the "D" word, the professional development. I</p> <p>11 know some of these things may be in the application,</p> <p>12 and I always appreciate that. But all of the people</p> <p>13 who might be tuning in -- they're also not going to</p> <p>14 go through a 300-page application, even if they do</p> <p>15 the thing online. And I like to have things as part</p> <p>16 of a record.</p> <p>17 So what plans are there, currently -- and</p> <p>18 I imagine the director is going to have a lot to do</p> <p>19 with how that flushes out. But what plans are there</p> <p>20 currently for professional development?</p> <p>21 MS. FREDA DAUGHERTY: First, we will</p> <p>22 abide -- or the school will have to abide by what</p> <p>23 the professional development mandated by the State</p> <p>24 is: your traditional blood-borne pathogens,</p> <p>25 harassment in the workplace, child welfare, suicide</p>	<p style="text-align: right;">85</p> <p>1 students to engage with the content and with other</p> <p>2 students. And then also students will have the</p> <p>3 opportunity, multiple opportunities, to demonstrate</p> <p>4 their mastery of a subject.</p> <p>5 And if I may insert one personal anecdote?</p> <p>6 One of my grandsons is a potter. And he</p> <p>7 was working in geometry this last semester and</p> <p>8 needed to produce a project for -- showing skill in</p> <p>9 creating geometric figures for wrapping paper. My</p> <p>10 16-year-old grandson is not interested in wrapping</p> <p>11 paper.</p> <p>12 And so how wonderful it would have been</p> <p>13 for him to throw a pot and demonstrate different</p> <p>14 geometric figures on a pot and then send the picture</p> <p>15 or a video to the instructor to show mastery in</p> <p>16 being able to create those geometric figures. So --</p> <p>17 COMMISSIONER CARRILLO: Thank you. I</p> <p>18 guess kind of the final thing is it's the</p> <p>19 questions -- well, what's interesting is because</p> <p>20 Ms. Gipson brought this up. So when it's time --</p> <p>21 when people apply to be -- for a charter, it's</p> <p>22 extremely difficult to close a charter once it's</p> <p>23 open, for us to either non-renew or revoke.</p> <p>24 And, I mean, all you have to do is look at</p> <p>25 the website for the PED and all the charters around</p>

<p style="text-align: right;">86</p> <p>1 the state and look all in state, and you can see 2 where outcomes are not great and growth is not 3 great. 4 And I'm at the point where I say 5 "pandemic-schmandemic." There's a point where you 6 can't use that anymore. Or prior to. You can't use 7 that as lack of growth. No excuses anymore, okay? 8 But, man, once they're open, it seems like 9 there's always district court in our future and -- 10 when we try to take decisive action. 11 So you can see why we take this so 12 seriously, and I think this current Commission right 13 now, maybe more so than that the past. That's my 14 impression. 15 And these are taxpayer dollars, and these 16 are -- when I say "our kids," all of these kids are 17 New Mexico kids, whether they're with a district or 18 otherwise. And so we -- I, personally, would love 19 to have districts held as high to account as we do 20 our charters. And I think sometimes PED lets them 21 slide, for whatever reasons. 22 So that's why some of the questions are 23 the way they are. I wish there was already a 24 director here so I could say, "Tell me a time, when 25 you've got a problem kid or whatever it might be,</p>	<p style="text-align: right;">88</p> <p>1 education. 2 And, honestly, in an online world, I mean, 3 many people, including myself, work online. I don't 4 go to meet people in person. The people I work with 5 are very far away from me. And so I do all of my 6 work online. 7 So the -- and I think that that's more and 8 more prevalent in our society and in our global 9 economy today than has ever been present before. 10 So having students be able to function on 11 online is a massively important skill set. And even 12 so, I will say this. I work with many, many folks 13 who do not have great soft skills and interpersonal 14 skills who work online, which is why my company 15 hired me. 16 So I -- we have lots of programmers who 17 don't really do a great job working with another -- 18 just an average person. They do really well working 19 with other engineers and programmers and talking 20 their computer talk. But talking to the average 21 person, not so great. 22 So, I mean, it's -- they have very 23 successful careers and very great lifestyles, not 24 needing to necessarily have, you know, that -- I 25 don't know -- eye contact in the way that, you know,</p>
<p style="text-align: right;">87</p> <p>1 the behavioral stuff." 2 But, you know, for us, it's trusting that 3 the people that are at this table here and others 4 are going to hire for the person that meets your 5 vision of where you want to be. 6 Because for us -- for me, that's a huge 7 leap of faith, because we see the turnover. 8 So that's all for now. Thank you. 9 THE CHAIR: Thank you, Commissioner. I 10 believe Vice Chair Burt, did you have your hand 11 raised? 12 VICE CHAIR BURT: Yes. Thank you. So in 13 the same vein, everyone already knows Commissioner 14 Carrillo (inaudible) virtual schools. Everyone 15 knows I don't. It would completely invalidate my 16 educational experience and, honestly, my work. 17 I work from home. I actually work 18 internationally and predominantly am online all day 19 long. I got my MBA online from New Mexico Highlands 20 University. I felt like I got an excellent 21 education, and it allowed me the opportunity to do 22 that while working and being a full-time employee 23 and a mom, and I was able to get my master's at the 24 same time. 25 So I see massive value in online</p>	<p style="text-align: right;">89</p> <p>1 some people traditionally perceive the way that work 2 has to happen nowadays. 3 So all that being said, I'm actually very 4 supportive of more options for students. And I've 5 also been really supportive of schools opening in 6 what I call "charter deserts" in New Mexico, you 7 know. Like, we have a lot of areas in New Mexico 8 who don't have any charter schools at all or also 9 just don't have the population to sustain a charter 10 school. 11 You know, the communities are so small, 12 there's no way to open a charter school. 13 Mosquero, New Mexico, which I will say 14 they have an amazing CTE program in Mosquero. But 15 you can't open a charter school in Mosquero. 16 There's no way. There's only 100 students there 17 right now. There's no way it would support another 18 option outside of a virtual statewide option. It's 19 virtually the only way that students in that 20 community will get access to any other option other 21 than the traditional school that they go to. 22 All that being said, I have a lot of 23 questions about the CTE part, because I know that 24 that's what's different and unique about this 25 school, and it's one of the things that I'm</p>

<p style="text-align: right;">90</p> <p>1 definitely most interested how it works, because, 2 you know, when I think of CTE, I oftentimes -- like, 3 I'll think of Hobbs, who opened a massive CTE 4 building where students have access to go in and get 5 the skills they need to, you know, do an 6 apprenticeship while they're in high school and go 7 straight into a career outside of high school. 8 So that's what I think of when I think of 9 CTE. I think of a wood shop. I think of an auto 10 mechanic shop that students can go to and touch and 11 feel things and get their -- you know, start the 12 process of getting -- certifying, starting 13 apprenticeships. 14 So what does that look like for this 15 school? If I -- you know, I hear this as a CTE 16 school. I'm a mom, you know, and my student is 17 like, "You know what? I'm not -- I don't think I 18 want to" -- or maybe they don't know. They don't 19 know if they want to go to college, but maybe they 20 show an interest in electrician or plumbing or 21 becoming a mechanic. And, "I want to, you know, go 22 to, you know, a technical college after high 23 school." 24 If I'm a parent, or if I'm a student, and 25 I want to -- you know, CTE is something I do. I</p>	<p style="text-align: right;">92</p> <p>1 then you're going to try to be paired with somebody 2 to actually get the hands-on experience. Does that 3 make sense sort of? 4 VICE CHAIR BURT: Yeah, it does. So what 5 is the role of the school? Like, how does that work 6 from the school facilitating that? 7 MS. FREDA DAUGHERTY: Okay. It's building 8 the partnerships with people. Like, for example, in 9 the last month, I've talked to several people, one 10 being a real estate agent, and she has her own 11 company. 12 And she said, "Man, this would be 13 ideal" -- she's local in the area -- "ideal for me, 14 because I could teach them virtually everything they 15 need to know about becoming a real estate agent, 16 also about opening their own business, all the 17 behind the scenes experience that they need. And 18 then if students in the area could come work with me 19 and actually show a house or show something, it 20 would solidify what they've learned." 21 So we're proposing that we'll teach a lot 22 of the actual skills online and then set up 23 partnerships and internships across the state to 24 actually, at some point in their career, give them 25 that actual hands-on, where they can actually do</p>
<p style="text-align: right;">91</p> <p>1 already see it as something that -- as something I 2 wanted to do. And maybe my traditional high school 3 doesn't provide it in a way that works for me, or 4 I'm just not doing successful -- maybe I have a -- I 5 work with my family, and I don't have the -- I need 6 more flexibility in my scheduling. Whatever reason; 7 right? 8 But I want to do the CTE thing. How does 9 that work for -- so I'm interested in, like, your 10 high school program, what that would look like, but 11 also how is it integrated into elementary and then 12 middle school, since you're doing K through 12? 13 So each of them separately, how is CTE 14 actually going to work in your school? 15 MS. FREDA DAUGHERTY: Thank you for the 16 question. 17 First off, when you're in a virtual 18 environment, things like furniture building or 19 welding, things like that, they do need to be done 20 hands-on, like what Hobbs -- what you're talking 21 about with Hobbs. 22 However, you can learn -- like, say, for 23 example, in a -- you want to become an electrician, 24 you can learn all the different components, the 25 skills that are needed to be an electrician. And</p>	<p style="text-align: right;">93</p> <p>1 that. 2 So it'll be a combination of both. And 3 then building the internships and the partnerships 4 across the state, getting to know people and saying, 5 "Hey, would you like somebody to come in here? And 6 we have a person who's interested in job shadowing a 7 plumber." 8 So they'll learn everything about, like, 9 PVC pipe, what's needed to solder, things like that, 10 the actual skill. And then they can go and 11 job-shadow a plumber in real time. 12 So I hope I had answered your question. 13 VICE CHAIR BURT: That helps. I guess is 14 that the -- like, the student success team that does 15 that work with the student? Like, if the student 16 is, like, "I'm interested in this," like, how -- 17 again, I'm, like, maybe -- and this is -- you know, 18 one thing I will say, your application was very -- I 19 really enjoyed reading through your application. 20 There's a lot of the information in it. 21 I definitely don't expect perfection, 22 because that's a lot of what Missy does in the 23 implementation year is get you to as close to 24 perfection as possible. 25 But, yeah, I guess I feel like I'm still</p>

<p style="text-align: right;">94</p> <p>1 missing like this piece of, like, how does it 2 actually happen? How do you go from, like, a 3 student expressing interest and -- it looks like the 4 online platforms that you're considering and 5 you're -- you've done the research on, like, what -- 6 the platforms, it looks like they'll provide -- 7 like, there was one that was specific to CTE courses 8 and would provide, like, some elective classes, I'm 9 assuming, of different varieties for CTE. 10 But I guess I'm just missing, like, the 11 actual -- how does a kid get from -- like, if I'm in 12 ninth grade. I tell you I want to be an 13 electrician. What does that look -- like, what 14 is -- who connects with me, and who is going to get 15 me to that space where, like, when I'm 18, I 16 graduate your high school, like, I -- because I also 17 know I'm glad that you already started -- like, 18 talked with the New Mexico Chamber of Commerce. You 19 know, I used to work with the Albuquerque Chamber of 20 Commerce very closely. And, I mean, it's absolutely 21 true that businesses want high schoolers ready to 22 go. I mean, they want our New Mexico graduates to 23 start in, like, high paying careers immediately out 24 of high school, and they're complaining a lot, those 25 business owners are complaining that they're not --</p>	<p style="text-align: right;">96</p> <p>1 working all the way down from kindergarten to 2 twelfth grade, eventually, when we get eleventh and 3 twelfth, exposing them, like virtual field trips, 4 exposing them to the different career clusters that 5 are available. 6 In your existing online schools and in the 7 brick-and-mortars, they do a next-step plan starting 8 in the eighth grade and finishing in the twelfth 9 grade. 10 Personally, I think that's way too late. 11 I think that you need to start early, in the 12 elementary. Let them know about what's possible out 13 there. 14 You know, we're going to be tasked with 15 teaching students about professions that don't even 16 exist today. So we have to have that exposure. 17 And then when you get into the high 18 school, you can actually -- once they've more 19 solidified what they're wanting to go into, what 20 career, then you can have memorandums of 21 understanding, MOUs, with the different 22 universities, and you can actually map that out with 23 a concentrator course and then the capstone courses 24 so they can actually leave high school with, like, 25 an associate's degree where they're actually doing</p>
<p style="text-align: right;">95</p> <p>1 they're not there to be able to start in a high 2 paying career right away out of high school. 3 So I guess I'm just missing, like, how 4 does it practically look like for me, as a 5 ninth-grader, what would it look like going to your 6 school and getting to a space where I'm ready for a 7 career. Or maybe I decide in twelfth grade, 8 "Actually, I want to go to college. What does that 9 look like for me?" 10 Like, who's talking with me? Who's the 11 one connecting with me online? It's, like, I may 12 never meet my teachers; right? So who am I building 13 a relationship with as a student to get to where I 14 want to go? 15 MS. FREDA DAUGHERTY: Okay. The student 16 support team will be working with the students. 17 We will begin in kindergarten exposing 18 students to different career clusters. 19 So, for example, we may have a tenth-grade 20 student who goes down and does a presentation for a 21 kindergarten class to, say, you know, here -- this 22 is what it looks like if you want to become a farmer 23 or rancher. We're going to expose you to a virtual 24 field trip at the cheese factory here in Portales. 25 So we'll that have student support team</p>	<p style="text-align: right;">97</p> <p>1 some work as an elective credit coming back in at 2 the university. Because at the university they'll 3 have three credit hours, and it equates to one back 4 in your local school. 5 So starting early is key. Exposure to 6 career pathways is key. And then when you get into 7 the high school doing the MOUs colleges so that you 8 are doing the concentrator and the capstone and 9 actually helping the student to promote. I hope 10 I've answered your question. Thank you. 11 VICE CHAIR BURT: Yeah. No. I think 12 that's actually -- I feel good about the connection 13 now. 14 So in elementary school, you're just 15 exposing them to the variety of the jobs, like, 16 you're focusing on clusters, not anything specific. 17 At what point in the -- at what point of 18 time -- is that during the electives time period? 19 Or -- like, at what -- when is that done outside -- 20 I know in your schedule, you have, like, the core 21 classes, where they're live online. And a lot of 22 the electives are asynchronous. Is that during the 23 time? Or is it -- I guess I'm -- how is that 24 integrated into the schedule? 25 MS. FREDA DAUGHERTY: Yes, it would be</p>

98	<p>1 during an elective time. I am a huge proponent of 2 don't take a student out of their reading, writing, 3 and arithmetic. They have to learn those basic 4 skills to be successful in any part of life. 5 So it would be during an elective time. 6 It would be during a time -- you'd have to look at 7 the scheduling, so that you're pulling students from 8 the -- not to say that electives aren't important. 9 But pulling them out at times that won't impact 10 their core academics; so... 11 VICE CHAIR BURT: Well, I also have a 12 question -- so one of the things that -- and once 13 again, I know in the -- I did have some concern in 14 the peer review that maybe the calendar is off from 15 the required number of hours. I'm sure you guys 16 will look at that and adjust and make sure your 17 hours are right. 18 But in that same kind of vein is when I 19 read through, like, how the day goes, I see that 20 there's the time periods in which you have the 21 synchronous, live teaching for the core subjects, 22 especially. That's -- you know, all the time, those 23 are live and synchronous. 24 But when I read it, like, in the -- in the 25 way it was written, it was that live instruction</p>	100	<p>1 group of students in and really drill down. 2 I think that's where a lot of our students 3 in education are being left behind, because just 4 because you're 16 years old does not mean you're 5 ready for Algebra One in ninth grade. If you don't 6 have the skills, the basic math skills, and you put 7 a student into Algebra Two, what do you think is 8 going to happen to them? They're going to fail. 9 And then when a student starts failing, 10 failure breeds failure and success breeds success. 11 So you have to meet a student with where they're at 12 in their ability, and, not only that, then learn 13 what their learning style is. 14 Mr. Carrillo may be an auditory learner. 15 You may be a visual learner. You may be a 16 kinesthetic learner. 17 That's the beauty of online. You can 18 schedule with small group, individual, large group. 19 The live lesson, think of it as it's 20 staying on task with one whole group that you're 21 teaching a concept to. But at any given time, you 22 can have breakout rooms or schedule individualized 23 learning for students who truly are not grasping the 24 concept. 25 VICE CHAIR BURT: Yeah. That's hard to do</p>
99	<p>1 will be offered. So is the live instruction not 2 required for the students? 3 Like, can they -- you know -- if, you 4 know, if they can't come to a session, do they 5 just -- or can they choose whether or not they need 6 to go to the live ones and, like, just do their work 7 offline if that's what they prefer? Or are they 8 required to come to the synchronous portions of the 9 schedule? 10 MS. FREDA DAUGHERTY: They are required to 11 come to the synchronous. But if you have a student 12 who's a gifted student and is excelling beyond where 13 their peers are in the classroom, the material that 14 will be offered in the live lesson, because they go 15 along with a schedule, will not be relevant to them. 16 Also, if you have a student who is 17 severely or significantly behind, you may need to 18 have a different live lesson schedule for them. 19 And what was in the application is merely 20 a sample. So if you have a group of students who 21 are really struggling with an order-of-operations 22 concept in math, you schedule a live lesson -- and 23 that's what the beauty of virtual learning is is 24 that you're not stuck on a bell schedule from 8:00 25 to 9:00, 9:00 to 10:00. You can actually pull that</p>	101	<p>1 in a brick-and-mortar school. I know as a teacher 2 myself, that would have been a very challenging 3 thing to -- actually, impossible thing to do, would 4 be to pull out -- you know, I was a middle school 5 teacher, and I had 160 students. And, yeah, I mean, 6 I just taught -- I scaffolded it as much as I could, 7 and did what I could for all the various levels of 8 students. But pulling them in separately, I mean, 9 that was not possible to do. 10 So I did notice that you have -- you put 11 in your -- when you -- actually, maybe Chair Brauer 12 will probably talk about equity councils. But I 13 just wanted to say I was really happy when I saw 14 that there is a plan for equity council, but also 15 that you're already aware of and know Dr. Sharroky 16 Hollie and are looking toward that resource to 17 provide, because I also think -- like, I saw in some 18 of the programs that some of the curriculum that 19 you're looking towards, it looks like some of the 20 things that you said that you liked about it was 21 that it was customizable by the teacher. 22 So that's one thing that I'm interested in 23 what that might -- what you all are thinking that 24 might look like and what kind of -- you know, what 25 level of customization will the teachers be provided</p>

<p style="text-align: right;">102</p> <p>1 for the curriculum that you're using -- the -- you 2 know. You purchase a curriculum, but then what is 3 the level of customization that the teachers may be 4 supported in doing? 5 I think that a lot in, like, the CLR, 6 like, specific stuff; right? Because if you buy a 7 national program, it might talk a lot about the 8 ocean and, you know, like, sailboats. And in 9 New Mexico, students need to know about that, but it 10 may not be what assesses what they know as best as 11 it could. 12 MS. FREDA DAUGHERTY: Right. It's very 13 customizable. And think of it like in a 14 brick-and-mortar setting. If you give a pretest on 15 a specific topic, say, in grammar about the usage of 16 commas, and the appropriate use and when to use 17 them, and if you give a pretest, and 100 percent of 18 your students pass that pretest, why would you spend 19 a week going over commas in the grammar? 20 So the teachers can actually go in, and 21 they can -- it's not remove, but they can skip that 22 for that particular group of students. They can do 23 it for one student. They can do it for two. They 24 can do it for a whole group of students. 25 The customizable feature also, they can</p>	<p style="text-align: right;">104</p> <p>1 know, there's, like, a bigger blurb up in 2 Albuquerque, it made sense to me because, like, 3 25 percent of our state population is in that area. 4 So, generally, when I see surveys, I'm expecting 5 25 percent of the surveys to kind of come from 6 there. 7 But I guess I see more robust offerings in 8 Albuquerque than most places. And the same thing 9 with, like, some of the bigger cities in New Mexico. 10 You know, they do have more options already, 11 generally. 12 And so like I said at the beginning, I've 13 really been hopeful that, you know, folks will want 14 to open up charters in areas that there aren't any 15 other options available. 16 So -- and also the other thing that has 17 been happening -- I know there's a lot of districts 18 that opened up online schools during the pandemic. 19 And what I notice, especially after this last school 20 year, a lot of them are closing. A lot of the 21 online schools that districts are doing are closing 22 now, because a lot of the families did go back. You 23 know, even the first year or two, a lot of families 24 were still staying. 25 But I know even where I live in</p>
<p style="text-align: right;">103</p> <p>1 determine how many times or attempts that a student 2 will have to master a concept. And as all of you 3 know, I mean, I -- for sure, for me, I do not learn 4 concepts at the mastery level the first time around. 5 So I am very appreciative when a teacher or an 6 instructor in college would give me an opportunity 7 to redo, because I may simply not have understood 8 what was the expectation there. 9 So they can do that. They can set the 10 number of attempts that they're going to do. They 11 can set the type of assessment. Is it going to be a 12 quiz? A quick check? What is it going to be there? 13 So think of it as a pretest and a 14 post-test. You need to get to know your students 15 and know what skills each individual student has. 16 And then you customize their learning plan or their 17 curriculum according to their needs. 18 And that's so important. It's important 19 in a brick-and-mortar, too. But it is more 20 difficult to do, because you are driven by a bell 21 schedule. So thank you. 22 VICE CHAIR BURT: Yeah. And then I guess 23 the only other -- the only other question I do have 24 is going to be about more outreach. I -- you know, 25 with -- when Commissioner Carrillo pointed out, you</p>	<p style="text-align: right;">105</p> <p>1 Rio Rancho, like, the district just closed the 2 online school, because so many people were just 3 going back in person. 4 So I guess I'm -- I am interested in what 5 outreach might look like to rural communities, 6 because they're so much harder to get to. I think 7 sometimes you do need to, like, actually be with 8 people to get them to understand; right? Like, you 9 have to -- in marketing, people have to see things, 10 like, 13 times before they even pay attention to it. 11 So what would -- I mean -- and I'm being 12 super specific, like, to small communities. And I 13 know it's a lot of -- a lot of distance between 14 small communities in New Mexico to have to cover. 15 But what does outreach look like to try to get 16 families who don't have options outside their 17 traditional school and maybe don't have CTE options 18 in their community, how are you going to reach those 19 families if you're approved? 20 MR. GOWAN HAYS: So I think you bring up a 21 really good point on the outreach. What we could 22 do, like, a road show, go around and do community 23 halls, basically. And that way, we could meet 24 people in the community with, let's say, Fort Sumner 25 or -- I know the eastern side where I live, there is</p>

<p style="text-align: right;">106</p> <p>1 no -- at least from around here, there is no 2 charters. 3 And so -- and a lot of this area -- I 4 would consider Portales pretty rural. And so I 5 think that there's some options there that we could 6 look into as well. 7 So -- and besides all the advertising, the 8 marketing. But doing an actual driving to each 9 community, having a community meeting. And that 10 way, they can get to meet the potential board. That 11 way, they could get to meet maybe even potential 12 teachers that would be at the charter as well; so...</p> <p>13 MS. FRED A DAUGHERTY: And I think being 14 connected, too, being connected to the state and 15 knowing the different areas of the state and what 16 their needs are. 17 Like, the eastern side of the state is 18 more of a conservative side, and understanding that 19 and what your communities are. I think also, like, 20 for example, at FFA events, the career development 21 events, the State Fair, the Eastern New Mexico State 22 Fair, southern state fair, all of your local fairs 23 that they have in their counties, being exposed, 24 having a true interest in your students, having a 25 true interest in people in general, sharing what you</p>	<p style="text-align: right;">108</p> <p>1 make that work. 2 All right. Thanks for answering all my 3 questions so far. 4 THE CHAIR: Thank you, Vice Chair. 5 Per Commissioner Carrillo, let's take a 6 seven-minute break. It's 11:18. Let's take seven 7 minutes and be back at 11:25. 8 (Recess taken, 11:18 a.m. to 11:27 a.m.) 9 THE CHAIR: All right. We're reconvening. 10 All right. I'm going to pass the mic over 11 to Commissioner Manis. 12 Corina, we're going to go ahead and start. 13 COMMISSIONER MANIS: Good morning. And 14 thank you for the detailed responses to a lot of our 15 questions. Many of the questions that other 16 Commissioners have asked, they're questions that -- 17 whether I had down on my notes or just was thinking 18 about as we've gone through this hearing process, 19 it's helped clarify some things that may have been 20 in the application. But it's nice, like 21 Commissioner Carrillo had said, to have that on the 22 record. So thank you for those responses. 23 I'm a higher education instructor, 24 professor, at NMSU, and so familiar with online 25 education, as I teach students online. I teach MBA</p>
<p style="text-align: right;">107</p> <p>1 have to offer, and letting them understand what it 2 is, and then they have a choice of, "Yes, I come 3 with you," or, "No, I don't." 4 So having that connection to -- whether it 5 be FFA or BPA or any of those would be an additional 6 way. 7 Thank you. 8 VICE CHAIR BURT: Yeah. I'll just 9 encourage -- you know, if you guys are approved, I 10 definitely -- not only is it for the students, but I 11 know if, like, if your CTE program is going to be 12 successful, you're going to need those relationships 13 with people in the community anyway. So the more 14 you are out there, probably the better, in lots of 15 different ways, you know, especially once you get 16 high schoolers and seniors that are really wanting 17 to start apprenticeships and follow people on the 18 ground. 19 So, definitely, it's something for you all 20 to consider. 21 I just note -- I mean I've traveled around 22 New Mexico. It just takes forever to drive around 23 this state. So, you know, the time commitment that 24 it would require is -- it's a lot. So it would be 25 probably well worthwhile trying to figure out how to</p>	<p style="text-align: right;">109</p> <p>1 students, and I teach undergraduate students as 2 well. 3 So some questions that I have -- because I 4 have a background as part of my formal education -- 5 I have extensive experience conducting research. So 6 that's been part of my life for the past five to 7 seven years. And so I just had some questions 8 related to the survey. 9 I know that Commissioner Carrillo and 10 Commissioner Burt had asked some questions related 11 to that as well. But I wanted to understand how 12 were your surveys conducted? Was it conducted over 13 the phone? Or online? How were -- how were those 14 surveys conducted? 15 DR. KAYLEIGH CARBAJAL: It was a digital 16 survey. Social media. All of the respondents, of 17 course, were volunteers. And it was offered for a 18 short window of time. And that's why we were so 19 delighted to have so many responses. 20 COMMISSIONER MANIS: Okay. And how did 21 you go about targeting those participants? Was it 22 just, like, generally open up to anybody in 23 New Mexico? Or -- 24 DR. KAYLEIGH CARBAJAL: Yes. 25 COMMISSIONER MANIS: Okay. So what was</p>

<p style="text-align: right;">110</p> <p>1 your time window that the survey was open? You said 2 it was very short; so --</p> <p>3 DR. KAYLEIGH CARBAJAL: It was a 4 short-term survey, open for fewer than two weeks; 5 so...</p> <p>6 COMMISSIONER MANIS: Did you contract to a 7 company to solicit responses? Like, through 8 Qualtrics or Survey Monkey or one of those 9 companies?</p> <p>10 DR. KAYLEIGH CARBAJAL: No. 11 COMMISSIONER MANIS: No. You just did it 12 yourself.</p> <p>13 DR. KAYLEIGH CARBAJAL: We had support 14 from ACCEL in putting together the -- Facebook page. 15 COMMISSIONER MANIS: Gotcha. 16 DR. KAYLEIGH CARBAJAL: And so that's how 17 we were able to distribute. That's a great 18 question. But, no, we did not contract. 19 COMMISSIONER MANIS: Just curious. 20 Because these are things -- right? -- that I just 21 wanted to get a better understanding on. Because 22 me, personally, I get phone calls from, like, 23 Dynata, companies that are hired by an entity here 24 in New Mexico that they call and ask survey 25 questions, and I end up hanging up on them.</p>	<p style="text-align: right;">112</p> <p>1 out to just -- did parents respond? Or was this, 2 like, general response?</p> <p>3 DR. KAYLEIGH CARBAJAL: The responses were 4 from households. Clearly, some of the responses did 5 not -- did not have school-age children. But the 6 largest majority of them -- I'm sorry I don't have 7 the figures in front of me -- the largest majority 8 were households with children.</p> <p>9 But in addition to that, our average 10 included interviews. It included outreach to 11 organizations like the Chamber of Commerce, the 12 Hispanic Chamber of Commerce. We had casual 13 conversations which we documented, even in 14 restaurants, with individuals simply asking them if 15 they were interested.</p> <p>16 Those are not counted in those 209. I was 17 just flabbergasted by 209 volunteers, because, like 18 you, in my research, I have encountered many people 19 who are not willing to answer surveys. So it was 20 extreme -- it was extremely heartening to me.</p> <p>21 COMMISSIONER MANIS: Right. Yeah. And 22 most people, it's -- most people that are willing to 23 answer your survey, they tend to be, I would say, 24 passionate about the topic of -- of issue. 25 You had mentioned the interviews. Who did</p>
<p style="text-align: right;">111</p> <p>1 But I was just kind of curious to get an 2 understanding. Did you do it yourself? Did you 3 hire somebody? Just because even myself with my own 4 research, I've hired a market research company to 5 find participants for me. So that just kind of 6 provides some clarification.</p> <p>7 But the -- I guess the concern of mine is 8 that the 209 responses, while that's great that you 9 got 209, I think it's very few for the 29 counties 10 that you have. Because it would then be -- if we're 11 doing an average, about nine -- nine surveys per 12 county, not even considering the bulk of it is in 13 the Albuquerque area.</p> <p>14 So one of my things -- and I think some of 15 the other Commissioners expressed this as the notion 16 of outreach and understanding of the communities -- 17 if there is really a clear desire, while there may 18 be 209 people, of those 209 were all -- how many 19 were actually parents of students that could be 20 potential students in your school?</p> <p>21 So that's just questions that are going 22 through in my mind, just because I do have a 23 research background and know some of the survey 24 aspects. 25 So do you know if all of those were sent</p>	<p style="text-align: right;">113</p> <p>1 you interview and how many? Just a general -- 2 doesn't need to be specific, but just curious.</p> <p>3 DR. KAYLEIGH CARBAJAL: I'm sorry. I 4 don't have the interviews in front of me. I can 5 certainly -- those numbers. However, I can 6 certainly provide those data.</p> <p>7 We spoke with parents, with students 8 already in the two virtual charter schools. We 9 spoke with students. We spoke with teachers. We 10 spoke with staff members. We also spoke with 11 individuals who have never had their students -- 12 parents who have never had students in online 13 schools. But as we heard today, they've had 14 experience with online business exchanges. They've 15 had experience in their own educational journey.</p> <p>16 So a broad range of people. And I can 17 certainly collapse those data and provide them.</p> <p>18 COMMISSIONER MANIS: Not necessary. Just 19 trying to get a better understanding -- general. 20 I'm not looking for the nitty-gritty, just kind of 21 general idea of what was done, because a general 22 overview is perfect to get an idea.</p> <p>23 MS. FREDA DAUGHERTY: Another thing is 24 that the networking with -- when you speak to one 25 person, they lead you on to another person who leads</p>

<p style="text-align: right;">114</p> <p>1 you on to another person. For example, I spoke to 2 an individual who is on a committee for the Hispanic 3 community there. And then he would tell me, "You 4 might want to speak to this person as well." So the 5 networking was huge.</p> <p>6 COMMISSIONER MANIS: That's good. Yeah, 7 networking can help quite a bit to help you find 8 more people to include in your research and 9 understanding.</p> <p>10 So it's good that you were able to reach a 11 wide array of people, because this -- the reason why 12 I'm asking so many follow-up questions related to 13 the survey is because you're able to at least better 14 triangulate your data.</p> <p>15 You have some surveys. You have some 16 interviews. You have some different things that you 17 can get a better understanding. So that helps me 18 just alleviate some concern related to that.</p> <p>19 DR. KAYLEIGH CARBAJAL: And because we do 20 have a researcher on the founding team, it is our 21 intention -- and we included that in the 22 application -- to survey our parents annually, to 23 survey -- we will be doing, 360, evaluations of the 24 governing board, including surveys within the 25 communities we serve, our staff members, our</p>	<p style="text-align: right;">116</p> <p>1 you might serve, say, for instance, someone does 2 want to be an electrician or a plumber, but the 3 nearest electrician or plumber is that 100 miles 4 away, they're not going to get the shadowing or the 5 internship experience that you're advocating for -- 6 right? -- because they're not going to be able to do 7 that.</p> <p>8 And while I understand -- my dad, he's a 9 plumber. So he learned through hands-on experience 10 himself.</p> <p>11 Now, me, I have a background also that I 12 can do plumbing and construction work. So I'm 13 familiar with it. Primarily, me, I've learned 14 through hands-on, but because of my education 15 background, I could probably pick up a manual or go 16 through a class and learn the -- right? -- the 17 skills that way as well.</p> <p>18 But I think I wouldn't be able to be 19 effective in actually doing the plumbing without the 20 hands-on -- right? -- experience.</p> <p>21 So my -- maybe this now is turning into a 22 question, is how would you address the -- maybe 23 someone who is very passionate or very interested in 24 a career in plumbing or electrical what-have-you 25 when there isn't a business or someone local near</p>
<p style="text-align: right;">115</p> <p>1 parents, our students.</p> <p>2 Survey research will be an ongoing 3 implement -- it will be ongoing -- will be 4 implemented in an ongoing, routine fashion. So we 5 intend to continue gathering information.</p> <p>6 COMMISSIONER MANIS: Sounds great. 7 Awesome. Thank for you that.</p> <p>8 I think that it's great to be able to get 9 that ongoing feedback, because just like in my 10 classes that I teach, I get mid-semester feedback 11 from my students. And so it helps me kind of gauge 12 throughout the -- throughout the year, throughout 13 the semester, how things are going.</p> <p>14 So I think the more feedback, the better 15 from your constituents.</p> <p>16 Going in another direction, I had 17 originally put down -- and I think this has been 18 answered partially based on other Commissioner 19 questions -- was how do you conduct the CTE online?</p> <p>20 And I know you had answered Commissioner 21 Burt's question, and I had written down some 22 information.</p> <p>23 But one of the things that I think may be 24 challenging -- and this may be more of a comment 25 than a question -- is in your rural communities that</p>	<p style="text-align: right;">117</p> <p>1 them so that they could actually go to and -- and 2 get that hands-on experience?</p> <p>3 DR. KAYLEIGH CARBAJAL: The first class 4 that I taught back when we still called it "distance 5 education" before we now call it "virtual 6 education," the first class I taught at a distance 7 was baking. And, certainly, it was some 8 tele-coursing; it was lots of communication with me.</p> <p>9 But the students would scan a slice of 10 their bread, and I could give them immediate 11 feedback on the cell size in the bread, on whether 12 or not it was overproofed or underproofed, overbaked 13 and underbaked. And so it is clearly possible to 14 teach CTE at a distance.</p> <p>15 Similarly, there are many simulations that 16 we can bring into the classroom to help students 17 learn some of the hands-on.</p> <p>18 We can also do remote job shadowing, which 19 many schools are now implementing. It can be done. 20 It is going to take customization.</p> <p>21 And part of this also depends -- well, 22 first of all, in answer to your question, it is 23 possible. We have thought about that. We have 24 thought through various methodologies that we will 25 use. They are available.</p>

<p style="text-align: right;">118</p> <p>1 But part of it depends upon our incoming 2 students and what their interests are. And we will 3 be focusing, originally, on the interests of our 4 incoming students. 5 MS. FREDA DAUGHERTY: Another possibility 6 would be to look for grants, where we could actually 7 reimburse a student, say, like, from Mosquero, their 8 travel expenditures to Logan. 9 Recently, I was actually approached by an 10 individual who is wanting to give away grants for 11 career readiness. And I can't think of the name 12 right off the top of my head. I'd have to go back 13 to my e-mail. 14 So researching grants, researching 15 opportunities to make it available for the students 16 would be another way. 17 COMMISSIONER MANIS: Yeah. I don't 18 disagree that some of the CTE career pathways, it's 19 possible to do online. My background is also in 20 food and beverage, so I have a wide variety of 21 experiences coming into this. 22 And so I have friends that they took 23 classes outside of their primary education to learn 24 baking online. They watched videos -- right? -- and 25 went through that process.</p>	<p style="text-align: right;">120</p> <p>1 there's a student in a rural community that's not 2 able to get the access to the provider that would be 3 necessary to get them to their end goal, which is 4 the journeyman's or general contractor, whatever it 5 might be. 6 MS. FREDA DAUGHERTY: Right. And if I may 7 respond. 8 So we'd also have to research and search 9 out perhaps in your rural communities. For 10 instance, my dad is a master plumber as well. So 11 with it -- and lived in Folsom, a very remote area 12 of the state, for many years. 13 So researching what they'd have available 14 in those communities. And there very well may be a 15 master electrician or a master plumber who is 16 willing, even in the remote areas, to work with the 17 students. So that would be another way. 18 COMMISSIONER MANIS: The last thing that I 19 wanted to touch on was I know that you wanted to -- 20 you want to expose students to different career 21 pathways in elementary school. And I think the 22 personalized programming is great. 23 I just -- playing devil's advocate here, 24 and from my own personal experience, I had no idea 25 what I wanted to be as my career in elementary. And</p>
<p style="text-align: right;">119</p> <p>1 And I know -- right? -- they have master 2 classes that you can get -- right? -- for adults 3 that could learn some different things. 4 I just think it's -- even though there 5 might be simulations offered for these -- like, 6 electrician, plumbing, those type fields, the end 7 result, I would think -- just because I've been part 8 of this experience with my family -- is the 9 individual coming out of high school, they would 10 want to have so many hours already that they could 11 use towards getting their journeyman's license; 12 right? 13 Because that -- to me, that's either -- 14 having your general contractor's license or a 15 journeyman's license is really somebody going into 16 that field, that is what provides their credibility. 17 And I don't necessarily know if they would 18 be getting any hours towards that through video or 19 through simulation. I don't think that that would 20 count. 21 So that, going into my mind, that really 22 wouldn't be as sufficient as someone actually going 23 through the internship directly with a company that 24 they can provide that direct, hands-on stuff. 25 So that's just a concern of mine, if</p>	<p style="text-align: right;">121</p> <p>1 I would say even in middle school, I had no idea 2 what I wanted my career to be. 3 In high school, I wanted my career to be 4 an attorney. In college, I wanted my career to be 5 having my own business, in hospitality. 6 In my graduate studies, I changed my 7 career path again. 8 So it's -- I think these Next Step 9 Plans -- and I think this is in general with this -- 10 I don't feel like Next Step Plans, what a student 11 puts on their Next Step Plan or thinks of what 12 they're going to be, it does not translate to what 13 they're going to do after graduation. 14 I find them to be a total -- I think maybe 15 not a total waste of time. It is helpful to think 16 of what potential next steps are. But I just don't 17 feel like it translates, because most students in 18 college, even the students that I teach, they're 19 going to change majors two to three times, maybe 20 even more. 21 And even after they've gotten their -- 22 their degree, they're not necessarily satisfied with 23 what they got, and they go totally opposite 24 direction from where they -- whatever degree they 25 got.</p>

<p style="text-align: right;">122</p> <p>1 So it's -- I know that maybe the approach 2 that you're going with with exposing students to 3 different options in elementary school, I think 4 that's great, because I don't think I was exposed to 5 a lot of options in elementary school. I think we 6 had, like, the -- the Parent Day, that they would 7 come and a parent would come and explain, you know, 8 what they do as part of their job, their career. 9 But that can sometimes be limited. I grew 10 up in Hobbs. So that can sometimes be limited to 11 maybe larger cities that might have other career 12 opportunities. 13 So while I think it's good to -- to have 14 the -- the early exposure, I just don't necessarily 15 think that these Next Step Plans or anything related 16 to that actually ends up translating directly to 17 what someone does unless someone is very sure they 18 want to be a nurse or a doctor. But, again, I think 19 plans change very quickly and very easily based on 20 what you're exposed to after your primary education. 21 Thank you. 22 DR. KAYLEIGH CARBAJAL: And thank you for 23 that commentary, because it is right on point with 24 the -- with the design of the VPA. Some skills, 25 those soft skills, interact -- the ability to</p>	<p style="text-align: right;">124</p> <p>1 parents' pathway is. 2 So -- you know, and they do the same thing 3 with their political, their religious, their 4 schooling. So I think the exposure is a key 5 component. And that's one of the reasons for doing 6 it at an early age, because they don't even know 7 what's available to them. They don't know what they 8 don't know. So... 9 COMMISSIONER GIPSON: Me, either. 10 MS. FREDA DAUGHERTY: Me, at times, 11 either. I changed my career a couple of times. 12 COMMISSIONER GIPSON: I just told Corina. 13 I haven't figured out what I want to be when I grow 14 up. 15 THE CHAIR: Thank you, Commissioner. 16 I just have a few questions. And then 17 we'll do our second, just, confirmation if there's 18 any other lingering questions. 19 I want to first just thank you all deeply 20 for being here with us for almost two hours already. 21 I know that you're on the hot seat there, and I 22 think -- I have great empathy for you as you go 23 through this. 24 And I've been not on the exact same side, 25 but on the Charter School side before in front of</p>
<p style="text-align: right;">123</p> <p>1 interact and collaborate and communicate, be 2 responsible, those kinds of things will be all 3 throughout the curriculum. And students will have 4 the opportunity to realize that -- or to recognize 5 that no matter what career they go into, those 6 skills will be essential. 7 And research is telling us that most 8 individuals will change their career seven times in 9 their lifetime. So we're -- so to your point, this 10 will -- this will prepare them to be more successful 11 in that changing work environment as they go 12 through. So thank you. 13 MS. FREDA DAUGHERTY: And your point about 14 the exposure, that's the whole intent. Because a 15 lot of students don't really know the possibilities 16 that are out there. And even myself, when I look at 17 the Occupational Outlook Handbook, the -- so many, 18 many, many careers that I didn't even have a clue 19 existed. And in our rural community, when you talk 20 about AI, it's a totally different topic than when 21 you're talking about artificial intelligence. 22 So trying to make the exposure point, I 23 think, is valid. But you're absolutely right. 24 Students will change their careers many times. But 25 many times, students also follow in whatever their</p>	<p style="text-align: right;">125</p> <p>1 the Commission in high-stakes situations like this 2 is today. And I just really appreciate it and I 3 have a lot of empathy for you. 4 I have a few questions. Some of these -- 5 I'm trying not to repeat some questions that have 6 already been asked. But I have some first cousins 7 of some of the questions that have been asked. 8 And I also want to share, like, the idea 9 of your school centering on rural communities speaks 10 very much to my heart and to where I focused my 11 career paths for sure. 12 I'm not from New Mexico. But 22 years 13 ago, I came here as a teacher and taught on the 14 Navajo Nation. And so I was in a moment in 2001 15 where I started using -- started my career using 16 chalk and a chalkboard, which seems like that's so 17 antiquated at this stage. So I remember, like, my 18 students -- my first-graders, one job in my 19 classroom was to -- you know, to wipe the 20 chalkboards down and to snap the erasers outside. 21 How fun that was to get everybody dusty. And I 22 remember that. 23 And then during my time as a teacher, we 24 went from that to using Promethean boards. So I 25 think the idea of technology and using that is</p>

<p style="text-align: right;">126</p> <p>1 something that's phenomenal for sure.</p> <p>2 I'm also born and raised on a dairy farm</p> <p>3 in Western Maryland in the Appalachians. So the</p> <p>4 idea of centering on rural communities really speaks</p> <p>5 to me. And the idea of having career and technology</p> <p>6 education opportunities for young people, especially</p> <p>7 furthest away from city centers, is something that's</p> <p>8 beautiful. And my work here in the eastern side of</p> <p>9 the state with school districts like Floyd and</p> <p>10 Des Moines, a little bit more north here from us,</p> <p>11 Eunice, Hagerman, like, these are all areas that</p> <p>12 I've heard that there's many opportunities that we</p> <p>13 could explore to support students.</p> <p>14 I think also about a young woman who is --</p> <p>15 was a senior last year in Hondo school district.</p> <p>16 And working with equity councils across the state,</p> <p>17 she was on the equity council for Hondo. And one of</p> <p>18 the questions we asked her was what are some of the</p> <p>19 things in terms of educational opportunities that</p> <p>20 you wish you had.</p> <p>21 She didn't even think about it. She said</p> <p>22 the number one thing is most of our students are</p> <p>23 Spanish speakers at home, and we don't even have</p> <p>24 Spanish as an elective in our school. And how do</p> <p>25 we -- how do we engage with our own language in our</p>	<p style="text-align: right;">128</p> <p>1 about what you heard from them in terms of what</p> <p>2 might be missing from their experience. You can't</p> <p>3 say what I just shared. But what else have you</p> <p>4 heard from especially rural communities?</p> <p>5 DR. KAYLEIGH CARBAJAL: Most recently, one</p> <p>6 of our students approach- -- one of -- the student</p> <p>7 interviews, one of the students in a rural area</p> <p>8 wants to be a forensic scientist, and so anything to</p> <p>9 do with forensics, which is, of course, one of the</p> <p>10 eDynamic Learning CTE courses available to us.</p> <p>11 Those are the kinds of things we've heard.</p> <p>12 Also have heard agricultural science a</p> <p>13 great deal. Things having to do with hospitality</p> <p>14 and tourism certainly rise to the top. And I'm sure</p> <p>15 you've heard more things as well.</p> <p>16 MS. FREDa DAUGHERTY: One of the things is</p> <p>17 that when you're talking about Des Moines, I</p> <p>18 actually lived in Des Moines for many years. That's</p> <p>19 where I'm originally from is Folsom.</p> <p>20 The staffing concerns. In talking to</p> <p>21 students, they don't have the money in their school</p> <p>22 to get a Spanish teacher. They don't have the money</p> <p>23 to get an FCCLA teacher.</p> <p>24 They don't have the money to have a video</p> <p>25 design or a media arts or the things that --</p>
<p style="text-align: right;">127</p> <p>1 school when every -- almost every other school in an</p> <p>2 urban area has how many languages that they're</p> <p>3 learning, and we can't even get our own?</p> <p>4 I bring those experiences into my</p> <p>5 questioning. And I'm excited about what you all are</p> <p>6 trying to do with your application.</p> <p>7 One real quick question I have. ACCEL</p> <p>8 schools. I believe that is the organization that is</p> <p>9 centered a little bit more in the Midwest in Ohio.</p> <p>10 They operate 40 charter schools, mostly in Ohio; is</p> <p>11 that correct? Is that the same ACCEL schools that</p> <p>12 you all have been working with?</p> <p>13 MS. FREDa DAUGHERTY: Yes.</p> <p>14 THE CHAIR: Okay. Great. Thank you.</p> <p>15 The -- when speaking with students -- so</p> <p>16 similar to the student that I just mentioned from</p> <p>17 Hondo, she just quickly knew what she felt was an</p> <p>18 area of need in her -- in her school experience with</p> <p>19 curriculum.</p> <p>20 When speaking with students and families,</p> <p>21 what were some of the courses that you heard from</p> <p>22 them that were the highest level of, like, "We could</p> <p>23 do this. We're not experiencing this in our rural</p> <p>24 communities or in our urban settings."</p> <p>25 I would just love to hear a little bit</p>	<p style="text-align: right;">129</p> <p>1 computer science -- that require specific</p> <p>2 endorsement.</p> <p>3 So some of the students that I've spoken</p> <p>4 to actually would like to have more of our video</p> <p>5 design, web design -- gosh, they've mentioned a lot</p> <p>6 of things -- business law, accounting. There's an</p> <p>7 array of subjects that they would like to have, but</p> <p>8 they're not able to have because of limited</p> <p>9 staffing.</p> <p>10 THE CHAIR: Thank you for that. I'm going</p> <p>11 to move on to a couple of other questions I have.</p> <p>12 And I'm trying not to repeat some of the questions</p> <p>13 that Vice Chair Burt and Commissioner Manis asked as</p> <p>14 well.</p> <p>15 But their -- like, these are the</p> <p>16 first-cousin questions that I have, or maybe I want</p> <p>17 you to go a little bit deeper than what you did that</p> <p>18 first time around.</p> <p>19 I do have a little bit of questions around</p> <p>20 how you do CTE virtually. I think the idea of</p> <p>21 having internships is -- is one pathway. I -- as I</p> <p>22 said, I grew up on a dairy farm. My sister, she got</p> <p>23 her -- it was "vo-tech" back in the day. So she got</p> <p>24 her vo-tech-focused area, where when she graduated,</p> <p>25 she was certified to be an EMT and on the path to</p>

<p style="text-align: right;">130</p> <p>1 become a paid firefighter.</p> <p>2 My cousin, my first cousin, he -- he's a</p> <p>3 diesel mechanic still, but he got ASE-certified by</p> <p>4 the time he got out of high school. He had a job</p> <p>5 waiting for him as a diesel mechanic.</p> <p>6 Those are some of the things when I think</p> <p>7 about CTE that oftentimes doesn't happen as clearly</p> <p>8 and confidently in New Mexico as I wish it was.</p> <p>9 Like, there were opportunities where -- it's not</p> <p>10 where you have -- I oftentimes hear people becoming</p> <p>11 Microsoft-certified or Adobe Acrobat-certified. And</p> <p>12 I'm terrible at computers. I kind of know how it</p> <p>13 is. It doesn't sound life-changing or job</p> <p>14 placement-oriented.</p> <p>15 So the challenge that I see with your</p> <p>16 model is, you know, you can teach a lot through -- I</p> <p>17 mean, I use YouTube every day. If I have an issue</p> <p>18 on the farm that maybe I don't know how to fix or I</p> <p>19 can -- I can YouTube something. You can fix it.</p> <p>20 You can figure it out.</p> <p>21 I think, like, when you become a</p> <p>22 journeyman's level of a plumber or an electrician,</p> <p>23 you need a lot of that -- you need hours to build</p> <p>24 your craft. And I struggle -- and I don't expect</p> <p>25 you to, like, convince me today. But I struggle a</p>	<p style="text-align: right;">132</p> <p>1 you may know more about this -- but a John Deere</p> <p>2 program where students can actually go in and</p> <p>3 job-shadow an internship and learn the skills of</p> <p>4 working on heavy machinery. And then in return,</p> <p>5 they have to do a commitment with John Deere where</p> <p>6 their actually employed, and they receive a wage.</p> <p>7 But they have to stay employed for three years</p> <p>8 unless -- you know, I mean, of course, things could</p> <p>9 happen.</p> <p>10 But that's one of the things that</p> <p>11 immediately came to mind that, in Clovis, there's</p> <p>12 that John Deere opportunity.</p> <p>13 THE CHAIR: Are you pandering right now?</p> <p>14 Or are you just -- (Points out his John Deere cap.)</p> <p>15 MS. FREDA DAUGHERTY: I'm sorry. I</p> <p>16 couldn't even see it was green.</p> <p>17 THE CHAIR: I'm just kidding. Thank you</p> <p>18 for that.</p> <p>19 I think those are the things that I think</p> <p>20 could really draw in especially young people from</p> <p>21 rural communities, from families from rural</p> <p>22 communities, into a program like this. It's how is</p> <p>23 this -- because we always hear -- I mean, I've heard</p> <p>24 it since the day I was born. Like, what's going</p> <p>25 to -- like, what's -- some people call it the "brain</p>
<p style="text-align: right;">131</p> <p>1 little bit of, like, how are -- how is the school</p> <p>2 opening doors for students to have a job placement</p> <p>3 ready to go that --</p> <p>4 (Alarm sounds.)</p> <p>5 UNIDENTIFIED SPEAKER: Sorry. It's our</p> <p>6 noon fire alarm.</p> <p>7 THE CHAIR: We don't have to take cover</p> <p>8 right now?</p> <p>9 UNIDENTIFIED SPEAKER: Sorry. I totally</p> <p>10 forgot about that.</p> <p>11 THE CHAIR: For those of you on Zoom,</p> <p>12 we're hearing an alarm going off, like a tornado</p> <p>13 warning. But it's only a test.</p> <p>14 So that's my question. Slight concern.</p> <p>15 But I really want to make sure that that sounds like</p> <p>16 the big -- one of the big, unique aspects of your</p> <p>17 program. And I think there is an opportunity to</p> <p>18 think about how does your programming, how does your</p> <p>19 curriculum actually lead to something that is going</p> <p>20 to be door-opening, that's going to be ready to</p> <p>21 place students in positions in whatever CTE program</p> <p>22 they would have?</p> <p>23 MS. FREDA DAUGHERTY: Right. One of the</p> <p>24 things that immediately came to mind when you were</p> <p>25 talking is Clovis has a John Deere -- and, Gowan,</p>	<p style="text-align: right;">133</p> <p>1 drain." That sounds so pessimistic.</p> <p>2 But how are we keeping our young people in</p> <p>3 the communities in which they were born. And that</p> <p>4 is something that I know is felt very, very heavily</p> <p>5 at times here in New Mexico. And so that's why --</p> <p>6 that's the spirit of my question.</p> <p>7 MS. FREDA DAUGHERTY: I'd like to add</p> <p>8 really quickly -- and, sorry, Kayleigh -- I was</p> <p>9 speaking to an individual who works at Mescalero</p> <p>10 Apache schools. They were talking about a lot of</p> <p>11 their students, number one, drop out because of the</p> <p>12 rigorous -- not rigorous -- but not flexible</p> <p>13 schedule. So they would come, and they would learn</p> <p>14 if they had a more flexible-type schedule.</p> <p>15 But what they were talking about is they</p> <p>16 wished there was more career avenue or career</p> <p>17 opportunities where they could actually go in and</p> <p>18 try to save part of their culture by working with</p> <p>19 somebody in the community with silversmithing or</p> <p>20 with basket weaving or with pottery or with</p> <p>21 different things that were with their culture.</p> <p>22 So you've given us things to really think</p> <p>23 about. Thank you.</p> <p>24 And I'll let Kayleigh speak here.</p> <p>25 DR. KAYLEIGH CARBAJAL: There are also</p>

<p style="text-align: right;">134</p> <p>1 some certifications that are short-term certificates 2 that are required in certain industries. For 3 example, a ServSafe certification is required for 4 food and beverage -- hospitality -- industries. 5 That is something that can easily be customized into 6 our health elective. 7 And so students can leave high school with 8 their ServSafe already in hand, something they have 9 to have to be employed in that discipline. 10 THE CHAIR: Great. Thank you. 11 I'm going to show my ignorance -- 12 although, I've read over your application -- my 13 ignorance of, like, online learning. And apologies 14 if you have this very laid out within your -- within 15 the application, and I just am not -- it just didn't 16 register with me. 17 So I'm familiar with LMS's. I think about 18 that. I think about Blackboard Ray (ph). WebCT is 19 what I think it was back in the day when I was 20 getting my degree from Western New Mexico 21 university. I'm a little bit more familiar with the 22 ones that we use nowadays. 23 My own experience as an adult learner, a 24 lot of times that is a here is the lesson for the 25 day, for the week, when I was getting my MBA, for</p>	<p style="text-align: right;">136</p> <p>1 being in-person? 2 MS. FREDa DAUGHERTY: You're talking about 3 synchronous versus asynchronous learning. 4 So you're -- when a concept is introduced 5 that would be live instruction. And, say, the 6 entire hour may be spent on teaching the order of 7 operations. And you'll have a document camera, and 8 students will be online, like here, learning. And 9 then maybe the next day they would actually be doing 10 the asynchronous learning, where they're still 11 engaged with video, with written context, with, 12 like, quick checks. 13 And then the next day -- this -- I'm 14 talking one class. Then the next day, we may go 15 back and we may have a live instruction, where we're 16 checking for understanding, and we're pulling in, 17 like, a Kahoot! game, where we have a quiz of some 18 type, or a Jeopardy game or a Nearpod, where 19 students are actually sharing. 20 So it's more live interaction than it is 21 asynchronous learning, but it's a combination of 22 both is what it is. 23 So what I've been seeing with, like, some 24 of the higher education-type learning is the 25 professors are putting it out there more, "This is</p>
<p style="text-align: right;">135</p> <p>1 instance. And I went in, and I went through the 2 organizational behavior course on my own, completed 3 what I needed to do, submitted that to the 4 professor. 5 If I needed to have some engagement with 6 my peers, there was components in there. So it was 7 really interdisciplinary, basically, or an 8 independent kind of learning. 9 I don't know what the name of that is 10 called. But then I think about the -- I think about 11 that type of learning, paired with what is more 12 traditional how I think about people coming on Zoom 13 and having, like, a course with a teacher that's in 14 real time that you're talking with them, you're 15 doing Socratic seminar, you're doing peer-to-peer 16 connections. 17 What is -- how are you all envisioning 18 that in terms of the split between this is 19 self-directed, like online virtual learning, like 20 the Column A that I mentioned? And then how much is 21 live classroom time, where you're engaging with 22 teacher, you're engaging with peers, you're having 23 conversations, you're doing Socratic seminar and 24 other things that you would see traditionally in a 25 setting like this, but it's online as opposed to</p>	<p style="text-align: right;">137</p> <p>1 what you need to do, this is the due date for it," 2 and if you were one minute late, you didn't get it. 3 Ours is not like that. It's more of a 4 live interaction where you have a classroom. You 5 have the students on webcam. You're on webcam. You 6 had have a chat pod. You're asking questions. 7 You're showing on a document camera highlighting. 8 "You do this -- this first, followed by this." You 9 know, that type. 10 I don't know if I answered your question, 11 but that's how it would be. 12 THE CHAIR: Great. So one of the -- so my 13 next couple of questions -- thank you for that, and 14 you did answer my question. Asynchronous versus 15 synchronous. Now -- I've read that so many times, 16 and now that makes a lot more sense to me. So thank 17 for you that, showing my ignorance and also my 18 learning -- my learning stance. 19 I -- so the next few questions I have are 20 follow-ups. And I'm thinking about that famous 21 quote, "The best laid plans of mice and men often go 22 astray." 23 And I think about that a lot in our 24 schooling. I think about that in virtual schooling. 25 And how do we respond when the plans go astray?</p>

<p style="text-align: right;">138</p> <p>1 Because they're going to go astray. Some of our 2 students aren't going to get the information at 3 first. 4 So in terms of your -- in terms of your 5 model -- and I think about the young ones more than 6 I think about the older students. 7 I don't have children of my own, but I 8 have a nephew who is now eight years old. So his 9 sixth and seventh year in school -- or his age 10 six/age seven, he was on virtual the entire time in 11 pre-K and kindergarten and a little bit of first 12 grade. 13 And just speaking with my younger sister 14 how -- how he wanted to win was he's a winner, and 15 he wants to be good at the -- but it was really hard 16 for him to really be actively engaged during that 17 time, because he's a boy and young and wants to do 18 so many other things other than sit in front of a 19 computer and be engaged in that way, even though he 20 spends a lot of time in front of a video game 21 sometimes, too. 22 So how does it work to ensure that the 23 best laid plan for learning with students, we know 24 that it's not going to help every student achieve 25 the outcomes that you want. What happens when that</p>	<p style="text-align: right;">140</p> <p>1 So immediately after the students have 2 completed a course, the instructor, through this 3 powerful data warehouse, can pull up, by objective, 4 what the -- what the students in their class have 5 achieved, have mastered, and where there are 6 opportunities to reteach or to present different 7 interventions in order for the student to be able to 8 master that concept. 9 It is part of our data-informed 10 decision-making team, where teachers will come 11 together, and they will -- the English faculty, for 12 example, will come together and say, you know, in 13 Objective No. 6, expository writing, the students 14 just aren't getting it. What kind of an 15 intervention can we compile, can we offer that will 16 specifically target that? 17 The students that have mastered it will 18 not then be drawn into a small group to master an 19 objective that they already have mastered. 20 The data are available to us on students 21 two grade levels below in their performance, one 22 grade level below, and all the way up to two levels 23 above grade level. 24 So the teachers know immediately which 25 students are mastering the objectives and which</p>
<p style="text-align: right;">139</p> <p>1 doesn't happen? 2 Could you just share a little bit with me? 3 And I know -- and I apologize. You don't have to 4 repeat things that you already did. 5 I just want to hear what happens with, 6 like, a kindergartener or a first-grader when 7 they're not getting what they need. 8 What would be your response from a school 9 setting to ensure that they are getting the needs 10 that they -- that they must have as a learner? 11 DR. KAYLEIGH CARBAJAL: Thank you for that 12 question. This is one of the strengths of -- one of 13 the largest strengths of virtual learning and 14 certainly a tremendous strength of this particular 15 model. 16 The data warehouse, the access to 17 immediate data from the student responses inform, 18 immediately, the instructor if the students have not 19 achieved the objectives of that particular lesson. 20 The lessons are constructed in such a way 21 that they are -- that they are tied, aligned to 22 content standards, New Mexico State standards, 23 et cetera. And when the students engage in a Short 24 Cycle Assessment, a CBA, a quiz, the questions are 25 tied to those objectives.</p>	<p style="text-align: right;">141</p> <p>1 students are not. And they can immediately, the 2 next class period, break out teams, break out rooms 3 for students to have reteaching. 4 So that will be a powerful strategy for us 5 to address the best laid plans of mice and men. 6 THE CHAIR: Thank you for that. That's 7 really helpful for me. I -- my follow-up question 8 is kind of like I don't want to play, like, 9 scenarios. I'm not trying to give you scenarios. 10 This is probably inching up to a scenario. 11 My six-year-old boy isn't getting it. I 12 call your school, say, "Hey, he's not getting this." 13 What are you going to do to make sure he's 14 getting the supports he needs? He needs direct 15 instruction from a teacher real quick. That could 16 happen in a brick-and-mortar school. It doesn't 17 happen always. It doesn't happen as it should. But 18 there's an opportunity to sit down with the teacher, 19 in a small group. In elementary school, you have 20 small centers. Almost every elementary school has 21 centers. You can get that one-on-one time or that 22 small-group time with a teacher to get what you're 23 missing. 24 How would you approach that? How does 25 that happen? I get the macro, looking at the data,</p>

<p style="text-align: right;">142</p> <p>1 reteaching. My struggle is that's not working, and 2 all that child needs is I need to sit down with this 3 teacher and talk through this thing with him -- or 4 with them.</p> <p>5 DR. KAYLEIGH CARBAJAL: I think part of 6 this has to do with the technology that we are 7 requiring our provider to give us. And that is that 8 parents will have observer accounts. So they will 9 be able to track their student's performance on a 10 day-to-day basis.</p> <p>11 So that's going to give them a -- a data 12 answer to what exactly the child is -- or the 13 student is mastering and what they are not.</p> <p>14 In addition, the student success team will 15 have ongoing communication with the families, and 16 the teachers are also available to discuss with the 17 parents any issues that we have with learning with 18 our students.</p> <p>19 MS. FREDA DAUGHERTY: And this goes back 20 to really being proactive and getting to know every 21 single student and what their learning ability is, 22 where they're falling through the cracks so to 23 speak, and what they're struggling with.</p> <p>24 Early intervention is key. A teacher 25 should always be aware of each individual student's</p>	<p style="text-align: right;">144</p> <p>1 So I would call a parent-teacher 2 conference, find out, first of all, what is the 3 student struggling with, how can we help them? Can 4 we do one-on-one tutoring? Can we do step-by-step 5 video? Can we reteach a concept? Can we put them 6 in an intervention? Can we do an i-Ready test again 7 to drill down on what standard that they're missing?</p> <p>8 So thank you.</p> <p>9 THE CHAIR: I have two more questions. 10 Again, it's still thinking about, like, you have a 11 good plan. But I'm just thinking about when that 12 plan goes astray.</p> <p>13 I think, Commissioner Gipson, you 14 mentioned this earlier. I think one of the things 15 that we learned during the usage of -- when all 16 students were on virtual in our state, that it 17 filled a need, but also social-emotional learning 18 needs weren't met.</p> <p>19 We tried our best. It's just really hard, 20 especially in a very relational state, as New Mexico 21 is, where we do like to be in relationship with one 22 another, we like to see each other, we like to feel 23 each other's warmth in person. And we need that. 24 We need that connection. And young people need that 25 more than us as adults sometimes.</p>
<p style="text-align: right;">143</p> <p>1 learning and concepts that they're missing. They 2 must be proactive.</p> <p>3 I would call a parent-teacher conference. 4 If it was a high school or older student, I would 5 invite them to come in as well.</p> <p>6 But drilling down to what concepts are you 7 missing? How can we help? Then setting up a time 8 where you can do tutoring during either an elective 9 time before school, after school, something like 10 that, direct instruction, tutoring time with them.</p> <p>11 Also it may be as simple as a teacher 12 creating a step-by-step video. And then that way, 13 the parent can look at that step-by-step video and 14 really understand the process. Because I know a lot 15 of times when a student gets homework in a high 16 school in a brick-and-mortar, they go home, and the 17 homework penalizes the students who didn't get it in 18 the classroom, because they still don't get it. And 19 nine times out of ten, their parents don't get it 20 anymore.</p> <p>21 And it penalizes the students who actually 22 got the material in class, because now they're made 23 to do more work, and it actually helps the 24 middle-of-the-road students who have that direct 25 one-on-one and need a little more practice.</p>	<p style="text-align: right;">145</p> <p>1 I know you already talked about, like, the 2 300-to-1 ratio for a counselor. I think about many 3 schools that I'm familiar with that have some level 4 of hybrid virtual experiences. They invest a lot in 5 social workers to support young people's needs, 6 especially young adults in high school. It's 7 something that's really important.</p> <p>8 There's probably going to be some students 9 who are going to be drawn to your school that are 10 considered like reengagement students, students who 11 may be getting their needs met in high school. May 12 have -- may or may not have dropped out of school, 13 but now they're reentering, and this could be an 14 option for them.</p> <p>15 And I think about those young people who 16 need not less, but more, social-emotional supports 17 in school.</p> <p>18 And I am slightly concerned, not just 19 about your model, but just virtual schools and how 20 they integrate social-emotional learning needs for 21 students? And how do adapt and adjust to make sure 22 that if a student is needing additional support, but 23 definitely, if students are in a moment of crisis, 24 however you thought about making sure that they have 25 resources that would be conducive to their needs.</p>

<p style="text-align: right;">146</p> <p>1 And what I mean by that, what are the in-person 2 services that are available to them? 3 DR. KAYLEIGH CARBAJAL: I can offer a 4 brief answer to that. 5 First of all we have a canon of literature 6 that speaks to the need to fulfill those 7 social-emotional needs of students. And we fully 8 intend to add that to the professional development 9 that we do for our staff and our teachers. 10 There's also a canon of literature that 11 speaks to teacher retention, which was one issue 12 brought up by a Commissioner earlier. 13 In school cultures that embed 14 social-emotional needs throughout their -- 15 throughout the culture and who -- and who teach 16 teachers how to embed that in their curriculum 17 and -- and create that culture are much more likely 18 to be retained and to be retained for longer periods 19 of time. 20 In addition to the professional 21 development that we will be doing around that, our 22 student success team, that will be much of the work 23 that they will be doing for resources we do not 24 have; in particular, perhaps medical resources. We 25 will have the resource contact information so that</p>	<p style="text-align: right;">148</p> <p>1 And going back to, like, if your plan 2 fails, one of the things that we've proposed, too, 3 is backward design. So have a goal in mind. Have 4 your objective, what do you want to -- to have 5 the -- to accomplish, and then work backwards on 6 your steps about how you're going to get there. 7 So... 8 THE CHAIR: Great. I'm very familiar with 9 Understanding by Design. That was my next question. 10 MS. FREDA DAUGHERTY: Oh, okay. 11 THE CHAIR: So that is -- it's connected 12 to professional development for your staff. I know 13 earlier, you, Freda, you mentioned all the different 14 types of professional development that you would be 15 doing for the staff. 16 For me, I think that the number one thing 17 that so many of our teachers need, because we do 18 learn how to develop curriculum in our undergrad or 19 in your master's programming, but developing 20 curriculum is -- I mean, for me -- I'll speak for 21 myself -- it was like rocket science. It's hard. 22 It's not a natural act for me. I'm much 23 better at talking and engaging and adapting. But 24 sitting down and, like, writing out an essential 25 question and backwards planning from the learning</p>
<p style="text-align: right;">147</p> <p>1 we can share that and so that we also know what's 2 available in the communities and what's available to 3 our students. 4 MS. FREDA DAUGHERTY: I'd add to that for 5 the social-emotional learning. You could have -- it 6 comes down to scheduling as well. So you can have a 7 counselor have different grade levels and have a 8 social-emotional topic for the week. So they'll 9 meet with a whole group of kindergarteners, say, on 10 Monday, or kindergarten and first grade; and then on 11 Tuesday, second and third, they could do that. 12 Your social-emotional, too, with the 13 exposure, having learning events or trips where they 14 can go and actually visit museums. They can connect 15 with people through FFA, BFA, FCCLA, trips that they 16 would take, sport activities. 17 We found that in the virtual environment, 18 there are a lot of students who are actually 19 connected to sports. But a lot of the students have 20 actually reported that their social-emotional is 21 better in an online than it is in a 22 brick-and-mortar, because they're no longer bullied 23 about their gender choice or their physical 24 appearance or the clothes that they wear or -- the 25 list goes on.</p>	<p style="text-align: right;">149</p> <p>1 experience, that is rigorous. That's a lot for 2 teachers to do. It's necessary. And it's a 3 requirement. But it's a lot. 4 How are you-all -- what's -- how -- I 5 didn't see this in your schedule. But I'm just 6 wondering how much time are you using within your 7 professional development to support teachers, UBD, 8 backwards planning, developing their curriculum in a 9 way that's really going to -- to light up students' 10 experience? 11 Because I think it takes a lot. It takes 12 a lot, and it takes repetition. And I wasn't clear 13 about where that was within your -- within your 14 master schedules. 15 MS. FREDA DAUGHERTY: Right. Your 16 professional development, first off, should be 17 relevant to each individual teacher's needs, but, 18 secondly, must be continuous, forever, I mean, 19 throughout a teacher's career. It can't just say, 20 "We're going to have a week before school, and the 21 teachers are going to be exposed to this 22 professional development, good luck." You know, it 23 can't be like that. 24 At the beginning of the year, you would 25 start with, of course, your state compliance, your</p>

<p style="text-align: right;">150</p> <p>1 blood-borne, as I mentioned earlier. And then you 2 would train them during -- also during the first 3 week on what your objective is. 4 You know, the objective is to have student 5 achievement, to have every single student show 6 growth in their learning. That's the objective. 7 You have to get that across. 8 And then throughout the year, like, say on 9 a Tuesday and Thursday at noon, or Monday/Wednesday, 10 whatever your schedule is, you'll come together in 11 PLC groups, Professional Learning Communities, where 12 they actually will look at different needs that they 13 have. 14 Maybe in their PLC, they need to identify 15 strategies for helping students to improve their 16 writing. And then once a month, they could come 17 together as an entire, like, department or team, 18 like, as an ELA team or as a math team. They could 19 do that throughout the year, have really scheduled 20 times. 21 I have found, and it has been my 22 experience, that if it's not on the calendar, it 23 usually doesn't happen. So that needs to be -- with 24 teacher input, you need to have that at the 25 beginning of the year and devise a plan. Or you</p>	<p style="text-align: right;">152</p> <p>1 sorry -- Stanford's Centers for Research on 2 Education Outcomes. 3 So CREDO. C-R-E-D-O. 4 If you just Google "2019 New Mexico CREDO 5 Research on Charters," you'll find this -- this 6 study. 7 Some of the things that they saw -- and my 8 computer is about ready to die -- of course, it is. 9 One of the big headlines out of this study was that 10 online charters -- and they looked at data from 2011 11 through 2014. So it's a little bit old. But this 12 was done in 2019 with the data that they had 13 available. 14 It did show that online charter schools 15 had substantially weak results when it came to 16 learning gains in both reading and in math. 17 I just am curious about how -- what your 18 response is to that and how are you going to stay 19 above that curve? Like, what are you going to do to 20 ensure that the results, the learning gains within 21 your virtual school will actually be above what's 22 happened historically in New Mexico? 23 MS. FRED A DAUGHERTY: I'd like to respond 24 to that, because I think -- I'm going to do a quick 25 comparison to when COVID happened, and</p>
<p style="text-align: right;">151</p> <p>1 could even do it at the end of the year for the 2 following year, devise really designated sheltered 3 times that the teachers can come together. 4 And then, of course, there's also the 5 option, an additional layer, where you can assign 6 something to somebody and say, "Hey, Mr. Brauer, I 7 understand that you're really struggling with -- 8 with keeping your grading current," for example. 9 "So I'm going to assign some techniques, some 10 strategies. And I'm going to give you professional 11 development on how to organize your time better so 12 that you can get all of the things graded in the 13 manner that we wish to have it graded in." 14 Something like that. I hope that answered 15 your question. 16 THE CHAIR: Thank you. My last -- my 17 last -- this is a little bit of a comment and maybe 18 some homework for you-all, too, but also I would 19 love your response to this. 20 So in 2019, the State of New Mexico Public 21 Education Department completed a pretty rigorous 22 empirical study on charter schools in comparison to 23 traditional public schools here in New Mexico. 24 So this is all New Mexico data. It was 25 done from Stanford's Center for Education on --</p>	<p style="text-align: right;">153</p> <p>1 brick-and-mortars and charter schools were thrown 2 into online learning. 3 And, I mean, at best, it was chaos in many 4 instances, because they didn't have a learning 5 management system that actually could deliver the 6 technology in the way that it needed to be 7 delivered. 8 You know, it's, like, okay, "We're going 9 to show up today. I'm going to give you 10 20 questions to do. You do it on your own. Good 11 luck. See you tomorrow." 12 And that happened during COVID. 13 And I think technology has come a long way 14 since then. 15 Now, to hold ourselves accountable, every 16 month at a board meeting, we want to see data as a 17 board. We want to see, what are the students' 18 i-Ready? What are the short-cycle assessments? 19 What does that data look like? How many students 20 are failing certain courses? 21 Break that down into subpopulations. 22 What does the attendance look like? What 23 are the problems that you're identifying, and how 24 are they going to be rectified? 25 So monthly, we would be looking at that</p>

154	<p>1 data.</p> <p>2 THE CHAIR: Thank you. That's my final</p> <p>3 question. Thank you for that.</p> <p>4 Commissioners, any other remaining</p> <p>5 questions?</p> <p>6 COMMISSIONER GIPSON: I do.</p> <p>7 THE CHAIR: Commissioner Gipson.</p> <p>8 COMMISSIONER GIPSON: So I'd like to go</p> <p>9 back just for a second and talk a little bit about</p> <p>10 ACCEL, because I know Commissioner Brauer asked, and</p> <p>11 I don't think it was fully identified. But can --</p> <p>12 ACCEL is a charter management organization. If</p> <p>13 that's the ACCEL that I've seen when I've done a</p> <p>14 search on it. Was that the organization that</p> <p>15 provides AMP and AIM? That's the ACCEL that we're</p> <p>16 talking about that has a network of schools across</p> <p>17 the nation. Is that what we're looking at?</p> <p>18 DR. KAYLEIGH CARBAJAL: Thank you for that</p> <p>19 question. ACCEL has combined -- has -- and I'm</p> <p>20 looking for a word that really encapsulates the --</p> <p>21 ACCEL's capturing best practices and best remote</p> <p>22 online learning capacities into one package.</p> <p>23 They -- and, yes, they have developed ancillary</p> <p>24 services.</p> <p>25 However, ACCEL also offers a menu of those</p>	156	<p>1 that they use. Pearson is not serving as their CMO,</p> <p>2 but, rather, they have components off the menu that</p> <p>3 they use, such as the LMS or the curriculum. And</p> <p>4 that is the same for us.</p> <p>5 Our -- the operation of the school will be</p> <p>6 by the board. We, the board, will then hire the</p> <p>7 school leader. The school leader will then hire the</p> <p>8 personnel below the board. And they will all -- or</p> <p>9 below the school leader. And they will all be</p> <p>10 certified New Mexico teachers, just as they do in a</p> <p>11 traditional brick-and-mortar.</p> <p>12 The services we are looking for is the</p> <p>13 learning -- we want a one sign-in comprehensive,</p> <p>14 well-developed eco-learning system and a learning</p> <p>15 management system. We want a comprehensive student</p> <p>16 information system.</p> <p>17 But we are not looking for personnel</p> <p>18 service. We are not looking for a business manager.</p> <p>19 We're not looking for anybody to have the day-to-day</p> <p>20 operations of the school. That will be the school</p> <p>21 leader, once they are established.</p> <p>22 COMMISSIONER GIPSON: Okay. But just to</p> <p>23 be clear, Pearson doesn't self-identify themselves</p> <p>24 as a CMO. But ACCEL identifies itself as a CMO. So</p> <p>25 there is that difference there.</p>
155	<p>1 services. And so charter schools can pick and</p> <p>2 choose those things that are critical to the</p> <p>3 criteria for the success of their students in that</p> <p>4 area.</p> <p>5 And so there is a menu from which to</p> <p>6 choose.</p> <p>7 New Mexico is slightly different than</p> <p>8 other states in the United States as far as what is</p> <p>9 legally possible here and what is required here,</p> <p>10 what are mandates. Some of the things would not be</p> <p>11 possible here in New Mexico.</p> <p>12 So when we put this application together,</p> <p>13 we -- we assumed that if we could find a provider</p> <p>14 that could make all of our criteria possible, that,</p> <p>15 yes, we would -- we would be able to implement</p> <p>16 this -- establish this school, but we will not be</p> <p>17 asking for personnel services and business</p> <p>18 management services. Those things, of course, will</p> <p>19 occur here in our school.</p> <p>20 So though they do -- there are some</p> <p>21 schools that they do manage, not in New Mexico and</p> <p>22 not in our situation -- would you like to speak to</p> <p>23 that more?</p> <p>24 MS. FRED A DAUGHERTY: So just like the</p> <p>25 other existing online schools, they have Pearson</p>	157	<p>1 And it may be just semantics, but they do</p> <p>2 self-identify themselves as a CMO, where Pearson</p> <p>3 does not.</p> <p>4 So...</p> <p>5 MS. FRED A DAUGHERTY: That would have to</p> <p>6 be stipulated if they end up being the service</p> <p>7 provider. But it would be very clearly written into</p> <p>8 the contract that they will not be the CMO of this</p> <p>9 school.</p> <p>10 COMMISSIONER GIPSON: So you mentioned</p> <p>11 that ACCEL did the survey, when you were talking</p> <p>12 to -- responding to Commissioner Manis.</p> <p>13 So did they do that for free? As a --</p> <p>14 just -- or how did -- or did they -- was there</p> <p>15 payment made for the survey that was conducted?</p> <p>16 DR. KAYLEIGH CARBAJAL: There was no</p> <p>17 payment made. They -- they did it in perhaps</p> <p>18 anticipation of helping us strengthen our case for</p> <p>19 our application. So, no, it was for free.</p> <p>20 COMMISSIONER GIPSON: That's concerning.</p> <p>21 Okay.</p> <p>22 Real quick. When Commissioner Burt asked</p> <p>23 about customizing or modifying curriculum, and you</p> <p>24 answered about the testing and being able to -- as</p> <p>25 most test platforms allow you to, you know, stop</p>

<p style="text-align: right;">158</p> <p>1 students from going on if they've already mastered 2 it, or going back and making sure the students did 3 master it.</p> <p>4 But my question is more about the 5 curriculum itself, and, you know, tying into 6 Commissioner Brauer's questions, that students want 7 to be seen and heard in the classroom and see 8 themselves and hear themselves in the classroom.</p> <p>9 And my question is the modification of the 10 curriculum so that students in New Mexico can see 11 themselves in, you know, the text of the history 12 that they're reading about, the literature that 13 they're reading about. Because you're taking a 14 platform that is a national platform, and they're 15 the provider for it, but making sure that embedded 16 in -- so Commissioner Brauer mentioned how difficult 17 it is to do that with curriculum as an instructor, 18 to be able to do that backwards planning and do 19 that. It is extraordinarily hard.</p> <p>20 But also important, because we know that 21 that's what's quite often missing with our students, 22 that they don't perform as well on tests because 23 they don't see themselves in the questions. They're 24 asking questions that they certainly can't identify 25 with, and they're not -- you know, they lose</p>	<p style="text-align: right;">160</p> <p>1 Or you can ask ahead of time, anybody in 2 that particular concept that's being taught, "Can 3 you come and can you bring a visual? Can you share 4 your experience with it?"</p> <p>5 And I'm not sure I'm following your 6 question 100 percent. But immediately it came to my 7 mind about what Dr. Hollie said to make sure that 8 we're -- we have inclusivity, where every student 9 has the opportunity to share something about their 10 culture, their background, what's important to them. 11 So somebody else might want to add.</p> <p>12 DR. KAYLEIGH CARBAJAL: In addition to 13 that, the curriculum providers that ACCEL accesses 14 all have diversity and cultural specialists on staff 15 to assure that the curriculum is inclusive and it 16 honors different cultures and honors different 17 linguistic backgrounds.</p> <p>18 So the curriculum itself will -- will 19 satisfy some, I believe, of your concerns. However, 20 the instructors, also schooled in CLR strategies and 21 SEL, will absolutely have the tools to be -- to be 22 able to examine the curriculum and to make any 23 changes that they feel are necessary.</p> <p>24 And especially in assessment. They can -- 25 they can change the assessment questions and the --</p>
<p style="text-align: right;">159</p> <p>1 interest in reading because they don't see 2 themselves in the materials that they're reading.</p> <p>3 So that's -- that's what I would like to 4 hear about is what's the plan for teachers to be 5 able to make sure that the curriculum is -- complies 6 with CLR guidance.</p> <p>7 MS. FRED A DAUGHERTY: What immediately 8 comes to mind is when you have a group of 9 students -- and this is something that Dr. Hollie 10 brought up in a training that I attended with him -- 11 when you have a group of students, and you have a 12 Black student, a brown student, a white student, why 13 is Santa Claus white? You know, that's a valid 14 question. Then you go back to where it did 15 originate, the idea of a Santa Claus. Then it helps 16 you to understand the context of why Santa Claus is 17 white.</p> <p>18 But students will be able to go online, 19 and throughout maybe -- maybe you have a concept 20 being taught about something with the Native 21 American in a time during history. And you could 22 actually ask a Native American student ahead of 23 time, "Could you please share? Could you bring in 24 artifacts? Could you bring something to bring that 25 lesson really to life?"</p>	<p style="text-align: right;">161</p> <p>1 what we're also asking from our service provider is 2 that all of the curriculum be aligned to our state 3 standards, the content standards, the New Mexico 4 State standards.</p> <p>5 So that alignment is there. And, of 6 course, we have standards about -- about those 7 issues and the inclusiveness as well.</p> <p>8 MS. FRED A DAUGHERTY: And having a 9 professional development at the beginning of the 10 opening of the school, where teachers -- where you 11 bring in Dr. Hollie and have him do training would 12 be very beneficial to the school, so that they truly 13 understand what the difference is between, like, 14 culture and race and ethnicity, because they're not 15 the same thing, and strategies for actually helping 16 the students, and how they can make the lessons more 17 relevant to the students.</p> <p>18 That would be a great idea to have that 19 happen at the beginning of the year and do a 20 follow-up later in the year, too. And he's not the 21 only one that trains, but he's very good. So...</p> <p>22 COMMISSIONER GIPSON: Two real quick 23 things. What -- who makes up your success 24 coaches -- or your success team? I forget how 25 you --</p>

<p style="text-align: right;">162</p> <p>1 MS. FREDA DAUGHERTY: It's a combination. 2 We actually have teachers, administrators, different 3 staff, counselors on it. 4 COMMISSIONER GIPSON: Okay. Thanks. 5 And I had one more. Oh. 6 When you're looking at -- and I know we've 7 beat this a lot about actually going out and having 8 a personal -- internships and that hands-on, how do 9 you envision oversight of that in terms of -- you 10 know, you're looking at a very large state and 11 having students out there doing one-on-ones with, 12 you know, experts in whatever field it is and 13 getting that firsthand experience. 14 How do you envision the oversight of that 15 by the school and ensuring that it is -- because I 16 think we've all had that plumber that came into the 17 house and said, "Oh, my God, what did he do," you 18 know. 19 So that, you know, how do you envision 20 making sure there's quality to start with, but also 21 the oversight of it during that process of the 22 internship? 23 MS. FREDA DAUGHERTY: There's going to 24 have to be a person in charge of this. It's going 25 to have to be a team effort to begin with. But then</p>	<p style="text-align: right;">164</p> <p>1 THE CHAIR: Any other Commissioners? 2 COMMISSIONER INGHAM: I guess, yeah. 3 THE CHAIR: Commissioner Ingham, and then 4 Commissioner Carrillo. 5 COMMISSIONER INGHAM: I just -- I am that 6 student -- I did every industrial arts course that I 7 could take in high school. I ended up going to 8 New Mexico Tech with our friend here -- a few years 9 before. But I ended up going to -- after many 10 years, finding my niche was in construction. 11 All of those things married together, 12 so -- I do have -- but I just wanted to let you know 13 why I didn't ask a lot of questions. 14 I am a contractor by trade, and so 15 education is not my strong suit. So I am very 16 impressed with your comments and your passion. 17 I do have a few things -- I guess you guys 18 have seen the -- the reaction by Charter School 19 Division to your application. And there was an 20 awful lot of Does Not Meets in that application. 21 And so for me, that gives me some concern 22 that -- especially on the financial end and 23 programmatic sides that needed to be addressed. I 24 don't know how -- when you have an opportunity to 25 address that. But it seems to me there's some</p>
<p style="text-align: right;">163</p> <p>1 there will have to be somebody in charge of it, in 2 charge of the oversight. 3 And it may end up being a principal. It 4 may end up being a special programs coordinator or a 5 special coordinator of some type. Somebody will 6 have to be in charge of that, and that will be one 7 of their main duties; so... 8 COMMISSIONER GIPSON: But do you envision 9 that someone would actually go out to -- you know, 10 as a -- a spot visit to the internship? 11 MS. FREDA DAUGHERTY: I do. 12 COMMISSIONER GIPSON: Because, once again 13 if that's going to be the principal of the school, 14 that principal could be gone out of the building for 15 a lot of time, because they're traveling all around 16 New Mexico with these internships. 17 So that's -- you know, that was more my 18 question in terms of oversight. 19 DR. KAYLEIGH CARBAJAL: And we have 20 included, in the staffing plan, a CDE coordinator. 21 So that would be principally their responsibility to 22 coordinate those efforts, and also to assess the 23 effectiveness of those internships and job 24 shadowings. 25 COMMISSIONER GIPSON: Okay. Thank you.</p>	<p style="text-align: right;">165</p> <p>1 pretty serious things that were lacking. 2 I do want to say, with regards to the last 3 comment, and that is that I grew up -- I learned my 4 trades in the end after going to college and being 5 an academic and then getting thrown into being a 6 laborer on a construction site. And many other -- 7 there's a lot of people in those careers that are 8 looking for somebody to take advantage of them, to 9 be brutally honest with you. 10 So when it comes down to that oversight to 11 the -- that mentorship program, it would be very -- 12 really a very difficult task to get that 13 understanding from somebody in a quick visit. And 14 you're going to have to really challenge your 15 students to be able to say and speak up for 16 themselves in those environments. Because I'm going 17 to tell you. I know a lot of plumbers. And the 18 first thing that a person gets to do is to learn how 19 to dig a ditch. And there's a lot of times that 20 they don't get any -- any opportunity to learn 21 anything about plumbing until they've dug miles of 22 ditches. 23 And that may or may not be -- that may be 24 what your kids need to learn that that's what is 25 entailed with that. But I would be very concerned</p>

<p style="text-align: right;">166</p> <p>1 about remote people having access to young people 2 without hardly any supervision. So just a thought. 3 Thanks. 4 THE CHAIR: All right. Commissioner 5 Carrillo, go ahead. 6 COMMISSIONER CARRILLO: That's a great 7 observation. I mean, no, really. Just the ability 8 of people to take advantage, because it happens all 9 the time in food and beverage. People think they're 10 going into a kitchen. And it's, like, first thing, 11 you're cleaning and chopping vegetables, and a whole 12 lot of them, eight hours a day, this many days of 13 the week. 14 So I'm hoping there's not a lot of people 15 that would take advantage of kids that way, but 16 they're there. 17 Let's see. I've trimmed my list quite a 18 bit, because I know it's getting later. I know I'm 19 hungry, not "hangry" yet, but just hungry. 20 I had the privilege of learning something 21 about a program in Springfield, Pennsylvania, when I 22 was part of the -- at a school boards association. 23 The program is First Grade Immersion. We hear all 24 the time, "Third grade this," "Third grade that." 25 As far as I'm concerned, third grade is too late.</p>	<p style="text-align: right;">168</p> <p>1 stuff, and I'm not going to -- attendance. We found 2 that with some of our virtuals -- you know, I don't 3 know. Attendance is such a gray area. Camera on. 4 Camera off. 5 How do you know kids are attending? 6 What's your thought on cameras need to be on if 7 they're going to be counted as having attended? 8 MS. FREDA DAUGHERTY: Well, the learning 9 system that we're actually looking at actually 10 counts attendance in real time. So they know if 11 they're on there or not. 12 It also allows an additional feature for, 13 like, job shadowing or various activities where 14 you're putting together a project or something like 15 that. 16 But there are a few cases -- I think the 17 norm should be camera on. But there will be some 18 cases where you've got, like, say, maybe a student 19 on an IEP, who, you know, they have extreme anxiety. 20 And it would just flip them over the edge to have 21 the camera on. So, I mean -- or they have a 22 physical deformity, and they've been made fun of in 23 a brick-and-mortar, and that's why they're actually 24 at the virtual school. 25 So the norm would be to have it on. But</p>
<p style="text-align: right;">167</p> <p>1 For them, it was too late, too, for 2 English Language Arts, because, you know, when you 3 master that, you can master anything, because you're 4 no longer learning to read; you're reading to learn. 5 What are your thoughts on the notion of 6 first-grade immersion relating to English Language 7 Arts? 8 MS. FREDA DAUGHERTY: I would support 9 that. I really believe that by the time a student 10 gets to third grade, if they can't read in the third 11 grade, they're not going to read in the high school. 12 I think you can -- don't take this wrong. 13 But you can medicate, but you can't cure if you let 14 something continue long enough. 15 So I think that early intervention is key. 16 And we need to start as early as we can. Thank you. 17 COMMISSIONER CARRILLO: No. Great. 18 That -- there are those that think, no, we can't 19 push them too hard. 20 It's like, no, we can't push them enough, 21 because we've -- there's no time on our side if 22 we're just going to graduate another group of kids 23 that can't function or is taking remedial everything 24 and then dropping out of college. 25 So you've spoken a lot to behavioral</p>	<p style="text-align: right;">169</p> <p>1 there are also exceptions that you have to -- you 2 have to be aware and know your students. 3 COMMISSIONER CARRILLO: Thank you. I just 4 wrote this down. Not that it's a question. 5 I wrote, "D is for diploma," because 6 that's all you need is just D's in New Mexico to get 7 your high school diploma. And I'm just hoping that 8 your bar is a lot higher than it is in districts 9 throughout the state, especially post-pandemic -- 10 just that year right after, just pushing kids over 11 the finish line, E2020 and all these things were so 12 abused, just to make sure that kids weren't given 13 F's and failing. 14 I love the idea, Freda, of you being the 15 director of the school. That's up to you. But at 16 least cloning yourselves, both of you, in terms of 17 your board in terms of the way you wanted the board 18 to have such a strict sense of accountability to the 19 head learner and then everybody else that's there. 20 And I enjoyed those comments a lot. So 21 whether or not you're approved, I mean, I hope 22 you're looking at this also as -- well, first off, 23 that if it's not approved, that you're not just 24 going to give up and do something else with your 25 lives, but you're actually really committed to this.</p>

<p style="text-align: right;">170</p> <p>1 Because I think it's a great idea, but 2 that you learn to have this as a learning experience 3 in building on what K.T. said, relative to surveys. 4 Of the 209, what's the, really, validity of that? 5 Are you likely to have your kids attend? 6 Not likely, likely, very likely, 7 definitely. I mean, all these different gradations. 8 When you talk to a business owner, "Yes" 9 or "No." That doesn't matter. "Yes." 10 How would you be involved? How would 11 you -- I mean, all of these things matter so much. 12 So I'm hoping that -- this is definitely 13 the most extensive community input hearing that I've 14 attended in my two and a half or so years. I hope 15 you all gathered, gleaned a lot of information on 16 maybe if you're coming back before us in a year, it 17 is going to be -- no one's up for reelection. It is 18 going to be the same Commission. 19 So having gathered all the information you 20 need, and maybe by then there's a direc- -- I'm just 21 saying who knows how this flushes out? But just 22 having all this be an A-1 learning experience. 23 So that's all for me. Surveys. 24 Yeah, surveys can say anything. You've 25 got to really have somebody that knows how to drill</p>	<p style="text-align: right;">172</p> <p>1 diploma. 2 MS. FREDA DAUGHERTY: D for diploma. 3 Diploma. Not degrees yet. 4 But, anyway, in my opinion, we've done a 5 harm to the students by -- you know, we set an 6 expectation in the tenth grade. Way back when -- 7 this dates me -- you have to have proficiency on the 8 tenth-grade competency exam. Oops. We didn't have 9 enough students meet that. So now we're going to 10 bring in something else. 11 And then we're going to say, "Okay, this 12 is our new platform. You have to do this. Just 13 kidding. Not enough kids met it." 14 So now what we're doing is we've altered 15 it again now by giving the SAT to the juniors. 16 That's one of the graduation requirements. 17 And I think we need to hold, as educators 18 and as schools, no matter whether it's a virtual 19 environment or a brick-and-mortar environment, we 20 need to set a bar and set those expectations, let 21 the students know what they are, and then hold them 22 accountable and help them to achieve it. 23 Sorry. I just had to vent that. 24 COMMISSIONER CARRILLO: No, heard you 25 clearly.</p>
<p style="text-align: right;">171</p> <p>1 down, ask the question the right way so you get the 2 answer you want so it means something to us. 3 MS. FREDA DAUGHERTY: May I respond for a 4 second? 5 COMMISSIONER CARRILLO: Of course, you 6 may. 7 MS. FREDA DAUGHERTY: I'm very much a 8 person that I follow the law. Totally. I follow the 9 law. I appreciate -- that's why we have laws. If 10 you're not going to follow the rule, don't have a 11 rule; right? 12 I won't say I won't put in for the school 13 leader position. I very well may. But it's 14 something I may not. I don't know what tomorrow 15 holds for me. I mean, that's a higher power than 16 me. 17 But also we want to have a school that, 18 number one, goes by the law; number two, is very 19 organic in their processes. There may be a 20 candidate, if I apply, that's better than I am, you 21 know. And that's fine. That doesn't matter. 22 You've got to get the best candidate for the 23 position. 24 And your comment about "D gets degrees" -- 25 COMMISSIONER CARRILLO: Oh. D is for</p>	<p style="text-align: right;">173</p> <p>1 THE CHAIR: Great. Thank you. Seeing no 2 other comments, we are at our point of adjournment. 3 Thank you so much for being with us today. 4 Thank you for rolling with all the questions that we 5 had. 6 I know we were a thorough bunch of 7 Commissioners. And just thank you so much for all 8 the work that you put into this so far. 9 So at this point, Commissioners, I'll take 10 a motion. 11 COMMISSIONER GIPSON: So moved. 12 COMMISSIONER CARRILLO: Second. 13 THE CHAIR: Great. Excellent. 14 I will do the roll call real quick. 15 Chair Brauer votes yes. 16 Commissioner Ingham. 17 COMMISSIONER INGHAM: Yes. 18 THE CHAIR: Commissioner Gipson. 19 COMMISSIONER GIPSON: Yes. 20 THE CHAIR: Commissioner Carrillo. 21 COMMISSIONER CARRILLO: Yes. 22 THE CHAIR: Commissioner Burt. 23 VICE CHAIR BURT: Yes. 24 THE CHAIR: Commissioner Manis. 25 COMMISSIONER MANIS: Yes.</p>

1 THE CHAIR: We are adjourned. And I just
2 want to share just one quick note to the public and
3 to the application team.

4 Members of the public may submit comments,
5 petitions, or other written feedback electronically
6 regarding this charter school, VGA, up to three
7 business days following today's hearing.

8 So that is Monday, July the 17th.

9 And so if you would like to provide any
10 more additional public comments, feel free to do
11 that by July the 17th. That can be e-mailed to
12 Charter.Schools@ped.nm.gov, or by completing the
13 form associated with the school on the 2023 New
14 Application website. Great.

15 MS. FREDA DAUGHERTY: Thank you all very
16 much for your time.

17 THE CHAIR: Thank you.
18 (Proceedings adjourned at 12:56 p.m.)
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25

1 RECEIPT

2 JOB NUMBER: 8451N CC Date: 7/12/23

3 PROCEEDINGS: Community Input Hearing Proceedings

4 CASE CAPTION: In Re: Virtual Preparatory Academy of
5 New Mexico

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<p>A's 47:1</p> <p>A-1 170:22</p> <p>A-C-C-E-L 64:9</p> <p>A-m-a-n-d-a 42:25</p> <p>a.m 1:11 108:8,8</p> <p>abide 62:20 83:22,22</p> <p>ability 11:15 39:3 60:21,22 77:15 77:15 81:11 100:12 122:25 142:21 166:7</p> <p>able 34:11 40:6,8,13,22,23 41:5 42:9,18 47:13 60:8 66:18 77:23 85:16 87:23 88:10 95:1 110:17 114:10,13 115:8 116:6,18 120:2 129:8 140:7 142:9 155:15 157:24 158:18 159:5,18 160:22 165:15</p> <p>absolutely 13:18,21 39:2,14 58:11 60:2 94:20 123:23 160:21</p> <p>abused 169:12</p> <p>academic 19:7 165:5</p> <p>academically 77:2</p> <p>academics 98:10</p> <p>Academy 1:10 3:3 4:4 6:12 9:13 30:10 31:4 32:4 176:4</p> <p>ACCEL 64:9,13,16,21 66:14,25 67:19 110:14 127:7,11 154:10 154:12,13,15,19,25 156:24 157:11 160:13</p> <p>ACCEL's 154:21</p> <p>access 11:9,17 13:14 89:20 90:4 120:2 139:16 166:1</p> <p>accesses 160:13</p> <p>accessing 65:1</p> <p>accommodations 31:19</p> <p>accomplish 17:19 20:17 73:21 148:5</p> <p>account 18:3 74:3 86:19</p> <p>accountability 169:18</p> <p>accountable 153:15 172:22</p> <p>accounting 70:15 129:6</p> <p>accounts 142:8</p> <p>achieve 19:23 20:15 138:24 172:22</p> <p>achieved 139:19 140:5</p> <p>achievement 150:5</p> <p>achieves 20:9</p> <p>acknowledge 48:6 59:3</p>	<p>Acrobat-certified 130:11</p> <p>acronym 13:10</p> <p>act 52:5 53:17 148:22</p> <p>action 86:10</p> <p>actively 138:16</p> <p>activities 16:11 42:7 63:14 147:16 168:13</p> <p>actual 19:11 20:5 49:9 92:22,25 93:10 94:11 106:8</p> <p>adapt 145:21</p> <p>adapting 148:23</p> <p>add 62:17,17 133:7 146:8 147:4 160:11</p> <p>addition 12:24 13:6 14:5 36:22 42:20 57:6 84:20 112:9 142:14 146:20 160:12</p> <p>additional 11:18 13:3 16:10 63:13 107:5 145:22 151:5 168:12 174:10</p> <p>address 11:22 26:12 74:7 116:22 141:5 164:25</p> <p>addressed 22:1 25:12 64:1 164:23</p> <p>adds 11:20</p> <p>Adjourn 3:11</p> <p>adjourned 174:1,18</p> <p>adjournment 173:2</p> <p>adjust 98:16 145:21</p> <p>administration 22:2 25:12</p> <p>administrator 2:13 28:22 71:2</p> <p>administrators 22:11 73:11 162:2</p> <p>Adobe 130:11</p> <p>adopted 33:2</p> <p>adoption 65:17</p> <p>adult 134:23</p> <p>adults 37:12 119:2 144:25 145:6</p> <p>advantage 67:10 165:8 166:8,15</p> <p>advertise 82:6</p> <p>advertising 80:3 106:7</p> <p>advisor 38:10</p> <p>advocate 120:23</p> <p>advocating 116:5</p> <p>afforded 15:19</p> <p>age 124:6 138:9</p> <p>agenda 47:9</p> <p>agent 92:10,15</p> <p>aggressive 74:1</p> <p>aggressively 57:9</p>	<p>ago 52:9 125:13</p> <p>agricultural 15:18 128:12</p> <p>agriculture 55:25</p> <p>ahead 6:6 9:25 26:9 32:14 108:12 159:22 160:1 166:5</p> <p>AI 123:20</p> <p>AIM 154:15</p> <p>Alamogordo 36:20 37:7</p> <p>Alamos 8:22</p> <p>Alan 2:3 8:7 28:16</p> <p>alarm 131:4,6,12</p> <p>alarmed 7:3</p> <p>alarming 60:5 63:3</p> <p>Albuquerque 1:24 8:8 29:11 56:19 71:16,24 94:19 104:2,8 111:13 175:18</p> <p>Algebra 100:5,7</p> <p>aligned 14:11 65:23 139:21 161:2</p> <p>alignment 161:5</p> <p>allergies 59:14</p> <p>alleviate 114:18</p> <p>allow 11:2 31:1 35:14 53:14 157:25</p> <p>allowed 31:25 35:8 42:16 87:21</p> <p>allows 11:5 24:25 42:3 57:23 168:12</p> <p>altered 172:14</p> <p>alternative 38:24</p> <p>Amanda 42:23,24</p> <p>amazing 44:7,9 89:14</p> <p>America 44:10</p> <p>American 159:21,22</p> <p>amount 58:16</p> <p>AMP 154:15</p> <p>Ana 8:10</p> <p>ancillary 31:5 66:2 154:23</p> <p>Andrea 26:3,7</p> <p>anecdote 85:5</p> <p>animals 39:11</p> <p>Annette 46:13</p> <p>Annotated 49:1,11,22</p> <p>annual 19:10 20:4</p> <p>annually 114:22</p> <p>answer 74:5 76:19 81:20 112:19 112:23 117:22 137:14 142:12 146:4 171:2</p> <p>answered 66:23 93:12 97:10 115:18,20 137:10 151:14</p>
--	--	---

157:24
answering 108:2
anticipate 54:25
anticipated 60:6
anticipation 157:18
antiquated 125:17
anxiety 24:14 168:19
anybody 7:3 23:18 76:24 109:22
 156:19 160:1
anymore 86:6,7 143:20
anyway 107:13 172:4
Apache 133:10
apart 61:15
apologies 134:13
apologize 63:1 139:3
Appalachians 126:3
appearance 147:24
Apple 24:7
applicable 3:8
applicant 3:6 8:24
application 3:4 6:25 47:10 48:18
 53:24 64:8 66:25 67:17,18,23
 68:2,16 83:11,14 93:18,19
 99:19 108:20 114:22 127:6
 134:12,15 155:12 157:19
 164:19,20 174:3,14
applications 7:6 48:9,14
apply 85:21 171:20
appreciate 5:24 48:15,19 49:24
 64:4 74:8 83:12 125:2 171:9
appreciated 74:23 75:12
appreciative 103:5
apprenticeship 90:6
apprenticeships 90:13 107:17
approach 122:1 141:24
approach- 128:6
approached 118:9
appropriate 10:9 57:10 102:16
approved 66:8 73:18 76:6 105:19
 107:9 169:21,23
approving 53:24
approximately 24:9
APS 24:8 27:21 29:11,14,14
area 8:8,22 35:5 55:8 56:13 57:8
 57:10 71:16 80:16 81:18 92:13
 92:18 104:3 106:3 111:13
 120:11 127:2,18 128:7 129:24
 155:4 168:3
areas 15:18,20 26:15,19 30:15

56:9 89:7 104:14 106:15 120:16
 126:11
argue 77:15
arithmetic 98:3
array 114:11 129:7
Arriba 7:24
art 65:20
artifacts 159:24
artificial 123:21
arts 19:13,14 62:24,24 128:25
 164:6 167:2,7
ASE-certified 130:3
asked 108:16 109:10 125:6,7
 126:18 129:13 154:10 157:22
asking 48:10 67:18 68:12,20
 112:14 114:12 137:6 155:17
 158:24 161:1
aspects 111:24 131:16
assess 163:22
assesses 102:10
assessment 103:11 139:24
 160:24,25
assessments 17:6 21:12,13
 153:18
asset 39:18
assign 151:5,9
assignment 45:24
assist 17:7
Assistance 2:10,13
assistant 29:6
associate's 96:25
associated 174:13
Associates 1:22 175:17
association 38:11 166:22
assumed 155:13
assuming 94:9
assure 160:15
astray 137:22,25 138:1 144:12
asynchronous 16:15 58:16 63:6
 97:22 136:3,10,21 137:14
athletes 24:16
athletics 11:16
attempts 103:1,10
attend 30:24 170:5
attendance 16:9,10 21:17,18
 63:9,22 153:22 168:1,3,10
attended 45:16 159:10 168:7
 170:14
attending 31:14,22 168:5

attention 76:24 105:10
attorney 121:4 176:7,12,17,22
attributes 77:22
auditory 100:14
authorities 6:20 23:9
Authority 3:8 25:25
authorized 68:15
autistic 44:2
auto 57:2 90:9
autoimmune 41:2
availability 35:22
available 10:21,24 11:4 21:7,9
 25:1 51:20,23 61:23 75:6 84:14
 96:5 104:15 117:25 118:15
 120:13 124:7 128:10 140:20
 142:16 146:2 147:2,2 152:13
avenue 133:16
average 13:19,19 88:18,20
 111:11 112:9
Award 24:7
aware 52:13 62:4 65:11 101:15
 142:25 169:2
awesome 22:7 27:2 115:7
awful 164:20

B

B 3:6
B's 47:1
bachelor's 35:2,2
back 4:2 8:17 65:3,6 75:2 80:17
 97:1,3 104:22 105:3 108:7
 117:4 118:12 129:23 134:19
 136:15 142:19 148:1 154:9
 158:2 159:14 170:16 172:6
background 12:11 109:4 111:23
 116:11,15 118:19 160:10
backgrounds 160:17
backward 148:3
backwards 148:5,25 149:8
 158:18
bad 58:13
baking 117:7 118:24
balance 16:14
bank 74:3
bar 169:8 172:20
base 56:1 79:17,18
based 19:2 20:11 33:6,6 49:4
 54:1 79:13 115:18 122:19
basic 98:3 100:6

basically 44:4 105:23 135:7
basis 142:10
basket 133:20
bathroom 4:20
Bean 1:22 175:17
beat 162:7
beautiful 126:8
beauty 99:23 100:17
Beck 4:10
becoming 55:10 90:21 92:15
 130:10
bee 36:10
beginning 17:2 62:17 73:12
 104:12 149:24 150:25 161:9,19
begins 61:2
behalf 28:18 69:18
behavior 27:25 135:2
behavioral 79:2 87:1 167:25
believe 4:10 10:25 12:13 25:22
 38:23 52:14 56:18 59:15 62:22
 73:19 80:12 82:10 87:10 127:8
 160:19 167:9
believes 32:5
bell 99:24 103:20
beneficial 161:12
benefit 27:3,10 39:2 47:3
benefits 38:22
Bernalillo 8:20 71:25
best 14:25 16:20 28:8 39:10 40:3
 65:14 70:5 83:7 102:10 137:21
 138:23 141:5 144:19 153:3
 154:21,21 171:22
better 4:23 33:13 35:9 58:25 68:5
 75:23,24 107:14 110:21 113:19
 114:13,17 115:14 147:21
 148:23 151:11 171:20
beverage 118:20 134:4 166:9
beyond 32:3 55:7,14 58:7 72:25
 99:12
BFA 147:15
bid 64:20 66:4,5,17
big 24:17 70:20 75:18 131:16,16
 152:9
bigger 34:17 104:1,9
biggest 77:18
bill 52:10
bit 8:20 25:25 59:9 66:18 114:7
 126:10 127:9,25 129:17,19
 131:1 134:21 138:11 139:2

151:17 152:11 154:9 166:18
Black 159:12
Blackboard 134:18
blessed 37:1
blood-borne 83:24 150:1
blossom 27:17
blue 5:8
blurb 104:1
board 66:7,7,9,11 73:20 74:10,15
 74:15 75:20 78:25 80:1 81:17
 106:10 114:24 153:16,17 156:6
 156:6,8 169:17,17
board-certified 24:7
boards 74:9 125:24 166:22
body 72:5
Bohannon 17:16,17
bonds 32:10
book 65:2 84:4,11
border 7:25
Borderplex 55:9
bored 18:6
born 126:2 132:24 133:3
bottom 25:15 49:12
boxes 23:13
boy 138:17 141:11
BPA 107:5
brain 132:25
Brauer 2:3 7:11 8:7 50:24 101:11
 151:6 154:10 158:16 173:15
Brauer's 158:6
bread 117:10,11
break 40:15 108:6 141:2,2
 153:21
breakout 100:22
breeds 100:10,10
brick-and-mortar 17:22 25:2
 33:4,14 35:25 40:12,24 44:12
 62:3 65:17 101:1 102:14 103:19
 141:16 143:16 147:22 156:11
 168:23 172:19
brick-and-mortars 96:7 153:1
brief 146:4
briefly 30:14
bring 84:7 105:20 117:16 127:4
 159:23,24,24 160:3 161:11
 172:10
bringing 41:6 81:16
broad 113:16
brought 33:3 61:18 74:24 75:12

85:20 146:12 159:10
brown 2:13 7:11 9:19 22:8 23:19
 26:3 29:25 32:21 33:20 34:21
 36:6 38:4 39:20 41:14 42:22
 43:17 44:22,25 45:4 46:13 47:6
 159:12
brutally 165:9
build 55:23 78:3 130:23
building 1:12 15:23 90:4 91:18
 92:7 93:3 95:12 163:14 170:3
built 15:10 61:1 76:3
bulk 111:12
bullied 147:22
bullying 24:18
bunch 173:6
Burt 2:3 4:9 7:12 8:12,19 49:25
 50:4,8,16,21 53:9 57:17 87:10
 87:12 92:4 93:13 97:11 98:11
 100:25 103:22 107:8 109:10
 129:13 157:22 173:22,23
Burt's 115:21
bus 29:10
buses 26:20
business 9:11 12:1,11 13:23
 15:12 36:23,24 37:13,23 55:18
 55:21 56:10 62:1 69:24 70:13
 70:17 74:2 92:16 94:25 113:14
 116:25 121:5 129:6 155:17
 156:18 170:8 174:7
businesses 37:1,4,25 56:8 57:8
 94:21
buy 102:6

C

C 1:22 2:1 3:1,7 175:6,16
C-a-t-h-y 43:23
C-l-a-r-a 38:7
C-o-p-e 43:23
C-R-E-D-O 152:3
calendar 98:14 150:22
call 4:2,7 26:14 60:22 70:24
 81:12 89:6 110:24 117:5 132:25
 141:12 143:3 144:1 173:14
called 7:4 70:15 117:4 135:10
calls 72:18 110:22
camera 136:7 137:7 168:3,4,17
 168:21
cameras 168:6
campus 1:11 4:19,20 5:21 35:3

40:7
candidate 171:20,22
canned 48:17 68:25 69:8
canon 146:5,10
Canvas 16:2,2 37:17,22 64:5,5
 65:10,12
cap 132:14
capability 25:1
capacities 154:22
capacity 24:12,12 57:20 58:5
capstone 96:23 97:8
CAPTION 176:4
capturing 154:21
car 4:23 6:1
Carbajal 12:8,9 56:20 60:12 67:2
 71:11,18 72:1,9 73:14 76:1
 79:14 84:19 109:15,24 110:3,10
 110:13,16 112:3 113:3 114:19
 117:3 122:22 128:5 133:25
 139:11 142:5 146:3 154:18
 157:16 160:12 163:19
care 15:7
career 12:5 13:10 14:6 15:9,10
 15:11,11,12 17:12 18:21 19:2
 34:16,18 44:9 54:22 55:2 60:4
 60:18 79:19 82:11 90:7 92:24
 95:2,7,18 96:4,20 97:6 106:20
 116:24 118:11,18 120:20,25
 121:2,3,4,7 122:8,11 123:5,8
 124:11 125:11,15 126:5 133:16
 133:16 149:19
career-focused 30:11
career-technical 38:11
careers 31:15 88:23 94:23
 123:18,24 165:7
caretakers 25:13
Carrillo 2:4 5:11 7:22,23 47:25
 49:13 50:24 51:6 52:25 69:11
 69:14,15 70:10,12,20 71:7,12
 71:21 72:6,10 74:6 76:20 80:4
 81:3 84:18 85:17 87:14 100:14
 103:25 108:5,21 109:9 164:4
 166:5,6 167:17 169:3 171:5,25
 172:24 173:12,20,21
cars 5:18
cartoon 39:11
case 71:23 73:1 81:11 157:18
 176:4
caseload 81:12

cases 168:16,18
casual 112:12
Cathy 43:18,21,22
cause 83:1
CBA 139:24
CC 175:25 176:2
CCR 1:22 175:6,16
CDE 163:20
cell 117:11
Center 151:25
centered 127:9
centering 125:9 126:4
centers 126:7 141:20,21 152:1
certain 38:22 134:2 153:20
certainly 39:17 67:10 113:5,6,17
 117:7 128:14 139:14 158:24
certificate 3:13 38:19 69:1 175:5
certificates 134:1
certification 134:3
certifications 134:1
certified 16:21 30:25 62:12,13
 81:25 129:25 156:10 175:6
certify 175:8
certifying 90:12
cetera 65:3 139:23
Chair 2:3,3 3:5 4:1,9,25 5:13,23
 6:4 7:11,13 8:7,12,12,13,16,19
 9:22,25 17:14 22:9,13 23:2,20
 25:22 26:8 28:15,17,21 29:17
 29:23 32:13,19 33:19 34:20
 36:5 38:3 39:23 41:13,17 43:16
 43:21 44:17,24 45:2,7,11 46:10
 46:12,15,19 47:4,7,8 48:1 49:25
 50:4,8,21,24 51:1,7,16 53:9
 54:7 57:17 69:12 70:1 87:9,10
 87:12 92:4 93:13 97:11 98:11
 100:25 101:11 103:22 107:8
 108:4,4,9 124:15 127:14 129:10
 129:13 131:7,11 132:13,17
 134:10 137:12 141:6 144:9
 148:8,11 151:16 154:2,7 164:1
 164:3 166:4 173:1,13,15,18,20
 173:22,23,24 174:1,17
chalk 125:16
chalkboard 125:16
chalkboards 125:20
challenge 59:21 75:18 130:15
 165:14
challenged 58:19

challenges 13:1,5 59:2 71:10
 76:22
challenging 11:8 101:2 115:24
Chamber 14:1 94:18,19 112:11
 112:12
chance 4:16 6:16 8:17 25:19
 44:21 47:15,17
change 44:3 65:16 121:19 122:19
 123:8,24 160:25
changed 121:6 124:11
changes 160:23
changing 123:11
chaos 83:2 153:3
Chapman 1:22 175:6,16
charge 162:24 163:1,2,6
chart 59:24 60:11
charter 2:8,11,14 7:19 24:11
 27:1 28:5 32:1 43:11 52:1,4,6
 53:17 57:23 85:21,22 89:6,8,9
 89:12,15 106:12 113:8 124:25
 127:10 151:22 152:14 153:1
 154:12 155:1 164:18 174:6
Charter.Schools@ped.nm.gov
 174:12
charters 70:8 77:1 85:25 86:20
 104:14 106:2 152:5,10
chat 137:6
Chaves 8:5
CHAVEZ 2:8 51:3,11 52:4
check 37:3 103:12
checking 136:16
checklist 68:8 73:17 74:1
checks 136:12
cheese 95:24
child 10:15,18 16:13 83:25 142:2
 142:12
childcare 12:23
children 10:14,17 29:10 40:19
 44:1 45:9,15 56:17 112:5,8
 138:7
choice 20:23,25 24:19,20 39:7,9
 107:2 147:23
choices 44:11,15
choose 99:5 155:2,6
chopping 166:11
Cindy 9:1 49:18
circle 8:17
citation 50:17
cities 104:9 122:11

city 7:21 126:7
Clara 38:5,6
clarification 111:6
clarify 4:14 28:16 108:19
clarity 70:23
class 27:23 45:23 76:15 95:21
 116:16 117:3,6 136:14 140:4
 141:2 143:22
classes 27:21 34:13 40:7,8 57:25
 58:2 61:23 94:8 97:21 115:10
 118:23 119:2
classic 78:21
classroom 12:20,25 27:11 57:2
 64:25 81:8,10 84:8 99:13
 117:16 125:19 135:21 137:4
 143:18 158:7,8
classrooms 29:15
Claus 159:13,15,16
Clayton 55:22
cleaning 166:11
clear 19:24 22:4 111:17 149:12
 156:23
clearly 112:4 117:13 130:7 157:7
 172:25
climb 39:12,14
cloning 169:16
close 26:23 40:25 57:20 85:22
 93:23
closed 105:1
closely 14:11 94:20
closest 55:18
closing 20:22 25:14 104:20,21
clothes 147:24
Clovis 37:4 131:25 132:11
CLR 17:8 21:19 84:21 102:5
 159:6 160:20
clue 123:18
clusters 71:15,23 95:18 96:4
 97:16
CMO 156:1,24,24 157:2,8
CNM 56:25 57:1
coach 56:21
coaches 76:8 161:24
code 66:21
codes 66:19
cold 41:4
Colfax 7:24
collaborate 31:18 60:23 123:1
collaboratively 22:2 25:12

collapse 113:17
colleagues 11:24
collectively 73:5
college 11:16 12:5 13:15 15:13
 16:4 17:12 31:14 38:8 46:3
 90:19,22 95:8 103:6 121:4,18
 165:4 167:24
college-and-career-focused 21:6
colleges 97:7
Colorado 7:25
colored 4:22 5:8
Columbo 78:14,17,21
Column 135:20
combination 93:2 136:21 162:1
combined 154:19
come 4:12 15:17 22:13 28:1 29:6
 32:18 34:9 47:19 48:17 58:18
 75:20 80:17 92:18 93:5 99:4,8
 99:11 104:5 107:2 122:7,7
 133:13 140:10,12 143:5 150:10
 150:16 151:3 153:13 160:3
comes 28:2 48:23 147:6 159:8
 165:10
coming 60:1 70:4 97:1 118:21
 119:9 135:12 170:16
commas 102:16,19
commensurate 81:21
comment 23:1 44:18 50:25 63:4
 81:2 115:24 151:17 165:3
 171:24
commentary 122:23
commenting 25:23
comments 3:5,7,8,9 6:9,17,23 7:1
 23:4,9,21 25:24 26:5,9 47:13
 164:16 169:20 173:2 174:4,10
Commerce 14:2 94:18,20 112:11
 112:12
Commission 1:1 28:17 52:6
 53:23 86:12 125:1 170:18 175:1
 175:10
commissioner 4:9,13 5:6,9,11
 7:12,15,17,22,22 8:2,2,9,15
 47:23,25 48:1,2 49:8,13,16,23
 50:6,10,16,23,24 51:1,6 52:8,16
 52:20,25 53:4,16,22 54:3,15
 57:14,18 58:25 64:2 66:20
 67:16 68:11,19 69:10,12,14,15
 70:10,12,20 71:7,12,21 72:6,10
 74:6,24 76:20 80:4 81:3 83:9

84:18 85:17 87:9,13 103:25
 108:5,11,13,21 109:9,10,20,25
 110:6,11,15,19 112:21 113:18
 114:6 115:6,18,20 118:17
 120:18 124:9,12,15 129:13
 144:13 146:12 154:6,7,8,10
 156:22 157:10,12,20,22 158:6
 158:16 161:22 162:4 163:8,12
 163:25 164:2,3,4,5 166:4,6
 167:17 169:3 171:5,25 172:24
 173:11,12,16,17,18,19,20,21,22
 173:24,25
Commissioners 2:2 7:10 12:9
 17:17 24:3 36:9 108:16 111:15
 154:4 164:1 173:7,9
commitment 107:23 132:5
committed 25:16 74:13,14
 169:25
committee 52:11 114:2
common 41:4 65:22
communicate 60:22 123:1
communication 117:8 142:15
communities 20:18 35:20 37:13
 37:25 89:11 105:5,12,14 106:19
 111:16 114:25 115:25 120:9,14
 125:9 126:4 127:24 128:4
 132:21,22 133:3 147:2 150:11
community 1:9 3:3 4:2,3,8 13:23
 25:20 27:3 28:24 29:9 42:20
 74:16 89:20 105:18,22,24 106:9
 106:9 107:13 114:3 120:1
 123:19 133:19 170:13 176:3
companies 110:9,23
company 56:3 69:4 70:15 88:14
 92:11 110:7 111:4 119:23
compare 20:3
compares 18:24
comparing 19:11
comparison 151:22 152:25
compassion 43:6
competency 21:23 25:8 172:8
compile 140:15
complaining 94:24,25
complete 73:25
completed 43:10 135:2 140:2
 151:21
completely 77:5 87:15
completing 174:12
complex 55:11 60:13

compliance 62:11 66:8 149:25
complies 159:5
component 18:21 124:5
components 82:23 91:24 135:6
 156:2
comprehensive 15:9,10 60:18
 61:6 76:10 84:20 156:13,15
computer 32:25 88:20 129:1
 138:19 152:8
computers 33:11 130:12
concentration 18:23
concentrator 96:23 97:8
concept 99:22 100:21,24 103:2
 136:4 140:8 144:5 159:19 160:2
concepts 11:6 103:4 143:1,6
concern 63:6 69:9 73:7,10 74:7
 74:20 98:13 111:7 114:18
 119:25 131:14 164:21
concerned 58:15 69:8 145:18
 165:25 166:25
concerning 59:10,13 157:20
concerns 63:25 76:11,21 77:18
 128:20 160:19
conductive 145:25
conduct 115:19
conducted 109:12,12,14 157:15
conducting 109:5
conference 143:3 144:2
confidence 78:3
confident 79:14
confidently 130:8
confirmation 124:17
conflict 79:10
connect 18:4 147:14
connected 106:14,14 147:19
 148:11
connecting 95:11
connection 97:12 107:4 144:24
connections 75:21 76:15 135:16
connects 94:14
conservative 106:18
consider 106:4 107:20
consideration 12:7 22:6
considered 145:10
considering 94:4 111:12
consortium 57:15,22 58:10 59:8
 61:9
constant 41:6
constantly 44:13

constituents 115:15
constitute 175:8
constructed 139:20
construction 116:12 164:10
 165:6
contact 32:9 88:25 146:25
content 18:4,6 32:8 84:24 85:1
 139:22 161:3
context 136:11 159:16
continue 35:6 41:10 115:5
 167:14
continuous 149:18
contract 37:5 58:4 64:10 66:25
 67:3,5,19,24 110:6,18 157:8
contracting 64:9
contractor 120:4 164:14
contractor's 119:14
contracts 70:16
contribute 12:15 19:7
conversations 112:13 135:23
conversely 48:10
convince 130:25
coordinate 163:22
coordinator 76:7 163:4,5,20
Cope 43:18,22
core 65:22 97:20 98:10,21
core-based 61:24
Corina 2:8 51:2,3,7,11 52:4
 108:12 124:12
corner 7:19
Corners 8:1
correct 28:19 71:17,19 127:11
correctly 62:13
correlated 65:21
council 101:14 126:17
councils 101:12 126:16
counseling 60:3 75:5,5,9
counselor 59:25 63:4 75:22
 145:2 147:7
counselor-to-student 59:25
counselors 74:25 75:15 162:3
count 119:20
counted 112:16 168:7
counties 7:24 14:9 71:22 72:3
 106:23 111:9
counting 31:10
counts 168:10
county 8:4,4,4,5,10,11,20,20
 71:25 111:12

couple 30:15 46:4 69:15 124:11
 129:11 137:13
course 12:25 20:7 37:6 38:21
 40:21 49:2 61:5 62:25 84:20
 96:23 109:17 128:9 132:8 135:2
 135:13 140:2 149:25 151:4
 152:8 155:18 161:6 164:6 171:5
courses 11:16 13:14 15:12 56:18
 58:5 61:21,22,25 62:10,14 94:7
 96:23 127:21 128:10 153:20
court 1:23 86:9 175:7
cousin 130:2,2
cousins 125:6
cover 105:14 131:7
COVID 41:4 152:25 153:12
cracks 142:22
craft 130:24
crazy 27:23
create 10:8 56:3 57:6,7 61:7,9
 85:16 146:17
created 57:16,22
creates 69:4
creating 18:11 60:17 85:9 143:12
creative 10:23 51:22
credibility 119:16
credit 21:7 54:21 56:24,25 57:4
 60:17 97:1,3
credits 75:7
CREDO 152:3,4
Crickets 8:15
crisis 25:2 145:23
criteria 67:7,15 155:3,14
critical 13:11 155:2
crowded 29:14
Cruces 55:8
crucial 24:19
CT 13:10
CTE 13:14,17,20 18:23 34:5,10
 35:19 37:10 54:20,24 55:3,3,6
 56:18 60:16 79:19 82:12 89:14
 89:23 90:2,3,9,15,25 91:8,13
 94:7,9 105:17 107:11 115:19
 117:14 118:18 128:10 129:20
 130:7 131:21
cultural 160:14
culture 82:13,14 133:18,21
 146:15,17 160:10 161:14
cultures 60:24 146:13 160:16
curb 4:23 5:8

curbs 5:5,17
cure 167:13
curious 51:8 54:23 55:12 69:17
 70:12 110:19 111:1 113:2
 152:17
current 47:14 71:5 86:12 151:8
currently 9:12 34:10 57:19 70:14
 83:17,20
curriculum 16:5 17:5 21:7,11,12
 21:13,14 24:24 65:2,13,14,16
 101:18 102:1,2 103:17 123:3
 127:19 131:19 146:16 148:18
 148:20 149:8 156:3 157:23
 158:5,10,17 159:5 160:13,15,18
 160:22 161:2
curtain 7:4
curve 152:19
customizable 101:21 102:13,25
customization 101:25 102:3
 117:20
customize 103:16
customized 16:13 134:5
customizing 157:23
Cycle 139:24
Cynthia 1:22 175:6,16

D

D 3:1,1,8 23:9 25:24 83:10 169:5
 171:24,25 172:2
D's 169:6
D-a-n-i-e-l 33:25
D-a-u-g-h-e-r-t-y 33:25
D-o-d-g-e 22:18
dad 116:8 120:10
daily 25:5 31:10
dairy 126:2 129:22
damage 6:8 41:8
Daniel 33:21,24
data 18:13 27:1 28:5 113:6,17
 114:14 139:16,17 140:3,20
 141:25 142:11 151:24 152:10
 152:12 153:16,19 154:1
data-driven 25:4
data-informed 140:9
date 73:22 137:1 176:2,9,14,19
 176:24
dates 172:7
Daugherty 15:3,4 33:25 55:15
 61:17 64:15 68:4,17 71:5 81:23

83:21 91:15 92:7 95:15 97:25
 99:10 102:12 106:13 113:23
 118:5 120:6 123:13 124:10
 127:13 128:16 131:23 132:15
 133:7 136:2 142:19 147:4
 148:10 149:15 152:23 155:24
 157:5 159:7 161:8 162:1,23
 163:11 167:8 168:8 171:3,7
 172:2 174:15
DAUGHTERTY 6:2
day 5:21 45:19,19,22 46:9 57:2
 76:15 87:18 98:19 122:6 129:23
 130:17 132:24 134:19,25 136:9
 136:13,14 166:12
day-to-day 142:10 156:19
days 22:24 166:12 174:7
deal 81:8 128:13
deals 37:5
decades 69:19
decide 95:7
decision-making 140:10
decisive 86:10
decreased 80:20
decreases 80:9
dedication 72:24
deeper 129:17
deeply 124:19
Deere 131:25 132:1,5,12,14
definitely 66:6 68:9 90:1 93:21
 107:10,19 145:23 170:7,12
deformity 168:22
degree 30:7 35:2,4 96:25 121:22
 121:24 134:20
degrees 29:7 171:24 172:3
DEL'D 176:9,14,19,24
delighted 109:19
deliver 153:5
delivered 54:24 153:7 176:9,14
 176:19,24
delivers 19:25
demand 55:9
demographically 72:4,4
demographics 14:10,12,16
demonstrate 85:3,13
demonstration 67:11
department 10:22 23:16 31:12
 51:21 150:17 151:21
departments 6:20 23:10
depends 117:21 118:1

depth 20:2
Des 126:10 128:17,18
deserts 89:6
deserve 25:21
deserves 31:22 82:10
design 56:2,3 61:25 84:22 122:24
 128:25 129:5,5 148:3,9
designated 151:2
designed 14:21 67:4,8
desire 111:17
detailed 108:14
determine 103:1
develop 20:19 25:4 75:21 148:18
developed 77:20 154:23
developing 148:19 149:8
development 12:15 13:25 15:12
 17:1 21:15 68:24 82:24 83:7,10
 83:20,23 84:2,10,17 106:20
 146:8,21 148:12,14 149:7,16,22
 151:11 161:9
devil's 120:23
devise 150:25 151:2
die 152:8
diesel 130:3,5
difference 16:25 25:20 60:15
 156:25 161:13
differences 11:25 21:1,5
different 15:5 17:9 27:7 28:11
 39:11 47:18 56:8 60:24,24 68:7
 71:22 72:19 77:5 85:13 89:24
 91:24 94:9 95:18 96:4,21 99:18
 106:15 107:15 114:16 119:3
 120:20 122:3 123:20 133:21
 140:6 147:7 148:13 150:12
 155:7 160:16,16 162:2 170:7
differential 20:6
differentiated 17:6 21:23 25:8
difficult 11:7 41:5 85:22 103:20
 158:16 165:12
dig 165:19
digital 14:8 79:22 109:15
diploma 169:5,7 172:1,2,3
direc- 170:20
direct 119:24 141:14 143:10,24
direction 115:16 121:24
directly 119:23 122:16
director 2:8 32:5 51:3,11 52:4
 72:17 73:9 81:14,14 83:18
 86:24 169:15

dirty 26:19,19
disabilities 14:19
disadvantaged 14:17
disagree 118:18
discipline 134:9
disclosure 76:22
disconnect 18:4
discovered 20:13
discuss 142:16
discussion 49:4 52:15,17
discussions 77:12,16
Disks 176:8,13,18,23
dismiss 5:13
disorder 41:3
displayed 14:8
distance 105:13 117:4,6,14
distribute 110:17
district 3:7 7:18,20,23 8:3,7,10
 22:16 69:24 70:7 80:8 86:9,17
 105:1 126:15
districts 6:17 22:10 23:3,7 70:8
 86:19 104:17,21 126:9 169:8
ditch 165:19
ditches 165:22
diverse 74:16
diversity 11:22 160:14
Division 2:9,12,14 164:19
doctor 71:9,10 122:18
document 136:7 137:7 176:8,13
 176:18,23
documented 112:13
documents 74:2
Dodge 22:17
doing 18:25 35:18 39:25 47:2
 48:14 63:12,16 78:2 84:20,21
 91:4,12 96:25 97:7,8 102:4
 104:21 106:8 111:11 114:23
 116:19 124:5 135:15,15,23
 136:9 146:21,23 148:15 162:11
 172:14
dollars 86:15
Doña 8:10
door 64:25 74:20
door-opening 131:20
doors 131:2
dots 71:23
doubt 32:3
Dr 9:4,21,25 10:1 12:8,9 20:22
 48:25 49:10,20 50:3 51:9,13,24

52:12,18,23 53:2,6,11,18 54:1,4
 54:12 56:20 60:12 67:2 71:11
 71:18 72:1,9 73:14 76:1 79:14
 84:19 101:15 109:15,24 110:3
 110:10,13,16 112:3 113:3
 114:19 117:3 122:22 128:5
 133:25 139:11 142:5 146:3
 154:18 157:16 159:9 160:7,12
 161:11 163:19
drain 133:1
draw 79:20 132:20
drawn 140:18 145:9
draws 82:4
drill 84:4 100:1 144:7 170:25
drilling 84:12 143:6
drive 55:20 107:22
driven 103:20
driver 13:25
driving 106:8
drop 27:24 133:11
dropped 28:4 145:12
dropping 167:24
drugstore 56:13
dual 40:7 54:21 56:24,25 57:4
 60:17 70:5
due 24:17 26:19,23 42:1 137:1
dug 165:21
dusty 125:21
duties 163:7
dynamic 16:24 25:5 63:9,23
Dynata 110:23

E

E 2:1,1 3:1,1,1,9 23:21
e-mail 118:13
e-mailed 174:11
E2020 169:11
earlier 27:5 144:14 146:12
 148:13 150:1
early 96:11 97:5 122:14 124:6
 142:24 167:15,16
earn 13:16
easily 18:8 122:19 134:5
eastern 1:11 5:2 35:1 105:25
 106:17,21 126:8
eco-learning 156:14
economic 12:15 13:25
economically 14:17
economy 88:9
ecosystem 14:20 15:21 18:15
 21:10 24:23 63:7,23 64:18 65:5
ed 35:12 66:3 69:19
Eddy 8:4
edge 168:20
educated 46:3
educating 48:11
education 1:1 6:20 10:10,14,20
 10:22 12:12,21 16:2 19:2 20:24
 23:10,16 24:13,20,21 28:17,22
 29:3 30:6,11,17,18,25 31:12,17
 31:18,21 32:17 33:1,8 37:10,16
 37:19 39:4,10 40:14,23 43:6,10
 45:20 51:12,19,21 54:9 77:19
 78:11 81:1 82:11,20 87:21 88:1
 100:3 108:23,25 109:4 116:14
 117:5,6 118:23 122:20 126:6
 151:21,25 152:2 164:15 175:1
 175:10
education-type 136:24
educational 9:17 10:2,13 11:2
 24:19 25:15 87:16 113:15
 126:19
educator 12:12 34:3,4 36:17,18
 37:23 55:2
educators 43:4 172:17
eDynamic 128:10
effect 25:18
effective 12:3 32:10 116:19
effectiveness 163:23
effort 48:5 54:13 162:25
efforts 43:15 48:7 81:18 163:22
eight 40:1 69:23 70:6 80:9 138:8
 166:12
eighth 96:8
either 36:1 85:23 119:13 124:9
 124:11 143:8
EL 17:8 21:19
ELA 72:8 150:18
elective 62:10 94:8 97:1 98:1,5
 126:24 134:6 143:8
electives 97:18,22 98:8
electrical 116:24
electrician 90:20 91:23,25 94:13
 116:2,3 119:6 120:15 130:22
electronically 174:5
element 13:11
elementary 60:19 61:2,12 91:11
 96:12 97:14 120:21,25 122:3,5

141:19,20
elements 18:20
eleveth 96:2
eliminated 18:14
Elisa 17:16,17
eloquence 77:14
embed 146:13,16
embedded 21:14 65:13,24
158:15
emotional 75:11
empathy 124:22 125:3
emphasize 43:1
empirical 151:22
employability 11:10
employed 132:6,7 134:9
employee 87:22
employees 58:20 66:12
employers 14:2 15:15 58:19
employment 13:15
empowered 20:19
EMT 40:21 129:25
enables 11:12
encapsulates 154:20
Enchantment 36:19
encountered 112:18
encourage 107:9
encourages 11:13
encouraging 37:11
ended 164:7,9
endorse 43:15
endorsement 129:2
ends 122:16
energy 48:5
engage 16:12 47:11,14 85:1
126:25 139:23
engaged 18:17 42:6 56:22 63:11
63:11 136:11 138:16,19
engagement 17:21,23 18:21
135:5
engaging 21:11 24:24 32:7
135:21,22 148:23
engineering 38:9 42:7
engineers 88:19
English 14:18 19:13,14 62:24
140:11 167:2,6
enhance 10:9 21:2 25:3
enjoyed 35:3 93:19 169:20
enroll 13:15 79:25
enrolled 27:21 59:6 81:1

enrollment 40:7 79:15 80:9,20
ensure 31:20 138:22 139:9
152:20
ensuring 162:15
entailed 165:25
enter 61:4
entered 58:10
enthusiastically 43:14
entire 15:22 136:6 138:10 150:17
entities 57:25
entity 23:17 55:24 56:4 66:14
110:23
entry-level 37:15
environment 11:17 13:7 14:22
24:22 30:12 31:24 33:12 36:1
41:9 46:7 56:5 91:18 123:11
147:17 172:19,19
environments 75:3 165:16
envision 15:22 162:9,14,19 163:8
envisioning 135:17
equates 97:3
equipping 18:12
equitable 7:5,6
equity 17:10 101:12,14 126:16
126:17
erasers 125:20
especially 11:1,3 16:7 24:20
26:15 28:10 44:8 59:20 74:25
98:22 104:19 107:15 126:6
128:4 132:20 144:20 145:6
160:24 164:22 169:9
essential 15:14 123:6 148:24
establish 56:7 155:16
established 156:21
establishing 12:17
establishment 10:5
estate 92:10,15
et 65:3 139:23
ethnicity 161:14
Eunice 126:11
evaluations 114:23
events 106:20,21 147:13
eventually 96:2
everybody 9:19 27:8 52:6 125:21
169:19
everyday 31:9
exact 124:24
exactly 17:25 48:22 51:4,10
142:12

exam 172:8
examine 160:22
example 21:14 55:16 56:11 68:24
91:23 92:8 95:19 106:20 114:1
134:3 140:12 151:8
exceeds 22:4
excellent 9:17 10:2 87:20 173:13
excelling 99:12
exceptions 169:1
exchanges 113:14
excited 127:5
excuse 58:24
excuses 86:7
Exhibits 176:8,13,18,23
exist 96:16
existed 123:19
existing 15:6 17:9 62:4 96:6
155:25
expand 35:23 80:5
expect 93:21 130:24
expectation 103:8 172:6
expectations 172:20
expecting 104:4
expenditures 118:8
experience 9:11 27:2 31:24 34:3
40:4 43:6 81:8 82:19 83:5
87:16 92:2,17 109:5 113:14,15
116:5,9,20 117:2 119:8 120:24
127:18 128:2 134:23 149:1,10
150:22 160:4 162:13 170:2,22
experiences 118:21 127:4 145:4
experiencing 127:23
experts 162:12
Expires 175:18
explain 122:7
exploration 15:11 34:18
explore 126:13
expose 95:23 120:20
exposed 37:22 106:23 122:4,20
149:21
exposing 95:17 96:3,4 97:15
122:2
expository 140:13
exposure 96:16 97:5 122:14
123:14,22 124:4 147:13
expressed 71:15 111:15
expressing 94:3
expressions 84:25
extensive 21:15 31:23 109:5

170:13
extent 26:21 58:15
extraordinarily 158:19
extreme 112:20 168:19
extremely 11:1 39:5 85:22
 112:20
eye 78:6 88:25

F

F 3:10 7:8 47:9
F's 169:13
face-to-face 57:9
Facebook 110:14
faced 13:1
facilitate 12:14
facilitating 92:6
facility 11:9
fact 58:19 63:9 64:4 67:11 79:19
factor 11:10 28:3 78:10
factory 95:24
faculty 140:11
fail 100:8
failing 45:20 100:9 153:20
 169:13
fails 148:2
failure 100:10,10
fair 106:21,22,22
fairly 6:9
fairs 106:22
faith 87:7
Falk 78:17,20
falling 142:22
familiar 11:13 52:7,21 53:5,16
 55:3 57:15 61:19 108:24 116:13
 134:17,21 145:3 148:8
families 2:9,12,14 13:2 20:18
 21:3 43:12 76:16 104:22,23
 105:16,19 127:20 132:21
 142:15
family 14:6 24:16 27:15 91:5
 119:8
famous 137:20
fantastic 43:4
far 13:14 27:22 34:7,12,17 40:13
 40:17 88:5 108:3 155:8 166:25
 173:8
farm 126:2 129:22 130:18
farmer 95:22
fashion 115:4

fast 26:1
favor 6:24 38:16 43:2 44:15 45:9
FCCLA 128:23 147:15
Fe 7:24 75:17
fear 41:6
feature 16:10 63:13 76:18 102:25
 168:12
features 63:23 64:21
feedback 9:18 25:6 65:3 81:17
 115:9,10,14 117:11 174:5
feel 22:14 26:12 90:11 93:25
 97:12 121:10,17 144:22 160:23
 174:10
felt 87:20 127:17 133:4
Fernandez 46:13,15,19
fewer 110:4
FFA 106:20 107:5 147:15
fidgeting 78:7
field 34:5 77:5 95:24 96:3 119:16
 162:12
fields 119:6
fifth 45:16
figure 46:8 107:25 130:20
figured 124:13
figures 85:9,14,16 112:7
filled 144:17
filling 11:21
final 43:17 85:18 154:2
Finally 7:8
financial 69:25,25 164:22
find 14:3,5 20:5 51:25 111:5
 114:7 121:14 144:2 152:5
 155:13
finding 39:21 72:23 74:18 164:10
finds 10:12
fine 71:11,12 171:21
finish 7:8 169:11
finishing 96:8
fire 131:6
firefighter 130:1
firmly 12:13
first 9:2 12:18 23:24 30:15 36:15
 38:4 45:4 46:24 48:20 49:5
 53:19 60:14 70:25 73:17 76:15
 78:2 81:23 83:21 91:17 103:4
 104:23 117:3,6,22 124:19 125:6
 129:18 130:2 137:8 138:3,11
 144:2 146:5 147:10 149:16
 150:2 165:18 166:10,23 169:22

first-cousin 129:16
first-grade 167:6
first-grader 139:6
first-graders 125:18
firsthand 31:25 162:13
fishbowl 39:13,13
fit 18:9 24:21 42:14
fits 18:18
five 43:9 72:25 80:23 109:6
fix 5:5,5,18 130:18,19
flabbergasted 112:17
flexibility 12:22 33:16 35:8 36:2
 40:9,11 42:3 44:11 91:6
flexible 42:2 133:12
flexible-type 133:14
flip 168:20
FLOOR 22:12,17 24:2 30:3
 32:23 33:24 34:23 36:8
Floyd 126:9
flushes 83:19 170:21
focus 13:11 15:11 44:5 48:16
 54:20 79:19,20
focused 61:14 125:10
focuses 21:22 25:7
focusing 17:20 97:16 118:3
folks 23:25 59:1 88:12 104:13
follow 20:2 31:13 64:16 66:10
 107:17 123:25 171:8,8,10
follow-up 69:16 114:12 141:7
 161:20
follow-ups 137:20
followed 137:8
following 19:14 151:2 160:5
 174:7
Folsom 120:11 128:19
food 118:20 134:4 166:9
footnote 49:2,12,21 50:1,2,9,11
 50:15,19 51:15,25 52:19,24
footnoted 54:2
foregoing 175:8
forensic 128:8
forensics 128:9
forever 107:22 149:18
forget 161:24
forgive 30:1
forgot 131:10
form 174:13
formal 73:19 109:4
format 16:6

forms 17:24
Fort 56:12 105:24
forth 31:2 52:10
forward 7:10 68:12
fostering 32:10 37:11
fosters 14:23
found 14:2 28:5 33:5,9 64:20
 72:20 73:1 82:19 147:17 150:21
 168:1
foundation 11:12
founded 10:14
founding 9:13 10:4 12:10 15:7
 25:16 71:1,6,7 73:18 74:9
 114:20
four 8:1 12:16
fourth 14:13
Freda 6:2 15:3,4 55:15 61:17
 64:15 68:4,17 71:1,5 81:23
 83:21 91:15 92:7 95:15 97:25
 99:10 102:12 106:13 113:23
 118:5 120:6 123:13 124:10
 127:13 128:16 131:23 132:15
 133:7 136:2 142:19 147:4
 148:10,13 149:15 152:23
 155:24 157:5 159:7 161:8 162:1
 162:23 163:11 167:8 168:8
 169:14 171:3,7 172:2 174:15
free 64:6 157:13,19 174:10
freshman 28:5
friend 77:4 164:8
friends 118:22
front 5:17 77:10,24 112:7 113:4
 124:25 138:18,20
frustrated 83:1
fulfill 146:6
full 61:6 63:2 76:21
full-time 87:22
fully 65:22 146:7 154:11
fun 125:21 168:22
function 88:10 167:23
fundamental 10:18
furniture 91:18
further 10:24 51:23 53:3
furthest 126:7
future 13:9 14:23,24 15:1 19:12
 20:20 71:3 86:9

G

G 3:1

gain 13:15
gains 152:16,20
game 136:17,18 138:20
gap 37:8
garner 79:15
garnered 14:8
gathered 170:15,19
gathering 115:5
gauge 115:11
gender 147:23
general 31:17 75:10 76:23
 106:25 112:2 113:1,19,21,21
 119:14 120:4 121:9
generally 104:4,11 109:22
generation 11:11
gentleman 75:2
geography 71:14
geometric 85:9,14,16
geometry 85:7
getting 37:12 40:20 41:4 78:15
 82:17 90:12 93:4 95:6 119:11
 119:18 134:20,25 139:7,9
 140:14 141:11,12,14 142:20
 145:11 162:13 165:5 166:18
gifted 39:1 99:12
Gipson 2:4 5:6,9 8:9,9 48:1,2
 49:8,16,23 50:6,10,23 52:8,16
 52:20 53:4,16,22 54:3,15 57:14
 57:18 64:2 66:20 67:16 68:11
 68:19 69:13 74:24 75:12 83:9
 85:20 124:9,12 144:13 154:6,7
 154:8 156:22 157:10,20 161:22
 162:4 163:8,12,25 173:11,18,19
give 4:16 12:4 18:8 23:23 25:19
 35:6 49:2,17,18 50:15,17,20
 92:24 102:14,17 103:6 117:10
 118:10 141:9 142:7,11 151:10
 153:9 169:24
given 35:25 81:13 100:21 133:22
 169:12
gives 164:21
giving 35:21,22 36:10 83:6 84:16
 172:15
glad 94:17
gleaned 170:15
global 88:8
glove 24:21 42:13
go 4:16 6:6,10,11 9:25 22:8 26:9
 32:13 35:6 40:13 47:18 56:9

62:20 63:18 65:6 66:3,3,16
 71:10 77:13 78:12 83:1,14 84:4
 84:14 88:4 89:21 90:4,6,10,19
 90:21 93:10 94:2,22 95:8,14
 96:19 99:6,14 102:20 104:22
 105:22 108:12 109:21 116:15
 117:1 118:12 121:23 123:5,11
 124:22 129:17 131:3 132:2
 133:17 136:14 137:21,25 138:1
 143:16 147:14 154:8 159:14,18
 163:9 166:5
goal 10:18 19:9,22,25 20:1 77:22
 120:3 148:3
goals 19:4,6 31:2
God 162:17
God's 78:1
goes 28:25 51:13 55:7 68:12
 95:20 98:19 142:19 144:12
 147:25 171:18
going 4:1 8:22 15:4 16:18 17:20
 26:12 33:21 34:16 37:18 47:15
 49:5 50:15,16,19 51:4,16,16
 55:14 57:11 64:13,15,19,23
 65:1 66:16 67:17,19 69:5,7 70:3
 70:4,19 71:2 72:12,25 73:4,7
 76:9 77:5,13 78:25 79:6,8,12,13
 80:7,15 81:20 83:13,18 87:4
 91:14 92:1 94:14 95:5,23 96:14
 100:8,8 102:19 103:10,11,12,24
 105:3,18 107:11,12 108:10,12
 111:21 115:13,16 116:4,6
 117:20 119:15,21,22 121:12,13
 121:19 122:2 129:10 131:12,19
 131:20 132:24 134:11 138:1,2
 138:24 141:13 142:11 145:8,9
 148:1,6 149:9,20,21 151:9,10
 152:18,19,24 153:8,9,24 158:1
 158:2 162:7,23,24 163:13 164:7
 164:9 165:4,14,16 166:10
 167:11,22 168:1,7 169:24
 170:17,18 171:10 172:9,11
Golden 24:7
goldfish 39:13,13
good 4:1 5:12,16 9:4 12:8 17:16
 24:2 26:6,8 30:3 36:8,14 43:19
 46:6 47:2 48:2 58:13,23 60:9
 77:4 97:12 105:21 108:13 114:6
 114:10 122:13 138:15 144:11
 149:22 153:10 161:21

Google 152:4
gosh 129:5
Gotcha 110:15
gotten 40:21 121:21
governing 73:20 114:24
Gowan 66:18 69:21,22 70:2,11
 70:14 80:7 105:20 131:25
gradations 170:7
grade 41:25 45:16 46:24 62:17
 65:2 78:2 81:13 84:4,11 94:12
 95:7 96:2,8,9 100:5 138:12
 140:21,22,23 147:7,10 166:23
 166:24,24,25 167:10,11 172:6
graded 151:12,13
grades 62:22
grading 151:8
graduate 13:8 18:23 20:8 38:18
 77:22 94:16 121:6 167:22
graduated 34:11 35:1 40:2,2
 45:10,15 77:4 129:24
graduates 94:22
graduating 31:15
graduation 13:17,20 19:7 20:2
 20:15 34:7,17 121:13 172:16
grammar 102:15,19
grandson 85:10
grandsons 56:22 85:6
granted 68:5
grants 118:6,10,14
grasping 100:23
gray 168:3
great 5:23 7:13,14 24:13 25:22
 26:15 29:23 34:20 37:21 39:17
 42:20 45:20 46:2 47:4,8 54:7
 58:15 71:8 81:7 86:2,3 88:13,17
 88:21,23 110:17 111:8 115:6,8
 120:22 122:4 124:22 127:14
 128:13 134:10 137:12 148:8
 161:18 166:6 167:17 170:1
 173:1,13 174:14
greatly 35:23
green 5:8 132:16
grew 122:9 129:22 165:3
ground 74:4,19 107:18
group 27:11 30:24 31:1 48:17
 77:8,24 99:20 100:1,18,18,20
 102:22,24 140:18 141:19 147:9
 159:8,11 167:22
groups 77:10,12,16 150:11

grow 42:16 79:15 124:13
growing 19:15
grown 41:23
growth 19:12,24 86:2,7 150:6
guaranteed 66:15,15
guardians 32:10
guess 69:25 70:23 85:18 93:13,25
 94:10 95:3 97:23 103:22 104:7
 105:4 111:7 164:2,17
guidance 159:6
gun 24:17
guy 69:25
guys 22:24 36:14 98:15 107:9
 164:17

H

H-i-l-a-r-y 9:7
Hagerman 126:11
half 170:14
hall 4:21
halls 105:23
hand 23:17 24:22 44:23 50:25
 87:10 134:8 175:13
Handbook 123:17
handle 79:7
hands 45:1
hands-on 91:20 92:2,25 116:9,14
 116:20 117:2,17 119:24 162:8
hands-up 28:13
hanging 110:25
hangry 166:19
happen 73:5 89:2 94:2 100:8
 130:7 132:9 139:1 141:16,17,17
 141:25 150:23 161:19
happened 152:22,25 153:12
happening 41:22 104:17
happens 56:13 138:25 139:5
 166:8
happy 46:22 54:4,6 101:13
harassment 83:25
hard 40:15 100:25 138:15 144:19
 148:21 158:19 167:19
harder 105:6
harm 172:5
HAYS 69:22 70:2,11,14 80:7
 105:20
head 52:3 53:3 71:2 79:1 118:12
 169:19
heading 46:3

headlines 152:9
headmaster 72:18
health 12:22 24:14,18 36:2 38:25
 134:6
hear 26:8 37:17 39:22 41:16
 43:20 45:6 46:14 47:12 53:9
 57:17 58:17 79:6 90:15 127:25
 130:10 132:23 139:5 158:8
 159:4 166:23
heard 113:13 126:12 127:21
 128:1,4,11,12,15 132:23 158:7
 172:24
hearing 1:9 3:3 4:3,4,8 72:16
 108:18 131:12 170:13 174:7
 176:3
heart 8:8 125:10
heartening 112:20
heat 14:7
heavily 133:4
heavy 132:4
held 77:21 86:19 175:10
Hello 4:18 32:23 34:24 38:6
 46:14
help 10:5 14:4 18:16 27:10,14
 31:11 32:11 35:13 74:19 78:3
 114:7,7 117:16 138:24 143:7
 144:3 172:22
helped 33:13 42:8 108:19
helpful 50:1,22 121:15 141:7
helping 40:18 97:9 150:15
 157:18 161:15
helps 93:13 114:17 115:11
 143:23 159:15
hereunto 175:12
Hey 93:5 141:12 151:6
Hi 41:18 42:24 45:6
high 11:17 16:4,18 18:5,23 21:21
 22:18 31:16,21 34:3 37:22 40:8
 62:23 65:8 75:16 78:1 86:19
 90:6,7,22 91:2,10 94:16,21,23
 94:24 95:1,2 96:17,24 97:7
 107:16 119:9 121:3 130:4 134:7
 143:4,15 145:6,11 164:7 167:11
 169:7
high-stakes 125:1
higher 13:16 16:2 20:7 29:3
 34:15 35:12 37:15 40:23 108:23
 136:24 169:8 171:15
highest 127:22

Highlands 87:19
highlighting 137:7
highly 16:20
Hilary 9:4,7,21 10:1 20:22 48:25
 49:10,20 50:3 51:9,13,24 52:12
 52:18,23 53:2,6,11,18 54:1,4,12
hire 66:11,12 73:6,23 81:14
 82:13 87:4 111:3 156:6,7
hired 88:15 110:23 111:4
hires 81:15
hiring 83:4
Hispanic 112:12 114:2
historically 152:22
history 158:11 159:21
hit 74:4
hobbies 42:8
Hobbs 37:5 90:3 91:20,21 122:10
hold 78:12 153:15 172:17,21
holds 171:15
Hollie 101:16 159:9 160:7 161:11
home 41:7 87:17 126:23 143:16
homeschool 46:18,23
homeschooled 47:2 80:11,13
homeschooling 46:17,24
hometown 37:6
homework 143:15,17 151:18
Hondo 126:15,17 127:17
honest 22:19 165:9
honestly 87:16 88:2
honors 160:16,16
hope 5:21 64:1 93:12 97:9 151:14
 169:21 170:14
hopeful 104:13
hoping 166:14 169:7 170:12
hospitality 121:5 128:13 134:4
hot 124:21
hour 136:6
hourly 31:15
hours 11:18 97:3 98:15,17
 119:10,18 124:20 130:23
 166:12
house 92:19 162:17
households 72:5 112:4,8
housekeeping 4:16,20
huge 16:7 37:8 42:16 87:6 98:1
 114:5
huh 22:7
human 58:23
hungry 166:19,19

husband 36:25
hybrid 145:4

I

i-Ready 84:6 144:6 153:18
idea 26:15 37:10 75:22 113:21,22
 120:24 121:1 125:8,25 126:4,5
 129:20 159:15 161:18 169:14
 170:1
ideal 19:22 92:13,13
identified 50:13,14 154:11
identifies 156:24
identify 43:7 82:8 150:14 158:24
identifying 48:23 153:23
IEP 30:24 31:2,3 168:19
IEPs 31:13,20 44:1
ignorance 134:11,13 137:17
image 14:24 20:20
imagine 78:23 81:19 83:18
immediate 57:8 117:10 139:17
immediately 94:23 131:24
 132:11 139:18 140:1,24 141:1
 159:7 160:6
immersion 166:23 167:6
immigrants 16:7
impact 18:20 98:9
impacts 19:9
implement 61:5 67:7,14 115:3
 155:15
implementation 67:13 73:16,17
 93:23
implemented 115:4
implementing 117:19
importance 12:2
important 10:6 14:14 30:15 39:5
 39:7 43:11 55:6 59:4 69:20
 78:10 88:11 98:8 103:18,18
 145:7 158:20 160:10
impossible 101:3
impressed 164:16
impression 86:14
improve 150:15
in-person 38:21 136:1 146:1
in-statute 49:9
inaudible 42:5 87:14
inching 141:10
include 4:25 12:21 21:5 76:11
 114:8
included 67:3 112:10,10 114:21

163:20
includes 15:11 21:10 24:23 79:22
including 21:12 88:3 114:24
inclusive 160:15
inclusiveness 161:7
inclusivity 160:8
incoming 118:1,4
increase 19:10,20 20:4,10 84:17
increased 11:9
incredible 55:9
incredibly 60:5
increments 67:7
independent 135:8
indicated 64:10
indicators 16:23
indispensable 32:1
individual 18:2 22:1 25:11 27:10
 60:7 61:10 84:15 100:18 103:15
 114:2 118:10 119:9 133:9
 142:25 149:17
individualized 30:11 84:9 100:22
individuals 55:10 60:23 112:14
 113:11 123:8
industrial 164:6
industries 11:11 134:2,4
influx 16:7
inform 139:17
information 11:25 50:15 53:14
 65:25 93:20 115:5,22 138:2
 146:25 156:16 170:15,19
Ingham 2:5 7:16,17,18 8:15
 164:2,3,5 173:16,17
initially 75:13
initiative 53:21
innovation 30:13
innovative 10:23 51:22 57:12
input 1:9 3:3 4:3,4,8 150:24
 170:13 176:3
insert 68:25 69:1 85:5
insight 25:6
instance 17:25 116:1 120:10
 135:1
instances 153:4
instruction 11:22 12:4 17:6 18:2
 81:8 98:25 99:1 136:5,15
 141:15 143:10
instructional 17:5
instructor 85:15 103:6 108:23
 139:18 140:2 158:17

instructors 160:20
integrate 145:20
integrated 91:11 97:24
intelligence 123:21
intend 73:23 115:5 146:8
intensified 21:24 25:9
intent 10:7 21:4 22:5 48:21,24
 49:6 54:13 76:13 123:14
intention 69:4 74:17 114:21
interact 41:5 122:25 123:1
interaction 11:19 136:20 137:4
interactions 32:8
interactive 21:11 22:21 24:24
 30:12 32:7
interdisciplinary 135:7
interest 9:15 14:6 71:15 90:20
 94:3 106:24,25 159:1
interested 55:25 56:2 64:12
 85:10 90:1 91:9 93:6,16 101:22
 105:4 112:15 116:23
interesting 72:7 85:19
interests 19:2 39:4 118:2,3
intern 63:16
internationally 87:18
internship 55:16,21,24 56:15
 63:16 116:5 119:23 132:3
 162:22 163:10
internships 54:25 56:23 57:7,10
 57:13 60:17 92:23 93:3 129:21
 162:8 163:16,23
interpersonal 58:20 77:11 88:13
interpret 54:8
interpretation 54:16
intervention 140:15 142:24
 144:6 167:15
interventions 140:7
interview 73:7 113:1
interviewing 78:25
interviews 112:10,25 113:4
 114:16 128:7
introduce 8:13 22:15 45:11
introduced 136:4
introductions 7:15
invalidate 87:15
invest 145:4
invite 143:5
involved 72:19 170:10
issue 24:17 112:24 130:17 146:11
issues 9:24 12:23 24:15 142:17

161:7
it'll 93:2
Item 23:20 25:24 47:8
items 4:17

J

J 2:4
J-o-s-e-p-h 32:24
J.D 9:10
Jeopardy 136:18
job 1:25 21:18 37:14,15 56:10,14
 57:7,9,12 58:22 63:15 88:17
 93:6 117:18 122:8 125:18 130:4
 130:13 131:2 163:23 168:13
 175:25 176:2
job-shadow 63:19 93:11 132:3
jobs 97:15
John 131:25 132:1,5,12,14
Johnny 63:18
Johns 77:4,6
joined 10:4
Joseph 32:22,23
journey 113:15
journeyman's 119:11,15 120:4
 130:22
July 1:10 26:22 174:8,11 175:13
jump 4:15
June 26:22
junior 78:1
juniors 21:15 172:15

K

K 24:9 91:12
K.T 2:5 8:2 170:3
K12 70:15
Kahoot 84:8 136:17
Kayleigh 12:8,9 15:3 56:16,20
 60:12 67:2 71:9,11,11,12,18
 72:1,9 73:14 76:1 79:14 84:19
 109:15,24 110:3,10,13,16 112:3
 113:3 114:19 117:3 122:22
 128:5 133:8,24,25 139:11 142:5
 146:3 154:18 157:16 160:12
 163:19
keep 6:9 18:16
keeping 133:2 151:8
Kenya 40:17
key 12:17 13:24 82:16,23 97:5,6
 124:4 142:24 167:15

kicked 59:14
kid 33:2 75:7 86:25 94:11
kidding 132:17 172:13
kiddos 43:24 44:13
kids 22:20 35:17 43:9 44:14
 45:18,22 69:18 75:11 79:12,13
 80:24,24 81:12 86:16,16,17
 165:24 166:15 167:22 168:5
 169:10,12 170:5 172:13
kind 27:13 34:11 41:3 53:1 54:25
 64:13 85:18 98:18 101:24 104:5
 111:1,5 113:20 115:11 130:12
 135:8 140:14 141:8
kindergarten 16:18 21:21 62:21
 95:17,21 96:1 138:11 147:10
kindergartener 70:3 139:6
kindergarteners 147:9
kinds 123:2 128:11
kinesthetic 100:16
kitchen 166:10
knew 127:17
know 4:13 10:7 13:13 14:14
 15:15,17 26:13,23 27:6,9,9,16
 27:19 28:2,10,25 29:5,8 33:22
 34:6,12,16 38:22 41:21 43:5
 48:3,6,8,14,17 50:1,4 52:8 54:6
 54:18 55:1,3,4,4,21 57:15 58:24
 59:4,8,18,22 60:6,8 67:25 68:13
 68:21,22 69:16 70:21 71:24
 73:8 74:20 75:7,14,17,20 76:17
 76:21 78:19 79:3,4,24 80:21
 82:3,17 83:11 84:3,6,7,13,14
 87:2 88:24,25,25 89:7,11,23
 90:2,5,11,15,16,17,18,19,21,22
 90:25 92:15 93:4,17 94:17,19
 95:21 96:12,14 97:20 98:13,22
 99:3,4 101:1,4,15,24 102:2,8,9
 102:10 103:3,14,15,24 104:1,10
 104:13,17,23,25 105:13,25
 107:9,11,15,23 109:9 111:23,25
 115:20 119:1,17 120:19 122:1,7
 123:15 124:2,6,7,8,21 125:19
 130:12,16,18 132:1,8 133:4
 135:9 137:9,10 138:23 139:3
 140:12,24 142:20 143:14 145:1
 147:1 148:12 149:22 150:4
 153:8 154:10 157:25 158:5,11
 158:20,25 159:13 162:6,10,12
 162:18,19 163:9,17 164:12,24

165:17 166:18,18 167:2 168:2,3
168:5,10,19 169:2 171:14,21
172:5,21 173:6
knowing 106:15
knows 73:6 87:13,15 170:21,25

L

L-i-s-a 24:3
laborer 165:6
lack 12:24 86:7
lacking 165:1
lacks 77:19
laid 134:14 137:21 138:23 141:5
Land 36:18
language 14:18 17:23 19:13,14
62:23,24 126:25 167:2,6
languages 16:6 21:8 60:25 127:2
large 100:18 162:10
larger 122:11
largest 112:6,7 139:13
lasting 25:17
late 96:10 137:2 166:25 167:1
Latina 9:9
laundry 67:21 68:6
law 9:12 62:1 129:6 171:8,9,18
laws 64:16 171:9
layer 151:5
Lea 8:3
lead 31:11 77:16 113:25 131:19
leader 66:11,12 73:23 156:7,7,9
156:21 171:13
leadership 25:16 30:8
leading 77:11
leads 13:22 113:25
leap 87:7
learn 10:15 22:21 28:11 31:9
33:16,17 39:9 42:18 91:22,24
93:8 98:3 100:12 103:3 116:16
117:17 118:23 119:3 132:3
133:13 148:18 165:18,20,24
167:4 170:2
learned 27:7 33:10 42:9 58:23
60:2 92:20 116:9,13 144:15
165:3
learner 79:1 100:14,15,16 134:23
139:10 169:19
Learners 14:18
learning 11:17,23 12:13,14 14:20
15:21 16:1,15,17 18:11,15,17

18:19 19:3 21:21 24:22 25:3
26:13,14 27:1,3,4,11,16 28:7,10
28:10 30:12 33:9 35:7,11 37:21
38:17,19,20,21,23 39:2 42:11
42:12 56:21 58:12,16 63:7,12
64:17,24 65:5,6,25 75:3 84:22
99:23 100:13,23 103:16 127:3
128:10 134:13 135:8,11,19
136:3,8,10,21,24 137:18,18
138:23 139:13 142:17,21 143:1
144:17 145:20 147:5,13 148:25
150:6,11 152:16,20 153:2,4
154:22 156:13,14 166:20 167:4
168:8 170:2,22
learns 27:8 39:9
leave 6:7 41:24 42:1 77:14 82:20
82:21 96:24 134:7
led 30:25
left 4:21 9:22 100:3
legal 12:1
legally 155:9
legislation 53:23,24 54:2
legislative 10:20 21:3 22:5 48:21
48:24 49:6 51:19
Legislature 10:8,12 52:9
lesson 63:11 99:14,18,22 100:19
134:24 139:19 159:25
lessons 16:14 21:23 25:4,5,8
30:24 31:8 139:20 161:16
let's 8:23 23:8,20 30:21 47:8
105:24 108:5,6 166:17
letter 22:23 33:23
letting 107:1
level 27:20 28:1 30:6 35:13 36:17
72:19,24 73:2 75:16 78:9
101:25 102:3 103:4 127:22
130:22 140:22,23 145:3
levels 28:11 59:13 62:18 101:7
140:21,22 147:7
Liaison 2:15 176:7
license 119:11,14,15 175:18
lie 34:7
life 15:14 31:8 33:18 42:16 98:4
109:6 159:25
life-changing 130:13
lifestyles 88:23
lifetime 123:9
light 149:9
liked 101:20

limited 7:1 21:6 61:24 122:9,10
129:8
limits 42:4
line 169:11
lingering 76:21 124:18
linguistic 160:17
Lisa 24:3
list 62:5 67:21 68:6 147:25
166:17
listed 59:24,25
literal 40:18
literature 146:5,10 158:12
little 8:20 25:25 36:23 59:9,12
66:18 68:25 126:10 127:9,25
129:17,19 131:1 134:21 138:11
139:2 143:25 151:17 152:11
154:9
live 16:14,21 25:4 63:11 70:10,11
80:16 81:25 97:21 98:21,23,25
99:1,6,14,18,22 100:19 104:25
105:25 135:21 136:5,15,20
137:4
lived 120:11 128:18
lives 12:14 16:25 31:11 32:2
55:17 169:25
LMS 65:12,24 156:3
LMS's 134:17
loaded 27:22
local 37:24 92:13 97:4 106:22
116:25
Logan 37:5 55:21 118:8
long 87:19 153:13 167:14
longer 11:6 146:18 147:22 167:4
look 13:18 15:24 18:23 34:7
49:12 53:6 71:3 76:25 78:6,20
85:24 86:1 90:14 91:10 94:13
95:4,5,9 98:6,16 101:24 105:5
105:15 106:6 118:6 123:16
143:13 150:12 153:19,22
looked 59:11 68:24 152:10
looking 15:15 51:7 57:12 59:5
63:7 64:22 65:4,5,9,15,23 66:2
67:24 68:3 69:6 70:4 81:16
101:16,19 113:20 141:25
153:25 154:17,20 156:12,17,18
156:19 162:6,10 165:8 168:9
169:22
looks 94:3,6 95:22 101:19
Los 7:21 8:22

lose 158:25
lost 18:8 80:21,22
lot 5:16 26:18 27:12,12,25 28:24
 28:25 29:1 33:3,16 39:1 41:7
 44:11 48:4,4,5,8,11 54:18 58:9
 58:9 59:1 64:7,21 80:10,24 82:4
 83:18 89:7,22 92:21 93:20,22
 94:24 97:21 100:2 102:5,7
 104:17,20,20,22,23 105:13,13
 106:3 107:24 108:14 122:5
 123:15 125:3 129:5 130:16,23
 133:10 134:24 137:16,23
 138:20 143:14 145:4 147:18,19
 149:1,3,11,12 162:7 163:15
 164:13,20 165:7,17,19 166:12
 166:14 167:25 169:8,20 170:15
lots 88:16 107:14 117:8
love 33:9,10,10 41:10 86:18
 127:25 151:19 169:14
lower 18:7 35:13 59:13
luck 149:22 153:11
Lucy 2:10 6:4,6
Lunas 7:21
lupus 41:2

M

M-a-r-q-u-e-l-l-e 30:4
M-c-F-a-r-l-a-n-d 30:5
M-i-s-a-n-g-y-i 34:25
M-o-r-r-i-s 39:25 41:19
M-y-l-e-s 41:19
machinery 132:4
macro 141:25
main 8:21,21 163:7
major 11:10 14:13 44:3 62:10
majority 112:6,7
majors 121:19
making 25:17 62:12 81:22
 145:24 158:2,15 162:20
man 86:8 92:12
manage 59:20 60:7 81:11 155:21
management 16:1 31:10 64:17
 65:6,7 66:1 81:10 153:5 154:12
 155:18 156:15
manager 69:24 70:13 74:3
 156:18
managers 70:17
mandated 83:23
mandates 155:10

Manis 2:5 8:2,3 58:25 108:11,13
 109:20,25 110:6,11,15,19
 112:21 113:18 114:6 115:6
 118:17 120:18 129:13 157:12
 173:24,25
manner 151:13
manual 116:15
map 14:7 96:22
maps 17:6
mark 20:15
market 111:4
marketing 79:21,22 105:9 106:8
Marquelle 30:2,4 46:25
married 164:11
Maryland 126:3
massive 73:10 87:25 90:3
massively 88:11
master 84:11 103:2 119:1 120:10
 120:15,15 140:8,18 149:14
 158:3 167:3,3
master's 30:7 35:2,4,9 87:23
 148:19
mastered 18:7 140:5,17,19 158:1
mastering 77:14 140:25 142:13
mastery 85:4,15 103:4
match 42:11
material 99:13 143:22
materials 18:1 159:2
math 11:3 19:13,19 27:6 33:9,10
 99:22 100:6 150:18 152:16
matter 35:16,24 48:5 60:3 123:5
 170:9,11 171:21 172:18 175:11
MBA 87:19 108:25 134:25
McFarland 30:2,4
meals 31:10
mean 72:20 75:21 79:2 80:15
 85:24 88:2,22 94:20,22 100:4
 101:5,8 103:3 105:11 107:21
 130:17 132:8,23 146:1 148:20
 149:18 153:3 166:7 168:21
 169:21 170:7,11 171:15
means 10:9 171:2
meant 42:12
mechanic 90:10,21 130:3,5
media 56:2,3 109:16 128:25
medical 11:16 24:14 40:18,19
 146:24
medicate 167:13
meet 10:16 11:15 31:2 43:12

73:22 88:4 95:12 100:11 105:23
 106:10,11 147:9 172:9
meeting 4:11 72:16 76:24 106:9
 153:16
meets 87:4 164:20
MELISSA 7:11 9:19 22:8 23:19
 26:3 29:25 32:21 33:20 34:21
 36:6 38:4 39:20 41:14 42:22
 43:17 44:22,25 45:4 46:13 47:6
member 2:4,4,5,5 9:12 12:10
 47:16 71:1,6,7
members 32:6 73:18 113:10
 114:25 174:4
memo 49:5
Memorandum 53:7
memorandums 96:20
men 137:21 141:5
mentioned 27:6 48:21 60:21 64:8
 72:7,8 75:1 76:12 112:25
 127:16 129:5 135:20 144:14
 148:13 150:1 157:10 158:16
mentorship 165:11
menu 154:25 155:5 156:2
merely 99:19
Mesa 27:21
Mescalero 133:9
mesh 42:10,11
met 44:6 144:18 145:11 172:13
method 12:3
methodologies 117:24
metropolitan 71:25
Mexican 9:10,15 10:3 36:19
Mexicans 9:18 47:3 82:4
Mexico 1:2,10,11,12,24 3:3 4:5
 9:11,13,16 10:6,8,10,21,22 11:2
 11:23 14:1 16:22,22 18:15,18
 19:1,8 20:9,14,23,24 21:4 22:4
 22:5 24:10 25:14,21 30:10 32:2
 32:4,17,25 33:15 34:4 36:20
 37:2,4,6 38:9 39:8,18 42:21
 43:8,13 48:12,15,25 49:11,21
 51:20,21 53:15,20 54:10 64:16
 65:21 66:4 70:9 80:25 81:22,24
 81:25 86:17 87:19 89:6,7,13
 94:18,22 102:9 104:9 105:14
 106:21 107:22 109:23 110:24
 125:12 130:8 133:5 134:20
 139:22 144:20 151:20,23,24
 152:4,22 155:7,11,21 156:10

158:10 161:3 163:16 164:8
 169:6 175:2,7,10,11,18 176:5
Mexico's 6:13
mic 108:10
mice 137:21 141:5
microphone 9:18 22:14
Microsoft-certified 130:11
mid-semester 115:10
middle 91:12 101:4 121:1
middle-of-the-road 143:24
Midwest 127:9
miles 55:18,20 116:3 165:21
mind 8:25 47:22 73:9 111:22
 119:21 131:24 132:11 148:3
 159:8 160:7
mindset 34:12
mine 5:9 111:7 119:25
minor 33:1
minute 137:2
minutes 6:13,18 7:2 8:24 9:22
 22:8 23:23 108:7
mirror 14:15
Misangyi 34:24
mispronounce 30:1
missing 84:6,13 94:1,10 95:3
 128:2 141:23 143:1,7 144:7
 158:21
mission 19:4,6,15 30:9 82:9 83:4
Missy 2:13 4:12 8:16 23:12,18
 26:1 29:24 93:22
misunderstood 72:11
mock 21:13
model 15:10 19:15 60:18,19 61:1
 61:6 66:10 76:3,18 130:16
 138:5 139:15 145:19
modeled 20:9,11
modeling 19:5,9 20:3
modification 158:9
modifications 31:20
modify 69:5
modifying 157:23
Moines 126:10 128:17,18
mom 41:2 87:23 90:16
moment 47:10 78:14,22 125:14
 145:23
Monday 4:7,11 56:25 147:10
 174:8
Monday/Wednesday 150:9
money 31:11 82:21 128:21,22,24

Monkey 110:8
month 92:9 150:16 153:16
monthly 153:25
morning 4:1 9:4,5 12:8 17:16,21
 24:2 26:6,8 30:3 36:8,14 43:19
 48:2 108:13
Morris 39:21,24 41:15,18
Mosquero 55:17 56:1 89:13,14
 89:15 118:7
mother 46:16
motion 173:10
MOUs 96:21 97:7
move 4:23 5:18 6:1,2,12,19 7:10
 7:14 8:23 23:8,20 24:1 47:8
 53:1 55:5 129:11
moved 25:25 173:11
moving 4:3 11:7 27:8
MSWs 75:10
multifaceted 79:23
multiple 42:6 64:23 70:8,8 84:24
 84:25 85:3
multitude 73:21
museums 147:14
Myles 41:15,18
myriad 55:4

N

N 2:1 3:1,1
N-a-t-h-a-n 22:17
N-o-s-k-i-n 9:8
name 7:17 9:2,3,7 15:4 17:17
 22:15 23:24 24:3 30:2,3 32:23
 33:22,24,25 34:24 36:12 38:7
 42:24 43:22 70:25 118:11 135:9
narrative 6:14
Nathan 22:17
nation 18:24 34:8 125:14 154:17
national 13:19 24:6 48:17 102:7
 158:14
nationwide 18:22 65:15 82:2
native 36:19 82:4 159:20,22
natural 148:22
naughty 5:25
Navajo 125:14
near 5:12 25:15 116:25
nearest 116:3
nearly 40:12
Nearpod 84:7 136:18
necessarily 54:11 88:24 119:17
 121:22 122:14
necessary 11:11 18:13 32:16
 43:7 67:7 84:24 113:18 120:3
 149:2 160:23
necessity 60:2
need 4:21 5:17 6:1 11:21 12:4,19
 12:21 13:12,23,24 14:4 22:21
 24:13,15 31:9 34:11 36:1 37:14
 39:12,14 40:15 43:7,11 50:16
 53:1 54:5 58:12 59:8 61:4,13
 62:10 66:21 67:25 70:23 73:6
 75:7,9 83:7 84:10 90:5 91:5,19
 92:15,17 96:11 99:5,17 102:9
 103:14 105:7 107:12 113:2
 127:18 130:23,23 137:1 139:7
 142:2 143:25 144:17,23,24,24
 145:16 146:6 148:17 150:14,24
 165:24 167:16 168:6 169:6
 170:20 172:17,20
needed 11:23 33:6,7,17 42:10
 58:21 85:8 91:25 93:9 135:3,5
 153:6 164:23
needing 88:24 145:22
needs 10:16 11:15 19:3 22:1 25:2
 25:11 37:19 44:1,5 63:5 75:4,11
 103:17 106:16 139:9 141:14,14
 142:2 144:18 145:5,11,20,25
 146:7,14 149:17 150:12,23
neighborhood 45:18
neither 49:14
nephew 138:8
nervous 36:23
network 154:16
networking 113:24 114:5,7
never 95:12 113:11,12
new 1:2,10,11,12,24 3:3 4:5 6:13
 9:9,11,13,15,16,18 10:3,6,7,10
 10:21,22 11:2,23 14:1 16:22,22
 18:15,18 19:1,8 20:9,14,23,24
 21:4 22:4,5 24:10 25:14,21
 30:10 32:2,4,17,25 33:15 34:1,4
 36:19,20 37:1,4,6 38:9 39:8,18
 42:21 43:8,13 47:3,3 48:12,15
 48:25 49:11,21 51:20,21 53:15
 53:20 54:10 61:8 64:16 65:18
 65:21 66:4 70:9 80:25 81:22,24
 81:25 82:4 86:17 87:19 89:6,7
 89:13 94:18,22 102:9 104:9
 105:14 106:21 107:22 109:23

110:24 125:12 130:8 133:5
 134:20 139:22 144:20 151:20
 151:23,24 152:4,22 155:7,11,21
 156:10 158:10 161:3 163:16
 164:8 169:6 172:12 174:13
 175:2,7,9,11,18 176:5
next-step 96:7
nice 4:19 108:20
niche 164:10
nine 111:11,11 143:19
ninth 94:12 100:5
ninth-grader 95:5
nitty-gritty 113:20
NM 1:22 175:16
NMREAP 82:3,3
NMSA 10:11 48:25 50:3,12,14
NMSU 108:24
non-renew 85:23
nonverbal 21:20
noon 131:6 150:9
norm 168:17,25
north 8:1 126:10
northeastern 34:4
Noskin 9:4,7,21,25 10:1 20:22
 48:25 49:10,20 50:3 51:9,13,24
 52:12,18,23 53:2,6,11,18 54:1,4
 54:12
note 55:2 107:21 174:2
notes 51:10 108:17
notice 101:10 104:19
noticed 35:16
notion 111:15 167:5
November 73:22
nowadays 89:2 134:22
number 34:14,17 59:6 72:12
 81:12 98:15 103:10 126:22
 133:11 148:16 171:18,18 176:2
numbers 34:6 113:5
numerous 21:24 25:9
nurse 122:18
nurturing 14:22
NW 1:23 175:17

O

O 3:1,1
objective 140:3,13,19 148:4
 150:3,4,6
objectives 139:19,25 140:25
observation 166:7

observed 26:18
observer 142:8
obstacles 12:20
obtain 35:8
obviously 72:21
occupational 31:6 123:17
occur 155:19
ocean 102:8
offer 13:3 20:23 38:22 58:6 62:7
 65:11 67:9 84:24 107:1 140:15
 146:3
offered 16:5 17:3 21:2 61:20 99:1
 99:14 109:17 119:5
offering 35:12
offerings 104:7
offers 64:5 80:12 154:25
office 4:19 11:18
offline 99:7
oftentimes 90:2 130:7,10
oh 41:12 45:13 68:1 72:10 78:18
 80:5 148:10 162:5,17 171:25
Ohio 127:9,10
okay 5:14 22:9 23:20 32:15 44:21
 44:24 45:2,8 46:16 47:14 50:11
 50:21,23 52:25 54:3,4,6,17
 64:15 69:10 70:1,24 71:14 72:6
 75:5 86:7 92:7 95:15 109:20,25
 127:14 148:10 153:8 156:22
 157:21 162:4 163:25 172:11
old 100:4 138:8 152:11
older 59:1 138:6 143:4
once 14:4 48:2 61:4 66:7,8 73:18
 76:6 85:22 86:8 96:18 98:12
 107:15 150:16 156:21 163:12
one's 170:17
one-on-one 11:19 28:12 33:8
 141:21 143:25 144:4
one-on-ones 162:11
one-stop 15:22
ones 27:13 99:6 134:22 138:5
ongoing 115:2,3,4,9 142:15
online 17:9 23:15 24:6,11,13
 26:12 27:1,3,16 28:7,10 30:19
 32:1 35:4,11,22 36:1 38:17,18
 38:19,23 39:2,25 40:10 41:1,9
 41:19,23 42:7,15,18,19,22
 43:11,18,24 44:4,23 45:1 46:7
 47:3 50:2 51:12 53:10 55:13
 56:5 57:1,24 59:1 62:4 75:3,24

76:23 77:19 78:5 79:8 83:5,15
 87:18,19,25 88:2,3,6,11,14
 92:22 94:4 95:11 96:6 97:21
 100:17 104:18,21 105:2 108:24
 108:25 109:13 113:12,14
 115:19 118:19,24 134:13
 135:19,25 136:8 147:21 152:10
 152:14 153:2 154:22 155:25
 159:18
Oops 172:8
open 23:7 34:12,15 43:15 46:23
 51:4 64:25 85:23 86:8 89:12,15
 104:14 109:22 110:1,4
opened 90:3 104:18
opening 89:5 92:16 131:2 161:10
operate 127:10
operated 66:6,9
operation 156:5
operations 136:7 156:20
opinion 172:4
opinions 38:14
opportunities 9:17 10:3,23 11:3
 15:19 17:1 21:24 25:9 35:23,25
 39:15 40:6 41:10 51:22 57:12
 60:17 61:7,9 84:3,25 85:3
 118:15 122:12 126:6,12,19
 130:9 133:17 140:6
opportunity 9:5 30:24 34:14
 37:21 43:3 47:21 58:1 80:3
 85:3 87:21 103:6 123:4 131:17
 132:12 141:18 160:9 164:24
 165:20
opposed 13:19 27:10 135:25
opposite 121:23
opposition 22:20,23
option 10:6 13:3 35:21 44:7 70:5
 89:18,18,20 145:14 151:5
options 12:19 55:4 89:4 104:10
 104:15 105:16,17 106:5 122:3,5
oral 16:6 21:8 77:14,23
order 62:9 74:2 136:6 140:7
order-of-operations 99:21
organic 171:19
organization 38:12 70:18 75:14
 127:8 154:12,14
organizational 135:2
organizations 38:15 112:11
organize 151:11
originally 115:17 118:3 128:19

originate 159:15
Otero 8:4,11
other's 144:23
outcome 13:21
outcomes 86:2 138:25 152:2
outline 31:20
Outlook 123:17
outperforming 19:20
outperforms 19:17
outreach 12:16 40:18,19 79:17
 103:24 105:5,15,21 111:16
 112:10
outside 21:17 45:19 89:18 90:7
 97:19 105:16 118:23 125:20
outsiders 29:6
overall 19:7,12 34:18
overbaked 117:12
overcome 13:4
overloaded 29:16
overly 27:22
overproofed 117:12
oversee 70:17
overseen 55:1
oversees 75:14
oversight 62:19 63:2 162:9,14,21
 163:2,18 165:10
overview 113:22
owner 36:23 37:23 170:8
owners 94:25
ownership 72:21,24

P

P 2:1,1 3:1
P-a-t-r-i-c-k 45:14
P-a-u-l 36:13
p.m 174:18
pace 11:6 27:9 42:10
package 65:24 154:22
page 3:2 110:14
pages 175:8
paid 76:24 130:1
paired 92:1 135:11
pandemic 28:6 41:21 43:25
 45:18 58:11 60:2 80:17 104:18
pandemic-schmandemic 86:5
pandering 132:13
paper 85:9,11
parent 28:18,23,24 29:19,22 43:9
 45:9,14 70:2,5 90:24 122:6,7

143:13
parent-teacher 143:3 144:1
parents 2:9,11,14 12:18,19 13:4
 13:6 22:2 25:13 32:6,10 76:16
 111:19 112:1 113:7,12 114:22
 115:1 142:8,17 143:19
parents' 124:1
parked 4:22 5:7,12
parking 4:22 5:3,4
parsing 60:14
part 7:4,8 23:9 30:9,16 38:15
 42:16 43:10 51:14,15 52:15,16
 53:14,18,20 62:20 64:10 81:19
 83:15 89:23 98:4 109:4,6
 117:21 118:1 119:7 122:8
 133:18 140:9 142:5 166:22
partially 115:18
participants 109:21 111:5
participate 25:5
particular 5:2 66:16 71:23
 102:22 139:14,19 146:24 160:2
particularly 61:3,13
partnership 55:24 56:3
partnerships 15:13 56:7 57:3
 61:8 92:8,23 93:3
parts 51:25
pass 102:18 108:10
passed 52:20
passion 80:1 164:16
passionate 25:17 112:24 116:23
path 121:7 129:25
path-wise 34:16
pathogens 83:24
paths 44:9 125:11
pathway 15:12 124:1 129:21
pathways 54:22 97:6 118:18
 120:21
PATRICIA 2:4
Patrick 45:14
Pattie 5:11 8:9 50:25
Paul 36:7,12
pause 9:20
pay 6:6 61:22 81:21 105:10
paying 94:23 95:2
payment 157:15,17
Pearson 155:25 156:1,23 157:2
PEC 2:15 3:5,10 7:9 47:9,16
 72:16 76:24 176:7
PED 2:7 49:6 52:20 57:16,22

59:16 64:5 65:11 85:25 86:20
 176:7
PED's 61:8,8
peer 3:4 98:14
peer-to-peer 135:15
peers 78:4 99:13 135:6,22
penalizes 143:17,21
Pennsylvania 166:21
people 5:25 15:16 23:13 27:12
 37:9 40:19 44:25 66:4 71:15
 73:8 74:12,25 75:1,20 77:8,10
 78:23,24 81:21,21 82:13,20
 83:1,4,12 85:21 87:3 88:3,4,4
 89:1 92:8,9 93:4 105:2,8,9,24
 106:25 107:13,17 111:18
 112:18,22,22 113:16 114:8,11
 126:6 130:10 132:20,25 133:2
 135:12 144:24 145:15 147:15
 165:7 166:1,1,8,9,14
people's 145:5
perceive 89:1
percent 13:20 14:16,17,18 18:22
 19:10,16,17,20,21,22,24 20:4,7
 20:10,10,14 35:4 72:8,9 76:22
 102:17 104:3,5 160:6
PEREA 2:15 176:7
perfect 41:1 113:22
perfection 93:21,24
perform 158:22
performance 19:11,12 20:5,12
 24:16 140:21 142:9
performing 18:5,8
period 97:18 141:2
periods 98:20 146:18
permissible 59:22
person 22:21 23:22 25:23 26:2
 42:17 44:19 45:4 63:16 73:4,6
 79:1 87:4 88:4,18,21 93:6 105:3
 113:25,25 114:1,4 144:23
 162:24 165:18 171:8
person-to-person 75:24
personal 85:5 120:24 162:8
personalities 79:9
personalized 11:22 16:17 18:11
 18:18 21:20 120:22
personalizes 19:1
personally 79:24 86:18 96:10
 110:22
personnel 64:11,13 67:1,19

68:14 155:17 156:8,17
pertaining 20:1
pessimistic 133:1
Peter 78:17,20
petitions 174:5
ph 134:18
Ph.D 9:10
pharmacist 56:12,15
pharmacy 61:12 63:19
phenomenal 126:1
phone 109:13 110:22
physical 147:23 168:22
pick 116:15 155:1
picture 85:14
piece 8:11 60:14 94:1
pieces 39:3
pipe 93:9
PJs 78:8
place 74:23 131:21
placed 52:17,19
placement 131:2
placement-oriented 130:14
places 64:23 104:8
plan 16:17 19:16 20:4 31:14
47:14 61:10 68:8 79:21,23 96:7
101:14 103:16 121:11 138:23
144:11,12 148:1 150:25 159:4
163:20
planet 77:8
planning 70:13 148:25 149:8
158:18
plans 18:11 21:21 83:17,19 121:9
121:10 122:15,19 137:21,25
141:5
Platero 26:4,7 28:15 29:17
platform 12:2 15:23 24:25 37:18
55:13 59:4 69:8 158:14,14
172:12
platforms 94:4,6 157:25
play 32:1 141:8
played 42:15
playing 45:19 120:23
plays 48:6
PLC 150:11,14
please 22:14 23:17,24,25 25:19
32:14 159:23
plumber 93:7,11 116:2,3,9
120:10,15 130:22 162:16
plumbers 165:17

plumbing 90:20 116:12,19,24
119:6 165:21
plus 41:1 59:7
pod 137:6
point 37:14 86:4,5 92:24 97:17
97:17 105:21 122:23 123:9,13
123:22 173:2,9
pointed 12:16 103:25
points 45:17 61:18 77:15 132:14
political 124:3
populated 15:20 56:9
population 30:16 34:16 89:9
104:3
portal 17:4 21:19
Portales 1:12 22:18 23:6 70:11
80:21 95:24 106:4
portions 99:8
position 171:13,23
positions 31:15 131:21
positive 14:10,24 20:20 25:17
positivity 82:14
possess 32:15
possibilities 123:15
possibility 118:5
possible 24:18 42:4,5 67:5 68:20
68:21 73:9 93:24 96:12 101:9
117:13,23 118:19 155:9,11,14
possibly 67:22
post-pandemic 169:9
post-test 103:14
pot 85:13,14
potential 68:14 106:10,11 111:20
121:16
potentially 41:7
potter 85:6
pottery 133:20
power 12:13 171:15
powerful 17:5 19:25 20:5 140:3
141:4
practically 95:4
practice 143:25
practices 154:21
pre-designed 24:24
pre-K 138:11
predesigned 21:11
predictor 14:25
predominantly 87:18
prefer 99:7
preferred 69:3

Prep 6:12
preparation 61:14
Preparatory 1:10 3:3 4:4 9:13
30:9 31:4 32:4 176:4
prepare 61:12 123:10
prepared 6:15 13:9 17:11 46:4
prepares 14:22 60:20 61:2
preparing 31:10 61:11
preschool 46:18
present 4:10 9:6 23:4,11 78:10
88:9 140:6
presentation 3:6 8:24 17:15
35:14 39:7 95:20
presented 43:5 53:14
presenting 11:24
pretest 102:14,17,18 103:13
pretty 7:24 34:1 106:4 151:21
165:1
prevalent 88:8
prevention 84:1
previous 4:7 40:10
previously 31:23
primarily 34:5 37:24 116:13
primary 56:1 118:23 122:20
principal 22:18 163:3,13,14
principally 163:21
principle 10:15
prior 73:23 76:14 86:6
priority 27:15
privilege 166:20
proactive 142:20 143:2
probably 5:17 47:12 57:20 58:25
71:2 73:8 101:12 107:14,25
116:15 141:10 145:8
problem 29:8 86:25
problems 82:15 153:23
proceedings 1:9 174:18 175:9
176:3,3
process 6:10,25 7:4 48:4 90:12
108:18 118:25 143:14 162:21
processes 171:19
procurement 64:16 66:19,21
produce 85:8
productive 5:21 31:11
profession 82:20,21
professional 1:23 11:16 12:1
15:13 17:1 21:15 68:24 82:24
83:10,20,23 84:2,9,17 146:8,20
148:12,14 149:7,16,22 150:11

151:10 161:9
professionals 48:14
professions 96:15
professor 108:24 135:4
professors 136:25
proficiency 19:18,23 172:7
program 18:19 21:22 25:7 34:10
 42:12 54:24 61:20 62:5 76:7
 80:13 89:14 91:10 102:7 107:11
 131:17,21 132:2,22 165:11
 166:21,23
programmatic 164:23
programmers 88:16,19
programming 120:22 131:18
 148:19
programs 101:18 163:4
progressing 56:23
project 82:7 85:8 168:14
projected 19:12 59:5
Proloquo2Go 21:19
Promethean 125:24
promote 10:5 54:13 97:9
promotes 14:24
pronounce 33:22
proponent 98:1
proposal 62:16
propose 16:1
proposed 15:21 148:2
proposing 63:24 92:21
prospering 9:16
prove 83:5
provide 6:12 9:17 10:2 17:10
 25:6 26:9 31:5,8,19 32:7,16
 39:15 43:8 53:2,7,12,13 54:5
 65:7 67:6 68:1,7 76:10 91:3
 94:6,8 101:17 113:6,17 119:24
 174:9
provided 24:25 40:5 44:18 50:5
 69:9 101:25
provider 58:4 64:17 67:6,12,14
 120:2 142:7 155:13 157:7
 158:15 161:1
providers 160:13
provides 17:5 18:16 21:10 24:23
 30:23 111:6 119:16 154:15
providing 40:19 64:14
public 1:1 3:9 6:23,24 7:1 10:20
 10:22 12:20,25 23:21 26:6,11
 28:17,20,23 29:21 32:15,20

36:18 38:6 39:22,24 41:16,18
 42:24 43:19,22 44:18 45:6,8,13
 46:11,14,16,22 49:14 51:19,21
 52:1,23 54:8,9 57:24 69:19
 75:17 151:20,23 174:2,4,10
 175:1,10
pull 99:25 101:4 140:3
pulling 98:7,9 101:8 136:16
purchase 102:2
purpose 52:5
purposefully 14:20 67:4
pursuant 10:11,19 51:18
pursue 39:3 40:22
pursuing 31:14 37:15,20 41:10
 42:8
push 40:14,22 42:4,10 167:19,20
pushing 169:10
put 48:7,12,18 49:18 52:9 64:19
 66:4,24 67:18 68:2,5 76:6 79:21
 82:2 100:6 101:10 115:17 144:5
 155:12 171:12 173:8
puts 121:11
putting 110:14 136:25 168:14
PVC 93:9

Q

qualifications 81:16
qualified 16:21 29:2
qualify 31:7
quality 11:17 31:21 32:16 39:4
 82:10 162:20
Qualtrics 110:8
quell 79:5
question 60:13 66:24 67:1,3
 69:21 73:15 74:5,8 76:2,19
 78:16 91:16 93:12 97:10 98:12
 103:23 110:18 115:21,25
 116:22 117:22 127:7 131:14
 133:6 137:10,14 139:12 141:7
 148:9,25 151:15 154:3,19 158:4
 158:9 159:14 160:6 163:18
 169:4 171:1
questioning 127:5
questions 3:10 7:9,9 8:17 47:9,11
 47:17,18,19 79:3 85:19 86:22
 89:23 108:3,15,15,16 109:3,7
 109:10 110:25 111:21 114:12
 115:19 124:16,18 125:4,5,7
 126:18 129:11,12,16,19 137:6

137:13,19 139:24 144:9 153:10
 154:5 158:6,23,24 160:25
 164:13 173:4
quick 64:3 103:12 127:7 136:12
 141:15 152:24 157:22 161:22
 165:13 173:14 174:2
quickly 11:7 51:17 73:21 122:19
 127:17 133:8
quite 49:7 64:6 114:7 158:21
 166:17
quiz 103:12 136:17 139:24
quote 51:18 137:21

R

R 2:1 3:1
R-a-l-e-y 38:7
R-i-l-e-y 39:24
race 161:14
radio 79:23
raise 23:17
raised 44:23 45:1 87:11 126:2
Raley 38:5,7
rancher 95:23
ranching 12:11
Rancho 8:21 105:1
range 113:16
rankings 25:15
rapport 25:4
rate 13:20 20:2,15 77:2
rates 13:17 27:7 34:8,18
ratio 59:12,17 60:1,4 74:24 145:2
Ray 134:18
reach 30:10 76:14 105:18 114:10
reached 20:14
reaction 164:18
read 49:15,17,25 50:5,7,8,11,18
 51:17 67:20 98:19,24 134:12
 137:15 167:4,10,11
readiness 12:5 13:11 15:9,11
 17:12 18:21 60:19 79:20 82:12
 118:11
reading 93:19 98:2 152:16
 158:12,13 159:1,2 167:4
ready 11:8 74:4 78:15 94:21 95:6
 100:5 131:3,20 152:8
real 16:9 46:19 92:10,15 93:11
 127:7 135:14 141:15 157:22
 161:22 168:10 173:14
realize 123:4

<p>really 27:17,20 29:8 35:21 36:4 37:9,10 40:13,22 41:3,22 42:15 42:19 43:1 51:17 59:8 60:8 61:19 63:9,21 69:9 72:20 74:23 75:11 78:21 82:25 88:17,18 89:5 93:19 99:21 100:1 101:13 104:13 105:21 107:16 111:17 119:15,21 123:15 125:2 126:4 131:15 132:20 133:8,22 135:7 138:15,16 141:7 142:20 143:14 144:19 145:7 149:9 150:19 151:2,7 154:20 159:25 165:12 165:14 166:7 167:9 169:25 170:4,25</p> <p>realtime 21:16 63:8,22</p> <p>reason 13:22 14:13,14 62:2 91:6 114:11</p> <p>reasons 12:17,18 36:2 38:25 62:6 65:9 86:21 124:5</p> <p>REBEKKA 2:3</p> <p>REC'D 176:10,15,20,25</p> <p>REC-6 4:16</p> <p>RECEIPT 176:1</p> <p>receive 31:21 132:6</p> <p>received 7:7</p> <p>recess 4:2 108:8</p> <p>recipient 24:8</p> <p>recognize 76:4 123:4</p> <p>recognizing 10:17 84:15</p> <p>reconvening 108:9</p> <p>record 4:9,14 9:3,24 28:16 29:18 49:15,19 83:16 108:22</p> <p>recruiting 82:16 83:3</p> <p>recruitment 81:5,18 82:2</p> <p>rectified 153:24</p> <p>red 5:8</p> <p>redo 103:7</p> <p>redone 63:5</p> <p>reelection 170:17</p> <p>reengagement 145:10</p> <p>reentering 145:13</p> <p>refer 78:14</p> <p>reference 49:21</p> <p>reflect 4:9</p> <p>regarding 174:6</p> <p>regards 165:2</p> <p>register 134:16</p> <p>regularly 31:19 32:9</p> <p>reimburse 118:7</p>	<p>related 38:13 109:8,10 114:12,18 122:15</p> <p>relating 167:6</p> <p>relational 144:20</p> <p>relationship 37:11 95:13 144:21</p> <p>relationships 77:11 107:12</p> <p>relative 170:3</p> <p>relevant 99:15 149:17 161:17</p> <p>relief 46:2</p> <p>religious 124:3</p> <p>relying 75:4</p> <p>remaining 154:4</p> <p>remedial 167:23</p> <p>remember 78:17 125:17,22</p> <p>remote 57:7 117:18 120:11,16 154:21 166:1</p> <p>remove 102:21</p> <p>repeat 125:5 129:12 139:4</p> <p>repetition 149:12</p> <p>report 3:4 73:24</p> <p>reported 1:22 147:20</p> <p>Reporter 175:7</p> <p>REPORTER'S 3:13 175:5</p> <p>reporting 1:23 73:22</p> <p>represent 37:24 72:4</p> <p>represents 8:3</p> <p>require 69:2 107:24 129:1</p> <p>required 98:15 99:2,8,10 134:2,3 155:9</p> <p>requirement 10:20 59:16 149:3</p> <p>requirement' 51:19</p> <p>requirements 172:16</p> <p>requires 69:1</p> <p>requiring 142:7</p> <p>research 12:16 14:25 94:5 109:5 111:4,4,23 112:18 114:8 115:2 120:8 123:7 152:1,5</p> <p>researcher 12:12 114:20</p> <p>researching 118:14,14 120:13</p> <p>reservations 26:16</p> <p>reserve 47:17</p> <p>residents 13:1 81:24</p> <p>resource 17:4 21:18 101:16 146:25</p> <p>resources 17:7 18:12,16 21:13,16 84:7,24 145:25 146:23,24</p> <p>respond 112:1 120:7 137:25 152:23 171:3</p> <p>respondents 14:11 109:16</p>	<p>responding 157:12</p> <p>response 112:2 139:8 151:19 152:18</p> <p>responses 14:9,10,11 72:2 108:14 108:22 109:19 110:7 111:8 112:3,4 139:17</p> <p>responsibility 63:2 163:21</p> <p>responsible 123:2</p> <p>restaurants 112:14</p> <p>result 18:3 119:7</p> <p>results 13:8 19:19,25 20:5 152:15 152:20</p> <p>retain 82:17</p> <p>retained 146:18,18</p> <p>reteach 140:6 144:5</p> <p>reteaching 141:3 142:1</p> <p>retention 82:17 146:11</p> <p>return 132:4</p> <p>revie 3:4</p> <p>review 98:14</p> <p>reviewed 49:6</p> <p>revoke 85:23</p> <p>revolt 79:4</p> <p>RFP 64:20 66:16</p> <p>ridiculous 29:15</p> <p>right 4:10,15 5:12 8:23 22:12 23:8 29:23 33:14 36:18 51:11 54:21 57:22 68:17 70:16 73:2,3 81:23 86:12 89:17 91:7 95:2,12 98:17 102:6,12 105:8 108:2,9 108:10 110:20 112:21 116:6,16 116:20 118:12,24 119:1,2,12 120:6 122:23 123:23 131:8,23 132:13 149:15 166:4 169:10 171:1,11</p> <p>rigor 30:12 31:13 48:12</p> <p>rigorous 10:9 19:6 24:25 133:12 133:12 149:1 151:21</p> <p>Riley 39:21,21,24 41:13</p> <p>Rio 7:24 8:21 105:1</p> <p>rise 128:14</p> <p>risk 24:18</p> <p>RMR 175:6</p> <p>RMR-CRR 1:22 175:16</p> <p>road 26:19,19 105:22</p> <p>robotics 42:6</p> <p>robust 16:25 82:24 104:7</p> <p>rocket 148:21</p> <p>role 32:1 69:21,22 70:5 81:7 92:5</p>
---	---	---

roll 4:6 173:14
 rolled 51:2
 rolling 173:4
 room 24:1 30:1 32:22 33:21
 34:22 36:7 44:20
 rooms 100:22 141:2
 rooted 30:12
 roped 74:15
 routine 115:4
 rule 52:17,19,20 53:25 171:10,11
 running 74:4
 rural 13:1 15:18 26:15,19 35:5
 35:20 44:10 56:13 105:5 106:4
 115:25 120:1,9 123:19 125:9
 126:4 127:23 128:4,7 132:21,21

S

S 2:1 3:1
S-a-r-i-n-a 36:12
S-h-a-n-e-r 42:25
S-t-e-p-h-a-n-i-e 34:25
 sadly 41:23
 safe 11:17
 safety 24:17
 sailboats 102:8
 sake 78:1
 salutorian 40:3
 sample 99:20
 Sandoval 8:19
 Santa 7:24 75:17 159:13,15,16
 Sarina 36:7,12
 SAT 21:14 172:15
 satisfied 121:22
 satisfy 14:4 160:19
 satisfying 13:11
 save 133:18
 saw 68:23,23 71:15,22,23 101:13
 101:17 152:7
 saying 18:9 68:9 73:4 93:4
 170:21
 says 50:2 51:18 54:8,12 77:8
 scaffolded 101:6
 scan 117:9
 scattered 72:13
 scenario 141:10
 scenarios 18:13 141:9,9
 scenes 92:17
 schedule 97:20,24 99:9,15,18,22
 99:24 100:18,22 103:21 133:13

133:14 149:5 150:10
scheduled 150:19
schedules 149:14
scheduling 12:22 91:6 98:7 147:6
school 3:7 6:14,17 11:5 14:7
 15:23 16:4,18 17:2,18,23 18:22
 18:23 21:6,22 22:10,18 23:5,7
 26:21,23 28:6 31:16 33:4,5,14
 33:15 34:4,10,13 35:10 36:21
 37:22 39:25 40:3,8,10,24 41:4,9
 41:12,23 42:20 43:12,24 44:14
 45:9,23 47:3 48:22,24 52:1,10
 52:24 53:17,19 54:19 58:4
 60:19 61:2,6,13 62:8,23 65:8
 66:6,8,11,12,16 68:22 69:24
 70:7,8 71:4 72:17,18 73:11,23
 75:15,16 76:6 77:13 78:1 79:6
 80:3,8,12,18,22,23 82:5,9 83:22
 89:10,12,15,21,25 90:6,7,15,16
 90:23 91:2,10,12,14 92:5,6
 94:16,24 95:2,6 96:18,24 97:4,7
 97:14 101:1,4 104:19 105:2,17
 111:20 119:9 120:21 121:1,3
 122:3,5 124:25 125:9 126:9,15
 126:24 127:1,1,18 128:21 130:4
 131:1 134:7 138:9 139:8 141:12
 141:16,19,20 143:4,9,9,16
 145:6,9,11,12,17 146:13 149:20
 152:21 155:16,19 156:5,7,7,9
 156:20,20 157:9 161:10,12
 162:15 163:13 164:7,18 166:22
 167:11 168:24 169:7,15 171:12
 171:17 174:6,13
school-age 112:5
School/Options 2:8,11,14
schooled 160:20
schoolers 94:21 107:16
schooling 10:6 21:4 29:12 42:7
 42:15,19 54:14 124:4 137:24,24
schools 7:20 8:1 10:8,25 11:21
 15:6 17:10 21:1 24:11,11 29:11
 32:1 40:12 41:1 49:5 52:5,6,21
 53:15,19 54:9,9,11,21 57:3,5,19
 57:21,23,23,24 58:3,8,10 59:7
 59:15 61:15,23 62:3,4 64:6
 65:17 73:1 75:6,10,18 76:23
 87:14 89:5,8 96:6 104:18,21
 113:8,13 117:19 127:8,10,11
 133:10 145:3,19 151:22,23

152:14 153:1 154:16 155:1,21
 155:25 172:18
science 9:12 11:3 12:1 27:7 33:1
 128:12 129:1 148:21
scientist 128:8
scrambling 46:8
seamless 16:3 35:14 64:24
search 120:8 154:14
seat 124:21
seats 57:21
secluded 56:13
second 13:22 51:1,14,15 81:19
 124:17 147:11 154:9 171:4
 173:12
secondary 37:20
secondly 149:18
secret 76:23
Section 10:11 49:1,12
sections 50:12,14
sector 30:15
see 14:7 19:16,19 23:12 28:24
 30:21 35:11 39:12 40:16 42:4
 44:14 51:4 54:23 55:12,13,15
 57:3 60:10 68:9,10 73:10 78:6,7
 84:5 86:1,11 87:7,25 91:1 98:19
 104:4,7 105:9 130:15 132:16
 135:24 144:22 149:5 153:11,16
 153:17 158:7,10,23 159:1
 166:17
seeing 23:8,14,18 49:14 136:23
 173:1
seek 57:9
seen 37:8 39:11 44:3 74:9 80:9
 154:13 158:7 164:18
segments 49:3
SEL 17:8 21:19 160:21
select 34:13
self-directed 135:19
self-identify 156:23 157:2
self-paced 39:3 40:14
semantics 157:1
semester 85:7 115:13
seminar 135:15,23
send 85:14
senior 126:15
seniors 107:16
sense 92:3 104:2 137:16 169:18
sent 111:25
separately 91:13 101:8

series 78:20
serious 165:1
seriously 27:24 86:12
serve 35:9 114:25 116:1
service 1:23 31:2 67:6,12,14
 156:18 157:6 161:1
services 31:5 60:3 64:13 65:4,23
 66:3 67:1,9,20 68:14 146:2
 154:24 155:1,17,18 156:12
serving 156:1
ServSafe 134:3,8
session 99:4
sessions 21:25 25:10 31:1
set 31:2 33:13 58:22 88:11 92:22
 103:9,11 172:5,20,20 175:12
sets 59:16 61:14
setting 30:20,23 32:12 59:19
 102:14 135:25 139:9 143:7
settings 127:24
seven 36:22 65:18 72:25 108:6
 109:7 123:8 138:10
seven-minute 108:6
seventh 138:9
severely 99:17
SFPS 77:20
shadow 32:3
shadowing 21:18 56:10,14 57:9
 57:13 63:15 93:6 116:4 117:18
 168:13
shadowings 163:24
Shaner 42:23,25
Shannon 45:5,7,11,13 46:10
share 6:13 9:1 82:9 83:4 125:8
 139:2 147:1 159:23 160:3,9
 174:2
shared 23:22 82:13,14 128:3
sharing 46:21 57:7 106:25
 136:19
Sharroky 101:15
SHARYN 2:15 176:7
sheltered 151:2
shift 80:13
shop 15:22 35:18 90:9,10
short 6:9 109:18 110:2 139:23
short-cycle 153:18
short-term 110:4 134:1
show 19:5 36:20 67:3,12 74:15
 85:15 90:20 92:19,19 105:22
 134:11 150:5 152:14 153:9

show-and-tell 78:2
showed 58:12
showing 85:8 137:7,17
side 5:17 18:7 105:25 106:17,18
 124:24,25 126:8 167:21
sides 164:23
sign-in 21:12 64:22,25 156:13
sign-on 15:25 37:19
significant 20:25 58:16
significantly 99:17
Silver 7:21
silversmith 27:14
silversmithing 133:19
similar 18:5 19:19 20:2 127:16
Similarly 117:15
simple 84:3 143:11
simply 67:11 103:7 112:14
simulation 119:19
simulations 117:15 119:5
single 14:25 15:25 37:19 45:22
 45:23,24 142:21 150:5
singly 69:20
sir 22:14 23:2
SIS 65:24
sister 129:22 138:13
sit 138:18 141:18 142:2
site 165:6
sitting 59:19 148:24
situation 155:22
situations 79:7,9 125:1
six 23:13 30:20
six-year 31:24
six-year-old 141:11
six/age 138:10
sixth 41:25 138:9
size 18:9,18 117:11
skill 58:22 85:8 88:11 93:10
skilled 13:24 14:3
skills 11:12 15:13,14 31:8,9
 35:19 58:20 60:22 61:3,13 77:3
 77:9,14,23 78:12 81:11 84:17
 88:13,14 90:5 91:25 92:22 98:4
 100:6,6 103:15 116:17 122:24
 122:25 123:6 132:3
skip 102:21
slice 117:9
slide 86:21
Slight 131:14
slightly 145:18 155:7

small 8:10 30:24 31:1 37:24
 89:11 100:18 105:12,14 140:18
 141:19,20
small-group 141:22
smooth 65:7
snap 125:20
social 35:15 77:3 109:16 145:5
social-emotional 144:17 145:16
 145:20 146:7,14 147:5,8,12,20
society 88:8
Socratic 135:15,23
soft 60:22 61:3 77:9 78:12 88:13
 122:25
software 11:14
solder 93:9
solicit 110:7
solidified 96:19
solidify 92:20
somebody 38:17 44:22 72:23
 81:7 92:1 93:5 111:3 119:15
 133:19 151:6 160:11 163:1,5
 165:8,13 170:25
someone's 77:25 78:9
son 27:19,24 46:23
soon 11:8
sorry 5:1 9:19 30:22 41:12 46:19
 52:2 53:9,11 57:18,18 58:24
 59:14 71:19 77:21 80:5 112:6
 113:3 131:5,9 132:15 133:8
 152:1 172:23
sort 92:3
sound 10:15 130:13
sounds 115:6 131:4,15 133:1
southern 106:22
southwest 7:18
space 94:15 95:6
Spanish 35:16 126:23,24 128:22
speak 23:16,23 30:14 44:21,21
 45:12 56:16 60:15 61:16 66:18
 73:9 77:24 113:24 114:4 133:24
 142:23 148:20 155:22 165:15
speaker 4:18 5:1,7,15 29:25
 32:21 33:20 34:21 36:6 38:4
 39:20 41:14 42:23 43:17 53:10
 131:5,9
speakers 126:23
speaking 6:11,24,24 28:18 29:19
 29:21 38:8 45:8,14 57:17 77:9
 77:10 80:2 127:15,20 133:9

138:13
speaks 125:9 126:4 146:6,11
special 30:6,17,18,25 31:12,18
 44:1 66:3 75:4 76:7 163:4,5
Specialist 2:11
specialists 160:14
specific 21:24 25:9 61:9 84:12
 94:7 97:16 102:6,15 105:12
 113:2 129:1
specifically 11:20 38:12 51:8
 66:24 84:5 140:16
specifics 68:22 69:7
speech 31:6
spell 9:2 22:15 23:25
spelling 36:10
spend 102:18
spending 11:6
spends 138:20
spent 54:18 136:6
sphere 39:10
spirit 133:6
split 135:18
spoke 75:3 76:4 113:7,9,9,10,10
 114:1
spoken 129:3 167:25
sport 147:16
sports 147:19
spot 163:10
spring 40:2
Springfield 166:21
squeeze 8:21
St 77:4,6
staff 2:7 11:18 20:18 22:11 32:6
 81:15,16 113:10 114:25 146:9
 148:12,15 160:14 162:3
staffing 59:24 61:16 62:7,11 63:5
 128:20 129:9 163:20
stage 73:3 125:17
stance 137:18
stand 36:15 38:1
standard 84:5,12 144:7
standards 32:16 65:22 139:22,22
 161:3,3,4,6
Stanford's 151:25 152:1
start 7:16 9:1,21 20:3 23:25
 41:20 47:24 62:16 71:14 77:25
 78:1 90:11 94:23 95:1 96:11
 107:17 108:12 149:25 162:20
 167:16

start-up 73:11
started 28:6 43:25 73:2 94:17
 125:15,15
starting 16:17 19:15 21:21 90:12
 96:7 97:5
starts 33:23 100:9
starving 40:18
state 1:2 7:19 10:8 11:1 12:15
 13:23 14:2,12 16:21,22 17:11
 18:24,25 19:8,10,12,17,20,23
 20:7,8,11,15 23:24 25:18 37:1
 38:9,10,12 39:8 61:20 62:21
 65:20,22 69:1,2 70:9,16 71:22
 72:2 77:1 80:19,20 81:25 82:1
 83:23 86:1,1 92:23 93:4 104:3
 106:14,15,17,21,21,22 107:23
 120:12 126:9,16 139:22 144:16
 144:20 149:25 151:20 161:2,4
 162:10 169:9 175:2,7,10
state's 13:19 20:4
state-of-art 65:14
stated 31:23 35:13 39:6 175:11
states 155:8,8
statewide 14:6,15 23:6 89:18
statute 10:19 51:3 52:17,19
 62:21
statutes 49:1,11,22 53:7
stay 132:7 152:18
staying 100:20 104:24
STEM 38:13 40:6 42:7
Step 121:8,10,11 122:15
step-by-step 143:12,13 144:4
Stephanie 34:22,24
steps 121:16 148:6
Steven 2:4 7:23
Stewart 2:5 7:17
sticker 5:4
stipulated 157:6
stop 157:25
story 6:14
straight 29:19 90:7
straight-A 44:4
strategies 11:15 21:19 150:15
 151:10 160:20 161:15
strategy 84:21 141:4
Street 1:23 175:17
strength 76:5 139:14
strengthen 157:18
strengths 139:12,13

stress 28:1
strict 169:18
striving 19:24
strong 79:21 164:15
strongest 16:23
struck 12:2
struggle 12:19 17:23 44:13
 130:24,25 142:1
struggling 14:3 99:21 142:23
 144:3 151:7
stuck 99:24
student 10:17 13:4 14:12,14,21
 15:1 16:16,23 17:21 18:3,6,8
 19:1 20:19 21:22 22:1 25:3
 30:16 31:20,22 32:25 34:9
 37:22 38:10,11 39:9 41:20
 42:17 46:17 55:17,19,25 56:4
 56:11 58:3 61:11 63:8,10 65:25
 70:3 72:5 76:5,13 82:10 90:16
 90:24 93:14,15,15 94:3 95:13
 95:15,20,25 97:9 98:2 99:11,12
 99:16 100:7,9,11 102:23 103:1
 103:15 118:7 120:1 121:10
 127:16 128:6 138:24 139:17
 140:7 142:13,14,21 143:4,15
 144:3 145:22 146:22 150:4,5
 156:15 159:12,12,12,22 160:8
 164:6 167:9 168:18
student's 31:3 61:10 142:9,25
student-teacher 59:12,17
students 10:3,21 11:4,5,13 12:4
 12:24 13:4,8,13,18,20 14:16,19
 14:23 15:8,16,18,20 16:12,20
 17:7,10,11,22 18:3,17,22 19:23
 20:8,24 21:2,9,20 22:3,5,22
 24:10,19 25:5,18,20 27:22 28:1
 28:11 30:10,17,23 31:5,7,9,13
 32:2,6,11,17 34:14 35:9,24
 37:20,20 38:23,24 39:1,18 43:7
 43:10 44:5 48:11 51:20 54:25
 56:8 57:4,13,23 58:2 59:3,5,6
 59:19 60:8,16,20 61:2 62:16,17
 76:10,14 79:20,24 80:10,15,22
 80:23,25 85:1,2,2 88:10 89:4,16
 89:19 90:4,10 92:18 95:16,18
 96:15 98:7 99:2,20 100:1,2,23
 101:5,8 102:9,18,22,24 103:14
 106:24 107:10 108:25 109:1,1
 111:19,20 113:7,9,11,12 115:1

115:11 117:9,16 118:2,4,15
 120:17,20 121:17,18 122:2
 123:3,15,24,25 125:18 126:13
 126:22 127:15,20 128:6,7,21
 129:3 131:2,21 132:2 133:11
 134:7 136:8,19 137:5 138:2,6
 138:23 139:18,23 140:1,4,13,17
 140:20,25 141:1,3 142:18
 143:17,21,24 144:16 145:8,10
 145:10,21,23 146:7 147:3,18,19
 150:15 153:19 155:3 158:1,2,6
 158:10,21 159:9,11,18 161:16
 161:17 162:11 165:15 169:2
 172:5,9,21
students' 24:14 25:7,11 149:9
 153:17
studies 13:13 35:15 58:18 121:6
study 151:22 152:6,9
studying 32:25 33:10
stuff 22:20 26:20,24 28:11 29:4
 44:8 52:2 87:1 102:6 119:24
 168:1
stunning 13:18,21
style 100:13
subject 85:4
subjects 11:6 72:13 98:21 129:7
submit 174:4
submitted 135:3
submitting 73:24
subpopulations 153:21
substantially 152:15
succeed 39:15
succeeded 47:1
succeeds 10:16
success 10:17 12:24 13:9 14:14
 14:21 15:1,8 16:24 19:8 21:22
 25:8 76:5,8,13 77:2 93:14
 100:10,10 142:14 146:22 155:3
 161:23,24
successful 39:19 88:23 91:4 98:4
 107:12 123:10
successfully 43:8
successor 74:18
sufficient 10:13 119:22
suggestion 75:15
suicide 83:25
suit 164:15
Suite 1:23 175:17
summer 26:22

Sumner 56:12 105:24
super 41:5 105:12
supervision 166:2
supplemental 21:13 61:19 62:5
support 2:13 14:21 16:19 24:15
 27:14 28:9 34:1 36:16,20 37:10
 37:19 38:1 41:12 75:11 76:10
 89:17 95:16,25 110:13 126:13
 145:5,22 149:7 167:8
supported 20:19 82:25 102:4
supporting 32:5
supportive 89:4,5
supports 141:14 145:16
supposed 63:18
sure 7:5 27:6 29:18 41:17 45:13
 47:22,25 48:22 62:12 70:18
 74:1 81:20 98:15,16 103:3
 122:17 125:11 126:1 128:14
 131:15 141:13 145:21,24 158:2
 158:15 159:5 160:5,7 162:20
 169:12
survey 14:8 109:8,16 110:1,4,8
 110:24 111:23 112:23 114:13
 114:22,23 115:2 157:11,15
surveys 79:18 104:4,5 109:12,14
 111:11 112:19 114:15,24 170:3
 170:23,24
sustain 89:9
synchronous 59:19 98:21,23
 99:8,11 136:3 137:15
system 10:13,16 11:5 16:1,9
 64:17 65:7,25 66:1 67:4,8 153:5
 156:14,15,16 168:9

T

T 3:1
T-o-d-d 24:4
table 70:21 72:21 87:3
take 17:24 18:2 27:13,20 40:7,8
 40:15 57:24 61:21 63:1 67:10
 86:10,11 98:2 108:5,6 117:20
 131:7 147:16 164:7 165:8 166:8
 166:15 167:12 173:9
taken 26:21 40:21 58:3 76:9
 108:8
takes 48:4 107:22 149:11,11,12
talk 15:4 36:23 88:20 101:12
 102:7 123:19 142:3 154:9 170:8
talked 92:9 94:18 145:1

talking 17:18 51:12 52:5 54:19
 62:15 73:3 78:3 88:19,20 91:20
 95:10 123:21 128:17,20 131:25
 133:10,15 135:14 136:2,14
 148:23 154:16 157:11
talks 52:1
Taos 7:24
tap 61:8
target 140:16
targeted 84:16
targeting 109:21
task 70:19 100:20 165:12
tasked 96:14
tasks 73:21
taught 17:25 30:19,21 58:12
 101:6 117:4,6 125:13 159:20
 160:2
taxpayer 86:15
teach 16:13,20 92:14,21 108:25
 108:25 109:1 115:10 117:14
 121:18 130:16 146:15
teacher 16:24 17:4 21:18 24:6,8
 25:6 28:2 30:7,7,18 35:15 43:3
 46:25 62:12,13 79:4 81:5 82:25
 84:10,11,13,16 101:1,5,21
 103:5 125:13,23 128:22,23
 135:13,22 141:15,18,22 142:3
 142:24 143:11 146:11 150:24
teacher's 149:17,19
teacher/student 32:8
teachers 11:18 16:14,19,21 17:3
 18:12 21:16 22:3 25:3,13 29:1,2
 29:3,7 30:25 31:1,17,18 32:6,9
 63:14 65:3 81:24,25 82:7,16,18
 83:8 84:22 95:12 101:25 102:3
 102:20 106:12 113:9 140:10,24
 142:16 146:9,16 148:17 149:2,7
 149:21 151:3 156:10 159:4
 161:10 162:2
teaching 24:5 25:1 35:5,6 38:19
 62:13 96:15 98:21 100:21 136:6
team 6:13 9:14 10:4 12:10 15:7
 47:11 73:18 76:5,14 93:14
 95:16,25 114:20 140:10 142:14
 146:22 150:17,18,18 161:24
 162:25 174:3
teams 141:2
tech 32:25 33:15 61:12 164:8
technical 2:10,13 9:24 11:12,25

14:6 31:14 54:22 90:22
techniques 17:7 151:9
technology 10:24 11:9 21:20
 38:10 51:23 54:10,12 57:2
 125:25 126:5 142:6 153:6,13
tele-coursing 117:8
Teleconference 1:14
television 79:23
tell 32:3 63:10 67:17,23 79:3
 86:24 94:12 114:3 165:17
telling 68:3 123:7
ten 6:17 24:5 30:19,20 143:19
tend 112:23
tenth 172:6
tenth-grade 95:19 172:8
terms 48:11 54:20,24 55:6
 126:19 128:1 135:18 138:4,4
 162:9 163:18 169:16,17
terrible 130:12
Terrific 71:13
test 131:13 144:6 157:25
testament 46:6
testimony 175:12
testing 19:10 157:24
tests 158:22
Texas 80:16
text 8:16 50:13,18 158:11
textbook 65:17,19
thank 5:23 6:4 7:13 8:6 9:4 10:1
 12:6 15:2,3 17:13,14 20:21 22:6
 22:9 23:1,2,2 25:21,22 26:10
 28:14,15 29:17,20,23 32:13,19
 32:20 33:18,19 34:20 36:4,5,10
 36:14 38:2,3 39:19 41:11,13
 42:21 43:15,16 44:16,17,17
 45:12 46:10,12 47:4 48:3 49:23
 54:17 56:20 57:14 60:12 63:25
 67:2 69:12,17 73:14 76:1 81:4
 83:9 84:19 85:17 87:8,9,12
 91:15 97:10 103:21 107:7 108:4
 108:14,22 115:7 122:21,22
 123:12 124:15,19 127:14
 129:10 132:17 133:23 134:10
 137:13,16 139:11 141:6 144:8
 151:16 154:2,3,18 163:25
 167:16 169:3 173:1,3,4,7
 174:15,17
thanks 44:17 50:9 58:9 64:2
 108:2 162:4 166:3

therapy 31:6,6 75:23,23,24,25
they'd 120:13
thing 5:2 40:1 46:5 69:20 74:8
 77:3,6 78:18,19 83:15 85:18
 91:8 93:18 101:3,3,22 104:8,16
 113:23 120:18 124:2 126:22
 142:3 148:16 161:15 165:18
 166:10
things 4:20 17:20 28:8 36:2
 42:18 58:17 60:20,21 61:25
 62:1 64:3 67:21 72:15,19 74:11
 77:12,16,23 78:5,6 83:11,15
 89:25 90:11 91:18,19 93:9
 98:12 101:20 105:9 108:19
 110:20 111:14 114:16 115:13
 115:23 119:3 123:2 126:19
 128:11,13,15,16,25 129:6 130:6
 131:24 132:8,10,19 133:21,22
 135:24 138:18 139:4 144:14
 148:2 151:12 152:7 155:2,10,18
 161:23 164:11,17 165:1 169:11
 170:11
think 5:9 7:13,14 19:6 25:25
 26:14 27:2,17 28:12 35:12,21
 38:17 39:1,6,10,17 42:19 45:2
 46:6 47:2 52:25 54:7,15 58:2,17
 60:14 61:14 63:3,21 64:7 69:10
 75:23 76:16 79:11,12 80:11,19
 80:21 82:6,15 83:3 84:15 86:12
 86:20 88:7 90:2,3,8,8,9,9,17
 96:10,11 97:11 100:2,7,19
 101:17 102:5,13 103:13 105:6
 105:20 106:5,13,19 111:9,14
 115:8,14,17,23 116:18 118:11
 119:4,7,19 120:21 121:8,9,14
 121:15 122:3,4,5,13,15,18
 123:23 124:4,22 125:25 126:14
 126:21 129:20 130:6,21 131:17
 131:18 132:19,19 133:22
 134:17,18,19 135:10,10,12
 137:23,24 138:5,6 142:5 144:13
 144:14 145:2,15 148:16 149:11
 152:24 153:13 154:11 162:16
 166:9 167:12,15,18 168:16
 170:1 172:17
thinking 73:16 101:23 108:17
 137:20 144:10,11
thinks 121:11
third 1:23 147:11 166:24,24,25

167:10,10 175:17
thirdly 14:5
thirteenth-generation 9:9
thorough 173:6
thoroughly 35:3 49:7 54:5
thought 36:25 72:8 81:15 117:23
 117:24 145:24 166:2 168:6
thoughts 82:11,12 167:5
three 11:20 24:11 41:20 43:24
 52:9,13 58:2 61:21 79:24 97:3
 121:19 132:7 174:6
thrilled 37:17
thrive 25:19 32:11 42:3 75:2
throw 85:13
thrown 153:1 165:5
thumbs-up 28:13
Thursday 57:1 150:9
ticket 4:24 5:3
ticketed 6:5,7
tickets 5:18
tied 139:21,25
time 7:2,2,5 9:5 11:19 12:6 16:9
 18:1 22:6,7 31:10 35:5 38:2
 41:22 43:25 45:20 47:16,18
 48:4,7 54:18 71:5 73:20,24,25
 79:3,16 85:20 86:24 87:24
 93:11 97:18,18,23 98:1,5,6,20
 98:22 100:21 103:4 107:23
 109:18 110:1 121:15 125:23
 129:18 130:4 135:14,21 138:10
 138:17,20 141:21,22 143:7,9,10
 146:19 149:6 151:11 159:21,23
 160:1 163:15 166:9,24 167:9,21
 168:10 174:16 176:10,15,20,25
timer 9:20
times 25:2 31:2 40:17 46:1 48:21
 98:9 103:1 105:10 121:19 123:8
 123:24,25 124:10,11 133:5
 134:24 137:15 143:15,19
 150:20 151:3 165:19
tiny 59:21
To'hajilee 26:4,17 27:18 28:19
 28:20
today 6:11,15 29:19 30:14 37:17
 43:2,5 44:18 88:9 96:16 113:13
 125:2 130:25 153:9 173:3
today's 174:7
Todd 24:3
told 13:6 39:12 124:12

tomorrow 79:25 153:11 171:14
tools 11:14 17:5 18:12,16 84:23
 160:21
top 52:3 53:3 118:12 128:14
topic 102:15 112:24 123:20
 147:8
topics 11:8
tornado 131:12
total 28:9 121:14,15
totally 46:4 66:7 68:17 121:23
 123:20 131:9 171:8
touch 90:10 120:19
touches 60:9
tourism 128:14
track 142:9
tracking 21:16,17 63:8,20,22
tracks 16:9
trade 27:13 164:14
trades 55:6 165:4
traditional 12:20,25 17:22 57:24
 66:10 83:24 89:21 91:2 105:17
 135:12 151:23 156:11
traditionally 89:1 135:24
train 150:2
trained 15:16 55:10
training 2:11,13 56:5 84:21,21
 159:10 161:11
trainings 38:18
trains 161:21
transcript 1:9 175:9 176:8,13,18
 176:23
transform 12:14
transition 16:4 35:14 65:8 73:19
transitioning 44:8
translate 121:12
translates 121:17
translating 122:16
transportation 12:23
transported 29:11
trauma 33:3
traumas 33:6
travel 40:16 118:8
traveled 107:21
traveling 36:19 37:3 163:15
treated 82:22
treating 83:6
tree 39:12,14
tremendous 139:14
triangulate 114:14

tribal 3:8 6:20,20 23:9,9,16,17
 25:24 28:21
tried 35:17 144:19
trimmed 166:17
trip 95:24
trips 96:3 147:13,15
trouble 46:1
troubleshooting 11:14
true 58:11 94:21 106:24,25 175:8
truly 15:7 82:9 100:23 161:12
trusting 87:2
try 33:21 48:12,16 60:7 86:10
 92:1 105:15 133:18
trying 55:5 59:20 107:25 113:19
 123:22 125:5 127:6 129:12
 141:9
Tuesday 147:11 150:9
tuning 83:13
turned 74:11
turning 42:1 116:21
turnover 73:11 87:7
tutoring 21:25 25:10 143:8,10
 144:4
twelfth 95:7 96:2,3,8
two 7:1,19 11:20 17:20,21 22:8
 23:23 37:5 40:17 44:1,25 45:15
 54:20 56:21 57:19 58:7 59:7
 64:3 71:24 74:10 100:7 102:23
 104:23 110:4 113:8 121:19
 124:20 140:21,22 144:9 161:22
 170:14 171:18
tying 158:5
tykes 59:21
type 64:13 103:11 119:6 135:11
 136:18 137:9 163:5
types 148:14

U

U.S 16:8
UBD 149:7
ugly 58:13
Uh-huh 72:1
unbelievable 27:23
underbaked 117:13
undergrad 148:18
undergraduate 109:1
underproofed 117:12
understand 5:6 43:11 46:20
 66:20,21 68:18 81:3 84:23

105:8 107:1 109:11 116:8
 143:14 151:7 159:16 161:13
understanding 48:13 53:8 96:21
 106:18 110:21 111:2,16 113:19
 114:9,17 136:16 148:9 165:13
understood 103:7
unfilled 57:21
unfortunately 66:22
UNIDENTIFIED 4:18 5:1,7,15
 131:5,9
Union 1:11
unique 10:5 19:2 24:22 76:17,17
 89:24 131:16
uniqueness 48:16 54:19
United 155:8
Universal 84:22
universities 16:3 65:8 96:22
university 1:11 9:10 38:9 87:20
 97:2,2 134:21
unmute 26:5
unrealistic 55:19
unrest 79:5
urban 127:2,24
urgent 13:24
usage 102:15 144:15
use 10:9 16:1,3 54:11 64:4,6 68:8
 82:3 84:6 86:6,6 102:16,16
 117:25 119:11 130:17 134:22
 156:1,3
usually 25:14 82:20 150:23
utilize 10:23 51:22 54:10
utilized 12:3

V

V-o-n-d-e-r-h-a-a-r 32:24
VALENZUELA 2:10
valid 38:20,20 61:17 63:4 123:23
 159:13
validity 170:4
valuable 11:1 83:6
value 35:11 46:7 87:25
varieties 94:9
variety 11:14 55:9 62:7 72:13
 97:15 118:20
various 101:7 117:24 168:13
vegetables 166:11
vein 18:5 87:13 98:18
vendors 68:7
vent 172:23

verbatim 10:12
verifiable 16:11 21:17 63:14,20
verify 63:15,17
versus 20:4 136:3 137:14
vested 9:15
VGA 174:6
Vice 2:3 4:9 8:12,13,19 49:25
 50:4,8,21 53:9 57:17 87:10,12
 92:4 93:13 97:11 98:11 100:25
 103:22 107:8 108:4 129:13
 173:23
video 1:14 85:15 119:18 128:24
 129:4 136:11 138:20 143:12,13
 144:5
videos 118:24
violence 24:18
virtual 1:10 3:3 4:4 6:12 9:13
 10:8,25 11:21 12:13 14:7 15:6
 20:23 21:1,4 22:20 23:5 24:21
 26:14 27:4 28:9 30:9,19,23 31:4
 31:24 32:4,11 33:5,9,12,15
 48:22,24 49:5 51:8 52:10,21
 53:15,19,19 54:11,13,21 56:5
 56:18 57:5,19 58:7,12 59:15
 77:1 87:14 89:18 91:17 95:23
 96:3 99:23 113:8 117:5 135:19
 137:24 138:10 139:13 144:16
 145:4,19 147:17 152:21 168:24
 172:18 176:4
virtually 35:12 55:17 89:19
 92:14 129:20
virtuals 168:2
vision 73:5 87:5
visionary 73:12
visit 147:14 163:10 165:13
visual 100:15 160:3
vo-tech 129:23
vo-tech-focused 129:24
volunteers 109:17 112:17
Vonderhaar 32:22,24
vote 68:20
votes 173:15
VPA 10:4 11:20 12:3,10,17 13:3
 14:4 15:5,7 16:12,16,19 17:9
 18:15,17 19:1 20:9,13,22 21:1
 21:10 22:4 24:23,25 25:16,19
 30:16 31:8,22 32:7,15 34:2
 36:16 38:1,16 39:17 43:15 44:7
 44:15 60:15 80:12 83:4 122:24

VPA's 13:10,10 15:9 31:17 76:18

W

wage 13:16 132:6
waist 78:8
waiting 130:5
waiver 59:15
want 7:3,16 8:13 13:6,7,8,9 19:5
 20:8 26:1 35:6 36:15 40:15
 44:14 48:6 49:16,17,18 50:6,10
 50:18 51:24 53:12 56:7 64:4,22
 64:23,24 65:20 68:1 74:20 79:6
 81:7 87:5 90:18,19,21,25 91:8
 91:23 94:12,21,22 95:8,14,22
 104:13 114:4 116:2 119:10
 120:20 122:18 124:13,19 125:8
 129:16 131:15 138:25 139:5
 141:8 148:4 153:16,17 156:13
 156:15 158:6 160:11 165:2
 171:2,17 174:2
wanted 4:6,8,15 6:10 23:4 29:18
 36:9 43:14 45:17 59:11 65:12
 70:21 80:5 91:2 101:13 109:11
 110:21 120:19,19,25 121:2,3,4
 138:14 164:12 169:17
wanting 96:19 107:16 118:10
wants 56:11 128:8 138:15,17
warehouse 139:16 140:3
warm 13:7 14:21
warmth 144:23
warning 131:13
wasn't 53:22,24 149:12
waste 121:15
watched 118:24
way 8:22 9:16 10:2 18:1,9 38:20
 39:9 54:8 55:20 56:6 77:11
 81:9 86:23 88:25 89:1,12,16,17
 89:19 91:3 96:1,10 98:25
 105:23 106:10,11 107:6 116:17
 118:16 120:17 138:19 139:20
 140:22 143:12 149:9 153:6,13
 166:15 169:17 171:1 172:6
ways 15:5 107:15
we'll 6:11,12,16,19,23 7:8 8:16
 23:23,25 24:1 47:13 71:14 82:3
 82:15 92:21 95:25 124:17
we're 4:3 5:20 7:5 19:9 22:19
 23:6 44:10 47:15 49:13 55:5
 63:7,23 64:15,19,22 65:4,5,15

65:23 67:19 73:2,6 78:14 92:21
 95:23 96:14 108:9,12 111:10
 123:9 127:23 131:12 136:15,16
 149:20 153:8 154:15,17 156:19
 160:8 161:1 167:22 168:9 172:9
 172:11,14
we've 7:6 37:8 64:1 74:9 77:20
 108:18 128:11 148:2 162:6,16
 167:21 172:4,14
weak 152:15
weaknesses 84:16
wear 147:24
weather 26:23
weaving 133:20
web 61:25 129:5
webcam 137:5,5
WebCT 134:18
Webinar 1:14
website 85:25 174:14
week 102:19 134:25 147:8
 149:20 150:3 166:13
weeks 46:4 110:4
weigh 6:21
welcome 5:20,20
welcoming 13:7
welding 91:19
welfare 83:25
well-developed 156:14
well-read 77:8
well-skilled 15:16
went 29:10 33:3 40:11 45:24 46:9
 80:16 118:25 125:24 135:1,1
weren't 144:18 169:12
West 27:21
Western 126:3 134:20
what-have-you 116:24
whereof 175:12
white 4:25 5:8,10 159:12,13,17
wide 62:7 114:11 118:20
widespread 42:12
willing 112:19,22 120:16
win 138:14
window 109:18 110:1
winner 138:14
wipe 125:19
wish 86:23 126:20 130:8 151:13
wished 133:16
witness 31:25
woman 126:14

wonderful 85:12
wondering 149:6
wood 35:18 90:9
word 36:10 83:10 154:20
work 9:11 11:5 15:17 16:22
 24:15 31:1 34:5 35:10 38:25
 42:9 43:4 44:12 60:23 69:18
 70:15 82:1 87:16,17,17 88:3,4,6
 88:12,14 89:1 91:5,9,14 92:5,18
 93:15 94:19 97:1 99:6 108:1
 116:12 120:16 123:11 126:8
 138:22 143:23 146:22 148:5
 173:8
work-based 21:7
worked 46:8 70:6 80:8
workers 145:5
workforce 13:24 14:3 15:17 37:9
 61:4
working 11:15 29:3 60:16 70:7
 85:7 87:22 88:17,18 95:16 96:1
 126:16 127:12 132:4 133:18
 142:1
workplace 83:25
works 58:25 90:1 91:3 133:9
world 37:13 40:16 88:2
worried 41:3 59:23
worrisome 60:10
worthwhile 107:25
wouldn't 40:20,23 116:18 119:22
wrap 32:14 78:15
wrapping 85:9,10
wraps 78:17
writer 9:1
writing 98:2 140:13 148:24
 150:16
written 16:6 21:8 51:10 98:25
 115:21 136:11 157:7 174:5
wrong 72:11 167:12
wrote 72:11 169:4,5

X

X 3:1

Y

y'all 72:21
yeah 46:15 49:16 50:9,21 73:13
 76:20 92:4 93:25 97:11 100:25
 101:5 103:22 107:8 112:21
 114:6 118:17 164:2 170:24

year 17:2,2 19:16,25 20:13,16
 24:8 26:17 28:5 41:24 42:1
 45:15 62:17 67:13 73:17 80:10
 93:23 104:20,23 115:12 126:15
 138:9 149:24 150:8,19,25 151:1
 151:2 161:19,20 169:10 170:16
years 20:16 24:5 26:18 30:19,20
 32:17 33:4 36:17,22 40:1 41:20
 52:9,13 65:18,18 69:23 70:6
 72:25 74:10 80:9,23 100:4
 109:7 120:12 125:12 128:18
 132:7 138:8 164:8,10 170:14
yellow 5:8
you-all 149:4 151:18
young 27:13 37:9,12 78:17 126:6
 126:14 132:20 133:2 138:5,17
 144:24 145:5,6,15 166:1
younger 138:13
youngest 26:25
YouTube 130:17,19

Z

Zoom 1:14 6:21 23:12 24:1 38:5
 39:21 131:11 135:12

0

1

1 3:3 19:9 59:14 60:1 62:22
1.2 10:12
10 7:23
10:00 99:25
100 19:22 20:10,14 35:4 76:22
 89:16 102:17 116:3 160:6
100-plus 24:10
11:18 108:6,8
11:25 108:7
11:27 108:8
12 1:10 24:10 91:12
12/31/23 175:18
12:56 174:18
13 20:7 36:17 37:1 105:10
135-to-1 62:25
15 14:18
15th 73:22
16 8:1 14:17 100:4
16-year-old 85:10
160 101:5
160-to-1 62:23

1630 1:23 175:17
17 72:8
174 3:11
175 3:13
17th 174:8,11
18 94:15
19 9:22
1978 10:11 49:1,11 50:3,12,14

2

2 3:11 19:10,16,20,24 20:1,4,10
2,000 59:5 62:15
2:00 63:19
20 6:13 8:24 153:10 175:13
20-to-1 62:21
200 80:24
2001 125:14
201 1:23 175:17
2010 19:15
2011 152:10
2012 20:3 52:14
2014 152:11
2019 151:20 152:4,12
2023 1:10 174:13 175:13
2026 20:6
2030 20:13
2059 20:16
209 14:9 71:15 111:8,9,18,18
 112:16,17 170:4
219 1:22 175:6,16
22 3:7 49:12 125:12
22-1-1.2 49:1
22-1.2A 50:12
22-to-1 62:21
22.1 10:11
23 3:8,9
24/7 21:9
25 104:3,5
250 62:16 80:24
250-to-1 75:15
29 14:9 20:16 72:3 111:9

3

3 8:7 30:6 36:17
30 27:22 80:22
300 60:1,8
300-page 83:14
300-to-1 60:4 63:3 75:13 145:2
325,000 24:9

33 14:9
35 59:14,19
35-to-1 62:19
36 24:5 27:22
360 114:23

4

4 3:3,5
40 16:6 21:8 127:10
41 19:21
43 19:17
47 3:10

5

5 62:22
50 55:18,20 80:23

6

6 7:18 140:13

7

7 8:10
7/12/23 176:2
700 57:21
73 14:16 72:9,10

8

8 3:6
8:00 63:19 99:24
8451N 175:25 176:2
8451N(CC) 1:25
87102 1:24 175:18

9

9 8:3
9:00 1:11 99:25,25
94 13:20 18:22