

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
EQIP ACADEMY OF NEW MEXICO

July 9, 2024

1:00 p.m.

New Mexico Activities Association

6600 Palomas Avenue, Northeast

Albuquerque, New Mexico

-and-

Zoom Webinar Video-Teleconference

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

JOB NO.: 9240N (CC)

6

1 motion passes.

2 Before we begin, there is an interpreter

3 here. So we've asked her to do a brief introduction

4 and let folks know that she is available if

5 individuals are more comfortable communicating

6 through the interpreter.

7 VICE CHAIR CARRILLO: And for those

8 standing, there's a lot of seats right up here if

9 you want a place to sit down, and in the front on

10 the other side.

11 THE CHAIR: So as we -- for everyone, as

12 we begin, because we do have a court reporter doing

13 the minutes of this, she's on Zoom. So we are

14 asking people to please make sure that you introduce

15 yourself. Those at the table, once you've done it

16 the first time. But if you also spell your last

17 name for the record, we appreciate it.

18 So thank you.

19 (Interpreter presents introductory

20 comments in Spanish.) (See Attachment 2)

21 THE CHAIR: So we are on to Item No. 3,

22 which is the Community Input Hearing -- and I want

23 to make sure I've got the name completely correct --

24 for Equip Academy of New Mexico.

25 We have 26 people that have signed up for

7

1 public comment when we get to that. So we're going

2 to ask people to do your best to try to stay to two

3 minutes or under for this so that we can get

4 everyone in. We want to make sure that everyone is

5 heard.

6 But we do have -- we want to be

7 considerate of everyone's time as well. So if -- we

8 do just ask that -- we do have a timer. You'll get

9 a reminder when you're getting close to that time.

10 So letter B is the presentation by the

11 applicant, which you have 20 minutes to use as you

12 so choose. So welcome --

13 (Chair consults with Vice Chair Carrillo.)

14 So welcome, once again. And reminder, if

15 you could, each individual that's going to speak up

16 from the team, introduce yourself and then spell

17 your last name for the record.

18 MS. MERCY HERRERA: Madam Commissioner,

19 Madam Chair, thank you.

20 My name is Mercy Herrera, H-e-r-r-e-r-a.

21 And I'm lead founder of the proposed -- I'm lead

22 founder and proposed head of school of Equip Academy

23 of New Mexico.

24 And I've spent the past decade teaching

25 and leading in some of the highest performing

8

1 charter schools in the country. And I'm committed

2 to bringing a high-performing charter option to the

3 west side of Albuquerque, with a fuller founding

4 team. Thank you.

5 DR. RENEE DELGADO-RILEY: Madam Chair,

6 Commissioners, my name is Renee Delgado-Riley.

7 D-e-l-g-a-d-o hyphen R-i-l-e-y.

8 I've worked in higher education for

9 16 years, leading equity-centered assessments,

10 strategic planning, and helping people use data for

11 decision-making.

12 I'm excited to serve as the proposed board

13 chair, because, as a Native New Mexican, somebody

14 who grew up on the Albuquerque west side, and a

15 parent of a child with complex learning abilities

16 and mental health issues, I saw firsthand the

17 challenges in public education.

18 I can't wait to share my expertise in this

19 role, as well as to the academic and governance

20 committees.

21 MS. SARA FITZGERALD: Madam Chair,

22 Commissioners, my name is Sara Fitzgerald.

23 F-i-t-z-g-e-r-a-l-d.

24 I'm a public policy and communications

25 professional. I'm also our proposed vice chair.

9

1 I bring years of experience in state

2 education policy and community engagement, which I

3 will contribute to our audit and governance

4 committees.

5 MS. ALEJANDRA GRIJALVA: Madam Chair,

6 Commissioners, my name is Alejandra Grijalva,

7 G-r-i-j-a-l-v-a.

8 I'm a first-generation graduate, an

9 English Language Learner, a Native New Mexican, and

10 the parent of a two-year-old. And, as such, I'm

11 excited to contribute my knowledge and nearly ten

12 years of experience in the nonprofit sectors,

13 serving underserved communities in the state, and

14 also education policy and budgeting experience from

15 the New Mexico Legislative Finance Committee, as I

16 serve as the proposed board secretary, academic

17 committee lead, and a finance committee member.

18 Thank you.

19 MS. JANET LEUNG: Madam Chair,

20 Commissioners, my name is Janet Leung. L-e-u-n-g.

21 I'm the director of business development for UNM

22 Hospitals.

23 Growing up in Mississippi, I struggled to

24 read. And if it weren't for a couple of public

25 school teachers who made sure I could read and

<p style="text-align: right;">10</p> <p>1 understand The Three Billy Goats Gruff, I don't 2 think I would be as successful as I am today. 3 I would love for more New Mexican students 4 to have the same great early education experience 5 that I had. I bring over 13 years of finance and 6 accounting experience as the proposed treasurer, 7 finance committee lead, and academics committee 8 member for Equip Academy. 9 MS. MARY JONES: Madam Chair and committee 10 members, my name is Mary Jones. J-o-n-e-s. I'm a 11 partner at a law firm here in town and a lawyer of 12 about ten years. I'm also the parent of a 13 three-year-old, who is learning to read right now. 14 And as we all know -- I grew up in 15 New Mexico -- reading is important. There's no 16 other way to do what we do or succeed in life if you 17 can't effectively communicate with the people you're 18 working with. 19 As the proposed audit committee lead, I 20 will bring a decade of legal experience and 21 expertise to every aspect of this organization, 22 making sure we are in compliance with all 23 regulations and all policies and procedures. 24 THE CHAIR: Thank you. 25 MR. DANIEL IVEY-SOTO: Madam Chair,</p>	<p style="text-align: right;">12</p> <p>1 Equip Academy of New Mexico. 2 I would love to start by grounding us in 3 the "why." Why academ- -- why Equip? Why the west 4 side? And why now? I'm sorry. 5 I just want to thank everyone for being 6 here that's been really, really supportive, from us. 7 So it's really a painful reality on what's 8 happening with the proficiencies for students on the 9 west side and across the west side in comparison to 10 proficiency levels across Albuquerque, New Mexico. 11 We know as a team that this is 12 unacceptable. And because statistics show that a 13 lack of foundational skills limits the probabilities 14 of life and limits the possibilities of success, 15 like you all, we have a firm belief, and we know our 16 children are far capable of achieving more. 17 And at Equip Academy, we know firsthand 18 the power of education through our program. It 19 really equips students with the knowledge and skills 20 to take on any life goal that they set their mind 21 to. 22 DR. RENEE DELGADO-RILEY: Every child has 23 the opportunity to live out their greatness. Our 24 commitment is to equip them to do so. 25 Our educational approach is joyful,</p>
<p style="text-align: right;">11</p> <p>1 Commissioners, my name is Daniel Ivey-Soto, I-v as 2 in "Victor" -e-y dash capital S-o-t-o. 3 I'm been volunteering as general counsel 4 to the proposed school and the proposed board. I am 5 a person who learned English as a Second Language 6 and someone who actually never finished high school. 7 And, as a result, I understand very much the 8 importance of a school that focuses on the reading 9 skills in the early years and the difference that 10 that can make the rest of someone's life. 11 And I'm very excited to be involved with 12 this school. Thank you. 13 MS. REBEKAH RUNYAN: Madam Chair and 14 Commissioners, my name is Rebekah Runyan. It's 15 R-u-n-y-a-n. 16 I'm the co-founder and co-CEO of 17 K12 Accounting. We serve over 30 charter schools 18 and school districts in the state of New Mexico. 19 And I have 15 years' experience both auditing public 20 schools in New Mexico and working as a business 21 official in New Mexico. 22 THE CHAIR: So whenever you're ready, your 23 time will start as soon as you begin. 24 MS. MERCY HERRERA: Thank you, 25 Madam Chair. Missy, we're ready.</p>	<p style="text-align: right;">13</p> <p>1 engaging, celebrates student curiosity, community, 2 and really imagines what a literacy-rich, 3 K-through-5 school can and should be. 4 Our mission is by providing a top-tier, 5 inquiry-based, college preparatory education. 6 Equip Academy New Mexico ensures our 7 K-through-5 students master the knowledge and skills 8 to dream audaciously, engage deeply, and pursue a 9 life of purpose. 10 As you can see, every one of us joined 11 this team because we stand behind our mission to 12 transform academic achievement. 13 Our mission strategically anchors our 14 educational model and is actualized in five key 15 ways. 16 Next slide, please. 17 MS. MERCY HERRERA: So our school design 18 is -- can really be described in five ways: 19 The first way is our inquiry-based 20 approach. And this really deploys strategies that 21 center student learning. They're the ones doing the 22 thinking, the sense-making, the debating, and, 23 through discourse, ultimately putting the ownership 24 of learning on them. 25 The second element to our school design is</p>

<p style="text-align: right;">14</p> <p>1 our comprehensive literacy and language acquisition 2 program, which is intentionally designed to meet the 3 needs of all students, ensuring that they build 4 strong, successful, and foundational reading skills. 5 Our -- our third design is that -- is 6 educator excellence. 7 So we believe firmly that for every 8 student to learn, each teacher should be trained, 9 coached, and supported, with a heavy focus on 10 curriculum internalization, data analysis, and 11 intentional action planning to support every 12 student. 13 Our fourth element is our college 14 preparatory culture. We believe every child has 15 what it takes to earn a place of their choosing in 16 college, regardless of where they come from, 17 regardless what they look like, and regardless what 18 their families have done. 19 We provide early college exposure and 20 track college readiness indicators for students. 21 Lastly, is our rigorous curriculum. 22 DR. RENEE DELGADO-RILEY: Our 23 evidence-based curriculum is nationally -- evidence 24 that it shows successful rates in similar demography 25 that we're going to be supporting. And we believe</p>	<p style="text-align: right;">16</p> <p>1 ensuring that students are receiving necessary 2 supports and timely interventions to support their 3 learning. 4 Additionally, our tailored classroom 5 supports include having a lead teacher and an 6 instructional assistant with the appropriate 7 credentials in the classroom in grades K through 2, 8 and special education-focused, shared instructional 9 assistants, in grades 3 through 5. 10 This is all done under our inclusion 11 philosophy, ensuring that our teachers, student 12 assistants, and students are working together to 13 provide appropriate and necessary supports to 14 students with disabilities. 15 Next slide, please. 16 We know what our demographic needs. 17 31 percent of our target population is made up of 18 households that speak a language other than English. 19 So ensuring that our school is prepared with a 20 supportive and comprehensive EL -- or English 21 language -- learning program is a priority of our 22 school design. 23 And this starts with accurate 24 identification of our EL students through a language 25 usage survey and State-mandated assessments, such a</p>
<p style="text-align: right;">15</p> <p>1 in setting high expectations so every student can 2 see themselves in the curriculum, from cultural 3 background to a diverse array of experiences. So 4 we're instituting a really rigorous curriculum to 5 make sure that they're reading by December. 6 Kindergarteners will read to their 7 families by December, and we believe strongly in 8 that. 9 MS. ALEJANDRA GRIJALVA: So Equip 10 Academy's school design prioritizes providing a 11 highly supportive and inclusive learning environment 12 for all of our students, every single student that 13 walks through our doors. 14 Our intentional school design and 15 commitment to inclusion ensure that every student 16 receives the individualized support they need to the 17 thrive academically and socially. 18 Our special education model is designed to 19 serve our students with special needs within a 20 general education setting as much as possible, while 21 providing a multilayered system of support, or MLSS, 22 as appropriate. 23 A highlight of our model is our dedicated 24 Student Assistance Team, that will be responsible 25 for weekly progress monitoring, IEP development, and</p>	<p style="text-align: right;">17</p> <p>1 the WIDA ACCESS Test. 2 The cornerstone of our program is our 3 multilayered system of support that will provide 4 regular progress monitoring that will inform 5 data-driven instruction, and ensure appropriate 6 support based on the student's actual needs and 7 early -- and identifying early interventions when 8 necessary. 9 Additionally, we are committed to cultural 10 responsiveness through our culturally responsive 11 curriculum and appropriate materials that reflect 12 our student demographic and the philosophy that 13 celebrates our students' diversity as their biggest 14 strength. 15 DR. RENEE DELGADO-RILEY: So to ensure 16 we're meeting the diversities of our students and 17 being held accountable to the communities we serve, 18 our tailored assessment design can help us 19 accurately identify early learning gaps that can 20 help drive instruction, monitor student progress, 21 and set overall goals for the school. 22 So we're going to do this in a couple of 23 ways, specifically through our Mission-Specific 24 Goals, highly focused on the academic excellence. 25 So we're expecting in reading that</p>

<p style="text-align: right;">18</p> <p>1 70 percent of our students will advance two or more 2 reading levels in one academic year, as measured by 3 Fountas & Pinnell Reading Assessment, which is 4 grounded in the Science of Reading. 5 For mathematical problem-solving, we 6 expect 70 percent of our students will solve complex 7 grade-level number stories accurately. 8 As a place of educator excellence, we're 9 going to hold ourselves to high-quality instruction. 10 And to do that we're going to have 190 hours 11 annually of teacher professional development. 12 There's going to be ongoing coaching and 13 observations led by our proposed heads of school, 14 and as well as quarterly data studies to ensure that 15 teachers know how to use the data to not only drive 16 instruction, but, ultimately, impact student 17 learning. 18 Because of our inquiry-based approach, 19 there's ongoing formative assessments that are 20 embedded in the curriculum. So there's ongoing data 21 collection that is very iterative that centers 22 students in their learning. 23 This data will then drive the development 24 of individual student learning goals that can 25 address gaps, adjust them in realtime, which is, we</p>	<p style="text-align: right;">20</p> <p>1 committee. This is to ensure the most effective use 2 of public and private funds to support the school's 3 mission and to ensure compliance with PED. 4 We, as a mission, is to equip students 5 with the knowledge and skills to succeed. 6 Therefore, we have budgeted enough financial support 7 for a full-time special education teacher and other 8 needs that students may present upon enrollment. 9 If other needs arise, we have three grant 10 writers on the board who will also help apply for 11 grants in the future. 12 We will also have a dedicated fundraising 13 team to develop and implement a fundraising -- a 14 comprehensive fundraising strategy, which will 15 include annual campaigns, major donor cultivation, 16 and special events. 17 In terms of our long-term priorities, we 18 will support our teachers with robust professional 19 development each year. And we also plan on adding 20 more staff support in the future, which includes 21 instructional assistants, an assistant principal in 22 residence, and an education coordinator. 23 Our largest long-term priority, however, 24 is a permanent facility in year four on the west 25 side to support our 450 students at max enrollment.</p>
<p style="text-align: right;">19</p> <p>1 know, both inclusive and equitable. 2 And, lastly, we'll rely on standards-based 3 assessments, which are a series of summative 4 assessments that give us a high-level understanding 5 of student proficiency that we can look at overall 6 trends over time, as well as disaggregated by our 7 special populations. 8 Next slide, please. 9 MS. JANET LEUNG: In terms of our 10 financial model, we as a proposed governing board, 11 have a responsibility to review fiscal oversight, 12 the management of public and private funds, and 13 long-term priorities. 14 For oversight, we have a responsibility to 15 ensure that the finances are compliant, especially 16 with PED, our budget must be conservative, balanced, 17 and aligned with public interests. 18 We all notice that the fiscal health of 19 the school is dependent upon enrollment. We, as the 20 proposed board, as the stewards of public health -- 21 stewards of public funds -- will review this metric 22 closely in the planning year. Enrollment is very 23 important. We will make recommendations, as needed. 24 In terms of our internal controls, we will 25 review finances regularly through the finance</p>	<p style="text-align: right;">21</p> <p>1 Next slide. 2 MS. SARA FITZGERALD: Continuous 3 improvement and accountability are really central to 4 the Equip Academy model, and we've designed our 5 governance structure to make sure we're delivering 6 that to our school community, both to the students 7 and families that are part of that. 8 So to that end, our governing board will 9 be overseeing these areas: 10 Mission and vision alignment, to make sure 11 that we are making good on the promises that we make 12 in our charter; academic accountability; legal 13 compliance and fiscal health; the selection and 14 evaluation of our head of school; strategic planning 15 for the long-term success of our school; and public 16 transparency, because we are not just stewards of 17 public resources, but we're also community partners. 18 So to get started, if we're approved, we 19 will immediately transition from a founding board to 20 a governing board, and we'll do that by adopting our 21 bylaws, electing officers and establishing 22 committees, qualifying as a Board of Finance so that 23 we can carry out our fiscal responsibilities, 24 ensuring that we are in full compliance with the 25 Open Meetings Act, and take steps to hire a head of</p>

<p style="text-align: right;">22</p> <p>1 school; so approving that job description and 2 starting to flesh out a contract so that we can make 3 an offer.</p> <p>4 At that point we will also start 5 scheduling our training. We know that State law 6 requires that we complete ten hours of governing 7 body training by the end of that first academic 8 year. We want to make sure we get that done right 9 away.</p> <p>10 In terms of our regular board 11 responsibilities, we'll be evaluating our head of 12 school each year, using multiple measures. So 13 50 percent of that evaluation will be based on 14 student achievement; 25 percent will be based on 15 teacher observations and feedback; and that 16 remaining 25 percent will be based on the PED high, 17 objective, uniform State standards of evaluation, 18 and school community feedback as well.</p> <p>19 We'll also undergo an annual board 20 evaluation as a governing body. And so we'll start 21 with a detailed self-evaluation. We do have a 22 rubric in our application to really look at 23 ourselves in six important domains.</p> <p>24 And we'll actually do that twice each 25 year. So the second time, at the end of the year,</p>	<p style="text-align: right;">24</p> <p>1 of respondents revealed the perceived benefit of a 2 high-quality elementary school, like Equip, as 3 important.</p> <p>4 Through four focus groups and many 5 one-on-one meetings with over 245 people across the 6 Albuquerque community, they have demanded an overall 7 sentiment and excitement about our school model.</p> <p>8 Through our many local organizations and 9 businesses, ranging from Head Starts, daycares, 10 religious organizations, community organizations, 11 businesses, overwhelmingly are endorsing a school 12 like Equip Academy to open on the Albuquerque west 13 side.</p> <p>14 And, lastly, we received 134 letters of 15 support from families and community members 16 amplifying the importance of having a school like 17 Equip. This visual you see here represents over 18 16,000 words from community members' voices 19 expressed during our focus groups.</p> <p>20 A text-mining, statistical analysis was 21 used to create word associations which refer to the 22 strength and connections between community members' 23 words.</p> <p>24 As you can clearly see, community members' 25 voices are amplified and vocalizing Equip's</p>
<p style="text-align: right;">23</p> <p>1 when we do that, we'll also undergo an evaluation by 2 our staff and by our school community as well 3 through surveys to get their important feedback as 4 well.</p> <p>5 And to sustain or board long-term, each 6 one of us will be responsible for leveraging our 7 network to find other community-minded, committed 8 members of our board who might be able to contribute 9 skills and their values to be an asset to us. And 10 we have a thorough vetting system to make sure that 11 they're a good fit.</p> <p>12 DR. RENEE DELGADO-RILEY: So strong 13 community support is an indicator of the potential 14 success of our school and reflects the local demand 15 and commitment to our school mission.</p> <p>16 Background research a few years ago in 17 New Mexico revealed that over 80 percent of families 18 want more choices in public education. And over 19 70 percent support opening more public charter 20 schools.</p> <p>21 Through extensive outreach, Equip 22 Academy -- as you can see here, we have lots of 23 people. But in addition to that, we've learned that 24 they really support us in a couple of different 25 ways, the first being our survey, where 97 percent</p>	<p style="text-align: right;">25</p> <p>1 educational model, from inquiry-based to 2 mission-vision to school design.</p> <p>3 Next slide, please.</p> <p>4 This visual -- not expecting you to read 5 everything -- but it's a very complex web of 6 connections created with community organizations, 7 businesses, and community groups by the founding 8 Equip team in the last ten months.</p> <p>9 So the thicker the line, the more pink and 10 more orange visually represent the intentional 11 strength of that relationship that's going to be 12 directly involved in executing our academic model.</p> <p>13 Next slide, please.</p> <p>14 Community voices are critical for 15 understanding our community needs and aspirations, 16 especially for the people in our proposed community. 17 We are so grateful to our community for sharing 18 their voice, which has helped inform our school 19 design, and will continue to inform our school 20 design.</p> <p>21 And we really appreciate everyone that 22 showed up today. I'd like to take a moment, if 23 you're willing and able, to please stand so that the 24 founding team can recognize your courageousness to 25 share your voice and time with us.</p>

26	<p>1 (People stand.)</p> <p>2 DR. RENEE DELGADO-RILEY: And I don't want</p> <p>3 to read all these quotes. But I just think some of</p> <p>4 them are critical.</p> <p>5 "All New Mexico students deserve access to</p> <p>6 high-quality options now."</p> <p>7 "Education can be the tool to impact</p> <p>8 lives, but the first step is access." Next slide.</p> <p>9 MS. MERCY HERRERA: We just want to thank</p> <p>10 you with three things. The first is our commitment</p> <p>11 to provide a high-achieving academy that fosters</p> <p>12 curiosity to develop independent and critical</p> <p>13 thinkers. We center community through partnership</p> <p>14 and maintain transparency and accountability as an</p> <p>15 institute.</p> <p>16 We are grateful for you all today taking</p> <p>17 the time to engage with us in lending your area of</p> <p>18 expertise, and we look forward to discussing this</p> <p>19 possibility with you today.</p> <p>20 THE CHAIR: Thank you.</p> <p>21 Is there anyone here from Albuquerque</p> <p>22 Public Schools?</p> <p>23 (No response.)</p> <p>24 THE CHAIR: Okay. Is there anyone here</p> <p>25 from a tribal entity?</p>	28	<p>1 Encore Enterprises. We are business owners in a</p> <p>2 variety of businesses within the real estate, health</p> <p>3 care, and consumer industries.</p> <p>4 We own and operate dental practices across</p> <p>5 the country. We own a total of 37 practices in the</p> <p>6 United States, five of which are in New Mexico and</p> <p>7 very close to your community. And in New Mexico, we</p> <p>8 employ about 101 people at all levels of skill and</p> <p>9 education.</p> <p>10 We have dentists, hygienists, treatment</p> <p>11 coordinators, front desk receptionists, office</p> <p>12 coordinators, and leaders.</p> <p>13 And while we see labor issues across the</p> <p>14 country continue to be a problem for us in terms of</p> <p>15 staffing post COVID, I will say that staffing and</p> <p>16 finding superstar talent in New Mexico continues to</p> <p>17 be a challenge.</p> <p>18 And that is why I'm here today to fully</p> <p>19 support the Equip Academy founding team's desire to</p> <p>20 open a charter in the community and to serve the</p> <p>21 community of our employees and their families as</p> <p>22 well, because the hope is that kids who are educated</p> <p>23 at Equip Academy can grow up to be, in our benefit,</p> <p>24 selfishly, dentists, or any other professionals that</p> <p>25 would encourage a business like Encore, a business</p>
27	<p>1 (No response.)</p> <p>2 THE CHAIR: Okay.</p> <p>3 We are now on to public comments.</p> <p>4 MS. MELISSA BROWN: Do you want people in</p> <p>5 the room or people on Zoom first?</p> <p>6 THE CHAIR: Let's do the Zoom people</p> <p>7 first.</p> <p>8 MS. MELISSA BROWN: Okay. So first up on</p> <p>9 Zoom we have -- and I apologize for not pronouncing</p> <p>10 it correctly -- Nili Sangani.</p> <p>11 And remember to please spell your first</p> <p>12 and last name for the court reporter.</p> <p>13 I'm going to give you permission to talk</p> <p>14 in just a second here.</p> <p>15 There you go.</p> <p>16 FROM THE PUBLIC: Hi. Can everyone hear</p> <p>17 me?</p> <p>18 MS. MELISSA BROWN: We can.</p> <p>19 FROM THE PUBLIC: I'm really happy to be</p> <p>20 going first.</p> <p>21 My name is Nili Sangani. First name is</p> <p>22 N-i-l-i. Last name, S-a-n-g-a-n-i.</p> <p>23 So a little bit about myself.</p> <p>24 I am a board member and a senior</p> <p>25 vice president of operations at a business called</p>	29	<p>1 that I'm a part of, to continue to expand their</p> <p>2 footprint in Albuquerque and New Mexico.</p> <p>3 I also strongly believe that kids who grow</p> <p>4 up to be a part of the labor force in New Mexico and</p> <p>5 who have ties and deep connections to the state make</p> <p>6 better overall hires and contribute to the very rich</p> <p>7 culture of our community and our local businesses.</p> <p>8 So with that, I hope the committee</p> <p>9 approves Equip's application and proposal today.</p> <p>10 Thank you.</p> <p>11 MS. MELISSA BROWN: Next up, we'll have</p> <p>12 Janice Arnold. I'm just finding you.</p> <p>13 I can't find Janice Arnold.</p> <p>14 I'll go to John Jones. You can unmute</p> <p>15 yourself, John, and I will start the timer when you</p> <p>16 finish spelling your name.</p> <p>17 FROM THE PUBLIC: I'm John Jones,</p> <p>18 J-o-n-e-s. Pleased to see the approach this board</p> <p>19 is taking with their goals and objectives to focus</p> <p>20 on reading and math competencies in a dual-language</p> <p>21 environment. I would like to hear a little bit</p> <p>22 about the market analysis they've done to establish</p> <p>23 the need for these.</p> <p>24 I think they're on -- they're spot on the</p> <p>25 mark. I would like to hear some of that data.</p>

30	<p>1 Thank you.</p> <p>2 MS. MELISSA BROWN: Thank you. Next we</p> <p>3 have Andrea Hawkins.</p> <p>4 FROM THE PUBLIC: Hi, there. Can you hear</p> <p>5 me?</p> <p>6 MS. MELISSA BROWN: Yes, we can.</p> <p>7 FROM THE PUBLIC: Okay. My name is Andrea</p> <p>8 Hankins, H-a-n-k-i-n-s. And I'm happy to share why</p> <p>9 I think Equip Academy of New Mexico is not only a</p> <p>10 welcome addition to Albuquerque's west side. And</p> <p>11 having grown up on Albuquerque's west side, I do</p> <p>12 believe that it's necessary to our children's</p> <p>13 future.</p> <p>14 As so many of you know, our academic</p> <p>15 performance for our children are really low. It's</p> <p>16 very below par. They're struggling with reading and</p> <p>17 math. And the proficiency rates in our area are so</p> <p>18 low, only about 26 percent in reading, and I believe</p> <p>19 even lower in math, from what I understand.</p> <p>20 Equip Academy's unique approach with the</p> <p>21 strong emphasis on literacy and inquiry-based</p> <p>22 instruction is -- I believe it's designed to address</p> <p>23 these issues head on. This will give our kids the</p> <p>24 foundation that they need too excel academically.</p> <p>25 I really like Equip Academy's model, and I</p>	32	<p>1 have to pay for this level of education. And I</p> <p>2 truly am excited about the future of our children,</p> <p>3 and I just encourage you to support this incredible</p> <p>4 initiative.</p> <p>5 Thank you.</p> <p>6 MS. MELISSA BROWN: Thank you. If Janice</p> <p>7 Arnold is using a different channel's name, you</p> <p>8 could raise your hand. Otherwise, we could go to</p> <p>9 the room.</p> <p>10 I'm thinking that it's D'Val -- oh, there</p> <p>11 we go. Sorry. We'll go to Monique. You can speak.</p> <p>12 FROM THE PUBLIC: Hi. My name is Monique</p> <p>13 Diaz. I am really grateful to be here today.</p> <p>14 MS. MELISSA BROWN: Can you please spell</p> <p>15 your name?</p> <p>16 FROM THE PUBLIC: Monique, M-o-n-i-q-u-e.</p> <p>17 Last name, D-i-a-z. I grew up going to school on</p> <p>18 the west side of Albuquerque. I am really excited</p> <p>19 to see a school like Equip be started for the</p> <p>20 children of that community on that side -- or just</p> <p>21 in Albuquerque, in general. From my experience,</p> <p>22 it's very much needed.</p> <p>23 You know, I was a very lucky kid growing</p> <p>24 up, knowing, you know, just with the backing of my</p> <p>25 mom who had been to college, and, looking at the</p>
31	<p>1 think what sets them apart is the commitment to</p> <p>2 teacher excellence. I like the idea that teachers</p> <p>3 will undergo a rigorous professional development and</p> <p>4 they'll get ongoing support through regular</p> <p>5 observations and life coaching. And I really just</p> <p>6 believe that this gives our children the best of the</p> <p>7 best.</p> <p>8 Early -- Equip's early introduction to the</p> <p>9 idea of college and career opportunities, I think,</p> <p>10 is transformative, starting at the kindergarten</p> <p>11 level. Speaking to kids like, you know, "when you</p> <p>12 go to college," not "if you go to college." And</p> <p>13 truly preparing them for that experience, I think,</p> <p>14 is huge. I think it's crucial to their futures.</p> <p>15 I myself am a product of private education</p> <p>16 here in Albuquerque. And as a parent of a</p> <p>17 15-year-old, I have invested in private education</p> <p>18 for my son for grades kindergarten through the</p> <p>19 eighth grade.</p> <p>20 And I truly do wish that Equip Academy of</p> <p>21 New Mexico was around during my son's younger years.</p> <p>22 I think this model gives our children the</p> <p>23 opportunity to thrive without placing such a</p> <p>24 financial burden on their parents.</p> <p>25 I do think that our community should not</p>	33	<p>1 rest of my family, just noticing, like, what a</p> <p>2 blessing that my mom had that opportunity and to</p> <p>3 help me groom -- groom me to a way to get myself</p> <p>4 there as well.</p> <p>5 Had I not had something like that, I would</p> <p>6 have struggled, just like I saw a bunch of my</p> <p>7 friends in school struggle.</p> <p>8 And so I'm very excited to hear about a</p> <p>9 school that is going to help children get there,</p> <p>10 despite whether their families have had an</p> <p>11 experience like that or not, because -- I don't</p> <p>12 know. My heart is in the children of New Mexico.</p> <p>13 I love where I'm from, and I feel like the</p> <p>14 children there deserve every little bit that this</p> <p>15 school has to offer. And I'm just really excited to</p> <p>16 see what comes in it.</p> <p>17 So I'll just share a quick experience.</p> <p>18 In middle school, I moved from El Paso,</p> <p>19 Texas, to Rio Rancho. And without any question, I</p> <p>20 was placed into a program for children who didn't</p> <p>21 speak English as a first language without even being</p> <p>22 asked.</p> <p>23 My parents were not asked. No one asked.</p> <p>24 It was just assumed. And I -- after a couple of</p> <p>25 months, I let my mom know that school seemed really</p>

<p style="text-align: right;">34</p> <p>1 easy, like, beyond easy. 2 She questioned that, because she didn't 3 like that for me. So she did digging and was able 4 to realize that I was in the wrong program. 5 And so I would really absolutely hate for 6 a student to have to go through something like that 7 long-term and not be challenged to grow and to 8 become everything that they could become because the 9 parents either didn't know or the child didn't know 10 to ask or any of that. 11 And so I really hope that that is 12 something that can be avoided. And I really feel 13 like with a school like Equip Academy, that can 14 absolutely be avoided. 15 So thank you for letting me share today. 16 MS. MELISSA BROWN: Okay. In the room, 17 D'Val Westphal. 18 FROM THE FLOOR: I'm D'Val Westphal. 19 That's D apostrophe V-a-l W-e-s-t-p-h-a-l. 20 I'm the executive vice president of policy 21 and programs for the Greater Albuquerque Chamber of 22 Commerce, and I'm also a westside resident and the 23 proud parent of a charter school graduate. 24 And so I'd like to share why approving 25 Equip Academy is a win from both of those</p>	<p style="text-align: right;">36</p> <p>1 And we were very, very lucky, and we were 2 able to. And it was 100 percent absolutely worth 3 it. 4 Our son graduated with 45 college credits. 5 He got his bachelor's and his master's in four 6 years. And now he's got a brand new job, on the 7 Base, as a program manager. And that is in great 8 part because he went to great charter schools, 9 schools where tutoring and support are the norm, 10 schools where every child is given the tools they 11 need to succeed, where failure is simply not an 12 option. 13 And what the school landscape looks like 14 is one of the first questions businesses ask when 15 they consider New Mexico. It's a question all of us 16 parents ask ourselves every day. 17 Please, please, please approve this 18 charter and make that an option for more families 19 here. 20 Thank you. 21 MS. MELISSA BROWN: Next we have Alyssa 22 Zamora. 23 FROM THE FLOOR: Hi. My name is Alyssa 24 Zamora. Hold this. I'm a resident teacher at the 25 University of New Mexico.</p>
<p style="text-align: right;">35</p> <p>1 perspectives. 2 From the charter standpoint, businesses 3 want great schools and great options for their 4 employees. We all know New Mexico school 5 performance measures are not where they should be. 6 And so it's essential to expand the offerings with 7 high-performing charters like Equip, which are both 8 more targeted and more nimble in delivering the 9 education that our student bodies need. 10 From the parent standpoint, we truly won 11 the lottery, not once but twice; first, when my son 12 got into a Montessori charter, again, when he got 13 into a college-prep charter. 14 That was just the first hurdle, though. 15 Getting him to school every day for twelve years was 16 a huge challenge. We had to drive from far 17 northwest Albuquerque to the center of town every 18 day for five years. And then for the next seven, we 19 had to drive all the way from northwest Albuquerque 20 to the Pit area. 21 It was a sacrifice many parents just can't 22 make. I had many colleagues at the time tell me 23 they simply just couldn't get their kid across town. 24 They couldn't -- they couldn't afford the gas money; 25 they couldn't make it work.</p>	<p style="text-align: right;">37</p> <p>1 MS. MELISSA BROWN: Could you please spell 2 your name? 3 FROM THE FLOOR: Oh, sorry. 4 A-l-y-s-s-a Z-a-m-o-r-a. 5 I'm a resident teacher at the University 6 of New Mexico, and I will soon be receiving my 7 degree in elementary education. 8 I have had the opportunity to attend one 9 of Equip's focus groups. And I think that Equip 10 Academy is needed because of its focus on teacher 11 training through educator excellence. 12 I believe that educator excellence is one 13 of the most important key elements for student 14 success, because students cannot live up to their 15 full potential if they are not properly led by a 16 highly educated, skilled, and trained teacher. 17 The teacher creates a community within the 18 classroom, and that makes a huge impact on how 19 students learn and perform overall. 20 Thank you. 21 MS. MELISSA BROWN: Next we have Mark 22 Vigil. And please remember to spell your name. 23 FROM THE FLOOR: Hello. My name is Marc 24 Vigil. M-a-r-c. Last name, Vigil. V as in 25 "Victor" -i-g-i-l.</p>

38	<p>1 I'm here, CEO of ME Designs, a design 2 company that creates various custom projects. Equip 3 Academy is needed in New Mexico, Equip's 4 inquiry-based model, which helps student thinking, 5 curiosity, and creativity. Creativity is crucial 6 in -- is crucial because it allows individuals to 7 showcase their -- and express their talents and 8 skills in various mediums. This is crucial for 9 tomorrow's learning. 10 Thank you. 11 MS. MELISSA BROWN: Next we have Melissa 12 Sanchez. 13 FROM THE FLOOR: Good afternoon. My name 14 is Melissa, M-e-l-i-s-s-a, Sanchez, S-a-n-c-h-e-z. 15 I am a westside resident and the CEO of 16 the Albuquerque Westside Business Association, where 17 our mission is to support the educational and 18 economic development of Albuquerque's west side. 19 And I've had the opportunity to meet with 20 some of the founding members of Equip Academy of 21 New Mexico. I've attended the focus groups, which 22 had great community engagement, and was just quite 23 impressed with, you know, the start and just the 24 willingness to work with community and different 25 organizations.</p>	40	<p>1 so I can't read or spell that good. So I like how 2 they will teach them how to read a few more books, 3 higher grades than them, and just learning that 4 overall. 5 But thank you. 6 MS. MELISSA BROWN: Bruce Stidworthy. 7 FROM THE FLOOR: I'll hold the mic, too. 8 My name is Bruce Stidworthy. Last name, 9 S-t-i-d-w-o-r-t-h-y. 10 I am the president and the CEO of Bohannon 11 Huston, a local civil engineering firm. And also 12 relevant to today's discussion, I am the grandparent 13 of two preschoolers here in Albuquerque. 14 Parents in the Albuquerque community want 15 more options to help their students thrive by 16 finding the right fit for them. And I believe that 17 Equip Academy will help fulfill that need in our 18 community. 19 As a community member who believes in a 20 bright future for Albuquerque, I want Equip Academy 21 to help our youngest students become strong leaders, 22 critical thinkers, and young people of integrity. 23 That's good for them, good for their families, good 24 for our businesses, who want to hire smart and 25 motivated people, and good for our community.</p>
39	<p>1 You know, education is the cornerstone to 2 a community's economic prosperity. And on the west 3 side, due to the increased population growth, we do 4 face challenges and lack of infrastructure. So we 5 do believe that the addition of Equip Academy will 6 definitely benefit families and residents of the 7 west side and Albuquerque as a whole, and I strongly 8 urge that you approve Equip Academy of New Mexico. 9 Thank you. 10 MS. MELISSA BROWN: Next we have Isaiah 11 Holtry, I believe. 12 FROM THE FLOOR: Yeah. It's okay. My 13 name is Isaiah Holtry. I-s-a-i-a-h. And then last 14 name, H-o-l-t-r-y. 15 And -- but I just want to say about the 16 Equip Academy is -- what I love about Equip Academy 17 is how the kids -- how the kids can -- or how the 18 kids will visit colleges at such a young age, having 19 kids think about the early future or become more 20 comfortable with the idea of college and what they 21 want to become. 22 I don't have any kids yet. But when I do, 23 I would send them to Equip Academy. 24 And I really like the part about the 25 reading and stuff. Because I have, like, dyslexia,</p>	41	<p>1 Our future needs big thinkers and skilled 2 doers. And our company needs them as well. 3 So thank you for your support, and I 4 encourage you to move this -- this school forward in 5 its process of approval. 6 Thank you. 7 MS. MELISSA BROWN: Next we have Scott 8 Darnell. 9 FROM THE FLOOR: Good afternoon, 10 Madam Chair and Commissioners. I'm Scott Darnell. 11 It's D-a-r-n-e-l-l, the father of two boys who 12 attend a great public charter school here in 13 Albuquerque. And their school has meant the world 14 to our family. It's been the right learning 15 environment, academic setting for them, and they've 16 thrived as a result. 17 We should want this same opportunity for 18 more families across the metro area, simple, basic 19 access to a wide range of high-quality education 20 options. And there just aren't enough of them right 21 now. 22 We already heard, according to Research & 23 Polling, Inc., nearly eight in ten residents in our 24 community say they want more high-quality public 25 school options.</p>

<p style="text-align: right;">42</p> <p>1 One of the most important questions I 2 think you can ask in deciding whether to authorize a 3 new school is this: Will the school have a dynamic 4 leader with a plan that will work and a heart for 5 the work? 6 Good leaders set high expectations. They 7 hire well. And they focus on getting results. 8 I run the Leadership Albuquerque program, 9 which develops knowledgeable and engaged civic 10 leaders in our community and Equip's founder, Mercy, 11 is a standout recent graduate of the program, and 12 I've had a chance to get to know her. 13 Mercy is someone who taught at and led 14 teachers at high-performing charters in 15 neighborhoods and communities in New York City with 16 high percentages of students living in poverty, not 17 unlike many of the students that she will serve 18 here. 19 She's proven herself. She knows what 20 she's doing. And, thank the good lord, she decided 21 to bring her talents back home to the place that she 22 grew up. 23 And when someone comes back home to make a 24 difference here for our kids, they should receive 25 our thanks, our encouragement, and, in this case, an</p>	<p style="text-align: right;">44</p> <p>1 Having worked in New Mexico, on the East 2 Coast in Baltimore and Northern Virginia, and 3 internationally in Dubai, and in schools both low- 4 and high-performing, there were a few things I 5 noticed in the proposal that I've observed have 6 contributed to great student outcomes. 7 First and foremost, a joyful and engaging 8 learning environment. We want our students to want 9 to go to school, have joy in their learning. 10 An intensive focus on reading and 11 literacy. 12 Extensive professional development for 13 teachers. 14 Exposure to the larger world of career and 15 university from a young age. 16 And opportunities to be challenged through 17 the inquiry-based learning. 18 I'm so impressed with the plans Equip 19 Academy has for students on the west side, and hope 20 one day my own daughter will be able to learn and 21 grow there. 22 Thank you. 23 MS. MELISSA BROWN: Ben Cloutier. 24 FROM THE FLOOR: Hi. My name is Ben 25 Cloutier. I'm a resident -- excuse me. My</p>
<p style="text-align: right;">43</p> <p>1 emphatic yes. 2 The financing is in place. A strong 3 leadership team, impressive leadership team, is in 4 place. And I strongly urge the PEC to authorize 5 Equip Academy. 6 Thank you very much. 7 MS. MELISSA BROWN: Next we have Katrice 8 Grant. 9 FROM THE FLOOR: Hi. Good afternoon, 10 everyone. My name is Katrice Grant. It's 11 K-a-t-r-i-c-e. Grant, G-r-a-n-t. 12 And I am a new mom to a six-month-old, as 13 well as a school counselor in Bernalillo Public 14 Schools, recently completing my twelfth year in 15 education. 16 I've had a chance to learn more about 17 Equip Academy by reading through some of the charter 18 application available online, and can say 19 wholeheartedly that I would love for my own child to 20 have the opportunity to go to this school and 21 kindergarten. 22 As an educator born and raised here in 23 Albuquerque, I am so excited to see high-quality 24 education being prioritized through a school like 25 Equip.</p>	<p style="text-align: right;">45</p> <p>1 spelling, B-e-n C-l-o-u-t-i-e-r. 2 I'm a resident of the City of Albuquerque, 3 so I'm invested in the outcomes of our students. 4 I'm also an alumnus of one of our great 5 charter schools in Roswell, shout-out to Sidney 6 Gutierrez Middle School. And I am the director of 7 outreach at Project ECHO, where we support the 8 implementation of best practices for teachers across 9 the state of New Mexico. We support tens of 10 thousands of teachers right now. 11 And we believe that the model that Equip 12 Academy is planning to implement, especially as it 13 relates to literacy, is really needed at this time. 14 As you all know, we're in a bit of crisis statewide 15 in terms of our literacy rates, and especially the 16 west side. And we need more schools like this 17 across New Mexico. 18 Thank you. 19 MS. MELISSA BROWN: I believe it's Louie 20 or Luis Zamora. 21 FROM THE FLOOR: Hello. My name is Luis 22 Zamora. L-u-i-s Z-a-m-o-r-a. I am the procurement 23 manager of B&D Industries. And I'm here today in 24 support of Equip Academy. 25 And upon approval and establishment on</p>

46

1 Albuquerque's west side, I truly believe the future
 2 of our workforce will be benefited, just due to the
 3 charter school just instilling just a great work
 4 ethic. And just knowing that there is a future of
 5 hard work is very proud to be of. Thank you.
 6 MS. MELISSA BROWN: Eva Encinias.
 7 FROM THE FLOOR: Good afternoon. My name
 8 is Eva Encinias. E-n-c-i-n-i-a-s.
 9 I've been an educator here in New Mexico
 10 for 40-plus -- I was with the University of New
 11 Mexico for 45 years where I started a flamenco
 12 program, and also am the founding director of the
 13 National Institute of Flamenco.
 14 We have been in partnership -- our
 15 nonprofit, which is the National Institute of
 16 Flamenco, has been in partnership with a wonderful
 17 charter school, Tierra Adentro of New Mexico, that
 18 is a sixth- through twelfth-grade charter school.
 19 However, the greatest challenge that we
 20 have found is that the young people coming into the
 21 sixth grade are -- have such issues with reading and
 22 writing that we spend much of our time
 23 back-pedaling, trying to make sure that these kids
 24 can communicate well.
 25 And so I was really excited when Mercy

47

1 Herrera came, who was a student of mine at UNM, to
 2 me, saying that she was interested in starting
 3 this -- this charter school. Because if we have
 4 learned -- and we have learned many things being
 5 involved with a charter school -- one of the
 6 greatest things is they need a strong foundation
 7 that starts K through 5.
 8 And so I know -- I'm totally excited about
 9 this school going forward, because we definitely
 10 need more of them here in Albuquerque.
 11 I'm glad to see that this is addressing
 12 the west side, or is hoping to address the west
 13 side. But we need it all across Albuquerque.
 14 Also, the importance and the focus that
 15 Mercy Herrera has spoken about in regard to giving
 16 the students culturally relevant experiences in the
 17 arts I think is hugely important. In my many years
 18 at the University, without fail, students would
 19 always come to me at the end of a semester and say
 20 that the inclusion of dance and music in their lives
 21 has made a tremendous improvement in their grade
 22 point average and their ability to learn.
 23 So I strongly encourage this, and good
 24 luck and -- to your great success.
 25 MS. MELISSA BROWN: Melissa Garcia.

48

1 Are we looking for Melissa Garcia? Am I
 2 just butchering -- oh, okay.
 3 I'm not sure of this first name.
 4 Chris- -- Chris- -- Chris Romero.
 5 Christyn? Christyna? Christyna? Okay. Sorry.
 6 FROM THE FLOOR: Hello. My name is
 7 Christyna Romero. C-h-r-i-s-t-y-n-a R-o-m-e-r-o.
 8 And I am a New Mexican resident brought up
 9 here and a business owner -- opened my first
 10 business here and grew up on the west side. I
 11 currently live in Chandler, Arizona, which is out of
 12 Phoenix. But I chose to be here in person in full
 13 support of the Equip Academy Charter School. I'm
 14 definitely happy to be a part of it in support of a
 15 higher performing elementary school.
 16 I, firsthand, dealt with having to move my
 17 children to Phoenix, Arizona, for a better education
 18 when it came to their elementary. And had there
 19 been an option like Equip Academy, things might have
 20 turned out different.
 21 I particularly am interested in the
 22 comprehensive literacy program that Equip is
 23 offering. I think that New Mexicans do struggle
 24 with the reading. That's pretty apparent. So the
 25 fact that they're focusing on that is going to be

49

1 essential for the future of our students.
 2 The Equip team is passionate about
 3 bringing this opportunity of a top-tier college
 4 performing elementary charter school here. As you
 5 can see, their passion definitely spills over and
 6 their resume speaks for itself.
 7 I know Mercy is definitely a good leader
 8 here, and she has led in some of the top performing
 9 charter schools around. And the whole team is
 10 committed to bringing that same leadership skills
 11 here.
 12 It's imperative that we have the community
 13 support. Crucial. So I think all the faces being
 14 here today is a testimonial of the support that we
 15 have. And I hope that we can get that approval, as
 16 I know everyone is just as passionate about it as we
 17 are. Thank you.
 18 MS. MELISSA BROWN: Megan DeLaRosa.
 19 FROM THE FLOOR: Madam Chair,
 20 Commissioners, I'm Megan DeLaRosa. D-e-l-a-r-o-s-a.
 21 I'm representing the Kirtland Partnership
 22 Committee and Sandia Science and Technology Park.
 23 The establishment of a new charter school
 24 in Bernalillo County stands to significantly benefit
 25 the Kirtland National Security Complex and the

50	<p>1 24,000 families residing and working on Kirtland.</p> <p>2 Education plays a crucial role for</p> <p>3 military families, enhancing stability and</p> <p>4 supporting the growth of children amidst the demands</p> <p>5 of service life.</p> <p>6 School choice provides significant</p> <p>7 benefits to military families by offering</p> <p>8 flexibility and options tailored to their unique</p> <p>9 circumstances. It allows families to select schools</p> <p>10 that best meet their children's needs, whether based</p> <p>11 on academic programs, extracurricular activities, or</p> <p>12 proximity to installations.</p> <p>13 The flexibility supports continuity in</p> <p>14 education, despite frequent relocations, ensuring</p> <p>15 children receive quality education regardless of</p> <p>16 where duty calls.</p> <p>17 As the Department of Defense increasingly</p> <p>18 considers quality-of-life factors, including</p> <p>19 education in basing decisions, the introduction of</p> <p>20 new schools will not only enrich educational</p> <p>21 opportunities, but contribute to economic growth in</p> <p>22 our community.</p> <p>23 For these reasons, we ask that you approve</p> <p>24 Equip Academy.</p> <p>25 MS. MELISSA BROWN: I believe it's Jenny</p>	52	<p>1 FROM THE FLOOR: Good afternoon,</p> <p>2 Madam Chair, members of the Commission. My name is</p> <p>3 Isaac Rivas-Savell.</p> <p>4 Last name is R-i-v-a-s hyphen S-a-v-e-l-l.</p> <p>5 I'm the founder and executive director of</p> <p>6 Voz Collegiate Preparatory Charter School, the</p> <p>7 school proudly serving the students and families of</p> <p>8 the International District here in Albuquerque.</p> <p>9 On average, we're finding that our</p> <p>10 incoming sixth-grade students are reading at an</p> <p>11 upper second-grade/lower third-grade level. They're</p> <p>12 computing math at a mid-second-grade level.</p> <p>13 And that is why it's essential that</p> <p>14 proposed schools like Equip Academy be founded so</p> <p>15 that they can provide a strong academic foundation</p> <p>16 as our students matriculate into middle school and</p> <p>17 high school.</p> <p>18 From an equity perspective, studies show</p> <p>19 that students who are exposed to leaders who look</p> <p>20 like them and are a reflection of their community</p> <p>21 tend to perform higher from an academic perspective.</p> <p>22 Mercy Herrera, unfortunately, in 2024, it</p> <p>23 is a rarity to find women, specifically women of</p> <p>24 color, leading and founding successful charter</p> <p>25 schools here in New Mexico.</p>
51	<p>1 Soto.</p> <p>2 FROM THE FLOOR: Hello. My name is Jenny</p> <p>3 Soto. S-o-t-o. And I am a new mom. I also own</p> <p>4 Culture Club Salon. And I have a deep commitment to</p> <p>5 my son's education and future.</p> <p>6 As a parent, my goal is to ensure that my</p> <p>7 son is equipped with the knowledge, skills, and</p> <p>8 values necessary to thrive in today's world.</p> <p>9 I am incredibly excited about the</p> <p>10 possibility of enrolling him in Equip Academy. The</p> <p>11 school's mission aligns perfectly with my</p> <p>12 aspirations for my child, emphasizing not only</p> <p>13 academic excellence, but also the development of</p> <p>14 well-rounded, prepared individuals.</p> <p>15 The west side of Albuquerque is in dire</p> <p>16 need of educational institutions like Equip Academy.</p> <p>17 Our community deserves accessible programs that</p> <p>18 offer high-quality education and foster an</p> <p>19 environment where children can excel.</p> <p>20 I strongly support the establishment of</p> <p>21 Equip Academy in our community, and I urge you to</p> <p>22 consider the positive impact it will have on our</p> <p>23 children's futures.</p> <p>24 Thank you.</p> <p>25 MS. MELISSA BROWN: Isaac Rivas-Savell.</p>	53	<p>1 It's also a rarity to see leaders</p> <p>2 assembling a governing board that is a reflection, a</p> <p>3 direct reflection, of the students and families that</p> <p>4 they intend to serve.</p> <p>5 And that's why I speak in support of this</p> <p>6 school, because we -- our students deserve a chance,</p> <p>7 especially on the west side, to ensure that they</p> <p>8 have a solid academic foundation to successfully</p> <p>9 matriculate and navigate the challenging curricula</p> <p>10 that they will encounter at the middle- and</p> <p>11 high-school levels. Thank you.</p> <p>12 MS. MELISSA BROWN: So I'm guessing at</p> <p>13 this one. But Julia -- I believe Julia is your</p> <p>14 first that. Sylvia? Silva?</p> <p>15 FROM THE FLOOR: Silva. Hello. My name</p> <p>16 is Julia Silva. J-u-l-i-a S-i-l-v-a. I attended</p> <p>17 all of the focus groups for Equip Academy, listening</p> <p>18 to how the teachers are going to interact with the</p> <p>19 children.</p> <p>20 It reminded me of one of my teachers, my</p> <p>21 favorite teacher, the only teacher that made me feel</p> <p>22 seen, Mr. Sanchez at Eugene Elementary. He would</p> <p>23 literally come down to my desk level. I didn't know</p> <p>24 what it was then, but it was coffee breath, and I</p> <p>25 recognized it, because now I drink coffee.</p>

<p style="text-align: right;">54</p> <p>1 And I'm like, "Wow, that was his coffee 2 breath." 3 But he made me feel so special because he 4 came down to my level, to where I was, to speak to 5 me, teach me. 6 We grew up in most of the poverty areas of 7 Albuquerque, just like pretty much all of New 8 Mexicans. And I didn't get the best education due 9 to moving or whatever. 10 But one thing that I do remember is 11 Mr. Sanchez made me feel, in that school year, 12 complete, seen, heard. And I was even Student of 13 the Year that year. 14 And he made an impact. And one thing 15 about a child, and speaking to that child in me now, 16 children know if you care. They don't know how much 17 you know, and they don't care how much you know. 18 They know if you cared. 19 And even hearing Mercy's expressions and 20 even of tears, shows that she has heart, passion, 21 blood flow, and is going to pour it out onto 22 New Mexico students. And we need it. Thank you. 23 (Applause.) 24 MS. MELISSA BROWN: Sabrina Herrera, 25 unless you no longer want to speak. Oh, okay.</p>	<p style="text-align: right;">56</p> <p>1 Mercy's genuine care for every student in 2 her relentless pursuit of their excellence make her 3 uniquely suited to lead this school. 4 Excellence is something she embodies, 5 (incomprehensible) on two master's degrees and 6 bachelor's, an Ivy League -- Yale -- graduate, and 7 now founding and leading her own school. 8 If you give her this opportunity, she will 9 do it to her best and bring the most. She will 10 succeed, and so, too, will New Mexican children. 11 I say this, and I approve this message as 12 her daughter, who had to grow up with her as -- and 13 had to -- and was forced to teach some students as 14 well, pull some small groups of my own. 15 So I believe if she could teach her 16 daughter, too, she could also teach New Mexico as 17 well. 18 MS. MELISSA BROWN: We should have had you 19 go last. 20 David Soto. And congratulations to Mercy 21 for not crying through that entire thing. 22 David Soto. Going once. 23 Dominica Chavez. 24 FROM THE FLOOR: Good afternoon, 25 Madam Chair and Commissioners. My name is Dominica</p>
<p style="text-align: right;">55</p> <p>1 FROM THE FLOOR: Hello. Oops. I'll hold 2 it. 3 Okay. Hello. Madam Chair, Commissioners, 4 my name is Sabrina Herrera. That's S-a-b-r-i-n-a 5 H-e-r-r-e-r-a. 6 I'm the proud daughter of Mercy Herrera, 7 the founder. I have witnessed firsthand her 8 unwavering dedication to the success and well-being 9 of every student she encounters. 10 Her drive and passion extend far beyond 11 the classroom walls, shaping her vision for 12 school -- sorry -- for a school that embodies 13 educational excellence and compassion. 14 At Equip Academy, evidence-based teaching 15 practices will be central, ensuring that every 16 student receives a high-quality education, 17 regardless of background or circumstances. 18 Mercy's commitment of promoting students' 19 agency and self-discovery reflects her beliefs in 20 the transformative power of education. 21 The focus on education excellence 22 underscores Mercy's dedication to supporting 23 teachers through feedback and coaching, recognizing 24 the pivotal role in shaping and learning experiences 25 of students.</p>	<p style="text-align: right;">57</p> <p>1 Chavez. D-o-m-i-n-i-c-a. Chavez, C-h-a-v-e-z. And 2 I'm the advocacy manager at NewMexicoKidsCAN. We 3 are proud to speak in support of Equip Academy of 4 New Mexico. 5 As our state grapples with an ongoing 6 education crisis, we know solutions exist. And 7 access to a great school is one solution. 8 Miss Herrera and the founding board of 9 directors have created a strategic plan for a great 10 school that will deliver exceptional results, 11 advanced educational equity, and eliminate 12 disparities in student outcomes. We strongly 13 believe in Equip Academy's potential to make a 14 difference for our students, families, and the 15 greater Albuquerque community. 16 Thank you. 17 MS. MELISSA BROWN: Katrina Sweetland. 18 FROM THE FLOOR: Good afternoon. Buenos 19 tardes. Katrina Sweetland, S-w-e-e-t-l-a-n-d. 20 I'm here in support of this Equip Academy 21 school. Just like everybody else has been talking 22 about the west side, I do reside on the west side. 23 I'm a proud grandma. So I have three grandchildren 24 that will hopefully be attending the Equip Academy, 25 due to anytime you have to cross the river, there's</p>

<p style="text-align: right;">58</p> <p>1 traffic, for days; I mean, so much, so much traffic. 2 I worked at UNM for about ten years. I 3 actually know Renee Delgado. She is a mentor for 4 one of the departments that I worked for. 5 I do believe in education. I'm a 6 first-generation college graduate. I'm currently a 7 community member, just looking to see where I can 8 volunteer. And this is one of the things that 9 sparked my interest. 10 I did reach out to Renee, because I do 11 want to see more of the caliber of school that 12 Ms. Herrera is offering. 13 So that's what I have for you guys today. 14 I hope that you all consider funding the school 15 here. And I'm so proud that it's an all-women 16 panel. That's amazing. Yeah. 17 MS. MELISSA BROWN: And, finally, Phillip 18 Benavidez. 19 FROM THE FLOOR: Hello. My name is 20 Phillip Benavidez. P-h-i-l-l-i-p 21 B-e-n-a-v-i-d-e-z. 22 Hi. I have a two-year-old and a 23 four-year-old I want to send to Equip Academy 24 because they talk about college starting. 25 Kindergarten teachers never talked to me about</p>	<p style="text-align: right;">60</p> <p>1 opportunity to engage in their own education in a 2 personal and safe environment in their classrooms 3 alongside allowing them to delineate their own 4 future goals, specifically in regards to their 5 college preparatory mindset, could have long-term 6 effects towards the success of the potential 7 students and their own educational futures. 8 Thank you. 9 MS. MELISSA BROWN: All right. Somehow I 10 was not handed Page 1. So we've got a few more 11 people. 12 We're going to start with Veronica Toledo? 13 No Veronica? 14 How about Andrea -- no. Andrea spoke 15 online. 16 Oh, gosh. There's more -- these are all 17 Y's; they're not N's. John Bennett from -- John? 18 No? 19 I apologize for not seeing this. That 20 person's on Zoom. Derrick Adkins? 21 FROM THE FLOOR: Is it on? Okay. Hello 22 my name is Derrick Adkins. I am going into my 23 twentieth year of education here. 24 THE CHAIR: I'm sorry. Could you just 25 spell your last name?</p>
<p style="text-align: right;">59</p> <p>1 college in elementary, middle school, or high 2 school. It's amazing teachers prepare and believe 3 in kids like they do at Equip Academy. So I really 4 hope you guys fund them. 5 Thank you. 6 MS. MELISSA BROWN: I'm sorry. I lied. 7 There's a DeAndre Lucero. 8 FROM THE FLOOR: Hello, everyone. My name 9 is DeAndre Lucero, L-u-c-e-r-o. The reason for my 10 being here is due to the specialation [ph] of my 11 field, that being psychology, specifically with a 12 discipline in neuropsychology and developmental 13 psychology, and, on a more personal note, someone 14 who suffered with autism as a kid who went most of 15 his academic pathway without being diagnosed. 16 So when I learned about the potential of 17 an early education pathway such as Equip Academy, I 18 was fascinated in how a literacy-based program could 19 have such a long lasting benefit to the vast 20 demographic of children here in this state, 21 neurodivergent or otherwise, that could find this 22 form of education structure engaging, and both 23 socially and structurally beneficial in the pathway 24 of their development. 25 In giving our youngest generation</p>	<p style="text-align: right;">61</p> <p>1 FROM THE FLOOR: My bad. Adkins. 2 Derrick, D-e-r-r-i-c-k A-d-k-i-n-s. I'm going into 3 my 20th year in education here in Albuquerque. 4 As a dedicated school leader, I strongly 5 support the establishment of Equip Academy as a 6 charter school in Albuquerque. 7 I did have stuff prepared here to read, 8 but I'm going to speak from the heart. 9 I met Mercy a few months back at a visit 10 at our school. She shared her school's name, the 11 mission, and the vision. And it really piqued my 12 interest, given that the mission and the vision 13 represents a student-centered approach, 14 inquiry-based, a fully inclusive model that provides 15 a holistic approach to student education, exploring 16 students' curiosity, giving them authenticity, 17 putting them in the driver's seat to dictate their 18 educational journey. 19 And I began discussing ways, how we can 20 get our students involved with their students' 21 version of community that will nourish and foster 22 future positive contributors to our society and our 23 community. 24 I truly, truly believe that Equip Academy 25 is poised to become a beacon of excellence,</p>

62

1 fostering academic success and personal growth for
 2 young learners in our community.
 3 Thank you for your time and allowing me to
 4 speak in support of Equip Academy of New Mexico and
 5 Mercy Herrera.
 6 MS. MELISSA BROWN: Jen Mulliniks.
 7 FROM THE FLOOR: Good afternoon. These
 8 are tough acts to follow. Some of these
 9 presentations, man, everyone's showing up for Equip.
 10 My name is Jen Mulliniks,
 11 M-u-l-l-i-n-i-k-s.
 12 I am the charter school facilities project
 13 manager for Homewise. My role is to provide
 14 technical support to charter school operators who
 15 are trained to secure purpose-built education
 16 facilities.
 17 I have been working with Mercy Herrera and
 18 her team at Equip Academy since December of 2023.
 19 We have evaluated more than 20 facilities with
 20 careful consideration to seven of them.
 21 Our site selection process encompasses
 22 construction feasibility, financial feasibility,
 23 regulatory and zoning compliance.
 24 And I promise you not everyone shares my
 25 enthusiasm for the built environment. But Mercy

63

1 Herrera is different. I think the passion that we
 2 all witnessed in her presentation this morning, she
 3 brings the same amount of passion to her facilities
 4 search.
 5 She has learned everything she can and
 6 more about E-Occupancy, HVAC systems, fire
 7 suppression, ingress, egress, everything. And she's
 8 really looking at her facilities, in my opinion,
 9 through the lens of someone who has a very
 10 sophisticated business acumen. She's not just
 11 trying to check the boxes, sign the lease, and be
 12 done with it; she's making decisions about her
 13 facility that not only impact the programming and
 14 performance of her school, but the long-term
 15 financial footing of her school.
 16 And for these reasons, I am emphatically
 17 in support of Mercy Herrera and her team at Equip
 18 Academy.
 19 Thank so you much.
 20 MS. MELISSA BROWN: Jane Henzerling.
 21 FROM THE FLOOR: Madam Chair,
 22 Commissioners, my name is Jane Henzerling. H-e-n-z
 23 like "Zebra" -e-r-l-i-n-g.
 24 I am the managing director of programs
 25 with Excellent Schools New Mexico. And I just want

64

1 to share that our organization stands in strong
 2 support of Equip Academy, lead founder Mercy
 3 Herrera, and the school's founding board.
 4 Through our organization's Future Schools
 5 Fellowship, I've had the great pleasure and the
 6 privilege of working with Mercy over the last year
 7 to support her along her journey of launching and
 8 leading a high performing school.
 9 And, you know, not just any school --
 10 right? -- but a transformative school. We don't
 11 need more mediocre schools, or, worse yet,
 12 low-performing schools. We need exceptional
 13 schools, because every single child in our state
 14 deserves access to a high-quality education.
 15 I know that's why we're all here. I
 16 myself founded and led a high-performing urban
 17 charter school in San Francisco, California, years
 18 ago. I know how incredibly difficult this work is.
 19 I know what it takes. It takes much more than you
 20 bargain for going in.
 21 I confidently believe Mercy and her team
 22 have what it takes. I want to reinforce that
 23 Excellent Schools in New Mexico has approved a
 24 start-up grant to Equip Academy, pending charter
 25 authorization, of course, that will pay for planning

65

1 expenses and first-year expenses and make sure that
 2 the school can be financially viable in the early
 3 years.
 4 And we'll always be available to support
 5 Mercy and her board with questions, connections, and
 6 mentorship to ensure that Equip can open
 7 successfully and effectively meet its game-changing
 8 mission for the students on the west side of
 9 Albuquerque. Thank you.
 10 MS. MELISSA BROWN: DeAndre Lucero.
 11 Jackie Baldwin.
 12 FROM THE FLOOR: Good afternoon. Jackie
 13 Cornejo, C-o-r-n-e-j-o, Baldwin, B-a-l-d-w-i-n.
 14 Madam Chair, Commissioners, I'm the
 15 executive director of Siembra Leadership High
 16 School. We proudly serve those young people most in
 17 need, 450 students at our school currently.
 18 I've dedicated my entire career working
 19 with at-promise youth. And so when I met Mercy and
 20 I learned about her school, I told myself I have to
 21 come here today. And there's a couple of important
 22 reasons.
 23 What Equip Academy and Mercy are setting
 24 out to do with regard to teacher supports in the
 25 community is critical at a time when teachers are

66	<p>1 leaving the workforce exponentially. This is 2 critical to building the teacher pipeline and force 3 that our kids deserve.</p> <p>4 Another piece that I found so beautiful 5 about Equip Academy is their intentional focus on 6 reading is culturally responsive identity 7 development of young people.</p> <p>8 So we all know that we're here in 9 New Mexico, a state that's so beautiful and rich in 10 history and culture and language and heritage, but 11 also has so many disparities. And so what Equip is 12 setting out to do with their curriculum and teacher 13 support is to attack that for us.</p> <p>14 So thank you, Mercy. Thank you, team. In 15 full support of Equip Academy.</p> <p>16 MS. MELISSA BROWN: Shanna Holland Jacobs. 17 FROM THE FLOOR: Hi. My name is Shanna 18 Holland-Jacobs. That's S-h-a-n-a, H-o-l-l-a-n-d 19 hyphen J-a-c-o-b-s. It's okay. Everyone calls me 20 "Shana" when they read it, so you're not alone. 21 I'm just grateful to be here. Good 22 afternoon, everyone. I am a mother of a 15-year-old 23 son. And he has had some of his own challenges in 24 attending school. 25 And, you know, I really wish that he had a</p>	68	<p>1 for having all of us here. My name is James Abeyta 2 Stevens. J-a-m-e-s A-b-e-y-t-a S-t-e-v-e-n-s.</p> <p>3 And I am the program director and chair 4 for the CNM, which is Central New Mexico Community 5 College, Department of Human Services. So that 6 includes social work, therapy, and counseling.</p> <p>7 I'm also a licensed therapist in the State 8 of New Mexico, and I retired from human resources 9 after 25 years. I live and reside on the west side 10 and from here as well.</p> <p>11 And I wasn't going to speak, because I 12 lost my voice. But I thought I should definitely 13 speak up on behalf of the higher education system.</p> <p>14 And what I saw here today directly aligns 15 with higher ed's competency-based education, CBE, 16 that CNM is actually going to.</p> <p>17 And what we're doing is we're trying to 18 prepare the students from a lower level to get up to 19 CNM. That way, they can get out and get into the 20 workforce based on what the employers' needs are.</p> <p>21 We know, in specifically counseling 22 therapy and social work, we lack in that profession. 23 And we are not getting the skills needed from the 24 education to -- in order to us to pump them out as 25 quick as we need them in -- for the employer side to</p>
67	<p>1 better foundation when he was in elementary school. 2 He's on the gifted spectrum, so gets bored at 3 school.</p> <p>4 And I think it's so awesome that Equip 5 Academy is engaging those students at a young and 6 early age so that they stay engaged in learning, 7 because learning is so important, and your education 8 is so important for your future.</p> <p>9 And as someone who grew up -- when I was 10 younger on the west side, I definitely understand 11 and recognize the need for better schools, 12 especially starting so early. I think that's key.</p> <p>13 And I especially love how focused they are 14 on reading. And like the famous Dr. Seuss says, 15 "The more that you read, the more things you will 16 know. The more that you learn, the more places 17 you'll go."</p> <p>18 So I'm just really in support of Equip 19 Academy and what they're setting out to do, and it's 20 definitely needed here in New Mexico and especially 21 on the westside community. So thanks.</p> <p>22 MS. MELISSA BROWN: Okay. So, now, last 23 but not least, James Abeyta Stevens. 24 FROM THE FLOOR: Hello, everyone, 25 Madam Chair, and Commissioners. Thank you so much</p>	69	<p>1 help with the needs of New Mexico.</p> <p>2 So what I saw and what I've heard -- and I 3 do not know her. But from what I've heard, I would 4 definitely say please say yes. This is great. So 5 on behalf of all of us, thank you so much. 6 Muchísimas gracias.</p> <p>7 (Applause.)</p> <p>8 THE CHAIR: So we're going to take a short 9 ten-minute break before we go into our questions.</p> <p>10 VICE CHAIR CARRILLO: Not ten into twenty.</p> <p>11 THE CHAIR: Not ten fake minutes. 12 (Recess taken, 2:41 p.m. to 2:54 p.m.)</p> <p>13 THE CHAIR: So thank you, everyone. And I 14 just want to say thanks to everyone who spoke 15 passionately about the school. We appreciate all 16 the input, and we take into consideration 17 everything.</p> <p>18 So thank you very much. 19 We are now on to PEC questions. 20 So, Commissioners? 21 Commissioner Beck. 22 SECRETARY BECK: There it goes. Yeah. 23 I really appreciated all the comments. 24 Maybe your daughter's was especially poignant. 25 Yeah. Exactly.</p>

<p style="text-align: right;">70</p> <p>1 So I'm going to put on my retired teacher 2 hat here for a second, and I've just got a few 3 questions involved. 4 The first one, I'd like to just hear what 5 your thoughts are for a culturally responsive, 6 inquiry-based lesson for a first-grader. What would 7 that look like? And a fifth grader. What would 8 that look like? 9 MS. MERCY HERRERA: Madam Chair, 10 Commissioners, Commissioner Beck. Thank you. 11 That's such a beautiful question. 12 So an inquiry-based lesson -- I just want 13 to make sure -- for first -- and culturally 14 responsive for first and fifth. Thank you. 15 So I'd love to talk about how important 16 our inquiry-based programming is and how it brings 17 in and values the student voice. That's number one 18 in terms of our approach and bringing them into the 19 center of learning. 20 And a prime example of this would be 21 through our what we call "close reading text." 22 Now, a close reading text is aligned with 23 the Science of Reading for a number of reasons. But 24 one of the main reasons is to prepare students for 25 comprehension.</p>	<p style="text-align: right;">72</p> <p>1 example, of first-grade, culturally responsive text 2 through an inquiry-based approach. 3 SECRETARY BECK: And the green chile would 4 be the culturally responsive piece. 5 MS. MERCY HERRERA: The green chile would 6 be -- for example, a culturally responsive piece to 7 New Mexico culture and heritage. And we might think 8 we know everything about green chile. But there's a 9 whole history that comes into place. There's a 10 whole culture. There's a whole regional difference 11 from north and south, a whole difference of how to 12 make enchiladas. 13 We could go on for days on what that looks 14 like. And so we'll bring them into the -- into 15 showing them how unique and, in particular, our 16 culture is here in New Mexico to be able to really 17 shine that in a culturally responsive way to help 18 them understand their history, that is, of 19 New Mexico. 20 A fifth-grade culturally responsive text, 21 for example, might be, I think, a higher level, more 22 particular approach. So let's say, for example, the 23 study of flamenco and thinking about where that came 24 from and how pertinent it is to our community. 25 And I think there's -- flamenco is so</p>
<p style="text-align: right;">71</p> <p>1 So this close reading text, for example, 2 for a first-grader, would be above two to three 3 levels of their current reading level. And that's 4 because we want to be able to challenge them, not 5 necessarily -- the text that they have before 6 themselves is on their level, but the text that we 7 would read with them is above their level. 8 So our close reading text, for example, 9 could be about the history of green chile. And we 10 would talk them through what green chile is, the 11 history of it, and be able to -- the teacher, from 12 an inquiry-based perspective, will have the text in 13 front of her that's pre-planned with her team. They 14 all come together with what they think is the main 15 idea from an adult perspective, and coming up 16 with -- you know, this would be a nonfictional text. 17 So they'd come up with the main idea and 18 all the stopping points, so, number one, know 19 exactly what question they're going to ask, who 20 they're going to ask it to, and check for 21 understanding. 22 So it's really important that that process 23 is done through an inquiry-based lens to be able to 24 bring students into the center of learning. 25 And so that would be an example, for</p>	<p style="text-align: right;">73</p> <p>1 beautiful. It's so beautiful. If anybody who has 2 seen it, they know they had a visceral reaction to 3 how beautiful and, kind of -- and, kind of, evoking 4 it is. 5 But a lot of people don't realize there's 6 a lot of sadness and a lot of -- a lot of history in 7 terms of folks having to maintain that heritage and 8 what that looks like. And so we -- we'd up the ante 9 in terms of cognition and support for students for 10 fifth grade, because we know they're able to get 11 there and really engage with it in a dynamic way. 12 And just, really quickly, in terms of 13 inquiry-based, for a first-grader, everyone will 14 have the text. And we'll be -- again, we want 15 students to be able to independently learn how to 16 engage with the text that might be difficult. So 17 they might have highlighters in their hand 18 highlighting the important things that stand out to 19 them. 20 Whereas, fifth graders, they themselves 21 are annotating, preparing those first-graders for 22 annotation. And fifth-graders might be annotating 23 on the side of the text on what they think is 24 important, and the teacher giving an opportunity to 25 share what they think and why.</p>

<p style="text-align: right;">74</p> <p>1 So that's a couple of examples of our 2 inquiry-based approach and how it responds to 3 culturally responsive learning. 4 SECRETARY BECK: Thank you. Thank you. 5 I've just got two more questions. One of 6 your points was rigorous curriculum. And you said 7 it was nationally-based. 8 So is your curriculum a nationally-based 9 curriculum? Or is your curriculum organic from your 10 teachers and yourself? Or is it a combination of 11 both? 12 MS. MERCY HERRERA: Madam Chair, 13 Commissioner Beck, thank you. 14 It is both. It's primarily -- it's 15 primarily created from these folks who have done an 16 extensive amount of research. And it has proven to 17 work with specific communities that look like ours, 18 for example. And it's proven to be -- to lend 19 itself to our inquiry-based approach. 20 So the curriculum -- so, for example -- 21 I'll just quickly walk you through it -- is Success 22 For All, made by a program. 23 Amplify for science, which is -- which 24 teaches investigative science and super hands-on. 25 Being a Reader, Being a Writer, through</p>	<p style="text-align: right;">76</p> <p>1 libraries. And this is crucial for student 2 learning, because students will have access to books 3 on their level. They'll have five on their level 4 and five above their level. We want them to feel 5 successful in reading and we want them to feel 6 challenged in utilizing those goals that they're 7 getting from their teachers. 8 So when it comes to teacher reference, 9 everything is going to be printed out, from 10 whatever -- or they might have a book that is 11 supported and helps them -- you know, whatever 12 curriculum it is that we're working from. 13 But, oftentimes, there will be no -- 14 teachers won't be holding an iPad. Students won't 15 be holding iPads. 16 We will have Reading Resource, which is an 17 online option for families, especially families who 18 don't speak English. So there's things like Reading 19 A-through-Z, which is highly supportive and a great 20 resource that families have benefited from 21 tremendously. 22 So they'll have that. But that's more for 23 home reading. 24 SECRETARY BECK: Okay. Last question. We 25 like books. I can't read off those things. I have</p>
<p style="text-align: right;">75</p> <p>1 Collaborative Classroom, all of that, we're bringing 2 in. 3 CKLA, which focuses on social studies keys 4 from abroad. So, specifically, the close reading 5 text and read-alouds will be incorporated based on 6 the community that will be Equip Academy. So that 7 will be internally created. So I'd say 80 percent, 8 yeah. 9 SECRETARY BECK: Great. So in terms of 10 your materials the teachers and the students will 11 have, are you doing the one-on-one Chromebooks or 12 whatever -- each student will have their own they 13 can take home and work from individually and all 14 that? Is that how the materials are going to work? 15 Or is going to be book-based? 16 MS. MERCY HERRERA: Madam Chair, 17 Commissioner Beck, we are at a very interesting 18 place in our society. And I feel like we have a big 19 competitor. And that's the Internet, and that's 20 technology. 21 As much as I love it and will prepare 22 students from the second grade, for example. 23 They're going to start getting typing classes. But 24 we're going to have good old-fashioned books. 25 So in every class, there will be leveled</p>	<p style="text-align: right;">77</p> <p>1 to have a book. 2 You have 198 hours of professional 3 development for a year, I believe. From my old days 4 of teaching, which was about three years ago, it's 5 about six and a half hours per day for a teacher 6 day, which would mean there's around 30 days of 7 development, professional development. 8 How does that get integrated into the 9 hours that you're going to have in a year? That 10 seems like a heck of a lot of hours of 11 profession- -- which I'm not against. Don't get me 12 wrong. I'm just wondering how you integrate it into 13 your classroom, the year, the classroom year. How 14 does that get integrated? 15 MS. MERCY HERRERA: Madam Chair, 16 Commissioner Beck. So professional development is a 17 staple. It sounds like a lot. It sounds like a 18 lot. It's a staple. It sounds like a lot. 19 But we also have a lot of time in our 20 days. And we're going to utilize it. And we're 21 going to utilize it well. 22 So I'd like to break it down for you 23 annually, quarterly, and weekly. 24 So annually, as you said, 198 hours in 25 total. We start very early on with three weeks of</p>

<p style="text-align: right;">78</p> <p>1 summer educator -- Institute for Summer Educator 2 Excellence.</p> <p>3 And, yes, it is time to focus on the 4 curriculum and internalize the criticism and 5 practice different strategies to deploy the 6 inquiry-based approach methods and all of that.</p> <p>7 But it's such a beautiful time to build 8 community within our staff. And so -- to feel 9 comfortable, because throughout the year, we're 10 going to be doing what's called "deliberate 11 practice," and that means getting peer-to-peer 12 feedback from one another and support of their own 13 learning.</p> <p>14 And I have the most wonderful teacher 15 connections because of how much we leaned on each 16 other for support and for, you know, seeing the 17 strong teacher models.</p> <p>18 And that's what I would do. 19 I would say, "Hey, that teacher is an 20 amazing teacher. I'd like to go and observe her." 21 So those are some opportunities that 22 teachers might have that don't go into the 23 198 hours, so let me get back on course.</p> <p>24 SECRETARY BECK: You just took 15 days, 25 30 days, so you're halfway home.</p>	<p style="text-align: right;">80</p> <p>1 goals.</p> <p>2 SECRETARY BECK: What assessments are you 3 planning to use?</p> <p>4 MS. MERCY HERRERA: So internal 5 assessments, we are using Fountas & Pinnell reading 6 assessment, and then Cognitive Guiding Instruction, 7 which is our number stories program.</p> <p>8 And so we'll utilize those, and, then, of 9 course, assessments from the State level.</p> <p>10 But I -- I'd love -- is that good? Do you 11 want to say anything? Okay.</p> <p>12 We're also going to have quizzes, 13 end-of-unit quizzes. And SFA has a ton of basically 14 what I call checkpoints. And so we just want to 15 note, before doing too many letter sounds -- you 16 know, phonemes, all the things, we want to ensure 17 that we're checking for understanding. And so 18 that's a pretty cyclical thing that happens.</p> <p>19 SECRETARY BECK: Okay. My last request is 20 when you teach the first-grader about green chile, 21 make sure you tell them how much better ours is than 22 Colorado's.</p> <p>23 THE CHAIR: Commissioner Ingham. 24 COMMISSIONER INGHAM: I guess I've got to 25 ask some -- a hard one. And that is the two issues</p>
<p style="text-align: right;">79</p> <p>1 MS. MERCY HERRERA: That's 15 days. 2 That's where the bulk of it comes. So quarterly -- 3 let me start with weekly.</p> <p>4 So weekly, we'll have early dismissal. 5 And so teachers will engage in professional 6 development for several hours after the students 7 leave.</p> <p>8 And what that looks like is we're doing, 9 again, deliberate practice, unit dives in curriculum 10 internalization. We're focusing on lesson planning, 11 again, making that road map of questions for 12 students.</p> <p>13 And then quarterly, what we're doing is we 14 have our data studies. So those data studies are 15 really supportive when it comes to, number one, how 16 are we doing as a school in terms of proficiency for 17 any particular area that we're working on with our 18 students?</p> <p>19 And, number two, where can we do better? 20 And so that's when our data analysis comes 21 into play. And we will create goals and action 22 plans.</p> <p>23 So from a leader perspective, we'll do a 24 school -- a school goal, a whole school goal. Then 25 I'll do a grade-level goal, and then we'll do class</p>	<p style="text-align: right;">81</p> <p>1 of transportation and food service.</p> <p>2 And I read through your -- you know, your 3 comments. And part of it was buying buses, and 4 another one was using a contractor.</p> <p>5 I -- that's a -- buying your own bus is a 6 huge deal. I was just wondering. Could you clarify 7 that? And just give us an idea what your 8 expectations are with that, because it is a 9 difficult requirement now.</p> <p>10 So I'd love your response. 11 MS. MERCY HERRERA: Madam Chair, 12 Commissioner Ingham, thank you for the opportunity 13 to clarify around our plan for busing.</p> <p>14 As a team, we have decided unequivocally 15 that we're going to be providing bus support, 16 because we see busing as an equity issue. And so we 17 want to ensure that kids have access. For those who 18 choose to want to attend Equip Academy, that they 19 have access to bus service.</p> <p>20 We will not be buying buses. It will be 21 contracted with the folks who have a well-versed 22 idea of what that looks like.</p> <p>23 And in terms of food service, we are 24 utilizing -- do you want to add anything? I'll 25 leave it to Janet to --</p>

<p style="text-align: right;">82</p> <p>1 MS. JANET LEUNG: Madam Chair, 2 Commissioners, part of the way we're going to pay 3 for transportation contractors is through that 4 unrestricted grant with Excellent Schools 5 New Mexico, as the funding does not cover that in 6 the first year, which is a struggle for most 7 schools, for charter schools, anyway. 8 And for food services, we plan on also 9 contracting those services in the first year. We 10 have applied for some grants. And upon charter 11 approval and approval of the grants, we would prefer 12 to have a full kitchen, eventually, so that we can 13 provide the children with wholesome food. 14 However, as mentioned, the finances don't 15 allow. We will contract, and we will train the 16 staff appropriately for food-handling services. 17 MR. IVEY-SOTO: And actually, if I may 18 just real quick, Madam Chair and Commissioner 19 Ingham, one of the interesting things in the 20 statutes right now is that charter schools are 21 allowed to contract with the -- or work with a 22 school district for transportation. 23 But -- but the statute doesn't allow a 24 charter school to work with another charter school 25 for transportation. And that's something that we</p>	<p style="text-align: right;">84</p> <p>1 The majority of that is for start-up costs until 2 enrollment, you know, occurs. 3 So that's how we're going to kick it off 4 the first year. Of course, it's mostly 5 transportation. We're hoping, based on enrollment, 6 that we'll be able to cover the other expenses that 7 may exceed those funds. 8 However, we have planned it 9 conservatively. And we are using a lot of those 10 start-up funds, aside from transportation, is to 11 have a little setup area for parents and students to 12 view. 13 From other charter school founders, they 14 have mentioned that it is difficult to ensure higher 15 enrollment without somewhere to touch and feel. So 16 those start-up costs are going to help us have a 17 little waiting area, a classroom, just so parents 18 and students can come and experience that. 19 We hope that will help increase our 20 enrollment, which will therefore help us be less 21 reliant on grants. 22 I don't know if K12 -- Rebekah, if you 23 would like to add anything to that. 24 MS. REBEKAH RUNYAN: (Off mic.) 25 MS. JANET LEUNG: Sorry. If I didn't</p>
<p style="text-align: right;">83</p> <p>1 really need to fix, because -- because, really, a 2 lot of times where the alignment is is between 3 different charter schools to be able to provide 4 enough kids to be able to provide the transportation 5 routes to be able to make that work for those 6 different communities. 7 COMMISSIONER INGHAM: The last -- you 8 brought up the grant from Excellent Schools. I 9 hear, in a lot of topics, that that's what you're 10 relying on. 11 And I don't know -- I didn't see a -- 12 well, breakdown. Have you budgeted that? Because 13 it does seem like that is the answer to a lot of 14 things. And that's going to -- it's going to run 15 out after a very short time. 16 It's a significant amount of money. But 17 it's also -- when relied on for a bunch of issues, 18 you're going to run out of money pretty quick. 19 So I was just wondering what kind of 20 budgeting you've done with that. 21 MS. JANET LEUNG: Madam Chair, 22 Commissioner Ingham, actually, I have the budget in 23 front of me. But in Fund 26999 is where we budgeted 24 it. And it's mostly across the planning year -- 25 it's only in the planning year and the first year.</p>	<p style="text-align: right;">85</p> <p>1 mention, it's \$350,000. 2 THE CHAIR: Commissioner Burt. 3 COMMISSIONER BURT: I know a couple of 4 speakers already said it. But I do want to 5 reiterate, that an education, even though teaching 6 is traditionally more a female-led profession, in 7 leadership, in education leadership, it tends to be 8 much more male-dominated. So it is very -- once 9 again, one of those things I'm proud to say what 10 New Mexico is doing great, in this charter school 11 sector, especially, so having that representation is 12 wildly important. 13 I know you're up there now, Mr. Ivey-Soto. 14 But to have a panel of the governing board 15 leader, where your girl students are going to see 16 women in leadership, wildly important. So thank you 17 for that. 18 And then my question is actually mostly 19 just going to be about what your enrollment and 20 recruitment efforts might look like in your 21 implementation year. 22 I know you have a very clear vision of the 23 students you would like to serve in your school. 24 Knowing that we have an open enrollment, open 25 lottery policy, any student can join your lottery to</p>

<p style="text-align: right;">86</p> <p>1 your school.</p> <p>2 How -- what is your plan in trying to</p> <p>3 reach those students that are furthest from</p> <p>4 opportunity and access?</p> <p>5 MS. MERCY HERRERA: Madam Chair,</p> <p>6 Commissioner Burt, thank you.</p> <p>7 Yes, we know that our enrollment is key to</p> <p>8 our success. And so -- and not only that, we want</p> <p>9 to reach a broad spectrum of students to ensure that</p> <p>10 they know that we're here and a potential</p> <p>11 opportunity as a school choice.</p> <p>12 So we do have a -- a plan to really</p> <p>13 support in terms of our recruitment and outreach</p> <p>14 efforts.</p> <p>15 And the first is a social media campaign.</p> <p>16 And we're going to really utilize all -- all social</p> <p>17 databases to ensure that folks know that we're out</p> <p>18 there.</p> <p>19 We're also going to hire an advertisement</p> <p>20 team to really support, in some scientific way, to</p> <p>21 be able to put grids around certain areas. There's</p> <p>22 an actually probably sophisticated term for it.</p> <p>23 But we're going to ensure that folks --</p> <p>24 it's -- it's -- it's really targeted to meet the</p> <p>25 needs of the westside community. So that's one way</p>	<p style="text-align: right;">88</p> <p>1 Aloud Pop-Ups throughout the west side. So again</p> <p>2 that's cultivating relationships with libraries and</p> <p>3 continuing our relationships with the westside</p> <p>4 community, with the westside community centers, and</p> <p>5 having Pop-Up Read Alongs where they can see what it</p> <p>6 would be like for students to attend Paso Equip</p> <p>7 Academy and get a book read to them from an</p> <p>8 inquiry-based approach.</p> <p>9 VICE CHAIR CARRILLO: Thank you.</p> <p>10 MR. IVEY-SOTO: And just to be clear,</p> <p>11 everybody else is leaders. I'm just the support</p> <p>12 team.</p> <p>13 COMMISSIONER BURT: Exactly. Exactly.</p> <p>14 The other question I have -- so, actually,</p> <p>15 is based off of one of the responses you gave. I</p> <p>16 know -- I mean, I'm conflicted all the time about</p> <p>17 how much students are on computers while they're at</p> <p>18 school.</p> <p>19 But I do want to just, like, kind of</p> <p>20 caution keeping it completely out. Because I have</p> <p>21 had some school leaders that, you know, really stick</p> <p>22 to, like, "We're closing these up; we're teaching</p> <p>23 this way."</p> <p>24 But then when you take an assessment,</p> <p>25 they're on the computer. And sometimes the computer</p>
<p style="text-align: right;">87</p> <p>1 we're going to do it.</p> <p>2 Another way we're going to do it is</p> <p>3 westside canvassing. So we already have, as you can</p> <p>4 see, a group of support. And we already have a</p> <p>5 recruitment ambassador team, who have decided that</p> <p>6 they're going to take time out of their day to come</p> <p>7 and do door-to-door knocking on the west side.</p> <p>8 And as well as we're going to be vigilant</p> <p>9 about following and monitoring any westside</p> <p>10 community events and fairs and try to make a</p> <p>11 presence, again with our community.</p> <p>12 And as well as canvassing westside</p> <p>13 daycares and pre-Ks, ensuring that folks know that</p> <p>14 we're here and that we're -- we'd potentially be a</p> <p>15 charter option for them to choose.</p> <p>16 And then we're going to continue to lean</p> <p>17 into our community partnerships, especially those</p> <p>18 that are particularly the west side.</p> <p>19 And I'm grateful for Melissa Sanchez, the</p> <p>20 Westside Business Association, who's already said</p> <p>21 that she's going to ensure that our information is</p> <p>22 sent to her westside networking and newsletter to</p> <p>23 make sure that folks know from the west side that</p> <p>24 we're coming.</p> <p>25 And, lastly, we're going to be having Read</p>	<p style="text-align: right;">89</p> <p>1 literacy affects the actual outcome. Like, the</p> <p>2 students have the literacy, but they don't have the</p> <p>3 computer literacy to show it on that type of</p> <p>4 assessment. So just a word of caution for your</p> <p>5 littles as you go down that pathway.</p> <p>6 And can you talk a little bit more</p> <p>7 about -- I'm very -- I'm interested about, like,</p> <p>8 your summer institute, your professional</p> <p>9 development. I -- it seems like -- so I -- have a</p> <p>10 question. But I also -- I do have a little concern.</p> <p>11 I'm interested in how much is very -- is</p> <p>12 kind of going to be prescriptive for the staff, and</p> <p>13 how much is, like, based off of what the teachers</p> <p>14 might be able to choose, if there's any choice</p> <p>15 available to the teachers themselves.</p> <p>16 My concern is that it does seem to be very</p> <p>17 heavily dependent on you, Ms. Herrera, to do a lot</p> <p>18 of that professional development, which -- amazing.</p> <p>19 It sounds like you have the background, the ability</p> <p>20 to do it.</p> <p>21 My concern is if you lose your voice,</p> <p>22 if -- you know, something happens to where you</p> <p>23 cannot be the -- the -- the provider, what might be</p> <p>24 maybe a backup -- or what could possibly happen?</p> <p>25 Because I get really worried when something is so</p>

<p style="text-align: right;">90</p> <p>1 person-based, because if something then happens to 2 that one person, how does that, then -- I don't want 3 it to all crumble around; right? 4 So can you talk a little bit about what 5 that might look like for teachers, the professional 6 development, their choice, possibly, into it, and 7 also, I mean, understanding they need to be part of 8 the system, and then what that looks like with it 9 being kind of you as the core? 10 MS. MERCY HERRERA: Madam Chair, 11 Commissioner Burt, thank you. I think that that is 12 a real and valid concern. 13 And for me, I am -- I always have my eyes 14 open for my predecessor, because sustainability is 15 what is key to ensuring that this continues to 16 potentially go on and -- and have -- be able to 17 fulfill more seats and ensure that students are able 18 to get access to a quality school. 19 So I'd like to address your first question 20 around prescribed versus -- I would call it -- 21 autonomy. 22 So our curriculum is -- again, it's 23 created. A lot of it is scripted; some of it is 24 not. And I think there's pros and cons to both. 25 And so what it does is it creates a</p>	<p style="text-align: right;">92</p> <p>1 to professional development, we take a broad 2 bird's-eye view approach and then go in. 3 For one first-grade class, goals might not 4 be different -- are often not the same as another 5 first-grade class. And that's okay, because those 6 are different learners, and the teacher is basing 7 her particular support plan on the needs of her 8 students. 9 And so, for example, our -- our close 10 reading texts, these are not prescribed. Our 11 number stories, which is a huge part of our 12 programming, is not prescribed. Our opening and 13 closing circles are not prescribed, because they're 14 all responsive, in addition to our writing unit. 15 It's not prescribed. 16 It's married to social studies. That way 17 we're ensuring there's that culturally responsive 18 piece. It's going to have to be weaved in a way to 19 ensure that it is, again, meeting our student 20 populations and our community here in New Mexico. 21 So that will be somewhat prescribed, but 22 there's going to be some autonomy there and based on 23 the support that the students need. 24 In terms of sustainability and what that 25 looks like, my goal is to create leaders. My goal</p>
<p style="text-align: right;">91</p> <p>1 framework from folks who have done the research and 2 who have lived the experience. 3 And so this is a -- a kind of a guide to 4 help us support our students. 5 But -- and so when it comes to, I guess, 6 the high-level content, we want to ensure that 7 students are getting access to that high-quality 8 content. 9 In addition, there is -- you can't be 10 inquiry based with a superscripted lesson. So 11 there's a lot of supports when it comes to ensuring 12 that our program is -- is really student-centered. 13 Because oftentimes prescribed lessons are very 14 directive. 15 And that's why it takes so much time and 16 energy and efforts to ensure there's internalization 17 of curriculum before teachers stand before their 18 students. We want them to be able to know what 19 they're doing. 20 But we also have a very responsive -- we 21 also have a very responsive program in terms of what 22 that looks like for each class. 23 As you know, every class is different; 24 every teacher is different. And there are different 25 needs for every class. And that's why when it comes</p>	<p style="text-align: right;">93</p> <p>1 is to ensure -- so year one, we -- it is going to be 2 me ensuring that teachers feel supported and feel 3 successful in front of their students. 4 But year two, we're going to elicit and 5 encourage teachers who are being really responsive 6 to the ways in which we educate students at Equip. 7 So we want those teachers to be our grade team 8 leaders. And those grade team leaders will take 9 some of that burden -- I won't call it a burden. 10 Will take some of that workload off. 11 So we'll have them become leaders in their 12 classroom and within their grade level. And it will 13 also support as a liaison between me and the grade 14 team lead. 15 Of course, I think as a school leader, and 16 the schools that have been most successful are the 17 leaders that know the ins and outs of every 18 classroom. That's something I want to continue to 19 be strategically a part of. 20 But at the same time, I want to ensure 21 that these teachers are being developed to grade 22 leaders. 23 Then we also are going to, year three, 24 hopefully have one of those grade team leaders be 25 ready to be an assistant principal in residence. So</p>

<p style="text-align: right;">94</p> <p>1 they'll have that training under me, take a couple 2 of class loads, or grade bands. And depending on 3 where they're at, again, it's all responsive to the 4 folks that we get in the -- basically, the call to 5 action here at Equip Academy. 6 So we'll have an assistant principal in 7 residence who will then transition to assistant 8 principal the following year. Our plan is 9 sustainability and ensuring that there is -- there 10 is a shared responsibility. Because at the end of 11 the day, it's not just me. It's something I can't 12 do independently. It's something I have to do with 13 a team of people. 14 So that's kind of the plan for ensuring 15 that there's growth happening inward and upward. 16 COMMISSIONER BURT: Thank you. I don't 17 have -- my last question is more a comment. 18 It was just a really easy and very happily 19 surprising mix of folks that you had come to 20 support, you know, from the -- from the business 21 communities, the nonprofit sector, the 22 organizations, the families in the community that 23 came. 24 And also I also want to say, in your 25 application, I love that you refer to families in</p>	<p style="text-align: right;">96</p> <p>1 their why and know the ins and outs of the units 2 that they bring. 3 We're also going to bring in Leap, which 4 is our math curriculum. So we're going to 5 definitely bring in those experts. 6 So I think, again, when it comes to -- 7 that's an absolute must. But when it comes to the 8 approach to how -- to what teaching looks like, that 9 will come from me. 10 COMMISSIONER ARMIJO: Thank you. And then 11 I wanted to switch over to the literacy and language 12 acquisition, and, you know, bilingual students of 13 whatever the home language is. 14 I just want to understand a little bit 15 more, maybe, about your approach to that and how to 16 be sure that students don't lose their home 17 language. 18 MS. MERCY HERRERA: Madam Chair, 19 Commissioner Armijo. So we're committed -- we're 20 committed to serving all students effectively. And 21 that is also seen within -- that includes ELL 22 students. Although we are not a bilingual school, 23 it'll be predominantly in English, we want to 24 ensure, again, that we're valuing student voice and 25 their heritage and where they come from.</p>
<p style="text-align: right;">95</p> <p>1 your school, not parents. Because we know that 2 families look a lot different than just parents. 3 So it feels like your -- the 4 responsiveness to who you know in the community is 5 unmatched. And the obvious work that this team has 6 done in collecting community partners is really 7 impressive. 8 THE CHAIR: Commissioner Armijo. 9 COMMISSIONER ARMIJO: Thank you. Hello. 10 So I just want to kind of take you back on 11 the PD. I noticed that you didn't have much budget 12 for PD. So it sounds like you're going to 13 incorporate that. That's what it sounded like to 14 me. 15 So I just wanted to make -- I guess my 16 question is it sounds like you're not going to be 17 doing too much of outside PD. It's all going to be 18 inside. And that sounds great to me. Is that what 19 I'm hearing, for sure? 20 MS. MERCY HERRERA: Madam Chair, 21 Commissioner Armijo, we are going to definitely -- 22 there is -- there is quite a bit of funds for 23 bringing in experts into the field. So, for 24 example, Success For All, we're bringing them in to 25 ensure that our teachers are well-grounded, based on</p>	<p style="text-align: right;">97</p> <p>1 So I think our ELL program -- and then -- 2 is -- consists in three ways: That's, number one, 3 accurate identification, customized plans on data. 4 And then also providing books in their native 5 language for them to take home. 6 And our accurate identification, we want 7 to know who these students are so that way we can 8 accurately identify them and be able to support them 9 based on their particular needs. 10 And so we'll also be able to monitor them 11 through data based on the assessments as well as 12 teacher observations in a very logistical and 13 purposeful way through our SAT team. 14 And then we'll also have, based on that 15 data, customized plans thinking about how we can 16 support them. 17 One of those things are, for example, 18 strategic grouping and strategic seating; right? So 19 putting a student who is absolutely new to English 20 with somebody who is -- who knows their language but 21 might have more proficiency. So we'll have that 22 strategic seating as well. 23 We'll also group them in small groups 24 within their particular level reading band. And so, 25 for example, at an earlier level, we'll ensure that</p>

98	<p>1 we're really maximizing the supports that they'll</p> <p>2 need.</p> <p>3 So, for example, phonemic awareness,</p> <p>4 phonics, letter-sound-letter identification, really</p> <p>5 providing ample opportunity within that small group</p> <p>6 for that knowledge development.</p> <p>7 I think the last thing is, and what we</p> <p>8 really, really -- that's kind of like phonics</p> <p>9 fluency.</p> <p>10 But when it comes to comprehension, we</p> <p>11 really want to encourage families to read in their</p> <p>12 home language. So that's something that we will</p> <p>13 support families with and provide books based in</p> <p>14 their home language.</p> <p>15 And again, those will be at a higher level</p> <p>16 of books. So that way, I want to say part of our</p> <p>17 homework -- I won't say policy -- but our homework</p> <p>18 layout -- is students reading independently from</p> <p>19 their book baggies that they have, but also somebody</p> <p>20 reading to them.</p> <p>21 So that's where we're going to include</p> <p>22 those Spanish books. Because there's so much power</p> <p>23 that can happen when it comes to the fluency and the</p> <p>24 comprehension piece for kids reading books in their</p> <p>25 language.</p>	100	<p>1 because there's -- because south of Central,</p> <p>2 there's -- that's where all the charter schools are</p> <p>3 mainly populated, from my understanding.</p> <p>4 And so, again, we want to go where there's</p> <p>5 a need. We don't want to -- we don't want to take</p> <p>6 from other charter organizations and -- or, you</p> <p>7 know, students.</p> <p>8 So we want to ensure that we're at a</p> <p>9 place -- we're really trying to get central --</p> <p>10 central west side in terms of north of Central.</p> <p>11 South of Paseo, and working with Jen Mulliniks. She</p> <p>12 is working day and night, as I am, continuing to</p> <p>13 drive back and forth to figure out what are some</p> <p>14 potential opportunities for Equip Academy.</p> <p>15 Do you want to add anything? (Voice</p> <p>16 inaudible.)</p> <p>17 So thank you.</p> <p>18 COMMISSIONER ARMIJO: And do you have any</p> <p>19 plans on communicating or collaborating or just</p> <p>20 talking things over with any of the other charter</p> <p>21 schools that are there already?</p> <p>22 MS. MERCY HERRERA: I'm happy to open that</p> <p>23 as a conversation. I think that -- it's not in our</p> <p>24 plan as of right now. But I'm not opposed to it.</p> <p>25 There's no -- there's no distance that is maintained</p>
99	<p>1 COMMISSIONER ARMIJO: Thank for you that.</p> <p>2 That was one of my things was the books and the</p> <p>3 language. That's key. Now I'm going to jump a</p> <p>4 little bit to location.</p> <p>5 I believe this school is going to be in my</p> <p>6 district. So that's exciting. I know there's</p> <p>7 plenty of population in that district.</p> <p>8 I didn't see where -- I saw, like, a</p> <p>9 general area of where you-all were looking. Can you</p> <p>10 give me more specific area?</p> <p>11 And then I also wanted to talk about -- I</p> <p>12 believe there's at least four or five K-through-5 or</p> <p>13 K-through-6 charter schools in that district</p> <p>14 already. And, like, what are your plans to maybe</p> <p>15 collaborate or communicate with those other schools?</p> <p>16 And, you know, what is your plan for that?</p> <p>17 MS. MERCY HERRERA: So that's location.</p> <p>18 Madam Chair, Commissioner Armijo. So we</p> <p>19 are casting our net wide in terms of -- in terms of</p> <p>20 the west side. Of course we want to be west of the</p> <p>21 river; that's number one.</p> <p>22 But when it comes to busing, our theory is</p> <p>23 that we can really kind of go along the whole</p> <p>24 westside, Coors-Ladera area. So we are looking</p> <p>25 really south of Paseo and then north of Central,</p>	101	<p>1 there. But, yeah.</p> <p>2 COMMISSIONER ARMIJO: Thank you. And I</p> <p>3 also -- what is my last thing?</p> <p>4 I saw your enrollment cap was 450. If you</p> <p>5 divide that up by six; right? So it's K through 5.</p> <p>6 That's about 75 per age, I guess.</p> <p>7 And I know you have a plan for that. I'm</p> <p>8 just -- 450 is a lot. I thought that was a little</p> <p>9 bit -- but I think you have a plan.</p> <p>10 Can you just expand a little bit more on</p> <p>11 how you intend on getting to that 450?</p> <p>12 MS. JANET LEUNG: Madam Chair,</p> <p>13 Commissioner Armijo, in the first year, we plan on</p> <p>14 opening enrollment for 50 kindergarteners,</p> <p>15 25 first-graders. And then the following year,</p> <p>16 we're going to add 25 to each grade level and open</p> <p>17 up second grade. And then in the third year, we're</p> <p>18 going to add another 25 to each grade level that</p> <p>19 already exists, and then add a third grade, and on</p> <p>20 and on. So we won't reach our max cap at 450 until</p> <p>21 year six actually.</p> <p>22 COMMISSIONER ARMIJO: All-righty. Thank</p> <p>23 you. I think that's all I have.</p> <p>24 I do want to echo what Commissioner Burt</p> <p>25 said and what everybody has said here. It's great</p>

102	<p>1 to see a panel of women of color who are doing such 2 great things. And I appreciate you all. Thank you 3 very much.</p> <p>4 THE CHAIR: Commissioner Carrillo?</p> <p>5 VICE CHAIR CARRILLO: Thanks for being 6 here and everyone that came to speak on your behalf. 7 It's a super duper impressive group, varied. With 8 what Commissioner Burt said, it's just fantastic to 9 hear all the different points of view, the business 10 sector coming in especially, and really kind of a 11 common denominator being people in education saying, 12 "You gotta do something, man. When kids get to 13 sixth grade, they're reading at a second-grade 14 level."</p> <p>15 And we hear that all the time. It's what 16 charters are trying to working on, especially at the 17 elementary level.</p> <p>18 I have categories here, but I'll only 19 touch on a couple and let others -- I'll come back 20 to stuff, because I always have a Columbo moment.</p> <p>21 Do you remember Columbo? Thank you.</p> <p>22 So the -- I've never seen the Scarborough 23 Reading Rope before. That's, like, the coolest 24 thing ever, integrating all the different types -- 25 so that eventually everything integrates together.</p>	104	<p>1 because everyone's always listening. And I always 2 say, "Honestly, it's the quality of who's in front 3 of the classroom."</p> <p>4 Nobody wants to say it out loud, because 5 then they think you're ragging on teachers. And 6 you're not. You're only ragging on teachers that 7 just meet expectations every year, don't grow their 8 kids appropriately.</p> <p>9 So I'm really happy to know how committed 10 you are to -- to bringing in teachers that are 11 really educated, but also educating teachers all 12 along, you know? And I'm expecting really big 13 things from Ms. Zamora on how she's going to 14 contribute to this in the future.</p> <p>15 So much of -- and this kind of piggybacks 16 a little bit on what Ms. Armijo said. I see a real 17 dependency on parents and families to engage at a 18 much higher level than maybe than is definitely 19 normal. I think a lot of it is going to be new.</p> <p>20 So you have these really cool things like 21 the sight word ceremony and just aligned family 22 activities that you're doing. And at least I found, 23 in my experience with Santa Fe Public Schools, 24 parent engagement is a super duper hard piece. 25 Now, granted, there's a built-in thing on</p>
103	<p>1 I didn't have that growing up. I could 2 read aloud with the best of them when I was in 3 second or third grade. My comprehension? No.</p> <p>4 So it was really hard for me. I'm, even 5 still now, kind of a really slow and deliberative 6 reader. But I just really got a kick out of the 7 learning about the Scarborough Reading Rope.</p> <p>8 You mentioned mentorship for teachers. 9 You used a different term, though, and I can't 10 remember what it was. But it was, just, I'm glad 11 you're building that in, because that's all too 12 often too absent in schools.</p> <p>13 And I even -- when I was on the Santa Fe 14 Public Schools board, we actually had somebody on 15 the board that was against having a policy where 16 teachers had to mentor one another. And I was 17 just -- like, I was aghast at that.</p> <p>18 I spoke with Alyssa Zamora -- I'm going to 19 call you out over there -- because one of the things 20 she mentioned was the importance of -- of great 21 educators and really focusing on that, which I know 22 you are. Because so often when I'm asked, "Is there 23 a silver bullet, what would you do about schools in 24 Santa Fe," or whatever?</p> <p>25 And I always look over my shoulder first,</p>	105	<p>1 the charter level, because they're making that 2 decision. But what are you going to do to get them 3 engaged, keep them engaged, hold them accountable if 4 they signed up for this and they're not engaged?</p> <p>5 MS. MERCY HERRERA: Madam Chair, 6 Commissioner Carrillo, in all the schools that I've 7 worked at, the engagement, regardless -- it was in 8 the South Bronx, Brooklyn, in the lowest 9 impoverished kind of places that one potentially can 10 be -- families are all in if you give them an 11 opportunity.</p> <p>12 So it's a part of our school values is 13 partnership. It's parent partnership. It's the "P" 14 in our "Equip." When we believe in -- it's the 15 trifecta to success. That's the parents, the 16 teachers, and the students. I say with our powers 17 combined, anything is possible.</p> <p>18 And so we have these events. And 19 parents -- it's just not -- it's really not a 20 concern of mine.</p> <p>21 But at the same time, what we're going to 22 do is we're going to provide an opportunity. And 23 then it's so beautiful to see people and families 24 show up for their kids. 25 And it's actually something that came up</p>

<p style="text-align: right;">106</p> <p>1 multiple times in our focus groups that said, "I -- 2 my daughter was in this school, and then I moved to 3 this school. And they had a harvest event. You 4 guys should really do a harvest event." 5 So families really want to help, and they 6 want to support. But, oftentimes, their experiences 7 within education can prevent them from doing that. 8 So we provide these little small ways to show them 9 how. 10 For example, our sight word. Students are 11 going to learn 100 sight words a year that are on 12 their grade level. As we know from ELL students and 13 special population students, you can't sort out 14 sight words. You can't do that. You see it; you've 15 got to know it. 16 So we have a strategy that's embedded 17 within our homework. And we have these 18 opportunities to celebrate their success. We put 19 their pictures on the wall when they're able to 20 get -- the pictures. And the parents take pictures 21 of them on the wall of fame. And then the other 22 parents walk by and say, "What's this? Why isn't 23 your picture here?" 24 "Come sit down. Let me show you how. 25 This is what you got to do. Listen. We have this</p>	<p style="text-align: right;">108</p> <p>1 end of that, we also know and -- speaking from 2 experience -- is sometimes families won't come to 3 their -- to events. And we're still going to 4 support that student. 5 We know that it's our job as an education 6 system to educate these students. And so we're 7 going to provide them with every opportunity to 8 learn and grow. 9 And I've done that before, where families 10 couldn't help their kids with the sight words. So I 11 pulled this one kid, as an assistant principal, 12 every day for five minutes. That's all it takes. 13 It takes five minutes. 14 And they were able to pass, by the end of 15 the year, their 100 sight words, and they were so 16 excited. So it's both/and. We want to provide lots 17 of opportunities. But we know it's our job as an 18 entity to know we're educating those students. 19 VICE CHAIR CARRILLO: So there's two kinds 20 of follow-ups on that. 21 One is when you talked about sight words, 22 like, for instance, the word sight; right? I mean, 23 there's c-i-t-e, s-i-t-e, s-i-g-h-t. I mean, 24 English is so quirky. 25 It made me think of flashcards. When I</p>
<p style="text-align: right;">107</p> <p>1 event. Come and support your children." 2 And, oftentimes, we will oscillate between 3 having them during school hours and during 4 after-school hours, because sometimes it's really 5 difficult for people to come during school hours. 6 So we'll also have opportunities for them to come in 7 person. 8 And one strategy that we -- that we use 9 is, from the start, attendance is crucial to success 10 of students. And so that's why our two-adult model 11 is extremely important; right? Having a lead 12 teacher who's credentialed to be leading the 13 teaching in their classroom. And at 8:00 a.m., 14 little Luis hasn't come yet. We have that education 15 teacher calling at 8:00 a.m. 16 That's an actual thing that we do every 17 single day, relentlessly, to say, "Hey, we care 18 about little Luis, and we want to make sure that 19 he's learning. In order for him to do that, he has 20 to be in class. Is everything okay?" 21 Unless they've called and have said 22 something has happened. We don't want to bombard 23 them. 24 We want to make a presence known that 25 their partnership is really needed. And at the same</p>	<p style="text-align: right;">109</p> <p>1 was growing up with math, most of us on the 2 Commission, we can just look at numbers and add them 3 up, because we grew up with flashcards. And it's 4 just embedded. 5 So that's what I think about when I think 6 about sight words. Because I was privileged to be 7 in a K-3 behaviorally challenged class, elementary, 8 as a permanent sub for a year. That's why I'm here. 9 It was a life-changing experience to be with these 10 kids. They learned really well. They just crack 11 you up. 12 But -- so because you just -- you 13 mentioned something relative to attendance and 14 calendar. Just a note to jot down, that anybody 15 being out for religious observances, that's not 16 counted as an absence. We had to develop that as a 17 policy for Santa Fe, because with our Jewish 18 population -- and I'm Jewish -- all these kids in 19 different schools, it was counted against perfect 20 attendance. 21 And that's just not right. Just something 22 to jot down. 23 Math. So I -- first off -- and I'm sure 24 others will talk about literacy. It's the 25 cornerstone of absolutely everything, and I'm not</p>

<p style="text-align: right;">110</p> <p>1 even going to go there for the literacy part. 2 What about the math part? There are at 3 least, when you look at, just, whatever, probably -- 4 well, probably, like, 50 -- even as probably as high 5 as 100 schools, where math proficiency is less than 6 15. 7 And we have schools where math proficiency 8 is less than 5. 9 And so, yes, we have to learn to read. 10 But what are your plans on the math side, to make 11 sure that when they get into sixth grade, that 12 they're not on a second-grade math, third-grade math 13 level -- not that I'm ever saying you would even let 14 that happen. 15 But what's your plan for math? And in 16 that, one of the things that we learned -- or that I 17 learned -- is that kids are math-phobic, sometimes, 18 in today's culture. How are you going to address 19 that, so in the same way you're making literacy 20 relevant, making math relevant and fun? 21 It actually was fun for me, math, growing 22 up. And it was the teacher, Ms. Loftus, that made 23 it that way, so something that I really enjoyed. So 24 tell me about math. 25 MS. MERCY HERRERA: Madam Chair,</p>	<p style="text-align: right;">112</p> <p>1 approach, where the teacher and -- teachers come to 2 the rug for a lesson. Then students go and do 3 things independently. And then we support them 4 around their learning through math workshop. 5 It's very -- it's very staple and as-is, 6 based on whatever is particular focused for math 7 workshop. 8 But we also have number stories. And our 9 number stories is where we really see mathematical 10 thinking, development taking place, because through 11 number stories -- it's called "cognitive guided 12 instruction," and that's what one of our 13 Mission-Specific Goals. 14 So, basically, what students do is they 15 work on one problem for the entirety of the lesson. 16 And the teacher -- it's called the number story. So 17 the teacher tells it in a very fun way. We don't 18 even say the problem. It's a story. 19 And then three students stand up, 20 strategically selected, to restate the problem in 21 their -- in their -- in their own words. 22 And then that practice really helps with 23 understanding what's happening in the story and 24 helps a student and helps the teacher know who might 25 need more support in terms of figuring out what is</p>
<p style="text-align: right;">111</p> <p>1 Commissioner Carrillo, yes. Yes to it all. 2 Our math program here in New Mexico, too, 3 it's -- there are stark percentages, and there is 4 definitely a need for ensuring that we have a strong 5 math program and that we do. 6 Just, we have 120 minutes dedicated to 7 ELA, and we have 120 minutes dedicated to math. So 8 we want to ensure that students are just as well 9 versed in their math abilities that they are in 10 their reading ability. 11 We believe reading ability is the 12 cornerstone that will be a domino to all other 13 components. 14 Our math program is really supportive. 15 It's done in four ways. 16 So we have what we call "math workshop." 17 Then we have number stories, which is our 18 problem-solving program. 19 And then we have math routines and math 20 facts, which are "NHM," "No Hesitation Math." 21 Math workshop. For example, students are 22 learning grade-level, standard-aligned concepts. 23 So, like algebra, geometry, operations, data 24 measurement, whatever is particular to each grade. 25 And so that's done from a workshop</p>	<p style="text-align: right;">113</p> <p>1 happening in the story, because once those three 2 students restate that question, then they really 3 delve into what do we know, what don't we know, and 4 what is the question asking? 5 Then they're able to go back, and from an 6 inquiry-based approach solve the best way that they 7 see fit. 8 For example, they might solve with 9 pictures, manipulatives, in numeric form. And then 10 the teacher is circulating, supporting students and 11 thinking about who is going to share, because then 12 the students become the teachers at that point and 13 they're so invested in wanting to share. 14 One thing I'd want you to know about 15 number stories is it's really a culture of error. 16 So we're learning about the process of learning. 17 And that's what math is and I think where you get 18 that kind of -- that phobia. 19 But we -- don't have a culture -- we 20 really try to move away from that culture of right 21 and wrong, and more of, like, a learning process. 22 So that's where it's really supported for students 23 in their mathematical development. 24 And it's really engaging, because they get 25 to go and lead. All the teacher is doing is</p>

<p style="text-align: right;">114</p> <p>1 transcribing what they did. And then students get 2 to sit down and notice what are the similarities and 3 differences in how they solved.</p> <p>4 And there's an opportunity for them to 5 revise. Students who may not have got it the first 6 time -- and that's okay -- they go back to their 7 seat, and they're able to revise based on what they 8 see. And they can use a new strategy or they can 9 try one of their friends' strategies who just 10 presented.</p> <p>11 So that's really supportive when it comes 12 again to the mathematical thinking.</p> <p>13 Then our other two is our math routines. 14 So math routines is just 15 minutes that we really 15 focus on throughout the day. That is, again, honing 16 in on those skills they're learning for math 17 workshop, because math workshop is something that is 18 quickly going and quickly moving.</p> <p>19 We want to make sure that students have 20 things -- for example, have a good number sense. 21 And so, for example, we might do plus one, minus 22 one; plus ten, minus one. Start at this number. 23 Stop here, really breaking -- for a kindergarten, 24 they might be breaking down the word 15 -- right? -- 25 number of the day.</p>	<p style="text-align: right;">116</p> <p>1 level.</p> <p>2 It sounds like the plan, like, everything 3 else, just knocks it out of the park, and you have a 4 way to do so.</p> <p>5 On the leadership side -- and I'm going to 6 leave some categories to others until -- and I have 7 to go back.</p> <p>8 We've seen, as a Commission, schools 9 struggle because there's an absence of real 10 leadership; right? So then what happens is maybe 11 you have staff just running amok in a way. That 12 doesn't serve anybody. There's not focus.</p> <p>13 So we've heard a lot about you, 14 Ms. Herrera, about what an exceptional person you 15 are, what a great leader you've been. And I told 16 myself after some of these conferences that we go to 17 that I was going to ask questions of you, and then 18 also of -- I got your last name totally wrong, 19 Renee.</p> <p>20 But because you're going to be the board 21 chair, that's a leadership role, right? And we've 22 seen things go really south with -- all of us can 23 think of a couple of people, board leaders; right? 24 So what would you say your management 25 style is? Because you're going to have a large</p>
<p style="text-align: right;">115</p> <p>1 For third grade, they might be breaking 2 down the number 1,015. So it's really supportive in 3 finding fun and unique ways to solve math -- to 4 really internalize the -- the math -- math 5 competencies.</p> <p>6 And then we have No Hesitation Math, which 7 is essentially the sight words of math; right? -- 8 being able to look at those and know automatically.</p> <p>9 And I just want to make a quick note, is, 10 like, we create note cards for students weekly, 11 based on -- within their homework packet. And all 12 families have to do is cut them out and then 13 practice.</p> <p>14 So that's a resource we provide for them; 15 also, a resource we provide for grade-level number 16 stories, math facts, as well, in their homework. 17 That's a way that families support us, so that way, 18 we can get to the content of learning, and these 19 things become automatized.</p> <p>20 VICE CHAIR CARRILLO: Thank you. That was 21 an excellent explanation. And when we see, you 22 know, math scores down the road, you know, in the 23 three-year, four-year mark, I'll be just really -- 24 I'll still be on this Commission and really 25 interested to see how you guys are doing on that</p>	<p style="text-align: right;">117</p> <p>1 staff to manage, both in hiring and firing, because 2 I think -- and in speaking with what Ms. Zamora and 3 I talked about, all too often, people are kept on -- 4 we love accountability until we're the ones held 5 accountable.</p> <p>6 But what about the consequence piece? 7 What about when someone isn't meeting the norms that 8 you've set out for them? How are you going to coach 9 them, and how are you going to fire them if that's 10 necessary? And how long do you keep someone on like 11 that, because it's the kids that are just suffering? 12 So you, as a manager, tell me about you.</p> <p>13 DR. RENEE DELGADO-RILEY: Madam Chair, 14 Commissioner Carrillo, I appreciate that. I think 15 leadership is very important. I'll let Mercy talk 16 about the day-to-day management, and be clear that 17 as a proposed board, we have four key areas that 18 we're going to focus on.</p> <p>19 The first is monitoring the success of our 20 academic program, the fiscal accountability, being 21 held accountable to our community, and the latter is 22 hiring our awesome head of school who will be able 23 to do the day-to-day things.</p> <p>24 But I just want to emphasize a little 25 about our leadership. Coming back to New Mexico</p>

<p style="text-align: right;">118</p> <p>1 after being gone for a long time, I had a little bit 2 of PTSD about working in New Mexico, because I 3 didn't have a very positive experience in my last 4 university. 5 But I've got to say this group of women, 6 we've all come together. We're so passionate. And 7 this is above and beyond. We're not getting paid 8 for this. And we're all very busy. And it's just 9 been very exciting and invigorating to come together 10 on a single thing. 11 And every time Mercy calls or texts me, I 12 take it, no matter what hour of the night, because 13 I'm very passionate about this program. 14 So I think from our leadership style, 15 we're here to make sure we have a great head of 16 school. Obviously, you've heard today that she's 17 the perfect candidate. And I'm excited about that 18 as someone who's passionate and grew up in the area. 19 For me, someone who grew up in the area, 20 my mom sacrificed a lot for me to go to a private 21 school. I would have gone to a high failing school 22 if she didn't do that for me. And I truly believe I 23 would not be where I am today if it were not for 24 that opportunity. 25 For me, I'm also very passionate about the</p>	<p style="text-align: right;">120</p> <p>1 If we're seeing truancy and attendance 2 issues, we want Mercy to be able to bring that to us 3 so that we can talk about it. 4 As you can see -- I'm a numbers person -- 5 107 partnerships with the community. And we want to 6 rely on them as well to be empowered to come to our 7 board meetings and speak up and feel free to be able 8 to do that and feel agency in that process. Because 9 we know from the research, in a lot of marginalized 10 communities, people feel afraid to speak up. 11 And we know that speaking up and family 12 engagement, as we alluded to earlier, is critical 13 for that process. 14 So I think providing the space to be able 15 to do that. We have so many talented people on our 16 board that I feel ready to do this. I think I was 17 ready ten years ago. But Mercy came to me, and 18 basically, I'm just happy to be part of this 19 process. 20 VICE CHAIR CARRILLO: Great. I love that 21 you said "ongoing monitoring." Because if that's 22 not done, that's the beginning of the end, because 23 you don't even know what problems are even 24 happening. 25 Ms. Herrera.</p>
<p style="text-align: right;">119</p> <p>1 students. Because I grew up there, I think about 2 Lavaland and John Adams, where I went to school. 3 For me, I'm passionate about bringing my 4 expertise on everything that I do. I studied child 5 development. I have a degree in educational 6 psychology. So I'm really passionate about the 7 underpinnings and research. 8 And when I read through the charter I'm so 9 impressed about all of these evidence-based pieces. 10 But I think in terms of our leadership, we 11 all have our specialties, but we're all 12 interdisciplinary at the same time. 13 And I think, as a successful board, it is 14 our obligation not only to hire a great head of 15 school, but to provide adequate space at every one 16 of our board meetings to make sure we're meeting our 17 Mission-Specific Goals, specifically, in this 18 academic achievement, because that is so critical in 19 the area of that we're going to serve. 20 And so just making sure that we're 21 monitoring student progress on a regular basis. 22 We're not just relying on a summative assessment 23 from the State, but that we have this ongoing 24 assessment that Mercy is bringing to us so that we 25 can discuss this.</p>	<p style="text-align: right;">121</p> <p>1 MS. MERCY HERRERA: Madam Chair, 2 Commissioner Carrillo. Our -- so when I think about 3 supporting teachers and helping them become their 4 best selves in front of students and be able to 5 internalize everything, it's not an easy task. 6 But my -- I have two strategies. We have 7 a very specific model. We have folks who want to -- 8 if you want to apply to Equip Academy, it's going to 9 be a different process. 10 We want folks, number one, who appreciate 11 that model and want to take part in that. 12 But I really do -- I do two things. And 13 the first is I support through asset-based coaching. 14 And, so, basically, what that means is I think about 15 what are my teachers' strengths and how can I 16 leverage those to support their weaknesses. 17 And -- and sometimes I shy away from using 18 the word "weaknesses," because I think -- I think 19 there's growth -- there's opportunity for growth in 20 every area of -- of educating and teachers. And we 21 not only create a culture of error for students, 22 which means that they feel comfortable making 23 mistakes; I create a culture of error for my 24 teachers as well. 25 So the goal is for them to say, "Hey.</p>

<p style="text-align: right;">122</p> <p>1 Okay. Set goals, set expectations, show models on 2 what it's supposed to look like, and invest them in 3 the why. Why are we doing this? We're not just 4 doing this because so-and-so said to; it's because 5 it works." 6 And we always stay student-centered. 7 So when it comes to thinking about the 8 growth of the teachers, it really is going to be 9 reflective of the growth of the students. And so 10 it's a -- it's a pretty clear line that's indicated 11 on who needs support and how they need support. And 12 so who needs more, you know, monitoring rather than 13 others. 14 And from my experience, if there is, for 15 example, 21 teachers that I oversee, I may not be 16 seeing half of them weekly. I might be seeing them 17 once every two weeks or once every three weeks. 18 Whereas, I want to ensure that teachers 19 who are needing more support are getting those 20 measurable goals, something that they can -- 21 something that is reasonably -- reasonable that they 22 could -- that would benefit their class in terms of 23 the support and growth. And then monitor with an 24 actual date and say, "Okay, this was our goal. This 25 was our end date. How are we feeling about it? Did</p>	<p style="text-align: right;">124</p> <p>1 established school is that you've got folks who have 2 been there for a long time, whose attitude is, "I 3 was here before you," the principal, "showed up, and 4 I'll be here after you leave." 5 And -- and the advantage of -- of Mercy 6 starting the school and growing the school from a 7 couple of grades and then growing out is that she's 8 going to have a really good handle on the pulse of 9 what's happening in each classroom, so that, as we 10 build out the staff, people who are outliers, we're 11 going to know that, and we're going to be able to 12 intervene, first, in a constructive way, to -- as 13 she was talking about, to see if we can build that 14 teacher and build the capacity of that teacher, and 15 if that's just not there, to try to help that person 16 find a career somewhere else. 17 VICE CHAIR CARRILLO: Thank you for that. 18 And just a side note, on-boarding. If you get 19 teachers -- I mean, if I was a teacher and I was 20 coming to New Mexico, this would excite me. Or if I 21 wanted to look for something in New Mexico, this 22 would excite me. 23 And then in the on-boarding process, 24 getting integrated into their community, I think it 25 was the Pauhegan [ph] district in Wisconsin.</p>
<p style="text-align: right;">123</p> <p>1 we meet it, or did we not?" 2 And I think that, continuing to, again, 3 utilize data, think about student -- teachers as, 4 you know, entities of learners is from the learning 5 perspective. 6 And -- and -- and sometimes teachers do 7 really, really well, and they're able to meet those 8 goals, like, graduate from that kind of more 9 one-to-one support within their classroom. And 10 sometimes we can see pretty quickly that it might 11 not be the best fit, maybe not -- not the best fit, 12 I'm not saying for teaching, but the best fit for 13 Equip Academy. 14 So that's something I think remaining 15 student-centered and focusing on growth, I think, 16 like, again, transparency and accountability, is key 17 to student success. So those are two things that we 18 monitor regularly and incorporate. 19 MR. IVEY-SOTO: And if I may real quick, 20 Madam Chair and Commissioner Carrillo. Let me give 21 you an exact answer to your question. 22 No more than two years minus one day, in 23 terms of how long. 24 But this is the advantage, really, of 25 starting a school. The problem that happens with an</p>	<p style="text-align: right;">125</p> <p>1 They did a presentation on on-boarding, 2 just things they did to bring everybody together, 3 but also people that weren't from the community 4 to -- and other businesses chipped in. 5 Everyone was invested in teacher retention 6 and making sure that they felt they were a part of 7 things if they were coming from outside, because in 8 so many ways, we're very insular. 9 But that's all for now, and I reserve my 10 Columbo moments, and there you go. 11 THE CHAIR: The building has officially 12 closed. 13 VICE CHAIR CARRILLO: This one has? No 14 way. Seriously? 15 THE CHAIR: So, thanks. I just have a 16 couple of quick things. 17 And I appreciate the comments about 18 asset-based management. 19 But are you looking at any peer coaching 20 opportunities within -- within the school? Because 21 aspirationally, you're sitting here as a potential 22 head administrator, and the first day of school 23 hasn't started. And you become the transportation 24 coordinator and the lunch coordinator and the 25 everything else, because you have a small budget.</p>

<p style="text-align: right;">126</p> <p>1 So to be able -- considering that you're 2 spending a lot of thoughtful time in hiring 3 individuals, using those assets of those individuals 4 to be -- for the opportunity for peer coaching. 5 So I was just wondering if there was 6 anything that you were considering. I didn't see 7 anything necessarily that would -- and we don't -- 8 we look at calendars. We don't necessarily look at 9 what the day looks like. 10 So the opportunities for the staff -- 11 albeit tiny when it's first starting, but it's going 12 to grow -- to be able to engage with each other and 13 grow with each other. 14 MS. MERCY HERRERA: Madam Chair, thank 15 you. 16 So one thing I neglected to state was that 17 our teacher preparation is very inquiry-based and 18 formed. And so what that looks like is it's not me 19 telling them what they're doing wrong; it's me 20 creating a precedence and showing them -- again, 21 grounding them in the why we're doing what we're 22 doing, and then how we do it that best supports 23 students. 24 Sure, I might start with a model. But 25 post that, I will continue to think about what</p>	<p style="text-align: right;">128</p> <p>1 really great results. And their class becomes what 2 we call a lab site. So we're able to go and observe 3 within that classroom. 4 That's a common thing that'll happen among 5 the -- among the particular grade. That doesn't 6 mean that we can't -- just because somebody who 7 isn't a grade team lead, we can't go and utilize 8 their amazing skills that they've really 9 incorporated based on the feedback and the 10 internalization of whatever component it is that 11 we're working on. 12 So it's really helpful when that happens. 13 I also know in charter worlds, folks wear 14 lots of hats. So when it comes to our operational 15 staff, they'll be cross-trained. We want to ensure 16 that there's always somebody who knows how to do and 17 respond to things in the moment. 18 Cross-training is really important for 19 folks to ensure that students are supported at a 20 high level, because things do happen; right? We're 21 having a field trip, and somebody who knows exactly 22 what's supposed to happen about the day is gone. 23 Well, we're going to have what's called a logistics 24 meeting. That's why we have so many hours -- it's, 25 like, everything will have a logistics meeting.</p>
<p style="text-align: right;">127</p> <p>1 teacher can really model this at a high level, and 2 then, "Let's go ahead and share around the room. 3 What are some -- notice things. What are some 4 things that they did really well, and what's 5 something that they can work on?" 6 So that peer-to-peer feedback is a staple 7 within our program when it comes to professional 8 development. And it's really -- again, it's really 9 helpful. 10 And we also have other opportunities for 11 folks to say, "Oh, wow." 12 And, again, there's always strengths that 13 one teacher has that the other hasn't. And that 14 is -- that's shared; it's celebrated within our 15 staff. And there's opportunity for staff to go and 16 observe in other folks' classrooms. 17 And so that becomes really helpful for 18 teachers to be a -- to shine in one particular area 19 where they might be doing really well. 20 And so that peer-to-peer feedback and that 21 peer-to-peer coaching is really supportive, and it 22 really comes into play when the grade team leads 23 take that role of supporting their grade at a grade 24 level and providing that mentorship. 25 It's usually a teacher who is having</p>	<p style="text-align: right;">129</p> <p>1 Who's going to doing what? What does it 2 look like? What time does it start? And who are 3 the back-ups? They're not actual subs, but they're 4 going to sub for folks who aren't in there. 5 So that's what we call pre-mortems; right? 6 We're planning for a problem and thinking about, 7 "Okay, if this is a potential problem, what are the 8 solutions?" 9 And, oftentimes, that's very supportive 10 when we're looking at the logistics. Education is 11 far more than just educating and teaching. There's 12 lots of things that go in between in terms of 13 setting everything up for assessments. 14 We're going to have a logistics meeting. 15 Who's going to the bathroom when? When they should 16 be -- to that minute level, we'll get to ensure that 17 folks are really supported and know who's going to 18 be doing what. 19 Because sometimes it could be, like, "Oh, 20 so-and-so is out as a teacher, she has something 21 going on, and she was depending on that person." 22 Well, we have a second. We're going to 23 support. That's the one thing that is really 24 important when it comes to Equip Academy is having 25 those logistics sheets, but also the peer-to-peer</p>

<p style="text-align: right;">130</p> <p>1 opportunities.</p> <p>2 THE CHAIR: So just for clarity. So built</p> <p>3 into the schedule of the day would be time committed</p> <p>4 to -- for peer interaction.</p> <p>5 MS. MERCY HERRERA: Madam Chair, thank for</p> <p>6 you this opportunity to clarify.</p> <p>7 So weekly, they'll have the opportunity.</p> <p>8 And it depends on what we're doing. So, for</p> <p>9 example, if we are starting a new unit, we're going</p> <p>10 to spend lots of time delving into that unit. What</p> <p>11 does happen is sometimes a unit is massive.</p> <p>12 So each teacher might take on a piece and</p> <p>13 come and present it to the rest of the team. That's</p> <p>14 sometimes an approach that we'll take. But</p> <p>15 depending on what the unit is, we might come with</p> <p>16 the entire thing kind of laid out based on the</p> <p>17 teacher's understanding.</p> <p>18 But let's say, for example, we're focusing</p> <p>19 on deliberate practice that Wednesday. That's when</p> <p>20 the peer to peer is going to happen. And it's --</p> <p>21 okay, we've been focusing on number stories,</p> <p>22 practicing our launch and getting kids excited about</p> <p>23 this story. So so-and-so is going to go and -- and</p> <p>24 practice her launch based on, you know, the things</p> <p>25 that we've really identified that are key</p>	<p style="text-align: right;">132</p> <p>1 and they handle it very differently.</p> <p>2 Or is it just you've bought into this</p> <p>3 program, and this is what it takes?</p> <p>4 MS. JANET LEUNG: Madam Chair, we have</p> <p>5 accounted for that in the budget. Per the APS</p> <p>6 salary bands, we have allocated an additional</p> <p>7 10 percent for those teachers to account for the</p> <p>8 extra days that they will be there.</p> <p>9 THE CHAIR: And just one last thing.</p> <p>10 When I was looking at your budget -- and</p> <p>11 I'm not the -- I'm not the person to often look at</p> <p>12 budgets accurately. So I just have a -- a question.</p> <p>13 It didn't look like the first year, you had budgeted</p> <p>14 for a diagnostician or most of the SpEd servicing.</p> <p>15 And I may have looked at it incorrectly,</p> <p>16 because there's multiple -- you know, spaces</p> <p>17 sometimes. But it did not look like there was an</p> <p>18 allocation or a contemplation for the -- for the</p> <p>19 need for that.</p> <p>20 MS. JANET LEUNG: Madam Chair. So in our</p> <p>21 peer review response, we did decide to reallocate</p> <p>22 the budget so that we could have a full-time special</p> <p>23 education teacher to support those students. And</p> <p>24 then depending on what students present upon</p> <p>25 enrollment, we have a plan to submit budget</p>
<p style="text-align: right;">131</p> <p>1 contributors to success when it comes to learning a</p> <p>2 particular problem.</p> <p>3 Let's give them feedback. What did they</p> <p>4 do really well? And what's one thing they can work</p> <p>5 on moving forward? Sometimes there's nothing. They</p> <p>6 did a great job and we can move on. Great. Next</p> <p>7 person; right?</p> <p>8 So that's a really great opportunity for</p> <p>9 teachers to get that peer-to-peer feedback. It's</p> <p>10 not always going to be me. I don't want that job,</p> <p>11 to just always tell folks what they're doing wrong.</p> <p>12 It's an asset-based approach, and it's really</p> <p>13 supportive because it's collective.</p> <p>14 Oftentimes teachers have other kids'</p> <p>15 (verbatim) students. So we take it all very</p> <p>16 seriously when it comes to teaching and leading our</p> <p>17 school.</p> <p>18 So it is kind of like a -- the goal is to</p> <p>19 have a one mindset, like, culture.</p> <p>20 THE CHAIR: Thanks. And speaking of</p> <p>21 professional development, with that allotted time in</p> <p>22 July, the two and a half weeks or whatever it is,</p> <p>23 have you been able to adjust salaries for</p> <p>24 individuals for that additional time? Or is that</p> <p>25 just -- and we have a lot of schools that do this,</p>	<p style="text-align: right;">133</p> <p>1 adjustment requests for what's needed and pull some</p> <p>2 of those positions forward. Because not every</p> <p>3 student might need a social worker or a counselor;</p> <p>4 right? Like, but they might need a diagnostician.</p> <p>5 And we will adjust as needed.</p> <p>6 The budget was planned conservatively. So</p> <p>7 we have plans to, like, if enrollment numbers are</p> <p>8 not met, we can decrease the administrative position</p> <p>9 by another .2, and other places in the budget that</p> <p>10 we can adjust to account for that.</p> <p>11 THE CHAIR: (Off-mic.)</p> <p>12 MS. REBEKAH RUNYAN: So the school did</p> <p>13 budget for diagnosticians and other special ed</p> <p>14 services. It's a (inaudible) 2100 function.</p> <p>15 THE CHAIR: Okay. I'll look at it later.</p> <p>16 Thank you. Commissioners?</p> <p>17 SECRETARY BECK: One comment. I really</p> <p>18 like the idea that you're taking your time with your</p> <p>19 school. I think that's wonderful. You know, you're</p> <p>20 not just going in K through 5, here we go, and, you</p> <p>21 know, a big organizational chart and all that stuff.</p> <p>22 I like the process of the next five years.</p> <p>23 I think it's really thought out and very thoughtful.</p> <p>24 VICE CHAIR CARRILLO: So -- I'm sorry.</p> <p>25 I'll echo that, because oftentimes people have a</p>

<p style="text-align: right;">134</p> <p>1 school they start K-1-5-6. It sounds to me like for 2 you to reach your goals by having students go into 3 sixth grade being super proficient at fifth, you 4 have to grow your own. You can't bring them in. 5 So where is art going to fit in to what 6 you're doing at your school to build these little 7 creative minds? 8 And while we're on that, science. 9 MS. MERCY HERRERA: Madam Chair, 10 Commissioner Carrillo. So our enrichment program, 11 we want to ensure is really supported to our student 12 populations and their particular needs. 13 So we're really excited to partner with 14 National Institute of Flamenco. And they are -- 15 we're committed to trying to bring them into -- 16 during our in-school hours during enrichment time. 17 So that's one thing that I'm really 18 excited about Eva's support about Equip Academy of 19 New Mexico, because we're a firm believer in 20 creativity and that being really supportive when it 21 comes to inquiry-based learning, but also to give 22 students another outlet for expressing themselves. 23 So our enrichment, we're really hoping to 24 contract and ensure that there is appropriate -- 25 well, we have appropriate credentialed staff for</p>	<p style="text-align: right;">136</p> <p>1 So it's really -- it's really fun and 2 exciting. And so we want to make sure that those 3 two aspects are not just being looked over for Equip 4 Academy and for the students. 5 VICE CHAIR CARRILLO: Cool. Thank you. 6 Ms. Renee -- I know Renee, your first name. But I 7 learned that when I was in elementary school -- 8 "Mr. Steve." 9 So you have five board members right now. 10 What are you looking for -- you're probably going to 11 have at least seven so you can have subcommittees 12 not have to notice everything. 13 What are you going to be looking for in 14 the two people you bring on? Right now, you've got 15 this incredibly great, diverse team. So what are 16 you going to be looking for in the next two? 17 DR. RENEE DELGADO-RILEY: Madam Chair, 18 Commissioner Carrillo, that's a great question -- 19 right? -- because we want to make sure we have 20 representation. 21 Mercy has done a lot of work. I want to 22 give her due credit where credit is due in pulling 23 us all together. 24 So we have a lot of great skill set 25 already. But I think the one area we want to hone</p>
<p style="text-align: right;">135</p> <p>1 enrichment to be able to provide flamenco to the 2 students, starting from K. 3 And then we also have a -- a -- really 4 supportive partnerships again with our community. 5 We don't see just learning happening in the 6 classroom. We see the community as an extension of 7 learning. 8 And so we're really looking forward to 9 partnering with the Indian Pueblo Cultural Center, 10 which has a lot of art-based programming that 11 students can attend annually. 12 We'll also partner with the Hispanic 13 Cultural Center for students to engage in art 14 programming that way. 15 And then, in terms of science, we're going 16 to use, again, Amplify, and then internally created 17 materials as it is representative to New Mexico. 18 And we also have a partnership with Bosque 19 School, where, annually, students will be bussed. 20 And they're going to be able to take a habitat 21 preview of the -- of the -- the wildlife there and 22 be able to track wildlife. 23 And before that, we're going to learn 24 about wildlife, particularly as it pertains to 25 New Mexico, in addition to outside New Mexico.</p>	<p style="text-align: right;">137</p> <p>1 in on is communications, that design piece, that 2 creative piece. I think there's a lot of 3 opportunity there to have somebody strategically 4 think about the pieces around communication and 5 marketing and areas of that, especially in the local 6 community. 7 So that's an area that all of us will lean 8 into our networks. A lot of us are from here. A 9 lot of us have a lot of great networks. So we're 10 going to lean in to try to recruit that. 11 I can give it over to Sara to talk a 12 little bit more about recruitment. 13 That's an area we're looking into. We've 14 got a lawyer, Mary Jones. So that's really great. 15 So I think those are some areas -- oh, 16 yeah. And honor to one of our board members who 17 wasn't able to make it today due to health reasons. 18 She has an HR background in a tech 19 company. So that's been really great to have that 20 on. But I think additional- -- twenty years. 21 That's impressive. 22 This is a great group. If you add up all 23 our history, it's awesome to see that in practice. 24 Communication and marketing, I think is an 25 area of need. And, specifically, maybe a little bit</p>

<p style="text-align: right;">138</p> <p>1 more about HR.</p> <p>2 But a lot of us have interdisciplinary</p> <p>3 experience. So even though Janet is our finance</p> <p>4 guru, we all have finance experience. We all have</p> <p>5 done grant writing. So we have interdisciplinary</p> <p>6 with our skill set. So that's exciting to see.</p> <p>7 MS. SARA FITZGERALD: So, Madam Chair,</p> <p>8 Commissioner Carrillo, if I could just add to that</p> <p>9 as well.</p> <p>10 You know, we really have a process of</p> <p>11 trying to be as strategic as we can in how we reach</p> <p>12 out to these folks. So Renee has alluded to that in</p> <p>13 trying to identify weaknesses -- or deficiencies --</p> <p>14 maybe too strong of a word -- what are the skill</p> <p>15 sets and assets we need represented on the board?</p> <p>16 And Renee did a great job of, yes,</p> <p>17 marketing. Definitely, we want to prioritize that.</p> <p>18 I also say -- I'll speak for myself. I have been</p> <p>19 surprised at how intensive this has been.</p> <p>20 I don't regret a minute of it. But it has</p> <p>21 been a -- a tremendous learning process.</p> <p>22 And so I think one of the things that we</p> <p>23 absolutely need to prioritize, perhaps above all</p> <p>24 else, is the willingness to commit to the time and</p> <p>25 the effort, and are you willing to contribute your</p>	<p style="text-align: right;">140</p> <p>1 THE CHAIR: So I want to thank you.</p> <p>2 Regardless of however anything turns out, I fully</p> <p>3 understand the time, the commitment, the energy that</p> <p>4 it's taken to gather all these people here, reaching</p> <p>5 out.</p> <p>6 You know, we had an applicant one time</p> <p>7 turn to us in the middle of the input hearing and</p> <p>8 say, "Do you know what you're asking me to have to</p> <p>9 do all this stuff?"</p> <p>10 And it's, like, actually, we do, because</p> <p>11 do you know what you're asking us to allow you to</p> <p>12 do?</p> <p>13 So it's -- it's a commitment on both</p> <p>14 sides. It truly is.</p> <p>15 And we do a lot of work throughout the</p> <p>16 year. And this is a lot of just intensive work</p> <p>17 that's packed into here with, obviously, a lot of</p> <p>18 passion.</p> <p>19 So I truly do appreciate everything that</p> <p>20 you've done.</p> <p>21 And we will be in recess until tomorrow</p> <p>22 morning at 9:00 a.m. at Mabry Hall.</p> <p>23 And we will see you all in August.</p> <p>24 So thank you.</p> <p>25 Actually, in case there's any confusion,</p>
<p style="text-align: right;">139</p> <p>1 skills?</p> <p>2 This is -- in an ordinary year, once we're</p> <p>3 up and running, maybe the commitment is only ten</p> <p>4 hours a month. We're not there right now.</p> <p>5 And so I think being really open in those</p> <p>6 conversations and really targeting the kind of</p> <p>7 people that we know have the capacity and have the</p> <p>8 willingness to contribute that, I think is something</p> <p>9 that we'll absolutely put first, I think, in those</p> <p>10 conversations.</p> <p>11 VICE CHAIR CARRILLO: People often don't</p> <p>12 know what they're getting into when they get on a</p> <p>13 charter board. It's a lot of work. Everything is a</p> <p>14 lot of work. It's not just a show-up-and-feel-good</p> <p>15 moment, all the stuff that you're mentioning.</p> <p>16 And I know that, just based on everything</p> <p>17 that you've said already today, there's going to</p> <p>18 be -- parents are going to feel that your board is</p> <p>19 approachable; that's a huge piece. And there's</p> <p>20 going to be a lot of transparency in your work.</p> <p>21 That way, everyone feels good about what you're</p> <p>22 doing.</p> <p>23 Thank you very much. Very impressive</p> <p>24 group. This is -- that's for sure. Yeah. I'm</p> <p>25 done. They're going to close the building; right?</p>	<p style="text-align: right;">141</p> <p>1 during our work session portion of our meeting on</p> <p>2 Friday, because we're condensing our work session</p> <p>3 and our regular meeting, we will be discussing if</p> <p>4 Commissioners -- especially because we have a number</p> <p>5 of Commissioners who were not able to be here, if</p> <p>6 there's any additional questions they have of the</p> <p>7 school -- and there will be a letter populated that</p> <p>8 will come from me probably Tuesday a week from now</p> <p>9 that will have those questions, so that the</p> <p>10 school -- the applicant would be prepared with those</p> <p>11 responses at the August meeting.</p> <p>12 So there's no need to be -- you're welcome</p> <p>13 to listen in. But there's no -- you're not going to</p> <p>14 be able to offer any input in that conversation at</p> <p>15 the work session. All right?</p> <p>16 So thank you. We really do appreciate it.</p> <p>17 VICE CHAIR CARRILLO: Thanks very much.</p> <p>18 (Proceedings in recess at 4:27 p.m.)</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>

BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

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

In testimony whereof, I have hereunto set my hand on July 18, 2024.

Cynthia C. Chapman, RMR-CRR, NM CCR #219
BEAN & ASSOCIATES, INC.
201 Third Street, NW, Suite 1630
Albuquerque, New Mexico 87102
License Expires: 12/31/24

Job No.: 9240N (CC)
Proofed by: PD

RECEIPT

JOB NUMBER: 9240N CC Date: July 9, 2024
PROCEEDINGS: Community Input Hearing Proceedings
CASE CAPTION: In Re: Equip Academy of New Mexico

ATTORNEY: MS. CONSUELO CONSTANTINE, NMPED

DOCUMENT: Transcript / Exhibits / Disks / Other _____

DATE DELIVERED: _____ DEL'D BY: _____

REC'D BY: _____ TIME: _____

ATTORNEY:

DOCUMENT: Transcript / Exhibits / Disks / Other _____

DATE DELIVERED: _____ DEL'D BY: _____

REC'D BY: _____ TIME: _____

ATTORNEY:

DOCUMENT: Transcript / Exhibits / Disks / Other _____

DATE DELIVERED: _____ DEL'D BY: _____

REC'D BY: _____ TIME: _____

ATTORNEY:

DOCUMENT: Transcript / Exhibits / Disks / Other _____

DATE DELIVERED: _____ DEL'D BY: _____

REC'D BY: _____ TIME: _____

1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

3
4
5 REPORTER'S CERTIFICATE

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

12 In testimony whereof, I have hereunto set my
13 hand on July 18, 2024.

14
15
16 *Cynthia Chapman*

17 Cynthia C. Chapman, RMR-CRR, NM CCR #219
18 BEAN & ASSOCIATES, INC.
19 201 Third Street, NW, Suite 1630
20 Albuquerque, New Mexico 87102
21 License Expires: 12/31/24

22
23
24 Job No.: 9240N (CC)
25 Proofed by: PD

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 843-9492

BEAN
& ASSOCIATES, Inc.
A
PROFESSIONAL COURT
REPORTING SERVICE

MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

A

A-b-e-y-t-a 68:2	account 132:7 133:10	after-school 107:4
A-d-k-i-n-s 61:2	accountability 21:3,12 26:14 117:4,20 123:16	afternoon 4:1 38:13 41:9 43:9 46:7 52:1 56:24 57:18 62:7 65:12 66:22
A-l-y-s-s-a 37:4	accountable 17:17 105:3 117:5 117:21	age 39:18 44:15 67:6 101:6
A-through-Z 76:19	accounted 132:5	agency 55:19 120:8
a.m 107:13,15 140:22	accounting 10:6 11:17	agenda 3:5 4:9,10 5:15
Abeyta 67:23 68:1	accurate 16:23 97:3,6	aghost 103:17
abilities 8:15 111:9	accurately 17:19 18:7 97:8 132:12	ago 23:16 64:18 77:4 120:17
ability 47:22 89:19 111:10,11	achievement 13:12 22:14 119:18	ahead 4:8 127:2
able 23:8 25:23 34:3 36:2 44:20 71:4,11,23 72:16 73:10,15 83:3 83:4,5 84:6 86:21 89:14 90:16 90:17 91:18 97:8,10 106:19 108:14 113:5 114:7 115:8 117:22 120:2,7,14 121:4 123:7 124:11 126:1,12 128:2 131:23 135:1,20,22 137:17 141:5,14	achieving 12:16	albeit 126:11
abroad 75:4	acquisition 14:1 96:12	Albuquerque 1:12,23 8:3,14 12:10 24:6,12 26:21 29:2 31:16 32:18,21 34:21 35:17,19 38:16 39:7 40:13,14,20 41:13 42:8 43:23 45:2 47:10,13 51:15 52:8 54:7 57:15 61:3,6 65:9 142:18
absence 109:16 116:9	Act 21:25	Albuquerque's 30:10,11 38:18 46:1
absent 103:12	action 14:11 79:21 94:5	Alejandra 9:5,6 15:9
absolute 96:7	activities 1:11 50:11 104:22	algebra 111:23
absolutely 34:5,14 36:2 97:19 109:25 138:23 139:9	acts 62:8	aligned 19:17 70:22 104:21
academ- 12:3	actual 17:6 89:1 107:16 122:24 129:3	alignment 21:10 83:2
academic 8:19 9:16 13:12 17:24 18:2 21:12 22:7 25:12 30:14 41:15 50:11 51:13 52:15,21 53:8 59:15 62:1 117:20 119:18	actualized 13:14	aligns 51:11 68:14
academically 15:17 30:24	acumen 63:10	All-righty 101:22
academics 10:7	Adams 119:2	all-women 58:15
academy 1:10 3:7 6:24 7:22 10:8 12:1,17 13:6 21:4 23:22 24:12 26:11 28:19,23 30:9 31:20 34:13,25 37:10 38:3,20 39:5,8 39:16,16,23 40:17,20 43:5,17 44:19 45:12,24 48:13,19 50:24 51:10,16,21 52:14 53:17 55:14 57:3,20,24 58:23 59:3,17 61:5 61:24 62:4,18 63:18 64:2,24 65:23 66:5,15 67:5,19 75:6 81:18 88:7 94:5 100:14 121:8 123:13 129:24 134:18 136:4 143:4	add 81:24 84:23 100:15 101:16 101:18,19 109:2 137:22 138:8	Allegiance 3:4 5:10,12
Academy's 15:10 30:20,25 57:13	adding 20:19	allocated 132:6
access 17:1 26:5,8 41:19 57:7 64:14 76:2 81:17,19 86:4 90:18 91:7	addition 23:23 30:10 39:5 91:9 92:14 135:25	allocation 132:18
accessible 51:17	additional 131:24 132:6 141:6	allotted 131:21
	additional- 137:20	allow 82:15,23 140:11
	Additionally 16:4 17:9	allowed 82:21
	address 18:25 30:22 47:12 90:19 110:18	allowing 60:3 62:3
	addressing 47:11	allows 38:6 50:9
	Adentro 46:17	alluded 120:12 138:12
	adequate 119:15	Alongs 88:5
	adjust 18:25 131:23 133:5,10	alongside 60:3
	adjustment 133:1	aloud 88:1 103:2
	Adkins 60:20,22 61:1	alumnus 45:4
	administrative 133:8	Alyssa 36:21,23 103:18
	administrator 2:13 125:22	amazing 58:16 59:2 78:20 89:18 128:8
	adopting 21:20	ambassador 87:5
	adult 71:15	amidst 50:4
	advance 18:1	amok 116:11
	advanced 57:11	amount 63:3 74:16 83:16
	advantage 123:24 124:5	ample 98:5
	advertisement 86:19	amplified 24:25
	advocacy 57:2	Amplify 74:23 135:16
	afford 35:24	
	afraid 120:10	

amplifying 24:16
analysis 14:10 24:20 29:22 79:20
anchors 13:13
and- 1:13
Andrea 30:3,7 60:14,14
annotating 73:21,22
annotation 73:22
annual 20:15 22:19
annually 18:11 77:23,24 135:11
 135:19
answer 83:13 123:21
ante 73:8
anybody 73:1 109:14 116:12
anytime 57:25
anyway 82:7
apart 31:1
apologize 27:9 60:19
apostrophe 34:19
apparent 48:24
Applause 54:23 69:7
applicant 7:11 140:6 141:10
application 3:7 22:22 29:9 43:18
 94:25
applied 82:10
apply 20:10 121:8
appreciate 6:17 25:21 69:15
 102:2 117:14 121:10 125:17
 140:19 141:16
appreciated 69:23
approach 12:25 13:20 18:18
 29:18 30:20 61:13,15 70:18
 72:2,22 74:2,19 78:6 88:8 92:2
 96:8,15 112:1 113:6 130:14
 131:12
approachable 139:19
appropriate 15:22 16:6,13 17:5
 17:11 134:24,25
appropriately 82:16 104:8
approval 3:5 5:15 41:5 45:25
 49:15 82:11,11
approve 5:16 36:17 39:8 50:23
 56:11
approved 21:18 64:23
approves 29:9
approving 22:1 34:24
APS 132:5
area 26:17 30:17 35:20 41:18
 79:17 84:11,17 99:9,10,24
 118:18,19 119:19 121:20

127:18 136:25 137:7,13,25
areas 21:9 54:6 86:21 117:17
 137:5,15
Arizona 48:11,17
Armijo 2:4 95:8,9,21 96:10,19
 99:1,18 100:18 101:2,13,22
 104:16
Arnold 29:12,13 32:7
array 15:3
art 134:5 135:13
art-based 135:10
arts 47:17
as-is 112:5
aside 84:10
asked 6:3 33:22,23,23 103:22
asking 6:14 113:4 140:8,11
aspect 10:21
aspects 136:3
aspirationally 125:21
aspirations 25:15 51:12
assembling 53:2
assessment 17:18 18:3 80:6
 88:24 89:4 119:22,24
assessments 8:9 16:25 18:19 19:3
 19:4 80:2,5,9 97:11 129:13
asset 23:9
asset-based 121:13 125:18
 131:12
assets 126:3 138:15
Assistance 2:10,12 15:24
assistant 16:6 20:21 93:25 94:6,7
 108:11
assistants 16:9,12 20:21
Associates 1:22 142:17
Association 1:11 38:16 87:20
associations 24:21
assumed 33:24
at-promise 65:19
Attachment 6:20
ATTACHMENTS 3:10
attack 66:13
attend 37:8 41:12 81:18 88:6
 135:11
attendance 107:9 109:13,20
 120:1
attended 38:21 53:16
Attendees 3:11
attending 57:24 66:24
attitude 124:2

ATTORNEY 143:6,11,16,21
audaciously 13:8
audit 9:3 10:19
auditing 11:19
August 140:23 141:11
authenticity 61:16
authorization 64:25
authorize 42:2 43:4
autism 59:14
automatically 115:8
automatized 115:19
autonomy 90:21 92:22
available 6:4 43:18 65:4 89:15
Avenue 1:12
average 47:22 52:9
avoided 34:12,14
awareness 98:3
awesome 67:4 117:22 137:23

B

B 7:10
B-a-l-d-w-i-n 65:13
B-e-n 45:1
B-e-n-a-v-i-d-e-z 58:21
B&D 45:23
bachelor's 36:5 56:6
back 4:10 42:21,23 61:9 78:23
 95:10 100:13 102:19 113:5
 114:6 116:7 117:25
back-pedaling 46:23
back-ups 129:3
background 15:3 23:16 55:17
 89:19 137:18
backing 32:24
backup 89:24
bad 61:1
baggies 98:19
balanced 19:16
Baldwin 65:11,13
Baltimore 44:2
band 97:24
bands 94:2 132:6
bargain 64:20
Base 36:7
based 17:6 22:13,14,16 50:10
 68:20 75:5 84:5 88:15 89:13
 91:10 92:22 95:25 97:9,11,14
 98:13 112:6 114:7 115:11 128:9
 130:16,24 139:16

basic 41:18
basically 80:13 94:4 112:14
 120:18 121:14
basing 50:19 92:6
basis 119:21
bathroom 129:15
beacon 61:25
Bean 1:22 142:17
bearing 4:11
beautiful 66:4,9 70:11 73:1,1,3
 78:7 105:23
Beck 2:4 4:14,16,17,19,21,23,25
 5:2,2 69:21,22 70:10 72:3 74:4
 74:13 75:9,17 76:24 77:16
 78:24 80:2,19 133:17
began 61:19
beginning 120:22
behalf 68:13 69:5 102:6
behaviorally 109:7
belief 12:15
beliefs 55:19
believe 14:7,14,25 15:7 29:3
 30:12,18,22 31:6 37:12 39:5,11
 40:16 45:11,19 46:1 50:25
 53:13 56:15 57:13 58:5 59:2
 61:24 64:21 77:3 99:5,12
 105:14 111:11 118:22
believer 134:19
believes 40:19
Ben 44:23,24
Benavidez 58:18,20
beneficial 59:23
benefit 24:1 28:23 39:6 49:24
 59:19 122:22
benefited 46:2 76:20
benefits 50:7
Bennett 60:17
Bernalillo 43:13 49:24
best 7:2 31:6,7 45:8 50:10 54:8
 56:9 103:2 113:6 121:4 123:11
 123:11,12 126:22
better 29:6 48:17 67:1,11 79:19
 80:21
beyond 34:1 55:10 118:7
big 41:1 75:18 104:12 133:21
biggest 17:13
bilingual 96:12,22
Billy 10:1
bird's-eye 92:2

bit 27:23 29:21 33:14 45:14 89:6
 90:4 95:22 96:14 99:4 101:9,10
 104:16 118:1 137:12,25
blessing 33:2
blood 54:21
board 8:12 9:16 11:4 19:10,20
 20:10 21:8,19,20,22 22:10,19
 23:5,8 27:24 29:18 53:2 57:8
 64:3 65:5 85:14 103:14,15
 116:20,23 117:17 119:13,16
 120:7,16 136:9 137:16 138:15
 139:13,18
bodies 35:9
body 22:7,20
Bohannon 40:10
bombard 107:22
book 76:10 77:1 88:7 98:19
book-based 75:15
books 40:2 75:24 76:2,25 97:4
 98:13,16,22,24 99:2
bored 67:2
born 43:22
Bosque 135:18
both/and 108:16
bought 132:2
boxes 63:11
boys 41:11
brand 36:6
break 69:9 77:22
breakdown 83:12
breaking 114:23,24 115:1
breath 53:24 54:2
brief 6:3
bright 40:20
bring 9:1 10:5,20 42:21 56:9
 71:24 72:14 96:2,3,5 120:2
 125:2 134:4,15 136:14
bringing 8:2 49:3,10 70:18 75:1
 95:23,24 104:10 119:3,24
brings 63:3 70:16
broad 86:9 92:1
Bronx 105:8
Brooklyn 105:8
brought 48:8 83:8
BROWN 2:12 27:4,8,18 29:11
 30:2,6 32:6,14 34:16 36:21 37:1
 37:21 38:11 39:10 40:6 41:7
 43:7 44:23 45:19 46:6 47:25
 49:18 50:25 51:25 53:12 54:24

56:18 57:17 58:17 59:6 60:9
 62:6 63:20 65:10 66:16 67:22
Bruce 40:6,8
budget 19:16 83:22 95:11 125:25
 132:5,10,22,25 133:6,9,13
budgeted 20:6 83:12,23 132:13
budgeting 9:14 83:20
budgets 132:12
Buenos 57:18
build 14:3 78:7 124:10,13,14
 134:6
building 66:2 103:11 125:11
 139:25
built 62:25 130:2
built-in 104:25
bulk 79:2
bullet 103:23
bunch 33:6 83:17
burden 31:24 93:9,9
Burt 2:5 4:17,18 5:17,20 85:2,3
 86:6 88:13 90:11 94:16 101:24
 102:8
bus 81:5,15,19
buses 81:3,20
business 9:21 11:20 27:25 28:1
 28:25,25 38:16 48:9,10 63:10
 87:20 94:20 102:9
businesses 24:9,11 25:7 28:2
 29:7 35:2 36:14 40:24 125:4
busing 81:13,16 99:22
bussed 135:19
busy 118:8
butchering 48:2
buying 81:3,5,20
bylaws 21:21

C

C 1:21 2:1 3:1 142:6,16
C-h-a-v-e-z 57:1
C-h-r-i-s-t-y-n-a 48:7
c-i-t-e 108:23
C-l-o-u-t-i-e-r 45:1
C-o-r-n-e-j-o 65:13
calendar 109:14
calendars 126:8
caliber 58:11
California 64:17
call 3:3,3 4:4,13,15 70:21 80:14
 90:20 93:9 94:4 103:19 111:16

128:2 129:5
called 27:25 78:10 107:21 112:11
 112:16 128:23
calling 107:15
calls 50:16 66:19 118:11
campaign 86:15
campaigns 20:15
candidate 118:17
canvassing 87:3,12
cap 101:4,20
capable 12:16
capacity 124:14 139:7
capital 11:2
CAPTION 143:4
cards 115:10
care 28:3 54:16,17 56:1 107:17
cared 54:18
career 31:9 44:14 65:18 124:16
careful 62:20
Carrillo 2:3 4:25 5:1,16,19 6:7
 7:13 69:10 88:9 102:4,5 105:6
 108:19 111:1 115:20 117:14
 120:20 121:2 123:20 124:17
 125:13 133:24 134:10 136:5,18
 138:8 139:11 141:17
carry 21:23
case 42:25 140:25 143:4
casting 99:19
categories 102:18 116:6
caution 88:20 89:4
CBE 68:15
CC 1:25 142:24 143:2
CCR 1:21 142:6,16
celebrate 106:18
celebrated 127:14
celebrates 13:1 17:13
center 13:21 26:13 35:17 70:19
 71:24 135:9,13
centers 18:21 88:4
central 21:3 55:15 68:4 99:25
 100:1,9,10,10
CEO 38:1,15 40:10
ceremony 104:21
certain 86:21
CERTIFICATE 3:9 142:5
Certified 142:6
certify 142:8
chair 2:3,3 4:1,23,24,25 5:1,4,14
 5:16,18,23,25 6:7,11,21 7:13,13

7:19 8:5,13,21,25 9:5,19 10:9
 10:24,25 11:13,22,25 26:20,24
 27:2,6 41:10 49:19 52:2 55:3
 56:25 60:24 63:21 65:14 67:25
 68:3 69:8,10,11,13 70:9 74:12
 75:16 77:15 80:23 81:11 82:1
 82:18 83:21 85:2 86:5 88:9
 90:10 95:8,20 96:18 99:18
 101:12 102:4,5 105:5 108:19
 110:25 115:20 116:21 117:13
 120:20 121:1 123:20 124:17
 125:11,13,15 126:14 130:2,5
 131:20 132:4,9,20 133:11,15,24
 134:9 136:5,17 138:7 139:11
 140:1 141:17
challenge 28:17 35:16 46:19 71:4
challenged 34:7 44:16 76:6 109:7
challenges 5:7 8:17 39:4 66:23
challenging 53:9
Chamber 34:21
chance 42:12 43:16 53:6
Chandler 48:11
channel's 32:7
Chapman 1:21 142:6,16
chart 133:21
charter 2:8,11,13 8:1,2 11:17
 21:12 23:19 28:20 34:23 35:2
 35:12,13 36:8,18 41:12 43:17
 45:5 46:3,17,18 47:3,5 48:13
 49:4,9,23 52:6,24 61:6 62:12,14
 64:17,24 82:7,10,20,24,24 83:3
 84:13 85:10 87:15 99:13 100:2
 100:6,20 105:1 119:8 128:13
 139:13
charters 35:7 42:14 102:16
Chavez 2:8 56:23 57:1,1
check 63:11 71:20
checking 80:17
checkpoints 80:14
child 8:15 12:22 14:14 34:9
 36:10 43:19 51:12 54:15,15
 64:13 119:4
children 12:16 30:15 31:6,22
 32:2,20 33:9,12,14,20 48:17
 50:4,15 51:19 53:19 54:16
 56:10 59:20 82:13 107:1
children's 30:12 50:10 51:23
chile 71:9,10 72:3,5,8 80:20
chipped 125:4

choice 50:6 86:11 89:14 90:6
choices 23:18
choose 7:12 81:18 87:15 89:14
choosing 14:15
chose 48:12
Chris 48:4
Chris- 48:4,4
Christyn 48:5
Christyna 48:5,5,7
Chromebooks 75:11
circles 92:13
circulating 113:10
circumstances 50:9 55:17
City 42:15 45:2
civic 42:9
civil 40:11
CKLA 75:3
clarify 81:6,13 130:6
clarity 130:2
class 75:25 79:25 91:22,23,25
 92:3,5 94:2 107:20 109:7
 122:22 128:1
classes 75:23
classroom 16:4,7 37:18 55:11
 75:1 77:13,13 84:17 93:12,18
 104:3 107:13 123:9 124:9 128:3
 135:6
classrooms 60:2 127:16
clear 85:22 88:10 117:16 122:10
clearly 24:24
close 7:9 28:7 70:21,22 71:1,8
 75:4 92:9 139:25
closed 125:12
closely 19:22
closing 88:22 92:13
Cloutier 44:23,25
Club 51:4
CNM 68:4,16,19
co-CEO 11:16
co-founder 11:16
coach 117:8
coached 14:9
coaching 18:12 31:5 55:23
 121:13 125:19 126:4 127:21
Coast 44:2
coffee 53:24,25 54:1
cognition 73:9
cognitive 80:6 112:11
collaborate 99:15

<p>collaborating 100:19 Collaborative 75:1 colleagues 35:22 collecting 95:6 collection 18:21 collective 131:13 college 13:5 14:13,16,19,20 31:9 31:12,12 32:25 36:4 39:20 49:3 58:6,24 59:1 60:5 68:5 college-prep 35:13 colleges 39:18 Collegiate 52:6 color 52:24 102:1 Colorado's 80:22 Columbo 102:20,21 125:10 combination 74:10 combined 105:17 come 14:16 47:19 53:23 65:21 71:14,17 84:18 87:6 94:19 96:9 96:25 102:19 106:24 107:1,5,6 107:14 108:2 112:1 118:6,9 120:6 130:13,15 141:8 comes 33:16 42:23 72:9 76:8 79:2,15,20 91:5,11,25 96:6,7 98:10,23 99:22 114:11 122:7 127:7,22 128:14 129:24 131:1 131:16 134:21 comfortable 6:5 39:20 78:9 121:22 coming 46:20 71:15 87:24 102:10 117:25 124:20 125:7 comment 7:1 94:17 133:17 comments 6:20 27:3 69:23 81:3 125:17 Commerce 34:22 Commission 1:1 52:2 109:2 115:24 116:8 142:1,10 Commissioner 4:14,16,17,18,19 4:20,21,22 5:17,19,19 7:18 69:21 70:10 74:13 75:17 77:16 80:23,24 81:12 82:18 83:7,22 85:2,3 86:6 88:13 90:11 94:16 95:8,9,21 96:10,19 99:1,18 100:18 101:2,13,22,24 102:4,8 105:6 111:1 117:14 121:2 123:20 134:10 136:18 138:8 Commissioners 2:2 5:22 8:6,22 9:6,20 11:1,14 41:10 49:20 55:3 56:25 63:22 65:14 67:25 69:20</p>	<p>70:10 82:2 133:16 141:4,5 commit 138:24 commitment 12:24 15:15 23:15 26:10 31:1 51:4 55:18 139:3 140:3,13 committed 8:1 17:9 23:7 49:10 96:19,20 104:9 130:3 134:15 committee 9:15,17,17 10:7,7,9 10:19 20:1 29:8 49:22 committees 8:20 9:4 21:22 common 102:11 128:4 communicate 10:17 46:24 99:15 communicating 6:5 100:19 communication 137:4,24 communications 8:24 137:1 communities 9:13 17:17 42:15 74:17 83:6 94:21 120:10 community 1:9 3:6 4:5 6:22 9:2 13:1 21:6,17 22:18 23:2,13 24:6 24:10,15,18,22,24 25:6,7,14,15 25:16,17 26:13 28:7,20,21 29:7 31:25 32:20 37:17 38:22,24 40:14,18,19,25 41:24 42:10 49:12 50:22 51:17,21 52:20 57:15 58:7 61:21,23 62:2 65:25 67:21 68:4 72:24 75:6 78:8 86:25 87:10,11,17 88:4,4 92:20 94:22 95:4,6 117:21 120:5 124:24 125:3 135:4,6 137:6 143:3 community's 39:2 community-minded 23:7 company 38:2 41:2 137:19 comparison 12:9 compassion 55:13 competencies 29:20 115:5 competency-based 68:15 competitor 75:19 complete 22:6 54:12 completely 6:23 88:20 completing 43:14 complex 8:15 18:6 25:5 49:25 compliance 10:22 20:3 21:13,24 62:23 compliant 19:15 component 128:10 components 111:13 comprehension 70:25 98:10,24 103:3</p>	<p>comprehensive 14:1 16:20 20:14 48:22 computer 88:25,25 89:3 computers 88:17 computing 52:12 concepts 111:22 concern 89:10,16,21 90:12 105:20 condensing 141:2 conducted 5:13 conferences 116:16 confidently 64:21 conflicted 88:16 confusion 140:25 congratulations 56:20 connections 24:22 25:6 29:5 65:5 78:15 cons 90:24 consequence 117:6 conservative 19:16 conservatively 84:9 133:6 consider 36:15 51:22 58:14 considerate 7:7 consideration 62:20 69:16 considering 126:1,6 considers 50:18 consists 97:2 CONSTANTINE 143:6 constitute 142:8 construction 62:22 constructive 124:12 CONSUELO 143:6 consults 7:13 consumer 28:3 contemplation 132:18 content 91:6,8 115:18 continue 25:19 28:14 29:1 87:16 93:18 126:25 continues 28:16 90:15 continuing 88:3 100:12 123:2 continuity 50:13 Continuous 21:2 contract 22:2 82:15,21 134:24 contracted 81:21 contracting 82:9 contractor 81:4 contractors 82:3 contribute 9:3,11 23:8 29:6 50:21 104:14 138:25 139:8</p>
---	---	--

contributed 44:6
contributors 61:22 131:1
controls 19:24
conversation 100:23 141:14
conversations 139:6,10
cool 104:20 136:5
coolest 102:23
coordinator 20:22 125:24,24
coordinators 28:11,12
Coors-Ladera 99:24
core 90:9
CORINA 2:8
Cornejo 65:13
cornerstone 17:2 39:1 109:25
 111:12
correct 6:23
correctly 27:10
costs 84:1,16
counsel 11:3
counseling 68:6,21
counselor 43:13 133:3
counted 109:16,19
country 8:1 28:5,14
County 49:24
couple 9:24 17:22 23:24 33:24
 65:21 74:1 85:3 94:1 102:19
 116:23 124:7 125:16
courageousness 25:24
course 64:25 78:23 80:9 84:4
 93:15 99:20
court 1:22 6:12 27:12 142:7
cover 82:5 84:6
COVID 28:15
crack 109:10
create 24:21 79:21 92:25 115:10
 121:21,23
created 25:6 57:9 74:15 75:7
 90:23 135:16
creates 37:17 38:2 90:25
creating 126:20
creative 134:7 137:2
creativity 38:5,5 134:20
credentialed 107:12 134:25
credentials 16:7
credit 136:22,22
credits 36:4
crisis 45:14 57:6
critical 25:14 26:4,12 40:22
 65:25 66:2 119:18 120:12

criticism 78:4
cross 57:25
cross-trained 128:15
Cross-training 128:18
crucial 31:14 38:5,6,8 49:13 50:2
 76:1 107:9
crumble 90:3
crying 56:21
cultivating 88:2
cultivation 20:15
cultural 15:2 17:9 135:9,13
culturally 17:10 47:16 66:6 70:5
 70:13 72:1,4,6,17,20 74:3 92:17
culture 14:14 29:7 51:4 66:10
 72:7,10,16 110:18 113:15,19,20
 121:21,23 131:19
curiosity 13:1 26:12 38:5 61:16
current 71:3
currently 5:3 48:11 58:6 65:17
curricula 53:9
curriculum 14:10,21,23 15:2,4
 17:11 18:20 66:12 74:6,8,9,9,20
 76:12 78:4 79:9 90:22 91:17
 96:4
custom 38:2
customized 97:3,15
cut 115:12
cyclical 80:18
Cynthia 1:21 142:6,16

D

D 3:1,1 34:19
D'Val 32:10 34:17,18
D-a-r-n-e-l-l 41:11
D-e-l-a-r-o-s-a 49:20
D-e-l-g-a-d-o 8:7
D-e-r-r-i-c-k 61:2
D-i-a-z 32:17
D-o-m-i-n-i-c-a 57:1
dance 47:20
Daniel 10:25 11:1
Darnell 41:8,10
dash 11:2
data 8:10 14:10 18:14,15,20,23
 29:25 79:14,14,20 97:3,11,15
 111:23 123:3
data-driven 17:5
databases 86:17
date 122:24,25 143:2,8,13,18,23

daughter 44:20 55:6 56:12,16
 106:2
daughter's 69:24
David 56:20,22
day 35:15,18 36:16 44:20 77:5,6
 87:6 94:11 100:12 107:17
 108:12 114:15,25 123:22
 125:22 126:9 128:22 130:3
day-to-day 117:16,23
daycares 24:9 87:13
days 58:1 72:13 77:3,6,20 78:24
 78:25 79:1 132:8
deal 81:6
dealt 48:16
DeAndre 59:7,9 65:10
debating 13:22
decade 7:24 10:20
December 15:5,7 62:18
decide 132:21
decided 42:20 81:14 87:5
deciding 42:2
decision 105:2
decision-making 8:11
decisions 50:19 63:12
decrease 133:8
dedicated 15:23 20:12 61:4
 65:18 111:6,7
dedication 55:8,22
deep 29:5 51:4
deeply 13:8
Defense 50:17
deficiencies 138:13
definitely 39:6 47:9 48:14 49:5,7
 67:10,20 68:12 69:4 95:21 96:5
 104:18 111:4 138:17
degree 37:7 119:5
degrees 56:5
DEL'D 143:8,13,18,23
DeLaRosa 49:18,20
Delgado 58:3
Delgado-Riley 8:5,6 12:22 14:22
 17:15 23:12 26:2 117:13 136:17
deliberate 78:10 79:9 130:19
deliberative 103:5
delineate 60:3
deliver 57:10
DELIVERED 143:8,13,18,23
delivering 21:5 35:8
delve 113:3

delving 130:10
demand 23:14
demanded 24:6
demands 50:4
demographic 16:16 17:12 59:20
demography 14:24
denominator 102:11
dental 28:4
dentists 28:10,24
Department 50:17 68:5
departments 58:4
dependency 104:17
dependent 19:19 89:17
depending 94:2 129:21 130:15
 132:24
depends 130:8
deploy 78:5
deploys 13:20
Derrick 60:20,22 61:2
described 13:18
description 22:1
deserve 26:5 33:14 53:6 66:3
deserves 51:17 64:14
design 13:17,25 14:5 15:10,14
 16:22 17:18 25:2,19,20 38:1
 137:1
designed 14:2 15:18 21:4 30:22
Designs 38:1
desire 28:19
desk 28:11 53:23
despite 33:10 50:14
detailed 22:21
develop 20:13 26:12 109:16
developed 93:21
development 9:21 15:25 18:11
 18:23 20:19 31:3 38:18 44:12
 51:13 59:24 66:7 77:3,7,16
 79:6 89:9,18 90:6 92:1 98:6
 112:10 113:23 119:5 127:8
 131:21
developmental 59:12
develops 42:9
diagnosed 59:15
diagnostician 132:14 133:4
diagnosticians 133:13
Diaz 32:13
dictate 61:17
difference 11:9 42:24 57:14
 72:10,11

differences 114:3
different 23:24 32:7 38:24 48:20
 63:1 78:5 83:3,6 91:23,24,24
 92:4,6 95:2 102:9,24 103:9
 109:19 121:9
differently 132:1
difficult 64:18 73:16 81:9 84:14
 107:5
digging 34:3
dire 51:15
direct 53:3
directive 91:14
directly 25:12 68:14
director 2:8 9:21 45:6 46:12 52:5
 63:24 65:15 68:3
directors 57:9
disabilities 16:14
disaggregated 19:6
discipline 59:12
discourse 13:23
discuss 119:25
discussing 26:18 61:19 141:3
discussion 40:12
Disks 143:7,12,17,22
dismissal 79:4
disparities 57:12 66:11
distance 100:25
district 52:8 82:22 99:6,7,13
 124:25
districts 11:18
diverse 15:3 136:15
diversities 17:16
diversity 17:13
dives 79:9
divide 101:5
Division 2:9,11,14
DOCUMENT 143:7,12,17,22
doers 41:2
doing 6:12 13:21 42:20 68:17
 75:11 78:10 79:8,13,16 80:15
 85:10 91:19 95:17 102:1 104:22
 106:7 113:25 115:25 122:3,4
 126:19,21,22 127:19 129:1,18
 130:8 131:11 134:6 139:22
domains 22:23
Dominica 56:23,25
domino 111:12
donor 20:15
door-to-door 87:7

doors 15:13
Dr 8:5 12:22 14:22 17:15 23:12
 26:2 67:14 117:13 136:17
dream 13:8
drink 53:25
drive 17:20 18:15,23 35:16,19
 55:10 100:13
driver's 61:17
dual-language 29:20
Dubai 44:3
due 39:3 46:2 54:8 57:25 59:10
 136:22,22 137:17
duper 102:7 104:24
duty 50:16
dynamic 42:3 73:11
dyslexia 39:25

E

E 2:1,1,4 3:1,1,1
E-n-c-i-n-i-a-s 46:8
E-Occupancy 63:6
e-r-l-i-n-g 63:23
e-y 11:2
earlier 97:25 120:12
early 10:4 11:9 14:19 17:7,7,19
 31:8,8 39:19 59:17 65:2 67:6,12
 77:25 79:4
earn 14:15
East 44:1
easy 34:1,1 94:18 121:5
echo 45:7 101:24 133:25
economic 38:18 39:2 50:21
ed 133:13
ed's 68:15
educate 93:6 108:6
educated 28:22 37:16 104:11
educating 104:11 108:18 121:20
 129:11
education 1:1 8:8,17 9:2,14 10:4
 12:18 13:5 15:18,20 20:7,22
 23:18 26:7 28:9 31:15,17 32:1
 35:9 37:7 39:1 41:19 43:15,24
 48:17 50:2,14,15,19 51:5,18
 54:8 55:16,20,21 57:6 58:5
 59:17,22 60:1,23 61:3,15 62:15
 64:14 67:7 68:13,15,24 85:5,7
 102:11 106:7 107:14 108:5
 129:10 132:23 142:1,10
education-focused 16:8

educational 12:25 13:14 25:1
 38:17 50:20 51:16 55:13 57:11
 60:7 61:18 119:5
educator 14:6 18:8 37:11,12
 43:22 46:9 78:1,1
educators 103:21
effective 20:1
effectively 10:17 65:7 96:20
effects 60:6
effort 138:25
efforts 85:20 86:14 91:16
egress 63:7
eight 41:23
eighth 31:19
either 34:9
EI 16:20,24 33:18
ELA 111:7
electing 21:21
element 13:25 14:13
elementary 24:2 37:7 48:15,18
 49:4 53:22 59:1 67:1 102:17
 109:7 136:7
elements 37:13
elicit 93:4
eliminate 57:11
ELL 96:21 97:1 106:12
embedded 18:20 106:16 109:4
embodies 55:12 56:4
emphasis 30:21
emphasize 117:24
emphasizing 51:12
emphatic 43:1
emphatically 63:16
employ 28:8
employees 28:21 35:4
employer 68:25
employers' 68:20
empowered 120:6
enchiladas 72:12
Encinias 46:6,8
encompasses 62:21
Encore 28:1,25
encounter 53:10
encounters 55:9
encourage 28:25 32:3 41:4 47:23
 93:5 98:11
encouragement 42:25
end-of-unit 80:13
endorsing 24:11

energy 91:16 140:3
engage 13:8 26:17 60:1 73:11,16
 79:5 104:17 126:12 135:13
engaged 42:9 67:6 105:3,3,4
engagement 9:2 38:22 104:24
 105:7 120:12
engaging 13:1 44:7 59:22 67:5
 113:24
engineering 40:11
English 9:9 11:5 16:18,20 33:21
 76:18 96:23 97:19 108:24
enhancing 50:3
enjoyed 110:23
enrich 50:20
enrichment 134:10,16,23 135:1
enrolling 51:10
enrollment 19:19,22 20:8,25
 84:2,5,15,20 85:19,24 86:7
 101:4,14 132:25 133:7
ensure 15:15 17:5,15 18:14 19:15
 20:1,3 51:6 53:7 65:6 80:16
 81:17 84:14 86:9,17,23 87:21
 90:17 91:6,16 92:19 93:1,20
 95:25 96:24 97:25 100:8 111:8
 122:18 128:15,19 129:16
 134:11,24
ensures 13:6
ensuring 14:3 16:1,11,19 21:24
 50:14 55:15 87:13 90:15 91:11
 92:17 93:2 94:9,14 111:4
Enterprises 28:1
enthusiasm 62:25
entire 56:21 65:18 130:16
entirety 112:15
entities 123:4
entity 26:25 108:18
environment 15:11 29:21 41:15
 44:8 51:19 60:2 62:25
EQIP 1:10
equip 3:7 6:24 7:22 10:8 12:1,3
 12:17,24 13:6 15:9 20:4 21:4
 23:21 24:2,12,17 25:8 28:19,23
 30:9,20,25 31:20 32:19 34:13
 34:25 35:7 37:9 38:2,20 39:5,8
 39:16,16,23 40:17,20 43:5,17
 43:25 44:18 45:11,24 48:13,19
 48:22 49:2 50:24 51:10,16,21
 52:14 53:17 55:14 57:3,13,20
 57:24 58:23 59:3,17 61:5,24

62:4,9,18 63:17 64:2,24 65:6,23
 66:5,11,15 67:4,18 75:6 81:18
 88:6 93:6 94:5 100:14 105:14
 121:8 123:13 129:24 134:18
 136:3 143:4
Equip's 24:25 29:9 31:8 37:9
 38:3 42:10
equipped 51:7
equips 12:19
equitable 19:1
equity 52:18 57:11 81:16
equity-centered 8:9
error 113:15 121:21,23
especially 19:15 25:16 45:12,15
 53:7 67:12,13,20 69:24 76:17
 85:11 87:17 102:10,16 137:5
 141:4
essential 35:6 49:1 52:13
essentially 115:7
establish 29:22
established 124:1
establishing 21:21
establishment 45:25 49:23 51:20
 61:5
estate 28:2
ethic 46:4
Eugene 53:22
Eva 46:6,8
Eva's 134:18
evaluated 62:19
evaluating 22:11
evaluation 21:14 22:13,17,20
 23:1
event 106:3,4 107:1
events 20:16 87:10 105:18 108:3
eventually 82:12 102:25
everybody 57:21 88:11 101:25
 125:2
everyone's 7:7 62:9 104:1
evidence 14:23
evidence-based 14:23 55:14
 119:9
evoking 73:3
exact 123:21
exactly 69:25 71:19 88:13,13
 128:21
example 70:20 71:1,8,25 72:1,6
 72:21,22 74:18,20 75:22 92:9
 95:24 97:17,25 98:3 106:10

111:21 113:8 114:20,21 122:15
130:9,18
examples 74:1
exceed 84:7
excel 30:24 51:19
excellence 14:6 17:24 18:8 31:2
37:11,12 51:13 55:13,21 56:2,4
61:25 78:2
excellent 63:25 64:23 82:4 83:8
115:21
exceptional 57:10 64:12 116:14
excite 124:20,22
excited 8:12 9:11 11:11 32:2,18
33:8,15 43:23 46:25 47:8 51:9
108:16 118:17 130:22 134:13
134:18
excitement 24:7
exciting 99:6 118:9 136:2 138:6
excuse 44:25
executing 25:12
executive 34:20 52:5 65:15
Exhibits 143:7,12,17,22
exist 57:6
exists 101:19
expand 29:1 35:6 101:10
expect 18:6
expectations 15:1 42:6 81:8
104:7 122:1
expecting 17:25 25:4 104:12
expenses 65:1,1 84:6
experience 9:1,12,14 10:4,6,20
11:19 31:13 32:21 33:11,17
84:18 91:2 104:23 108:2 109:9
118:3 122:14 138:3,4
experiences 15:3 47:16 55:24
106:6
expertise 8:18 10:21 26:18 119:4
experts 95:23 96:5
Expires 142:18
explanation 115:21
exploring 61:15
exponentially 66:1
exposed 52:19
exposure 14:19 44:14
express 38:7
expressed 24:19
expressing 134:22
expressions 54:19
extend 55:10

extension 135:6
extensive 23:21 44:12 74:16
extra 132:8
extracurricular 50:11
extremely 107:11
eyes 90:13

F

F-i-t-z-g-e-r-a-l-d 8:23
face 39:4
faces 49:13
facilities 62:12,16,19 63:3,8
facility 20:24 63:13
fact 48:25
factors 50:18
facts 111:20 115:16
fail 47:18
failing 118:21
failure 36:11
fairs 87:10
fake 69:11
fame 106:21
families 2:9,11,14 14:18 15:7
21:7 23:17 24:15 28:21 33:10
36:18 39:6 40:23 41:18 50:1,3,7
50:9 52:7 53:3 57:14 76:17,17
76:20 94:22,25 95:2 98:11,13
104:17 105:10,23 106:5 108:2,9
115:12,17
family 33:1 41:14 104:21 120:11
famous 67:14
fantastic 102:8
far 12:16 35:16 55:10 129:11
fascinated 59:18
father 41:11
favor 5:21
favorite 53:21
Fe 103:13,24 104:23 109:17
feasibility 62:22,22
feedback 22:15,18 23:3 55:23
78:12 127:6,20 128:9 131:3,9
feel 33:13 34:12 53:21 54:3,11
75:18 76:4,5 78:8 84:15 93:2,2
120:7,8,10,16 121:22 139:18
feeling 122:25
feels 95:3 139:21
Fellowship 64:5
felt 125:6
female-led 85:6

field 59:11 95:23 128:21
fifth 70:7,14 73:10,20 134:3
fifth-grade 72:20
fifth-graders 73:22
figure 100:13
figuring 112:25
finally 58:17
finance 9:15,17 10:5,7 19:25
21:22 138:3,4
finances 19:15,25 82:14
financial 19:10 20:6 31:24 62:22
63:15
financially 65:2
financing 43:2
find 23:7 29:13 52:23 59:21
124:16
finding 28:16 29:12 40:16 52:9
115:3
finish 5:6 29:16
finished 11:6
fire 63:6 117:9
firing 117:1
firm 10:11 12:15 40:11 134:19
firmly 14:7
first 6:16 13:19 22:7 23:25 26:8
26:10 27:5,7,8,11,20,21 33:21
35:11,14 36:14 44:7 48:3,9
53:14 70:4,13,14 82:6,9 83:25
84:4 86:15 90:19 101:13 103:25
109:23 114:5 117:19 121:13
124:12 125:22 126:11 132:13
136:6 139:9
first-generation 9:8 58:6
first-grade 72:1 92:3,5
first-grader 70:6 71:2 73:13
80:20
first-graders 73:21 101:15
first-year 65:1
firsthand 8:16 12:17 48:16 55:7
fiscal 19:11,18 21:13,23 117:20
fit 23:11 40:16 113:7 123:11,11
123:12 134:5
Fitzgerald 8:21,22 21:2 138:7
five 13:14,18 28:6 35:18 76:3,4
99:12 108:12,13 133:22 136:9
fix 83:1
Flag 3:4 5:11,13
flamenco 46:11,13,16 72:23,25
134:14 135:1

flashcards 108:25 109:3
flesh 22:2
flexibility 50:8,13
FLOOR 34:18 36:23 37:3,23
 38:13 39:12 40:7 41:9 43:9
 44:24 45:21 46:7 48:6 49:19
 51:2 52:1 53:15 55:1 56:24
 57:18 58:19 59:8 60:21 61:1
 62:7 63:21 65:12 66:17 67:24
flow 54:21
fluency 98:9,23
focus 14:9 24:4,19 29:19 37:9,10
 38:21 42:7 44:10 47:14 53:17
 55:21 66:5 78:3 106:1 114:15
 116:12 117:18
focused 17:24 67:13 112:6
focuses 11:8 75:3
focusing 48:25 79:10 103:21
 123:15 130:18,21
folks 5:5 6:4 73:7 74:15 81:21
 86:17,23 87:13,23 91:1 94:4,19
 121:7,10 124:1 127:11 128:13
 128:19 129:4,17 131:11 138:12
folks' 127:16
follow 62:8
follow-ups 108:20
following 87:9 94:8 101:15
food 81:1,23 82:8,13
food-handling 82:16
footing 63:15
footprint 29:2
force 29:4 66:2
forced 56:13
foregoing 142:8
foremost 44:7
form 59:22 113:9
formative 18:19
formed 126:18
forth 100:13
forward 26:18 41:4 47:9 131:5
 133:2 135:8
foster 51:18 61:21
fostering 62:1
fosters 26:11
found 46:20 66:4 104:22
foundation 30:24 47:6 52:15
 53:8 67:1
foundational 12:13 14:4
founded 52:14 64:16

founder 7:21,22 42:10 52:5 55:7
 64:2
founders 84:13
founding 8:3 21:19 25:7,24 28:19
 38:20 46:12 52:24 56:7 57:8
 64:3
Fountas 18:3 80:5
four 20:24 24:4 36:5 99:12
 111:15 117:17
four-year 115:23
four-year-old 58:23
fourth 14:13
framework 91:1
Francisco 64:17
free 120:7
frequent 50:14
Friday 141:2
friends 33:7
friends' 114:9
front 6:9 28:11 71:13 83:23 93:3
 104:2 121:4
fulfill 40:17 90:17
full 21:24 37:15 48:12 66:15
 82:12
full-time 20:7 132:22
fuller 8:3
fully 28:18 61:14 140:2
fun 110:20,21 112:17 115:3
 136:1
function 133:14
fund 59:4 83:23
funding 58:14 82:5
fundraising 20:12,13,14
funds 19:12,21 20:2 84:7,10
 95:22
furthest 86:3
future 20:11,20 30:13 32:2 39:19
 40:20 41:1 46:1,4 49:1 51:5
 60:4 61:22 64:4 67:8 104:14
futures 31:14 51:23 60:7

G

G 3:1
G-r-a-n-t 43:11
G-r-i-j-a-l-v-a 9:7
game-changing 65:7
gaps 17:19 18:25
Garcia 47:25 48:1
gas 35:24
gather 140:4
general 11:3 15:20 32:21 99:9
generation 59:25
genuine 56:1
geometry 111:23
getting 4:8 7:9 35:15 42:7 68:23
 75:23 76:7 78:11 91:7 101:11
 118:7 122:19 124:24 130:22
 139:12
gifted 67:2
Gipson 2:3 4:23
girl 85:15
give 19:4 27:13 30:23 56:8 81:7
 99:10 105:10 123:20 131:3
 134:21 136:22 137:11
given 36:10 61:12
gives 31:6,22
giving 47:15 59:25 61:16 73:24
glad 47:11 103:10
go 27:15 29:14 31:12,12 32:8,11
 32:11 34:6 43:20 44:9 56:19
 67:17 69:9 72:13 78:20,22 89:5
 90:16 92:2 99:23 100:4 110:1
 112:2 113:5,25 114:6 116:7,16
 116:22 118:20 125:10 127:2,15
 128:2,7 129:12 130:23 133:20
 134:2
goal 12:20 51:6 79:24,24,25
 92:25,25 121:25 122:24 131:18
goals 17:21,24 18:24 29:19 60:4
 76:6 79:21 80:1 92:3 112:13
 119:17 122:1,20 123:8 134:2
Goats 10:1
goes 69:22
going 4:4,13,14 5:5,9 7:1,15
 14:25 17:22 18:9,10,12 25:11
 27:13,20 32:17 33:9 47:9 48:25
 53:18 54:21 56:22 60:12,22
 61:2,8 64:20 68:11,16 69:8 70:1
 71:19,20 75:14,15,23,24 76:9
 77:9,20,21 78:10 80:12 81:15
 82:2 83:14,14,18 84:3,16 85:15
 85:19 86:16,19,23 87:1,2,6,8,16
 87:21,25 89:12 92:18,22 93:1,4
 93:23 95:12,16,17,21 96:3,4
 98:21 99:3,5 101:16,18 103:18
 104:13,19 105:2,21,22 106:11
 108:3,7 110:1,18 113:11 114:18
 116:5,17,20,25 117:8,9,18

119:19 121:8 122:8 124:8,11,11
126:11 128:23 129:1,4,14,15,17
129:21,22 130:9,20,23 131:10
133:20 134:5 135:15,20,23
136:10,13,16 137:10 139:17,18
139:20,25 141:13
good 4:1 21:11 23:11 38:13 40:1
40:23,23,23,25 41:9 42:6,20
43:9 46:7 47:23 49:7 52:1
56:24 57:18 62:7 65:12 66:21
75:24 80:10 114:20 124:8
139:21
gosh 60:16
gotta 102:12
governance 8:19 9:3 21:5
governing 19:10 21:8,20 22:6,20
53:2 85:14
gracias 69:6
grade 31:19 46:21 47:21 73:10
75:22 93:7,8,12,13,21,24 94:2
101:16,17,18,19 102:13 103:3
106:12 110:11 111:24 115:1
127:22,23,23 128:5,7 134:3
grade-level 18:7 79:25 111:22
115:15
grader 70:7
graders 73:20
grades 16:7,9 31:18 40:3 124:7
graduate 9:8 34:23 42:11 56:6
58:6 123:8
graduated 36:4
grandchildren 57:23
grandma 57:23
grandparent 40:12
grant 20:9 43:8,10,11 64:24 82:4
83:8 138:5
granted 104:25
grants 20:11 82:10,11 84:21
grapples 57:5
grateful 25:17 26:16 32:13 66:21
87:19
great 10:4 35:3,3 36:7,8 38:22
41:12 44:6 45:4 46:3 47:24
57:7,9 64:5 69:4 75:9 76:19
85:10 95:18 101:25 102:2
103:20 116:15 118:15 119:14
120:20 128:1 131:6,6,8 136:15
136:18,24 137:9,14,19,22
138:16

greater 34:21 57:15
greatest 46:19 47:6
greatness 12:23
green 71:9,10 72:3,5,8 80:20
grew 8:14 10:14 32:17 42:22
48:10 54:6 67:9 109:3 118:18
118:19 119:1
grids 86:21
Grijalva 9:5,6 15:9
groom 33:3,3
grounded 18:4
grounding 12:2 126:21
group 87:4 97:23 98:5 102:7
118:5 137:22 139:24
grouping 97:18
groups 24:4,19 25:7 37:9 38:21
53:17 56:14 97:23 106:1
grow 28:23 29:3 34:7 44:21
56:12 104:7 108:8 126:12,13
134:4
growing 9:23 32:23 103:1 109:1
110:21 124:6,7
grown 30:11
growth 39:3 50:4,21 62:1 94:15
121:19,19 122:8,9,23 123:15
Gruff 10:1
guess 80:24 91:5 95:15 101:6
guessing 53:12
guide 91:3
guided 112:11
Guiding 80:6
guru 138:4
Gutierrez 45:6
guys 58:13 59:4 106:4 115:25

H

H-a-n-k-i-n-s 30:8
H-e-n-z 63:22
H-e-r-r-e-r-a 7:20 55:5
H-o-l-l-a-n-d 66:18
H-o-l-t-r-y 39:14
habitat 135:20
half 77:5 122:16 131:22
halfway 78:25
Hall 140:22
hand 32:8 73:17 142:13
handed 60:10
handle 124:8 132:1
hands-on 74:24
Hankins 30:8
happen 89:24 98:23 110:14
128:4,20,22 130:11,20
happened 107:22
happening 12:8 94:15 112:23
113:1 120:24 124:9 135:5
happens 80:18 89:22 90:1 116:10
123:25 128:12
happily 94:18
happy 27:19 30:8 48:14 100:22
104:9 120:18
hard 46:5 80:25 103:4 104:24
harvest 106:3,4
hat 70:2
hate 34:5
hats 128:14
Hawkins 30:3
head 7:22 21:14,25 22:11 24:9
30:23 117:22 118:15 119:14
125:22
heads 18:13
health 8:16 19:18,20 21:13 28:2
137:17
hear 27:16 29:21,25 30:4 33:8
70:4 83:9 102:9,15
heard 7:5 41:22 54:12 69:2,3
116:13 118:16
hearing 1:9 3:6 4:5 5:23,25 6:22
54:19 95:19 140:7 143:3
heart 33:12 42:4 54:20 61:8
heavily 89:17
heavy 14:9
heck 77:10
held 17:17 117:4,21 142:10
Hello 37:23 45:21 48:6 51:2
53:15 55:1,3 58:19 59:8 60:21
67:24 95:9
help 17:18,20 20:10 33:3,9 40:15
40:17,21 69:1 72:17 84:16,19
84:20 91:4 106:5 108:10 124:15
helped 25:18
helpful 127:9,17 128:12
helping 8:10 121:3
helps 38:4 76:11 112:22,24,24
Henzerling 63:20,22
hereunto 142:12
heritage 66:10 72:7 73:7 96:25
Herrera 7:18,20 11:24 13:17
26:9 47:1,15 52:22 54:24 55:4,6

57:8 58:12 62:5,17 63:1,17 64:3
70:9 72:5 74:12 75:16 77:15
79:1 80:4 81:11 86:5 89:17
90:10 95:20 96:18 99:17 100:22
105:5 110:25 116:14 120:25
121:1 126:14 130:5 134:9
Hesitation 111:20 115:6
Hey 78:19 107:17 121:25
Hi 27:16 30:4 32:12 36:23 43:9
44:24 58:22 66:17
high 11:6 15:1 22:16 42:6,16
52:17 59:1 64:8 65:15 110:4
118:21 127:1 128:20
high-achieving 26:11
high-level 19:4 91:6
high-performing 8:2 35:7 42:14
44:4 64:16
high-quality 18:9 24:2 26:6
41:19,24 43:23 51:18 55:16
64:14 91:7
high-school 53:11
higher 8:8 40:3 48:15 52:21
68:13,15 72:21 84:14 98:15
104:18
highest 7:25
highlight 15:23
highlighters 73:17
highlighting 73:18
highly 15:11 17:24 37:16 76:19
hire 21:25 40:24 42:7 86:19
119:14
hires 29:6
hiring 117:1,22 126:2
Hispanic 135:12
history 66:10 71:9,11 72:9,18
73:6 137:23
hold 18:9 36:24 40:7 55:1 105:3
holding 76:14,15
holistic 61:15
Holland 66:16
Holland-Jacobs 66:18
Holtry 39:11,13
home 42:21,23 75:13 76:23 78:25
96:13,16 97:5 98:12,14
Homewise 62:13
homework 98:17,17 106:17
115:11,16
hone 136:25
Honestly 104:2

honing 114:15
honor 137:16
hope 28:22 29:8 34:11 44:19
49:15 58:14 59:4 84:19
hopefully 57:24 93:24
hoping 47:12 84:5 134:23
Hospitals 9:22
hour 118:12
hours 18:10 22:6 77:2,5,9,10,24
78:23 79:6 107:3,4,5 128:24
134:16 139:4
households 16:18
HR 137:18 138:1
hug 31:14 35:16 37:18 81:6
92:11 139:19
hugely 47:17
human 68:5,8
hurdle 35:14
Huston 40:11
HVAC 63:6
hygienists 28:10
hyphen 8:7 52:4 66:19

I

i-g-i-l 37:25
I-s-a-i-a-h 39:13
I-v 11:1
idea 31:2,9 39:20 71:15,17 81:7
81:22 133:18
identification 16:24 97:3,6 98:4
identified 130:25
identify 17:19 97:8 138:13
identifying 17:7
identity 66:6
IEP 15:25
imagines 13:2
immediately 21:19
impact 18:16 26:7 37:18 51:22
54:14 63:13
imperative 49:12
implement 20:13 45:12
implementation 45:8 85:21
importance 11:8 24:16 47:14
103:20
important 10:15 19:23 22:23
23:3 24:3 37:13 42:1 47:17
65:21 67:7,8 70:15 71:22 73:18
73:24 85:12,16 107:11 117:15
128:18 129:24

impoverished 105:9
impressed 38:23 44:18 119:9
impressive 43:3 95:7 102:7
137:21 139:23
improvement 21:3 47:21
in-school 134:16
inaudible 4:16 100:16 133:14
include 16:5 20:15 98:21
includes 20:20 68:6 96:21
including 50:18
inclusion 15:15 16:10 47:20
inclusive 15:11 19:1 61:14
incoming 52:10
incomprehensible 56:5
incorporate 95:13 123:18
incorporated 75:5 128:9
incorrectly 132:15
increase 84:19
increased 39:3
increasingly 50:17
incredible 32:3
incredibly 51:9 64:18 136:15
independent 26:12
independently 73:15 94:12 98:18
112:3
Indian 135:9
indicate 5:22
indicated 122:10
indicator 23:13
indicators 14:20
individual 7:15 18:24
individualized 15:16
individually 75:13
individuals 6:5 38:6 51:14 126:3
126:3 131:24
industries 28:3 45:23
inform 17:4 25:18,19
information 87:21
infrastructure 39:4
Ingham 2:5 4:19,20 80:23,24
81:12 82:19 83:7,22
ingress 63:7
initiative 32:4
input 1:9 3:6 4:5 6:22 69:16
140:7 141:14 143:3
inquiry 91:10
inquiry-based 13:5,19 18:18
25:1 30:21 38:4 44:17 61:14
70:6,12,16 71:12,23 72:2 73:13

74:2,19 78:6 88:8 113:6 126:17
134:21
ins 93:17 96:1
inside 95:18
installations 50:12
instance 108:22
instilling 46:3
institute 26:15 46:13,15 78:1
89:8 134:14
instituting 15:4
institutions 51:16
instruction 17:5,20 18:9,16
30:22 80:6 112:12
instructional 16:6,8 20:21
insular 125:8
integrate 77:12
integrated 77:8,14 124:24
integrates 102:25
integrating 102:24
integrity 40:22
intend 53:4 101:11
intensive 44:10 138:19 140:16
intentional 14:11 15:14 25:10
66:5
intentionally 14:2
interact 53:18
interaction 130:4
interdisciplinary 119:12 138:2,5
interest 58:9 61:12
interested 47:2 48:21 89:7,11
115:25
interesting 75:17 82:19
interests 19:17
internal 19:24 80:4
internalization 14:10 79:10
91:16 128:10
internalize 78:4 115:4 121:5
internally 75:7 135:16
International 52:8
internationally 44:3
Internet 75:19
interpreter 3:12 6:2,6,19
intervene 124:12
interventions 16:2 17:7
introduce 6:14 7:16
introduction 6:3 31:8 50:19
introductory 6:19
invest 122:2
invested 31:17 45:3 113:13 125:5

investigative 74:24
invigorating 118:9
involved 11:11 25:12 47:5 61:20
70:3
inward 94:15
iPad 76:14
iPads 76:15
Isaac 51:25 52:3
Isaiah 39:10,13
issue 81:16
issues 8:16 28:13 30:23 46:21
80:25 83:17 120:2
it'll 96:23
Item 5:14 6:21
iterative 18:21
Ivey-Soto 10:25 11:1 82:17 85:13
88:10 123:19
Ivy 56:6

J

J 2:3
J-a-c-o-b-s 66:19
J-a-m-e-s 68:2
J-o-n-e-s 10:10 29:18
J-u-l-i-a 53:16
Jackie 65:11,12
Jacobs 66:16
James 67:23 68:1
Jane 63:20,22
Janet 9:19,20 19:9 81:25 82:1
83:21 84:25 101:12 132:4,20
138:3
Janice 29:12,13 32:6
Jen 62:6,10 100:11
Jenny 50:25 51:2
Jewish 109:17,18
job 1:25 22:1 36:6 108:5,17
131:6,10 138:16 142:24 143:2
John 29:14,15,17 60:17,17 119:2
join 85:25
joined 13:10
Jones 10:9,10 29:14,17 137:14
jot 109:14,22
journey 61:18 64:7
joy 44:9
joyful 12:25 44:7
Julia 53:13,13,16
July 1:10 4:6,8 131:22 142:13
143:2

jump 99:3

K

K 16:7 47:7 101:5 133:20 135:2
K-1-5-6 134:1
K-3 109:7
K-a-t-r-i-c-e 43:11
K-through-5 13:3,7 99:12
K-through-6 99:13
K.T 2:6
K12 11:17 84:22
Katrice 43:7,10
Katrina 57:17,19
keep 105:3 117:10
keeping 88:20
kept 117:3
key 13:14 37:13 67:12 86:7 90:15
99:3 117:17 123:16 130:25
keys 75:3
kick 84:3 103:6
kid 32:23 35:23 59:14 108:11
kids 28:22 29:3 30:23 31:11
39:17,17,18,19,22 42:24 46:23
59:3 66:3 81:17 83:4 98:24
102:12 104:8 105:24 108:10
109:10,18 110:17 117:11
130:22
kids' 131:14
kind 73:3,3 83:19 88:19 89:12
90:9 91:3 94:14 95:10 98:8
99:23 102:10 103:5 104:15
105:9 113:18 123:8 130:16
131:18 139:6
kindergarten 31:10,18 43:21
58:25 114:23
kindergarteners 15:6 101:14
kinds 108:19
Kirtland 49:21,25 50:1
kitchen 82:12
knocking 87:7
knocks 116:3
know 6:4 10:14 12:11,15,17
16:16 18:15 19:1 22:5 30:14
31:11 32:23,24 33:12,25 34:9,9
35:4 38:23 39:1 42:12 45:14
47:8 49:7,16 53:23 54:16,16,17
54:17,18 57:6 58:3 64:9,15,18
64:19 66:8,25 67:16 68:21 69:3
71:16,18 72:8 73:2,10 76:11

78:16 80:16 81:2 83:11 84:2,22
85:3,13,22 86:7,10,17 87:13,23
88:16,21 89:22 91:18,23 93:17
94:20 95:1,4 96:1,12 97:7 99:6
99:16 100:7 101:7 103:21 104:9
104:12 106:12,15 108:1,5,17,18
112:24 113:3,3,14 115:8,22,22
120:9,11,23 122:12 123:4
124:11 128:13 129:17 130:24
132:16 133:19,21 136:6 138:10
139:7,12,16 140:6,8,11
knowing 32:24 46:4 85:24
knowledge 9:11 12:19 13:7 20:5
51:7 98:6
knowledgeable 42:9
known 107:24
knows 42:19 97:20 128:16,21

L

L-e-u-n-g 9:20
L-u-c-e-r-o 59:9
L-u-i-s 45:22
lab 128:2
labor 28:13 29:4
lack 12:13 39:4 68:22
laid 130:16
landscape 36:13
language 9:9 11:5 14:1 16:18,21
16:24 33:21 66:10 96:11,13,17
97:5,20 98:12,14,25 99:3
large 116:25
larger 44:14
largest 20:23
lasting 59:19
lastly 14:21 19:2 24:14 87:25
launch 130:22,24
launching 64:7
Lavaland 119:2
law 10:11 22:5
lawyer 10:11 137:14
layout 98:18
lead 7:21,21 9:17 10:7,19 16:5
56:3 64:2 93:14 107:11 113:25
128:7
leader 42:4 49:7 61:4 79:23
85:15 93:15 116:15
leaders 28:12 40:21 42:6,10
52:19 53:1 88:11,21 92:25 93:8
93:8,11,17,22,24 116:23

leadership 42:8 43:3,3 49:10
65:15 85:7,7,16 116:5,10,21
117:15,25 118:14 119:10
leading 7:25 8:9 52:24 56:7 64:8
107:12 131:16
leads 127:22
League 56:6
lean 87:16 137:7,10
leaned 78:15
Leap 96:3
learn 14:8 37:19 43:16 44:20
47:22 67:16 73:15 106:11 108:8
110:9 135:23
learned 11:5 23:23 47:4,4 59:16
63:5 65:20 109:10 110:16,17
136:7
Learner 9:9
learners 62:2 92:6 123:4
learning 8:15 10:13 13:21,24
15:11 16:3,21 17:19 18:17,22
18:24 38:9 40:3 41:14 44:8,9,17
55:24 67:6,7 70:19 71:24 74:3
76:2 78:13 103:7 107:19 111:22
112:4 113:16,16,21 114:16
115:18 123:4 131:1 134:21
135:5,7 138:21
lease 63:11
leave 79:7 81:25 116:6 124:4
leaving 66:1
led 18:13 37:15 42:13 49:8 64:16
legal 10:20 21:12
Legislative 9:15
lend 74:18
lending 26:17
lens 63:9 71:23
lesson 70:6,12 79:10 91:10 112:2
112:15
lessons 91:13
let's 27:6 72:22 127:2 130:18
131:3
letter 7:10 80:15 141:7
letter-sound-letter 98:4
letters 24:14
letting 34:15
Leung 9:19,20 19:9 82:1 83:21
84:25 101:12 132:4,20
level 31:11 32:1 52:11,12 53:23
54:4 68:18 71:3,6,7 72:21 76:3
76:3,4 80:9 93:12 97:24,25

98:15 101:16,18 102:14,17
104:18 105:1 106:12 110:13
116:1 127:1,24 128:20 129:16
leveled 75:25
levels 12:10 18:2 28:8 53:11 71:3
leverage 121:16
leveraging 23:6
liaison 93:13
libraries 76:1 88:2
License 142:18
licensed 68:7
lied 59:6
life 10:16 11:10 12:14,20 13:9
31:5 50:5
life-changing 109:9
limits 12:13,14
line 25:9 122:10
List 3:11
listen 106:25 141:13
listening 53:17 104:1
literacy 14:1 30:21 44:11 45:13
45:15 48:22 89:1,2,3 96:11
109:24 110:1,19
literacy-based 59:18
literacy-rich 13:2
literally 53:23
little 27:23 29:21 33:14 84:11,17
89:6,10 90:4 96:14 99:4 101:8
101:10 104:16 106:8 107:14,18
117:24 118:1 134:6 137:12,25
littles 89:5
live 12:23 37:14 48:11 68:9
lived 91:2
lives 26:8 47:20
living 42:16
loads 94:2
local 23:14 24:8 29:7 40:11 137:5
location 99:4,17
Loftus 110:22
logistical 97:12
logistics 128:23,25 129:10,14,25
long 59:19 117:10 118:1 123:23
124:2
long-term 19:13 20:17,23 21:15
23:5 34:7 60:5 63:14
longer 54:25
look 14:17 19:5 22:22 26:18
52:19 70:7,8 74:17 85:20 90:5
95:2 103:25 109:2 110:3 115:8

122:2 124:21 126:8,8 129:2
132:11,13,17 133:15
looked 132:15 136:3
looking 4:9,9 32:25 48:1 58:7
63:8 99:9,24 125:19 129:10
132:10 135:8 136:10,13,16
137:13
looks 36:13 72:13 73:8 79:8
81:22 90:8 91:22 92:25 96:8
126:9,18
lord 42:20
lose 89:21 96:16
lost 68:12
lot 6:8 73:5,6,6,6 77:10,17,18,18
77:19 83:2,9,13 84:9 89:17
90:23 91:11 95:2 101:8 104:19
116:13 118:20 120:9 126:2
131:25 135:10 136:21,24 137:2
137:8,9,9 138:2 139:13,14,20
140:15,16,17
lots 23:22 108:16 128:14 129:12
130:10
lottery 35:11 85:25,25
loud 104:4
Louie 45:19
love 10:3 12:2 33:13 39:16 43:19
67:13 70:15 75:21 80:10 81:10
94:25 117:4 120:20
low 30:15,18
low- 44:3
low-performing 64:12
lower 30:19 68:18
lowest 105:8
Lucero 59:7,9 65:10
luck 47:24
lucky 32:23 36:1
LUCY 2:10
Luis 45:20,21 107:14,18
lunch 125:24

M

M-a-r-c 37:24
M-e-l-i-s-s-a 38:14
M-o-n-i-q-u-e 32:16
M-u-l-l-i-n-i-k-s 62:11
Mabry 140:22
Madam 7:18,19 8:5,21 9:5,19
10:9,25 11:13,25 41:10 49:19
52:2 55:3 56:25 63:21 65:14

67:25 70:9 74:12 75:16 77:15
81:11 82:1,18 83:21 86:5 90:10
95:20 96:18 99:18 101:12 105:5
110:25 117:13 121:1 123:20
126:14 130:5 132:4,20 134:9
136:17 138:7
main 70:24 71:14,17
maintain 26:14 73:7
maintained 100:25
major 20:15
majority 84:1
making 10:22 21:11 63:12 79:11
105:1 110:19,20 119:20 121:22
125:6
male-dominated 85:8
man 62:9 102:12
manage 117:1
management 19:12 116:24
117:16 125:18
manager 36:7 45:23 57:2 62:13
117:12
managing 63:24
manipulatives 113:9
Manis 2:6 4:21,22
map 79:11
Marc 37:23
marginalized 120:9
mark 29:25 37:21 115:23
market 29:22
marketing 137:5,24 138:17
married 92:16
Mary 10:9,10 137:14
massive 130:11
master 13:7
master's 36:5 56:5
materials 17:11 75:10,14 135:17
math 29:20 30:17,19 52:12 96:4
109:1,23 110:2,5,7,10,12,12,15
110:20,21,24 111:2,5,7,9,14,16
111:19,19,20,21 112:4,6 113:17
114:13,14,16,17 115:3,4,4,6,7
115:16,22
math-phobic 110:17
mathematical 18:5 112:9 113:23
114:12
matriculate 52:16 53:9
matter 118:12 142:11
max 20:25 101:20
maximizing 98:1

mean 58:1 77:6 88:16 90:7
108:22,23 124:19 128:6
means 5:3 78:11 121:14,22
meant 41:13
measurable 122:20
measured 18:2
measurement 111:24
measures 22:12 35:5
media 86:15
mediocre 64:11
mediums 38:8
meet 14:2 38:19 50:10 65:7 86:24
104:7 123:1,7
meeting 4:13 17:16 92:19 117:7
119:16 128:24,25 129:14 141:1
141:3,11
meetings 21:25 24:5 119:16
120:7
Megan 49:18,20
Melissa 2:4,12 27:4,8,18 29:11
30:2,6 32:6,14 34:16 36:21 37:1
37:21 38:11,11,14 39:10 40:6
41:7 43:7 44:23 45:19 46:6
47:25,25 48:1 49:18 50:25
51:25 53:12 54:24 56:18 57:17
58:17 59:6 60:9 62:6 63:20
65:10 66:16 67:22 87:19
member 2:4,5,5,6 9:17 10:8
27:24 40:19 58:7
members 10:10 23:8 24:15 38:20
52:2 136:9 137:16
members' 24:18,22,24
mental 8:16
mention 85:1
mentioned 82:14 84:14 103:8,20
109:13
mentioning 139:15
mentor 58:3 103:16
mentorship 65:6 103:8 127:24
Mercy 7:18,20 11:24 13:17 26:9
42:10,13 46:25 47:15 49:7
52:22 55:6 56:20 61:9 62:5,17
62:25 63:17 64:2,6,21 65:5,19
65:23 66:14 70:9 72:5 74:12
75:16 77:15 79:1 80:4 81:11
86:5 90:10 95:20 96:18 99:17
100:22 105:5 110:25 117:15
118:11 119:24 120:2,17 121:1
124:5 126:14 130:5 134:9

136:21
Mercy's 54:19 55:18,22 56:1
message 56:11
met 61:9 65:19 133:8
methods 78:6
metric 19:21
metro 41:18
Mexican 8:13 9:9 10:3 48:8
 56:10
Mexicans 48:23 54:8
Mexico 1:2,10,11,12,23 3:4,7
 5:11,13 6:24 7:23 9:15 10:15
 11:18,20,21 12:1,10 13:6 23:17
 26:5 28:6,7,16 29:2,4 30:9
 31:21 33:12 35:4 36:15,25 37:6
 38:3,21 39:8 44:1 45:9,17 46:9
 46:11,17 52:25 54:22 56:16
 57:4 62:4 63:25 64:23 66:9
 67:20 68:4,8 69:1 72:7,16,19
 82:5 85:10 92:20 111:2 117:25
 118:2 124:20,21 134:19 135:17
 135:25,25 142:2,7,10,11,18
 143:4
mic 5:6 40:7 84:24
mics 5:5,8
mid-second-grade 52:12
middle 33:18 45:6 52:16 59:1
 140:7
middle- 53:10
military 50:3,7
mind 12:20
minds 134:7
mindset 60:5 131:19
mine 47:1 105:20
minus 114:21,22 123:22
minute 129:16 138:20
minutes 6:13 7:3,11 69:11
 108:12,13 111:6,7 114:14
mission 13:4,11,13 20:3,4 21:10
 23:15 38:17 51:11 61:11,12
 65:8
Mission-Specific 17:23 112:13
 119:17
mission-vision 25:2
Mississippi 9:23
Missy 2:13 11:25
mistakes 121:23
mix 94:19
MLSS 15:21

model 13:14 15:18,23 19:10 21:4
 24:7 25:1,12 30:25 31:22 38:4
 45:11 61:14 107:10 121:7,11
 126:24 127:1
models 78:17 122:1
mom 32:25 33:2,25 43:12 51:3
 118:20
moment 25:22 102:20 128:17
 139:15
moments 125:10
money 35:24 83:16,18
Monique 32:11,12,16
monitor 17:20 97:10 122:23
 123:18
monitoring 15:25 17:4 87:9
 117:19 119:21 120:21 122:12
Montessori 35:12
month 139:4
months 25:8 33:25 61:9
morning 63:2 140:22
mother 66:22
motion 5:16,18 6:1
motivated 40:25
move 41:4 48:16 113:20 131:6
moved 33:18 106:2
moving 54:9 114:18 131:5
Muchísimas 69:6
Mulliniks 62:6,10 100:11
multilayered 15:21 17:3
multiple 5:8 22:12 106:1 132:16
music 47:20

N

N 2:1 3:1,1
N's 60:17
N-i-l-i 27:22
name 6:17,23 7:17,20 8:6,22 9:6
 9:20 10:10 11:1,14 27:12,21,21
 27:22 29:16 30:7 32:7,12,15,17
 36:23 37:2,22,23,24 38:13
 39:13,14 40:8,8 43:10 44:24
 45:21 46:7 48:3,6 51:2 52:2,4
 53:15 55:4 56:25 58:19 59:8
 60:22,25 61:10 62:10 63:22
 66:17 68:1 116:18 136:6
National 46:13,15 49:25 134:14
nationally 14:23
nationally-based 74:7,8
native 8:13 9:9 97:4

navigate 53:9
nearly 9:11 41:23
necessarily 71:5 126:7,8
necessary 16:1,13 17:8 30:12
 51:8 117:10
need 15:16 29:23 30:24 35:9
 36:11 40:17 45:16 47:6,10,13
 51:16 54:22 64:11,12 65:17
 67:11 68:25 83:1 90:7 92:23
 98:2 100:5 111:4 112:25 122:11
 132:19 133:3,4 137:25 138:15
 138:23 141:12
needed 19:23 32:22 37:10 38:3
 45:13 67:20 68:23 107:25 133:1
 133:5
needing 122:19
needs 14:3 15:19 16:16 17:6 20:8
 20:9 25:15 41:1,2 50:10 68:20
 69:1 86:25 91:25 92:7 97:9
 122:11,12 134:12
neglected 126:16
neighborhoods 42:15
net 99:19
network 23:7
networking 87:22
networks 137:8,9
neurodivergent 59:21
neuropsychology 59:12
never 11:6 58:25 102:22
new 1:2,10,11,12,23 3:4,7 5:11
 5:13 6:24 7:23 8:13 9:9,15 10:3
 10:15 11:18,20,21 12:1,10 13:6
 23:17 26:5 28:6,7,16 29:2,4
 30:9 31:21 33:12 35:4 36:6,15
 36:25 37:6 38:3,21 39:8 42:3,15
 43:12 44:1 45:9,17 46:9,10,17
 48:8,23 49:23 50:20 51:3 52:25
 54:7,22 56:10,16 57:4 62:4
 63:25 64:23 66:9 67:20 68:4,8
 69:1 72:7,16,19 82:5 85:10
 92:20 97:19 104:19 111:2 114:8
 117:25 118:2 124:20,21 130:9
 134:19 135:17,25,25 142:2,7,9
 142:11,18 143:4
NewMexicoKidsCAN 57:2
newsletter 87:22
NHM 111:20
night 100:12 118:12
Nili 27:10,21

nimble 35:8
NM 1:21 142:16
NMPED 143:6
nonfictional 71:16
nonprofit 9:12 46:15 94:21
norm 36:9
normal 104:19
norms 117:7
north 72:11 99:25 100:10
Northeast 1:12
Northern 44:2
northwest 35:17,19
note 59:13 80:15 109:14 115:9,10
 124:18
notice 19:18 114:2 127:3 136:12
noticed 44:5 95:11
noticing 33:1
nourish 61:21
number 18:7 70:17,23 71:18
 79:15,19 80:7 92:11 97:2 99:21
 111:17 112:8,9,11,16 113:15
 114:20,22,25 115:2,15 121:10
 130:21 141:4 143:2
numbers 109:2 120:4 133:7
numeric 113:9
NW 1:23 142:17

O

O 3:1,1
objective 22:17
objectives 29:19
obligation 119:14
observances 109:15
observations 18:13 22:15 31:5
 97:12
observe 78:20 127:16 128:2
observed 44:5
obvious 95:5
obviously 118:16 140:17
occurs 84:2
Off-mic 133:11
offer 22:3 33:15 51:18 141:14
offering 48:23 50:7 58:12
offerings 35:6
office 28:11
officers 21:21
official 11:21
officially 125:11
oftentimes 91:13

oftentimes 76:13 106:6 107:2
 129:9 131:14 133:25
oh 4:6 32:10 37:3 48:2 54:25
 60:16 127:11 129:19 137:15
okay 5:8 26:24 27:2,8 30:7 34:16
 39:12 48:2,5 54:25 55:3 60:21
 66:19 67:22 76:24 80:11,19
 92:5 107:20 114:6 122:1,24
 129:7 130:21 133:15
old 77:3
old-fashioned 75:24
on-boarding 124:18,23 125:1
once 4:12 5:5 6:15 7:14 35:11
 56:22 85:8 113:1 122:17,17
 139:2
one-on-one 24:5 75:11
one-to-one 123:9
ones 13:21 117:4
ongoing 18:12,19,20 31:4 57:5
 119:23 120:21
online 43:18 60:15 76:17
Oops 55:1
open 5:8 21:25 24:12 28:20 65:6
 85:24,24 90:14 100:22 101:16
 139:5
opened 48:9
opening 23:19 92:12 101:14
operate 28:4
operational 128:14
operations 27:25 111:23
operators 62:14
opinion 63:8
opportunities 31:9 44:16 50:21
 78:21 100:14 106:18 107:6
 108:17 125:20 126:10 127:10
 130:1
opportunity 12:23 31:23 33:2
 37:8 38:19 41:17 43:20 49:3
 56:8 60:1 73:24 81:12 86:4,11
 98:5 105:11,22 108:7 114:4
 118:24 121:19 126:4 127:15
 130:6,7 131:8 137:3
opposed 5:23 100:24
opposition 5:25
option 8:2 36:12,18 48:19 76:17
 87:15
options 26:6 35:3 40:15 41:20,25
 50:8
orange 25:10

order 3:3 4:4,14 68:24 107:19
ordinary 139:2
organic 74:9
organization 10:21 64:1
organization's 64:4
organizational 133:21
organizations 24:8,10,10 25:6
 38:25 94:22 100:6
oscillate 107:2
outcome 89:1
outcomes 44:6 45:3 57:12
outlet 134:22
outliers 124:10
outreach 23:21 45:7 86:13
outs 93:17 96:1
outside 95:17 125:7 135:25
overall 17:21 19:5 24:6 29:6
 37:19 40:4
oversee 122:15
overseeing 21:9
oversight 19:11,14
overwhelmingly 24:11
owner 48:9
owners 28:1
ownership 13:23

P

P 2:1,1 3:1 105:13
P-h-i-l-l-i-p 58:20
p.m 1:11 4:6 69:12,12 141:18
packed 140:17
packet 115:11
Page 3:2 60:10
pages 142:8
paid 118:7
painful 12:7
Palomas 1:12
panel 58:16 85:14 102:1
par 30:16
parent 8:15 9:10 10:12 31:16
 34:23 35:10 51:6 104:24 105:13
parents 2:9,11,14 31:24 33:23
 34:9 35:21 36:16 40:14 84:11
 84:17 95:1,2 104:17 105:15,19
 106:20,22 139:18
park 49:22 116:3
part 21:7 29:1,4 36:8 39:24
 48:14 81:3 82:2 90:7 92:11
 93:19 98:16 105:12 110:1,2

120:18 121:11 125:6
particular 72:15,22 79:17 92:7
 97:9,24 111:24 112:6 127:18
 128:5 131:2 134:12
particularly 48:21 87:18 135:24
partner 10:11 134:13 135:12
partnering 135:9
partners 21:17 95:6
partnership 26:13 46:14,16
 49:21 105:13,13 107:25 135:18
partnerships 87:17 120:5 135:4
Paseo 99:25 100:11
Paso 33:18 88:6
pass 108:14
passes 6:1
passion 49:5 54:20 55:10 63:1,3
 140:18
passionate 49:2,16 118:6,13,18
 118:25 119:3,6
passionately 69:15
pathway 59:15,17,23 89:5
patience 4:2
PATRICIA 2:3
Pauhegan 124:25
pay 32:1 64:25 82:2
PD 95:11,12,17 142:25
PEC 4:4 43:4 69:19
PED 19:16 20:3 22:16
peer 3:7 125:19 126:4 130:4,20
 130:20 132:21
peer-to-peer 78:11 127:6,20,21
 129:25 131:9
pending 64:24
people 6:14,25 7:2 8:10 10:17
 23:23 24:5 25:16 26:1 27:4,5,6
 28:8 40:22,25 46:20 60:11
 65:16 66:7 73:5 94:13 102:11
 105:23 107:5 116:23 117:3
 120:10,15 124:10 125:3 133:25
 136:14 139:7,11 140:4
perceived 24:1
percent 16:17 18:1,6 22:13,14,16
 23:17,19,25 30:18 36:2 75:7
 132:7
percentages 42:16 111:3
perfect 109:19 118:17
perfectly 51:11
perform 37:19 52:21
performance 30:15 35:5 63:14

performing 7:25 48:15 49:4,8
 64:8
permanent 20:24 109:8
permission 27:13
person 11:5 48:12 90:2 107:7
 116:14 120:4 124:15 129:21
 131:7 132:11
person's 60:20
person-based 90:1
personal 59:13 60:2 62:1
perspective 52:18,21 71:12,15
 79:23 123:5
perspectives 35:1
pertains 135:24
pertinent 72:24
ph 59:10 124:25
Phillip 58:17,20
philosophy 16:11 17:12
phobia 113:18
Phoenix 48:12,17
phonemes 80:16
phonemic 98:3
phonics 98:4,8
picture 106:23
pictures 106:19,20,20 113:9
piece 66:4 72:4,6 92:18 98:24
 104:24 117:6 130:12 137:1,2
 139:19
pieces 119:9 137:4
piggybacks 104:15
pink 25:9
Pinnell 18:3 80:5
pipeline 66:2
piped 61:11
Pit 35:20
pivotal 55:24
place 6:9 14:15 18:8 42:21 43:2,4
 72:9 75:18 100:9 112:10
placed 33:20
places 67:16 105:9 133:9
placing 31:23
plan 20:19 42:4 57:9 81:13 82:8
 86:2,12 92:7 94:8,14 99:16
 100:24 101:7,9,13 110:15 116:2
 132:25
planned 84:8 133:6
planning 8:10 14:11 19:22 21:14
 45:12 64:25 79:10 80:3 83:24
 83:25 129:6

plans 44:18 79:22 97:3,15 99:14
 100:19 110:10 133:7
play 79:21 127:22
plays 50:2
please 4:15 6:14 13:16 16:15
 19:8 25:3,13,23 27:11 32:14
 36:17,17,17 37:1,22 69:4
Pleased 29:18
pleasure 64:5
Pledge 3:4 5:10,12
plenty 99:7
plus 114:21,22
poignant 69:24
point 22:4 47:22 113:12
points 71:18 74:6 102:9
poised 61:25
policies 10:23
policy 8:24 9:2,14 34:20 85:25
 98:17 103:15 109:17
Polling 41:23
Pop-Up 88:5
Pop-Ups 88:1
populated 100:3 141:7
population 16:17 39:3 99:7
 106:13 109:18
populations 19:7 92:20 134:12
portion 141:1
position 133:8
positions 133:2
positive 51:22 61:22 118:3
possibilities 12:14
possibility 26:19 51:10
possible 15:20 105:17
possibly 89:24 90:6
post 28:15 126:25
potential 23:13 37:15 57:13
 59:16 60:6 86:10 100:14 125:21
 129:7
potentially 87:14 90:16 105:9
pour 54:21
poverty 42:16 54:6
power 12:18 55:20 98:22
powers 105:16
practice 78:5,11 79:9 112:22
 115:13 130:19,24 137:23
practices 28:4,5 45:8 55:15
practicing 130:22
pre-Ks 87:13
pre-mortems 129:5

pre-planned 71:13
precedence 126:20
predecessor 90:14
predominantly 96:23
prefer 82:11
preparation 126:17
preparatory 13:5 14:14 52:6
 60:5
prepare 59:2 68:18 70:24 75:21
prepared 16:19 51:14 61:7
 141:10
preparing 31:13 73:21
preschoolers 40:13
prescribed 90:20 91:13 92:10
 92:12,13,15,21
prescriptive 89:12
presence 87:11 107:24
present 20:8 130:13 132:24
presentation 7:10 63:2 125:1
presentations 62:9
presented 114:10
presents 6:19
president 27:25 34:20 40:10
pretty 48:24 54:7 80:18 83:18
 122:10 123:10
prevent 106:7
preview 135:21
primarily 74:14,15
prime 70:20
principal 20:21 93:25 94:6,8
 108:11 124:3
printed 76:9
priorities 19:13 20:17
prioritize 138:17,23
prioritized 43:24
prioritizes 15:10
priority 16:21 20:23
private 19:12 20:2 31:15,17
 118:20
privilege 64:6
privileged 109:6
probabilities 12:13
probably 86:22 110:3,4,4 136:10
 141:8
problem 28:14 112:15,18,20
 123:25 129:6,7 131:2
problem-solving 18:5 111:18
problems 120:23
procedures 10:23

proceedings 1:9 141:18 142:9
 143:3,3
process 41:5 62:21 71:22 113:16
 113:21 120:8,13,19 121:9
 124:23 133:22 138:10,21
procurement 45:22
product 31:15
profession 68:22 85:6
profession- 77:11
professional 1:22 8:25 18:11
 20:18 31:3 44:12 77:2,7,16 79:5
 89:8,18 90:5 92:1 127:7 131:21
professionals 28:24
proficiencies 12:8
proficiency 12:10 19:5 30:17
 79:16 97:21 110:5,7
proficient 134:3
program 12:18 14:2 16:21 17:2
 33:20 34:4 36:7 42:8,11 46:12
 48:22 59:18 68:3 74:22 80:7
 91:12,21 97:1 111:2,5,14,18
 117:20 118:13 127:7 132:3
 134:10
programming 63:13 70:16 92:12
 135:10,14
programs 34:21 50:11 51:17
 63:24
progress 15:25 17:4,20 119:21
project 45:7 62:12
projects 38:2
promise 62:24
promises 21:11
promoting 55:18
pronouncing 27:9
Proofed 142:25
properly 37:15
proposal 29:9 44:5
proposed 7:21,22 8:12,25 9:16
 10:6,19 11:4,4 18:13 19:10,20
 25:16 52:14 117:17
pros 90:24
prosperity 39:2
proud 34:23 46:5 55:6 57:3,23
 58:15 85:9
proudly 52:7 65:16
proven 42:19 74:16,18
provide 14:19 16:13 17:3 26:11
 52:15 62:13 82:13 83:3,4 98:13
 105:22 106:8 108:7,16 115:14

115:15 119:15 135:1
provider 89:23
provides 50:6 61:14
providing 13:4 15:10,21 81:15
 97:4 98:5 120:14 127:24
proximity 50:12
psychology 59:11,13 119:6
PTSD 118:2
public 1:1 7:1 8:17,24 9:24 11:19
 19:12,17,20,21 20:2 21:15,17
 23:18,19 26:22 27:3,16,19
 29:17 30:4,7 32:12,16 41:12,24
 43:13 103:14 104:23 142:1,10
Pueblo 135:9
pull 56:14 133:1
pulled 108:11
pulling 136:22
pulse 124:8
pump 68:24
purpose 13:9
purpose-built 62:15
purposeful 97:13
pursue 13:8
pursuit 56:2
put 70:1 86:21 106:18 139:9
putting 13:23 61:17 97:19

Q

qualifying 21:22
quality 50:15 90:18 104:2
quality-of-life 50:18
quarterly 18:14 77:23 79:2,13
question 33:19 36:15 70:11
 71:19 76:24 85:18 88:14 89:10
 90:19 94:17 95:16 113:2,4
 123:21 132:12 136:18
questioned 34:2
questions 36:14 42:1 65:5 69:9
 69:19 70:3 74:5 79:11 116:17
 141:6,9
quick 33:17 68:25 82:18 83:18
 115:9 123:19 125:16
quickly 73:12 74:21 114:18,18
 123:10
quirky 108:24
quite 38:22 95:22
quizzes 80:12,13
quotes 26:3

R

R 2:1 3:1	106:4,5 107:4,25 109:10 110:23	141:3
R-i-l-e-y 8:7	111:14 112:9,22 113:2,15,20,22	regularly 19:25 123:18
R-i-v-a-s 52:4	113:24 114:11,14,23 115:2,4,23	regulations 10:23
R-o-m-e-r-o 48:7	115:24 116:22 119:6 121:12	regulatory 62:23
R-u-n-y-a-n 11:15	122:8 123:7,7,24 124:8 127:1,4	reinforce 64:22
ragging 104:5,6	127:8,8,17,19,21,22 128:1,8,12	reiterate 85:5
raise 32:8	128:18 129:17,23 130:25 131:4	relates 45:13
raised 43:22	131:8,12 133:17,23 134:11,13	relationship 25:11
Rancho 33:19	134:17,20,23 135:3,8 136:1,1	relationships 88:2,3
range 41:19	137:14,19 138:10 139:5,6	relative 109:13
ranging 24:9	141:16	relentless 56:2
rarity 52:23 53:1	realtime 18:25	relentlessly 107:17
rates 14:24 30:17 45:15	reason 59:9	relevant 40:12 47:16 110:20,20
reach 58:10 86:3,9 101:20 134:2	reasonable 122:21	reliant 84:21
138:11	reasonably 122:21	relied 83:17
reaching 140:4	reasons 50:23 63:16 65:22 70:23	religious 24:10 109:15
reaction 73:2	70:24 137:17	relocations 50:14
read 9:24,25 10:13 15:6 25:4	Rebekah 11:13,14 84:22,24	rely 19:2 120:6
26:3 40:1,2 61:7 66:20 67:15	133:12	relying 83:10 119:22
71:7 76:25 81:2 87:25 88:5,7	REBEKKA 2:5	remaining 22:16 123:14
98:11 103:2 110:9 119:8	REC'D 143:9,14,19,24	remember 27:11 37:22 54:10
read-alouds 75:5	RECEIPT 143:1	102:21 103:10
reader 74:25 103:6	receive 42:24 50:15	remind 5:5
readiness 14:20	received 24:14	reminded 53:20
reading 10:15 11:8 14:4 15:5	receives 15:16 55:16	reminder 7:9,14
17:25 18:2,3,4 29:20 30:16,18	receiving 16:1 37:6	Renee 8:5,6 12:22 14:22 17:15
39:25 43:17 44:10 46:21 48:24	receptionists 28:11	23:12 26:2 58:3,10 116:19
52:10 66:6 67:14 70:21,22,23	recess 3:8 69:12 140:21 141:18	117:13 136:6,6,17 138:12,16
71:1,3,8 75:4 76:5,16,18,23	recognize 25:24 67:11	Report 3:7
80:5 92:10 97:24 98:18,20,24	recognized 53:25	REPORTED 1:21
102:13,23 103:7 111:10,11	recognizing 55:23	reporter 6:12 27:12 142:7
ready 11:22,25 93:25 120:16,17	recommendations 19:23	REPORTER'S 3:9 142:5
real 28:2 82:18 90:12 104:16	record 6:17 7:17	Reporting 1:22
116:9 123:19	recruit 137:10	represent 25:10
reality 12:7	recruitment 85:20 86:13 87:5	representation 85:11 136:20
realize 34:4 73:5	137:12	representative 135:17
reallocate 132:21	refer 24:21 94:25	represented 138:15
really 12:6,6,7,19 13:2,18,20	reference 76:8	representing 49:21
15:4 21:3 22:22 23:24 25:21	reflect 17:11	represents 24:17 61:13
27:19 30:15,25 31:5 32:13,18	reflection 52:20 53:2,3	request 80:19
33:15,25 34:5,11,12 39:24	reflective 122:9	requests 133:1
45:13 46:25 59:3 61:11 63:8	reflects 23:14 55:19	requirement 81:9
66:25 67:18 69:23 71:22 72:16	regard 47:15 65:24	requires 22:6
73:11,12 79:15 83:1,1 86:12,16	regardless 14:16,17,17 50:15	research 23:16 41:22 74:16 91:1
86:20,24 88:21 89:25 91:12	55:17 105:7 140:2	119:7 120:9
93:5 94:18 95:6 98:1,4,8,8,11	regards 60:4	reserve 125:9
99:23,25 100:9 102:10 103:4,5	regional 72:10	reside 57:22 68:9
103:6,21 104:9,11,12,20 105:19	regret 138:20	residence 20:22 93:25 94:7
	regular 17:4 22:10 31:4 119:21	resident 34:22 36:24 37:5 38:15

44:25 45:2 48:8
residents 39:6 41:23
residing 50:1
resource 76:16,20 115:14,15
resources 21:17 68:8
respond 128:17
respondents 24:1
responds 74:2
response 5:24 26:23 27:1 81:10
 132:21
responses 88:15 141:11
responsibilities 21:23 22:11
responsibility 19:11,14 94:10
responsible 15:24 23:6
responsive 17:10 66:6 70:5,14
 72:1,4,6,17,20 74:3 91:20,21
 92:14,17 93:5 94:3
responsiveness 17:10 95:4
rest 11:10 33:1 130:13
restate 112:20 113:2
result 11:7 41:16
results 42:7 57:10 128:1
resume 49:6
retention 125:5
retired 68:8 70:1
revealed 23:17 24:1
review 3:7 19:11,21,25 132:21
revise 114:5,7
rich 29:6 66:9
right 4:1 6:8 10:13 22:8 40:16
 41:14,20 45:10 60:9 64:10
 82:20 90:3 97:18 100:24 101:5
 107:11 108:22 109:21 113:20
 114:24 115:7 116:10,21,23
 128:20 129:5 131:7 133:4 136:9
 136:14,19 139:4,25 141:15
rigorous 14:21 15:4 31:3 74:6
Rio 33:19
Rivas-Savell 51:25 52:3
river 57:25 99:21
RMR 142:6
RMR-CRR 1:21 142:16
road 79:11 115:22
robust 20:18
role 8:19 50:2 55:24 62:13
 116:21 127:23
roll 3:3 4:15
Romero 48:4,7
room 27:5 32:9 34:16 127:2

Rope 102:23 103:7
Roswell 45:5
routes 83:5
routines 111:19 114:13,14
rubric 22:22
rug 112:2
run 42:8 83:14,18
running 116:11 139:3
Runyan 11:13,14 84:24 133:12

S

S 2:1 3:1
S-a-b-r-i-n-a 55:4
S-a-n-c-h-e-z 38:14
S-a-n-g-a-n-i 27:22
S-a-v-e-l-l 52:4
S-h-a-n-n-a 66:18
s-i-g-h-t 108:23
S-i-l-v-a 53:16
s-i-t-e 108:23
S-o-t-o 11:2 51:3
S-t-e-v-e-n-s 68:2
S-t-i-d-w-o-r-t-h-y 40:9
S-w-e-e-t-l-a-n-d 57:19
Sabrina 54:24 55:4
sacrifice 35:21
sacrificed 118:20
sadness 73:6
safe 60:2
salaries 131:23
salary 132:6
Salon 51:4
Salute 3:4 5:10,12
San 64:17
Sanchez 38:12,14 53:22 54:11
 87:19
Sandia 49:22
Sangani 27:10,21
Santa 103:13,24 104:23 109:17
Sara 8:21,22 21:2 137:11 138:7
SAT 97:13
saw 8:16 33:6 68:14 69:2 99:8
 101:4
saying 47:2 102:11 110:13
 123:12
says 67:14
Scarborough 102:22 103:7
schedule 130:3
scheduling 22:5

school 7:22 9:25 11:4,6,8,12,18
 13:3,17,25 15:10,14 16:19,22
 17:21 18:13 19:19 21:6,14,15
 22:1,12,18 23:2,14,15 24:2,7,11
 24:16 25:2,18,19 32:17,19 33:7
 33:9,15,18,25 34:13,23 35:4,15
 36:13 41:4,12,13,25 42:3,3
 43:13,20,24 44:9 45:6 46:3,17
 46:18 47:3,5,9 48:13,15 49:4,23
 50:6 52:6,7,16,17 53:6 54:11
 55:12,12 56:3,7 57:7,10,21
 58:11,14 59:1,2 61:4,6,10 62:12
 62:14 63:14,15 64:8,9,10,17
 65:2,16,17,20 66:24 67:1,3
 69:15 79:16,24,24,24 82:22,24
 82:24 84:13 85:10,23 86:1,11
 88:18,21 90:18 93:15 95:1
 96:22 99:5 105:12 106:2,3
 107:3,5 117:22 118:16,21,21
 119:2,15 123:25 124:1,6,6
 125:20,22 131:17 133:12,19
 134:1,6 135:19 136:7 141:7,10
school's 20:2 51:11 61:10 64:3
School/Options 2:8,11,13
schools 8:1 11:17,20 23:20 26:22
 35:3 36:8,9,10 43:14 44:3 45:5
 45:16 49:9 50:9,20 52:14,25
 63:25 64:4,11,12,13,23 67:11
 82:4,7,7,20 83:3,8 93:16 99:13
 99:15 100:2,21 103:12,14,23
 104:23 105:6 109:19 110:5,7
 116:8 131:25
science 18:4 49:22 70:23 74:23
 74:24 134:8 135:15
scientific 86:20
scores 115:22
Scott 41:7,10
Script 3:12
scripted 90:23
search 63:4
seat 61:17 114:7
seating 97:18,22
seats 6:8 90:17
second 5:17,19 11:5 13:25 22:25
 27:14 70:2 75:22 101:17 103:3
 129:22
second-grade 102:13 110:12
second-grade/lower 52:11
secretary 2:4 4:17,19,21,23,25

5:2,2 9:16 69:22 72:3 74:4 75:9
76:24 78:24 80:2,19 133:17
sector 85:11 94:21 102:10
sectors 9:12
secure 62:15
Security 49:25
see 6:20 13:10 15:2 23:22 24:17
24:24 28:13 29:18 32:19 33:16
43:23 47:11 49:5 53:1 58:7,11
81:16 83:11 85:15 87:4 88:5
99:8 102:1 104:16 105:23
106:14 112:9 113:7 114:8
115:21,25 120:4 123:10 124:13
126:6 135:5,6 137:23 138:6
140:23
seeing 60:19 78:16 120:1 122:16
122:16
seen 53:22 54:12 73:2 96:21
102:22 116:8,22
select 50:9
selected 112:20
selection 21:13 62:21
self-discovery 55:19
self-evaluation 22:21
selfishly 28:24
selves 121:4
semester 47:19
send 39:23 58:23
senior 27:24
sense 114:20
sense-making 13:22
sent 87:22
sentiment 24:7
series 19:3
seriously 125:14 131:16
serve 8:12 9:16 11:17 15:19
17:17 28:20 42:17 53:4 65:16
85:23 116:12 119:19
service 1:22 50:5 81:1,19,23
services 68:5 82:8,9,16 133:14
servicing 132:14
serving 9:13 52:7 96:20
session 141:1,2,15
set 4:3 12:20 17:21 42:6 117:8
122:1,1 136:24 138:6 142:12
sets 31:1 138:15
setting 15:1,20 41:15 65:23 66:12
67:19 129:13
setup 84:11

Seuss 67:14
seven 35:18 62:20 136:11
SFA 80:13
Shana 66:20
Shanna 66:16,17
shaping 55:11,24
share 8:18 25:25 30:8 33:17
34:15,24 64:1 73:25 113:11,13
127:2
shared 16:8 61:10 94:10 127:14
shares 62:24
sharing 25:17
sheets 129:25
shine 72:17 127:18
short 69:8 83:15
shoulder 103:25
shout-out 45:5
show 12:12 52:18 89:3 105:24
106:8,24 122:1
show-up-and-feel-good 139:14
showcase 38:7
showed 25:22 124:3
showing 62:9 72:15 126:20
shows 14:24 54:20
shy 121:17
side 6:10 8:3,14 12:4,9,9 20:25
24:13 30:10,11 32:18,20 38:18
39:3,7 44:19 45:16 46:1 47:12
47:13 48:10 51:15 53:7 57:22
57:22 65:8 67:10 68:9,25 73:23
87:7,18,23 88:1 99:20 100:10
110:10 116:5 124:18
sides 140:14
Sidney 45:5
Siembra 65:15
sight 104:21 106:10,11,14 108:10
108:15,21,22 109:6 115:7
sign 63:11
signed 6:25 105:4
significant 50:6 83:16
significantly 49:24
Silva 53:14,15,16
silver 103:23
similar 14:24
similarities 114:2
simple 41:18
simply 35:23 36:11
single 15:12 64:13 107:17 118:10
sit 6:9 106:24 114:2

site 62:21 128:2
sitting 125:21
six 5:3 22:23 77:5 101:5,21
six-month-old 43:12
sixth 46:21 102:13 110:11 134:3
sixth- 46:18
sixth-grade 52:10
skill 28:8 136:24 138:6,14
skilled 37:16 41:1
skills 11:9 12:13,19 13:7 14:4
20:5 23:9 38:8 49:10 51:7
68:23 114:16 128:8 139:1
slide 13:16 16:15 19:8 21:1 25:3
25:13 26:8
slow 103:5
small 56:14 97:23 98:5 106:8
125:25
smart 40:24
so-and-so 122:4 129:20 130:23
social 68:6,22 75:3 86:15,16
92:16 133:3
socially 15:17 59:23
society 61:22 75:18
solid 53:8
solution 57:7
solutions 57:6 129:8
solve 18:6 113:6,8 115:3
solved 114:3
somebody 8:13 97:20 98:19
103:14 128:6,16,21 137:3
someone's 11:10
somewhat 92:21
son 31:18 35:11 36:4 51:7 66:23
son's 31:21 51:5
soon 11:23 37:6
sophisticated 63:10 86:22
sorry 4:6 12:4 32:11 37:3 48:5
55:12 59:6 60:24 84:25 133:24
sort 106:13
Soto 51:1,3 56:20,22
sound 5:8
sounded 95:13
sounds 77:17,17,18 80:15 89:19
95:12,16,18 116:2 134:1
south 72:11 99:25 100:1,11 105:8
116:22
space 119:15 120:14
spaces 132:16
Spanish 6:20 98:22

sparked 58:9
speak 7:15 16:18 32:11 33:21
 53:5 54:4,25 57:3 61:8 62:4
 68:11,13 76:18 102:6 120:7,10
 138:18
speakers 85:4
speaking 5:6 31:11 54:15 108:1
 117:2 120:11 131:20
speaks 49:6
special 15:18,19 16:8 19:7 20:7
 20:16 54:3 106:13 132:22
 133:13
specialation 59:10
Specialist 2:10
specialties 119:11
specific 74:17 99:10 121:7
specifically 17:23 52:23 59:11
 60:4 68:21 75:4 119:17 137:25
spectrum 67:2 86:9
SpEd 132:14
spell 6:16 7:16 27:11 32:14 37:1
 37:22 40:1 60:25
spelling 29:16 45:1
spend 46:22 130:10
spending 126:2
spent 7:24
spills 49:5
spoke 60:14 69:14 103:18
spoken 47:15
spot 29:24
stability 50:3
staff 2:7 20:20 23:2 78:8 82:16
 89:12 116:11 117:1 124:10
 126:10 127:15,15 128:15
 134:25
staffing 28:15,15
stand 5:9 13:11 25:23 26:1 73:18
 91:17 112:19
standard-aligned 111:22
standards 22:17
standards-based 19:2
standing 6:8
standout 42:11
standpoint 35:2,10
stands 49:24 64:1
staple 77:17,18 112:5 127:6
stark 111:3
start 11:23 12:2 22:4,20 29:15
 38:23 60:12 75:23 77:25 79:3

107:9 114:22 126:24 129:2
 134:1
start-up 64:24 84:1,10,16
started 21:18 32:19 46:11 125:23
starting 22:2 31:10 47:2 58:24
 67:12 123:25 124:6 126:11
 130:9 135:2
starts 16:23 24:9 47:7
state 1:2 9:1,13 11:18 22:5,17
 29:5 45:9 57:5 59:20 64:13
 66:9 68:7 80:9 119:23 126:16
 142:2,7,10
State-mandated 16:25
stated 142:11
States 28:6
statewide 45:14
statistical 24:20
statistics 12:12
statute 82:23
statutes 82:20
stay 7:2 67:6 122:6
step 26:8
steps 21:25
Steve 136:8
STEVEN 2:3
Stevens 67:23 68:2
stewards 19:20,21 21:16
STEWART 2:5
stick 88:21
Stidworthy 40:6,8
Stop 114:23
stopping 71:18
stories 18:7 80:7 92:11 111:17
 112:8,9,11 113:15 115:16
 130:21
story 112:16,18,23 113:1 130:23
strategic 8:10 21:14 57:9 97:18
 97:18,22 138:11
strategically 13:13 93:19 112:20
 137:3
strategies 13:20 78:5 114:9 121:6
strategy 20:14 106:16 107:8
 114:8
Street 1:23 142:17
strength 17:14 24:22 25:11
strengths 121:15 127:12
strong 14:4 23:12 30:21 40:21
 43:2 47:6 52:15 64:1 78:17
 111:4 138:14

strongly 15:7 29:3 39:7 43:4
 47:23 51:20 57:12 61:4
structurally 59:23
structure 21:5 59:22
struggle 33:7 48:23 82:6 116:9
struggled 9:23 33:6
struggling 30:16
student 13:1,21 14:8,12 15:1,12
 15:15,24 16:11 17:12,20 18:16
 18:24 19:5 22:14 34:6 35:9
 37:13 38:4 44:6 47:1 54:12
 55:9,16 56:1 57:12 61:15 70:17
 75:12 76:1 85:25 92:19 96:24
 97:19 108:4 112:24 119:21
 123:3,17 133:3 134:11
student's 17:6
student-centered 61:13 91:12
 122:6 123:15
students 10:3 12:8,19 13:7 14:3
 14:20 15:12,19 16:1,12,14,24
 17:16 18:1,6,22 20:4,8,25 21:6
 26:5 37:14,19 40:15,21 42:16
 42:17 44:8,19 45:3 47:16,18
 49:1 52:7,10,16,19 53:3,6 54:22
 55:25 56:13 57:14 60:7 61:20
 65:8,17 67:5 68:18 70:24 71:24
 73:9,15 75:10,22 76:2,14 79:6
 79:12,18 84:11,18 85:15,23
 86:3,9 88:6,17 89:2 90:17 91:4
 91:7,18 92:8,23 93:3,6 96:12,16
 96:20,22 97:7 98:18 100:7
 105:16 106:10,12,13 107:10
 108:6,18 111:8,21 112:2,14,19
 113:2,10,12,22 114:1,5,19
 115:10 119:1 121:4,21 122:9
 126:23 128:19 131:15 132:23
 132:24 134:2,22 135:2,11,13,19
 136:4
students' 17:13 55:18 61:16,20
studied 119:4
studies 18:14 52:18 75:3 79:14
 79:14 92:16
study 72:23
stuff 39:25 61:7 102:20 133:21
 139:15 140:9
style 116:25 118:14
sub 109:8 129:4
subcommittees 136:11
submit 132:25

subs 129:3
succeed 10:16 20:5 36:11 56:10
success 12:14 21:15 23:14 37:14
 47:24 55:8 60:6 62:1 74:21
 86:8 95:24 105:15 106:18 107:9
 117:19 123:17 131:1
successful 10:2 14:4,24 52:24
 76:5 93:3,16 119:13
successfully 53:8 65:7
suffered 59:14
suffering 117:11
Suite 1:23 142:17
suited 56:3
summative 19:3 119:22
summer 78:1,1 89:8
super 74:24 102:7 104:24 134:3
superscripted 91:10
superstar 28:16
support 2:12 14:11 15:16,21 16:2
 17:3,6 20:2,6,18,20,25 23:13,19
 23:24 24:15 28:19 31:4 32:3
 36:9 38:17 41:3 45:7,9,24 48:13
 48:14 49:13,14 51:20 53:5 57:3
 57:20 61:5 62:4,14 63:17 64:2,7
 65:4 66:13,15 67:18 73:9 78:12
 78:16 81:15 86:13,20 87:4
 88:11 91:4 92:7,23 93:13 94:20
 97:8,16 98:13 106:6 107:1
 108:4 112:3,25 115:17 121:13
 121:16 122:11,11,19,23 123:9
 129:23 132:23 134:18
supported 14:9 76:11 93:2
 113:22 128:19 129:17 134:11
supporting 14:25 50:4 55:22
 113:10 121:3 127:23
supportive 12:6 15:11 16:20
 76:19 79:15 111:14 114:11
 115:2 127:21 129:9 131:13
 134:20 135:4
supports 16:2,5,13 50:13 65:24
 91:11 98:1 126:22
supposed 122:2 128:22
suppression 63:7
sure 6:14,23 7:4 9:25 10:22 15:5
 21:5,10 22:8 23:10 46:23 48:3
 65:1 70:13 80:21 87:23 95:19
 96:16 107:18 109:23 110:11
 114:19 118:15 119:16,20 125:6
 126:24 136:2,19 139:24

surprised 138:19
surprising 94:19
survey 16:25 23:25
surveys 23:3
sustain 23:5
sustainability 90:14 92:24 94:9
Sweetland 57:17,19
switch 96:11
Sylvia 53:14
system 15:21 17:3 23:10 68:13
 90:8 108:6
systems 63:6

T

T 3:1
table 6:15
tailored 16:4 17:18 50:8
take 12:20 21:25 25:22 69:8,16
 75:13 87:6 88:24 92:1 93:8,10
 94:1 95:10 97:5 100:5 106:20
 118:12 121:11 127:23 130:12
 130:14 131:15 135:20
taken 69:12 140:4
takes 14:15 64:19,19,22 91:15
 108:12,13 132:3
talent 28:16
talented 120:15
talents 38:7 42:21
talk 27:13 58:24 70:15 71:10
 89:6 90:4 99:11 109:24 117:15
 120:3 137:11
talked 58:25 108:21 117:3
talking 57:21 100:20 124:13
tardes 57:19
target 16:17
targeted 35:8 86:24
targeting 139:6
task 121:5
taught 42:13
teach 40:2 54:5 56:13,15,16
 80:20
teacher 14:8 16:5 18:11 20:7
 22:15 31:2 36:24 37:5,10,16,17
 53:21,21 65:24 66:2,12 70:1
 71:11 73:24 76:8 77:5 78:14,17
 78:19,20 91:24 92:6 97:12
 107:12,15 110:22 112:1,16,17
 112:24 113:10,25 124:14,14,19
 125:5 126:17 127:1,13,25

129:20 130:12 132:23
teacher's 130:17
teachers 9:25 16:11 18:15 20:18
 31:2 42:14 44:13 45:8,10 53:18
 53:20 55:23 58:25 59:2 65:25
 74:10 75:10 76:7,14 78:22 79:5
 89:13,15 90:5 91:17 93:2,5,7,21
 95:25 103:8,16 104:5,6,10,11
 105:16 112:1 113:12 121:3,20
 121:24 122:8,15,18 123:3,6
 124:19 127:18 131:9,14 132:7
teachers' 121:15
teaches 74:24
teaching 7:24 55:14 77:4 85:5
 88:22 96:8 107:13 123:12
 129:11 131:16
team 7:16 8:4 12:11 13:11 15:24
 20:13 25:8,24 43:3,3 49:2,9
 62:18 63:17 64:21 66:14 71:13
 81:14 86:20 87:5 88:12 93:7,8
 93:14,24 94:13 95:5 97:13
 127:22 128:7 130:13 136:15
team's 28:19
tears 54:20
tech 137:18
technical 2:10,12 62:14
technology 49:22 75:20
tell 35:22 80:21 110:24 117:12
 131:11
telling 126:19
tells 112:17
ten 9:11 10:12 22:6 25:8 41:23
 58:2 69:10,11 114:22 120:17
 139:3
ten-minute 69:9
tend 52:21
tends 85:7
tens 45:9
term 86:22 103:9
terms 19:9,24 20:17 22:10 28:14
 45:15 70:18 73:7,9,12 75:9
 79:16 81:23 86:13 91:21 92:24
 99:19,19 100:10 112:25 119:10
 122:22 123:23 129:12 135:15
Test 17:1
testimonial 49:14
testimony 142:12
Texas 33:19
text 70:21,22 71:1,5,6,8,12,16

72:1,20 73:14,16,23 75:5
text-mining 24:20
texts 92:10 118:11
thank 4:11 5:4 6:18 7:19 8:4 9:18
 10:24 11:12,24 12:5 26:9,20
 29:10 30:1,2 32:5,6 34:15 36:20
 37:20 38:10 39:9 40:5 41:3,6
 42:20 43:6 44:22 45:18 46:5
 49:17 51:24 53:11 54:22 57:16
 59:5 60:8 62:3 63:19 65:9
 66:14,14 67:25 69:5,13,18
 70:10,14 74:4,4,13 81:12 85:16
 86:6 88:9 90:11 94:16 95:9
 96:10 99:1 100:17 101:2,22
 102:2,21 115:20 124:17 126:14
 130:5 133:16 136:5 139:23
 140:1,24 141:16
thanks 4:2 42:25 67:21 69:14
 102:5 125:15 131:20 141:17
theory 99:22
therapist 68:7
therapy 68:6,22
they'd 71:17
thicker 25:9
thing 54:10,14 56:21 80:18 98:7
 101:3 102:24 104:25 107:16
 113:14 118:10 126:16 128:4
 129:23 130:16 131:4 132:9
 134:17
things 26:10 44:4 47:4,6 48:19
 58:8 67:15 73:18 76:18,25
 80:16 82:19 83:14 85:9 97:17
 99:2 100:20 102:2 103:19
 104:13,20 110:16 112:3 114:20
 115:19 116:22 117:23 121:12
 123:17 125:2,7,16 127:3,4
 128:17,20 129:12 130:24
 138:22
think 10:2 26:3 29:24 30:9 31:1,9
 31:13,14,22,25 37:9 39:19 42:2
 47:17 48:23 49:13 63:1 67:4,12
 71:14 72:7,21,25 73:23,25
 90:11,24 93:15 96:6 97:1 98:7
 100:23 101:9,23 104:5,19
 108:25 109:5,5 113:17 116:23
 117:2,14 118:14 119:1,10,13
 120:14,16 121:2,14,18,18 123:2
 123:3,14,15 124:24 126:25
 133:19,23 136:25 137:2,4,15,20

137:24 138:22 139:5,8,9
thinkers 26:13 40:22 41:1
thinking 13:22 32:10 38:4 72:23
 97:15 112:10 113:11 114:12
 122:7 129:6
third 1:23 14:5 101:17,19 103:3
 115:1 142:17
third-grade 52:11 110:12
thorough 23:10
thought 68:12 101:8 133:23
thoughtful 126:2 133:23
thoughts 70:5
thousands 45:10
three 10:1 20:9 26:10 57:23 71:2
 77:4,25 93:23 97:2 112:19
 113:1 122:17
three-year 115:23
three-year-old 10:13
thrive 15:17 31:23 40:15 51:8
thrived 41:16
Thursday 4:5,7,7
Tierra 46:17
ties 29:5
time 6:16 7:7,9 11:23 19:6 22:25
 25:25 26:17 35:22 45:13 46:22
 62:3 65:25 77:19 78:3,7 83:15
 87:6 88:16 91:15 93:20 102:15
 105:21 114:6 118:1,11 119:12
 124:2 126:2 129:2 130:3,10
 131:21,24 133:18 134:16
 138:24 140:3,6 143:9,14,19,24
timely 16:2
timer 7:8 29:15
times 83:2 106:1
TIMOTHY 2:4
tiny 126:11
today 10:2 25:22 26:16,19 28:18
 29:9 32:13 34:15 45:23 49:14
 58:13 65:21 68:14 118:16,23
 137:17 139:17
today's 40:12 51:8 110:18
told 65:20 116:15
Toledo 60:12
tomorrow 140:21
tomorrow's 38:9
ton 80:13
tool 26:7
tools 36:10
top 49:8

top-tier 13:4 49:3
topics 83:9
total 28:5 77:25
totally 47:8 116:18
touch 84:15 102:19
tough 62:8
town 10:11 35:17,23
track 14:20 135:22
traditionally 85:6
traffic 58:1,1
train 82:15
trained 14:8 37:16 62:15
training 2:10,13 22:5,7 37:11
 94:1
transcribing 114:1
transcript 1:9 142:9 143:7,12,17
 143:22
transform 13:12
transformative 31:10 55:20
 64:10
transition 21:19 94:7
transparency 21:16 26:14
 123:16 139:20
transportation 81:1 82:3,22,25
 83:4 84:5,10 125:23
treasurer 10:6
treatment 28:10
tremendous 47:21 138:21
tremendously 76:21
trends 19:6
tribal 26:25
trifecta 105:15
trip 128:21
truancy 120:1
true 142:8
truly 31:13,20 32:2 35:10 46:1
 61:24,24 118:22 140:14,19
try 7:2 87:10 113:20 114:9
 124:15 137:10
trying 46:23 63:11 68:17 86:2
 100:9 102:16 134:15 138:11,13
Tuesday 4:7 141:8
turn 5:6 140:7
turned 48:20
turns 140:2
tutoring 36:9
twelfth 43:14
twelfth-grade 46:18
twelve 35:15

twentieth 60:23
twenty 69:10 137:20
twice 22:24 35:11
two 7:2 18:1 40:13 41:11 56:5
 71:2 74:5 79:19 80:25 93:4
 108:19 114:13 121:6,12 122:17
 123:17,22 131:22 136:3,14,16
two-adult 107:10
two-year-old 9:10 58:22
type 89:3
types 102:24
typing 75:23

U

ultimately 13:23 18:16
unacceptable 12:12
undergo 22:19 23:1 31:3
underpinnings 119:7
underscores 55:22
underserved 9:13
understand 10:1 11:7 30:19
 67:10 72:18 96:14 140:3
understanding 19:4 25:15 71:21
 80:17 90:7 100:3 112:23 130:17
unequivocally 81:14
unfortunately 52:22
uniform 22:17
unique 30:20 50:8 72:15 115:3
uniquely 56:3
unit 79:9 92:14 130:9,10,11,15
United 28:6
units 96:1
university 36:25 37:5 44:15
 46:10 47:18 118:4
UNM 9:21 47:1 58:2
unmatched 95:5
unmute 29:14
unrestricted 82:4
unwavering 55:8
upper 52:11
upward 94:15
urban 64:16
urge 39:8 43:4 51:21
usage 16:25
use 7:11 8:10 18:15 20:1 80:3
 107:8 114:8 135:16
usually 127:25
utilize 77:20,21 80:8 86:16 123:3
 128:7

utilizing 76:6 81:24

V

V 37:24
V-a-l 34:19
VALENZUELA 2:10
valid 90:12
values 23:9 51:8 70:17 105:12
valuing 96:24
varied 102:7
variety 28:2
various 38:2,8
vast 59:19
verbatim 131:15
Veronica 60:12,13
versed 111:9
version 61:21
versus 90:20
vetting 23:10
viable 65:2
vice 2:3 4:25 5:1,16 6:7 7:13 8:25
 27:25 34:20 69:10 88:9 102:5
 108:19 115:20 120:20 124:17
 125:13 133:24 136:5 139:11
 141:17
Victor 11:2 37:25
Video-Teleconference 1:13
view 84:12 92:2 102:9
Vigil 37:22,24,24
vigilant 87:8
Virginia 44:2
visceral 73:2
vision 21:10 55:11 61:11,12
 85:22
visit 39:18 61:9
visual 24:17 25:4
visually 25:10
vocalizing 24:25
voice 25:18,25 68:12 70:17 89:21
 96:24 100:15
voices 24:18,25 25:14
volunteer 58:8
volunteering 11:3
Voz 52:6

W

W-e-s-t-p-h-a-l 34:19
wait 8:18
waiting 84:17

walk 74:21 106:22
walks 15:13
wall 106:19,21
walls 55:11
want 6:9,22 7:4,6 12:5 22:8
 23:18 26:2,9 27:4 35:3 39:15,21
 40:14,20,24 41:17,24 44:8,8
 54:25 58:11,23 63:25 64:22
 69:14 70:12 71:4 73:14 76:4,5
 80:11,14,16 81:17,18,24 85:4
 86:8 88:19 90:2 91:6,18 93:7,18
 93:20 94:24 95:10 96:14,23
 97:6 98:11,16 99:20 100:4,5,5,8
 100:15 101:24 106:5,6 107:18
 107:22,24 108:16 111:8 113:14
 114:19 115:9 117:24 120:2,5
 121:7,8,10,11 122:18 128:15
 131:10 134:11 136:2,19,21,25
 138:17 140:1
wanted 95:15 96:11 99:11 124:21
wanting 113:13
wants 104:4
wasn't 68:11 137:17
way 10:16 13:19 33:3 35:19
 68:19 72:17 73:11 82:2 86:20
 86:25 87:2 88:23 92:16,18 97:7
 97:13 98:16 110:19,23 112:17
 113:6 115:17,17 116:4,11
 124:12 125:14 135:14 139:21
ways 13:15,18 17:23 23:25 61:19
 93:6 97:2 106:8 111:15 115:3
 125:8
we'll 19:2 21:20 22:11,19,20,24
 23:1 29:11 32:11 65:4 72:14
 73:14 79:4,23,25 80:8 84:6
 93:11 94:6 97:10,14,21,23,25
 107:6 129:16 130:14 135:12
 139:9
we're 7:1 11:25 14:25 15:4 17:16
 17:22,25 18:8,10 21:5,17,18
 45:14 52:9 60:12 64:15 66:8
 68:17,17 69:8 75:1,24 76:12
 77:20,20 78:9 79:8,10,13,17
 80:12,17 81:15 82:2 84:3,5
 86:10,16,17,19,23 87:1,2,8,14
 87:14,16,24,25 88:22,22 92:17
 93:4 95:24 96:3,4,19,19,24 98:1
 98:21 100:8,9 101:16,17 105:21
 105:22 108:3,6,18 113:16 117:4

117:18 118:6,7,8,15 119:11,16
 119:19,20,22 120:1 122:3
 124:10,11 125:8 126:21,21
 128:2,11,20,23 129:6,10,14,22
 130:8,9,18 134:8,13,15,19,23
 135:8,15,23 137:9,13 139:2,4
 141:2
we've 6:3 21:4 23:23 60:10 116:8
 116:13,21 118:6 130:21,25
 137:13
weaknesses 121:16,18 138:13
wear 128:13
weaved 92:18
web 25:5
Webinar 1:13
Wednesday 130:19
week 141:8
weekly 15:25 77:23 79:3,4
 115:10 122:16 130:7
weeks 77:25 122:17,17 131:22
welcome 7:12,14 30:10 141:12
well-being 55:8
well-grounded 95:25
well-rounded 51:14
well-versed 81:21
went 36:8 59:14 119:2
weren't 9:24 125:3
west 8:3,14 12:3,9,9 20:24 24:12
 30:10,11 32:18 38:18 39:2,7
 44:19 45:16 46:1 47:12,12
 48:10 51:15 53:7 57:22,22 65:8
 67:10 68:9 87:7,18,23 88:1
 99:20,20 100:10
Westphal 34:17,18
westside 34:22 38:15,16 67:21
 86:25 87:3,9,12,20,22 88:3,4
 99:24
whereof 142:12
wholeheartedly 43:19
wholesome 82:13
WIDA 17:1
wide 41:19 99:19
wildlife 135:21,22,24
wildly 85:12,16
willing 25:23 138:25
willingness 38:24 138:24 139:8
win 34:25
Wisconsin 124:25
wish 31:20 66:25

witnessed 55:7 63:2
women 52:23,23 85:16 102:1
 118:5
won 35:10
wonderful 46:16 78:14 133:19
wondering 77:12 81:6 83:19
 126:5
word 24:21 89:4 104:21 106:10
 108:22 114:24 121:18 138:14
words 24:18,23 106:11,14 108:10
 108:15,21 109:6 112:21 115:7
work 35:25 38:24 42:4,5 46:3,5
 64:18 68:6,22 74:17 75:13,14
 82:21,24 83:5 95:5 112:15
 127:5 131:4 136:21 139:13,14
 139:20 140:15,16 141:1,2,15
worked 8:8 44:1 58:2,4 105:7
worker 133:3
workforce 46:2 66:1 68:20
working 10:18 11:20 16:12 50:1
 62:17 64:6 65:18 76:12 79:17
 100:11,12 102:16 118:2 128:11
workload 93:10
works 122:5
workshop 111:16,21,25 112:4,7
 114:17,17
world 41:13 44:14 51:8
worlds 128:13
worried 89:25
worse 64:11
worth 36:2
wow 54:1 127:11
Writer 74:25
writers 20:10
writing 46:22 92:14 138:5
wrong 34:4 77:12 113:21 116:18
 126:19 131:11

X

X 3:1

Y

Y's 60:17
Yale 56:6
yeah 39:12 58:16 69:22,25 75:8
 101:1 137:16 139:24
year 18:2 19:22 20:19,24 22:8,12
 22:25,25 43:14 54:11,13,13
 60:23 61:3 64:6 77:3,9,13,13

78:9 82:6,9 83:24,25,25 84:4
 85:21 93:1,4,23 94:8 101:13,15
 101:17,21 104:7 106:11 108:15
 109:8 132:13 139:2 140:16
years 8:9 9:1,12 10:5,12 11:9
 23:16 31:21 35:15,18 36:6
 46:11 47:17 58:2 64:17 65:3
 68:9 77:4 120:17 123:22 133:22
 137:20
years' 11:19
York 42:15
you-all 99:9
young 39:18 40:22 44:15 46:20
 62:2 65:16 66:7 67:5
younger 31:21 67:10
youngest 40:21 59:25
youth 65:19

Z

Z-a-m-o-r-a 37:4 45:22
Zamora 36:22,24 45:20,22
 103:18 104:13 117:2
Zebra 63:23
zoning 62:23
Zoom 1:13 6:13 27:5,6,9 60:20

0

1

1 3:3,11 60:10
1,015 115:2
1:00 1:11
1:12 4:6
10 132:7
100 36:2 106:11 108:15 110:5
101 28:8
107 120:5
11th 4:8
12/31/24 142:18
120 111:6,7
13 10:5
134 24:14
141 3:8
142 3:9
15 11:19 78:24 79:1 110:6 114:14
 114:24
15-year-old 31:17 66:22
16 8:9
16,000 24:18

1630 1:23 142:17
18 142:13
190 18:10
198 77:2,24 78:23

2

2 3:5,12 5:14 6:20 16:7 133:9
2:41 69:12
2:54 69:12
20 7:11 62:19
201 1:23 142:17
2023 62:18
2024 1:10 4:6 52:22 142:13 143:2
20th 61:3
21 122:15
2100 133:14
219 1:21 142:6,16
24,000 50:1
245 24:5
25 22:14,16 68:9 101:15,16,18
26 6:25 30:18
26999 83:23

3

3 3:6 6:21 16:9
30 11:17 77:6 78:25
31 16:17
350,000 85:1
37 28:5

4

4 3:3,8
4:27 141:18
40-plus 46:10
45 36:4 46:11
450 20:25 65:17 101:4,8,11,20

5

5 3:5 16:9 47:7 101:5 110:8
 133:20
50 22:13 101:14 110:4

6

6 3:6
6600 1:12

7

70 18:1,6 23:19
75 101:6

8

8:00 107:13,15
80 23:17 75:7
87102 1:23 142:18

9

9 1:10 143:2
9:00 140:22
9240N 1:25 142:24 143:2
97 23:25
9th 4:6