

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COMMUNITY INPUT HEARING
SACRAMENTO SCHOOL OF ENGINEERING AND SCIENCE

July 11, 2024

9:00 a.m.

Alamogordo Civic Center

800 1st Street

Alamogordo, New Mexico

-and-

Via Zoom Webinar Video-Teleconference

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1 will respond to those at the August hearing.
 2 In between that letter and our August
 3 hearing, the Charter School Division will make a
 4 final recommendation to us.
 5 We will have the August meeting, in which
 6 there will, once again, be a hearing for the
 7 applicant team. Public comment is always an
 8 opportunity. And it is at that meeting that the PEC
 9 will make its vote and its final decision.
 10 So if you're not clear on the process,
 11 please feel free to check with the Director, and she
 12 can answer any of those questions.
 13 So once again --
 14 (Chair consults with Vice Chair.)
 15 THE CHAIR: So for those folks that may be
 16 planning to travel up to Santa Fe for the August
 17 hearing, that -- that week is the week that starts
 18 Indian Market. So it's -- it's challenging. So if
 19 you don't want to stay in Albuquerque and drive
 20 up -- and good luck finding a parking space --
 21 it's -- it's going to be hard.
 22 So if you're planning on -- I would
 23 absolutely make your reservations as soon as
 24 possible.
 25 Oh, absolutely. Yeah. We are always --

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1 and you can do your public comment via Zoom. So you
 2 don't have to drive up for two minutes of public
 3 comment, you know. I've done that at the
 4 Legislature a lot, you know. So -- but no, it is --
 5 there will be a link on the agenda, which is --
 6 which will be posted on our website.
 7 And that link will give you the
 8 opportunity -- and Missy always puts a note if
 9 you -- when you log into the Webinar -- that you can
 10 sign up through chat until 9:00 a.m. Or -- I'm
 11 sorry. Whenever our meeting starts. Because we're
 12 going to have the work session -- no, we're not
 13 going to have the work session first.
 14 Whatever time the meeting starts, there's
 15 a note on there when you have to sign up by. Sure.
 16 Okay. So the applicant team has
 17 20 minutes to make the presentation.
 18 I am going to ask that before your timing
 19 starts, that the presentation team introduces
 20 themselves.
 21 We do have a court reporter that's making
 22 a transcript; she's on Zoom. So, please, anyone, if
 23 you're coming up for public comment or the applicant
 24 team, introduce yourself and spell your last name,
 25 so we have it accurate for the record.

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1 So you can start your introductions.
 2 After introductions, that's when your time will
 3 start.
 4 MS. CYNTHIA STONG: Thank you. My name is
 5 Cynthia Stong, S-t-o-n-g. I am the leader of the
 6 founding committee -- or the -- yeah -- the founding
 7 committee for the charter school.
 8 My background is a 30-year mechanical
 9 engineer. I have an MBA and a certificate in
 10 project management, which is, I think, why I was
 11 tasked for this.
 12 And I have a great team to work with here,
 13 and I'll let them introduce themselves.
 14 DR. MICHELLE PERRY: I am Dr. Michelle
 15 Perry. I am a 30-year educator here in the state of
 16 New Mexico. I have fulfilled roles as teacher and
 17 administration. And last name, by the way,
 18 P-e-r-r-y.
 19 Thank you.
 20 And I am very excited to be here today. I
 21 have, again, a Ph.D. in curriculum and instruction.
 22 So this is very near and dear to my heart.
 23 And the last thing that I'll add is that
 24 my own father is retired Air Force. I was a
 25 military brat. So this a great opportunity for me

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1 to be here.
 2 Thank you.
 3 MS. LORRIE BLACK: Good morning. My name
 4 is Lorrie Black, B-l-a-c-k. I am happy to say that
 5 I was born here in Alamogordo and was educated at
 6 APS, happily.
 7 And since that time, I was a financial
 8 consultant. And I also owned a very well-known
 9 nationally, and world nationally, award-winning
 10 champions, an all-star cheer and dance studio. I
 11 did that for 30 years.
 12 Now, I currently am the executive director
 13 of the Flickinger Center for the Performing Arts
 14 here in Alamogordo, and I serve on the Chamber of
 15 Commerce board, as well as the Tularosa Basin Museum
 16 of History.
 17 DR. JAMES KLUMP: Good morning. My name
 18 is Dr. James Klump, K-l-u-m-p. And I am a -- born
 19 and raised here in Alamogordo, lived here all my
 20 life. I'm also a graduate here from Alamogordo High
 21 School, a very proud Tiger.
 22 I went off and got my dental degree and
 23 had a 45-year practice here in Alamogordo. I
 24 retired about five years ago.
 25 Since then, I've been chairman for

<p style="text-align: right;">10</p> <p>1 MainGate United, who is an arm of the Chamber of 2 Commerce, which deals with the mission out at 3 Holloman Air Force Base. 4 MS. CYNTHIA STONG: Okay. Is the slide 5 show going to show up here? 6 There it is. Perfect. Thank you. 7 All right, timer. 8 Thank you, Commissioners, PED, wonderful 9 and supportive founding committee. Those who 10 support us, and those who want to learn more, thank 11 you for being here. 12 I just have to say when I left this 13 morning, I had a dump truck and a backhoe in my 14 backyard digging a swimming pool to lure grandkids 15 here. So can't wait to see what they do. 16 I have the slides. 17 So why a STEM charter high school in 18 Alamogordo? Here's our areas of focus. 19 We have the Holloman Air Force Base, which 20 fuels our economy here; business workforce needs; 21 parents and students. Students are the most 22 important reason we're here. 23 So Holloman Air Force Base and our 24 economy. 25 That's a picture of the high-speed test</p>	<p style="text-align: right;">12</p> <p>1 opportunities that will best prepare our students to 2 fill the high-wage, high-need careers. 3 Other businesses that we've heard from are 4 the hospital. There's a lot of smaller tech 5 companies. And I know personally that the need is 6 out there. My husband and I run a high school 7 robotics team. And we have these companies coming 8 to us, snagging our students while they're still in 9 high school. 10 Next. 11 And then parents and students. So this -- 12 this talks about that New Mexico is ranking 50th in 13 fourth-grade reading and eighth-grade math 14 proficiency. And it's noted about teens that are 15 neither working or enrolled in high school -- and in 16 high school -- and not graduating on time. 17 So, most importantly, we've heard from 18 parents who want their children back here after 19 college to get those fabulous jobs. So we're doing 20 this for them. 21 So what's innovative and unique about what 22 we're offering here? 23 Here's some of the bullet points that 24 we've based our application on. But I want to 25 highlight a couple.</p>
<p style="text-align: right;">11</p> <p>1 track. It's pretty cool. Being an engineering 2 nerd, they run sled tests down that, and I get to go 3 watch sometimes. Very cool. 4 And we've been working closely in 5 coordination with the 846 Test Squadron to work on 6 their workforce skills and career fields that 7 they've identified as needs. And they've been our 8 partner in all this. 9 The test track has been around since 10 19- -- or it was established in 1942 at Holloman, 11 and it was constructed in 1949. And now they're 12 looking to duplicate that track and grow their 13 ability to do tests out there. 14 So they've come to us and asked for help 15 for training more science and engineers in the area, 16 because we do know that local students are more apt 17 to come back and stay in Alamogordo after college 18 and work out there. 19 You can see above that there are multiple 20 other businesses in the area that are interested in 21 science and engineering students as well. We have 22 NASA; we have Spaceport. You can see the pictures 23 there. 24 Our school will work closely with these 25 local employers to align curriculum and learning</p>	<p style="text-align: right;">13</p> <p>1 We're going to be technology-driven 2 learning opportunities. 3 We're going to do outcome-based 4 performance. 5 We're going to have a small 6 pupil-to-teacher ratio. 7 We're going to -- workforce alignment. 8 We're going to have a year-round schedule. 9 We're going to have a unique school day 10 with four quarters and a four-period day. 11 We're going to integrate all the 12 curriculum into our programs, using project-based 13 learning. 14 And we're trying this way at the 15 Sacramento School of Engineering and Science. This 16 interdisciplinary approach encourages students to 17 make connections between subjects, fostering a 18 deeper understanding, and enabling them to apply 19 their knowledge in real word contexts. We know this 20 works. 21 Here is an example of the instructional 22 model that we're basing our foundation on. So it's 23 a -- this is the picture of a vertical instructional 24 model. It's using founded New Mexico adopted 25 standards, all subject areas, not just the STEM</p>

<p style="text-align: right;">14</p> <p>1 subjects.</p> <p>2 So that moves into our integrated</p> <p>3 curriculum that I mentioned, and includes</p> <p>4 transportable skills, those soft skills that the</p> <p>5 kids need for success in life. It promotes college</p> <p>6 and career readiness. And then, hopefully, brings</p> <p>7 them back into our community and our economy.</p> <p>8 So here's another way to look at what we</p> <p>9 plan on doing. And the little boxes under the</p> <p>10 colored boxes offer some more detail, so just</p> <p>11 highlighting some of them.</p> <p>12 We think our students will come out</p> <p>13 prepared for engineering trades or college and</p> <p>14 science trades and college. And those soft skills I</p> <p>15 mentioned, really important is communication,</p> <p>16 problem-solving.</p> <p>17 And then you see the list below. Those</p> <p>18 are all really important. Time management, personal</p> <p>19 skills.</p> <p>20 And then the four-day sessions, I wanted</p> <p>21 to highlight. And we're going to integrate math in</p> <p>22 everything.</p> <p>23 Okay. So this shows the three content</p> <p>24 areas and how they overlap in relation to our</p> <p>25 adopted Core standards. This is the lens that we're</p>	<p style="text-align: right;">16</p> <p>1 application and had a capacity hearing. At that</p> <p>2 capacity hearing, it was a peer review. And I</p> <p>3 really appreciate their feedback. It -- there was a</p> <p>4 lot of good information in there. So I want to</p> <p>5 highlight some of the positive things I found in</p> <p>6 their comments.</p> <p>7 So these are quotes from them. They said,</p> <p>8 "Compelling and unique mission and vision."</p> <p>9 "An instructional philosophy that allows</p> <p>10 for academic rigor and a focus on the school's</p> <p>11 mission."</p> <p>12 "Use of AP and Project Lead The Way</p> <p>13 strengthen our academic framework."</p> <p>14 "Strong plans for our board structure and</p> <p>15 qualifications."</p> <p>16 "Internal control procedures were strong."</p> <p>17 And, "An impressive amount of outreach was</p> <p>18 done among business, community, and media."</p> <p>19 And with that came some suggestions for</p> <p>20 improvement. So I want to highlight some of those,</p> <p>21 too.</p> <p>22 They asked us to build and expand policies</p> <p>23 on equity and inclusion, at-risk populations beyond</p> <p>24 the English learning.</p> <p>25 Data collection and use.</p>
<p style="text-align: right;">15</p> <p>1 going to use at our school to put our curriculum</p> <p>2 together.</p> <p>3 I'm going to let you look for a second.</p> <p>4 It's kind of hard to read.</p> <p>5 So down to the two measurable goals I want</p> <p>6 to highlight for our school. This is what's going</p> <p>7 to drive our decision-making.</p> <p>8 So Goal 1 is by learning with an</p> <p>9 integrated curriculum and scope and sequence, which</p> <p>10 are taught to mastery level, we're going to measure</p> <p>11 90 percent of our students passing with scores of</p> <p>12 80 percent or higher, quarterly content area</p> <p>13 assessments, achieve proficiency levels on</p> <p>14 New Mexico SAT and New Mexico ASR, the Assessment of</p> <p>15 Science Readiness, pass Advanced Placement exams in</p> <p>16 English language arts, world history, calculus, and</p> <p>17 physics.</p> <p>18 Goal 2: Students will develop</p> <p>19 transportable skills which will help them become</p> <p>20 college or career ready, as evidenced by college</p> <p>21 enrollment or employment upon graduation.</p> <p>22 So our measure is 100 percent of students</p> <p>23 at our school will achieve college training, school</p> <p>24 acceptance, or job placement after graduation.</p> <p>25 So we get a -- we turned in our</p>	<p style="text-align: right;">17</p> <p>1 Expand our org chart and job descriptions</p> <p>2 and an employee handbook.</p> <p>3 Further explain how family can participate</p> <p>4 in the governing council.</p> <p>5 And update/store budget and financial</p> <p>6 oversight policies.</p> <p>7 They suggested adding a licensed school</p> <p>8 budget person to the committee, which we plan to do.</p> <p>9 So the next slides are going to highlight</p> <p>10 some of the areas that we're working on right now.</p> <p>11 So we're continuing to expand our documentation in</p> <p>12 all areas to be ready if we are approved.</p> <p>13 We're planning a broad search for</p> <p>14 governing council members. Our bylaws allow for</p> <p>15 five to nine on our board.</p> <p>16 Right now, we have an interested attorney</p> <p>17 with previous charter school experience. I am</p> <p>18 willing to be the board president and use my</p> <p>19 previous board experience to ensure a smooth start.</p> <p>20 We have several interested parents from</p> <p>21 the Base. I have an experienced business owner.</p> <p>22 Lorrie said she would help us.</p> <p>23 And there's an educator that's newly on</p> <p>24 our committee who is -- has data analysis skills</p> <p>25 who's interested.</p>

<p style="text-align: right;">18</p> <p>1 Next. Next.</p> <p>2 Another area they asked us to look into or</p> <p>3 comment on was our facility. This -- this picture</p> <p>4 is kind of our favorite spot right now. But we've</p> <p>5 been touring other facilities in the area and</p> <p>6 researching where we could possibly have this</p> <p>7 school.</p> <p>8 So this one here is a fairly new building.</p> <p>9 We call it "the pre-check building." They aren't in</p> <p>10 there anymore. They all work virtually.</p> <p>11 But it offers -- it's new. It offers</p> <p>12 minimal renovations inside to support our school.</p> <p>13 It has this front secure entrance.</p> <p>14 And the thing I really appreciate, it has</p> <p>15 a lot of room for expansion, both inside and land</p> <p>16 next to it outside.</p> <p>17 So we're continuing to talk to those</p> <p>18 owners about favorable lease or buy options.</p> <p>19 And I went to a little gathering in</p> <p>20 Las Cruces of charter schools. I talked to all the</p> <p>21 charter schools there. And all of them said they</p> <p>22 wish they had more space. So we think this is a</p> <p>23 great place for us to look at starting.</p> <p>24 Okay. Another area we were asked to work</p> <p>25 on was finding out parental and student interests in</p>	<p style="text-align: right;">20</p> <p>1 So I'll let you look at that for a second.</p> <p>2 And this is an eye chart. But to</p> <p>3 highlight the question was -- that we asked, was</p> <p>4 "Would you be interested in sending your child to a</p> <p>5 STEM charter high school in Alamogordo?"</p> <p>6 Those who answered "yes" or "maybe," we</p> <p>7 picked out some commonality of themes among their</p> <p>8 answers. And you don't need to read all these. But</p> <p>9 I want to highlight that, overall, the desire was</p> <p>10 for enhanced educational opportunities and resources</p> <p>11 in Alamogordo, with a specific focus on support for</p> <p>12 STEM education, improving educational quality,</p> <p>13 extracurricular activities, economic and community</p> <p>14 impact, inclusivity and accessibility, diversity and</p> <p>15 comprehensive education, community engagement and</p> <p>16 information, and teacher quality and resources.</p> <p>17 And then there were some folks who</p> <p>18 answered no. The most common concerns we noted were</p> <p>19 lack of diversity, uncertainty about charter school</p> <p>20 performance, funding, and resources.</p> <p>21 So we understand that a charter school is</p> <p>22 a new concept to our community. We don't have one.</p> <p>23 We'll continue to educate our community by holding</p> <p>24 open house meetings, continuing to do spots on the</p> <p>25 radio, newspaper, presentation to community groups,</p>
<p style="text-align: right;">19</p> <p>1 our area.</p> <p>2 So we had a survey out for just a little</p> <p>3 over a week. And we've had over 147 responses.</p> <p>4 This was a snapshot as of yesterday afternoon.</p> <p>5 But what I want to note here is the</p> <p>6 majority who completed this are in the 25- to</p> <p>7 44-year-old range, which is the area we're</p> <p>8 interested in looking at.</p> <p>9 And the majority believe that STEM,</p> <p>10 Science, Technology, Engineering, Math education is</p> <p>11 important, as I do, too.</p> <p>12 And that was a question asked on a scale</p> <p>13 of 1 to 3 how important it was.</p> <p>14 The next question I'm highlighting is,</p> <p>15 "Would your..." -- "Would you be interested in</p> <p>16 sending your child to a STEM charter high school?"</p> <p>17 Again, 85 percent said yes or are</p> <p>18 interested in sending their student to a STEM high</p> <p>19 school.</p> <p>20 Here's another way to look at the data.</p> <p>21 So more people between the ages of 25 to 54 state</p> <p>22 that they're interested in, or may be interested in,</p> <p>23 sending their student to a STEM charter high school.</p> <p>24 And those who answered yes have a higher</p> <p>25 number of children.</p>	<p style="text-align: right;">21</p> <p>1 Rotaries, churches, et cetera.</p> <p>2 We welcome input and feedback. We're open</p> <p>3 to learning how this works and how to make it a</p> <p>4 success for our entire community.</p> <p>5 And I know that I've learned a lot, being</p> <p>6 an engineer, in this last few months. I've learned</p> <p>7 a lot of education lingo. So we're all learning as</p> <p>8 we go.</p> <p>9 So here's another slide that highlighted</p> <p>10 some of the common answers to the folks that said</p> <p>11 no, they wouldn't be interested.</p> <p>12 So the common -- the comments center</p> <p>13 around concerns regarding the impact of the STEM</p> <p>14 charter school on the existing public school system.</p> <p>15 The comments were about redundancy in resource</p> <p>16 allocation, equity and inclusion, community impact</p> <p>17 and support, transparency, and motivation, funding</p> <p>18 and financial concerns, special needs, and support</p> <p>19 services, safety, and security.</p> <p>20 And those are areas that we're going to</p> <p>21 have to look at and address and educate.</p> <p>22 So I put in here -- that was a flyer we</p> <p>23 made early on for our school to get public</p> <p>24 information out there. It highlights our vision and</p> <p>25 our purpose.</p>

22	<p>1 And I just want to point out that this</p> <p>2 group is very committed to meeting the needs of the</p> <p>3 community, parents, and students by offering this</p> <p>4 unique high school charter, focused on science and</p> <p>5 engineering.</p> <p>6 We intend to produce well-rounded and</p> <p>7 college-ready students. I personally am motivated.</p> <p>8 I've had three decades of giving back and working</p> <p>9 with youth.</p> <p>10 I was a senior vice president in the</p> <p>11 American Society of Mechanical Engineers, focusing</p> <p>12 on the student -- college students and early career</p> <p>13 students. And same with being an international</p> <p>14 first robotics chief judge. So working with lots of</p> <p>15 students in that arena.</p> <p>16 And then, of course, our local team.</p> <p>17 So this is my opportunity to give back to</p> <p>18 my community and share some of the success I've had</p> <p>19 as an engineer and for the next generation.</p> <p>20 We also very much appreciate the rigor</p> <p>21 from the State. There's State law that guides us,</p> <p>22 the PED, the PEC, and the fact that I believe our</p> <p>23 community is very vocal and will hold us</p> <p>24 accountable.</p> <p>25 And I'd like to ask my team to go down the</p>	24	<p>1 MS. LORRIE BLACK: I'll make mine real</p> <p>2 brief.</p> <p>3 I've given my entire life to the children</p> <p>4 of this community, and I see absolutely every reason</p> <p>5 to move forward with this and to work really hard so</p> <p>6 that we are providing such an incredible education</p> <p>7 to our youth.</p> <p>8 DR. JAMES KLUMP: How much time do I have?</p> <p>9 A minute and a half? Okay.</p> <p>10 One of the reasons why I've been committed</p> <p>11 to this, I have a background -- I've been involved</p> <p>12 with the Miss America system for about 20 years now.</p> <p>13 And, you know, I know a lot of people make fun of</p> <p>14 the pageant world. But the Miss America system has</p> <p>15 been dedicated to providing scholarships for young</p> <p>16 women, which is the world's largest organization</p> <p>17 providing scholarships for young women in the U.S.</p> <p>18 It's been my mission, and I've always been</p> <p>19 involved in helping those young women succeed in</p> <p>20 life and getting the scholarships so they can get</p> <p>21 their education -- their education and make their</p> <p>22 dreams come true.</p> <p>23 Our outgoing Miss America last year was a</p> <p>24 nuclear physicist, and that was not an honorary</p> <p>25 title. She is a nuclear physicist designing nuclear</p>
23	<p>1 line, and I want them to share with you, just like I</p> <p>2 did, why they're personally invested in this effort.</p> <p>3 DR. MICHELLE PERRY: Hi. I am personally</p> <p>4 invested in this effort because I am a lifetime</p> <p>5 educator, and I have seen education in New Mexico</p> <p>6 for 30 years, all the way from pre-K to higher</p> <p>7 education. And I've seen the internal systems and</p> <p>8 the workings.</p> <p>9 And here's what I know, is that every</p> <p>10 educator in this state wants to see children</p> <p>11 succeed. And this is another way to do that. And</p> <p>12 so in being able to explore a different way to</p> <p>13 provide such needed skills in science and</p> <p>14 engineering and to build our community's workforce</p> <p>15 is something that I absolutely believe in.</p> <p>16 And I want to be a part of the solution.</p> <p>17 I want to educate our children to the best possible</p> <p>18 ways. And I don't want to ever hear anybody say, "I</p> <p>19 can't do math." "I can't do science." Because then</p> <p>20 I know that I will have failed my mission.</p> <p>21 Every teacher can teach math and science.</p> <p>22 Every student can learn math and science.</p> <p>23 And we have to make sure we hold this bar</p> <p>24 high. And there's no more excuses. Our children</p> <p>25 can perform, and they will.</p>	25	<p>1 cores.</p> <p>2 Our current Miss America this year is a</p> <p>3 graduate of Air Force Academy.</p> <p>4 So are serious women with serious dreams.</p> <p>5 And I am just transporting that from those women to</p> <p>6 all of our students here in Alamogordo. So I have a</p> <p>7 desire to have our kids here in town succeed.</p> <p>8 THE CHAIR: So thanks so much.</p> <p>9 So now we're into our public comments. So</p> <p>10 I'm going to ask first if there is anyone from</p> <p>11 Alamogordo Public Schools here that wishes to speak.</p> <p>12 (No response.)</p> <p>13 THE CHAIR: Okay. My second ask. Is</p> <p>14 there anyone here from a tribal community who wishes</p> <p>15 to speak?</p> <p>16 (No response.)</p> <p>17 THE CHAIR: Okay. We're now on to general</p> <p>18 public comments. So, Missy, do we have anyone</p> <p>19 online?</p> <p>20 MS. MELISSA BROWN: We do, Chair Gipson.</p> <p>21 We have one person online: Hope Morales.</p> <p>22 Hope, I'm allowing you to speak. If you</p> <p>23 can please remember to spell your last name, and</p> <p>24 after that, I will start the timer for two minutes.</p> <p>25 FROM THE PUBLIC: Can you all hear me?</p>

<p style="text-align: right;">26</p> <p>1 MS. MELISSA BROWN: Yes, we can. 2 FROM THE PUBLIC: Okay. Hope Morales. 3 Last name, M-o-r-a-l-e-s. 4 MS. MELISSA BROWN: Okay. You can go. 5 FROM THE PUBLIC: Good morning, 6 Madam Chair and members. My name is Hope Morales, 7 and I'm the executive director for Teach Plus 8 New Mexico. I'm a former local school board member 9 and a parent of two children attending public 10 schools and a son in college. 11 I recently spoke to a group of students 12 participating in the Upward (verbatim) program at 13 ENMU-R, whose program goal is to increase the rate 14 at which participants complete high school and 15 enroll in and graduate from post-secondary education 16 as first-generation college students. 17 Students like the group I spoke to and in 18 communities across our state deserve access to a 19 quality educational experience that will give them 20 the knowledge and skills to be successful in their 21 communities. 22 Research has helped prove that a quality 23 education is a key driver of economic growth and 24 development. Education enables individuals to 25 acquire the skills and knowledge needed to</p>	<p style="text-align: right;">28</p> <p>1 MS. MELISSA BROWN: Thank you. 2 Next, in the room, we have Carolyn 3 Atkinson. 4 FROM THE FLOOR: Carolyn Atkinson, 5 A-t-k-i-n-s-o-n. 6 And I just want to make a comment that I 7 just don't see any downside to having more 8 opportunities in education in Alamogordo. 9 We -- having a focused curriculum, like 10 the STEM program provides, will help, I think, with 11 our workforce, with our connections to the whole 12 state. The whole state has a very heavy science and 13 technology background. And I think our students 14 being part of that here in Alamogordo will really -- 15 well, give them more opportunities in the whole 16 state. 17 Thank you. 18 MS. MELISSA BROWN: Next we have John 19 Davis. 20 FROM THE FLOOR: Good morning. My name is 21 John Davis. Last name is spelled D-a-v-i-s. 22 I'm a retired registered nurse. And I'm 23 speaking today against the charter school program. 24 I 100 percent trust their intent. The 25 result is students will be left behind. Brown vs.</p>
<p style="text-align: right;">27</p> <p>1 participate in the workforce, start their own 2 business, and contribute to the economy. It also 3 helps reduce poverty by improving job opportunities 4 and increasing incomes. 5 New Mexico data indicates that students 6 who are attending charter schools are outperforming 7 students at traditional public schools. Expansion 8 at these schools and approvals for promising schools 9 will give more students immediate access to quality 10 school systems. 11 I stand in support, not of charter schools 12 in general, but of the promise and plans for 13 effective schools. 14 Sacramento School of Engineering and 15 Science has created a vision of rigor, support, and 16 desired outcomes needed for student success that 17 will translate into improved economic mobility. 18 They will meet not only the academic needs 19 of their students, but also the workforce needs that 20 are tied to great career pathways offered within and 21 around their community. 22 The Alamogordo community deserves access 23 to more school options that will meet the needs of 24 their children and our students. 25 Thank you.</p>	<p style="text-align: right;">29</p> <p>1 Board of Education said separate is not equal. I'm 2 worried that what will happen is that we'll have a 3 duplication of resources, a duplication of needs for 4 microscopes, autoclaves, all sorts of equipment, 5 when that money could be better put to use in 6 mentorships, internships, and -- and building the 7 program that we currently have in the Alamogordo 8 Public Schools. 9 Thank so you much. 10 MS. MISSY BROWN: Next we have John Black, 11 I believe. 12 FROM THE FLOOR: Hi, there, Madam Chairman 13 and thank you. John "Block," not "Black," although 14 I love Lorrie Black here in the front, and I 15 appreciate that. 16 So my name is John Block. I'm the State 17 Representative in the area, District 51. I'm a 18 native New Mexican, and I'm blessed to live in the 19 greatest state that I think we could potentially 20 ever have. 21 But I -- when I was going to high school, 22 I didn't really feel challenged, and I really didn't 23 feel like I fit in the box of traditional everyday 24 education. 25 So I had the opportunity myself to be able</p>

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1 to go to a charter school. I had the opportunity to
 2 do the lottery and attend a charter school.
 3 And by the grace of God, I got in. And it
 4 really challenged me. And when I was in that high
 5 school education, I also was able to take other
 6 classes at a college with people that I thought
 7 would help me in my career.
 8 I switched my majors a couple of times. I
 9 didn't know what I wanted to do. But I ended up
 10 doing business administration. And I was blessed to
 11 graduate from that charter school one credit shy of
 12 an associate's degree. And because of that, it
 13 really challenged me to want to do better for our
 14 state.
 15 And so with this opportunity of this
 16 charter school here in our state and in our
 17 community, I think it's important to give Alamogordo
 18 students a choice.
 19 Not everybody is the same. Not everybody
 20 wants to follow the same path. And I think it's so
 21 important that we, as a community, listen to the
 22 parents, listen to the teachers, and listen to the
 23 children who want better for themselves.
 24 So I really hope that you consider this
 25 proposal and look at the great packet they've put

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1 together. And I really hope that together we can
 2 bring a charter school to Alamogordo.
 3 Thank you so much. Appreciate it.
 4 MS. MELISSA BROWN: It wouldn't be me if I
 5 didn't mess up names.
 6 So next we have -- I'm kind of going to
 7 guess -- Joann Vana [ph]? Vula (ph)? Joann Lula
 8 (ph)? Okay. Joann.
 9 FROM THE FLOOR: It's V like in "Victor,"
 10 -u-l-l-o. (Verbatim.)
 11 Okay. I need to take off my glasses,
 12 so -- I can't read with them.
 13 We the members of the Otero County LULAC
 14 Council, 8105, are opposed to the formation of the
 15 STEM charter school in Alamogordo.
 16 After attending two information meetings
 17 which were poorly advertised and, thus, poorly
 18 attended, found that there was no diversity on the
 19 planning committee. Apparently, the application was
 20 started in January 2024, and these two meetings were
 21 not held till May.
 22 At the first meeting, I was asked to serve
 23 on the planning committee, of which I declined
 24 because of my positions as president of Otero County
 25 LULAC. I suggested our VP, Jerry Martinez, as he is

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1 a pastor, and his partner has children of school
 2 age. The application was to be submitted in July.
 3 To my knowledge, Mr. Martinez was not
 4 asked for input, nor participated in the application
 5 process.
 6 We feel that this charter school is a poor
 7 attempt to create a segregated school. Racial
 8 ignorance continues in this area since 1901, where
 9 the first two public schools were built and
 10 white-only children attended. Minority children
 11 were prevented education in Alamogordo until 1914,
 12 when the all-white school board built the Maryland
 13 School for Mexican Children.
 14 It is reported that the Black children
 15 wanted their own school, so they could have teachers
 16 that looked like them.
 17 Sorry. The issue was that these Black
 18 children had to attend the Covenant Baptist Church
 19 and not public school with public funds.
 20 The Mexican children endured trauma, as
 21 they were made to abandon the Spanish language, and
 22 punishment for speaking Spanish continued in the
 23 1960s.
 24 Although integration was mandated in 1949
 25 by the military, as the Holloman Air Force Base was

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1 a part of the community, actual integration of
 2 Mexican and Black children did not occur until 1952.
 3 The south side of Tenth Street was still
 4 segregated with white-only drinking fountains and
 5 restaurants, and then the Mexican school now called
 6 Dudley. It was named after a teacher who taught in
 7 the segregated school before 1948.
 8 Interracial marriage was not even legal
 9 until 1967.
 10 I remind us here today that history can
 11 repeat itself. And this charter school is not a
 12 means to promote STEM curriculum, because the
 13 Alamogordo High School has had a program in place
 14 for some time.
 15 This charter school is a way for those
 16 homeschooled children to have their own high school,
 17 paid for with public funds. This reeks of
 18 segregation.
 19 The sibling advantage will prevent a real
 20 lottery, and minority student will be at a
 21 disadvantage.
 22 The planning committee has a known bias to
 23 CRT, minority inclusion, and public education
 24 standards. Otero County LULAC will continue to
 25 fight the continued discrimination that has existed

<p style="text-align: right;">34</p> <p>1 in Otero County since the 1900s and prevent a 2 watering down of our New Mexico public education. 3 All children deserve the best education -- 4 MS. MELISSA BROWN: The timer did go off. 5 Will you please try to wrap it up? 6 FROM THE FLOOR: Okay. Almost through. 7 All children deserve the best education that New 8 Mexico can provide with equal outcomes. A 9 segregated STEM charter school is not the answer 10 using public funds. If homeschooled children need a 11 high school, Otero County LULAC suggests they build 12 a private school and pay it with private funds. 13 Thank you. 14 MS. MELISSA BROWN: Our next speaker is 15 Ted Brinegar. 16 FROM THE FLOOR: Good morning my name is 17 Ted Brinegar. B-r-i-n-e-g-a-r. It's like 18 "vinegar," but just Bravo Romeo on the front. 19 I'm a parent of five kids here in the 20 community, two of which have already graduated and 21 are off to high school. But my ex and I have 22 13 more years of kids in our education system coming 23 up. So this is really important to me. 24 The world is changing very quickly, and 25 our education has to as well.</p>	<p style="text-align: right;">36</p> <p>1 skills inside our students. 2 And so as a -- as a parent whose oldest is 3 in school for mechanical engineering going into his 4 junior year and on scholarship and will be working 5 at the test track out here after he graduates, can 6 say, with conviction, that this educational 7 opportunity is needed. 8 My son graduated from the high school 9 here, was participating in the engineering program 10 there. And the vast majority of what he learned in 11 engineering was outside of that, because it didn't 12 go far enough. And he was hungry and went after 13 additional opportunities and made that happen. 14 But as a parent, that would have been so 15 much easier, and he could have gotten even further, 16 had he had this opportunity available to him. And 17 I'm looking forward to it being available to my -- 18 the next of my children coming forward. 19 Thank you. 20 MS. MELISSA BROWN: Next we have Stan 21 Hernandez. 22 (Off-mic discussion.) 23 THE CHAIR: So there's an opportunity to 24 provide -- there's a link, an opportunity to provide 25 comment by writing. So it can be submitted that</p>
<p style="text-align: right;">35</p> <p>1 With my kids, I say with the way that our 2 world is changing, you need, as a student, to really 3 master two things. The first is the skill of 4 acquiring skill. It's not enough just to be able to 5 put data in your head and spit it back out. We have 6 to learn to apply that in a way that it creates real 7 things. 8 And the second is simply project 9 management. How do we take big ideas and break them 10 down into chunks where we actually get there? 11 Our current education system isn't really 12 designed to teach either of these things. But the 13 Sacramento School and the way that they have 14 designed their curriculum to integrate the different 15 topics and focus on project-based learning, to me, 16 really gets at the core of what students need to 17 succeed in the world to come. 18 There's no way that we can even predict 19 what information they'll need to know in the future. 20 But what we do know is that they need to be able to 21 become autodidacts. They need to teach themselves, 22 to gain those skills themselves, and to apply them 23 to real-world situations. 24 And the vision and mission of the 25 Sacramento School is to -- to develop those exact</p>	<p style="text-align: right;">37</p> <p>1 way, yeah. 2 MS. MELISSA BROWN: Okay. Nolan Ojeda. 3 FROM THE FLOOR: I'm short. 4 So Nolan Ojeda, O-j-e-d-a. 5 So I also have a mechanical engineering 6 degree. I graduated from NMSU. I spent about ten 7 years working for the Department of Defense and now 8 I work for a nonprofit. Go figure. 9 So -- but I was diagnosed with severe 10 dyslexia when I was about six years old. They told 11 my mother I would never read past a second-grade 12 level. 13 We moved to Phoenix, and I got into a 14 charter school. And I will say that yes, diversity 15 is sometimes a hard hurdle to cross. I was one of 16 the few non-Caucasian students at that school. But 17 I can say that that education set me up for success. 18 It wasn't so much -- it wasn't 19 particularly just the math skills and the physics 20 skills. Really, it was the work ethic. By the time 21 I got to college, I thought it was easy, because my 22 homework at my charter school was more difficult and 23 took me a lot longer. 24 And learning how to public speak and be 25 confident in myself -- public speaking was an aspect</p>

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1 to every part of my education, whether it was math
 2 or anything. We had to present in every single
 3 course.
 4 And so I think that, really, it was the
 5 soft skills that were so ingrained in my education
 6 there that set me up for success later. It led me
 7 to being a program manager for something that's been
 8 implemented across the entire Pacific Fleet for our
 9 Navy within the first three years of my career as an
 10 engineer, which is pretty fast. It set me up to be
 11 a test conductor for the Patriot Missile System at
 12 White Sands.
 13 So these were -- and these weren't just
 14 that I was good at math; it was that I was good at
 15 people. I was good at organization. I was a
 16 self-starter. I had good time management. I could
 17 talk to people. I could translate highly technical
 18 information into language that the broader community
 19 is able to understand, including people back at
 20 Washington, D.C., including presenting at the
 21 Pentagon twice for the Navy.
 22 So, yes, it taught me math and science,
 23 which I needed to graduate with my degree. But it
 24 was all the other things that it taught me that led
 25 to my success. So I am pro having this option here

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1 for my children here in Alamogordo. Thank you.
 2 MS. MELISSA BROWN: Thank you. And,
 3 finally, we have Dave "Doorling" or "Dooling."
 4 FROM THE FLOOR: I get that
 5 mispronunciation a lot. Dooling, D-o-o-l-i-n-g.
 6 Good morning. I have been here for
 7 22 years as an informal science educator, first
 8 working up at Sunspot and recently retired after
 9 eleven years as education director at the Space
 10 Museum.
 11 When I went to high school, all schools,
 12 really, one through twelve, public, the subjects
 13 tended to be a bit of a disconnected patchwork, and
 14 we weren't really taught how things integrated,
 15 ultimately.
 16 The science and technology drives history,
 17 which, in turn, drives science and technology; the
 18 case in point, going to the moon.
 19 Love how the Sacramento School will
 20 integrate and have everything working together. And
 21 this is a place that we need to help incubate the
 22 brains that we're going to need to have to run
 23 things, and also to have the educated voters.
 24 That's really the most important part in science
 25 education, educated voters and taxpayers, who

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1 understand the issues that are going to be facing
 2 them in the coming decades.
 3 The one thing I would like to see added,
 4 which I've not seen mentioned, is that the charter
 5 school has some mechanism for intake of the students
 6 who were at risk -- or still at risk -- who
 7 previously would have been going to Academy Del Sol
 8 until that activity was disbanded, to help make sure
 9 that they are not left behind in the backwash, that
 10 they have the equal opportunities so that they also
 11 can, in turn, become inspirations and role models
 12 for others and raise everybody.
 13 Thank you.
 14 MS. MELISSA BROWN: Commissioners, that
 15 is -- concludes our public comment.
 16 THE CHAIR: We're going to take a
 17 ten-minute break.
 18 (Recess taken, 9:50 a.m. to 10:08 a.m.)
 19 THE CHAIR: So we are now on to questions
 20 by the Commission.
 21 Commissioner Beck.
 22 SECRETARY BECK: Hi. Thank you for all
 23 the information and thanks for the community input.
 24 It's always super valuable to us in terms of how we
 25 view these things.

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1 A few questions real quick. I'm usually
 2 fairly fast here.
 3 Obviously, there's some concerns about the
 4 equity issue and in terms of reaching underserved
 5 populations and those types of groups of
 6 individuals.
 7 What's your specific plan in the next
 8 year -- understanding that it's a random lottery,
 9 that we do a purely random lottery. But what's your
 10 plans to reach out and communicate specifically to
 11 those underserved groups, so that they will be able
 12 to have the information necessary to understand what
 13 your school is about, and that it's truly a public
 14 school, not a private school. That, everybody gets
 15 confused about. But what's your plan specifically
 16 to get to those groups?
 17 MS. CYNTHIA STONG: Thank you for the
 18 question.
 19 And we've thought about that, because a
 20 lot of what we're hearing, even on our survey, is
 21 concerns around that.
 22 And Ms. Joann actually alluded to two open
 23 sessions that we had that she attended. And we got
 24 some, actually, great ideas from her and her folks
 25 that attended.

<p style="text-align: right;">42</p> <p>1 They suggested going to places like even 2 the churches around here and talking to those 3 groups, which I thought was a great idea. 4 We've also talked about going to all the 5 community groups -- I think I mentioned that -- like 6 Rotary. 7 We're also going to go to all the 8 community events that happen around here. This town 9 has a lot of community events. It's a great town, 10 actually. They do things like Fourth Fridays, where 11 they have music at the zoo. We'll go to health 12 fairs. 13 We're going to do outreach anywhere we 14 can, along with the radio and newspaper ads. We'll 15 do the best we can with that. 16 It's important to have broad communication 17 out about our school, because we want to offer the 18 opportunity to anyone who can attend. 19 It is not a private school. It is not 20 we're going to pick off the top 10 percent out of 21 the public high school. There are state laws about 22 the lottery, and we have to follow those rules. And 23 we're hopeful that we're going to get the message 24 out broad and wide. 25 Joann also mentioned that -- I invited her</p>	<p style="text-align: right;">44</p> <p>1 audiences. 2 MS. LORRIE BLACK: For me, personally, I 3 wouldn't be involved in this if I thought that this 4 wasn't going to be equitable to all people. I'm a 5 grandparent of interracial grandchildren, so I would 6 never want them to not be welcome at this school. 7 Secondly, at the Flickinger Center, we 8 have a huge festival each year; it's called Otero 9 County Heritage Day. And we honor all heritage in 10 all the years in the past. And it's a beautiful, 11 beautiful thing. 12 We would love to set up something at that 13 event as well, because we reach out to all 14 communities and welcome them to that as well. 15 SECRETARY BECK: Great. Thank for you 16 that. 17 I noticed in the application, when we're 18 looking at a student-to-teacher ratio, in year one, 19 you were ten to one students to a teacher, and then 20 in year five -- or year four, you're a 21 to one. 21 In year five, you're 27 to one. 22 Is there a reason why you have such a low 23 teacher-student ratio in year one and drive all the 24 way up to -- you know, what -- again, I was a 25 teacher at Sandia High School. That was -- 27 to 1</p>
<p style="text-align: right;">43</p> <p>1 to be on our founding committee for that reason, to 2 help us get the word out to that community. And her 3 vice president, Jerry Martinez, has been invited to 4 all our meetings. So I just wanted to make that 5 clear, too. 6 Anything else? 7 DR. MICHELLE PERRY: I would say that this 8 body here, in addition to the entire community, 9 wants nothing more than to see equitability in our 10 community. And I'm dedicated to making sure that we 11 do the recruitment necessary that is in front of all 12 parts of our community. 13 And that means making ourselves widely 14 available at tabling events, and, as Cindy said, to 15 the wonderful community events. There is always 16 something going on in this community, whether it's a 17 fest or whether it's a health fair, Earth Day, all 18 of these places. 19 And we also have the privilege of having 20 so many food banks that are in progress at all 21 times, seven days a week. And we would love to go 22 and table at these events, if allowed. And so that 23 we are going to make every effort and turn over 24 every rock to make sure that we are getting our 25 recruitment processes in place in front of all</p>	<p style="text-align: right;">45</p> <p>1 sounds like me in my world. And I'm sure Tommy, at 2 Alamogordo High, my fellow golf coach, same thing. 3 What's the rationale and the thought process behind 4 driving it that high or keeping it that low at the 5 beginning, and not more consistent? 6 DR. MICHELLE PERRY: So teacher-student 7 ratio, in the beginning, is going to be necessary 8 for it to be pretty low. That is because we 9 anticipate that we are going to need to address gaps 10 in learning, especially in the area of math. And so 11 we want to have ample opportunity to address any 12 kind of learning gaps or any kind of delays in 13 mastery of content in math and science and ELA. 14 But we want to make sure that that tool is 15 available to us, that low student-teacher ratio, is 16 available to us. 17 And as we go on, we anticipate our 18 students becoming more and more advanced. And the 19 27 to one is a large number. I will definitely 20 agree to that. And if there is a way to keep that 21 below, we will entertain that at all -- all 22 measures. 23 We anticipate that in increased 24 enrollment, our funds from SEG will continue to 25 obviously reflect that. And, however, we don't</p>

<p style="text-align: right;">46</p> <p>1 necessarily reflect that we are going to hire more 2 teachers. But what we want to do is ensure our 3 teachers are well paid, ensure our teachers have all 4 of the necessary supplies, materials, resources 5 available to them.</p> <p>6 And so I'm thinking financially, 7 budgetarily, we want an allocation that is 8 representative of our student body and our needs of 9 our students at that time, and then also the 10 retention of our teachers. We must build in a 11 system in which our teachers are going to want to 12 stay with us.</p> <p>13 And so that is reflective of that thought 14 process, to be quite honest, Commissioners.</p> <p>15 SECRETARY BECK: Okay. It's just 16 concerning. And I would look at that. That -- 17 that's pretty unusual to have that differential in 18 five years.</p> <p>19 Two more quick questions. 20 What is your plan for arts inclusion into 21 your curriculum? I didn't see a lot of that, and I 22 was just wondering what your thoughts were in terms 23 of arts inclusion: music, arts, and culture.</p> <p>24 MS. CYNTHIA STONG: I know we plan to 25 offer a lot of -- we offer some after-school</p>	<p style="text-align: right;">48</p> <p>1 great. But also thinking about that fourth period 2 and using our local resources to implement art as an 3 option in that time would be a viable option.</p> <p>4 MS. LORRIE BLACK: Again, our local 5 Flickinger Center for Performing Arts has a premier 6 series that runs exactly like a school year, starts 7 in August and ends in May. During that time, we 8 actually hire artists to come in and do educational 9 programs for our students. And we offer them free 10 to anybody, public, private, or homeschooled.</p> <p>11 And, for example, Scrap Arts was just 12 here. And they only have instruments made out of 13 scrap material. So they literally were showing the 14 children and the students how to build that.</p> <p>15 So we would extend that offer to the 16 charter school as well, and they would be able to 17 participate in any of those. And they're usually at 18 least one a month during the school year.</p> <p>19 SECRETARY BECK: Great. As you know, 20 research shows that there's a direct connection 21 between reading and music, and music and math. 22 There is a direct correlation there.</p> <p>23 Last question. For some of the charters 24 I've been involved, and some that I'm directly 25 involved with that work hard on STEM, they have</p>
<p style="text-align: right;">47</p> <p>1 activities. I know I have a dream of having a 2 robotics team there at the school. And there is an 3 art to building a robot, and programming, actually.</p> <p>4 Do you want to comment on just music and 5 stuff?</p> <p>6 DR. MICHELLE PERRY: So there is four 7 periods in the day. And the last period is an hour 8 long. And we look at that period as a very flexible 9 time in the day, a time in the day in which students 10 can take advantage of a lot of different 11 opportunities.</p> <p>12 And there is nothing to say that if our 13 students wish to collectively -- and our parents and 14 our governing council -- wish to collectively push 15 in more on arts, that that can't happen at that 16 time. And so that it would probably look like 17 either a volunteer service or a contracted service 18 for that time in the day.</p> <p>19 And I will also venture to say that the 20 STEAM model -- that's including the arts in STEM -- 21 it is hugely attractive. And so, yeah, we would 22 want to include arts as much as an integrated piece 23 of our curriculum as possible.</p> <p>24 And using our opportunities to provide 25 that throughout the day is one thing; that would be</p>	<p style="text-align: right;">49</p> <p>1 really, really amazing labs, 3D printers, like, lots 2 of 3D printers, tons of high technology.</p> <p>3 Has that -- A, are you planning to have 4 that as an integral part of your curriculum and 5 programming? And, B, if so, is it funded in the 6 budget?</p> <p>7 DR. MICHELLE PERRY: So anything 8 technology is just my jam completely and love 9 everything about educational technology. I actually 10 specialized in learning technology.</p> <p>11 And so, yes, to answer your question, it 12 is part of our plan. We intend to use immersive 13 virtual reality, flat-screen panels. We intend to 14 use 3D printers. And we intend to use our library 15 as a maker space.</p> <p>16 In the budget, it's limited, obviously. 17 So that looks very small, very different. Should we 18 be made available to other funds, that is the 19 priority, because STEM technology, math, all of this 20 folds very nicely.</p> <p>21 And I am a firm believer in preparing our 22 students to enter a world in which they're 23 interfacing technology, touch-interactive, 24 artificial intelligence, virtual reality. This is 25 of our timely essence and our trajectory, our</p>

50	<p>1 history in this world.</p> <p>2 So I absolutely want all -- as much</p> <p>3 technology in a very educationally sound way, in a</p> <p>4 way that is used, not as a toy, not as an implement</p> <p>5 for amusement, but attached to the educational</p> <p>6 meaning, the educational content and instruction.</p> <p>7 So that is how we wish to use technology.</p> <p>8 And the more that we can get into the setting, the</p> <p>9 better.</p> <p>10 SECRETARY BECK: And that's part of what</p> <p>11 concerned me about the budget was the lack of</p> <p>12 funding for that.</p> <p>13 And my hope was that you would be -- have</p> <p>14 already started working on grants that are out there</p> <p>15 and available for technology and STEM, et cetera,</p> <p>16 et cetera. Because there is definitely money</p> <p>17 available that you can get. And I was hoping that</p> <p>18 that would be part of the budget -- part of the</p> <p>19 budget itself already. But...</p> <p>20 DR. MICHELLE PERRY: That's a priority.</p> <p>21 SECRETARY BECK: Okay. Thank you. Thank</p> <p>22 you.</p> <p>23 THE CHAIR: Commissioner Ingham.</p> <p>24 COMMISSIONER INGHAM: Yes. To piggyback</p> <p>25 on that inclusivity narrative, I read that you're</p>	52	<p>1 attend.</p> <p>2 And it's tough. It's tough to -- we've</p> <p>3 been looking. We've been looking at a lot of</p> <p>4 buildings in nearby vicinity of the high school, or</p> <p>5 in town, where it's walkable.</p> <p>6 Some of the public input that we've had as</p> <p>7 well was, "Think outside the box. Be creative."</p> <p>8 I don't know if any of these things work.</p> <p>9 But churches have church vans that sit there all</p> <p>10 week long and maybe they can help.</p> <p>11 You know, that just, to me, as an</p> <p>12 engineer, I think of the insurance nightmares,</p> <p>13 et cetera.</p> <p>14 But we need to think outside of the box</p> <p>15 and be creative on how to provide that</p> <p>16 transportation, year one. So our focus is still</p> <p>17 looking at a walkable area to have our charter</p> <p>18 school, and then, if not, work on contracting with</p> <p>19 someone for transportation.</p> <p>20 The -- there -- I don't know that we</p> <p>21 specifically talked to the school about buses, but</p> <p>22 that's in our plan. We're going to do that.</p> <p>23 And then the second part of your question</p> <p>24 was food. I think we mentioned -- at least in our</p> <p>25 capacity hearing, I know we talked about it, just</p>
51	<p>1 not going to be able to provide transportation in</p> <p>2 the first year. I -- I think that that is -- when</p> <p>3 you talk about the roadblocks for students that are</p> <p>4 in that socioeconomic condition, transportation is a</p> <p>5 huge issue.</p> <p>6 And so I just wanted to ask you to speak</p> <p>7 to that. It sounds like you're going to contract</p> <p>8 with the local school board -- or school system.</p> <p>9 Have you had any conversations with them?</p> <p>10 And how did that work out for you?</p> <p>11 And then the second thing, as long as I'm</p> <p>12 on this, is food service, because that's the other</p> <p>13 issue. So if -- it seems to me that you can do a</p> <p>14 lot of advertising and all that kind of stuff. But</p> <p>15 if you -- if it's a struggle for that family to get</p> <p>16 to your school, they can't see it as an option.</p> <p>17 So I would love for you to speak to those</p> <p>18 two issues.</p> <p>19 MS. CYNTHIA STONG: Sure. Thank you very</p> <p>20 much.</p> <p>21 So I absolutely understand the issue of</p> <p>22 transportation. Back to my example of our robotics</p> <p>23 team, we have been very keen on being in buildings</p> <p>24 that are walkable from the high school for that very</p> <p>25 reason. That's how you're going to get the kids to</p>	53	<p>1 contracting with some food services in the area.</p> <p>2 The building that we are looking at right out of the</p> <p>3 box has a large cafeteria area, and we'll figure out</p> <p>4 a way to do food for that. So we have it covered.</p> <p>5 Do you want to add anything?</p> <p>6 DR. MICHELLE PERRY: I'll just reference</p> <p>7 the budget. You know, our food service, USDA and</p> <p>8 supplemental, it -- we have the funds allocated for</p> <p>9 food service. And so what that looks like exactly,</p> <p>10 it could be a contract with the local food service</p> <p>11 for the schools. It could look like a contract with</p> <p>12 a local entrepreneur, a food truck, or a food vendor</p> <p>13 of some sort, a restaurant.</p> <p>14 But we do know for certain that breakfast</p> <p>15 and lunch are going to be super important to</p> <p>16 provide. And we're willing to turn over all rocks</p> <p>17 on that as well.</p> <p>18 Transportation, it's a very costly</p> <p>19 venture. And we will work with the Public Education</p> <p>20 Department, with transportation funds, to ensure</p> <p>21 that we have something, possibly into the second</p> <p>22 year; that first year, maybe not. But we won't stop</p> <p>23 until we can find some adequate transportation as we</p> <p>24 go on down the line.</p> <p>25 THE CHAIR: So just as a word of caution,</p>

<p style="text-align: right;">54</p> <p>1 the state law says a school district can contract 2 with the charter school. It doesn't say they have 3 to. 4 So that's a flaw. So that we -- across 5 the state, we struggle with school districts that 6 are willing. 7 And they're getting paid for it. It's not 8 asking for services for free. But they refuse to do 9 the food services and the transportation services 10 for the charter schools. 11 So, to me, I have that struggle, 12 similarly, because that's not something you can wait 13 on. For sure, once again, a flaw in law is that 14 charter schools do not get state funding their first 15 year for transportation. That's an absolute. 16 So that's -- you know, that creates that 17 equity gap from the very beginning for many 18 families. 19 And I kind of want to tie into that a 20 little bit, because it was a little concerning for 21 me that there didn't appear to be any reach-out 22 to -- because you did mention that there was a 23 possibility that there may be students from 24 Mescalero come in. And I really didn't see a lot of 25 reach-out in the list for that tribal community.</p>	<p style="text-align: right;">56</p> <p>1 recorded lessons? And I know, in the application, 2 you made mention of use of technology, but I'm not 3 100 percent sure. 4 And you said there may be classes offered 5 online. But there's not really any explanation as 6 to what that is actually going to look like and what 7 the school day may look like virtually, 8 non-virtually, you know. So could you just talk a 9 little bit about that? 10 DR. MICHELLE PERRY: So offering education 11 to a community can look a lot of different ways, 12 especially to high school students. 13 So high school students are older and 14 mature enough to handle multi-modality ways of 15 learning, I think more so than any other grade 16 level. 17 So when we talk about the use of 18 technology, we're talking about not only using 19 platforms as resources -- Khan Academy; right? You 20 know, LMS's, Google, all of those sorts of platforms 21 that a student can access 24/7, because that's what 22 it really comes down to is being able to access your 23 learning 24/7. 24 And we don't look at education as 25 something that happens in the four walls of a room,</p>
<p style="text-align: right;">55</p> <p>1 And a lot of your -- what's listed as 2 community support is listed as organizations and 3 media. And it's not families. And that's where -- 4 you can get a lot of people to fill in a survey and 5 say, "Yes, I like that." "Yes, I'm going to send my 6 child there." 7 The reality is the first day of school. 8 And a lot of those businesses may not have kids that 9 they're going to be sending to the school. So they 10 may very well support the school and think it's a 11 fabulous idea. 12 But it's the families that are going to 13 be -- that are trusting you to send their children 14 to the school. And that's where I don't see that 15 work. 16 And you did mention it just now. "We're 17 going to do it." 18 But for us, we're at -- we have to make a 19 vote on what has been done, not a promise on what 20 may be done. 21 And I had a challenge with how the 22 community reach-out has been done. So -- but I 23 appreciated what you have said so far. 24 Could you just talk to me a little bit 25 about -- 'cause you said that you're going to have</p>	<p style="text-align: right;">57</p> <p>1 you know, from 8:00 to 5:00. It's just not -- that 2 can't be. We have to try a different way to reach 3 our students who want to learn in different ways. 4 So technology offers that flexibility. So 5 in a way of recorded lessons, so a teacher is doing 6 a direct instruction, and is able to record that 7 live, or perhaps they choose to record it before. 8 They post it. They post it in the cloud 9 effort on a platform. And the students can look at 10 that. Students on a soccer trip, traveling on a 11 bus, they can look at that. They can look at that 12 direct instruction piece. They can look at the 13 expectations for this next assignment. They can 14 look at the expectations for the assessment. 15 And so this -- this flexibility that they 16 don't have to be in front of a teacher all the 17 time -- now, is it important that they are front of 18 a teacher? Sometimes, absolutely. We're not saying 19 technology replaces the teacher ever, ever. 20 So that -- that is a wide open area, and 21 we need to be able to be monitoring our students' 22 needs, our families' needs and being able to use 23 technology as a tool to be flexible in meeting those 24 needs. 25 And in addition to that, the use of</p>

<p style="text-align: right;">58</p> <p>1 immersive virtual reality, which is a passion of 2 mine, being able to put students in headsets to 3 enhance their learning in a way that can't be done 4 otherwise. So that's another way that technology 5 enhances our learning environment. 6 So I do think that this topic is far and 7 wide, and we can talk about all of the instances in 8 which technology can be integrated into the learning 9 environment. 10 But, most importantly, the content has to 11 be taught to mastery. And that -- that piece of the 12 instructional model is incredibly important. 13 THE CHAIR: Thank you. So I think I have 14 to echo Commissioner Beck's concerns, because it 15 doesn't appear that the budget supports the 16 opportunities that you say you're going -- that you 17 want to offer. 18 So that's where -- you know, and 19 aspirationally. So I'm going to ask you, was the 20 budget created using the assumption that the maximum 21 number of students are going to be there that first 22 year? 23 DR. MICHELLE PERRY: Correct. We chart 24 those five years across the budget with the number 25 of enrollment increasing incrementally every year.</p>	<p style="text-align: right;">60</p> <p>1 but it's really not a stipend -- "for the teachers. 2 But if we don't get those students, we're going to 3 cut days, and we're going to cut that stipend, that 4 additional money, out." 5 So my question is, when would you be 6 looking at cutting days? And would those days go 7 less than 180, which is what you've calendared in 8 here? When -- secondly, what's the conversation you 9 have with staff when you're hiring them that there 10 could be a possibility that they're not actually 11 going to get paid, that it's an aspiration when 12 you're first hiring them? And what's the likelihood 13 that real quality people are going to buy into that? 14 So that was -- that was -- it was a real 15 concerning statement when I read that. 16 DR. MICHELLE PERRY: Yeah, I appreciate 17 the question. And it is. It's really digging in 18 deep on that budget piece. And it is -- it is a 19 worry. It's a worry of ours as well. 20 We have to come up with contingency plans 21 should we not get the full 60 enrollment. Part of 22 that, obviously, is looking out towards external 23 funding. Part of that is going to be redesigning 24 the instructional day. 25 Maybe we don't do a full day. Maybe we</p>
<p style="text-align: right;">59</p> <p>1 THE CHAIR: No. But my question is, 2 though, the expectation was -- so the SEG that you 3 put in there was for what your cap was to that 4 number? 5 DR. MICHELLE PERRY: Correct. Yeah. 6 THE CHAIR: I'm also going to offer you a 7 word of caution, that outside of, I think, two 8 schools, most charters that open, as much as parents 9 say, "I want my kid to go there," you're still not a 10 proven entity. And it's their kids. And it's, 11 like, "Oh, I'm going to let that school open for a 12 year and let's see how it goes." 13 It's highly unusual for schools to meet 14 their max. 15 So when you create a budget that's relying 16 on the max, you're setting yourself up, because -- 17 that gets me into my next question. 18 In your -- in your narrative in the budget 19 area, you spoke about what your plans were for the 20 year. But then there was a statement that said, 21 "But if we -- but if enough students don't show up, 22 we're going to redo the budget. We're going to cut 23 the school year, and we're going to have to -- 24 'cause there's additional monies that are 25 allotted" -- I'm going to use the word "stipend,"</p>	<p style="text-align: right;">61</p> <p>1 think creatively. We push something online. 2 I don't want to ever retract any kind of 3 contractual agreement. That would be very unwise. 4 And so we have to find better ways. 5 And so we would look to PEC. We would 6 look to others to give us insight and help to figure 7 out better ways to reduce our budget. 8 We know that the SEG, as it is, is not 9 enough to fully support the vision. We know that 10 right now. And so we are looking to external funds. 11 We -- just like any school looks to 12 external funds to support the projects that make 13 meaningful learning unique and innovative in a 14 school setting. 15 So, yeah, we would look to all 16 opportunities. And, of course, breaching contracts 17 of teachers is the last thing that we would ever 18 want to do. 19 THE CHAIR: So I'm going to say, you know, 20 cautionary tale again. It's probably not the best 21 model to make a budget on the max, when it's likely 22 you're not going to hit that max. 23 It would be great if you do. And then you 24 can offer more. But to claw back is profoundly 25 difficult, because, number one, you're changing the</p>

<p style="text-align: right;">62</p> <p>1 model for what parents signed their kids up for. 2 And, number two, if you're changing your educational 3 model on the application that we approved, that's 4 not the school we approved. So that's a whole 5 different problem. 6 We don't have money. We -- so to say, 7 "Well, we'll come to the PEC, and we'll ask for a 8 solution," I'm going to tell you, the till is empty. 9 So that -- there is no additional source for us to 10 say -- so that's where -- I think this is a fabulous 11 idea. I think it's important for this community. 12 But I think the applicant has to be 13 realistic in whether they can provide and support 14 the program. And I know there's grants out there. 15 And it's great if you can get the technology with 16 grants. But if you're relying on real Operationals 17 with grant money, it's running out. 18 So that it's -- it's not a sustainable 19 model to do that. So that, you know, that is a 20 challenge that I don't think you've addressed 21 sufficiently at this point in time to have 22 confidence that the plan can go as -- as written. 23 And I just have one more budget question, 24 and then I'll turn it over. 25 I did not see in your -- and the budget</p>	<p style="text-align: right;">64</p> <p>1 for contracting services locally to make sure 2 students' IEPs are met. 3 I plan to be part of the staff at the 4 school. I'm a special education certified teacher. 5 I plan to hire teachers who potentially have special 6 education certifications. 7 But, nonetheless, we did budget-item the 8 contracting services for SpEd. Of course, that 9 increases every year, as well as enrollments. 10 The same with Title funds, looking at 11 students who are at risk and performing 12 insufficiently, you know, we have contracted 13 supplies out for Title I expenses as well. 14 Finally, we have contractor services 15 outside for Title II for professional development to 16 teach teachers ways to provide instruction that 17 meets specific learning needs, that differentiation, 18 that identification of students' skill gaps. 19 So we're -- it's a multiple pivoted 20 approach. But there is no doubt. I'm fully aware 21 of special education as a necessity in law and 22 meeting the IEP goals. And so that -- that 23 contracted services is spelled out now, now that it 24 has been addressed. 25 THE CHAIR: So I was correct that it</p>
<p style="text-align: right;">63</p> <p>1 was put in an appendix that was a little different. 2 But I didn't see a budget for services like -- and I 3 didn't see a budget for a special ed teacher. So is 4 there a special ed teacher budgeted here for your 5 first year? And what do you have budgeted for 6 special ed services? Because I don't see that. 7 DR. MICHELLE PERRY: And that was also 8 part of our peer review, that question. It was 9 legitimately about what are you going to contract 10 exactly? And so in the budget, you see revenue in 11 IDEA, Title I, Title II; you see the revenues there. 12 So after that question, I went back to 13 pull out what contracted services there would be for 14 these needs. 15 You know, in the State of New Mexico, 16 currently MLSS, the MLSS model has really given us a 17 lot of flexibility about how we identify students 18 and how we provide them services. So I'm leaning 19 heavily on the Title I. I'm leaning heavily on the 20 IDEA budget. 21 So contracted services for serving our 22 students in the area of special ed, specific 23 numbers, we will have \$5,000 pulled out for 24 contracting services out of a budget of \$11,000-ish. 25 And we're going to use \$6,000 of that in special ed</p>	<p style="text-align: right;">65</p> <p>1 wasn't in the budget that was submitted. 2 DR. MICHELLE PERRY: Right. It didn't get 3 pulled out. But since then, we've gone and pulled 4 it out. 5 THE CHAIR: But understand that we vote on 6 what was submitted in June. The feedback is great 7 for you. But what we vote on is what was submitted. 8 Okay. Commissioner Taylor. 9 COMMISSIONER TAYLOR: Yeah. Thank you. 10 Can you all hear me okay? 11 THE CHAIR: Yes. 12 COMMISSIONER TAYLOR: Okay. I want to 13 piggyback a little bit on the -- what Commissioner 14 Gipson was talking about in regards to the budget. 15 You know, one of the things that -- that I 16 looked at -- and I will preface this with I'm not a 17 budget guy, necessarily. But I looked at -- I 18 looked at the cost -- the cost of the -- sort of the 19 building that you guys have identified, which is an 20 absolutely fantastic looking facility; right? 21 But the cost of -- the cost of that -- the 22 lease on that building looks like, to me, that in 23 the first year, there's going to be \$250,000 24 required from Operational in order to have that 25 package. Plus, there's a \$500,000 renovation budget</p>

<p style="text-align: right;">66</p> <p>1 that needs to be taken care of prior to -- I would 2 assume, prior to occupancy.</p> <p>3 And -- and Commissioner Gipson's -- and 4 that's robust. I mean, I think that's very robust. 5 Like I said, it looks like a fantastic facility. To 6 me, I look at that and say, "Man, it would be nice 7 to be in that facility and offer all of the new 8 technology that the kids would benefit from." 9 But if I had a choice, would I sure be 10 focusing on the technology aspect of that and the 11 learning part of that, rather than being focused on 12 the -- you know, a facility that looks like -- to 13 me, it looks like we can't afford right now, you 14 know? 15 So what -- and especially, again, going 16 back to that, what if we have 40 students, you know? 17 What if we have 40 students? We get midyear, and we 18 go, "Man, it's, like, we can't afford to be here." 19 So I don't know if this is more a question 20 or a comment. My thought would be to really pare 21 that down and look for a facility that is -- that 22 may not be your ideal facility to start with, and 23 use that -- those funds, those Operational funds, to 24 invest in the -- the learning at the school. 25 So the other thing I had a question about</p>	<p style="text-align: right;">68</p> <p>1 you.</p> <p>2 That's all I have. I don't know if you 3 were waiting for me. That's all I have.</p> <p>4 THE CHAIR: So can I just make a comment 5 that still ties in with that? If you do your budget 6 for 60, and, day one, there's 40 students, there's a 7 40-day adjustment. It's not free money from the 8 State. They've given you money for 60 students. 9 That clawback can close the school, because you have 10 to pay that money back, you know. 11 They -- you know, they gave it to you. 12 Now you owe it back to them. And that's an 13 adjustment that can drown, especially, a new school. 14 So that's why that budget isn't -- it's difficult. 15 I mean, we have schools that do everything 16 they can. And even one or two students, that budget 17 adjustment, when it comes, is -- when you're paying 18 Peter -- you know. 19 So I do have a question. Because I don't 20 know whether I noticed the -- the \$500,000 21 renovation requirement. 22 Where is the -- who's going to pay for the 23 renovation of that building, if that's the building 24 you go to, and there's that expectation for that 25 amount of money for the renovation? Who's paying</p>
<p style="text-align: right;">67</p> <p>1 was, in your bylaws, I think you mention that there 2 would be five -- I think five to nine GC members.</p> <p>3 How many of those -- in the bylaws, does 4 it list how many of those were going to be parents? 5 Because you said there were numerous parents that 6 might be interested in being on the governing 7 council. 8 How many of those -- is there a maximum, 9 or is there an ideal number for you-all? 10 MS. CYNTHIA STONG: So I'm -- I can look 11 in my giant notebook here. But I'm pretty sure we 12 mentioned at least one parent. We'd like to have 13 more than one, just for the input; but at least one 14 to start with. 15 COMMISSIONER TAYLOR: That's good. I 16 believe that -- obviously, having parents on the 17 governing council is -- is very valuable. But I 18 think it also can be -- I think there needs to be a 19 maximum put on that, and maybe recommend two, at the 20 most, just so that you don't have an overwhelming 21 number of people that have a biased opinion on how 22 things should be done. 23 MS. CYNTHIA STONG: I appreciate that. 24 Thank you. 25 COMMISSIONER TAYLOR: Yes, ma'am. Thank</p>	<p style="text-align: right;">69</p> <p>1 for that renovation?</p> <p>2 DR. MICHELLE PERRY: Well, you know how 3 budgets are, very difficult. And so when we were 4 trying to figure out how to make a space that meets 5 code and is viable, we did list that in the SEG 6 portion in the Operational budget. 7 And so we would love to divert that cost 8 to another possibility. We have applied for a 9 grant, and we would love to divert bringing that 10 building up to code with other grant funding. That 11 makes available more funding through our 12 Operational. 13 Then, in addition to that, we would 14 definitely seek a lower lease payment. That's 15 already been a part of our conversations, for sure, 16 is we know that lease payments -- so, again, 17 diversion of funds elsewhere. 18 So using Operational for everything is 19 obviously not a viable -- our revenue expenditures 20 don't match, obviously. So we do know that there 21 has to be a budget adjustment. 22 And I would also venture to say that, you 23 know, hearing that there are charter schools 24 currently who struggle with this same issue is a 25 little reassuring to me that we're not completely</p>

<p style="text-align: right;">70</p> <p>1 off base.</p> <p>2 But here's where we stand is that we are</p> <p>3 open to any suggestions and any ideas from our</p> <p>4 facilitating body. As the PEC, we would -- we would</p> <p>5 entertain and be open to different budget</p> <p>6 adjustments. And budget adjustments occur in</p> <p>7 budgets; that's part of having a school budget.</p> <p>8 So we would want to make sure that we're</p> <p>9 ready for the inevitable.</p> <p>10 And, finally, we have contracted --</p> <p>11 budgeted -- contracted for a business professional,</p> <p>12 a school business professional, to be alongside of</p> <p>13 us, guiding us. They are the people who created our</p> <p>14 SEG formulas.</p> <p>15 And so we would look to them also, because</p> <p>16 they have ample experience with school budgeting and</p> <p>17 how to use money correctly.</p> <p>18 So I would say, no, do we have all the</p> <p>19 answers right here today on how we will address and</p> <p>20 pivot at 40 students versus 60 students? No, we do</p> <p>21 not. We do know that there's others who have gone</p> <p>22 ahead of us and others who have encountered this.</p> <p>23 We may learn from them. We will learn from you.</p> <p>24 And we would be able to adjust and have strategies</p> <p>25 in place in anticipation of the worst possible</p>	<p style="text-align: right;">72</p> <p>1 conversations need to have taken place.</p> <p>2 "We've already talked to them, and they</p> <p>3 are willing to talk about the renovations."</p> <p>4 Because if there's the expectation that</p> <p>5 the applicant is -- only if there's -- if you're in</p> <p>6 a lease-purchase agreement, then, yes, you can make</p> <p>7 improvements to that building, because, ultimately,</p> <p>8 you're going to be the owner of that building.</p> <p>9 But if you're not in a lease-purchase, you</p> <p>10 can't be doing that.</p> <p>11 But you did mention in the application</p> <p>12 something about a foundation purchasing a property</p> <p>13 for you. And I didn't see much else about a</p> <p>14 foundation.</p> <p>15 So can you talk to me a little bit about</p> <p>16 does the foundation exist already? What kind of</p> <p>17 funds do they already have available? Because if it</p> <p>18 is a foundation solely set up to support you, they</p> <p>19 become a component unit of your audits every year.</p> <p>20 So you get dinged for any -- so that's --</p> <p>21 I need a little more information about what that</p> <p>22 foundation looks like.</p> <p>23 MS. CYNTHIA STONG: The foundation that</p> <p>24 was mentioned is a local foundation that we've been</p> <p>25 having conversations with. When the local hospital</p>
<p style="text-align: right;">71</p> <p>1 outcome, which would be that.</p> <p>2 I feel comforted in knowing that --</p> <p>3 hearing you say other schools have dealt with this.</p> <p>4 So I would look to them and say, "Provide us your</p> <p>5 insight."</p> <p>6 I would look for our community. I would</p> <p>7 look to our budgeting experience within our</p> <p>8 governing council.</p> <p>9 So I do believe that the budget is a hairy</p> <p>10 scary item, and I'm more than willing to find</p> <p>11 solutions to bring something to our students here in</p> <p>12 this community that's incredibly valuable beyond</p> <p>13 money.</p> <p>14 THE CHAIR: Just to be clear, if you're in</p> <p>15 a lease agreement, no Operational money can go to</p> <p>16 improve that building. So the \$500,000 has to be on</p> <p>17 the landlord.</p> <p>18 That's what concerns me, that you're</p> <p>19 budgeting in there for, somehow, the \$500,000,</p> <p>20 because you're just leasing that. So State money</p> <p>21 isn't going into improving someone's private</p> <p>22 property.</p> <p>23 So that's -- and that -- it's concerning</p> <p>24 that you haven't had that conversation, necessarily,</p> <p>25 with the landlord at this point in time. Those</p>	<p style="text-align: right;">73</p> <p>1 was sold, they put a community foundation together</p> <p>2 that's solely to support Otero County and this area.</p> <p>3 So we've been having conversations with</p> <p>4 them. They're brand new. They've only given out a</p> <p>5 handful of grants that I know of. So that's who</p> <p>6 we've been talking to.</p> <p>7 Also, on the facility, we've been talking</p> <p>8 to the owners. We have had initial conversations.</p> <p>9 And they have expressed they're more than willing to</p> <p>10 work with us. I just don't know to what extent.</p> <p>11 THE CHAIR: And so that's where we should</p> <p>12 be mostly there by now. We should be. So that</p> <p>13 that's not a -- because the -- in the application,</p> <p>14 it said, "The foundation may purchase the building."</p> <p>15 But that's just -- that's probably not</p> <p>16 what that foundation would do; correct?</p> <p>17 MS. CYNTHIA STONG: There's -- I think</p> <p>18 you're talking about two different foundations. I</p> <p>19 know -- I understand that a foundation can be</p> <p>20 brought alongside a charter school to own the</p> <p>21 building and help with the building.</p> <p>22 THE CHAIR: That's what I asked about.</p> <p>23 MS. CYNTHIA STONG: We don't have that</p> <p>24 yet.</p> <p>25 THE CHAIR: So the fact that the</p>

<p style="text-align: right;">74</p> <p>1 foundation may buy the building, the foundation 2 doesn't really exist yet. So the likelihood that 3 the foundation may purchase you a building is 4 unlikely at this point in time because they don't 5 even exist, so there's no funds from it. So how can 6 they purchase a building? 7 Okay. Beck. 8 SECRETARY BECK: Real fast, I was looking 9 at the application real quick. And I said from year 10 one to year five, you go from a 10-to-1 student 11 ratio to a 27-to-1 student ratio. That's on 12 Page 186. And then I look down here at 188. And 13 that changes from 1-to-10 to 1-to-16. Is that just 14 a discrepancy that was within the application? 15 DR. MICHELLE PERRY: Yes. 16 SECRETARY BECK: So it really is 1-to-16 17 is what your budget has, not 1-to-27. 18 DR. MICHELLE PERRY: Yes, as budget 19 allows. 20 SECRETARY BECK: As we're finding out, as 21 the budget allows. Okay. Thanks. 22 THE CHAIR: Commissioner Manis. 23 COMMISSIONER MANIS: Thank you. I have a 24 couple of different questions than what's already 25 been addressed.</p>	<p style="text-align: right;">76</p> <p>1 comments, it wasn't necessarily clear that the 2 career readiness aspect was included. It was 3 discussed in there that, you know, there was going 4 to be AP classes, and there was more college 5 readiness, but not in necessarily career readiness. 6 And so can you please expand upon that a 7 little bit? 8 DR. MICHELLE PERRY: Sure thing. So 9 juniors and seniors will have that -- as I 10 mentioned, that fourth period, flex period. And 11 built into that, idealistically, is that they have 12 workforce experience in internships out at the test 13 track. 14 And discussing with test track leadership 15 what that might look like, we've gotten a clear 16 picture about what the curriculum needs to hold. 17 We did not have calculus and physics next 18 to each other at first. After talking to them, 19 calculus and physics is now there. 20 So, yes, we want to ensure our students 21 are educated in the way that best serves those 22 career fields, the track. So that coordinated 23 effort is well under way. 24 I feel like it's one of our strongest 25 bonds with any part of community outreach inside of</p>
<p style="text-align: right;">75</p> <p>1 I don't think there was any -- anything in 2 the application or in the capacity interviews about 3 your intention or not to work with the Air Force 4 base. Do you have any intention to work with the 5 Air Force base at all, given your curriculum? 6 MS. CYNTHIA STONG: Actually, we have 7 quite a few folks here from the base. And we've 8 been working hand in hand with them. We've had them 9 at our committee meetings. We've been -- we've gone 10 out there, in fact, and toured their facility, asked 11 for recommendations on what kind of career 12 opportunities are out there and what kind of skill 13 they need out there. 14 I think I mentioned in my presentation 15 they're expanding that test track. 16 So they've been a huge driving reason to 17 do this school. And they've been very supportive 18 and committed to us along the way. 19 They're also going to help work with us on 20 providing job training opportunities for the 21 students to give some hands-on experience. 22 COMMISSIONER MANIS: Could you expand a 23 little bit on how you intend to include the career 24 readiness aspect into your curriculum? 25 It seemed like, from the peer reviewers'</p>	<p style="text-align: right;">77</p> <p>1 this application. That is near and dear to a lot of 2 our efforts. I mean, that kind of speaks to the 3 core of our rationalizing this application is that 4 we want to be able to match that workforce to the 5 needs out there. 6 And should a student not want to work at 7 the test track, eventually, beyond our goal, say 8 they wanted to work somewhere else -- NASA -- we're 9 going to be having them equipped for that work as 10 well. 11 Say they wanted to work out at the 12 Spaceport. We're going to have them equipped for 13 that as well. 14 That workforce connection is built in with 15 the curriculum and the workplace experiences their 16 junior and senior years. 17 MS. LORRIE BLACK: We also have a really 18 great program here called the Honorary Commander 19 program. It's where a community leader is paired 20 with a unit at Holloman. And I think every one of 21 us at this table are on -- are honored to be in that 22 program. 23 So education is definitely something that 24 we constantly talk to our commanders about. We talk 25 about education, housing, anything that we can do to</p>

<p style="text-align: right;">78</p> <p>1 try to help Holloman's stay here better. 2 So education is at the forefront of those 3 conversations. 4 COMMISSIONER MANIS: Great. Beyond -- 5 beyond the test track and NASA, for other career 6 fields that might not be so intensive as the 7 engineering or -- or math, or, you know, just other 8 fields, in general, that might -- might be more 9 related to technology -- right? -- for other 10 businesses in town, how do you plan to kind of match 11 with some of those opportunities that students could 12 be interested in? 13 MS. CYNTHIA STONG: So when we talked to 14 the test track, for example, they talked about that 15 too. They'll need welders. They'll need project 16 managers. They'll need machinists, the whole gamut. 17 We've had some conversations with folks 18 from the high school. They have a really great CTE, 19 career technology education. They have a great 20 program. And we have actually have gone hand in 21 hand with them to look at some equipment that they 22 may house that we can go take our students to or 23 that we would house and they could take their 24 students to. So we're working with them and 25 those --</p>	<p style="text-align: right;">80</p> <p>1 unique innovations that we're going to put in place. 2 And Michelle has mentioned those as well. Some of 3 the immersive learning. 4 And maybe what's the most different is 5 these longer class periods where you can do hands-on 6 projects with integrated courses. I don't think 7 they offer that there. And that'll be what will at 8 least, hopefully, get us beyond what they're doing 9 well. 10 DR. MICHELLE PERRY: And I would add the 11 math component into that mix. I'm very concerned 12 about our students coming to us without math skills. 13 And so while science is beautiful, and the ASR -- 14 the science test of which those scores are based on 15 are beautiful, I do know math and science are two 16 side of one coin. 17 And so we are actually, you know, missing 18 a little bit of that. And, therefore, we hope to 19 backfill on some of that to strengthen science even 20 more. So that math piece is something that we're 21 very interested in digging in more. 22 COMMISSIONER MANIS: Yeah. And I noticed 23 that as well, that the math proficiency rates are 24 relatively low for Alamogordo High. So that's kind 25 of -- I'm glad that you brought up the math</p>
<p style="text-align: right;">79</p> <p>1 COMMISSIONER MANIS: With the district is 2 what you're saying. 3 MS. CYNTHIA STONG: Yes. 4 COMMISSIONER MANIS: Okay. And that kind 5 of leads me to my next question is, given that 6 Alamogordo High has a really strong proficiency rate 7 in science -- theirs is at 55 percent in the most 8 recent Vistas release compared to the State average 9 of 34 percent -- what -- what are you going to be 10 doing differently to at least meet or hopefully 11 exceed what Alamogordo High is already doing that 12 they're -- you could say that they're exceptional 13 relative to the State average; right? 14 So what are you going to be doing 15 differently that's -- that's going to -- to ensure 16 that you at least meet, or hopefully exceed, what 17 they're already doing well? 18 MS. CYNTHIA STONG: And we do recognize 19 they have a great science program. And, in fact, 20 back to my robotics team, we were housed at the 21 school for a while. We know the teams that are 22 still there. I am familiar with a lot of the 23 teachers that teach there. They do a great job. 24 I think I highlighted that in my 25 discussion with some of the -- maybe the little</p>	<p style="text-align: right;">81</p> <p>1 component, because I think that that's -- that would 2 be a place where you could definitely serve students 3 where they're missing out on that currently. 4 Do you have a -- a target proficiency 5 rate, potentially, that you're hoping to get for, 6 you know, math and science, since you're a STEM 7 school? And do you have anything that you've 8 considered at this point? 9 DR. MICHELLE PERRY: Well, as with 10 everything, we're shooting for the stars. So 11 90 percent is what we're hoping -- 90 percent of our 12 student body are proficient on not only the SAT, but 13 the ASR and pass their AP exams. 14 COMMISSIONER MANIS: Do you think that's 15 realistic for your underserved populations? 16 DR. MICHELLE PERRY: So the curriculum 17 layout of the four-period day offers -- and then if 18 the -- if the affordability of the budget allows us 19 the staffing that we anticipate and dream of, then 20 what we have are specialized teachers supporting 21 students in a two-hour block, plus another flexible 22 hour at the end of the day. 23 And we have teachers who can skill-build 24 and create and close those skill gaps and create 25 those opportunities for students to address their</p>

<p style="text-align: right;">82</p> <p>1 learning in different ways that promote their 2 success and their proficiencies. 3 So is it unreasonable? No. I don't 4 believe it's unreasonable. I think what I encounter 5 as a professional educator and a person who now 6 consults across the state working with 7 administrators, working with teachers, working with 8 various educational professionals, is that there 9 might be a little bit of a low bar, you know. 10 For instance, I had a specific 11 conversation with a teacher, and I asked her to kind 12 of push her thinking a little bit on how she could 13 structure a lesson to increase opportunities for 14 students to approach difficult text. 15 And her words to me were, "My kids can't 16 do that." 17 And I just don't accept that. And I think 18 that's horrific for all of our children to have a 19 low bar. And I think that reasonableness is what we 20 have. Fiftieth in the nation. That's our 21 reasonableness right now. 22 So to ask us to lower our standard for 23 reasonableness, I just -- I feel like then we're not 24 an option. We're not a choice. Just keep your kids 25 at AHS.</p>	<p style="text-align: right;">84</p> <p>1 cell phones. I know that's hard, and I know that 2 many high schools are moving to a no-cell-phone 3 policy. Ideally, we give each student an electronic 4 device, which they can use for the learning that -- 5 that necessitates the use of Internet and such, that 6 their cell phones be away from them. 7 So I think that, personally -- and I'm 8 only one person; I'm the resident educator on this 9 board -- I don't believe that cell phones have a 10 place in our classroom on a regular basis. And I 11 think we have to control that very carefully. 12 COMMISSIONER MANIS: To build off that, I 13 know that the technology use in the classroom had 14 been talked about a little bit. And the 15 instruction, just for my clarification, there will 16 always be direct instruction; right? It's not going 17 to be any time that you're going to be receiving any 18 type of remote instruction; otherwise, unless it's 19 necessary for a school function. 20 DR. MICHELLE PERRY: As I mentioned there 21 is no replacement for the educator. I'm not going 22 to ever believe that that's true, ever. Nothing can 23 convince me of that. 24 And so, yes, direct instruction is part of 25 an instructional protocol that -- that's timeless;</p>
<p style="text-align: right;">83</p> <p>1 So is it lofty? Absolutely. 2 Is it astronomical? Most certainly. 3 But I can't imagine us starting anywhere 4 else. 5 COMMISSIONER MANIS: Kind of an 6 off-the-wall question that we -- it came up as a 7 discussion during the break. And just to get an 8 idea of this, what would, say -- what do you think 9 your policy would be for, like, cell phone use in 10 the classroom? 11 DR. MICHELLE PERRY: I love this question. 12 I have been in a lot of high schools across the 13 state, and I've seen firsthand the distractibility 14 that cell phones provide students. I was an 15 educator when cell phones hit the classroom; right? 16 When we started seeing cell phones in students, we 17 went from one day, no cell phones, to a gradual 18 every kid has a cell phone. 19 So I've watched it. I've watched what it 20 does to our students, distracted ways, multi-tasking 21 abilities, their access to information. So I have a 22 myriad of viewpoints on this. 23 So as a group, we have not established 24 this conversation as a cut point. 25 But I would recommend that here are no</p>	<p style="text-align: right;">85</p> <p>1 okay? So Socrates. So it's timeless. 2 So should we be sage on the stage and 3 lecture for 45 minutes? No, of course not. But 4 there is always a moment of direct instruction in 5 which we pivot our students toward their learning 6 outcomes. 7 So should students be offered the 8 opportunity to enjoy their outcomes in various ways? 9 Yes. That's a whole different way of approaching 10 learning and teaching. 11 But direct instruction has to be a part of 12 what we deliver for effective learning. 13 COMMISSIONER MANIS: Great. That's all 14 the questions I have for now. 15 THE CHAIR: Oh. You're sitting next to 16 him too long. 17 Commissioner Carrillo. 18 VICE CHAIR CARRILLO: I always talk about 19 the Columbo moment; right? Everybody in here is old 20 enough to remember Columbo. All right. 21 So just because Commissioner Manis -- not 22 everyone brought it up. Probably not you, 23 Representative Block. I mean, you got to go -- 24 you've got to watch television at 3:00 in the 25 morning now.</p>

<p style="text-align: right;">86</p> <p>1 So Commissioner Manis mentioned cell 2 phones. 3 I would say I'm a complete hard-liner on 4 this. That thing is not on from the moment school 5 starts to the moment school ends. It's not even on. 6 Your parents know where you are. They 7 should know where you are. And -- because even if 8 they have it in the hallway and in the lunchroom or 9 whatever, it just takes away from their building up 10 their social skills. 11 There's so much data around that. 12 So, anyway. So I was thinking of this -- 13 this proverb or phrase about, "The road to ruin is 14 paved with good intentions." And the only reason -- 15 I'm not applying it to you guys at all. Don't give 16 me a face or anything. No, seriously. 17 The reason I bring that up is because I've 18 been on the Commission three and a half years, and, 19 Lord knows, I've got another four and a half. 20 We have so many schools, I wasn't on when 21 they were approved. For many of them, 20 plus, it's 22 this -- but 20 plus have to be renewed this 23 December. So I wasn't there when they started. 24 And I'm -- but I see what they're doing 25 and what their progress has been. And I know that</p>	<p style="text-align: right;">88</p> <p>1 so ridiculously interpreted, the idea is equity, 2 that everybody has opportunity, which is why I 3 support state charters so much. And I come from a 4 school district background, serving nine years in 5 Santa Fe Public Schools. 6 On the DEI piece, I want to know more 7 about recruiting, because we had a school -- all the 8 days blend together -- yesterday that -- Waldorf. 9 It's no secret. Waldorf is perceived generally as a 10 place where wealthy white kids are going to go. But 11 that's not the case in a lot of different 12 communities. 13 So I want to make sure that you have the 14 diversity you intend to have. And I want to hear 15 more, if you can tell me more right now, because I 16 have ideas about how you're going to recruit 17 families in areas that you may not even feel 18 comfortable relating. Because I want you to have 19 that diverse student body, and I want kids to have 20 opportunity. 21 So tell me more about what you're going to 22 do. 23 MS. CYNTHIA STONG: So I love that you 24 have ideas, and I hope you share. 25 VICE CHAIR CARRILLO: I will.</p>
<p style="text-align: right;">87</p> <p>1 they know they're not performing as well as they 2 thought they might. And it could be for a number of 3 reasons. 4 And, you know, I'm not making excuses for 5 anybody. But it's, like, you know, I love that you 6 set the bar as high as you did. In Goal 1, 90 -- 7 80 percent or higher. I love that. 8 100 percent achieved -- you know, they're 9 going to go to college or they've got job 10 acceptance. There's a school called Mission 11 Accomplish and Success (verbatim) in Albuquerque. 12 They say that 100 percent of their kids graduate 13 with a plan. No one gets to leave school without 14 knowing where they're going next or what they're 15 doing. 16 It might be working in the family 17 business. That's fine. You have a plan. You're 18 not just going to hang out at the Allsup's and the 19 local park; right? I love that you have the bar 20 that high. 21 So the DEI thing. I wrote DEI. There are 22 terms, like, now that become -- even though they're 23 very well intentioned, you say DEI, and all of a 24 sudden, everyone's hair on their arms goes up. 25 Or say CRT, which I believe these days is</p>	<p style="text-align: right;">89</p> <p>1 MS. CYNTHIA STONG: In our community input 2 hearings, we had ideas as well. I think we listed 3 on our application, just brainstorming ideas of how 4 to reach out. 5 I think someone mentioned going to the 6 churches. That's a great way to go into every 7 neighborhood. 8 Another school that I heard an example 9 from was an ice cream social. Food will bring them. 10 So maybe do some outreach activities like 11 that. 12 And as Michelle mentioned, a tabletop at 13 all the festivals and gatherings and outreach here. 14 We do a ton in this community, constantly. 15 I know people say, "There's nothing to do 16 around here." But my experience is you have to pick 17 on the weekends, because there's lots of things to 18 do. So there's lots of opportunity for outreach. 19 We have a small, tight-knit community. 20 You -- the word's out, and the word's going to 21 continue to go out. So that's -- we're just going 22 to continue that hard outreach the best we can. 23 DR. MICHELLE PERRY: And I'm going to kind 24 of, you know, portray some of my positionality as an 25 educator.</p>

<p style="text-align: right;">90</p> <p>1 I -- I taught for a long time, 2 administered a long time. And I always want to 3 reach those kids who seem unreachable. I love the 4 kids who seem unloveable. And I want to make sure 5 that we chase down every child who thinks, "I can't 6 do that," for whatever the reason. Whatever the 7 barrier is, whether it's poverty or race or 8 marginalization, I want to track that kid down. 9 And so what does that effort look like? 10 How do you go find those kids who can be best served 11 by a leg up? That -- that's a great question. And 12 we can -- we can pursue a whole lot of community and 13 tabling events. But we need to go where those kids 14 are. 15 So we'll identify that. Where are those 16 kids? Well, they're sitting in classrooms, ideally, 17 or they're at Washington Park. You know, which is 18 our park where our kids who ditch hang out. 19 But we could go there, you know. And it 20 is. It -- it's just finding them where they're at 21 and telling them that they can be better, and that 22 they can do this. 23 VICE CHAIR CARRILLO: Tabling is nice. 24 But that means they have to come to you at your 25 table. You've got to go to them.</p>	<p style="text-align: right;">92</p> <p>1 instruction to make sure that the students are 2 learning what you're teaching? That's a huge piece. 3 Where do we access this? 4 Gosh, there's lots of resources to access 5 quality professional development. Our own Public 6 Education Department promotes a ton. Priority 7 Schools Bureau, they promote a ton. CES -- I mean, 8 I could go on and on. There are lots of venues to 9 pursue in order to provide high-quality professional 10 development. 11 Then, of course, we're going to have all 12 of the curriculum pieces. So their professional 13 development would come into the AP, Project Lead The 14 Way, and using the Sanders-based instructional 15 model, MLSS. So what I'm speaking is in full 16 acronyms, I realize. But these are professional 17 developments that I see unfolding for our teachers 18 so that they can better teach, better promote 19 educational delivery. 20 But one of the most important will be the 21 science and engineering aspects. And so being able 22 to use, you know, National Science Foundation, or 23 use NTCSM (verbatim) and being able to tap into 24 ISTI, you know, and bringing some of those 25 professional development opportunities.</p>
<p style="text-align: right;">91</p> <p>1 So just off the top of my head -- and I 2 told this to a school the other day. If you have 3 Spanish radio stations or TV or anything like that, 4 but getting on those, obviously, with someone who's 5 fluent with you. But -- and then, yeah, reaching 6 out that way. 7 And people don't think about this. But 8 who do you think probably has the largest networks? 9 State representatives? Okay. People -- elected 10 officials have huge networks. 11 And so if they support the school, it's, 12 like, you can plug into their network, because why 13 wouldn't they want their kids to go to your school? 14 Tell me about plans you have for 15 professional development and peer support, how 16 teachers work together and mentor one another. 17 DR. MICHELLE PERRY: I feel like I'm 18 hogging the mic over here. 19 Here's the thing about professional 20 development is our teachers are worthy of a great 21 investment. Our teachers are worthy of the best 22 quality professional development. 23 What does that look like? 24 Well, it's going to look a lot -- around 25 student outcomes. How do you use data-driven</p>	<p style="text-align: right;">93</p> <p>1 But more importantly is going to be the 2 teachers will tell us where -- you know, where are 3 your strengths, where are your weaknesses, and then 4 let's get you where you need to be for professional 5 development. 6 So I feel like that could be a myriad of 7 opportunities. I feel like we will use needs of our 8 students and needs of our teachers to guide exactly 9 what that PD plan looks like. 10 VICE CHAIR CARRILLO: Thank you. The -- I 11 wrote down transpo and food, but I know that 12 Commissioner Ingham talked about that. You know 13 that we're making transportation one of our 14 legislature priorities. Because -- I'll use 15 McKinley. I have no problem calling them out. 16 That county and district is one that 17 absolutely, positively will not cooperate with all 18 of the different Native American charters in the 19 area in providing transportation, even though the 20 bus is going just right by. So the legislators need 21 to step in on that. 22 And on the food piece, I'm not worried. 23 There's always -- I'm not worried about that. 24 Kids need to eat, and I know you'll make 25 sure that happens.</p>

<p style="text-align: right;">94</p> <p>1 Okay. I want to make sure that I'm clear. 2 So, Ms. Stong, you're the founder. Are you going to 3 be the leader -- you're planning on being the chair 4 of the board? And then, Ms. Perry, you're head of 5 school? Is that how I'm hearing this kind of work? 6 MS. CYNTHIA STONG: I plan to step up, if 7 asked, and be the head of the board. I have a lot 8 of board experience. I'd love to get this policied, 9 structured, and going smoothly. I'm willing to do 10 that. 11 VICE CHAIR CARRILLO: Okay. The reason I 12 asked, I want to get into my head what all of you 13 are going to do. This leads to the board question 14 here, so that I'm taking it, then, Ms. Perry -- 15 Dr. Perry -- that you're head of school. 16 MS. CYNTHIA STONG: We're going to do a 17 search. And she's going to apply. 18 VICE CHAIR CARRILLO: Okay. I'm happy to 19 hear that. That's part of the road to intentions; 20 right? You can have great ideas, but maybe -- like 21 revolutionaries, yeah, you know. 22 I loved Daniel Ortega at one time down 23 there in Nicaragua. But, no, you can't run a 24 government or administrate at all. You're terrible. 25 People need to recognize their strengths and</p>	<p style="text-align: right;">96</p> <p>1 And I agree with -- I think it was Tim 2 maybe said -- no more than two parents. And I 3 wouldn't load your board with educators, either, 4 because they come with a very specific idea. You 5 want everybody that represents kind of the realm of 6 what's out there in the business community and 7 science and everything else. 8 So this is -- most everything that I wrote 9 down has been discussed, which is why I really love 10 that I'm going kind of last today. 11 Schools are businesses. No one likes to 12 think of it that way. But they are; okay? They're 13 giving you a bunch of money from the State. Maybe 14 it's going to be, up to when you're at full 15 throttle -- \$2 million a year; okay? And you need 16 to be held accountable for how you spend that money. 17 So do any of you, whether it's in the 18 private or public sector, have any experience 19 running a business? And I think -- actually, I know 20 you ran a practice. 21 And I don't want to say you, Dr. Klump. I 22 know you had a practice. And, Ms. Black, I know you 23 had a very successful business. You have to hire 24 the right people, train the right people, be willing 25 to fire the people and manage budgets.</p>
<p style="text-align: right;">95</p> <p>1 weaknesses. 2 DR. MICHELLE PERRY: I'm very adamant, 3 that even though I've been hand in hand on this 4 project, I'm very adamant that we find and search 5 the best. So there could be another executive 6 director that would fit the bill better than I, and 7 I want to find that person. So we will do a job 8 search, and then I would serve on the board, 9 correct. 10 SECRETARY CARRILLO: My suggestion, five 11 is the min, seven is good, because then you can have 12 subcommittees and everyone will be good, not burnt 13 out as fast. 14 Boards. I'm very happy, Ms. Stong, that 15 you came to our conference, because it was focused 16 on boards. We have schools. When schools start to 17 fail, it's generally the board that has failed 18 first -- right? -- because they haven't done the 19 oversight they're supposed to. They haven't held 20 people accountable, or the head learner accountable. 21 So when you are thinking about who to 22 bring on the board, you've got to have people that 23 are willing to crack the whip. And everyone loves 24 accountability until they're the ones that are held 25 accountable; okay?</p>	<p style="text-align: right;">97</p> <p>1 What I wrote down here was, "Can you run a 2 business? Tell me yes or no and why." 3 MS. CYNTHIA STONG: Yes, I can. I have a 4 lot of experience with my job as a program manager 5 at the Boeing Companies. Those were oversight of 6 large -- millions of dollars customer orders. For 7 example, Alitalia wants three triple-7s. I managed 8 that program. 9 So it fortunately consisted of going over 10 to see them several times a year. But it was a 11 large-scale program, and we had to be on budget and 12 on time. 13 I, fortunately, got asked to run the local 14 theater here when the person that was running it 15 passed away. And my comment to that existing board 16 was, "I'm an engineer, and you're a theater." 17 And she said, "Yep, that's why we need 18 you." 19 So I can speak to my track record there as 20 well. The budget of that theater is about \$600,000 21 a year. It's a lot of grants and a lot of 22 sponsorship donations, so you're very accountable to 23 your community and to the grantees, of course. 24 I've also, when I came in, had to fire 25 some long-time volunteers. That was tough. In</p>

98	<p>1 fact, I have a friend that works in that consulting 2 business up in Santa Fe. And I called them, and I 3 said, "How do you do it?" 4 And he said, "You just do it." 5 So you have to be ready to make those hard 6 calls. The data will tell you what to do. Your 7 budget is yes or no. Your statistics, like, for the 8 theater, attendance, yes or no. It's -- to me, it's 9 pretty black and white. 10 DR. MICHELLE PERRY: I own three 11 businesses currently. And before that, I was a 12 director at a public school, where I managed 13 millions of dollars of budgets. So three 14 businesses, five years, staying in business. 15 And one of the businesses is a 16 tech-industry business. And you want to talk about 17 a hard sell in Southern New Mexico is the tech 18 industry. 19 So a lot of experience with businesses. 20 Nominated to be Business of the Year. So I feel 21 very confident about looking at all of the business 22 aspects of running a school. 23 MS. LORRIE BLACK: So, yes, I mentioned 24 earlier, I ran a dance studio for 30 years. I will 25 say that every dime we made, we put back into the</p>	100	<p>1 So I went over to him, and I asked him, 2 "If you'll start teaching your skills to my kids, 3 that would be amazing." 4 So he integrated into our studio. He 5 always wanted to compete, but he never had the 6 funding. 7 Our choreographer showed up from Florida 8 and said, "Man, this whole routine is built around 9 Daniel, because he's such a hardcore break dancer. 10 Is there any way we could put him in?" 11 I said, "You put him in, and I'll figure 12 out a way to get him paid for." 13 I went to Daniel, and I said, "You'd 14 better stay out of trouble, and you better come to 15 every single practice, because I'm going to do 16 whatever I can to get you paid for in my studio." 17 I said, "Who sponsored you?" 18 He said, "Mr. David," my husband. 19 So I said, Wow, what a cool story; right? 20 Because David believed in him. My husband is a 21 policeman. And my husband believed in this kid, and 22 he believed we could get him off the street and 23 doing well. 24 We went to World's that year. We walked 25 away third, and I was disappointed because we had</p>
99	<p>1 kids. It wasn't a real profit-maker for us. Our 2 main goal was to save kids in this community. 3 In fact, I am a cowgirl by nature, and it 4 was a hip hop studio. And the whole reason that I 5 went that way was because it kind of spoke to the 6 ornery kids, and I really wanted to save kids in 7 this town. 8 I did innovative things, like I had 9 teachers come in and volunteer to tutor kids so that 10 their ki- -- the teachers' kids could come for free 11 as long as they would tutor the kids that were 12 having trouble. 13 We set up a section in our studio where 14 the kids came in, and they had tutoring sessions 15 with teachers from APS. 16 We were constantly doing things like that. 17 We were constantly thinking out of the box on how to 18 get kids into the studio that really couldn't afford 19 it, and then we were always figuring out ways to do 20 just that. 21 I like to share this story. I had a kid 22 that was a break dancer. And he would come in -- 23 and I would call him my gym rat. He would just 24 appear in the gym, really work out in the corner, 25 and never really mix and mingle with the kids.</p>	101	<p>1 won the World's before. As we were leaving, he 2 said, "Ms. Lorrie, man, I would take third place 3 with you any day over first." 4 So stories like that is why I'm here is 5 because I believe that we can do the same thing in 6 the school system. 7 So when you say, "How do we reach kids," 8 I'm really one to think outside the box on how to 9 get those kids in. Because I came from a low-income 10 family. So I wouldn't be able to go to a private 11 school here if this was given me the opportunity. 12 If to be honest, on my and my husband's 13 salary, we wouldn't be able to put our kids into 14 private school. 15 So to have another school where the 16 funding follows the child and it gives them such an 17 incredible education, I'm all for that in this 18 community. So I would do everything I could to 19 think outside the box to get those kids involved. 20 VICE CHAIR CARRILLO: I like that you use 21 the phrase, "The funding follows the child," because 22 all too often, districts say we steal their money 23 and we steal their kids. 24 It's not your money, no. The funding 25 follows the child, and it's their money to make a</p>

<p style="text-align: right;">102</p> <p>1 choice with what they want. And they have a great 2 public school option, which is what I really love. 3 Just going back to the board thing really 4 quick, just encourage you, when you recruit board 5 members, boy, sometimes -- and all of us have seen 6 this -- have no idea what they're getting in for, 7 what they're signing up for, especially with a 8 charter school. 9 They need to be committed with time and 10 with a minimum of probably two to three years. You 11 can't have a rotating door on a board, because then 12 you have a rotating board with your head learner, 13 and the whole thing starts to go to heck, you know? 14 A lot of things have been addressed 15 already. I know Ms. Burt, who is online, may have 16 things. 17 Oh, she's off? 18 I understand the need for a school like 19 this. I don't think it bleeds the district at all. 20 I think it kind of elevates opportunities for 21 children in certain areas. 22 And a couple of the people that spoke 23 specifically to that was -- it was very -- oh -- 24 Nolan Ojeda, and then there was another gentlemen 25 who said he has 13 more years of kids going through</p>	<p style="text-align: right;">104</p> <p>1 (Technical issue with internet connection. 2 Feed freezes.) 3 THE CHAIR: So we can continue with the 4 PBL. 5 MS. CYNTHIA STONG: I'm going to hand it 6 over to Michelle here. 7 DR. MICHELLE PERRY: So I'm a consultant, 8 as I mentioned, and I do a lot of work around PBL. 9 I do a lot of training, presentations 10 around project-based learning. So I have a whole 11 lot to say about this topic. 12 It's a method where you have to give 13 students an extended amount of time to solve a real 14 and relative problem. 15 Okay. So we'll start there. 16 What is all the curriculum about in 17 science and math and engineering? So those real and 18 relevant problems, ELA, science, and math, all are 19 going to be very meaningful and built -- the problem 20 will be built into the spoken sequence on a regular 21 basis. 22 So the instruction that spurs from the 23 project and the effort to solve the problem will be 24 the units and lessons that are provided to the 25 students.</p>
<p style="text-align: right;">103</p> <p>1 public schools. 2 And just the need for this, you know. 3 Sometimes the public school -- the district school 4 may just not work, or it focuses enough on a certain 5 area. 6 Thank you for your efforts in what you're 7 doing. And I agree with the concerns that 8 Ms. Gipson has relative to budget. Schools, 9 everything can be really great. And then they're on 10 our agenda, you know, every month, and then they're 11 not open anymore. 12 So all these pieces, man. It's really 13 hard to open and operate a charter. So I appreciate 14 you and your commitment to kids and to this concept 15 in your community. Thank you very much. 16 THE CHAIR: One more quick question. You 17 mentioned in your presentation project-based 18 learning. There's not a lot in the application that 19 speaks to it. 20 So could you tell me a little bit more 21 about how you see project-based learning, you know? 22 I'm the humanities person. I lived and 23 breathed project-based. It's difficult to get 24 teachers to understand good project-based learning. 25 It is.</p>	<p style="text-align: right;">105</p> <p>1 So PBL is not just a fun thing we're going 2 to throw in there. PBL has got to be the core of 3 where all of the other learning and mastering the 4 standards of New Mexico, that's where that all 5 appears. 6 And so the -- the problems are real. And 7 guess where the problems will lie? The problems 8 will lie in problems given to us by our partners. 9 So the test group, you know, would be able 10 to provide us input on, "These are the problems that 11 we encounter, and this could be a great piece of 12 your project-based learning opportunity with -- with 13 your students." 14 And so using real, relative problems as an 15 anchor into scope and sequence, that is how I see 16 PBL, and that's how I train PBL. 17 THE CHAIR: Appreciate that. I didn't see 18 a robust build-out of that in the application. So 19 that's why my question. 20 Is it an integral portion of your 21 educational programming, because it -- you know, you 22 mentioned it, but it really isn't built into the 23 fabric of this application. 24 Okay. Thanks. 25 THE CHAIR: Commissioner Taylor. I'm</p>

<p style="text-align: right;">106</p> <p>1 sorry. He has his hand up. Right. Sorry. I 2 apologize. 3 Commissioner Taylor. 4 COMMISSIONER TAYLOR: Thank you. Thank 5 you. Hey. I just wanted to do a -- a little 6 wrap-up on my part. 7 I feel like I -- I love what you-all are 8 doing. I really do. I feel like you have a -- 9 you've put together a very competent, experienced 10 committee to start this school. And so I'm proud of 11 you-all for doing that. 12 And -- and doing the immense, arduous work 13 that you've done to this point, you know, I mean, I 14 love it. So thank you guys for that. 15 I see great -- great enthusiasm in all of 16 you and amongst the community -- the community, when 17 they were sharing. I mean, there's -- I think 18 there's a need, and I think there's a want in that 19 community, and I appreciate the fact that you-all 20 are attempting to -- you know, to address that. So, 21 again, thank for you that. 22 Again, Dr. Michelle, I can't -- I don't 23 know your last name. But, Dr. Michelle, you -- I 24 love your response to -- I think it was Commissioner 25 Manis or Carrillo that was talking about the goals</p>	<p style="text-align: right;">108</p> <p>1 would -- I would -- we have a STEM lab in our -- you 2 know, in our K through -- K-through-8 school that's 3 got -- we've got 198 students. We've got 200 4 students on the waitlist. I mean, it's a force, you 5 know, in our -- in our little city. 6 So I would just recommend to you that, you 7 know, to, again, kind of think about really 8 prioritizing the purchase -- purchases you need, the 9 technology and those kind of things, and maybe 10 prioritize -- put the building on less of a 11 priority. 12 Obviously, you're going to have to -- with 13 your budget, you're going to have to maybe plan a 14 tiered implementation of the things that you want, 15 desire. I don't think that means -- I don't think 16 I'm recommending to forgo any of your dreams and 17 goals. I'm just saying that some of those things 18 might have to come at a later time. 19 And you-all are brilliant people. You'll 20 figure that stuff out. I'm just saying that it -- 21 that the budget part of it is -- is extremely 22 difficult. And as you're working through that, just 23 make sure you have contingency plans. 24 But, man, I'm 100 percent for your ideas 25 and what you're doing. I think that you offer a</p>
<p style="text-align: right;">107</p> <p>1 and the standards that you set. 2 Absolutely, 100 percent agree. Let's -- 3 why are we measuring against the New Mexico -- the 4 50th state in education in the country? We need to 5 measure what -- what we believe students can do. 6 And I love that approach. You're right on 7 as far as I'm concerned. 8 I think that there's -- there's lots to do 9 practically, you know. And, again, I think with 10 that enthusiasm you guys have approached this with, 11 we're going to have a full boat from the very 12 beginning, and we're going to have the money to do 13 what we need to do. 14 But I think that -- that the budget, in 15 particular, you need some contingency plans; right? 16 And I would -- I would reemphasize the fact that I'm 17 on the governing council of a district-authorized 18 school in Roswell. We are one of the top-performing 19 charter schools in the -- in the state every single 20 year, you know. 21 And we have a fifth-hand, ugly building 22 that we operate from. And we've made the best of 23 it. 24 But our resources go into providing for 25 the kids and providing for their education. I</p>	<p style="text-align: right;">109</p> <p>1 unique program, because I think -- I think when you 2 take a system, and you tweak it, and you go -- you 3 don't make any -- you don't have to be -- you don't 4 have to have unusual things. You just have to have 5 things that address the needs in the community. 6 And if one of your goals is -- if one of 7 the things that makes you unique is, "We're going to 8 make sure that 100 percent of our students have a 9 plan when they graduate," "We're going to make sure 10 that 90 percent of our students are proficient in 11 the math and sciences," holy cow, that, to me, is -- 12 that sets you apart in this -- in this charter. 13 So, you know, good job. Keep it up. And 14 thank you -- thank you again for your time today. 15 MS. CYNTHIA STONG: Can I make a quick 16 comment then? 17 Thank you, Commissioner Taylor. 18 I just, also -- we have toured ugly 19 buildings, by the way. 20 We're not -- we're not putting our eggs in 21 one basket. 22 We -- and I didn't know if I could say 23 this or not. But we've applied for the CSP grant. 24 And I know we meet a lot of the things they're 25 looking for with uniqueness and new to the area.</p>

110	<p>1 And they provide -- they help with 2 transportation, and they help with that building. 3 So I -- that's one of the pieces that we have in our 4 arsenal.</p> <p>5 THE CHAIR: Okay. So I want to thank you, 6 once again, because well aware of all the time and 7 effort and energy that goes into what we're asking 8 you to do.</p> <p>9 But, in return, you're asking us to let 10 you play with children's lives. So it's -- you 11 know, it's a big ask. So we take it very seriously.</p> <p>12 So sometimes the -- you know, you walk out 13 of these meetings, and the questions seem like, "Oh, 14 God, I don't know if that went well or not."</p> <p>15 But we tend to deal with the unknowns, 16 what hasn't been, you know, completely answered. So 17 we dig in a lot.</p> <p>18 So I'm just going to repeat, we'll have 19 our meeting in a week from Friday. The letter will 20 come out Monday or Tuesday the following week. And 21 CSD will, in between then and our August meeting, do 22 their final recommendation to us. And then we'll 23 have the August hearing that you'll make 24 reservations for early.</p> <p>25 So -- and if there's any other questions,</p>	112	<p>1 BEFORE THE PUBLIC EDUCATION COMMISSION 2 STATE OF NEW MEXICO 3 4 5 REPORTER'S CERTIFICATE 6 I, Cynthia C. Chapman, RMR, CCR #219, Certified 7 Court Reporter in the State of New Mexico, do hereby 8 certify that the foregoing pages constitute a true 9 transcript of proceedings had before the said NEW 10 MEXICO PUBLIC EDUCATION COMMISSION, held in the State 11 of New Mexico, in the matter therein stated. 12 In testimony whereof, I have hereunto set my 13 hand on July 22, 2024. 14 15 16 17 18 19 20 21 22 23 24 25</p> <p style="text-align: center;">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</p> <p>Job No.: 9242N Proofed by: PD</p>
111	<p>1 like I said, please don't hesitate to contact the 2 Director, because it's her time.</p> <p>3 Thank everyone that came and everyone that 4 stayed here with us. We take very seriously 5 everyone's input in this, because we want to do this 6 right. So thank you.</p> <p>7 Commissioners, a motion to adjourn? 8 COMMISSIONER INGHAM: So move. 9 THE CHAIR: All in favor? 10 (Commissioners so indicate.) 11 THE CHAIR: Hearing no -- oh, no, not for 12 adjournment. 13 Hearing no objection, we are adjourned. 14 (Proceedings adjourned at 11:48 a.m.) 15 16 17 18 19 20 21 22 23 24 25</p>		

1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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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 22, 2024.

14
15
16 *Cynthia Chapman*

17 Cynthia C. Chapman, RMR-CRR, NM CCR #219
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A

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