

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING

-and-

NEW SCHOOL APPLICATION MEETING
THE MULTILINGUAL INTERNATIONAL SCHOOL

August 14, 2024

1:00 p.m.

Jerry Apodaca Education Building, Mabry Hall
300 Don Gaspar Avenue
Santa Fe, New Mexico

-AND-

Via Zoom Webinar

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JOB NO.: 9911N (CC)

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1 A P P E A R A N C E S

2 COMMISSIONERS:

3 PATRICIA GIPSON, Chair

4 STEVEN J. CARRILLO, Vice Chair

5 TIMOTHY E. BECK, Secretary

6 ALAN BRAUER, Member

7 REBEKKA BURT, Member

8 STEWART INGHAM, Member

9 K.T. MANIS, Member

10 MICHAEL TAYLOR, Member

11 STAFF:

12 CORINA CHAVEZ Director

13 Charter School/Options for

14 Parents and Families Division

15 BRIGETTE RUSSELL Deputy Director

16 Charter School/Options for

17 Parents and Families Division

18 LUCY VALENZUELA Technical Assistance and

19 Training Specialist

20 Charter School/Options for Parents

21 and Families Division

22 MELISSA BROWN Technical Assistance and Support

23 (MISSY) and Training Administrator

24 Charter School/Options for

25 Parents and Families Division

 CONSUELO CONSTANTINE NMPED Liaison to the PEC

4

1 THE CHAIR: I am reconvening this --

2 bringing back to order this meeting. We are now

3 moving toward Discussion and Possible Action on New

4 School Applications.

5 I wanted to note a few things regarding

6 the record we will consider for each school.

7 The full documentation of the New School

8 Applications is posted to the PEC website under the

9 2024 New Applications page.

10 For each school, the record of the

11 application process that we will consider is:

12 No. 1, the application, which includes the

13 executive summary, the application, the appendices,

14 the facilities, the 910B5 budget, the school's

15 responses to the capacity interview, the peer

16 reviewed analysis -- actually, it should be peer

17 "review" analysis -- and the school's response to

18 the peer review analysis, the input hearing

19 transcript;

20 and, 4, the final PED recommendation.

21 I wanted to note two other things.

22 We have also uploaded into the PEC meeting

23 folder the letters that went to each school with

24 questions raised on their application. That will

25 also be considered part of the record.

3

1 I N D E X T O P R O C E E D I N G S

2 P A G E

3 3 Discussion and Possible Action on 4

4 New School Applications, Continued

5 i. Tribal Input 5

6 ii. Public Comment on Application 5

7 iii. Applicants 5

8 iv. CSD 24

9 v. PED Questions, Discussion, 30

10 and Decision

11 REPORTER'S CERTIFICATE 70

12 ATTACHMENT:

13 1 List of Attendees

5

1 The CSD lead and the list of peer

2 reviewers is uploaded to the PEC drive for

3 Commissioners to review, this folder for -- 2024 New

4 Applicant Folder. Next year, this charter list

5 information will be included in the documents listed

6 above.

7 Okay. So welcome once again. We are now

8 on to tribal input. So I'm going to ask if there

9 are any tribal entities that wish to provide any

10 input.

11 (No response.)

12 THE CHAIR: No one signed up, and there's

13 no one online; correct? Okay.

14 So we are now second phase, Public Comment

15 on the Application.

16 MS. MELISSA BROWN: We don't have anybody

17 signed up for Public Comment.

18 THE CHAIR: Online or here?

19 MS. MELISSA BROWN: Online or here. We

20 have Isaiah Holtry signed up for Public Comment, but

21 he was here for the previous school, so I think that

22 he is gone.

23 THE CHAIR: Okay. So now we are on to the

24 20 minutes for the applicant team.

25 So before you're ready -- oh. I'll just

6

1 remind you to please, the first time you speak,
 2 state your name, spell it for the record, and then
 3 we're good.
 4 The green light has to be on on the mic.
 5 You have to press it a little hard. There you go.
 6 DR. ANA PEREA: Very hard. Thank you very
 7 much, to all of you.
 8 Thank you to all of you for this
 9 opportunity. It's so nice to see you again. To all
 10 of you.
 11 We are still missing one of our members.
 12 She's on her way. All right. Thank you very much.
 13 Missy, we sent you something -- we sent
 14 you --
 15 MS. MELISSA BROWN: I have the
 16 presentation ready. Are you ready for me to
 17 start -- could you introduce each other and spell
 18 your names? And then I'll start.
 19 MS. ANA PEREA: I will, but I want to make
 20 sure you got it. Okay. Good.
 21 Like I said before, my name is Ana Perea,
 22 one of the founders of The Multilingual
 23 International School, born and raised in Granada,
 24 Nicaragua, with this dry accent of a Central
 25 American.

7

1 I just want to say thank you to all of you
 2 for being here and giving us this opportunity. It's
 3 important that you understand that we appreciate
 4 it -- a second chance to be here.
 5 Your turn.
 6 DR. NICOLE MONTAGUE: My name is Nicole
 7 Montague. N-i-c-o-l-e M-o-n-t-a-g-u-e. I'll try
 8 not to break the microphone.
 9 I'm one of the founders of this school.
 10 And I'm grateful to be here. The application was
 11 challenging for me, in particular. This is a new
 12 format. But we have an amazing school, and I'm
 13 grateful that you are all considering it for this
 14 little community.
 15 DR. ANA PEREA: Thank you.
 16 Here we go. Okay. I'm going to read some
 17 of the stuff. And you don't need to know this, but
 18 it's intimidating to be here in front of all. So I
 19 just forgot about it.
 20 So The Multilingual International School,
 21 it is composed of three volunteers who see the need
 22 for a program that supports students at risk and
 23 gives us a choice -- to families in the Bernalillo
 24 area.
 25 The Multilingual International School will

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1 be an open enrollment school; therefore, all the
 2 families who want a choice to their students can
 3 apply for The Multilingual International
 4 Baccalaureate Programme.
 5 Okay. This is the part that you already
 6 know about me. What you probably don't know about
 7 me is I -- since I arrived to the United States of
 8 America in 1995, I was a volunteer at Carroll
 9 Elementary in Bernalillo. So it's how I learn my
 10 English, through the kids. That's why I have a
 11 heart for Bernalillo.
 12 Your turn, please.
 13 DR. NICOLE MONTAGUE: I am passionate
 14 about IB international education. I can't believe
 15 how amazing it is. I have a child that went through
 16 it. I was a teacher in an International
 17 Baccalaureate program at a couple of amazing
 18 schools, but not as amazing as this one. This is a
 19 very good school.
 20 We have taken the best of the best of our
 21 years of experience, a team of highly capable
 22 people, and we hope to add more as we meet the
 23 community and complete a thorough needs assessment
 24 with all of the elders and the community members
 25 that we might be able to draw into engagement in our

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1 school, whether they have children or grandchildren
 2 or -- they have someplace in our school, and we
 3 would like to build it together with them. So I'm
 4 a -- I come with that kind of passion to this
 5 project.
 6 DR. ANA PEREA: What I wanted to say is I
 7 was not going -- I plan first to read the mission to
 8 you guys. And I realize why? They read. They know
 9 what is happening there.
 10 So I want to give you some notes that I
 11 have here, that we will implement our mission
 12 through the measurement of formative and summative
 13 assessment, demonstration through assessment and --
 14 through assessment of the problem-solving through
 15 portfolios, informing the academic community showing
 16 reflections and actions through service to the
 17 community.
 18 The International Baccalaureate base,
 19 using conceptual learning and high quality of
 20 education that by definition is relevant for the
 21 students, but also through community services. And
 22 that's what we have planned to do through our
 23 mission, a holistic education to all our students
 24 who participate in our program.
 25 Thank you, Ms. Missy.

<p style="text-align: right;">10</p> <p>1 Again, our vision. 2 Our team will implement multiple 3 strategies to encourage community participation and 4 decision-making, meetings, policy creation in order 5 to promote a healthy culture in the school and 6 broader community, I hope. The Multilingual 7 International School envisions enhancing career 8 pathways, sharing goals, collaborating with other IB 9 schools. 10 That is the ultimate mission of all IB 11 schools, to be connected somehow, not just locally 12 with IB schools in Albuquerque and in other areas, 13 but also internationally. And that's what I do 14 right now, too. 15 We are -- we are going to collaborate with 16 other educational institutions fostering 17 problem-solving skills and promoting empathy, 18 something that we all need lately in our schools. 19 We believe that by involving a community 20 into the educational process, all the students can 21 become more responsible global citizens. That's 22 what we want ultimately, that we understand that we 23 all can be together, have some empathy, learn about 24 what we are doing with our planet and have high 25 quality education, because we deserve it. We</p>	<p style="text-align: right;">12</p> <p>1 needed for both social and academic success. 2 The involvement in this collaboration is 3 significant. And I cannot stress enough, it is more 4 than significant. It's essential. It's vital that 5 we collaborate. 6 And we are excited to work together. So I 7 expect collaboration. That's what we wanted to do. 8 This is not a competition. This is a choice to our 9 students who deserve to have a choice. 10 Missy, can you please go to the next one? 11 Well, this is the reason why. And I think 12 you guys are very familiar with it. So I was 13 looking at, last night around 11:00, our data, and I 14 was revising it again. And I thought to myself, my 15 goodness, there's so much room for improvement, and 16 we can do it together if we collaborate and if we 17 have the opportunity to collaborate. 18 So I'm asking you to see that again, which 19 is not new for any of you, unless we're together. 20 Again, it can be cliché, but we deserve it. They 21 deserve it. Why deny this opportunity to them? 22 The International Baccalaureate Programme 23 provides the students with access to challenging and 24 rigorous core curriculum, which is critical to 25 supporting English Language Learners' academic</p>
<p style="text-align: right;">11</p> <p>1 deserve together to have these kind of students. 2 Okay. I wanted to talk about -- we were 3 discussing, after we were revising everything that 4 we were doing -- well, leave it over there, because 5 it's important. It's going to lead me there. 6 And upon reflection, the team wants to, or 7 plans to launch a comprehensive program with a K 8 through 3 in the first year, and progressively 9 adding a new grade every year up to fifth grade. It 10 was a little bit different at the beginning. 11 For over the three years of the program 12 following this establishment, we aim further to 13 enhance our K to 5th program during the next two 14 years. 15 Subsequently, when it is time for 16 reauthorization, the academic community, the 17 stakeholders, must decide if it is feasible to 18 implement 6 to 8 or 6 to 10 to have the MYP 19 Programme, or Middle Year Programme, that is 20 approaching what we have originally in our 21 application. 22 We strongly advocate for collaboration 23 with the traditional district, as it will enable us 24 to ensure that our students we send possess the 25 academic skills and the international perspective</p>	<p style="text-align: right;">13</p> <p>1 success, in addition to supporting language and 2 literacy development. 3 You can see the four other schools that 4 provide the IB curriculum, it's right there. The 5 mathematics and reading proficiency rates exceed the 6 State proficiency rates. 7 Particularly notable is the English 8 Language Learners in these schools. This is the 9 same kind of opportunity, choice, and curriculum we 10 want to provide to our students and families in 11 Bernalillo, where there is room for growth related 12 to academic achievement outcomes. 13 Likewise, for the Native American student 14 population, we want to provide the local access to 15 an IB curriculum, which has shown promise and 16 results elsewhere. 17 I got emotional when I see those data, and 18 I want to apologize about that. Thank you. 19 DR. NICOLE MONTAGUE: Can I say something 20 here? 21 DR. ANA PEREA: Yes, please. 22 DR. NICOLE MONTAGUE: Our main strategy to 23 raising those scores is through language. When we 24 validate the learner and their language, and they 25 hear the language at school that is spoken by -- by</p>

<p style="text-align: right;">14</p> <p>1 mommy or grandpa at home or in their community, 2 school becomes an important place and the brain 3 relaxes and they're ready to learn. 4 So simply by including the concepts in 5 each of two languages throughout their typical day, 6 and then adding maybe a third or a fourth language, 7 depending on the support and the input and the needs 8 that we gather from our community stakeholders, 9 this, in itself, raises scores, because the children 10 are more engaged. 11 And then our strategies, we have excellent 12 curriculum that we have built. They can take 13 advantage of it. They're more able to access it. 14 And we also thought that by slowing 15 down -- we listen very closely to your comments. 16 And Commissioner Beck made a good point when we met 17 last time. If we slow down and we bother to slow 18 down and do it very well and implement K through 3, 19 do it very well, then add fourth grade, then add 20 fifth grade and bring on the support that we need 21 for -- in our different areas of addressing the 22 needs of the children that we see arising, we will 23 do that well. 24 And then the community will be the ones 25 that meet with us and call for an MYP, and that will</p>	<p style="text-align: right;">16</p> <p>1 that I was talking to the training and my original 2 manager, IB, it's ambitious. But if you don't 3 dream, you don't have anything. So if I didn't 4 dream, I won't be here facing you and saying thank 5 you. 6 Your comment made me hold my horse and go 7 back a little bit and revise what I have to be. 8 Thank you for that. Lesson learned. 9 Missy, if you can help me with the next 10 one. 11 DR. NICOLE MONTAGUE: The next slide? 12 DR. ANA PEREA: Will you continue with 13 this one? Do you want me to do this one? 14 DR. NICOLE MONTAGUE: I'm sorry. 15 MS. MELISSA BROWN: Is this the slide you 16 want? 17 DR. ANA PEREA: I will talk about this 18 slide later on. But can you go to the next one, and 19 I will be back. 20 Yeah, that one. No worries. I didn't 21 realize that until it was too late, and I sent it to 22 you. 23 So I would like to talk to all of you. I 24 think it was Commissioner Burt, the one who was -- 25 when I was looking at -- she asked for the</p>
<p style="text-align: right;">15</p> <p>1 be our next step. 2 That is years in the future, but that's 3 what we anticipate, because that's what IB school 4 creates in a community. 5 DR. ANA PEREA: Again, going to 6 Commissioner Beck. I thought about what you were 7 telling me, what we were discussing the other day -- 8 I'm sorry -- you were telling us. 9 And I'm still thinking that it's possible 10 and feasible to do it. But we have to take it 11 slowly, because if it's going to be successful, it 12 cannot be in a rush. And it has to be successful. 13 It's a personal commitment. 14 So PYP will continue in the period of the 15 three years. We will reach up to fifth grade. And 16 like I said before, we will continue those two years 17 in the PYP; that is, the Primary Year Programme, K 18 to 5th. 19 And the community will see our results and 20 they will ask for the MYP Programme, because we will 21 do it. And I will be accountable for it. All the 22 team will be accountable for it. So... 23 And then I can dream about the Diploma 24 Programme, because I'm not going to let it go. I'm 25 sorry, Commissioner Beck. And know that everything</p>	<p style="text-align: right;">17</p> <p>1 continuance with the community engagement. 2 And we have established, and we have 3 contacted them. Some of them -- more people, of 4 course. But this is just referring to the -- to the 5 pueblos. 6 So some of them have been answering. The 7 non-responses, obviously, is in yellow. And the 8 words that I have met or have had communication are 9 in blue. 10 I do have a copy of the e-mails that we 11 have shared. I don't feel comfortable to being 12 published. It's -- but I do have -- if any of you 13 want to see it and read it, I have proof that they 14 have been in contact and we have been communicating 15 back and forth. 16 THE CHAIR: We can't -- the only -- we 17 have to make the decisions on things that are 18 publicly available. So if you want us to look at 19 them, it has to become part of the record. And at 20 this point in time, it's really not necessary, 21 honestly. 22 DR. NICOLE MONTAGUE: Okay. 23 DR. ANA PEREA: We don't have their 24 permission. 25 THE CHAIR: No. So I think we just -- we</p>

<p style="text-align: right;">18</p> <p>1 can't do that.</p> <p>2 DR. ANA PEREA: Okay.</p> <p>3 DR. NICOLE MONTAGUE: It's kind of a</p> <p>4 Catch-22. I'm sure that your applicants run into</p> <p>5 it, because we can't do certain --</p> <p>6 THE CHAIR: I'm sorry. I'm struggling a</p> <p>7 little bit to hear you.</p> <p>8 DR. ANA PEREA: Get closer.</p> <p>9 DR. NICOLE MONTAGUE: I will get closer.</p> <p>10 Is that better? We're running into the loop that</p> <p>11 it's a kind of a Catch-22. We can't do certain</p> <p>12 things until we have permission to have the school</p> <p>13 and are granted the school.</p> <p>14 So we have -- we have stakeholders that</p> <p>15 are eager and waiting. And we have -- we have</p> <p>16 intentions of sites and places, but we have to wait</p> <p>17 till we get the grant.</p> <p>18 So there are so many things that are on</p> <p>19 hold because of something else.</p> <p>20 THE CHAIR: Could the record please</p> <p>21 reflect that, actually, Commissioner Brauer is here</p> <p>22 and Commissioner Manis has also joined us?</p> <p>23 DR. NICOLE MONTAGUE: So our equity</p> <p>24 council --</p> <p>25 DR. ANA PEREA: Wait. Missy, can you</p>	<p style="text-align: right;">20</p> <p>1 school, that live with the children and the -- all</p> <p>2 of the educators and the people that will be</p> <p>3 involved in the school.</p> <p>4 This is a community school. It by no</p> <p>5 means belongs to us or anyone else. And it will</p> <p>6 grow as a part of the community.</p> <p>7 So all of that will be -- will advance and</p> <p>8 will expand as we move into the process of our</p> <p>9 Implementation Year. And we will work out glitches</p> <p>10 that we are already beginning to kind of glimpse</p> <p>11 during our Implementation Year.</p> <p>12 DR. ANA PEREA: Also, I would like to</p> <p>13 address that this has to be relevant for the</p> <p>14 students. So, therefore, as a fact, we have to</p> <p>15 approach them with those pedagogical approaches and</p> <p>16 that guidance in order to provide what is relevant</p> <p>17 for them to learn.</p> <p>18 Thank you, Missy. Can we go to the next</p> <p>19 one, please? That one. Thank you.</p> <p>20 Oh, she's not here right now. Is she</p> <p>21 coming? She's coming.</p> <p>22 I would like to talk a little bit about</p> <p>23 this, the training and the duties.</p> <p>24 We will, and we must, follow the law, the</p> <p>25 requirements that it has to be. There is no point</p>
<p style="text-align: right;">19</p> <p>1 switch -- the one that I could switch?</p> <p>2 DR. NICOLE MONTAGUE: So this is another</p> <p>3 piece, that we have met with people who love the</p> <p>4 idea of an IB school in the community and are</p> <p>5 enthusiastic. But we need to gather clear</p> <p>6 stakeholders in the community who have their</p> <p>7 children, who have their grandchildren, who have</p> <p>8 their businesses.</p> <p>9 And they're not leaving Bernalillo. They</p> <p>10 want to see Bernalillo increase. And the way to</p> <p>11 broaden the perspective of the children is through</p> <p>12 international education. So they're enthusiastic</p> <p>13 about it.</p> <p>14 But in order to gather them and complete</p> <p>15 what we would like to do is a thorough needs</p> <p>16 assessment and what the community would really like</p> <p>17 to see in their local school. That's what IB is.</p> <p>18 It reflects the community. But we need to engage</p> <p>19 with the community. And to engage with the</p> <p>20 community, we need to have the place, the name of</p> <p>21 the school. And we need to have the school to go</p> <p>22 forward.</p> <p>23 We're quite limited in this. But we know</p> <p>24 that we would do nothing without going forward,</p> <p>25 including all of the stakeholders that surround the</p>	<p style="text-align: right;">21</p> <p>1 here -- because I have seen it, that best friend is</p> <p>2 the one who is part of the chairperson. And you sit</p> <p>3 on that throne doing nothing with a huge salary.</p> <p>4 And you are still in the same school doing nothing,</p> <p>5 and somebody else is doing something because you</p> <p>6 have your best friends around and you (inaudible).</p> <p>7 I can guarantee you that that's not going</p> <p>8 to happen. The Multilingual International</p> <p>9 Baccalaureate, if you allow us to do it, it will be</p> <p>10 successful. And we have a time frame, and clock is</p> <p>11 clicking. And if you are not performing, and if you</p> <p>12 believe that you will not be accountable or are not</p> <p>13 going to be accountable, whoever that is going to be</p> <p>14 is not going to be accountable for the results and</p> <p>15 the outcomes that will come, it's not going to</p> <p>16 happen.</p> <p>17 So it's part of what I prefer not to talk</p> <p>18 too much about this, because our chairperson is the</p> <p>19 one who wants to talk to you about -- but,</p> <p>20 obviously, she has been delayed. She's in the</p> <p>21 building right now. But I want you to be sure about</p> <p>22 this, that it's not a dictatorship. You're on that</p> <p>23 throne, and you don't move from there.</p> <p>24 This is going to be -- and you probably</p> <p>25 will make us accountable to what we are talking</p>

<p style="text-align: right;">22</p> <p>1 about it. And, for God's sake, it's recorded, so 2 you can always pull it back.</p> <p>3 I want to say thank you to all of you for 4 giving The Multilingual International School the 5 opportunity of this presentation. I want to assure 6 you that everything that we have here, everything 7 that we are projecting, our application, everything 8 that we were working together as a team is in 9 (inaudible) for our students.</p> <p>10 This is not for us. This is for -- and 11 you have the power to give it to them or not. So 12 please take this into consideration unless we're 13 together. And let's be more than the 50 states in 14 education and all that that we can constantly hear 15 it. And I can hear my sister-in-law telling me, or 16 my brother-in-law, or my family telling me why? 17 Why? We have good people here.</p> <p>18 Yes, we do. We have excellent teachers. 19 Let's provide good training, high-quality education 20 of our kids. Let's work together and just do it. 21 Let's do it. And if it is not working, move it. We 22 are accountable for what we do.</p> <p>23 I get a little bit passionate. And thank 24 you to all of you for allowing us to be here? 25 DR. NICOLE MONTAGUE: Can I say something?</p>	<p style="text-align: right;">24</p> <p>1 And then on Fridays, once a week, we would 2 meet vertically. So I would get to talk to the next 3 grade teacher. She's really my -- that teacher is 4 really my target market, because she needs those 5 kids to come in with minimum objectives and grade 6 levels to start that grade on grade level in 7 literacy and math, and, at our school, by literacy 8 in two languages. So I need to know how I'm doing, 9 and I need to hear from the grade before me.</p> <p>10 So that vertical planning needs to happen 11 on a regular basis. And it's built in to our 12 program. I don't know if we were able to 13 proliferate that on our application. But it's a 14 core component of what we do in IB education.</p> <p>15 Thank you.</p> <p>16 THE CHAIR: Okay. Thank you. Director? 17 DIRECTOR CORINA CHAVEZ: Thank you. 18 The Multilingual International School, 19 Commissioners, I'm first going to go through the 20 sequence of events that occurred that led us here 21 today, and then I'll talk about the recommendation 22 for the school.</p> <p>23 In January, we received a Notice of Intent 24 from the school, the school's founders, and this 25 year, in addition to the trainings that we conducted</p>
<p style="text-align: right;">23</p> <p>1 I would just like to address quite quickly 2 the concerns that were listed.</p> <p>3 About the governing council -- better? 4 The governing council is a built-in 5 accountability system that should not be staffed by 6 the best friends of anybody, that it's clear. 7 Stakeholders in the school meet with the principal 8 on a regular basis and keep the school accountable 9 for our mission goals and the things that we said we 10 were going to do.</p> <p>11 As far as collaboration goes, that was a 12 concern that was raised. Collaboration is built 13 into our IB scheduling between teachers on a regular 14 basis, vertically and horizontally. When I worked 15 for Ana, we met 45 minutes a day. And I was 16 required to fill it out -- there's a place for it on 17 the IB planner. It's required that I go talk to the 18 coach and see how these concepts are being presented 19 across the child's experience through the day.</p> <p>20 The coach, the -- everyone that's engaged 21 in the child's day, the librarian, the English 22 teacher, the Spanish teacher, the other teachers, 23 the math teacher, anyone who is not in the classroom 24 already, I go find them, or they come to me. And 25 then that's horizontal and vertical planning.</p>	<p style="text-align: right;">25</p> <p>1 for all that submitted the Notice of Intent, we held 2 meetings to review and provide feedback on the 3 Notice of Intent. Our message was consistent across 4 the applicants: Respond to all the indicators. No 5 shame in postponing and reapplying next year.</p> <p>6 The application was submitted on time 7 June 1st, and it was complete in terms of having 8 responses to each of the sections.</p> <p>9 The application was reviewed by an 10 external peer review team. Please note that there 11 are different peer review teams per application. 12 Reviewers get ten days to read and rate the 13 applications. Then they come to consensus.</p> <p>14 They interview the applicant team in a 15 capacity interview with some of the same questions 16 and some unique to the school.</p> <p>17 The preliminary analysis that was based on 18 that work of the external peer reviewers was sent to 19 the PEC and to applicants June 28th.</p> <p>20 By July 8th, a response to the peer 21 analysis was received by CSD and sent to PEC.</p> <p>22 On July 10th, the community input hearing 23 was held at the Santa Ana Casino. There were lots 24 of people in that room, many who spoke in favor of 25 the lead founder, in particular, who is a principal</p>

<p style="text-align: right;">26</p> <p>1 at another IB school nearby.</p> <p>2 The Public Education Commission sent a</p> <p>3 letter to the school on July 19th, and the final</p> <p>4 recommendation from CSD was sent on August 2nd,</p> <p>5 taking into consideration all of the above.</p> <p>6 The CSD's final ratings differed from the</p> <p>7 peer reviewers on multiple indicators for this</p> <p>8 application.</p> <p>9 For this school, there were multiple</p> <p>10 indicators that the peer reviewers rated as Does Not</p> <p>11 Meet when the response was really Approaching.</p> <p>12 For example, there's no doubt -- this is</p> <p>13 actually one where the rating moved from Approaches</p> <p>14 to Meets, because there is no doubt that the</p> <p>15 proposal would be unique and innovative, and that</p> <p>16 the IB educational program is excellent.</p> <p>17 Thus, the numbers that CSD concludes in</p> <p>18 terms of between Meets and Approaches Criteria is</p> <p>19 32, and the number that Does Not Meet is 21.</p> <p>20 Altogether, there were 50 out of 53,</p> <p>21 however, that were either Approaches or Does Not</p> <p>22 Meet.</p> <p>23 Despite this, CSD has concluded that the</p> <p>24 application is incomplete. Although each section</p> <p>25 was addressed, there were indicators where not all</p>	<p style="text-align: right;">28</p> <p>1 application versus the innovation that is being</p> <p>2 proposed, versus the community demand and capacity.</p> <p>3 As mentioned earlier, there has to be</p> <p>4 demonstrations of community support for the charter.</p> <p>5 And I understand that that might take time,</p> <p>6 especially when we're talking about engaging pueblo</p> <p>7 communities who work on their own timeline.</p> <p>8 I wanted to mention that -- I've been</p> <p>9 doing a lot of reflection in having done this work</p> <p>10 for 20 years. When the Public Education Commission</p> <p>11 first had the ability to approve new charter</p> <p>12 applications, there were no external peer reviewers.</p> <p>13 CSD did it. CSD had the capacity, because they</p> <p>14 didn't have a portfolio of 60-some schools to</p> <p>15 oversee.</p> <p>16 But, yes, as an Ed Admin A, I read an</p> <p>17 application and made a recommendation. That was</p> <p>18 part of my job. And I remember one of the</p> <p>19 applications of a charter school whose name I will</p> <p>20 not mention, but whose students performed at our</p> <p>21 conference. I thought the application wasn't very</p> <p>22 well-written, and I wanted to suggest perhaps that</p> <p>23 was a reason for not approving that application.</p> <p>24 But we took a chance with that</p> <p>25 application. And for those that were sitting by me</p>
<p style="text-align: right;">27</p> <p>1 the elements were present and more details would</p> <p>2 have helped.</p> <p>3 The plan to open up the full K through 12</p> <p>4 with a short phase-in period was one of those</p> <p>5 examples. And the founders just proposed a</p> <p>6 different phase-in plan than what was presented in</p> <p>7 the application. I don't know if the PEC wants to</p> <p>8 take that into consideration.</p> <p>9 I am following PEC's policy, which my</p> <p>10 understanding is that the application as submitted</p> <p>11 is what you take into consideration. But there were</p> <p>12 some reflections with the last applicants that maybe</p> <p>13 raised a bit of a question on that.</p> <p>14 The financial plan in this application</p> <p>15 needs someone with expertise to complete it. And</p> <p>16 here's where I want to speak to equity.</p> <p>17 There was no equity in the school -- the</p> <p>18 new school application process. Everybody was</p> <p>19 treated equally. But we know "equally" and</p> <p>20 "equitably" is not the same.</p> <p>21 And so because this is an incredibly</p> <p>22 rigorous process, one or three people working on it</p> <p>23 is just not enough to have a thorough and complete</p> <p>24 written application.</p> <p>25 So we could talk about the written</p>	<p style="text-align: right;">29</p> <p>1 at the conference, I did leave the room in tears,</p> <p>2 because what a beautiful school that has turned out</p> <p>3 to be.</p> <p>4 The founder of this school has a proven</p> <p>5 record of success at the school she is working at.</p> <p>6 Now, I have no doubt in her ability to operate an</p> <p>7 excellent IB school. But she cannot do it alone.</p> <p>8 And she needs a full team, equally invested and</p> <p>9 committed to a start-up.</p> <p>10 That is why the CSD recommends that this</p> <p>11 application come back next year with a more complete</p> <p>12 written application, with a full team, and hopefully</p> <p>13 with demonstrations of community demand for the</p> <p>14 school, prospective parents and tribal communities'</p> <p>15 commitment to partner. Thank you.</p> <p>16 THE CHAIR: And I see that you've got</p> <p>17 another member that's joined us. So if you would</p> <p>18 introduce yourself and spell your name for the</p> <p>19 record in case you end up responding to something to</p> <p>20 the Commissioners --</p> <p>21 DR. ANA PEREA: It took me a while.</p> <p>22 DR. BRENDA ARELLANO: Hi. I'm Dr. Brenda</p> <p>23 Arellano. A-r-r-e-l-l-a-n-o.</p> <p>24 THE CHAIR: Thank you.</p> <p>25 Commissioner Beck?</p>

<p style="text-align: right;">30</p> <p>1 SECRETARY BECK: Again, thank you for all 2 the work you've done. Are we good? 3 THE CHAIR: Can we -- sorry. 4 SECRETARY BECK: Sure. 5 MS. MELISSA BROWN: They're taking a 6 five-minute break. 7 THE REPORTER: Thank you. 8 (Recess taken, 1:43 p.m. to 1:47 p.m.) 9 THE CHAIR: Well, thanks, everyone. And I 10 just have a small clarification on the statement 11 that I made to -- that it is my understanding that 12 the individuals responsible for the reports 13 regarding the applications are Director Chavez and 14 Missy Brown. 15 So Commissioner Beck? 16 SECRETARY BECK: So thank you so much for 17 all the work and effort and everything that you've 18 done. I think it's a brilliant idea. You know I'm 19 a big fan of IB, that we talked about that over at 20 Bernalillo. I think it's great. 21 I think -- also, I thought that it was 22 great that you went back and reflected back and 23 realized that this needs to be a very, very 24 well-thought-out process in order to become a 25 successful IB school. And I really like the idea of</p>	<p style="text-align: right;">32</p> <p>1 the pieces together for everything that's in that. 2 So I think -- I think it's a wonderful 3 idea. I think it's needed in the community. But I 4 think it's premature to do it now. 5 I would say when you go back and look back 6 on it -- and I really hope you do -- two things 7 stand out to me. 8 One would be I think you need -- I 9 understand that you're getting the community within 10 your area involved, or you're going to, or you're in 11 the process of it. But IB is International 12 Baccalaureate. As I said, at Sandia, we had 13 different schools around the world that we would 14 interconnect with. Unfortunately, we didn't have 15 the money to go there. Some of our students did on 16 their own, because they'd get friends there. 17 But I (audio distortion) to make it truly, 18 truly international. I did not hear enough about 19 "international" outside of, you know, us and the 20 Western Hemisphere, et cetera. 21 And the other thing I would emphasize, it 22 becomes really important that -- in the DP 23 program -- I'm not sure about the MYP program. But 24 in the DP program, they have CAS -- I'll remember it 25 here, Community Activity and Service -- to engrain</p>
<p style="text-align: right;">31</p> <p>1 starting off with the PYP program. That's obviously 2 a little simpler to initiate than the MYP, or, 3 certainly, the DP program. But it takes a lot of 4 pre-work, as you know, because you are a principal 5 of an IB school. It takes a lot of work to be able 6 to make this thing work successfully. 7 It's apparent that it's a void in this 8 community, and I think it's great that you are 9 looking to fill that void. 10 So I think it's great. I must say, in my 11 opinion, with the flip-over and the changeover from 12 what you're -- because, as I said, this weekend 13 there was no football or golf games on, so I read 14 all the applications again. But now the application 15 that I read really is not the program in a sense 16 you're going forward with, which I think is -- I 17 think you made a thoughtful decision on that. 18 So I think you need more time to be able 19 to really get that honed in. I think it's 20 wonderful, but I think it takes more time to be able 21 to create a new IB Programme. 22 Specifically, I don't even know if, in 23 three years, you'd be able to do a K through 5 in a 24 PYP program. I don't know. It would take a lot of 25 effort, a lot of staff training, a lot of putting</p>	<p style="text-align: right;">33</p> <p>1 that in the kids when they're young. You know, the 2 community activity and service is critical to be 3 able to do, like, to step outside yourself and help 4 others. 5 Somehow I have notes here -- I don't know 6 why -- for today. But ex-Secretary of State Hillary 7 Clinton said, "It takes a village." And to create a 8 successful IB/MYP program, it does take a village, 9 and the world is the village. 10 So I commend you on all the work you've 11 done. I hope that you continue to -- to move down 12 this road. I think it's really critical. And I 13 thank you for all the work you've done. 14 Thank you. 15 COMMISSIONER BURT: Thank you. Thank you 16 so much. I really appreciate you all being here 17 today. 18 Dr. Perea, your passion, your ambition, I 19 do not want you to go any lower, and never apologize 20 for it. 21 Dr. Montague, same thing, and 22 Dr. Arellano. 23 The idea for this school is perfect. The 24 idea. The plan that I have isn't quite there. And 25 so that's where -- that's kind of going to be the</p>

<p style="text-align: right;">34</p> <p>1 theme of where I go, because I do -- I actually 2 think the idea of having a multilingual 3 international program in Bernalillo, I mean, you're 4 spot-on. I really believe that. 5 I wish I had more data behind you and 6 behind me to help support that; right? So that's 7 something I would like to see more of is the -- the 8 families that you're looking towards. I want to 9 hear from them more. 10 The businesses around the community that 11 you want to, you know, help infuse, that you want to 12 spread the word around, I want to see them be more 13 involved; right? I want to see actually being a 14 part of the community before this is real, like 15 actually seeing the data to support, like, you know, 16 we -- we're not -- we're not having the promise of 17 it. We already have it today; right? 18 And I think that's what I think is the 19 most -- I mean, the application is -- is a little 20 chaotic, and it's very confusing throughout it. 21 And so I do think -- like Commissioner 22 Beck said, I think the reflections that you all have 23 had in the past couple of months of, like, after 24 this initial application, and then you're like, "Oh, 25 we could do that better." "Oh, we could explain</p>	<p style="text-align: right;">36</p> <p>1 And I don't think I had the -- enough information 2 about the other -- the other -- the pueblos and 3 tribes in the area, how you're going to infuse those 4 into it as well. 5 I know that's a goal, but I don't know 6 exactly how that would happen, because I know one of 7 the things about a lot of the communities is they 8 struggle to have their own teachers teach their 9 language in their own schools; right? Because it 10 like takes a very unique, specialized -- not only 11 skill set, but, like, almost a certification that an 12 average person can't even go get; right? 13 So I think really doing that, not just the 14 outreach but the collaboration ahead of time to be 15 like, okay, we know we cannot, like -- based off of 16 the conversations I had with this community, I know 17 we're not going to be able to provide Towa; right? 18 Or we're not going to be able to provide these 19 languages. But we can very well do these languages. 20 And having that, like, really clearly articulated, I 21 think would be really helpful when it comes to the 22 multilingual aspect of the school. 23 Because I think that that's, like, in the 24 application, I couldn't quite get a good grasp of 25 how you're infusing that portion.</p>
<p style="text-align: right;">35</p> <p>1 that better." Like, "We see what we're talking 2 about." 3 I think you're right on the path of where 4 I would love -- I really, really hope that you guys 5 come back with another application next year. I 6 really do. 7 I don't think this one is as -- I mean, I 8 think, in the back of my mind, I would like to see 9 an application where if you handed it off to a 10 stranger, they could execute it; right? And I think 11 that's where this application is lacking. 12 I think it's in your heads. I think you 13 have it, like, the ideas of it. And I don't think 14 it quite translated into a very clear, succinct 15 program and exactly how it's going to coordinate, 16 like, how all the pieces are going to come together. 17 The one thing I will say is because you 18 have a very great idea, it's very complex. There's 19 a lot of pieces. It's not just an IB Programme; 20 right? You're doing the multilingual part; right? 21 You have a community that's -- I'm interested in 22 what you all might think about if -- 23 Calling it a multilingual international. 24 But it feels like -- what I feel like you had the 25 most preparation for was Spanish language learning.</p>	<p style="text-align: right;">37</p> <p>1 Also, I'm going to come back to the 2 passion and ambition, and how I do not want to go 3 down a notch on it, because I do want you to do an 4 IB school. Like full-blown, I would love to see 5 that in Bernalillo. Like, students deserve to have 6 that opportunity near them. 7 And, especially, once again, one of the 8 things, like I told you before, I think oftentimes 9 we'll see multilingual/bilingual schools, and that's 10 the niche. You infusing that IB rigor into that as 11 well, to me, that's equity in access; right? 12 It's not telling students that because 13 you're an English Learner, because you're learning a 14 second language, that's the challenge. That's it. 15 That's all you're going to focus on; right? 16 Like, that is a great focus. But some 17 students need additional supports. They need 18 additional rigor. They want to be in IB; right? 19 They've learned multiple languages. They want to go 20 international after this. 21 Like I, really do -- like, the way you're 22 able to articulate it verbally, the idea, the 23 passion behind you, I really appreciate you all. 24 And I'm so grateful that you're willing to even 25 consider doing this level of effort to get there.</p>

<p style="text-align: right;">38</p> <p>1 I think it's a data-driven, 2 data-supported, research-supported path to success 3 to get there. And exactly what that looks like is 4 what I would -- then I could jump on board; right? 5 Because I would just want to have that confidence of 6 they have a very clear pathway. They have a very 7 clear strategy to get this. 8 And I -- the hopes and dreams, I just 9 would like to see them more concrete by the next 10 time it came back around. 11 Let me see if there was anything else. 12 Yeah. And then with the -- I appreciate 13 you bringing more information about some of the 14 outreach you did. I am grateful for that. Thank 15 you. And I would just say, like, if you're going to 16 say that you're going to bring those languages in 17 that you want to bring those students in, you can't 18 take no response as an answer; right? 19 You may have to go show up in a building 20 somewhere -- right? -- and be, like, "We need to 21 talk to someone"; right? 22 And I would love -- like, if -- I really 23 am. I'm almost begging that you come back next 24 year, because I know it's not something that 25 typically does happen. And I really hope -- I mean,</p>	<p style="text-align: right;">40</p> <p>1 you're not, if you're going to make a promise to 2 families that you're going to provide certain 3 services, that you can actually execute them; right? 4 So I think that's where making it -- 5 having the hopes and dreams and promises have to 6 become a little bit more concrete in order for me to 7 feel super, like, yeah, they're going to make this 8 happen. Because I can -- like, I can literally see 9 it kind of thing. 10 But I do -- I genuinely appreciate the 11 passion you have, the commitment that you've shown 12 so far. And I admire it so much. 13 I mean, the attitude that you all have 14 towards your students, towards your community, is 15 exactly what I would want every school leader at 16 every school to have. And so please do not let that 17 go down at all. 18 And it made -- I don't know -- I don't 19 know if I can -- I don't know if it's just the way 20 it's being articulated or if it just needs a little 21 bit more time and to be more thought-out as well. 22 Maybe it's a combination of both. 23 But I would actually take, like -- if it 24 were me, I would actually look at all those Does Not 25 Meets approaches from the original and, like, go</p>
<p style="text-align: right;">39</p> <p>1 I feel like you all are the right people. And I 2 think what I would have like to have seen this year, 3 if you could take over the next nine months or so in 4 getting that outreach built, making those 5 partnerships more solidified, I think that's going 6 to go a really long way, because I think it will 7 also inform the plan of how exactly you're going to 8 do these things. 9 I think that's where some of that 10 disconnect comes. We're going to have these 11 partnerships, or we want to have these partnerships. 12 And so -- but because -- because they haven't 13 responded, because they haven't -- it hasn't quite 14 happened, I think that's also where some of that 15 feeling a little disjointed coming from is because 16 they haven't responded to you yet; right? 17 And so you don't know exactly what you 18 have access to or what you may not. And I think you 19 do need to find that out before you say you can do 20 it, or that you even want to. 21 So you have to find out, like, are we a 22 yes or no on being able to partner with certain 23 areas or certain people or certain organizations? I 24 think that can help inform how you roll out the 25 program, if you're going to involve them or if</p>	<p style="text-align: right;">41</p> <p>1 heavy into how can we really take a look at these 2 and how can we rethink it, and how can we get 3 additional support on these things? 4 And I also think having more, like, 5 commitments to your board might be helpful; right? 6 So anywhere where you guys may not have the 7 expertise in certain pieces of, like, actually 8 leading a State charter, bring in some board members 9 that can help support you on those things as well. 10 Bringing in board members from the 11 community, like you said, like, showing us, "These 12 aren't necessarily our best friends, but they're 13 going to hold us accountable." 14 If you can show me that that's actually 15 happening, not like a promise that it could happen, 16 you can show that, like, "These are the people 17 behind me, and they're not going to let us get away 18 with anything but excellence." 19 Then it shows the support, the plan that 20 you have some additional supports behind you. 21 It may also be worth a conversation with 22 Bernalillo Public Schools in just talking with them, 23 because I know that they have -- you might get some 24 additional support from them with facilities, with 25 telling you how they've -- you know, tried to reach</p>

<p style="text-align: right;">42</p> <p>1 out to the community as well. Maybe not. It may 2 not be.</p> <p>3 But just trying to build that -- build the 4 supports, build the community, and then being able 5 to present that is where I would like to see it go. 6 But I really do -- I think your location, the idea, 7 the vision, the mission, I think you're -- it's all 8 in the right space in the right heart. It just 9 isn't quite there on the concrete plan.</p> <p>10 THE CHAIR: Commissioner Carrillo.</p> <p>11 VICE CHAIR CARRILLO: Thank you very much 12 for being here. And I would echo a lot of what 13 Commissioner Burt said, relative to acknowledge 14 passion for what you do and for the kids.</p> <p>15 So the first thing I wrote down -- I wrote 16 this down. And this relates to what Ms. Burt said.</p> <p>17 Hope is not a strategy.</p> <p>18 So it's like -- and I liken things often 19 to the private sector. And these applications are a 20 business plan. And I'm going to somebody to ask 21 them for \$2 million to open a restaurant. I need to 22 have a lot more in place for them to give me 23 \$2 million.</p> <p>24 And it's more than just even great food, 25 because, actually (inaudible) somebody coming and</p>	<p style="text-align: right;">44</p> <p>1 they're an absolute failure to educate children.</p> <p>2 At this point, when it's going on for so 3 long, it's not just on the school board or a 4 district; it's on PED.</p> <p>5 You know what? Take responsibility for 6 the districts in the state.</p> <p>7 And so I say that because of the need for 8 your school in that area. It's super clear. And to 9 have those kinds of high expectations. Relative to 10 Bernalillo, I know one of their biggest problems is 11 absenteeism. So what I would suggest you maybe look 12 into, and, actually, Vista Grande that came on board 13 with us two years ago now; right? -- yeah, 14 they're -- (off-mic) yeah, this is their second, 15 because I went to their graduation the other year.</p> <p>16 Regardless. Regardless of what it is, 17 what Vista Grande did to make their charter work -- 18 it's in Taos -- they integrated the tribal calendar 19 into their own calendar.</p> <p>20 The kids weren't forced -- or not 21 forced -- to not be at school because of their very 22 important tribal activities that are taking place 23 that they're very committed to because of their 24 tribe.</p> <p>25 So that's something -- because of some of</p>
<p style="text-align: right;">43</p> <p>1 preparing everything like it's going to be, but just 2 really having a -- and almost the business plan is 3 devoid -- in the private sector, it's devoid of all 4 emotion and almost all adjectives.</p> <p>5 This is the way it is.</p> <p>6 And it's not, "This is what we're going to 7 do, but, based on data, this is what our expectation 8 was based on, the demographics of the area."</p> <p>9 And there's reasons there's not a 10 (inaudible) up here in Santa Fe, because we don't 11 meet the market requirements. So if someone wants 12 to open one, forget it. It's not going to happen.</p> <p>13 So, now, hope is not a strategy.</p> <p>14 When I look at this and I look at the 15 Bernalillo schools, and there is never a need for a 16 school like yours more -- except maybe -- what do we 17 call them? -- charter deserts, those areas in 18 New Mexico where there are absolutely no options 19 except the district school, perhaps, or usually a 20 Catholic school or anything.</p> <p>21 I was looking at the numbers for 22 Bernalillo Schools. And maybe you're the exception 23 in Placitas Elementary. If I were Secretary Romero, 24 I would hold the school in the equivalent of 25 receivership. I would take them over, because</p>	<p style="text-align: right;">45</p> <p>1 the activities in your area, something I would 2 really look into, how do you integrate that? And 3 one of the things that Bernalillo, after all these 4 decades, where we have seen writing on the wall, 5 maybe there's a solution there if all of these kids 6 are missing because of feast days. You know what I 7 mean? It's just so obvious on that one.</p> <p>8 So community demand. The community 9 demand, I got to tell you, I am troubled that no 10 one's here. There's nobody here speaking on behalf 11 of your school, and there's no one online.</p> <p>12 Because, generally, when a charter is at 13 this stage, or a proposed charter is at this stage, 14 pending recommendation, it's when you're dropping 15 back, you're on the 20, you have only maybe two more 16 passes to get to the end zone, and everybody is 17 bringing all that they're got to the table.</p> <p>18 And I'm surprised that there's no one 19 here. And I'm also surprised at the lack of tribal 20 input, or showing up. And even at the -- when we 21 had the -- at the community input hearing at 22 Santa Ana. It's concerning -- that's concerning for 23 me.</p> <p>24 There's no question that, Ms. Perea, you 25 have -- you're surrounded by people who believe in</p>

<p style="text-align: right;">46</p> <p>1 you, believe in your vision, believe in your 2 capabilities.</p> <p>3 But there needs to be more. It's like -- 4 I used that restaurant analogy. Sometimes people 5 will tell me that you have people over to entertain. 6 You're so good, you should open a restaurant.</p> <p>7 No, you should not. You might be a great 8 cook and a great chef, but don't even think of it, 9 because of all of the other elements that have to be 10 firing on all cylinders to make -- I say a 11 restaurant work -- but to make a charter work; 12 right?</p> <p>13 Having a board, at least to the extent 14 that you have five people, eventually seven, really 15 having an idea of who's committed, you know? Not 16 just showing up to an initial meeting next year, but 17 who's committed. So, obviously, my recommendation 18 is to come back.</p> <p>19 And the -- what I'm concerned about is 20 that I don't want the -- I don't want a result of 21 this meeting today to extinguish -- so you're left 22 with only an ember, to extinguish that fire that 23 motivates the three of you to do this; right?</p> <p>24 Because my understanding from Chair 25 Gipson, in your time in this (inaudible), no school</p>	<p style="text-align: right;">48</p> <p>1 Also, budget-wise, we're looking into -- 2 we don't know what it's going to cost, getting into 3 Middle Years and especially Diploma Years Programme, 4 where the money is going to come from. Sometimes 5 SEG doesn't cover it.</p> <p>6 I know when we opened the Mandela 7 International Magnet School up here, when I was on 8 the board, a lot of the funds for the kids to go 9 through the Diploma Programme was so their parents 10 didn't have to pay for it, because it is a 11 significant additional experience. And taking it 12 out of SEG for that school is kind of like 13 allocating funds that should be over here for a 14 select group over here.</p> <p>15 That's all for now. I have the greatest 16 admiration for you just wanting to open a charter to 17 begin with, but also your knowledge and passion for 18 kids. I'll be here next year, so I really hope you 19 come back.</p> <p>20 THE CHAIR: Commissioner Brauer, and then 21 Commissioner Ingham.</p> <p>22 COMMISSIONER BRAUER: Thank you, Chair. 23 Thank you to the team. I've learned a lot through 24 reviewing your application and learning from you 25 all. And I do -- I am a huge fan of the</p>
<p style="text-align: right;">47</p> <p>1 has ever come back. No school has ever come back. 2 And I've got to tell you -- they have? 3 Well, you've been here for a long time. Who came 4 back? Oh, it doesn't matter. Let's not open up 5 that can of worms.</p> <p>6 Okay. They may -- okay. With few 7 exceptions, people's light dims and goes out, and 8 they don't come back. For the sake of your 9 community, kids in Bernalillo County and Sandoval, I 10 want you to keep it alive; okay? The kids need 11 that.</p> <p>12 And so I want to thank you very much for 13 all the work that you've done. The -- the next 14 application, should you decide to go this route, I 15 would not even, in the application, make it a K-12. 16 I'd make it -- start with a K-6 and expand. You 17 don't need to start with the whole ball of wax, you 18 know? I opened a restaurant one time. I didn't 19 start serving three meals a day. So I served two 20 meals a day, because breakfast is a big pain. And 21 breakfast is where people have the most 22 complications with everything they order.</p> <p>23 But, just, you know, smaller bite at the 24 apple, because you can always expand into the Middle 25 Years Programme and the Diploma Years Programme.</p>	<p style="text-align: right;">49</p> <p>1 IB Programme. I'm a little bit too old for that as 2 an experience for me. Maybe it was around in the 3 1980s and '90s. But it's something a little more 4 fresh.</p> <p>5 And I just think about how, like -- how IB 6 school -- schooling can kind of be a really great 7 substitute for, like, the AP program, which was this 8 torture for me to go through that process, and then 9 not either have the money to take the test, or try 10 it out and then not be successful, and, then you 11 kind of lose a lot of opportunity that might come 12 from that.</p> <p>13 And so thank you for bringing this 14 forward.</p> <p>15 I do want to say that I agree a lot with 16 the other Commissioners who have already shared, so 17 I'm not going to belabor similar points.</p> <p>18 Commissioner Carrillo, hope is not a 19 strategy, but it's an essential element. And it's 20 something that, as a farmer, I live by. And I 21 think, as an educator, I live by hope.</p> <p>22 Other people in this room, they have used 23 that on me as well. And I am a -- I am hellbent on, 24 like, hope is -- can get you so many places so fast. 25 I think that the -- the parts that I have</p>

<p style="text-align: right;">50</p> <p>1 kind of like, I guess, tension with is the -- what 2 I'm hearing from you all and knowing what your 3 experiences are and knowing your track record of 4 leadership and what we were presented in the 5 application. 6 And I do think -- I echo, like, what other 7 Commissioners have said. I think another year is -- 8 is great. I see this as part of the IB -- you know, 9 inquiry-learning cycle for adults as well. You're 10 going to get a lot of feedback. You've gotten a lot 11 of feedback. You're going to get a chance to 12 reflect on that and tune and hopefully take new 13 action, regardless of what the outcome is today. 14 So I want to make sure that us, as 15 leaders, we're living out that inquiry, that inquiry 16 learning cycle as we think about stuff. 17 I do think that for me, as a person, like, 18 I -- I'm not -- I'm not -- even as a teacher, I 19 always thought I could do a B, maybe a B-plus plan. 20 But I would get an A++ on execution, because I'll be 21 listening to the kids, I'll be engaging with them, 22 I'll see what's going on. I'll get down with the 23 first-graders, what's on their mind, what they're 24 about and what are their curiosities. 25 I also feel like if I felt like -- if you</p>	<p style="text-align: right;">52</p> <p>1 talk on behalf of the school. 2 I also wanted to see -- like, within the 3 application, I only see from what we're able to 4 have -- and I'm not asking you to share who else you 5 talked to. But I also think a lot of the outreach 6 has been to the grasstops and not necessarily down 7 to, like, the grassroots. And working with 8 community organizations, members of the community 9 who have children who are interested in bringing 10 their students to the school. 11 We, as a Commission, we love to hear from 12 students. When you did that, Dr. Perea, with the 13 students that you had from your experience as an 14 educator, that speaks to us. 15 I also think about that playing forward, 16 that that's -- we want to hear from students and 17 families who are saying that, "I know the school is 18 not even open yet. But I feel so passionate that IB 19 needs to be in Sandoval County, and we're going to 20 come and we're going to talk on behalf of that." 21 Regardless of, like, the politics, 22 regardless of, like, the -- sometimes I know people 23 feel weird about talking around the current school 24 district that they are putting their kids in. I get 25 all that.</p>
<p style="text-align: right;">51</p> <p>1 have that B-plus plan, but you are A++ on 2 implementation right now, like ready to go, I would 3 feel really powerful on saying yes today. 4 One of those pieces of implementation that 5 I feel is missing is this room is quiet right now. 6 The room is quiet. There's no one there behind you. 7 There's no people -- there's no people from the 8 community. 9 And I feel like, for me, when I see, like, 10 an application, and you got a lot of -- what was it, 11 Corina? 51 out of 53 did not meet expectations, 12 around that? 13 So I think for me as a person, I would 14 say, okay, the data is that, and now I got to fill 15 the room. I got to fill the room with people who 16 see that this is a deep need in our community, and 17 they're going to come and speak on behalf of that. 18 And I know. There's no excuse that it's 19 1:00. Like, people can come. I'm a big believer. 20 I know it's hard for some people. But there could 21 be some people that would show up or some people who 22 could talk on behalf of this. 23 And I think that that's something that I 24 just -- I just wanted to see today. I wanted to see 25 that. I wanted to see tribal leadership come and</p>	<p style="text-align: right;">53</p> <p>1 But I think that's the challenge that I 2 wanted to provide to you all. Like, I think that is 3 an element that my heart -- my -- I would -- I would 4 be really inclined, given what I know about your 5 leadership and your experiences and the plan that 6 you have here with what I think would be an A/A+ 7 implementation, and you had a bunch of families here 8 that were saying that, "We want to see this," and 9 you had tribal leadership here that's saying that 10 like, "We've talked with you, and we want to see 11 this," and they're ready to make this happen, that's 12 what I feel like is one of the biggest missing 13 elements. 14 And that would give then even more hope 15 than, like, saying, like, "This is ready to go." 16 Because if people aren't showing up right now, boy, 17 oh, boy, getting them to say yes to take their child 18 to your school next year in February, March, and 19 April, that is -- that is a lot. And so having them 20 already ready to go, I think, is important. 21 And the last thing I wanted to share, I 22 think it's important for people to show up. But 23 it's also important to co-create and collaborate. 24 So it's not a meeting for informing what 25 the school is going to be. But we're going to</p>

<p style="text-align: right;">54</p> <p>1 co-create what we can to interweave the IB 2 curriculum within the greater community goals and 3 dreams and hopes is something that I just think 4 about for sure.</p> <p>5 So I, too, hope that you embrace the IB 6 learning cycle. I'm not yet committed to my 7 decision yet. But I hope you embrace it, regardless 8 of what the decision is. And you can take this 9 back. You can kind of think about, like, what do we 10 do next? Regardless of if it's the next step is 11 we're going to have a school, and we've got to start 12 really hitting the ground running. Or if it's 13 you're going to get a second chance to reapply.</p> <p>14 And I think this is something that I feel 15 would be just a really good practice for you all to 16 think about and do.</p> <p>17 And if you have any -- it's okay, Chair, 18 if they wanted to respond, too; right? It's not 19 just us talking to them? They could respond?</p> <p>20 And so if I am wrong on not seeing any 21 evidence around, like, reaching out to families, 22 having, like, community meetings with families who 23 are interested in bringing their child to your 24 school, I'd love to hear if I'm wrong on that, or if 25 you have any response from anything that I mentioned</p>	<p style="text-align: right;">56</p> <p>1 relationships.</p> <p>2 We do understand that there is still a lot 3 of work to do. It takes time, especially. I work 4 with Native American populations all the time. That 5 takes a lot of work. And so to drop something on 6 that kind of last minute, that's not the kind of 7 positive relationship I would want to build with 8 them.</p> <p>9 So I just want to put that out there, that 10 there were a lot of logistical challenges. Even 11 making it to this meeting. We all have full-time 12 jobs. I just came from some really important 13 meetings, too. I want to put that out there. It's 14 not for lack of caring or not putting it out there, 15 but I do want to address that elephant in the room.</p> <p>16 COMMISSIONER BRAUER: Can I kind of 17 respond to that?</p> <p>18 And I -- Madam Chair, Commissioners, and 19 school team, I get that, what you're saying. This 20 is not my first rodeo on this, too. And I get it. 21 And I've worked in communities throughout the state, 22 tribal communities, too, and I understand.</p> <p>23 And I don't know about the logistics on 24 what -- if things were switching at the end. That's 25 something that we need to think about.</p>
<p style="text-align: right;">55</p> <p>1 as well.</p> <p>2 DR. BRENDA ARELLANO: I would like to 3 respond. First of all, I'm hearing a lot of really 4 great feedback, and I'm taking some good notes. I 5 really appreciate this.</p> <p>6 I would like to respond, in particular, 7 about the community input at this meeting. And 8 leading up to it logistically, it has been a very 9 confusing process, even just understanding the date 10 and time we're supposed to be there. They kept 11 going back and forth, back and forth. One, we were 12 supposed to be here the date and time, going back 13 and forth between Friday and today. I don't think 14 our team knew until Monday or Tuesday what day and 15 time we were supposed to be here. And we didn't 16 even realize we were allowed to invite community 17 members.</p> <p>18 So, of course, we were not -- especially 19 when we're trying to build relationships, we are not 20 going to be inviting community members where we are 21 bridging relationship and say, "Can you possibly 22 show up and drive up to Santa Fe. It may or may not 23 be on Friday. It could Wednesday. I'm not sure."</p> <p>24 I really wanted to address that. That's a 25 critical point, especially when you're building new</p>	<p style="text-align: right;">57</p> <p>1 But I do think that -- that doesn't 2 necessarily hold complete water. And it's not an 3 elephant in the room. If you looked at any other 4 transcripts from other schools that have come up in 5 the past over the years, there is public comment in 6 here. Almost everyone sees that, as this is an 7 opportunity for the public to speak on behalf of 8 what we're wanting to do. Almost no questions asked 9 on that.</p> <p>10 And so if there was a question around what 11 public comment was, my back-to-you question is why 12 didn't you talk to the director of the Charter 13 School Division or somebody on our team, since that 14 was something that was within your power if you 15 didn't know about it.</p> <p>16 So I hear what you're saying. I get it. 17 I don't know what the -- the last-minute results 18 were of the -- of the schedule. But I also think 19 that doing this for a greater part of a year, I 20 don't know -- I think that there could be a couple 21 of people who could have shown up, or at least come 22 on Zoom, to discuss things, even if it was 23 last-minute.</p> <p>24 These are just things that I've seen in 25 the past, especially if you saw what the results</p>

<p style="text-align: right;">58</p> <p>1 were on the application, and you've heard -- this 2 team has heard, from me, especially, that where is 3 the community input. And so that would have been 4 something for me, as I planned for today, I want to 5 figure out how are we going to show that best foot 6 forward. And that's just something that I wanted to 7 share.</p> <p>8 So I hear you. I'm not trying to get into 9 a tit-for-tat conversation about it. But I do think 10 that not having folks show up here or on Zoom today 11 at all is something that -- that I think could have 12 been different. Regardless of what time of the day 13 it was, the last-minute process. There should be 14 some people who would show up and share.</p> <p>15 THE CHAIR: Director, did you want to say 16 something before Commissioner Ingham?</p> <p>17 DIRECTOR CORINA CHAVEZ: I wanted to 18 clarify, for the record, I hear you. This team, in 19 particular, because they are working -- right? -- to 20 open up school for the school year, had requested a 21 specific date and time when, all along, the guidance 22 had been, "Hold these days -- right? -- because we 23 don't know. At any point in time if somebody drops 24 off, then the schedule could get shuffled." 25 But we did publish the agenda last</p>	<p style="text-align: right;">60</p> <p>1 I do want to say I feel like -- well, I 2 just want to remind you of the words you spoke 3 during your thing. And you said, "This has to 4 happen."</p> <p>5 And so I would challenge you. Take those 6 words to heart. Don't get discouraged by this. 7 This has to happen. And I agree with you. And so I 8 would leave you with that challenge. Thank you.</p> <p>9 THE CHAIR: So thanks. I'm a little 10 different than Commissioner Brauer in -- he was 11 interested in the curiosities and what was in the 12 minds of those little first-graders.</p> <p>13 Because I taught high school. And I was 14 less interested in what was in the minds of those 15 high school kids. I kind of figured out what was in 16 those minds.</p> <p>17 But I do want to -- I want to emphasize 18 the whole piece. Because I do -- I do hope that 19 there's a possibility for this school in Bernalillo 20 because I see the need. I absolutely do.</p> <p>21 Every one of us sitting here are 22 supporters of charter schools because we're wasting 23 our time if we're not.</p> <p>24 I know the challenges of an Implementation 25 Year. It's a lot. It really is -- if the</p>
<p style="text-align: right;">59</p> <p>1 Thursday, and it did have a specific date and time 2 for this school.</p> <p>3 The message, again, was, "Remain flexible, 4 because if something should happen that we'd need to 5 shuffle things around, please keep that in mind." 6 But it was Thursday when the agenda was 7 published. And I know that that's not a lot time to 8 organize folks. It not an excuse. I just wanted to 9 clarify for the record the communication that was 10 made to the schools.</p> <p>11 THE CHAIR: Commissioner Ingham.</p> <p>12 COMMISSIONER INGHAM: Yes. I just want to 13 say a couple of things. One, I desperately want to 14 see schools like yours get started. And I don't -- 15 I feel very uncomfortable about what's happening 16 with this. I do want to say I listened to -- with 17 your thing, I realize that, financially, this is a 18 very difficult thing to do, and, in fact, I would 19 say next to impossible.</p> <p>20 I would reach out and see what I could 21 come up with with additional people that could help, 22 financially, your application and help -- help that 23 first-year application budget to make sense.</p> <p>24 I realize that that's really rough, but I 25 would reach out to that.</p>	<p style="text-align: right;">61</p> <p>1 application was tough, the Implementation Year is 2 significantly harder, because you have to -- you 3 really have to drill into those details.</p> <p>4 If you have to build out the other pieces 5 and do the Implementation Year, it becomes an 6 impossible task. You can't start, "We hope to do 7 the community outreach, our plan is to continue 8 this." That -- those systems needed to be built in 9 before you came to us, because it's that community 10 that's going to help build that school through the 11 Implementation Year and the connections that 12 you've -- that you've made.</p> <p>13 So that, you know, the challenges -- I 14 appreciate the fact that you did listen and you 15 pivoted some with -- after the community input 16 hearing.</p> <p>17 Some of the pivot, to me, is a little more 18 like a new application. It really is. We're -- we 19 vote on the application that was submitted. And the 20 pivots that have been made, when you say, "We've 21 changed our mind, and we're going to -- we're not 22 going to do 7 through 12 until after," those pivots 23 are a new application to me.</p> <p>24 And I think -- and I appreciate that. I 25 appreciate the mindset and what went into making</p>

<p style="text-align: right;">62</p> <p>1 that decision.</p> <p>2 But now you have to build out the support,</p> <p>3 and how are we really going to do this. And the --</p> <p>4 I said this morning that the previous applicant --</p> <p>5 the -- peer review analysis -- and I didn't know</p> <p>6 ahead of time, but I do know now, that I'm familiar</p> <p>7 with a number of those peer reviewers and have</p> <p>8 significant confidence in them.</p> <p>9 And the area that is gray is the</p> <p>10 Approaches. You know, I can go through an</p> <p>11 application and say, "Yeah, it approaches. I think</p> <p>12 it really met."</p> <p>13 Where there's less gray is when they're</p> <p>14 saying it Does Not Meet, because it is, for the most</p> <p>15 part, missing. And that's why they're saying it</p> <p>16 doesn't meet, because it's not there.</p> <p>17 So when I went through the application, I</p> <p>18 had less disagreement with the peer reviewers in</p> <p>19 those areas for the Does Not Meet. There was great</p> <p>20 concurrence with my review of the application.</p> <p>21 And it's not that there wasn't a lack of</p> <p>22 passion and desire to make this a great application.</p> <p>23 But I think, as Commissioner Beck mentioned -- or</p> <p>24 Commissioner Ingham -- you need a bigger team. It</p> <p>25 takes a lot.</p>	<p style="text-align: right;">64</p> <p>1 discouraged, and they feel like they've lost their</p> <p>2 hope. They've lost the momentum.</p> <p>3 And I know it's tough to keep that</p> <p>4 momentum up. But it's, you know, not a complete</p> <p>5 knockdown. And that's what I hope the message is,</p> <p>6 that this is important, it's critical to the</p> <p>7 community. The concept is supported. But it</p> <p>8 takes -- it takes more than what is in the</p> <p>9 application at this point in time.</p> <p>10 SECRETARY BECK: I just wanted to say,</p> <p>11 real quickly, the reason why we're doing this, like,</p> <p>12 we're doing this, because we really believe in this.</p> <p>13 We wouldn't be giving you all that we give if we</p> <p>14 didn't want you to come back and really make -- make</p> <p>15 this thing work, because we really, really want it,</p> <p>16 and the community really wants it. That's why we</p> <p>17 care so much, and that's why we're trying to give</p> <p>18 you the input that we are.</p> <p>19 THE CHAIR: So I move that the Public</p> <p>20 Education Commission deny the Multilingual</p> <p>21 International School New School Application for the</p> <p>22 following reasons:</p> <p>23 A. The application is incomplete or</p> <p>24 inadequate in the following areas:</p> <p>25 1. The academic framework did not provide</p>
<p style="text-align: right;">63</p> <p>1 And I think, to me, you've got the</p> <p>2 foundation of a great idea, and there's great need</p> <p>3 in the community. But as Commissioner Brauer</p> <p>4 mentioned, there was great silence today. I was</p> <p>5 quite taken aback. I don't think we've ever had a</p> <p>6 hearing for an applicant where we have not had</p> <p>7 someone speak for or against. I just -- I can't</p> <p>8 find it.</p> <p>9 So that's -- you know, to me, that does</p> <p>10 speak volumes. But it's not, certainly, the driving</p> <p>11 reason for any decision that I make. But, to me,</p> <p>12 it's -- speaks more to the need to build out the</p> <p>13 families for the school, because those are the folks</p> <p>14 that are saying, "Oh, no, I'm going to be there.</p> <p>15 I'm in my car driving my kids to school, but I'll</p> <p>16 get in, and I'll say something."</p> <p>17 And you need the -- the bigger community</p> <p>18 partners, but you need those families that are there</p> <p>19 to help build you out. And that's where I just</p> <p>20 don't think it's there yet.</p> <p>21 But I do -- you know, there is no answer</p> <p>22 for why applicants haven't come back. There isn't.</p> <p>23 And it's been a source of great consternation,</p> <p>24 because there have been some great ideas. But I</p> <p>25 think it's probably more just people get</p>	<p style="text-align: right;">65</p> <p>1 the level of detail needed to ensure a strong plan</p> <p>2 for curriculum development and implementation,</p> <p>3 equity, graduation requirements, daily and yearly</p> <p>4 schedules, support for at-risk groups of students,</p> <p>5 and assessment.</p> <p>6 There is a lack of clarity regarding how</p> <p>7 multilingual education will be incorporated into the</p> <p>8 curriculum, what languages will be offered and</p> <p>9 utilized in the teaching of courses, or how the</p> <p>10 International Baccalaureate Programme would be</p> <p>11 incorporated and implemented.</p> <p>12 2. As to organizational framework, job</p> <p>13 description, organizational charts, and professional</p> <p>14 development plans were not adequately developed.</p> <p>15 Additionally, plans for student outreach and</p> <p>16 recruitment were vague, and the lottery process was</p> <p>17 incomplete.</p> <p>18 3. As to the financial framework, the</p> <p>19 applicant -- the application does not contain a</p> <p>20 balanced budget aligned to support the educational</p> <p>21 program and student needs at the school. The 910B5</p> <p>22 and budget plan were incomplete and included</p> <p>23 significant errors.</p> <p>24 B. Overall, the idea for the school</p> <p>25 presented in the application is sound. But the</p>

66

1 **application does not fully implement or describe the**
 2 **execution of the idea. The application submitted by**
 3 **the applicant may not be the same idea as the**
 4 **applicant now wishes to propose.**
 5 COMMISSIONER BURT: Second.
 6 THE CHAIR: There's a motion by
 7 Commissioner Gipson and a second by Commissioner
 8 Burt. Any further --
 9 SECRETARY BECK: Commissioner Taylor.
 10 THE CHAIR: Oh, wait. Did you want to say
 11 something? Sure.
 12 COMMISSIONER BURT: I just want to say
 13 this doesn't -- this is going to be, like, a really
 14 heavy heart today, because I do want to support the
 15 idea of this school so badly.
 16 So this is not an easy "No," you know,
 17 I -- coming up. But I do want you to know. It's --
 18 like, my heart is heavy. I know your hearts are
 19 going to feel some kind of way today.
 20 But I really do just want to encourage you
 21 all to continue and push and come back.
 22 SECRETARY BECK: Commissioner Taylor.
 23 COMMISSIONER TAYLOR: Yes.
 24 SECRETARY BECK: Commissioner Brauer.
 25 COMMISSIONER BRAUER: Yes.

67

1 SECRETARY BECK: Chair Gipson.
 2 THE CHAIR: Yes.
 3 SECRETARY BECK: Vice Chair Carrillo.
 4 VICE CHAIR CARRILLO: Yes.
 5 SECRETARY BECK: Commissioner Manis.
 6 COMMISSIONER MANIS: Yes.
 7 SECRETARY BECK: Commissioner Burt.
 8 COMMISSIONER BURT: Yes.
 9 SECRETARY BECK: Commissioner Ingham.
 10 COMMISSIONER INGHAM: Yes.
 11 SECRETARY BECK: Secretary Beck, yes.
 12 There are eight votes for denial, zero
 13 votes against. Motion passes.
 14 THE CHAIR: I know this is hard to take.
 15 But I want to just, you know, go along with what
 16 Commissioner Burt said. This is not a vote to say
 17 we don't support the idea. And we truly do hope you
 18 come back. I'll be very disappointed next year if
 19 we don't see you folks. I really will.
 20 DR. ANA PEREA: Oh, my gosh. I'm still
 21 having issues with this. Can I say something?
 22 THE CHAIR: We are in recess until
 23 tomorrow morning.
 24 DR. ANA PEREA: I want to say thank you
 25 for the opportunity. Yes. It's possible that we

68

1 come back. But I will say you have to revise, also,
 2 the process, how it goes. It is imperative to think
 3 about it, because if -- if people don't come back,
 4 it's for a reason.
 5 What are we doing wrong that people don't
 6 want to come back?
 7 And I don't know. It's not the answer.
 8 Let's find out why those applicants decide to not
 9 come back.
 10 You have the power of that. And I will be
 11 back. You will not get rid of me that easy. I want
 12 to be here. I think they need it. I really do.
 13 But it's important that we revise, all of us, why
 14 they don't come back, with all respect to all of
 15 you.
 16 And I really, really appreciate each of
 17 you, because each of you give us something very
 18 valuable for us to take care of this and develop.
 19 And when you say that you like this and you like the
 20 idea, it's powerful for me, because, yeah, it's
 21 needed, and it has to happen. Right?
 22 Thank you. Thank you.
 23 THE CHAIR: I'm going to say we've invited
 24 the -- we've invited them back to talk with them.
 25 Anecdotally, it's more a monetary issue. People

69

1 can't afford to continue another year with it. It's
 2 just too hard.
 3 We are in recess until tomorrow morning at
 4 9:00 a.m.
 5 We are reconvening tomorrow morning at
 6 9:00 a.m.
 7 (Proceedings in recess at 2:40 p.m.)
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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

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JOB NUMBER: 9911N CC Date: 8/14/24
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CASE CAPTION: In Re: The Multilingual International School

ATTORNEY: CONSUELO CONSTANTNE, NMPED LIAISON TO THE NMPEC; CORINA CHAVEZ, CSD DIRECTOR

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A

A-r-r-e-l-l-a-n-o 29:23
a.m 69:4,6
A/A 53:6
aback 63:5
ability 28:11 29:6
able 8:25 14:13 24:12 31:5,18,20
 31:23 33:3 36:17,18 37:22
 39:22 42:4 52:3
absenteeism 44:11
absolute 44:1
absolutely 43:18 60:20
academic 9:15 11:16,25 12:1,25
 13:12 64:25
accent 6:24
access 12:23 13:14 14:13 37:11
 39:18
accountability 23:5
accountable 15:21,22 21:12,13
 21:14,25 22:22 23:8 41:13
achievement 13:12
acknowledge 42:13
action 3:3 4:3 50:13
actions 9:16
activities 44:22 45:1
activity 32:25 33:2
add 8:22 14:19,19
adding 11:9 14:6
addition 13:1 24:25
additional 37:17,18 41:3,20,24
 48:11 59:21
Additionally 65:15
address 20:13 23:1 55:24 56:15
addressed 26:25
addressing 14:21
adequately 65:14
adjectives 43:4
Admin 28:16
Administrator 2:16
admiration 48:16
admire 40:12
adults 50:9
advance 20:7
advantage 14:13
advocate 11:22
afford 69:1
agenda 58:25 59:6
ago 44:13

agree 49:15 60:7
ahead 36:14 62:6
aim 11:12
ALAN 2:4
Albuquerque 1:23 10:12 70:18
aligned 65:20
alive 47:10
allocating 48:13
allow 21:9
allowed 55:16
allowing 22:24
Altogether 26:20
amazing 7:12 8:15,17,18
ambition 33:18 37:2
ambitious 16:2
America 8:8
American 6:25 13:13 56:4
Ana 6:6,19,21 7:15 9:6 13:21
 15:5 16:12,17 17:23 18:2,8,25
 20:12 23:15 25:23 29:21 45:22
 67:20,24
analogy 46:4
analysis 4:16,17,18 25:17,21
 62:5
and- 1:11,15
Anecdotally 68:25
answer 38:18 63:21 68:7
answering 17:6
anticipate 15:3
anybody 5:16 23:6
AP 49:7
Apodaca 1:13
apologize 13:18 33:19
apparent 31:7
appendices 4:13
apple 47:24
applicant 5:4,24 25:14 62:4 63:6
 65:19 66:3,4
applicants 3:6 18:4 25:4,19
 27:12 63:22 68:8
application 1:11 3:5 4:11,12,13
 4:24 5:15 7:10 11:21 22:7
 24:13 25:6,9,11 26:8,24 27:7,10
 27:14,18,24 28:1,17,21,23,25
 29:11,12 31:14 34:19,24 35:5,9
 35:11 36:24 47:14,15 48:24
 50:5 51:10 52:3 58:1 59:22,23
 61:1,18,19,23 62:11,17,20,22
 64:9,21,23 65:19,25 66:1,2 71:3

applications 3:3 4:4,8,9 25:13
 28:12,19 30:13 31:14 42:19
apply 8:3
appreciate 7:3 33:16 37:23 38:12
 40:10 55:5 61:14,24,25 68:16
approach 20:15
approaches 20:15 26:13,18,21
 40:25 62:10,11
approaching 11:20 26:11
approve 28:11
approving 28:23
April 53:19
area 7:24 32:10 36:3 43:8 44:8
 45:1 62:9
areas 10:12 14:21 39:23 43:17
 62:19 64:24
Arellano 29:22,23 33:22 55:2
arising 14:22
arrived 8:7
articulate 37:22
articulated 36:20 40:20
asked 16:25 57:8
asking 12:18 52:4
aspect 36:22
assessment 8:23 9:13,13,14
 19:16 65:5
Assistance 2:13,15
Associates 1:21 70:17
assure 22:5
at-risk 65:4
ATTACHMENT 3:11
Attendees 3:12
attitude 40:13
ATTORNEY 71:7,13,18
audio 32:17
August 1:12 26:4 70:13
available 17:18
Avenue 1:14
average 36:12

B

B 50:19 65:24
B-plus 50:19 51:1
Baccalaureate 8:4,17 9:18 12:22
 21:9 32:12 65:10
back 4:2 16:7,19 17:15 22:2
 29:11 30:22,22 32:5,5 35:5,8
 37:1 38:10,23 45:15 46:18 47:1
 47:1,4,8 48:19 54:9 55:11,11,12

63:22 64:14 66:21 67:18 68:1,3
68:6,9,11,14,24
back-to-you 57:11
badly 66:15
balanced 65:20
ball 47:17
base 9:18
based 25:17 36:15 43:7,8
basis 23:8,14 24:11
Bean 1:21 70:17
beautiful 29:2
Beck 2:4 14:16 15:6,25 29:25
30:1,4,15,16 34:22 62:23 64:10
66:9,22,24 67:1,3,5,7,9,11,11
begging 38:23
beginning 11:10 20:10
behalf 45:10 51:17,22 52:1,20
57:7
belabor 49:17
believe 8:14 10:19 21:12 34:4
45:25 46:1,1 64:12
believer 51:19
belongs 20:5
Bernalillo 7:23 8:9,11 13:11 19:9
19:10 30:20 34:3 37:5 41:22
43:15,22 44:10 45:3 47:9 60:19
best 8:20,20 21:1,6 23:6 41:12
58:5
better 18:10 23:3 34:25 35:1
big 30:19 47:20 51:19
bigger 62:24 63:17
biggest 44:10 53:12
bit 11:10 16:7 18:7 20:22 22:23
27:13 40:6,21 49:1
bite 47:23
blue 17:9
board 38:4 41:5,8,10 44:3,12
46:13 48:8
born 6:23
bother 14:17
boy 53:16,17
brain 14:2
Brauer 2:4 18:21 48:20,22 56:16
60:10 63:3 66:24,25
break 7:8 30:6
breakfast 47:20,21
Brenda 29:22,22 55:2
bridging 55:21
BRIGETTE 2:11

brilliant 30:18
bring 14:20 38:16,17 41:8
bringing 4:2 38:13 41:10 45:17
49:13 52:9 54:23
broaden 19:11
broader 10:6
brother-in-law 22:16
Brown 2:15 5:16,19 6:15 16:15
30:5,14
budget 4:14 59:23 65:20,22
budget-wise 48:1
build 9:3 42:3,3,4 55:19 56:7
61:4,10 62:2 63:12,19
building 1:13 21:21 38:19 55:25
built 14:12 23:12 24:11 39:4 61:8
built-in 23:4
bunch 53:7
Burt 2:5 16:24 33:15 42:13,16
66:5,8,12 67:7,8,16
business 42:20 43:2
businesses 19:8 34:10

C

C 1:21 2:1 3:1 70:6,16
calendar 44:18,19
call 14:25 43:17
Calling 35:23
capabilities 46:2
capable 8:21
capacity 4:15 25:15 28:2,13
CAPTION 71:4
car 63:15
care 64:17 68:18
career 10:7
caring 56:14
Carrillo 2:3 42:10,11 49:18 67:3
67:4
Carroll 8:8
CAS 32:24
case 29:19 71:4
Casino 25:23
Catch-22 18:4,11
Catholic 43:20
CC 1:25 71:2
CCR 1:21 70:6,16
Central 6:24
certain 18:5,11 39:22,23,23 40:2
41:7
certainly 31:3 63:10

CERTIFICATE 3:10 70:5
certification 36:11
Certified 70:6
certify 70:8
cetera 32:20
Chair 2:3,3 4:1 5:12,18,23 17:16
17:25 18:6,20 24:16 29:16,24
30:3,9 42:10,11 46:24 48:20,22
54:17 56:18 58:15 59:11 60:9
64:19 66:6,10 67:1,2,3,4,14,22
68:23
chairperson 21:2,18
challenge 37:14 53:1 60:5,8
challenges 56:10 60:24 61:13
challenging 7:11 12:23
chance 7:4 28:24 50:11 54:13
changed 61:21
changeover 31:11
chaotic 34:20
Chapman 1:21 70:6,16
charter 2:9,11,14,16 5:4 28:4,11
28:19 41:8 43:17 44:17 45:12
45:13 46:11 48:16 57:12 60:22
charts 65:13
Chavez 2:9 24:17 30:13 58:17
71:8
chef 46:8
child 8:15 53:17 54:23
child's 23:19,21
children 9:1 14:9,22 19:7,11 20:1
44:1 52:9
choice 7:23 8:2 12:8,9 13:9
citizens 10:21
clarification 30:10
clarify 58:18 59:9
clarity 65:6
classroom 23:23
clear 19:5 23:6 35:14 38:6,7 44:8
clearly 36:20
cliché 12:20
clicking 21:11
Clinton 33:7
clock 21:10
closely 14:15
closer 18:8,9
co-create 53:23 54:1
coach 23:18,20
collaborate 10:15 12:5,16,17
53:23

collaborating 10:8
collaboration 11:22 12:2,7 23:11
 23:12 36:14
combination 40:22
come 9:4 21:15 23:24 24:5 25:13
 29:11 35:5,16 37:1 38:23 46:18
 47:1,1,8 48:4,19 49:11 51:17,19
 51:25 52:20 57:4,21 59:21
 63:22 64:14 66:21 67:18 68:1,3
 68:6,9,14
comes 36:21 39:10
comfortable 17:11
coming 20:21,21 39:15 42:25
 66:17
commend 33:10
comment 3:5 5:14,17,20 16:6
 57:5,11
comments 14:15
Commission 1:1 26:2 28:10
 52:11 64:20 70:1,10
Commissioner 14:16 15:6,25
 16:24 18:21,22 29:25 30:15
 33:15 34:21 42:10,13 48:20,21
 48:22 49:18 56:16 58:16 59:11
 59:12 60:10 62:23,24 63:3 66:5
 66:7,7,9,12,22,23,24,25 67:5,6
 67:7,8,9,10,16
Commissioners 2:2 5:3 24:19
 29:20 49:16 50:7 56:18
commitment 15:13 29:15 40:11
commitments 41:5
committed 29:9 44:23 46:15,17
 54:6
communicating 17:14
communication 17:8 59:9
communities 28:7 36:7 56:21,22
communities' 29:14
community 7:14 8:23,24 9:15,17
 9:21 10:3,6,19 11:16 14:1,8,24
 15:4,19 17:1 19:4,6,16,18,19,20
 20:4,6 25:22 28:2,4 29:13 31:8
 32:3,9,25 33:2 34:10,14 35:21
 36:16 40:14 41:11 42:1,4 45:8,8
 45:21 47:9 51:8,16 52:8,8 54:2
 54:22 55:7,16,20 58:3 61:7,9,15
 63:3,17 64:7,16
competition 12:8
complete 8:23 19:14 25:7 27:15
 27:23 29:11 57:2 64:4

complex 35:18
complications 47:22
component 24:14
composed 7:21
comprehensive 11:7
concept 64:7
concepts 14:4 23:18
conceptual 9:19
concern 23:12
concerned 46:19
concerning 45:22,22
concerns 23:2
concluded 26:23
concludes 26:17
concrete 38:9 40:6 42:9
concurrence 62:20
conducted 24:25
conference 28:21 29:1
confidence 38:5 62:8
confusing 34:20 55:9
connected 10:11
connections 61:11
consensus 25:13
consider 4:6,11 37:25
consideration 22:12 26:5 27:8,11
considered 4:25
considering 7:13
consistent 25:3
CONSTANTINE 2:18
constantly 22:14
CONSTANTNE 71:7
consternation 63:23
constitute 70:8
CONSUELO 2:18 71:7
contact 17:14
contacted 17:3
contain 65:19
continuance 17:1
continue 15:14,16 16:12 33:11
 61:7 66:21 69:1
Continued 3:3
conversation 41:21 58:9
conversations 36:16
cook 46:8
coordinate 35:15
copy 17:10
core 12:24 24:14
Corina 2:9 24:17 51:11 58:17
 71:8

correct 5:13
cost 48:2
council 18:24 23:3,4
County 47:9 52:19
couple 8:17 34:23 57:20 59:13
course 17:4 55:18
courses 65:9
Court 1:22 70:7
cover 48:5
create 31:21 33:7
creates 15:4
creation 10:4
Criteria 26:18
critical 12:24 33:2,12 55:25 64:6
CSD 3:7 5:1 25:21 26:4,17,23
 28:13,13 29:10 71:8
CSD's 26:6
culture 10:5
curiosities 50:24 60:11
current 52:23
curriculum 12:24 13:4,9,15
 14:12 54:2 65:2,8
cycle 50:9,16 54:6
cylinders 46:10
Cynthia 1:21 70:6,16

D

D 3:1,1
daily 65:3
data 12:13 13:17 34:5,15 43:7
 51:14
data-driven 38:1
data-supported 38:2
date 55:9,12 58:21 59:1 71:2,10
 71:15,20
day 14:5 15:7 23:15,19,21 47:19
 47:20 55:14 58:12
days 25:12 45:6 58:22
decades 45:4
decide 11:17 47:14 68:8
decision 3:9 31:17 54:7,8 62:1
 63:11
decision-making 10:4
decisions 17:17
deep 51:16
definition 9:20
DEL'D 71:10,15,20
delayed 21:20
DELIVERED 71:10,15,20

demand 28:2 29:13 45:8,9
demographics 43:8
demonstration 9:13
demonstrations 28:4 29:13
denial 67:12
deny 12:21 64:20
depending 14:7
Deputy 2:11
describe 66:1
description 65:13
deserts 43:17
deserve 10:25 11:1 12:9,20,21
 37:5
desire 62:22
desperately 59:13
Despite 26:23
detail 65:1
details 27:1 61:3
develop 68:18
developed 65:14
development 13:2 65:2,14
devoid 43:3,3
dictatorship 21:22
differed 26:6
different 11:10 14:21 25:11 27:6
 32:13 58:12 60:10
difficult 59:18
dims 47:7
Diploma 15:23 47:25 48:3,9
director 2:9,11 24:16,17 30:13
 57:12 58:15,17 71:8
disagreement 62:18
disappointed 67:18
disconnect 39:10
discouraged 60:6 64:1
discuss 57:22
discussing 11:3 15:7
Discussion 3:3,8 4:3
disjointed 39:15
Disks 71:9,14,19
distortion 32:17
district 11:23 43:19 44:4 52:24
districts 44:6
Division 2:10,12,14,17 57:13
DOCUMENT 71:9,14,19
documentation 4:7
documents 5:5
doing 10:24 11:4 21:3,4,5 24:8
 28:9 35:20 36:13 37:25 57:19

64:11,12 68:5
Don 1:14
doubt 26:12,14 29:6
DP 31:3 32:22,24
Dr 6:6 7:6,15 8:13 9:6 13:19,21
 13:22 15:5 16:11,12,14,17
 17:22,23 18:2,3,8,9,23,25 19:2
 20:12 22:25 29:21,22,22 33:18
 33:21,22 52:12 55:2 67:20,24
draw 8:25
dream 15:23 16:3,4
dreams 38:8 40:5 54:3
drill 61:3
drive 5:2 55:22
driving 63:10,15
drop 56:5
dropping 45:14
drops 58:23
dry 6:24
duties 20:23

E

E 2:1,1,4 3:1,1,1
e-mails 17:10
eager 18:15
earlier 28:3
easy 66:16 68:11
echo 42:12 50:6
Ed 28:16
educate 44:1
education 1:1,13 8:14 9:20,23
 10:25 19:12 22:14,19 24:14
 26:2 28:10 64:20 65:7 70:1,10
educational 10:16,20 26:16
 65:20
educator 49:21 52:14
educators 20:2
effort 30:17 31:25 37:25
eight 67:12
either 26:21 49:9
elders 8:24
element 49:19 53:3
Elementary 8:9 43:23
elements 27:1 46:9 53:13
elephant 56:15 57:3
ember 46:22
embrace 54:5,7
emotion 43:4
emotional 13:17

empathy 10:17,23
emphasize 32:21 60:17
enable 11:23
encourage 10:3 66:20
engage 19:18,19
engaged 14:10 23:20
engagement 8:25 17:1
engaging 28:6 50:21
English 8:10 12:25 13:7 23:21
 37:13
engrain 32:25
enhance 11:13
enhancing 10:7
enrollment 8:1
ensure 11:24 65:1
entertain 46:5
enthusiastic 19:5,12
entities 5:9
envisions 10:7
equally 27:19,19 29:8
equitably 27:20
equity 18:23 27:16,17 37:11 65:3
equivalent 43:24
errors 65:23
especially 28:6 37:7 48:3 55:18
 55:25 56:3 57:25 58:2
essential 12:4 49:19
established 17:2
establishment 11:12
et 32:20
events 24:20
eventually 46:14
everybody 27:18 45:16
evidence 54:21
ex-Secretary 33:6
exactly 35:15 36:6 38:3 39:7,17
 40:15
example 26:12
examples 27:5
exceed 13:5
excellence 41:18
excellent 14:11 22:18 26:16 29:7
exception 43:22
exceptions 47:7
excited 12:6
excuse 51:18 59:8
execute 35:10 40:3
execution 50:20 66:2
executive 4:13

Exhibits 71:9,14,19
expand 20:8 47:16,24
expect 12:7
expectation 43:7
expectations 44:9 51:11
experience 8:21 23:19 48:11 49:2
 52:13
experiences 50:3 53:5
expertise 27:15 41:7
Expires 70:18
explain 34:25
extent 46:13
external 25:10,18 28:12
extinguish 46:21
extinguish 46:22

F

facilities 4:14 41:24
facing 16:4
fact 20:14 59:18 61:14
failure 44:1
familiar 12:12 62:6
families 2:10,12,14,17 7:23 8:2
 13:10 34:8 40:2 52:17 53:7
 54:21,22 63:13,18
family 22:16
fan 30:19 48:25
far 23:11 40:12
farmer 49:20
fast 49:24
favor 25:24
Fe 1:14 43:10 55:22
feasible 11:17 15:10
feast 45:6
February 53:18
feedback 25:2 50:10,11 55:4
feel 17:11 35:24 39:1 40:7 50:25
 51:3,5,9 52:18,23 53:12 54:14
 59:15 60:1 64:1 66:19
feeling 39:15
feels 35:24
felt 50:25
fifth 11:9 14:20 15:15
figure 58:5
figured 60:15
fill 23:16 31:9 51:14,15
final 4:20 26:3,6
financial 27:14 65:18
financially 59:17,22

find 23:24 39:19,21 63:8 68:8
fire 46:22
firing 46:10
first 6:1 9:7 11:8 24:19 28:11
 42:15 55:3 56:20
first-graders 50:23 60:12
first-year 59:23
five 46:14
five-minute 30:6
flexible 59:3
flip-over 31:11
focus 37:15,16
folder 4:23 5:3,4
folks 58:10 59:8 63:13 67:19
follow 20:24
following 11:12 27:9 64:22,24
food 42:24
foot 58:5
football 31:13
forced 44:20,21
foregoing 70:8
forget 43:12
forgot 7:19
format 7:12
formative 9:12
forth 17:15 55:11,11,13
forward 19:22,24 31:16 49:14
 52:15 58:6
fostering 10:16
foundation 63:2
founder 25:25 29:4
founders 6:22 7:9 24:24 27:5
four 13:3
fourth 14:6,19
frame 21:10
framework 64:25 65:12,18
fresh 49:4
Friday 55:13,23
Fridays 24:1
friend 21:1
friends 21:6 23:6 32:16 41:12
front 7:18
full 4:7 27:3 29:8,12
full-blown 37:4
full-time 56:11
fully 66:1
funds 48:8,13
further 11:12 66:8
future 15:2

G

G 3:1
games 31:13
Gaspar 1:14
gather 14:8 19:5,14
generally 45:12
genuinely 40:10
getting 32:9 39:4 48:2 53:17
Gipson 2:3 46:25 66:7 67:1
give 9:10 22:11 42:22 53:14
 64:13,17 68:17
given 53:4
gives 7:23
giving 7:2 22:4 64:13
glimpse 20:10
glitches 20:9
global 10:21
go 6:5 7:16 12:10 15:24 16:6,18
 19:21 20:18 23:17,24 24:19
 32:5,15 33:19 34:1 36:12 37:2
 37:19 38:19 39:6 40:17,25 42:5
 47:14 48:8 49:8 51:2 53:15,20
 62:10 67:15
goal 36:5
goals 10:8 23:9 54:2
God's 22:1
goes 23:11 47:7 68:2
going 5:8 7:16 9:7 10:15 11:5
 15:5,11,24 19:24 21:7,13,13,14
 21:15,24 23:10 24:19 31:16
 32:10 33:25 35:15,16 36:3,17
 36:18 37:1,15 38:15,16 39:5,7
 39:10,25 40:1,2,7 41:13,17
 42:20 43:1,6,12 44:2 48:2,4
 49:17 50:10,11,22 51:17 52:19
 52:20 53:25,25 54:11,13 55:11
 55:12,20 58:5 61:10,21,22 62:3
 63:14 66:13,19 68:23
golf 31:13
good 6:3,20 8:19 14:16 22:17,19
 30:2 36:24 46:6 54:15 55:4
goodness 12:15
gosh 67:20
gotten 50:10
governing 23:3,4
grade 11:9,9 14:19,20 15:15 24:3
 24:5,6,6,9
graduation 44:15 65:3

Granada 6:23
grandchildren 9:1 19:7
Grande 44:12,17
grandpa 14:1
grant 18:17
granted 18:13
grasp 36:24
grassroots 52:7
grasstops 52:6
grateful 7:10,13 37:24 38:14
gray 62:9,13
great 30:20,22 31:8,10 35:18
 37:16 42:24 46:7,8 49:6 50:8
 55:4 62:19,22 63:2,2,4,23,24
greater 54:2 57:19
greatest 48:15
green 6:4
ground 54:12
group 48:14
groups 65:4
grow 20:6
growth 13:11
guarantee 21:7
guess 50:1
guidance 20:16 58:21
guys 9:8 12:12 35:4 41:6

H

Hall 1:13
hand 70:13
handed 35:9
happen 21:8,16 24:10 36:6 38:25
 40:8 41:15 43:12 53:11 59:4
 60:4,7 68:21
happened 39:14
happening 9:9 41:15 59:15
hard 6:5,6 51:20 67:14 69:2
harder 61:2
heads 35:12
healthy 10:5
hear 13:25 18:7 22:14,15 24:9
 32:18 34:9 52:11,16 54:24
 57:16 58:8,18
heard 58:1,2
hearing 4:18 25:22 45:21 50:2
 55:3 61:16 63:6
heart 8:11 42:8 53:3 60:6 66:14
 66:18
hearts 66:18

heavy 41:1 66:14,18
held 25:1,23 70:10
hellbent 49:23
help 16:9 33:3 34:6,11 39:24
 41:9 59:21,22,22 61:10 63:19
helped 27:2
helpful 36:21 41:5
Hemisphere 32:20
hereunto 70:12
Hi 29:22
high 9:19 10:24 44:9 60:13,15
high-quality 22:19
highly 8:21
Hillary 33:6
hitting 54:12
hold 16:6 18:19 41:13 43:24 57:2
 58:22
holistic 9:23
Holtry 5:20
home 14:1
honed 31:19
honestly 17:21
hope 8:22 10:6 32:6 33:11 35:4
 38:25 42:17 43:13 48:18 49:18
 49:21,24 53:14 54:5,7 60:18
 61:6 64:2,5 67:17
hopefully 29:12 50:12
hopes 38:8 40:5 54:3
horizontal 23:25
horizontally 23:14
horse 16:6
huge 21:3 48:25

I

IB 8:14 10:8,10,12 13:4,15 15:3
 16:2 19:4,17 23:13,17 24:14
 26:1,16 29:7 30:19,25 31:5,21
 32:11 35:19 37:4,10,18 49:1,5
 50:8 52:18 54:1,5
IB/MYP 33:8
idea 19:4 30:18,25 32:3 33:23,24
 34:2 35:18 37:22 42:6 46:15
 63:2 65:24 66:2,3,15 67:17
 68:20
ideas 35:13 63:24
ii 3:5
iii 3:6
imperative 68:2
implement 9:11 10:2 11:18 14:18

66:1
implementation 20:9,11 51:2,4
 53:7 60:24 61:1,5,11 65:2
implemented 65:11
important 7:3 11:5 14:2 32:22
 44:22 53:20,22,23 56:12 64:6
 68:13
impossible 59:19 61:6
improvement 12:15
inadequate 64:24
inaudible 21:6 22:9 42:25 43:10
 46:25
inclined 53:4
included 5:5 65:22
includes 4:12
including 14:4 19:25
incomplete 26:24 64:23 65:17,22
incorporated 65:7,11
increase 19:10
incredibly 27:21
indicators 25:4 26:7,10,25
individuals 30:12
inform 39:7,24
information 5:5 36:1 38:13
informing 9:15 53:24
infuse 34:11 36:3
infusing 36:25 37:10
Ingham 2:5 48:21 58:16 59:11,12
 62:24 67:9,10
initial 34:24 46:16
initiate 31:2
innovation 28:1
innovative 26:15
input 3:4 4:18 5:8,10 14:7 25:22
 45:20,21 55:7 58:3 61:15 64:18
inquiry 50:15,15
inquiry-learning 50:9
institutions 10:16
integrate 45:2
integrated 44:18
Intent 24:23 25:1,3
intentions 18:16
interconnect 32:14
interested 35:21 52:9 54:23
 60:11,14
international 1:12 6:23 7:20,25
 8:3,14,16 9:18 10:7 11:25 12:22
 19:12 21:8 22:4 24:18 32:11,18
 32:19 34:3 35:23 37:20 48:7

64:21 65:10 71:4
internationally 10:13
interview 4:15 25:14,15
interweave 54:1
intimidating 7:18
introduce 6:17 29:18
invested 29:8
invite 55:16
invited 68:23,24
inviting 55:20
involve 39:25
involved 20:3 32:10 34:13
involvement 12:2
involving 10:19
Isaiah 5:20
issue 68:25
issues 67:21
iv 3:7

J

J 2:3
January 24:23
Jerry 1:13
job 1:25 28:18 65:12 70:24 71:2
jobs 56:12
joined 18:22 29:17
July 25:20,22 26:3
jump 38:4
June 25:7,19

K

K 11:7,13 14:18 15:17 27:3 31:23
K-12 47:15
K-6 47:16
K.T 2:6
keep 23:8 47:10 59:5 64:3
kept 55:10
kids 8:10 22:20 24:5 33:1 42:14
 44:20 45:5 47:9,10 48:8,18
 50:21 52:24 60:15 63:15
kind 9:4 11:1 13:9 18:3,11 20:10
 33:25 40:9 48:12 49:6,11 50:1
 54:9 56:6,6,16 60:15 66:19
kinds 44:9
knew 55:14
knockdown 64:5
know 7:17 8:6,6 9:8 15:25 19:23
 24:8,12 27:7,19 30:18 31:4,22
 31:24 32:19 33:1,5 34:11,15

36:5,5,6,15,16 38:24 39:17
 40:18,19,19 41:23,25 44:5,10
 45:6 46:15 47:18,23 48:2,6 50:8
 51:18,20 52:17,22 53:4 56:23
 57:15,17,20 58:23 59:7 60:24
 61:13 62:5,6,10 63:9,21 64:3,4
 66:16,17,18 67:14,15 68:7

knowing 50:2,3

knowledge 48:17

L

lack 45:19 56:14 62:21 65:6
lacking 35:11
language 12:25 13:1,8,23,24,25
 14:6 35:25 36:9 37:14
languages 14:5 24:8 36:19,19
 37:19 38:16 65:8
last-minute 57:17,23 58:13
late 16:21
lately 10:18
launch 11:7
law 20:24
lead 5:1 11:5 25:25
leader 40:15
leaders 50:15
leadership 50:4 51:25 53:5,9
leading 41:8 55:8
learn 8:9 10:23 14:3 20:17
learned 16:8 37:19 48:23
learner 13:24 37:13
Learners 13:8
Learners' 12:25
learning 9:19 35:25 37:13 48:24
 50:16 54:6
leave 11:4 29:1 60:8
leaving 19:9
led 24:20
left 46:21
Lesson 16:8
let's 22:13,19,20,21 47:4 68:8
letter 26:3
letters 4:23
level 24:6 37:25 65:1
levels 24:6
Liaison 2:18 71:7
librarian 23:21
License 70:18
light 6:4 47:7
liken 42:18

Likewise 13:13

limited 19:23

list 3:12 5:1,4

listed 5:5 23:2

listen 14:15 61:14

listened 59:16

listening 50:21

literacy 13:2 24:7,7

literally 40:8

little 6:5 7:14 11:10 16:7 18:7
 20:22 22:23 31:2 34:19 39:15
 40:6,20 49:1,3 60:9,12 61:17

live 20:1 49:20,21

living 50:15

local 13:14 19:17

locally 10:11

location 42:6

logistical 56:10

logistically 55:8

logistics 56:23

long 39:6 44:3 47:3

look 17:18 32:5 40:24 41:1 43:14
 43:14 44:11 45:2

looked 57:3

looking 12:13 16:25 31:9 34:8
 43:21 48:1

looks 38:3

loop 18:10

lose 49:11

lost 64:1,2

lot 28:9 31:3,5,24,25,25 35:19
 36:7 42:12,22 48:8,23 49:11,15
 50:10,10 51:10 52:5 53:19 55:3
 56:2,5,10 59:7 60:25 62:25

lots 25:23

lottery 65:16

love 19:3 35:4 37:4 38:22 52:11
 54:24

lower 33:19

LUCY 2:13

M

M-o-n-t-a-g-u-e 7:7

Mabry 1:13

Madam 56:18

Magnet 48:7

main 13:22

making 39:4 40:4 56:11 61:25

manager 16:2

Mandela 48:6
Manis 2:6 18:22 67:5,6
March 53:18
market 24:4 43:11
math 23:23 24:7
mathematics 13:5
matter 47:4 70:11
meals 47:19,20
mean 34:3,19 35:7 38:25 40:13
 45:7
means 20:5
measurement 9:12
meet 8:22 14:25 23:7 24:2 26:11
 26:19,22 43:11 51:11 62:14,16
 62:19
meeting 1:10,11 4:2,22 46:16,21
 53:24 55:7 56:11 71:3
meetings 10:4 25:2 54:22 56:13
Meets 26:14,18 40:25
MELISSA 2:15 5:16,19 6:15
 16:15 30:5
member 2:4,5,5,6,6 29:17
members 6:11 8:24 41:8,10 52:8
 55:17,20
mention 28:8,20
mentioned 28:3 54:25 62:23 63:4
message 25:3 59:3 64:5
met 14:16 17:8 19:3 23:15 62:12
Mexico 1:2,14,23 43:18 70:2,7,10
 70:11,18
mic 6:4
MICHAEL 2:6
microphone 7:8
Middle 11:19 47:24 48:3
million 42:21,23
mind 35:8 50:23 59:5 61:21
minds 60:12,14,16
mindset 61:25
minimum 24:5
minute 56:6
minutes 5:24 23:15
missing 6:11 45:6 51:5 53:12
 62:15
mission 9:7,11,23 10:10 23:9
 42:7
Missy 2:16 6:13 9:25 12:10 16:9
 18:25 20:18 30:14
momentum 64:2,4
mommy 14:1

Monday 55:14
monetary 68:25
money 32:15 48:4 49:9
Montague 7:6,7 8:13 13:19,22
 16:11,14 17:22 18:3,9,23 19:2
 22:25 33:21
months 34:23 39:3
morning 62:4 67:23 69:3,5
motion 66:6 67:13
motivates 46:23
move 20:8 21:23 22:21 33:11
 64:19
moved 26:13
moving 4:3
multilingual 1:12 6:22 7:20,25
 8:3 10:6 21:8 22:4 24:18 34:2
 35:20,23 36:22 64:20 65:7 71:4
multilingual/bilingual 37:9
multiple 10:2 26:7,9 37:19
MYP 11:18 14:25 15:20 31:2
 32:23

N

N 2:1 3:1,1
N-i-c-o-l-e 7:7
name 6:2,21 7:6 19:20 28:19
 29:18
names 6:18
Native 13:13 56:4
near 37:6
nearby 26:1
necessarily 41:12 52:6 57:2
necessary 17:20
need 7:17,21 10:18 14:20 19:5,18
 19:20,21 24:8,9 31:18 32:8
 37:17,17 38:20 39:19 42:21
 43:15 44:7 47:10,17 51:16
 56:25 59:4 60:20 62:24 63:2,12
 63:17,18 68:12
needed 12:1 32:3 61:8 65:1 68:21
needs 8:23 14:7,22 19:15 24:4,10
 27:15 29:8 30:23 40:20 46:3
 52:19 65:21
never 33:19 43:15
new 1:2,11,14,23 3:3 4:3,7,9 5:3
 7:11 11:9 12:19 27:18 28:11
 31:21 43:18 50:12 55:25 61:18
 61:23 64:21 70:2,7,9,11,18 71:3
Nicaragua 6:24

nice 6:9
niche 37:10
Nicole 7:6,6 8:13 13:19,22 16:11
 16:14 17:22 18:3,9,23 19:2
 22:25
night 12:13
nine 39:3
NM 1:21 70:16
NMPEC 71:8
NMPED 2:18 71:7
non-responses 17:7
notable 13:7
notch 37:3
note 4:5,21 25:10
notes 9:10 33:5 55:4
Notice 24:23 25:1,3
number 26:19 62:7 71:2
numbers 26:17 43:21
NW 1:22 70:17

O

O 3:1,1
objectives 24:5
obvious 45:7
obviously 17:7 21:20 31:1 46:17
occurred 24:20
off-mic 44:14
offered 65:8
oftentimes 37:8
oh 5:25 20:20 34:24,25 47:4
 53:17 63:14 66:10 67:20
okay 5:7,13,23 6:20 7:16 8:5 11:2
 17:22 18:2 24:16 36:15 47:6,6
 47:10 51:14 54:17
old 49:1
once 5:7 24:1 37:7
one's 45:10
ones 14:24
online 5:13,18,19 45:11
open 1:10 8:1 27:3 42:21 43:12
 46:6 47:4 48:16 52:18 58:20
opened 47:18 48:6
operate 29:6
opinion 31:11
opportunity 6:9 7:2 12:17,21
 13:9 22:5 37:6 49:11 57:7
 67:25
options 43:18
order 4:2 10:4 19:14 20:16 30:24

40:6 47:22
organizational 65:12,13
organizations 39:23 52:8
organize 59:8
original 16:1 40:25
originally 11:20
outcome 50:13
outcomes 13:12 21:15
outreach 36:14 38:14 39:4 52:5
 61:7 65:15
outside 32:19 33:3
Overall 65:24
oversee 28:15

P

P 2:1,1 3:1
p.m 1:13 30:8,8 69:7
page 3:2 4:9
pages 70:8
pain 47:20
parents 2:10,12,14,17 29:14 48:9
part 4:25 8:5 17:19 20:6 21:2,17
 28:18 34:14 35:20 50:8 57:19
 62:15
participate 9:24
participation 10:3
particular 7:11 25:25 55:6 58:19
Particularly 13:7
partner 29:15 39:22
partners 63:18
partnerships 39:5,11,11
parts 49:25
passes 45:16 67:13
passion 9:4 33:18 37:2,23 40:11
 42:14 48:17 62:22
passionate 8:13 22:23 52:18
path 35:3 38:2
pathway 38:6
pathways 10:8
PATRICIA 2:3
pay 48:10
PD 70:25
PEC 2:18 4:8,22 5:2 25:19,21
 27:7
PEC's 27:9
PED 3:8 4:20 44:4
pedagogical 20:15
peer 4:15,16,18 5:1 25:10,11,18
 25:20 26:7,10 28:12 62:5,7,18

pending 45:14
people 8:22 17:3 19:3 20:2 22:17
 25:24 27:22 39:1,23 41:16
 45:25 46:4,5,14 47:21 49:22
 51:7,7,15,19,20,21,21 52:22
 53:16,22 57:21 58:14 59:21
 63:25 68:3,5,25
people's 47:7
Perea 6:6,19,21 7:15 9:6 13:21
 15:5 16:12,17 17:23 18:2,8,25
 20:12 29:21 33:18 45:24 52:12
 67:20,24
perfect 33:23
performed 28:20
performing 21:11
period 15:14 27:4
permission 17:24 18:12
person 36:12 50:17 51:13
personal 15:13
perspective 11:25 19:11
phase 5:14
phase-in 27:4,6
piece 19:3 60:18
pieces 32:1 35:16,19 41:7 51:4
 61:4
pivot 61:17
pivoted 61:15
pivots 61:20,22
place 14:2 19:20 23:16 42:22
 44:22
places 18:16 49:24
Placitas 43:23
plan 9:7 27:3,6,14 33:24 39:7
 41:19 42:9,20 43:2 50:19 51:1
 53:5 61:7 65:1,22
planet 10:24
planned 9:22 58:4
planner 23:17
planning 23:25 24:10
plans 11:7 65:14,15
playing 52:15
please 6:1 8:12 12:10 13:21
 18:20 20:19 22:12 25:10 40:16
 59:5
point 14:16 17:20 20:25 44:2
 55:25 58:23 64:9
points 49:17
policy 10:4 27:9
politics 52:21

population 13:14
populations 56:4
portfolio 28:14
portfolios 9:15
portion 36:25
positive 56:7
possess 11:24
possibility 60:19
possible 3:3 4:3 15:9 67:25
possibly 55:21
posted 4:8
postponing 25:5
power 22:11 57:14 68:10
powerful 51:3 68:20
practice 54:15
pre-work 31:4
prefer 21:17
preliminary 25:17
premature 32:4
preparation 35:25
preparing 43:1
present 27:1 42:5
presentation 6:16 22:5
presented 23:18 27:6 50:4 65:25
press 6:5
previous 5:21 62:4
Primary 15:17
principal 23:7 25:25 31:4
private 42:19 43:3
probably 8:6 21:24 63:25
problem-solving 9:14 10:17
problems 44:10
proceedings 1:10 69:7 70:9 71:3
process 4:11 10:20 20:8 27:18,22
 30:24 32:11 49:8 55:9 58:13
 65:16 68:2
professional 1:22 65:13
proficiency 13:5,6
program 7:22 8:17 9:24 11:7,11
 11:13 24:12 26:16 31:1,3,15,24
 32:23,23,24 33:8 34:3 35:15
 39:25 49:7 65:21
Programme 8:4 11:19,19 12:22
 15:17,20,24 31:21 35:19 47:25
 47:25 48:3,9 49:1 65:10
progressively 11:8
project 9:5
projecting 22:7
proliferate 24:13

promise 13:15 34:16 40:1 41:15
promises 40:5
promote 10:5
promoting 10:17
proof 17:13
Proofed 70:25
proposal 26:15
propose 66:4
proposed 27:5 28:2 45:13
prospective 29:14
proven 29:4
provide 5:9 13:4,10,14 20:16
 22:19 25:2 36:17,18 40:2 53:2
 64:25
provides 12:23
public 1:1,10 3:5 5:14,17,20 26:2
 28:10 41:22 57:5,7,11 64:19
 70:1,10
publicly 17:18
publish 58:25
published 17:12 59:7
pueblo 28:6
pueblos 17:5 36:2
pull 22:2
push 66:21
put 56:9,13
putting 31:25 52:24 56:14
PYP 15:14,17 31:1,24

Q

quality 9:19 10:25
question 27:13 45:24 57:10,11
questions 3:8 4:24 25:15 57:8
quickly 23:1 64:11
quiet 51:5,6
quite 19:23 23:1 33:24 35:14
 36:24 39:13 42:9 63:5

R

R 2:1 3:1
raised 4:24 6:23 23:12 27:13
raises 14:9
raising 13:23
rate 25:12
rated 26:10
rates 13:5,6
rating 26:13
ratings 26:6
reach 15:15 41:25 59:20,25

reaching 54:21
read 7:16 9:7,8 17:13 25:12
 28:16 31:13,15
reading 13:5
ready 5:25 6:16,16 14:3 51:2
 53:11,15,20
real 34:14 64:11
realize 9:8 16:21 55:16 59:17,24
realized 30:23
really 17:20 19:16 24:3,4 26:11
 30:25 31:15,19 32:6,22 33:12
 33:16 34:4 35:4,4,6 36:13,20,21
 37:21,23 38:22,25 39:6 41:1
 42:6 43:2 45:2 46:14 48:18
 49:6 51:3 53:4 54:12,15 55:3,5
 55:24 56:12 59:24 60:25 61:3
 61:18 62:3,12 64:12,14,15,15
 64:16 66:13,20 67:19 68:12,16
 68:16
reapply 54:13
reapplying 25:5
reason 12:11 28:23 63:11 64:11
 68:4
reasons 43:9 64:22
reauthorization 11:16
REBEKKA 2:5
REC'D 71:11,16,21
RECEIPT 71:1
received 24:23 25:21
receivership 43:25
recess 30:8 67:22 69:3,7
recommendation 4:20 24:21
 26:4 28:17 45:14 46:17
recommends 29:10
reconvening 4:1 69:5
record 4:6,10,25 6:2 17:19 18:20
 29:5,19 50:3 58:18 59:9
recorded 22:1
recruitment 65:16
referring 17:4
reflect 18:21 50:12
reflected 30:22
reflection 11:6 28:9
reflections 9:16 27:12 34:22
reflects 19:18
regarding 4:5 30:13 65:6
regardless 44:16,16 50:13 52:21
 52:22 54:7,10 58:12
regular 23:8,13 24:11

related 13:11
relates 42:16
relationship 55:21 56:7
relationships 55:19 56:1
relative 42:13 44:9
relaxes 14:3
relevant 9:20 20:13,16
Remain 59:3
remember 28:18 32:24
remind 6:1 60:2
REPORTED 1:21
Reporter 30:7 70:7
REPORTER'S 3:10 70:5
Reporting 1:22
reports 30:12
requested 58:20
required 23:16,17
requirements 20:25 43:11 65:3
research-supported 38:2
respect 68:14
respond 25:4 54:18,19 55:3,6
 56:17
responded 39:13,16
responding 29:19
response 4:17 5:11 25:20 26:11
 38:18 54:25
responses 4:15 25:8
responsibility 44:5
responsible 10:21 30:12
restaurant 42:21 46:4,6,11 47:18
result 46:20
results 13:16 15:19 21:14 57:17
 57:25
rethink 41:2
review 4:17,18 5:3 25:2,10,11
 62:5,20
reviewed 4:16 25:9
reviewers 5:2 25:12,18 26:7,10
 28:12 62:7,18
reviewing 48:24
revise 16:7 68:1,13
revising 11:3 12:14
rid 68:11
right 6:12 10:14 13:4 20:20
 21:21 34:6,13,17 35:3,10,20,20
 36:9,12,17 37:11,15,18 38:4,18
 38:20,21 39:1,16 40:3 41:5 42:8
 42:8 44:13 46:12,23 51:2,5
 53:16 54:18 58:19,22 68:21

rigor 37:10,18
rigorous 12:24 27:22
risk 7:22
RMR 70:6
RMR-CRR 1:21 70:16
road 33:12
rodeo 56:20
roll 39:24
Romero 43:23
room 12:15 13:11 25:24 29:1
 49:22 51:5,6,15,15 56:15 57:3
rough 59:24
route 47:14
run 18:4
running 18:10 54:12
rush 15:12
RUSSELL 2:11

S

S 2:1 3:1
sake 22:1 47:8
salary 21:3
Sandia 32:12
Sandoval 47:9 52:19
Santa 1:14 25:23 43:10 45:22
 55:22
saw 57:25
saying 16:4 51:3 52:17 53:8,9,15
 56:19 57:16 62:14,15 63:14
schedule 57:18 58:24
schedules 65:4
scheduling 23:13
school 1:11,12 3:3 4:4,6,7,10,23
 5:21 6:23 7:9,12,20,25 8:1,19
 9:1,2 10:5,7 13:25 14:2 15:3
 18:12,13 19:4,17,21,21 20:1,3,4
 21:4 22:4 23:7,8 24:7,18,22,24
 25:16 26:1,3,9 27:17,18 28:19
 29:2,4,5,7,14 30:25 31:5 33:23
 36:22 37:4 40:15,16 43:16,19
 43:20,24 44:3,8,21 45:11 46:25
 47:1 48:7,12 49:6 52:1,10,17,23
 53:18,25 54:11,24 56:19 57:13
 58:20,20 59:2 60:13,15,19
 61:10 63:13,15 64:21,21 65:21
 65:24 66:15 71:3,5
school's 4:14,17 24:24
School/Options 2:9,11,14,16
schooling 49:6

schools 8:18 10:9,11,12,18 13:3,8
 28:14 32:13 36:9 37:9 41:22
 43:15,22 57:4 59:10,14 60:22
scores 13:23 14:9
second 5:14 7:4 37:14 44:14
 54:13 66:5,7
Secretary 2:4 30:1,4,16 43:23
 64:10 66:9,22,24 67:1,3,5,7,9
 67:11,11
section 26:24
sections 25:8
sector 42:19 43:3
see 6:9 7:21 12:18 13:3,17 14:22
 15:19 17:13 19:10,17 23:18
 29:16 34:7,12,13 35:1,8 37:4,9
 38:9,11 40:8 42:5 50:8,22 51:9
 51:16,24,24,25 52:2,3 53:8,10
 59:14,20 60:20 67:19
seeing 34:15 54:20
seen 21:1 39:2 45:4 57:24
sees 57:6
SEG 48:5,12
select 48:14
send 11:24
sense 31:15 59:23
sent 6:13,13 16:21 25:18,21 26:2
 26:4
sequence 24:20
served 47:19
service 1:22 9:16 32:25 33:2
services 9:21 40:3
serving 47:19
set 36:11 70:12
seven 46:14
shame 25:5
share 52:4 53:21 58:7,14
shared 17:11 49:16
sharing 10:8
short 27:4
show 38:19 41:14,16 51:21 53:22
 55:22 58:5,10,14
showing 9:15 41:11 45:20 46:16
 53:16
shown 13:15 40:11 57:21
shows 41:19
shuffle 59:5
shuffled 58:24
signed 5:12,17,20
significant 12:3,4 48:11 62:8

65:23
significantly 61:2
silence 63:4
similar 49:17
simpler 31:2
simply 14:4
sister-in-law 22:15
sit 21:2
sites 18:16
sitting 28:25 60:21
skill 36:11
skills 10:17 11:25
slide 16:11,15,18
slow 14:17,17
slowing 14:14
slowly 15:11
small 30:10
smaller 47:23
social 12:1
solidified 39:5
solution 45:5
somebody 21:5 42:20,25 57:13
 58:23
someplace 9:2
sorry 15:8,25 16:14 18:6 30:3
sound 65:25
source 63:23
space 42:8
Spanish 23:22 35:25
speak 6:1 27:16 51:17 57:7 63:7
 63:10
speaking 45:10
speaks 52:14 63:12
Specialist 2:13
specialized 36:10
specific 58:21 59:1
Specifically 31:22
spell 6:2,17 29:18
spoke 25:24 60:2
spoken 13:25
spot-on 34:4
spread 34:12
staff 2:8 31:25
staffed 23:5
stage 45:13,13
stakeholders 11:17 14:8 18:14
 19:6,25 23:7
stand 32:7
start 6:17,18 24:6 47:16,17,19

54:11 61:6
start-up 29:9
started 59:14
starting 31:1
state 1:2 6:2 13:6 33:6 41:8 44:6
 56:21 70:2,7,10
stated 70:11
statement 30:10
states 8:7 22:13
step 15:1 33:3 54:10
STEVEN 2:3
STEWART 2:5
stranger 35:10
strategies 10:3 14:11
strategy 13:22 38:7 42:17 43:13
 49:19
Street 1:22 70:17
stress 12:3
strong 65:1
strongly 11:22
struggle 36:8
struggling 18:6
student 13:13 65:15,21
students 7:22 8:2 9:21,23 10:20
 11:1,24 12:9,23 13:10 20:14
 22:9 28:20 32:15 37:5,12,17
 38:17 40:14 52:10,12,13,16
 65:4
stuff 7:17 50:16
submitted 25:1,6 27:10 61:19
 66:2
Subsequently 11:15
substitute 49:7
success 12:1 13:1 29:5 38:2
successful 15:11,12 21:10 30:25
 33:8 49:10
successfully 31:6
succinct 35:14
suggest 28:22 44:11
Suite 1:22 70:17
summary 4:13
summative 9:12
super 40:7 44:8
support 2:15 14:7,20 28:4 34:6
 34:15 41:3,9,19,24 62:2 65:4,20
 66:14 67:17
supported 64:7
supporters 60:22
supporting 12:25 13:1

supports 7:22 37:17 41:20 42:4
supposed 55:10,12,15
sure 6:20 18:4 21:21 30:4 32:23
 50:14 54:4 55:23 66:11
surprised 45:18,19
surround 19:25
surrounded 45:25
switch 19:1,1
switching 56:24
system 23:5
systems 61:8

T

T 3:1
table 45:17
take 14:12 15:10 22:12 27:8,11
 28:5 31:24 33:8 38:18 39:3
 40:23 41:1 43:25 44:5 49:9
 50:12 53:17 54:8 60:5 67:14
 68:18
taken 8:20 30:8 63:5
takes 31:3,5,20 33:7 36:10 56:3,5
 62:25 64:8,8
talk 11:2 16:17,23 20:22 21:17
 21:19 23:17 24:2,21 27:25
 38:21 51:22 52:1,20 57:12
 68:24
talked 30:19 52:5 53:10
talking 16:1 21:25 28:6 35:1
 41:22 52:23 54:19
Taos 44:18
target 24:4
task 61:6
taught 60:13
Taylor 2:6 66:9,22,23
teach 36:8
teacher 8:16 23:22,22,23 24:3,3
 50:18
teachers 22:18 23:13,22 36:8
teaching 65:9
team 5:24 8:21 10:2 11:6 15:22
 22:8 25:10,14 29:8,12 48:23
 55:14 56:19 57:13 58:2,18
 62:24
teams 25:11
tears 29:1
Technical 2:13,15
tell 45:9 46:5 47:2
telling 15:7,8 22:15,16 37:12

41:25
ten 25:12
tension 50:1
terms 25:7 26:18
test 49:9
testimony 70:12
thank 6:6,8,12 7:1,15 9:25 13:18
 16:4,8 20:18,19 22:3,23 24:15
 24:16,17 29:15,24 30:1,7,16
 33:13,14,15,15 38:14 42:11
 47:12 48:22,23 49:13 60:8
 67:24 68:22,22
thanks 30:9 60:9
theme 34:1
they'd 32:16
thing 31:6 32:21 33:21 35:17
 40:9 42:15 53:21 59:17,18 60:3
 64:15
things 4:5,21 17:17 18:12,18
 23:9 32:6 36:7 37:8 39:8 41:3,9
 42:18 45:3 56:24 57:22,24 59:5
 59:13
think 5:21 12:11 16:24 17:25
 30:18,20,21 31:8,10,16,17,18
 31:19,20 32:2,2,3,4,8 33:12
 34:2,18,18,21,22 35:3,7,8,10,12
 35:12,13,22 36:1,13,21,23 37:8
 38:1 39:2,5,6,9,14,18,24 40:4
 41:4 42:6,7 46:8 49:5,21,25
 50:6,7,16,17 51:13,23 52:5,15
 53:1,2,6,20,22 54:3,9,14,16
 55:13 56:25 57:1,18,20 58:9,11
 61:24 62:11,23 63:1,5,20,25
 68:2,12
thinking 15:9
third 1:22 14:6 70:17
thorough 8:23 19:15 27:23
thought 12:14 14:14 15:6 28:21
 30:21 50:19
thought-out 40:21
thoughtful 31:17
three 7:21 11:11 15:15 27:22
 31:23 46:23 47:19
throne 21:3,23
Thursday 59:1,6
till 18:17
time 6:1 11:15 14:17 17:20 21:10
 25:6 28:5 31:18,20 36:14 38:10
 40:21 46:25 47:3,18 55:10,12

55:15 56:3,4 58:12,21,23 59:1,7
60:23 62:6 64:9 71:11,16,21
timeline 28:7
TIMOTHY 2:4
tit-for-tat 58:9
today 24:21 33:6,17 34:17 46:21
50:13 51:3,24 55:13 58:4,10
63:4 66:14,19

told 37:8

tomorrow 67:23 69:3,5

torture 49:8

tough 61:1 64:3

Towa 36:17

track 50:3

traditional 11:23

training 2:13,16 16:1 20:23

22:19 31:25

trainings 24:25

transcript 1:10 4:19 70:9 71:9,14
71:19

transcripts 57:4

translated 35:14

treated 27:19

tribal 3:4 5:8,9 29:14 44:18,22

45:19 51:25 53:9 56:22

tribe 44:24

tribes 36:3

tried 41:25

troubled 45:9

true 70:8

truly 32:17,18 67:17

try 7:7 49:9

trying 42:3 55:19 58:8 64:17

Tuesday 55:14

tune 50:12

turn 7:5 8:12

turned 29:2

two 4:21 11:13 14:5 15:16 24:8

32:6 44:13 45:15 47:19

typical 14:5

typically 38:25

U

ultimate 10:10

ultimately 10:22

uncomfortable 59:15

understand 7:3 10:22 28:5 32:9

56:2,22

understanding 27:10 30:11

46:24 55:9

Unfortunately 32:14

unique 25:16 26:15 36:10

United 8:7

uploaded 4:22 5:2

usually 43:19

utilized 65:9

V

v 3:8

vague 65:16

VALENZUELA 2:13

validate 13:24

valuable 68:18

verbally 37:22

versus 28:1,2

vertical 23:25 24:10

vertically 23:14 24:2

Vice 2:3 42:11 67:3,4

village 33:7,8,9

vision 10:1 42:7 46:1

Vista 44:12,17

vital 12:4

void 31:7,9

volumes 63:10

volunteer 8:8

volunteers 7:21

vote 61:19 67:16

votes 67:12,13

W

wait 18:16,25 66:10

waiting 18:15

wall 45:4

want 6:19 7:1 8:2 9:10 10:22

13:10,14,18 16:13,16 17:13,18

19:10 21:21 22:3,5 27:16 33:19

34:8,11,11,12,13 37:2,3,18,19

38:5,17 39:11,20 40:15 46:20

46:20 47:10,12 49:15 50:14

52:16 53:8,10 56:7,9,13,15 58:4

58:15 59:12,13,16 60:1,2,17,17

64:14,15 66:10,12,14,17,20

67:15,24 68:6,11

wanted 4:5,21 9:6 11:2 12:7 28:8

28:22 51:24,24,25 52:2 53:2,21

54:18 55:24 58:6,17 59:8 64:10

wanting 48:16 57:8

wants 11:6 21:19 27:7 43:11

64:16

wasn't 28:21 62:21

wasting 60:22

water 57:2

wax 47:17

way 6:12 19:10 37:21 39:6 40:19

43:5 66:19

we'll 37:9

we're 6:3 12:19 18:10 19:23

22:12 28:6 34:16,16 35:1 36:17

36:18 39:10 43:6 48:1 50:15

52:3,19,20 53:25 54:11 55:10

55:19 57:8 60:22,23 61:18,21

61:21 64:11,12,17

we've 53:10 54:11 61:20 63:5

68:23,24

Webinar 1:15

website 4:8

Wednesday 55:23

week 24:1

weekend 31:12

weird 52:23

welcome 5:7

well-thought-out 30:24

well-written 28:22

went 4:23 8:15 30:22 44:15 61:25

62:17

weren't 44:20

Western 32:20

whereof 70:12

willing 37:24

wish 5:9 34:5

wishes 66:4

wonderful 31:20 32:2

word 34:12

words 17:8 60:2,6

work 12:6 20:9 22:20 25:18 28:7

28:9 30:2,17 31:5,6 33:10,13

44:17 46:11,11 47:13 56:3,3,5

64:15

worked 23:14 56:21

working 22:8,21 27:22 29:5 52:7

58:19

world 32:13 33:9

worms 47:5

worries 16:20

worth 41:21

wouldn't 64:13

writing 45:4

<p>written 27:24,25 29:12 wrong 54:20,24 68:5 wrote 42:15,15</p> <hr/> <p style="text-align: center;">X</p> <hr/> <p>X 3:1</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>yeah 16:20 38:12 40:7 44:13,14 62:11 68:20 year 5:4 11:8,9,19 15:17 20:9,11 24:25 25:5 29:11 35:5 38:24 39:2 44:15 46:16 48:18 50:7 53:18 57:19 58:20 60:25 61:1,5 61:11 67:18 69:1 yearly 65:3 years 8:21 11:11,14 15:2,15,16 28:10 31:23 44:13 47:25,25 48:3,3 57:5 yellow 17:7 young 33:1</p> <hr/> <p style="text-align: center;">Z</p> <hr/> <p>zero 67:12 zone 45:16 Zoom 1:15 57:22 58:10</p> <hr/> <p style="text-align: center;">0</p> <hr/> <p style="text-align: center;">1</p> <hr/> <p>1 3:12 4:12 64:25 1:00 1:13 51:19 1:43 30:8 1:47 30:8 10 11:18 10th 25:22 11:00 12:13 12 27:3 61:22 12/31/24 70:18 14 1:12 1630 1:22 70:17 1980s 49:3 1995 8:8 19th 26:3 1st 25:7</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p>2 42:21,23 65:12 2:40 69:7 20 5:24 28:10 45:15</p>	<p>201 1:22 70:17 2024 1:12 4:9 5:3 70:13 21 26:19 219 1:21 70:6,16 22 70:13 24 3:7 28th 25:19 2nd 26:4</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p>3 3:3 11:8 14:18 65:18 30 3:8 300 1:14 32 26:19</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p>4 3:3 4:20 45 23:15</p> <hr/> <p style="text-align: center;">5</p> <hr/> <p>5 3:4,5,6 31:23 50 22:13 26:20 51 51:11 53 26:20 51:11 5th 11:13 15:18</p> <hr/> <p style="text-align: center;">6</p> <hr/> <p>6 11:18,18 60-some 28:14</p> <hr/> <p style="text-align: center;">7</p> <hr/> <p>7 61:22 70 3:10</p> <hr/> <p style="text-align: center;">8</p> <hr/> <p>8 11:18 8/14/24 71:2 87102 1:23 70:18 8th 25:20</p> <hr/> <p style="text-align: center;">9</p> <hr/> <p>9:00 69:4,6 90s 49:3 910B5 4:14 65:21 9911N 1:25 70:24 71:2</p>
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