

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
COLLINS LAKE OUTDOOR SCHOOL
COMMUNITY INPUT HEARING

July 8, 2025
11:00 a.m.
VFW Lodge
Highway 518
Mora, New Mexico

-AND-

Via Zoom Webinar

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219
Bean & Associates, Inc.
Professional Court Reporting Service
201 Third Street, NW, Suite 1950
Albuquerque, New Mexico 87102

JOB NO.: 813P(CC)

	2				4
1	A P P E A R A N C E S			1	THE CHAIR: All right. Good morning. It
2	COMMISSIONERS:			2	is 11:02 a.m., and I'm going to go ahead and call
3	REBEKKA BURT, Chair			3	this meeting to order. And I will ask Secretary
4	PATRICIA GIPSON, Vice Chair			4	Carrillo to do roll call.
5	STEVEN J. CARRILLO, Secretary			5	SECRETARY CARRILLO: All-righty. Good
6	SHARON CLAHCHISCHILLIAGE, Member			6	morning.
7	STEWART INGHAM, Member			7	And Commissioner Clahchischilliage.
8	K.T. MANIS, Member			8	(No response.)
9	SAM OBENSHAIN, Member			9	SECRETARY CARRILLO: Commissioner Ingham.
10	STAFF:			10	COMMISSIONER INGHAM: Here.
11	DR. BRIGETTE RUSSELL Interim Director			11	SECRETARY CARRILLO: Commissioner Beck.
12	Charter School/Options for			12	(No response.)
13	Parents and Families Division			13	SECRETARY CARRILLO: Secretary Carrillo is
14	MELISSA BROWN Interim Deputy Director			14	here.
15	(MISSY) Charter School/Options for			15	Chair Burt.
16	Parents and Families Division			16	THE CHAIR: Here.
17	LUCY VALENZUELA Technical Assistance and			17	SECRETARY CARRILLO: Vice Chair Gipson.
18	Training Specialist			18	VICE CHAIR GIPSON: Here.
19	Charter School/Options for Parents			19	SECRETARY CARRILLO: And Vice Chair
20	and Families Division			20	Gipson.
21				21	VICE CHAIR GIPSON: Here.
22				22	SECRETARY CARRILLO: Your volume is really
23				23	low.
24				24	VICE CHAIR GIPSON: Okay. I'll raise it.
25				25	SECRETARY CARRILLO: And Commissioner
	3				5
1	I N D E X T O P R O C E E D I N G S			1	Manis.
2	P A G E			2	COMMISSIONER MANIS: Here.
3	1 Call to Order, Roll Call, Pledge 4			3	SECRETARY CARRILLO: Commissioner Taylor.
4	of Allegiance, Salute to the New			4	(No response.)
5	Mexico Flag			5	SECRETARY CARRILLO: And Commissioner
6	2 Approval of Agenda 5			6	Obenshain.
7	3 Community Input Hearing 7			7	COMMISSIONER OBENSHAIN: Here.
8	A. Comments from PEC Chair 7			8	SECRETARY CARRILLO: Excellent. We have
9	B. Presentation by the Applicant 9			9	one, two, three, four -- six present.
10	C. Comments from the School District 28			10	THE CHAIR: Thank you. If I could ask
11	D. Comments from Tribal Authorities 29			11	everyone to stand, we'll do the Pledge of Allegiance
12	E. Comments from the Public 30			12	and the Salute to the New Mexico Flag.
13	F. PEC Questions 52			13	COMMISSIONER CLAHCHISCHILLIAGE: Wait just
14	4 Adjournment 125			14	a minute. Did you get me? Sharon
15	R E P O R T E R ' S C E R T I F I C A T E 126			15	Clahchischilliage?
16				16	THE CHAIR: Thank you, Sharon. If you
17				17	have a camera, if you turn it on, we'll be able to
18				18	see you.
19				19	SECRETARY CARRILLO: So that makes seven
20				20	present.
21				21	COMMISSIONER CLAHCHISCHILLIAGE: There we
22				22	go.
23				23	(Pledge of Allegiance and Salute to the
24				24	New Mexico Flag Conducted.)
25				25	THE CHAIR: All right.

<p style="text-align: right;">6</p> <p>1 Item No. 2 is approval of the agenda. And 2 if no Commissioners have any issues, I will move to 3 approve the agenda. 4 SECRETARY CARRILLO: Second. 5 VICE CHAIR GIPSON: Second. 6 THE CHAIR: Thank you. There's a motion 7 and a second. Any discussion? 8 (No response.) 9 THE CHAIR: Seeing none, Secretary 10 Carrillo, if you could do roll, please. 11 SECRETARY CARRILLO: And Commissioner 12 Clahchischilliaage. 13 COMMISSIONER CLAHCHISCHILLIAGE: Here. 14 SECRETARY CARRILLO: Oh. We're voting on 15 the agenda. Is that a "yes"? 16 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 17 SECRETARY CARRILLO: Terrific. And 18 Commissioner Ingham. 19 COMMISSIONER INGHAM: Yes. 20 SECRETARY CARRILLO: Carrillo votes yes. 21 Chair Burt. 22 THE CHAIR: Yes. 23 SECRETARY CARRILLO: And Vice Chair 24 Gipson. 25 VICE CHAIR GIPSON: Yes.</p>	<p style="text-align: right;">8</p> <p>1 Commissioners who are online. And we'll do 2 Commissioner Gipson, then Commissioner 3 Clahchischilliaage, Commissioner Obenshain. If the 4 three of you can introduce yourselves, and then 5 we'll go to the panel here. 6 VICE CHAIR GIPSON: Sure. Good morning. 7 I'm Pattie Gipson, District 7, which is in the 8 southern part of the state, most of Doña Ana County. 9 COMMISSIONER CLAHCHISCHILLIAGE: Good 10 morning. Sharon Clahchischilliaage, District 5, 11 which is the Four Corners part of the state. And I 12 have four charter schools. Thank you. And a 13 pleasure being a part of all of this. 14 COMMISSIONER OBENSHAIN: Hello. I'm Sam 15 Obenshain. I'm Commissioner for District 1, which 16 is most of southern Albuquerque. 17 I'm happy to be here and look forward to 18 hearing from you. 19 SECRETARY CARRILLO: Commission Carrillo, 20 District 10. I refer to it as "The Great North." 21 It's -- so I have pretty much all of Santa Fe, Taos 22 and Rio Arriba Counties, except the Four Corners and 23 stopping at Red River. 24 COMMISSIONER MANIS: Commissioner Manis, 25 District 9. Covers Lea County, Eddy County, Otero</p>
<p style="text-align: right;">7</p> <p>1 SECRETARY CARRILLO: Commissioner Manis. 2 COMMISSIONER MANIS: Yes. 3 SECRETARY CARRILLO: And Obenshain. 4 COMMISSIONER OBENSHAIN: Yes. 5 SECRETARY CARRILLO: One, two, three, 6 four -- seven for, zero against. 7 THE CHAIR: Thank you. All right. And 8 that'll take us to Item 3, the community input 9 hearing for Collins Lake Outdoor School. 10 Item A is Comments from the PEC Chair. 11 I want to thank everyone for coming out 12 this morning. The intention for today is to focus 13 on the community input for this proposed school. 14 The Commission will be meeting shortly to 15 discuss any concerns about the school, and we will 16 be sending a formal letter to the applicants about 17 any concerns that the Commission may have to help 18 prepare you for our August hearing. 19 So thank you for the time and effort it 20 takes just to submit an application, and we look 21 forward to collaborating on this process. 22 The next item will be a presentation by 23 the applicant. But before we go to do that, I'd 24 like to do introductions. 25 So, actually, we could start with the</p>	<p style="text-align: right;">9</p> <p>1 County, and then small portions of Chaves and 2 Doña Ana Counties. 3 COMMISSIONER INGHAM: My name is Stewart 4 Ingham. I'm Commissioner for District 6. That is 5 "The Great Southwest." I have all of -- well, it's 6 ten counties, so it's kind of a lot to say. 7 In any case, I have the very south portion 8 of Bernalillo County, farther south than Sam's 9 district, and all the rest of the southwest corner 10 of the state. 11 Thank you. 12 THE CHAIR: Thank you. And my name is 13 Bekka Burt. I'm District 4 representative, which is 14 Sandoval County up to Los Alamos, and then down. I 15 have a little bit of Santa Fe and Estancia area. So 16 once again, thank you. 17 All right. Now we'll go ahead and go to 18 the presentation by the applicant. If I can ask you 19 first, before you get started, to go ahead and 20 introduce yourself, your team, anybody who's going 21 to be speaking. 22 If you have any complicated last names, if 23 you could spell those. You just have to do it once. 24 But that way, Cindy, our reporter, can make sure she 25 has it down in the record correctly.</p>

<p style="text-align: right;">10</p> <p>1 So if you can introduce yourself first, 2 and then we'll start your time after introductions. 3 MR. STEVE SMABY: Okay. The one question 4 I've got is one of our applicants is online, I 5 think. Martina Tapia. I'm not sure if she -- is 6 she on? Do you see her on there? 7 Okay. She might not be able to make it. 8 She couldn't make it in person, but she's going to 9 try to make it online. 10 THE CHAIR: Okay. If that person is 11 online, like, on a phone number or something, if you 12 want to raise your digital hand, then Missy will 13 promote them to the panel. That way they can be 14 here. 15 FROM THE FLOOR: Okay. Thank you. Do you 16 guys want to go first? 17 MR. MARVIN MacAULEY: Hello, Chairman. 18 I'm Marvin MacAuley. I'm former superintendent 19 of -- now school -- Mora and Mesa Vista. And I'm 20 currently the education director for Picuris Pueblo. 21 MS. BECKY KAPPUS: Good morning. My name 22 is Becky Kappus. K-a-p-p-u-s. And I work at 23 New Mexico Highlands, and I'm supporting Steve with 24 his application. Thank you. 25 MR. STEVE SMABY: Hello. My name is Steve</p>	<p style="text-align: right;">12</p> <p>1 My wife and I adopted a little boy from Bulgaria. 2 He was two years old. He lived in an orphanage for 3 two years there. 4 We brought him back to the U.S. And we 5 saw he was significantly delayed developmentally. 6 Took him to the doctors. I thought it was probably 7 the orphanage. But he was autistic. I'm sorry. 8 Anyway, he's actually here today, sitting in the 9 back. 10 When I adopted him, I was working full 11 time as manager in the environmental and energy 12 industry. I realized that Alex was going to need me 13 a lot more than my company. 14 I retired back then and basically spent 15 the last -- the next sixteen years full time taking 16 care of him. 17 I was involved with his education. We did 18 ABA therapy for four years. I was one of his 19 therapists. He -- he had some really good schools, 20 maybe not quite so good schools. But he was -- he 21 made progress some years. 22 Sometimes I thought he's going to be just 23 fine. Other years, he regressed. And by the time 24 he was 15, I finally realized that he is not going 25 to live independently. I need to start looking for</p>
<p style="text-align: right;">11</p> <p>1 Smaby. It's S-m-a-b-y, not complicated but never 2 spelled correctly or pronounced correctly. 3 I am -- I'm going to tell you a little bit 4 about myself. 5 First of all, I'm not an educator. I'm a 6 retired businessperson. I'm an engineer by 7 background. And what I really am is an observer of 8 people. I really enjoy getting to know people, 9 seeing what they can do, what they're able to offer. 10 I love to solve problems. I love to create things. 11 That is kind of my -- my -- my 12 tour de force, I guess. The -- what I'm going to -- 13 like to do today is not -- you've seen the 14 application. I don't want to spend a lot of time at 15 this point going through it. 16 But what I'd like to do is tell you a 17 little bit about why we are here today, what is my 18 story, why am I interested in this. 19 I think with that, let's -- can we do the 20 PowerPoint? And I guess probably it's the second 21 slide. 22 Were you able to hit that? Let me keep 23 going there. 24 The story of Collins Lake Ranch and my 25 involvement in New Mexico really started in 1997.</p>	<p style="text-align: right;">13</p> <p>1 a place for him. 2 We literally bought this property shortly 3 after we adopted him, just because I have always 4 wanted a place like this. We would spend summers 5 out here. We would send spend Christmas out here. 6 We would spend spring break out here. If it was a 7 long weekend, we were out here. 8 This was coming from Houston. We logged a 9 lot of miles in Southwest Airlines. 10 But it was the one place that he really, 11 really did well, and he was so happy to be here. 12 When I started looking around for a place 13 for him, some friends of mine said, "Why don't you 14 do something at the ranch? This is what he loves." 15 And so I decided at that point, if we're 16 going to make something for him out here, if we're 17 going to build something for him, I want it to be 18 for other people as well. I want something that's 19 going to live on long before I'm gone. I want it to 20 live on for his whole life and beyond. 21 We were -- we opened up the facility in 22 2014. We now have -- let's see -- we now -- there's 23 a picture of Alex. 24 But there's a -- but we've had -- we 25 provide supportive living for adults. We have</p>

<p style="text-align: right;">14</p> <p>1 currently four clients living out there.</p> <p>2 We've had, I think, about fifteen --</p> <p>3 between fifteen and twenty people live there at one</p> <p>4 point or another.</p> <p>5 The second thing that we did is that once</p> <p>6 we got that going, I really was looking at wanting</p> <p>7 to start up a campground for younger individuals.</p> <p>8 Alex, when he was younger, spent a lot of</p> <p>9 time -- there's two different camps he went to every</p> <p>10 summer, and he really enjoyed that. So, by golly,</p> <p>11 we're going to do a campground out here.</p> <p>12 We've generally been leasing that to third</p> <p>13 parties that provide a lot of the programming.</p> <p>14 We've done some of it ourselves.</p> <p>15 But it's -- the groups that come out there</p> <p>16 are either focused on individuals with disabilities</p> <p>17 and share our vision.</p> <p>18 Yeah. Let's keep going.</p> <p>19 There's a few pictures of the campground.</p> <p>20 It's -- we've got I think eight yurts on</p> <p>21 the property there. We've got a kitchen here.</p> <p>22 We've got bunk yurts. We've had groups as big as</p> <p>23 100 people out there, and as small as probably ten</p> <p>24 or fifteen.</p> <p>25 Everything changed during COVID. COVID</p>	<p style="text-align: right;">16</p> <p>1 safely. They were there all winter long. They</p> <p>2 worked out of yurts in the winter. They made all</p> <p>3 their own meals.</p> <p>4 There was a group -- let's -- maybe the</p> <p>5 next slide -- oops, that's too many. Is there one</p> <p>6 more? Maybe there's one -- I missed one in there.</p> <p>7 But there was a group of seven individuals</p> <p>8 that were the core team that were middle school,</p> <p>9 high school kids. After a couple of months, they</p> <p>10 were wanting to stay out Friday night. Then they</p> <p>11 wanted to stay out for the whole weekend. Then they</p> <p>12 were there for a month at a time.</p> <p>13 They would argue as to who got to get up</p> <p>14 first to make breakfast. And I really saw that</p> <p>15 having kids outdoors was something really special.</p> <p>16 All of those kids were struggling in school. They</p> <p>17 were the C and D students that really had given up.</p> <p>18 I think I'm missing a few slides in there.</p> <p>19 Let's see. Okay. The next one is wildfires.</p> <p>20 But, anyway, so these kids showed me that</p> <p>21 there's something really cool being done out here.</p> <p>22 They were -- the year -- after a year,</p> <p>23 they went back to school. They -- kind of back to</p> <p>24 normal. And then we had a wildfire.</p> <p>25 So they -- they lost a big part of</p>
<p style="text-align: right;">15</p> <p>1 came along, and we were obviously not having campers</p> <p>2 out there.</p> <p>3 We saw in the community what remote</p> <p>4 learning was doing in the spring of 2020. Marvin</p> <p>5 was the superintendent then. And we saw that it was</p> <p>6 tough on a lot of these families, same as everywhere</p> <p>7 else. No Internet at home, no adults at home, kids</p> <p>8 getting on, getting confused, get slogged (verbatim)</p> <p>9 off.</p> <p>10 So one of my staff came up with the idea</p> <p>11 of why don't we open up the campground for</p> <p>12 individuals in the community. Bring out their</p> <p>13 laptop computers. We'll set up Internet out there</p> <p>14 for them.</p> <p>15 We provided a couple of instructors. They</p> <p>16 weren't teachers. But we helped -- they were able</p> <p>17 to help with the remote learning.</p> <p>18 So those kids got to do remote learning.</p> <p>19 They were online doing their work every day out</p> <p>20 there. When they were done with that, then they got</p> <p>21 to go out and play outside. They went hiking. They</p> <p>22 were out at the lake. They were working with the</p> <p>23 animals. They were building forts out of logs and</p> <p>24 what have you.</p> <p>25 So they were able to -- to be outside,</p>	<p style="text-align: right;">17</p> <p>1 their -- of their -- of the next year.</p> <p>2 After the wildfire -- we were fortunate at</p> <p>3 the ranch. That was just right across the lake. We</p> <p>4 didn't lose -- we lost about half of the ranch to</p> <p>5 fire because it was a back-burn. The mountain got</p> <p>6 burned, but we didn't lose any structures.</p> <p>7 We've been working with Highlands</p> <p>8 University for many years. They came up with a land</p> <p>9 management plan. They showed me how to thin the</p> <p>10 property, how to do a lot of different things.</p> <p>11 But, afterwards, they came out, and they</p> <p>12 said -- they looked around and said, "Steve, this is</p> <p>13 amazing, what burned and what didn't burn. This is</p> <p>14 some real lessons here. We've got some funding.</p> <p>15 Would you like to partner with us and Mora schools</p> <p>16 to provide environmental education out here?"</p> <p>17 Once a week the first year, they had kids</p> <p>18 from every class come out one or two or three times</p> <p>19 during the year.</p> <p>20 The second and third year, they focused</p> <p>21 only on fifth-graders. And they would come out.</p> <p>22 And they out came out this last year, in fact. So</p> <p>23 they've been coming out doing environmental</p> <p>24 education.</p> <p>25 It was Highlands University, Shantini</p>

<p style="text-align: right;">18</p> <p>1 Ramakrishnan, the most amazing woman I've ever met. 2 She was bringing people from all over the state 3 teaching these lessons. 4 Envirothon. It's a regional -- it's a 5 competition throughout New Mexico for high school 6 students in environmental education. We've been 7 sponsoring that out there. 8 The next thing, really, was -- another 9 thing that came up after all this was it turns out 10 that, you know, Mora schools are struggling. I 11 think a lot of the schools in the area are 12 struggling. 13 There are many, many homeschooled kids 14 here. There's a group of -- the team I was hoping 15 was, they're here. She and another woman started a 16 Mora homeschool coalition. They've got about fifty 17 or sixty students. 18 They were looking for a place to get 19 together once a month -- once a week -- I'm sorry -- 20 to meet, have the kids work together, socialization. 21 So they've been coming out to the ranch for the last 22 two years. 23 Two years ago, I was meeting with Norma, 24 the superintendent, about something. And she told 25 me about this -- the PED summer reading program.</p>	<p style="text-align: right;">20</p> <p>1 Network out there. Roxy Wellness. There was two or 2 three other groups. Highlands folks were coming out 3 there. 4 But it was an opportunity for us to reach 5 out to the community and offer our services to the 6 local students on Friday, when they weren't in their 7 regular classroom, for them to come out to the 8 ranch. 9 We also worked real closely with 10 Rio Gallinas Charter School during that time. When 11 they heard about us they send a busload up to us 12 every time we do that. 13 What we tried to do is really figure out 14 what can we do to meet some of the needs in the 15 community that aren't being met. 16 There's some of the kids water-testing out 17 there during the environmental education. 18 And we can just flip through some of those 19 other pictures. There was the Envirothon. One of 20 the instructors was working on that. The pictures 21 aren't that important, but I like them, anyway. 22 So the next thing that happened was 23 Shantini introduced me to Mary and Doug Earick. 24 Mary just recently is leaving Highlands. She's the 25 dean of education there. Her husband, Doug, did</p>
<p style="text-align: right;">19</p> <p>1 They weren't able to do it at school because of 2 facilities and lack of interest in faculty. They 3 asked if we would be willing to do that at the 4 ranch. 5 We did that last summer. We did it this 6 summer. We're actually doing it right now this 7 summer. Some of the teachers are here today. 8 We did another program. A woman that was 9 out there during the -- during COVID, her name is 10 Kaya Long. She -- she was teaching in special ed in 11 Las Vegas, came back, and was looking to get back to 12 the ranch. She came back last year. 13 Unfortunately, her -- she had a sister and 14 a mother who are having some serious health 15 problems. She's moved back to Boston right now. 16 But she came in. 17 She was bringing in students from 18 Las Vegas that she had worked with out to the ranch, 19 special ed students. 20 She started a program she called SOMA 21 Days, Sensory-Outdoor-Music-Art. I call it 22 "Enrichment Fridays." 23 But, basically, she had folks from 24 New Mexico School for the Arts coming out. We had 25 Queen Bee Music. We had Indigenous Education</p>	<p style="text-align: right;">21</p> <p>1 community outreach for the university with local 2 school districts. Becky works over there. 3 They've been coming out for probably about 4 two years now and looking at the place, talking 5 about what we're doing. They've talked about doing 6 teacher trainings out here, maybe doing professional 7 development sessions out at the ranch. 8 They both love the outdoors. 9 About a year ago, I guess it's been now, 10 we were sitting down under the pavilion, and they 11 asked me the question that probably should have been 12 asked long ago. 13 "Steve, why don't you have a charter 14 school out here?" 15 And I thought about it. And there was a 16 couple of things. 17 "Is there really a need?" 18 Mary: "Yes, there's a need." 19 "Can we find teachers?" 20 "You'll have every student at Highlands 21 wanting to come out here and teach. This is what 22 they would love to be doing." 23 "How about the facilities? Are they going 24 to be sufficient?" 25 "Possibly. Maybe not. I'm not sure that</p>

<p style="text-align: right;">22</p> <p>1 PSFA has ever dealt with yurts before. We'll have 2 to see how that works. 3 "Finances. Can we make this work 4 financially?" 5 "Might be tough." 6 That's about the time when I learned about 7 the 10 percent. Ooh, that hurt. 8 But -- something that we started looking 9 together. Marvin came out. Marvin is on the board 10 for Collins Lake Autism Center, the nonprofit. We 11 had a couple of other board members. Doug and Mary 12 were out. We sat together for a couple of hours, 13 and we looked at each other and said, "This can 14 work. We can make this work." 15 We put in a notice of application, and 16 here we are. 17 It's been a lot of work, a lot more work 18 than I ever thought it would be. Thank goodness I 19 didn't know how much work it was going to be, or I 20 wouldn't have started it. 21 The issues -- in a rural area like this 22 with a 10% cap, it is really tough. I think that -- 23 but I look at what we've got out here, the need. If 24 we've got this many homeschool kids, we've got kids 25 going to Vegas, we've got kids being sent up to</p>	<p style="text-align: right;">24</p> <p>1 program. Most of the time, they're outside; the 2 only time they're not, if it's raining really hard. 3 I've been out there when it's raining, and I've got 4 a hat on. Kids are running around. They don't know 5 it's raining. 6 This is something that, again, we're 7 teaching the same things they teach in a classroom; 8 we're just doing it outside. 9 The next one is probably my favorite one 10 of all. No. That's just the lake. They're looking 11 for toads. 12 Toad. What is a toad? Why is it having a 13 hard "o"? 14 Tadpole. Pole. What's at the end of that 15 pole? Oh, it's got an "e" on it. 16 And frog. That's got on "o", too, but it 17 sounds different, doesn't it? 18 So they're out there collecting tadpoles 19 out there. 20 The last one. Again, they're in the 21 acequia one day, looking at -- looking for different 22 things. Do those kids mind getting wet? 23 Okay. Is the next one -- there it is. 24 Reading in a tree. What I love about that 25 is the teacher was -- was a little ways away and saw</p>
<p style="text-align: right;">23</p> <p>1 Taos -- the homeschool people that come to the 2 ranch, they're doing it because they believe in the 3 education of their kids. 4 And they -- some of them are not the best 5 educators. Some of them really don't want to be 6 homeschooling. When you talk to -- you'll hear some 7 of them today -- they would love another 8 alternative. 9 The concept: outdoor education. 10 It's -- I don't think I've got to tell you 11 that it works pretty well. What I've seen in the 12 last five years isn't working. And so I've got 13 evidence. I go out there every day and watch these 14 kids running around. 15 The facilities. 16 Looking at other applications, facilities 17 is a big, big issue on almost all applications. 18 Trying to find something, trying to find something 19 economical. 20 We've got facilities. Are they good 21 enough? We'll see. There's summer reading kids in 22 one of the yurts. 23 Let's go to the next slide, too, if you 24 could. I just love these. 25 Here's kids outside for the summer reading</p>	<p style="text-align: right;">25</p> <p>1 this kid up in a tree. She saw him from the other 2 side. 3 She said, "Hey, come on. You need to get 4 to work, and you need to get down out of that tree." 5 And she came around, and there he is, 6 doing his work. 7 The other thing we've got is the support 8 of Highlands. We've got -- I've been in this 9 community for 25 years, active. I've been on the 10 board for the -- the health -- the local health 11 clinic. I was a chair for that for four years, and 12 four years on the finance committee. 13 We've got a little EDC in town. I've been 14 on that for six years and five years as chair. And, 15 thank God, this -- tomorrow, I'm off -- I'm no 16 longer the chair. It's hard to get off being a 17 chair. 18 We have funders. We've got funders from 19 throughout the state. We've been very active with 20 the McCune Foundation, Anderson Foundation, Santa Fe 21 Community Foundation, Las Vegas Foundation. LANL 22 Foundation has been a big supporter of us. COVID 23 taught me how to raise money. 24 The other thing that's unusual is the 25 relation between Collins Lake Autism Center, which</p>

26

1 we'll talk about, I'm sure, and the school.
2 Collins Lake Autism Center, I started
3 that, again, back in -- started in 2010. We opened
4 up in 2014. It was a lot of my in-laws' money, some
5 of my own. That was -- started off financially a
6 little bit weak.

7 Today, we've got -- we started off, I
8 think, \$350,000 in debt with zero cash. Today,
9 we've got \$130,000 of debt at 1.5 percent, and I've
10 got \$800,000 in the bank earning 4.3 percent. I'm
11 not paying that debt off for a while.

12 I'm on the board. I was the founder of
13 Collins Lake Autism Center. One of the comments in
14 the peer review is I can't be on both boards. I'm
15 not sure I agree with that. I've got lawyers
16 telling me that I probably can. There's going to be
17 some conflicts which I have to recuse myself from.
18 If I had to, I'd probably drop off that board, just
19 because of the fact that it's so well-established.

20 For Collins Lake Autism Center, why would
21 they -- why would they support this? They would
22 support it for a lot of reasons:

23 One is, is that it's an important part of
24 this community. This community, Collins Lake Autism
25 Center needs the community; the community needs the

27

1 autism center.

2 We need staff out there. We've got
3 25 staff right now, and we're going to need more.
4 If there's no one available in the community to work
5 there, we've got a problem.

6 They will probably -- some of the students
7 that are going to Collins Lake -- to the school will
8 probably end up being -- being clients of the
9 center.

10 Parents that bring kids out there might be
11 employees, might be volunteers at the center.
12 There's a real symbiotic relationship between the
13 two organizations.

14 My plan is that the autism center will
15 continue to be -- like many foundations for public
16 charter schools, we will continue to be the outreach
17 group. We'll continue to provide all the same
18 service that we've done in the past for folks that
19 are not going to the outdoor school.

20 And I look at it from the perspective of
21 Collins Lake Autism Center, what's the fun thing
22 about a nonprofit? At the end of each year, you
23 look and say, "Okay, we've got some money. We've
24 got more money than we started the year with.
25 What's the best place to allocate that? How much do

28

1 we put into bonuses for our employees? How much do
2 we put into raises? How much do we put into new
3 facilities?"

4 In my view, this is probably the best
5 place to allocate those funds, and that's what I'd
6 like to do with it.

7 The other thing that's fun about a
8 nonprofit is I get absolutely zero out of it other
9 than a bunch of work.

10 I volunteer there. I work there 40 --
11 probably 40 hours a week. I do a lot of the grant
12 writing. I do most of the maintenance. I do most
13 of the construction.

14 I like building things. I said something
15 about creating. Building. I love building things.

16 So this school, if it is approved, is just
17 one more thing for to keep me busy. And it's -- I
18 don't need it, but I love doing it. If I wasn't
19 doing this, I'd be bored to death.

20 So, to me, it's -- if you look and say,
21 "Why is Steve doing this," it's because I care about
22 this community, and I think that we need something
23 like this in the community. I think that's about
24 probably my time, and appreciate it.

25 THE CHAIR: Thank you. All right. That

29

1 will bring us to C, Comments from the School
2 District.

3 If there is anybody here from Mora Schools
4 or any surrounding school districts that are here to
5 speak in their official capacity of the school
6 district, you can come forward.

7 If you're online, you can raise your
8 digital hand, and we'll bring you in.

9 So I'll pause for just a second to see if
10 there's anybody from any of the school districts in
11 the area.

12 (No response.)

13 THE CHAIR: All right. Thank you. The
14 next will be any Comments from Tribal Authorities.

15 So if there's anybody here in their
16 official capacity on behalf of a tribe that would
17 like to speak?

18 MR. MARVIN MacAULEY: Like I say, I'm
19 Marvin MacAuley. I'm representing Picuris Pueblo.

20 I had a conversation with the council
21 about Collins Lake Ranch. And they are in full
22 support of the charter school. Outdoor education is
23 something that they feel is needed and is in line
24 with their cultural and educational values, and they
25 have no opposition.

<p style="text-align: right;">30</p> <p>1 THE CHAIR: Thank you. All right. And 2 seeing no others, we'll go ahead and go to our 3 Public Comment now. 4 And we'll go ahead and start -- I know we 5 have one person online. We'll go ahead and do the 6 person online first. 7 MS. MELISSA BROWN: Okay. Our person 8 online is Amara Aaron. Please remember to spell 9 your last name for the court reporter. 10 And anybody else who came in after 11:00, 11 you did not get here in time to sign up for public 12 comment, and I will be lowering your hands. 13 So, Amara, when you're ready, you can go 14 ahead. 15 FROM THE PUBLIC: Great. Can you hear me? 16 MS. MELISSA BROWN: Yes, we can. Sorry. 17 Yes, we can. 18 FROM THE PUBLIC: So it will just be audio 19 and no video; is that correct? 20 MS. MELISSA BROWN: You can turn your 21 video on. We would love that. 22 FROM THE PUBLIC: Okay. I do not see an 23 option for video; just audio is unmuted. 24 Okay. Great. 25 My name is Amara Aaron. I am an</p>	<p style="text-align: right;">32</p> <p>1 of the reasons why I think this -- the Public 2 Education Department should approve this charter is 3 because it answers a question. It's a question that 4 sometimes is confused with the -- the question of 5 "What do you want to be when you grow up?" 6 Instead, this charter school provides the 7 answer to a question, "What problems do you want to 8 solve?" 9 This is a school that when I read through 10 the 161-page application, it talks about how we can 11 solve problems together by getting out into nature. 12 As a homeschool mom, my children were 13 involved in a co-op in Albuquerque, New Mexico, that 14 was a Hebrew homeschool co-op that taught children 15 how to read, write, speak in Hebrew. And most of 16 them came from a Jewish background. 17 There's a very important concept in 18 Judaism called Tikkun Olam. That means "Repair the 19 world." If this charter school is approved, this 20 is -- students who will learn not only what problems 21 they want to solve, but what problems they can solve 22 that bring repair to the world. Because it is 23 uniquely situated in the Mora Valley in Mora County, 24 they are able to not only look at the environment 25 and how it is now, but how the --</p>
<p style="text-align: right;">31</p> <p>1 attorney -- I'm a licensed attorney practicing in 2 the Fourth Judicial District as a contract attorney 3 for the Law Office of the Public Defender. I'm a 4 lifelong resident of San Miguel County, again, 5 providing services in Mora County. 6 I have the great pleasure of knowing Steve 7 Smaby. I was formerly a homeschool mom -- I was a 8 homeschool mom to three very active boys. As a 9 licensed attorney, I'm also married to a licensed 10 attorney, and I don't want to spend any two minutes. 11 But, no, we do not argue. Never, ever. 12 But we are both licensed attorneys. When 13 we made the decision to homeschool our boys, we came 14 from a position of knowing -- and knowing the 15 literature about how boys in schools have a higher 16 classification for ADHD. 17 They tend to have -- they're very active. 18 They want to be hands-on. They want to be involved. 19 So we made the decision to homeschool. 20 We homeschooled our three boys all the way 21 through until COVID happened. When Covid happened, 22 at the time, we were living in Albuquerque, 23 New Mexico. It was at that time that we returned to 24 Las Vegas, New Mexico, and then we met Steve. 25 Steve is an amazing human being. And one</p>	<p style="text-align: right;">33</p> <p>1 THE CHAIR: If you can wrap it up, the 2 time is up. 3 FROM THE PUBLIC: -- Calf Canyon and 4 Hermits Peak affect that property and what they can 5 do to solve problems and repair the world. 6 So it is my pleasure to offer my support. 7 And I am in favor of this -- Collins Lake Ranch 8 Outdoor School. Thank you for your time and 9 consideration. 10 THE CHAIR: Thank you. And, really quick, 11 before we go to the people in the room, if there's 12 anybody who joined online late, and you would like 13 to have two minutes to make a public comment, you 14 can raise your digital hand real quick, and we'll do 15 any other -- just right now. Okay. Great. 16 MS. MELISSA BROWN: All right. We have 17 three. 18 And I will spell the last names since 19 people are forgetting. Anna Farrier. 20 F-a-r-r-i-e-r. 21 FROM THE PUBLIC: Hello, everyone. Can 22 you hear me? 23 MS. MELISSA BROWN: We can hear you. Go 24 ahead. 25 FROM THE PUBLIC: Wonderful. My name is</p>

<p style="text-align: right;">34</p> <p>1 Anna Farrier, and I am representing Cooking With 2 Kids. We're a nonprofit organization here in 3 Northern New Mexico. And I am formally supporting 4 this application for the charter of Collins Lake 5 Ranch. We've had the wonderful opportunity, over 6 the last couple of years, of partnering with Steve 7 and his crew at Collins Lake, bringing in our 8 programming in collaboration with what they're doing 9 there. 10 And the experience that we have had 11 working with such an incredibly committed and 12 skilled group has been utterly inspiring and 13 heartwarming. 14 And it hasn't been easy for us hauling 15 stuff out there and doing our -- we do hands-on 16 nutrition education. And it's been hard. But we -- 17 we've wanted to do it because we've seen the impact 18 that it's had on the kids there, and the wonderfully 19 supportive, positive environment that Steve and his 20 team provide for kids and new ways of learning, 21 addressing social-emotional learning, the whole 22 child. 23 It's a -- it's a model program, and we're 24 honored to lend our support and continue partnering 25 with them into the future.</p>	<p style="text-align: right;">36</p> <p>1 the University of New Mexico and New Mexico State 2 University. 3 Steve has also presented some of the work 4 that the students have done at the Collins Lake 5 Ranch at regional and national conferences in the 6 past several years. 7 And -- and so I highly, highly recommend 8 the Collins Lake Ranch as a charter school, and I 9 really hope that you do consider his application 10 favorably. Thank you. 11 MS. MELISSA BROWN: Thank you. And then 12 we have are Anita LaRan. L-a capital R-a-n. Oh, 13 there we go. 14 FROM THE PUBLIC: Can you hear me? 15 MS. MELISSA BROWN: Yes, we can. 16 FROM THE PUBLIC: Okay. My name is Anita 17 LaRan. I was born and raised in the community of 18 Mora County. I have been working with the nonprofit 19 world for about 38 years. I just recently retired. 20 I've -- I've met Steve, and I'm greatly 21 impressed by the transformation of Collins Lake 22 Ranch. It's child-friendly. It's also a good 23 learning environment. 24 He's evolved in the community and has been 25 very loyal to -- to the needs of children in the</p>
<p style="text-align: right;">35</p> <p>1 THE CHAIR: Thank. 2 MS. MELISSA BROWN: Thank you. Next up, 3 we're going to have Julie. Last name is spelled 4 T-s-a-t-s-a-r-o-s. 5 You're muted, Julie. 6 FROM THE PUBLIC: Sorry. It took me a 7 little bit of time. 8 MS. MELISSA BROWN: That's fine. 9 FROM THE PUBLIC: Thank you so much. I'll 10 be quick. 11 I really want to support the Collins Lake 12 Ranch and Steve Smaby in this application for a 13 charter school. 14 I have had the pleasure to work with Steve 15 Smaby since the summer of 2016 when I first came to 16 New Mexico Highlands' department as a forestry 17 professor. And Steve Smaby has been so generous to 18 be able to let us have our classes, our watershed 19 management class, our forestry capstone class, our 20 limnology aquatic ecology classes, as well as our 21 undergraduate and graduate research through our 22 National Science Foundation Kress grant. 23 Also, we've been able to partner with the 24 Collins Lake Ranch, not only New Mexico Highlands 25 University, but students that are doing research at</p>	<p style="text-align: right;">37</p> <p>1 community. 2 I strongly support him, both as a resident 3 and as a professional in Mora County. 4 I was recently retired from Collaborative 5 Visions, who is -- works closely with Steve on 6 several initiatives. I have seen the transformation 7 of the Collins Lake Ranch in the last ten years, I 8 believe. And it is something that our community 9 needs. 10 He has been out there looking at the needs 11 for the children, is willing and able to do what he 12 does with his capacity as a professional, and also 13 the love of the community that he has for the 14 children and for the needs of our autistic children 15 as well. 16 I fully support him as an individual, 17 again, as a professional, and I highly recommend 18 that this application for the charter school is 19 awarded to him. It is greatly needed in our 20 community. 21 Our educational systems are falling apart. 22 And I believe children need the challenges of being 23 out in nature and learning from nature and really 24 having hands-on projects that really are benefiting 25 them in the future.</p>

<p style="text-align: right;">38</p> <p>1 Thank you so much for listening to me this 2 morning. And, again, I fully support Steve and the 3 Collins Lake Ranch Charter School application. 4 Thank you. 5 THE CHAIR: Thank you. All right. We'll 6 come to the folks in the room now. 7 And I'll call a couple of you up at first 8 just so you can kind of start forming lines so we 9 can get through as best as possible. 10 The first one is Coleza [ph] Barley. And 11 then we have John Thayer. And then it'll be Neal 12 Witt. 13 Is anybody -- Coleza -- 14 FROM THE FLOOR: Coleta. 15 THE CHAIR: Coleta. No, that's true. 16 Very true. And if you -- once again, if you have an 17 interesting last name, if you could spell it. 18 FROM THE FLOOR: Barley. B-a-r-l-e-y. 19 My name is Coleta Barley. I moved here 20 last August from Texas. So before that, I had 21 23 years in the medical field. I was a CNA, MMA, 22 and an HHA. I also spent the last two years in 23 Texas being a paraprofessional for the SpEd 24 department. 25 I'm also the oldest one on staff; I think</p>	<p style="text-align: right;">40</p> <p>1 care for. 2 It is just an all-round complete program. 3 And I wish more people would take their lead from 4 him, honestly. I think we'd have a lot more happy 5 disabled persons if they had those opportunities. 6 Thank you. 7 THE CHAIR: Thank you. John Thayer. And 8 next will be Witt. Last name, Witt. 9 FROM THE FLOOR: Hi. I'm John Thayer, and 10 I live over near Buena Vista. 11 And I met Steve a couple of years ago. 12 But I have been involved in education, a retired 13 educator of 35 years, K-12, Level 3A. And all of my 14 experience has been in nontraditional schools, 15 charter schools, public schools, and private. All 16 is experiential and nature-based. 17 And I have seen incredible benefits from 18 nature-based education, particularly place-based 19 education, where children learn about the place 20 where they live and learn to appreciate it. 21 I see that nature-based and experiential 22 ed is really the perfect way to meld the different 23 skills, the three Rs, into actual projects that the 24 children have agency. They learn to collaborate and 25 work together.</p>
<p style="text-align: right;">39</p> <p>1 I've even got Steve probably beat. But he was kind 2 of questioning one day about outdoor education and 3 what it would entail. 4 It just so happens I lived in Hawaii, and 5 we had outside classes. Coming from Texas in the 6 boring normal classrooms, that was heaven. People 7 say, "Well, didn't you get distracted? Weren't 8 there a lot of..." -- you know, it doesn't work that 9 way for kids. 10 Yeah, we watched the birds and the clouds. 11 But the whole time, you're soaking up what you're 12 being told. 13 My grades improved. My outlook improved. 14 And, unfortunately, when I came back and became an 15 adult, I wondered why more people didn't do that. 16 So I am 100 percent in of what Mr. Smaby 17 is trying to do. I think it's an excellent 18 opportunity. I've watched the school program 19 they've had here. I've worked in several homes for 20 the intellectual and the physically disabled. 21 He's got them beat hands-down. The 22 opportunities that he gives to the residents there, 23 the outings, the nature walks, the lake, the -- 24 everything. They have animals there that they -- 25 you know, they mix with, and they feed, and they</p>	<p style="text-align: right;">41</p> <p>1 I am encouraged to see that the charter 2 school here, you know, is -- it's going to be a 3 smaller size. I've always been convinced that small 4 schools have advantages that larger schools don't. 5 Also, I think that, you know, having -- 6 having children of mixed abilities, special needs 7 along with kids who are, quote, normal -- if there 8 is such a thing -- is really important for both 9 groups. They learn to appreciate diversity and work 10 together, support each other. 11 And so special needs kids really can 12 benefit from that kind of interaction with people 13 who are different than they are. 14 I think it's really important to find ways 15 to keep children in the community. I know that's a 16 real concern for Mora County. We are losing people. 17 And what I've seen with Steve's work and others up 18 here at Collins Lake Ranch is that they are bringing 19 people in and showing them what -- what is really 20 particularly wonderful about this particular 21 community. And, hopefully, it will lead to careers 22 and interest in staying here. 23 Again, I cannot overemphasize the 24 importance of experiential, nature-based education. 25 I've seen it heal kids who experience different</p>

<p style="text-align: right;">42</p> <p>1 kinds of trauma, physical and emotional. And having 2 the outlet of activity in the outdoors, it's -- it 3 feeds their creativity and their curiosity. 4 So, again, I am firmly in support of what 5 Steve is trying to do. I've been hugely impressed 6 with what he has done thus far. 7 Thank you. 8 THE CHAIR: All right. Next is Witt. And 9 then after that will be Katie Preck [ph]. 10 MS. MELISSA BROWN: I need to check the 11 alarm volume. So if you could just give me a second 12 to understand why it didn't decide to boom out like 13 it normally does -- it mutes itself right away. I 14 don't understand why it's doing that. 15 FROM THE FLOOR: Good to go? My name is 16 Merle Witt. I've been a resident of Mora County for 17 about twenty years. And for most of those twenty 18 years, I've been involved in economic development, 19 community development activities. 20 However, my involvement with the 21 educational aspects of Mora County is absolutely 22 nil. I don't have any grandchildren in the system. 23 I follow the -- I keep up to date from a distance, 24 if you will. So I have no vested interest in how 25 people, or young people, are educated here in Mora</p>	<p style="text-align: right;">44</p> <p>1 there tends to be an assumption that rural schools 2 have a disadvantage. But I have seen rural schools 3 that have the advantage. And what you need 4 basically to achieve that -- there's a little school 5 outside of Hereford, Texas, that was one of the 6 first in the country. Helped them get money to 7 implement Kumon Math. Texoma, Oklahoma. They excel 8 consistently. 9 But there needs to be three things for 10 that to happen. And it basically comes down to a 11 small group of creative, qualified adults who are 12 willing to look creatively -- to identify 13 specifically what both the needs and the 14 opportunities are of the specific children they're 15 there to serve and then adapt to that. 16 And Collins Lake has that. This charter 17 school has that in spades. 18 I also think that if you look at outdoor 19 education, one of the other critical factors in 20 success for students is feeling good about who they 21 are. And right here, this community, they have 22 practiced environmental science for centuries. And 23 by providing that outdoor education, it not only -- 24 I saw transformation. 25 I was there for part of the time when they</p>
<p style="text-align: right;">43</p> <p>1 County. 2 However, from a distance, it's pretty 3 clear that Mora County children need some other 4 opportunities. There's all sorts of opportunities, 5 say, in Albuquerque or Santa Fe, even Las Vegas. 6 Here, beyond the school system, there's absolutely 7 nothing. 8 So what Steve is proposing as a charter 9 school is absolutely essential, I believe, for Mora 10 County. We need to give our young people an 11 opportunity to do something besides just the 12 traditional school. And this would be something 13 that would provide that opportunity. 14 Thank you. 15 THE CHAIR: Thank you. Next -- and then 16 to line up -- will be Cherry Masters. 17 FROM THE FLOOR: My name is Kate Peck. I 18 have a fairly normal last name, but terrible 19 handwriting. So It's "Peck" and not "Preck." 20 I have worked in the nonprofit sector 21 specializing in rural communities. I live in 22 Rociada, or that's where my home is. And I have for 23 a long time, because of preference, not because I 24 can't go to the city and do better. 25 I see with schools, with rural schools,</p>	<p style="text-align: right;">45</p> <p>1 were doing the environmental education. And I saw 2 transformation in students. I saw life-changing 3 events that happened because they were exposed to 4 that experience, because of the creativity of Steve 5 Smaby and Collins Lake. 6 This school is desperately needed by this 7 community. And I think once it's done, once it's 8 successful, it is going to be a model that can make 9 a great difference for a good many communities that 10 are similar to this area. And I cannot tell you how 11 strongly I endorse the creation of this charter 12 school. 13 THE CHAIR: Thank you. Next is Cherry 14 Masters. And in line will be David Lamb. 15 FROM THE FLOOR: Hello. My name is 16 Cherry, and I grew up here in Mora and went to 17 school here as a child, the public schools, and also 18 the Christian academy that was around at the time. 19 My husband and I moved here in 2000-- -- I 20 moved back with my husband in 2011. And when we had 21 children and they started becoming school-aged, I 22 was starting to worry about what I was going to do, 23 because, for me, as a parent, the public school here 24 isn't an option. 25 And so we've been homeschooling our</p>

<p style="text-align: right;">46</p> <p>1 children. And the co-op is amazing, our homeschool 2 co-op that we've been participating in for a couple 3 of years now. 4 And our children have participated in many 5 of the various programs that Collins Lake Ranch has 6 offered, including the wonderful reading program 7 currently happening now. 8 We've always felt safe and nurtured at the 9 ranch. The activities have always been engaging. 10 The staff has always been welcoming and just 11 exceptional all around. 12 I've known Steve all my life. And he 13 truly has a heart of gold. My husband and I have 14 witnessed the tremendous benefits that come with 15 getting our kids outside and the positive effects it 16 has on their nervous systems and their behavior, as 17 well as their creative imaginations. And, really, 18 the list of positive benefits is endless. 19 We can see that being in nature is 20 foundational to learning. And we think that 21 Collins Lake Ranch is just about one of the most 22 naturally beautiful spots in this very beautiful 23 valley. 24 We're seeing that many families are 25 craving alternatives to systematic one-size-fits-all</p>	<p style="text-align: right;">48</p> <p>1 threatened with an outbreak of trigonometry and 2 physics. 3 These kids were absolutely remarkable. I 4 have employed thousands of engineers all over the 5 world. Like Steve, I am a curator of people. These 6 kids were remarkable. 7 And as Steve and I talked about the 8 destiny of a charter school, we were seeing the same 9 thing that comes from our professional background, 10 that intelligence is not centered at Harvard, 11 Princeton, or Yale. It can be here in Mora. And I 12 saw it. It's here. 13 What you have the opportunity to do is, 14 thirty years from now, when a young woman from Mora 15 accepts the Nobel Prize in physics, educators around 16 the world will celebrate the State of New Mexico for 17 creating the environment at Collins Lake Ranch where 18 she could achieve that. 19 It starts with you today. It starts right 20 here. 21 Now, there's been a love-fest for my 22 friend, Steve. And one thing that I always look at 23 in any enterprise I'm involved with is succession. 24 Steve is a superb curator of people. If you think 25 it's hard to attract people in Hoquiam, Washington,</p>
<p style="text-align: right;">47</p> <p>1 learning, and we really hope Collins Lake Ranch 2 continues to offer and expand their educational 3 programs. 4 We think that having an outdoor charter 5 school would be an amazing contribution to the 6 health and strength of this community, and we are in 7 full support and gratitude of this school happening. 8 Thank you. 9 THE CHAIR: Thank you. David Lamb. And 10 the next -- I don't know -- I can't -- it starts 11 with a -- Mantor [ph] -- Samii? Yes. 12 FROM THE FLOOR: David Lamb. The common 13 spelling, L-a-m-b. 14 I'm from Santa Fe. When the tsunami of 15 COVID broke, we found the Groumout [ph] School in 16 Santa Fe to take kids from 8:00 in the morning until 17 5:00 at night so their parents could work, and they 18 could learn in a safe environment, where they were 19 supervised in their online learning. 20 Someone said, "You ought to meet Steve 21 Smaby up here at Collins Lake Ranch." 22 And we came up here and met Steve. He had 23 students there who guided me around his property and 24 his facility. 25 And after about five minutes, I was</p>	<p style="text-align: right;">49</p> <p>1 where I grew up, imagine attracting great people in 2 Mora, who bring a diversity of experience. No 3 trouble at all. 4 They come here loaded with the passion 5 that he instills in them. If he got hit by a truck 6 tomorrow, the program would roll forward with great 7 effect. 8 I know that number. Thank you very much. 9 THE CHAIR: Thank you. And then, in line 10 will be Mary Catherine Sandoval as our final 11 speaker. 12 FROM THE FLOOR: Hi. Manzor Samii. Last 13 name is S-a-m-i-i. That's a tough act to follow, 14 but I'll do my best. 15 Everyone has spoken about Steve's 16 qualities, and they are absolutely undeniable. But 17 as someone who has a background in nonprofit 18 administration and fundraising, I would like to 19 speak to the strength of the organization that Steve 20 has created, the leadership that he's formed and 21 continues to cultivate, his ability to think outside 22 the box, to raise private dollars, partnered to 23 increase impact, find grants that no one could ever 24 find and get them; all of these things give him and 25 the organization strength to be able to do what they</p>

<p style="text-align: right;">50</p> <p>1 do.</p> <p>2 So just hats-off to Steve for creating a</p> <p>3 nonprofit that is sustainable, adaptable, and able</p> <p>4 to meet the needs of the community. So I'll leave</p> <p>5 it there. Thank you.</p> <p>6 FROM THE FLOOR: Hi. My name is Mary</p> <p>7 Catherine. I attended the five smallest school</p> <p>8 districts in the state of New Mexico, Mora being</p> <p>9 one. I am a Level 2 State-certified teacher. I am</p> <p>10 also the president of our homeschool co-op here in</p> <p>11 Mora that we founded a few years ago. We spend a</p> <p>12 lot of time with Steve Smaby out at Collins Lake</p> <p>13 Ranch.</p> <p>14 My great-grandmother was the first female</p> <p>15 superintendent of the Mora Public Schools. Later,</p> <p>16 my mother was the next female superintendent of the</p> <p>17 schools.</p> <p>18 I chose not to teach in the public schools</p> <p>19 here, but to provide a different service in starting</p> <p>20 our co-op and meeting the needs of over 70 children</p> <p>21 that are currently enrolled in our program, which is</p> <p>22 a large number for our area. And I happen to know</p> <p>23 personally that we don't have all of the kids that</p> <p>24 are being homeschooled in our program. So there is</p> <p>25 a large number of kids.</p>	<p style="text-align: right;">52</p> <p>1 This is number five, by the way. I have</p> <p>2 four more that usually are in tow.</p> <p>3 "Well, do you guys want to put a building</p> <p>4 out here? Do you need to put a Conex? What can we</p> <p>5 do to help you" is always his answer.</p> <p>6 "Steve, I need to have a place to have an</p> <p>7 overnight retreat for our church because we're</p> <p>8 having our parish council meeting, and I'd like to</p> <p>9 do a retreat."</p> <p>10 "Why don't you come out to the ranch?</p> <p>11 We've got some bunks here."</p> <p>12 He's always willing to solve problems that</p> <p>13 truly are not his. And that's an incredible thing</p> <p>14 in a small community.</p> <p>15 Thank you, Steve, and I hope you get your</p> <p>16 school, because many need it.</p> <p>17 THE CHAIR: Thank you. And thank you to</p> <p>18 all the speakers online here. It really is</p> <p>19 appreciated.</p> <p>20 All right. That'll bring us to PEC</p> <p>21 Questions.</p> <p>22 And for the Commissioners online, if you</p> <p>23 don't mind raising your digital hand and I'll call</p> <p>24 you in order as well.</p> <p>25 Any Commissioner questions?</p>
<p style="text-align: right;">51</p> <p>1 And in seeing these children, I know that</p> <p>2 there are many families that homeschool for various</p> <p>3 reasons. And there are some, like he mentioned in</p> <p>4 his talk, that need something different and are</p> <p>5 excited at the possibility of having another option.</p> <p>6 I taught in public and private schools in</p> <p>7 Albuquerque. My children attended a charter there.</p> <p>8 And having options is something that, moving back</p> <p>9 with my family in 2020 to Mora, if you want</p> <p>10 something for your child, I almost feel like you</p> <p>11 have to create it yourself.</p> <p>12 And one thing that I've seen in Steve,</p> <p>13 which is incredible, is his generosity and the</p> <p>14 willingness to solve problems that really are not</p> <p>15 his. So thank you for that.</p> <p>16 When we come to Steve with a situation,</p> <p>17 he's always willing to help.</p> <p>18 "You know, Steve, I don't fit in your</p> <p>19 yurts."</p> <p>20 "Do you want to build another one? What</p> <p>21 should we do?"</p> <p>22 "You know, Steve, I'm having a hard time</p> <p>23 hauling in my instruments. I'm a music teacher. We</p> <p>24 like to bang and make a lot of noise. And it's hard</p> <p>25 to haul them in because I'm pregnant."</p>	<p style="text-align: right;">53</p> <p>1 Commissioner Gipson.</p> <p>2 VICE CHAIR GIPSON: Thanks. So, first</p> <p>3 off, thanks for all the time and effort put into the</p> <p>4 application. I'm going to say that I was a little</p> <p>5 disappointed in the presentation, only because there</p> <p>6 were gaps in the application. And I was hoping,</p> <p>7 even as a result of the capacity interview and the</p> <p>8 gaps that were identified, that there wasn't a</p> <p>9 greater explanation of how this school is really</p> <p>10 going to start.</p> <p>11 So I'm going to ask a number of questions.</p> <p>12 And they are related to curriculum and also the --</p> <p>13 the budget.</p> <p>14 So you indicate that you're going to start</p> <p>15 with 35 students. And looking at the budget, you've</p> <p>16 established that budget with 35.</p> <p>17 So I'm -- if I'm reading this budget</p> <p>18 correctly, you're going to have one teacher that's</p> <p>19 going to teach K-5? Or K-4. I'm sorry. I don't</p> <p>20 remember if it's K-5 or K-4.</p> <p>21 But there's one teacher. And then there's</p> <p>22 a SpEd teacher; is that correct?</p> <p>23 MR. STEVE SMABY: Yeah. There will be two</p> <p>24 teachers. In fact, they probably will be both SpEd</p> <p>25 teachers, depending on we get. But, ideally, they</p>

<p style="text-align: right;">54</p> <p>1 would both be SpEd teachers. But at least one SpEd 2 teacher and one regular teacher.</p> <p>3 VICE CHAIR GIPSON: Okay. So in the 4 budget, you indicated for that one teacher. And it 5 looks like -- I could be wrong -- it looks like you 6 budgeted for a first-year teacher salary?</p> <p>7 MR. STEVE SMABY: I think so. I think 8 that's correct.</p> <p>9 VICE CHAIR GIPSON: Okay. So that's -- so 10 I've got two challenges.</p> <p>11 One, it doesn't appear that you -- you're 12 budgeting for someone who's certified in early 13 childhood. And I think if you're going to have K, 14 that person has to be certified in early childhood. 15 Could be wrong on that, but I think that's true. 16 But --</p> <p>17 MR. STEVE SMABY: Okay.</p> <p>18 VICE CHAIR GIPSON: All right. Outside of 19 that, if you're looking at a first-year teacher, and 20 you're looking to implement project-based 21 learning -- and I am deeply invested in 22 project-based learning. But it's not easy to 23 implement. It takes a skill set.</p> <p>24 And a first-year teacher has a lot going 25 on and often has not had any experience and/or</p>	<p style="text-align: right;">56</p> <p>1 only working with the SpEd kids. Our idea is that 2 we want to have as much integration with the SpEd 3 kids and the regular ed kids as possible, and that 4 we don't have a special SpEd class and a special -- 5 regular ed class.</p> <p>6 The -- the teacher's aide would be the 7 person that would probably be working on kids that 8 are having particular difficulty, pulling them out 9 individually. But, basically, we've got two 10 teachers teaching K through 4.</p> <p>11 Whether or not we have enough money in 12 there for their -- I've been involved with -- some 13 of my kids were in private school for a little 14 while. It always amazed me that they got paid 15 30 percent less than public education teachers. And 16 I wondered why.</p> <p>17 And they said because they want to work 18 there. And they had the best teachers.</p> <p>19 I think that we will be able to attract 20 very, very good teachers. We'll have to pay the 21 amount we have to pay. But I think that we'll be 22 able to get more for -- we'll be able to get fairly 23 high-quality teachers for the price that we've put 24 in there. And that may be optimistic. But --</p> <p>25 MS. BECKY KAPPUS: Steve, would it be okay</p>
<p style="text-align: right;">55</p> <p>1 training through their college career with PBL.</p> <p>2 So it does not appear in the budget that 3 you have -- and you do mention professional 4 development, but I don't see professional 5 development budgeted. So my question is twofold.</p> <p>6 How are you going to support that 7 first-year teacher in -- overall, as a first-year 8 teacher? Where is the mentorship for that 9 first-year teacher? Where is the support in the day 10 to day for that first-year teacher?</p> <p>11 And, secondly, where's the support for 12 that teacher to be able to develop that -- because 13 you indicate throughout the application that it is 14 the teacher generating the curriculum for that -- 15 for the school and through the PBL.</p> <p>16 So where is the support built in for that 17 individual to be able to gain that skill set?</p> <p>18 MR. STEVE SMABY: So let me address some 19 of those things. And, Becky, you're welcome to jump 20 in there as well.</p> <p>21 The idea is, really, that we would have 22 two teachers. One of them would be 23 SpEd-certified -- at least one of them be 24 SpEd-certified, and that they'd be working together. 25 It's not like the one teacher -- the SpEd teacher is</p>	<p style="text-align: right;">57</p> <p>1 if I respond?</p> <p>2 MR. STEVE SMABY: Sure.</p> <p>3 MS. BECKY KAPPUS: I did want to mention 4 that special ed license is pre-K through 12. And 5 the elementary license does cover kindergarten; it 6 K through 8.</p> <p>7 New Mexico has been really wanting to help 8 support one of the groups in the Martinez-Yazzie 9 case that feel sort of has been overlooked. And 10 that's students with disabilities.</p> <p>11 We feel that this is really worthy of our 12 support. And so we are offering and have offered 13 lots of free PD and support that Steve and his -- 14 some of his team have taken. And we want to 15 continue to support with no-charge PD, because we 16 believe that this is what we're called to do in 17 terms of helping to support Northern New Mexico and 18 the students here.</p> <p>19 So there would not be a charge for the 20 professional development. And it's not that New 21 Mexico Highlands is the best at it. But we have 22 people who are in education who understand the 23 mentorship program, who understand literacy, 24 et cetera, and are willing and have worked with him 25 and continue to offer professional development</p>

<p style="text-align: right;">58</p> <p>1 opportunities with Collins Lake.</p> <p>2 Thank you.</p> <p>3 VICE CHAIR GIPSON: So thanks. And I</p> <p>4 appreciate the response. But I'm going to say it</p> <p>5 didn't answer my question. Because my question</p> <p>6 didn't have anything to do with students with</p> <p>7 disabilities. I was going to ask that later.</p> <p>8 My question really was about -- because</p> <p>9 you're paying -- you know -- the salary that you've</p> <p>10 allotted is a salary for a first-year teacher. I'm</p> <p>11 going to say a teacher with more experience is -- as</p> <p>12 much as they may want to work somewhere, is not</p> <p>13 going to take a pay cut.</p> <p>14 But I was looking for you to respond to</p> <p>15 how are you supporting -- one of the biggest</p> <p>16 problems the state of New Mexico has -- and states</p> <p>17 across the country -- is teacher burnout. And</p> <p>18 first-year teachers are -- you know, there's a lot</p> <p>19 going on in their world to start their career. And</p> <p>20 they -- the only way they're going to be successful</p> <p>21 is if they get support.</p> <p>22 So my question was about that and not</p> <p>23 about teachers -- not about how you're guiding and</p> <p>24 working with students with disabilities.</p> <p>25 Because I understand. And I've -- I</p>	<p style="text-align: right;">60</p> <p>1 So the research does show that if they're</p> <p>2 working outside, they probably will flourish better.</p> <p>3 And we believe that's going to help them with their</p> <p>4 conversation skills. And we just feel that working</p> <p>5 together in pairs will be very helpful if we have</p> <p>6 students who are English Language Learners.</p> <p>7 Steve, did you want --</p> <p>8 MR. MARVIN MacAULEY: Well, in addition,</p> <p>9 working in Northern New Mexico as a superintendent,</p> <p>10 teacher, and principal, the majority of our students</p> <p>11 are not native speakers of another language. They</p> <p>12 tend to be ELL-classified because of their</p> <p>13 disability. They tend to be mostly special</p> <p>14 education students that are English Language</p> <p>15 Learners, which is different from a larger urban</p> <p>16 population, where the majority of our English</p> <p>17 Language Learners are maybe fluent Spanish-speakers,</p> <p>18 or Hmong in the Midwest.</p> <p>19 So there is a distinct difference. So</p> <p>20 most of our ELL learners are coming because of the</p> <p>21 special education population, and they are not</p> <p>22 fluent in English because they have a disability.</p> <p>23 So by addressing disability concerns</p> <p>24 through inclusion with the special education</p> <p>25 teacher, which would be ELL-certified, would fit</p>
<p style="text-align: right;">59</p> <p>1 firmly support inclusion.</p> <p>2 But I'll move on.</p> <p>3 So you indicate in your application that</p> <p>4 your bilingual and multicultural -- through the</p> <p>5 response of the Bilingual and the Multicultural Act,</p> <p>6 the students will have buddies and use prior</p> <p>7 knowledge of language to make sense out of the new</p> <p>8 language.</p> <p>9 Walk me through how this works. And what</p> <p>10 educational plan do you have to carry this out to</p> <p>11 support these students?</p> <p>12 MS. BECKY KAPPUS: So we didn't note that</p> <p>13 in Mora County, we don't have a large percent of</p> <p>14 students who are -- well, according to the data that</p> <p>15 we saw, who are English Learners.</p> <p>16 However, we also understand the -- just</p> <p>17 the importance of trans-languaging. So we -- the</p> <p>18 research shows the ability to use both languages, to</p> <p>19 work with buddies, to have graphics, et cetera,</p> <p>20 would help and support these students.</p> <p>21 And especially when they can -- when</p> <p>22 students are outside, there's sort of a more</p> <p>23 freer -- they don't feel quite as picked on or feel</p> <p>24 like the light is on them when they're trying to</p> <p>25 respond in a language they're not as familiar with.</p>	<p style="text-align: right;">61</p> <p>1 that gap. And with the peer buddy system, sharing,</p> <p>2 communicating, reading, it does work very well.</p> <p>3 VICE CHAIR GIPSON: Thank you. So in your</p> <p>4 application, you also indicate, "We believe we will</p> <p>5 be able to increase proficiency rates as compared to</p> <p>6 the Mora Independent School District because</p> <p>7 research demonstrates an increase in proficiency</p> <p>8 with the..." -- with your educational program.</p> <p>9 But I don't see a deeply outlined</p> <p>10 educational program throughout this application.</p> <p>11 You have references to research -- to research on</p> <p>12 how it does work. But I really don't see the -- how</p> <p>13 we're going to do it in here and the plan.</p> <p>14 Because, once again, does New Mexico</p> <p>15 Highlands have professional development capacity to</p> <p>16 do professional development in PBL?</p> <p>17 MS. BECKY KAPPUS: Yes.</p> <p>18 VICE CHAIR GIPSON: So where -- so walk me</p> <p>19 through this, how that's going to work for that new</p> <p>20 teacher and the development of a curriculum for</p> <p>21 this. Because during the planning year -- because</p> <p>22 in the application, it indicates that you're going</p> <p>23 to work with the teachers during the planning year.</p> <p>24 But teachers aren't paid or under contract during</p> <p>25 the planning year.</p>

<p style="text-align: right;">62</p> <p>1 So how are we getting the staff ready to 2 work in the school? I don't -- I don't see that in 3 this application.</p> <p>4 MR. STEVE SMABY: So you're correct that 5 they're not going to get paid by the school during 6 the planning year. We have -- right now, we have 7 one teacher that is SpEd-certified that is working 8 at the ranch doing other things. We hope to 9 continue to be able to have SpEd teachers on the 10 staff of Collins Lake Autism Center that are -- 11 continue to offer community outreach programs, and, 12 I think, that part of that time will also be working 13 with the school.</p> <p>14 And those are probably good candidates for 15 people that we might hire for the school, but that 16 some of that will be coming from the Collins Lake 17 Autism Center again. The fact that we will have 18 those teachers, we'll continue to have teachers in 19 that program working with kids outside of the 20 charter school.</p> <p>21 VICE CHAIR GIPSON: Okay. So, once again, 22 my question was how are you onboarding these 23 individuals in PBL and offering the training and the 24 support and the curriculum development for the PBL? 25 I get that you've got people working there. But I'm</p>	<p style="text-align: right;">64</p> <p>1 I think that the other thing that we're 2 hoping for -- when we started this application, 3 there were six schools that were applying. We're 4 down to two. The charter school has -- was going to 5 offer three -- three grants. So we're -- part of 6 what we're counting on -- and I know it's not 7 100 percent -- is that we'll be able to get some -- 8 a lot of this initial stuff, the computers, the 9 supplies will be coming out of that grant as well.</p> <p>10 VICE CHAIR GIPSON: Okay. You know, I 11 do -- so, for me, I do struggle with a school that 12 can't -- can't create an operating budget that it 13 can operate on the SEG. And I acknowledge -- so 14 here is part of my question. What if 35 kids don't 15 show up? What if only 30 kids show up? What if 16 only 25 kids show up?</p> <p>17 Now, you're in more of a world of hurt 18 than before. So that's -- you know, you created a 19 budget based on the 35, which is never -- you know, 20 when we have new applicants, the advice never is 21 don't go for the maximum, because, odds are, you're 22 not going to.</p> <p>23 So that's -- for me, to have to rely on -- 24 and I do acknowledge that schools rely on applicants 25 to rely on some of the extra things that they need</p>
<p style="text-align: right;">63</p> <p>1 struggling with the fact that questions aren't being 2 answered. So -- but I'll move on a little bit.</p> <p>3 So you've got yurts. But I do not see, in 4 the application -- in the budget, I don't see 5 anything budgeted for computer equipment, all of the 6 equipment that goes with having to start the school 7 itself. I mean, maybe desks are already there. But 8 State assessments are done on computers.</p> <p>9 So there doesn't seem to be anything in 10 the budget for equipment.</p> <p>11 You've got a -- is it a .25 administrative 12 assistant. Is that individual going to be 13 responsible for all of the reporting to State 14 entities?</p> <p>15 MR. STEVE SMABY: Yes, that person, along 16 with the head of school.</p> <p>17 Obviously, we don't have -- with a small 18 group, you know -- let me start off by saying that 19 the budget is clearly very, very tight. And we 20 started off with knowing that we are not going to 21 have as much money as we needed.</p> <p>22 I was surprised that we were only short 23 \$100,000. I thought it was going to be worse than 24 that.</p> <p>25 So we -- we're definitely tight.</p>	<p style="text-align: right;">65</p> <p>1 through that Charter School Program grant. And I 2 appreciate that.</p> <p>3 But when you can't operate the school 4 minimally on the SEG funding, that certainly is a 5 challenge for me.</p> <p>6 But one of the -- because one of my 7 questions is what if you end up with a D-level kid 8 show up?</p> <p>9 MR. STEVE SMABY: I'm sorry. What did you 10 say?</p> <p>11 VICE CHAIR GIPSON: What do you do if you 12 end up with a D-level student show up?</p> <p>13 MR. STEVE SMABY: Marvin, you're probably 14 the best one to --</p> <p>15 MR. MARVIN MacAULEY: So if you get a 16 student with D-level funding, of course, there is 17 additional State funding that comes to that student, 18 and NMPED does have a program to apply for 19 additional funding for that student that is 20 enrolled.</p> <p>21 In addition, Collins Lake Ranch is poised 22 to support that student, because they already have 23 facilities, through their autism center, to provide 24 support to the student, should the student with 25 significant developmental or whatever kind of</p>

66

1 disability does show up. So they're in a good
2 position to support those students.

3 VICE CHAIR GIPSON: So I guess that -- so
4 two things: That funding is not going to completely
5 fund it. It's going to take some school funding
6 out. So that puts --

7 MR. MARVIN MacAULEY: Yes. Yes.
8 Absolutely. But --

9 VICE CHAIR GIPSON: I understand that
10 funding. I'm fully aware of that funding, so I
11 understand that. But when you also say that
12 Collins Lake is poised to come in and support, that
13 leads to a bigger question of is there an MOU for
14 services between the Collins Lake Autism Center and
15 the school? And what does that look like?

16 Because you've got a -- because there are
17 questions that have rightfully been raised about the
18 relationship between the foundation and the school.

19 But you've got a public school, and you've
20 got a foundation. So what does that relationship
21 look like, so that when you say, "Oh, they're poised
22 to help," these are public school students that we
23 have to assure can get services, can get continued
24 services, that, you know, there's background checks
25 that are required when you're looking at servicing

67

1 public school students.

2 So what -- is there an MOU between -- will
3 there be an MOU between the foundation and the
4 school for these services?

5 MR. STEVE SMABY: Absolutely. And I
6 didn't think that we would need to have it at this
7 point. But we absolutely have to do that from a
8 lease perspective, from the financial support
9 perspective. And we're fully prepared to do that.
10 That was one of the comments from the review -- from
11 the peer review was we'd like to see an MOU. But
12 I've also been told we can't add anything more to
13 the application, so we're kind of in this Catch-22
14 right now.

15 But I'm -- I'm happy to support that -- or
16 provide that if and when -- when I can.

17 VICE CHAIR GIPSON: So I think, from my
18 perspective, it's not that I need to see the MOU.
19 But I needed to see what that MOU was going to
20 entail, so that I know what those services are.
21 That's what the application should have had. I
22 don't need the actual MOU.

23 MR. STEVE SMABY: Okay.

24 VICE CHAIR GIPSON: But there's not a --
25 there is not a -- an understanding through this

68

1 application of what that relationship looks like at
2 all.

3 And I also did watch the capacity
4 interview. So, you know, I -- I still -- when I
5 have read the application, I had the question. I
6 still came out of it with the same question.

7 And this is my last for now.

8 You know, throughout the application, I
9 get mixed messages, because you often indicate that
10 you're going to have students of, you know, multiple
11 learning levels. And then at other parts of the
12 application, you talk about servicing students with
13 autism.

14 So I get confused as to the population
15 that you're potentially reaching out to for lottery
16 applications.

17 MR. STEVE SMABY: Yeah. So, obviously,
18 with the lottery, we don't know what we're -- what
19 kind of students we're going to get or what will be
20 their needs.

21 It's very -- it makes it very difficult.
22 We don't know if we're going to have some of our
23 students with special needs or none of them.

24 So that is certainly a challenge with the
25 lottery system.

69

1 Just because of my background with my son,
2 I have an affinity for -- for serving kids on the
3 spectrum and the kids that need extra help. I don't
4 know if we're going to get them or not and who we're
5 going to have.

6 But we are going to try to -- through our
7 outreach and actually through some of our initial
8 surveys, we've really tried to focus on kids with --
9 and families with kids with special needs.

10 So...

11 VICE CHAIR GIPSON: That's my --

12 MR. STEVE SMABY: Yeah. So my hope is
13 that we have a relatively high percentage of kids
14 with special needs. I don't know if that's going to
15 come out.

16 VICE CHAIR GIPSON: That's my concern with
17 the public school, that the statement you made was,
18 "We've been focusing on families with special
19 needs."

20 And I'm not -- I don't want to dismiss
21 them at all. But this is a public school, and it's
22 supposed to be open to all. So with outreach -- you
23 just said, "our outreach, we've been focusing on
24 students with special needs."

25 So that's where I get challenged with a

<p style="text-align: right;">70</p> <p>1 public school, supposed to be open for all; but your 2 outreach has been focusing on just this one 3 community, which I don't want to dismiss that they 4 don't need servicing. 5 But that's -- I'm just expressing it as 6 a -- as a concern right now. Because it is 7 somewhat -- like I said, there's mixed messages 8 throughout the application as to statements you make 9 about a diverse learning population. And then, in 10 other areas, it's -- it's not. 11 So I do have concerns over that. 12 But I will yield to other people at this 13 point in time. Thank you. 14 MR. MARVIN MacAULEY: So, Madam Chair, if 15 I could add to that, in terms of the outreach, you 16 know, understanding where Steve was going and as 17 evidenced by the Martinez-Yazzie lawsuit, we felt 18 that outreach was necessary for those underserved 19 populations, because, frequently, they are not 20 sought after in terms of attending a school. So 21 there was an added emphasis in reaching out to that 22 population. 23 And we fully intend to -- you know, as 24 evidenced by the Martinez-Yazzie lawsuit, there is a 25 definite need, and there does need to be extended</p>	<p style="text-align: right;">72</p> <p>1 says, "The other people, they'll get the message." 2 Well, they're not going to get the message 3 if they're not being given the message, and that's 4 my concern. 5 So thank you. I appreciate the time. 6 MR. STEVE SMABY: Okay. Yeah. I was 7 going to say, in this community, everyone gets the 8 message pretty quick. 9 THE CHAIR: Commissioner Obenshain. 10 COMMISSIONER OBENSHAIN: Thank you. Can 11 you hear me? 12 THE CHAIR: Yes, we can hear you. 13 COMMISSIONER OBENSHAIN: All right. Well, 14 I just -- I'm overwhelmed with the concept of this 15 passion, love, and this huge heart that Mr. Smaby 16 has, and I feel it through the screen, and I feel it 17 through everybody that spoke today. 18 So I wish, when I was running a school 19 back in the day, that I would have met you, because 20 it sounds like Lake Collins would have been a cool, 21 cool place for my kids. So I'll start with that. 22 The other thing I heard you say, you said 23 you learned so much putting this application 24 together and how difficult it was. And I want to 25 say if you think putting an application together is</p>
<p style="text-align: right;">71</p> <p>1 outreach to those populations, because other 2 populations, they will receive the message. 3 However, additional efforts need to be 4 made to outreach so those populations understand 5 that the school is there to serve them, as well as 6 everybody else. And inclusionary learning practices 7 help both regular ed students and special ed 8 students. They learn from one another. It is a 9 really nice mix. 10 And that is why there was some extended 11 outreach to that underserved population, which we 12 feel that needs to be included, because they will 13 not reach out as often as other populations. 14 MR. STEVE SMABY: And, again, just to add 15 to that, it's not that we're not going to outreach 16 to the entire population; it's just that I think 17 that's the population that needs some extra work. 18 VICE CHAIR GIPSON: See, and I'm going to 19 say I don't see that in the application. And I 20 taught inclusion for years. 21 So I don't -- I am fully on board with 22 that. But I -- Yazzie-Martinez isn't just for 23 students with disabilities. So I'm going to say 24 that. It is for all underserved. 25 And I disagree with the statement that</p>	<p style="text-align: right;">73</p> <p>1 difficult, opening and running a charter school is 2 over the top. 3 So with that said, I really don't have a 4 lot of questions, because I think they will probably 5 be teased out with other Commissioners. 6 I was reflecting about what a cool little 7 experiment this would be if they -- you know, 8 because it sounds like the programs that you have to 9 offer, that you've been offering, the benefit that 10 the kids are receiving, the community is receiving, 11 I see a huge potential need with homeschool students 12 in the area. 13 But you just -- I think -- my 14 recommendation to you is between now and the 15 decision-making hearing, that the questions that 16 you're even asking about, like, "Do yurts work," "Is 17 a tree as good as a desk," "Are there, you know, 18 risk factors that we have to take into 19 consideration," what other -- I mean, I totally buy 20 the outdoor education concepts, and I think there's 21 no question the research supports that. And I think 22 you've just shown us and talked about how that has 23 benefited many, many, many students, your son 24 included. 25 But there are other expectations, as a --</p>

<p style="text-align: right;">74</p> <p>1 you know, as a -- someone who safeguards public 2 funds, that you have to be cognizant of and have a 3 plan; not just an idea, but a plan that is going to 4 meet those expectations, those compliance 5 expectations.</p> <p>6 I -- above everything else, I think this 7 is why we have a charter school law is to try and 8 see if these kinds of things, we can change the 9 landscape of education.</p> <p>10 So I would just recommend that between now 11 and the decision-making hearing, you do as much 12 research and learning as you can about what those 13 things -- where those -- where those pinchpoints are 14 going to be in terms of getting everything else that 15 you need, other than an application together, to 16 make sure it's a viable school.</p> <p>17 I do also have concerns about the 18 relationship between the foundation and the school. 19 I was at a charter school. We had a foundation. We 20 had an MOU. It was very clearly defined. There was 21 no cross- -- I don't even know what the word is -- 22 -pollination in the sense of no two people were on 23 the same board -- or no one person was on both 24 boards. That's something that I think has already 25 been talked about.</p>	<p style="text-align: right;">76</p> <p>1 And I imagine if she's -- I imagine 2 Commissioner Clahchischilliage would bring that up, 3 being in a very rural area in the Four Corners, 4 Shiprock, going down that western -- thank you for 5 that. Love the idea of the school, loved the 6 picture of the kid with the book in the tree. That 7 should be on the brochure.</p> <p>8 But, I mean, I have a lot concerns, and a 9 lot of concerns that were mentioned by the peer 10 review people, money being the biggest one. And -- 11 and Vice Chair Gipson brought it up.</p> <p>12 We -- it's -- we always encourage an 13 applicant -- you know, it's -- to underestimate on 14 enrollment. It's very rare that you can predict 15 that you're going to have -- you want 120, and you 16 actually get 120.</p> <p>17 I mean, Sun Mountain ended up getting 18 that. They just -- at the very end, over the finish 19 line, they just kind of knocked it out of the park. 20 And THRIVE, which is in Santa Fe; you're probably 21 aware of that.</p> <p>22 But it's rare. And so depending on having 23 that enrollment for your budget, it's concerning.</p> <p>24 You know, and I come from the private 25 sector. I've written business plans. And I write</p>
<p style="text-align: right;">75</p> <p>1 But those kinds of issues are the things 2 that you need to get clarified.</p> <p>3 If you have legal opinion that is saying 4 that's a way to go, then great. I just wouldn't 5 want to go into it with a question regarding that.</p> <p>6 So, anyway, I love the concept. I love 7 what you're doing. I love you, and I haven't even 8 met you. And I just hope you can continue to do 9 what you do.</p> <p>10 And maybe -- I'm -- I hope between now and 11 the time of the decision-making hearing that we can 12 get some more clarity around some of the issues that 13 have been brought up. But keep doing the great work 14 that you do. I'm glad that you're in our state, and 15 I wish you luck.</p> <p>16 MR. STEVE SMABY: Thank you. I appreciate 17 all of that. That's exactly what I'd like to hear.</p> <p>18 THE CHAIR: Commissioner Carrillo. Then 19 Commissioner Ingham.</p> <p>20 SECRETARY CARRILLO: Thank you for being 21 here and for your very obvious passion about 22 educating kids, all kids, and also for your 23 dedication to Mora and to the surrounding area. 24 Because we live in a predominantly rural state. And 25 there are just way too many people.</p>	<p style="text-align: right;">77</p> <p>1 three: Not so good, projected, great.</p> <p>2 Because you've got to be able to operate 3 with the projected. And I agree with Ms. Gipson 4 around if you can't operate with just the SEG, 5 that's a huge risk, because no one person -- and 6 even though you're held in extremely high regard, 7 and that's very obvious -- what if something 8 happens? Life happens? Random happens? And the 9 foundation has its own board.</p> <p>10 And so it's just around wanting to make 11 sure that recurring expenses are met with recurring 12 funds, and all the other stuff is gravy.</p> <p>13 Okay. So that dark cloud having been 14 said, it's -- I mean, I completely support the idea 15 of outdoor education and what you are doing. I'm 16 curious if the young mom who is the president -- 17 could I ask her a question, because it's 18 community -- the young mom who's the president of 19 the -- there you are.</p> <p>20 You have come to the mic to answer my 21 question because everything has to be on the record.</p> <p>22 Well, first off, do you have two parents 23 named Katelyn and Zack?</p> <p>24 FROM THE FLOOR: No. They're joining.</p> <p>25 SECRETARY CARRILLO: Because I know</p>

<p style="text-align: right;">78</p> <p>1 they're in the area -- they're joining you?</p> <p>2 FROM THE FLOOR: So they're new to the</p> <p>3 co-op. They have not attended our co-op yet.</p> <p>4 SECRETARY CARRILLO: I need to contact</p> <p>5 them before I fall completely out of touch. It's</p> <p>6 only when I run into them at the store.</p> <p>7 FROM THE FLOOR: Okay.</p> <p>8 SECRETARY CARRILLO: My question to you</p> <p>9 is, I mean, other people that are involved in your</p> <p>10 program, they know about what's going on here. Has</p> <p>11 there been interest?</p> <p>12 FROM THE FLOOR: There has been.</p> <p>13 SECRETARY CARRILLO: In enrolling.</p> <p>14 FROM THE FLOOR: There are some. There</p> <p>15 are some families that homeschool for totally</p> <p>16 different reasons. They have their own desire,</p> <p>17 myself being one.</p> <p>18 I don't know that my children would attend</p> <p>19 the Collins Lake school, because I'm an educator,</p> <p>20 and I homeschool for my own reasons.</p> <p>21 But there are some families -- and I</p> <p>22 believe there are numerous families -- who are not</p> <p>23 in our program who would absolutely love -- and when</p> <p>24 Steve talked to me about this, I said, "Your only</p> <p>25 problem is that you're going to have too many kids</p>	<p style="text-align: right;">80</p> <p>1 thinking. It's very -- I have found -- I was on the</p> <p>2 school board for Santa Fe Public Schools for nine</p> <p>3 years. And sometimes, no matter what they say</p> <p>4 about -- what are they calling it? -- reimagining</p> <p>5 education? -- it doesn't need to be reimagined.</p> <p>6 Just get it done. Meet kids where they are. Get</p> <p>7 teachers who inspire.</p> <p>8 I know exactly what you're saying. I</p> <p>9 would expect that there are going to be a lot of</p> <p>10 families from Las Vegas, other areas, within, like I</p> <p>11 would say, a 45-minute drive, who this is going to</p> <p>12 appeal to.</p> <p>13 FROM THE FLOOR: We have students driving</p> <p>14 from Pecos, Wagon Mound, Angel Fire, Taos, Rociada</p> <p>15 to come to our program.</p> <p>16 SECRETARY CARRILLO: Wow. Yeah. I've</p> <p>17 always been of the philosophy if you build it, they</p> <p>18 will come. It's our job to inspire. It's your job</p> <p>19 to inspire. You've inspired me already. And -- so</p> <p>20 thank you very much for just coming up and speaking.</p> <p>21 I appreciate that.</p> <p>22 I'm looking at my notes here.</p> <p>23 MR. STEVE SMABY: If I -- just add in</p> <p>24 there, even for the summer reading program, I think</p> <p>25 we've got 24 kids. We probably average about 20</p>
<p style="text-align: right;">79</p> <p>1 interested in attending. Too many kids."</p> <p>2 My younger siblings and I were all hauled</p> <p>3 to Las Vegas. That's because we were musicians, and</p> <p>4 we wanted things that the Mora schools didn't offer.</p> <p>5 My parents are both retired educators from this</p> <p>6 area. Both taught here for over thirty years.</p> <p>7 It's a totally different school program</p> <p>8 than when I was even in high school here. And I do</p> <p>9 think that so many of our kids are being outsourced</p> <p>10 though homeschool to Las Vegas, some in Taos. I</p> <p>11 know several families who just -- they want</p> <p>12 something different.</p> <p>13 And I know there are several families not</p> <p>14 even involved in our program that I know personally</p> <p>15 who would absolutely love to have something</p> <p>16 different.</p> <p>17 Most people who homeschool do it because,</p> <p>18 you know, it's not -- we lose an income, usually, to</p> <p>19 homeschool. It's a very hard thing to do. But</p> <p>20 there are several families who don't have the option</p> <p>21 to homeschool that absolutely want something</p> <p>22 different for their child.</p> <p>23 I think that this is a step forward.</p> <p>24 SECRETARY CARRILLO: No, I get that. And</p> <p>25 districts are so constrained by their own archaic</p>	<p style="text-align: right;">81</p> <p>1 kids. Five or six of them are coming from Vegas</p> <p>2 area.</p> <p>3 SECRETARY CARRILLO: That's fantastic.</p> <p>4 Kids go an hour each way to school, because that's</p> <p>5 what you've got to do.</p> <p>6 MR. STEVE SMABY: The other thing I want</p> <p>7 to add to that is there's a lot of parents that</p> <p>8 bring kids down from Mora down to Las Vegas. I</p> <p>9 think it's the same distance both ways.</p> <p>10 SECRETARY CARRILLO: That's like the clock</p> <p>11 being right twice a day.</p> <p>12 I'm looking at my notes. And I don't know</p> <p>13 if you remember, Mr. David Lamb. We've met on a</p> <p>14 number of occasions. It had to do with different</p> <p>15 communities and school events and different things</p> <p>16 having to do with education.</p> <p>17 And so what struck me about what you</p> <p>18 said -- and I wrote it down here -- and I love the</p> <p>19 idea -- well, I'm going to tell you the story that</p> <p>20 prompts this while I'm scanning for the note.</p> <p>21 And that is one of my last years as</p> <p>22 president of the school board in Santa Fe, we had a</p> <p>23 young man, first in his family to graduate from high</p> <p>24 school, immigrant family.</p> <p>25 And they've all heard this story a million</p>

82

1 times.

2 He graduated from Capital High School. He
3 was the valedictorian, full ride to Princeton.

4 And when he gave -- we were all just weepy
5 when he gave his speech about when he's done with
6 medical school, wanting to come back to Santa Fe and
7 give to the community that gave him so much.

8 And that's what I hear here, that someone
9 is going to realize that this child, this young
10 person who is now winning a Nobel, is from Mora,
11 New Mexico. And everyone's got to Google it,
12 because they have absolutely no -- some of them
13 don't even know where New Mexico is, and that you
14 don't need a passport to live here.

15 But what you had said, David, made an
16 impression, about a school being able to put an area
17 or a community on the map because of what they're
18 doing that's different. So thank you for that
19 input.

20 So the money is going to continue to be a
21 concern for me, and we're going to want to have that
22 addressed when you return in August.

23 And the different things, where the peer
24 reviewers said, "We have challenges in this area,"
25 because that would be the questions that I would

83

1 actually give Chair Burt to give to you were those
2 concerns.

3 So on the food -- there's no
4 transportation. Under -- and, again, just looking
5 at the budget and not seeing, you know, dollar signs
6 next to certain areas -- you're going to try to do
7 food. And you may have a partnership possibly with
8 Cooking With Schools, or possibly with the
9 university for --

10 MR. STEVE SMABY: I think the first thing
11 we were looking at -- and I've talked to Norma about
12 this -- is having the Mora schools -- they've got a
13 full program there -- they're providing breakfast
14 and lunch right now for the summer program. That
15 would be the easiest thing.

16 SECRETARY CARRILLO: Close to the
17 neighborhood, yeah.

18 MR. STEVE SMABY: And then the second
19 thing is at the ranch, the autism center has its own
20 commercial kitchen, and we have people out there
21 cooking. And I understand there's -- we looked at
22 doing actually the summer reading program cooking.
23 There's quite a bit to it.

24 If we had 35 kids, and we knew we were
25 going to have them all year round, we could do that.

84

1 SECRETARY CARRILLO: Are the people of
2 Mora taking the view of they're all our kids, and
3 they're wanting to be a partner when able to be?
4 Because too often, districts don't take that view.
5 They didn't show up today. I'm wondering what their
6 attitude is.

7 MR. STEVE SMABY: And I'm surprised that
8 they didn't show up. Obviously, when Marvin was the
9 superintendent, we had a very good relationship.
10 Norma came in, Norma Cavazos. We've got a very good
11 relationship.

12 I used to tell people that Norma and I
13 loved -- she loved what we're doing. I think now
14 it's she likes what we're doing.

15 But when I told her about the charter
16 school, she said, "Oh, Steve, I've already heard
17 about it."

18 I said, "What do you think?"

19 She said, "Steve, we both have the same
20 interest. We're trying to do the best we can for
21 the students."

22 SECRETARY CARRILLO: Right answer.

23 MR. STEVE SMABY: And she said, "I think
24 you're going to have difficulty with it. I wish you
25 luck, but you're doing it for the right reasons."

85

1 SECRETARY CARRILLO: Supers all too often
2 just look at dollar signs and kids that are going
3 someplace else. And we're all in this for one
4 thing, and it's kids, all kids.

5 One challenge I had -- so the governing
6 board, we have found -- or, certainly, being on this
7 Commission -- when boards start to go south, schools
8 go south. It generally happens pretty quickly.

9 And what is your plan -- because this was
10 something also that the peer reviewers said -- what
11 is your plan to recruit for the board, not even just
12 initially, but to also have a pool of people that
13 are interested in serving the school in that
14 capacity?

15 MR. STEVE SMABY: I'm not -- again, I
16 probably don't have a good enough answer for that.
17 But I think that it's something that we -- I really
18 tried to be part of this community.

19 Anita LaRan is someone that has spoken.
20 She's been here forever. Just a little anecdote:

21 One time I asked her, probably about two
22 or three years ago -- we were having a drink. And I
23 said, you know "Anita, I've been around here for
24 quite a while. I'm never going to be a native here.
25 I'm always going to be an outsider. But what do

86

1 people think about me in this state? I'm just
2 curious."

3 She thought for a while, and she said,
4 "Steve, they think you're okay."

5 And I -- what a compliment.

6 But I think that it's something that --
7 the way to get board members is to be doing
8 something that people believe in and that you're
9 showing what you've done.

10 We had a tough time getting board members;
11 at first, at Collins Lake. Now we don't have a
12 problem at all. If you're doing something that
13 people believe in and that they see the results,
14 they will step forward.

15 SECRETARY CARRILLO: I'm making a note
16 because I'm going to have follow because you said
17 "see the results."

18 So on the board, I mean, I would say part
19 of your pool, you know, I'm looking at -- one of the
20 very first people that spoke was the young attorney
21 who she and her husband never argue, obviously.

22 MR. STEVE SMABY: Amara.

23 SECRETARY CARRILLO: You can get the
24 public comment list. It's online, too. I mean,
25 people are obviously passionate about this school

87

1 and passionate about you. And having diversity on
2 the board is really important.

3 Having an attorney, having someone who
4 does finance, having someone who's been in
5 philanthropy, whatever it is, where they're
6 bringing, you know, their skill set, especially
7 having a couple of people from the private sector,
8 because they know what it's like to do
9 profit-and-loss statements and sometimes, when it's
10 necessary, to grovel for money, as I had to do when,
11 years ago, I owned a restaurant.

12 Okay. Financial controls. I'm going to
13 let others probably ask about it.

14 Equity council. It's really just these
15 things were there were gaps, I would encourage you
16 to get with your people and nail it. Because these
17 gaps are here, the bar is going to be higher for
18 you. Because some of these things weren't answered
19 today, so they're going to have to be addressed in
20 August.

21 And I can probably say if they're not
22 addressed, it's going to be real challenging for me,
23 but I would -- possibly, others as well.

24 Let me see. Homeschool. Let me just look
25 at a note here.

88

1 I love the idea of the peer buddy system,
2 because one of the concerns that I had was the
3 what-if you get most of your applicants that are not
4 special needs. But then it's just -- and I learned
5 that in yesterday's meeting. That's a plus. It'll
6 build the diversity, kids helping one another.

7 And so, you know, a lot of this is where
8 I'm constantly having to open my mind and challenge
9 things that I thought previously in yesterday's
10 hearing and today's hearing.

11 And -- because I looked at some of those
12 things as incredible deficits. And now I do not.
13 And I think to myself of Rafe. I think of Rafe.
14 And we chatted about that and the Albuquerque Sign
15 Language Academy. He's in Albuquerque, of course.
16 It's a massive market.

17 But what if another Rafe came to us from
18 Portales and wanted to do something that they're
19 doing in Albuquerque? How would we respond to that?

20 And I would say, based on you, and based
21 on Rafe's success, I would have a much more open
22 mind now to doing something like that in a very
23 rural area.

24 MR. STEVE SMABY: So Rafe was one of the
25 people that I first approached about this. I've

89

1 known him for a while.

2 I said, "I'm thinking about starting a
3 charter school."

4 And his first question was, "Really?"

5 SECRETARY CARRILLO: That's everyone's
6 first question.

7 MR. STEVE SMABY: We talked about an hour.
8 And at the end, he said, "Steve, you're going to
9 start a charter school." He's a model for me.

10 SECRETARY CARRILLO: He's a remarkable
11 human who has just made a difference in so many
12 lives. Legacy. Talk about legacy. That's all for
13 me for now. I always reserve the right to have a
14 Columbo moment.

15 THE CHAIR: Commissioner Ingham.

16 COMMISSIONER INGHAM: Yes. So I just have
17 a couple of questions.

18 I'm part of the PSCOC, so I'm very
19 familiar with PSFA's adequacy standards. And you're
20 just going to struggle, because they are very
21 rigorous, and they have very little room for
22 accommodating this kind of idea.

23 Now, do I think that it needs to be
24 challenged? I would say yes. But I'm going to say
25 they don't have a lot of wiggle room in how they

90

1 interpret their statute. So it's going to put you
2 in a pretty tough place.

3 So I would strongly encourage you, get
4 ahold of PSFA immediately and get an evaluation done
5 of your facility. It's going to be tough. I just
6 got to tell you.

7 And I love this idea. And I love your
8 innovation. And I just know that we have a lot of
9 very rigorous statutes that limit the ability for
10 you to do this. And so I'm -- I'm all for it. And
11 I would be all for challenging some of the standards
12 that we are enforcing with such rigor.

13 The other thing is I wanted to ask about
14 your relationship -- Steve touched on it -- with the
15 school district. And I've just got to say, there's
16 a couple of ideas that I might have for you.

17 And that is that -- I worked for APS for
18 many years. And I built a couple of magnet schools
19 that were very -- their basic idea was to support
20 homeschool families.

21 And so it was a unique deal. They have
22 schedules that are way more flexible than the rest
23 of the APS community. And they were able to get
24 that through within APS. And they have been very
25 successful. And now APS actually supported them a

91

1 lot.

2 It's a magnet school, not a charter
3 school. I essentially am a huge advocate for
4 charter schools, and the idea that we can -- gives
5 the schools a lot flexibility.

6 I don't know. But I would touch base with
7 them. I'm trying to remember the lady's name. But
8 there was a lady that was instrumental in making
9 that program, and I'd love to get you to connect
10 with her.

11 I just want to ask about your relationship
12 with them and if they would be amiable.

13 Now, I also agree that the 10-percent cap
14 is restrictive, and that in our world right now, I
15 really believe -- one of the subjects we read in our
16 last conference was rural schools and how they can
17 be -- how rural schools can exist. And we're making
18 it impossible.

19 So does that need to be challenged? I
20 would say yes, I mean, honestly. But it's going to
21 take a legislative action to do it, because it's
22 statute. And so I would say let's get together.
23 Let's try to move that, and let's be advocates for
24 rural schools.

25 Because I -- honestly, from my own

92

1 perspective, I really feel like there ought to be an
2 opportunity for whole districts to become charter
3 districts instead of being constrained by the rest
4 of that nonsense

5 But those are those wild expectations I
6 have. But I think that there is a real amazing
7 opportunity right now. The climate is pretty
8 advantageous for this kind of idea.

9 So I strongly support your school. I
10 don't know how it's going to work, because right
11 now, we are -- it's going to be very rigorous.

12 But if you want to respond to your
13 relationship with the local school district. And
14 would they talk to you about collaborating?

15 MR. STEVE SMABY: Yeah. So a couple of
16 things. I think the answer is yes. When Marvin was
17 there, we had an amazing relationship.

18 One of the school board members was on our
19 board until relatively recently. Once we applied
20 for the charter school, she felt she needed to
21 remove herself.

22 So we've got a fairly strong -- and Norma
23 and I got along really, really well.

24 I think the biggest issue that I faced --
25 and, honestly, I'd prefer not to have a charter

93

1 school. I would prefer that I can do something out
2 at the ranch that is going to help the school -- you
3 know, one of my basic tenets is that that school has
4 got to survive.

5 If that school dies, this community dies.

6 So my focus in the last four years --
7 people have asked me about a charter school for four
8 years now, ever since we did COVID.

9 "Why don't you start a charter school?"

10 "Is it going to hurt the local school?"

11 I don't want to hurt the local school. So
12 I think that -- but when you get to the point where
13 you've probably got a hundred kids that are
14 homeschooled and kids going to Vegas and Taos,
15 something says maybe we need something.

16 I like the idea of a magnet school or some
17 way -- because, honestly, you can see, the 35
18 students, it doesn't work. I'll be the first to
19 acknowledge that. It needs some support. And I'm
20 willing to do that for a while. But I'm not willing
21 to do it forever.

22 I think that -- my hope is that we were
23 able -- if the school is approved, we can add a
24 grade every year and get to the point where it's
25 large enough that it will be self-sustaining.

<p style="text-align: right;">94</p> <p>1 If it's not self-sustaining in five years, 2 we've got a problem. We've got a big problem. 3 So that's my position is that I want to -- 4 I want to do everything I can to continue to support 5 the local schools if there's a way we can work 6 together. The problem that they have right now, 7 just in my view, is that they're putting out fires 8 right now with a squirt gun. 9 And they're -- you know, when I go to 10 Norma and say, "Hey, we're thinking about doing 11 this," "Steve, I'm sorry. That's a great idea. 12 Right now, I've got three fights going on. I can't 13 talk about it now. I'll get back with you 14 sometime." 15 And I understand it. 16 You know, they've got to keep -- they've 17 got a lot of issues they're dealing with. So some 18 of the stuff, we just kind of go out there and do 19 and hope that it works. 20 And so, you know, what we're doing with 21 the reading program, I think -- I don't know if 22 there's maybe one or two other places in the state 23 where the reading program is done outside of the 24 school. It seemed like a great opportunity for me. 25 Thank you.</p>	<p style="text-align: right;">96</p> <p>1 out towards the mountain, there really is a need in 2 this area as well as a lot of other areas. 3 But just with what you presented, oh, my 4 gosh, I was just enthused about it. And I think 5 there are several people who mentioned that they'd 6 like to see something different in the area of 7 education. 8 And, I mean, that's very telling, that the 9 education system needs to look at what is happening 10 within the school district which, obviously, isn't 11 happening. 12 So the community has sought alternatives. 13 And I think that's what you're addressing, what 14 you've presented. Although, as Commissioner Ingham 15 indicated, there's going to be a lot of, like I say, 16 qualifying/quantifying for what you want to do. 17 But I think it's possible. I really do. 18 I look at some of the -- I look at how some of the 19 public schools out here are meeting those 20 challenges. And this is all part of a rural 21 education, except that, to me, you've exceeded some 22 of -- you've exceeded the area of ideas. 23 You've actually developed an idea with the 24 help of your child. And I think it's something that 25 needs to be continued, and it needs to be</p>
<p style="text-align: right;">95</p> <p>1 THE CHAIR: Commissioner 2 Clahchischilliage. 3 COMMISSIONER CLAHCHISCHILLIAGE: Okay. 4 There we go. 5 I am very, very impressed with what has 6 been presented. And coming from a rural area, I 7 know what you're fighting with and what you're up 8 against. 9 There is one telltale that I hear very 10 loud and clear, because I hear the same thing out 11 here. And that is looking at the parents who are 12 sending their children out elsewhere to get their 13 education, homeschooling or to another school 14 district. And that's very telling about what is not 15 available at -- you know, within your community. 16 And, to me, and listening to the 17 presentation and listening to some of the community 18 people, they see this as a possibility for the 19 students and so much savings. 20 However, I agree with what Commissioner 21 Ingham presented. And I'm used to being told no, 22 no, no, no, you can't do this, how do you qualify, 23 quantify this, and et cetera, et cetera. 24 Well, the rural areas, the rural areas 25 of -- the area where you are, Mora and Las Vegas and</p>	<p style="text-align: right;">97</p> <p>1 implemented. 2 I mean, our -- the district that you're in 3 within the state is a very -- there are a lot of 4 possibilities there. And you're talking about 5 money. And maybe -- I mean, there are ways to get 6 that money. 7 But I think the bigger challenge, other 8 than money, is what you're going to have to look at 9 in terms of regulations and what the State is not 10 used to. Because you're in a very -- you're in an 11 area that people talk about, write books about, but, 12 then, don't know how to implement it. 13 So I encourage you to continue. I'm very 14 supportive of this. I have a lot more questions. I 15 think in listening to everybody, they're touching on 16 a lot of concerns I would have. 17 But the down bottom of all of this is what 18 Commissioner Ingham brought up. So do not be 19 discouraged with what we're saying. Just know 20 that -- look at it very factually. Because we have 21 the -- leadership within education needs to be, I 22 guess, shot with a blast of having to look a 23 different way to get our education delivered to our 24 students. 25 So continue. I'm there with you. And I</p>

<p style="text-align: right;">98</p> <p>1 would love to go up and visit where your school is. 2 In fact, the next time I'm in Las Vegas, I'm going 3 to look you up and see what you're all about, 4 because actually seeing it and talking to you is 5 different than what we're going through right now. 6 But thank you. 7 MR. STEVE SMABY: Thank you so much. I'd 8 love to have all of you out there. It's ten minutes 9 away. I've never had anyone come out there and say 10 that, "Oh, this is disappointing." 11 What I've had them say is, "Oh, my God, 12 this is so much better than what you were talking 13 about." 14 But thank you. And, again, I think 15 that -- I know this is going to be difficult. I 16 know that there's challenges. But I'm still here. 17 COMMISSIONER CLAHCHISCHILLIAGE: Uh-huh. 18 Good. 19 THE CHAIR: Okay. Thank you. I -- I have 20 some qualitative data that is in the back of my mind 21 that just supports the idea behind it. 22 When I was a teacher -- I taught at a 23 large traditional middle school in the middle of a 24 neighborhood. 25 And any time I could -- I was an English</p>	<p style="text-align: right;">100</p> <p>1 like, "I don't want to go to school tomorrow," you 2 know. 3 And when we look at attendance rates, not 4 just in our state, which it's bad in our state, but 5 around the country, kids are so disengaged from 6 schools. 7 And it's not an attendance issue. It's an 8 engagement issue, because our statutes, our 9 education was created by traditional thinkers; 10 right? Very traditional thinkers. 11 And when I think of the purpose of charter 12 schools, it is innovation. 13 And I actually am incredibly happy that 14 not only are you targeting students with 15 disabilities, because it is a group of families and 16 students who are often -- especially in traditional 17 schools, kind of off to the side. And schools do 18 their best. But it's a minority of the students; 19 right? And they're treated like a minority of the 20 students. 21 And so for this school to be targeting 22 those students, being, like, "We want more than half 23 to be those kids," I actually think is special, 24 beautiful. And I actually am even more encouraged 25 by trying to target students -- families -- or</p>
<p style="text-align: right;">99</p> <p>1 teacher, which I think is a massive privilege, 2 because, like writing, you get to actually learn 3 your students in such a different way than any other 4 subject. 5 But any chance I had to take my 6 eighth-graders outside to do class, I did. And you 7 would think that sounds crazy -- other teachers 8 would see me walking down my hall with my 40 kids in 9 a class, you know, 35 kids in a class. We'd go 10 outside. They loved it. My students loved just 11 being outside. Even if we were just reading, we're 12 still just talking about language arts. But just 13 sitting on the ground and doing it together and 14 under the sky -- like, it -- once again, 15 qualitative. 16 I know there's actual data to support it. 17 But I never had behavior issues. They learned. 18 They were listening. They're engaged, just being in 19 a different environment. 20 So, naturally, like, just what I did 21 naturally as a teacher, so to read something like 22 this, I'm like, well, that's easy to understand how 23 students could not just develop -- would develop a 24 love of school. Like, I can't imagine kids going 25 outside -- coming to the school, going home, being</p>	<p style="text-align: right;">101</p> <p>1 students with autism, because, once again, as a 2 privilege, born and raised New Mexican, I've been 3 able to travel all around the state and visit 4 families from all over. 5 And I can tell you with absolute 6 certainty, if I can summarize to you the families 7 I've spoken to who are the most disenfranchised and 8 incredibly hurt by the education system, it's 9 families with students with autism. 10 They are in such desperate need of quality 11 education, of acceptance, of a different way of 12 thinking about schooling -- I mean, I can't tell you 13 how many moms I have spoken to who cry to me, just 14 asking for something for their kid, just -- like, we 15 need something for these students, you know. 16 And I actually think -- there's one thing 17 that I remember Commissioner Carrillo saying last 18 year about a school that we opened, that families 19 will move for these opportunities. And students 20 with autism, their families, especially if they have 21 the means -- which is sad to me -- right? -- that 22 that there's actually -- I would love for this model 23 to be all around the state to where people don't 24 have to come to here. 25 But I do believe there are families that</p>

<p style="text-align: right;">102</p> <p>1 will be moving for this school, which, hearing the 2 community members and more, I think -- I don't think 3 you want a ton of people here in Mora. I'm not ever 4 going to ever wish that upon you. I'm sure you like 5 having -- you're out here because it's small. 6 But I do think you will get families that 7 will put in their lottery. And if they get pulled, 8 I believe they would move. Because it is a large 9 group of students, a massive group of students that 10 is severely underserved in our system. I mean 11 severely underserved in the system. 12 So I don't -- I'm not -- I'm not concerned 13 that you'll get 35 kids. My concern is that what 14 does that look like then, you know? And I just -- 15 the financing of it stresses me out so much, because 16 I actually think this is -- this is the exact kind 17 of charter school that I've been, like, hoping for 18 in my -- this is my fifth year on the Commission. 19 When I think of, like, innovative charter 20 models and someone thinking outside the box and 21 doing something different and really looking at 22 education holistically and in a different way with 23 rigor, this is it. 24 And, once again, you're up against -- 25 you're trying to create an innovative school model</p>	<p style="text-align: right;">104</p> <p>1 So when you introduced yourself as a 2 problem-solver -- and not only you, but I actually 3 saw it in all the community around you -- it's like 4 solutions-focused. Like, what's -- whatever. 5 There's a problem. What's a solution? 6 And I appreciate that. Because, to me, it 7 seems like you looked at the problems. You saw it. 8 You saw a hundred-grand deficit and instead of 9 being, like, "Well, can't operate", "Okay, here's a 10 solution. Here's a solution." 11 So I do think -- I agree with the other 12 Commissioners that an MOU, like some guarantees 13 behind what that could look like to support the 14 school, is, like, necessary; right? Because it's 15 just going to be difficult. 16 But, once again, we're never going to open 17 a charter school in a rural community if -- if you 18 don't have these kind of untraditional solutions 19 that this application has presented. 20 So that's where I'm coming from. 21 So -- but also, I want to also agree to 22 all the -- or I want to acknowledge the amount of 23 partners in this community that came to support 24 today, like, the various organizations that are 25 already involved. Like, I guess the way I'm seeing</p>
<p style="text-align: right;">103</p> <p>1 under traditional umbrella with a 10-percent cap. I 2 mean, that was made to limit charter schools; right? 3 That is what that was there for. 4 So I -- I have a deep concern about our 5 charter deserts in our state. I actually said this 6 yesterday to the schools down in Las Cruces. I 7 believe every family deserves to have an incredible 8 neighborhood school. Every single neighborhood 9 school should be an amazing option for every student 10 that goes to it. 11 Also, every family deserves to have 12 another option. Because even -- even if students 13 are being served well in a traditional school, some 14 students just need something different. They just 15 need something different. It's just not for them, 16 and that's okay. 17 So what I'm impressed by is you are under 18 statutory obligation for the different things that I 19 think any one of them, you could have been, like, 20 "No, it's not going to work. Can't do it because of 21 the statute." 22 And I think that happens a lot around our 23 state, actually. People who want to do it, they go 24 look and are like, "Well, we can't. We actually 25 can't do it."</p>	<p style="text-align: right;">105</p> <p>1 it is if we were ever going to open an innovative 2 charter school in a rural community, it would be 3 this one, with someone who is already so involved 4 with the community, someone who already has access 5 to additional financing outside of the SEG, I mean, 6 'cause any rural school is going to have to have 7 that. 8 So for it to be already so established 9 does give me more positivity to it. But it just 10 scares me. Thank you to all the partners who came 11 out. But I want to talk to you about some of your 12 Plan Bs. I would love if everything just kind of 13 worked the way it's supposed to. If you go through 14 the process and the legal -- the limitations are you 15 cannot educate in a year -- which is sad to me, 16 because I would love -- once again, innovative 17 model, something different, like, that just doesn't 18 translate to black-and-white statute often. That's 19 fine. 20 Let's say that there's not -- they're 21 like, "It's not going to happen. There's just no 22 way to get you to E-Occupancy." 23 What's the Plan B for facilities? 24 MR. STEVE SMABY: So, yeah, there is a 25 Plan B, and there's a Plan C, and there's a Plan D.</p>

<p style="text-align: right;">106</p> <p>1 One of the things that I was hoping is 2 going to be under construction by now, but it's not. 3 We've got a federal grant -- cross your fingers -- 4 for a new therapy center. It'll be about 5 2800 square feet. Our plan is to use part of that 6 for administration for the school. If I had to, I'd 7 use the whole thing. 8 I don't know if it's going to be big 9 enough. I think it's going to be close. 10 Another plan is if you keep them outside 11 100 percent of the time, I don't think that's going 12 to fly. 13 We have another -- the autism center has a 14 building that they use. We could possibly look at 15 some of that as well, using part of that. 16 Defeats the whole purpose. And I don't 17 know whether or not some of these -- if it would be 18 possible -- I am innovative. I'll think outside the 19 box, that, okay, we get approved based on using 20 these. But when you come out, we're still using the 21 yurts. 22 You know, if that's what it takes, we'll 23 figure out some way of doing it. 24 "Oh, no. We're just using the yurts 25 temporarily."</p>	<p style="text-align: right;">108</p> <p>1 We've got to find a way that everything 2 that I do out here, that the autism center has paid 3 for, the programs we've done, in almost all cases, 4 it started off in the red. But my -- my goal and my 5 expectation and my requirement is that they 6 eventually are going to be able to be 7 self-sustaining. 8 You know, we're doing a lot of things that 9 we started off with that are now self-sustaining. 10 I'm a finance person. I want things to make money. 11 THE CHAIR: Yeah. I do think -- one of 12 the things that I'll probably be asking more about 13 is you do have -- in the application, there's many 14 times where partners are listed as, like, different 15 things that they will be supporting and different 16 interactions; you know, the engagement from NMHU -- 17 you listed many different folks coming -- because 18 you have all these partners. 19 I do think it would be helpful to see -- 20 make sure just to have the clarification that those 21 partners won't be expecting payment in agreeing to 22 do those services that is listed all throughout. 23 Because it is -- like, I want -- those are 24 all things that need to happen for this school. 25 But, once again, just being -- trying to be</p>
<p style="text-align: right;">107</p> <p>1 We're -- we'll come up with a -- we'll 2 find a way to make it work. 3 And I think your point on if -- if you're 4 ever going to have a rural school, charter school, 5 this is the best shot you're ever going to get, in 6 my opinion. And I think that -- and a big part of 7 that is the willingness of the autism center to 8 support this, the willingness of me to support it. 9 If I get run over by a bus today, the 10 school's going to be in great shape, because they're 11 going to get a bunch of money. 12 So -- but we don't want that to happen. 13 But, yeah, I -- you're right. With 35 students, it 14 can't support itself. And you can run budget 15 numbers any way you want. You know, we stretched 16 that to this. 17 We did also run numbers if we were to 18 expand. If we had the ability to add additional 19 grades, by the end of the five years, we'd be 20 balanced. 21 So that was -- when I first saw the 22 numbers, okay, that's not going to work, but could 23 we -- because I'm not going to -- it's crazy not 24 to -- you're not going to get outside support for 25 the next 30 years to keep the school going.</p>	<p style="text-align: right;">109</p> <p>1 considerate of that budget and how it's going to 2 have to be a unique circumstance in order to make 3 this school work, that there's some acknowledgement 4 of, like, there's going to be professional 5 development by NMHU. Zero dollars. 6 There's going -- like, these are the 7 services, and they're not expecting -- they are 8 contributing to this as community members, as 9 partners, not as vendors, necessarily; right? So it 10 could help. 11 MR. STEVE SMABY: Okay. 12 THE CHAIR: The -- yeah. I mean, those 13 are -- honestly, this is -- it really is a really 14 special and innovative model. I also believe it's 15 incredibly responsive to the community, which is 16 what I'm very, very considerate of. 17 I do think -- I was concerned, too. Like, 18 Mora schools are so small, there's not that many 19 students. Like, how many are going to come? 20 But I also, once again, because I've had 21 the privilege to visit so many schools, which, 22 unfortunately, I've never come to Mora Independent 23 Schools before. But I've come to other districts in 24 this area. 25 And families are driving long distances to</p>

<p style="text-align: right;">110</p> <p>1 go to schools all over. Like, that is not -- I 2 think that's something that, in the more urban 3 areas, we really hammer hard about, you know, like, 4 "We can't get -- we can't -- I think that families 5 are going to want to drive across town"; right? 6 Like, I'm in a suburb of Albuquerque. Like, driving 7 across town really is an actual issue; right? 8 Here, families are going to drive an hour 9 away to go to a school that they want their kids to 10 go to without blinking an eye. Because you have to 11 drive an hour to go to Walmart anyway. It's not 12 that big a deal. It's not weird to drive distances 13 when you live in a community, in this area; right? 14 And thank goodness I grew up in that -- 15 MR. STEVE SMABY: It's a really pretty 16 drive. 17 THE CHAIR: Yeah. Lucky. I grew up out 18 in the -- like, I lived for some time out of Aztec, 19 like, Navajo Lake. You have to drive far to get 20 anywhere. Like, driving far to get to somewhere 21 isn't a weird thing. 22 So I do have a lot of belief that families 23 will be coming from not just Mora; they will be 24 driving from -- they'll be coming from all over 25 without blinking an eye. That's not going to be a</p>	<p style="text-align: right;">112</p> <p>1 has a place in Pandaray. So she said, "Next time 2 I'm up there, I want to stop and see your place." 3 THE CHAIR: Like the other Commissioners 4 have said, like, the relationship between the center 5 and the school, I just want to make sure you're 6 doing it right. 7 But also, like, if the center is going to 8 be giving money to support the school, just making 9 sure it's -- the thing I like about it is because 10 you are involved, then I don't have to wonder if 11 they're going to follow through. 12 But, also, I don't know if that's -- it's, 13 like, a weird -- it's weird. 14 MR. STEVE SMABY: So that's -- and, 15 actually, I've asked Susan to start looking into 16 that. It's kind of a question for you, too, is that 17 what kind of guarantee? Is a board resolution 18 enough, but that can be changed? Do I need -- can 19 they put a half million dollars in escrow? Would 20 that be sufficient? 21 You know, what is it that's going to 22 satisfy -- so that if I do get hit by a bus, that 23 the Collins Lake board changes, and they say, "Oh, 24 we don't want to do this anymore," I want to make 25 sure that whatever commitment I make to you is going</p>
<p style="text-align: right;">111</p> <p>1 hindrance in this community. And that's just being 2 responsive to what this community actually does, in 3 general. So it gives me a little bit less concern 4 about that as well. 5 And then it actually just, then, once 6 again, makes me upset that there's a 10-percent 7 statute in place that's limiting, because it's not 8 taking that into consideration at all, that every 9 kid is not going to come from just one district when 10 we have such a big state and all these various 11 communities. 12 Do you already have an idea for legal 13 counsel and a business manager for the school? 14 MR. STEVE SMABY: So Mike Vigil has been 15 helping us -- helped me on this -- on the business 16 plan. We started that fairly early. I don't know 17 if you knew it, but he was in the hospital for a 18 couple of weeks. He got way, way behind. 19 And -- and, honestly, he kind of dropped 20 the ball a little bit at the end. 21 But he's -- he's written to me and said, 22 you know, "Steve, this is going to be hard to make 23 this thing work, but if you can, I'm there." 24 Susan Fox is the one that I've been 25 talking to on the legal side. And she's -- she also</p>	<p style="text-align: right;">113</p> <p>1 to get followed through on. 2 THE CHAIR: That's fair. Appreciate that. 3 Maybe that's something I can talk to our legal and 4 see if she can kind of take it -- like, once again, 5 think outside the box a bit about what would need to 6 happen in order to make sure that that's agreeable 7 on both sides, and everyone feels like, "Nope, 8 that's for real. It's not..." -- 9 MR. STEVE SMABY: And I want to make sure 10 that that is done for real and that -- and it not 11 only satisfies me as a -- for the Collins Lake 12 Autism Center, but it satisfies me as a founder of 13 the school and satisfies you, and that everyone is 14 comfortable that, "Okay, this is -- he really means 15 it." 16 THE CHAIR: Yeah. I mean -- and I just 17 want to say thank you for -- I do think you have 18 knowledge, and you have a team that's knowledgeable 19 about the statutes and the limitations that you're 20 up against; right? 21 So I'm just grateful -- like, it feels 22 like you took a look at those. And, like, "Okay, 23 well, what's the way to not break them, but it 24 doesn't say we have can't do this." 25 So I am grateful for that kind of</p>

<p style="text-align: right;">114</p> <p>1 thinking, because it's what moves education forward.</p> <p>2 And, in all honesty, education is moving forward</p> <p>3 from the family side, whether people want to</p> <p>4 believe -- like, people in education want to hold on</p> <p>5 to this idea that education is staying the same, and</p> <p>6 we don't need to do -- we just need to do it better.</p> <p>7 We need to do what we're doing, but better.</p> <p>8 And families are not responding to that.</p> <p>9 I mean, families are doing different things. They</p> <p>10 are homeschooling at outrageous numbers. And I</p> <p>11 appreciate the folks coming up. Because there</p> <p>12 are -- there's some families who are well equipped</p> <p>13 to homeschool.</p> <p>14 There are many families who are not. But</p> <p>15 they feel like they have no other option. So, once</p> <p>16 again, grateful for that being an opportunity.</p> <p>17 But, also, there's families --</p> <p>18 microschools, micro district -- micro- -- like,</p> <p>19 that's becoming popularized in lots of areas. And</p> <p>20 it's coming to New Mexico, too, where people who</p> <p>21 have means are able to get access to these little</p> <p>22 tiny micro-education pods, pods they're paying, you</p> <p>23 know, teachers to get these individualized -- but</p> <p>24 it's only the wealthy who are able to do this;</p> <p>25 right?</p>	<p style="text-align: right;">116</p> <p>1 Which maybe you can. Maybe that</p> <p>2 actually -- maybe we're in a space where that could</p> <p>3 happen at some point, where that's, like, an</p> <p>4 exception that can be made for charters to where you</p> <p>5 can pull certain students.</p> <p>6 But Rafe has, once again, done this great</p> <p>7 job of showing you can have a targeted program that</p> <p>8 is inclusionary to not just the students who he's --</p> <p>9 he is targeting a certain population.</p> <p>10 Also, their hearing-abled students come</p> <p>11 together. And it's created this beautiful</p> <p>12 environment.</p> <p>13 So I think you've done a similar model of,</p> <p>14 "We are going to target these students. These are</p> <p>15 who we want. Also, anybody who wants the</p> <p>16 experiential education, anybody who wants the</p> <p>17 outdoor education, they will also have a great</p> <p>18 incredible space and rigor in order to attain that,</p> <p>19 too."</p> <p>20 So I think if there was a threading of the</p> <p>21 needle as best you could in here, my concern is</p> <p>22 going to stay with that budget. And then, once</p> <p>23 again, just, like, what exactly the partnerships</p> <p>24 look like, what their involvement is, what their</p> <p>25 cost might or might not be, and just having that</p>
<p style="text-align: right;">115</p> <p>1 So for me, having a public charter school</p> <p>2 where folks can get access to this kind of</p> <p>3 innovative education, it's an equity thing -- for</p> <p>4 me, it's an equity issue. People should not have to</p> <p>5 afford to have specialized people who understand</p> <p>6 students with autism and can serve them at a very</p> <p>7 high level, you should not have to pay for that.</p> <p>8 You just shouldn't.</p> <p>9 So I'm grateful for the thought process.</p> <p>10 I'm grateful for the option, the thought -- I'm glad</p> <p>11 people were pushing you, because that is, once</p> <p>12 again, like a community responsiveness. "This is</p> <p>13 what I'm willing to do."</p> <p>14 And they're, like, "Yeah, but we need</p> <p>15 more, we need different, we need something --</p> <p>16 something else."</p> <p>17 So I -- actually, once again, I think --</p> <p>18 similar to the Albuquerque Sign Language Academy, I</p> <p>19 actually -- one of the things I would love</p> <p>20 someday -- like, I actually talked to someone</p> <p>21 several years ago who was, like, "I do want to start</p> <p>22 a school for autism in New Mexico."</p> <p>23 And I'm, like, "You're going to have to</p> <p>24 change statute. You're going to have to change</p> <p>25 statute in order to do it."</p>	<p style="text-align: right;">117</p> <p>1 clarified to where it's -- that helps that financial</p> <p>2 concern if I know what all the partners are really</p> <p>3 investing in it, and their commitment level in that.</p> <p>4 Which, I mean, you never -- it's hard to</p> <p>5 do MOUs or agreements with hypotheticals. Like, a</p> <p>6 pretend school, let's write a real agreement. Like,</p> <p>7 it's -- it's -- once again, it's just a hard piece</p> <p>8 to do. But I think this might -- because of the</p> <p>9 tack that you're working with, it may be something</p> <p>10 to consider a little bit deeper between now and</p> <p>11 August.</p> <p>12 MR. STEVE SMABY: Yeah. No, I think</p> <p>13 excellent points. I agree with you.</p> <p>14 The -- the one thing that I am looking at</p> <p>15 is, as I talked about before, is that the 10-percent</p> <p>16 cap is, as you know, it's the initial enrollment.</p> <p>17 It's not permanent. If -- if the law -- the statute</p> <p>18 was that you can never exceed 10 percent of the</p> <p>19 school district population -- excuse me -- I</p> <p>20 wouldn't be here.</p> <p>21 THE CHAIR: Yeah. I do think -- just from</p> <p>22 my -- what popped into my head right away is right</p> <p>23 now, our enrollment cap increase, I believe -- that</p> <p>24 may not be true. It might just be grade-level</p> <p>25 changes.</p>

<p style="text-align: right;">118</p> <p>1 Well, my worry is we have a process where 2 we ask schools to be fully built out and have three 3 years of data before getting it. 4 So that's my -- that's my concern is 5 thinking back on our own policies and what we ask 6 for schools. Because we don't want to add more 7 students to a school that doesn't have any -- no 8 track record. 9 So it may be something to consider as 10 well, which, I mean, three years, you still have two 11 more to -- but all those are hypotheticals as well, 12 which I don't want to add more -- more things to 13 you. 14 But just to, like -- just to think about 15 it and consider. And we can look into it on our 16 side of what -- because now I can't remember if it's 17 just grade level or -- because you'll have a K to 8, 18 and so you'll be adding grades each year. 19 So the enrollment cap -- yeah, we'll see. 20 We'll figure it out. But just -- did you -- do you 21 have it off the top of your head, Director? 22 DR. BRIGETTE RUSSELL: It is the 23 enrollment cap. 24 THE CHAIR: Enrollment as well. So that's 25 what we have right now in place. So three years</p>	<p style="text-align: right;">120</p> <p>1 application, I think some of the things that I saw 2 the reviewers put, I think, are a little nitpicky. 3 But I also know that's their job is to kind of take 4 a look and find any little gap. 5 A lot of the things that I saw in the peer 6 review can be handled in the implementation year. 7 Like, a lot of it wasn't the biggest deal. But the 8 financing is tough. 9 MR. STEVE SMABY: Financing, facilities -- 10 THE CHAIR: And facilities. 11 MR. STEVE SMABY: -- are the two big 12 things. Again, you don't know it. You don't -- you 13 don't have enough experience with me to know. But 14 it will get fixed. We'll find a way. But it's a 15 leap of faith. 16 THE CHAIR: Yeah. Totally. 17 Okay. Any other questions for 18 Commissioners? We're done, if you don't right now. 19 SECRETARY CARRILLO: Columbo moment. 20 Everybody remembers Columbo; right? He's getting 21 ready to walk out the door, takes his hat off and 22 says, "You know, another thing. Your car was 23 seen..." -- one of those things. Some people in 24 here are way too young to have any idea. 25 Continuing on to what Ms. Burt said, yeah,</p>
<p style="text-align: right;">119</p> <p>1 after being fully built out of data. So, I know, 2 just to add more there. 3 MR. STEVE SMABY: Maybe you can make an 4 exception somehow. 5 THE CHAIR: We can figure out stuff. 6 We're looking at those -- we're actually looking at 7 those amendments. We just talked about them this 8 morning in our policy subcommittee. 9 Honestly, this -- I'm very grateful for 10 this application, for the innovation, the true 11 innovation. Like, having to start something with 12 nothing to model yourself after except for your 13 experience with these students, your experience with 14 these families, your experience with the communities 15 is what developed this application. 16 And to me, that's incredibly apparent. 17 You know, it's not built off of -- I mean, it's 18 truly unique. It's innovative. It's what we're 19 here for. And I just -- I don't -- I would hate to 20 get something started that just financial -- like, 21 it's so -- it's good for the kids who are going -- 22 like, that's my worst fear ever, to have incredible 23 schools fail because of financing. 24 And it just does -- it happens sometimes. 25 So that's going to be my -- genuinely, after the</p>	<p style="text-align: right;">121</p> <p>1 money, facilities, and what I wrote down also is 2 your board. Try to flush (verbatim) these things 3 out for the August meeting. 4 The -- what I wrote down here -- and I 5 know that Mr. Lamb had a chuckle when this kind of 6 came up when we were talking about facilities and 7 PSFA. 8 And it's really annoying in our 9 legislature. Sometimes, people are just no for the 10 sake of no. No matter what you're asking, it's 11 going to be no, for no other reason than it's no. 12 And then it takes time -- it's just what 13 they're used to. They're keeping the seats warm, 14 and all they do is no, no, send the paper on. 15 So you're going to be combating that. 16 Sue Fox, I think, is going to be really 17 integral on the facility side. 18 I just wrote down here, "Disasters, 19 disaster zones." 20 Kids still learn. They put up a tent. 21 They still go to school all over the country. The 22 world doesn't stop. A yurt is just more permanent. 23 It's getting them to think differently 24 about what is a temporary facility. And it's not. 25 You put up a yurt, it's usually going to stay there</p>

<p style="text-align: right;">122</p> <p>1 for a pretty good long time.</p> <p>2 For August, I'm really happy, that as</p> <p>3 Ms. Burt mentioned, community organizations and</p> <p>4 people that came out. Now have parents come out,</p> <p>5 people that are really kind of seriously considering</p> <p>6 sending their child to this school. They need to</p> <p>7 come in August.</p> <p>8 The most beautiful drive ever, coming from</p> <p>9 here to Santa Fe and back. I just was stunned.</p> <p>10 I've never been on Highway 518 before. I was living</p> <p>11 here 34 years, never a native, always a local,</p> <p>12 that's fine with me.</p> <p>13 So I made a note here. "Curator of</p> <p>14 people."</p> <p>15 So charter law innovation, definitely.</p> <p>16 Memorandums of understanding, Sue Fox can work you</p> <p>17 through this. I think it's great that right now --</p> <p>18 I have your name -- I want to be able to say it --</p> <p>19 that right now, Ms. Kappus, speaking on behalf of</p> <p>20 Highlands University, we talked about the agreement</p> <p>21 with professional development.</p> <p>22 Well, it doesn't need to be a budget item,</p> <p>23 if you have, like, a memorandum of understanding or</p> <p>24 something from Highlands University saying they're</p> <p>25 going to handle this piece. On the food side, if</p>	<p style="text-align: right;">124</p> <p>1 by the end of year two, will be able to move to the</p> <p>2 area to send their kids to a school like this, you</p> <p>3 know. Because people can work from anywhere now.</p> <p>4 MR. STEVE SMABY: You've got that, and</p> <p>5 you've got relatives, and that they've got -- you</p> <p>6 know, there's not much housing here, but the grandpa</p> <p>7 and grandma still lives there. That's an easy thing</p> <p>8 to do.</p> <p>9 SECRETARY CARRILLO: So transpo, this --</p> <p>10 food -- this -- I would get with Sue Fox about being</p> <p>11 creative on different ways you could -- different</p> <p>12 workarounds. She's really good. And memorandums of</p> <p>13 understanding.</p> <p>14 Oh. Letters of intent. Different</p> <p>15 community organizations who say they're going to do</p> <p>16 something, showing up is great. We love it when you</p> <p>17 come and -- letters of intent; okay?</p> <p>18 August is when you're doing your orals,</p> <p>19 like, if you were in med school. Think about</p> <p>20 August, the August meeting that way.</p> <p>21 MR. STEVE SMABY: Versus this one?</p> <p>22 SECRETARY CARRILLO: What? Well, it's</p> <p>23 just because we want to fill in gaps, because we're</p> <p>24 going to make a decision. This is huge, because</p> <p>25 it's taxpayer dollars. And I remember last August,</p>
<p style="text-align: right;">123</p> <p>1 you have something from Mora schools saying you've</p> <p>2 worked out kind of a tentative agreement on what we</p> <p>3 might do for food.</p> <p>4 Also, transportation side, there are a lot</p> <p>5 of -- we have some charters in Santa Fe, even, that</p> <p>6 are really far away from different points of the</p> <p>7 county. They create hub systems for transportation.</p> <p>8 So that could be done, or you could work</p> <p>9 that out with Mora schools, people coming in from</p> <p>10 Peñasco or Las Vegas, and there's hubs at each end.</p> <p>11 They drop their kids; now they come to school. And</p> <p>12 it's worked really well for some of our charters,</p> <p>13 for a number of charters in Santa Fe.</p> <p>14 I'm going to say when we open Sun Mountain</p> <p>15 Charter School -- which is a Waldorf school in</p> <p>16 Santa Fe -- opening in a couple of weeks -- I</p> <p>17 predict -- it's one of the only public charter</p> <p>18 schools in the Southwest; I mean, public Waldorf</p> <p>19 schools.</p> <p>20 I predicted to this group -- and I didn't</p> <p>21 make a bet for the Bull Ring, that I would take them</p> <p>22 all to the Bull Ring. But I would say that for your</p> <p>23 school -- I said five for the Waldorf. I'll say for</p> <p>24 your school, I agree with Ms. Burt. I'm going to</p> <p>25 say at least three families are going to move here</p>	<p style="text-align: right;">125</p> <p>1 Lord have mercy, that we approved three schools.</p> <p>2 And there was a lot of controversy around, really,</p> <p>3 all three.</p> <p>4 And we took leaps of faith. And they are,</p> <p>5 in fact, going to open on time in facilities.</p> <p>6 So, you know, that leap of faith, we hope,</p> <p>7 will pay off. Anyway, thank you. Thank you.</p> <p>8 THE CHAIR: All right. Any other</p> <p>9 questions from Commissioners?</p> <p>10 (No response.)</p> <p>11 THE CHAIR: All. Seeing none, we are</p> <p>12 dismissed? We are adjourned. We are adjourned.</p> <p>13 (Proceedings adjourned at 1:35 p.m.)</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>

126

BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

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

In testimony whereof, I have hereunto set my
hand on July 22, 2025.

Cynthia C. Chapman, RMR-CRR, NM CCR #219
BEAN & ASSOCIATES, INC.
201 Third Street, NW, Suite 1950
Albuquerque, New Mexico 87102
License Expires: 12/31/25

Job No.: 813P (CC)

BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

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

In testimony whereof, I have hereunto set my hand on July 22, 2025.

Cynthia Chapman

Cynthia C. Chapman RMR-CRR, NM CCR #219
BEAN & ASSOCIATES, INC.
201 Third Street, NW, Suite 1950
Albuquerque, New Mexico 87102
License Expires: 12/31/25

Job No.: 813P (CC)

MAIN OFFICE
201 Third NW, Suite 1950
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

BEAN
& ASSOCIATES, Inc.
PROFESSIONAL COURT
REPORTING SERVICE

A		
<p>a.m 1:11 4:2 Aaron 30:8,25 ABA 12:18 abilities 41:6 ability 49:21 59:18 90:9 107:18 able 5:17 10:7 11:9,22 15:16,25 19:1 32:24 35:18,23 37:11 49:25 50:3 55:12,17 56:19,22 56:22 61:5 62:9 64:7 77:2 82:16 84:3 90:23 93:23 101:3 108:6 114:21,24 122:18 124:1 absolute 101:5 absolutely 28:8 42:21 43:6,9 48:3 49:16 66:8 67:5,7 78:23 79:15 79:21 82:12 academy 45:18 88:15 115:18 acceptance 101:11 accepts 48:15 access 105:4 114:21 115:2 accommodating 89:22 acequia 24:21 achieve 44:4 48:18 acknowledge 64:13,24 93:19 104:22 acknowledgement 109:3 act 49:13 59:5 action 91:21 active 25:9,19 31:8,17 activities 42:19 46:9 activity 42:2 actual 40:23 67:22 99:16 110:7 adapt 44:15 adaptable 50:3 add 67:12 70:15 71:14 80:23 81:7 93:23 107:18 118:6,12 119:2 added 70:21 adding 118:18 addition 60:8 65:21 additional 65:17,19 71:3 105:5 107:18 address 55:18 addressed 82:22 87:19,22 addressing 34:21 60:23 96:13 adequacy 89:19 ADHD 31:16 adjourned 125:12,12,13</p>	<p>Adjournment 3:13 administration 49:18 106:6 administrative 63:11 adopted 12:1,10 13:3 adult 39:15 adults 13:25 15:7 44:11 advantage 44:3 advantageous 92:8 advantages 41:4 advice 64:20 advocate 91:3 advocates 91:23 affect 33:4 affinity 69:2 afford 115:5 agency 40:24 agenda 3:5 6:1,3,15 ago 18:23 21:9,12 40:11 50:11 85:22 87:11 115:21 agree 26:15 77:3 91:13 95:20 104:11,21 117:13 123:24 agreeable 113:6 agreeing 108:21 agreement 117:6 122:20 123:2 agreements 117:5 ahead 4:2 9:17,19 30:2,4,5,14 33:24 ahold 90:4 aide 56:6 Airlines 13:9 Alamos 9:14 alarm 42:11 Albuquerque 1:24 8:16 31:22 32:13 43:5 51:7 88:14,15,19 110:6 115:18 126:19 Alex 12:12 13:23 14:8 All-righty 4:5 all-round 40:2 Allegiance 3:3 5:11,23 allocate 27:25 28:5 allotted 58:10 alternative 23:8 alternatives 46:25 96:12 Amara 30:8,13,25 86:22 amazed 56:14 amazing 17:13 18:1 31:25 46:1 47:5 92:6,17 103:9 amendments 119:7</p>	<p>amiable 91:12 amount 56:21 104:22 Ana 8:8 9:2 AND- 1:13 and/or 54:25 Anderson 25:20 anecdote 85:20 Angel 80:14 animals 15:23 39:24 Anita 36:12,16 85:19,23 Anna 33:19 34:1 annoying 121:8 answer 32:7 52:5 58:5 77:20 84:22 85:16 92:16 answered 63:2 87:18 answers 32:3 anybody 9:20 29:3,10,15 30:10 33:12 38:13 116:15,16 anymore 112:24 anyway 12:8 16:20 20:21 75:6 110:11 125:7 apart 37:21 apparent 119:16 appeal 80:12 appear 54:11 55:2 applicant 3:8 7:23 9:18 76:13 applicants 7:16 10:4 64:20,24 88:3 application 7:20 10:24 11:14 22:15 32:10 34:4 35:12 36:9 37:18 38:3 53:4,6 55:13 59:3 61:4,10,22 62:3 63:4 64:2 67:13 67:21 68:1,5,8,12 70:8 71:19 72:23,25 74:15 104:19 108:13 119:10,15 120:1 applications 23:16,17 68:16 applied 92:19 apply 65:18 applying 64:3 appreciate 28:24 40:20 41:9 58:4 65:2 72:5 75:16 80:21 104:6 113:2 114:11 appreciated 52:19 approached 88:25 approval 3:5 6:1 approve 6:3 32:2 approved 28:16 32:19 93:23 106:19 125:1</p>

APS 90:17,23,24,25
aquatic 35:20
archaic 79:25
area 9:15 18:11 22:21 29:11
 45:10 50:22 73:12 75:23 76:3
 78:1 79:6 81:2 82:16,24 88:23
 95:6,25 96:2,6,22 97:11 109:24
 110:13 124:2
areas 70:10 80:10 83:6 95:24,24
 96:2 110:3 114:19
argue 16:13 31:11 86:21
Arriba 8:22
arts 19:24 99:12
asked 19:3 21:11,12 85:21 93:7
 112:15
asking 73:16 101:14 108:12
 121:10
aspects 42:21
assessments 63:8
Assistance 2:12
assistant 63:12
Associates 1:22 126:18
assumption 44:1
assure 66:23
attain 116:18
attend 78:18
attendance 100:3,7
attended 50:7 51:7 78:3
attending 70:20 79:1
attitude 84:6
attorney 31:1,1,2,9,10 86:20 87:3
attorneys 31:12
attract 48:25 56:19
attracting 49:1
audio 30:18,23
August 7:18 38:20 82:22 87:20
 117:11 121:3 122:2,7 124:18,20
 124:20,25
Authorities 3:10 29:14
autism 22:10 25:25 26:2,13,20,24
 27:1,14,21 62:10,17 65:23
 66:14 68:13 83:19 101:1,9,20
 106:13 107:7 108:2 113:12
 115:6,22
autistic 12:7 37:14
available 27:4 95:15
average 80:25
awarded 37:19

aware 66:10 76:21
Aztec 110:18

B

B 3:8 105:23,25
B-a-r-l-e-y 38:18
back 12:4,9,14 16:23,23 19:11,11
 19:12,15 26:3 39:14 45:20 51:8
 72:19 82:6 94:13 98:20 118:5
 122:9
back-burn 17:5
background 11:7 32:16 48:9
 49:17 66:24 69:1
bad 100:4
balanced 107:20
ball 111:20
bang 51:24
bank 26:10
bar 87:17
Barley 38:10,18,19
base 91:6
based 64:19 88:20,20 106:19
basic 90:19 93:3
basically 12:14 19:23 44:4,10
 56:9
Bean 1:22 126:18
beat 39:1,21
beautiful 46:22,22 100:24 116:11
 122:8
Beck 4:11
Becky 10:21,22 21:2 55:19 56:25
 57:3 59:12 61:17
becoming 45:21 114:19
Bee 19:25
behalf 29:16 122:19
behavior 46:16 99:17
Bekka 9:13
belief 110:22
believe 23:2 37:8,22 43:9 57:16
 60:3 61:4 78:22 86:8,13 91:15
 101:25 102:8 103:7 109:14
 114:4 117:23
benefit 41:12 73:9
benefited 73:23
benefiting 37:24
benefits 40:17 46:14,18
Bernalillo 9:8
best 23:4 27:25 28:4 38:9 49:14

56:18 57:21 65:14 84:20 100:18
 107:5 116:21
bet 123:21
better 43:24 60:2 98:12 114:6,7
beyond 13:20 43:6
big 14:22 16:25 23:17,17 25:22
 94:2 106:8 107:6 110:12 111:10
 120:11
bigger 66:13 97:7
biggest 58:15 76:10 92:24 120:7
bilingual 59:4,5
birds 39:10
bit 9:15 11:3,17 26:6 35:7 63:2
 83:23 111:3,20 113:5 117:10
black-and-white 105:18
blast 97:22
blinking 110:10,25
board 22:9,11 25:10 26:12,18
 71:21 74:23 77:9 80:2 81:22
 85:6,11 86:7,10,18 87:2 92:18
 92:19 112:17,23 121:2
boards 26:14 74:24 85:7
bonuses 28:1
book 76:6
books 97:11
boom 42:12
bored 28:19
boring 39:6
born 36:17 101:2
Boston 19:15
bottom 97:17
bought 13:2
box 49:22 102:20 106:19 113:5
boy 12:1
boys 31:8,13,15,20
break 13:6 113:23
breakfast 16:14 83:13
BRIGETTE 2:8 118:22
bring 15:12 27:10 29:1,8 32:22
 49:2 52:20 76:2 81:8
bringing 18:2 19:17 34:7 41:18
 87:6
brochure 76:7
broke 47:15
brought 12:4 75:13 76:11 97:18
BROWN 2:10 30:7,16,20 33:16
 33:23 35:2,8 36:11,15 42:10
Bs 105:12

buddies 59:6,19
buddy 61:1 88:1
budget 53:13,15,16,17 54:4 55:2
 63:4,10,19 64:12,19 76:23 83:5
 107:14 109:1 116:22 122:22
budgeted 54:6 55:5 63:5
budgeting 54:12
Buena 40:10
build 13:17 51:20 80:17 88:6
building 15:23 28:14,15,15 52:3
 106:14
built 55:16 90:18 118:2 119:1,17
Bulgaria 12:1
Bull 123:21,22
bunch 28:9 107:11
bunk 14:22
bunks 52:11
burn 17:13
burned 17:6,13
burnout 58:17
Burt 2:3 4:15 6:21 9:13 83:1
 120:25 122:3 123:24
bus 107:9 112:22
business 76:25 111:13,15
businessperson 11:6
busload 20:11
busy 28:17
buy 73:19

C

C 1:22 2:1 3:1,9 16:17 29:1
 105:25 126:6,17
Calf 33:3
call 3:3,3 4:2,4 19:21 38:7 52:23
called 19:20 32:18 57:16
calling 80:4
camera 5:17
campers 15:1
campground 14:7,11,19 15:11
camps 14:9
candidates 62:14
Canyon 33:3
cap 22:22 91:13 103:1 117:16,23
 118:19,23
capacity 29:5,16 37:12 53:7
 61:15 68:3 85:14
capital 36:12 82:2
capstone 35:19

car 120:22
care 12:16 28:21 40:1
career 55:1 58:19
careers 41:21
Carrillo 2:4 4:4,5,9,11,13,13,17
 4:19,22,25 5:3,5,8,19 6:4,10,11
 6:14,17,20,20,23 7:1,3,5 8:19
 8:19 75:18,20 77:25 78:4,8,13
 79:24 80:16 81:3,10 83:16 84:1
 84:22 85:1 86:15,23 89:5,10
 101:17 120:19 124:9,22
carry 59:10
case 9:7 57:9
cases 108:3
cash 26:8
Catch-22 67:13
Catherine 49:10 50:7
cause 105:6
Cavazos 84:10
CC 126:25
CCR 1:22 126:6,17
celebrate 48:16
center 22:10 25:25 26:2,13,20,25
 27:1,9,11,14,21 62:10,17 65:23
 66:14 83:19 106:4,13 107:7
 108:2 112:4,7 113:12
centered 48:10
centuries 44:22
certain 83:6 116:5,9
certainly 65:4 68:24 85:6
certainty 101:6
CERTIFICATE 3:14 126:5
certified 54:12,14 126:6
certify 126:8
cetera 57:24 59:19 95:23,23
chair 2:3,3 3:7 4:1,15,16,17,18
 4:19,21,24 5:10,16,25 6:5,6,9
 6:21,22,23,25 7:7,10 8:6 9:12
 10:10 25:11,14,16,17 28:25
 29:13 30:1 33:1,10 35:1 38:5,15
 40:7 42:8 43:15 45:13 47:9
 49:9 52:17 53:2 54:3,9,18 58:3
 61:3,18 62:21 64:10 65:11 66:3
 66:9 67:17,24 69:11,16 70:14
 71:18 72:9,12 75:18 76:11 83:1
 89:15 95:1 98:19 108:11 109:12
 110:17 112:3 113:2,16 117:21
 118:24 119:5 120:10,16 125:8

125:11
Chairman 10:17
challenge 65:5 68:24 85:5 88:8
 97:7
challenged 69:25 89:24 91:19
challenges 37:22 54:10 82:24
 96:20 98:16
challenging 87:22 90:11
chance 99:5
change 74:8 115:24,24
changed 14:25 112:18
changes 112:23 117:25
Chapman 1:22 126:6,17
charge 57:19
charter 2:8,10,13 8:12 20:10
 21:13 27:16 29:22 32:2,6,19
 34:4 35:13 36:8 37:18 38:3
 40:15 41:1 43:8 44:16 45:11
 47:4 48:8 51:7 62:20 64:4 65:1
 73:1 74:7,19 84:15 89:3,9 91:2
 91:4 92:2,20,25 93:7,9 100:11
 102:17,19 103:2,5 104:17 105:2
 107:4 115:1 122:15 123:15,17
charters 116:4 123:5,12,13
chatted 88:14
Chaves 9:1
check 42:10
checks 66:24
Cherry 43:16 45:13,16
child 34:22 45:17 51:10 79:22
 82:9 96:24 122:6
child-friendly 36:22
childhood 54:13,14
children 32:12,14 36:25 37:11,14
 37:14,22 40:19,24 41:6,15 43:3
 44:14 45:21 46:1,4 50:20 51:1,7
 78:18 95:12
chose 50:18
Christian 45:18
Christmas 13:5
chuckle 121:5
church 52:7
Cindy 9:24
circumstance 109:2
city 43:24
Clahchischilliage 2:4 4:7 5:13,15
 5:21 6:12,13,16 8:3,9,10 76:2
 95:2,3 98:17

clarification 108:20
clarified 75:2 117:1
clarity 75:12
class 17:18 35:19,19 56:4,5 99:6 99:9,9
classes 35:18,20 39:5
classification 31:16
classroom 20:7 24:7
classrooms 39:6
clear 43:3 95:10
clearly 63:19 74:20
clients 14:1 27:8
climate 92:7
clinic 25:11
clock 81:10
close 83:16 106:9
closely 20:9 37:5
cloud 77:13
clouds 39:10
CNA 38:21
co-op 32:13,14 46:1,2 50:10,20 78:3,3
coalition 18:16
cognizant 74:2
Coleta 38:14,15,19
Coleza 38:10,13
collaborate 40:24
collaborating 7:21 92:14
collaboration 34:8
Collaborative 37:4
collecting 24:18
college 55:1
Collins 1:9 7:9 11:24 22:10 25:25 26:2,13,20,24 27:7,21 29:21 33:7 34:4,7 35:11,24 36:4,8,21 37:7 38:3 41:18 44:16 45:5 46:5,21 47:1,21 48:17 50:12 58:1 62:10,16 65:21 66:12,14 72:20 78:19 86:11 112:23 113:11
Columbo 89:14 120:19,20
combating 121:15
come 14:15 17:18,21 20:7 21:21 23:1 25:3 29:6 38:6 46:14 49:4 51:16 52:10 66:12 69:15 76:24 77:20 80:15,18 82:6 98:9 101:24 106:20 107:1 109:19,22 109:23 111:9 116:10 122:4,7

123:11 124:17
comes 44:10 48:9 65:17
comfortable 113:14
coming 7:11 13:8 17:23 18:21 19:24 20:2 21:3 39:5 60:20 62:16 64:9 80:20 81:1 95:6 99:25 104:20 108:17 110:23,24 114:11,20 122:8 123:9
comment 30:3,12 33:13 86:24
comments 3:7,9,10,11 7:10 26:13 29:1,14 67:10
commercial 83:20
Commission 1:1 7:14,17 8:19 85:7 102:18 126:1,10
Commissioner 4:7,9,10,11,25 5:2 5:3,5,7,13,21 6:11,13,16,18,19 7:1,2,4 8:2,2,3,9,14,15,24,24 9:3,4 52:25 53:1 72:9,10,13 75:18,19 76:2 89:15,16 95:1,3 95:20 96:14 97:18 98:17 101:17
Commissioners 2:2 6:2 8:1 52:22 73:5 104:12 112:3 120:18 125:9
commitment 112:25 117:3
committed 34:11
committee 25:12
common 47:12
communicating 61:2
communities 43:21 45:9 81:15 111:11 119:14
community 1:10 3:6 7:8,13 15:3 15:12 20:5,15 21:1 25:9,21 26:24,24,25,25 27:4 28:22,23 36:17,24 37:1,8,13,20 41:15,21 42:19 44:21 45:7 47:6 50:4 52:14 62:11 70:3 72:7 73:10 77:18 82:7,17 85:18 90:23 93:5 95:15,17 96:12 102:2 104:3,17 104:23 105:2,4 109:8,15 110:13 111:1,2 115:12 122:3 124:15
company 12:13
compared 61:5
competition 18:5
complete 40:2
completely 66:4 77:14 78:5
compliance 74:4
complicated 9:22 11:1
compliment 86:5
computer 63:5

computers 15:13 63:8 64:8
concept 23:9 32:17 72:14 75:6
concepts 73:20
concern 41:16 69:16 70:6 72:4 82:21 102:13 103:4 111:3 116:21 117:2 118:4
concerned 102:12 109:17
concerning 76:23
concerns 7:15,17 60:23 70:11 74:17 76:8,9 83:2 88:2 97:16
Conducted 5:24
Conex 52:4
conference 91:16
conferences 36:5
conflicts 26:17
confused 15:8 32:4 68:14
connect 91:9
consider 36:9 117:10 118:9,15
considerate 109:1,16
consideration 33:9 73:19 111:8
considering 122:5
consistently 44:8
constantly 88:8
constitute 126:8
constrained 79:25 92:3
construction 28:13 106:2
contact 78:4
continue 27:15,16,17 34:24 57:15,25 62:9,11,18 75:8 82:20 94:4 97:13,25
continued 66:23 96:25
continues 47:2 49:21
Continuing 120:25
contract 31:2 61:24
contributing 109:8
contribution 47:5
controls 87:12
controversy 125:2
conversation 29:20 60:4
convinced 41:3
cooking 34:1 83:8,21,22
cool 16:21 72:20,21 73:6
core 16:8
corner 9:9
Corners 8:11,22 76:3
correct 30:19 53:22 54:8 62:4
correctly 9:25 11:2,2 53:18
cost 116:25

council 29:20 52:8 87:14
counsel 111:13
counties 8:22 9:2,6
counting 64:6
country 44:6 58:17 100:5 121:21
county 8:8,25,25 9:1,8,14 31:4,5
 32:23 36:18 37:3 41:16 42:16
 42:21 43:1,3,10 59:13 123:7
 126:11
couple 15:15 16:9 21:16 22:11,12
 34:6 38:7 40:11 46:2 87:7
 89:17 90:16,18 92:15 111:18
 123:16
course 65:16 88:15
court 1:23 30:9 126:7
cover 57:5
Covers 8:25
Covid 14:25,25 19:9 25:22 31:21
 31:21 47:15 93:8
craving 46:25
crazy 99:7 107:23
create 11:10 51:11 64:12 102:25
 123:7
created 49:20 64:18 100:9
 116:11
creating 28:15 48:17 50:2
creation 45:11
creative 44:11 46:17 124:11
creatively 44:12
creativity 42:3 45:4
crew 34:7
critical 44:19
cross 106:3
cross- 74:21
Cruces 103:6
cry 101:13
cultivate 49:21
cultural 29:24
curator 48:5,24 122:13
curiosity 42:3
curious 77:16 86:2
currently 10:20 14:1 46:7 50:21
curriculum 53:12 55:14 61:20
 62:24
cut 58:13
Cynthia 1:22 126:6,17

D

D 3:1,1,10 16:17 105:25
D-level 65:7,12,16
dark 77:13
data 59:14 98:20 99:16 118:3
 119:1
date 42:23
David 45:14 47:9,12 81:13 82:15
day 15:19 23:13 24:21 39:2 55:9
 55:10 72:19 81:11
Days 19:21
de 11:12
deal 90:21 110:12 120:7
dealing 94:17
dealt 22:1
dean 20:25
death 28:19
debt 26:8,9,11
decide 42:12
decided 13:15
decision 31:13,19 124:24
decision-making 73:15 74:11
 75:11
dedication 75:23
deep 103:4
deeper 117:10
deeply 54:21 61:9
Defeats 106:16
Defender 31:3
deficit 104:8
deficits 88:12
defined 74:20
definite 70:25
definitely 63:25 122:15
delayed 12:5
delivered 97:23
demonstrates 61:7
department 32:2 35:16 38:24
depending 53:25 76:22
Deputy 2:10
deserts 103:5
deserves 103:7,11
desire 78:16
desk 73:17
desks 63:7
desperate 101:10
desperately 45:6
destiny 48:8
develop 55:12 99:23,23

developed 96:23 119:15
development 21:7 42:18,19 55:4
 55:5 57:20,25 61:15,16,20
 62:24 109:5 122:21
developmental 65:25
developmentally 12:5
dies 93:5,5
difference 45:9 60:19 89:11
different 14:9 17:10 24:17,21
 40:22 41:13,25 50:19 51:4
 60:15 78:16 79:7,12,16,22
 81:14,15 82:18,23 96:6 97:23
 98:5 99:3,19 101:11 102:21,22
 103:14,15,18 105:17 108:14,15
 108:17 114:9 115:15 123:6
 124:11,11,14
differently 121:23
difficult 68:21 72:24 73:1 98:15
 104:15
difficulty 56:8 84:24
digital 10:12 29:8 33:14 52:23
director 2:8,10 10:20 118:21
disabilities 14:16 57:10 58:7,24
 71:23 100:15
disability 60:13,22,23 66:1
disabled 39:20 40:5
disadvantage 44:2
disagree 71:25
disappointed 53:5
disappointing 98:10
disaster 121:19
Disasters 121:18
discouraged 97:19
discuss 7:15
discussion 6:7
disenfranchised 101:7
disengaged 100:5
dismiss 69:20 70:3
dismissed 125:12
distance 42:23 43:2 81:9
distances 109:25 110:12
distinct 60:19
distracted 39:7
district 3:9 8:7,10,15,20,25 9:4,9
 9:13 29:2,6 31:2 61:6 90:15
 92:13 95:14 96:10 97:2 111:9
 114:18 117:19
districts 21:2 29:4,10 50:8 79:25

84:4 92:2,3 109:23
diverse 70:9
diversity 41:9 49:2 87:1 88:6
Division 2:9,11,13
doctors 12:6
doing 15:4,19 17:23 19:6 21:5,5
 21:6,22 23:2 24:8 25:6 28:18,19
 28:21 34:8,15 35:25 42:14 45:1
 62:8 75:7,13 77:15 82:18 83:22
 84:13,14,25 86:7,12 88:19,22
 94:10,20 99:13 102:21 106:23
 108:8 112:6 114:7,9 124:18
dollar 83:5 85:2
dollars 49:22 109:5 112:19
 124:25
Doña 8:8 9:2
door 120:21
Doug 20:23,25 22:11
DR 2:8 118:22
drink 85:22
drive 80:11 110:5,8,11,12,16,19
 122:8
driving 80:13 109:25 110:6,20,24
drop 26:18 123:11
dropped 111:19

E

e 2:1,1 3:1,1,1,11 24:15
E-Occupancy 105:22
Earick 20:23
early 54:12,14 111:16
earning 26:10
easiest 83:15
easy 34:14 54:22 99:22 124:7
ecology 35:20
economic 42:18
economical 23:19
ed 19:10,19 40:22 56:3,5 57:4
 71:7,7
EDC 25:13
Eddy 8:25
educate 105:15
educated 42:25
educating 75:22
education 1:1 10:20 12:17 17:16
 17:24 18:6 19:25 20:17,25 23:3
 23:9 29:22 32:2 34:16 39:2
 40:12,18,19 41:24 44:19,23

45:1 56:15 57:22 60:14,21,24
 73:20 74:9 77:15 80:5 81:16
 95:13 96:7,9,21 97:21,23 100:9
 101:8,11 102:22 114:1,2,4,5
 115:3 116:16,17 126:1,10
educational 29:24 37:21 42:21
 47:2 59:10 61:8,10
educator 11:5 40:13 78:19
educators 23:5 48:15 79:5
effect 49:7
effects 46:15
effort 7:19 53:3
efforts 71:3
eight 14:20
eighth-graders 99:6
either 14:16
elementary 57:5
ELL 60:20
ELL-certified 60:25
ELL-classified 60:12
emotional 42:1
emphasis 70:21
employed 48:4
employees 27:11 28:1
encourage 76:12 87:15 90:3
 97:13
encouraged 41:1 100:24
ended 76:17
endless 46:18
endorse 45:11
energy 12:11
enforcing 90:12
engaged 99:18
engagement 100:8 108:16
engaging 46:9
engineer 11:6
engineers 48:4
English 59:15 60:6,14,16,22
 98:25
enjoy 11:8
enjoyed 14:10
Enrichment 19:22
enrolled 50:21 65:20
enrolling 78:13
enrollment 76:14,23 117:16,23
 118:19,23,24
entail 39:3 67:20
enterprise 48:23

enthused 96:4
entire 71:16
entities 63:14
environment 32:24 34:19 36:23
 47:18 48:17 99:19 116:12
environmental 12:11 17:16,23
 18:6 20:17 44:22 45:1
Envirothon 18:4 20:19
equipment 63:5,6,10
equipped 114:12
equity 87:14 115:3,4
escrow 112:19
especially 59:21 87:6 100:16
 101:20
essential 43:9
essentially 91:3
established 53:16 105:8
Estancia 9:15
et 57:24 59:19 95:23,23
evaluation 90:4
events 45:3 81:15
eventually 108:6
everybody 71:6 72:17 97:15
 120:20
everyone's 82:11 89:5
evidence 23:13
evidenced 70:17,24
evolved 36:24
exact 102:16
exactly 75:17 80:8 116:23
exceed 117:18
exceeded 96:21,22
excel 44:7
excellent 5:8 39:17 117:13
exception 116:4 119:4
exceptional 46:11
excited 51:5
excuse 117:19
exist 91:17
expand 47:2 107:18
expect 80:9
expectation 108:5
expectations 73:25 74:4,5 92:5
expecting 108:21 109:7
expenses 77:11
experience 34:10 40:14 41:25
 45:4 49:2 54:25 58:11 119:13
 119:13,14 120:13

experiential 40:16,21 41:24
116:16
experiment 73:7
Expires 126:19
explanation 53:9
exposed 45:3
expressing 70:5
extended 70:25 71:10
extra 64:25 69:3 71:17
extremely 77:6
eye 110:10,25

F

F 3:12
F-a-r-r-i-e-r 33:20
faced 92:24
facilities 19:2 21:23 23:15,16,20
28:3 65:23 105:23 120:9,10
121:1,6 125:5
facility 13:21 47:24 90:5 121:17
121:24
fact 17:22 26:19 53:24 62:17
63:1 98:2 125:5
factors 44:19 73:18
factually 97:20
faculty 19:2
fail 119:23
fair 113:2
fairly 43:18 56:22 92:22 111:16
faith 120:15 125:4,6
fall 78:5
falling 37:21
familiar 59:25 89:19
families 2:9,11,13 15:6 46:24
51:2 69:9,18 78:15,21,22 79:11
79:13,20 80:10 90:20 100:15,25
101:4,6,9,18,20,25 102:6
109:25 110:4,8,22 114:8,9,12
114:14,17 119:14 123:25
family 51:9 81:23,24 103:7,11
114:3
fantastic 81:3
far 42:6 110:19,20 123:6
Farrier 33:19 34:1
farther 9:8
favor 33:7
favorably 36:10
favorite 24:9

Fe 8:21 9:15 25:20 43:5 47:14,16
76:20 80:2 81:22 82:6 122:9
123:5,13,16
fear 119:22
federal 106:3
feed 39:25
feeds 42:3
feel 29:23 51:10 57:9,11 59:23,23
60:4 71:12 72:16,16 92:1
114:15
feeling 44:20
feels 113:7,21
feet 106:5
felt 46:8 70:17 92:20
female 50:14,16
field 38:21
fifteen 14:2,3,24
fifth 102:18
fifth-graders 17:21
fifty 18:16
fighting 95:7
fight 94:12
figure 20:13 106:23 118:20 119:5
fill 124:23
final 49:10
finally 12:24
finance 25:12 87:4 108:10
Finances 22:3
financial 67:8 87:12 117:1
119:20
financially 22:4 26:5
financing 102:15 105:5 119:23
120:8,9
find 21:19 23:18,18 41:14 49:23
49:24 107:2 108:1 120:4,14
fine 12:23 35:8 105:19 122:12
fingers 106:3
finish 76:18
fire 17:5 80:14
fires 94:7
firms 42:4 59:1
first 9:19 10:1,16 11:5 16:14
17:17 30:6 35:15 38:7,10 44:6
50:14 53:2 77:22 81:23 83:10
86:11,20 88:25 89:4,6 93:18
107:21
first-year 54:6,19,24 55:7,7,9,10
58:10,18

fit 51:18 60:25
five 23:12 25:14 47:25 50:7 52:1
81:1 94:1 107:19 123:23
fixed 120:14
Flag 3:4 5:12,24
flexibility 91:5
flexible 90:22
flip 20:18
FLOOR 10:15 38:14,18 40:9
42:15 43:17 45:15 47:12 49:12
50:6 77:24 78:2,7,12,14 80:13
flourish 60:2
fluent 60:17,22
flush 121:2
fly 106:12
focus 7:12 69:8 93:6
focused 14:16 17:20
focusing 69:18,23 70:2
folks 19:23 20:2 27:18 38:6
108:17 114:11 115:2
follow 42:23 49:13 86:16 112:11
followed 113:1
food 83:3,7 122:25 123:3 124:10
force 11:12
foregoing 126:8
forestry 35:16,19
forever 85:20 93:21
forgetting 33:19
formal 7:16
formally 34:3
formed 49:20
former 10:18
formerly 31:7
forming 38:8
forts 15:23
fortunate 17:2
forward 7:21 8:17 29:6 49:6
79:23 86:14 114:1,2
found 47:15 80:1 85:6
foundation 25:20,20,21,21,22
35:22 66:18,20 67:3 74:18,19
77:9
foundational 46:20
foundations 27:15
founded 50:11
founder 26:12 113:12
four 5:9 7:6 8:11,12,22 12:18
14:1 25:11,12 52:2 76:3 93:6,7

Fourth 31:2
Fox 111:24 121:16 122:16 124:10
free 57:13
freer 59:23
frequently 70:19
Friday 16:10 20:6
Fridays 19:22
friend 48:22
friends 13:13
frog 24:16
full 12:10,15 29:21 47:7 82:3
 83:13
fully 37:16 38:2 66:10 67:9 70:23
 71:21 118:2 119:1
fun 27:21 28:7
fund 66:5
funders 25:18,18
funding 17:14 65:4,16,17,19 66:4
 66:5,10,10
fundraising 49:18
funds 28:5 74:2 77:12
future 34:25 37:25

G

G 3:1
gain 55:17
Gallinas 20:10
gap 61:1 120:4
gaps 53:6,8 87:15,17 124:23
general 111:3
generally 14:12 85:8
generating 55:14
generosity 51:13
generous 35:17
genuinely 119:25
getting 11:8 15:8,8 24:22 32:11
 46:15 62:1 74:14 76:17 86:10
 118:3 120:20 121:23
Gipson 2:3 4:17,18,20,21,24 6:5
 6:24,25 8:2,6,7 53:1,2 54:3,9,18
 58:3 61:3,18 62:21 64:10 65:11
 66:3,9 67:17,24 69:11,16 71:18
 76:11 77:3
give 42:11 43:10 49:24 82:7 83:1
 83:1 105:9
given 16:17 72:3
gives 39:22 91:4 111:3
giving 112:8

glad 75:14 115:10
go 4:2 5:22 7:23 8:5 9:17,17,19
 10:16 15:21 23:13,23 30:2,2,4,5
 30:13 33:11,23 36:13 42:15
 43:24 64:21 75:4,5 81:4 85:7,8
 94:9,18 95:4 98:1 99:9 100:1
 103:23 105:13 110:1,9,10,11
 121:21
goal 108:4
God 25:15 98:11
goes 63:6 103:10
going 4:2 9:20 10:8 11:3,12,15,23
 12:12,22,24 13:16,17,19 14:6
 14:11,18 21:23 22:19,25 26:16
 27:3,7,19 35:3 41:2 45:8,22
 53:4,10,11,14,18,19 54:13,24
 55:6 58:4,7,11,13,19,20 60:3
 61:13,19,22 62:5 63:12,20,23
 64:4,22 66:4,5 67:19 68:10,19
 68:22 69:4,5,6,14 70:16 71:15
 71:18,23 72:2,7 74:3,14 76:4,15
 78:10,25 80:9,11 81:19 82:9,20
 82:21 83:6,25 84:24 85:2,24,25
 86:16 87:12,17,19,22 89:8,20
 89:24 90:1,5 91:20 92:10,11
 93:2,10,14 94:12 96:15 97:8
 98:2,5,15 99:24,25 102:4
 103:20 104:15,16 105:1,6,21
 106:2,8,9,11 107:4,5,10,11,22
 107:23,24,25 108:6 109:1,4,6
 109:19 110:5,8,25 111:9,22
 112:7,11,21,25 115:23,24
 116:14,22 119:21,25 121:11,15
 121:16,25 122:25 123:14,24,25
 124:15,24 125:5
gold 46:13
golly 14:10
good 4:1,5 8:6,9 10:21 12:19,20
 23:20 36:22 42:15 44:20 45:9
 56:20 62:14 66:1 73:17 77:1
 84:9,10 85:16 98:18 119:21
 122:1 124:12
goodness 22:18 110:14
Google 82:11
gosh 96:4
governing 85:5
grade 93:24 118:17
grade-level 117:24

grades 39:13 107:19 118:18
graduate 35:21 81:23
graduated 82:2
grandchildren 42:22
grandma 124:7
grandpa 124:6
grant 28:11 35:22 64:9 65:1
 106:3
grants 49:23 64:5
graphics 59:19
grateful 113:21,25 114:16 115:9
 115:10 119:9
gratitude 47:7
gravy 77:12
great 8:20 9:5 30:15,24 31:6
 33:15 45:9 49:1,6 75:4,13 77:1
 94:11,24 107:10 116:6,17
 122:17 124:16
great-grandmother 50:14
greater 53:9
greatly 36:20 37:19
grew 45:16 49:1 110:14,17
Groumout 47:15
ground 99:13
group 16:4,7 18:14 27:17 34:12
 44:11 63:18 100:15 102:9,9
 123:20
groups 14:15,22 20:2 41:9 57:8
grovel 87:10
grow 32:5
guarantee 112:17
guarantees 104:12
guess 11:12,20 21:9 66:3 97:22
 104:25
guided 47:23
guiding 58:23
gun 94:8
guys 10:16 52:3

H

half 17:4 100:22 112:19
hall 99:8
hammer 110:3
hand 10:12 29:8 33:14 52:23
 126:14
handle 122:25
handled 120:6
hands 30:12

hands-down 39:21
hands-on 31:18 34:15 37:24
handwriting 43:19
happen 44:10 50:22 105:21
 107:12 108:24 113:6 116:3
happened 20:22 31:21,21 45:3
happening 46:7 47:7 96:9,11
happens 39:4 77:8,8,8 85:8
 103:22 119:24
happy 8:17 13:11 40:4 67:15
 100:13 122:2
hard 24:2,13 25:16 34:16 48:25
 51:22,24 79:19 110:3 111:22
 117:4,7
Harvard 48:10
hat 24:4 120:21
hate 119:19
hats-off 50:2
haul 51:25
hauled 79:2
hauling 34:14 51:23
Hawaii 39:4
head 63:16 117:22 118:21
heal 41:25
health 19:14 25:10,10 47:6
hear 23:6 30:15 33:22,23 36:14
 72:11,12 75:17 82:8 95:9,10
heard 20:11 72:22 81:25 84:16
hearing 1:10 3:6 7:9,18 8:18
 73:15 74:11 75:11 88:10,10
 102:1
hearing-abled 116:10
heart 46:13 72:15
heartwarming 34:13
heaven 39:6
Hebrew 32:14,15
held 77:6 126:10
Hello 8:14 10:17,25 33:21 45:15
help 7:17 15:17 51:17 52:5 57:7
 59:20 60:3 66:22 69:3 71:7
 93:2 96:24 109:10
helped 15:16 44:6 111:15
helpful 60:5 108:19
helping 57:17 88:6 111:15
helps 117:1
Hereford 44:5
hereunto 126:13
Hermits 33:4

Hey 25:3 94:10
HHA 38:22
Hi 40:9 49:12 50:6
high 16:9 18:5 69:13 77:6 79:8
 81:23 82:2 115:7
high-quality 56:23
higher 31:15 87:17
Highlands 10:23 17:7,25 20:2,24
 21:20 25:8 35:24 57:21 61:15
 122:20,24
Highlands' 35:16
highly 36:7,7 37:17
Highway 1:12 122:10
hiking 15:21
hindrance 111:1
hire 62:15
hit 11:22 49:5 112:22
Hmong 60:18
hold 114:4
holistically 102:22
home 15:7,7 43:22 99:25
homes 39:19
homeschool 18:16 22:24 23:1
 31:7,8,13,19 32:12,14 46:1
 50:10 51:2 73:11 78:15,20
 79:10,17,19,21 87:24 90:20
 114:13
homeschooled 18:13 31:20 50:24
 93:14
homeschooling 23:6 45:25 95:13
 114:10
honestly 40:4 91:20,25 92:25
 93:17 109:13 111:19 119:9
honesty 114:2
honored 34:24
hope 36:9 47:1 52:15 62:8 69:12
 75:8,10 93:22 94:19 125:6
hopefully 41:21
hoping 18:14 53:6 64:2 102:17
 106:1
Hoquiam 48:25
hospital 111:17
hour 81:4 89:7 110:8,11
hours 22:12 28:11
housing 124:6
Houston 13:8
hub 123:7
hubs 123:10

huge 72:15 73:11 77:5 91:3
 124:24
hugely 42:5
human 31:25 89:11
hundred 93:13
hundred-grand 104:8
hurt 22:7 64:17 93:10,11 101:8
husband 20:25 45:19,20 46:13
 86:21
hypotheticals 117:5 118:11

I

I'm" 77:15
idea 15:10 55:21 56:1 74:3 76:5
 77:14 81:19 88:1 89:22 90:7,19
 91:4 92:8 93:16 94:11 96:23
 98:21 111:12 114:5 120:24
ideally 53:25
ideas 90:16 96:22
identified 53:8
identity 44:12
imaginations 46:17
imagine 49:1 76:1,1 99:24
immediately 90:4
immigrant 81:24
impact 34:17 49:23
implement 44:7 54:20,23 97:12
implementation 120:6
implemented 97:1
importance 41:24 59:17
important 20:21 26:23 32:17
 41:8,14 87:2
impossible 91:18
impressed 36:21 42:5 95:5
 103:17
impression 82:16
improved 39:13,13
in-laws' 26:4
included 71:12 73:24
including 46:6
inclusion 59:1 60:24 71:20
inclusionary 71:6 116:8
income 79:18
increase 49:23 61:5,7 117:23
incredible 40:17 51:13 52:13
 88:12 103:7 116:18 119:22
incredibly 34:11 100:13 101:8
 109:15 119:16

Independent 61:6 109:22
independently 12:25
indicate 53:14 55:13 59:3 61:4 68:9
indicated 54:4 96:15
indicates 61:22
Indigenous 19:25
individual 37:16 55:17 63:12
individualized 114:23
individually 56:9
individuals 14:7,16 15:12 16:7 62:23
industry 12:12
Ingham 2:5 4:9,10 6:18,19 9:3,4 75:19 89:15,16 95:21 96:14 97:18
initial 64:8 69:7 117:16
initially 85:12
initiatives 37:6
innovation 90:8 100:12 119:10 119:11 122:15
innovative 102:19,25 105:1,16 106:18 109:14 115:3 119:18
input 1:10 3:6 7:8,13 82:19
inspire 80:7,18,19
inspired 80:19
inspiring 34:12
instills 49:5
instructors 15:15 20:20
instrumental 91:8
instruments 51:23
integral 121:17
integration 56:2
intellectual 39:20
intelligence 48:10
intend 70:23
intent 124:14,17
intention 7:12
interaction 41:12
interactions 108:16
interest 19:2 41:22 42:24 78:11 84:20
interested 11:18 79:1 85:13
interesting 38:17
Interim 2:8,10
Internet 15:7,13
interpret 90:1
interview 53:7 68:4

introduce 8:4 9:20 10:1
introduced 20:23 104:1
introductions 7:24 10:2
invested 54:21
investing 117:3
involved 12:17 31:18 32:13 40:12 42:18 48:23 56:12 78:9 79:14 104:25 105:3 112:10
involvement 11:25 42:20 116:24
issue 23:17 92:24 100:7,8 110:7 115:4
issues 6:2 22:21 75:1,12 94:17 99:17
it'll 38:11 88:5 106:4
item 6:1 7:8,10,22 122:22

J

J 2:4
Jewish 32:16
job 1:25 80:18,18 116:7 120:3 126:25
John 38:11 40:7,9
joined 33:12
joining 77:24 78:1
Judaism 32:18
Judicial 31:2
Julie 35:3,5
July 1:10 126:14
jump 55:19

K

K 54:13 56:10 57:6 118:17
K-12 40:13
K-4 53:19,20
K-5 53:19,20
K-a-p-p-u-s 10:22
K.T 2:5
Kappus 10:21,22 56:25 57:3 59:12 61:17 122:19
Kate 43:17
Katelyn 77:23
Katie 42:9
Kaya 19:10
keep 11:22 14:18 28:17 41:15 42:23 75:13 94:16 106:10 107:25
keeping 121:13
kid 25:1 65:7 76:6 101:14 111:9

kids 15:7,18 16:9,15,16,20 17:17 18:13,20 20:16 22:24,24,25 23:3,14,21,25 24:4,22 27:10 34:2,18,20 39:9 41:7,11,25 46:15 47:16 48:3,6 50:23,25 56:1,3,3,7,13 62:19 64:14,15,16 69:2,3,8,9,13 72:21 73:10 75:22 75:22 78:25 79:1,9 80:6,25 81:1 81:4,8 83:24 84:2 85:2,4,4 88:6 93:13,14 99:8,9,24 100:5,23 102:13 110:9 119:21 121:20 123:11 124:2
kind 9:6 11:11 16:23 38:8 39:1 41:12 65:25 67:13 68:19 76:19 89:22 92:8 94:18 100:17 102:16 104:18 105:12 111:19 112:16 112:17 113:4,25 115:2 120:3 121:5 122:5 123:2
kindergarten 57:5
kinds 42:1 74:8 75:1
kitchen 14:21 83:20
knew 83:24 111:17
knocked 76:19
know 11:8 18:10 22:19 24:4 30:4 39:8,25 41:2,5,15 47:10 49:8 50:22 51:1,18,22 58:9,18 63:18 64:6,10,18,19 66:24 67:20 68:4 68:8,10,18,22 69:4,14 70:16,23 73:7,17 74:1,21 76:13,24 77:25 78:10,18 79:11,13,14,18 80:8 81:12 82:13 83:5 85:23 86:19 87:6,8 88:7 90:8 91:6 92:10 93:3 94:9,16,20,21 95:7,15 97:12,19 98:15,16 99:9,16 100:2 101:15 102:14 106:8,17 106:22 107:15 108:8,16 110:3 111:16,22 112:12,21 114:23 117:2,16 119:1,17 120:3,12,13 120:22 121:5 124:3,6 125:6
knowing 31:6,14,14 63:20
knowledge 59:7 113:18
knowledgeable 113:18
known 46:12 89:1
Kress 35:22
Kumon 44:7

L

L-a 36:12

L-a-m-b 47:13 lack 19:2 lady 91:8 lady's 91:7 lake 1:9 7:9 11:24 15:22 17:3 22:10 24:10 25:25 26:2,13,20 26:24 27:7,21 29:21 33:7 34:4,7 35:11,24 36:4,8,21 37:7 38:3 39:23 41:18 44:16 45:5 46:5,21 47:1,21 48:17 50:12 58:1 62:10 62:16 65:21 66:12,14 72:20 78:19 86:11 110:19 112:23 113:11 Lamb 45:14 47:9,12 81:13 121:5 land 17:8 landscape 74:9 language 59:7,8,25 60:6,11,14,17 88:15 99:12 115:18 languages 59:18 LANL 25:21 laptop 15:13 LaRan 36:12,17 85:19 large 50:22,25 59:13 93:25 98:23 102:8 larger 41:4 60:15 Las 19:11,18 25:21 31:24 43:5 79:3,10 80:10 81:8 95:25 98:2 103:6 123:10 late 33:12 law 31:3 74:7 117:17 122:15 lawsuit 70:17,24 lawyers 26:15 Lea 8:25 lead 40:3 41:21 leadership 49:20 97:21 leads 66:13 leap 120:15 125:6 leaps 125:4 learn 32:20 40:19,20,24 41:9 47:18 71:8 99:2 121:20 learned 22:6 72:23 88:4 99:17 learners 59:15 60:6,15,17,20 learning 15:4,17,18 34:20,21 36:23 37:23 46:20 47:1,19 54:21,22 68:11 70:9 71:6 74:12 lease 67:8 leasing 14:12 leave 50:4	leaving 20:24 legacy 89:12,12 legal 75:3 105:14 111:12,25 113:3 legislative 91:21 legislature 121:9 lend 34:24 lessons 17:14 18:3 let's 11:19 13:22 14:18 16:4,19 23:23 91:22,23,23 105:20 117:6 letter 7:16 letters 124:14,17 level 40:13 50:9 115:7 117:3 118:17 levels 68:11 license 57:4,5 126:19 licensed 31:1,9,9,12 life 13:20 46:12 77:8 life-changing 45:2 lifelong 31:4 light 59:24 likes 84:14 limit 90:9 103:2 limitations 105:14 113:19 limiting 111:7 limnology 35:20 line 29:23 43:16 45:14 49:9 76:19 lines 38:8 list 46:18 86:24 listed 108:14,17,22 listening 38:1 95:16,17 97:15 99:18 literacy 57:23 literally 13:2 literature 31:15 little 9:15 11:3,17 12:1 24:25 25:13 26:6 35:7 44:4 53:4 56:13 63:2 73:6 85:20 89:21 111:3,20 114:21 117:10 120:2,4 live 12:25 13:19,20 14:3 40:10,20 43:21 75:24 82:14 110:13 lived 12:2 39:4 110:18 lives 89:12 124:7 living 13:25 14:1 31:22 122:10 loaded 49:4 local 20:6 21:1 25:10 92:13 93:10 93:11 94:5 122:11 Lodge 1:11	logged 13:8 logs 15:23 long 13:7,19 16:1 19:10 21:12 43:23 109:25 122:1 longer 25:16 look 7:20 8:17 22:23 27:20,23 28:20 32:24 44:12,18 48:22 66:15,21 85:2 87:24 96:9,18,18 97:8,20,22 98:3 100:3 102:14 103:24 104:13 106:14 113:22 116:24 118:15 120:4 looked 17:12 22:13 83:21 88:11 104:7 looking 12:25 13:12 14:6 18:18 19:11 21:4 22:8 23:16 24:10,21 24:21 37:10 53:15 54:19,20 58:14 66:25 80:22 81:12 83:4 83:11 86:19 95:11 102:21 112:15 117:14 119:6,6 looks 54:5,5 68:1 Lord 125:1 Los 9:14 lose 17:4,6 79:18 losing 41:16 lost 16:25 17:4 lot 9:6 11:14 12:13 13:9 14:8,13 15:6 17:10 18:11 22:17,17 26:4 26:22 28:11 39:8 40:4 50:12 51:24 54:24 58:18 64:8 73:4 76:8,9 80:9 81:7 88:7 89:25 90:8 91:1,5 94:17 96:2,15 97:3 97:14,16 103:22 108:8 110:22 120:5,7 123:4 125:2 lots 57:13 114:19 lottery 68:15,18,25 102:7 loud 95:10 love 11:10,10 21:8,22 23:7,24 24:24 28:15,18 30:21 37:13 72:15 75:6,6,7 76:5 78:23 79:15 81:18 88:1 90:7,7 91:9 98:1,8 99:24 101:22 105:12,16 115:19 124:16 love-fest 48:21 loved 76:5 84:13,13 99:10,10 loves 13:14 low 4:23 lowering 30:12 loyal 36:25
---	--	---

luck 75:15 84:25
Lucky 110:17
LUCY 2:12
lunch 83:14

M

MacAULEY 10:17,18 29:18,19
 60:8 65:15 66:7 70:14
Madam 70:14
magnet 90:18 91:2 93:16
maintenance 28:12
majority 60:10,16
making 86:15 91:8,17 112:8
man 81:23
management 17:9 35:19
manager 12:11 111:13
Manis 2:5 5:1,2 7:1,2 8:24,24
Mantor 47:11
Manzor 49:12
map 82:17
market 88:16
married 31:9
Martina 10:5
Martinez-Yazzie 57:8 70:17,24
Marvin 10:17,18 15:4 22:9,9
 29:18,19 60:8 65:13,15 66:7
 70:14 84:8 92:16
Mary 20:23,24 21:18 22:11
 49:10 50:6
massive 88:16 99:1 102:9
Masters 43:16 45:14
Math 44:7
matter 80:3 121:10 126:11
maximum 64:21
McCune 25:20
meals 16:3
mean 63:7 73:19 76:8,17 77:14
 78:9 86:18,24 91:20 96:8 97:2,5
 101:12 102:10 103:2 105:5
 109:12 113:16 114:9 117:4
 118:10 119:17 123:18
means 32:18 101:21 113:14
 114:21
med 124:19
medical 38:21 82:6
meet 18:20 20:14 47:20 50:4 74:4
 80:6
meeting 4:3 7:14 18:23 50:20

52:8 88:5 96:19 121:3 124:20
meld 40:22
MELISSA 2:10 30:7,16,20 33:16
 33:23 35:2,8 36:11,15 42:10
Member 2:4,5,5,6
members 22:11 86:7,10 92:18
 102:2 109:8
memorandum 122:23
memorandums 122:16 124:12
mention 55:3 57:3
mentioned 51:3 76:9 96:5 122:3
mentorship 55:8 57:23
mercy 125:1
Merle 42:16
Mesa 10:19
message 71:2 72:1,2,3,8
messages 68:9 70:7
met 18:1 20:15 31:24 36:20 40:11
 47:22 72:19 75:8 77:11 81:13
Mexican 101:2
Mexico 1:2,12,24 3:4 5:12,24
 10:23 11:25 18:5 19:24 31:23
 31:24 32:13 34:3 35:16,24 36:1
 36:1 48:16 50:8 57:7,17,21
 58:16 60:9 61:14 82:11,13
 114:20 115:22 126:2,7,10,11,19
mic 77:20
micro 114:18
micro- 114:18
micro-education 114:22
microschools 114:18
middle 16:8 98:23,23
Midwest 60:18
Miguel 31:4
Mike 111:14
miles 13:9
million 81:25 112:19
mind 24:22 52:23 88:8,22 98:20
mine 13:13
minimally 65:4
minority 100:18,19
minute 5:14
minutes 31:10 33:13 47:25 98:8
missed 16:6
missing 16:18
Missy 2:10 10:12
mix 39:25 71:9
mixed 41:6 68:9 70:7

MMA 38:21
model 34:23 45:8 89:9 101:22
 102:25 105:17 109:14 116:13
 119:12
models 102:20
mom 31:7,8 32:12 77:16,18
moment 89:14 120:19
moms 101:13
money 25:23 26:4 27:23,24 44:6
 56:11 63:21 76:10 82:20 87:10
 97:5,6,8 107:11 108:10 112:8
 121:1
month 16:12 18:19
months 16:9
Mora 1:12 10:19 17:15 18:10,16
 29:3 31:5 32:23,23 36:18 37:3
 41:16 42:16,21,25 43:3,9 45:16
 48:11,14 49:2 50:8,11,15 51:9
 59:13 61:6 75:23 79:4 81:8
 82:10 83:12 84:2 95:25 102:3
 109:18,22 110:23 123:1,9
 126:11
morning 4:1,6 7:12 8:6,10 10:21
 38:2 47:16 119:8
mother 19:14 50:16
motion 6:6
MOU 66:13 67:2,3,11,18,19,22
 74:20 104:12
Mound 80:14
mountain 17:5 76:17 96:1 123:14
MOUs 117:5
move 6:2 59:2 63:2 91:23 101:19
 102:8 123:25 124:1
moved 19:15 38:19 45:19,20
moves 114:1
moving 51:8 102:1 114:2
multicultural 59:4,5
multiple 68:10
music 19:25 51:23
musicians 79:3
muted 35:5
mutes 42:13

N

N 2:1 3:1,1
nail 87:16
name 9:3,12 10:21,25 19:9 30:9
 30:25 33:25 35:3 36:16 38:17

38:19 40:8 42:15 43:17,18
45:15 49:13 50:6 91:7 122:18
named 77:23
names 9:22 33:18
national 35:22 36:5
native 60:11 85:24 122:11
naturally 46:22 99:20,21
nature 32:11 37:23,23 39:23
46:19
nature-based 40:16,18,21 41:24
Navajo 110:19
Neal 38:11
near 40:10
necessarily 109:9
necessary 70:18 87:10 104:14
need 12:12,25 21:17,18 22:23
25:3,4 27:2,3 28:18,22 37:22
42:10 43:3,10 44:3 51:4 52:4,6
52:16 64:25 67:6,18,22 69:3
70:4,25,25 71:3 73:11 74:15
75:2 78:4 80:5 82:14 91:19
93:15 96:1 101:10,15 103:14,15
108:24 112:18 113:5 114:6,6,7
115:14,15,15 122:6,22
needed 29:23 37:19 45:6 63:21
67:19 92:20
needle 116:21
needs 20:14 26:25,25 36:25 37:9
37:10,14 41:6,11 44:9,13 50:4
50:20 68:20,23 69:9,14,19,24
71:12,17 88:4 89:23 93:19 96:9
96:25,25 97:21
neighborhood 83:17 98:24 103:8
103:8
nervous 46:16
Network 20:1
never 11:1 31:11 64:19,20 85:24
86:21 98:9 99:17 104:16 109:22
117:4,18 122:10,11
new 1:2,12,24 3:3 5:12,24 10:23
11:25 18:5 19:24 28:2 31:23,24
32:13 34:3,20 35:16,24 36:1,1
48:16 50:8 57:7,17,20 58:16
59:7 60:9 61:14,19 64:20 78:2
82:11,13 101:2 106:4 114:20
115:22 126:2,7,9,11,19
nice 71:9
night 16:10 47:17

nil 42:22
nine 80:2
nitpicky 120:2
NM 1:22 126:17
NMHU 108:16 109:5
NMPED 65:18
no-charge 57:15
Nobel 48:15 82:10
noise 51:24
nonprofit 22:10 27:22 28:8 34:2
36:18 43:20 49:17 50:3
nonsense 92:4
nontraditional 40:14
Nope 113:7
Norma 18:23 83:11 84:10,10,12
92:22 94:10
normal 16:24 39:6 41:7 43:18
normally 42:13
North 8:20
Northern 34:3 57:17 60:9
note 59:12 81:20 86:15 87:25
122:13
notes 80:22 81:12
notice 22:15
number 10:11 49:8 50:22,25
52:1 53:11 81:14 123:13
numbers 107:15,17,22 114:10
numerous 78:22
nurtured 46:8
nutrition 34:16
NW 1:23 126:18

O

o 3:1,1 24:13,16
Obenshain 2:6 5:6,7 7:3,4 8:3,14
8:15 72:9,10,13
obligation 103:18
observer 11:7
obvious 75:21 77:7
obviously 15:1 63:17 68:17 84:8
86:21,25 96:10
occasions 81:14
odds 64:21
offer 11:9 20:5 33:6 47:2 57:25
62:11 64:5 73:9 79:4
offered 46:6 57:12
offering 57:12 62:23 73:9
Office 31:3

official 29:5,16
oh 6:14 24:15 36:12 66:21 84:16
96:3 98:10,11 106:24 112:23
124:14
okay 4:24 10:3,7,10,15 16:19
24:23 27:23 30:7,22,24 33:15
36:16 54:3,9,17 56:25 62:21
64:10 67:23 72:6 77:13 78:7
86:4 87:12 95:3 98:19 103:16
104:9 106:19 107:22 109:11
113:14,22 120:17 124:17
Oklahoma 44:7
Olam 32:18
old 12:2
oldest 38:25
onboarding 62:22
once 9:16,23 14:5 17:17 18:19,19
38:16 45:7,7 61:14 62:21 92:19
99:14 101:1 102:24 104:16
105:16 108:25 109:20 111:5
113:4 114:15 115:11,17 116:6
116:22 117:7
one-size-fits-all 46:25
online 8:1 10:4,9,11 15:19 29:7
30:5,6,8 33:12 47:19 52:18,22
86:24
Ooh 22:7
oops 16:5
open 15:11 69:22 70:1 88:8,21
104:16 105:1 123:14 125:5
opened 13:21 26:3 101:18
opening 73:1 123:16
operate 64:13 65:3 77:2,4 104:9
operating 64:12
opinion 75:3 107:6
opportunities 39:22 40:5 43:4,4
44:14 58:1 101:19
opportunity 20:4 34:5 39:18
43:11,13 48:13 92:2,7 94:24
114:16
opposition 29:25
optimistic 56:24
option 30:23 45:24 51:5 79:20
103:9,12 114:15 115:10
options 51:8
orals 124:18
order 3:3 4:3 52:24 109:2 113:6
115:25 116:18

organization 34:2 49:19,25
organizations 27:13 104:24
 122:3 124:15
orphanage 12:2,7
Otero 8:25
ought 47:20 92:1
outbreak 48:1
outdoor 1:9 7:9 23:9 27:19 29:22
 33:8 39:2 44:18,23 47:4 73:20
 77:15 116:17
outdoors 16:15 21:8 42:2
outings 39:23
outlet 42:2
outlined 61:9
outlook 39:13
outrageous 114:10
outreach 21:1 27:16 62:11 69:7
 69:22,23 70:2,15,18 71:1,4,11
 71:15
outside 15:21,25 23:25 24:1,8
 39:5 44:5 46:15 49:21 54:18
 59:22 60:2 62:19 94:23 99:6,10
 99:11,25 102:20 105:5 106:10
 106:18 107:24 113:5
outsider 85:25
outsourced 79:9
overall 55:7
overemphasize 41:23
overlooked 57:9
overnight 52:7
overwhelmed 72:14
owned 87:11

P

P 2:1,1 3:1
p.m 125:13
PAGE 3:2
pages 126:8
paid 56:14 61:24 62:5 108:2
pairs 60:5
Pandaray 112:1
panel 8:5 10:13
paper 121:14
paraprofessional 38:23
parent 45:23
parents 2:9,11,13 27:10 47:17
 77:22 79:5 81:7 95:11 122:4
parish 52:8

park 76:19
part 8:8,11,13 16:25 26:23 44:25
 62:12 64:5,14 85:18 86:18
 89:18 96:20 106:5,15 107:6
participated 46:4
participating 46:2
particular 41:20 56:8
particularly 40:18 41:20
parties 14:13
partner 17:15 35:23 84:3
partnered 49:22
partnering 34:6,24
partners 104:23 105:10 108:14
 108:18,21 109:9 117:2
partnership 83:7
partnerships 116:23
parts 68:11
passion 49:4 72:15 75:21
passionate 86:25 87:1
passport 82:14
PATRICIA 2:3
Pattie 8:7
pause 29:9
pavilion 21:10
pay 56:20,21 58:13 115:7 125:7
paying 26:11 58:9 114:22
payment 108:21
PBL 55:1,15 61:16 62:23,24
PD 57:13,15
Peak 33:4
PEC 3:7,12 7:10 52:20
Peck 43:17,19
Pecos 80:14
PED 18:25
peer 26:14 61:1 67:11 76:9 82:23
 85:10 88:1 120:5
Peñasco 123:10
people 11:8,8 13:18 14:3,23 18:2
 23:1 33:11,19 39:6,15 40:3
 41:12,16,19 42:25,25 43:10
 48:5,24,25 49:1 57:22 62:15,25
 70:12 72:1 74:22 75:25 76:10
 78:9 79:17 83:20 84:1,12 85:12
 86:1,8,13,20,25 87:7,16 88:25
 93:7 95:18 96:5 97:11 101:23
 102:3 103:23 114:3,4,20 115:4
 115:5,11 120:23 121:9 122:4,5
 122:14 123:9 124:3

percent 22:7 26:9,10 39:16 56:15
 59:13 64:7 106:11 117:18
percentage 69:13
perfect 40:22
permanent 117:17 121:22
person 10:8,10 30:5,6,7 54:14
 56:7 63:15 74:23 77:5 82:10
 108:10
personally 50:23 79:14
persons 40:5
perspective 27:20 67:8,9,18 92:1
ph 38:10 42:9 47:11,15
philanthropy 87:5
philosophy 80:17
phone 10:11
physical 42:1
physically 39:20
physics 48:2,15
picked 59:23
picture 13:23 76:6
pictures 14:19 20:19,20
Picuris 10:20 29:19
piece 117:7 122:25
pinchpoints 74:13
place 13:1,4,10,12 18:18 21:4
 27:25 28:5 40:19 52:6 72:21
 90:2 111:7 112:1,2 118:25
place-based 40:18
places 94:22
plan 17:9 27:14 59:10 61:13 74:3
 74:3 85:9,11 105:12,23,25,25
 105:25 106:5,10 111:16
planning 61:21,23,25 62:6
plans 76:25
play 15:21
please 6:10 30:8
pleasure 8:13 31:6 33:6 35:14
Pledge 3:3 5:11,23
plus 88:5
Pods 114:22,22
point 11:15 13:15 14:4 67:7
 70:13 93:12,24 107:3 116:3
points 117:13 123:6
poised 65:21 66:12,21
pole 24:14,15
policies 118:5
policy 119:8
pollination 74:22

pool 85:12 86:19
popped 117:22
popularized 114:19
population 60:16,21 68:14 70:9
 70:22 71:11,16,17 116:9 117:19
populations 70:19 71:1,2,4,13
Portales 88:18
portion 9:7
portions 9:1
position 31:14 66:2 94:3
positive 34:19 46:15,18
positivity 105:9
possibilities 97:4
possibility 51:5 95:18
possible 38:9 56:3 96:17 106:18
possibly 21:25 83:7,8 87:23
 106:14
potential 73:11
potentially 68:15
PowerPoint 11:20
practiced 44:22
practices 71:6
practicing 31:1
pre-K 57:4
Preck 42:9 43:19
predict 76:14 123:17
predicted 123:20
predominantly 75:24
prefer 92:25 93:1
preference 43:23
pregnant 51:25
prepare 7:18
prepared 67:9
present 5:9,20
presentation 3:8 7:22 9:18 53:5
 95:17
presented 36:3 95:6,21 96:3,14
 104:19
president 50:10 77:16,18 81:22
pretend 117:6
pretty 8:21 23:11 43:2 72:8 85:8
 90:2 92:7 110:15 122:1
previously 88:9
price 56:23
Princeton 48:11 82:3
principal 60:10
prior 59:6
private 40:15 49:22 51:6 56:13

76:24 87:7
privilege 99:1 101:2 109:21
Prize 48:15
probably 11:20 12:6 14:23 21:3
 21:11 24:9 26:16,18 27:6,8 28:4
 28:11,24 39:1 53:24 56:7 60:2
 62:14 65:13 73:4 76:20 80:25
 85:16,21 87:13,21 93:13 108:12
problem 27:5 78:25 86:12 94:2,2
 94:6 104:5
problem-solver 104:2
problems 11:10 19:15 32:7,11,20
 32:21 33:5 51:14 52:12 58:16
 104:7
proceedings 1:9 125:13 126:9
process 7:21 105:14 115:9 118:1
professional 1:23 21:6 37:3,12
 37:17 48:9 55:3,4 57:20,25
 61:15,16 109:4 122:21
professor 35:17
proficiency 61:5,7
profit-and-loss 87:9
program 18:25 19:8,20 24:1
 34:23 39:18 40:2 46:6 49:6
 50:21,24 57:23 61:8,10 62:19
 65:1,18 78:10,23 79:7,14 80:15
 80:24 83:13,14,22 91:9 94:21
 94:23 116:7
programming 14:13 34:8
programs 46:5 47:3 62:11 73:8
 108:3
progress 12:21
project-based 54:20,22
projected 77:1,3
projects 37:24 40:23
promote 10:13
prompts 81:20
pronounced 11:2
property 13:2 14:21 17:10 33:4
 47:23
proposed 7:13
proposing 43:8
provide 13:25 14:13 17:16 27:17
 34:20 43:13 50:19 65:23 67:16
provided 15:15
provides 32:6
providing 31:5 44:23 83:13
PSCOC 89:18

PSFA 22:1 90:4 121:7
PSFA's 89:19
public 1:1 3:11 27:15 30:3,11,15
 30:18,22 31:3 32:1 33:3,13,21
 33:25 35:6,9 36:14,16 40:15
 45:17,23 50:15,18 51:6 56:15
 66:19,22 67:1 69:17,21 70:1
 74:1 80:2 86:24 96:19 115:1
 123:17,18 126:1,10
Pueblo 10:20 29:19
pull 116:5
pulled 102:7
pulling 56:8
purpose 100:11 106:16
pushing 115:11
put 22:15 28:1,2,2 52:3,4 53:3
 56:23 82:16 90:1 102:7 112:19
 120:2 121:20,25
puts 66:6
putting 72:23,25 94:7

Q

qualified 44:11
qualify 95:22
qualifying/quantifying 96:16
qualitative 98:20 99:15
qualities 49:16
quality 101:10
quantify 95:23
Queen 19:25
question 10:3 21:11 32:3,3,4,7
 55:5 58:5,5,8,22 62:22 64:14
 66:13 68:5,6 73:21 75:5 77:17
 77:21 78:8 89:4,6 112:16
questioning 39:2
questions 3:12 52:21,25 53:11
 63:1 65:7 66:17 73:4,15 82:25
 89:17 97:14 120:17 125:9
quick 33:10,14 35:10 72:8
quickly 85:8
quite 12:20 59:23 83:23 85:24
quote 41:7

R

R 2:1 3:1
R-a-n 36:12
Rafe 88:13,13,17,24 116:6
Rafe's 88:21

raining 24:2,3,5
raise 4:24 10:12 25:23 29:7 33:14 49:22
raised 36:17 66:17 101:2
raises 28:2
raising 52:23
Ramakrishnan 18:1
ranch 11:24 13:14 17:3,4 18:21 19:4,12,18 20:8 21:7 23:2 29:21 33:7 34:5 35:12,24 36:5,8,22 37:7 38:3 41:18 46:5,9,21 47:1 47:21 48:17 50:13 52:10 62:8 65:21 83:19 93:2
Random 77:8
rare 76:14,22
rates 61:5 100:3
reach 20:4 71:13
reaching 68:15 70:21
read 32:9,15 68:5 91:15 99:21
reading 18:25 23:21,25 24:24 46:6 53:17 61:2 80:24 83:22 94:21,23 99:11
ready 30:13 62:1 120:21
real 17:14 20:9 27:12 33:14 41:16 87:22 92:6 113:8,10 117:6
realize 82:9
realized 12:12,24
really 4:22 11:7,8,25 12:19 13:10 13:11 14:6,10 16:14,15,17,21 18:8 20:13 21:17 22:22 23:5 24:2 33:10 35:11 36:9 37:23,24 40:22 41:8,11,14,19 46:17 47:1 51:14 52:18 53:9 55:21 57:7,11 58:8 61:12 69:8 71:9 73:3 85:17 87:2,14 89:4 91:15 92:1 92:23,23 96:1,17 102:21 109:13 109:13 110:3,7,15 113:14 117:2 121:8,16 122:2,5 123:6,12 124:12 125:2
reason 121:11
reasons 26:22 32:1 51:3 78:16,20 84:25
REBEKKA 2:3
receive 71:2
receiving 73:10,10
recommend 36:7 37:17 74:10
recommendation 73:14

record 9:25 77:21 118:8
recruit 85:11
recurring 77:11,11
recuse 26:17
red 8:23 108:4
refer 8:20
references 61:11
reflecting 73:6
regard 77:6
regarding 75:5
regional 18:4 36:5
regressed 12:23
regular 20:7 54:2 56:3,5 71:7
regulations 97:9
reimagined 80:5
reimagining 80:4
related 53:12
relation 25:25
relationship 27:12 66:18,20 68:1 74:18 84:9,11 90:14 91:11 92:13,17 112:4
relatively 69:13 92:19
relatives 124:5
rely 64:23,24,25
remarkable 48:3,6 89:10
remember 30:8 53:20 81:13 91:7 101:17 118:16 124:25
remembers 120:20
remote 15:3,17,18
remove 92:21
repair 32:18,22 33:5
REPORTED 1:22
reporter 9:24 30:9 126:7
REPORTER'S 3:14 126:5
reporting 1:23 63:13
representative 9:13
representing 29:19 34:1
required 66:25
requirement 108:5
research 35:21,25 59:18 60:1 61:7,11,11 73:21 74:12
reserve 89:13
resident 31:4 37:2 42:16
residents 39:22
resolution 112:17
respond 57:1 58:14 59:25 88:19 92:12
responding 114:8

response 4:8,12 5:4 6:8 29:12 58:4 59:5 125:10
responsible 63:13
responsive 109:15 111:2
responsiveness 115:12
rest 9:9 90:22 92:3
restaurant 87:11
restrictive 91:14
result 53:7
results 86:13,17
retired 11:6 12:14 36:19 37:4 40:12 79:5
retreat 52:7,9
return 82:22
returned 31:23
review 26:14 67:10,11 76:10 120:6
reviewers 82:24 85:10 120:2
ride 82:3
right 4:1 5:25 7:7 9:17 17:3 19:6 19:15 27:3 28:25 29:13 30:1 33:15,16 38:5 42:8,13 44:21 48:19 52:20 54:18 62:6 67:14 70:6 72:13 81:11 83:14 84:22 84:25 89:13 91:14 92:7,10 94:6 94:8,12 98:5 100:10,19 101:21 103:2 104:14 107:13 109:9 110:5,7,13 112:6 113:20 114:25 117:22,22 118:25 120:18,20 122:17,19 125:8
rightfully 66:17
rigor 90:12 102:23 116:18
rigorous 89:21 90:9 92:11
Ring 123:21,22
Rio 8:22 20:10
risk 73:18 77:5
River 8:23
RMR 126:6
RMR-CRR 1:22 126:17
Rociada 43:22 80:14
roll 3:3 4:4 6:10 49:6
room 33:11 38:6 89:21,25
round 83:25
Roxy 20:1
Rs 40:23
run 78:6 107:9,14,17
running 23:14 24:4 72:18 73:1
rural 22:21 43:21,25 44:1,2

75:24 76:3 88:23 91:16,17,24
95:6,24,24 96:20 104:17 105:2
105:6 107:4
RUSSELL 2:8 118:22

S

S 2:1 3:1
S-a-m-i-i 49:13
S-m-a-b-y 11:1
sad 101:21 105:15
safe 46:8 47:18
safeguards 74:1
safely 16:1
sake 121:10
salary 54:6 58:9,10
Salute 3:3 5:12,23
Sam 2:6 8:14
Sam's 9:8
Samii 47:11 49:12
San 31:4
Sandoval 9:14 49:10
Santa 8:21 9:15 25:20 43:5 47:14
47:16 76:20 80:2 81:22 82:6
122:9 123:5,13,16
sat 22:12
satisfies 113:11,12,13
satisfy 112:22
savings 95:19
saw 12:5 15:3,5 16:14 24:25 25:1
44:24 45:1,2 48:12 59:15 104:3
104:7,8 107:21 120:1,5
saying 63:18 75:3 80:8 97:19
101:17 122:24 123:1
says 72:1 93:15 120:22
scanning 81:20
scares 105:10
schedules 90:22
school 1:9 3:9 7:9,13,15 10:19
16:8,9,16,23 18:5 19:1,24 20:10
21:2,14 26:1 27:7,19 28:16 29:1
29:4,5,10,22 32:6,9,19 33:8
35:13 36:8 37:18 38:3 39:18
41:2 43:6,9,12 44:4,17 45:6,12
45:17,23 47:5,7,15 48:8 50:7
52:16 53:9 55:15 56:13 61:6
62:2,5,13,15,20 63:6,16 64:4,11
65:1,3 66:5,15,18,19,22 67:1,4
69:17,21 70:1,20 71:5 72:18

73:1 74:7,16,18,19 76:5 78:19
79:7,8 80:2 81:4,15,22,24 82:2
82:6,16 84:16 85:13 86:25 89:3
89:9 90:15 91:2,3 92:9,13,18,20
93:1,2,3,5,7,9,10,11,16,23
94:24 95:13 96:10 98:1,23
99:24,25 100:1,21 101:18 102:1
102:17,25 103:8,9,13 104:14,17
105:2,6 106:6 107:4,4,25
108:24 109:3 110:9 111:13
112:5,8 113:13 115:1,22 117:6
117:19 118:7 121:21 122:6
123:11,15,15,23,24 124:2,19
school's 107:10
school-aged 45:21
School/Options 2:8,10,13
schooling 101:12
schools 8:12 12:19,20 17:15
18:10,11 27:16 29:3 31:15
40:14,15,15 41:4,4 43:25,25
44:1,2 45:17 50:15,17,18 51:6
64:3,24 79:4 80:2 83:8,12 85:7
90:18 91:4,5,16,17,24 94:5
96:19 100:6,12,17,17 103:2,6
109:18,21,23 110:1 118:2,6
119:23 123:1,9,18,19 125:1
science 35:22 44:22
screen 72:16
seats 121:13
second 6:4,5,7 11:20 14:5 17:20
29:9 42:11 83:18
secondly 55:11
Secretary 2:4 4:3,5,9,11,13,13,17
4:19,22,25 5:3,5,8,19 6:4,9,11
6:14,17,20,23 7:1,3,5 8:19
75:20 77:25 78:4,8,13 79:24
80:16 81:3,10 83:16 84:1,22
85:1 86:15,23 89:5,10 120:19
124:9,22
sector 43:20 76:25 87:7
see 5:18 10:6 13:22 16:19 22:2
23:21 29:9 30:22 40:21 41:1
43:25 46:19 55:4 61:9,12 62:2
63:3,4 67:11,18,19 71:18,19
73:11 74:8 86:13,17 87:24
93:17 95:18 96:6 98:3 99:8
108:19 112:2 113:4 118:19
seeing 6:9 11:9 30:2 46:24 48:8

51:1 83:5 98:4 104:25 125:11
seen 11:13 23:11 34:17 37:6
40:17 41:17,25 44:2 51:12
120:23
SEG 64:13 65:4 77:4 105:5
self-sustaining 93:25 94:1 108:7
108:9
send 13:5 20:11 121:14 124:2
sending 7:16 95:12 122:6
sense 59:7 74:22
Sensory-Outdoor-Music-Art
19:21
sent 22:25
serious 19:14
seriously 122:5
serve 44:15 71:5 115:6
served 103:13
service 1:23 27:18 50:19
services 20:5 31:5 66:14,23,24
67:4,20 108:22 109:7
servicing 66:25 68:12 70:4
serving 69:2 85:13
sessions 21:7
set 15:13 54:23 55:17 87:6
126:13
seven 5:19 7:6 16:7
severely 102:10,11
Shantini 17:25 20:23
shape 107:10
share 14:17
sharing 61:1
Sharon 2:4 5:14,16 8:10
Shiprock 76:4
short 63:22
shortly 7:14 13:2
shot 97:22 107:5
show 60:1 64:15,15,16 65:8,12
66:1 84:5,8
showed 16:20 17:9
showing 41:19 86:9 116:7 124:16
shown 73:22
shows 59:18
siblings 79:2
side 25:2 100:17 111:25 114:3
118:16 121:17 122:25 123:4
sides 113:7
sign 30:11 88:14 115:18
significant 65:25

significantly 12:5
signs 83:5 85:2
similar 45:10 115:18 116:13
single 103:8
sister 19:13
sitting 12:8 21:10 99:13
situated 32:23
situation 51:16
six 5:9 25:14 64:3 81:1
sixteen 12:15
sixty 18:17
size 41:3
skill 54:23 55:17 87:6
skilled 34:12
skills 40:23 60:4
sky 99:14
slide 11:21 16:5 23:23
slides 16:18
slogged 15:8
Smaby 10:3,25 11:1 31:7 35:12
 35:15,17 39:16 45:5 47:21
 50:12 53:23 54:7,17 55:18 57:2
 62:4 63:15 65:9,13 67:5,23
 68:17 69:12 71:14 72:6,15
 75:16 80:23 81:6 83:10,18 84:7
 84:23 85:15 86:22 88:24 89:7
 92:15 98:7 105:24 109:11
 110:15 111:14 112:14 113:9
 117:12 119:3 120:9,11 124:4,21
small 9:1 14:23 41:3 44:11 52:14
 63:17 102:5 109:18
smaller 41:3
smallest 50:7
soaking 39:11
social-emotional 34:21
socialization 18:20
solution 104:5,10,10
solutions 104:18
solutions-focused 104:4
solve 11:10 32:8,11,21,21 33:5
 51:14 52:12
SOMA 19:20
someday 115:20
someplace 85:3
somewhat 70:7
son 69:1 73:23
sorry 12:7 18:19 30:16 35:6
 53:19 65:9 94:11

sort 57:9 59:22
sorts 43:4
sought 70:20 96:12
sounds 24:17 72:20 73:8 99:7
south 9:7,8 85:7,8
southern 8:8,16
southwest 9:5,9 13:9 123:18
space 116:2,18
spades 44:17
Spanish-speakers 60:17
speak 29:5,17 32:15 49:19
speaker 49:11
speakers 52:18 60:11
speaking 9:21 80:20 122:19
special 16:15 19:10,19 41:6,11
 56:4,4 57:4 60:13,21,24 68:23
 69:9,14,18,24 71:7 88:4 100:23
 109:14
Specialist 2:12
specialized 115:5
specializing 43:21
specific 44:14
specifically 44:13
spectrum 69:3
SpEd 38:23 53:22,24 54:1,1
 55:25 56:1,2,4 62:9
SpEd-certified 55:23,24 62:7
speech 82:5
spell 9:23 30:8 33:18 38:17
spelled 11:2 35:3
spelling 47:13
spend 11:14 13:4,5,6 31:10 50:11
spent 12:14 14:8 38:22
spoke 72:17 86:20
spoken 49:15 85:19 101:7,13
sponsoring 18:7
spots 46:22
spring 13:6 15:4
square 106:5
squirt 94:8
staff 2:7 15:10 27:2,3 38:25
 46:10 62:1,10
stand 5:11
standards 89:19 90:11
start 7:25 10:2 12:25 14:7 30:4
 38:8 53:10,14 58:19 63:6,18
 72:21 85:7 89:9 93:9 112:15
 115:21 119:11

started 9:19 11:25 13:12 18:15
 19:20 22:8,20 26:2,3,5,7 27:24
 45:21 63:20 64:2 108:4,9
 111:16 119:20
starting 45:22 50:19 89:2
starts 47:10 48:19,19
state 1:2 8:8,11 9:10 18:2 25:19
 36:1 48:16 50:8 58:16 63:8,13
 65:17 75:14,24 86:1 94:22 97:3
 97:9 100:4,4 101:3,23 103:5,23
 111:10 126:2,7,10
State-certified 50:9
stated 126:12
statement 69:17 71:25
statements 70:8 87:9
states 58:16
statute 90:1 91:22 103:21 105:18
 111:7 115:24,25 117:17
statutes 90:9 100:8 113:19
statutory 103:18
stay 16:10,11 116:22 121:25
staying 41:22 114:5
step 79:23 86:14
Steve 10:3,23,25,25 17:12 21:13
 28:21 31:6,24,25 34:6,19 35:12
 35:14,17 36:3,20 37:5 38:2 39:1
 40:11 42:5 43:8 45:4 46:12
 47:20,22 48:5,7,22,24 49:19
 50:2,12 51:12,16,18,22 52:6,15
 53:23 54:7,17 55:18 56:25 57:2
 57:13 60:7 62:4 63:15 65:9,13
 67:5,23 68:17 69:12 70:16
 71:14 72:6 75:16 78:24 80:23
 81:6 83:10,18 84:7,16,19,23
 85:15 86:4,22 88:24 89:7,8
 90:14 92:15 94:11 98:7 105:24
 109:11 110:15 111:14,22
 112:14 113:9 117:12 119:3
 120:9,11 124:4,21
Steve's 41:17 49:15
STEVEN 2:4
Stewart 2:5 9:3
stop 112:2 121:22
stopping 8:23
store 78:6
story 11:18,24 81:19,25
Street 1:23 126:18
strength 47:6 49:19,25

stresses 102:15
stretched 107:15
strong 92:22
strongly 37:2 45:11 90:3 92:9
struck 81:17
structures 17:6
struggle 64:11 89:20
struggling 16:16 18:10,12 63:1
student 21:20 65:12,16,17,19,22
 65:24,24 103:9
students 16:17 18:6,17 19:17,19
 20:6 27:6 32:20 35:25 36:4
 44:20 45:2 47:23 53:15 57:10
 57:18 58:6,24 59:6,11,14,20,22
 60:6,10,14 66:2,22 67:1 68:10
 68:12,19,23 69:24 71:7,8,23
 73:11,23 80:13 84:21 93:18
 95:19 97:24 99:3,10,23 100:14
 100:16,18,20,22,25 101:1,9,15
 101:19 102:9,9 103:12,14
 107:13 109:19 115:6 116:5,8,10
 116:14 118:7 119:13
stuff 34:15 64:8 77:12 94:18
 119:5
stunned 122:9
subcommittee 119:8
subject 99:4
subjects 91:15
submit 7:20
suburb 110:6
success 44:20 88:21
successful 45:8 58:20 90:25
succession 48:23
Sue 121:16 122:16 124:10
sufficient 21:24 112:20
Suite 1:23 126:18
summarize 101:6
summer 14:10 18:25 19:5,6,7
 23:21,25 35:15 80:24 83:14,22
summers 13:4
Sun 76:17 123:14
superb 48:24
superintendent 10:18 15:5 18:24
 50:15,16 60:9 84:9
Supers 85:1
supervised 47:19
supplies 64:9
support 25:7 26:21,22 29:22 33:6

34:24 35:11 37:2,16 38:2 41:10
 42:4 47:7 55:6,9,11,16 57:8,12
 57:13,15,17 58:21 59:1,11,20
 62:24 65:22,24 66:2,12 67:8,15
 77:14 90:19 92:9 93:19 94:4
 99:16 104:13,23 107:8,8,14,24
 112:8
supported 90:25
supporter 25:22
supporting 10:23 34:3 58:15
 108:15
supportive 13:25 34:19 97:14
supports 73:21 98:21
supposed 69:22 70:1 105:13
sure 8:6 9:24 10:5 21:25 26:1,15
 57:2 74:16 77:11 102:4 108:20
 112:5,9,25 113:6,9
surprised 63:22 84:7
surrounding 29:4 75:23
surveys 69:8
survive 93:4
Susan 111:24 112:15
sustainable 50:3
symbiotic 27:12
system 42:22 43:6 61:1 68:25
 88:1 96:9 101:8 102:10,11
systematic 46:25
systems 37:21 46:16 123:7

T

T 3:1
T-s-a-t-s-a-r-o-s 35:4
tack 117:9
Tadpole 24:14
tadpoles 24:18
take 7:8 40:3 47:16 58:13 66:5
 73:18 84:4 91:21 99:5 113:4
 120:3 123:21
taken 57:14
takes 7:20 54:23 106:22 120:21
 121:12
talk 23:6 26:1 51:4 68:12 89:12
 92:14 94:13 97:11 105:11 113:3
talked 21:5 48:7 73:22 74:25
 78:24 83:11 89:7 115:20 117:15
 119:7 122:20
talking 21:4 97:4 98:4,12 99:12
 111:25 121:6
talks 32:10
Taos 8:21 23:1 79:10 80:14 93:14
Tapia 10:5
target 100:25 116:14
targeted 116:7
targeting 100:14,21 116:9
taught 25:23 32:14 51:6 71:20
 79:6 98:22
taxpayer 124:25
Taylor 5:3
teach 21:21 24:7 50:18 53:19
teacher 21:6 24:25 50:9 51:23
 53:18,21,22 54:2,2,4,6,19,24
 55:7,8,9,10,12,14,25,25 58:10
 58:11,17 60:10,25 61:20 62:7
 98:22 99:1,21
teacher's 56:6
teachers 15:16 19:7 21:19 53:24
 53:25 54:1 55:22 56:10,15,18
 56:20,23 58:18,23 61:23,24
 62:9,18,18 80:7 99:7 114:23
teaching 18:3 19:10 24:7 56:10
team 9:20 16:8 18:14 34:20 57:14
 113:18
teased 73:5
Technical 2:12
tell 11:3,16 23:10 45:10 81:19
 84:12 90:6 101:5,12
telling 26:16 95:14 96:8
telltale 95:9
temporarily 106:25
temporary 121:24
ten 9:6 14:23 37:7 98:8
tend 31:17 60:12,13
tends 44:1
tenets 93:3
tent 121:20
tentative 123:2
terms 57:17 70:15,20 74:14 97:9
terrible 43:18
Terrific 6:17
testimony 126:13
Texas 38:20,23 39:5 44:5
Texoma 44:7
thank 5:10,16 6:6 7:7,11,19 8:12
 9:11,12,16 10:15,24 22:18
 25:15 28:25 29:13 30:1 33:8,10
 35:1,2,9 36:10,11 38:1,4,5 40:6

<p>40:7 42:7 43:14,15 45:13 47:8,9 49:8,9 50:5 51:15 52:15,17,17 58:2 61:3 70:13 72:5,10 75:16 75:20 76:4 80:20 82:18 94:25 98:6,7,14,19 105:10 110:14 113:17 125:7,7 thanks 53:2,3 58:3 Thayer 38:11 40:7,9 therapists 12:19 therapy 12:18 106:4 they'd 55:24 96:5 thin 17:9 thing 14:5 18:8,9 20:22 25:7,24 27:21 28:7,17 41:8 48:9,22 51:12 52:13 64:1 72:22 79:19 81:6 83:10,15,19 85:4 90:13 95:10 101:16 106:7 110:21 111:23 112:9 115:3 117:14 120:22 124:7 things 11:10 17:10 21:16 24:7,22 28:14,15 44:9 49:24 55:19 62:8 64:25 66:4 74:8,13 75:1 79:4 81:15 82:23 87:15,18 88:9,12 92:16 103:18 106:1 108:8,10,12 108:15,24 114:9 115:19 118:12 120:1,5,12,23 121:2 think 10:5 11:19 14:2,20 16:18 18:11 22:22 23:10 26:8 28:22 28:23 32:1 38:25 39:17 40:4 41:5,14 44:18 45:7 46:20 47:4 48:24 49:21 54:7,7,13,15 56:19 56:21 62:12 64:1 67:6,17 71:16 72:25 73:4,13,20,21 74:6,24 79:9,23 80:24 81:9 83:10 84:13 84:18,23 85:17 86:1,4,6 88:13 88:13 89:23 92:6,16,24 93:12 93:22 94:21 96:4,13,17,24 97:7 97:15 98:14 99:1,7 100:11,23 101:16 102:2,2,6,16,19 103:19 103:22 104:11 106:9,11,18 107:3,6 108:11,19 109:17 110:2 110:4 113:5,17 115:17 116:13 116:20 117:8,12,21 118:14 120:1,2 121:16,23 122:17 124:19 thinkers 100:9,10 thinking 80:1 89:2 94:10 101:12 102:20 114:1 118:5</p>	<p>third 1:23 14:12 17:20 126:18 thirty 48:14 79:6 thought 12:6,22 21:15 22:18 63:23 86:3 88:9 115:9,10 thousands 48:4 threading 116:20 threatened 48:1 three 5:9 7:5 8:4 17:18 20:2 31:8 31:20 33:17 40:23 44:9 64:5,5 77:1 85:22 94:12 118:2,10,25 123:25 125:1,3 THRIVE 76:20 tight 63:19,25 Tikkun 32:18 time 7:19 10:2 11:14 12:11,15,23 14:9 16:12 20:10,12 22:6 24:1,2 28:24 30:11 31:22,23 33:2,8 35:7 39:11 43:23 44:25 45:18 50:12 51:22 53:3 62:12 70:13 72:5 75:11 85:21 86:10 98:2,25 106:11 110:18 112:1 121:12 122:1 125:5 times 17:18 82:1 108:14 tiny 114:22 toad 24:12,12 toads 24:11 today 7:12 11:13,17 12:8 19:7 23:7 26:7,8 48:19 72:17 84:5 87:19 104:24 107:9 today's 88:10 told 18:24 39:12 67:12 84:15 95:21 tomorrow 25:15 49:6 100:1 ton 102:3 top 73:2 118:21 totally 73:19 78:15 79:7 120:16 touch 78:5 91:6 touched 90:14 touching 97:15 tough 15:6 22:5,22 49:13 86:10 90:2,5 120:8 tour 11:12 tow 52:2 town 25:13 110:5,7 track 118:8 traditional 43:12 98:23 100:9,10 100:16 103:1,13 training 2:12 55:1 62:23</p>	<p>trainings 21:6 trans-linguaging 59:17 transcript 1:9 126:9 transformation 36:21 37:6 44:24 45:2 translate 105:18 transpo 124:9 transportation 83:4 123:4,7 trauma 42:1 travel 101:3 treated 100:19 tree 24:24 25:1,4 73:17 76:6 tremendous 46:14 Tribal 3:10 29:14 tribe 29:16 tried 20:13 69:8 85:18 trigonometry 48:1 trouble 49:3 truck 49:5 true 38:15,16 54:15 117:24 119:10 126:8 truly 46:13 52:13 119:18 try 10:9 69:6 74:7 83:6 91:23 121:2 trying 23:18,18 39:17 42:5 59:24 84:20 91:7 100:25 102:25 108:25 tsunami 47:14 turn 5:17 30:20 turns 18:9 twenty 14:3 42:17,17 twice 81:11 two 5:9 7:5 12:2,3 14:9 17:18 18:22,23 20:1 21:4 27:13 31:10 33:13 38:22 53:23 54:10 55:22 56:9 64:4 66:4 74:22 77:22 85:21 94:22 118:10 120:11 124:1 twofold 55:5</p> <hr/> <p style="text-align: center;">U</p> <hr/> <p>U.S 12:4 Uh-huh 98:17 umbrella 103:1 undeniable 49:16 underestimate 76:13 undergraduate 35:21 underserved 70:18 71:11,24</p>
---	--	---

102:10,11
understand 42:12,14 57:22,23
 58:25 59:16 66:9,11 71:4 83:21
 94:15 99:22 115:5
understanding 67:25 70:16
 122:16,23 124:13
unfortunately 19:13 39:14
 109:22
unique 90:21 109:2 119:18
uniquely 32:23
university 17:8,25 21:1 35:25
 36:1,2 83:9 122:20,24
unmuted 30:23
untraditional 104:18
unusual 25:24
upset 111:6
urban 60:15 110:2
use 59:6,18 106:5,7,14
usually 52:2 79:18 121:25
utterly 34:12

V

valedictorian 82:3
VALENZUELA 2:12
valley 32:23 46:23
values 29:24
various 46:5 51:2 104:24 111:10
Vegas 19:11,18 22:25 25:21
 31:24 43:5 79:3,10 80:10 81:1,8
 93:14 95:25 98:2 123:10
vendors 109:9
verbatim 15:8 121:2
Versus 124:21
vested 42:24
VFW 1:11
viable 74:16
Vice 2:3 4:17,18,19,21,24 6:5,23
 6:25 8:6 53:2 54:3,9,18 58:3
 61:3,18 62:21 64:10 65:11 66:3
 66:9 67:17,24 69:11,16 71:18
 76:11
video 30:19,21,23
view 28:4 84:2,4 94:7
Vigil 111:14
vision 14:17
Visions 37:5
visit 98:1 101:3 109:21
Vista 10:19 40:10

volume 4:22 42:11
volunteer 28:10
volunteers 27:11
votes 6:20
voting 6:14

W

Wagon 80:14
Wait 5:13
Waldorf 123:15,18,23
walk 59:9 61:18 120:21
walking 99:8
walks 39:23
Walmart 110:11
want 7:11 10:12,16 11:14 13:17
 13:18,19 23:5 31:10,18,18 32:5
 32:7,21 35:11 51:9,20 52:3 56:2
 56:17 57:3,14 58:12 60:7 69:20
 70:3 72:24 75:5 76:15 79:11,21
 81:6 82:21 91:11 92:12 93:11
 94:3,4 96:16 100:1,22 102:3
 103:23 104:21,22 105:11
 107:12,15 108:10,23 110:5,9
 112:2,5,24,24 113:9,17 114:3,4
 115:21 116:15 118:6,12 122:18
 124:23
wanted 13:4 16:11 34:17 79:4
 88:18 90:13
wanting 14:6 16:10 21:21 57:7
 77:10 82:6 84:3
wants 116:15,16
warm 121:13
Washington 48:25
wasn't 28:18 53:8 120:7
watch 23:13 68:3
watched 39:10,18
water-testing 20:16
watershed 35:18
way 9:24 10:13 31:20 39:9 40:22
 52:1 58:20 75:4,25 81:4 86:7
 90:22 93:17 94:5 97:23 99:3
 101:11 102:22 104:25 105:13
 105:22 106:23 107:2,15 108:1
 111:18,18 113:23 120:14,24
 124:20
ways 24:25 34:20 41:14 81:9
 97:5 124:11
we'll 5:11,17 8:1,5 9:17 10:2

15:13 22:1 23:21 26:1 27:17
 29:8 30:2,4,5 33:14 38:5 56:20
 56:21,22 62:18 64:7 106:22
 107:1,1 118:19,20 120:14
we're 6:14 13:15,16 14:11 19:6
 21:5 24:6,8 27:3 34:2,23 35:3
 46:24 52:7 57:16 61:13 63:25
 64:1,3,5,6 67:9,13 68:18,19,22
 69:4,4 71:15 82:21 84:13,14,20
 85:3 91:17 94:10,20 97:19 98:5
 99:11 104:16 106:20,24 107:1
 108:8 114:7 116:2 119:6,6,18
 120:18 124:23
we've 13:24 14:2,12,14,20,21,22
 14:22 17:7,14 18:6 22:23,24,24
 22:25 23:20 25:7,8,13,18,19
 26:7,9 27:2,5,18,23,23 34:5,17
 34:17 35:23 45:25 46:2,8 52:11
 56:9,23 69:8,18,23 80:25 81:13
 84:10 92:22 94:2,2 106:3 108:1
 108:3
weak 26:6
wealthy 114:24
Webinar 1:14
week 17:17 18:19 28:11
weekend 13:7 16:11
weeks 111:18 123:16
weepy 82:4
weird 110:12,21 112:13,13
welcome 55:19
welcoming 46:10
well-established 26:19
Wellness 20:1
went 14:9 15:21 16:23 45:16
weren't 15:16 19:1 20:6 39:7
 87:18
western 76:4
wet 24:22
what-if 88:3
whereof 126:13
wife 12:1
wiggle 89:25
wild 92:5
wildfire 16:24 17:2
wildfires 16:19
willing 19:3 37:11 44:12 51:17
 52:12 57:24 93:20,20 115:13
willingness 51:14 107:7,8

winning 82:10
winter 16:1,2
wish 40:3 72:18 75:15 84:24
 102:4
witnessed 46:14
Witt 38:12 40:8,8 42:8,16
woman 18:1,15 19:8 48:14
wonder 112:10
wondered 39:15 56:16
wonderful 33:25 34:5 41:20 46:6
wonderfully 34:18
wondering 84:5
word 74:21
work 10:22 15:19 18:20 22:3,14
 22:14,17,17,19 25:4,6 27:4 28:9
 28:10 35:14 36:3 39:8 40:25
 41:9,17 47:17 56:17 58:12
 59:19 61:2,12,19,23 62:2 71:17
 73:16 75:13 92:10 93:18 94:5
 103:20 107:2,22 109:3 111:23
 122:16 123:8 124:3
workarounds 124:12
worked 16:2 19:18 20:9 39:19
 43:20 57:24 90:17 105:13 123:2
 123:12
working 12:10 15:22 17:7 20:20
 23:12 34:11 36:18 55:24 56:1,7
 58:24 60:2,4,9 62:7,12,19,25
 117:9
works 21:2 22:2 23:11 37:5 59:9
 94:19
world 32:19,22 33:5 36:19 48:5
 48:16 58:19 64:17 91:14 121:22
worry 45:22 118:1
worse 63:23
worst 119:22
worthy 57:11
wouldn't 22:20 75:4 117:20
Wow 80:16
wrap 33:1
write 32:15 76:25 97:11 117:6
writing 28:12 99:2
written 76:25 111:21
wrong 54:5,15
wrote 81:18 121:1,4,18

X

X 3:1

Y

Yale 48:11
Yazzie-Martinez 71:22
yeah 14:18 39:10 53:23 68:17
 69:12 72:6 80:16 83:17 92:15
 105:24 107:13 108:11 109:12
 110:17 113:16 115:14 117:12
 117:21 118:19 120:16,25
year 16:22,22 17:1,17,19,20,22
 19:12 21:9 27:22,24 61:21,23
 61:25 62:6 83:25 93:24 101:18
 102:18 105:15 118:18 120:6
 124:1
years 12:2,3,15,18,21,23 17:8
 18:22,23 21:4 23:12 25:9,11,12
 25:14,14 34:6 36:6,19 37:7
 38:21,22 40:11,13 42:17,18
 46:3 48:14 50:11 71:20 79:6
 80:3 81:21 85:22 87:11 90:18
 93:6,8 94:1 107:19,25 115:21
 118:3,10,25 122:11
yesterday 103:6
yesterday's 88:5,9
yield 70:12
young 42:25 43:10 48:14 77:16
 77:18 81:23 82:9 86:20 120:24
younger 14:7,8 79:2
yurt 121:22,25
yurts 14:20,22 16:2 22:1 23:22
 51:19 63:3 73:16 106:21,24

Z

Zack 77:23
zero 7:6 26:8 28:8 109:5
zones 121:19
Zoom 1:14

0

1

1 3:3 8:15
1.5 26:9
1:35 125:13
10 8:20 22:7 117:18
10-percent 91:13 103:1 111:6
 117:15
10% 22:22
100 14:23 39:16 64:7 106:11

100,000 63:23
11:00 1:11 30:10
11:02 4:2
12 57:4
12/31/25 126:19
120 76:15,16
125 3:13
126 3:14
130,000 26:9
15 12:24
161-page 32:10
1950 1:23 126:18
1997 11:25
lit 57:5

2

2 3:5 6:1 50:9
20 80:25
2000- 45:19
201 1:23 126:18
2010 26:3
2011 45:20
2014 13:22 26:4
2016 35:15
2020 15:4 51:9
2025 1:10 126:14
219 1:22 126:6,17
22 126:14
23 38:21
24 80:25
25 25:9 27:3 63:11 64:16
28 3:9
2800 106:5
29 3:10

3

3 3:6 7:8
30 3:11 56:15 64:15 107:25
34 122:11
35 40:13 53:15,16 64:14,19 83:24
 93:17 99:9 102:13 107:13
350,000 26:8
38 36:19
3A 40:13

4

4 3:3,13 9:13 56:10
4.3 26:10
40 28:10,11 99:8

45-minute 80:11 <hr/> 5 <hr/> 5 3:5 8:10 5:00 47:17 518 1:12 122:10 52 3:12 <hr/> 6 <hr/> 6 9:4 <hr/> 7 <hr/> 7 3:6,7 8:7 70 50:20 <hr/> 8 <hr/> 8 1:10 57:6 118:17 8:00 47:16 800,000 26:10 813P 126:25 813P(CC) 1:25 87102 1:24 126:19 <hr/> 9 <hr/> 9 3:8 8:25		
--	--	--