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BEFORE THE PUBLIC EDUCATION COMMISSION  
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
PUBLIC MEETING  
September 1, 2017  
9:00 a.m.  
Jerry Apodaca Education Building - Mabry Hall  
300 Don Gaspar Street  
Santa Fe, New Mexico

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A P P E A R A N C E S

COMMISSIONERS:

MS. PATRICIA GIPSON, Chair  
MR. GILBERT PERALTA, Vice Chair  
MS. KARYL ANN ARMBRUSTER, Secretary  
MR. JAMES CONYERS, Member  
MR. TIM CRONE, Member  
MS. DANIELLE JOHNSTON, Member  
MR. DAVID ROBBINS, Member  
MS. TRISH RUIZ, Member  
MS. CARMIE TOULOUSE, Member

STAFF:

MS. KATIE POULOS, Director, Charter School Division  
DR. ICELA PELAYO, Director, Bilingual Multicultural  
Education Bureau  
MR. DAVID STEVENS, Assistant Attorney General  
Counsel to the PEC  
MS. BEVERLY FRIEDMAN, PED Custodian of Record  
and Liaison to the PEC

1	I N D E X   T O   P R O C E E D I N G S	PAGE
2		
3	1    Call to Order, Roll Call, Pledge of Allegiance and Salute to the New Mexico Flag	4
4		
5	2    Approval of Agenda	6
6		
7	3    Public Comment	7
8		
9	4    Approval of Minutes and Transcripts	12
10		
11	5    Update on Carl D. Perkins Program	16
12		
13	6    Report from New Mexico School Boards Association	47
14		
15	7    Approval/Denial of New Charter School Applications	67
16		
17	A    Albuquerque Collegiate Charter School	68
18	B    Altura Preparatory School	83
19		
20	8    Discussion and Possible Action on Charter School Amendments	93
21		
22	9    Report from Options for Parents and the Charter School Division - Discussion and Possible Actions	110
23		
24	10    Discussion and Possible Action on the PEC Planning Year Checklist	115
25		
26	11    Discussion and Possible Action on RFP and Submitted Proposals for a PEC Attorney	120
27		
28	12    Report From The Chair	123
29		
30	13    PEC Comments	139
31		
32	14    Executive Session - Discussion of Pending Litigation in which PEC is a Participant, Pursuant to NMSA 1978, Section 10-15-(H)(7)	138
33	REPORTER'S CERTIFICATE	144
34		
35	ATTACHMENTS:	
36	1.    Public Comment Sign-In Sheet	
37	2.    Meeting Attendees Sign-In Sheet	

1 THE CHAIR: I'm calling this meeting of  
2 the Public Education Commission to order. This is  
3 Friday, September 1st, 2017, and it is approximately  
4 9:04. That clock is incorrect.

5 So I will ask Commissioner Armbruster to  
6 do a roll-call vote, please.

7 COMMISSIONER ARMBRUSTER: Okay. What's  
8 your last name?

9 COMMISSIONER ROBBINS: David Robbins.

10 COMMISSIONER ARMBRUSTER: Okay. Sorry.

11 THE CHAIR: I know. We have a new member;  
12 so --

13 COMMISSIONER ARMBRUSTER: Whom I met about  
14 four minutes ago.

15 So David Robbins.

16 COMMISSIONER ROBBINS: Here.

17 COMMISSIONER ARMBRUSTER: Carmie Toulouse.

18 COMMISSIONER TOULOUSE: Present.

19 COMMISSIONER ARMBRUSTER: Armbruster is  
20 here. Conyers?

21 COMMISSIONER CONYERS: Present.

22 COMMISSIONER ARMBRUSTER: Commissioner  
23 Peralta.

24 COMMISSIONER PERALTA: Here.

25 COMMISSIONER ARMBRUSTER: Commissioner

1 Gipson.

2 THE CHAIR: Here.

3 COMMISSIONER ARMBRUSTER: Commissioner

4 Johnston.

5 COMMISSIONER JOHNSTON: Present.

6 COMMISSIONER ARMBRUSTER: Commissioner

7 Crone.

8 COMMISSIONER CRONE: Here.

9 COMMISSIONER ARMBRUSTER: Commissioner

10 Ruiz.

11 COMMISSIONER RUIZ: Present.

12 COMMISSIONER ARMBRUSTER: Commissioner

13 Caballero? Not -- we have nine here. We have a  
14 quorum of six.

15 THE CHAIR: Thank you. And just as a  
16 point of -- you will note that we have new  
17 microphones, for those of you that haven't been here  
18 the last couple of days; so that you need to just  
19 simply press the button and a little green light  
20 will go on, and then it stays on. You do not have  
21 to hold the button down any longer.

22 And they work marvelously. And then you  
23 can mute yourself, which would probably be most  
24 appropriate when you're not speaking.

25 So I will ask Commissioner Johnston to

1 lead us in the Pledge of Allegiance and Commissioner  
2 Crone in the New Mexico Salute.

3 (Pledge of Allegiance and Salute to the  
4 New Mexico Flag conducted.)

5 THE CHAIR: Next item on the agenda is the  
6 approval of the agenda. And I will only add that  
7 there's a possibility of -- oh -- and Mr. Stevens is  
8 not here yet -- we have an Executive Session set for  
9 the end of the meeting. The Attorney General's  
10 Office wanted to speak to us on a case, and the  
11 lawyer for the Estancia Valley appeal wanted to  
12 speak with us.

13 Mr. Stevens is not here yet; so I don't  
14 know if that's going to happen. And Ms. Valverde  
15 has indicated to me that she has a noontime meeting,  
16 so she may not be here. So it's potential that that  
17 Executive Session will not happen, because the  
18 lawyers will not be here.

19 So that's the only -- just to give you a  
20 little bit of an update.

21 Otherwise, are there any changes to the  
22 agenda?

23 If not, I'll entertain a motion.

24 COMMISSIONER RUIZ: (Indicates.)

25 THE CHAIR: And motion by Commissioner

1 Ruiz.

2 COMMISSIONER TOULOUSE: (Indicates.)

3 THE CHAIR: Second by Commissioner

4 Toulouse.

5 All in favor?

6 (Commissioners so indicate.)

7 THE CHAIR: Opposed?

8 (No response.)

9 THE CHAIR: Hearing no opposition, the  
10 motion passes.

11 Next item on the agenda, Public Comment.

12 And there is one person who has signed up for public  
13 comment, and that is Marjorie Gillespie.

14 So please come forward and identify  
15 yourself, please, for the -- for the court reporter  
16 and for our record. And please, all you need to do  
17 is push that button down, and you don't need to hold  
18 it. Is the green light on?

19 I'm sorry. I just want to remind you that  
20 this is limited to -- no one else has applied for  
21 Public Comment, so the total minutes is ten.

22 MS. MARJORIE GILLESPIE: Yes, ma'am.

23 Thank you.

24 Madam Chair, PEC, good morning. My name  
25 is Marjorie Gillespie. I am the chairperson for the

1 ENMU Career and Technical Leadership Project,  
2 Statewide Advisory Board. I presented here on  
3 May 12th on behalf of the Board for the ENMU CTLP  
4 and the six CTSOs that that project does manage.

5 This is a Perkins-funded project through  
6 the College and Career Readiness Bureau. And at  
7 that point, we were just beginning discussions about  
8 developing and funding the CTLP for this new school  
9 year.

10 My purpose for being here today is to  
11 first, publicly thank Public Education staff for  
12 their assistance in collaborating, negotiating, and  
13 completing the 2017-'18 inter-governmental  
14 agreement, or IGA, the agreement between PED and  
15 Eastern to establish -- or I should say -- continue  
16 this Perkins funding and State funding for the  
17 project, and personal thanks -- special thanks to  
18 Acting Secretary Ruszkowski, Ashley Eden, and  
19 Dr. Elaine Perea.

20 I also want to share follow-up information  
21 and challenges, comments pertinent to the new IGA to  
22 share CTSO information and handouts. And I did put  
23 a packet at each of your places.

24 The front document with the highlight is  
25 actually the comments I'm working from right now to



1 make this a little easier. I wasn't sure about  
2 time. And also some additional handouts to answer  
3 any questions, find answers about the CTLP and CTSOs  
4 that you may have, and also to hear the Perkins  
5 update.

6 I know it can be difficult to understand  
7 the impact of Career and Technical Student  
8 Organizations, or CTSOs. And, again, the six CTSOs  
9 that this project manages are Business Professionals  
10 of America, DECA, FCCLA, HOSA, the Health Group  
11 SkillsUSA, and TSA, which is Technology Students  
12 Association.

13 I know it can be difficult to understand  
14 the impact of CTSOs. We're like Disney or Google or  
15 riding in a hot air balloon. We're selling an  
16 experience, a life-changing experience. You have to  
17 see it, hear it, live through it to know the  
18 profound effect. And, remember, the CTLP has only a  
19 fraction of the staff and budget that these other  
20 folks have to provide that experience, and they  
21 really do a quality job of that.

22 Some IGA follow-up challenges since the  
23 agreement was completed:

24 First and foremost, I want to let you know  
25 that Mrs. Christine Phipps, who is the director of

1 the ENMU Technical Career Leadership Project,  
2 planned to be here today, and she had an emergency  
3 so was unable to attend. But she's going to get to  
4 one of these meetings very soon.

5 The CTLP suffered significant funding  
6 decreases. We lost 45 percent of the State  
7 Legislative funding that we worked very hard to get  
8 for many years. We've been getting that for three  
9 years. And we also lost 3 percent of our federal  
10 Perkins funding. And as a result -- and after  
11 working with PED, we did restructure the  
12 organization. We lost one full-time position; so  
13 the staffing will be the director, a business  
14 manager, and an event and public relations  
15 coordinator. And they'll continue to carry out the  
16 work. We're up for the challenge.

17 And even though staffing has been  
18 decreased, we'll use more contracting to take care  
19 of providing services, the conferences, leadership  
20 training, board support, and professional  
21 development.

22 And lastly, some key highlights from the  
23 scope of work that the project is responsible for  
24 doing during this school year:

25 First and foremost, the membership goal

1 for this school year for the six CTSOs is no less  
2 than 7,800 student members. This is going to  
3 require growth of at least 1,800 total members, or  
4 about a 27 percent increase in membership.

5 Again, we're excited and up for the  
6 challenge, and they're already working on it out in  
7 the field.

8 You'll see an increased focus on business  
9 and industrial relationships to foster stronger  
10 partnerships with the CTSOs. The project will  
11 continue to manage the six CTSO fiduciary accounts,  
12 coordinate, facilitate their regional and state  
13 conferences, and fulfill national CTSO requirements  
14 and communications with them; because the national  
15 organizations, of course, hand down new events,  
16 things that need to be done, et cetera.

17 And this is all, again, for six different  
18 CTSOs. And they will continue to coordinate and  
19 provide support for the six CTSO boards. These six  
20 boards are ultimately responsible for policy and  
21 fiscal management of these CTSOs; so it's like the  
22 project works with six different little businesses,  
23 and each of them have their own unique requirements;  
24 but, again, they do a quality job.

25 And just as sort of a point of reference,

1 the last handout in the packet that I gave you gives  
2 you the competitive events for each of the six  
3 different student organizations. So it gives you a  
4 pretty good look at the variety and the breadth of  
5 technical training and career preparation that our  
6 CTSO members achieve.

7 We look forward to CTSOs and CTE being a  
8 priority here at PED, and, hopefully, more reports  
9 at the PEC meetings. And we also look forward to  
10 the opportunity to bring some of our student  
11 members, so they can share what goes on in the  
12 organizations and how well they're doing.

13 And I thank you for your time. If you  
14 have any questions, I'd be happy to answer them.

15 THE CHAIR: We don't do questions during  
16 Public Comment.

17 MS. MARJORIE GILLESPIE: Oh, right. Okay.

18 THE CHAIR: So thank you very much.

19 MS. MARJORIE GILLESPIE: Do you want me to  
20 turn this off?

21 THE REPORTER: No.

22 THE CHAIR: No, you can leave that on.

23 MS. MARJORIE GILLESPIE: Okay. Thank you.

24 THE CHAIR: Next on the agenda is Item  
25 No. 4, Approval of Minutes and Transcripts.

1           And the first is 4A, the approval of the  
2 July 19th, 2017, PEC Work Session minutes.

3           Do we have any corrections to that?

4           If not, I'll entertain a motion. A  
5 motion --

6           COMMISSIONER CRONE: (Indicates.)

7           THE CHAIR: -- by Commissioner Crone.

8           COMMISSIONER RUIZ: (Indicates.)

9           THE CHAIR: A second by Commissioner Ruiz.

10          All in favor?

11          (Commissioners so indicate.)

12          THE CHAIR: Opposed?

13          (No response.)

14          THE CHAIR: Hearing no opposition, the  
15 motion carries.

16          4B, Approval of PEC Meeting Transcript  
17 Minutes for July 19, 2017.

18          Do we have any modifications to that?

19          If not, I'll entertain a motion.

20          COMMISSIONER CONYERS: (Indicates.)

21          THE CHAIR: A motion by Commissioner  
22 Conyers.

23          COMMISSIONER TOULOUSE: (Indicates.)

24          THE CHAIR: A second by Commissioner  
25 Toulouse.

1 All in favor?  
2 (Commissioners so indicate.)

3 THE CHAIR: Opposed?  
4 (No response.)

5 THE CHAIR: Hearing no opposition, the  
6 motion carries.

7 4C, Approval of the Summary Minutes for  
8 the July 19th PEC meeting.

9 Do we have any modifications to that? If  
10 not, I'll entertain a motion.

11 COMMISSIONER RUIZ: (Indicates.)

12 THE CHAIR: A motion by Commissioner Ruiz.

13 COMMISSIONER ARMBRUSTER: (Indicates.)

14 THE CHAIR: A second by Commissioner  
15 Armbruster.

16 All in favor?  
17 (Commissioners so indicate.)

18 THE CHAIR: Opposed?  
19 (No response.)

20 THE CHAIR: Hearing no opposition, the  
21 motion carries.

22 4D, Approval of Transcript Minutes for the  
23 PEC Public Input Hearing for Albuquerque Collegiate  
24 Charter School, July 20, 2017.

25 Are there any modifications?

1 If not, I'll entertain a motion.

2 COMMISSIONER JOHNSTON: (Indicates.)

3 THE CHAIR: A motion by Commissioner

4 Johnston.

5 COMMISSIONER RUIZ: (Indicates.)

6 THE CHAIR: Second by Commissioner Ruiz.

7 All in favor?

8 (Commissioners so indicate.)

9 THE CHAIR: Opposed?

10 (No response.)

11 THE CHAIR: Hearing no opposition, the

12 motion carries.

13 And finally, 4E, Approval of the  
14 Transcript Minutes for the PEC Public Input Hearing  
15 for Altura Preparatory School, July 20th, 2017.

16 Motion -- no modifications?

17 COMMISSIONER TOULOUSE: I move approval.

18 THE CHAIR: Motion by Commissioner

19 Toulouse.

20 COMMISSIONER ARMBRUSTER: (Indicates.)

21 THE CHAIR: Second by Commissioner

22 Armbruster.

23 All in favor?

24 (Commissioners so indicate.)

25 THE CHAIR: Opposed?

1 (No response.)

2 THE CHAIR: The motion carries -- hearing  
3 no opposition, the motion carries.

4 We are now to Item No. 5, which is the  
5 Update on the Carl D. Perkins Program. And we have  
6 Dr. Elaine Perea here today.

7 Good morning, and welcome once again.

8 DR. ELAINE PEREA: Good morning. Thank  
9 you. I appreciate your time. I don't know the last  
10 time I've seen a Commission get so much done in two  
11 minutes. Very impressive.

12 I would like to call your attention to a  
13 handout that should be in your packet. It starts  
14 with circles on it. I don't know exactly where it  
15 is; but maybe you can find that.

16 THE CHAIR: Ours are not as pretty; but we  
17 have it.

18 DR. ELAINE PEREA: You didn't get the  
19 colored version? I'm sorry.

20 THE CHAIR: Budget cuts, you know.

21 DR. ELAINE PEREA: I want to start by  
22 thanking Marjorie Gillespie for her very concise  
23 presentation of the CTLPs and the role of student  
24 organizations within the technical education program  
25 in New Mexico.



1           What I was asked to present on was the  
2 larger -- the CTLPs fit within the larger category  
3 of Career Technical Education that is funded by Carl  
4 Perkins and the Carl Perkins Act. So what I've  
5 presented to you here is hopefully a balance between  
6 the 30,000-foot view and the very in-the-weeds view  
7 that I spend most of my days in.

8           So in the first section, I wanted to lay  
9 out to you the -- the -- the obligations that the  
10 Act requires for how we carve up the money that we  
11 get.

12           The Act is very specific in the ways that  
13 the money is allocated. And most of that money  
14 flows through directly to schools; so the -- the  
15 very large part of the pie is directly allocated to  
16 schools.

17           Of all the money that comes in, 85 percent  
18 of it has to flow through directly to sub-grantees.  
19 Of that 85 percent, we split it 50/50 between  
20 secondaries and post-secondaries. We're the only  
21 part of the PED that interfaces with the  
22 post-secondary community; so my -- my staff spend  
23 time on community college campuses, and they work  
24 very closely with the secondary and the  
25 post-secondary to make sure their programs are

1 aligned and that students can take courses in high  
2 school that prepare them well for the courses that  
3 they take in the community college. So we really  
4 work hard to -- to preserve and inform that sort of  
5 alignment. And that's one of the main tasks of the  
6 money.

7 So of the 15 percent that's left,  
8 5 percent of that is set aside for administration.  
9 And so that goes to the general PED administration:  
10 lights, buildings, you know, somebody coming in here  
11 and setting up microphones, all of that kind of  
12 thing. The -- the federal grant allows us to take a  
13 little bitty sliver to help with the overall  
14 administration of the grant.

15 And then 10 percent is set aside for  
16 leadership. And leadership funds are intended to do  
17 exactly that, to pave the way for the State to see  
18 best practices and to understand how the Carl  
19 Perkins and career technical education can expand  
20 student opportunities to life -- life-changing  
21 experiences like the student organizations provide  
22 in the state leadership competitions, and also to --  
23 to make sure that the money that -- the Perkins  
24 funds are being used for, in particular, what we  
25 call "family-supporting careers."

1           So these are high-wage, high-demand  
2 careers, with "high-wage" defined as a wage that's  
3 substantial enough to support a family here in  
4 New Mexico.

5           So we spend a lot of effort, interfacing  
6 with the Department of Labor, Department of  
7 Workforce Solutions, to make sure that my staff  
8 knows what those jobs are and that we are funding  
9 appropriately so that students are pursuing careers  
10 that will give them the life that they hope for.

11           The -- the State plan -- so I'm at the  
12 bottom of the funding roles. The State plan was  
13 developed in 2006; so it's pretty old. And it has  
14 not been up -- well, there have been minor changes  
15 since then; but there has not been a major revision  
16 of that State plan in 11 years.

17           The State plan was supposed to be a  
18 six-year plan. It has been continuously re- --  
19 reauthorized on continuing federal -- the feds have  
20 continued to -- to just do one-year rollouts of  
21 the -- of the Perkins Act. The Act has not changed  
22 since 2006.

23           The -- the elections that are in the 2006  
24 plan were made with extensive input from the  
25 community at that time. There was statewide input

1 sessions. Many -- many community organizations  
2 were -- were involved in -- in making the choices  
3 for what went into that plan.

4 The 50 percent to the secondary and  
5 post-secondary was elected in that State plan, and  
6 we have not amended that since that time. It also  
7 set aside 10 percent for, as it's called,  
8 "reserves." That's something that the Perkins Act  
9 allows. 10 percent of the 85 percent is set aside  
10 for special projects that have -- have potential  
11 to -- to really develop into best practices.

12 And in those reserve funds, High Schools  
13 that Work, Jobs for America's Graduates, and -- and  
14 the Project Lead the Way organizations' programs  
15 were specifically mentioned in the State plan as  
16 being things that can be funded by reserves.

17 And I just want to point out that the  
18 State plan does not specify what percentage would go  
19 to those programs or even that those programs would,  
20 by necessity, persist. It just uses those as  
21 examples. But they are named examples of what could  
22 be used in reserves.

23 And then the last thing that's in the  
24 State plan is that 1 percent of the leadership funds  
25 will go to support State institutions. And so we --

1 we do that every year. We -- we give -- it's not a  
2 lot of money; it's about \$10,000. The past few  
3 years, it's gone to School for the Deaf. And for  
4 '17-'18, it's going to go to the New Mexico  
5 Corrections for a program where they are going to be  
6 teaching women to do coding. So incarcerated women  
7 will be getting a certificate in coding. And that's  
8 what they're going to use their Perkins funds for.

9 The -- the State plan also defines rural  
10 LEAs, because there is a special carve-out in the  
11 Perkins Act for supporting rural LEAs. And so those  
12 are defined with districts less than 600 total  
13 students.

14 And so one of the things that in my review  
15 of the State plan -- because I will be frank; I had  
16 not read every single word of it very carefully  
17 until I prepped for this. And I found something  
18 that was very interesting; and that was that rural  
19 LEAs can petition for funding if they don't meet the  
20 floor level.

21 And what I mean by that is that the  
22 federal act says that a school -- a secondary school  
23 must get \$15,000 in order to get anything. And I  
24 think we've talked about that before in this -- in  
25 this committee.

1           When I read really in the weeds, I found  
2           out that there is a way that those small schools can  
3           petition to have that -- to have that floor removed.  
4           So one of the things that has come of me preparing  
5           for this meeting is that I will be, this coming  
6           year, reaching out to small rural schools that are  
7           interested in technical education and talking to  
8           them about how they might petition to get funding if  
9           they are not eligible because of the \$15,000 floor.  
10          We may be able to work around that so that they can  
11          get something. I was pretty excited about that.

12                 The next section I wanted to lay out for  
13          you, the -- what's happened since the time of that  
14          State plan. And so the -- the grant year 2008 was  
15          the first year of the -- of funding that would have  
16          been impacted after the State plan was passed. And  
17          in that year, the basic grant was 8.9. The grant  
18          for '17-'18 is just over \$8 million. So we have had  
19          a \$900,000 cut in the -- in the period of time since  
20          the -- since the existing State plan went into  
21          effect.

22                 The State plan -- as I mentioned, it is  
23          very specific in how different pieces are funded.  
24          So I won't go through all of these lines; but I  
25          wanted to just -- just point out to you the very

1 bottom line, "PED Leadership and Administration,  
2 Available Funds."

3 We've gone from 1.28 to 1.13. So that's  
4 the funds that are available for us to do all of our  
5 leadership activities, which includes the student  
6 organizations, includes my staff, includes all of  
7 our fiduciary obligations to administer and monitor  
8 the funds that do flow through to the sub-grantees.  
9 So we are all operating on a much tighter budget in  
10 times where expenses have, of course, not gone down.

11 So, in terms of accountability, the -- the  
12 Perkins Act, the federal law, has eight secondary  
13 measures and six post-secondary measures and  
14 requires an annual report explaining how the  
15 expenditures support moving those performance  
16 metrics.

17 Those of you who have been on the  
18 Commission for some time know this part of the  
19 procedure. I come in the winter, usually in  
20 November or December. I spell out to you the -- all  
21 of these outcome measures, where we are, where we've  
22 been, what we've done to help move those indicators,  
23 and propose to you what we expect to tell the  
24 federal government in terms of what we have done  
25 to -- to improve performance.

1           This is the key part of our relationship  
2 with the federal government. They give us money;  
3 they expect us to do certain things. There are  
4 objective measures that they hold us accountable  
5 for.

6           And so each year, we have to show  
7 graduation rates. We have to show the number of  
8 students who have gone on to college, the number of  
9 college students who have got jobs. These are the  
10 outcomes that the government is expecting for this  
11 money.

12           Moving on to Page 3, another part of my  
13 world is an act that we don't talk a lot about in  
14 PED. But it's very much a part of the college and  
15 career readiness. And that is the Workforce  
16 Investment Act, now known as the Workforce  
17 Innovation Opportunity Act. It was WIA, and it was  
18 changed to WIOA.

19           WIOA now requires -- so WIA had -- had  
20 legislative requirements that various agencies work  
21 together; but it had no teeth. And WIOA, the feds  
22 got smart, and they realized that if people didn't  
23 put teeth into a law, that people were going to  
24 ignore it.

25           And so at WIA, the relationship between



1 secondary, post-secondary, and Department of Labor  
2 was spelled out. But as I said, there was no teeth;  
3 there was no financial element to it.

4 So when they rewrote this into WIOA, they  
5 made a -- they did some -- some legal obligations on  
6 both sides that put burdens on me and put burdens on  
7 Department of Workforce Solutions to work together.  
8 And both federal acts are at risk if the two  
9 agencies don't work hand-in-hand.

10 And so specifically what that looks like  
11 is that the post-secondary sub-grantees of Perkins  
12 are obligated to support the Department of Workforce  
13 Solutions one-stop shops. Those are what we  
14 sometimes refer to as the unemployment office. It's  
15 much broader than the unemployment office. But this  
16 is the -- the -- the local office for employment  
17 services. And their job is to interface between  
18 people who want work and employers and help  
19 employers find staff. And their interface with  
20 education is to make sure that the educators are  
21 teaching what the employers want.

22 So what WIOA has done, it is has made  
23 financial ties that are very difficult to break.

24 The one-stop shop has to receive money  
25 from Perkins grantees, sub-grantees. But Perkins

1 sub-grantees cannot give money if they don't get  
2 benefit. So by -- by these two separate laws, it  
3 has forced a relationship that was sometimes  
4 strained; because -- I'll just use the Albuquerque  
5 example, because it's the biggest. They get the  
6 most money from us. There's the most employers.

7 The one-stop shop must show the Department  
8 of Labor, the federal Department of Labor, that they  
9 are getting funds from CNM. CNM must show me that  
10 they're not spending money without getting benefit.  
11 Therefore, CNM and the one-stop shop have to figure  
12 out how to make benefit and money go together.

13 And so my staff has been working very  
14 closely with the Department of Workforce Solutions  
15 to facilitate these relationships to make sure that  
16 our community colleges are getting a benefit and  
17 that they can provide services in exchange to the  
18 one-stop shop.

19 This is a win-win; but it has -- it has  
20 that top-down feel that can sometimes make it  
21 something that people strain against.

22 So that's kind of what's going on within  
23 WIOA.

24 Section 3, I just kind of wanted to lay  
25 out to you, so you could see the timelines. 1984;

1 then we went to 1990. So they did a really nice  
2 six-year turnaround.

3 1990 to 1998, again, that was an  
4 eight-year turnaround.

5 1998 to 2006, eight-year turnaround.

6 And now, from 2006, we have not seen a new  
7 act. The -- in -- I think it's -- yeah, on Page 5  
8 is the status of reauthorization. I'll just kind of  
9 skip to that very briefly.

10 The -- there was some initiative before  
11 the Obama administration disbanded to try to get  
12 Perkins reauthorized. It did get through the House  
13 of Representatives and then stalled. And then we  
14 had a new administration come in. It has gotten a  
15 lot of lip service; but it's anybody's guess whether  
16 it will actually get passed or not.

17 I have -- I have heard a lot of political  
18 murmurings that the -- that the likelihood of it  
19 passing at this stage, this year, is -- is fairly  
20 low, 40 percent. I don't know. Maybe that's high.

21 At any rate, I want to kind of move on a  
22 little bit to the student organizations and the  
23 funding there.

24 There -- there was, in prior -- in  
25 Perkins 3, the administrative costs for student

1 organizations were allowed to be directly  
2 administered by the state organization, the state  
3 SEAs.

4 In Perkins 4, the increased emphasis on  
5 accountability moved student organizations out of  
6 the realm of the daily work of the State Educational  
7 Agency. And so both grantees -- that's me -- and  
8 sub-grantees -- that's the districts and the  
9 community colleges -- are required to meet nine  
10 required uses of their funds before they can move on  
11 to allowable uses.

12 And that -- that effectively minimized the  
13 ability for both -- for both the SEA and the  
14 sub-grantees to prioritize money to student  
15 organizations; because the nine required uses are --  
16 are required before we can move into student  
17 organizations.

18 And so as a result, most SEAs took student  
19 organizations and moved them into the leadership  
20 component of the Act, because that was a way to  
21 administer them; not really get around the nine  
22 required uses, but because -- but allow them to kind  
23 of set aside some funds and say, "This is a  
24 leadership initiative, and, therefore, that -- we're  
25 going to fund it out of that -- that 10 percent

1 set-aside for leadership, rather than coming out of  
2 the 85 percent, the big pot, if you will."

3 And so over the last eleven years, the  
4 student organizations have struggled to -- to fund  
5 themselves, or find funding within the budgets,  
6 primarily because of the nine required uses being a  
7 kind of a -- a higher priority than the student  
8 organizations.

9 On Page 4, I wanted to walk through some  
10 of the -- the fundings just in the last year.

11 New Mexico has, for several years,  
12 supported student organizations with State funding  
13 in addition to Perkins funding. As you saw in the  
14 earlier pages, Perkins funding has been cut  
15 significantly over the years; it has not gone up.

16 The same thing has happened with State  
17 funds. They have gone down. And so what I've given  
18 you at the top of Page 4 is, just from last fiscal  
19 year to this fiscal year, saw a 25 percent cut in  
20 the New Mexico Graduates Now line item within the  
21 State budget.

22 And we have had to make some really tough  
23 choices. One of the things that happened at the  
24 federal level is that they rearranged a variety of  
25 federal programs and cut them -- well, got rid of

1       them all, and then took all of that money that was  
2       this big, made it this big and pushed it all into  
3       Title I.

4               And what that effectively did is that a  
5       program that -- that College and Career Readiness  
6       administers that's very important, which is Advanced  
7       Placement, lost its federal funding. The Advanced  
8       Placement program in New Mexico has had huge  
9       success, is very, very important for college  
10      readiness. And the federal funds that we used to  
11      have provided for every student in the state to take  
12      Advanced Placement tests regardless of income.

13              That was -- that federal money supported  
14      that. And those federal funds went away. So while  
15      my -- my budget -- my Graduates Now budget went from  
16      2.9 to 2.2. I simultaneously had to find money to  
17      continue supporting that program that the feds cut.  
18      And so we had to make some hard decisions.

19              So what you see here are the -- are the  
20      things that are supported out of that Graduates Now  
21      budget: The Summer Institute and the fee waivers,  
22      you see went up substantially. And that's because  
23      of the direct loss of federal funding for those.

24              We already were putting in some money to  
25      support those initiatives. And we have had to make

1 up the lost federal funds.

2 We had several other initiatives that were  
3 managed out of that same pot of money. EWS is  
4 "Early Warning System." This is an initiative that  
5 uses data to identify students at risk of dropping  
6 out before it's obvious to teachers.

7 It uses -- it's "early," meaning every  
8 week to every two weeks, and it looks at -- it uses  
9 trend analysis, so that you can see when students  
10 first veer off, long before it's obvious to the  
11 schools, the teachers, the administrators. It's  
12 been very successful. And we had to cut that --  
13 that program significantly in order to make our  
14 budget work.

15 The next is Early College High School.  
16 Early College High Schools are an initiative that's  
17 been getting a lot of traction nationally. They use  
18 mostly dual credit in partnership with their local  
19 workforce, and their local community college  
20 accelerate students so that by the time that that  
21 student finishes high school, they also have an  
22 Associate's degree, an industry recognized  
23 credential, or are well on their way to a Bachelor's  
24 degree.

25 The most successful example of that in our

1 state is Arrowhead Academy in Las Cruces. We have  
2 23 Early College High Schools statewide. They are  
3 graduating at -- their combined graduation rate is  
4 95 percent. This is a very successful model for  
5 students and families that want it. It is obviously  
6 not right for everyone; but it is something that the  
7 State believes in, and that we want to continue to  
8 support. We did have to cut that budget, as well.  
9 As you can see, we did not cut it much. It's  
10 producing tremendous results.

11 The next budget is the Workforce Readiness  
12 Program. This is -- this is funds that have been  
13 used to strengthen relationships with workforce,  
14 statewide, helping high schools find and maintain  
15 their relationships with key employers. It -- for  
16 example, in prior years, that money funded a Peñasco  
17 program, where students get their degree in fire  
18 science and go straight from high school into  
19 careers as forestry firefighters. That program took  
20 a really big hit, as you can see. 64 percent. So  
21 they lost two-thirds of their funding on that one.

22 College Advisers, another program. This  
23 one provided direct support to districts to hire  
24 counselors. Many schools are just not able to hire  
25 a full-time career adviser with their SEA -- SEG



1 funds. And that was a program that was running at  
2 about a million dollars a year that provided three  
3 years of counselor to a district.

4 The -- the decision was made to sunset  
5 that; so 450 continues the funds for the schools  
6 that were receiving those funds, so that those  
7 counselors did not get laid off; but the -- but the  
8 program is being sunsetted. So we will not do that  
9 next year unless something major changes.

10 And, finally, the CTSOs. And so you can  
11 see that the State allocation dropped from \$240,000  
12 to \$133,000, as Ms. Gillespie referenced. That was  
13 a 45 percent cut in State funds. However, they did  
14 not receive any cut in their Perkins funds. So,  
15 overall, it was about a 20 percent cut in their  
16 budget.

17 The next box, real quickly, shows three  
18 years of -- of the number of students that are being  
19 served by student organizations. And you can see  
20 that the -- there's been a decline in enrollment  
21 over the last three years; so, as Ms. Gillespie  
22 indicated, part of our negotiations were to -- to  
23 set higher targets for -- for enrollment.

24 And finally, the last thing that I want to  
25 just show you -- I won't talk you through all of the

1 details on it. But Page 6 and 7 are the specific  
2 allocations for the different districts that are  
3 involved in the Carl Perkins Act. If these  
4 districts are in your representation area, you might  
5 be interested to reach out to them, ask them what  
6 they're doing in CTE, find out what the Perkins  
7 funds are being used for.

8           They do a lot of really amazing things.  
9 And the students are often very eager to talk about  
10 what they're doing. CTE increases engagement. It  
11 makes students feel like high school is relevant.  
12 It has measurable impact on student lives. Most  
13 significantly, students who are involved in three  
14 CTE classes during their time in high school  
15 graduated about 88 percent. As you know, that is  
16 significantly higher than our State average of  
17 71 percent.

18           So it's my mission to make sure as many  
19 students as possible have access and are encouraged  
20 to engage in those courses and -- and finish high  
21 school with a vision of what they can do with their  
22 lives.

23           And I'm open for any questions that you  
24 all have. I appreciate your time.

25           THE CHAIR: Thank you. I know we've

1 talked other times about the difficulties and the  
2 challenges for charters to be able to receive  
3 Perkins money, because they're small schools and  
4 having to create perhaps larger cohorts.

5 Is it possible for those -- for charters  
6 to do similar to the rural districts in petitioning?

7 DR. ELAINE PEREA: I appreciate that  
8 question. Right now, the State plan only defines  
9 those rural districts as being under 600. That  
10 being said, there are two little baby pilots that  
11 we're doing this year. One is with Project Lead the  
12 Way, and the other with Buck Institute. Buck  
13 Institute is a project-based learning company, and  
14 Project Lead the Way is a hands-on engineering.  
15 They've just started a computer science program.

16 In both cases, these are hands-on programs  
17 that are very much about making the connection  
18 between the -- the daily experience of class and the  
19 workforce.

20 The reason I bring this up is because our  
21 vision in that, if these pilots go well, is that  
22 they will be open to whoever wants to do that in a  
23 consortium, which the law -- the Perkins Act allows  
24 consortia. But up until this point, we've always  
25 done consortia as a regional, and it hasn't really

1 worked very well.

2 And I'll give you an example. Los Alamos  
3 and Pojoaque have formed a consortia, because  
4 neither of those met the \$15,000 floor. And  
5 together, they would just barely get over it. But  
6 these schools have very different needs. And so  
7 that relationship hasn't worked very well. They've  
8 come on; they've come off; they've come on; they've  
9 come off.

10 So what we're hoping is that we can build  
11 consortia based more on program. So let's use the  
12 Project Lead the Way. Project Lead the Way Computer  
13 Science, if we get charters that are interested in  
14 implementing that particular program of study, they  
15 could join the consortia, along with small rural  
16 schools; and together, they would get over the  
17 \$15,000 threshold, and they would get the funding  
18 for that particular program of study.

19 That's the vision that's -- the direction  
20 that I'm taking the Perkins is to expand the  
21 availability of these funds to support smaller  
22 schools using a programmatic approach to consortia,  
23 instead of a regional-based approach.

24 THE CHAIR: So then I guess my follow-up  
25 is, can the State plan change? Or can the State

1 plan only change when the feds -- because you  
2 indicated that the State plan hasn't changed since  
3 2006, and that's because the feds were just rolling  
4 it out year after year after year.

5 So is the State plan directly tied to the  
6 feds, and it can't change? Or can the State change  
7 it on their own?

8 DR. ELAINE PEREA: So there are minor  
9 adjustments and major adjustments. So the feds  
10 weigh in on what's what. We have had minor  
11 adjustments over the years, ways of defining -- for  
12 example, we've talked before about non-traditional.  
13 And non-trad is a big part of the Perkins Act. The  
14 list of what is and isn't non-trad has changed over  
15 the years, and I submit those tables to the feds.

16 I say, "We want to update our list of what  
17 is and isn't a non-trad class."

18 They say, "That's not a significant  
19 change."

20 And so they approve it without stakeholder  
21 engagement.

22 I believe I can do this consortia thing  
23 without it being a major adjustment to the State  
24 plan. In other words, the State plan doesn't define  
25 how consortias are formed; and so, therefore, I

1 think we can do program-based consortias rather than  
2 regional-based consortias without an adjustment to  
3 the State plan.

4 If we wanted to change the floor to say  
5 that charters that are -- that serve less than  
6 600 students, for example, can apply for an  
7 exemption, that would -- I would have to ask the  
8 feds if that was a major or a minor change. If  
9 they -- if they determined that it was a major  
10 change, we would have to do full stakeholder  
11 engagement, which would mean that we'd have to have  
12 a plan for our engagements, similar to what we just  
13 did with ESSA, the Every Student Succeeds Act. We'd  
14 have to do a state tour; we'd have to make sure that  
15 we engage all of the relevant groups that have  
16 something to say about CTE.

17 THE CHAIR: Okay. Thank you.

18 Any other questions?

19 Commissioner Armbruster?

20 COMMISSIONER ARMBRUSTER: Just for my  
21 curiosity, what is defined as a high wage, where a  
22 family could live in New Mexico?

23 DR. ELAINE PEREA: It's about \$32,000.

24 COMMISSIONER ARMBRUSTER: Huh. Like  
25 teachers. Okay.

1 COMMISSIONER CRONE: That was my point.

2 COMMISSIONER ARMBRUSTER: Well, that is  
3 truly -- just sort of slipped under there. And I  
4 just want to understand that.

5 THE CHAIR: It's just above the food-stamp  
6 level.

7 COMMISSIONER ARMBRUSTER: Thank you. You  
8 really explained it so well. It's probably more  
9 quickly than I can absorb everything; but luckily,  
10 it's transcribed, so I can read it.

11 So basically, to sum it up, we have more  
12 need and more express concern about education not  
13 fulfilling what we need, and we cut the money.

14 DR. ELAINE PEREA: Yes.

15 COMMISSIONER ARMBRUSTER: Is that pretty  
16 much like --

17 DR. ELAINE PEREA: That puts a very fine  
18 point on it. Absolutely.

19 THE CHAIR: Welcome to New Mexico.

20 DR. ELAINE PEREA: Welcome to the  
21 United States, actually.

22 COMMISSIONER ARMBRUSTER: We were talking  
23 about how we would -- right? Education is an  
24 important thing in every administration. I'm not  
25 picking on this one, by any means; but -- so, "It's

1 really, really important, so we'll cut the funds."

2 DR. ELAINE PEREA: If you go back to  
3 Page 5, the table, this is New Mexico's allocation  
4 by year. And the take-away point is the total  
5 decrease since 2004, 21 percent. 21 percent. And  
6 that's the money that's coming from the feds.

7 COMMISSIONER ARMBRUSTER: No, that doesn't  
8 sound right.

9 Then I kept looking at this and listening  
10 to you, and I think I was right, unfortunately.  
11 Thank you.

12 THE CHAIR: Commissioners? Commissioner  
13 Johnston?

14 COMMISSIONER JOHNSTON: Thank you,  
15 Madam Chair. To end on a positive, having been  
16 involved with small districts throughout my career,  
17 and with regional cooperatives, and bantered about  
18 back and forth how we could form consortia so that  
19 we could access that \$15,000, your discovery that  
20 those identified as rural could petition is very  
21 exciting for those schools who really are interested  
22 in the money but can't meet that threshold. So I'm  
23 glad you read it closely.

24 So thank you. That's exciting.

25 DR. ELAINE PEREA: It is exciting.



1 COMMISSIONER JOHNSTON: Yes. Thank you.

2 COMMISSIONER CRONE: Dr. Perea, did the  
3 federal Department of Education determine what is a  
4 CTE and what is not a CTE?

5 DR. ELAINE PEREA: Yes, they do. The Act  
6 itself has very clear language about -- about what  
7 "CTE" is. And it -- it is tied very closely to  
8 employment, and to technical skills, technical  
9 skills are both an indicator that we're measured on  
10 and a key element of the definition.

11 So I'd like to use health as an example,  
12 because most people are somewhat familiar -- most of  
13 us took a biology class in high school. A  
14 theoretical biology class is not technical  
15 education. A applied microbiology class, where  
16 students are doing a lot of hands-on learning about  
17 viruses and microbes and that sort of thing, that is  
18 Career Technical Education.

19 So it -- it often is a fine line between  
20 what actually is happening in the classroom.

21 COMMISSIONER CRONE: I think there's a bit  
22 of a false dichotomy sometimes in the way we treat  
23 academic and career tech, that division.

24 So when you have dual-credit students, is  
25 there any sharing of equipment? I notice that CTE

1 can be extremely expensive. So do they share labs?  
2 Do they share --

3 DR. ELAINE PEREA: Absolutely. And that  
4 is why this -- these funds are administered by a  
5 single agency, even though they go to both the high  
6 schools and the community college; because part of  
7 our role is to facilitate those relationships. And  
8 so dual-credit students may go to the community  
9 college to utilize those resources, or it can go the  
10 other way.

11 In some of our rural districts, as  
12 Commissioner Johnston knows, they actually have  
13 traveling labs. And one of the things that we're  
14 looking at with the Project Lead the Way Computer  
15 Science Initiative that I mentioned is actually  
16 buying vans that have hotspots so that the students  
17 can do programming. And the hotspot can go to the  
18 different rural communities; because as much as we  
19 are trying very hard to make there be enough  
20 broadband, in a lot of schools, we're not there yet.

21 And so we're looking at ways to address  
22 the need right now, instead of waiting until we get  
23 the infrastructure.

24 COMMISSIONER CRONE: Can you assess how  
25 supportive our Legislature is? There's a huge need

1 for career-tech training throughout the country.  
2 And the college I taught at for many years has  
3 actually almost effectively eliminated the career  
4 tech. Is -- do you have any sense how the -- is the  
5 Legislature aware of this? Do they care? And if  
6 so, who?

7 DR. ELAINE PEREA: I would defer to -- to  
8 others in the PED who have a better relationship  
9 with the Legislature than I do. I will, though, say  
10 that Sheryl Williams Stapleton is the Albuquerque  
11 Public School Director of CTE. And she is also in  
12 the House of Representatives. So there is a voice  
13 for CTE. That's as much as I can comment.

14 COMMISSIONER CRONE: Thank you.

15 COMMISSIONER ARMBRUSTER: We'll work on  
16 it.

17 THE CHAIR: Commissioner Toulouse?

18 COMMISSIONER TOULOUSE: Madam Chair, I  
19 just want to say to that if you're talking about  
20 Northern, your school deliberately eliminated, when  
21 they wanted to go back to being a four-year school.  
22 Because I know that here in Santa Fe, I know in  
23 Albuquerque, the community colleges I'm aware of are  
24 pushing. And Sheryl happens -- Sheryl Stapleton  
25 happens to be my representative. And she's on my

1 cell phone. So I know that she is supportive.

2 But I don't think that's been a problem  
3 with the Legislature. The problem is in D.C. And  
4 it goes back several presidential terms. I know  
5 when I was on the CNM Board, the George W. Bush  
6 administration did their best to totally eliminate  
7 the Perkins. And it took the Association of  
8 Community College Trustees and the American  
9 Association of Community Colleges working together  
10 to get it redone in 2006.

11 And it was a huge push, 'cause I was  
12 meeting with Representatives and the Legislature and  
13 all to do it.

14 So I don't know that there's -- the  
15 problem is going to be back in D.C. And we need to  
16 look at pushing D.C. to provide the money out here  
17 for the Perkins and all. I think our Legislature is  
18 pretty understanding.

19 THE CHAIR: Commissioner Crone?

20 COMMISSIONER CRONE: I only know that  
21 Northern's enrollment dropped from 2,600 to  
22 approximately 700, as a result of eliminating career  
23 tech.

24 THE CHAIR: Commissioner Johnston?

25 COMMISSIONER JOHNSTON: Thank you,

1 Madam Chair. And just a brief comment on a positive  
2 note again. The Moriarty district,  
3 Moriarty-Edgewood district, just two weeks ago -- I  
4 lose track of time -- had the ribbon-cutting  
5 ceremony for their new career technical building.  
6 Tom Sullivan, the Superintendent there, is -- is  
7 calling -- and it's true; I hadn't thought about it  
8 because it goes back to when I was in high school --  
9 Moriarty is working to become a comprehensive high  
10 school.

11 And if anyone would like to look at a  
12 model, I'm certain that Mr. Sullivan would be glad  
13 to give you a tour; because they've worked in their  
14 fine arts area to upgrade that facility and provide  
15 additions, now, with career technical. And they are  
16 working closely with CNM.

17 The welding teacher is an adjunct at CNM;  
18 and so that mutuality is very impressive. I know  
19 that high schools -- this is just one of the 119 or  
20 however many high schools we have in the state. But  
21 I'm certain that districts are looking at ways, with  
22 less funding, to do more for students. They see the  
23 need for that comprehensive approach.

24 So thank you. And, Dr. Perea, thank you  
25 for what you do.

1           COMMISSIONER TOULOUSE: And, Madam Chair,  
2 I notice on this list, on Page 7C, one of our  
3 charter schools is one of these with the High  
4 Schools that Work Initiative. And it does happen to  
5 be in my district. So it's the Media Arts  
6 Collaborative High School.

7           And I'm very pleased that they manage to  
8 do this. So thank you. I'd like to see more of our  
9 charter schools on this list. But I think it's  
10 positive to see that that school got through the  
11 whole process. Thank you.

12           THE CHAIR: And I would just like to add,  
13 I know, in Las Cruces, that conversation about  
14 we're -- it's a multi-faceted conversation --  
15 comprehensive community school. There is just --  
16 there's really exciting conversation about schools,  
17 how they're servicing the entire community, that  
18 it's -- it's -- I think it's a good time right now.  
19 But unfortunately, there's not a lot of money there.

20           Commissioners, any other questions? If  
21 not, thank you so much, once again, for your time,  
22 and we'll probably see you soon.

23           DR. ELAINE PEREA: In a few months,  
24 absolutely. Thank you all for your time.

25           THE CHAIR: Thanks so much.

1           Before we bring our next agenda item up, I  
2 was remiss in not welcoming our new Commissioner.  
3 We were pleasantly surprised this morning to find  
4 that we have a new member. So I would like to  
5 welcome Commissioner Robbins to our varied group.

6           COMMISSIONER ROBBINS: Thank you very  
7 much. Appreciate the -- the gesture of welcoming.  
8 And I look forward to working with the PEC  
9 Commissioners and with the PED.

10          THE CHAIR: Thank you so much.

11          And next on the agenda is Item No. 6, and  
12 that is Report from the New Mexico School Boards  
13 Association.

14          And we have with us Joe Guillen, who is  
15 the Executive Director; Linda Trujillo, who is  
16 the -- wears many hats, the President of NMSBA, also  
17 a State Representative and a school board member  
18 here in Santa Fe; and -- I'm sorry. I don't know  
19 the third person.

20          So, welcome, and please introduce  
21 yourselves for the record.

22          MS. LINDA TRUJILLO: Thank you, Madam  
23 President, and thank you, PEC.

24          THE CHAIR: "Chair." I haven't been --

25          MS. LINDA TRUJILLO: Oh. "Madam Chair."

1 Thank you.

2 I appreciate you giving us an opportunity  
3 to come and present to the PEC. We are working this  
4 year in a collaborative effort to try to work with  
5 all stakeholders in education.

6 I do want to introduce myself. My name is  
7 Linda Trujillo, and I am the President of the  
8 New Mexico School Boards Association. And I also  
9 serve on the School Board here in Santa Fe and have  
10 served as President on that school board for two --  
11 two -- two years.

12 I would like to thank -- I see he got up  
13 and walked out.

14 THE CHAIR: No, he's right here. He  
15 changed, so he could see.

16 MS. LINDA TRUJILLO: He changed seats. I  
17 was going to say, you don't look like Carlos.

18 I would like to thank Gilbert Peralta,  
19 Commissioner Peralta, for being a representative on  
20 the New Mexico School Boards Association and for  
21 being there and reporting PEC activity to school  
22 boards from around the state. We appreciate your  
23 dedication and keeping that communication open.

24 I have, to my right, Ramon -- my right.

25 MR. RAMON MONTAÑO: Left.



1 MS. LINDA TRUJILLO: Your right, my left.  
2 Ramon Montaño. And he is the President Elect of the  
3 New Mexico School Boards Association and will begin  
4 his term of service on December 2nd, I believe.

5 And to my other right is the Executive  
6 Director of the New Mexico School Boards  
7 Association, Joe Guillen.

8 And I'm going to turn it over to Joe. He  
9 has a presentation. I believe you have a copy of it  
10 in your packet, and it's also up on the screen.

11 Thank you, Joe.

12 MR. JOE GUILLEN: Thank you.

13 Thank you, President Trujillo. And also,  
14 I see a lot of familiar faces up on the Public  
15 Education Commission. And we see each other during  
16 the session and other times, and we appreciate all  
17 the work that you do. So I wanted to give you a  
18 brief overview of the New Mexico School Boards  
19 Association.

20 As you can see on our opening slide here,  
21 we've been serving school board members since 1958.  
22 So next year, we'll be celebrating, I think, our  
23 60th anniversary.

24 We're a 501(c)(3) organization. We have  
25 100 personnel; all 89 school boards, 450 school

1 board members are who we serve. We have a staff of  
2 three full-time professionals, and we're located in  
3 Santa Fe, just across the street here.

4 Our budget is a little over \$780,000, and  
5 our mission, very similar to yours, is to assist  
6 local school boards to provide the best education  
7 possible to all public school students in  
8 New Mexico.

9 And we do that through various means:  
10 Assisting and identifying the proper role of school  
11 board members and providing training to school board  
12 members, encouraging the most efficient and  
13 effective administration of public schools,  
14 providing information to public schools on a regular  
15 basis -- and we'll get into a little bit more detail  
16 on all of these -- provide the public understanding  
17 of the role that school board members play in  
18 education.

19 Much of the public does not know exactly  
20 what the responsibilities of school board members  
21 are. And, of course, we represent school boards at  
22 the Legislature and at Congress from time to time  
23 with our executive board.

24 As I mentioned, we have a staff of three  
25 full-time professionals: Myself, as Executive

1 Director. Carolyn Mole is our Finance Director and  
2 handles all of our financial activities. Lorraine  
3 Vigil is our Program Director, and she helps with  
4 the programs that -- conferences, and tracks  
5 training for all of our 450 school board members.

6 This is what our revenue budget looks  
7 like. We have three major funding sources. One is  
8 from dues; second is from our policy service. We're  
9 now serving 63 of the 89 districts in providing  
10 policies, up-to-date policies online for them. And  
11 then, of course, the money that we make at our  
12 conferences, at four major conferences a year.

13 Our governance, we have our executive  
14 board, which is our state officers. We have five of  
15 them. Our board of directors, a 40-member board of  
16 directors. We have a regional setup. We have eight  
17 regions with officers that meet twice a year. And  
18 then we have various committees that work through  
19 the -- through the -- throughout the year.

20 This is our executive board. As you can  
21 see, we have statewide representation from Santa Fe  
22 Rio Rancho, Socorro, Cloudcroft, and Carlsbad. And  
23 all of these individuals spend a lot of time during  
24 the year representing New Mexico, not only here, but  
25 across the country at various national conferences,

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1 and they serve on national boards and committees, as  
2 well.

3 We're fortunate to have two of them here  
4 today.

5 As I mentioned, our -- we have a 40-member  
6 board of directors. And you can see the makeup.  
7 Most of them come from the regional office  
8 positions. But we also have the state officers.  
9 Large districts have an automatic seat on our board  
10 of directors. And we have ex officio members,  
11 including the Public Education Department -- PEC, I  
12 should say. That should be a "C" in there.

13 New Mexico Activities Association, and, the Public  
14 School Insurance Authority attend our board of  
15 directors meeting and are ex officio members there.

16 This is just a little pie chart that shows  
17 the makeup of the board of directors. And, of  
18 course, their powers are to employ and evaluate a  
19 director, provide policy direction. And you can see  
20 the whole list of activities that they're  
21 responsible for.

22 Our regions are made up of eight  
23 geographic regions. There -- the officers of the  
24 regions sit on our board of directors, and they meet  
25 on a quarterly basis. Here's a sort of a numerical

1 makeup of our regions. And you can see, Region 1 in  
2 the northwest -- northwest corner and Region 8 on  
3 the southwest corner, because of geographic regions  
4 they have areas that are a lot smaller.

5 We have committees, resolutions and  
6 legislative committee, that is very actively during  
7 Legislative Session and develops our program, our  
8 legislative program, for each year. We'll soon be  
9 meeting.

10 We also have a nominating committee that  
11 recommends individuals -- individual board members  
12 for state office positions. We have a policy review  
13 committee and a dues structure committee that meet  
14 from time to time.

15 The services that we provide fall into  
16 four major categories: Basically information out to  
17 all of our 450 members throughout the year, as  
18 elections come around, as they're looking for  
19 superintendents, and we -- we also have a very  
20 robust website that has a lot of information that  
21 all of you can access as you see the need.

22 We also do legislative and advocacy  
23 services, as I mentioned.

24 We have a partners group that we meet with  
25 from time to time. And we also coordinate our

1 activities with the Public Education Department and  
2 work closely with them, as well.

3 Training is really our -- our -- our top  
4 priority, and we provide training to all of our  
5 board members at conferences and breakout sessions,  
6 at the school law conference that many of you  
7 attended this year. We also do individualized board  
8 training, and we provide materials.

9 We have a leadership development and  
10 recognition program that we acknowledge the training  
11 achievements of each of our board members.

12 Of course, you are familiar with the  
13 mandatory training requirement of five hours. Well,  
14 many of our members receive up to 40, 50, 60 hours  
15 of training a year. And we report that on a regular  
16 basis to the Public Education Department.

17 Many charters -- we do not market our  
18 services to charters, because they have their own  
19 association. But many of them approach us to attend  
20 our leadership training, and we have probably 15 to  
21 20 associate members that are charters that take  
22 advantage of our training at member rates.

23 Our conferences, we have four major  
24 conferences a year: Our annual conference that's  
25 coming up in December; the School Board Institute

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1 that's held during the Legislative Session; our  
2 School Law Conference. That's our biggest  
3 conference of the year. Then we also have a  
4 leadership retreat in July for our leaders. And  
5 then we have region meetings in the spring and fall.  
6 Those will be starting up next week. Of course, we  
7 have our national conferences, as well.

8 As I mentioned we provide policy services  
9 for a fee, a very small nominal fee, to our members.  
10 We have 63 -- and I think we've had Los Alamos and  
11 Hobbs and Wagon Mound have all joined recently. So  
12 we're getting their policies up and ready to go.

13 And then we do a whole bunch of  
14 miscellaneous services. We have student achievement  
15 awards, where all boards honor their top staff  
16 persons that contribute to student achievement in  
17 their districts. And we also have a good  
18 scholarship program for graduating seniors. And  
19 then, of course, our I Am New Mexico Public Schools  
20 program. It's an advocacy program. Many of you  
21 have seen our TV ads and maybe heard our radio ads  
22 on TV touting the good things that public schools do  
23 in New Mexico.

24 So that pretty much covers our -- the  
25 overview. And we appreciate the time that you have

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1 here today to hear us.

2 MS. LINDA TRUJILLO: Thank you, Joe, for  
3 presenting that.

4 So one of the things that Joe touched base  
5 on is our legislative advocacy. And we really  
6 wanted to be here today, because we have some things  
7 in common.

8 As you know, public school boards also  
9 authorize charter schools in our communities. Not  
10 all of our school districts have authorized charter  
11 schools, but many have. As you know, we know that  
12 you also authorize charter schools. And so having  
13 that conversation about how we can move forward  
14 together to develop and have similar standards for  
15 authorization, for ongoing monitoring of charter  
16 schools, for reauthorization -- and where this  
17 really came to light was during the Legislative  
18 Session.

19 And as Madam Chairman said, I am a State  
20 Legislator. I represent the Santa Fe area. And  
21 there were a number of legislative bills that came  
22 forward in regards to charter schools. And there  
23 wasn't a real clear idea of what was supported and  
24 what should be moved forward.

25 So I would really like to see us have a



1 stronger relationship in that legislative activism.

2 So you have in your packets our 2017  
3 legislative program. It looks like this. And I  
4 just want to say, you know, some of the highlights  
5 of this legislative program for last year for school  
6 boards were no unfunded mandates. We heard the  
7 prior presentation. There's more need than there is  
8 ability to fulfill that need. And so whenever  
9 there's new mandates that are required by the  
10 Legislature, and there's not funding to go with it,  
11 we get further and further behind, and we do less  
12 and less of what we're tasked to do, which is to  
13 educate our young folks and make them good citizens  
14 for their adult years.

15 We also advocate for above-the-line  
16 funding for the school districts; because when it's  
17 below the line, it only goes outside to certain  
18 districts, and it's competitive, and it de-equalizes  
19 what is considered to be one of the fabulous funding  
20 formulas throughout the country, where we fund our  
21 schools based upon unit values of our students.

22 And those unit values are based upon, you  
23 know, at-risk, special ed -- there's different  
24 indicators. Our students are not a unit, each of  
25 them; but they do range from about 1.5 to 2.5 units.

1 And that's how we get our funding. But when there's  
2 below-the-line funding, then that does not help us  
3 with all of our students. And as I said, it really  
4 de-equalizes the -- the -- the education that we  
5 provide.

6 So we're very strong proponents for  
7 above-the-line funding. And that leads into what  
8 we're really focused on; and that is local control.  
9 As school board members, we believe that the local  
10 community understands their students best and knows  
11 how to use that money for the objectives that are  
12 most fitted for our local communities.

13 As we see, even in Santa Fe and in  
14 Rio Rancho, in Albuquerque, every school, we cannot  
15 have cookie-cutter schools, because every community  
16 is a little bit different. It has different  
17 students; it has different needs. And we have to  
18 learn -- we have to be more able to meet our  
19 students and our families where they're at. So we  
20 work very hard to focus on local control.

21 The federal government, in adopting ESSA,  
22 put a piece in there, because of our advocacy  
23 efforts at the national level. And they did say  
24 local control. And that went all the way down to  
25 local school boards. So that's a very strong thing

1 for us.

2 Some of the things that we -- you'll see  
3 in our legislative program that we also supported  
4 last year was a moratorium on the implementation,  
5 the authorization of new charter schools. And that  
6 wasn't because -- we recognize that charter schools  
7 are public schools and that we have to work  
8 together. We do recognize that, and we want very  
9 strongly to do that, which is why we're here today.

10 But we wanted to have an opportunity to  
11 kind of sit back and figure out, How do we make this  
12 work? How do we make these two bodies work together  
13 so that we are providing the best possible choice in  
14 education for students in New Mexico?

15 We also wanted to have some more defined,  
16 you know, standards that we, as school board  
17 members, could carry back to our districts, rather  
18 than each of us kind of defining our own standards.

19 So with that, I would like to invite the  
20 PEC to submit a -- we -- Joe will send out an  
21 invitation to you to submit an opportunity to do a  
22 workshop at our December conference to explain to  
23 our board members, give board members an opportunity  
24 to come and attend a workshop that explains what the  
25 PEC does, who you are, and how your relationship

1 fits in with us.

2 We couldn't bring all of our school board  
3 members today to introduce ourselves to you. But I  
4 would encourage you to submit a workshop. It's an  
5 hour long, and it would give the PEC an opportunity  
6 to formally introduce yourselves to our school board  
7 members and -- and then we could move the  
8 conversation from there.

9 We also -- our legislative program, I'm  
10 just going to briefly explain, and then I'm going to  
11 turn it over to Ramon. School board members around  
12 the state are submitting resolutions right now for  
13 what the legislative program for 2018 will be.  
14 Those resolutions are due September 15th, which is  
15 coming up very quickly. And they have to be  
16 approved by their board, and then they send them to  
17 the NMSBA. And then on October 4th, Ramon will lead  
18 the -- the -- the session for that.

19 And I had the pleasure of leading that  
20 last year. And with that, I will turn it over to  
21 Ramon for just a minutes.

22 MR. RAMON MONTAÑO: Good morning. During  
23 this process is as we allow them to bring their  
24 concerns or issues forward to the delegation, once  
25 it's been approved by both committees. And through

1 that, we hash it out as an organization on what we  
2 feel is important to get to our legislators.

3 Each school district has different  
4 stories, different issues, and different concerns.  
5 So we try to balance that out fairly, from rural  
6 schools to the largest districts, who all have  
7 different issues. And it gets everybody involved.  
8 All the school board members across the state have  
9 their opportunity to come to the mic, bring some new  
10 ideas that maybe we haven't talked about or shared  
11 amongst each other, or know what the concerns are  
12 across the board. Because we not only represent our  
13 local school districts, but we represent all our  
14 kids in New Mexico.

15 And that's -- you know, some of our  
16 legislators don't understand that sometimes. They  
17 see me out in Rio Rancho, so they say, "Why do you  
18 care about what happens in Rio Rancho or Taos or  
19 Las Cruces?"

20 But we don't just represent our local  
21 school districts; we represent everybody. So this  
22 gives our delegation an opportunity to bring their  
23 issues forward.

24 I ask that you guys attend that, as well,  
25 to see how that process flows and what some of those

1 issues are.

2 I just want to kind of piggyback on what  
3 our Madam President says, is coming to you guys to  
4 see how we can bridge together to work together;  
5 because a lot of people try to pit us against one  
6 another, and that's far from what's taking place  
7 here. We need to come together to show that unity  
8 that we have. Our best interest is all students,  
9 regardless if they go to charter school, public  
10 school, home school, whatever their choice is or  
11 preferences are, and that we're here to support each  
12 and every one of them regardless.

13 So I just want to thank you guys for  
14 allowing us to be here, as well.

15 MR. FLOYD TRUJILLO: With that,  
16 Madam Chair, I just want to say one last thing.  
17 Thank you, Commissioner Crone, for your service.  
18 You are my Commissioner, and appreciate your service  
19 to our community and to our state.

20 And in the last few years, the school  
21 boards across the country have come together in  
22 Washington, D.C., and then in our local communities,  
23 and worked very hard to move forward the ESSA, the  
24 Every Student Succeeds Act, to replace the No Child  
25 Left Behind, which all of us came to understand is

1 Every Child Left Behind is what that -- that  
2 legislation actually stood for.

3 And so, you know, we have worked very hard  
4 on that. And I was happy to hear the presentation  
5 before, because the next issue that we've begun  
6 working on together as a large national community,  
7 and school board members -- when we get together, we  
8 are the largest elected body in the country, because  
9 we represent -- there are so many of us. But CTE is  
10 exactly what we're moving our next efforts for.

11 So thank you, Madam Chair, again for  
12 allowing us to be here, and we stand for any  
13 questions.

14 THE CHAIR: Thank you so much. And I do  
15 look forward to -- to bridging this gap and,  
16 hopefully, moving this forward, all as public  
17 schools, with the conversation that charters and  
18 traditional schools, we are all public schools.

19 And I think that's -- it's work to be  
20 done. And I am -- I'm going to speak for us and say  
21 that I'm sure we'll be happy to be there in  
22 December; because I think it's -- we've got some --  
23 really, some very positive and exciting changes that  
24 are taking place, and policies and practices that  
25 are coming into place that we would hope districts

1 would be able to modify to best suit their needs;  
2 but they're certainly models for best practices.

3 So we would love to share anything and all  
4 that we can to help districts move forward, as well,  
5 and hope that we do work, especially in the  
6 Legislative Session, and be able to dispel some  
7 myths and answer any questions that we can so  
8 that -- and I agree. The last Legislative Session,  
9 there were too many gray areas with some -- some of  
10 those pieces of legislation.

11 And there were such diverse pieces of  
12 legislation, it's, like, who knows which way we  
13 should be going, because they're so different.

14 So I hope that we can also, even though  
15 it's a short session -- but looking forward to the  
16 next 60-day session. And I want to say thank you  
17 very much for allowing us to come to the law  
18 conference; because it was certainly beneficial to  
19 all of us.

20 So welcome. And without a doubt, through  
21 the Chair's comments, there is always a spot for the  
22 Charter Coalition. And we hope that you will take  
23 advantage. And anytime that you want to come and  
24 take advantage of that time, you are welcome, every  
25 month or any month, whichever best fits your -- your

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1 schedules and your needs. So welcome.

2 MR. FLOYD TRUJILLO: Thank you.

3 THE CHAIR: Commissioner Toulouse?

4 COMMISSIONER TOULOUSE: Madam Chair, I do  
5 want to thank you for being here today. Because  
6 after Commissioner Peralta, Commissioner Conyers and  
7 I are the long-serving folks here. In my almost  
8 five years here, I have come to feel like the orphan  
9 in the bunch. No one reaches out to us. People do  
10 legislation. Newspapers and TV do reports. Nobody  
11 talks to any of us. And we're the experts.

12 And I get so tired -- I'm very glad for  
13 cell phones; because I don't -- my arthritis makes  
14 it hard to move. But I have a number of legislators  
15 on this. And it was very helpful for me to just be  
16 able to text them as bills came up this past  
17 session, because we have input.

18 We should have input before bills are  
19 written. We should have things -- and I really look  
20 forward to working more closely here, just like  
21 we've developed the relationship with the Charter  
22 School Coalition. Now I just wish the Legislative  
23 Education Study Committee would give us the same  
24 opportunity, rather than showing up to speak -- if  
25 we're allowed to -- I know I wasn't at one point,

1 even though I know the rules, as an elected  
2 official, require that I be allowed, I was told no,  
3 I couldn't.

4 And so it just seems to me that maybe we  
5 can start building a coalition here, where we  
6 actually use our expertise to help everybody. We  
7 haven't wanted lots of new schools. This year, we  
8 have only two. Last year, we didn't approve any;  
9 but there is one open because of an appeal. But we  
10 did not approve any, originally.

11 The year before, there were very few. So  
12 it's slowed down. Again, we're not doing huge  
13 numbers. And I think we all need to begin to look  
14 at what kind of effective schools we want, whether  
15 they're district-chartered or State-chartered. And  
16 I think the only way we can do that is do it  
17 together and decide whether they're best with us or  
18 with the school district.

19 So I know we need to get out of here. But  
20 I just wanted to stay how pleased I am that we've  
21 now had this opportunity. So thank you very much.

22 MR. FLOYD TRUJILLO: Thank you.

23 THE CHAIR: Commissioner Conyers?

24 COMMISSIONER CONYERS: Just wanted to say  
25 it's good to see Joe and Linda and Ramon again.

1 I did have the opportunity to make a  
2 couple of presentations on the PEC when I was  
3 working on my Master School Board Member  
4 designation. And I was pleasantly surprised by the  
5 amount of knowledge that the school board members do  
6 have. There are some myths still out there. But  
7 for the most part -- sometimes they would ask me  
8 questions. I'd say, "Well, I've got to go check on  
9 that," because they -- they had done their homework  
10 on that.

11 So -- but, anyway, I know you have a great  
12 organization. And I certainly enjoyed participating  
13 in it when I was on the Bloomfield board. Thank  
14 you.

15 THE CHAIR: Good. Thank you so much. And  
16 we look forward to seeing you more often.

17 MS. LINDA TRUJILLO: Thank you.

18 THE CHAIR: I don't want to delay the next  
19 agenda item. But I think we need to take a short  
20 break. So before we move on to the new  
21 applications, which are going to be a little lengthy  
22 in time, we'll take approximately a 15-minute break.

23 (Recess taken, 10:30 a.m. to 10:52 a.m.)

24 THE CHAIR: Welcome back, everyone. We  
25 are now on to Agenda Item No. 7, which is the

1 approval or denial of new charter school  
2 applications.

3 And the first is Albuquerque Collegiate  
4 Charter School. So if you will come forward,  
5 please. Well -- sorry. Got ahead of myself.  
6 Charter School Division?

7 MS. POULOS: Oh, but they still can come  
8 forward, right?

9 THE CHAIR: Yeah. I didn't know --

10 MS. POULOS: Madam Chairwoman,  
11 Commissioners. Before you, you have the application  
12 from Albuquerque Collegiate Charter School. This  
13 recommendation indicates that the Public Education  
14 Department does recommend the approval of this  
15 application.

16 In our materials, you do see an overall  
17 score sheet that does incorporate both the capacity  
18 interview and the application, both of which were  
19 scored by a team of experts outside of the PED that  
20 included a licensed New Mexico school administrator,  
21 a licensed New Mexico teacher, as well as a licensed  
22 New Mexico business manager.

23 So you will see that the school -- or the  
24 applicant -- did receive 367 out of 379 available  
25 points. There is no scoring for the community input

1 hearing. But we did take that into consideration  
2 when making our recommendation.

3 And at the community input hearing, there  
4 was a great amount of support from the community.  
5 There was no one who spoke in opposition of the  
6 applicant school opening.

7 I can't say enough that we were very  
8 impressed through the application process with the  
9 applicant team, both the individual who's been  
10 doing, I think, the majority of the work, but also  
11 the board that they have put together, and their  
12 willingness to listen, to learn, to grow, and to  
13 develop an application that I truly believe -- my  
14 team truly believes, and I think everyone here at  
15 the PED truly believes -- will result in a very,  
16 very successful charter school.

17 THE CHAIR: You're done.

18 MS. POULOS: That's all I have to say.

19 THE CHAIR: Thank you very much. And the  
20 school has 15 minutes total to offer whatever final  
21 lasting words you wish to offer at this point in  
22 time. I'm sorry. Yes. Please introduce yourself  
23 for the record.

24 MS. JADE RIVERA: Absolutely, Madam Chair  
25 and Commissioners. Again, my name is Jade Rivera.

1 I'm the lead founder for the Albuquerque Collegiate  
2 founding team.

3 DR. SCOTT HUGHES: Madam Chair, members of  
4 the Commission, my name is Scott Hughes. I am the  
5 board chair of the founding board.

6 THE CHAIR: Is anyone else from the school  
7 going to speak; because you can --

8 MS. KATIE RARICK: Madam Chair and the  
9 members of the board, my name is Katie Rarick. I'm  
10 the proposed treasurer for the proposed school.

11 MR. JOSHUA GALLEGOS: Madam Chair and  
12 Commissioners, my name is Joshua Gallegos. I am the  
13 proposed secretary for Albuquerque Collegiate.

14 MS. ROSA PYNES: Hi. My name is Rosa  
15 Pynes, and I am part of the founding board.

16 MS. BEVERLY CRUZ: Good morning,  
17 Madam Chair, members of the Commission. My name is  
18 Beverly Cruz, and I'm a proposed board member.

19 THE CHAIR: Thank you. Welcome.

20 MS. JADE RIVERA: Madam Chair and  
21 Commissioners, we also have two members of our  
22 founding team that weren't able to be with us today  
23 but certainly wish that they could.

24 With that, again, we thank you so much for  
25 your time and consideration and the time that the

1 Public Education Department, Charter Schools  
2 Division, and the review team put into our very  
3 small book that we provided you all with. And,  
4 again, thank you for that.

5           Since we've last seen you -- it's been  
6 about six weeks -- our work has not slowed at all.  
7 We have continued to do community outreach in the  
8 Greater Downtown area of Albuquerque, as well as  
9 within the larger Albuquerque community. I have had  
10 the tremendous opportunity to visit both local and  
11 some neighboring states, really high-performing  
12 charter schools, making meaningful connections with  
13 their school leaders, so that we can really  
14 replicate best practices right here in New Mexico.

15           We have also started efforts to look into  
16 grant applications to further support the needs of  
17 our school pending today's decision. And so that's  
18 what we've been up to for the past few weeks.

19           To address the Charter Schools Division  
20 recommendation, we wholeheartedly agree with the  
21 recommendation for approval and hope that that's  
22 something that you agree with, as well.

23           And to reiterate, again, our application,  
24 the written portion of the application received at  
25 least 95 percent of the points possible during the

1 capacity interview. We did receive 100 percent of  
2 the points possible and sufficiently addressed any  
3 areas or questions that were brought to us by the  
4 review team from the written application.

5 And, again, for the community input  
6 hearing, we were thrilled to have a packed house,  
7 standing room only, with 100 percent support from  
8 the community members. And I think that speaks  
9 volumes about the work that we've done over the last  
10 year.

11 To reiterate, we have a deep commitment to  
12 our community. We want to see Albuquerque  
13 Collegiate come to the Downtown area of Albuquerque.  
14 It is a neighborhood, a ZIP code, that needs a lot  
15 of support. And it's deeply personal to me and to  
16 our team that we see a really high-quality  
17 college-preparatory option for our neighbors.

18 This is a school that is from the  
19 community, for the community, and we are excited to  
20 be here.

21 I would defer to members of the founding  
22 team, if they have any additional comments.

23 THE CHAIR: Thank you.

24 DR. SCOTT HUGHES: Madam Chair, members of  
25 the Committee -- Commission, excuse me -- I, too,



1 wish to express my deep appreciation for all of the  
2 time and effort that you have put forward in the  
3 review application, the hearings that have been put  
4 forth, the PED, overall, especially the Charter  
5 School Division, and the efforts that they have  
6 extended to us in this effort to move us forward.

7 I also appreciate the fact that you are  
8 considering the application and that, if awarded the  
9 charter, we look forward to embracing the  
10 responsibilities that come along with the  
11 fulfillment of the obligations that we will embrace.

12 And we look forward to the pending  
13 approval. We look forward to embracing further  
14 community outreach, extending hands of cooperation  
15 to the Albuquerque Public Schools to work with them  
16 so that we have a collaborative effort underway.  
17 And, finally, I would like to say thanks to our  
18 fellow board members and all of the work that has  
19 been put forth by them.

20 Other than that, we stand for questions.

21 THE CHAIR: I think, fortunately, almost  
22 all of us were here for the input; but, yes, I will.  
23 Yes. So -- but we do have a new Commissioner, so --  
24 I will.

25 COMMISSIONER ROBBINS: If I could just ask

1 a couple of questions?

2 MS. JADE RIVERA: Yes.

3 COMMISSIONER ROBBINS: One, what grades  
4 would you be covering, and how many students are you  
5 initially looking at enrolling?

6 MS. JADE RIVERA: Thank you. Madam Chair  
7 and Commissioner Robbins, we are proposing a  
8 kindergarten-through-fifth-grade elementary school.  
9 In year one, we are proposing to open with  
10 kindergarten and first grade, with 60 students in  
11 each grade level, for a total enrollment in year one  
12 of 120 students.

13 Each year thereafter, we would grow an  
14 additional grade level with 60 students. So at  
15 total enrollment in year five, kindergarten through  
16 fifth grade, we would have a total of 360 students.

17 COMMISSIONER ROBBINS: You have identified  
18 a location in Albuquerque for this?

19 MS. JADE RIVERA: We are -- Madam Chair  
20 and Commissioner Robbins, the facilities hunt is  
21 still underway and something that we are working  
22 aggressively to ensure that we solidify, and have  
23 had conversations with a number of folks locally, as  
24 well as nationally, including the Raza Development  
25 Fund, who have start -- or helped find facilities

1 and fund facility -- facilities for numerous  
2 charters locally.

3 COMMISSIONER ROBBINS: Thank you.

4 MS. JADE RIVERA: Of course.

5 THE CHAIR: We were given a real estate  
6 book; so we know all the available real estate in  
7 Albuquerque at this point in time.

8 And I just want to say thank you, because  
9 the -- you know, the quality of the work product is  
10 certainly well-noted. And I just have just one  
11 nagging concern in terms of the school that I vote  
12 for.

13 I'm voting for a school that's putting two  
14 teachers in a classroom. And that's my concern,  
15 that that's the expectation; so that -- because I  
16 know we did identify that as a little bit of a  
17 concern at the -- at the community input meeting,  
18 that there was that little qualifier statement  
19 somewhere in the application, where, "Well, if we  
20 can't -- the budget doesn't do it, then we're not  
21 going to do that."

22 The school -- your uniqueness has been  
23 identified as that two-teacher model, which I  
24 certainly think is quite an aspiration. I think a  
25 number of us expressed concern that a budget may not

1 do it.

2 But that's the school I'm voting for. So  
3 that when it comes to perhaps a year in, and now  
4 we're commencing -- we're voting for commencing  
5 operation, I'll have -- I'll have a major problem in  
6 voting if you have to come forward and say, "We just  
7 couldn't do that." Because that's not the school --  
8 and we've had a similar instance with a school that  
9 kind of had to change some when it came to  
10 commencement of operation.

11 And we had to say, "No, you've got to go  
12 back and rework this." And they were given another  
13 year.

14 So that's my only little person sitting  
15 here saying, "I don't know."

16 So -- but, otherwise, I've got no -- no  
17 issue.

18 MS. JADE RIVERA: Madam Chair, if I may  
19 respond to that?

20 THE CHAIR: Certainly.

21 MS. JADE RIVERA: I certainly agree that  
22 if we are here in June and that is an issue, that is  
23 something that will give us great pause. And I can  
24 promise to you all, as well as to the community,  
25 that that is something that we are deeply

1 prioritizing. And for that reason, that's part of  
2 why we have taken really robust steps and efforts to  
3 be able to find funding sources outside of the SEG.

4 One of those is through the New Schools  
5 Venture Fund. And they have a program for what they  
6 promote as "diverse leadership." We know that, as  
7 New Mexicans, we have a very diverse makeup in our  
8 little melting pot of a state. And I think that's  
9 something that we at look Albuquerque Collegiate  
10 certainly want to promote. And through that grant,  
11 we would be able to continue to support that at  
12 Albuquerque Collegiate.

13 And part of that would be building that  
14 bench of -- you know, empower our teachers to become  
15 lead teachers, to become grade-level leads,  
16 instructional coaches, and, as a result of that,  
17 having a larger staff. If awarded that grant  
18 funding, we would be able to additionally support  
19 those efforts of the two-teacher model at  
20 Albuquerque Collegiate.

21 And so I am -- while it is an area of  
22 concern for our team, as well, it is one that we are  
23 very confident that we will be able to achieve.

24 THE CHAIR: Okay. And I don't want to  
25 delve deeply into this now. But there was a little

1 bell that went off; because I think part of the  
2 concern is monies that are going into operational  
3 funds and creating disequalization, that the -- you  
4 know, State Equalization Fund was created, and that  
5 identified great model for states, so that all  
6 schools are equal, and that when money starts coming  
7 in from other areas and now disequalizing the  
8 school -- but that's for perhaps another time,  
9 perhaps never. We'll just -- you know, I'll let it  
10 go at this point in time.

11 Commissioner Toulouse?

12 COMMISSIONER TOULOUSE: Well, I have a  
13 question. How are you going to ensure your  
14 fifth-graders, when they go on to middle school, are  
15 going to end up being college-ready? Do you have a  
16 progress -- a way to follow them through or see?  
17 Because that's my concern, when you're a collegiate  
18 school, and you only go through fifth grade.

19 A fifth-grader is very different -- a ten-  
20 or eleven-year-old is very different than a 13- or  
21 14-year-old, and definitely an 18-year-old. And I  
22 would like to see you have a way to follow through  
23 with that.

24 MS. JADE RIVERA: Absolutely. Madam Chair  
25 and Commissioner Toulouse, we certainly agree with

1 that. And that's something that I have considered  
2 and have thought about for a great deal of time, is,  
3 okay, if we are a college preparatory school, what  
4 does that mean when we end at fifth grade for our  
5 students, because they still have quite a few years  
6 to go through to get to college and graduate from  
7 the competitive college of their choice.

8 And for that reason, we really want to  
9 prioritize building strong relationships within the  
10 community, whether that be through other charters in  
11 the area, traditional district schools, and working  
12 with families, so that we are having those  
13 conversations very early on before a student gets to  
14 fifth grade with a family about, "Okay, you chose  
15 Albuquerque Collegiate. What are you choosing for  
16 middle school and why? How can we be a support to  
17 you in that? How can we make meaningful connections  
18 to other schools in the community?"

19 So that's something that is very important  
20 for us, and something that we would like to be able  
21 to follow from other schools' programs I've seen  
22 across the country and locally. Also,  
23 traditionally, they have some kind of college  
24 advisory program, something that follows students as  
25 they go into college, that we have something, that

1 that is a role designated to two of our staff  
2 members, ideally, our student supports coordinator,  
3 that they would be able to oversee some of that for  
4 our students as they graduate from Albuquerque  
5 Collegiate and move on into their educational  
6 careers.

7 COMMISSIONER TOULOUSE: Thank you.

8 THE CHAIR: And I'll just add a little bit  
9 to that, because it's been a fabric of the  
10 conversation over the last two days in terms of the  
11 challenges in a school trying to measure, with a  
12 rigorous measure, their mission statement, so that  
13 this is one of those missions that I think could  
14 potentially have a challenge in terms of you being  
15 able to show that you're accomplishing your mission,  
16 when it could potentially be you're going to have to  
17 track these kids for eight years before you know.

18 So that's just something that you're going  
19 to -- I think that should be part of your  
20 conversation now is looking at, "How are we going to  
21 be able to show that we are fulfilling that  
22 mission?"

23 MS. JADE RIVERA: Absolutely.

24 MR. SCOTT HOUSE: Right.

25 THE CHAIR: Commissioners, with seeing no



1 other questions, I'll entertain a motion.

2 COMMISSIONER ROBBINS: So move.

3 COMMISSIONER RUIZ: Second.

4 THE CHAIR: We need -- I'm sorry. We need  
5 the motion read into the record.

6 COMMISSIONER ROBBINS: I will move that  
7 the Commission approves the application for this  
8 charter.

9 THE CHAIR: Okay. I think there has to be  
10 a --

11 COMMISSIONER ARMBRUSTER: I think we have  
12 it.

13 MS. POULOS: I apologize. I don't think I  
14 did provide you a motion.

15 THE CHAIR: Okay. All right. I will just  
16 ask the Commissioner to amend that motion so that  
17 the name of the school is specifically mentioned.

18 COMMISSIONER ROBBINS: I move that we  
19 approve the charter application for Albuquerque  
20 Collegiate Charter School.

21 THE CHAIR: Do I have a second? Oh.  
22 Second by Commissioner Ruiz.

23 Commissioner Armbruster, roll-call vote,  
24 please.

25 COMMISSIONER ARMBRUSTER: Are there any

1 abstentions?  
2 Okay. Thank you.  
3 Commissioner Toulouse?  
4 COMMISSIONER TOULOUSE: Yes.  
5 COMMISSIONER ARMBRUSTER: Commissioner  
6 Ruiz?  
7 COMMISSIONER RUIZ: Yes.  
8 COMMISSIONER ARMBRUSTER: Commissioner  
9 Armbruster votes "yes."  
10 Commissioner Crone.  
11 COMMISSIONER CRONE: Yes.  
12 COMMISSIONER ARMBRUSTER: Commissioner  
13 Conyers?  
14 COMMISSIONER CONYERS: Yes.  
15 COMMISSIONER ARMBRUSTER: Commissioner  
16 Johnston?  
17 COMMISSIONER JOHNSTON: Yes.  
18 COMMISSIONER ARMBRUSTER: Commissioner  
19 Gipson?  
20 THE CHAIR: Yes.  
21 COMMISSIONER ARMBRUSTER: Commissioner  
22 Peralta?  
23 COMMISSIONER PERALTA: Yes.  
24 COMMISSIONER ARMBRUSTER: And Commissioner  
25 Robbins.

1 COMMISSIONER ROBBINS: Yes.

2 COMMISSIONER ARMBRUSTER: That would be a  
3 nine-zero vote.

4 THE CHAIR: So the motion passes nine-zero  
5 with no abstentions. Congratulations.

6 (Applause.)

7 MS. JADE RIVERA: Thank you very much.

8 THE CHAIR: We look forward to seeing you  
9 in June and the updates from Charter School Division  
10 with your getting-ready year. I think that's what  
11 we're calling it.

12 MS. JADE RIVERA: Thank you very much,  
13 Madam Chair and Commissioners.

14 DR. SCOTT HUGHES: Thank you very much,  
15 members of the Commission.

16 THE CHAIR: We are now on to 7B, which is  
17 Altura Preparatory School. So if you want to come  
18 forward, please?

19 MS. POULOS: Madam Chairwoman,  
20 Commissioners, also before you today is the new  
21 application for Altura Preparatory School. The  
22 Public Education Department again recommends the  
23 approval of this new charter school application.  
24 The -- the applicants scored 353 out of 355  
25 available points.

1           Just to clarify why there was a difference  
2 in points is the number of points that were  
3 available for the other school in their capacity  
4 interview was higher, because there were more  
5 questions that were specific to that school. There  
6 were fewer school-specific questions for this  
7 applicant.

8           Again, we -- we really, with both of the  
9 applicant teams, again, enjoyed working with them  
10 over the six months that we had the opportunity to.  
11 This team, like the other one, demonstrated great  
12 willingness to learn, listen, and grow over the  
13 time. And I think that's clearly reflected in the  
14 quality of the work that they provided in their  
15 application, again, scored by a team of experts,  
16 those licensed administrators, teacher, and business  
17 manager from New Mexico.

18           And, again, we think that this application  
19 and this team, along with the two -- the two  
20 co-founders, along with the board that they have  
21 recruited and put together, will, again, create a  
22 school that is going to be very successful.

23           This is probably the highest scoring  
24 application, and certainly the highest quality  
25 application that I have seen since I've been here

1 and I think that has been submitted in quite a few  
2 years.

3 THE CHAIR: Thank you. And could you  
4 please introduce yourselves for the record and  
5 anyone else of your founding group that's also going  
6 to -- to speak? And you'll have 15 minutes.

7 MS. LISSA HINES: Lissa Hines.

8 MS. MEAGHAN STERN: My name is Meaghan  
9 Stern. I'm a member of the founding team of Altura  
10 Preparatory School.

11 MS. PAM SCANLON: I'm Pam Scanlon, member  
12 of the founding team.

13 MR. ROBERT WILSON: Madam Chair,  
14 Commissioners, Robert Wilson. I'm also a member of  
15 the founding team.

16 MS. LISSA HINES: Madam Chair,  
17 Commissioners, thank you again for the opportunity  
18 to speak about our proposal for Altura Preparatory  
19 School. We want to briefly reiterate the need for  
20 the school and our model, as well as emphasize the  
21 capacity for our mission and goals set out in the  
22 application that you will vote for today.

23 This a part of a vibrant ingrown civic  
24 community. Our kids in Southeast Albuquerque have  
25 had a challenging time. A third of Albuquerque

1 students are at or above grade level in reading. A  
2 fifth of Southeast Albuquerque students are at or  
3 above grade level in math.

4 Interviews with families and neighbors  
5 helped us to understand that parents and caregivers  
6 feel as though their child is frequently one of  
7 many, and shuffled along in a current system that  
8 sometimes parents are able to choose a different  
9 school for their child, but, more frequently,  
10 parents don't always have the option to find a  
11 different school that may be a better fit for their  
12 kiddo.

13 Crime, poverty and low literacy rates  
14 dominate the news and publicity in the area, and we  
15 know it's not our kids. Our team, as  
16 Albuquerqueans, feel that we have a responsibility  
17 and an opportunity to do better for our families and  
18 children.

19 Our neighborhood needs a school where a  
20 parent can choose a more personalized education, one  
21 that focuses on STEAM and project-based learning,  
22 properly funded kindergarten, so that they know  
23 their child is prepared for the 21st century  
24 challenges that are ahead of them.

25 MS. MEAGHAN STERN: If it's approved,

1     Altura Prep will be a unique school in Albuquerque  
2     and in the state as a whole. The combination of  
3     project-based learning, individualized instruction,  
4     and a focus on the whole child was expressly  
5     designed to make sure that all students receive  
6     attention, support, and what they need to grow.

7             We focus on the academic and on the  
8     personal, knowing that our students need and deserve  
9     to learn the skills, habits, mindsets, and pieces of  
10    knowledge that will put them firmly on the path to a  
11    bright future in which they can choose their career,  
12    their college, and their future as a whole.

13            MS. LISSA HINES: We firmly believe that  
14    our strong application lays the foundation for the  
15    hard and deliberate work ahead. We are not taking  
16    an easy path. To be great will be hard work, and we  
17    feel we have identified the team to do the work  
18    necessary to create a great option for the families  
19    in Southeast Albuquerque.

20            We have proposed school leadership with  
21    strong Albuquerque roots and demonstrated ability  
22    with similar school programs. We have a proposed  
23    founding board committed to upholding the highest  
24    standards for governance and oversight of the  
25    school. We have community partners from existing

1 organizations who have written letters detailing  
2 their preparedness to collaborate with us. And we  
3 have neighbors with young children eager for a new  
4 opportunity for their future students.

5 MS. MEAGHAN STERN: We want to thank the  
6 members of the Commission for your questions at our  
7 community input hearing, and also thank those who  
8 came to voice their support on behalf of our  
9 application. And most of them were not able to come  
10 up again today.

11 And we wanted to thank the Charter Schools  
12 Division for their technical support and guidance  
13 through our application process and for their  
14 recommendation and compliments today to approve our  
15 application.

16 Thank you again for the time to speak, and  
17 we look forward to any and more questions or  
18 comments that you might have.

19 THE CHAIR: Thank you. And I think once  
20 again, most of us were there; but there were -- so  
21 there may be some questions from folks that -- and  
22 the application isn't in the packet, because we had  
23 all previously received it. So, Commissioner?

24 COMMISSIONER ROBBINS: Thank you. I'll  
25 ask the same questions. The number of students,



1 grades you're covering, and proposed location.

2 MS. LISSA HINES: Okay. So our proposed  
3 location is going to be in Southeast Albuquerque.  
4 We've kind of narrowed it down to two; so we're  
5 super excited about that. We're working with a  
6 Realtor right now, and that's been an interesting  
7 process.

8 It will be eventually K-5, if we are  
9 approved, and starting out with the K-2 slow-growth  
10 model with 66 students per grade level.

11 COMMISSIONER ROBBINS: Thank you.

12 MS. LISSA HINES: Thank you.

13 THE CHAIR: Commissioner Crone, did you  
14 have your hand up? Okay. I wasn't sure.

15 So I didn't want -- oops. Commissioner  
16 Toulouse?

17 COMMISSIONER TOULOUSE: Just me again.

18 I just want to reiterate that I wish you  
19 all the luck, because I think you have an extremely,  
20 extremely difficult situation ahead of yourself  
21 where you're looking to go, and that I'm still not  
22 sure, when you gave us the population numbers again,  
23 you are addressing the population of the  
24 neighborhood that you're going to be in.

25 I know I asked you -- suggested that you

1 might want to go to the Albuquerque Indian Center  
2 and check in. As of last week, you hadn't done  
3 that. We had several activities there this summer  
4 that I think you would have found useful, because  
5 large numbers of families were there. You could  
6 have seen what the population of that area is.  
7 Because it's not only the Native Americans, it's the  
8 entire community that shows up there.

9 And I just think until you actually talk  
10 to some of that group of people that you want to  
11 address, that -- I think your application is  
12 absolutely fantastic. I told you at the hearing.  
13 That is your easy part, though. I hope you succeed.  
14 I am pulling for you.

15 But I do want you to know I'm not sure yet  
16 you understand exactly what you're biting off. And  
17 I know, because of all the years I've spent on the  
18 board of the Indian Center, and having lived in  
19 Southeast Albuquerque all my life, what you're  
20 getting into.

21 So good luck. And I still suggest you  
22 contact the Center as one place that deals with a  
23 very large percentage of the population of that  
24 area. Thank you.

25 THE CHAIR: Commissioners, any other --

1 Commissioner Johnston?

2 COMMISSIONER JOHNSTON: Thank you,  
3 Madam Chair. I would just like to thank you for  
4 introducing me to the concept of STEAM. I have used  
5 it over and over, because I have a degree in theater  
6 arts. And I always taught language arts. And while  
7 I have all the respect in the world for STEM, and we  
8 are seeing what STEM can do, does do, to look at  
9 that "A" in there, to me, adds such depth to it.  
10 And I had never heard that until you presented at  
11 the community meeting. And I really -- you  
12 increased my knowledge base; so thank you very much.

13 MS. MEAGHAN STERN: Thank you.

14 THE CHAIR: Commissioners?

15 Seeing no other questions, I'll entertain  
16 a motion.

17 Commissioner Ruiz?

18 COMMISSIONER RUIZ: Madam Chair, I make a  
19 motion that we accept the application for Altura  
20 Preparatory School.

21 THE CHAIR: Second?

22 COMMISSIONER JOHNSTON: (Indicates.)

23 THE CHAIR: Second by Commissioner  
24 Johnston.

25 Commissioner Armbruster, roll-call vote,

1 please.

2 COMMISSIONER ARMBRUSTER: Are there any  
3 abstentions?

4 That being true, Commissioner Ruiz?

5 COMMISSIONER RUIZ: Yes.

6 COMMISSIONER ARMBRUSTER: Commissioner  
7 Conyers?

8 COMMISSIONER CONYERS: Yes.

9 COMMISSIONER ARMBRUSTER: Commissioner  
10 Robbins.

11 COMMISSIONER ROBBINS: Yes.

12 COMMISSIONER ARMBRUSTER: Commissioner

13 Crone.

14 COMMISSIONER CRONE: Yes.

15 COMMISSIONER ARMBRUSTER: Commissioner

16 Peralta.

17 COMMISSIONER PERALTA: Yes.

18 COMMISSIONER ARMBRUSTER: Commissioner

19 Johnston.

20 COMMISSIONER JOHNSTON: Yes.

21 COMMISSIONER ARMBRUSTER: Commissioner

22 Toulouse.

23 COMMISSIONER TOULOUSE: Yes.

24 COMMISSIONER ARMBRUSTER: Commissioner

25 Armbruster votes "Yes."

1 Commissioner Gipson.

2 THE CHAIR: Yes.

3 COMMISSIONER ARMBRUSTER: Did I get  
4 everyone? Think so. Did I get you? Yes.

5 We have nine votes for, zero votes  
6 against, and the motion passes.

7 THE CHAIR: Motion passes. Thank you very  
8 much. Congratulations.

9 (Applause.)

10 THE CHAIR: We are now on to Item 8,  
11 Discussion and Possible Action on Charter School  
12 Amendments. And I will just let the Commissioners  
13 know that there was an inadvertent printing error on  
14 our agendas, alone -- and you have received the  
15 updated agenda -- that the Taos Integrated School  
16 was not on our printed agenda, but it was on the  
17 website, and it was on the agenda outside.

18 So does anyone have a concern with that?

19 COMMISSIONER ARMBRUSTER: Not as of right  
20 now. Okay.

21 COMMISSIONER TOULOUSE: Madam Chair, I  
22 think we need to hear them.

23 THE CHAIR: Oh, absolutely.

24 COMMISSIONER TOULOUSE: I'm just saying.  
25 So I have no objection. I think it's --

1 THE CHAIR: Absolutely. The error was  
2 only in -- in our copy.

3 COMMISSIONER TOULOUSE: But ours is what  
4 we voted on. But -- and that's why I'm saying I  
5 think that we need to go with what was published.

6 THE CHAIR: Right. And I apologize,  
7 because I knew it was supposed to be there. And  
8 when I looked at the agenda, I just didn't see that  
9 it wasn't there. So I apologize that I didn't pick  
10 up on that at the very beginning.

11 So the first school up is the Explore  
12 Academy.

13 MS. POULOS: Madam Chairwoman,  
14 Commissioners, before you, you have an amendment  
15 request that you have seen before, about a year ago.  
16 Explore Academy Charter School did come to request  
17 that currently, their contract states that they  
18 serve Grades 9 through 12, and they did request the  
19 opportunity to expand down to Grade 6 to serve  
20 Grades 6 through 12, with no change to the  
21 enrollment cap, which is currently 500.

22 At that time, the Public Education  
23 Department did not recommend the approval of this  
24 because we did want to see sustained academic  
25 achievement at the school.

1           And I had the great opportunity to spend a  
2 little bit of time with the school director, and,  
3 during that time, did know that the school's  
4 academic achievement had been sustained over two  
5 years, and encouraged them to go ahead and submit  
6 that amendment request again, because we did feel  
7 ready to support their growth and their expansion.

8           And we're very excited to recommend the  
9 approval of this request to the school that has, for  
10 the past two years, earned an "A" letter grade and  
11 has demonstrated great achievement and great  
12 success. And we're excited to see them continue to  
13 do that.

14           THE CHAIR: Thank you. Good morning. And  
15 if you could just, please, introduce yourself for  
16 the record.

17           MR. JUSTIN BAIARDO: Good morning. It's  
18 on? Okay.

19           Good morning. My name is Justin Baiardo.  
20 I'm the Director of Explore Academy.

21           THE CHAIR: Is there anything that you  
22 would like to add for us?

23           MR. JUSTIN BAIARDO: Third time is a  
24 charm, I guess. It's -- no. I do thank you,  
25 Madam Chair, members of the Commission, to allow us

1 to -- or allow me to come forward today and really  
2 try to expand the -- the range of age levels that we  
3 can adapt this model, which has been kind of what we  
4 feel is innovative and very new, both in Albuquerque  
5 and the State of New Mexico, to a broader range to  
6 hopefully better support our students who are coming  
7 into the ninth grade by starting, obviously, at  
8 very -- an earlier age. So I would say more, but I  
9 don't know if my voice will allow me to last much  
10 longer than that. Thank you.

11 THE CHAIR: I'll say welcome once again.  
12 And we've had numerous robust conversations, so that  
13 I think many of us are well aware of the -- the  
14 information here and the request. And I want to say  
15 congratulations --

16 MR. JUSTIN BAIARDO: Thank you.

17 THE CHAIR: -- without a doubt for your  
18 performance on the school report card; so that,  
19 without a doubt, is a testament to the hard work  
20 that the school is -- has committed itself to.

21 So I will open it up for questions.

22 No?

23 Okay. Seeing no questions. I'm --

24 MS. POULOS: Sorry. Madam Chair. I just  
25 wanted to say there is motion language provided on



1 this --

2 THE CHAIR: On Page 6, yes.

3 Commissioner Peralta?

4 COMMISSIONER PERALTA: Madam Chair. I  
5 move to approve the amendment request presented by  
6 Explore Academy Charter School requesting to amend  
7 its instructional program, which currently houses  
8 Grades 9 through 12, with an enrollment cap at 500,  
9 to include Grades 6 and 7 in 2018-'19, and to  
10 include Grade 8 in 2009-'20, with an enrollment cap  
11 at 500, because the school has demonstrated an  
12 acceptable level of academic performance through  
13 letter-grade performance by earning a letter grade  
14 of an "A" for two consecutive years.

15 THE CHAIR: I'll second.

16 Commissioner Armbruster, roll-call vote,  
17 please.

18 COMMISSIONER ARMBRUSTER: Are there any  
19 abstentions? Off we go.

20 Commissioner Conyers?

21 COMMISSIONER CONYERS: Yes.

22 COMMISSIONER ARMBRUSTER: Commissioner  
23 Gipson?

24 THE CHAIR: Yes.

25 COMMISSIONER ARMBRUSTER: Commissioner

1 Armbruster votes "Yes."

2 Commissioner Toulouse?

3 COMMISSIONER TOULOUSE: Reluctantly,  
4 because I'm not sure it's going to work, I will say  
5 yes.

6 COMMISSIONER ARMBRUSTER: I'll put an "R  
7 yes" for you.

8 Commissioner Johnston?

9 COMMISSIONER JOHNSTON: Yes.

10 COMMISSIONER ARMBRUSTER: Commissioner  
11 Peralta?

12 COMMISSIONER PERALTA: Yes.

13 COMMISSIONER ARMBRUSTER: Commissioner  
14 Crone?

15 COMMISSIONER CRONE: Yes.

16 COMMISSIONER ARMBRUSTER: Commissioner  
17 Robbins?

18 COMMISSIONER ROBBINS: Yes.

19 COMMISSIONER ARMBRUSTER: Commissioner  
20 Ruiz?

21 COMMISSIONER RUIZ: Yes.

22 COMMISSIONER ARMBRUSTER: That is a  
23 nine-to-zero vote, and the motion passes.

24 THE CHAIR: Thank you so much.

25 Congratulations. Good luck this school year.

1 MR. JUSTIN BAIARDO: Thank you.

2 THE CHAIR: The last amendment request on  
3 the agenda for today is the Taos Integrated School  
4 for the Arts.

5 MS. POULOS: Madam Chairwoman,  
6 Commissioners, before you is an amendment request  
7 for Taos Integrated School for the Arts requesting  
8 to amend the provision in their contract regarding  
9 the location of their facility. The materials do  
10 provide you with at least one of the document --  
11 pieces of documentation related to facilities that  
12 the Commission does need to see, which is the letter  
13 from the Public Schools Facilities Authority, PSFA,  
14 indicating that the NMCI -- the weighted NMCI is  
15 lower, better, than the average.

16 You do also have the governing council's  
17 minutes. I believe that these are draft minutes  
18 from -- no. They look like they're approved from  
19 April. And so the only piece of documentation that  
20 that the school does not have at this time is the  
21 E-Occupancy certificate. They have indicated they  
22 believe they will have that by the 14th of this  
23 month prior to moving into that facility.

24 And there are proposed motions on Page 5  
25 and 6.

1 THE CHAIR: Good morning. And if you  
2 could please just introduce yourself for the record?

3 MS. JILL CLINE: Yes, Madam Chair and  
4 members of the Commission. I'm Jill Cline. I'm the  
5 Governing Council President for TISA.

6 MR. RICH GREYWOLF: My name is Rich  
7 Greywolf. I'm the Director of TISA.

8 MS. JILL CLINE: First, I want to  
9 profusely thank Chairperson Gipson and Ms. -- can  
10 you say your last name for me?

11 MS. POULOS: Poulos.

12 MR. KLEIN: Poulos. I've met her at  
13 trainings, and for some reason, I can't pronounce --  
14 for getting us on the agenda out of a normal cycle.  
15 And there's a reason for that in terms of the  
16 process and the procedures of what you have to have  
17 before you can get on the agenda that actually  
18 precludes us from being able to then move into the  
19 school in a timely fashion.

20 And it's an unfortunate kind of cycle  
21 that -- that just causes it to be complex for the  
22 staff and for the Commission, as well as for the  
23 school.

24 We -- you may remember -- some of you;  
25 there's new faces. But you may remember us. We

1 came last May asking for permission to move to a  
2 temporary location before we moved to our permanent  
3 location.

4 And the question then was, "Why do you  
5 have to move to a temporary location if you're  
6 currently in a location before you go to a permanent  
7 location?"

8 And it was because we had a medical  
9 marijuana manufacturing business moving within  
10 300 feet of our school, and we had to move, because  
11 we don't want to enhance our children's education in  
12 that fashion.

13 So we had to move to a temporary location.  
14 And the day that we came, you may also remember we  
15 actually had received a Special Use Permit approval  
16 process from the Town of Taos, literally, the night  
17 before, 8:30, before we were here at, like, 10:00  
18 the next day.

19 And we had gotten the Special Use  
20 Permitting for the temporary location at Bendix, as  
21 well as our [incomprehensible] property for the  
22 permanent campus. So we did actually present. We  
23 had a letter from PSFA at the time, which I have  
24 from Martica here that showed the ratings for both  
25 the temporary location and the permanent location.

1 And we were presenting on all of it at the same time  
2 with our site plan and everything.

3 And at the time, I will tell you, when you  
4 voted to let us do this, I actually thought we were  
5 approved for both locations. Just show us the  
6 documents when you're done, and you're ready to go.  
7 And I thought we were good to go. And I realized  
8 that I kind of misunderstood a little piece in what  
9 we needed before we made the final move to our  
10 permanent location.

11 When you gave us the approval last year,  
12 what we did immediately was buy the land. We  
13 started working with a local architect to do our RFP  
14 to be able to put out for either a permanent build  
15 or modular buildings.

16 We ended up going with modular buildings  
17 that are on an eight-year lease. So we're actually  
18 in position at this point to -- we, not only -- the  
19 State not only owns the land at this point, but in  
20 eight years, we should be done with needing lease  
21 assistance, also, if we plan right, because we'll  
22 actually own the buildings. The State will; the  
23 school will.

24 We -- let's see. We put out the RFP for  
25 the buildings. We put -- we ended up contracting on

1 that towards the end of January. We put out --  
2 through Cooperative Education Services, we were able  
3 to, with the people who actually build the  
4 buildings, contract with them to do all of the site  
5 work; so we ended up with a turnkey product. And we  
6 sent a preliminary review of our proposed plans to  
7 PSFA in April to make sure that we were at the right  
8 square footages for the buildings and storerooms.

9 And then it got approved by CID in May.  
10 And so the buildings were manufactured for us.

11 Now, what you may or may not also remember  
12 about our campus is we're in our eighth year right  
13 now. So we're starting the third year of our second  
14 charter. In seven years, we've never been on a  
15 consolidated campus. We've been on two campuses the  
16 whole time. And one of those campuses has had to  
17 move three times.

18 We believe we will have -- right now, the  
19 only things we have left on our new buildings --  
20 sorry. My kids don't even go to this school. One  
21 of them is starting UNM this year, and the others  
22 are in high school.

23 We're in the position right now to have  
24 the Certificate of Occupancy on September 14th.  
25 What we're waiting -- the only things we have left

1 to finish are waxing the floors. We have cable  
2 drops still to go for data. The fire alarm system  
3 needs to be finished, and they're starting the  
4 stucco wrap for us. So it's going to be a finished  
5 building.

6 We can't get the E-Occupancy until the  
7 stucco wrap is done and we have the final turnover.  
8 The E-Occupancy, at that point, on September 14th,  
9 doesn't even give us the four weeks to come to you  
10 for our October meeting, which means we will be  
11 waiting till November to even be heard, which is  
12 basically about \$24,000 worth of rent or lease on  
13 buildings that are vacant. And we have one landlord  
14 on one of the two campuses who wants us out by the  
15 end of September.

16 So we're here to say we're scrappy,  
17 creative, and tenacious. We appreciate being put on  
18 at the 11th hour, when we know it's not really the  
19 process and the procedure. And we're really hoping  
20 that you will give us the permission to move.

21 We do actually also have Martica's letter  
22 now with the proper address, with a "0" on the NMCI  
23 rating for the new campus. And I can submit that  
24 for the record. We do have that. The only thing we  
25 would be awaiting is the E-Occupancy Certificate at



1 the point that the Town of Taos approves us to move  
2 in.

3 With that, I stand for questions.

4 THE CHAIR: I just need -- it's September  
5 or October 14th you're looking to move.

6 MS. JILL CLINE: I believe September 14th  
7 is our schedule at this point. And we also have --  
8 I will say we have parents and community members  
9 ready with trucks -- ready with trucks to move us to  
10 a consolidated campus. We actually believe we would  
11 take a four-day weekend and move everything and be  
12 starting on -- on the Monday after.

13 THE CHAIR: I mean, ideally -- and we all  
14 know this -- but things happen. It's not the best  
15 to have to move during the school year. But, you  
16 know, things happen.

17 MS. JILL CLINE: They do.

18 THE CHAIR: So that, you know, in the best  
19 of plans, that it would -- it would be great if you  
20 could have moved in the summer; but --

21 MR. KLEIN: Yeah.

22 THE CHAIR: -- I think we understand.

23 I don't know if Commissioner Peralta has  
24 anything that he needs to add, because he does sit  
25 in for us on the PSCOC; so --

1                   COMMISSIONER PERALTA: Madam Chair,  
2 everything seems to be lining up. Again, the big  
3 thing is the certificate. And from what I -- from  
4 Martica, that's just around the corner. There isn't  
5 really anything that's a major issue that's really  
6 going to hold them back and what have you. So if  
7 there are no further questions, I will entertain the  
8 motion, if that's okay.

9                   THE CHAIR: That's perfectly fine.

10                  COMMISSIONER JOHNSTON: I have a question.

11                  THE CHAIR: Oh, okay. I'm sorry.

12                  COMMISSIONER JOHNSTON: And I'm thinking  
13 historically -- and this is because I represent  
14 District 8. And we've had a charter school with  
15 facilities matters. And we were pretty stringent  
16 with the requirements that we placed on them. And I  
17 don't begin to understand the difference of --

18                  COMMISSIONER PERALTA: In this regard,  
19 these are modular buildings; so these are basically  
20 buildings that are constructed on site with regards  
21 to the school, working from the ground up; so...

22                  COMMISSIONER JOHNSTON: And without --  
23 without a fire alarm system, my voting "yes" would  
24 mean that I'm voting that it's okay. And that might  
25 allow --

1 THE CHAIR: No.

2 COMMISSIONER JOHNSTON: -- something to  
3 happen.

4 THE CHAIR: No. The motion would be  
5 conditional on the acquisition of the E-Occupancy  
6 Certificate, so that -- and they would not be able  
7 to get the E-Occupancy Certificate without the  
8 stucco wrap, the fire alarm, and all of that; so  
9 that if they don't get that E-Occupancy, they will  
10 not be able to move on the 14th.

11 Part of the difference with the other  
12 school was that the architect was not providing the  
13 required information for them to move forward in the  
14 process.

15 COMMISSIONER JOHNSTON: And we didn't --

16 THE CHAIR: Right.

17 COMMISSIONER JOHNSTON: All right. Thank  
18 you. That clarifies for me. Thank you.

19 MS. JILL CLINE: Thank you. I'm sorry I  
20 confused the issue with that. I was just so excited  
21 that's all we have left after all that we went  
22 through.

23 THE CHAIR: Right. So that will be in  
24 the --

25 COMMISSIONER PERALTA: Yeah. There are

1 three conditions that are stated in the motion  
2 that's being provided by the --

3 COMMISSIONER TOULOUSE: We already have it  
4 approved.

5 THE CHAIR: Right. Okay.

6 Commissioners, are there any other  
7 questions? Okay. Seeing none --

8 COMMISSIONER PERALTA: Okay. I move to  
9 approve the amendment request, with the condition  
10 that the school submits to the PED all outstanding  
11 documentation prior to the occupation of the  
12 proposed facility presented by Taos Integrated  
13 School for the Arts, Requesting to amend  
14 Article VIII, Section 8, Section 8.01A(x), Page 36  
15 of its contract to read, "School is building on  
16 their permanent location and will be moving on to  
17 the permanent location and beginning classes on the  
18 new location for the 2017-2018 school year, because  
19 the Commission -- because..." -- PEC to provide  
20 rationale.

21 The conditions are that TISA must provide  
22 the PED the following documentation. And some of  
23 these documentations may have already been  
24 submitted. I'm going to state these conditions  
25 anyway.

1           1, a signed Governing Board meeting notes  
2 at which the Governing Board approved the proposed  
3 amendment request.

4           2, the Public Schools Facility Authority  
5 letter approving the facility.

6           And, 3, and most important, an E-Occupancy  
7 Certificate for the facility into which the school  
8 seeks to move.

9           COMMISSIONER TOULOUSE: Second.

10          THE CHAIR: There's a second by  
11 Commissioner Toulouse.

12          Commissioner Armbruster, roll-call vote,  
13 please?

14          COMMISSIONER ARMBRUSTER: Are there any  
15 abstentions?

16          Okay.

17          Commissioner Gipson?

18          THE CHAIR: Yes.

19          COMMISSIONER ARMBRUSTER: Commissioner  
20 Robbins?

21          COMMISSIONER ROBBINS: Yes.

22          COMMISSIONER ARMBRUSTER: Commissioner  
23 Ruiz?

24          COMMISSIONER RUIZ: Yes.

25          COMMISSIONER ARMBRUSTER: Commissioner

1 Crone?

2 COMMISSIONER CRONE: Yes.

3 COMMISSIONER ARMBRUSTER: Commissioner

4 Toulouse?

5 COMMISSIONER TOULOUSE: Yes.

6 COMMISSIONER ARMBRUSTER: Commissioner

7 Conyers?

8 COMMISSIONER CONYERS: Yes.

9 COMMISSIONER ARMBRUSTER: Commissioner

10 Armbruster votes "Yes."

11 Commissioner Peralta?

12 COMMISSIONER PERALTA: Yes.

13 COMMISSIONER ARMBRUSTER: Commissioner

14 Johnston?

15 COMMISSIONER JOHNSTON: No.

16 COMMISSIONER ARMBRUSTER: That will be an  
17 eight-to-one vote, and the motion passes.

18 THE CHAIR: The motion passes.

19 MS. JILL CLINE: Thank you very much.

20 THE CHAIR: We're now on to Item 9, Report  
21 from Options for Parents and the Charter School  
22 Division.

23 MS. POULOS: Madam Chairwoman,

24 Commissioners, again, you do have, in your materials  
25 also behind Tab No. 9, the updated kind of ongoing

1 tracker.

2           There are two items I want to bring to  
3 your attention. One is in the matter of Estancia  
4 Valley Classical Academy. Since our last meeting,  
5 the Secretary did issue a decision overturning the  
6 decision of the PEC to grant the three-year renewal.  
7 The Secretary's decision grants the school a  
8 five-year renewal with conditions.

9           The School has reached out several times  
10 and requested that the PEC enter into a contract  
11 with the school. We've done the temporary contracts  
12 with the other schools that were renewed last  
13 December. And so I believe that that's what the  
14 Commission wants me to do is go ahead and prepare  
15 that. If that's the case, I will.

16           And then the other item is DEAP. The  
17 revocation hearing for DEAP has again been changed.  
18 We apologize for that. It is now -- instead of  
19 being scheduled for the Thursday before our meeting  
20 in October, it is being scheduled for the Friday,  
21 which would have been the meeting date in October.  
22 We're just going to flip those two and have the  
23 meeting on the 12th.

24           THE CHAIR: Correct.

25           MS. POULOS: Also, on this list, you can

1 continue to see we're tracking resignations and  
2 schools looking for a new facility. Nothing really  
3 standing out there. I think we're going to try and  
4 reset that list with the resignations, just because  
5 there's been a lack of clarity.

6 But we are getting reporting. In fact,  
7 today all charter schools have been given a deadline  
8 to report to us the number of board members they  
9 will have based on your new policy. So we are  
10 looking forward to having that clarity of  
11 information.

12 And then behind that, you do have the  
13 other piece, the report on governance changes.  
14 Again, this is for your information. There's  
15 nothing to us that really stood out that we need to  
16 point out to you; but you should take the time to  
17 review those materials.

18 And did just want to give you a quick  
19 update also on the governing body trainings we've  
20 been doing. We have now done three of the  
21 introductory trainings that are required under the  
22 new rule. And they have been really great  
23 experiences. The opportunity to interact with the  
24 board -- everybody's left now. But some of the  
25 members from Explore Academy were there. We



1 interacted with board members from the Southwest  
2 Schools.

3 And really, all of them found it to be  
4 very engaging, and they really appreciated it and  
5 felt much more prepared for their full  
6 responsibilities. And we certainly told them that  
7 wouldn't be enough, that they need to continue to  
8 get training, but that they really did feel  
9 prepared.

10 And so that's been something that we've  
11 all enjoyed working on over the past couple of  
12 months. And, obviously, the team is hard at work  
13 finalizing the performance frameworks for last  
14 year's schools, have a deadline to submit any  
15 responses to the site visit reports today.

16 And that gives my team the next month to  
17 finalize performance frameworks to the degree that  
18 we can. To get those to you before we move into the  
19 renewal cycle, which starts October 1st, the team  
20 has been diligently working with the renewal  
21 applicants over the past several months to train  
22 them on the process and the application and make  
23 sure they are prepared and understand the  
24 expectations. And we're getting ready to go out and  
25 visit those schools as soon as those applications

1 come in on October 1st.

2 THE CHAIR: Thank you. And I would just  
3 like to say I had the opportunity to attend four of  
4 the hours of the governance council training that  
5 the director did down in Las Cruces; so that -- and  
6 everyone that was there was engaged.

7 And I'll speak for the schools down in my  
8 area. I've had the opportunity to meet most of the  
9 new members that have come on to various governing  
10 councils, and I know several others; so that it  
11 really -- I'm very pleased with the quality of the  
12 members that the schools seem to be recruiting. So  
13 that that's very encouraging that they're engaged  
14 community members, which I think is healthy for the  
15 schools, so that I'm excited about that, and I'm  
16 excited about going forward with that.

17 I do have just one -- and it's just this  
18 continuing concern -- that there are -- going  
19 through this, there are a number of schools that are  
20 very late in notifications.

21 MS. POULOS: Yes.

22 THE CHAIR: So that that's an ongoing  
23 concern that we have that I -- I guess, mutually,  
24 we're just going to have to be more diligent about  
25 keeping on schools to fill those positions.

1           But I think you're right. That  
2 notification of exactly how many members they have,  
3 I think that's going to make things a little easier;  
4 because I know the one charter that added members,  
5 I'm not sure whether they still have an opening.  
6 They have a very large number on their governance  
7 council. And I'm not even sure anymore if there's  
8 still a vacancy or not, so that -- I look forward to  
9 that.

10           Commissioners, any other comments?

11           Okay. Thank for you that.

12           And I guess, then, we're on to Item  
13 No. 10, which is Discussion and Possible Action on  
14 the PEC Planning Year Checklist.

15           MS. POULOS: So my team did,  
16 Madam Chairwoman and Commissioners, have a reprieve  
17 from the planning year responsibilities over the  
18 past year. But now that we have three schools that  
19 will be going through what should -- and actually  
20 I'm going to say we need to make a change on this,  
21 and I didn't even know this before -- what should  
22 not be called a "planning year."

23           A planning year is what happened prior to  
24 submitting your application. And then what happens  
25 from the time of approval through opening is really

1 about implementation. And I think we've been very  
2 clear with the applicant teams about that, and I  
3 think they really understand it.

4 So what we have in front of you -- and,  
5 again, I would recommend, with the change, that this  
6 not be called a "Planning Year Checklist," but,  
7 instead, the Implementation Year Checklist -- is  
8 work from one of our former team members who, as I  
9 told you before, has transitioned over to the Office  
10 of General Counsel, who really led the initiatives  
11 on training our implementation year, our new  
12 schools, the one who is opening this year, during  
13 the time that was, at that time, called their  
14 planning year, and really looks at laying out with  
15 clarity directions, expectations, the review  
16 process, and then laying out, with some changes to  
17 what we had been using in the past, the submissions  
18 that are really needed from a school that are in  
19 that -- that time period.

20 And a lot of these changes are based on  
21 things that, during that year, we learned that  
22 either the timelines didn't make sense, or things  
23 that were completely missing that really needed to  
24 be in there or things that just didn't provide  
25 enough clarity. And I think that's, as a whole,

1 what we're trying to move toward is greater  
2 transparency and clarity.

3 And so unless you have questions, there's  
4 not much more I have to say about that, other than  
5 we don't think this is perfect. It is where we are  
6 right now. And we certainly think that we will  
7 learn some lessons over the next year with the three  
8 schools that will be going through their  
9 implementation year, and, at that point, would like  
10 to come back to you next year with additional  
11 revisions that we discover are needed.

12 But we think this is a work in progress,  
13 and we think this will certainly help our schools be  
14 more prepared to open. But probably, we'll find  
15 again, over the year, that there are additional  
16 things that either need to be removed, reorganized,  
17 or added in.

18 THE CHAIR: And I'll certainly say, I  
19 appreciate the work that went into -- into this.  
20 And, yes, it'll be interesting to see, as it's  
21 implemented, what -- what works, what doesn't work.

22 And I think that's -- should be true of  
23 just about everything that we do, that when we find  
24 a glitch, we're willing to own it and fix it and  
25 move forward with it, so that that's important that

1 everything that we do is a living, breathing entity,  
2 and that we're not -- you know, we're not married to  
3 it, and we won't move off of it, that we don't own  
4 it. It's something that's supposed to be used --  
5 it's supposed to be a useful tool. And if the tool  
6 is not working, we should fix it.

7 So I appreciate this.

8 Commissioners, are there any questions?

9 Hearing none, I'll entertain a motion  
10 to -- do we have to -- do we have to approve that?  
11 I don't think so.

12 MS. POULOS: Madam Chairwoman and  
13 Commissioners, this has been approved by you in the  
14 past. If you don't want to, that's fine. If you --  
15 but you may want to.

16 THE CHAIR: Well, I don't think it'll  
17 hurt. And I guess it is true. Historically, we  
18 have voted on it. So it's not going to --  
19 Commissioner Toulouse?

20 COMMISSIONER TOULOUSE: I'll make the  
21 motion.

22 THE CHAIR: All right.

23 COMMISSIONER TOULOUSE: Do we have a  
24 written motion, or can I just make one?

25 MS. POULOS: I didn't make one.

1 COMMISSIONER TOULOUSE: I figured that. I  
2 didn't find one.

3 Madam Chair, I move that we approve the  
4 Implementation Year Checklist for use in this coming  
5 year, with a report back on whether we need  
6 revisions to it for next year.

7 COMMISSIONER CONYERS: Second.

8 THE CHAIR: Second by Commissioner  
9 Conyers. Roll-call vote?

10 COMMISSIONER ARMBRUSTER: Are there any  
11 abstentions?

12 Seeing none, Commissioner Johnston?

13 COMMISSIONER JOHNSTON: Yes.

14 COMMISSIONER ARMBRUSTER: Commissioner  
15 Ruiz?

16 COMMISSIONER RUIZ: Yes.

17 COMMISSIONER ARMBRUSTER: Commissioner  
18 Robbins?

19 COMMISSIONER ROBBINS: Yes.

20 COMMISSIONER ARMBRUSTER: Commissioner  
21 Armbruster votes "Yes."

22 Commissioner Gipson?

23 THE CHAIR: Yes.

24 COMMISSIONER ARMBRUSTER: Commissioner  
25 Peralta?

1 COMMISSIONER PERALTA: Yes.

2 COMMISSIONER ARMBRUSTER: Commissioner  
3 Conyers?

4 COMMISSIONER CONYERS: Yes.

5 COMMISSIONER ARMBRUSTER: Commissioner  
6 Crone?

7 COMMISSIONER CRONE: Yes.

8 COMMISSIONER ARMBRUSTER: Commissioner  
9 Toulouse?

10 COMMISSIONER TOULOUSE: Yes.

11 COMMISSIONER ARMBRUSTER: That's a  
12 nine-to-zero vote, and it passes.

13 THE CHAIR: Thank you. We are now on to  
14 Item No. 11, Discussion and Possible Action on RFP  
15 and Submitted Proposals for a PEC Attorney.

16 So that this has been a labor-intensive  
17 project by the subcommittee. And I appreciate  
18 everyone's time and effort. Just for those that  
19 were not on the subcommittee, an RFP went out.  
20 There was not an opportunity for interviews in  
21 the -- in the first RFP that went out. We had  
22 questions, so that there was a concern about putting  
23 forward, just based on numbers, without having an  
24 opportunity to speak to some of the candidates.

25 So the RFP was readvertised. And as a



1 result of that, we actually received several  
2 additional proposals. And the subcommittee met and  
3 discussed, and we put forward a number of firms that  
4 we wished to interview. And we spent several hours  
5 speaking to those that we requested an interview  
6 with.

7 We then filled out our rubrics. You have  
8 the rubrics, the filled-out rubrics, and the total  
9 scores. You have the RFP in your packet, so that  
10 you see what was advertised.

11 The scope of work, we had worked up prior  
12 to this. And we then went through the interview  
13 process. You have the -- the score sheets in your  
14 packet. And there is a total on those.

15 And at this point in time, after a lot of  
16 deliberation and certainly many, many months, years,  
17 actually, of discussion about the PEC having a  
18 contracted attorney, I am going to put forth the  
19 name of the Bio Law Firm for the PEC attorney.

20 So I will -- I will -- if -- are there any  
21 questions? Sure.

22 COMMISSIONER JOHNSTON: I would just like  
23 to thank everyone. This -- like you say, this was  
24 some of the hardest deliberation in which I've ever  
25 participated. So I appreciate the subcommittee. I

1 really do.

2 THE CHAIR: And it was -- it was intense,  
3 because we had time -- you know, we had time limits.  
4 And that -- time limits that we had no control over;  
5 so that -- and I appreciate everyone making and  
6 modifying some time.

7 So at this point in time, I will make a  
8 motion that the -- I guess I have to ask -- I guess  
9 the -- the motion is for the PED to put forward a  
10 contract for the PEC; correct?

11 MS. POULOS: (Indicates.)

12 THE CHAIR: So I -- I make a motion that  
13 the Public Education Department execute a contract  
14 for PEC attorney scope of work, having already been  
15 agreed upon with the Bio Law Firm.

16 COMMISSIONER RUIZ: Second.

17 THE CHAIR: There's a second by  
18 Commissioner Ruiz.

19 A roll-call vote, please.

20 COMMISSIONER ARMBRUSTER: Pardon me. Are  
21 there any abstentions?

22 Seeing none, Commissioner Toulouse?

23 COMMISSIONER TOULOUSE: Yes.

24 COMMISSIONER ARMBRUSTER: Commissioner  
25 Johnston?

1 COMMISSIONER JOHNSTON: Yes.

2 COMMISSIONER ARMBRUSTER: Commissioner

3 Gipson?

4 THE CHAIR: Yes.

5 COMMISSIONER ARMBRUSTER: Commissioner

6 Peralta?

7 COMMISSIONER PERALTA: Year.

8 COMMISSIONER ARMBRUSTER: Commissioner

9 Robbins?

10 COMMISSIONER ROBBINS: Yes.

11 COMMISSIONER ARMBRUSTER: Commissioner

12 Armbruster votes "Yes."

13 Commissioner Conyers?

14 COMMISSIONER CONYERS: Yes.

15 COMMISSIONER ARMBRUSTER: Commissioner

16 Ruiz?

17 COMMISSIONER RUIZ: Yes.

18 COMMISSIONER ARMBRUSTER: Commissioner

19 Crone?

20 COMMISSIONER CRONE: Yes.

21 COMMISSIONER ARMBRUSTER: It's a

22 nine-to-zero vote. And that passes.

23 THE CHAIR: Thank you very much. And I

24 will make Item No. 12 as short as possible, my

25 "Report from the Chair."

1 I did attend the LESC meeting in Gallup,  
2 which, because of its location -- and Commissioner  
3 Toulouse was also there. It was fun, in quotes, to  
4 sit in bleachers again.

5 COMMISSIONER TOULOUSE: Madam Chair,  
6 remind them that it was an elementary school gym we  
7 were sitting in.

8 THE CHAIR: It was an elementary school  
9 gym/cafeterium. It was an all-purpose. So it was  
10 comfortable, to say the least.

11 But the topic was very interesting in -- I  
12 received a short education on Native -- where we are  
13 in terms of Indian education here in New Mexico.

14 The Native American population accounts  
15 for 30 percent of our school population here in  
16 New Mexico. And I think it would be incumbent on  
17 us, going forward over the next several months, to  
18 educate ourselves a little bit with that. So I'm  
19 going to put forward that at some point in time,  
20 when our schedule permits, that we invite some folks  
21 in to speak with us, either at a work session or a  
22 formal meeting, so that we have an opportunity to  
23 hear and ask questions; because I think there's  
24 important questions that need to be asked and  
25 answered.

1 I think we have -- you know, it's -- it's  
2 an important piece. And I don't think we -- well,  
3 in my time here, we haven't really focused any time  
4 on it; yet, we've had a number of applications that  
5 are focusing on the historical cultural education.  
6 And I think we -- we need to educate ourselves on  
7 that.

8 So I look forward to that.

9 I will be hopefully attending the PSCOC  
10 meeting, which is September 13th, in which we're  
11 hoping that the award will remain flat for this year  
12 and that no additional monies will be taken from the  
13 schools.

14 So that's our expectation as we go  
15 forward.

16 And we've already heard from the  
17 New Mexico School Boards that has reached out. So  
18 we're looking forward to continued involvement with  
19 the New Mexico School Boards.

20 I've had a brief conversation with the  
21 Director, now that report cards are out. And I'm  
22 going to put forward that we start a process of  
23 sitting down with the schools that received "D"s and  
24 "F"s and have a conversation with them; not at a  
25 formal meeting. I think it would be beneficial and

1 in a less threatening manner if we, with a smaller  
2 group, reach out to these schools, express our  
3 concerns; but also see what can be done to help  
4 them, that this is -- I believe we have an  
5 obligation, first, to try to fix, if we can.

6 If the schools can't fix it, then that's a  
7 whole different formal conversation that we have.  
8 But I think it's incumbent on us to -- we've spent a  
9 lot of time over these last two days with the  
10 performance framework. But that's moving forward  
11 with the schools as they're renewing.

12 There's a significant -- I'm not going to  
13 say "significant number". There are schools that  
14 won't be renewing soon that won't fall into the new  
15 performance framework. And I think it's important  
16 that they know that we're here, we're concerned, and  
17 we'd like to know what we can do to help them move  
18 forward.

19 So that the Director and I will sit down  
20 and work up the list and figure out a plan. So look  
21 forward to more time on the road. And I think  
22 that's --

23 COMMISSIONER TOULOUSE: Coalition?

24 THE CHAIR: That was it for my remarks.

25 Right. Right.

1 COMMISSIONER TOULOUSE: You weren't ending  
2 us yet; because they've sat here this long.

3 THE CHAIR: I know. I know. So, now,  
4 welcome. And welcome to the first day for the --  
5 for the new director. So it's trial by fire here.

6 MR. MATT PAHL: Thank you, Madam Chair.  
7 And, again, thank you, Madam Chair, and members of  
8 the Commission. I just want to note that, yes, this  
9 is day one. And I think for many of you sitting up  
10 here, whether you're a Public Education Commission  
11 member or an employee of the PED, I like to think I  
12 have a good working relationship with all of those  
13 that we've been able to work together yet. And I  
14 know some, we haven't. But I'm looking forward to  
15 being able to do that. So I just want to thank you  
16 for that partnership in the past and note that I  
17 want to continue in the future.

18 I want to congratulate you approving two  
19 new schools, that given the improvements in the  
20 process in the application, both from the PEC side  
21 and the PED side of things, and the collaboration  
22 that you guys have had, I think we have good reason  
23 to believe that -- that those schools will be  
24 successful, better than we have in the past.

25 And I've been able to watch that closely

1 from the last few years, and so just want to  
2 congratulate you all on the progress that you've  
3 made and knowing that that oversight and those high  
4 expectations for charters are exactly what our  
5 Coalition members and non-members need to be  
6 successful. So thank you for that.

7 I joined the Coalition as the Executive  
8 Director. We have two ideas -- two big things that  
9 we're trying to push forward. And that's advocating  
10 for our charters both at the Legislature, but also  
11 here, as well as the rest of the state. We've all  
12 seen a good charter school and have an exciting  
13 story to tell at the dinner table later that night.

14 Not everybody -- if you haven't walked in  
15 a charter school, you might not have that story.  
16 And so we want to spread those stories across this  
17 state and let people know the great things that are  
18 going on in those schools. We also want to support  
19 our charter schools in helping them become  
20 successful. And that goes through governing board  
21 trainings, training with our administrators, the  
22 teachers at our charter schools. There's a myriad  
23 of different models out there. But there are  
24 certain core elements of good teaching that can be  
25 incorporated in any model.



1           And I think many of our charters are  
2 showing that; but we always need to push forward in  
3 creating that rigor and a good learning environment  
4 for our students.

5           So in order to do these two things,  
6 advocate and support for our charter schools, a  
7 partnership with the Public Education Commission is  
8 integral. I want to thank you and provide some  
9 kudos on two items of progress that I've seen most  
10 recently.

11           I think charter schools, depending on who  
12 you ask, may have a -- depending on who you ask,  
13 there might be some differing opinions on what  
14 charter schools feel about accountability.

15           Charter schools accept accountability.  
16 They want accountability. It's part of the deal;  
17 more flexibility, more accountability. And I don't  
18 know that that story has been told in a way that  
19 people are really grasping onto.

20           But one thing that we'll be advocating  
21 for, and that we want to partner with you all on, is  
22 the clarity of the expectations for our charters.  
23 When they know what's happening, they can respond  
24 and deliver in the appropriate way. And I think  
25 that's something that I've seen this Commission move

1 forward greatly on in the four years that I've been  
2 at the Public Education Department prior to my work  
3 here in the Coalition.

4 And so I want to thank you for the work  
5 that you did in the prior two days in working on a  
6 framework that not only lays out those clear  
7 expectations, but also supports them with different  
8 tiers of -- okay, you're -- I know it's just an idea  
9 right now. So consider this our advocacy for a  
10 tiered -- tiered structure that kind of puts people  
11 on notice, provides a little more support, and then  
12 maybe elevates the consequences further on down the  
13 line.

14 I remember the initial performance  
15 contracts that -- that we worked on. I'm really  
16 proud of the work. They weren't perfect, though.  
17 And I know that each iteration of those gets better,  
18 where the expectations in that contract are clear.

19 And I see the Commission coming around and  
20 using those metrics that were agreed upon. It's  
21 exactly how it's supposed to work. It didn't get  
22 launched off probably as smoothly and as perfectly  
23 as possible. But when was the last time "Version 1"  
24 did that?

25 I just appreciate the work. And I think

1 the partnership between the PED and the PEC -- and  
2 I've told Katie that, many times -- I always look at  
3 the scoreboard at the end of the day. "What was the  
4 recommendation, and how did the Commission vote?"  
5 Our structure doesn't provide an easy way to work  
6 together, these two entities, of which I'm a part of  
7 neither, as of today.

8 But our structure doesn't provide for that  
9 to be easy all the time. But I see, in watching  
10 from afar, as I have over the last two years, I do  
11 see some collaboration that's really resulting in  
12 meaningful progress for our schools. And so I just  
13 want to thank you for those efforts.

14 I want to let you know that we see the  
15 progress that you're making and know that our  
16 advocacy is for clarity for our schools. And when  
17 we work with you all -- and we'd love to be a  
18 partner on anything that's impacting our charters --  
19 but we'll be always looking for, from a charter  
20 point of view, how can we make sure this is clear  
21 for them.

22 And so I'm bringing up two items today  
23 that I'm asking for us to partner with with you, and  
24 the first of which is the framework that you're  
25 working on in your work sessions. Kelly is an

1 expert in this work. And we'd just love to be  
2 involved in any way possible to help that framework  
3 become a clear and meaningful one for our charters.

4 The second item that I'd like to bring to  
5 your attention is regarding a PSCOC vote on lease  
6 assistance. Commissioner Peralta, you do an  
7 excellent job of representing the PEC on that board.  
8 And so I want to thank you for your service.

9 And we just want to put on record that if  
10 there's any action taken on lease assistance for  
11 charters, that we would urge the Commission and  
12 their representative to vote for -- for no  
13 reductions in that funding for our schools. Much of  
14 it has to do with the timeline. And I have other  
15 more passionate advocacy points that have to do with  
16 discrimination that I won't bring up right now.  
17 But -- but we do urge that no cuts are made,  
18 particularly at this point in the year.

19 So with that, I thank you. I want to hand  
20 it over to Kelly to talk a little bit about our  
21 conference coming up. And just want to thank you  
22 again. Looking forward to working with all of you.

23 THE CHAIR: And just so you know, Matt, at  
24 the last meeting, we did have that discussion, and  
25 the Commission did informally support the flat.

1 MR. MATT PAHL: I appreciate that. Thank  
2 you.

3 THE CHAIR: So that was an overwhelming --

4 MR. MATT PAHL: I promise to be up-to-date  
5 in the future.

6 MS. CALLAHAN: Madam Chair, Commissioners.  
7 So, first of all, I want to thank you for the last  
8 couple of years. My role as co-executive director  
9 with Greta has been interesting and challenging, but  
10 very fulfilling. And so as you know, Greta has  
11 retired. She's actually retired for real and is out  
12 in her camper right now.

13 THE CHAIR: I got the bounced-back e-mail  
14 that said, "Greta has retired."

15 MS. CALLAHAN: As she puts it, there was  
16 definitely an emphatic statement.

17 And so in the transition that we put forth  
18 in bringing Matt on board, we felt that it was  
19 really important to have a full-time Executive  
20 Director. And Matt has been gracious enough to step  
21 up to that role. And I will continue -- I am not  
22 retiring. I -- I am continuing at the Coalition.

23 So my new title is the "Director of School  
24 Quality and Support." And so what does that mean?  
25 Well, we're going to fill in that blank. And --

1 but, essentially, I think my work is going to be  
2 supporting Matt in the advocacy and working with the  
3 programming side of the support and technical  
4 assistance for charter schools, the partnership with  
5 the PED, the PEC, all the other authorizers, I think  
6 will be big part of the work that I'm going to be  
7 doing.

8 And I think we're going to be side-by-side  
9 at the hip for a while. But I am just very grateful  
10 for Matt to be willing to step in to this position.  
11 He brings new energy. He brings a great focus and a  
12 collaborative style, I think, that is going to be  
13 very beneficial for all of us.

14 So I appreciate that -- the work that we  
15 have done together. I anticipate that we will  
16 continue working together, just in maybe a little  
17 different kind of capacity. And so part of the work  
18 that we're going to be doing now between now and  
19 December is the conference.

20 We -- if you guys recall -- and new member  
21 Robbins, the State Conference was held every year  
22 primarily in October for the past several years.  
23 And due to just a lot of changes that have been  
24 happening, we needed to shift our time frame to  
25 December.

1           And so we are hoping that by Monday or --  
2           Tuesday or Wednesday, that we will have our venue  
3           secured, and then our date secured. But we are  
4           going to try and do the weekend after the School  
5           Boards Association, so we don't conflict with them.

6           THE CHAIR: Thanks.

7           MS. CALLAHAN: We heard you. And so we're  
8           getting closer. And I'm excited to say that we are  
9           partnering with APS. They're helping us with the  
10          venue, and so looking at school choice, maybe even  
11          in a broader context in the magnet schools, and  
12          working with the instructional side as we were  
13          looking at in the spring.

14          So we are going to bring this new model of  
15          the conference. And I think it's going to be very  
16          exciting. We want all of you, of course, obviously,  
17          to attend as you have in past years, and, hopefully,  
18          even present in some cases. So we're going to put  
19          you to work as we have in the past.

20          So -- but, again, we will send out a  
21          formal "save the date" as soon as we have that in  
22          stone, and we look forward to the work.

23          And, again, just thank you for your  
24          support. It has been a great two-and-a-half years.  
25          And I look forward to the role that I'm going to

1 have in a new capacity in the work that we're going  
2 to do.

3 We're a very small community, the -- the  
4 charter community. So you're not -- you're never  
5 going to get too far from arm's length from anybody.

6 So, anyway, thank you again. And I  
7 appreciate everything that -- that you all are doing  
8 on behalf of the students in New Mexico. Approving  
9 two new charters, I see that as a really good sign,  
10 that the growth is -- is there. It's happening, and  
11 it's about quality and the rigor of the -- of the  
12 approvals that you're giving. So this is great  
13 news. And so, anyway, with that, I wish you guys a  
14 great long weekend.

15 THE CHAIR: Thanks so much. And thanks  
16 for taking up our weekends. Looking forward to  
17 December. We really are.

18 COMMISSIONER ARMBRUSTER: I have a  
19 question.

20 THE CHAIR: Oh, sure.

21 COMMISSIONER ARMBRUSTER: Just as a  
22 clarifying point. So the School Boards is the 1st  
23 and 2nd of December, and LESC is 6th, 7th, and 8th  
24 of December. And the PEC has a meeting on the 14th  
25 and 15th. So I just wanted to give you those



1 parameters, and so, hopefully, those can be  
2 together. That's all I have to say.

3 MS. CALLAHAN: Madam Chair and  
4 Commissioner Armbruster, that was great information.  
5 We are going to sync it up.

6 THE CHAIR: I will also remind  
7 Commissioner Armbruster that LESC does end on  
8 Friday, Friday mornings, usually.

9 MS. CALLAHAN: And it is going to be in  
10 Santa Fe. So it won't be like going from Artesia to  
11 Albuquerque. The good news is the venue that we  
12 think we are going to get is APS's newest training  
13 facility is right at I-25 and Comanche. So it will  
14 be right there.

15 But thank you, Commissioner Armbruster. I  
16 think we'll take all of those pieces and hone down  
17 the date.

18 COMMISSIONER ARMBRUSTER: I didn't want to  
19 miss it.

20 MS. CALLAHAN: Thank you. I don't want  
21 you to miss it.

22 THE CHAIR: Okay. Commissioners, any  
23 other -- thank you very much. Have a great rest of  
24 your weekend. Enjoy Zozobra. I'm getting out of  
25 town before that.

1 All right. Commissioners, we are now  
2 going to -- do I have to have a motion to -- I'm  
3 going to ask for a motion to move into Executive  
4 Session. We are on Item No. 14. So I'll entertain  
5 that motion while everyone is vacating the room.

6 COMMISSIONER RUIZ: (Indicates.)

7 THE CHAIR: There's a motion by  
8 Commissioner Ruiz. I'll second it.

9 Roll-call vote? Okay.

10 COMMISSIONER ARMBRUSTER: Commissioner  
11 Robbins.

12 COMMISSIONER ROBBINS: Yes.

13 COMMISSIONER ARMBRUSTER: Commissioner  
14 Toulouse.

15 COMMISSIONER TOULOUSE: Yes.

16 COMMISSIONER ARMBRUSTER: Commissioner  
17 Armbruster votes "Yes." Commissioner Conyers?

18 COMMISSIONER CONYERS: Yes.

19 COMMISSIONER ARMBRUSTER: Commissioner  
20 Peralta?

21 COMMISSIONER PERALTA: Yes.

22 COMMISSIONER ARMBRUSTER: Commissioner  
23 Gipson?

24 THE CHAIR: Yes.

25 COMMISSIONER ARMBRUSTER: Commissioner

1 Johnston?

2 COMMISSIONER JOHNSTON: Yes.

3 COMMISSIONER ARMBRUSTER: Commissioner

4 Crone?

5 COMMISSIONER CRONE: Yes.

6 COMMISSIONER ARMBRUSTER: Commissioner

7 Ruiz?

8 COMMISSIONER RUIZ: Yes.

9 COMMISSIONER ARMBRUSTER: Nine to zero.

10 Motion passes to go into Executive Session.

11 (Executive Session held, off the record.)

12 THE CHAIR: So I'm going to call us back

13 into Open Session. And let the record note that

14 there were no votes made while we were in closed

15 session.

16 COMMISSIONER TOULOUSE: And the discussion

17 was only on the items --

18 THE CHAIR: Only pursuant to the two legal

19 items related to issues that Randi Valverde and

20 David Stevens from the Attorney General's Office

21 needed to speak with us about.

22 So we are on to Item No. 15 -- well,

23 actually, I did not -- I skipped PEC Comments. So I

24 will offer anyone an opportunity if you wish to say

25 something. I'll quickly go around the room.

1 Commissioner Conyers?

2 COMMISSIONER CONYERS: Well, as always,  
3 I'm glad to see anyone. And I want to especially  
4 welcome Mr. Robbins, the new -- look forward to  
5 getting to know you over the period of time here.  
6 Thank you.

7 THE CHAIR: Commissioner Toulouse?

8 COMMISSIONER TOULOUSE: Surprisingly,  
9 Madam Chair, I have nothing more.

10 THE CHAIR: Commissioner Peralta?

11 COMMISSIONER PERALTA: Nothing,  
12 Madam Chair.

13 THE CHAIR: I'm going to say, "Safe  
14 travels."

15 COMMISSIONER ARMBRUSTER: I will also  
16 welcome you. Thank you for joining us.

17 THE CHAIR: Commissioner Robbins, I'm  
18 getting way ahead of myself.

19 COMMISSIONER ROBBINS: I'll repeat myself  
20 from the beginning. Thank you very much for the  
21 gracious welcome, as you've all expressed, and I  
22 look forward to working with all of you.

23 THE CHAIR: Thank you. Commissioner  
24 Johnston?

25 COMMISSIONER JOHNSTON: You know, I have

1 to tell you how much I appreciate your comment about  
2 continuous development in all the work that we've  
3 been doing, because that work has been very  
4 difficult, and we're heroic to have done it. And  
5 clarity came up over and over and over again today,  
6 and I really think that that's what we're all  
7 striving for, and it is continuous. Thank you.

8 THE CHAIR: I appreciate that; because I  
9 think when -- I'm going to make this as brief as I  
10 can. When the NACSA report, the last NACSA report  
11 came out, people were, like, "Oh, we've worked so  
12 hard," this, this.

13 Everything changes. So that in -- and I  
14 think those of us that have been in schools, you  
15 know, we -- we see the next greatest thing come by  
16 and go all the time; so that we have to be willing  
17 to -- to change and rethink things. Because  
18 ultimately, it's what's going to be in the best  
19 interests of the schools that are serving those  
20 kids. And that's really, you know, hopefully, why  
21 we're all here.

22 So thanks. Commissioner Crone?

23 COMMISSIONER CRONE: I -- my first  
24 teaching job in New Mexico was at UNM branch campus.  
25 in Española. Then we were in Taos and Los Alamos,

1 briefly, when it became a community college. So,  
2 yeah, we didn't -- I wanted to ask you, did you give  
3 us a bio of any sort? Did I miss an introduction?

4 COMMISSIONER ROBBINS: I haven't; but I'd  
5 be happy to do so.

6 COMMISSIONER ARMBRUSTER: Send it to  
7 Beverly, or you can give it now.

8 THE CHAIR: And you can send Beverly a  
9 bio, and she'll put it on the website.

10 COMMISSIONER ROBBINS: I'll send you a  
11 written bio.

12 COMMISSIONER RUIZ: And I just want to  
13 welcome you, and thank everybody that was on the  
14 subcommittee. That was challenging work at best.  
15 But, again, we always do what's best for kids. And  
16 wish everybody a wonderful, restful, and peaceful  
17 Labor Day weekend.

18 THE CHAIR: I will entertain a motion to  
19 adjourn.

20 COMMISSIONER TOULOUSE: So move.

21 COMMISSIONER RUIZ: Second.

22 THE CHAIR: All in favor?

23 (Commissioners so indicate.)

24 THE CHAIR: Which we don't have to vote;  
25 but we're good. Have a safe weekend.

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(Proceedings concluded at 1:10 p.m.)

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1                   BEFORE THE PUBLIC EDUCATION COMMISSION

2                                   STATE OF NEW MEXICO

3  
4  
5  
6  
7                                   REPORTER'S CERTIFICATE

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

15                  In testimony whereof, I have hereunto set my  
16                  hand on September 15, 2017.

17  
18  
19                                   \_\_\_\_\_  
20                                   Cynthia C. Chapman, RMR-CRR, NM CCR #219  
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25                  Job No. : 8705L (CC)

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