

1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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6
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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 July 25, 2019.

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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

July 17, 2019

1:30 p.m.

Jerry Apodaca Education Building - Mabry Hall
Santa Fe, New Mexico

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

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1 A P P E A R A N C E S
 2 COMMISSIONERS:
 3 MS. PATRICIA GIPSON, Chair
 4 MS. TRISH RUIZ, Vice Chair
 5 MS. KARYL ANN ARMBRUSTER, Secretary
 6 MR. R. CARLOS CABALLERO, Member
 7 MR. MICHAEL CHAVEZ, Member
 8 MR. TIM CRONE, Member
 9 MS. SONIA RAFTERY, Member
 10 MR. DAVID ROBBINS, Member
 11 MS. GLENNA VOIGT, Member
 12 PED STAFF:
 13 MR. ALAN BRAUER, Director, Options for Parents and
 Families
 14 MS. KAREN WOERNER, Deputy Director,
 Options for Parents and Families
 15 MS. BEVERLY FRIEDMAN, PED Custodian of Record
 and Liaison to the PEC
 16
 17 PEC COUNSEL:
 18 MS. AMI JAEGER, Counsel to the PEC
 19 MR. MARK CHAIKEN, Counsel to the PEC
 20
 21
 22
 23
 24
 25

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1 THE CHAIR: I'm going to bring to order
 2 this meeting of the Public Education Commission. It
 3 is Wednesday, July 17th, 2019, and it is 1:32. I'm
 4 going to ask Commissioner Armbruster to do roll
 5 call, please.
 6 COMMISSIONER ARMBRUSTER: Commissioner
 7 Gipson?
 8 THE CHAIR: Here.
 9 COMMISSIONER ARMBRUSTER: Commissioner
 10 Ruiz?
 11 COMMISSIONER RUIZ: Present.
 12 COMMISSIONER ARMBRUSTER: Commissioner
 13 Armbruster is here.
 14 Commissioner Crone?
 15 COMMISSIONER CRONE: Here.
 16 COMMISSIONER ARMBRUSTER: Commissioner
 17 Caballero?
 18 COMMISSIONER CABALLERO: Here.
 19 COMMISSIONER ARMBRUSTER: Commissioner
 20 Robbins?
 21 COMMISSIONER ROBBINS: Present.
 22 COMMISSIONER ARMBRUSTER: Commissioner
 23 Chavez?
 24 COMMISSIONER CHAVEZ: Present.
 25 COMMISSIONER ARMBRUSTER: Commissioner

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1 Voigt?
 2 COMMISSIONER VOIGT: Here.
 3 COMMISSIONER ARMBRUSTER: Commissioner
 4 Raftery?
 5 COMMISSIONER RAFTERY: Here.
 6 COMMISSIONER ARMBRUSTER: Commissioner
 7 Davis?
 8 (No response.)
 9 THE CHAIR: So before we begin our normal
 10 business, I want to express two things, our
 11 condolences to the family of former Commissioner
 12 Toulouse who lost her sister two weeks ago; so the
 13 Commission wants to extend their condolences.
 14 And our thoughts are currently with
 15 Commissioner Davis, whose granddaughter
 16 unfortunately suffered a very serious fall while
 17 they were on vacation. So we're thinking about her
 18 at this point in time as well, and that's one of the
 19 reasons why she is not here with us.
 20 So unfortunately, we're starting with some
 21 sad news, but we want everyone to know that our
 22 thoughts and prayers are with them; they're our
 23 extended family.
 24 COMMISSIONER CRONE: Chair? I want to
 25 extend condolences to the PED staff. There was a

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1 murder.

2 THE CHAIR: Thank you. I had that on my

3 mind and -- yes, thank you.

4 COMMISSIONER CRONE: And it was very

5 hard -- my wife worked with PED, and she was very

6 upset and disturbed by it.

7 THE CHAIR: Right. I apologize. I had

8 that on my mind to do that, and I just got waylaid.

9 So I do apologize. Because there's no accounting

10 for how difficult it is for anyone to get over --

11 and we've talked about this. The loss of a staff

12 member is always hard, even when it's somewhat

13 anticipated; but when it happens for no -- really no

14 reason, there's -- it's very hard to come to grips

15 with that. So we have been thinking about everyone

16 there as well.

17 So I will ask Commissioner Raftery to lead

18 us in the Pledge of Allegiance, and I'll do the

19 New Mexico Salute.

20 (Pledge of Allegiance and Salute to the

21 New Mexico Flag conducted.)

22 THE CHAIR: We are now on to Item No. 2,

23 which is the approval of the agenda. Do we have any

24 changes to that?

25 If not, I'll entertain a motion.

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1 COMMISSIONER RUIZ: So move.

2 COMMISSIONER ROBBINS: (Indicates.)

3 THE CHAIR: There's a motion by

4 Commissioner Ruiz, a second by Commissioner Robbins.

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 There is no one who signed up for Public

12 Comment; so we are on to No. 4, which is the Consent

13 Agenda. And I'll ask Commissioners if there's any

14 move on that; otherwise, I will entertain a motion.

15 COMMISSIONER RUIZ: Motion to approve.

16 THE CHAIR: There's a motion by

17 Commissioner Ruiz.

18 COMMISSIONER CRONE: Second.

19 THE CHAIR: A second by Commissioner

20 Crone.

21 Roll-call vote, please.

22 COMMISSIONER ARMBRUSTER: Commissioner

23 Voigt?

24 COMMISSIONER VOIGT: Yes.

25 COMMISSIONER ARMBRUSTER: Commissioner

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1 Chavez?

2 COMMISSIONER CHAVEZ: Yes.

3 COMMISSIONER ARMBRUSTER: Commissioner

4 Gipson?

5 THE CHAIR: Yes.

6 COMMISSIONER ARMBRUSTER: Commissioner

7 Armbruster votes "Yes."

8 Commissioner Ruiz?

9 COMMISSIONER RUIZ: Yes.

10 COMMISSIONER ARMBRUSTER: Commissioner

11 Raftery?

12 COMMISSIONER RAFTERY: Yes.

13 COMMISSIONER ARMBRUSTER: Commissioner

14 Chavez -- I'm sorry -- Robbins?

15 COMMISSIONER ROBBINS: Yes.

16 COMMISSIONER ARMBRUSTER: Commissioner

17 Crone?

18 COMMISSIONER CRONE: Yes.

19 COMMISSIONER ARMBRUSTER: Commissioner

20 Caballero?

21 COMMISSIONER CABALLERO: Yes.

22 COMMISSIONER ARMBRUSTER: Nine-zero vote.

23 THE CHAIR: The motion passes, nine-zero.

24 We are on to Item No. 5, which is the

25 discussion and possible action on the Corrective

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1 Action Plan for La Academia Dolores Huerta. And we

2 need to get the head administrator on the phone. So

3 we'll take a few minutes.

4 (A discussion was held off the record.)

5 (Ms. Melissa Miranda joins telephonically.)

6 THE CHAIR: So just for the Commission to

7 be updated -- and I -- at our last meeting, we had a

8 discussion, and we indicated that to be able to move

9 on the Corrective Action Plan, we needed some

10 additional information from the assessment company,

11 Illuminate. And the Director had had a conversation

12 with Simone, who is the regional director of

13 Illuminate, and was going to arrange a conversation

14 with the Director and myself so that we could get a

15 little bit clearer idea of what a benchmark might

16 look like for the school.

17 So based on that conversation that the

18 Director and I had with Simone, the recommendation

19 was made for the 10 percent for each semester -- in

20 each semester.

21 The subcommittee and members of the

22 governance council and the head administrator had a

23 conference call to discuss the -- what the

24 Corrective Action Plan was going to look like. And

25 we spent quite a bit of time, and I think had a good

<p style="text-align: right;">Page 10</p> <p>1 frank conversation, about where the subcommittee 2 felt they -- they needed to be for these benchmarks. 3 And we certainly heard from the school. 4 And if anyone else from the subcommittee 5 wants to say anything, please feel free to chime in. 6 But what is before you is the result from the 7 subcommittee's work. So that's what we are -- 8 that's what the subcommittee is bringing before -- 9 bringing before the Commission and making the 10 recommendation for the Corrective Action Plan. 11 So with that -- I'm -- and I do want to 12 recognize -- sorry. Apologize. Please introduce 13 yourself for the record. 14 MS. JENNY DUMAS: Okay. Good afternoon, 15 everyone. Jenny Dumas, legal counsel for the 16 school. 17 THE CHAIR: And you have Melissa's name? 18 THE REPORTER: Yes, thank you. 19 MS. MELISSA MIRANDA: And also -- sorry to 20 interrupt. But on the conference call as well we 21 have Elaine Palma, who is our -- I'm sorry -- 22 secretary. And we have Michelle Paz, who is the 23 assistant principal. 24 THE CHAIR: Melissa. I'm sorry. Could 25 you please spell her last name?</p>	<p style="text-align: right;">Page 12</p> <p>1 that? 2 MS. MELISSA MIRANDA: Sure. I guess I 3 must have misunderstood. I wasn't aware that that 4 request was made. So I apologize for that. You 5 know, if I would have known, I would have definitely 6 submitted the summative results. 7 THE CHAIR: So could you just get that to 8 the Commission and send it to CSD so that we could 9 have it for our August meeting? 10 MS. MELISSA MIRANDA: Sure. I definitely 11 will. I'm making that note right now. 12 COMMISSIONER CHAVEZ: And, Madam Chair, 13 also along those lines, for the academic indicator 14 for the CAP, I see that the focus is on Illuminate, 15 which is a formative assessment. Will there be 16 plans to include the summative assessment results in 17 the CAP for the academic indicator? 18 THE CHAIR: Okay. Could you repeat that 19 one more time? Because I don't think I quite got 20 it. 21 COMMISSIONER CHAVEZ: So I'm looking at 22 the CAP, and I'm looking at the section where it 23 says, "Academic Indicator." And they list 24 Illuminate on there. 25 THE CHAIR: Right.</p>
<p style="text-align: right;">Page 11</p> <p>1 MS. MELISSA MIRANDA: Yes. So it's Elaine 2 Palma, P-A-L-M-A. And Michelle Paz is P-A-Z. 3 THE REPORTER: Thank you. 4 THE CHAIR: Thank you. 5 MS. MELISSA MIRANDA: You're welcome. 6 THE CHAIR: So do I have any discussion -- 7 COMMISSIONER CHAVEZ: Madam Chair? 8 THE CHAIR: -- from the Commission? 9 COMMISSIONER CHAVEZ: I do have a 10 question. 11 THE CHAIR: Sure. 12 COMMISSIONER CHAVEZ: At the last meeting 13 when we talked, one of the pieces that we -- that we 14 discussed when I asked about their summative 15 results, they said that the school would submit to 16 the Commission the results of that so that we could 17 have a better idea of where they've been over the 18 last year or so. 19 And has the school provided that data to 20 the Commission? 21 THE CHAIR: To my knowledge, no. So I 22 don't know if anything has -- I do not believe, 23 because I think we would have received it. So to my 24 knowledge, that hasn't been provided. 25 So, Melissa, do you want to respond to</p>	<p style="text-align: right;">Page 13</p> <p>1 COMMISSIONER CHAVEZ: And so I'm just 2 wondering if the school, as part of the CAP, is 3 going to also include summative results for the 4 State assessment. 5 THE CHAIR: Oh, okay. That's what I 6 thought you were asking, and I -- that's in their 7 performance framework already. 8 COMMISSIONER CHAVEZ: Okay. 9 THE CHAIR: So that'll be -- that'll be 10 populated into the performance -- into the academic 11 framework. So, yes, we will get that. Yes, yes. 12 COMMISSIONER CHAVEZ: Okay. Thank you. 13 THE CHAIR: Yeah. Yeah. 14 MS. MELISSA MIRANDA: I'm sorry, 15 Commissioner Gipson. So when we're talking about 16 the summative assessments, is this the PARCC 17 assessment that the PEC is requesting, or the 18 summative of the Illuminate assessment? 19 THE CHAIR: I believe the request was from 20 Illuminate, because you were -- the other 21 information, we can populate ourselves. 22 MS. MELISSA MIRANDA: Okay. I just wanted 23 to make sure, because I want to get you guys the 24 important information. 25 THE CHAIR: No. We don't have access to</p>

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1 the Illuminate information. But anything that's
2 populated out of the state, we can certainly -- so
3 that that -- when they're up for renewal, which will
4 be soon, that's all populated into the performance
5 framework. Anything off of the State dashboard will
6 be reported and is also scored in the rubric.

7 COMMISSIONER CHAVEZ: Okay. Thank you.

8 MS. MELISSA MIRANDA: Okay. I just want
9 to make sure that I get you the information that
10 you're requesting -- the correct information. Thank
11 you.

12 THE CHAIR: Okay. Thanks. So do we have
13 any other questions concerning this?

14 The only thing that I will speak -- and,
15 actually, I'm looking at what I have off of this.
16 And the -- the TSI is off. Did that come
17 completely -- I wasn't sure whether that was
18 completely off from what I had provided. So I
19 didn't know if I was missing a piece.

20 It's not down here. It had been in what I
21 originally gave. So that's why -- and I know it had
22 been changed; so I just want to make sure that this
23 all looks like --

24 MR. ALAN BRAUER: Madam Chair, I think we
25 did take that off, because of the -- I think that

Page 16

1 trying to change it, and it was a mess.

2 And the PPE was in there to begin with.

3 So I don't know why -- I don't know that happened.

4 And I apologize as I look at it. But that should

5 read that, "The principal will..." -- because we now

6 know that Melissa was accepted into the program so

7 that she will participate in the PPE program.

8 COMMISSIONER ARMBRUSTER: [Inaudible.]

9 THE CHAIR: Yes. So that that has to

10 be -- and that was in everything that the

11 subcommittee looked at. But that should read just

12 the PPE. Because the subcommittee also agreed

13 during that conversation that because she was

14 participating in the PPE, that was rigorous enough

15 that it would be really burdensome to ask her to

16 also pursue other outside professional development,

17 that that's going to be more than time-consuming.

18 COMMISSIONER ARMBRUSTER: So this is just

19 going to say, "The principal is in -- participating

20 in" --

21 THE CHAIR: Yes. "the principal will

22 participate in the PPE program."

23 COMMISSIONER ARMBRUSTER: Fine.

24 THE CHAIR: Okay. So with that said, do

25 we have any other questions?

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1 was speaking to using that -- sharing the budget for
2 any TSI funds. And there is not -- they're CSI
3 funds, but not TSI funds, that go to schools for
4 that designation.

5 THE CHAIR: It's still -- I'll remind
6 Commissioners that a piece of the CAP had been that
7 the school needed to report how they were budgeting
8 their money for TSI, because we were of the
9 understanding that with that TSI designation came
10 funding. And that was why they had to stay as a TSI
11 school for three years, because funding was tied to
12 it.

13 Apparently, there is no money that's
14 attached to it. So they still get the TSI
15 designation; but there's no money. So that was why
16 that was removed. But I am looking at the -- the
17 piece that says, "The principal must seek out
18 leadership development opportunities on a quarterly
19 basis."

20 That should read that, "The principal is
21 participating in the PPE." And I apologize. I
22 struggled, and I don't know why, with the Excel
23 program. Every time I tried to make a change, it
24 didn't take the change and was going -- and when I
25 saved it, it went back to the original; and I kept

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1 MS. JENNY DUMAS: Madam Chair, may I make
2 a comment?

3 THE CHAIR: Certainly.

4 MS. JENNY DUMAS: The school has

5 appreciated the collaborative -- the school

6 appreciates the collaborative process that's

7 occurred to get this CAP in place. And this

8 document does reflect work by all parties and an

9 agreement. And the school has only one lingering

10 concern that was brought up, I believe, by e-mail.

11 And I wanted to allow Ms. Miranda to just express

12 that concern for the Commission's consideration.

13 THE CHAIR: Sure.

14 MS. JENNY DUMAS: Okay. Melissa?

15 MS. MELISSA MIRANDA: Yes. Thank you,

16 Jenny. So I just wanted to make a request regarding

17 the academic indicator. The school growth will move

18 forward with the 20 percent. But we were wanting to

19 request, rather than a 10 percent for each semester,

20 that it would just read, "The growth would be

21 20 percent throughout -- for the academic year."

22 This will allow students -- you know,

23 students learn at, you know, different paces. And I

24 just worry that they might not make a 10 percent

25 growth the first semester.

<p style="text-align: right;">Page 18</p> <p>1 But, you know, with the way we have our 2 pacing guide in order and with the scope and 3 sequence, they might exceed the 20 percent the 4 second semester. And also, for example, this past 5 school year -- I'm not sure -- I know some might be 6 aware, but some might not -- we had our social 7 worker pass away. And I think it affected our 8 school in general.</p> <p>9 So just to kind of accommodate in case of 10 any outside factors that we're not thinking about 11 might come up. But if it could possibly read that 12 they would make the 20 percent growth throughout the 13 academic year.</p> <p>14 THE CHAIR: So let me just let the 15 Commission know that I did receive the e-mail making 16 the request. But I did respond back to the school 17 that I don't have the authority to make changes to 18 the CAP that the subcommittee negotiated; so, 19 therefore, I could not make that change, but that I 20 felt that the subcommittee was clear in what their 21 direction was.</p> <p>22 So --</p> <p>23 COMMISSIONER CABALLERO: It is something 24 that we, as a Commission, can entertain now.</p> <p>25 THE CHAIR: You can. You can. I'm going</p>	<p style="text-align: right;">Page 20</p> <p>1 found students to do fantastic initially and then 2 tank, unless something very, very serious was 3 happening at home or they weren't attending. And my 4 experience has always been a slow start and a 5 stronger finish, if there's going to be growth, that 6 that growth is going to be like that.</p> <p>7 I don't see a problem -- a school -- 8 especially a school starting in Illuminate, which is 9 different, changing its perspective and its culture 10 at school, chances are kids are going to -- if 11 there's going to be growth, it's going to be growth 12 in the long-term.</p> <p>13 We have been -- we have heard 14 presentations at the national conferences that two 15 years is actually not enough to show growth. It has 16 to be three years; at least the shortest time, three 17 years.</p> <p>18 And so I think it's reasonable -- just 19 going with my experience, going with better 20 practices that we were told about at the national 21 level, I think we need to allow a growth through 22 time rather than having to meet certain growth term 23 by term, that the real problem is if they're 24 embarking on a lot of new things, it could be that 25 they get through 8 percent growth the first semester</p>
<p style="text-align: right;">Page 19</p> <p>1 to offer -- I'll give you my take on it. And part 2 of the concern is if a student grew the 20 percent 3 at the beginning of the year, they don't have to -- 4 they don't have to show -- and it's, you know, 5 growth at the second part of the year. So that's 6 concerning.</p> <p>7 If you ring the bell, you've rung the 8 bell. And that's -- that's always been a concern 9 when we've looked at some of these growth models. 10 And we did have a fairly lengthy conversation with 11 the Illuminate representative. And this was 12 actually a goal that was -- that actually was 13 proposed by PED to a school that he worked with when 14 he was a head administrator. So that there's a 15 little bit of a frame of reference with working with 16 the -- with the testing model.</p> <p>17 COMMISSIONER CABALLERO: So let me 18 understand this. Is that that the request is that 19 the children, to accomplish a 20 percent growth in 20 the long-term rather than cutting it up into 21 sections?</p> <p>22 THE CHAIR: Right, into two semesters.</p> <p>23 COMMISSIONER CABALLERO: Into two 24 semesters. And so, you know, as a teacher, both in 25 elementary school, high school, and college, I never</p>	<p style="text-align: right;">Page 21</p> <p>1 and they didn't meet their criteria. And they can 2 finish off at 20 percent or 22 percent at the 3 long-term, but they just haven't met it.</p> <p>4 I think the -- the growth pattern at the 5 long-term would fit better as to what has been 6 recommended at the national conferences of charter 7 schools, so that it should be for the longer term of 8 three years. We don't have to be --</p> <p>9 THE CHAIR: We only have one year. This 10 is a one-year CAP.</p> <p>11 COMMISSIONER CABALLERO: One year is even 12 shorter. So I would say that we need to be 13 reasonable and allow it, just to -- not to set them 14 up for failure. That's --</p> <p>15 THE CHAIR: We're only talking about 16 65 percent has to reach that. So 100 percent does 17 not have to reach it. Only 65 percent has to reach 18 it.</p> <p>19 COMMISSIONER CABALLERO: Right. And 20 65 percent in one year, it's not easy.</p> <p>21 COMMISSIONER ARMBRUSTER: 65 percent of 22 the kids.</p> <p>23 COMMISSIONER CABALLERO: Of the kids, yes.</p> <p>24 THE CHAIR: Of the kids. And I'm going to 25 tell you, from my historical perspective, we often</p>

<p style="text-align: right;">Page 22</p> <p>1 had more kids tank the end of the year, because it 2 was the end of the year, than we did -- so that's -- 3 you know, from probably a more recent experience 4 with standardized assessment --</p> <p>5 COMMISSIONER CABALLERO: Well, they're 6 requesting that. Let them deal with it in that 7 manner. I mean, earlier, we were talking about, 8 yes, we've got to do a 10 percent, one, and then 9 10 percent the other. If they believe that they can 10 produce in the longer term, I don't see why not.</p> <p>11 THE CHAIR: Okay. 12 Commissioner Robbins?</p> <p>13 COMMISSIONER ROBBINS: Madam Chair, I 14 think one of the reasons we're in the CAP is the 15 students are so far behind, so far behind. So if 16 you have a student that's at 20 percent deficiency, 17 getting to 22 percent proficiency is 2 percent. 18 That's not a big ask. Students at 80 percent 19 proficiency going to 88, that's a big ask.</p> <p>20 But they are so far behind and they have 21 been so far behind for so long, I don't think easing 22 up on that 10 percent -- it's a very small -- it 23 sounds like a lot. If they're on -- at grade level, 24 10 percent is a lot. But if they're not -- if 25 they're so far behind grade level, 10 percent is a</p>	<p style="text-align: right;">Page 24</p> <p>1 the inception of that program and will continue into 2 Cohort 7, which is starting in a couple of weeks. 3 And I've seen, in one year, schools make these kind 4 of growth gains. It's not impossible. It doesn't 5 take three years. They can do it in one year.</p> <p>6 The second point is that I can't speak for 7 the representative that made this recommendation. 8 However, what I'm thinking is there's some kind of 9 alignment here to a 90-day plan, which is semester 10 to semester. So it gives the school the opportunity 11 to develop their 90-day plan, to shoot for this 12 10 percent as part of that 90-day plan and evaluate 13 if what they did worked and if they hit their target 14 in December, and then develop their next 90-day plan 15 for the spring.</p> <p>16 And so it's a good plan. I don't think 17 it's unreasonable, and -- you know, and it aligns 18 with that 90-day process.</p> <p>19 THE CHAIR: Right. And we did talk about 20 that 90-day process. So I appreciate you bringing 21 that up as well. And as I think we had a lengthy 22 discussion, as the subcommittee as well, that when 23 you're looking at that lower 50 percent, that's 24 where you have the greatest opportunity to show 25 growth as well, so that we're not asking for the top</p>
<p style="text-align: right;">Page 23</p> <p>1 very reasonable -- and 10 percent and 10 percent is 2 actually 21 percent for the whole year. Not 3 20 percent for the year. But 21 percent is, 4 actually, if you compound it.</p> <p>5 But 10 percent is a very reasonable -- 6 you're asking for 65 percent of the students to get 7 at least 10 percent growth in each semester when 8 they are, and have been -- and this was the reason 9 that we actually took the action originally, and now 10 we're in the process of approving a CAP -- I think 11 that's a reasonable amount, and I think it really is 12 trying to hold the school accountable rather than 13 saying, "Well, we didn't meet the first semester, 14 and then they -- maybe something happened the next 15 semester."</p> <p>16 I really don't want them to come back in 17 April-May saying, "Well, we're not going to make the 18 21 percent, either."</p> <p>19 That's the danger. 20 COMMISSIONER CHAVEZ: Madam Chair? 21 THE CHAIR: Commissioner Chavez? 22 COMMISSIONER CHAVEZ: Two points. I want 23 to just echo what Commissioner Robbins said, in full 24 agreement. Knowing that the principal is going to 25 be part of PPE, I've been part of that program since</p>	<p style="text-align: right;">Page 25</p> <p>1 to show that growth. We're asking for the kids 2 where you should be able to show the greatest 3 growth. So I'm -- I'm still in support of keeping 4 it as it is.</p> <p>5 Do I have a motion? 6 COMMISSIONER ROBBINS: I'll move that we 7 keep it at 10 percent for each semester. 8 THE CHAIR: Well, we need a motion for 9 the --</p> <p>10 COMMISSIONER ROBBINS: I'll move that we 11 accept the CAP, as amended, including the summative 12 assessments from Illuminate, and that the principal 13 will participate -- or is participating -- in PPE. 14 COMMISSIONER CHAVEZ: I second. 15 THE CHAIR: There's a motion by 16 Commissioner Robbins, a second by Commissioner 17 Chavez. 18 Any further discussion? 19 (No response.) 20 THE CHAIR: Hearing none, roll-call vote, 21 please. 22 COMMISSIONER ARMBRUSTER: Commissioner 23 Robbins? 24 COMMISSIONER ROBBINS: Yes. 25 COMMISSIONER ARMBRUSTER: Commissioner</p>

<p style="text-align: right;">Page 26</p> <p>1 Crone? 2 COMMISSIONER CRONE: Yes. 3 COMMISSIONER ARMBRUSTER: Commissioner 4 Gipson? 5 THE CHAIR: Yes. 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Raftery? 8 COMMISSIONER RAFTERY: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Chavez? 11 COMMISSIONER CHAVEZ: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Armbruster votes "Yes." 14 Commissioner Ruiz? 15 COMMISSIONER RUIZ: Yes. 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Voigt? 18 COMMISSIONER VOIGT: Yes. 19 COMMISSIONER ARMBRUSTER: Commissioner 20 Caballero? 21 COMMISSIONER CABALLERO: Yes. 22 COMMISSIONER ARMBRUSTER: Nine to zero. 23 THE CHAIR: The motion passes, nine-zero. 24 Thank you very much. And thank you for 25 participating on the phone. We appreciate your</p>	<p style="text-align: right;">Page 28</p> <p>1 COMMISSIONER CABALLERO: It's in the 2 packet. 3 THE CHAIR: Oh, is it in the packet? All 4 right. Because when mine pulls up, I just got the 5 Executive Summary. 6 MS. KAREN WOERNER: If you pulled up -- 7 well, let me check it. But if you pulled up the 8 overall packet, it will start with the Executive 9 Summary. But it should have it in there. 10 THE CHAIR: Yeah. Mine didn't. So that's 11 what I thought -- 12 MS. KAREN WOERNER: My apologies. 13 THE CHAIR: Yes, that's what it is. 14 That's what was -- thank you. That's what was 15 presented by our legal counsel to PED. 16 So you do have that? 17 So we're just hoping that we can move 18 forward with something that I think is more workable 19 for -- for us and also for PED. But it's 20 disappointing that we still don't have any movement 21 on this. So I'll just say that, because I think 22 this started back in April. 23 MR. CHAIKEN: I think that's right, 24 Madam Chair. 25 MR. ALAN BRAUER: Madam Chair, members of</p>
<p style="text-align: right;">Page 27</p> <p>1 time. 2 MS. MELISSA MIRANDA: Thank you for your 3 time. 4 THE CHAIR: We are on to Item No. 6, which 5 is Discussion and Possible Action on the Public 6 Education Commission and the Public Education 7 Department's Memorandum of Understanding. 8 And I'm going to turn that over to our 9 legal counsel to -- for whatever discussion. 10 MR. CHAIKEN: Madam Chair, thank you. 11 There isn't much to report. Ami Jaeger and I did 12 meet with Mr. Aaron Rodriguez. And Mr. Brauer was 13 there as well. And right now the MOU is back with 14 the Department's legal counsel, and they're revising 15 the draft that Ami and I had originally supplied, 16 and we hope to hear back from legal counsel from the 17 Department soon. That's what I can tell you. 18 THE CHAIR: Thank you. And I do believe 19 the copy -- I thought the copy was provided to the 20 Commissioners of what we -- because we sent it in. 21 And I apologize. The -- the initial copy of what 22 our legal counsel worked up to present to PED, I 23 know it was sent; so I don't -- 24 MS. KAREN WOERNER: It is. 25 THE CHAIR: Is it there?</p>	<p style="text-align: right;">Page 29</p> <p>1 the Commission, I know that this is a process that 2 we've been going through since April. And I want to 3 share that on our side of the partnership, we are 4 really striving to create an MOU that lifts up both 5 of -- both the Commission and the Department and 6 really builds a really good partnership. 7 And so apologies for the extra time. I 8 believe it's going to be worth it. And I have 9 worked with the legal team to make sure that 10 addresses any areas where we might have the 11 slightest change that we want to make to this, to 12 have that ready for the August meeting so that you 13 all can review it and take any action that might 14 need to happen. 15 THE CHAIR: We appreciate that. 16 MR. ALAN BRAUER: Just want to share. We 17 do feel that. I am in constant conversations with 18 our legal team to make that happen. At this time, I 19 do not think there is any existential differences 20 that we see here, and I hope that we can address 21 that with PEC's legal team between now and August so 22 that you all can take an action on it in August; 23 so -- 24 THE CHAIR: Great. Great. Thank you. I 25 do appreciate that. And you're on public record</p>

<p style="text-align: right;">Page 30</p> <p>1 with that, too, by the way. 2 MR. ALAN BRAUER: Madam Chair, I know 3 that. 4 THE CHAIR: So that you just understand, 5 you know, we've got you on public record. 6 Okay. 7 COMMISSIONER ROBBINS: Madam Chair, if I 8 could make a comment on one of the things in the 9 consultation and advice? It's a very small 10 paragraph, but it seems to leave everything to the 11 discretion of the Department. And statutorily, 12 there is a requirement of consultation on these 13 issues. It's not at the discretion, by statute, of 14 the Department. It is a statutory requirement that 15 the Commission be included in those discussions, not 16 just when it's convenient or requested by the 17 Department. 18 So I would ask, in light of that, that 19 that paragraph be stricken. It's paragraph 3. 20 THE CHAIR: Okay. So -- paragraph 3? 21 COMMISSIONER ROBBINS: Consultation and 22 Advice. 23 COMMISSIONER CRONE: Page 2. 24 COMMISSIONER ROBBINS: It's numbered. 25 It's not paragraph. It's 3. It just says, "As</p>	<p style="text-align: right;">Page 32</p> <p>1 were gracious enough -- because we've -- we have 2 developing questions about the pre-K program; not 3 that we're not in support of the pre-K program -- 4 but we have questions concerning sometimes the -- I 5 think, at times, the capacity of some of our 6 schools. 7 We say our schools are on a path to this. 8 We anticipate that there's X amount of kiddos that 9 are in the building. But then a pre-K program is 10 approved. And those are additional kids that we 11 don't really -- we're often not aware of. And 12 there -- there are ongoing and developing concerns 13 over when CSD staff goes out to do a site visit, the 14 finances of this, governance council's roles in all 15 of this; there's just this huge gray area that as 16 the program is now, you know, growing, that we need 17 to, I think, just have a lot of clarification about 18 how it's working and how we can partner with this to 19 make sure that the program is successful. 20 So thank you, and please come join us. 21 FROM THE FLOOR: We have handouts for you. 22 THE CHAIR: Oh. And we love color. 23 FROM THE FLOOR: We dropped them twice; so 24 we're really happy to get rid of them. 25 THE CHAIR: We're like pre-K kids. We</p>
<p style="text-align: right;">Page 31</p> <p>1 requested by the Department." And, again, 2 statutorily, it's required that we participate in 3 those discussions, especially the vocational ed. 4 It's not a discretionary participation by the PED. 5 MR. CHAIKEN: Madam Chair, Commissioner 6 Robbins, thank you for that, and we'll bring that up 7 with Mr. Rodriguez and Mr. Brauer moving forward. 8 MR. ALAN BRAUER: Madam Chair, members of 9 the committee, is that the part about DVR? Is that 10 the paragraph? Sorry, I don't have a copy. 11 THE CHAIR: Here, you gave me two copies. 12 MR. ALAN BRAUER: Paragraph 3; right? 13 THE CHAIR: You didn't give me two copies. 14 But you can have it, because I've got a copy of this 15 somewhere in my files. 16 No. 3. 17 MR. ALAN BRAUER: Okay. 18 MR. CHAIKEN: We can go back and -- I know 19 that Aaron wants to make things conform to the 20 statutory text. So we'll make sure that that 21 happens. 22 THE CHAIR: Thank you. Thank you. All 23 right. So we are now on to Item No. 7, which is 24 Discussion on Pre-K and Early Childhood Education 25 Programs. So we've got some folks from PED that</p>	<p style="text-align: right;">Page 33</p> <p>1 love color. 2 FROM THE FLOOR: The first document you're 3 getting, the very bright fuchsia color, is the 4 guidelines for NM PreK, and actually for all pre-K 5 programs in the public schools. And then the second 6 one is our early learning guidelines, what schools 7 need to follow. And it runs from birth to Grade 1. 8 THE CHAIR: Right. 9 FROM THE FLOOR: So that we have a 10 trajectory. 11 MS. CATHERINE QUICK: I am Catherine 12 Quick. And I am the special education early 13 childhood coordinator for the state. So I cover all 14 the kiddos with 3Y4Y in the state. But I'm also 15 housed most of the time, because we really -- when I 16 was hired, I was hired as a push for inclusive 17 classrooms. And so I work -- we model that at the 18 state. I am housed at the New Mexico PreK program. 19 And we work together. And we often meet over at 20 special education as well and really try to keep our 21 program at high quality. 22 THE CHAIR: Thank you. 23 MS. MARY E. DANNENBERG: I'm Mary Ellen 24 Dannenberg. I'm the PreK program specialist -- 25 yes -- and data coordinator for the state. And</p>

<p style="text-align: right;">Page 34</p> <p>1 you're looking at 2/3 of the Early Childhood Bureau 2 here. We're missing Brenda Kofahl, who is our 3 Bureau chief who couldn't make it today. She 4 apologizes for that. 5 We have a kind of short presentation, and 6 then whatever questions you all have, we will try 7 our best to answer. 8 THE CHAIR: Great. Thank you. 9 MS. MARY E. DANNENBERG: Ooh, man, it 10 needs to be bigger. Okay. 11 MS. CATHERINE QUICK: Okay. So 12 definitely, our guiding principle is that every 13 child -- every child. The presentation is up there. 14 These are -- we'll get into these a little bit. 15 That is probably in your pink book, but we 16 have it right near here. 17 Every child in New Mexico has diverse 18 strengths driven in his or her family's unique 19 culture, heritage, language, beliefs, and 20 circumstances. Early learning programs that support 21 the full participation of every child build on these 22 strengths. They do so by promoting a sense of 23 belonging, by supporting positive social 24 relationships, and by enabling families and 25 professionals to gain advocacy skills that</p>	<p style="text-align: right;">Page 36</p> <p>1 more kids graduate when they've been in preschool, 2 their social-emotional is much stronger, and they're 3 just all-around higher-performing children. 4 Let's see. They do better. That's what 5 they say, from the first day of kindergarten through 6 post-secondary years. 7 MS. MARY E. DANNENBERG: Uh-huh. We 8 started with the Pre-K Kindergarten Act in 2005. 9 And it's a voluntary program created by the 10 Pre-Kindergarten Act of 2005 and jointly 11 administered by CYFD and the public schools. 12 We collaborate with CYFD to support 13 New Mexico's mixed-delivery -- my eyes are bad -- 14 system and provides for family choice. The purpose 15 of pre-K is to ensure that every child in New Mexico 16 has the opportunity to attend a high-quality -- that 17 should be in caps and bold -- early childhood 18 program before entering kindergarten. 19 And we prioritize the enrollment of 20 students without access to high-quality programs. 21 We provide developmentally appropriate activities; 22 we increase the access to voluntary high-quality 23 education. We focus on school readiness. And we 24 expand early childhood community capacity. We work 25 with Head Starts.</p>
<p style="text-align: right;">Page 35</p> <p>1 positively impact the life of every child. 2 MS. MARY E. DANNENBERG: And that 3 statement is in the front of the pink guide. It's 4 our guiding principal for FOCUS and for Early 5 Childhood. Ooh. The research is going to be 6 harder. 7 THE CHAIR: Yeah, I got the other one. 8 This one, I'm -- 9 MS. CATHERINE QUICK: So the LFC has done 10 a study. And they've followed pre-K since its 11 inception, since we have been taking data on the 12 success of our program. 13 And at this point, we have been shown to 14 have -- for the kids that have participated in our 15 pre-K programs, even our special education students 16 we have seen that they have improved performance 17 from attending these programs above kiddos that have 18 not attended these programs, all the way through 19 eleventh grade. 20 And the only way we don't have twelfth 21 grade is because our pre-K program hasn't been in 22 that long. And our final year is this year. And 23 that will be twelfth-grade graduation; because 24 they -- the whole premise of pre-K is that it helps, 25 well, kids stay out of prison, and they graduate --</p>	<p style="text-align: right;">Page 37</p> <p>1 We work with CYFD programs. All of these 2 children will be kindergarteners. So we're very 3 inviting to have other programs, other early 4 learning programs, do professional development with 5 our teachers at the public schools or put together a 6 community family night, where the entire community 7 comes together for -- and families can -- you know, 8 because as I said, they're all going to be 9 kindergarteners, everyone can all meet each other 10 and -- 11 MS. CATHERINE QUICK: Okay. And so when 12 it says, on the first one, that we prioritize 13 enrollment for children without access to 14 high-quality programs, when our districts apply for 15 pre-K, they must look at community programs. We do 16 not want to go into a community and over-saturate. 17 What we want to do is to make sure that every child 18 has access to a program. So we don't -- we're not 19 there to put anybody out of business. 20 So that is part of the application. They 21 have to tell us how many Head Starts and how many 22 children, how many childcares. They have to show 23 that they have worked with these programs. 24 In addition to that, as part of one of our 25 indicators for special education services, we are</p>

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1 required to work with the community. And so let's
 2 say a child was referred to -- for an evaluation,
 3 there's some concerns, they go through Child Find
 4 and the transition process; well, if that child was
 5 already in a high-quality pre-K -- or even in
 6 whatever setting they were in -- the IEP team needs
 7 to make the decision that that might be their least
 8 restrictive environment, whatever environment is
 9 best for that child and their needs.
 10 So we don't necessarily pull kids out of
 11 programs. We serve them where they're at.
 12 MS. MARY E. DANNENBERG: Okay. This year,
 13 the pre-K in New Mexico public schools will serve
 14 7,000 four-year-olds. In school districts and
 15 charters, we receive \$42.5 million to fund the
 16 program, which is 7,000 students. We had a dramatic
 17 increase in the number of schools that wanted
 18 full-day programs versus half-day programs. So we
 19 honored that.
 20 And 7,000 is a great start. But we're
 21 still -- we're still wanting to build more, and the
 22 need is still there. We've been told the need is
 23 still there.
 24 MS. CATHERINE QUICK: The State charter
 25 schools we already have that have New Mexico Pre-K

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1 funding is the Horizon Academy West Charter School.
 2 They have one classroom and 40 children and two
 3 sessions.
 4 MS. MARY E. DANNENBERG: They're half-day.
 5 MS. CATHERINE QUICK: So it's 20 in the
 6 a.m. and 20 in the p.m.
 7 La Promesa Early Childhood Center, they
 8 have two classrooms, and 34 children.
 9 Mission Achievement and Success is funded
 10 for one classroom with 20 children.
 11 MS. MARY E. DANNENBERG: They're brand new
 12 this year. They're a new application.
 13 THE CHAIR: They're the only one of ours
 14 that will be new this year.
 15 MS. MARY E. DANNENBERG: School of Dreams
 16 is another new one this year.
 17 MS. CATHERINE QUICK: Yes. So they have
 18 had pre-K for special education.
 19 THE CHAIR: Right. Yeah.
 20 MS. CATHERINE QUICK: And so now they're
 21 moving into New Mexico PreK.
 22 MS. MARY E. DANNENBERG: Now I understand
 23 the look. Yes, you're right. You're correct.
 24 COMMISSIONER ARMBRUSTER: How many
 25 classes -- I'm sorry. I know they had 3Y4Y. What

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1 do they have now in addition?
 2 MS. MARY E. DANNENBERG: For School of
 3 Dreams?
 4 COMMISSIONER ARMBRUSTER: Yes.
 5 MS. MARY E. DANNENBERG: One classroom
 6 with 20 children.
 7 MS. CATHERINE QUICK: And then we have
 8 North Valley Academy Charter, two classrooms with
 9 40 children; Red River Valley Charter, one classroom
 10 with 10 children; and then Turquoise Trail Charter,
 11 two classrooms with 40 children.
 12 MS. MARY E. DANNENBERG: As an aside, I
 13 would be happy to send this out to everyone, because
 14 it's so hard to read. I was hoping for a bigger
 15 screen. But that's my fault.
 16 So I will send this, and then you can get
 17 a copy of it later.
 18 THE CHAIR: Can I ask you, what's the
 19 class capacity?
 20 MS. MARY E. DANNENBERG: Twenty.
 21 THE CHAIR: Twenty.
 22 MR. ALAN BRAUER: Okay.
 23 MS. MARY E. DANNENBERG: For students --
 24 and I'll let Catherine add to that.
 25 MS. CATHERINE QUICK: Yes. So there's

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1 1-to-10, 1 teacher to 10 children; so -- and then 20
 2 is the max.
 3 THE CHAIR: Okay.
 4 MS. CATHERINE QUICK: And then we also
 5 allow, if they are -- if they are including children
 6 with IEPs, that they could, depending on the need of
 7 the child, have a slightly lower class size to allow
 8 that teacher and EA to appropriately work with all
 9 children.
 10 THE CHAIR: Okay.
 11 MS. CATHERINE QUICK: And you have in
 12 front of you -- the long sheet is the early learning
 13 guidelines. And --
 14 MS. MARY E. DANNENBERG: They're coming.
 15 There they are. I don't know why that happened.
 16 MS. CATHERINE QUICK: They are aligned
 17 with Common Core State standards. We have just
 18 recently aligned them with the Head Start standards.
 19 And that's just a way that we are working together
 20 to make sure that we are all on the same page and
 21 appropriate for our preschool children.
 22 We cover the areas of mathematics,
 23 literacy, scientific understanding, approaches to
 24 learning, self, family, and community, physical
 25 development, and creativity.

<p style="text-align: right;">Page 42</p> <p>1 MS. MARY E. DANNENBERG: And 27 indicators 2 that are assessed three times a year by the teacher. 3 It's an observational assessment that she does for 4 all the children in the room. And it also ties to 5 three parent-teacher conferences that happen right 6 after those -- those evaluation periods. 7 MS. CATHERINE QUICK: And I don't know if 8 it's helpful to say -- because I've been at PED for 9 about four years -- almost four years -- I, as a 10 teacher coming out of a classroom into PED, was 11 super-duper-impressed that we didn't just make these 12 up. We went first to the child development 13 milestones, what is appropriate for the children at 14 what age and what level and what is the span that 15 they can develop within. 16 We went to several other high achieving 17 states. We went to Head Start standards. And we 18 also worked with CYFD and developed standards. So 19 these weren't done lightly. There was a lot of hard 20 work and a lot of meetings to come up with standards 21 that were appropriate for children. 22 MS. MARY E. DANNENBERG: And just last 23 year, we took those -- those birth-to-three 24 standards and added them in, not because we want to 25 serve birth-through-three children, but because</p>	<p style="text-align: right;">Page 44</p> <p>1 public school, those are licensed teachers? 2 MS. MARY E. DANNENBERG: Yes. They must 3 be a licensed teacher. They must be a licensed 4 early childhood teacher. 5 MS. CATHERINE QUICK: So if they come in, 6 and maybe we have a K teacher who wants to be a 7 pre-K teacher, they have to enroll in a program. 8 And we have scholarships available for teachers. 9 And they have to enroll and give their -- obtain 10 their early childhood license within two years. If 11 they're a special education teacher in the 12 New Mexico PreK program, they must do the same. And 13 we have also -- if they're a teacher in the 14 classroom and they want to be dual-certified, we 15 also have scholarships available for them to obtain 16 their special education license first. 17 MS. MARY E. DANNENBERG: Same thing with 18 educational assistants; they must have a Level 3 19 Educational Assistant certification. If they do 20 not, they have two years to get one. And we also 21 have scholarships for those teachers who want to get 22 going and get their teaching certificate. So we'll 23 support them all the way. 24 COMMISSIONER CABALLERO: Just a tidbit of 25 info. I needed to send my school -- my child -- my</p>
<p style="text-align: right;">Page 43</p> <p>1 there are children with delays and disabilities who 2 might be at that point in their development. And 3 rather than talk to parents about, "Well, they're 4 still at beginning steps for three, they haven't 5 moved, they haven't moved," we can give parents a 6 real understanding of their child's progress over 7 the year, no matter where they start on that rubric. 8 Yes? 9 COMMISSIONER ARMBRUSTER: Is it okay to 10 ask? 11 MS. MARY E. DANNENBERG: Please. 12 MS. CATHERINE QUICK: Yes. 13 COMMISSIONER ARMBRUSTER: So I know the 14 3Y4Y is taught by a licensed teacher. 15 MS. CATHERINE QUICK: Yes, in these 16 programs. 17 COMMISSIONER ARMBRUSTER: But what about 18 the others? 19 MS. CATHERINE QUICK: Some of them do. 20 Head Start has -- they have a -- I guess, a statute 21 that some of theirs have to be certified teachers, 22 licensed teachers. In childcares, they do not. But 23 some may. I -- but with PED, it's licensed. 24 COMMISSIONER ARMBRUSTER: In a school, 25 whether it's a charter school or a traditional</p>	<p style="text-align: right;">Page 45</p> <p>1 youngest child to school at three. And I couldn't 2 find anything. But my high school, Jefferson High 3 School in El Paso, had an early childhood center 4 where the majority of their assistants were 5 students. 6 It was -- in fact, they built it right 7 next to the school, within the school. And they had 8 20, 30 kids; I can't remember. But all those young 9 men and women that were going to class -- because 10 their class was taught at the -- at the summer. And 11 there was a young man that talked to me about my 12 child's level of behavior. He was too far behind. 13 And I understood that. That's why I had 14 to send him to school. But I was amazed at how much 15 he knew about early childhood education. He 16 eventually became a teacher and went on teaching. 17 MS. CATHERINE QUICK: We are working with 18 colleges, with the higher education. And we are 19 wanting them to start looking at dual credit. Some 20 schools already do high schools; but there's many 21 that don't. If you could get them and they know 22 that's what they want to do, let's go ahead. 23 They are also available for scholarships. 24 Once they graduate high school, they can enter into 25 the public schools if they like and start working as</p>

<p style="text-align: right;">Page 46</p> <p>1 an EA, but keep going in a scholarship program to 2 get their education.</p> <p>3 COMMISSIONER ARMBRUSTER: So where does a 4 person go to get this dual certification? Is it 5 online? I mean, if you're in Las Cruces, you're not 6 going to UNM, you know.</p> <p>7 MS. MARY E. DANNENBERG: There's lots of 8 online programs. You mean, for the special 9 education teacher as well?</p> <p>10 MS. CATHERINE QUICK: If you're doing dual 11 credits, like for kiddos that are in -- in high 12 school, still, that's up to the -- the college 13 that's allowing those -- and the school that is 14 working with the colleges, too, to allow that dual 15 credit.</p> <p>16 If it's a person that's already in the 17 early childhood field and they want a scholarship, 18 ours is housed out of REC IX.</p> <p>19 THE CHAIR: But do all of the colleges of 20 education have a pre-K program in New Mexico?</p> <p>21 MS. MARY E. DANNENBERG: Yes, to a certain 22 level. The community colleges all have online 23 programs for educational assistants to become 24 certified. New Mexico State, UNM, Eastern, Western 25 all have online programs for EAs or for anyone to</p>	<p style="text-align: right;">Page 48</p> <p>1 taking classes. Because they're a certified 2 teacher, we will allow them to start, as long as 3 they make that commitment to keep going.</p> <p>4 MS. CATHERINE QUICK: So that's for the 5 EAs, six credits a year. But if they're already a 6 licensed teacher, they are required to take 12 7 credits.</p> <p>8 COMMISSIONER ARMBRUSTER: If they're 9 already a teacher -- a licensed teacher and they 10 have to get 12 credits a year, I want to know how 11 many credits is that altogether?</p> <p>12 MS. CATHERINE QUICK: That, I am not 13 completely sure of. Some of the programs -- some of 14 the classes, they're going to be able to bypass if 15 they've had both beginning classes. To go from a 16 regular or general education teacher to special 17 education, there's a couple of programs that we have 18 to offer for special education classes.</p> <p>19 MS. MARY E. DANNENBERG: Twelve hours.</p> <p>20 MS. CATHERINE QUICK: Twelve hours. So 21 anywhere from 12 to 21, depending on their 22 transcripts.</p> <p>23 MS. MARY E. DANNENBERG: Uh-huh.</p> <p>24 MS. CATHERINE QUICK: I'm ignoring you 25 all. I'm sorry.</p>
<p style="text-align: right;">Page 47</p> <p>1 get their bachelor's.</p> <p>2 COMMISSIONER ARMBRUSTER: But a licensed 3 elementary teacher, a licensed elementary teacher 4 who says, "Oh, yeah, I would like to work with 3 or 5 4 year olds" -- or 4-year-olds, whatever -- where 6 does that person go to get a dual certification?</p> <p>7 MS. CATHERINE QUICK: If they're early 8 childhood certified, and they want a special -- 9 education --</p> <p>10 COMMISSIONER ARMBRUSTER: Let's just say 11 they're elementary certified.</p> <p>12 MS. CATHERINE QUICK: They submit to the 13 REC IX. They work with the Pre-K coordinators. 14 They have coordinators. We have coaches in the 15 schools that support the teachers. So they just 16 work through their system to get enrolled.</p> <p>17 MS. MARY E. DANNENBERG: And they have to 18 take six credits a year, six -- you know. So that's 19 two classes a year. But they can usually get an 20 alternative licensure as long as you're taking 21 classes.</p> <p>22 So if you're an elementary teacher, 23 they're teaching in a 4Y program or a pre-K program 24 and they want to stay there, and they want to get 25 their early childhood license, they need to start</p>	<p style="text-align: right;">Page 49</p> <p>1 MS. MARY E. DANNENBERG: Did we do 2 curriculum?</p> <p>3 Okay. We just wanted to point out that we 4 request -- we ask our programs to use evidence-based 5 curriculum. It has to have strong external evidence 6 of positive impact on improving child outcomes. And 7 it has to be independently researched.</p> <p>8 So there's a famous cartoon about a father 9 walking into a classroom. The kids are just 10 everywhere, and said, "Oh, they're just playing." 11 They're really not just playing. They're 12 learning all those things we just talked about in 13 the early childhood indicators. They're doing math. 14 They're playing with their friends, their social 15 communication.</p> <p>16 But we ask our programs and our districts 17 to come -- to either purchase or have curriculum 18 that's evidence-based.</p> <p>19 FOCUS. FOCUS is the pink one. FOCUS is 20 our program standards, what we go by, what we ask 21 schools and programs in districts to follow. And 22 what we verify every two -- once a program is in 23 place for two years, we verify those teachers. We 24 verify that they're following the FOCUS guidelines. 25 We verify that they're -- we check their -- their</p>

<p style="text-align: right;">Page 50</p> <p>1 data from the assessment, their lesson plans. We go 2 visit their school, and we verify that they're a 3 five-star teacher. So -- so it's serious. 4 MS. CATHERINE QUICK: [Inaudible.] If 5 they don't meet the five-star, then we move in and 6 we support. We help them figure out what they need 7 to get there. 8 MS. MARY E. DANNENBERG: Right. This is 9 just some of the information that's in the FOCUS 10 guidelines. We follow the -- the program standards 11 and quality standards that are in FOCUS. These 12 children need to be four by September 1st. 13 We have two types of programs. We don't 14 go daily or weekly; we go by year: 900-hour 15 programs are extended day programs. 450-hour 16 programs are half-day programs. And that's for the 17 year. 18 We ask -- we ask administrators to ensure 19 that each preschool classroom documents hours. And 20 [inaudible] requires 90 hours of family engagement a 21 year, that we do home visits at the beginning of the 22 year; we do parent-teacher conferences three times a 23 year; and then the remaining amount of time is made 24 up by literacy nights, math nights. 25 MS. CATHERINE QUICK: Field trips.</p>	<p style="text-align: right;">Page 52</p> <p>1 track that by school or by student? By student? 2 MS. CATHERINE QUICK: By classroom. The 3 parent engagement, all classrooms must have 90 hours 4 of family engagement. 5 COMMISSIONER VOIGT: What if those 90 6 hours consist of engagement by four parents? How do 7 you distribute that? 8 MS. CATHERINE QUICK: Parents running the 9 training? 10 COMMISSIONER VOIGT: No. No, no, no. 11 What if those 90 hours are only participated by four 12 parents? So how do you make sure that every kid's 13 parents is being involved at some level? 14 MS. CATHERINE QUICK: Every parent must be 15 invited. If they can't, they count a field trip -- 16 and I don't know how much we can control that if the 17 parents don't show. I think we have really good 18 family engagements. 19 COMMISSIONER VOIGT: Usually parents are 20 eager to be involved. I was just wondering how you 21 all track that. 22 MS. MARY E. DANNENBERG: When we have 23 little ones, we have a higher level of parent 24 engagement, I think. 25 MS. CATHERINE QUICK: We do ask them to</p>
<p style="text-align: right;">Page 51</p> <p>1 MS. MARY E. DANNENBERG: Field trips, 2 anything that engages families in this whole -- 3 MS. CATHERINE QUICK: They all must be 4 tied to our certain indicators, how all families 5 learn how to help their children, and also how are 6 they going to support that child's learning. We 7 don't pay for activities unless it's rich with 8 learning. 9 We also do prevention. We do health 10 screenings. Every child receives a health screening 11 by a school health-care professional or a private 12 provider within the first three months of 13 attendance. 14 And we know that dental care is one of the 15 big things. We don't ask them to go to a dentist 16 unless we see problems. But we ask the nurse to 17 look, because we know that the bacteria that comes 18 up inside -- you know, with dental problems, causes 19 later deterioration of your organs, heart disease, 20 all of those things. So we're really trying to be 21 preventive as well. 22 And then we also require developmental 23 screenings. 24 COMMISSIONER VOIGT: I have a quick 25 question. On the parental engagement piece, do you</p>	<p style="text-align: right;">Page 53</p> <p>1 submit sign-in sheets. So when they have a request 2 for reimbursement, we ask for the agenda, making 3 sure that they invited everyone, sign-up sheets. 4 COMMISSIONER VOIGT: And they know what's 5 going on. 6 MS. CATHERINE QUICK: Yes. 7 THE CHAIR: So this is something that at 8 the end of the year, the school has to submit to -- 9 MS. CATHERINE QUICK: Part of the 10 verification process. 11 THE CHAIR: Which is done -- that's not 12 part of that two-year -- 13 MS. MARY E. DANNENBERG: It is part of the 14 two-year, but they have to submit what kind of looks 15 like a desk audit every year and their progress. 16 So -- but then we go out to actually verify every 17 two year- -- or when a program or a teacher -- last 18 year was the pilot verification, so we asked for 19 volunteers. This year, we've started verifying and 20 we're still kind of asking if they feel like they're 21 ready. 22 Do you know what I mean? We're not going 23 to let people go too far, but just to make sure that 24 they feel that they're ready so it's a successful 25 experience for everybody.</p>

<p style="text-align: right;">Page 54</p> <p>1 MS. CATHERINE QUICK: Up until this year, 2 we have 30 -- 28 to 32 coaches that work with all of 3 our programs. And so they were instrumental in 4 making sure and supporting the districts. We have 5 since then moved to practice-based coaching. We're 6 really honing in on the practice of the teacher. 7 The teacher is in charge of it. And we have 8 guidelines that go along with that. 9 So we have a menu of practices. And 10 they're high-quality kid-based practices. And they 11 get to choose. They might say, "Well, here's my 12 data. I'm really low in rhyme. I'm really low in 13 this. These are the areas I want to work on." 14 And then they have a manual of practice 15 that they go to and choose what they want to work 16 on. And then they have coaching support. It's a 17 big relationship of trust between the -- our coaches 18 and our teachers. And they get to choose what they 19 share with their principals as far as -- you know, 20 because teachers have to -- they have to meet 21 standard -- or teacher competencies. 22 And so it's been pretty wildly successful 23 in that there's like, "Ooh, I can use this." And 24 they send it to the principal. So they're also 25 sharing and they're growing. There's actual growth.</p>	<p style="text-align: right;">Page 56</p> <p>1 COMMISSIONER VOIGT: Does that data also 2 follow them into their first years in primary 3 school? 4 MS. MARY E. DANNENBERG: Not at the 5 moment. It follows, because the -- the kindergarten 6 teachers do something called the "kindergarten 7 observation tool" at the beginning of the year, and 8 those two kind of track. The data coming from first 9 and second and third grade is different data; so 10 it's apples and oranges. You're looking at testing 11 versus observational data. 12 So -- I mean, they can have that; but 13 they're only going to get that kindergarten snapshot 14 at the beginning, and then kindergarten uses other 15 assessments after that. 16 COMMISSIONER VOIGT: It seems like in the 17 kindergarten years, starting in K, that the pre-K 18 skill sets they're learning, like cooperation, 19 communication would be valuable for their incoming 20 kindergarten teacher. 21 MS. MARY E. DANNENBERG: Absolutely. 22 MS. CATHERINE QUICK: They do have the 23 KOT. They have that assessment. We ask for the 24 teachers to pass the end-of-year information of the 25 growth that they've made so that kindergarten</p>
<p style="text-align: right;">Page 55</p> <p>1 COMMISSIONER CABALLERO: So how is the 2 program able to deal with the Hispanic 3 Spanish-speaking monolingual child? 4 MS. CATHERINE QUICK: So if you don't 5 mind, we will get to that. 6 MS. MARY E. DANNENBERG: We're getting 7 into the practice-based coaching, too. It might 8 be -- and my presentation is mixed up. 9 Let me talk real quick about ECOT, which 10 is our early childhood education tool. It's the 11 Early Childhood Observation Tool. Teachers go in 12 there. That way, they can present family summary 13 reports. They have beautiful graphs. You like 14 color? Beautiful graphs. 15 For parents, the family summary report is 16 online. And it doesn't go into ECOT. But we get 17 parent input at each of those and keep that for the 18 next one so we can look at progress. 19 At the end of the year, those -- the 20 beginning-of-the-year data versus the 21 end-of-the-year data can be put on a growth report 22 and follow that child to kindergarten. So the 23 teacher in kindergarten knows where there may be 24 struggles or where there are -- you know, causes to 25 celebrate.</p>	<p style="text-align: right;">Page 57</p> <p>1 teachers -- we don't want them to start over. We 2 want them to keep going. 3 COMMISSIONER VOIGT: Build on those soft 4 skills that could be strengths moving into 5 elementary school. 6 MS. MARY E. DANNENBERG: The KOT and the 7 ECOT aligns a lot more closely, so they get a 8 beginning baseline kind of idea as they start 9 kindergarten. 10 MS. CATHERINE QUICK: Okay. 11 MS. MARY E. DANNENBERG: Trainings. All 12 administrators, pre-K teachers, and EAs are required 13 to have seven trainings. We do the Early Childhood 14 Environmental Rating Scale, which is ECERS. It's a 15 book of standards for early childhood environments. 16 It includes everything from how many square feet per 17 child you must have, how far away your slide has to 18 be from your swings. 19 MS. CATHERINE QUICK: How to set up your 20 classroom to produce engagement. Because there is a 21 way that you can have chaos, and there's a way that 22 you can have engagement. And so they have many, 23 many supports. 24 MS. MARY E. DANNENBERG: We do training on 25 intentional teaching, which is something our coaches</p>

<p style="text-align: right;">Page 58</p> <p>1 have put together to kind of ramp all the teachers 2 up on all of this information. We do two amazing 3 trainings. One is called "LETRS." It's Language -- 4 LETRS. 5 MS. CATHERINE QUICK: Language -- 6 MS. MARY E. DANNENBERG: ...and Spelling 7 for Teachers of Reading. 8 MS. CATHERINE QUICK: It's amazing. It's 9 all about how the child's brain takes in information 10 and when is a good time to start your language 11 development. It's before they were ever born. If 12 they are born -- a child who might be born deaf, by 13 the time they're born, they're five months behind, 14 it covers all of that, and what strategies, what 15 evidence-based strategies there are, all in play. 16 There's a lot of song, a lot of rhyme; 17 it's just basic foundations that a lot of kids are 18 missing. And as a special education teacher, when I 19 have kids that are on IEPs up in the upper grades, 20 those foundational skills were what was holding them 21 back; that's what was missing. And that's what our 22 kids get in pre-K. 23 MS. MARY E. DANNENBERG: So it's not a 24 curriculum for kids; it's strategies for teachers. 25 It's a framework and strategies for teachers.</p>	<p style="text-align: right;">Page 60</p> <p>1 good. 2 COMMISSIONER CABALLERO: Pretty good. 3 MS. CATHERINE QUICK: For this, I promise. 4 My last name is "Quick." We'll see if I 5 can live up to it. 6 For the implementation of Pyramid, I was 7 walking into doing a site visit in a preschool 8 program. And as I was just there looking through 9 documents and going through, watching what was going 10 on in the classroom, watching the interactions. 11 I hear a commotion behind me. And on the 12 other side of the room, there -- the teacher was 13 working with a group of kids. Kids were everywhere. 14 They were in their centers, and they were just 15 engaged. 16 And the commotion hits. And a little girl 17 from the other side of the room goes, "Oh. I hear a 18 problem." 19 And the little boy that was causing the 20 commotion, says, "It's me." 21 And he runs across to our Pyramid tool 22 kit. And on there are behaviors that we don't want 23 to engage in. And they know why. And on the other 24 side is a replacement behavior. And he says, "Gosh, 25 I was doing this. And it's not good because... . I</p>
<p style="text-align: right;">Page 59</p> <p>1 I know of some districts are using the 2 higher levels of LETRS. And we have actually -- we 3 actually are training Bloomfield with several 4 teachers and an SLP. And the SLP came out of the 5 training saying that was the best stuff she'd ever 6 seen for teachers. So -- because it goes into how 7 you produce sounds in your mouth. I mean, it's to 8 that detail for teachers. 9 The other one is Pyramid Consortium 10 training. Pyramid is social-emotional strategies 11 for teachers, all the way from how you set up your 12 classroom to the most challenging pyramid, like a 13 pyramid. So the strong base that you put together 14 for your -- all of your students all the way up to 15 those really challenging behaviors. 16 Our coaches in that manual of practices 17 that Catherine was talking about, that's what we ask 18 them to coach on, literacy strategies and Pyramid. 19 Those are the two areas right now that teachers are 20 picking from to strengthen a practice. 21 MS. CATHERINE QUICK: I have a beautiful 22 story. Do we have time? It's not long. 23 THE CHAIR: We hear that all the time. 24 MS. CATHERINE QUICK: I promise. 25 MS. MARY E. DANNENBERG: She's pretty</p>	<p style="text-align: right;">Page 61</p> <p>1 think I'm going to replace it with this one." 2 And he runs back to his center and begins 3 again, and the whole class cheers him on. "Way to 4 go. What a good choice." 5 No shame. No nothing. And he was so 6 proud. And they were so proud of him. It's just a 7 beautiful story. That was really quick. 8 We also do a Pyramid framework training of 9 the trainers so that our coaches are trainers. So 10 they know how to work with kids. And we do full 11 participation, each child, and that means including 12 every child. And it doesn't necessarily mean 13 they're on an IEP. Child of -- every child, no 14 matter what their needs, different cultures, 15 different languages; it's the full participation of 16 each child. 17 All right. Culture and language. So we 18 do. That is one of the verifications that they 19 honor: Children's culture and families -- culture 20 and language. They have to have a program and an 21 environment with materials that reflect each child's 22 culture and language and their identity, and up to 23 their community. 24 So if it's a farming community, we want to 25 see farming types of things; and, you know, just</p>

<p style="text-align: right;">Page 62</p> <p>1 honoring everything that they're all about. 2 This year, we are becoming a WIDA state. 3 MS. MARY E. DANNENBERG: We already have 4 them in K-12; but we're joining on the early years 5 part. So 2-and-a-half through 5. 6 MS. CATHERINE QUICK: So we will be going 7 through training about -- that even goes along with 8 our TESOL endorsement, teachers with children with 9 different languages. So WIDA is going to help us 10 with that. WIDA encompasses the culture and the 11 language and how to move those children forward 12 while honoring who they are and what they speak. 13 MS. MARY E. DANNENBERG: Our newest pre-K 14 teachers will do five modules of training. Then 15 they have the access to an online database of 16 enormous size, of resources, research, activities, 17 anything you can think of. We are also extending 18 that to other community programs; so... 19 MS. CATHERINE QUICK: I was going to say, 20 once we become a WIDA state, every program has 21 access to it. 22 MS. MARY E. DANNENBERG: Everybody gets 23 it. 24 COMMISSIONER CABALLERO: So we are not yet 25 a WIDA state?</p>	<p style="text-align: right;">Page 64</p> <p>1 year, Mescalero and Des Moines and all those guys, 2 without actually being there every two weeks. They 3 get a 30-minute debrief. It's private. Their 4 administrator does not have access to it unless they 5 want them to have access to it. 6 So they have the freedom to fail. They 7 have the freedom to learn. If they want to show it 8 to them to follow those domains for their teacher 9 evaluation, they're free to share all of their 10 successes with their principal so that they can kind 11 of mark themselves as [inaudible] teachers. 12 Okay. 13 MS. CATHERINE QUICK: So this is from 14 special education. And Deborah [inaudible] wanted 15 to make sure that this was included. 16 So if you have, in your charter schools 17 and kindergarten program, they must be prepared to 18 offer preschool under Child Find for children from 3 19 to 21. And that's I think where School of Dreams 20 started, and now they're entering into the 21 New Mexico PreK. 22 MS. MARY E. DANNENBERG: And that slide is 23 also -- 24 COMMISSIONER RAFTERY: Is this where you 25 do, like, the Down Syndrome kids who are entering</p>
<p style="text-align: right;">Page 63</p> <p>1 MS. MARY E. DANNENBERG: We are a WIDA 2 state for K-12. We are now an early years WIDA 3 state, as well. 4 This is the practice-based coaching that 5 Catherine was talking about. We have some coaches 6 who are internal as part of their district. We have 7 coaches that are based at UNM CDD, Center for -- 8 MS. CATHERINE QUICK: Development and 9 Disabilities. They all train together. They -- in 10 our trainings, they have to take tests that show 11 that they have accomplished the material so that 12 they can share it and support teachers. 13 MS. MARY E. DANNENBERG: They do two-week 14 coaching cycles. That seems pretty quick. We cover 15 the whole state, called ZOOM, and through something 16 called TORSH Talent, which is an online 17 back-and-forth system. Teachers can upload videos 18 of themselves. They pick an item on a menu. "I'm 19 going to work on transitions. I cannot get this 20 little guy to line up and go with us." 21 They do videos. They can turn on their 22 iPad and let it run. They show that video; can be a 23 10-second video. And they -- or not. And they can 24 go back with their coach. 25 So we can reach Animas and Hobbs and, this</p>	<p style="text-align: right;">Page 65</p> <p>1 the school? Is this the program? 2 MS. CATHERINE QUICK: These are for all 3 children, yes. And we want -- there's actually so 4 much evidence out there. Not every child will go 5 into a regular program. We do have some programs 6 that are fully inclusive programs. And most kids 7 are making massive -- massive progress. But there 8 might be a child who can't tolerate that. 9 But the whole -- the whole reason that we 10 have special education is for supports. So by the 11 end of that school year, we hope that every child 12 will be in an inclusive program. So this is for all 13 children. 14 MS. MARY E. DANNENBERG: And I apologize. 15 You absolutely can't see that. 16 MS. CATHERINE QUICK: You can't. So what 17 I did was schools are struggling with funding. And 18 so what we're saying is that you can bring funding. 19 We expect all Title I, our 619, which are our 20 special education classes, and our New Mexico PreK 21 all follow the same set of standards. We don't want 22 it any different. 23 They all get the general ed curriculum 24 with supports if they need it. And this is just 25 kind of a -- so in a training that I participated</p>

<p style="text-align: right;">Page 66</p> <p>1 in -- and it came from our Office of Special 2 Education Programs nationally -- they're saying that 3 a 3-to-1 ratio is where children are making the best 4 progress. And that's three children without IEPs to 5 one child with an IEP. 6 And in our really stellar programs, our 7 kids are making anywhere from one to two years' 8 growth in one school year, all of them, especially 9 our kids on IEPs. They are all making that amount 10 of progress. 11 MS. MARY E. DANNENBERG: We've been doing 12 a lot of tracking of that this week. And it's 13 amazing to see some of these coming in at First 14 Steps for 3s, and ending up making progress for a 15 four-year-old as -- or a First Steps for 16 kindergarten. They've just caught up from -- in 17 inclusion, they get those language and social skill 18 models with peers who are typically developing. So 19 they get that extra support from the teachers and 20 the students. 21 MS. CATHERINE QUICK: Yes. And the chart 22 also shows that if you go to, like, a 50/50 model, 23 it's actually more expensive. So that's 50 percent 24 of children with IEPs and 50 percent of children 25 without. It is more expensive. You need more</p>	<p style="text-align: right;">Page 68</p> <p>1 started pulling other parents in, going, Hey, I 2 know, because we play together, our kids play 3 together, your kiddos have the same problem, come 4 with me, and they'd take them to the parents' 5 center. 6 COMMISSIONER VOIGT: These parents are 7 going to be really young, when you're looking at 8 parents of pre-K. So it would be great to have some 9 type of model. 10 MS. CATHERINE QUICK: 90 engagement hours. 11 That's part of it. We ask for teachers to support 12 parents. With our Pyramid, if they take the 13 ePyramid training, a lot of our trainings have moved 14 to online with facilitators, because we want to 15 honor the teachers and principals who can't leave 16 their setting. They need to be there. Children 17 need to be there, and we need education to keep 18 going. 19 So we have online modules. When they take 20 that online module for parent ed, which is 21 social-emotional, they incorporate the parent 22 modules in there. And those are four -- there's 23 four sections. And they go with different sessions. 24 Each one has sessions in it. And we ask them to 25 present that as part of their family engagement.</p>
<p style="text-align: right;">Page 67</p> <p>1 adults in the classroom; where in this 3-to-1 ratio, 2 what happens is your peers bring this child along 3 five days a week, or four, however many days they 4 attend. 5 But if they only have services a couple of 6 days a week, that's all they get. But in an 7 inclusive program, everybody picks up on every 8 strategy, including our kids with needs. And they 9 support each other. 10 MS. MARY E. DANNENBERG: I used to tell my 11 pre-Ks that there were 18 teachers in this room, not 12 one. And they took that to heart. They knew there 13 were 18 teachers in that room, and they helped each 14 other. I think that's it. 15 MS. CATHERINE QUICK: I think it is. 16 COMMISSIONER VOIGT: I just have just one 17 other question. So within this -- within these 18 initiatives, what kind of supports do you offer to 19 the parents on, like, nutritional advice? 20 MS. CATHERINE QUICK: So that is for 21 schools to do. We have a school that has a parent 22 education center that is amazing. And that, when it 23 first started, it started with a couple of retired 24 teachers that were doing it. And, really, they were 25 there for the better good. Pretty soon parents</p>	<p style="text-align: right;">Page 69</p> <p>1 And it's all about -- 2 COMMISSIONER VOIGT: The parents complete 3 the module? 4 MS. MARY E. DANNENBERG: They can go to 5 the module. The Pyramid Consortium has developed 6 PowerPoint handouts and the evening of 7 Social-emotional Curriculum for Families. You get 8 the script; you get the PowerPoint, and teachers and 9 administrators can run it with very, very little 10 prep. 11 COMMISSIONER VOIGT: So if the family 12 doesn't have Internet at home, they can always -- 13 MS. MARY E. DANNENBERG: They work on a 14 community night, where people can come and meet and 15 be together. 16 MS. CATHERINE QUICK: That's part of the 17 program for public schools, anyway. We're there to 18 help families as well. So even all the way up to 19 high school, if parents came in to me, that's just 20 part of our mantra. We help families. 21 COMMISSIONER VOIGT: Nice. Thanks. 22 THE CHAIR: So you touched a little bit on 23 the facility piece in terms of, you know, there's 24 certain square footage that has to be -- there has 25 to be, I'm assuming, a bathroom in the classroom.</p>

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1 Right? Right. That, I think we all get. But you
 2 also mentioned something about playground equipment.
 3 MS. MARY E. DANNENBERG: There is -- there
 4 are -- ECERS -- it's a rating tool that's nationally
 5 recognized and accredited -- that -- and there are
 6 just certain square footages between things, between
 7 swing sets. And you have to have 9 feet around your
 8 slide.
 9 MS. CATHERINE QUICK: ADA-friendly.
 10 MS. MARY E. DANNENBERG: ADA-friendly.
 11 COMMISSIONER VOIGT: All the playground
 12 contractors know that stuff anyway.
 13 THE CHAIR: But it could be possible
 14 that -- and I'm just -- that if a school said, "Oh,
 15 we've got a park right by us, so we're good, because
 16 we can take the kids to the park," that wouldn't
 17 necessarily be so.
 18 Or if I have already -- because you
 19 mentioned before, schools that have kindergarten
 20 programs should be prepared to have the pre-K
 21 program. So I have this playground equipment
 22 because we have the K program, that doesn't
 23 necessarily mean they're going to have the
 24 appropriate standards for that equipment with the K
 25 kids that they would with that pre-K program.

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1 MS. CATHERINE QUICK: So they could use
 2 their New Mexico PreK funds. And it really depends
 3 on how big or how wide they spend their money. But
 4 if they spend wisely, they usually have enough left
 5 over to do playgrounds.
 6 Upgrades. They can expand. They can
 7 replace the bottom, or they can build program. And
 8 we do have --
 9 THE CHAIR: So two things with that. Are
 10 they required -- are they required -- they're
 11 required to have playgrounds? Or no? Just green
 12 space? Or not even?
 13 MS. CATHERINE QUICK: I don't know.
 14 THE CHAIR: Please tell me they're
 15 required to have some sort of outdoor space.
 16 Please.
 17 MS. CATHERINE QUICK: In that part of that
 18 450 or 900 hours is outside time. And it must be
 19 educational. So the teachers are always enriching
 20 language, talking -- if they're in a slide, they're
 21 talking about the slope or the incline or whatever.
 22 So they do -- it is required to have
 23 outdoor time.
 24 THE CHAIR: But not necessarily playground
 25 equipment.

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1 MS. CATHERINE QUICK: I don't think we've
 2 ever run across that. We've never run across
 3 somebody who doesn't have playground equipment,
 4 which is in ECERS that we're required to follow. We
 5 fund per child. A full extended day is \$7,000 per
 6 child; a half-day program is \$3,500. Depending on
 7 the make-up of your staff, you could have Level 1
 8 teachers or Level 3 teachers. There is
 9 discretionary money in there.
 10 By March and April, we're getting requests
 11 from districts to put in construction and to add
 12 playgrounds. They want to. They're trying to.
 13 MS. CATHERINE QUICK: Sorry.
 14 THE CHAIR: So someone had mentioned to me
 15 that if you used your pre-K money to do whatever
 16 modifications that you need to make, that only the
 17 pre-K kids can make use of that equipment, that your
 18 K kids couldn't, which -- because -- so I'm just
 19 throwing it out there and asking, because that's
 20 like -- well, that's what I'm thinking. "Get that
 21 kid off the slide, because, no, it wasn't your
 22 money." But, so that's -- you know.
 23 MS. CATHERINE QUICK: I think anything
 24 similar to that that we run across -- and if they
 25 use capital outlay, capital outlay pre-K money to

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1 build a classroom, then only pre-K kids can be in
 2 that classroom.
 3 THE CHAIR: I get that.
 4 MS. CATHERINE QUICK: That might be the
 5 only thing we've run across. Because if they use
 6 the grant money for the playground, then only the
 7 pre-K program can use that playground equipment.
 8 MS. MARY E. DANNENBERG: We have never run
 9 into that, no.
 10 (Reporter cautions.)
 11 COMMISSIONER ROBBINS: In pre-K and
 12 kindergarten, the regs are being modified to require
 13 fenced areas for those playground areas, separate
 14 from the fencing of the school itself. So the pre-K
 15 and the K play areas would have to have separate
 16 fencing from the outer fencing. That is a safety
 17 consideration that is in the modified regs that are
 18 being worked on right now.
 19 THE CHAIR: Right now, they could be --
 20 okay. So...
 21 COMMISSIONER ROBBINS: They're not
 22 required to be fenced. But that is going to be
 23 required to be a fenced area.
 24 THE CHAIR: But my question is, is it
 25 still -- is it currently required to be within a

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<p>1 perimeter fencing space? Not necessarily fenced, 2 but does it have to be currently -- does that 3 playground equipment need to be within a -- you 4 know, the outer -- the whole facility has the 5 perimeter fencing that schools have, what if -- 6 COMMISSIONER ROBBINS: If they go to a 7 public park, and it's not a fenced -- separately 8 fenced protected area, that wouldn't be counted as a 9 kindergarten or pre-K playground. 10 MS. MARY E. DANNENBERG: That's a field 11 trip. It's a field trip. 12 THE CHAIR: Because they can't make a trip 13 that -- regularly as their playground equipment, 14 because it doesn't comply with -- 15 MS. CATHERINE QUICK: There's safety 16 requirements, for sure, there, some equipment for 17 older kids that little ones get hurt on. 18 COMMISSIONER CRONE: One of the services 19 NMPSIA provides is some of the older buildings are 20 not up to standard. And so we hire an agency that 21 would go and examine the equipment and make 22 recommendations for -- can't have just dirt, for 23 instance. 24 THE CHAIR: Right. Right. Thank you. 25 MS. MARY E. DANNENBERG: We will get you a</p>	<p>1 have an answer for that right now. 2 And I think we were looking to get clarity 3 and get an answer; because I don't know -- I'm 4 assuming, after some of what you've said, that it's 5 the head administrator of the school that's doing 6 the evaluations of those pre-K -- 7 MS. MARY E. DANNENBERG: Of the teachers 8 for the teacher evaluation system, yes. 9 THE CHAIR: Correct. Right. So... 10 COMMISSIONER CABALLERO: Madam Chair? 11 THE CHAIR: Yes. 12 COMMISSIONER CABALLERO: I don't want to 13 muddy the water. But are we going to have to have a 14 separate Memorandum of Understanding with another 15 department? Because I -- 16 THE CHAIR: No, no. 17 COMMISSIONER CABALLERO: No. 18 THE CHAIR: No, because they're part of 19 PED. 20 COMMISSIONER CABALLERO: So is the 21 Division -- 22 THE CHAIR: Our Memorandum of 23 Understanding is with PED, not with -- not with CSD. 24 So the Memorandum of Understanding would fall under 25 that, because they're part of PED. We don't have a</p>
<p>1 copy of ECERS, the document I'm talking about. 2 We'll get it to you. I don't have it 3 electronically; but we will make sure you get a 4 copy. 5 THE CHAIR: Thanks. 6 COMMISSIONER VOIGT: Thank you. Very 7 informative. 8 THE CHAIR: So -- but we still have -- I 9 mean, please feel free if you want to sit down. But 10 it's whatever you're most comfortable with. And 11 we've got a number of folks that have pre-K 12 programs, or will be having pre-K programs in the 13 audience; because we said we were going to have this 14 greater conversation. Because I guess there's a lot 15 of questions that we have in terms of how this all 16 works within what we know of as a charter school. 17 Because for a number of years we were 18 told, "Well, they're not students; therefore, you're 19 hands-off and you don't have anything to do with 20 them." 21 But the concern is there are potentials -- 22 or are there potential implications if the pre-K 23 program goes awry, and it could -- it may be 24 financial. How does that implicate the charter of 25 the school? So -- and we don't have -- we don't</p>	<p>1 Memorandum of Understanding with CSD. It's with 2 PED. 3 COMMISSIONER CABALLERO: So with the 4 relationship with PEC and PED, should it include -- 5 THE CHAIR: Components of -- 6 COMMISSIONER CABALLERO: -- early 7 childhood -- 8 THE CHAIR: That's what we're trying to 9 look at now. 10 COMMISSIONER CABALLERO: -- clarifying 11 that we need to further clarify it in that manner? 12 THE CHAIR: It's possible there might be a 13 piece. I don't know. I think -- and you can answer 14 this better -- that that Memorandum of Understanding 15 would most likely cover anything that -- in terms of 16 the relationship between PED and the PEC. 17 COMMISSIONER CABALLERO: It's very 18 specific for the Division. 19 THE CHAIR: Would we have to add another 20 point solely for pre-K? I don't know. 21 MS. AMI JAEGER: I don't know yet. But 22 just, for example, because our current charter 23 contracts require site visits and things like that, 24 it might be more about sharing data and making 25 recommendations; so that when your Division goes and</p>

<p style="text-align: right;">Page 78</p> <p>1 does the site visit, it would be reported to us the 2 same way that CSD reports the site visit 3 information. So that under the charter contract, we 4 talked about site visits. If there's an early 5 childhood or pre-K program, there is that 6 collaboration. 7 COMMISSIONER CABALLERO: There is a -- I'm 8 sorry, Madam Chair. 9 THE CHAIR: That's okay. 10 COMMISSIONER CABALLERO: There are 11 implications with having those programs within the 12 charter school facility that may impact the school 13 and, therefore, our relationship with PEC in 14 performance. And I don't know what that would be. 15 But one is the use of space. And I'm just 16 wondering whether we have to kind of anticipate and 17 clarify, Madam Chair, with plenty of time so that at 18 least we have a working system to work out little 19 kinks or issues that may arise. 20 Because this is a mandate of early 21 childhood. And we really should be at the forefront 22 of how we might deal with it. Otherwise, we're 23 going to find ourselves -- 24 THE CHAIR: That was our intention with 25 getting the information today and saying, "Let's --</p>	<p style="text-align: right;">Page 80</p> <p>1 THE CHAIR: Yeah. Yeah. 2 MS. CATHERINE QUICK: If I might -- going 3 back -- and this is a different MOU. So right now, 4 when School of Dreams entered into, you know, having 5 their pre-K, in order to participate in the 6 transition from C to B, they did have to add 7 themselves onto the MOU between the Part C agency 8 and the Part B; agency, so they have their meetings 9 in order to get the list of children that would be 10 moving from C to B. 11 COMMISSIONER ARMBRUSTER: What are Cs and 12 Bs? 13 MS. CATHERINE QUICK: Part C is our 14 birth-to-3 program; so it's early intervention. And 15 then part B is our public school, 3 to -- well, it's 16 going to be 3 to 5 for grade school; but it's 3 to 17 21 is Part B. 18 COMMISSIONER ARMBRUSTER: Thank you. 19 MS. CATHERINE QUICK: You're welcome. 20 Sorry. 21 THE CHAIR: So I guess another question is 22 when the monies come in for the program, I'm 23 assuming there's a separate accounting that's -- 24 but -- so my question is if -- are there regular 25 reports to the governance council -- for instance,</p>
<p style="text-align: right;">Page 79</p> <p>1 let's see what we can find out. Let's see the 2 questions that we still continue to have going 3 forward, and, hopefully, be able to have a larger 4 discussion at our work session in August to say 5 well, what -- what do we need to do? What are the 6 implications? And is there even something -- not to 7 ask for more to be done at a site visit. But is 8 there something that -- because we go out -- CSD 9 goes out at least once a year. So is there 10 something that we could place on our site visit 11 protocol to make it easier for you, because there's 12 someone already out there?" 13 So if this is an easy thing to do, is 14 there something that we can populate into our site 15 visit and say, "Okay, we've done the check on this, 16 and we can share that information with you so that 17 it can -- you know, we can work together to make 18 this the best program and easiest on everyone." 19 MS. CATHERINE QUICK: So we did -- at one 20 point, we had a person through a Title I program, 21 and when she went out to do site visits, we gave her 22 forms to go through a check. But she met with us 23 regularly, too; so that, you know, we were all in 24 alignment in the same language. So I guess that's 25 just something that we'll continue to work on.</p>	<p style="text-align: right;">Page 81</p> <p>1 when the governance council finance committee meets, 2 if that's what you refer to it as, is the finances 3 of that pre-K program, is that included in the 4 finance committee's report so that the governance 5 council is, in fact, as the Board of Finance 6 overseeing that? 7 MR. MICHAEL OGAS: May I respond, 8 Madam Chair? 9 THE CHAIR: For the record. 10 MR. MICHAEL OGAS: Mike Ogas, School of 11 Dreams Academy. Those reports are included within 12 the overall financial reports that we receive. And 13 they're reviewed. It is a separate account. The 14 619 funds are accounted for separately as 406 funds, 15 as well, for special education. They are done 16 separately, and they're reviewed. With the 4Y 17 program that we just spoke of, those are accounted 18 separately. They will follow the guidelines of the 19 application in terms of how the expenditures are 20 done. 21 THE CHAIR: Thank you. I had another 22 question. Now I'll have to think about it, because 23 it came up -- so -- so I'm also assuming, then, that 24 the business manager for the school does all of the 25 POs and everything for -- for that program. So let</p>

<p style="text-align: right;">Page 82</p> <p>1 me -- because it's -- I get -- every time I say 2 something, I get another question. 3 The -- do you account in any way -- just 4 think of it -- do you account in any way for the 5 time that the business manager spends working on the 6 pre-K program, so that the funding for the charter 7 school actually is funding the salary for the pre-K 8 program? 9 MR. MICHAEL OGAS: Madam Chair, members of 10 the committee, not specifically like that. In the 11 old days when you had federal funds, they did ask 12 you to specifically set out, you know, time 13 sequences on that manner. We're not required to do 14 that. If we needed to do that, if it was a 15 requirement, we would. 16 It doesn't -- it's not -- it's just the 17 same as any other grant that we might have. For 18 example, the CSI grant or a Title I or IDEA B, it 19 all falls into the same type of process in terms of 20 how we purchase things and allocate funds. 21 THE CHAIR: Right. And I understand that. 22 But I guess that the road we're going down is if 23 there's -- if there's a failure in that system of 24 the pre-K, what implication does that have for the 25 charter of the school? Because that Board of</p>	<p style="text-align: right;">Page 84</p> <p>1 THE CHAIR: Well, at the very least, yes. 2 But what happens to that charter contract, you know. 3 So is it something that potentially we have to look 4 at an amendment to our contract so that it does 5 include that pre-K program? 6 COMMISSIONER VOIGT: You're holding space 7 for the pre-K and the original charter within the 8 same contract. Therefore, the oversight includes 9 the whole ball of wax. 10 THE CHAIR: Right now, it doesn't. 11 COMMISSIONER ARMBRUSTER: Madam Chair? 12 THE CHAIR: Yes. 13 COMMISSIONER ARMBRUSTER: If that -- I'm 14 not against that. But -- so I hope I'm wrong. 15 But -- so children who are at a school as -- at a 16 pre-K, do -- are they counted as students so that 17 all of those students who are in that pre-K 18 automatically become kindergarteners at that school, 19 and there's no lottery involved with that? Does 20 that make sense? 21 THE CHAIR: Well, I guess there's two 22 questions. If you're a traditional brick-and-mortar 23 school, do all of the kids that are in that pre-K 24 program, do they all go to that kindergarten in that 25 school?</p>
<p style="text-align: right;">Page 83</p> <p>1 Finance, that business manager, you know, that's 2 where -- that's -- you know. And I'm not 3 anticipating that we're going to have to go down 4 that road. But I think we have to look at what -- 5 you know, what if that program fails. 6 And I think someone, early on when we had 7 this conversation was, "Well, if the program isn't 8 working well, they'll just pull that grant funding." 9 And it's, like, I don't know how easy that 10 is. 11 So we're -- you know, we're looking at 12 what that -- what that relationship is between that 13 program, which is within that school, and the 14 charter contract that we have, and how much we 15 didn't know about what was going on there, and 16 what -- what, if anything, could or could not happen 17 based on that. 18 You know, if there's mismanagement in that 19 pre-K program and that pre-K program doesn't exist 20 anywhere in our charter, but it's that board of 21 finance who made the assurances to us about that 22 school, where does it -- you know, where does it all 23 fall out? 24 COMMISSIONER CABALLERO: The school would 25 have to reimburse.</p>	<p style="text-align: right;">Page 85</p> <p>1 MS. CATHERINE QUICK: If it's their zone 2 to go in. 3 MS. AMI JAEGER: Right. 4 MS. MARY E. DANNENBERG: If it's in their 5 district zone. 6 COMMISSIONER VOIGT: If it's a charter 7 school, if it's in their building, then they would 8 go -- kindergarten and -- 9 THE CHAIR: We've always been told 10 differently. Correct me if I'm wrong, Mike. We 11 were always told that because they're not students, 12 they can't -- they don't get the preference from 13 going from one grade to another, that they have to 14 enter into the lottery like everyone else, which 15 is -- am I correct? 16 MS. TERESA OGAS: Madam Chair, not 17 automatically. My name is Teresa Ogas, and I run 18 the Child Find preschool program at School of Dreams 19 Academy. 20 It doesn't happen automatically. A lot of 21 the families choose to go through Child Find to have 22 their kids screened at our school, or they choose to 23 apply because other programs are full at the 4Y 24 programs throughout the district, and so they are 25 applying at our school at our 4Y program.</p>

<p style="text-align: right;">Page 86</p> <p>1 So a lot of them may choose to go to the 2 other districts after they attend our program. So 3 not automatically will they go to our -- feed into 4 our kindergarten program. 5 THE CHAIR: Right. And I've got no 6 problem with that. I guess the problem -- the 7 problem is the opposite. And I'm going to speak 8 just for myself. If a child is in your pre-K 9 program -- 10 MS. TERESA OGAS: Yes, ma'am. 11 THE CHAIR: -- and the family decides that 12 they want their child to continue at your school 13 they should be able to continue that. And my 14 understanding is they haven't been able to because 15 they have to just go in the lottery with everyone 16 else, so your name may not even be picked. 17 That doesn't seem fair when you've been in 18 that pre-K program. 19 MS. TERESA OGAS: Right. Right. And so 20 they do. And they will be -- so they usually do. 21 But I'm just saying that it's not that they are 22 mandated to continue into our program. 23 THE CHAIR: I'm not saying they need to be 24 mandated. If it's the family's choice for them not 25 to continue for whatever reason, I'm not saying,</p>	<p style="text-align: right;">Page 88</p> <p>1 wouldn't lottery that because the student already 2 has that need. 3 But if it's just, "I'm choosing to send my 4 child there," would we then have to lottery? And I 5 don't know. 6 COMMISSIONER ARMBRUSTER: That's why I was 7 talking to Mr. Pahl here, to ask if that's a 8 legislative type of thing. And if it is, I think it 9 ought to be brought up pretty fast; because I 10 personally have an issue with a student starting at 11 SODA and then having to go to over here, because 12 they have to go through the lottery. 13 THE CHAIR: Me, too. But that's what 14 we've always been told has to happen, which is 15 ridiculous. 16 MR. MATT PAHL: There's a bit of gray on 17 the PED side. But in the past when this came up, 18 probably five years ago in the Legislature, it was 19 because the charter school was a CYFD vendor for 20 early childhood services. And in that case, because 21 parents were paying, that meant you had to -- you 22 know, right after pre-K, you had to go through the 23 process again for kindergarten, because it was 24 paying to go if you weren't eligible for a subsidy. 25 So under those programs, it's very clear.</p>
<p style="text-align: right;">Page 87</p> <p>1 "No, you've got to go there." That's fine. But 2 that's the family's choice. 3 But the fact that the family chose and 4 they're comfortable with you, and if they want their 5 child to continue there, they should be able to 6 continue there -- 7 MS. TERESA OGAS: Yes. And they do. 8 THE CHAIR: -- and not have to go into 9 this random lottery and now be out of the program 10 they're comfortable with. 11 COMMISSIONER VOIGT: Do they have to have 12 a lottery for the pre-K? 13 THE CHAIR: I think yes and no. A lot of 14 those pre-K kids are kids that are being identified; 15 so, therefore, they have to. 16 MS. MARY E. DANNENBERG: Different schools 17 do it differently. Different schools have lotteries 18 or first-come first-serve. A lot of districts have 19 lotteries. 20 THE CHAIR: We would have to look at it, 21 because a traditional school district doesn't have a 22 lottery to get into the school to start with. We 23 would have to look at would we then have to. If 24 you're not a program that's taking very 25 specific-needs students. So, therefore, you</p>	<p style="text-align: right;">Page 89</p> <p>1 If you are paying for your student to go to pre-K, 2 then they do not automatically get enrolled into 3 kindergarten of that charter school. If it's PED 4 pre-K, that's where we have the gray area. And I 5 don't think we have our schools doing it through 6 CYFD anymore. 7 THE CHAIR: We do. Some -- I thought 8 someone -- we did. Yeah, we've got some -- we do 9 have someone who's doing it. McCurdy. 10 MR. ALAN BRAUER: McCurdy is doing it. 11 THE CHAIR: McCurdy wasn't on that list. 12 McCurdy is still doing through CYFD. 13 MR. MATT PAHL: Got it. So that's become 14 clearer than the PED pre-K, where there's no 15 transaction from a parent, you know. It's not 16 paying to get a student -- yeah. 17 THE CHAIR: Right. Right. 18 COMMISSIONER ARMBRUSTER: I think that's 19 an important point to somehow clarify. I'm not on 20 you, Mr. Pahl. I'm just thinking, in general, it 21 bothers me that I would send my child -- choose to 22 send my child to one of your schools, and that child 23 wouldn't get to go to kindergarten there and go to 24 the lottery and perhaps get chosen, perhaps not. 25 The same thing for 3Y4Y, as a matter of</p>

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1 fact; so any of those preschools.

2 THE CHAIR: We also then have to look at
3 the fact that there are -- I mean, all of our
4 schools have an enrollment cap. They have an
5 enrollment cap. But at the same time, there's
6 additional students all of a sudden being added into
7 that building that we're unaware of their being in
8 the building.

9 COMMISSIONER ARMBRUSTER: And I might ask,
10 where are they going to put these children? Because
11 I don't know that there's a lot of extra room at
12 each school.

13 THE CHAIR: Matt?

14 MR. MATT PAHL: Two things: One, we are
15 working with a couple of Albuquerque legislators to
16 clear up the gray on the PED side of things. So any
17 enrollment process that a charter has at
18 kindergarten, you now have that at pre-K. And
19 they're allowed to continue on in the program
20 without any worry about having to re-lottery between
21 preschool and kindergarten.

22 THE CHAIR: There would be a lottery
23 between kindergarten and the pre-K program.

24 MR. MATT PAHL: Everything you would
25 expect a K -- there wouldn't be any gray area after

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1 you know, "Yes, you can," and we get the
2 E-Occupancy, and it says, "You can have 670 kids in
3 the building." And then a pre-K program comes up.

4 MS. CATHERINE QUICK: So I guess I would
5 have to investigate that; because that -- when SODA
6 entered in with the pre-K kiddos, then they started
7 looking at the charter school regulations to make
8 sure -- they may -- I don't know if it's they have
9 to apply for additional ages.

10 THE CHAIR: We did not get -- we didn't
11 get any enrollment cap increase for your pre-K kids.

12 MR. MICHAEL OGAS: Madam Chair, actually,
13 you exempted all pre-K from our enrollment cap.

14 THE CHAIR: Back then, because it was
15 funded through -- we did for them, because it was
16 funded -- they -- we did. But we didn't with any of
17 the others. And we only did it because it was that
18 3Y4Y program.

19 COMMISSIONER CABALLERO: The only issue --
20 I don't perceive, Madam Chair, as part of your
21 enrollment cap for charter schools, interference.
22 But the only thing that we really have to be
23 cognizant about is the utilization of space. For
24 example, if the charter school was approved by us
25 for ten classrooms and all these other spaces, and

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1 pre-K. It's gray right now. We'd like to make that
2 very clear.

3 The second thing, for Commissioner
4 Armbruster's question, I believe the physical space
5 is taken care of through the application process for
6 the pre-K program. There's an investigation of
7 whether they have the appropriate space and whether
8 it's --

9 MS. MARY E. DANNENBERG: A site plan and a
10 classroom plan.

11 THE CHAIR: When you're looking at the
12 E-Occupancy -- do you look at E-Occupancy of the
13 school? So are you looking at the capacity of the
14 school?

15 MS. CATHERINE QUICK: They have to let us
16 know in the application process that they have the
17 capacity to do that.

18 MS. TERESA OGAS: It's very specific.

19 MS. CATHERINE QUICK: It is very specific.

20 THE CHAIR: I understand the standards are
21 very specific. But we have the concern about, you
22 know, we've given the school an enrollment cap of X
23 amount, but now there's these pre-K kids that we
24 have no idea that they even existed. And they're an
25 uncounted number in that building. And we've said,

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1 they bring in a pre-K, well -- and the pre-K is at
2 the same time as the charter school, they're going
3 to have to give up one or two other classrooms,
4 depending on how many kids they have.

5 And I think at that point we need to know,
6 to see if -- how did they adjust scheduling, or are
7 the children that we are supposed to be taking care
8 of, are they overcrowded now in the remaining
9 classrooms. That's when I said the implication is
10 is that's what I see. I don't think we can limit
11 their -- maybe we can.

12 THE CHAIR: Well, we can limit the --
13 well, we do have the capacity to limit the
14 enrollment in a building. That's within us. And
15 most of the time, that capacity is based on what
16 the -- what the E-Occupancy is. We don't honestly
17 ever look at exactly how many classrooms a school
18 has. That's up to them to carve that out, based --
19 you know, through PSFA.

20 But if we're saying that based on the --
21 the -- the capacity that PSFA has given for this
22 facility -- and sometimes it's just the fire
23 marshal, you know. The fire marshal has come in and
24 said, "This" -- you know, "There's X amount of
25 bodies can be in here." And we set an enrollment

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1 cap to that number, not knowing that a pre-K program
2 will be coming in, that has -- for me, that does
3 have an implication to what the -- that K-12 --
4 enrollment cap should be; because, you know,
5 there's -- we're packing more bodies into the
6 facility.

7 And so I think we have to -- that's
8 something that we have to look at. Does the
9 enrollment cap end up now hav- -- do we have to
10 rethink that and say, "Okay, that's going to be a
11 three-year-old to whatever, you know, grade 12,"
12 whatever the top grade is in the school, that it
13 covers those grades?

14 Commissioner Armbruster?

15 COMMISSIONER ARMBRUSTER: I'm also -- now
16 we're on the money. You know, I never talk about
17 that. But, anyway -- so if a school has -- right
18 now, this moment in time, has 185 children, small
19 school funding, and they get a preschool because
20 they have room, they are now no longer small
21 schools; right?

22 THE CHAIR: I don't know. Someone above
23 my pay grade needs to answer that. I don't think
24 so; because I don't think those pre-K kids are
25 included with that small school size adjustment. Am

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1 MS. CATHERINE QUICK: It's part of the
2 Child Find law. So if they have kindergarten, then
3 they're obligated to reach out and find all the
4 children that are -- that may have a delay or a
5 disability. So then they have to serve them if they
6 find them.

7 And then on top of that, all children are
8 supposed to be with their peers. So, you know,
9 that's a whole --

10 MS. MARY E. DANNENBERG: They can serve
11 them in community programs as well. They don't have
12 to serve them in a classroom at the school. They
13 can serve them itinerantly.

14 THE CHAIR: But the school -- but at the
15 very least, that school would have to identify the
16 reach-out and where that child is being served so
17 that there's a record of the fact that -- you know,
18 the child -- with Child Find, the child was found,
19 and the child is appropriately being served either
20 at that school or at some other community program.

21 And who checks on -- who monitors that?

22 MS. CATHERINE QUICK: That would be me.
23 So they have to report the children. And it's part
24 of the IEP process. So they have to make that
25 decision within that process, and it's reported that

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1 I correct?

2 MR. MICHAEL OGAS: Unless they're 3Y4Y.

3 THE CHAIR: Unless they're 3Y4Y. And I
4 don't think -- I think you're the only 3Y4Y that we
5 have. I'm pretty sure you're the only 3Y4Y. So for
6 all the other schools, right now, I don't think they
7 would; because they're not considered -- okay.

8 So when you do -- when you do your 40 and
9 80 and your 120, are you -- are your pre-Ks included
10 in that number?

11 MR. MICHAEL OGAS: The 3Y4Y are.

12 THE CHAIR: Okay. So for all the other
13 schools, the pre-Ks wouldn't be included in that
14 enrollment number. So I think it's unlikely they
15 would lose the small school size because of that.

16 And that's [inaudible]. But I don't think they
17 would lose it. Because they would only -- his 3Y4Y
18 are going into the 40 reporting. And he's the
19 only -- SODA is the only 3Y4Y program that we have.

20 COMMISSIONER ARMBRUSTER: Yeah. And I
21 know the small school funding is going away. But I
22 thought what I saw -- but maybe not -- was that if
23 you have a kindergarten -- whatever grade, that
24 you'd better get ready to have a preschool. And I'm
25 sort of asking where they're going to put that.

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1 way, that they are served at the location with their
2 peers or in some other location with their peers.

3 THE CHAIR: Okay. Is this a current
4 mandate? Or is this something that people need to
5 be aware that they have to do this? So right now,
6 currently, every kindergarten program has to do
7 this?

8 MS. CATHERINE QUICK: LEAs -- and your
9 State charters are considered LEAs -- have to reach
10 out and identify, yes.

11 THE CHAIR: Okay. So maybe that's
12 something that we need to --

13 COMMISSIONER CABALLERO: Incorporate.

14 THE CHAIR: -- check on, to make sure that
15 it's -- you know, how it's -- how that's being
16 accomplished. Thank you.

17 Commissioner Armbruster?

18 COMMISSIONER ARMBRUSTER: I just wanted to
19 clarify. I'm a special ed teacher. So that's --
20 take SODA, just use you for right now. So they are
21 within Los Lunas; right? You're in Los Lunas.

22 MR. MICHAEL OGAS: Yes.

23 COMMISSIONER ARMBRUSTER: And so Los Lunas
24 is looking for child -- doing a Child Find as well
25 as this -- here's Los Lunas, and here's this little

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<p>1 school. So I guess maybe the onus I always think 2 about was probably on Los Lunas as opposed to SODA. 3 Because you're just a small little group, 4 where are you going to look? Or if you're in 5 Albuquerque, you could have kids from all over 6 Albuquerque. So I don't know where you find 7 Child Find children. 8 MS. TERESA OGAS: So part of how the word 9 gets out is through -- through -- a lot through 10 [inaudible]. They know about Child Find through 11 School of Dreams Academy, through Facebook. 12 THE CHAIR: Yeah. But I guess that is -- 13 if I have kids who are in the program, how do you 14 know to go find this child? 15 MS. CATHERINE QUICK: So they have to 16 advertise Child Find events. 17 MS. TERESA OGAS: We go through La Vita 18 Felicidad, through their -- they have different 19 things. We do it through fliers. We do it through 20 different types of advertisement to let them know, 21 "These are the skills that your child should have at 22 these different ages. This is what you expect at 12 23 months" -- not at 12 months -- "at three years of 24 age, these many words. You should understand a 25 certain amount of speech."</p>	<p>1 or not. 2 THE CHAIR: Okay. All right. Thank you. 3 So it's a lot of food for thought for 4 between now and August to figure out. But it's -- 5 you know, it -- it kind of snowballed with the new 6 funding and -- 7 COMMISSIONER CABALLERO: The new laws. 8 THE CHAIR: Yeah. Yeah. So I think we do 9 have to get ahead of it and see what we need to do 10 in terms of policies and practices and how we can 11 best partner to make sure that the -- the programs 12 are working the way they're supposed to be working. 13 Because ultimately, we're -- you know, we're here 14 for the best interests of those little kiddos. 15 So -- and we're, I guess just another 16 issue -- I don't know whether you -- it's a 17 consideration -- is traffic. When -- you know, when 18 someone applies for the money, do you take into 19 consideration anything about how they're going to be 20 transported, where they're going to be let on and 21 off or anything like that? 22 MS. CATHERINE QUICK: So they can apply 23 for transportation funds in the application. But 24 there's also transportation laws on how that -- I 25 think your parents -- they take them back and forth.</p>
<p>Page 99</p> <p>1 And then, suddenly, people start hearing 2 about "Oh, my gosh. My child is only saying three 3 words, and he's only -- he's 3 years old." 4 So then they hear about us, and they want 5 their child screened for vision and hearing. And we 6 screen them, and we look at their fine motor, gross 7 motor, language, and we do screening. 8 And if they fail the screening, then we do 9 further testing. But they do have to have a 10 significant delay in order to qualify for the 11 program. 12 THE CHAIR: Okay. Thank you. Thanks. 13 MS. CATHERINE QUICK: If I might, every 14 school is obligated to do this. The Part C program, 15 your hospitals, your doctors' offices, everyone is 16 obligated to look for children that might be behind. 17 And then there is a process of referrals. 18 And then, of course, the advertising. And 19 the other part of Indicator 6 is that community 20 programs work together. So they could do, you know, 21 a whole event together and several events. And no 22 matter what, in between events, they have to do 23 Child Find. So... 24 MS. MARY E. DANNENBERG: If the parent 25 requests it, it happens, whether there is an event</p>	<p>Page 101</p> <p>1 In other programs, they might take them to pods 2 where parents wait for them. So, you know, that's 3 really dependent on how they set that up and the 4 laws they have to abide by. 5 THE CHAIR: Okay. Thanks. 6 Well, we truly appreciate your time here 7 and everything that has -- certainly, that you've 8 done working on this. And we're semi-excited about 9 moving forward on it. 10 MS. CATHERINE QUICK: It's hard. But I'm 11 always available. So... 12 THE CHAIR: Thank you. We appreciate it. 13 Once again, hopefully, this is something that we can 14 work together on, and if there's something that we 15 can do to help when we do our site visits to help 16 check on that, I think it's something that we can 17 work together fairly easily on. So we appreciate 18 this. Thank you so much. 19 MS. MARY E. DANNENBERG: Thank you. 20 THE CHAIR: So we are on to Item No. 8, 21 which is the Report from Options for Parents. 22 MR. ALAN BRAUER: Madam Chair, members of 23 the Commission, I'll be brief. I wanted to also 24 just thank and acknowledge the school leaders that 25 sat here today for the last action item. It was</p>

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<p>1 very helpful for you to be here. Even if you did 2 not have a chance to seek help directly, it was 3 helpful for you to be here. So thank you very much 4 for doing that.</p> <p>5 As I said, I'll be super-brief. I wanted 6 to -- as Chairwoman did also -- I wanted to 7 acknowledge the loss for Commissioner Carmie 8 Toulouse and her sister. I also wanted to 9 acknowledge the tragedy of Commissioner Davis and 10 what her family is experiencing right now.</p> <p>11 And then I also wanted to acknowledge the 12 loss at the PED that we had a little bit less than a 13 week ago. You know, it was a very tragic, very sad 14 situation for us to be part of. Our team at the PED 15 is still recovering from this, and hearts are really 16 heavy. And so I really do appreciate the words and 17 the kind thoughts as we go through this process.</p> <p>18 Ernestine Romero did work with several of 19 the charter schools that you all oversee. And so 20 there are certain schools that will feel her loss 21 that you all work very close with. And so I just 22 wanted to acknowledge that.</p> <p>23 A few other things. In my brief comments. 24 I wanted to just share my gratitude for you all this 25 week. I know we're going to see each other almost</p>	<p>1 process up for the operational audit of Alma d'Arte. 2 And so we -- another area of learning for me and 3 figuring out how to do requests for quotes and those 4 sorts of things.</p> <p>5 So we do have that out. It went out into 6 the paper on Saturday to ask for quotes for 7 highly -- highly effective experts in the field of 8 charter schools to provide us quotes for the support 9 of Alma d'Arte's operational audit. Next Tuesday, 10 the 23rd, is the timeline for that. And in 11 coordination with the PEC, we'll make the 12 determination on -- on who that person -- who that 13 party will be to start that.</p> <p>14 Although it is a little bit shorter of a 15 timeline than what we wanted, we'll have essentially 16 from July 24th to August the 9th to complete the 17 audit details, the evaluation and the report for you 18 all. And we did ask the party who will be doing the 19 operational audit to be in contact with both me and 20 our shop as well as you all and to come to the 21 meeting, if necessary, on August the 22nd or 23rd.</p> <p>22 The -- let me see. I think that is where 23 I'll leave it, Chairwoman and Commission. I'll keep 24 it short.</p> <p>25 THE CHAIR: Oh, wow.</p>
<p>Page 103</p> <p>1 every single day this week, across the state, from 2 Los Alamos to Las Cruces and spaces in between. And 3 so very appreciative and grateful to you, very 4 appreciative and grateful to the PED staff that's 5 been supportive of this process, too, and all the 6 behind-the-scenes efforts that it takes for us to 7 make these days really fine-tuned. So I just wanted 8 to show my gratitude for them.</p> <p>9 A few pieces of good news. You probably 10 have seen this. This is probably old news now at 11 this point. But the ESSA amendments have been -- if 12 you haven't seen that in the paper last week, they 13 have been approved. And so we're very excited for 14 that. And so we now can work with even -- like, 15 more accurate timelines in getting some of our new 16 parts of our dashboard in place.</p> <p>17 Dr. Hand has shared that November is still 18 the timeline for us to really get that live and 19 ready to go for our schools. But great progress. 20 Great news. And I know that the PEC worked under 21 the thought that it was going to be approved, and so 22 it's really great to see that plan come together in 23 this way.</p> <p>24 In the last meeting last -- in June, the 25 Commission asked or requested the PED to set the</p>	<p>Page 105</p> <p>1 MR. ALAN BRAUER: Thank you -- I'm sorry. 2 I take that back, Chairwoman, members of the 3 Commission. I did want to share, too, that we are 4 in deep right now in the process to hire four people 5 for our charter school team. So we are -- I wanted 6 to share gratitude to every team member on the 7 Charter School Commission that has joined different 8 committees to interview our candidates.</p> <p>9 Our hope is by the August meeting that 10 we'll have really great news and welcoming four 11 additional people to our team. I just wanted to 12 share that as well.</p> <p>13 THE CHAIR: Thank you. I appreciate that 14 So only to -- so I did -- shortly after -- right 15 after our meeting that we had last month, Alma 16 d'Arte board met. And I did attend that meeting 17 because the PEC operational audit and the notice of 18 breach was on their agenda. So I felt it important 19 to be there to be able to provide whatever 20 information was necessary. It wasn't just coming 21 from the school.</p> <p>22 So I did -- I did attend. And there were 23 a lot of good questions about it. And I think the 24 demeanor of the school was far more cooperative with 25 being able to want to move forward.</p>

<p style="text-align: right;">Page 106</p> <p>1 And it was at that meeting that they 2 determined to table the vote to extend the contract 3 for the head administrator. And then they called a 4 special meeting for the following week. And I did 5 attend that as well; because, once again, the PEC 6 operational audit and letter of breach was on there. 7 So I went. 8 And it was at that meeting that they chose 9 to not extend the contract for their head 10 administrator. So they do have an interim 11 administrator that is there. And I will tell you 12 that I was told that a number of staff that left 13 reached out -- when they felt the school leader was 14 not going to be rehired, they reached out and said, 15 "If that is the case, then they would be willing to 16 come back." So that the school was at least a 17 little pleased with being able to staff a little bit 18 better. 19 It's still -- as we all know, it is still 20 a challenge, and we hope that that operational 21 budget will identify some institutional issues that 22 the school may have which brought them to this 23 point; so that it'll be interesting. 24 I know also that Ami and Alma's lawyer had 25 a conversation about the special ed mentoring that</p>	<p style="text-align: right;">Page 108</p> <p>1 So -- and I checked this morning. We're 2 still trying to find a date. 3 THE CHAIR: All right. Okay. Thank you. 4 So ultimately, with that, we'll move forward, and we 5 can either wrap this up in August or have a better 6 idea of where we have to go with this in our August 7 meeting. 8 I attended the LESC meeting in 9 Santa Teresa. And I did have the opportunity to 10 talk to Deputy Secretary Hand, and he did confirm as 11 well that the dashboard is not going to be available 12 until November. So, therefore, it's -- we talked 13 about this at the last meeting, that if it's not 14 available, we're not going to be able to do 15 renewals -- the early renewals in November that we 16 had hoped we could split the number of schools up. 17 We're not going to be able to do that 18 because the information is not going to be available 19 so that CSD will have time to populate the final 20 analysis and have it all ready for us for the 21 November meeting. 22 So pack your bags. Because it's going to 23 be about two weeks in December. We have about 24 20 schools, approximately. That's -- you know. And 25 I think that might be a light estimate. We won't</p>
<p style="text-align: right;">Page 107</p> <p>1 may be provided. And if you want to speak to how 2 that -- or -- 3 MS. AMI JAEGER: Yeah. Sure. So, you 4 know, the school called because they wanted to sort 5 of be forward-facing and say, "We need some help 6 with SpEd," or, "We need some clarification from the 7 audit of information that led to the notice of 8 breach." 9 And so what they had initially requested 10 was that SpEd -- the SpEd Bureau go down and do a 11 site visit. But then they had a change of head 12 administrator. And so where we are right now, I've 13 been kind of coordinating between counsel for Alma 14 d'Arte and the Bureau, that the Bureau was really 15 happy to meet with them here in Santa Fe -- in Santa 16 Fe next week, if Alma is going to have some of their 17 people come up and go through what their findings 18 were and to go through -- really, I think a lot of 19 it is around the logs, not for ancillary service 20 providers, but for the services being provided. 21 And that after that meeting in Santa Fe, 22 if the school wants more, then SpEd -- they just 23 need to schedule a little further in advance, 24 because they've got the deadline of our meeting to 25 resolve the breach.</p>	<p style="text-align: right;">Page 109</p> <p>1 know until October 1 or whatever that first Monday 2 or first Tuesday is. 3 But we have 17 right now of our own that 4 are up for renewal. So you've got to hedge your 5 bets. I don't know how many district charters are 6 up for renewal this year. But, you always have to 7 figure that there's going to be some movement. 8 So we're looking at an approximate 20. So 9 I think we have to look at -- at our August meeting, 10 we really do have to look seriously at that 11 schedule; because, number one, with that many 12 schools and that length of time, we have to be fair 13 with being able to notify schools. We can't just 14 tell schools, "You have to come up and park for two 15 weeks, and when we get to you, we get to you." 16 That's not fair. 17 We have to figure out, "We'll take X 18 amount of schools these days." We can notify 19 schools, "You're in this pack, you're in this pack, 20 you're in this pack." 21 We have to look at everyone's time fairly 22 and say, you know, "How many schools can we 23 reasonably do in a day? Do we need to do two 24 batches of schools, have a regular" -- if we have 25 regular business to take care of, take a break from</p>

<p style="text-align: right;">Page 110</p> <p>1 that, conduct regular business, continue on then. 2 So we have to look at what that schedule 3 is going to look like so everyone has a better 4 understanding of what their time is. 5 COMMISSIONER ARMBRUSTER: I just -- 6 because I do have something scheduled, but I can 7 change it -- we are scheduled that week from the 9th 8 to the 13th? Does that sound right to you? But now 9 you're thinking from the 2nd or 3rd, whatever, 10 around that week before. 11 THE CHAIR: We'll look at that in August, 12 what that -- what days we're talking about. Right 13 now, we're not digging into that. 14 COMMISSIONER ARMBRUSTER: But we do think 15 that first week? Or this whole thing could be 16 different? 17 THE CHAIR: Well, yeah. 18 COMMISSIONER ARMBRUSTER: Okay. That's 19 fine. I was just trying to -- okay. 20 THE CHAIR: Yeah. Yeah. And it's -- we 21 tried our best. We thought we would be able to do 22 it. And it did -- actually, when I spoke with the 23 Deputy Secretary, I did send a message to Karen to 24 please let the schools know, because they were in 25 the process of trying to get their renewal packs</p>	<p style="text-align: right;">Page 112</p> <p>1 And we mentioned that at the meeting, that 2 the landlord had passed away, and he had indicated 3 that he was interested in moving -- continuing with 4 the build that the lease had indicated, that they 5 were going to have to move someplace else. 6 Well, I called the landlord. So the 7 landlord had put in \$500,000 to the original build, 8 with a plan that as the school grew, they would, in 9 fact, add additional space. 10 The school contacted -- and the landlord 11 did pass away. But the school contacted the agents 12 for the landlord and requested that the build happen 13 now, not later. 14 The landlord indicated to me that that 15 would be an additional investment of \$200,000. And 16 right now, the capacity of the school, the size of 17 the school, can meet three times the student 18 population that they have now, so that the landlord 19 did not feel that there was a need to do an 20 additional \$200,000 of build when they don't have 21 anywhere near the students to fill what they 22 currently have. 23 So the school indicated to the landlord 24 they had to move on. 25 They were late several times in the spring</p>
<p style="text-align: right;">Page 111</p> <p>1 done. And I didn't want them to be moving forward 2 quickly when we were putting the brakes on things. 3 So it's just -- there's just no way that 4 we can do it. 5 I want to thank Alan for taking all my 6 phone calls and text messages about the operational 7 budget audit ad. Because I've counted on my dog to 8 get that on the -- in the paper. And it's -- I'm 9 not -- I'm only semi part of State government. So 10 I'm sharing part of that frustration with how 11 that -- how that process goes. 12 And I truly wish we could figure a way 13 that we can do things a little bit quicker; so that 14 when there is -- you know, we've got an issue that 15 comes up, that we can deal with it for a month and a 16 half to two months, that just doesn't seem -- it 17 just doesn't seem practical. 18 I -- we spoke last month -- we pulled 19 off -- I pulled off the Consent Agenda Altura Prep, 20 because -- and we raised a concern over the fact 21 that they moved 14 miles outside of their original 22 school place. And I had been called by the school 23 leader, I guess, about -- I'm going to say at least 24 three months ago, indicating to me that the landlord 25 had passed away.</p>	<p style="text-align: right;">Page 113</p> <p>1 with their lease payment. And I did ask the 2 Director to try to figure out if that is common and 3 why that might happen. And we've had brief 4 conversations about it. And I think we're both on 5 the thought that it's monthly money that they 6 receive; so that there really should be no reason 7 why they're late with their lease, except that 8 they're trying to get the landlord to figure out a 9 reason to evict them. 10 So with that being said -- and they did 11 break the lease. So they broke a five-year lease. 12 So the landlord is still making a determination as 13 to whether it's -- they're going to seek 14 compensation for any or all of the four years of the 15 lease that's remaining, or compensation for some of 16 the \$500,000 that they invested already into that 17 building. 18 But that's not what we want charters to 19 do. We want charters to be good community partners. 20 And it was -- the school made a promise to that 21 community that they were going to serve that 22 community, and now they've pulled completely out of 23 that community. And it does not appear that there 24 is a reasonable reason for why that happened. 25 So at this point in time, this information</p>

<p style="text-align: right;">Page 114</p> <p>1 came to me fairly recently, so that it is not on the 2 agenda, obviously, for discussion and possible 3 action. But I'm thinking that it's something that 4 we need to discuss and figure out next month, if 5 there is and what it is that we could potentially do 6 to help mitigate this at this point in time. 7 COMMISSIONER CABALLERO: Where is this 8 building, Madam Chair? 9 THE CHAIR: The building where they were? 10 Oh, gosh. I don't have -- 11 MR. ALAN BRAUER: It's the International 12 District, San Pedro. Gibson and San Pedro, near 13 Wilson Middle School. 14 COMMISSIONER VOIGT: Was it in their 15 mission that they would be serving students in the 16 International District? 17 THE CHAIR: I don't know if it's in the 18 mission. I know it's absolutely specified in the 19 application. But I don't know if it's -- I don't 20 believe the mission itself is that specific to say 21 the International District. But, yes, it was in the 22 purpose of the school. 23 COMMISSIONER VOIGT: I understand. So 24 14 miles away. Does that put them on the West Side? 25 Or where are they? Alameda?</p>	<p style="text-align: right;">Page 116</p> <p>1 many of those are going to follow you. And they 2 may, for this year. But my concern is who's coming 3 in new this year? Where are they coming from, you 4 know, and next year as they continue their 5 build-out. 6 So I think it was a -- without a doubt, 7 it's a broken promise. 8 COMMISSIONER VOIGT: I think the issue is 9 also, with this landlord, I mean, that really gives 10 charter schools a bad reputation. And then "why" is 11 the big question? Why are they wanting to relocate? 12 They don't need to relocate. They have a facility 13 that's already ample. Why are they wanting to 14 relocate? What's the truth behind that? 15 THE CHAIR: Here's a new interesting 16 little tidbit of information that I just received. 17 But there's 43 new students from the Alameda area 18 that's going to come in to -- and only 10 from the 19 San Pedro area. 20 COMMISSIONER VOIGT: Huh. Is this their 21 first year -- this will be their first year of 22 operation? 23 THE CHAIR: No. They've just concluded 24 their first year of operation. 25 COMMISSIONER VOIGT: Okay.</p>
<p style="text-align: right;">Page 115</p> <p>1 THE CHAIR: It puts them -- I think it's 2 around Alameda, yeah. They're in the -- so remind 3 me. They're in whose old school? 4 MR. ALAN BRAUER: The New Mexico 5 International School, I believe. Do I have that 6 right, Matt? 7 MR. MATT PAHL: That's right. 8 THE CHAIR: So it's Alameda and 25, 9 basically, around that spot. 10 FROM THE FLOOR: It's up just a little bit 11 furtherer. It's up a street or two that way. 12 COMMISSIONER CABALLERO: They're not 13 close. 14 THE CHAIR: They're 14 miles away. Not 15 only are they not physically close, but 16 demographically, they're not close. That's -- 17 there's a big difference. I'd have less of a 18 problem -- I'd still have a problem if we're still 19 looking at the same demographics. You still 20 promised those folks; but it's -- 21 COMMISSIONER CABALLERO: Big change. 22 THE CHAIR: It truly is. So I think 23 that's -- and that was their promise, that, "These 24 were the students we were looking to serve." And 25 now -- and we did -- I did ask at the meeting how</p>	<p style="text-align: right;">Page 117</p> <p>1 THE CHAIR: So it's -- I think it's 2 incredibly disappointing. It's incredibly 3 disappointing when someone represents themselves not 4 truthfully to, A, that community and, B, to us. Our 5 lives go on. But that was a commitment they made to 6 that community. 7 And they've -- and, plus, the fact that 8 there was no community impact that was done. There 9 was no -- and I think that's what we need to look at 10 in terms of our processes. We usually don't see 11 that big a move. But if it is that big a move, does 12 there have to be a community impact meeting? Does 13 the school district need to be notified once again 14 to say, "Hey, you know, they're going to be moving 15 into this district"? 16 What's the impact to the schools in that 17 area, so that this is -- this has certainly been a 18 learning opportunity. So it's -- and I'm just going 19 to express that it was -- it's been incredibly 20 disappointing. 21 I also attended the LFC, because they did 22 have a presentation from PSCOC there. So I went up 23 to listen to that. And we're in the process of -- I 24 received an e-mail Sunday evening from the Cabinet 25 Secretary over a traffic concern. And Alan is</p>

<p style="text-align: right;">Page 118</p> <p>1 helping to organize a meeting so that, hopefully, we 2 can -- it's with MAS. Yeah. So -- yeah. There's 3 been an ongoing concern with it. 4 And there were discussions about it. And 5 they've got a file folder of, you know, what they 6 say they've attempted to do. But the community 7 association is not happy. And I'm going to be 8 honest. A piece of me says a school, any school, 9 creates traffic issues in any neighborhood they're 10 in, no matter what kind of school you're at. 11 For 20 minutes in the morning and 12 20 minutes in the afternoon, things are a mess. 13 "I've sat in lines, and I didn't realize that I was 14 in the pickup line, and I wasn't, just, you know, in 15 a line to get to the stop sign." 16 So that that happens in all neighborhoods. 17 But, you know, if there's something that we can do 18 to just let these folks know that they've been 19 heard, and if there is -- you know, maybe someone's 20 got an out-of-the-box idea. 21 COMMISSIONER VOIGT: Well, Loma Linda has 22 already talked to the City and had traffic engineers 23 come out. But the wait of the cars behind the 24 residents' driveways is not so much of a problem as 25 the kids' safety. Because it's been reported to me</p>	<p style="text-align: right;">Page 120</p> <p>1 the east of that school, which was originally 2 founded for 200 or 300 students that now is serving 3 almost a 1,000, that's a huge impact. 4 My recommendation to them was to just 5 stagger their start and pickup times by 10 minutes. 6 That would alleviate a lot of the problem. I just 7 threw that out there; but, you know, staggering 8 their times. 9 THE CHAIR: I know. And like I said, I 10 don't know if there is a solution that's going to 11 make everyone or anyone happy. But when the Cabinet 12 Secretary reached out, I made the suggestion that we 13 have this meeting and let all the parties be heard 14 and let's see if we can satisfy at least some of it. 15 So speaking of DOT, the Director had 16 mentioned to me that there may be a concern with 17 Raíces and their ability to open. They're having 18 a -- a building permit issue at the time, and it was 19 DOT that appeared to be holding it up. 20 So the charters down in Las Cruces must 21 figure that I don't have anything to do on a Friday 22 night, because they appear to be having their 23 special meetings on Friday nights. 24 So I went to Raíces' special meeting last 25 Friday night to try to figure out, you know, what's</p>
<p style="text-align: right;">Page 119</p> <p>1 that kids, some elementary kids, are darting in and 2 around cars as they're backing up, things like that. 3 So all it's going to take is one kid 4 getting hit by a car; then we'll have some action. 5 But it shouldn't come to that. 6 Loma Linda Association also informed me 7 that they went to a governing board meeting, put 8 their name on the open public speakers, and were 9 never called on to speak. They were never given 10 time to speak at a board meeting; but they were able 11 to submit something in writing. 12 So at this point, I just forwarded 13 everything to the Charter School Division for their 14 oversight regarding that traffic issue. But, 15 hopefully -- 16 THE CHAIR: I'm becoming, I think, a DOT 17 expert at this point in time. 18 COMMISSIONER VOIGT: The City, too, 19 because at Media Arts, we wanted a speed bump; we 20 wanted a crosswalk. It takes time for those things 21 to happen. But hopefully, there's some type of 22 oversight that can happen with -- between the 23 neighborhood association -- because this has been 24 going on for longer than a year. The neighborhood 25 association that's frustrated that sits directly to</p>	<p style="text-align: right;">Page 121</p> <p>1 going on. And three hours later, we figured out 2 that -- I think it's a twofold problem: The County 3 was holding up the permit; but the County had 4 couched it that DOT was holding it up. 5 So I called DOT Monday morning and asked 6 them what the problem was. And they said, "Oh, it's 7 the County." But there is -- there is an issue 8 that -- there's a left-turn lane that's going to 9 have to be put in; not right now, but when the 10 school fills out. And that is a financial burden on 11 the school. The school has to pay for that. 12 So it's good news that the school finds 13 out about it. But I don't know what the cost of 14 that is. 15 But after my conversation with DOT, they 16 did sign off on the -- on the work for the County. 17 And after I called the County Commissioner Monday 18 morning, he said that he would release the -- get 19 the County to release the work permit. That -- the 20 work cannot be completed for the start of school; it 21 just can't, because they've been sitting on it for 22 all this time. 23 So La Academia does, in fact, have 24 portables already there that they do not use. So 25 Friday night, when I was at the meeting, I did make</p>

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1 the recommendation that they reach out -- I didn't
2 know how many portables; but we thought they would
3 have space.

4 The head administrator of Raíces did go to
5 speak with Melissa, and they do, in fact, have two
6 portables and I think actually a classroom inside
7 the building that they do not use. So it appears
8 that they will be able to be in that E-Occupancy
9 space for the start of the year and then move.

10 And that's my next comment. I think at
11 this point in time, we need to look at our
12 Commencement of Operation and what happens and take
13 a look at requiring an E-Occupancy be there when we
14 do the Commencement of Operation.

15 This is two years in a row that there have
16 been extraordinary issues with schools; because they
17 get their Commencement of Operation and then, "Oh,
18 now we've got" -- and this is not on a Raíces at
19 all, because they've worked very hard to try to do
20 this. The County just -- the County claims they're
21 understaffed, so, therefore, they haven't been able
22 to get to it. They just don't -- you know, they
23 just figure, oh, they'll go someplace else. Well,
24 not really.

25 So I think that's -- also needs to be on

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1 coincide with gubernatorial and presidential.

2 So that's the only impact to us is some
3 will have to be renumbered, not -- redistricting
4 comes later, right? Some offices, they have to
5 lottery out. But ours -- and their terms are
6 extended. Ours, because we -- there's only two
7 sets; we're evenly divided. If we were divided by
8 three, they'd have to lottery one group's.

9 But they do have to renumber some of our
10 districts to coincide with -- and I'm pretty sure
11 I'm one of them that is going to have to be an
12 even-numbered district. So someone's going to have
13 to lose their number, and I'll gain their number,
14 and they'll take mine.

15 MS. FRIEDMAN: And when are they going to
16 do this?

17 THE CHAIR: July 24th.

18 MS. FRIEDMAN: This year? Next week?

19 THE CHAIR: Yeah. So thanks for getting
20 all those cards done for us.

21 MS. FRIEDMAN: Not only that it's the
22 website; it's the e-mails, everything.

23 THE CHAIR: I'm pretty sure it's the 24th
24 of July that all happens.

25 MS. FRIEDMAN: Who sent you the --

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1 our soon agenda to look at if we want to change the
2 requirements for Commencement of Operation.

3 COMMISSIONER VOIGT: Based on E-Occupancy.

4 THE CHAIR: Yeah. And so, therefore, we
5 can notify the new applicants, you know, as anyone
6 that we potentially vote for in August, that they
7 would know that that's -- that they would have to
8 have that by June, okay?

9 I think I'm done.

10 Oh, no. I'm just going to give you one
11 more little tidbit. For those of you -- I think we
12 all received the e-mail from the Secretary of
13 State's Office about realignment?

14 COMMISSIONER VOIGT: Yeah.

15 THE CHAIR: So the Secretary of State --
16 none of us have to go into the lottery to have their
17 terms extended. But the numbers of our districts --
18 some of our districts are going to change.

19 COMMISSIONER CABALLERO: All the
20 boundaries.

21 THE CHAIR: Not the boundaries, the
22 numbers. The numbers -- this is my understanding
23 when I read it. If -- like I have to be an
24 even-numbered district based on the year that we're
25 up for reelection. So they have to renumber to

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1 THE CHAIR: Mandy Vigil from the Secretary
2 of State's Office. I'll forward you the e-mail.

3 MS. FRIEDMAN: If you don't mind. Because
4 Dylan Lange is over there now. And he had called me
5 and we played phone tag. And I was wondering if
6 that's what he called about. Yeah.

7 THE CHAIR: Or it could be some IPRA
8 complaints that were filed.

9 MS. FRIEDMAN: Because he's in charge of
10 elections.

11 THE CHAIR: But it could also be because
12 of IPRA complaints were filed.

13 The news reporter from Las Cruces filed
14 some IPRA complaints, not against you, but against
15 the school.

16 MS. FRIEDMAN: Oh. I don't know about
17 that.

18 THE CHAIR: It could be that. So I'm
19 done. Thank you, all.

20 Matt? Thanks.

21 MR. MATT PAHL: Madam Chair, I'll bring
22 the screwdriver so you can change license plates.

23 THE CHAIR: As long as you take the
24 speeding tickets with you, I'm fine.

25 MR. MATT PAHL: For the record, that was a

<p style="text-align: right;">Page 126</p> <p>1 joke.</p> <p>2 THE CHAIR: My speeding tickets weren't.</p> <p>3 MR. MATT PAHL: Three items for you all</p> <p>4 today. One is just -- I didn't get to see too much</p> <p>5 of the public input hearing. But I was in</p> <p>6 Los Alamos. Just from watching this from the last</p> <p>7 six years, you can tell that the bar is higher on</p> <p>8 the application for the public input hearings.</p> <p>9 For some of you that have been here,</p> <p>10 you've been able to see that. But for some of our</p> <p>11 newer members, you can really tell from a public</p> <p>12 input hearing. That's better for the sector</p> <p>13 overall. Having that higher bar really helps to</p> <p>14 make sure that every school [inaudible]. So kudos</p> <p>15 to the Commission, just over the last handful of</p> <p>16 years, in making those adjustments; because you can</p> <p>17 just tell.</p> <p>18 I know that from a few of the schools who</p> <p>19 are both applying this year and who chose not to</p> <p>20 submit an application, both times it's just a</p> <p>21 recognition that it takes more time than what they</p> <p>22 thought it did. That's a good sign. There's a lot</p> <p>23 of good deliberation happening. Kudos to the</p> <p>24 Commission for that.</p> <p>25 Number two, in late June, I was named the</p>	<p style="text-align: right;">Page 128</p> <p>1 offers. I don't know if you've had that before;</p> <p>2 but --</p> <p>3 THE CHAIR: No. Bruce has usually --</p> <p>4 usually did -- once a year, he would do his little</p> <p>5 road trip; so that he'd have regional meetings, and</p> <p>6 you could go, and he would do a -- you know, a</p> <p>7 highlight of what they've done, and usually have</p> <p>8 someone who might be with them who's offering a new</p> <p>9 service; so that those were always really helpful,</p> <p>10 because it did let you know -- because I -- there</p> <p>11 were a lot of things that I wasn't aware because he</p> <p>12 started the substitute service. I don't think</p> <p>13 that's worked as well as they thought. But -- and</p> <p>14 it's tough. Substitute services are hard.</p> <p>15 MR. MATT PAHL: Right. Right. That's an</p> <p>16 example of those regional meetings that will be one</p> <p>17 and the same, our regional meeting and ACES; so</p> <p>18 it'll just be one time when we're able to get people</p> <p>19 together.</p> <p>20 The last thing is regarding what is</p> <p>21 becoming an annual tradition, lease assistance with</p> <p>22 the PSCOC. Lease assistance in the past, right</p> <p>23 around this time of year, charter schools will get</p> <p>24 notice that the Capital Outlay Council is about to</p> <p>25 get a vote. And that vote is a yes or no on a</p>
<p style="text-align: right;">Page 127</p> <p>1 Executive Director of NM-ACES. This is the</p> <p>2 cooperative purchasing organization for charter</p> <p>3 schools specifically -- I'm going to get the number</p> <p>4 of years wrong -- but a handful of years now. This</p> <p>5 actually started out of what was the Coalition at</p> <p>6 that time. The two organizations had split.</p> <p>7 The reason why we took this action -- and</p> <p>8 it was supported by my board and then the ACES board</p> <p>9 as well -- is just to have some synergy between the</p> <p>10 services that are provided. I get to see schools a</p> <p>11 lot, and ACES has a lot of services that are able</p> <p>12 to -- that they're able to provide for schools.</p> <p>13 Hopefully, I'm able to direct them in the right</p> <p>14 place to help them maximize those services.</p> <p>15 So nothing substantial will change in my</p> <p>16 current role; but just wanted to let you know if you</p> <p>17 have questions about cooperatively purchasing, from</p> <p>18 that charter perspective, I'm now your person to ask</p> <p>19 those questions. I'll start sometime in August.</p> <p>20 COMMISSIONER CABALLERO: That's a lot of</p> <p>21 stuff. And the savings and all the stuff, I'd love</p> <p>22 to look at it, just to see all that has been --</p> <p>23 MR. MATT PAHL: Madam Chair and</p> <p>24 Commissioner Caballero, I'll offer giving you a</p> <p>25 little presentation of all the items that ACES</p>	<p style="text-align: right;">Page 129</p> <p>1 proposal to cut lease assistance by 20 percent.</p> <p>2 Last year, we asked the council to work</p> <p>3 with us, look at what our schools look like, and</p> <p>4 let's make a decision then. They listened.</p> <p>5 PSCOC and PSFA, their staff have been in</p> <p>6 charter schools, in some cases two or three times,</p> <p>7 to look at square footage. As a result, the outcome</p> <p>8 is very different. The overall cut that's being</p> <p>9 proposed is about 2.7 percent rather than</p> <p>10 20 percent. That's a positive.</p> <p>11 What we are -- what I want to highlight</p> <p>12 for you all is that the -- while that's better, and</p> <p>13 we appreciate the outcome, and we appreciate the</p> <p>14 fact that they worked with our schools on this, we</p> <p>15 still have a number of significant winners or</p> <p>16 losers, schools that are either gaining \$100,000 or</p> <p>17 losing \$100,000.</p> <p>18 As we know in Yazzie/Martinez' recent</p> <p>19 filing with the court, it's actually a tough year</p> <p>20 budget-wise right now. While a lot of money was put</p> <p>21 into education, the mandates of where that money</p> <p>22 goes has really taken up how schools are going to</p> <p>23 use that money.</p> <p>24 There's no criticism lying with that.</p> <p>25 It's just the reality of schools and their budgets.</p>

<p style="text-align: right;">Page 130</p> <p>1 Taking a \$60,000 hit on their budget and an \$80,000 2 hit on their budget is a real impact in a year like 3 this. 4 So let me walk through a little bit just 5 some high-level data of what this looks like. This 6 is just as of last night, and I'll be happy to 7 forward you the packet. 8 About half of schools will be increasing 9 their allocation in lease assistance, and half will 10 be losing. Of those that are losing -- I'm just 11 pulling up my notes here -- 29 schools would lose 12 over \$15,000. Kind of an artificial threshold. But 13 you're getting into a place -- over \$15,000, that's 14 not just money you're going to find in the couch 15 cushions. That's probably something you have to 16 make some choices around. 17 And in that, again, there's just such a 18 broad range of who's winning and losing and by how 19 much as a result of this. 20 And while we really appreciate the fact 21 that PSFA was in schools, the premise of this is 22 where we have our problem, a real strict 23 interpretation of instructional facilities and 24 instructional square footage. So once again, we're 25 back in the space where bathrooms aren't being</p>	<p style="text-align: right;">Page 132</p> <p>1 I think the PSFA favors merging those into 2 one lease. And we don't know of the circumstances 3 of all the leases. I think the -- I will say again 4 that PSFA has learned about those. But what they're 5 looking at is a very steep decrease in -- where this 6 year, I believe it's cut in half, and the following 7 year it would be zero for land lease assistance. 8 We'd like to open up a conversation about 9 either slowing that down -- we all know, and per 10 your comments, Madam Chair, the facility actions 11 just don't happen that quickly. And so a year's 12 worth of time and a cut this year for land that's 13 important and, in some cases, rooted in student 14 safety -- one example -- this is in a 15 State-authorized charter school -- is a school that 16 has a land lease that helps with their egress on 17 their bus loading and off-loading and pickup and 18 drop-off. If they don't have that, they'll be 19 working on a street-centric area that I don't think 20 is helpful for the school. It's why they engaged in 21 that land lease. It's separate from the land 22 they're building on. 23 We'd like to start conversations that 24 focus on -- if it's about student safety, and if 25 it's about instruction, we should be okay with a</p>
<p style="text-align: right;">Page 131</p> <p>1 funded for the square footage. Hallways aren't 2 being funded for square footage. 3 So we'll be there tomorrow. Our hope is, 4 because we appreciate those efforts, is we can take 5 that square footage and add some tare on top of it, 6 administrative square footage. That will be our 7 request. Secondly, there are four schools that 8 have leases. So they lease their portables from one 9 group, and they lease land from a separate group and 10 plot those portables on that. 11 The PSCOC, in the spring, in April, noted 12 they don't want to do land leases anymore. We have 13 a bigger problem with that one, because the issue 14 there is, you know, even if you're paying for a 15 building, you're paying for land there, too. The 16 problem is that they're separate right now, and we 17 can't just lease portables and expect them to float 18 in mid-air and serve students that way. 19 So we think there's some in-between here. 20 While our schools shouldn't be leasing hundreds of 21 acres of wildland preserve, even if it is in their 22 mission, you know, maybe there's some limits there. 23 This is really an appropriate amount of land to 24 house their instruction facility. That seems like 25 it would be okay.</p>	<p style="text-align: right;">Page 133</p> <p>1 land lease. That's what we'll be going tomorrow at 2 the PSCOC meeting to talk about. But I just wanted 3 to make sure I highlighted it. 4 And I hope you're hearing three quick 5 bottom lines. We're getting winners and losers 6 here. We're also getting a better outcome than 7 what's happened in the past. And maybe it's 8 important to note that and [inaudible]; because it 9 was significant. And I do -- when you hear that, 10 they did learn a lot. 11 They learned enough that they have a whole 12 section on their website of the case studies of how 13 people have secured good facilities for their 14 schools, charter schools in New Mexico and some 15 out-of-state examples again. 16 All this is appreciated by us. What we 17 don't like are some pretty drastic cuts; it's just 18 tough for that. And maybe they'll always be tough. 19 But they're significant, and they're going to hurt 20 student services. So that's it for our -- 21 COMMISSIONER ARMBRUSTER: Can I -- 22 THE CHAIR: No. 23 COMMISSIONER ARMBRUSTER: So on the -- I'm 24 thinking about our new Department of Transportation 25 Chair here; because it sounds like the -- there will</p>

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<p>1 be less traffic with the egress because parents are 2 going off of the street to alleviate another call to 3 you about people who can't get through because 4 kids -- just thought I'd tell you that. Add that to 5 your resume. 6 THE CHAIR: My next phone call with DOT, 7 I'll talk about that. 8 Are we good? 9 COMMISSIONER ARMBRUSTER: Good. 10 THE CHAIR: So we need to -- I need to 11 remind everyone that we need to be out of here by 12 5:00. So we have comments. But then we have 13 Executive Session; so... 14 COMMISSIONER RAFTERY: Skip the comments. 15 THE CHAIR: Commissioner Chavez? You're 16 our test case here. 17 COMMISSIONER CHAVEZ: I'm good. Pass. 18 COMMISSIONER RAFTERY: I'm good. I'll 19 pass. 20 COMMISSIONER VOIGT: I just want to give a 21 shout-out to Danielle and the CSD team for putting 22 our schools under the districts. There's a list on 23 the website now. Thank you. 24 THE CHAIR: Thanks. 25 COMMISSIONER VOIGT: Dylan. Sorry.</p>	<p>1 there's a contradiction here. So I will continue to 2 press those things. In some cases, that may not be 3 sufficient; so -- that's all I have. 4 THE CHAIR: Okay. Thank you. So we 5 are -- oh. So I move that the Public Education 6 Commission enter into a Closed Session. The 7 subjects to be discussed are issues subject to 8 attorney-client privilege pertaining to threatened 9 or pending litigation in which the PEC is or may 10 become a participant, pursuant to NMSA 1978, Section 11 10-15-1(H)(7); specifically, an administrative 12 appeal pursuant to the Charter School Act of La 13 Academia Dolores Huerta, and PEC budget for FY 2020. 14 Do I have a second? 15 COMMISSIONER RUIZ: Second. 16 THE CHAIR: There's a second by 17 Commissioner Ruiz. 18 Roll call? Here. There's a list of all 19 Commissioners. 20 COMMISSIONER ARMBRUSTER: Commissioner 21 Crone? 22 COMMISSIONER CRONE: Yes. 23 COMMISSIONER ARMBRUSTER: Commissioner 24 Caballero? 25 COMMISSIONER CABALLERO: Yes.</p>
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<p>1 FROM THE FLOOR: I'll tell him. 2 COMMISSIONER VOIGT: Okay. Thanks. 3 COMMISSIONER RUIZ: Really brief. Just 4 please respond to your e-mails, because this lady 5 over here in that beautiful lime scarf works really 6 hard. And if we don't respond to her e-mails, it 7 makes everything twice as hard. 8 COMMISSIONER ARMBRUSTER: Ditto. 9 THE CHAIR: Commissioner Caballero? 10 COMMISSIONER CABALLERO: I'm going to 11 pass. Thank you. 12 COMMISSIONER CRONE: (Indicates.) 13 THE CHAIR: Commissioner Robbins? 14 COMMISSIONER ROBBINS: I just wanted to 15 address what Matt was saying about the leases and 16 things like that. With minimum standards, what 17 they're requiring for public schools, it's odd. And 18 I've expressed this in meetings, and especially 19 [inaudible] meetings, that it's odd that on the 20 lease assistance for the charter schools, they don't 21 allow it. But they actually have minimal standards, 22 including storage for IT equipment, janitorial 23 closets, things like that. 24 But in charter schools, they don't want to 25 include that space. So it's very, very odd that</p>	<p>1 COMMISSIONER ARMBRUSTER: Commissioner 2 Robbins? 3 COMMISSIONER ROBBINS: Yes. 4 COMMISSIONER ARMBRUSTER: Commissioner 5 Chavez? 6 COMMISSIONER CHAVEZ: Yes. 7 COMMISSIONER ARMBRUSTER: Commissioner 8 Voigt? 9 COMMISSIONER VOIGT: Yes. 10 COMMISSIONER ARMBRUSTER: Commissioner 11 Raftery? 12 COMMISSIONER RAFTERY: Yes. 13 COMMISSIONER ARMBRUSTER: Commissioner 14 Gipson? 15 THE CHAIR: Yes. 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Ruiz? 18 COMMISSIONER RUIZ: Yes. 19 THE CHAIR: Motion passes nine-zero. 20 Thank you. 21 (Closed session conducted.) 22 THE CHAIR: So I move to end Closed 23 Session. The matters discussed in the closed 24 meeting were limited only to those specified in the 25 motion for closure, and no vote was taken during the</p>

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<p>1 Closed Session. 2 COMMISSIONER RUIZ: Second. 3 THE CHAIR: A second by Commissioner Ruiz. 4 Roll call, please? 5 COMMISSIONER ARMBRUSTER: Commissioner 6 Gipson? 7 THE CHAIR: Yes. 8 COMMISSIONER ARMBRUSTER: Commissioner 9 Ruiz? 10 COMMISSIONER RUIZ: Yes. 11 COMMISSIONER ARMBRUSTER: Commissioner 12 Armbruster votes "Yes." 13 Commissioner Crone? 14 COMMISSIONER CRONE: Yes. 15 COMMISSIONER ARMBRUSTER: Commissioner 16 Caballero? 17 COMMISSIONER CABALLERO: Yes. 18 COMMISSIONER ARMBRUSTER: Commissioner 19 Robbins? 20 COMMISSIONER ROBBINS: Yes. 21 COMMISSIONER ARMBRUSTER: Commissioner 22 Chavez? 23 COMMISSIONER CHAVEZ: Yes. 24 COMMISSIONER ARMBRUSTER: Commissioner 25 Voigt?</p>	<p>1 Robbins? 2 COMMISSIONER ROBBINS: Yes. 3 COMMISSIONER ARMBRUSTER: Commissioner 4 Caballero? 5 COMMISSIONER CABALLERO: Yes. 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Crone? 8 COMMISSIONER CRONE: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Ruiz? 11 COMMISSIONER RUIZ: Yes. 12 COMMISSIONER ARMBRUSTER: Commissioner 13 Armbruster votes "Yes." 14 Commissioner Gipson? 15 THE CHAIR: Yes. 16 COMMISSIONER ARMBRUSTER: Nine-to-zero 17 vote. 18 COMMISSIONER CRONE: Motion to adjourn. 19 COMMISSIONER RUIZ: Second. 20 THE CHAIR: All in favor? 21 (Commissioners so indicate.) 22 THE CHAIR: Opposed? 23 (No response.) 24 THE CHAIR: Meeting is adjourned. 25 (Proceedings adjourned at 4:55 p.m.)</p>
<p>Page 139</p> <p>1 COMMISSIONER VOIGT: Yes. 2 COMMISSIONER ARMBRUSTER: Commissioner 3 Raftery? 4 COMMISSIONER RAFTERY: Yes. 5 COMMISSIONER ARMBRUSTER: Nine-zero vote. 6 THE CHAIR: Motion passes nine-zero. 7 So I am going to move that the budget that 8 had been submitted for this current year be 9 resubmitted as the PEC budget for next year. 10 COMMISSIONER RUIZ: Second. 11 THE CHAIR: There's a second by 12 Commissioner Ruiz. Any discussion? 13 (No response.) 14 THE CHAIR: Hearing none, roll-call vote, 15 please. 16 COMMISSIONER ARMBRUSTER: Commissioner 17 Raftery? 18 COMMISSIONER RAFTERY: Yes. 19 COMMISSIONER ARMBRUSTER: Commissioner 20 Voigt? 21 COMMISSIONER VOIGT: Yes. 22 COMMISSIONER ARMBRUSTER: Commissioner 23 Chavez? 24 COMMISSIONER CHAVEZ: Yes. 25 COMMISSIONER ARMBRUSTER: Commissioner</p>	<p>Page 141</p> <p>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 July 25, 2019. 17 18 19 20 21 22 23 24 25</p> <p>_____ Cynthia C. Chapman, RMR-CRR, NM CCR #219 BEAN & ASSOCIATES, INC. 201 Third Street, NW, Suite 1630 Albuquerque, New Mexico 87102</p> <p>Job No.: 2566N (CC)</p>