

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

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1 tell me when they come.
 2 THE CHAIR: Right. I will.
 3 So I'm going to ask Commissioner Robbins
 4 to lead us in the Pledge, and Commissioner Crone in
 5 the Salute to the New Mexico Flag.
 6 (Pledge of Allegiance and Salute to the
 7 New Mexico Flag conducted).
 8 THE CHAIR: Thank you. And I'll be so
 9 glad when it doesn't sound like that anymore.
 10 We are on to Item No. 2, which is the
 11 approval of the agenda. And I have -- excuse me --
 12 two changes to the consent agenda, that AIMS --
 13 MS. FRIEDMAN: Madam Chair, Commissioner
 14 Caballero has joined.
 15 THE CHAIR: Thank you.
 16 (Commissioner Caballero joins the meeting.)
 17 THE CHAIR: I have two changes to the
 18 Consent Agenda; and that is DEAP and AIMS need to be
 19 taken off the Consent Agenda for governing council
 20 concerns.
 21 COMMISSIONER RUIZ: Madam Chair, I'll make
 22 a motion to approve the agenda with the
 23 aforementioned changes.
 24 COMMISSIONER CRONE: Second.
 25 COMMISSIONER VOIGT: I'll second.

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1 THE CHAIR: There's a motion by
 2 Commissioner Ruiz and a second by Commissioner
 3 Crone.
 4 Any -- all in favor?
 5 (Commissioners so indicate.)
 6 THE CHAIR: Hearing no opposition, the
 7 motion passes.
 8 We are on to Item No. 3, which is the Open
 9 Forum. And my understanding is no one signed up for
 10 Public Comment.
 11 So we will move on to Item No. 4, which is
 12 the Consent Agenda.
 13 COMMISSIONER ROBBINS: I'll move for
 14 approval of the Consent Agenda.
 15 COMMISSIONER RUIZ: Second.
 16 THE CHAIR: There's a motion by
 17 Commissioner Robbins, a second by Commissioner Ruiz.
 18 If there is no discussion, roll call,
 19 please.
 20 COMMISSIONER ARMBRUSTER: Commissioner
 21 Caballero?
 22 COMMISSIONER CABALLERO: Yes.
 23 COMMISSIONER ARMBRUSTER: Commissioner
 24 Ruiz?
 25 COMMISSIONER RUIZ: Yes.

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1 COMMISSIONER ARMBRUSTER: Commissioner
 2 Crone?
 3 COMMISSIONER CRONE: Yes.
 4 COMMISSIONER ARMBRUSTER: Is -- just
 5 checking. Is Commissioner Raftery here yet?
 6 THE CHAIR: She's not.
 7 COMMISSIONER ARMBRUSTER: Okay. That's
 8 fine.
 9 Commissioner Gipson?
 10 THE CHAIR: Yes.
 11 COMMISSIONER ARMBRUSTER: Commissioner
 12 Chavez?
 13 COMMISSIONER CHAVEZ: Yes.
 14 COMMISSIONER ARMBRUSTER: Commissioner
 15 Davis?
 16 COMMISSIONER DAVIS: Yes.
 17 COMMISSIONER ARMBRUSTER: Commissioner
 18 Armbruster votes "Yes."
 19 Commissioner Voigt?
 20 COMMISSIONER VOIGT: Yes.
 21 COMMISSIONER ARMBRUSTER: Commissioner
 22 Robbins?
 23 COMMISSIONER ROBBINS: Yes.
 24 COMMISSIONER ARMBRUSTER: There's a
 25 nine-to-zero vote.

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1 THE CHAIR: The motion passes, nine-zero.
 2 Thank you.
 3 We are now on to -- quickly on -- to Item
 4 No. 5, which is the Report from Options for Parents.
 5 And we have been joined by someone who is holding I
 6 don't know how many hats at this point in time.
 7 So I'm going to allow her to introduce
 8 herself, kind of explain, because she can better
 9 explain what her role is than I can. And if there's
 10 any updates that you want to give, we'd appreciate
 11 it.
 12 MS. ALLISON BRICEÑO: Absolutely. Thank
 13 you, Chairperson. My name is Allison Briceño. I've
 14 been lucky enough to speak with a few of you.
 15 I am the Managing Director at the PED.
 16 And when Kara -- Deputy Secretary Bobroff and Alan
 17 Brauer left, I stepped into both of their roles,
 18 poorly.
 19 And Karen Woerner and her team and
 20 Chairperson Gipson have been extremely patient with
 21 me as I've been kind of trying to figure this all
 22 out and -- and my feeble attempts to support.
 23 So I am here to support. I am very
 24 grateful for the work that this group does with our
 25 charter schools. I think it's incredibly important

<p style="text-align: right;">Page 10</p> <p>1 work, and I thank you for that.</p> <p>2 The -- the one update that I have before I</p> <p>3 turn it over to Karen is that we are actively</p> <p>4 searching for a replacement for Alan. And so we</p> <p>5 have conducted one interview, and we have two others</p> <p>6 scheduled; I believe both are this week.</p> <p>7 If -- hopefully, it would be wonderful if</p> <p>8 we could select someone out of that group. And if</p> <p>9 not, you know, we will just kind of continue</p> <p>10 interviewing.</p> <p>11 And, you know, with any luck, we'll get</p> <p>12 that person on, and I will play more of a supporting</p> <p>13 role as we look for a replacement for Deputy</p> <p>14 Secretary Bobroff as well.</p> <p>15 So any questions on that before I turn it</p> <p>16 over to Karen?</p> <p>17 (No response.)</p> <p>18 MS. ALLISON BRICEÑO: Thank you.</p> <p>19 MS. KAREN WOERNER: So, Madam Chair,</p> <p>20 Commissioners.</p> <p>21 Thank you, Allison. Yes, I'm very much</p> <p>22 looking forward to finding a director as well; so --</p> <p>23 as you all are.</p> <p>24 So for an update. I just want to -- some</p> <p>25 of you already know, but the schools have been</p>	<p style="text-align: right;">Page 12</p> <p>1 impressed with the Commission's work on authorizing</p> <p>2 practices and what we have in place, thanks to this</p> <p>3 Commission.</p> <p>4 So that was an interesting week, a little</p> <p>5 bit of -- it's very exhausting to be on Zoom all</p> <p>6 day, as you know. And there were several days this</p> <p>7 past week that we were involved in that -- those</p> <p>8 meetings.</p> <p>9 Also this past week, overlapping with</p> <p>10 those meetings, was a PED retreat of sorts, again,</p> <p>11 virtually, around different bureaus participating in</p> <p>12 what they called the "Change Game." It was</p> <p>13 primarily about how to do effective and quality</p> <p>14 professional development, primarily for teachers and</p> <p>15 in the classroom for teaching and learning.</p> <p>16 So that doesn't apply directly to us since</p> <p>17 we don't get involved in training teachers from our</p> <p>18 bureau. But the work was really informative and fun</p> <p>19 and intense. And what I really liked about it was</p> <p>20 it provided an opportunity for all the PED bureaus</p> <p>21 to collaborate and discuss together, which is</p> <p>22 something we often don't do, and has helped solidify</p> <p>23 some connections that I think will be very helpful,</p> <p>24 both for those bureaus and for us in the Charter</p> <p>25 Schools Division.</p>
<p style="text-align: right;">Page 11</p> <p>1 submitting assurances regarding their school reentry</p> <p>2 plans. And the various folks are on a team to</p> <p>3 review those and request more robust responses and</p> <p>4 plans if they are not.</p> <p>5 And we have received -- about 75 percent</p> <p>6 of the State charter schools have submitted their</p> <p>7 assurances, and our team, including Megan, Missy,</p> <p>8 Melissa, and I, are reviewing the State Charter</p> <p>9 Schools' assurance review, reviewing the assurances</p> <p>10 for the State charter schools.</p> <p>11 So I'm sure that the Commission would like</p> <p>12 to see those, once they're approved and finalized, as</p> <p>13 you did with the Continuous Learning Plans, and we</p> <p>14 will certainly provide those to you.</p> <p>15 A big event that's been happening is</p> <p>16 the -- WestEd, on behalf of the Department of</p> <p>17 Education -- U.S. Department of Education -- has</p> <p>18 visited us virtually to do a review of the CSP Grant</p> <p>19 program. And I sat in on all of those meetings,</p> <p>20 particularly because they had lots of questions</p> <p>21 about charter schools in New Mexico, in general, as</p> <p>22 opposed to just the grant or sub-grantees.</p> <p>23 And I want to say that I was very proud to</p> <p>24 represent New Mexico on that group, because the</p> <p>25 various questions they asked, I think they were very</p>	<p style="text-align: right;">Page 13</p> <p>1 In fact, we each got to present a little</p> <p>2 slide show about our division and the work that we</p> <p>3 do, and, you know, explaining our work and how we</p> <p>4 support this Commission. And I think it was very --</p> <p>5 some bureaus didn't realize the work that we do or</p> <p>6 the work of the Commission; so it was really</p> <p>7 helpful.</p> <p>8 And already I've had some of them reach</p> <p>9 out for support on contacting some of our State</p> <p>10 charter schools and helping them to get moving</p> <p>11 forward on some things that they have missed</p> <p>12 deadlines for or whatever. So I think that that's</p> <p>13 going to be a good collaboration and am excited</p> <p>14 about it.</p> <p>15 And I do want to mention about home</p> <p>16 school. As you all know, that doesn't -- this</p> <p>17 Commission doesn't have any oversight of home</p> <p>18 schooling. But we do, in our division, have to have</p> <p>19 an obligation to track and allow parents to register</p> <p>20 for home school.</p> <p>21 And we are monitoring that process,</p> <p>22 because many parents are concerned about reentry</p> <p>23 plans and think that maybe they should go to home</p> <p>24 schooling. So we are monitoring that to see how</p> <p>25 those statistics look and see what's happening.</p>

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1 We are, of course, advising parents of
2 both traditional public schools and charter schools
3 that they might want to wait till the schools
4 actually have their plans finalized, because things
5 keep changing.

6 We do expect another -- potentially,
7 another health order from the Governor that could
8 impact it as well. So we are advising them that
9 they may want to wait and see about doing schooling
10 from home as opposed to home schooling by staying
11 enrolled in their schools and following that
12 curriculum rather than a home-school curriculum, if
13 the only reason they're interested is because of the
14 pandemic.

15 So just wanted to share that with you as
16 an indirect relationship to the charter schools.
17 There are some parents who are concerned about not
18 wanting to send their students in physically, and we
19 are advising them to wait to see if they have that
20 option.

21 And then, lastly, I wanted to report --
22 before we go on to letter B, I wanted to report
23 about some governing board training.

24 And as you know, the charter school
25 conference had been canceled in June, and, instead,

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1 were very good trainings and a very good deal for
2 governing board members; so that was yet another
3 opportunity for board members to complete their
4 training hours.

5 Got a lot of positive feedback about
6 Dr. Carpenter's six hours of training that he
7 provided. He was very pleased that a lot of the
8 members who had already completed their required
9 hours of training took advantage of coming to the --
10 the trainings and earning credit for FY21.

11 So still have a way to go with people
12 understanding the need for the seven-hour
13 introductory course to be taken, particularly in the
14 district-authorized charter schools. But, overall,
15 I was really pleased with the -- the participation
16 and -- and the number of our board members across
17 the state who worked really hard to get their hours
18 completed.

19 MS. KAREN WOERNER: And kudos to Missy
20 Brown and her team, because they have been very
21 flexible in offering many kinds of trainings,
22 lunch-and-learn sessions, have always done that
23 virtually, but have wrapped that up during the
24 pandemic; and kudos to her and her team for that.

25 So the next thing that is on the agenda

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1 was Dr. Brian Carpenter, Missy Brown -- arranged for
2 Dr. Brian Carpenter, a leader in board
3 effectiveness, was -- presented, I think it was, six
4 sessions on June 18th and 19th.

5 And that was very well-received by the --
6 the governing board members and was well-attended.
7 And I think that if I could add -- let me see if
8 I -- if it's okay, I would like to add Missy Brown
9 to address and highlight some of the results of the
10 charter school governing board training for the
11 year, if that's okay, Madam Chair.

12 THE CHAIR: Sure.

13 MS. KAREN WOERNER: Missy, can you speak
14 to the great report you prepared about charter
15 schools and their training -- or governing boards?

16 MS. MELISSA BROWN: Well, my goal this
17 year was to get all of the charter school governing
18 board members to completion. And I did not achieve
19 that; but I feel like I -- that we really got close
20 with the State-authorized charter schools. And I
21 think the virtual opportunities were very well
22 attended and appreciated.

23 The Public Charter Schools of New Mexico,
24 PCSNM, reached out and asked if they could convert
25 their trainings to virtuals for credit. And they

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1 is -- letter B is the annual report from New Mexico
2 School for the Arts.

3 THE CHAIR: Karen, sorry. Just a couple
4 of things on what you've already said before you
5 move on to NMSA.

6 Can we get a list of the schools -- of our
7 schools that haven't provided their assurances yet?

8 MS. KAREN WOERNER: Absolutely,
9 Madam Chair. And I do want you to know there has
10 been some flexibility on that. They set us a soft
11 deadline last week. Schools are still submitting
12 them, not just the State charter schools.

13 I was really wanting -- but we can
14 certainly give you a list, I do want to mention
15 here.

16 THE CHAIR: Absolutely. Absolutely.
17 Thanks.

18 And I just want to say thanks for all the
19 efforts that went into making sure that governance
20 council members could get their -- the hours in that
21 they needed. We know that, unfortunately, too many
22 wait until the charter conference that's in June,
23 usually, to pick up those hours.

24 And, you know, it rang true that if you
25 wait till the last minute, sometimes there is going

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1 to be a panic involved with that, because something
2 comes up, and you -- you know, we can't do it. They
3 can't do it.

4 So thanks for everyone involved, Missy and
5 Public Charter Schools, to help make sure that not
6 only are they falling into compliance, but there's
7 still value in the training that they're being
8 provided. It's not just, "Oh, let's give them these
9 hours"; but there's true value in that, because we
10 know that's what's important.

11 So I just wanted to say thanks for that,
12 because it really -- it really is important.

13 And just one more question. The -- and
14 it's on the CSP grant. I don't remember -- and it's
15 me -- I don't remember the time frame for the award,
16 if there is one for this year.

17 MS. KAREN WOERNER: Well, the -- meaning
18 when they would get their allocation monies for this
19 year? Is that what you're asking me?

20 THE CHAIR: If the new applicant
21 applied -- because we don't know -- but if they
22 applied, when would they be notified that they did
23 in fact, receive?

24 MS. KAREN WOERNER: That decision won't be
25 made until they have been advised, if they apply

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1 And if it's okay, Madam Chair, I would
2 like to -- Eric is in the audience. I'd like to add
3 him, in case there are any questions.

4 THE CHAIR: Oh, sure. Sure, absolutely.

5 MS. KAREN WOERNER: Good afternoon, Eric.
6 If you can unmute yourself -- there you are.

7 THE CHAIR: I have to interrupt. I have
8 to step away for a second. We've got a bobcat in
9 the neighborhood, and my dog is going crazy. I want
10 to make sure that he's safe. Sorry. I apologize.

11 (A discussion was held off the record.)

12 MR. ERIC CRITES: All ready?

13 Well, Madam Chair and Commissioners, thank
14 you for having us here. Deputy Director Woerner, is
15 it possible -- I have three staff members here with
16 me today as well. So I have our principal, Chelamia
17 Quintana, our director of the arts, Joey Chavez, and
18 our director of admissions and community engagement,
19 Francesca Rodriguez.

20 MS. KAREN WOERNER: Adding them as we
21 speak.

22 Eric, I don't know that a formal
23 presentation is necessary. But I just was
24 concerned -- I think it would be better for you to
25 answer questions about your report than me. So

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1 their -- and I would have to defer to Brigitte, and
2 I can check if they've actually applied. But it
3 would not be -- it will be reviewed, but will be
4 pending approval from the Commission in August.

5 THE CHAIR: Okay. All right. All right.

6 And at some point, then -- because we lose
7 track of this to some degree because there is that
8 little bit of separation now between the grant folks
9 and us. But if we could get some report as to who
10 else is receiving the grant money?

11 MS. KAREN WOERNER: Absolutely.

12 THE CHAIR: Thanks. Appreciate it.

13 MS. KAREN WOERNER: There are a total of
14 13 schools, I think one of which is a local charter.
15 But I will get that list for the Commission.

16 THE CHAIR: Thanks. I appreciate it.
17 Okay.

18 MS. KAREN WOERNER: Let me just make notes
19 so I don't forget.

20 And then shall I move on, Madam Chair?

21 THE CHAIR: Yes. Sorry.

22 MS. KAREN WOERNER: Okay. Thanks. So the
23 letter B under our report is the annual report from
24 New Mexico School for the Arts. And you do have
25 that in your packets.

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1 that's why I wanted your team here to join us.

2 MR. ERIC CRITES: Okay. Great. So I do
3 have --

4 MS. KAREN WOERNER: So it's up to --

5 MR. ERIC CRITES: I have just some
6 highlights prepared. But are you saying we should
7 hold off on those?

8 MS. KAREN WOERNER: Well, I'll defer to
9 Madam Chair on that.

10 MR. ERIC CRITES: Okay. And we're fine
11 with that.

12 THE CHAIR: I'm sorry. I just stepped
13 back in; so...

14 MS. KAREN WOERNER: So, Madam Chair, Eric
15 and his team -- there are three others from his team
16 that have joined the panel. He would like to share
17 some highlights from the report. But I said I would
18 defer to you as to whether you wanted it that way.

19 THE CHAIR: Oh, absolutely. Absolutely.

20 MS. KAREN WOERNER: Okay. Thank you.

21 MR. ERIC CRITES: Madam Chair, we can keep
22 it very short and sweet or answer any questions. Of
23 course, we love talking about our school; so we --

24 THE CHAIR: I know. Thanks.

25 MR. ERIC CRITES: Okay. So I did want to

1 address, just, that we -- our governing council did
2 get -- I just confirmed our governing council did
3 get their hours done, just let you know our
4 assurances document is going to be in in the next
5 couple of days.

6 I've been in conversation with Deputy
7 Secretary Warniment-Perea and Deputy Secretary
8 Sandoval to get some answers. So that's in process.

9 I just wanted to share a few highlights
10 and have our principal, Chelamia Quintana, here to
11 speak a little bit about our academic program and
12 plans; Joey Chavez, our director of the arts, to
13 talk about how we're innovating around arts
14 programming in the current conditions. And
15 Francesca Rodriguez is here. She can address a
16 little bit about our admissions and community
17 engagement piece.

18 One of our big accomplishments of the year
19 was, as you know, moving into our permanent campus
20 and beginning enrollment growth, which we're going
21 to be continuing, while maintaining the rigor of our
22 academic and artistic program in the process.

23 We were named a Spotlight School for 2019,
24 graduation rate of 94 percent for our most recent
25 cohort.

1 assure the Commissioners, as we talked about last
2 month, that we are providing for all of those
3 students to ensure that they remain enrolled at
4 New Mexico School for the Arts, if they choose to,
5 which all of them so far are choosing to. So we're
6 thrilled about that.

7 Our online, spring, art teachers did an
8 incredible job, and I think did the best job that
9 any set of teachers could do at pivoting. But we
10 also learned a lot of lessons. And as we're looking
11 ahead to the coming year, we're using everything
12 that we learned in the spring to make the program
13 even stronger.

14 I did want to share that this morning our
15 governing council did vote for us to begin the
16 school year in a remote mode, in a fully online mode
17 for at least the first nine weeks. And so what
18 we're doing now is we're continuing to prepare
19 professional development and additional support for
20 our academic and artistic faculty, so that they can
21 really provide the most rigorous and robust
22 educational experience that students can possibly
23 have.

24 And we're also, of course, continuing to
25 work on ensuring that our students all have the

1 And in May, I'm really proud that we
2 graduated all 46 seniors, 100 percent of which were
3 accepted into post-secondary institutions. We even
4 had one graduate who earned perfect attendance for
5 all four years of high school.

6 During 2019-2020, we grew to 246 students,
7 and we'll be at 307 students for the upcoming
8 2020-2021 year. And that CSP grant that we were
9 awarded is helping us achieve that, so we're very
10 grateful for that.

11 We continue to welcome a robust roster of
12 visiting artists, as is outlined in our charter
13 contract.

14 And we're wrapping up demolition right
15 now. It's very exciting that we're wrapping up
16 demolition on our campus, in the midst of all this,
17 that will allow us to, very shortly here in the next
18 couple of weeks, begin constructing our cafeteria.
19 As I've shared previously last month with you-all,
20 our next phase would be to build a 60-student dorm,
21 and that's going to be pending securing funding in
22 the upcoming years. But we're excited about that.

23 I'm very grateful for the approval of the
24 amendment around our dorm. We're very sorry that
25 we're suspending it this year. But I did want to

1 technology that they need. We were able to achieve
2 that in the spring, and we're ordering additional
3 Wi-Fi hotspots and Chromebooks to ensure that all of
4 our students do have access going forward.

5 So that's my little intro spiel, and I'll
6 hand it over to Chelamia Quintana. Thank you,
7 Madam Chair and members of the Commission.

8 MS. CHELAMIA QUINTANA: Good afternoon,
9 everyone. So I'm Chelamia, principal of New Mexico
10 School for the Arts. And I just wanted to speak a
11 little bit about our academic programming.

12 So in the spring, we surveyed students and
13 families and staff to gauge what supports we needed
14 to be focused on over the summer in order to be able
15 to prepare for whatever was coming now in the fall.

16 And so a lot of feedback around students'
17 feeling of success, or non-success, as it relates to
18 the -- the online version in the fourth quarter of
19 our school year.

20 And so part of that led to some of our
21 pieces that we currently are offering through a boot
22 camp. We -- this will be our third year offering
23 this. And, really, it was -- it was based upon,
24 initially, supporting students in their -- their
25 experience at NMSA.

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1 And, really, it was based upon some of the
2 challenges the students expressed they had coming
3 into NMSA from statewide, as residents, as
4 commuters, as freshmen, and just from different
5 parts of the state.

6 And so this year, our offerings were more
7 centered around preparing students for an experience
8 that could have been hybrid, could have been online,
9 and could have been on-site, with regard to
10 technology, with regard to social-emotional wellness
11 and supports, and just success overall academically
12 with an online platform, if that -- as it was going
13 to be part of what we were going to do regardless,
14 probably.

15 We also have a better idea, I think, of
16 how to support students on caseload. We have a
17 group of individuals, a team of individuals,
18 teachers, myself, some of our -- or our
19 instructional assistant, our 504 coordinator, our
20 SAT coordinator, and, of course, our special
21 education.

22 And so we, throughout the fourth quarter,
23 intensified some of the supports we had around
24 academics to be able to make sure that this online
25 version was going to be fully supported for them.

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1 But we will continue that effort again
2 this year and, I guess, more intensely as we find
3 ourselves trying to -- or challenged with really
4 getting ahold of some of these students and their
5 families as they're dealing with challenges in Wi-Fi
6 connectivity and any other technology pieces, and,
7 of course, all of the family components that make it
8 challenging to be able to -- to participate online.

9 Eric, I don't know if you wanted me to
10 mention anything else or highlight anything else;
11 but those were the three areas that I wanted to make
12 sure I mentioned.

13 MR. ERIC CRITES: Thank you. And then we
14 have Joey Chavez, our director of arts and theater
15 department chair, here to say a couple of things
16 about our arts programming.

17 THE CHAIR: Okay. Thanks.

18 MR. ERIC CRITES: Okay. I'm not sure if
19 Joey is maybe having technical problems. Maybe
20 Francesca Rodriguez could share a few things about
21 our admissions and community engagement.

22 MS. KAREN WOERNER: I think Joey is there,
23 but maybe needs to unmute himself.

24 MR. JOEY CHAVEZ: Thank you, Madam
25 Commissioner and everyone, for the fabulous work

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1 And so going into this new school year,
2 we've gathered some info from the surveys, and also
3 just from our own experiences with students, which
4 will now lead to more one-on-one time, of course,
5 online, more reaching out to families, more
6 supporting our staff with this online piece, and
7 how -- you know, with regard to their accommodations
8 and their academic needs as per IEPs, same for our
9 ELL students.

10 We know that many of our students are not
11 necessarily identified through the S.T.A.R.S.
12 system; however, we ourselves have some ideas around
13 how we're going to support this online versus
14 on-site so that our EL students have what they need
15 as well.

16 We are also meeting -- will continue to
17 meet as an attendance team, which consists of our
18 administrative assistant in the front, who works
19 with attendance, myself, our counselor, in order to
20 be able to support attendance. We know that that
21 looks so many different ways when you're online.
22 And it was definitely an eye-opener for us in the
23 fourth quarter as we tried so many different ways to
24 reach out to students and make sure they were
25 engaging successfully.

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1 that you do.

2 Like teachers all over the country, we did
3 a rapid about-face in our programming. One of the
4 things unique about our school is that it is
5 paramount that the students get to share their work
6 through performances and videos and all -- you know,
7 gallery walks and all of those kinds of things.

8 So we spent a lot of time in communiques
9 with the Chair about how we were going to try and
10 keep that consistent, because it really does engage
11 the students and keep them involved when they're
12 working together in groups so that they could begin
13 to present some stuff.

14 So, just very rapidly, I'd like to give
15 you a brief rundown.

16 So the theater department, we filmed all
17 of our classes. We shared them with our students
18 and parents. We had an original play written by a
19 senior that was put on Facebook with over
20 200 viewers to see it.

21 Visual arts department had their Flux
22 Senior Exhibition, which was open to the public and
23 was very, very well-attended, with over 200 views
24 alone there. And then also they filmed their
25 classes and shared those within the department and

<p style="text-align: right;">Page 30</p> <p>1 within -- with the parents. 2 Music department filmed and presented 3 63 music concerts, both solo work and ensemble work. 4 They had over 700 views. Views were family members, 5 friends, and fellow students. That's true across 6 the board for all of these. 7 Dance created three original works that 8 were shared with their department and with their 9 departments. And then the creative writing actually 10 ended up publishing a book, which was -- which was 11 both in digital form and a hard copy. 12 So it was very important that we do that. 13 And we spent time over the summer looking at ways in 14 which we will be able to enhance and create work as 15 robust as possible under these circumstances. 16 My faculty members are all taking online 17 courses this summer. As you can imagine, it's hard 18 to teach a movement class over Zoom. But those are 19 the kinds of things that we are doing. 20 And very grateful to my staff all across 21 the board in all the disciplines. 22 So thank you very much. That's what I 23 wanted to share. 24 THE CHAIR: Thank you. 25 Eric, do you have anyone else that wants</p>	<p style="text-align: right;">Page 32</p> <p>1 to cast a wide net and develop -- and continue 2 partnerships with elementary and middle schools, to 3 prime kids to be prepared to apply to NMSA. We 4 connect with counselors to identify kids with 5 passion and aptitude for the arts and identify areas 6 of students' arts focus with the counselors and 7 other arts teachers. 8 Each arts discipline carries out a minimum 9 of eight community engagement projects each 10 semester, for a minimum of 64 events annually. Last 11 year, the NMSA community engagement program reached 12 over 2,000 individuals, including students, guidance 13 counselors, and families. 14 Obviously, our spring programming was 15 canceled dual to COVID. 16 So we facilitate workshops, master 17 classes, schedule follow-up admissions 18 presentations. We return -- do return visits to 19 target schools as we near the application date. 20 We have -- last year we held a remote open 21 house in Taos, New Mexico. Our focus recruitment 22 areas were Taos, Pojoaque, the eight northern 23 pueblos, Roswell, Las Cruces, Santa Fe, Albuquerque, 24 Silver City, Artesia, Gallup, Lake Arthur, and 25 Hagerman. One of -- and also Española.</p>
<p style="text-align: right;">Page 31</p> <p>1 to speak? 2 MR. ERIC CRITES: Yeah. If it's all 3 right, Francesca Rodriguez, our director of 4 admissions and community engagement, is here to 5 share a little bit about her program. 6 THE CHAIR: Sure. 7 MS. FRANCESCA RODRIGUEZ: Hi. Good 8 afternoon. I'm Francesca Rodriguez, director of 9 admissions and community engagement at New Mexico 10 School for the Arts. 11 I oversee our statewide arts outreach, as 12 well as aspects of admissions and recruitment and 13 direct the admissions process from inquiry to 14 enrollment. 15 Every year the NMSA community engagement 16 program travels across New Mexico bringing 17 interactive arts programming to high schools, middle 18 schools, clubs, libraries and participating 19 partnerships and local arts organizations. Our 20 community engagement program brings awareness to -- 21 of the educational opportunities available at NMSA 22 and makes it possible for the youth from every area 23 of the state to access those opportunities and to 24 participate in the art-making. 25 The implemented recruitment strategies are</p>	<p style="text-align: right;">Page 33</p> <p>1 And this is an example of a direct action 2 to result a collaboration that we had with Roger 3 Montoya and the Moving Arts organization in 4 Española, New Mexico. We planned and implemented a 5 youth arts showcase at Northern New Mexico College. 6 We celebrated aspiring young artists in 7 the region and showcased students enrolled at NMSA 8 currently, along with several other diverse 9 organizations, including New Mexico Hispano Music 10 Association, Taos Youth Ballet, Española Valley 11 Fiber Arts Center, Tewa Dancers of the North, 12 Northern New Mexico Regional Arts Center, Peñasco 13 Company Theater Collaborative, Dance Arts 14 Los Alamos, Española Public Schools, Hoop Dancers, 15 Northern Youth Project, White Buffalo Arts Center, 16 and Spanish Colonial Arts. 17 There was an evening of art and free food 18 and conversation with the community, which resulted 19 in ten students from Española applying. And we 20 accepted and enrolled six of those, who are also 21 Moving Arts students, to New Mexico [verbatim] for 22 the '20-'21 school year. 23 Moving forward, in these social distancing 24 times, our '21-'22 school year recruitment plans, at 25 least for the first quarter, include online 3D</p>

<p style="text-align: right;">Page 34</p> <p>1 virtual campus tours, live Zoom Q&A sessions, 2 backstage passes, which are online passes into 3 synchronous arts and academic classes, an online 4 open house, which will be a meet-and-greet with 5 myself, academic and arts faculty, head of school, 6 online school and arts institute president, online 7 live master arts classes and workshops, and small 8 admissions discussions, one-on-one meetings; those 9 are also online meetings. 10 We'll use social media to advertise and 11 collaborate with our current partners, reach out and 12 make new ones, ask our current students to 13 participate in recruitment and support them as 14 recruitment ambassadors, utilizing technology and 15 easily accessible phone apps and online platforms. 16 Thank you, Madam Chair, and everyone. 17 Eric, I'm not sure if you wanted me to 18 include anything else. 19 MR. ERIC CRITES: No. Thank you, 20 Francesca. 21 Madam Chair, Commissioners, thank you so 22 much. As you see, we love talking about our school, 23 and we really appreciate your time. Thank you. 24 THE CHAIR: We love hearing from you. And 25 as I've told folks before, because you were gracious</p>	<p style="text-align: right;">Page 36</p> <p>1 COMMISSIONER VOIGT: Thank you, 2 Madam Chair. Thank you so much for that 3 presentation. I have such a deep fondness for your 4 school. And you truly are a creative enterprise. 5 The 3D campus tours I think is such a brilliant 6 idea. Your recruitment is so rigorous. Your 7 retention levels are impressive. 8 How is -- how is your cinematic arts 9 program coming along? Is that still the Phase 2 10 future piece? 11 MR. ERIC CRITES: Yeah, that's exactly 12 right. We're excited about that, too, as I can tell 13 you are. And I appreciate that. Yeah. That is 14 really going to be pending funding and in terms of 15 growing what we're able to bring in on the art 16 institute side in terms of the private funding that 17 will be required for that is a little bit on hold 18 for the moment under these circumstances. 19 But it remains a priority goal, and we 20 will get there. It'll just be a little while. But 21 thanks for asking about that. 22 COMMISSIONER VOIGT: Super. That's great. 23 Very nicely done. 24 THE CHAIR: Okay. Thank you. And, you 25 know, you can come back every month if you wanted to</p>
<p style="text-align: right;">Page 35</p> <p>1 enough to share links so that we could see 2 activities that your students have participated in, 3 and we have a number of other schools that are 4 arts-inspired schools -- and I tell people now, if 5 you simply just want a moment of joy, here are the 6 links, just go, you know, you can -- you can remove 7 yourself from the day-to-day drudgery and just -- 8 just celebrate what students are doing. 9 (Commissioner Raftery has joined meeting.) 10 THE CHAIR: And it just gives you that 11 moment of Zen, if you wish, so that you can -- and 12 so many are missing arts. We've all had our Popejoy 13 subscriptions kind of suspended, and the Santa Fe 14 Opera, and so are many things that we were looking 15 forward to, to participate in the arts. It's great 16 that you and so many other schools are willing to 17 share that, so that we do -- we do still feel like 18 we're somewhat connected with the arts. 19 So I appreciate that, and thank you. 20 And no doubt, thank you for the incredible 21 reflection and work that you've done to make sure 22 that the residential students feel like they're 23 still an integral piece of your school. 24 So I appreciate that. 25 Commissioner Voigt?</p>	<p style="text-align: right;">Page 37</p> <p>1 talk to us. We have no problem, because we enjoy 2 your enthusiasm as well. And these are always good 3 talks. 4 But we've seen a lot of you, and we're 5 happy to see you. And it's -- and in this platform, 6 it's always great to be able to actually see you 7 folks are safe. So thank you so much for the update 8 and good luck with the opening. 9 MR. ERIC CRITES: Thank you, all. 10 MS. KAREN WOERNER: Madam Chair, I just 11 want you to know that Commissioner Raftery was 12 having connectivity difficulties and joined by 13 phone. 14 THE CHAIR: Yes. Thanks. And she is on; 15 so thank you. 16 MS. KAREN WOERNER: And New Mexico School 17 for the Arts, I'm going to change you to attendees. 18 You're welcome to stay and listen, but you're going 19 to be abruptly transported. 20 That's that. 21 Madam Chair, the next item on the agenda 22 is 5C, report on the pre-K program. And as -- I 23 think some Commissioners know already -- but the -- 24 the same seven schools that were approved last year 25 have been reapproved for pre-K this year.</p>

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1 To remind Commissioners, that is the
 2 Albuquerque Bilingual Academy, Horizon Academy West,
 3 Mission Achievement and Success, North Valley
 4 Academy, Red River Valley Charter School, School of
 5 Dreams Academy, and Turquoise Trail Charter School.
 6 And as you know, the Montessori Elementary
 7 and Middle has a private-pay pre-K program.
 8 And the question I was asked, which campus
 9 for Mission Achievement and Success. And
 10 Ms. Kofahl, Brenda Kofahl, advised me they are
 11 both -- they've increased -- that's the only change.
 12 Mission Achievement and Success has been increased
 13 from 20 to 40; so they'll have two classes of pre-K,
 14 and they're both at the Yale location.
 15 Any questions on that? Or shall I move
 16 on?
 17 THE CHAIR: I think, at this moment in
 18 time, it would be best if we moved on.
 19 MS. KAREN WOERNER: Okay. Sure. So then
 20 we have two schools that were listed under the
 21 concerns for incomplete documentation on their
 22 governing board changes.
 23 And I know that some folks are here from
 24 AIMS, because they're here for a later agenda item.
 25 And I don't see folks from DEAP in the attendees.

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1 But I can summarize what the concerns are, and then
 2 advise me if I should add anyone into the meeting.
 3 But, for AIMS, they -- on June 9th, we
 4 were notified of a board member who notified us
 5 herself that she was a new board member. She has
 6 completed all the training for introductory training
 7 for new members. But we have sent repeated
 8 reminders to the school for required documents and
 9 have not yet received those. But the board does
 10 have -- even without Ms. Garcia, they have six
 11 members, for a total of seven.
 12 THE CHAIR: Okay. Thanks. And is it
 13 possible -- I don't know if there's just struggles
 14 with communications in light of everything that's
 15 going on.
 16 MS. KAREN WOERNER: I'm sure this is not
 17 high-priority, Madam Chair, given the state we're
 18 in. But I just wanted to share what the -- also for
 19 DEAP, June 3rd, we -- Becky Jones was added to the
 20 board; again, repeated reminders.
 21 July 14th, we did receive the change form
 22 for Ms. Jones, and they reported another resignation
 23 that was effective in May. With this designation
 24 and resignation, they have five members.
 25 Ms. Jones also did complete the

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1 introductory training, the seven hours plus the
 2 three hours; so, again, similar situation, in that
 3 we just don't have the forms yet, and, hopefully,
 4 we'll have them for next month for both schools.
 5 THE CHAIR: All right. Thanks. I
 6 appreciate it.
 7 MS. KAREN WOERNER: Uh-huh. And then,
 8 lastly, our highlights and appreciations. And I
 9 just would like to, again, thank the State charter
 10 schools for their high response to the assurances
 11 for their school reentry plans. I was actually
 12 quite impressed with the number that were submitted
 13 last week, and I know that the rest will be coming
 14 in.
 15 Also want to really thank the Peer Review
 16 Team members who did a really intense review of the
 17 written application and the capacity interview for
 18 the new application. And some of the CSD staff that
 19 sat in and listened in to see what that process is
 20 like have shared with me that they were extremely
 21 impressed with the -- the depth and the thoughtful
 22 review and questions that the peer review team had
 23 and how well they discussed in the consensus
 24 interview.
 25 So it was quite an impressive process and

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1 pretty intense. They are paid a stipend for the
 2 work, but not nearly enough for what they do. So
 3 just wanted to give a highlight and appreciation for
 4 that group of folks, because it really is an
 5 important piece of our work.
 6 THE CHAIR: It is. And I actually had
 7 a -- a note from my comments to say thank you,
 8 because I see -- I saw a remarkable difference
 9 between -- and I'm not disparaging last year's team.
 10 But I think there was significantly more rigor into
 11 the evaluation process of the review team for
 12 this -- this year. And it -- I think, through that
 13 review, it was clear their commitment to that
 14 process. So I did want to thank them for that.
 15 MS. KAREN WOERNER: That concludes my
 16 report, unless you have any questions for me.
 17 THE CHAIR: All right. Thanks.
 18 We're on to Item No. 6, which is
 19 Discussion and Possible Action Regarding the Letter
 20 of Concern for Albuquerque Institute of Math and
 21 Science at UNM.
 22 MS. KAREN WOERNER: Madam Chair, we do
 23 have Kathy Sandoval, and I'm sure she has others
 24 with the attendees, so I will add them at this time.
 25 THE CHAIR: Yes. Thank you.

<p style="text-align: right;">Page 42</p> <p>1 MS. KAREN WOERNER: We also have a person 2 from Dual Credit and two folks from Special Ed if 3 we'd like to add those, once I share the notes that 4 we've -- have for you, all based on your request for 5 us to investigate this issue. 6 Kathy, who else from your school should I 7 be looking for to add to the panelists? 8 MS. KATHY SANDOVAL: I was trying to 9 unmute. I was having some technical difficulties. 10 So I have our legal counsel, Marty 11 Esquivel. And I also have my business manager, 12 Jolene Jaramillo. 13 MS. KAREN WOERNER: So I'm adding those 14 two, Marty and Jolene. They are both added to the 15 panelists now and can unmute themselves when they 16 are ready to speak. 17 Madam Chair, would you like me to add or 18 wait to see if we need to add Jaime from Dual Credit 19 or Tim and Charlene from -- 20 THE CHAIR: I think it's just going to be 21 easier if everyone is on now so that we don't have 22 to stop and stop. 23 MS. KAREN WOERNER: Sure. 24 THE CHAIR: And if the record could please 25 reflect that Commissioner Robbins has left. We're</p>	<p style="text-align: right;">Page 44</p> <p>1 meetings with us. So good to see you. 2 MS. KAREN WOERNER: Madam Chair, if you'd 3 like me to share what I've learned about dual credit 4 first, and then the special ed and IDEA application, 5 and then allow -- how would you like me to proceed? 6 THE CHAIR: Well, I think -- yes, if we 7 could do a quick overview of what the concern that 8 has been raised is, anything that you want to add in 9 terms of what you've been able to uncover or 10 discover, and then the school can respond. Or if 11 any of the bureaus want to add anything as you're 12 presenting, that's fine as well. 13 MS. KAREN WOERNER: Okay, Madam Chair and 14 Commissioners. And thank you. I'll start with the 15 dual credit concerns. 16 As you may know, a parent had 17 complained -- or parents -- had complained that 18 their -- particularly one -- that her child was 19 unable to take classes at CNM and that the school 20 schedule indicated that dual enrollment is required 21 in Grade 10, and her student is going into tenth 22 grade. 23 After looking at that, the school does not 24 have an active MOU, or Memorandum of Understanding, 25 with CNM currently, only with UNM. And for the</p>
<p style="text-align: right;">Page 43</p> <p>1 hoping he'll come back. 2 MS. KAREN WOERNER: However, he has joined 3 by phone. So let me -- 4 THE CHAIR: Oh. Is that -- 5 MS. KAREN WOERNER: No, that's 6 Commissioner Raftery. Now Commissioner Robbins is 7 here as well. 8 COMMISSIONER ROBBINS: I think I'm here, 9 if you can hear me. 10 THE CHAIR: I can. Sorry. Your name 11 wasn't on there, so I didn't realize that was you. 12 COMMISSIONER ROBBINS: No problem. 13 THE CHAIR: Thanks. 14 MS. KAREN WOERNER: I can rename him in 15 just a second. So -- and then Tim. 16 So, Madam Chair, Jaime Cherry is from the 17 Dual Credit -- she handles dual credit for the 18 College and Career Readiness Bureau. There she is. 19 Hi, Jaime. 20 And then Tim Crum and Charlene Marcotte 21 are from the Special Ed Bureau. I think you've met 22 them before. 23 THE CHAIR: We're unfortunately very 24 familiar, not that that's a personal "unfortunate," 25 but he's had to spend quite a bit of time at</p>	<p style="text-align: right;">Page 45</p> <p>1 dual-credit folks, the school must offer dual 2 credit, but is not required to have agreements with 3 multiple post-secondary institutions. 4 So I did advise the parent of that, which 5 settles that concern. 6 The schedule provided by the parent was 7 also a sample schedule, not a required schedule. So 8 that argument from the parent was somewhat moot. 9 Also, the student is going to be entering 10 tenth grade, and, therefore, that schedule doesn't 11 apply to him or her this summer. 12 The second thing was, it was reported 13 students must be earning a "C" or better in order to 14 be reimbursed for textbooks. The College and Career 15 Readiness Bureau has copies of the forms that say 16 specifically that they have to have -- that they 17 have to submit the form along with the book, copies 18 of the receipts, and grades with "C" or better, and 19 that it must be submitted within 30 days. 20 I did speak to Ms. Sandoval, the school 21 leader. This requirement, per her, is not a school 22 policy, in that the form must be old, and that that 23 language would be removed from the form. 24 And it was also pointed out to me by the 25 Dual Credit -- again, Ms. Jaime Cherry is here --</p>

<p style="text-align: right;">Page 46</p> <p>1 that the rules and regulations require that the 2 school be billed by the post-secondary institution 3 for the textbooks used by students, not reimbursing 4 students who purchased the book. 5 So I think most of the issues have been 6 resolved, except perhaps that last one; but, again, 7 I defer to the school to respond if you so wish. 8 THE CHAIR: Well, I'd prefer, if we could, 9 to see if there is anything from -- if Jaime has 10 any -- or if this is still a concern, as far as 11 she's concerned. 12 MS. JAIME CHERRY: Well, as Karen stated, 13 that -- you know, that the school is resolving the 14 forms. That was the concern, is that the students 15 were being required to pay upfront. But if that's 16 being resolved, I think -- I think we're okay. 17 THE CHAIR: Okay. Thanks. 18 I just need a little bit of clarification 19 before we get on to the next topic; and that is the 20 fact that the school doesn't have an active MOU with 21 CNM. 22 My understanding was that you don't need 23 an active MOU for the school to -- for a child to be 24 able to access dual-credit courses, so that it would 25 not require AIMS to have an active MOU with CNM in</p>	<p style="text-align: right;">Page 48</p> <p>1 MS. KAREN WOERNER: I would have to ask 2 the school about the reimbursement policy. 3 THE CHAIR: The reimbursement? Okay. 4 Okay. 5 MS. KATHY SANDOVAL: Madam Chair, if I may 6 address -- 7 THE CHAIR: Sure. 8 MS. KATHY SANDOVAL: You know, I really 9 thought I ran a tight ship. But now, I'm just ready 10 to go throw myself out the window. 11 Anyway -- so the forms that they're 12 talking about, when I took over this school was 13 14 years ago. These forms were grandfathered in. 14 I've never even seen the bloody things. 15 However, we always got reimbursed. But 16 nobody said anything about that not being what is 17 required. 18 Jolene, you have been submitting 19 reimbursement forms to the College and Career 20 Readiness. Have we been paid out? 21 You'll have to unmute. 22 MS. JOLENE JARAMILLO: It's actually not 23 submitted to them, but, rather, PED. But, yes, we 24 have been. 25 MS. KATHY SANDOVAL: There was no</p>
<p style="text-align: right;">Page 47</p> <p>1 order for a student to take a dual credit. 2 Am I incorrect with that? 3 MS. KAREN WOERNER: I would ask Jaime to 4 comment. But, Madam Chair, my understanding is they 5 can certainly take -- on their own, take credit at 6 any institution. But in order to get high school 7 credit for it, it has to be an agreement between the 8 post-secondary institution and the school. 9 THE CHAIR: Okay. 10 MS. KAREN WOERNER: But Jaime -- 11 MS. JAIME CHERRY: That's correct. 12 THE CHAIR: Does there have to be an MOU? 13 MS. JAIME CHERRY: Just not with multiple 14 partners. But there has to be something in place. 15 COMMISSIONER VOIGT: Also, I believe 16 that's what enables the student to have free 17 tuition; is that right? 18 MS. JAIME CHERRY: Right. To participate 19 in the dual-credit program, yes. 20 THE CHAIR: Okay. I didn't realize it 21 required an actual MOU. So thanks for clarifying 22 that. 23 So, that at this point in time, we don't 24 have any concerns regarding dual credit. Am I 25 correct?</p>	<p style="text-align: right;">Page 49</p> <p>1 indication that there was anything wrong. We will, 2 of course, fix any of that. 3 But we did have a problem early on, I 4 know -- I don't know if it was related to those 5 forms or not. But we did have a problem with 6 students -- and I discussed this last time I was 7 before you guys. We had students that were 8 buying -- that were going and getting the books, and 9 they were dropping, then, the class, and they would 10 turn the book in, and they'd pocket the money. 11 Now, that was -- immediately, the lawyer 12 that we had at the time raised a big stink and says, 13 "That's a violation of the anti-donation law." 14 So, okay, that's what -- that's my 15 understanding as I dug into the history of this of 16 why that form ended up showing up. 17 But, again, I didn't have any idea that we 18 had -- that there was any kind of a problem, as we 19 had -- those forms had been submitted to PED over 20 the past 14 years, and I've never heard anything. 21 So, of course, whatever we need to do, we 22 will do. 23 THE CHAIR: And so I guess I get a 24 little -- and I apologize, because I know we've had 25 this conversation, Kathy.</p>

<p style="text-align: right;">Page 50</p> <p>1 MS. KATHY SANDOVAL: Yeah. 2 THE CHAIR: And I thought it was -- I 3 thought it was settled. But now -- and every time 4 it comes back up again, it seems like it's slightly 5 tweaked, and I get confused as to exactly what the 6 issue is. 7 Because my understanding, most recently, 8 was the issue was that students weren't getting the 9 hard-covered textbook; they were getting -- right? 10 They were getting the E-editions because of that 11 reimbursement issue. 12 So that's what -- so we're still -- okay. 13 All right. So we're still at that. 14 MS. KATHY SANDOVAL: Which is kind of 15 [incomprehensible due to simultaneous speaking]. 16 However, what was happening there was that 17 CNM was charging us and charging against my budget 18 without my knowledge. And there was -- 19 THE CHAIR: For the E-edition? 20 MS. KATHY SANDOVAL: Pardon? 21 THE CHAIR: For the E-edition of the book 22 or -- 23 MS. KATHY SANDOVAL: Right. So I was here 24 before this body previously to discuss that issue. 25 THE CHAIR: Right.</p>	<p style="text-align: right;">Page 52</p> <p>1 CNM any longer. So I guess I'm concerned with are 2 we -- are we still just trying to address concerns 3 that parents have raised and trying to answer that? 4 Because if they don't have that MOU with CNM any 5 longer, then this entire problem goes away. Yes? 6 MS. KAREN WOERNER: Well, Madam Chair -- 7 THE CHAIR: Sure. 8 MS. KAREN WOERNER: -- I think that all of 9 the issues go away with confirmation from 10 Ms. Sandoval that, even for the UNM purchases, that 11 they are being billed by the school and not 12 reimbursing students. 13 MS. KATHY SANDOVAL: As I said, you've got 14 a 14-year-old document -- or a 14-year-old form. I 15 will update that form. I had no idea the bloody 16 thing even existed. 17 MS. KAREN WOERNER: But the form -- 18 MS. KATHY SANDOVAL: Can I just -- 19 THE CHAIR: I'm sorry. Because I guess I 20 need just a little bit of clarification here. 21 Because outside of the textbooks, are we still 22 concerned that if a student's parents chose to 23 enroll the student and pay the -- pay for the 24 tuition, that the school can't reimburse that parent 25 for that tuition at the end of the semester?</p>
<p style="text-align: right;">Page 51</p> <p>1 MS. KATHY SANDOVAL: The E-book. Now, 2 apparently, it's moved into something else. 3 THE CHAIR: That's where I'm -- yeah. 4 What we keep circling around just gets wider and 5 wider. 6 And so we settled the issue with the 7 E-edition, yes? 8 MS. KATHY SANDOVAL: That is settled. I'm 9 just not going to play this -- now, I want this body 10 to understand that that institution has called my 11 parents, and they are charging my parents tuition, 12 which my parents are paying. I think that's 13 obscene. But I'm not going to get between a parent 14 and their pocketbook. If that's what they want to 15 do, we will, of course, accept those credits. 16 We are working primarily with UNM at this 17 point, which we're AIMS@UNM. That only makes sense. 18 THE CHAIR: Right. And the -- so let me 19 ask you. Does -- we don't have the same concern 20 about the textbooks with UNM. It's only come up as 21 a result of the relationship that you no longer have 22 with CNM. 23 MS. KATHY SANDOVAL: Correct. 24 THE CHAIR: So I don't -- I don't see a 25 problem because you don't have the relationship with</p>	<p style="text-align: right;">Page 53</p> <p>1 MS. KATHY SANDOVAL: That's correct. 2 MS. KAREN WOERNER: Well, that's correct, 3 but that's not the concern. Because if the parents 4 choose to pay at CNM because they want to do it 5 anyway, that's a different question. 6 The question here is that the existence of 7 the form is that they are reimbursing students. The 8 initial concern was it said you had to have a "C" or 9 better. Ms. Sandoval has clearly said that that 10 would be removed. 11 THE CHAIR: Right. 12 MS. KAREN WOERNER: Then I learned they're 13 not allowed to reimburse students, from the 14 discussion with the Dual Credit -- with Ms. Cherry. 15 So the new issue now is that UNM must bill 16 the -- the requirements are -- and it's in NMAC as 17 well as in the guidance -- that UNM must bill the 18 school directly for any textbooks. They can't have 19 the student pay for them and be reimbursed. 20 I just want to make sure that that is 21 also -- there would be no need for the form if 22 they're not reimbursing students. 23 COMMISSIONER VOIGT: Can I just say? 24 Kathy, it wouldn't hurt, and it might 25 actually behoove the school and the students to have</p>

<p style="text-align: right;">Page 54</p> <p>1 the options of dual-credit choices if you had an MOU 2 with UNM, CNM, New Mexico Highlands -- I mean, now 3 especially with COVID, more of these colleges are 4 going to be offering online classes. And some 5 schools might have programs that others don't that 6 would interest your students. 7 It's just a piece of paper. It's actually 8 a boilerplate. The whole MOU document is a 9 boilerplate. You just fill in the school name. It 10 doesn't cost anything to -- to have those MOUs in 11 place, and it just opens up doors for your kiddos. 12 MS. KATHY SANDOVAL: Yeah. Commissioner 13 Voigt, you're absolutely right. We have already 14 begun the proceedings to talk to New Mexico Tech, 15 New Mexico State, and New Mexico Highlands. 16 THE CHAIR: We just need to make sure, 17 Kathy, that, you know, you don't -- that the same 18 thing doesn't start to happen -- and I don't know 19 how you fix the issue about students dropping the 20 course and pocketing the money for the textbook. I 21 applaud them for their creativity. That's always -- 22 you know. 23 MS. KATHY SANDOVAL: [Incomprehensible due 24 to simultaneous speaking.] 25 THE CHAIR: Karen?</p>	<p style="text-align: right;">Page 56</p> <p>1 freshman year," and they're looking at you like 2 you've got three heads. 3 But, yeah, it's -- it takes time and 4 effort. And I know you try to make the wisest use. 5 But it is -- it's hard. 6 So I think if we had -- I guess the 7 easiest -- Kathy, I think the easiest thing to do 8 might be on an agenda item and an assurance of a 9 vote by your governance council that you're no 10 longer using that form. 11 MS. KATHY SANDOVAL: Sure. Sure. I would 12 be happy to do that. 13 COMMISSIONER VOIGT: And I have a 14 question. 15 Kathy, do you have a dual-credit policy 16 for your school? 17 MS. KATHY SANDOVAL: Yes, we do. 18 COMMISSIONER VOIGT: Then you can also put 19 in those fine lines about a student's 20 [incomprehensible due to connectivity] property, and 21 they're to be upheld. 22 MS. KATHY SANDOVAL: Well -- and, you 23 know, Chair and -- Chairwoman and Commissioner 24 Voigt, you know as well as I do, clawing back money 25 from a kid is darned difficult.</p>
<p style="text-align: right;">Page 55</p> <p>1 MS. KAREN WOERNER: I was just going to 2 say, Madam Chair, that once they have been paid for 3 by the school, they are now school materials. And 4 the school could charge the student for lost or 5 stolen materials. 6 COMMISSIONER VOIGT: Right. 7 THE CHAIR: But those of us who that have 8 been in schools well understand what happens with 9 those fines for lost and/or stolen, you know. It 10 goes into that vast file, never to be seen -- you 11 know. So it's unfortunate, because the school ends 12 up eating it, you know. That's -- 13 COMMISSIONER VOIGT: You know, it's just 14 like any other school supply. If you're checking 15 out a Chromebook to a student, you follow up; right? 16 I mean, I was a frugal school leader. I 17 counted those pennies. And so you have someone 18 assigned to, you know, keep that timeline and follow 19 up with those textbooks. And you've got your little 20 dual-credit library right there at AIMS. 21 THE CHAIR: Yeah. It's just -- you know, 22 it was always amazing, you know, when someone was 23 getting ready to graduate, and it's, like, you know, 24 "You're not going to actually get that diploma 25 because you still owe \$9 for that book fine from</p>	<p style="text-align: right;">Page 57</p> <p>1 Now, I'm willing to spend the time to do 2 it. But as I recall -- and, again, 14 years ago, I 3 don't remember. But we were about \$250,000 in the 4 hole when -- when I took that school over. And so 5 we didn't -- you know, in my board's defense, if I 6 had to guess why they went ahead and made that form, 7 policy, it was because we didn't have the money to 8 up-front anybody anything. 9 I couldn't have bought a TuffShed if I 10 wanted to. So we -- over time, I swore I would 11 never have that happen again. 12 I've since -- I'm on my third business 13 manager. No, it's not because I'm a terribly 14 difficult person to work with. Jolene loves me. 15 And I've had Jolene -- how long have you been with 16 me, Jolene? She's not even there. 17 MS. JOLENE JARAMILLO: Nine years. 18 MS. KATHY SANDOVAL: Nine years. She's 19 got a number of years under her belt. And, again, 20 we -- I've got -- I've renewed three times. The 21 policy manual has been submitted with -- there's a 22 site visit. I'm going to say Karen's team is 23 incredibly thorough. And it's just never come up. 24 I've never heard from anybody. 25 So I will fix it.</p>

<p style="text-align: right;">Page 58</p> <p>1 THE CHAIR: Okay.</p> <p>2 MS. KATHY SANDOVAL: I didn't know it was</p> <p>3 a problem to begin with, okay?</p> <p>4 THE CHAIR: I appreciate it.</p> <p>5 MS. KATHY SANDOVAL: You bet.</p> <p>6 THE CHAIR: Okay.</p> <p>7 Item No. 2.</p> <p>8 MS. KATHY SANDOVAL: What is that?</p> <p>9 MS. KAREN WOERNER: Item No. 2 is related</p> <p>10 to special education and the IDEA-B application and</p> <p>11 funding.</p> <p>12 And I need to somewhat apologize, because</p> <p>13 I wasn't involved in the initial conversations. But</p> <p>14 I know that there was some conversation when Alan</p> <p>15 was here regarding IDEA-B funding being released.</p> <p>16 That appears to have been resolved. And,</p> <p>17 for the Special Ed Bureau, the school has not spent</p> <p>18 IDEA funds for at least the last three years, and</p> <p>19 some have expired.</p> <p>20 The investigation of the IDEA funding did</p> <p>21 reveal other concerns, including some Maintenance of</p> <p>22 Effort issues, some S.T.A.R.S. data not being filled</p> <p>23 out, and also alerted the Special Ed Bureau to a</p> <p>24 flaw in their annual determination system, in that</p> <p>25 if something's not completely filled out or fields</p>	<p style="text-align: right;">Page 60</p> <p>1 that's been asked for. I think, from the</p> <p>2 communication I have from a previous financial</p> <p>3 coordinator, Andrea Alejo [ph], she had inquired</p> <p>4 about some MOE information back in 2015. Whether or</p> <p>5 not she received that or not, I'm not certain. And</p> <p>6 I've been in communication with Jolene regarding</p> <p>7 that request for that information and have not</p> <p>8 received that yet.</p> <p>9 And then Charlene could probably fill you</p> <p>10 in on the general concern that we have is</p> <p>11 submission -- meeting submission reporting</p> <p>12 requirements. And as we know that are in the work</p> <p>13 of special education, reporting requirements are in</p> <p>14 many ways connected to students receiving services</p> <p>15 in a timely and accurate fashion.</p> <p>16 So I would also ask Charlene if she might</p> <p>17 bring up a couple of those.</p> <p>18 THE CHAIR: Thanks. Charlene?</p> <p>19 MS. CHARLEEN MARCOTTE: Hi, there,</p> <p>20 Chairwoman and Commissioners. The issue was brought</p> <p>21 to our attention when Karen reached out and when I</p> <p>22 had noticed when we were doing our end-of-year</p> <p>23 reporting that a lot of the data points that we look</p> <p>24 at for any district, including State charters, is</p> <p>25 blank for AIMS Academy -- or AIMS Charter. Excuse</p>
<p style="text-align: right;">Page 59</p> <p>1 are blank, it's flagged as "Meets Requirements,"</p> <p>2 which may or not be accurate for schools that</p> <p>3 submitted those forms with blanks. They're going to</p> <p>4 ask AIMS for clarification of the data not entered.</p> <p>5 THE CHAIR: Can we -- is it possible -- I</p> <p>6 don't know if Tim has additional information.</p> <p>7 Because my understanding was that a letter went out</p> <p>8 to the school from the Special Education Bureau.</p> <p>9 And I could be wrong on that. But that</p> <p>10 was one of the last things that Alan had mentioned</p> <p>11 to me. Because I had asked Karen to -- to see if</p> <p>12 she could get a copy of that letter so that we would</p> <p>13 have an opportunity to see that for the meeting.</p> <p>14 So we're kind of flying unknown as well,</p> <p>15 because we haven't -- we haven't seen any of the</p> <p>16 communications. And I've just gotten, you know, a</p> <p>17 couple of calls that there was this concern, and</p> <p>18 then, unfortunately, Alan's not here any longer.</p> <p>19 So, Tim, is there anything you want to</p> <p>20 enlighten us on?</p> <p>21 MR. TIM CRUM: It's nice to see you,</p> <p>22 Chairwoman Gipson and the rest of the Commission.</p> <p>23 I think Karen summed it up pretty good.</p> <p>24 We have been in some communication with AIMS</p> <p>25 regarding some Maintenance of Effort documentation</p>	<p style="text-align: right;">Page 61</p> <p>1 me.</p> <p>2 And that's very concerning, in that we are</p> <p>3 required to report valid and viable data to the</p> <p>4 Office of Special Education Programs, or OSEP. And</p> <p>5 so we will be reaching out -- a communication will</p> <p>6 be coming out from our division indicating that the</p> <p>7 district has not submitted valid and reliable data</p> <p>8 for the 2019-2020 school year. So we're going to be</p> <p>9 working with them to try to get that resolved before</p> <p>10 we have to do our annual reporting to OSEP. So</p> <p>11 that's one of the main things.</p> <p>12 THE CHAIR: Okay.</p> <p>13 MS. CHARLENE MARCOTTE: Okay.</p> <p>14 THE CHAIR: Thank you. Because my</p> <p>15 understanding was that that communication had</p> <p>16 already gone out. So we might be a little premature</p> <p>17 in -- now in this discussion, because you -- you</p> <p>18 know, I was told that the communication went out</p> <p>19 already, and that's why we put the school on the</p> <p>20 agenda today.</p> <p>21 COMMISSIONER VOIGT: And this wasn't part</p> <p>22 of the original Letter of Concern, was it? The</p> <p>23 special ed issue was not part of this concern?</p> <p>24 THE CHAIR: We don't have a Letter of --</p> <p>25 there has been no Letter of Concern sent to the</p>

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1 school.

2 COMMISSIONER VOIGT: That's what I

3 thought. But something came up just a while ago

4 that there was a letter, that some kind of notice of

5 concern or something from somebody. It was just

6 spoken.

7 THE CHAIR: It was. It hasn't gone out

8 yet.

9 COMMISSIONER VOIGT: Okay. I didn't know.

10 THE CHAIR: I was told that the letter

11 went out already. Charlene has now indicated that

12 it hasn't gone out yet.

13 COMMISSIONER VOIGT: Okay. Okay.

14 MS. CHARLENE MARCOTTE: May I clarify?

15 THE CHAIR: Sure.

16 MS. CHARLENE MARCOTTE: I believe there's

17 a few issues going on. So there may have been other

18 communications that have gone out. That is for the

19 data piece.

20 But there may have been something that has

21 gone out -- I know Deborah talked about there's the

22 piece with the unspent funds. So there may have

23 been a letter with regard to that that was sent out.

24 I don't know if Tim might have more information on

25 that. Or it may have been on an MOE. Because I

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1 know Tim and -- Karina and Tim have been working on

2 that. So, Tim, do you have anything more to add on

3 that?

4 MR. TIM CRUM: I don't have anything to

5 add on that. I'm not aware of a formal Letter of

6 Concern at this point.

7 COMMISSIONER VOIGT: That was just spoken

8 about seven minutes ago; so I wanted to clarify that

9 there was not one.

10 MS. KATHY SANDOVAL: The last letter --

11 THE CHAIR: I'm sorry?

12 MS. KATHY SANDOVAL: -- [inaudible] a hard

13 copy in the mail in five months. But the last

14 letter that we got was that we met everything. We

15 were wonderful, fabulous. And so it's still sitting

16 on my desk.

17 Now, the IDEA-B funds, I know what that's

18 about. So years ago, I was asked, "You have to have

19 matching funds for IDEA."

20 We never were able to get to that

21 threshold to actually dip into those funds. So I

22 said, "For heaven's sake, if we're not going to use

23 them, there are schools out there that can use

24 them."

25 So I was asked to write a letter -- this

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1 is back in 2008. I was asked to write a letter to

2 Special Ed, "We cannot use these funds, please give

3 them to somebody who can, lovely."

4 It's just -- we never -- we never were

5 able to reach that threshold.

6 Then, under the previous administration,

7 I -- they descended upon me and said, "By god, we

8 don't care if you're going to use them or not.

9 You're going to encumber them."

10 Okay. So we encumbered them. And then we

11 had eight years of being encumbered.

12 Now, Jolene told me that -- that we're

13 back to you need to write a letter to unencumber

14 these funds. So it seems like we have an

15 ever-changing milieu depending on who's in charge of

16 the department at that time.

17 I will do whatever they want me to do.

18 But we have written the letter. It's my

19 understanding is that Jolene's spent quite a period

20 of time on the phone explaining this situation.

21 As far as the S.T.A.R.S., I'm assuming

22 you're talking about S.T.A.R.S. reporting. We have

23 a third-party company that is handling that right

24 now. Yes, I do have a S.T.A.R.S. coordinator.

25 She's giving that information to this company.

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1 So I'm paying a lot of money for them. So

2 if they're not doing their job, I need to know about

3 it. So that's all I have to say about that.

4 And I'll get you a letter. But, first,

5 I'd like to see the letter from you-all, so I know

6 what I'm addressing.

7 THE CHAIR: Right. And I want to clarify

8 that the Letter of Concern would have been a letter

9 of concern by us, if we felt that the school was out

10 of compliance. There was a potential that there

11 could have been -- and that's why the agenda item

12 says, "Letter of Concern."

13 MS. KATHY SANDOVAL: Chairwoman, I can

14 guarantee that I have not had any kind of Letter of

15 Concern from the PEC.

16 THE CHAIR: No, I know that. We have to

17 vote on that.

18 MS. KATHY SANDOVAL: Oh, okay.

19 THE CHAIR: We would have voted on it

20 today if we felt that you were out of compliance

21 with either one of these issues. I -- but I --

22 we've cleared up, I hope, for the last time, the

23 textbook and the dual credit reimbursement. I think

24 we still have open -- so I think there's two issues

25 in particular that the school needs to address.

<p style="text-align: right;">Page 66</p> <p>1 And, Tim and Charlene, you could direct us 2 a little bit better. There's the S.T.A.R.S., the 3 fact that there's no data that's been entered. So I 4 think if the school can get some direction, or just, 5 we tell them now that they need to look at that, 6 because there's been no data entered. 7 And then there's the -- the IDEA money and 8 how the school deals with that, because I'm going to 9 tell you what was communicated to me. And it wasn't 10 the S.T.A.R.S. data issue, but it was the fact that 11 Special Ed was unable to close out and finalize the 12 report for the year because AIMS had not responded 13 to, I guess, the disbursement of the IDEA money; so, 14 therefore, the State couldn't finalize the report. 15 And that was the concern that was put forward. 16 MS. KATHY SANDOVAL: Okay. 17 THE CHAIR: So that's all I know. 18 MS. KATHY SANDOVAL: Okay. Okay. 19 Jolene, I think this is the conversation 20 that you had about the IDEA-B money, correct? 21 MS. JOLENE JARAMILLO: Correct. And I'm 22 not aware of any report not being able to be 23 submitted. So I would probably need more 24 information before I'm able to respond. 25 THE CHAIR: Tim, can you expand on that a</p>	<p style="text-align: right;">Page 68</p> <p>1 Well, in order for them to be able to do 2 that, they need to know the status, where everyone 3 is at. So with not knowing what AIMS is doing with 4 their funds and then having not spent their funds in 5 the past several years, that was holding the Federal 6 Grants Management up from being able to do that 7 part. 8 So the one school was holding it up for 9 everybody, so they weren't able to release 10 nobody's -- nobody's final allocation amounts until 11 they knew what was going on with AIMS. 12 That's my understanding of what was -- 13 what was holding up the whole process for everybody. 14 So, usually, those letters, they go out in 15 April or May; but now they didn't come out till 16 June, I believe. So it held it up a long time. So 17 it pushed everybody back a long ways. 18 MS. KATHY SANDOVAL: Okay. So, Charlene 19 and Tim, what I'm hearing you say is we are back to 20 2008, where I need to write a letter, correct? 21 Because I've explained that we will never reach that 22 threshold. We haven't reached the threshold. Is 23 that correct? 24 MS. CHARLENE MARCOTTE: Can I clarify? 25 What do you mean by "threshold"? Because IDEA-B is</p>
<p style="text-align: right;">Page 67</p> <p>1 little bit? Because not having seen anything in 2 writing, I don't have a whole lot of information. 3 But it was brought to us more than once, 4 and it was requested that the school be put on the 5 agenda for today for that reason. And now it -- it 6 just seems like we may be a little premature on it. 7 I'm not sure. 8 MR. TIM CRUM: Yes. Thank you, 9 Madam Chair. 10 Charlene, would you have more information 11 on [incomprehensible due to connectivity]? I have a 12 piece on the IDEA-B. 13 Would you mind if I defer to Charlene, 14 Madam Chair? 15 THE CHAIR: Surely. 16 MS. CHARLENE MARCOTTE: So my 17 understanding with what's happening -- I'm the data 18 supervisor, so I'm [incomprehensible] person. 19 But my understanding is that AIMS has not 20 utilized their IDEA-B funds for the past three 21 years. And that was holding up -- when -- when 22 we're getting to the end of the fiscal year, the 23 Federal Grants Management Department, they issue out 24 final allocations, or final reports, and then any 25 carryover amounts.</p>	<p style="text-align: right;">Page 69</p> <p>1 not a matching -- it's -- you don't have to match 2 your IDEA-B funds. So there might be some 3 misunderstanding there. 4 IDEA-B is a -- what is it called? -- it's 5 given to you based on your enrollment. Yeah. It's 6 not a matching. You might be confusing Maintenance 7 of Effort with your IDEA-B funds. 8 But even if you do not spend your IDEA-B 9 funds, you still have to meet Maintenance of Effort. 10 So it doesn't exclude you from meeting the 11 requirements of MOE. 12 MS. KATHY SANDOVAL: Okay. The last 13 letter that I got said that I met Maintenance of 14 Effort. So that's the last thing I got from Special 15 Ed. That was before the end of the world came. 16 So, Jolene, I know that -- you do the 17 finance. I mean, what -- what are you hearing? 18 MS. JOLENE JARAMILLO: So let me just 19 clarify. What Kathy is meaning is before we can 20 spend IDEA-B funds, we have to spend so much within 21 Operational, which is basically that Maintenance of 22 Effort. And because we don't have that cost that 23 exceeds the operational cost, we haven't been able 24 to utilize IDEA-B funds. 25 We did receive -- I did receive an e-mail</p>

<p style="text-align: right;">Page 70</p> <p>1 June 18 where PED asked if we were going to be 2 spending those funds. I responded June 19th. 3 So maybe there is some miscommunication 4 with PED providing that information to us, and, you 5 know, helping them meet that timeliness. 6 COMMISSIONER VOIGT: May I just interject? 7 I don't know why we're talking about this during 8 this time. This is a school-PED communication 9 issue. And before you interrupt, just a second, 10 because this is something that shouldn't even be 11 before the PEC at this time when this looks like a 12 timeliness communication disconnect somewhere 13 between the school and PED. 14 And if there's letters just going out as 15 of late, June 19th or June 20th, I mean, that's 16 something that -- this can be settled between the 17 PED, the Special Education Bureau, and the school 18 itself as a disconnect that can be severed -- or 19 connected, rather. 20 You know, I've seen this happen so many 21 times with Title I, Special Education, that these 22 disconnects in communication happen; they just 23 happen, for whatever reason. But, I mean, this is 24 something that is -- I mean, I don't know why -- 25 THE CHAIR: I'm going to say that we were</p>	<p style="text-align: right;">Page 72</p> <p>1 debate. 2 COMMISSIONER VOIGT: But through this 3 conversation, we are discovering that this is what 4 is happening was there was a disconnect in 5 communication through -- 6 THE CHAIR: And if we can aid in making 7 sure that that's fixed, I'm more than happy to be 8 the conduit for that. 9 COMMISSIONER VOIGT: I'm just saying we 10 shouldn't have to be that conduit, when PED -- and 11 you know what? I just want to say I want to commend 12 the PED also for having that retreat, because it's 13 good for those divisions to come together and share 14 some of the challenges, such as this, as the 15 disconnect between bureaus of communication. 16 Because this -- it's a time-suck. And so I'm just 17 going to leave it at that. 18 But -- you know. 19 THE CHAIR: And if we can be here to be 20 that conduit, once again, I'm going to say I'm more 21 than happy to help the school in trying to navigate 22 this and make sure that they are in compliance. And 23 whatever the school needs to do, that's part of what 24 we're here to do. 25 COMMISSIONER VOIGT: But to take --</p>
<p style="text-align: right;">Page 71</p> <p>1 specifically asked by PED to put this on the agenda 2 and the concern has been raised and this was the 3 second month that the concern was raised. 4 COMMISSIONER VOIGT: By which 5 [incomprehensible due to simultaneous speaking] PED? 6 THE CHAIR: Sorry. Excuse me. Until we 7 have this discussion we don't know that there is a 8 disconnect, and we had no idea when the 9 communications went out. And it is our job to make 10 sure that our schools stay compliant. And we have 11 sent out Letters of Concern, especially when it's 12 special ed, that schools have not been in 13 compliance. So that the role of this Commission -- 14 COMMISSIONER VOIGT: It looks like that is 15 surfacing, as through this conversation, that this 16 was a disconnect. 17 Now, I'm just curious. Who from -- which 18 division from PED wanted us to address this during 19 this meeting? Was it Special Ed? 20 THE CHAIR: It doesn't matter. It doesn't 21 matter. 22 COMMISSIONER VOIGT: I think that does, 23 because that's -- where is the crux of the problem? 24 THE CHAIR: You know what? We're here 25 now. We're here now, and I'm not getting into this</p>	<p style="text-align: right;">Page 73</p> <p>1 THE CHAIR: We're done with this now. 2 COMMISSIONER VOIGT: Are we done with it? 3 But to take the micromanagement away from the PED -- 4 THE CHAIR: We are with this discussion. 5 We need to see, from Special Ed, exactly what they 6 need this school to communicate to them so that they 7 can be in compliance. 8 COMMISSIONER VOIGT: And maybe Special Ed 9 can communicate directly to the school now and take 10 the opportunity to do that now. 11 MR. TIM CRUM: This is Tim. 12 THE CHAIR: Okay, Tim. 13 MR. TIM CRUM: I'm here for any 14 clarification questions. But something was brought 15 up earlier that I think -- and I thank you for the 16 opportunity to speak a little bit. Clarifications 17 are necessary here. Maintenance of Effort and 18 IDEA-B, they do go hand-in-hand. To some degree, 19 there's [incomprehensible due to connectivity] to 20 expend monies. 21 But let's clarify one thing. There's not 22 matching funds, and there never has been. It's not 23 been promulgated in any way, shape, or form through 24 OSEP. They are sub-recipient awards. They're 25 eligible for these awards as long as they can</p>

<p style="text-align: right;">Page 74</p> <p>1 produce that they will maintain the effort of 2 expenditures from the previous year. So 3 [incomprehensible due to connectivity] -- 4 expenditures -- 5 THE CHAIR: Tim. Tim, you're breaking up 6 a lot. 7 MS. KAREN WOERNER: Maybe disable your 8 video, Tim, and it might help. Disable your video, 9 and it might help. 10 MR. TIM CRUM: Okay. Disable my video. 11 Okay. I will. Can you hear me any better now? 12 THE CHAIR: Yes. 13 MR. TIM CRUM: Okay. Good. So I'll be 14 real brief. I think the second time helps me as 15 well. 16 So the Maintenance of Effort, it's an 17 obligation -- you obligate, and you budget funds 18 that you spent the previous year that you made MOE. 19 So making it very simple, if you spent 20 \$1,000 in Maintenance of Effort the previous year, 21 and that was your very first year, then you need to 22 obligate \$1,000 again the next year. 23 Very simple, you know. Sort of -- and 24 then with the IDEA-B sub-recipient award, those are 25 entitled monies for the children. For the children.</p>	<p style="text-align: right;">Page 76</p> <p>1 correct, if they received that notification? 2 MR. TIM CRUM: Madam Chair, to my 3 knowledge we have not given them a confirmed letter 4 of any sort regarding Maintenance of Effort. My 5 last communication with AIMS regarding Maintenance 6 of Effort was to request documentation that was 7 requested back in 2013 by a previous financial -- 8 sorry -- management analyst, Andrea Alejo [ph]. 9 And it gets a little complicated. But, 10 essentially, Andrea was asking for some 11 documentation, that if she received it, she would be 12 able to make a decision on whether or not she could 13 reduce the LEA's obligations when it came to 14 Maintenance of Effort. And we have not received 15 that documentation. 16 And it's not to say that AIMS did not 17 provide that documentation back in 2015, because 18 Andrea is no longer with us. 19 So -- but that's where we are with that. 20 Because it was their repetition, when they coded 21 special education -- two special education employee 22 types in categories, and they said that the monies 23 were expended on other than special education, 24 thereby inflating their Maintenance of Effort. 25 And so that question was left unanswered.</p>
<p style="text-align: right;">Page 75</p> <p>1 That's really critical. For the children. To 2 subsidize the cost of special education for the 3 Local Education Agency. 4 So that's really critical. What Charlene 5 mentioned earlier, that's really critical. There's 6 no such thing as matching funds. And I can 7 understand how that could be related, somewhere 8 thought to be, about Maintenance of Effort. 9 And the other thing is we have had 10 traditionally -- over the many years, we've had 11 plenty of discussions, webinars disseminating the 12 instructions, getting professional development on -- 13 on IDEA-B applications, et cetera. 14 So I just -- those are a couple of 15 clarification points. And I wanted to clarify 16 those. They should already be known, but they 17 needed to be clarified. 18 And I stand for any questions as well. I 19 think this is an opportunity for the data supervisor 20 and me to be here. We are here to assist, and I'm 21 here for any questions. 22 THE CHAIR: Thank you. So -- but, Tim, 23 the school did get, apparently, a letter, saying 24 that they're okay with Maintenance of Effort. So 25 there's not a concern there at this moment in time,</p>	<p style="text-align: right;">Page 77</p> <p>1 We requested the documentation. We looked for it 2 ourselves here on a remote drive and et cetera, what 3 we had. We didn't find it, and we have not received 4 the communication back. And we haven't gone any 5 further forward in that regard with AIMS' 6 Maintenance of Effort because we've been waiting in 7 that capacity. 8 THE CHAIR: Okay. So, Kathy, I'm going to 9 ask you what you feel you need at this point in time 10 so that you can move forward and get all this 11 cleared out. 12 MS. KATHY SANDOVAL: I have no idea. Now 13 I'm hearing about something from 2015. I thought we 14 were good. I'm getting the letters. I can show you 15 the letters. I have to sign for them. And saying 16 that we've met Maintenance of Effort. So I thought 17 we were good. 18 THE CHAIR: Okay. 19 MS. KATHY SANDOVAL: So I guess what I'm 20 saying is just tell me what you want, and I'll get 21 it for you. 22 THE CHAIR: I know. I know. So, 23 apparently, there's -- and I don't know what it 24 is -- back in 2015. But, Charlene, at this very 25 moment in time, there is the necessity for the</p>

<p style="text-align: right;">Page 78</p> <p>1 school to clear up the issue with the S.T.A.R.S. 2 reporting -- 3 MS. CHARLENE MARCOTTE: Yes. 4 THE CHAIR: -- and the IDEA-B money? 5 MS. CHARLENE MARCOTTE: I believe that 6 they are waiting for something in writing. I'm not 7 sure. I'm not too involved in that part of it. 8 That's the Fiscal -- 9 THE CHAIR: Who does the school need to 10 directly contact to find out? 11 MS. CHARLENE MARCOTTE: I would have -- I 12 would have them contact Deborah. And I think she's 13 going to log on. She's asking for the link. 14 So she -- I'm going to send it to her. 15 Okay. I see that you're here. 16 So I believe that that would go to Deborah 17 in regard to the IDEA-B funds not going to be spent. 18 However, I don't believe that -- that frees them 19 from not meeting the Maintenance of Effort 20 requirements. 21 THE CHAIR: I'm sorry. Could you repeat 22 that again? I didn't quite catch that. 23 MS. CHARLENE MARCOTTE: What I indicated 24 was even if they're not going to utilize their 25 IDEA-B funds, they are still required to meet the</p>	<p style="text-align: right;">Page 80</p> <p>1 in writing or anything, so we've kind of been 2 circling around this issue. 3 And the school just needs to be clear as 4 to what the concern is and what they need to do to 5 clear this up. 6 MS. DEBORAH DOMINGUEZ-CLARK: Thank you, 7 Madam Chair, Commissioners. 8 Yes. We didn't meet with Alan this 9 currently. And then we had met with him when he 10 originally had come on board. 11 So we're updating our system, and Charlene 12 will be leading that piece. In terms of if there's 13 any documents that are missing or outstanding or 14 delayed, we'll be putting some formal letters 15 together. We are working closely with Karen so that 16 we can get that done. 17 So there's just a few issues that had 18 concerns. Part of it was some delays in reporting. 19 Sometimes we've had districts or charter schools 20 that appear that things look -- because the 21 documents have come in, even if they've come in 22 late -- still on track for students with 23 disabilities, even though, for example, a 60-day 24 timeline for evaluation, because it's when the 25 district receives the document and signs in. And it</p>
<p style="text-align: right;">Page 79</p> <p>1 MOE requirements and all the other requirements of 2 IDEA-B. 3 THE CHAIR: Okay, thanks. So, Kathy? 4 MS. KATHY SANDOVAL: Yes. 5 THE CHAIR: If you've got any concerns 6 about the S.T.A.R.S. reporting, I would contact 7 Charlene to make sure that that is cleared up. And 8 contact Deborah directly to see about the IDEA-B 9 money. 10 And if we hear anything additionally from 11 her -- or if we don't hear anything additionally 12 from her -- then I think we should be okay. 13 MS. KATHY SANDOVAL: And this is Deborah 14 who? 15 THE CHAIR: Dominguez-Clark; correct? 16 That's who you're referring to. Yes? 17 MS. CHARLENE MARCOTTE: And she's on. I 18 see that she's on now. 19 THE CHAIR: Oh. She's on? Karen, do you 20 want to bring her in? 21 MS. KAREN WOERNER: Madam Chair, I have. 22 THE CHAIR: Good afternoon, Deborah. 23 There you are. It's good to see you. 24 So I know you had conversations with Alan 25 regarding this. And we don't have any -- anything</p>	<p style="text-align: right;">Page 81</p> <p>1 doesn't really mean 60 days from when the parent 2 feels that they have a child with a disability. 3 So we're working on a few of those issues 4 so we can bring everyone into compliance. 5 One of the things with this particular 6 charter school is they have not used any of their 7 IDEA funds. We have those funds as additional 8 funds. 9 So, for example, if every student is 10 getting what they need in the classroom, and a 11 student with a disability may need an additional 12 assistive technology device, or if they need some 13 fidgets to use at home, or a specialized evaluation, 14 IDEA funds can be used for that. And AIMS has not 15 used their funds for the last few years. 16 We don't mandate that they use them. But 17 I've never known of another district that hasn't 18 used them, especially because special education is 19 very costly. And so you do use them in order to 20 help students access the general ed curriculum. 21 And there is the Maintenance of Effort 22 component, that you need to always be at a certain 23 level; whatever you've spent the year before, you 24 continue to spend. 25 And, you know, we do have a high number of</p>

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<p>1 students who are gifted. But gifted is not a 2 disability. Gifted is an exceptionality. And so 3 for the number of students at the school, there are 4 only about four.</p> <p>5 And I did meet with Karen, and Karen 6 talked a little bit about, you know, kind of the 7 makeup of the school and what this looks like. It 8 seems to me that that's a really -- if you're doing 9 a lottery system, to have less than four students in 10 a charter school of students with disabilities, 11 it's -- sends a flag up that perhaps all students 12 aren't being looked at equally.</p> <p>13 MS. KATHY SANDOVAL: Deborah, it's not the 14 first time I've heard this. And I would encourage 15 you to come and visit the school and watch the 16 lottery. Karen does a phenomenal job of having her 17 team, during a site visit, go through all of our 18 stuff. And that's one of the things they go 19 through.</p> <p>20 So either -- you know, if the team is 21 doing what they say that they're doing -- and I 22 believe they are, 'cause they're pretty needy. And 23 my business manager has talked to you-all. And we 24 got what we got. I don't know how else to express 25 that. I just went through a five-day due process</p>	<p>1 MS. DEBORAH DOMINGUEZ-CLARK: The IDEA 2 funds. So the IDEA funds, the -- the IDEA funds 3 have already been redistributed for the last few 4 years.</p> <p>5 I don't believe -- and, Tim, you might 6 have to correct me if they were redistributed for 7 this current year. I don't believe so. Is that 8 true?</p> <p>9 MR. TIM CRUM: I'm not aware, Deborah, 10 that they've been redistributed for this year.</p> <p>11 MS. DEBORAH DOMINGUEZ-CLARK: Okay. So 12 we'll have to look at that. It's highly unusual to 13 not have funds used. In fact, this is the only -- 14 this is the only charter that has never touched 15 their IDEA funds.</p> <p>16 And there are -- there are four students 17 there. So we would expect that they should have 18 additional needs and something should be spent, 19 additional [incomprehensible due to connectivity].</p> <p>20 THE CHAIR: Okay. So my question is, to 21 try to help Kathy navigate this, who should they 22 best contact to work on this so that everyone is 23 satisfied that the school is in compliance?</p> <p>24 MS. DEBORAH DOMINGUEZ-CLARK: I would say 25 Tim Crum. He is the deputy director. And I would</p>
Page 83	Page 85
<p>1 hearing that was grueling. And I think we won. 2 So --</p> <p>3 THE CHAIR: Sorry. I just want -- the 4 issue about the lottery was not a concern that was 5 brought to the Executive Team right now. So I'm 6 somewhat uncomfortable with having that 7 conversation.</p> <p>8 I think that's a separate, different 9 conversation, because the school was not notified in 10 my way that that was going to be a fabric of this 11 discussion. So I would prefer not to touch on the 12 lottery, but to touch on the two issues that were 13 directly raised to us right now. And that was what 14 does the school need to do to fix the concern about 15 the IDEA money and if there is a concern about 16 Maintenance of Effort.</p> <p>17 MS. DEBORAH DOMINGUEZ-CLARK: I believe -- 18 Madam Chairwoman, I believe that Tim will assist and 19 provide some assistance with that discussion for 20 Maintenance of Effort. I believe he's had those 21 conversations already. So that's one area that will 22 be looked into.</p> <p>23 And the other issue -- I'm sorry -- it 24 just went right out of my head. I'm sorry.</p> <p>25 THE CHAIR: The IDEA-B money.</p>	<p>1 recommend that. I think they've had the most 2 discussion so far. So I would recommend that he 3 would be able to be a liaison for that.</p> <p>4 THE CHAIR: Okay. All right. Thank you 5 so much.</p> <p>6 So, at this point in time, I'm going to 7 recommend that, Kathy, you and/or your business 8 manager, if that's the most appropriate, get in 9 touch with Tim. You have those conversations.</p> <p>10 And, Tim, if there is ongoing concerns 11 with this, if you could just continue to communicate 12 with Karen so that she can give us an update to see 13 if this has to come back up on the agenda or not, or 14 at least give us an update that it's been cleared 15 out by your bureau.</p> <p>16 MS. KAREN WOERNER: Tim, you're muted. 17 MR. TIM CRUM: Will do, Madam Chairwoman.</p> <p>18 THE CHAIR: Okay. Thank you so much. 19 Kathy, are you -- are you okay with this 20 now?</p> <p>21 MS. KAREN WOERNER: Kathy, you're muted. 22 MS. KATHY SANDOVAL: Sorry. I muted when 23 he was trying to unmute.</p> <p>24 It seems to me that what I need to do is 25 scan that letter that I got from Special Ed saying</p>

<p style="text-align: right;">Page 86</p> <p>1 that I met the -- the requirements for this 2 particular year, the Maintenance of Effort, and send 3 that to him so that he could see what I'm looking 4 at. 5 Maybe -- maybe I've had a stroke, and I'm 6 not reading that correctly. But I'll get with 7 Jolene -- Jolene and I will get with Tim. We'll 8 have a conference call, and we'll get her fixed. 9 THE CHAIR: Okay. All right. Thanks. I 10 appreciate it. 11 MS. KATHY SANDOVAL: You bet. 12 THE CHAIR: All right? Okay. Thanks, 13 everyone. Thanks for your time. 14 MS. KAREN WOERNER: So I'm going to exit 15 you-all to attendees now. So pardon me while I go 16 down the list. Thank you, all. 17 THE CHAIR: So while Karen is doing that 18 and before we get on to No. 7, because it may be a 19 little discussion, can we take a five-minute break? 20 Thanks. 21 (Recess taken, 1:55 p.m. to 2:12 p.m.) 22 THE CHAIR: Our next item is the budget. 23 All right. So we're all back now. So we 24 are on to Item No. 7, which is discussion on the 25 Draft PEC Budget for 2020-2021.</p>	<p style="text-align: right;">Page 88</p> <p>1 wasn't the account numbers, because she doesn't -- 2 that's not what she does. And she tried to help. 3 And I appreciate that. 4 But it -- the bottom line is the account 5 numbers that we were using are the account numbers 6 that are used. 7 So whatever that was as a reason for why 8 the -- our budget hasn't been populated in, we can't 9 find that that is actually a fact, because 10 Commissioner Robbins made several attempts to get 11 account numbers. And then it's -- we had the 12 correct account numbers. 13 So it's -- it continues to be that point 14 of frustration as to, you know, just be honest as to 15 why you're not putting our budget in. 16 But with that said, I'm going to yield to 17 Commissioner Robbins, who's now back live. 18 COMMISSIONER ROBBINS: Hello. 19 THE CHAIR: Hello. David, I'm going to 20 yield to you now with the budget. 21 COMMISSIONER ROBBINS: Okay. And, you 22 know, just to follow up on what you said, they had 23 actually sent me -- and I think Adan sent to 24 Karen -- a chart of accounts for schools. 25 Well, we're not a school. We are a state</p>
<p style="text-align: right;">Page 87</p> <p>1 And I have to always give that huge 2 thank-you and shout-out to Commissioner Robbins, 3 because he does the yeoman's work. And Ami worked 4 with him as well. 5 I just want to give just a little update, 6 because I know Commissioner Robbins expressed some 7 frustration with this process. 8 I had had a meeting with Deputy Secretary 9 Delgado, I guess about two weeks ago now, in 10 preparation for whenever the MOU conversation takes 11 place. 12 But he had some questions about our budget 13 submission. And he indicated -- and Ami was on the 14 call as well -- he indicated that the problem that 15 he saw with why our budget hasn't been put into the 16 PED budget, at least last year and, most likely, 17 prior years -- was that we weren't using the -- the 18 correct account numbers; so that that's -- so that 19 it didn't gyve with PED, so, therefore, it couldn't 20 be rectified. 21 So we said, "If that's the problem, just 22 give us the correct account numbers, and we'll 23 gladly use those and move forward." 24 Karen was thoughtful enough to provide -- 25 and I forget what it was that you provided -- but it</p>	<p style="text-align: right;">Page 89</p> <p>1 agency, like PED, and like -- well, Workforce 2 Solutions, Tax and Rev. We're a state agency, and 3 we have to use those state agency numbers, not the 4 sub-account numbers that schools use, because they 5 use a lot of -- what's called a sub-account. And, 6 obviously, we weren't supposed to be doing that. 7 Anyway, I did look at what we had 8 submitted over the last couple of years. And 9 basically what I did was I increased incrementally-- 10 just a very small amount from what we had had put 11 forth for the current fiscal year. And that's what 12 you would see in the spreadsheet that I think Ami 13 sent out. 14 And, Karen, did you get that on the Share 15 drive? 16 MS. KAREN WOERNER: Commissioner Robbins, 17 yes, I did. It's both in Excel format, and it's 18 contained in the complete packet in PDF format. 19 COMMISSIONER ROBBINS: So if you look at 20 it, starting at the top under the positions, the 21 initial spending was, a couple of years ago, what we 22 were estimating approximately. So the FY21 budget, 23 obviously, the salary increases aren't as much as -- 24 what's in there is more than what we had expected. 25 But we weren't -- I didn't really expect a 4 percent</p>

<p style="text-align: right;">Page 90</p> <p>1 last year. So it probably balances out. 2 I only put in a 1 percent for the '22 3 budget, in looking at FY22. That's really what 4 would go to the Legislature in January for 5 implementation in June of 2021. 6 We're always, you know, a year to a 7 year-and-a-half off. So you're looking at roughly a 8 little over a million dollars in the CSD employees. 9 And that's assuming, basically, that they have all 10 the positions filled and occupied for the entire 11 year. 12 A lot of times what they do is they'll 13 trim -- the Legislature will trim -- or DFA -- will 14 trim and say, "Well, we're going to assume an 15 8 percent vacancy factor." 16 So that -- even if they -- we had that in 17 the budget. The actual budget for that may come in 18 closer to about \$990,000 or \$995,000, because they 19 always trim a little bit off of that. 20 I did add in the \$150,000 under 21 contractual services, because, you know, again, 22 trying to work to get contractual services in place 23 to assist schools that are having issues and things, 24 we've talked about that the last couple of years. I 25 put that in.</p>	<p style="text-align: right;">Page 92</p> <p>1 that. So it's back down to about \$127,000. Last 2 year, I think I was assuming a little bit more in 3 terms of our travel. Obviously, for this year, we 4 won't get anywhere near that, because the travel, 5 the mileage and things like that, isn't going to 6 come anywhere near what we had budgeted. 7 So for the -- the last year and for the 8 current year, we'll probably be down on the mileage 9 and fares. Same thing with meals and lodging. But, 10 hopefully, within six months to a year, we'll be 11 able to start meeting in person again, so that will 12 pick back up. 13 Just going on down, the ones that are in 14 yellow under this transportation insurance, 15 transportation, motor pool, those are fees that are 16 actually set by the General Services 17 Administration -- not General Services -- I have my 18 federal numbers all mixed up -- by GSD, General 19 Services Department. They set the fees for 20 insurance on the vehicles in the State motor pool, 21 or the vehicles that are assigned to PED that would 22 be used by CSD staff when they're traveling. So you 23 get charged a portion of what that is. 24 The other items under there is really just 25 prorating out an approximation of what I estimate,</p>
<p style="text-align: right;">Page 91</p> <p>1 And, yes, that -- we didn't have it the 2 last couple of years. But if we look at the very 3 bottom of what the projected revenues would be, it 4 doesn't put us in a negative situation in terms of 5 spending. We still have a large surplus. So that 6 shouldn't be a problem. 7 I increase significantly the attorneys' 8 fees, because the current -- well, by "current," I 9 mean FY20, which just ended on June 30th. They 10 actually -- Ami had said they had actually billed 11 about \$168,000. 12 So what was in for the FY20 was really 13 low. But I bumped that up. And part of the reason 14 why the dollar amount was so high was because of 15 some of the court cases. And the defense is a 16 position we have taken. So I increased that up 17 though \$175,770 for FY22. 18 And then along with the \$150,000 for 19 professional services -- this would go to 20 consultants, RECs or someone that would be working 21 with schools and the charters to help them improve 22 the service deliveries to students, where we may see 23 that there's issues and things like that. 24 I've tweaked the board travel. 25 I went into the detail page and tweaked</p>	<p style="text-align: right;">Page 93</p> <p>1 based upon the number of staff that CSD has and with 2 support to the Commission for paperwork, files, 3 folders, things like that; that's what the other 4 items are at -- or included. 5 Then at the bottom of the Other Costs -- 6 that's what I call the 400 category. And, really, 7 in accounting parlance, all the accounting codes 8 start with a "5." And the "2" is your personnel; 9 "3" is your contractual. So 5356000 is Information 10 Technology Services that are contracted out. Under 11 the "54" category, those are your "Other." 12 The board out-of-town is that 5496-5497 at 13 the bottom of the "Others." And, again, we won't 14 have as much out-of-state travel this year, because 15 NACSA has been canceled. So there won't be 16 out-of-state travel. But I did include it and left 17 it in for next year. 18 So that's kind of a quick summary of the 19 expenses. 20 I -- I added in a couple of the schools -- 21 we have Solare; we have ACES; we have -- there was 22 one other -- oh, Raíces -- which weren't in my 23 numbers from a couple of years ago in terms of the 24 school -- students. 25 And as you-all know -- or hope you know --</p>

<p style="text-align: right;">Page 94</p> <p>1 we get 2 percent of the SEG that goes to the charter 2 schools. We get that. It supposed to go to us. 3 But PED holds that to cover the costs of supporting 4 the PEC. Again, we're not getting an accounting on 5 that. We've been asking for it for years. 6 I just had a -- an e-mail from David 7 Craig, where I asked him if he could give us our 8 budget expenditures. He has sent that request to 9 Alan Delgado. 10 So, Commissioner Gipson, I'll forward this 11 to you so you can maybe follow up with Deputy 12 Delgado to see if -- or Director Delgado -- to see 13 if we could get that information. That would help 14 in making sure that the numbers we have here are 15 close to what our expenses will be. 16 Obviously, if we look at the estimated 17 revenue of \$2.2 million, we have a \$500,000 cushion 18 at the bottom. So I don't know why PED would be 19 resistant to approving and submitting this as our 20 budget. 21 And one way to handle this -- and I've 22 mentioned this before -- is they could set up a 23 separate -- what's called a "P" code. And what that 24 does is that would be able to segregate our budget, 25 and the expenses would be all allocated through that</p>	<p style="text-align: right;">Page 96</p> <p>1 MS. KAREN WOERNER: The only one I have is 2 the one I posted; so please do. 3 MS. AMI JAEGER: Okay. I will do that. 4 THE CHAIR: Okay. Thanks. And just, also 5 as a reminder to Commissioners, when we're also 6 looking at the line item for legal expenses, we did 7 19 contract negotiations this year, which we 8 fortunately will not have 19 schools to have to 9 negotiate with. Not that we don't enjoy it, but it 10 does incur significant expense with that. 11 Also with -- you know, if we did end up -- 12 it was significantly cheaper to do it even for the 13 Commissioners, because there was no travel involved, 14 where there would have been travel involved with 15 that this year. 16 So that was some of the cost savings. But 17 I think we only have, like, somewhere between seven 18 and nine schools that are up for renewal this year. 19 So that's -- that's a big cost saving as well. 20 So, Commissioners, are there any 21 questions? 22 COMMISSIONER RUIZ: Pattie, I'd like to 23 make a comment. I'd just like to thank Ami and 24 Commissioner Robbins and everybody that helped put 25 that together. I am so grateful that we have</p>
<p style="text-align: right;">Page 95</p> <p>1 separate "P" code, so it wouldn't be commingled with 2 the other PED funds and accounts. 3 THE CHAIR: Right. Right. 4 COMMISSIONER ROBBINS: So if you have any 5 questions, I'll be happy to answer them. 6 MS. AMI JAEGER: I just want to -- the 7 document that I e-mailed to the Commissioners late 8 last night -- because I had e-mail problems, but -- 9 is correct. The one that Karen posted is the wrong 10 year. 11 So I just want to make sure we get the 12 correct one posted in SharePoint. But Commissioner 13 Robbins' comments are on the 20- -- are on the -- 14 COMMISSIONER ROBBINS: 2021-2022. 15 MS. AMI JAEGER: I'll send the right one 16 to Karen so she can update it. If it's confusing 17 you, it's because you have to look at the e-mail, 18 not the SharePoint. 19 MS. KAREN WOERNER: I only received one; 20 so I'm sorry. I don't know. 21 MS. AMI JAEGER: It's okay. 22 MS. KAREN WOERNER: It's not the FY21. 23 MS. AMI JAEGER: No. It's FY21-22. But 24 it's [incomprehensible] FY22. So if you want me to 25 resend it, I certainly can.</p>	<p style="text-align: right;">Page 97</p> <p>1 someone with expertise in the number part of it. 2 And so thank you-all for all of you that had 3 whatever to do with that. Thank you. 4 THE CHAIR: And it's unfortunate that it's 5 been an ongoing conversation and request for, "Well, 6 just show us what the budget is." 7 And the comment always is, "Oh, I can get 8 that for you." And then we never get an accounting 9 of exactly where that -- and part of that 10 conversation always is, you know, "We have an 11 obligation to be transparent to the schools that we 12 contract with so that we can also tell them where 13 that 2 percent money of theirs is going. It's their 14 money." 15 And it's their money that's going in 16 support, supposedly, of them. And we can't 17 account -- we can account, by guesstimate, of some 18 of it, because we see it. But we don't know where 19 all of it is -- is spent. 20 And I've been told that we can have it, 21 and we'll have it. And, obviously, we don't. 22 So it's -- it's that frustrating piece. 23 So are there any other questions about the 24 budget? 25 So I would strongly recommend, if</p>

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1 Commissioners think of something else and feel
 2 something should be added, that you communicate that
 3 so that we can vote on this in August.
 4 So if you -- you know, between now and our
 5 meeting in August, if you think of something, and
 6 you'd like -- you think maybe it should be added or
 7 something should be tweaked a little bit -- David,
 8 did you want to say something?
 9 COMMISSIONER ROBBINS: I just wanted to
 10 add one thing. When is our meeting in August?
 11 THE CHAIR: Our meeting in August is the
 12 21st, I believe.
 13 COMMISSIONER ROBBINS: Okay. My only
 14 caution about waiting that long to make changes to
 15 this --
 16 THE CHAIR: Got you.
 17 COMMISSIONER ROBBINS: -- is that PED
 18 could easily say that's not enough time for them to
 19 then include our numbers in their numbers. Because
 20 they actually have to have, for every -- what they
 21 call a "P" code for every department, they have to
 22 have a budget. Then they have a roll-up budget.
 23 And the system that's used by the State
 24 doesn't roll it up. It has to be manually rolled
 25 up.

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1 So if we submit something different on
 2 August 27th, there won't be enough time for them to
 3 make changes to the total budget, including our
 4 budget, in getting it done, getting it printed,
 5 getting it collated, and getting it sent to DFA and
 6 to LFC.
 7 That's statutory requirements that a
 8 printed, collated copy has to go to both LFC and DFA
 9 by September 1st. And if they only have four days,
 10 they can't get that done.
 11 So my, you know, caution on that is if we
 12 want to defer, they -- PED could very easily say,
 13 "Well, we didn't get it in time, so we can't include
 14 it."
 15 We may have that --
 16 THE CHAIR: The problem is it's not an
 17 action item on the agenda for today.
 18 COMMISSIONER ROBBINS: Well, I mean, the
 19 other course would be that we hold a very short
 20 special meeting the first week of August, which I
 21 know is -- you know, it may be problematic. But if
 22 we had a very short special meeting, we could make
 23 any changes, have the vote done, and then submit it.
 24 If we get it submitted to PED by the 7th
 25 or 8th of August, there would be no reason why an

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1 argument of, "Well, we don't have enough time to get
 2 it in the budget," would be germane.
 3 MS. AMI JAEGER: And, historically,
 4 Commissioner Robbins, we have -- Mark and I -- I've
 5 always sent it to DFA, and I've sent it to LFC,
 6 because there is a different format for LFC.
 7 And we say, "Here is just the PEC budget,
 8 and it will be included -- under -- this statute
 9 says that "PED will include it" or "should include
 10 it," so that it get submitted regardless of what PED
 11 does.
 12 COMMISSIONER ROBBINS: Okay.
 13 MS. AMI JAEGER: So it's a little -- I
 14 mean, it's, of course, up to the Chair and up to
 15 you. But I just want to let you know that, in the
 16 past, we've provided that extra step so that LFC
 17 knows.
 18 THE CHAIR: But is the 21st of August
 19 still too late for that to happen?
 20 COMMISSIONER ROBBINS: Well, from my
 21 experience, they start printing the budget around
 22 that time. Because when I was at Workforce -- and I
 23 would imagine PED's budget is much more involved
 24 than what ours was when I was Tax and Rev or PED --
 25 it took a week to collate -- to print and collate

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1 and put into binders.
 2 There was some times when that 1st fell on
 3 a Monday or Tuesday. We had people working over the
 4 weekends. And, obviously, with budgets the way they
 5 are now, I don't know if PED would be so inclined to
 6 have people working over weekends to get their
 7 budget completed.
 8 That's just the caution I have. And I
 9 understand what Ami said, that we can take this
 10 directly to DFA and LFC. But sometimes if it's not
 11 in the big budget, they just kind of disregard it.
 12 THE CHAIR: Right.
 13 COMMISSIONER ROBBINS: I think that's
 14 what's happened the last couple of years. Even
 15 though it was sent, they said, "Well, we're going to
 16 take what PED submitted, and if you weren't in
 17 theirs, too bad."
 18 The finance committee is going to be very
 19 different come January, because of the primary --
 20 primaries in June. So anyone that may have had a
 21 conservative ear and sympathy towards the charters,
 22 that may be more difficult in January if it's not
 23 included in the PED budget. Just a word of caution.
 24 THE CHAIR: Right. No. I hear you.
 25 So I think to err on the side of caution

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<p>1 and make sure that we're -- dot all our I's, I think 2 it might be best to have that real brief special 3 meeting, just so that we can vote on the budget. 4 And that way we're clear. 5 And if we could set that for the first 6 week in August, it shouldn't take us more than -- I 7 mean, a half-hour should be the absolute longest 8 that it would take. So I think we can dispense with 9 it fairly quickly. 10 So does anyone have -- I'm relatively good 11 the first week in August. I don't know if folks 12 want to do it just the first thing Monday morning so 13 it's done with and the week is clear? 14 COMMISSIONER ARMBRUSTER: Shall we check 15 about Cindy's schedule? Have her check her 16 schedule? 17 COMMISSIONER RUIZ: Madam Chair, I would 18 be good on the 4th and the 7th of that week. But we 19 have NMPSIA and one other thing that week. So the 20 Tuesday, the 4th, or Friday, the 7th, or whenever 21 Cindy's able to and the rest. 22 COMMISSIONER ROBBINS: I'm good with those 23 days, the 4th and the 7th. 24 (A discussion was held off the record.) 25 THE CHAIR: If we do --</p>	<p>1 COMMISSIONER ARMBRUSTER: Will we have a 2 copy of that beforehand, so it'll be pretty short? 3 MS. KAREN WOERNER: Madam Chair? 4 COMMISSIONER ROBBINS: Yes. I'll be able 5 to get the descriptions done in the next couple of 6 days. The only thing that would probably then 7 change is the dollar amounts in the various 8 categories. 9 THE CHAIR: Right. 10 MS. KAREN WOERNER: Madam Chair? 11 Commissioner Armbruster? I did upload the correct 12 Excel sheet Ami sent me to the SharePoint. So be 13 sure you're looking at -- Fiscal Year 22 is the 14 correct version, and it is up on SharePoint in both 15 Excel and PDF format. 16 COMMISSIONER ROBBINS: Thank you, Karen. 17 THE CHAIR: Once again, I would ask 18 Commissioners to take a look at that through this 19 week, and if you've got any additional input, to 20 please forward it so that it can be populated and 21 we've got the correct information for the vote, so 22 folks can look at it prior to that meeting so that 23 we don't have to have a lengthy discussion about 24 adding or taking something away out of that budget. 25 Because we don't want to have to make changes after</p>
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<p>1 MS. FRIEDMAN: I was going to say I can 2 set that up for the 4th, if you would like. 3 THE CHAIR: Okay. Great. 4 MS. FRIEDMAN: The morning or the 5 afternoon? 6 THE CHAIR: Morning is my preference. 7 MS. FRIEDMAN: 10:00? 9:00? 8 THE CHAIR: I prefer 9:00. 9 MS. FRIEDMAN: Okay. All right. 10 THE CHAIR: If it doesn't matter to anyone 11 else, the earlier, the better. 12 COMMISSIONER ROBBINS: Chair Gibson, what 13 I'll do -- this is another thing that DFA tends to 14 like to have. I will put alongside each line item 15 an explanation of what that expenditure is actually 16 for, beyond what the account code description says. 17 It'll actually go into, you know, covering travel, 18 covering attendance or out-of-state, you know, 19 meetings to NACSA or other professional development. 20 I will put that in and then get that to 21 Ami. And then whatever the file version is that we 22 discuss on the 4th, those definitions, or those 23 descriptions, will be there, and that can be 24 included in what's submitted to PED and DFA. 25 THE CHAIR: Great. Thanks.</p>	<p>1 that day, okay? 2 All right. And, once again, a bazillion 3 thank-yous for doing that, 'cause I appreciate it 4 more than you'll -- more than you'll ever know. 5 So we are on to Item No. 8, which is my -- 6 and I'm going to yield -- I think is Matt still on? 7 MS. KAREN WOERNER: He is, Madam Chair. 8 THE CHAIR: So can we bring Matt in? 9 MS. KAREN WOERNER: He should be here any 10 second. There he is. 11 Hi, Matt. If you would unmute yourself, 12 you're now a panelist. 13 THE CHAIR: Oh, there he is. Good to see 14 you. 15 MR. MATT PAHL: You, too. Am I okay to 16 start, Madam Chair, or -- 17 THE CHAIR: You are. Absolutely. 18 MR. MATT PAHL: Just a few notes. And 19 it's good to see you-all and watch you-all today. 20 As you can see, I have not been to a 21 salon, so I'm keeping very socially distant from 22 everybody. And by the looks of it, I'll be 23 continuing on this path for a while. So... 24 I just wanted to note a couple of things. 25 Commissioner Ruiz just mentioned the PSCOC, which is</p>

<p style="text-align: right;">Page 106</p> <p>1 really relevant to us in terms of lease assistance. 2 Two weeks ago I talked to the Chair of the PSCOC, 3 Joe Guillen. And he had noted that the -- more or 4 less -- I mean, he did not say this, but the way I 5 interpreted it is there won't be a fight on lease 6 assistance this year. 7 And, in fact, the PSCOC agreed to a budget 8 that kept lease assistance flat for the next three 9 years. That's a real big departure from the posture 10 of that committee in the past. In fact, this would 11 have been a scenario in which they -- you know, past 12 generations of that committee would have really 13 liked to use this financial situation to attack the 14 lease assistance program. 15 And, you know, as I dove into their 16 meeting packet, I -- it's pretty significant. They 17 go to essentially not making any capital awards, at 18 one point, to preserve the lease assistance program, 19 which is great news for charter schools and for 20 those of you who might have a district who's close 21 at heart that might want some of that capital outlay 22 money. It's only \$15 million, and it just isn't 23 going to get a school district that far. 24 So the fact that we're not sacrificing 25 lease assistance is a big deal for our schools. And</p>	<p style="text-align: right;">Page 108</p> <p>1 really transitioned nicely. 2 You know, we have true experts in blended 3 learning in this state. People have been doing it 4 for 15 years at a charter school. And, you know, 5 while they would have loved to be back in their old 6 model, it was pretty easy for them to switch to a 7 model in which kids were working and interfacing 8 with a screen and with a live person behind that 9 screen. So that was something that was really good 10 to learn from the spring. 11 But I would say, you know, more schools 12 had a struggle, much like any other public school 13 had a struggle with the closure in the spring. A 14 number of models are just really tough to execute in 15 that environment. You know, I spent a fair amount 16 of hours talking to the -- our few Montessori 17 schools about how they're going to do this for a 18 first- or second-grader, when so much of Montessori 19 is driven by student experiences. 20 But, you know, they figured out something 21 that was rooted in the mission of their school, even 22 if it -- you know, if Maria Montessori came, she 23 probably wouldn't say that was Montessori education. 24 But I think so many of our schools, you know, got it 25 to a place where they felt comfortable in the</p>
<p style="text-align: right;">Page 107</p> <p>1 we don't love the way those new calculation methods 2 are done. But schools at this point are just 3 begging for some stability, and just knowing that 4 what they got last year gives them some indication 5 of what they get moving forward. 6 So that was really good news from the 7 PSCOC and just wanted to make sure I flag that for 8 everyone here. 9 Obviously things can change. That group's 10 revenue is very dependent on the resource 11 industry -- resource extraction industry. So, you 12 know, let's stay tuned. 13 But I think it was a really good sign that 14 that's the plan moving forward when they know there 15 are [incomprehensible]. So thanks to the PSCOC and 16 our esteemed representative here on the PEC, who I'm 17 sure helped make that happen. So thank you. 18 Yester- oh, boy -- Friday, not yesterday. 19 On Friday, I spoke to LESC about reopening 20 plans. I was on a panel with a couple of 21 superintendents and just gave them the charter 22 perspective on this, you know. A lot of -- a lot of 23 people really wanted to point out how well charters 24 were doing in the transition to virtual in the 25 spring. And there were a number of schools that</p>	<p style="text-align: right;">Page 109</p> <p>1 spring. 2 But I have to say during the summer, 3 there's been a lot of adjustments that they're 4 making to those plans. And, of course, we're all -- 5 have a plan for hybrid. I think there's a lot of 6 speculation that there be no hybrid at the beginning 7 of the year and that schools will just be closed for 8 a little while, just because of where our cases are 9 at. 10 That, of course, is speculation, and 11 people have the plans to go hybrid all-in or remote. 12 But I do think, and it's been really encouraging 13 during our weekly calls, that schools have been -- 14 the emergency thing. They got themselves to online 15 learning. 16 But now they're asking themselves, all 17 right, "What do we need to be true to the things we 18 sold parents and families?" And that's our 19 [incomprehensible]. 20 And so it's been really neat to see how 21 people are problem-solving around that. I will just 22 say the problems haven't been solved. We're still 23 in the middle of it. 24 Those assurance documents -- and I don't 25 know what you've seen or heard about them, But</p>

<p style="text-align: right;">Page 110</p> <p>1 they're reasonably basic as far as what they're 2 letting the PED know. It's not a true full plan for 3 how they're going to open the school year. 4 The other thing I mentioned to LESC, and 5 I'll mention to you-all, it's just an added pressure 6 to our private schools. We have schools, you know, 7 many of which are in Albuquerque Public Schools for 8 example, where there's a lot -- while every school 9 is really trying to find that way to do hybrid, they 10 really don't want families to leave their school or 11 join their school because of simple logistics. 12 If APS is starting with hybrid, and a 13 charter school -- or, sorry -- APS is starting 14 online, and a charter school is starting with 15 hybrid, some families might leave that charter 16 school to do the online option because it just fits 17 their family schedule better. 18 And, vice versa, some families might 19 really be ready to have some hybrid learning going 20 on in August that they may leave an APS school and 21 really try to get into a charter school for that 22 reason. 23 Our schools have just noted that we really 24 want kids to be selective -- kids and families to be 25 selecting our schools because of the education</p>	<p style="text-align: right;">Page 112</p> <p>1 they exist in as well. 2 So it's in the spirit of partnership that 3 those kind of things come up. At the end of the 4 day, they're going to have to make the decisions 5 that they make based on their staff and their 6 students and families. Pretty interesting stuff 7 there. 8 I did note to the LESC about the CARES Act 9 funding. I want to thank the PED for helping and 10 advocating with locally authorized charters what 11 were not guaranteed to get CARES Act funding. 12 What we found is that every one of them 13 got, but the amount varied pretty -- pretty greatly, 14 depending on the district. And while Title I 15 determined how much money a school district got, or 16 a State -- a State-authorized charter school, 17 what -- how the district allocated from that point 18 on was really up to them. 19 And so we just had a great variation in 20 those funds. Private schools were thankful for 21 every dollar. But as we look for another round of 22 stimulus and the potential for that to be directed 23 to charter schools as well, it's something we want 24 to keep in mind to make sure that those are 25 equitably distributed to our schools in the same way</p>
<p style="text-align: right;">Page 111</p> <p>1 that's happening there, not because it fits into a 2 schedule better. 3 So there's a lot of pressure on our 4 charter schools to just -- not "just." It doesn't 5 mean it's a bad thing, but to go along with the 6 exact same schedule that the district is going, even 7 if there's potential for a different model to happen 8 at the charter school. 9 So you'll see schools go in each direction 10 on this. Some will follow along with whatever the 11 district schedule has done. 12 You know, there's also consideration for 13 families that have students in a charter school and 14 a different district school. So that scheduling 15 piece has been really challenging for them. And 16 while every one of our schools want to see their 17 kids again, they're also wary of the consequences of 18 doing something a little bit differently. 19 So, again, not -- schools aren't building 20 consensus around going one way or another. But it's 21 an added element of their reopening plan that I 22 think makes it more complicated and, I think, shows 23 that they -- it shows that they understand that the 24 system is pretty complex, and some of their 25 decisions actually impact the school districts that</p>	<p style="text-align: right;">Page 113</p> <p>1 that [incomprehensible due to connectivity]. 2 THE CHAIR: So, Matt, as we're talking 3 about funding, because -- and I neglected to ask at 4 the CSD update, the -- the CSP grant money, that 5 was -- was that finally granted by the feds to open 6 up the CSP grant money for -- that would help 7 supplement -- my understanding was they were going 8 to set the requirements similar to you could use it 9 the same as the CARES money, and that there was 10 supposed to be upwards to, like, \$180,000 a school. 11 So has that been implemented? 12 MR. MATT PAHL: As of two weeks ago, that 13 had not been approved yet. I don't know, Karen, if 14 there's an update since then. 15 MS. KAREN WOERNER: I have not heard of 16 any update. I presume I would have. But I can 17 double-check with Brigitte to make sure. But as far 18 as I know, we're still waiting. 19 THE CHAIR: That's -- I mean, that's very 20 unfortunate, as you all know, because we were -- you 21 know, the last I talked to Alan about it, the 22 anticipation was it was going to occur and, 23 hopefully, by next week. And the applications were 24 going to be rolled out there online, and we'd be 25 able to roll this money out so schools would be able</p>

<p style="text-align: right;">Page 114</p> <p>1 to have it in more than ample time for the start of 2 the new school year, so that whatever they would 3 need to help with the hybrid model or whatever it 4 was that we were going to open as, that, you know, 5 they would have access to that. 6 Because, as you mentioned, you know -- and 7 down here -- the CARES money wasn't certainly as 8 great. So not everyone got a boatload of money. So 9 it's -- they're struggling with having to do the 10 extra that they potentially have to do. 11 MR. MATT PAHL: And I'll just add to that, 12 Madam Chair, that the -- that, you know, it's not 13 extra. The Legislature claimed it as your SEG. 14 And, I mean, they essentially cut schools by between 15 3 and 5 percent and filled it in with CARES Act 16 funding and pretended like that's going to be enough 17 to give teachers a salary increase. 18 We fared so much better than anyone else 19 in the State budget. So not necessarily a 20 complaint. But there are extra costs with -- that 21 were supposed to be assisted with CARES Act funding. 22 And they've essentially been named as replacement 23 for the SEG, which, of course -- because, you know, 24 any type of federal fund use, it can technically -- 25 you can use CARES Act for. It can be operational.</p>	<p style="text-align: right;">Page 116</p> <p>1 have really -- it makes it harder at a charter 2 school when we are operating in facilities that are 3 not of the same quality as a school district, the 4 idea of having kids in a building and keeping them 5 socially distant, it just gets harder. And I noted 6 that with the new calculations with lease 7 assistance, it actually incentivized having narrower 8 hallways. They actually incentivize having fewer 9 bathrooms. 10 If you're not going to pay for them, that 11 keeps the idea of keeping kids separated in a 12 meaningful way really challenging. And for whatever 13 reason, Commissioner Voigt -- I'm thinking about a 14 school in Albuquerque you were associated with, and 15 thinking about those hallways, and thinking, nope, 16 it's just not going to work. 17 THE CHAIR: You're right. 18 MR. MATT PAHL: And then in the long term, 19 just two things that we should take advantage -- you 20 know, we're not through this yet. There's a lot to 21 figure out. But there were two things I just 22 requested, as a broader educational community, we 23 should be thinking about. 24 And one is, you know, blended learning, 25 virtual learning does not exist in statute. We</p>
<p style="text-align: right;">Page 115</p> <p>1 But nobody's gotten extra funds -- you 2 know, extra. Nobody's looking at having more money 3 next year to buy PPE, to -- you know, to do these 4 things. 5 I think as people looked into the 6 possibility of doing hybrid models, at some point, 7 they recognized they actually need some additional 8 help and need to spend additional funds to be able 9 to execute hybrid. 10 And so a number of schools are going the 11 route of APS, LCPS and Santa Fe Public Schools in 12 saying, "You know what? Let's start off remotely, 13 because we actually need to figure some of these 14 things out with our staff here and really engage 15 with them in the process." 16 So [inaudible]. This is just kind of the 17 Cliff Notes version of what I gave LESC. But I will 18 note a couple of asks that I made at the end. 19 One is just, in the short term, let's 20 protect cash balances. Every superintendent 21 mentioned that, and they were far more eloquent than 22 I was. Just something everybody is aware of. And 23 that's our problem-solving fund. Whether you have a 24 lot or a little, we have a lot of problems to solve. 25 The facility issues at charter schools</p>	<p style="text-align: right;">Page 117</p> <p>1 don't even think about this in our state law. And, 2 certainly, everybody's been forced to try it a 3 little bit. 4 And so what can we learn from that to just 5 put the appropriate safeguards up. As I mentioned 6 before, we have true experts in blended learning. 7 Let's talk what this would look like. Because while 8 we all really want to go back to school and have our 9 kids there, this experience is going to create more 10 demand for blended learning options. 11 I don't know if it's going to create more 12 demand for online. But there are some kids this is 13 working out for. And I think that's going to put 14 districts in a space where they can create blended 15 learning programs and, potentially, more room for 16 charters as well. 17 And then, lastly, just, you know, as we 18 talk about what attendance looks like this next 19 year, you know, just a push to revisit our seat-time 20 requirements in the state, you know, going 21 towards -- maybe not replacing it yet. But 22 providing an option where kids can forgo the seat 23 time requirement, really engage in some 24 competency-based instruction seems to make sense. 25 Because I will just tell you that based on</p>

<p style="text-align: right;">Page 118</p> <p>1 PED guidance last year and the likely scenario this 2 year is that no kid in the state met their seat-time 3 requirement. It probably isn't a good thing last 4 year. But there's a way to make it a good thing and 5 root ourselves in something different. 6 And because everybody has had this 7 experience, it really provides an opportunity for us 8 to move forward as a state and try something. 9 So that was the LESC update. You know, 10 lastly, I just want to note that ACES is currently 11 searching for a new full-time executive director. 12 As you all know, I've been a part-time executive 13 director, and we've had an opportunity to 14 consolidate our executive director and deputy 15 director roles into something that's going to be 16 much better for the organization. 17 So we're in the interview process right 18 now. So there will be somebody -- whether it's an 19 old face or a new face, this will be somebody new in 20 that role. And that'll be someone we should all be 21 aware of the services they provide. And I know my 22 experience has really let me know what kind of asset 23 that is for the charter world, what it can be in the 24 future. 25 So that's my brief update right now. The</p>	<p style="text-align: right;">Page 120</p> <p>1 know, a semester," or, "I'm here for this nine-week 2 cycle," or whatever, because it's -- it would be way 3 too difficult to manage. 4 And you can't guarantee -- I think one of 5 the struggles is, "Well, how do you keep up with the 6 lessons when you're here with this person, and then 7 you're here and online, and making sure that there 8 aren't big gaps?" 9 And it's -- yeah. I mean, these are 10 positives that can come out of this, that these 11 are -- these are conversations that we should have 12 thought about a while ago and had, but we didn't 13 want to have. And then you're forced into it. 14 So it's -- it'll be interesting. But I 15 think you're -- I think we all know how we're going 16 to open. We just haven't -- it hasn't been 17 finalized yet. 18 COMMISSIONER RUIZ: Madam Chair? Just for 19 the record, Cindy. So will you correct the 20 statement that Matt Pahl incorrectly made? I never 21 had a comment about the PSCOC or the lease purchase 22 agreement. So if you'll please correct that on the 23 record, I never said that comment. 24 MR. MATT PAHL: I'm sorry, Commissioner 25 Ruiz. I thought you had noted PSCOC. I know you</p>
<p style="text-align: right;">Page 119</p> <p>1 LESC meeting was kind of a nice opportunity to -- to 2 consolidate what I've been doing over the last 3 two-and-a-half months, what I've learned, because, 4 you know, it just feels like we've been kind of -- 5 trying to tackle what's next. And I still don't 6 think we've met those final answers. But been 7 learning a lot from our schools and our experiences 8 in this. 9 THE CHAIR: It's been interesting all 10 around to see how -- and without a doubt, how, I 11 think, quicker our schools have been able to adapt 12 than -- you know, than many others. And, of course 13 some of that is size. It's a lot easier to take a 14 small charter and adapt it than it is an entire 15 school district, you know, with multiple schools. 16 So -- but there's still lessons learned 17 that can be shared out, and that's what's -- that's 18 what's really important. 19 And I know with the blended learning, I 20 know one of the pieces of the conversation down 21 here, with LCPS, was that you can't have kids 22 jumping in and out and saying, "Oh, I'm going to do 23 this. Oh, now I'm back in. When we do open, I'm 24 going to come back in, I'm going to come back out." 25 You've got to say, "I'm here for, you</p>	<p style="text-align: right;">Page 121</p> <p>1 didn't about the lease assistance. But sorry about 2 that. I misheard you. 3 THE CHAIR: It was NMPSIA. 4 MR. MATT PAHL: NMPSIA. Oh, my apologies. 5 THE CHAIR: Okay. Thanks. Miss having -- 6 I guess we're missing, this fall, the conference. 7 So I see you. 8 So, Commissioner Armbruster? 9 COMMISSIONER ARMBRUSTER: Yeah. I just 10 had a couple of things to ask Matt. One is I 11 wondered if either you guys or CSD -- although I'm 12 not sure where they would have time -- are helping 13 schools who are not naturally blended learners and 14 doing things online. I speak from -- in a sense, 15 from Los Alamos, because they're going virtual, as 16 is not a surprise. And a number of teachers have 17 not a clue -- and I might be one of those, by the 18 way, if I were still teaching -- of really how you 19 do that. 20 So I wonder if we were giving some 21 guidance, or someone's doing something. 22 MR. MATT PAHL: Yeah. We're working with 23 our schools to -- there are a couple of things. 24 One, I think where schools are feeling like they 25 have an information gap, has to do on the public</p>

<p style="text-align: right;">Page 122</p> <p>1 health side of things. 2 You know, they are -- they are education 3 experts, and so they can think about the way they do 4 their work in a lot of different ways. But they 5 don't know the public health side. 6 And that's not necessarily changing the 7 guidance. I mean, it has a couple of times. But I 8 think really kind of blending the two of what they 9 know in education. I mean, they can think of 10 different ways to do their education model. But 11 combining that with the public health order has been 12 challenging with folks. 13 They can think of a scenario and say, 14 "Well, can I do this?" And there's been a lot of 15 back-and-forth on that end. 16 Because of online -- some sort of online 17 is going to be part of our world this fall, we are 18 working on both having schools share their 19 experiences in looking for new platforms. And the 20 result will be likely some -- some professional 21 development done together as we move closer to 22 the -- to the school year. 23 A lot of schools kind of did the, "Oh. We 24 use Google Classroom to submit assignments. We'll 25 go ahead and do our lessons that way."</p>	<p style="text-align: right;">Page 124</p> <p>1 they felt comfortable with going with that platform, 2 because it did offer them that it's not just, "This 3 is how you do it." There's that opportunity to make 4 the -- the changes that they feel fit, feel 5 necessary. 6 COMMISSIONER ARMBRUSTER: And the second 7 thing I just wanted to say was I listened to the 8 school board meeting the other day up here -- is 9 they're looking for the State, as opposed to 10 districts -- and that would include charters as 11 well -- but for the State to secure PPE so they 12 could not be fighting against each other, like the 13 50 states were fighting against each other to get 14 gloves or masks or wipes or whatever. So they were 15 looking to -- 16 THE CHAIR: But my understanding -- and 17 correct me if I'm wrong. My understanding was the 18 State has come out with the statement that they are 19 not purchasing the PPE, that that's going to be the 20 responsibility of the districts to do. 21 MR. MATT PAHL: Yeah. And -- and -- 22 sorry. Go ahead, Commissioner Armbruster. 23 COMMISSIONER ARMBRUSTER: Well, I -- I'm 24 getting a lot of feedback on this right now. But 25 this was about a week ago. So I don't know what's</p>
<p style="text-align: right;">Page 123</p> <p>1 And a lot of schools, some schools found 2 that to be a good fit; other schools found that's 3 not robust enough of a system. 4 So last week, it was just announced that 5 PED has Canvas available for everyone. So they are 6 going -- a number of schools think that's a good 7 solution. And a number of others are looking into 8 it to see if it's the right thing for them. 9 Once they decide on a platform, we 10 definitely want to be helpful with that, because 11 there are -- there are some things that are just, 12 like, across the board no matter what program you're 13 using that will be useful tactics as a virtual 14 teacher. 15 But at the end of the day, we really do 16 need professional development that's teaching them 17 how to use the program as well. So we're probably 18 only a week away from really knowing what we'll 19 offer. But it's been a big part of the conversation 20 thus far from our end. 21 THE CHAIR: I know down here, we're using 22 Canvas. That was the decision at LCPS. And I think 23 it's fairly adaptable by the school district, so 24 they can make whatever modifications that they feel 25 is necessary. So that was one of the reasons why</p>	<p style="text-align: right;">Page 125</p> <p>1 happened in a week. But I know that that was one of 2 the issues. 3 And that's one of the issues, one of the 4 issues of why they aren't opening is because they 5 don't have any -- they don't have enough PPE to open 6 the school. 7 MR. MATT PAHL: I think they -- as far as, 8 like, the fighting with each other thing, I do 9 think -- and this is just switching over to the ACES 10 side of things -- we definitely looked into should 11 we get an RFP out so we could get the most 12 affordable PPE possible. 13 We checked with CES, and they actually 14 already had vendors on the docket that could provide 15 this, and they checked with them to make sure they 16 had it. 17 So we said, you know what? Let's just 18 direct people to CES. That way, it's available now. 19 While it's probably not true that 20 everybody is going through one vendor for it, it 21 does seem like CES has the capacity, via its 22 vendors, to get these things to schools. 23 Now, that said, at the time -- this was 24 probably three weeks ago -- it was a 45-day wait, 25 which I think is pretty fast. But, you know, they</p>

<p style="text-align: right;">Page 126</p> <p>1 needed to order that by a couple of weeks ago. 2 And I just think -- I don't know that -- 3 how firm people felt about where they were at in 4 their school plans to do that. 5 So, Commissioner Armbruster, I do think 6 the PPE is -- we haven't heard of any, like, 7 shortages for the kind of masks that will be used in 8 K-12. 9 COMMISSIONER ARMBRUSTER: But they were 10 talking about wipes and the stations where you keep 11 getting the little squirry stuff. I don't know. 12 MR. MATT PAHL: Yeah. I mean, I think 13 that reflects some of the very basics. But there's 14 a lot -- I mean, people are looking into forehead 15 scanners that automatically get students when they 16 just walk in the door. 17 I mean, there's a lot we could go into. 18 But I do think the basics are covered, and there 19 won't be a lot of infighting for that, and that 20 we're all kind of pointing toward CES. Unless a 21 school district has their own kind of source, which 22 some of the bigger ones may, I think that's going to 23 be the popular spot for folks to go. 24 COMMISSIONER ARMBRUSTER: Thank you. 25 THE CHAIR: Okay. Thanks. And it's good</p>	<p style="text-align: right;">Page 128</p> <p>1 folks got the information. Originally, Dr. Perea 2 was going to be here today to talk. But she's 3 taking vacation time. So she's not back yet. I 4 understand she's camping somewhere. So I hope she's 5 having herself a good time, and a safe time. 6 But there is an RFA currently posted for 7 State Next Gen funds that charters can apply for. 8 And the deadline to submit is August 7th. So that 9 just put that out there so that schools are aware of 10 that, and, hopefully, they can make those 11 applications. There's not -- August is going to be 12 here before you even know it. 13 So, of course, we've been having a lot of 14 conversations about the opening of schools and 15 what's going to happen. And as you heard before, 16 when Dr. Briceño gave her short introduction, that 17 the interviews for Charter School Director have 18 begun. 19 I am on the search committee. And we 20 did -- as was mentioned, we had an interview last 21 week. And we've got two more interviews that are -- 22 that are coming up. So that I will keep you posted 23 as to what happens, if there -- you know, as the 24 decision process goes along. 25 It's a personnel matter. And it's not my</p>
<p style="text-align: right;">Page 127</p> <p>1 to see you, you know. Who knows when we're going to 2 actually be able to -- we were hoping August; but I 3 don't think it's going to be August, you know. 4 MR. MATT PAHL: I don't think so, no. 5 THE CHAIR: I keep -- I get a monthly 6 phone call from the hotel. So, "Are you coming up 7 this month?" 8 It's like, "No, I don't think so." 9 It's, like, "No, I didn't think so." And 10 it's -- there's a piece of me that says I'd be safer 11 traveling someplace than staying here in Doña Ana. 12 So it's like, "Oh, we should be traveling." 13 But that being said, it's always good to 14 see that you haven't been to a salon; so... 15 COMMISSIONER VOIGT: Are we going to 16 see -- maybe we'll see a ponytail next month? 17 MR. MATT PAHL: If we're quarantined until 18 the fall, you might. 19 THE CHAIR: Thanks. 20 MR. MATT PAHL: Thanks, everyone. Stay 21 safe. 22 THE CHAIR: You, too. 23 So I have a very quick report. I did want 24 to -- Karen sent me a message that she forgot 25 something in her report, so I wanted to make sure</p>	<p style="text-align: right;">Page 129</p> <p>1 committee. So I am completely uncomfortable with 2 sharing out who may be -- may or may not be 3 interviewing, because I think it's -- because it's a 4 personnel issue, and it's not my committee. I'm -- 5 I don't think I'm at liberty to share that. 6 But if and when a decision is made, you 7 will certainly be made aware. I appreciate the fact 8 that this process is hopefully moving quickly, and 9 that out of the candidates, a name or names can go 10 forward. 11 It is a Governor's appointment, so it's 12 not an HR decision within PED. So the names are 13 submitted. So you never know how that's going -- 14 how that's going to go. The only thing you can do 15 is put forward the names and see if -- if it sticks. 16 So -- and how quickly. 17 There -- there is no doubt that on PED's 18 side, they absolutely understand the imperative 19 nature of making -- filling that position. So this 20 started way sooner than I ever anticipated. So 21 we'll -- you know, we'll see how that goes forward. 22 I know Ami has reached out, as she was 23 directed to, to -- so that we could continue the 24 conversation with the MOU. But, unfortunately, PED 25 Legal has not responded. So we're in that dilemma</p>

<p style="text-align: right;">Page 130</p> <p>1 once again that, oh, we want to cooperate, but, then 2 there's no reach-out. So it goes along with the 3 budget. 4 I did want to pass along the condolences 5 of the Commission, because Mark's dad passed away 6 last week, I think it was. So -- and you-all -- he 7 was in Florida. So that's challenging, in and of 8 itself, in normal times. But the challenge of what 9 we're going through now and to have to undertake 10 that loss, we certainly miss him being here now. 11 And our thoughts and prayers are with him as he 12 travels this road, because no matter how old your 13 parent is, it's always a very difficult road. No 14 matter how great and glorious a life that person 15 lived, there is that loss. 16 So I think, unfortunately, many of us have 17 experienced that, so we can identify with it. But 18 in these challenging times, I can't imagine having 19 to deal with that. 20 So we miss him, and we're thinking about 21 him. So with that being said, we're going to do PEC 22 Comments, and then we can move to Executive Session. 23 So, Commissioner Davis, I'm looking at my 24 screen, and I'm just going by what I -- 25 COMMISSIONER DAVIS: Well, thank you, it's</p>	<p style="text-align: right;">Page 132</p> <p>1 to say. I just want to just echo what everybody 2 pretty much already knows. Getting ready to start 3 up the schools has been extremely challenging. And 4 I know every school in the state of New Mexico is 5 scrambling to try to figure this thing out. And 6 it's hard work. It is extremely hard work and so 7 much to consider. 8 And, you know, just -- I'm sure we have 9 all of our charter schools in the same boat. And so 10 just keep them in mind and as we move forward, 11 because there's going to be a lot of -- there's 12 already a lot of stress. But I predict there's 13 probably going to be a lot more. And the more that 14 we can show a united front to support our teachers 15 and our administrators, I think the better off we 16 are. 17 Thank you. 18 THE CHAIR: Thanks. 19 Commissioner Crone? 20 COMMISSIONER CRONE: Thank you. I'm an 21 orphan. So I can relate to this thing. 22 THE CHAIR: Commissioner Ruiz? 23 COMMISSIONER RUIZ: I'll just echo what 24 many people have said. Thank you for everything you 25 do, Karen, Beverly. And thank you, again, Ami and</p>
<p style="text-align: right;">Page 131</p> <p>1 so nice to be first. 2 No. I have nothing to say, but thank you 3 for asking. 4 THE CHAIR: Okay. Thanks. 5 Commissioner Voigt? 6 COMMISSIONER ARMBRUSTER: You're muted. 7 COMMISSIONER VOIGT: I hope everyone is 8 staying optimistic and hopeful. 9 THE CHAIR: Commissioner Armbruster? 10 COMMISSIONER ARMBRUSTER: Yes. Just two 11 quick things. I wanted to thank everyone, CSD, as 12 always, especially. I want to tell all of you that 13 Karen went to Costco, got insulin for my dog, and 14 rode a motorcycle up here with her husband and 15 delivered it. 16 Thank you so much, Karen. 17 Second of all, I just wanted to let you 18 know that the possible -- I guess everything's 19 possible at this point -- new District 10 20 Commissioner, Steve Carrillo, was on the line this 21 morning. I don't think he's on now. But he did 22 listen to that, and I hope he hasn't dropped out. 23 That's my thing. Thank you. 24 THE CHAIR: Commissioner Chavez? 25 COMMISSIONER CHAVEZ: I don't have a lot</p>	<p style="text-align: right;">Page 133</p> <p>1 Commissioner Robbins, for the work that you-all did 2 on that. I am so thankful, again, that we have 3 that. 4 And then just with school starting, you 5 know, I've been here, but I'm at work. So it is a 6 challenge. Just like Commissioner Chavez said, it 7 is so different, and truly probably the most 8 challenging year of my entire career. But if it's 9 challenging for me, and I do this every day, I can't 10 even imagine what our kids are going through. 11 So please, just, pray for our kids, pray 12 for our administrators, pray for our educators. And 13 if you don't pray, then just send some good positive 14 thoughts. Thank you. 15 THE CHAIR: Thanks. Commissioner Robbins? 16 COMMISSIONER ROBBINS: Well, just -- just 17 to say thanks for the compliments and appreciation 18 for the budget. It's -- it's what I really enjoy 19 doing. I mean, I've done it for years. So this is 20 kind of the bullseye of my -- all my education and 21 training, I guess. 22 But the PSCOC is -- they've moved the date 23 for security awards. Just to let you know, it's 24 going to be October 1st is the deadline. If you 25 know of any charters that are looking at doing</p>

<p style="text-align: right;">Page 134</p> <p>1 security upgrade, they have until October 1st to 2 submit that. 3 It was going to be July 1st. But, 4 obviously, with school shutdowns and everything, 5 that's been moved. 6 Also, going forward, the amount of money 7 for capital to schools is going to be reduced. And 8 they are being -- trying to be fairly conservative 9 to make sure that projects can be funded, so they 10 don't get started or partially funded and then they 11 can't complete the projects. 12 One of the things that I'm going to work 13 on is there is over \$50 million in monies that have 14 been bonded that has not been spent, monies that go 15 back more than five years. So that's just capital 16 outlay money that's sitting there. It's been 17 appropriated for school work to public schools, not 18 charters, necessarily. 19 But that's \$50 million that's sitting out 20 there that we're paying interest on, the State, and 21 that money is not doing any good right now. 22 So I'm going to work to see if that money 23 can be retracted. And, as Matt Pahl says, I will 24 continue to work on the lease assistance, because I 25 feel charters are woefully underfunded when it comes</p>	<p style="text-align: right;">Page 136</p> <p>1 they require matching funds? 2 COMMISSIONER ROBBINS: No, not 3 necessarily. 4 THE CHAIR: Okay. Okay. That's great. 5 Because most of those awards do. So it's nice that 6 they don't. So that's good information. Thanks. 7 Commissioner Caballero? 8 COMMISSIONER CABALLERO: Thank you, 9 Madam Chair. I don't have a lot, other than thank 10 you for the Commissioners. I wish out that we stay 11 hopeful and solid on that. And I'm a little -- on 12 Commissioner Chavez, I'm losing staying firm with 13 hope. 14 At the beginning of the pandemic, I was 15 very hopeful this was going to -- like the president 16 said, it was going to go away. It sure hasn't. 17 But I'm really struggling with this whole 18 idea that it's going to be with us for quite some 19 time and that we just need to stay firm and -- and 20 plan for the long haul, and if we get out of this 21 anytime sooner, that's good. That way, we don't 22 stay in the mode of anxiety. 23 So I'm at that point. I feel for teachers 24 and administrators. But also I'm feeling a lot for 25 parents. Because as a grandparent, I'm having to</p>
<p style="text-align: right;">Page 135</p> <p>1 to their lease expenses and things. And many times 2 they have to be in substandard facilities compared 3 to district schools. 4 And I know not all district schools look 5 like what they do in some of the larger districts. 6 But when the -- when district schools are able to 7 spend two to four times as much on capital per 8 student than what charters are receiving on lease 9 assistance, I think there's a disparity there. 10 THE CHAIR: Can I -- one quick question. 11 The safety award, those monies do require matching 12 funds, don't they? 13 David, you're frozen now. 14 MS. KAREN WOERNER: Commissioner Robbins, 15 perhaps if you stop your video, it may help the 16 audio. 17 COMMISSIONER ROBBINS: The safety awards 18 are different from the security awards. And the 19 safety awards have been frozen. But the security 20 awards are still -- people can still apply for 21 those; so they're a little bit different. 22 But school security awards, they're going 23 to take those applications. But safety awards, 24 there was a separate pot of money for that. 25 THE CHAIR: So the security awards, do</p>	<p style="text-align: right;">Page 137</p> <p>1 deal with those grandchildren and the parents going 2 crazy having to work. Because in the U.S., both 3 parents have to work. There's no other way. And 4 how do you put your child in school knowing the 5 risks so that you can go out and work? 6 So I -- I don't know what the solutions 7 are going to be. But I surely feel for parents and 8 what's coming up. I really thought that at some 9 point, the PED would dictate what -- what charter 10 schools should be doing. But they are little school 11 districts, so they have their own options. But I'm 12 not quite sure if we're putting ourselves at risk. 13 And so those are my feelings, Madam Chair. 14 I don't want to throw out more anxiety. I want to 15 stay hopeful. 16 So thank you, Commissioner Voigt, for 17 throwing out staying firm and hopeful. 18 THE CHAIR: Thank you. 19 Commissioner Raftery? 20 COMMISSIONER RAFTERY: Yes. I just want 21 everybody to know that I am here. I haven't -- I 22 wasn't able to get on for technical problems. But I 23 do want to thank everybody -- everybody's comments. 24 I sure do learn a lot from everybody. Welcome to 25 the new normal, which is crazy, of course. It's</p>

Page 138	Page 140
<p>1 like an alternate universe.</p> <p>2 But I, too, remain hopeful. I'm here in</p> <p>3 Arizona with my grandkids, which is wonderful. I</p> <p>4 will probably be home schooling them for many, many</p> <p>5 reasons. It is hard. It harder on the parents</p> <p>6 probably than the grandparents.</p> <p>7 But I think -- I think it's going to</p> <p>8 change, and it's going to be different, but I think</p> <p>9 we will -- we will make it, all together. And thank</p> <p>10 you all, Commissioners. You all are just wonderful</p> <p>11 people. That's all I have to say.</p> <p>12 THE CHAIR: Thanks. Just one last quick</p> <p>13 thing, because I think someone had asked before. So</p> <p>14 just for Commissioners' information, the two</p> <p>15 Corrective Action Plans that we have negotiated, we</p> <p>16 are scheduled -- the schools will do an update by</p> <p>17 the end of October and by the end of May, so that we</p> <p>18 will be voting and looking at their updates at our</p> <p>19 December meeting and our June meeting.</p> <p>20 So with that being said, we are on to Item</p> <p>21 No. 10, which is Executive Session. So -- and,</p> <p>22 Commissioners, just a reminder that you do have that</p> <p>23 link for the Executive Session.</p> <p>24 I move that the Public Education</p> <p>25 Commission enter into a Closed Session, pursuant to</p>	<p>1 COMMISSIONER CHAVEZ: Yes.</p> <p>2 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>3 Caballero?</p> <p>4 COMMISSIONER CABALLERO: Yes.</p> <p>5 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>6 Gipson?</p> <p>7 THE CHAIR: Yes.</p> <p>8 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>9 Raftery?</p> <p>10 COMMISSIONER RAFTERY: Yes.</p> <p>11 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>12 Ruiz?</p> <p>13 COMMISSIONER RUIZ: Yes.</p> <p>14 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>15 Crone?</p> <p>16 COMMISSIONER CRONE: Yes.</p> <p>17 COMMISSIONER ARMBRUSTER: Ten-zero vote to</p> <p>18 go into Executive Session.</p> <p>19 THE CHAIR: Motion passes. We will see</p> <p>20 you in a few seconds on the other Zoom link. And</p> <p>21 thank you, Karen, for setting it up.</p> <p>22 MS. KAREN WOERNER: I'm going to leave</p> <p>23 this meeting. So someone else will have to be in</p> <p>24 charge of this meeting. So I'm going to make</p> <p>25 Beverly the host.</p>
<p>Page 139</p> <p>1 NMSA Section 10-15-1(H)(7). The subject to be</p> <p>2 discussed is attorney-client-privileged issues</p> <p>3 pertaining to threatened or pending litigation in</p> <p>4 which the public body is, or may become, a</p> <p>5 participant, specifically Open Meetings Act, NMSA</p> <p>6 Chapter 10, Article 15.</p> <p>7 COMMISSIONER VOIGT: Second.</p> <p>8 THE CHAIR: There's a motion by</p> <p>9 Commissioner Gipson, a second by Commissioner Voigt.</p> <p>10 Roll call, please?</p> <p>11 COMMISSIONER ARMBRUSTER: Yes.</p> <p>12 Commissioner Armbruster votes "Yes."</p> <p>13 Commissioner Voigt?</p> <p>14 COMMISSIONER VOIGT: Yes.</p> <p>15 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>16 Davis?</p> <p>17 COMMISSIONER DAVIS: Yes.</p> <p>18 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>19 Robbins?</p> <p>20 COMMISSIONER ROBBINS: Yes.</p> <p>21 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>22 Chavez?</p> <p>23 COMMISSIONER CHAVEZ: Yes.</p> <p>24 COMMISSIONER ARMBRUSTER: That was a</p> <p>25 "Yes"?</p>	<p>Page 141</p> <p>1 THE CHAIR: Okay.</p> <p>2 (Executive Session held off the record.)</p> <p>3 THE CHAIR: Okay. So we're all back?</p> <p>4 COMMISSIONER VOIGT: Are we ready for a</p> <p>5 motion to adjourn?</p> <p>6 THE CHAIR: I've got to end Closed</p> <p>7 Session.</p> <p>8 So I'm going to move that the -- that we</p> <p>9 end Closed Session. The matters discussed in the</p> <p>10 closed meeting were limited only to those specified</p> <p>11 in the motion for closure, and no vote was taken</p> <p>12 during the Closed Session.</p> <p>13 COMMISSIONER ROBBINS: Second.</p> <p>14 THE CHAIR: There's a motion by</p> <p>15 Commissioner Gipson, a second by Commissioner</p> <p>16 Robbins.</p> <p>17 Roll call, please? No? Okay. So I'll</p> <p>18 call the roll. You record the votes.</p> <p>19 THE CHAIR: So Commissioner Ruiz?</p> <p>20 COMMISSIONER RUIZ: Yes.</p> <p>21 THE CHAIR: Commissioner Chavez?</p> <p>22 COMMISSIONER CHAVEZ: Yes.</p> <p>23 THE CHAIR: Commissioner Caballero?</p> <p>24 COMMISSIONER CABALLERO: Yes.</p> <p>25 THE CHAIR: Commissioner Davis?</p>

1 COMMISSIONER DAVIS: Yes.
 2 THE CHAIR: Commissioner Crone?
 3 COMMISSIONER CRONE: Yes.
 4 THE CHAIR: Commissioner Voigt?
 5 COMMISSIONER VOIGT: Yes.
 6 THE CHAIR: Commissioner Robbins?
 7 COMMISSIONER ROBBINS: Yes.
 8 THE CHAIR: Commissioner Gipson votes
 9 "Yes."
 10 Commissioner Armbruster?
 11 COMMISSIONER ARMBRUSTER: (Indicates.)
 12 THE CHAIR: She shook her head to indicate
 13 "Yes."
 14 So the motion passes, nine-zero.
 15 Commissioner Voigt?
 16 COMMISSIONER VOIGT: I move that the
 17 Public Education Commission adjourn their meeting of
 18 July 20th.
 19 COMMISSIONER RUIZ: Second.
 20 THE CHAIR: All in favor?
 21 (Commissioners so indicate.)
 22 THE CHAIR: Motion -- we are adjourned.
 23 (Proceedings adjourned at 4:06 p.m.)
 24
 25

1 RECEIPT
 2 JOB NUMBER: 4103N CC Date: July 20, 2020
 3 PROCEEDINGS: OPEN PUBLIC MEETING
 4 CASE CAPTION: In re: Public Meeting of the Public
 5 Education Commission
 6 *****
 7 ATTORNEY: MS. BEVERLY FRIEDMAN - PED
 8 DOCUMENT: Transcript / Exhibits / Disks / Other ____
 9 DATE DELIVERED: _____ DEL'D BY: _____
 10 REC'D BY: _____ TIME: _____
 11 *****
 12 ATTORNEY:
 13 DOCUMENT: Transcript / Exhibits / Disks / Other ____
 14 DATE DELIVERED: _____ DEL'D BY: _____
 15 REC'D BY: _____ TIME: _____
 16 *****
 17 ATTORNEY:
 18 DOCUMENT: Transcript / Exhibits / Disks / Other ____
 19 DATE DELIVERED: _____ DEL'D BY: _____
 20 REC'D BY: _____ TIME: _____
 21 *****
 22 ATTORNEY:
 23 DOCUMENT: Transcript / Exhibits / Disks / Other ____
 24 DATE DELIVERED: _____ DEL'D BY: _____
 25 REC'D BY: _____ TIME: _____

1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
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 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, in the matter therein stated.
 14 In testimony whereof, I have hereunto set my
 15 hand on July 29, 2020.
 16
 17
 18
 19 _____
 20 Cynthia C. Chapman, RMR-CRR, NM CCR #219
 21 BEAN & ASSOCIATES, INC.
 22 201 Third Street, NW, Suite 1630
 23 Albuquerque, New Mexico 87102
 24 Job No.: 4103N (CC)
 25

1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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6
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14 In testimony whereof, I have hereunto set my
15 hand on July 29, 2020.

16
17
18 *Cynthia Chapman*

19 Cynthia C. Chapman, RMR-CRR, NM CCR #219
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PROFESSIONAL COURT
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