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STATE OF NEW MEXICO

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1630

Albuquerque, New Mexico 87102

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2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 MS. PATRICIA GIPSON, Chair</p> <p>4 MS. TRISH RUIZ, Vice Chair</p> <p>5 MS. KARYL ANN ARMBRUSTER, Secretary</p> <p>6 MR. R. CARLOS CABALLERO, Member</p> <p>7 MR. MICHAEL CHAVEZ, Member</p> <p>8 MR. TIM CRONE, Member</p> <p>9 MS. GEORGINA DAVIS, Member</p> <p>10 MS. SONIA RAFTERY, Member</p> <p>11 MR. DAVID ROBBINS, Member</p> <p>12 MS. GLENNA VOIGT, Member</p> <p>13 PED STAFF:</p> <p>14 MS. KAREN WOERNER, Deputy Director</p> <p>15 Options for Parents and Families</p> <p>16 MS. BEVERLY FRIEDMAN, PED Custodian of Record</p> <p>17 and Liaison to the PEC</p> <p>18 PEC COUNSEL:</p> <p>19 MS. AMI JAEGER, Counsel to the PEC</p> <p>20 MR. MARK CHAIKEN, Counsel to the PEC</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>
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4	<p>1 THE CHAIR: Okay. So good morning,</p> <p>2 everyone. I'm going to call to order this meeting</p> <p>3 of the Public Education Commission. It is Friday,</p> <p>4 August 21st, 2020, and it is 9:04 a.m.</p> <p>5 So I'm going to ask Commissioner</p> <p>6 Armbruster to do roll, please.</p> <p>7 COMMISSIONER ARMBRUSTER: Yes.</p> <p>8 Commissioner Robbins?</p> <p>9 COMMISSIONER ROBBINS: Present.</p> <p>10 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>11 Voigt?</p> <p>12 COMMISSIONER VOIGT: Here.</p> <p>13 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>14 Armbruster is here.</p> <p>15 Commissioner Davis?</p> <p>16 COMMISSIONER DAVIS: Here.</p> <p>17 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>18 Chavez?</p> <p>19 COMMISSIONER CHAVEZ: Here.</p> <p>20 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>21 Gipson?</p> <p>22 THE CHAIR: Here.</p> <p>23 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>24 Raftery?</p> <p>25 COMMISSIONER RAFTERY: Here.</p>
5	<p>1 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>2 Crone?</p> <p>3 (No response.)</p> <p>4 COMMISSIONER ARMBRUSTER: I'm going to say</p> <p>5 no.</p> <p>6 Commissioner Ruiz?</p> <p>7 COMMISSIONER RUIZ: Present.</p> <p>8 COMMISSIONER ARMBRUSTER: Commissioner</p> <p>9 Caballero?</p> <p>10 THE CHAIR: He's not on the screen.</p> <p>11 COMMISSIONER ARMBRUSTER: Okay. So which</p> <p>12 I can't see.</p> <p>13 THE CHAIR: Right.</p> <p>14 COMMISSIONER ARMBRUSTER: So we do have a</p> <p>15 quorum of eight.</p> <p>16 THE CHAIR: Okay. Thank you. There are</p> <p>17 eight Commissioners present.</p> <p>18 So I'm going to ask Commissioner</p> <p>19 Armbruster to lead us in the Pledge of Allegiance,</p> <p>20 and I will do the Salute to the New Mexico Flag.</p> <p>21 (Pledge of Allegiance and Salute to the</p> <p>22 New Mexico Flag conducted).</p> <p>23 THE CHAIR: Somehow we couldn't be doing</p> <p>24 any of these share-screen singing things.</p> <p>25 COMMISSIONER ARMBRUSTER: New experience</p>

6

1 there.

2 THE CHAIR: Thanks. So we are on to Item

3 No. 2, which is the Approval of the Agenda.

4 And I have one change to the regular

5 agenda, and that is for Item No. 7, to make Item

6 No. 7 simply "Discussion, Concerns for La Tierra

7 Montessori."

8 COMMISSIONER RUIZ: Madam Chair, if

9 there's no further changes, I move to approve the

10 agenda.

11 COMMISSIONER ROBBINS: Second.

12 MS. KAREN WOERNER: Excuse me. There's

13 some Consent Agenda changes as well, Madam Chair.

14 Do we have to do that now?

15 THE CHAIR: I thought I -- oh, I'm sorry.

16 I was going to do them when I got to the Consent

17 Agenda. Okay. I'll do the Consent Agenda changes

18 now as well.

19 So I do also -- let's go back.

20 I also have a number of changes for the

21 Consent Agenda.

22 So the Consent Agenda is Item No. 4. And

23 in 4.B.1., removing A, Albuquerque Institute of Math

24 and Science; C, DEAP; and No. 6, Estancia Valley

25 Classical.

7

1 So, Karen, I'm sorry. I guess I should

2 have double-checked. Are A and B going on to the

3 regular agenda then?

4 MS. KAREN WOERNER: A and C for the

5 governing board changes are listed under the charter

6 school report for concerns.

7 THE CHAIR: Okay. They're already there.

8 Okay. Thanks. Sorry, I just didn't know.

9 MS. AMI JAEGER: And so, Madam Chair, I'm

10 sorry for the interruption. But for the change,

11 which is to move Item 6, Estancia Valley, it's

12 removing it for consent; but it is keeping it on the

13 agenda for full discussion and action.

14 THE CHAIR: It is not. We had the

15 discussion yesterday, and we're doing Work Session,

16 and we've moved them to the September agenda.

17 MS. AMI JAEGER: Okay.

18 COMMISSIONER RUIZ: Okay, Madam Chair. I

19 move that we approve the agenda with all the

20 aforementioned changes.

21 COMMISSIONER ROBBINS: Second.

22 COMMISSIONER VOIGT: Second.

23 THE CHAIR: There's a motion by

24 Commissioner Ruiz, a second by Commissioner Robbins.

25 All in favor?

8

1 (Commissioners so indicate.)

2 THE CHAIR: Hearing no objections, the

3 motion passes.

4 And we are on to Item No. 3, and I do not

5 believe there's been any new requests. So we do not

6 have anyone for Item No. 3; correct?

7 MS. FRIEDMAN: Correct.

8 MS. KAREN WOERNER: That's correct.

9 THE CHAIR: Okay. So we are on to Item

10 No. 4, which is the Consent Agenda. And we've

11 already discussed the changes in that, so I'll

12 entertain a motion for the Consent Agenda.

13 COMMISSIONER RAFTERY: I make a motion to

14 accept the Consent Agenda.

15 COMMISSIONER ROBBINS: Second.

16 THE CHAIR: There's a motion by

17 Commissioner Raftery; there's a second by

18 Commissioner Robbins.

19 Roll, please.

20 COMMISSIONER ARMBRUSTER: Commissioner

21 Ruiz?

22 COMMISSIONER RUIZ: Yes.

23 COMMISSIONER ARMBRUSTER: Commissioner

24 Crone?

25 (No response.)

9

1 COMMISSIONER ARMBRUSTER: Commissioner

2 Raftery?

3 COMMISSIONER RAFTERY: Yes.

4 COMMISSIONER ARMBRUSTER: Commissioner

5 Gipson?

6 THE CHAIR: Yes.

7 COMMISSIONER ARMBRUSTER: Commissioner

8 Chavez?

9 COMMISSIONER CHAVEZ: Yes.

10 COMMISSIONER ARMBRUSTER: Commissioner

11 Davis?

12 COMMISSIONER DAVIS: Yes.

13 COMMISSIONER ARMBRUSTER: Commissioner

14 Armbruster votes "Yes."

15 Commissioner Voigt?

16 COMMISSIONER VOIGT: Yes.

17 COMMISSIONER ARMBRUSTER: Commissioner

18 Robbins?

19 COMMISSIONER ROBBINS: Yes.

20 COMMISSIONER ARMBRUSTER: Okay. And am I

21 correct that Commissioners Crone and Caballero are

22 not yet here?

23 THE CHAIR: Correct.

24 COMMISSIONER ARMBRUSTER: Okay. So that

25 is an eight-to-zero vote; it passes.

10	<p>1 THE CHAIR: Motion passes, eight-zero. 2 Thank you. 3 We are on to Item No. 5, which is 4 Discussion and Possible Action on Approval, Approval 5 with Conditions, or Denial of New Charter School 6 Application. 7 And as you all know, we only had one 8 charter application go through. So we have Aspire 9 Integrated Arts Institute, Rio Rancho, here today. 10 So, Karen, do you want -- did you bring 11 Stephen in yet? 12 MS. KAREN WOERNER: I have not, so. 13 THE CHAIR: Okay, thanks. So that, Bev, 14 I'm still correct that no one has signed up for this 15 public comment either. 16 MS. FRIEDMAN: That's correct. 17 THE CHAIR: All right. I just 18 double-checked. 19 MS. KAREN WOERNER: Good morning, Stephen. 20 Can you unmute yourself and tell me who else is here 21 from your school that I should be adding? 22 MR. STEPHEN WYNNE: Michelle Boutros and 23 Deborah Schoenbaum. 24 THE CHAIR: Good morning, Stephen. 25 MR. STEPHEN WYNNE: Good morning,</p>	12	<p>1 And just to remind everyone that the 2 Charter School Division will have 15 minutes to make 3 their presentation. The Applicant committee has 4 15 minutes for their presentation. Beverly does 5 have time cards as a reminder. 6 And then we will go into questions by the 7 Public Education Commission. And then we will go 8 into a short Closed Session. 9 So thank you once again. 10 And, Karen, you're up. 11 MS. KAREN WOERNER: Thank you, 12 Madam Chair, Commissioners. So, Commissioners, if 13 you're using the complete packet that I had prepared 14 on the SharePoint, this packet starts on -- for this 15 application starts on Page 53 of the document. It 16 includes the whole application. So it is quite 17 lengthy and continues all the way to Page 507. 18 But 54 -- if I could just go through the 19 parts of it so you can reference appropriately and 20 then provide the recommendation, 54 through 59 is 21 the school's Executive Summary. 60 is the cover 22 letter from the CSD, followed by the rating. 23 So on Page 62 of your packet, it shows the 24 overall scores that the school received in terms of 25 the ratings from the peer reviewers.</p>
11	<p>1 Madam Chairperson. How are you today? 2 THE CHAIR: I'm well. How are you? 3 MR. STEPHEN WYNNE: Yeah. You know. 4 THE CHAIR: I know. 5 MR. STEPHEN WYNNE: We're all going 6 through this together; right? 7 THE CHAIR: Yeah. We are. It's -- I keep 8 telling people, I didn't know -- who knew that we'd 9 be sitting here still in this platform six months. 10 MR. STEPHEN WYNNE: I know. Right? 11 THE CHAIR: But we're hopefully getting 12 better at it. 13 MR. STEPHEN WYNNE: Well, we almost 14 started on time, so I would say yes. 15 COMMISSIONER ARMBRUSTER: And unless we're 16 technically challenged. Not Chair. Me. 17 MS. KAREN WOERNER: I think we have added 18 Michelle. Good morning, Michelle and Deborah. 19 MR. STEPHEN WYNNE: That's the team today. 20 Thank you. 21 THE CHAIR: All right. So thank you all 22 for coming. So there has been no one else who has 23 signed up for Public Comment. So we are on to Item 24 5-2, which is the Charter School Division's 25 Recommendations.</p>	13	<p>1 A reminder to everyone that the peer 2 review team is made up of four individuals: A 3 licensed teacher, a licensed school administrator, a 4 licensed school businesses official, and a team 5 leader who helps compile and reach -- facilitate the 6 consensus on these scores. 7 As you know, they all -- each individual 8 scores it independently, and then they meet to reach 9 consensus on the scoring. 10 So Page 62 shows the number of Meets and 11 Approaches and Does Not Meet criteria on the written 12 application itself, as well as in the capacity 13 interview. 14 And, overall, the totals were 18 Meets, 15 58 Approaches, and 5 Does Not Meet. 16 Following that, in your packet, Pages 63 17 and 64 breaks down the ratings by the individual 18 subcomponents of each of those broad categories; the 19 broad categories being the education plan and 20 academic framework, the organizational plan and 21 organizational framework, business and financial 22 framework, and evidence of support and the capacity 23 interview. So you can see a breakdown of all of 24 that on Pages 63 and 64. 25 65 -- 66 to 68, I think it is, are sort of</p>

<p style="text-align: right;">14</p> <p>1 a summary from the peer review team of each of those 2 broad sections. And what you see there is their 3 final analysis, that the academic framework was one 4 of the weak points of the application, that the -- 5 there were some things in the governance and 6 organizational framework that they were concerned 7 about, particularly around divisions of roles and 8 responsibilities.</p> <p>9 The financial framework, they think the 10 team -- the peer review team indicated that the 11 Applicant clearly understands the SEG and budgeting 12 basics. But there were some concerns about some 13 aspects of the budget outlined there on Page -- 14 summarized on Page 66.</p> <p>15 The Evidence of Support was abundant. 16 They had lots of support that they submitted. And 17 that's also included in the packet starting on -- it 18 is part of the application, starting on Page 262.</p> <p>19 And then the capacity interview and the 20 community input hearing letters of opposition -- 21 well, did not receive any letters of opposition. We 22 did receive four messages of -- in favor. And those 23 are included here, beginning on Page 69.</p> <p>24 In addition, the school had provided, as 25 part of their application, several letters and other</p>	<p style="text-align: right;">16</p> <p>1 our questions until our time and simply allow the 2 Applicant team to start with their presentation?</p> <p>3 COMMISSIONER RUIZ: Madam Chair, I agree 4 with your suggestion to wait until it's our time.</p> <p>5 THE CHAIR: Okay. Thanks.</p> <p>6 So welcome once again. We appreciate all 7 the time and effort that you have put into this 8 application, because we know that it's not an easy 9 application. And it's meant to be difficult, 10 because the expectation is you're -- you're asking 11 us to let you serve students here in New Mexico. So 12 that's -- that's a task that we take to heart. So 13 we consider it extraordinarily important.</p> <p>14 So our goal is to make sure, through this 15 application process, that folks have the capacity.</p> <p>16 So the school has 15 minutes to -- to 17 present. So welcome and however you want to start.</p> <p>18 MR. STEPHEN WYNNE: Yes. Good morning, 19 everyone. Good morning, Madam Chairperson, Karen, 20 and PEC board. We are again delighted to be here 21 and to discuss with you our application.</p> <p>22 And, Karen, I did read the -- what you 23 were just telling us. And so we felt -- after 24 reading that, we were, you know, definitely 25 disappointed, because, as Madam Chairperson just</p>
<p style="text-align: right;">15</p> <p>1 communication in support. And those are listed 2 beginning on Page 379 in their application.</p> <p>3 And if you are looking for the actual 4 interview notes and what was asked in the responses, 5 those are located on Pages 74 to 83.</p> <p>6 And so our summary recommendation is 7 actually located on Page 68.</p> <p>8 Overall, this application was complete; 9 yet there were areas that were inadequate. The 10 Applicant team failed to demonstrate the capacity to 11 implement the various pieces of the plan at this 12 stage.</p> <p>13 The peer review team did not feel they're 14 prepared to open a high quality charter school, that 15 they need additional time to align their plan with 16 State statute and regulation in regards to charter 17 school management operations.</p> <p>18 And for those reasons the PED recommends 19 denial and recommend the school use this feedback to 20 work on their inadequacies and return with a 21 stronger application in 2020.</p> <p>22 And with that, I stand for questions if 23 you should have any.</p> <p>24 THE CHAIR: Commissioners, any questions? 25 Or do we just want to move into -- and hold all of</p>	<p style="text-align: right;">17</p> <p>1 said, the application was a very heavy lift, and the 2 Applicant team worked for four months, and we met 3 every Thursday at 2:00 p.m. during that four months 4 during the application and did as much field work as 5 we possibly could during COVID.</p> <p>6 And so we're especially disappointed if we 7 are denied the -- especially disappointed about the 8 children who will not be able to appreciate our 9 model, Aspire Integrated Arts Institute.</p> <p>10 We realize our model is unique in very 11 many ways and that there is a -- a sticking point 12 that -- a legal sticking point with the Education 13 Management Organization from Colorado that we 14 planned to use. And we did discuss in the -- in the 15 Community Input Hearing that the Education 16 Management Organization would be willing to open up 17 a nonprofit organization here in New Mexico to -- 18 to -- to stay in the realms of that particular 19 statute and law.</p> <p>20 And we understand that -- also, that it's 21 broader than that. But that seemed to be a -- a 22 point of -- that definitely needed attention.</p> <p>23 Another thing I would like to bring to 24 your attention is that we did not have a -- a person 25 who would fulfill the role of the head administrator</p>

18

1 within the Applicant team. And so we are more
 2 coming from a perspective of concerned citizens who
 3 realize the value of art education and how many of
 4 our young people would benefit, especially
 5 considering the at-risk population, which we, as a
 6 team, like to call "at-promise" population.
 7 So we realize that the -- going back to
 8 the Education Management Organization, we are very
 9 much aware that there is a -- a lot of Education
 10 Management Organizations that have not fulfilled
 11 their responsibilities, and that there are -- that
 12 there is a bias that one has in their -- in their
 13 mind, you know, from past history.
 14 And the reason -- I would like to explain.
 15 The reason for choosing a -- an EMO, an Educational
 16 Management Organization, is that it's not possible
 17 to offer the high-quality art classes that our
 18 program offers our students and the amount of
 19 those -- that's three hours of high-quality art
 20 program each day for each student.
 21 In order to do that, we need to -- we need
 22 to work with professionals who have -- have the
 23 capacity and the -- and the experience, decades of
 24 experience, in ad- -- in running schools and
 25 operating schools.

19

1 So --
 2 (Commissioner Caballero enters meeting.)
 3 THE CHAIR: I'm sorry. Can I just
 4 interrupt for just one second? Could the record
 5 reflect that Commissioner Caballero has now joined
 6 us?
 7 Thank you. I apologize.
 8 MR. STEPHEN WYNNE: No problem.
 9 So I want to -- I want to make it known
 10 that the reason we are choosing -- or we, the team,
 11 has chosen an Education Management Organization,
 12 because we cannot offer the arts program without --
 13 without the -- working together with an Education
 14 Management Organization, just because of the
 15 finances.
 16 So that brings -- the Education Management
 17 Organization has buying power in the education
 18 world. And that allows us to get high-quality
 19 online education and licensed teachers for a
 20 fraction of the cost that -- if we would try to do
 21 that on our own.
 22 This is the -- this is the pivoting point
 23 for us. This is the -- this is the tipping point.
 24 This is why we have chosen that and why this model
 25 will not work without an Education Management

20

1 Organization.
 2 Second -- the second reason is that I,
 3 personally, started this model in Colorado with this
 4 Education Management Organization. And this was
 5 successful, and this does work. This is not an
 6 experiment. This is a replication of a model that
 7 is successful and that is working.
 8 And one of the -- one of the difficulties
 9 that we did have that I altered in this model is
 10 actually the model in Colorado also included free
 11 concurrent enrollment for students. And we realize,
 12 like, we went a little bit overboard with that, with
 13 the amount of revenue that was coming in from the
 14 state, and we couldn't afford the high-quality art
 15 classes and the free concurrent enrollment for
 16 students.
 17 The good part about that is that during --
 18 during that -- as that school was operating, we
 19 had -- I would say at least 25 percent of our
 20 students would graduate with an Associate's degree
 21 from a community college.
 22 So I can only tell you -- I can only tell
 23 you from my past experience that this model does
 24 work, and it works very well. And the level of
 25 inspiration and motivation that these students glean

21

1 from this model is really astounding.
 2 It is -- it is -- it's -- to use my
 3 favorite German words, [spoken German]. It is
 4 something that you just cannot -- you cannot ignore
 5 the stats. It works.
 6 And I understand that it's -- that there's
 7 a difficulty there, that the Commission is -- and
 8 the panel from the PED -- that there were -- that
 9 there were difficulties because we did not have a
 10 head administrator. Bringing in that part of the
 11 application was not -- we weren't able to offer that
 12 part of the application. And we are aware of that.
 13 And -- but at the same time, it feels --
 14 it feels very hurtful to -- to not have an
 15 opportunity to bring in, with this model -- now, to
 16 have a condition to bring in that head
 17 administrator, to be able to -- to alter and to
 18 bring that voice in to the application so that -- so
 19 that those things that are unclear will become clear
 20 quickly.
 21 And, again, it's just because we didn't
 22 have that voice, because we're coming from concerned
 23 citizens' perspective and not from professional
 24 educator perspective. We're coming from
 25 businessperson, business entrepreneur perspective

22	<p>1 and not from a professional educator perspective. 2 We're coming from professional artist perspective 3 and not from professional educator perspective. 4 Yet we know that we're not ignorant of 5 that. Therefore, we bring that responsibility to a 6 tried-and-true Education Management Organization 7 that brings that perspective, that brings that 8 decades of experience to our application. 9 Thank you. 10 THE CHAIR: Thanks. So I'll just quickly 11 start. 12 I think I expressed the concerns, 13 obviously, that I had in regards to the application. 14 So I just want to respond to a couple of things and, 15 I guess, maybe clarify some things. 16 I want to make it clear that this is not a 17 legal sticking point. I understand that the EMO, as 18 we communicated, is not legally allowed to operate 19 here in New Mexico. I understand that. 20 But the concern goes well beyond that. As 21 in the Community Input Hearing, you even made the 22 statement that in order to be able to provide the 23 arts -- which every one of us on this screen 24 supports -- but that in order to be able to do that, 25 you had to outsource the education to "Big Box,"</p>	24	<p>1 show us this." 2 Because as we spent all day yesterday 3 doing our -- it's not getting ready -- what are we 4 calling it now? -- Implementation Year Checklist -- 5 sorry. We spent hours with it, and I've lost it. 6 We spent all day yesterday doing the Implementation 7 Year Checklist. 8 And it was expressed any number of times 9 that, Oh, my gosh. How do you do conditions at the 10 same time you have to fulfill everything that is in 11 that Implementation Year Checklist? That 12 Implementation Year process is exhaustive in and of 13 itself. 14 So to be able -- so to have to go back -- 15 and we don't redo applications. The conditions are 16 more -- and they aren't often -- tweaks of 17 something. It is not a complete redo of the 18 application. 19 So I find it very challenging and 20 difficult, because we don't have a clear sense of 21 what that education program looks like, because, 22 once again, you're outsourcing it. And number one 23 is the education of our kids. And, hopefully, we 24 can integrate the arts into that. 25 But to have an entity that is hiring all</p>
23	<p>1 likening it to going to Walmart. 2 This is our school -- our children's 3 education that we're -- that you're asking us to 4 entrust you with. And, yes, the educational 5 programming is a critical component of that 6 application. And to outsource the education -- I 7 have a successful arts integrated school in my 8 district. I know the challenges that it presents. 9 And we don't always have a head administrator on 10 board with our applicant teams. We often do; but we 11 don't. 12 But the applicant teams that don't have a 13 head administrator identified make that team up of 14 some educators as well, so that the education voice 15 is a piece of that application, so that it can be 16 expressed and clearly identified in that 17 application. 18 And the -- the comment that was made 19 during the Community Input Hearing that, you know, 20 "Yes, this application is hard. We couldn't lay it 21 all out there with you." 22 It is certainly possible to approve an 23 application with conditions. But those conditions 24 are generally certainly clarifying, not -- not 25 telling us completely, "Now go back and do this and</p>	25	<p>1 the staff, for that staff -- and, to me, it's a 2 virtual school. I understand the arts are being 3 done there. But the ed programming is virtual. And 4 I have a challenge with that. I do. And there 5 wasn't a clear layout for us for -- I'm going to 6 finish -- 7 MR. STEPHEN WYNNE: Okay. 8 THE CHAIR: There wasn't a clear layout 9 for us. And I know I expressed this at the 10 Community Input Hearing. Students are going to have 11 the art, and the artists will be integrating some of 12 the ed in the arts programming. 13 But for us, the arts integrated programs 14 that we have, it is also the ed program that 15 integrates the arts into the academic pieces. 16 And we don't see any of that. So we don't 17 see that integration. And that is extraordinarily 18 challenging. 19 And we haven't -- there was no work shown 20 on how that's going to work, because we're 21 outsourcing, for economic reasons, the education 22 piece. 23 So, Commissioners, anyone else? 24 COMMISSIONER DAVIS: Yeah. I wanted to 25 say that I agree with everything that the Chairwoman</p>

<p style="text-align: right;">26</p> <p>1 said. And that is exactly my opinion. And I was 2 really distressed -- what I heard you say was that 3 you weren't using professional educators. And how 4 you can have a school without professional 5 educators, I don't really understand. 6 THE CHAIR: Commissioner Caballero, did 7 you have your hand up? 8 And I'll get to Commissioner Robbins next. 9 COMMISSIONER CABALLERO: Am I next, 10 Madam Chair? 11 THE CHAIR: You are. Sorry. 12 COMMISSIONER CABALLERO: I'm sorry. I -- 13 but, anyway, when I read all the materials for the 14 school, I was really confused. And then it was 15 clarified through the presentations. 16 And I am convinced that -- it's -- it's 17 not a good charter school for New Mexico. They can 18 do whatever they want elsewhere. But it just is so 19 full of holes in terms of what I view is good 20 quality education for our kids. 21 And let me tell you. The New Mexico 22 education, as a whole, is ranked at the bottom. And 23 we can't weight it down even more when we're -- when 24 we do charter schools, because those are -- charter 25 schools, in effect, are our State way of lifting us</p>	<p style="text-align: right;">28</p> <p>1 you're doing art or media art to completely 2 integrate a school. But that's just me. 3 But the weakness in the -- in the -- in 4 the approach of teaching kids, it's just not there. 5 It's just not there. And I want the State to 6 succeed. We can't add any more stuff to bring them 7 down. 8 Thank you, Madam Chair. 9 (Commissioner Crone joins the meeting.) 10 THE CHAIR: And before Commissioner 11 Robbins, could the record reflect that Commissioner 12 Crone has now joined us? 13 So we'll do Commissioner Robbins, then 14 Commissioner Voigt, and then Commissioner Ruiz. 15 COMMISSIONER ROBBINS: Thank you. You 16 know, Mr. Wynne and the others, I do want to 17 acknowledge what you said, that you've spent an 18 enormous amount of time over a four-month period, 19 meeting on Tuesdays, spending a lot of time putting 20 the application together. It was obvious that a lot 21 of thought went into the application. 22 But I have to share the views of -- 23 regarding the EMO. Mr. Wynne, you stated that your 24 model may not work without an EMO, and that in order 25 for -- the implication is that in order for a good</p>
<p style="text-align: right;">27</p> <p>1 out of that. And this -- this proposed school is 2 not that. 3 And I've seen proposals coming from -- for 4 a lot of charter schools. And I am amazed -- I am 5 amazed with the proposals, and I am astounded by 6 what they do after a year or two or three or four. 7 And I am not convinced this is good at 8 all. So I wasn't there at the last time. And I'm 9 still not there, convinced that you can say you were 10 hurt or whatever. But every child in New Mexico has 11 to have a fantastic education, especially in charter 12 schools. And this is not it. I don't see this as a 13 way to -- to uplift our children. 14 If you're stuck on this corporate -- this 15 is how I see it, is a corporation coming into the 16 state, and you cannot do anything else, well, then, 17 don't do it. Come back with something new, or the 18 other folks that -- it seems to me you are driving 19 this this way. 20 The other folks, if they want to come in 21 and try something else -- let me tell you. There 22 are some schools that do art, and they do it 23 differently, and they're doing it very well. And 24 I'm amazed. I am amazed. I might have some issues 25 about integration. But it's very, very hard when</p>	<p style="text-align: right;">29</p> <p>1 arts program to be successful, you have to use an 2 EMO model to be cost-effective. 3 I think -- you know, the Chair, and I'm 4 aware of other very successful arts charters in 5 New Mexico and in the Albuquerque area that do not 6 use an EMO model. And they have been successful. 7 They are unique in the types of things that they're 8 doing. 9 We have a school -- one school that 10 focuses on flamenco dance. We have PAPA. We have 11 these schools that are -- and I understand the 12 demand is greater than what is available in the 13 market right now. And so I was very much interested 14 in a new arts charter. 15 However, I just do not believe the use of 16 an EMO and outsourcing the primary education part to 17 either part-time or pure virtual is really going to 18 be the best for the students of New Mexico. 19 I appreciate the efforts that you've put 20 in. But I think what we have to look at is having 21 educators involved in the application. And I would 22 encourage you to do that, is to actually -- you 23 know, I understand. People can be very passionate 24 about the arts. But without that education input at 25 the development in the application process, using an</p>

<p style="text-align: right;">30</p> <p>1 EMO model without, you know, feet on the ground in 2 terms of educators, I think would be detrimental to 3 the students. 4 Thank you. 5 THE CHAIR: Commissioner Voigt? 6 COMMISSIONER VOIGT: Thank you. Good 7 morning. I'd like to also resonate the appreciation 8 to the Aspire team for your passion for the arts and 9 for putting together an application, taking the 10 time. 11 THE CHAIR: I'm sorry to interrupt you. 12 Commissioner Voigt, Cindy's having difficulty 13 hearing you. 14 COMMISSIONER VOIGT: Okay. Is it -- 15 Cindy, is it -- is it delayed? 16 THE CHAIR: You're chopping up now. 17 (A discussion was held off the record.) 18 COMMISSIONER VOIGT: So, anyway, I think 19 you heard, I appreciate the passion behind an 20 integrated arts school as a supporter of arts-based 21 schools and curriculum. 22 I really -- I'm glad that you brought your 23 application forward. And appreciate the work that 24 you put into that. 25 I -- there's something that I did not see</p>	<p style="text-align: right;">32</p> <p>1 thought and buy into that negativity, because I know 2 for a fact there is a lot of local wisdom in our 3 state. That needs to be supported in order to rise 4 up. 5 So that's something that I would hope to 6 see come through in a charter school application at 7 some point in time. 8 But, again, I think you all did a 9 thoughtful application. But I think if you go back 10 to the drawing board, the thing to really consider 11 is the big "how" and the big education piece that 12 needs to come forward utilizing the New Mexico 13 strengths and voices. 14 So thanks a lot. 15 THE CHAIR: Thank you. 16 Commissioner Ruiz? 17 COMMISSIONER RUIZ: Thank you. Good 18 morning. And I'm probably going to echo some of the 19 sentiments that you've heard this morning. But I do 20 want to thank you for taking the time to fill out 21 that application. And, again, you know, it's great 22 that it's working in Colorado. 23 I'll echo some of the same sentiments. I 24 have an issue with the EMO. 25 The other thing -- or one of the other</p>
<p style="text-align: right;">31</p> <p>1 in the application or heard during the input 2 hearings or even now. And that was about how -- how 3 the integrated curriculum would be made relevant for 4 New Mexico communities. 5 And I think a lot of that would have been 6 present and been better described if you would have 7 had a team of New Mexico educators helping out with 8 this application process. 9 So the two components were, you know, 10 educators, and then New Mexico educators that know 11 our communities and would be better able to speak to 12 what those needs are for the New Mexico kids. 13 I also hold a bit of skepticism for an 14 out-of-state EMO-staffed school. And that speaks, 15 again, and resonates with what the other 16 Commissioners have said about relevance and knowing 17 of our local communities. I think it's really 18 important, because New Mexico is oftentimes 19 portrayed in -- in mass media as being in the lower 20 percentages of the country. But we know that 21 there's a lot of local wisdom in our state that is 22 never represented in the mass media. 23 And I'm not one to look at mass media and 24 those, you know, lower percentages, because I don't 25 want to give that the energy or the time or the</p>	<p style="text-align: right;">33</p> <p>1 things is that the fact that the application was 2 incomplete in so many areas and inadequate and 3 lacked in so many areas is a little bit concerning 4 for me; because when we are talking about educating 5 our children, we can't do anything halfway. It has 6 to be done 100 percent. 7 On the academic framework part of it, 8 there were a lot of approaches. And, you know, 9 again, if it works in Colorado -- because I know you 10 said that it was successful in Colorado, and this 11 was really just a replication of that. 12 But we're talking about New Mexico 13 students. And I do support the arts 100 percent. 14 But academics -- I mean, we have got to be 15 addressing academics. And I have a huge concern 16 with that. 17 The other thing that I noticed was that, 18 you know, you didn't have a clear mission statement. 19 And we should probably be working on that as you, 20 you know, hopefully continue to rewrite and improve 21 on your application and get this school up and 22 running, if that's what you choose to do. 23 And then the other one that kind of stood 24 out to me is in New Mexico, because of the 25 Yazzie-Martinez case, we know that the needs of</p>

34	<p>1 those students, of that population, they were not 2 being met. And it is absolutely imperative that we 3 do everything we can in our power to satisfy that 4 need for those kids.</p> <p>5 And there wasn't anything real clearly 6 defined for your multicultural Indian population and 7 Hispanic population, things that I would like you to 8 consider moving forward.</p> <p>9 THE CHAIR: Okay. Commissioner Ruiz, you 10 froze.</p> <p>11 THE REPORTER: I think she indicated she's 12 done.</p> <p>13 THE CHAIR: Okay. Thanks. I took sign 14 language, but I'm rusty on it.</p> <p>15 Commissioners, anyone else wish to say 16 something?</p> <p>17 Okay, all right. Commissioner Armbruster, 18 because we're only getting a piece of your head.</p> <p>19 COMMISSIONER ARMBRUSTER: I know. I don't 20 know why. I -- listen. This technology. Not doing 21 this so well.</p> <p>22 Yeah. I really like the idea of arts, 23 because as a special ed -- former special education 24 teacher, those are the things that the kids really 25 can be successful in. So I love the fact that you</p>	36	<p>1 Am I still on, because my screen went 2 blank. Can you still hear me?</p> <p>3 MS. KAREN WOERNER: Yes, we can.</p> <p>4 THE CHAIR: Yes. I was muted.</p> <p>5 COMMISSIONER ARMBRUSTER: My screen went 6 totally black.</p> <p>7 So those are concerns.</p> <p>8 The other part is -- this is, like, 9 universal. You plan for a certain group of students 10 to come to your school, art students or dance 11 students or people who are interested in this or 12 that. But the children who apply are not always the 13 kids that you thought you were going to get.</p> <p>14 Whether it's all -- a Native American 15 population or a historically Black population, 16 whatever, you get the people who go. Even our 17 schools who have dual language often didn't get the 18 students who were Spanish-speaking wanting to learn 19 English; they had a lot of English-speaking children 20 who wanted to learn to speak Spanish.</p> <p>21 So you have to kind of -- what should I 22 say? -- plan for all of those things. And although 23 I do love the idea, I just think it's not quite 24 ready, as we say, for prime time yet. So I hope 25 that you will work on that and figure out some way</p>
35	<p>1 have the arts.</p> <p>2 My concern, along with whatever everything 3 else that's been said, is basically not -- you 4 really have to have a -- special education on staff. 5 You have to have individuals -- individualization of 6 lesson plans.</p> <p>7 My experience with New Mexico is that 8 your -- if you have kids reading in the second-grade 9 level, you'll be lucky. So that means that there's 10 a lot of students who will maybe not tune in to 11 being online.</p> <p>12 I think that's one of the problems that 13 we're having, actually, right this very second in 14 the United States as a whole is kids being able to 15 work online. It's great if you have a school that 16 does that. And you know we do. But it's not good 17 for everybody.</p> <p>18 You do have people there, which is -- 19 which is a very positive thing. But they're not 20 licensed teachers. And although they would be great 21 as helpers, I'm not feeling like they would 22 definitely know techniques to add to a special 23 education or an EL student's needs, specific -- a 24 different way of teaching reading, a different way 25 of teaching math.</p>	37	<p>1 that it can figure into New Mexico into what we need 2 and we require.</p> <p>3 And I thank you also for all the time -- I 4 do know how much time it takes to do. It's an 5 enormous amount of work, and your ideas are 6 fabulous.</p> <p>7 Thank you.</p> <p>8 THE CHAIR: Thanks. Any other 9 Commissioners?</p> <p>10 If not, just like the application, 11 Stephen, I know we gave you a lot to chew off on 12 this. So I'll -- any responses you want to make, 13 you're certainly welcome to do so.</p> <p>14 MR. STEPHEN WYNNE: Thank you, 15 Madam Chairperson, and thank you, Commissioners, for 16 your thoughtful comments and critique. We certainly 17 appreciate it. And we do -- we are not giving up. 18 I want to tell you that right now and right here.</p> <p>19 Some of -- just a couple of things I would 20 like to clarify, because I felt -- most of the 21 comments, I really appreciate. There was a couple 22 of things I was a bit confused of, about. And so I 23 just wanted to mention those.</p> <p>24 There was a comment about professional 25 educators. And we -- our Edmentum curriculum</p>

<p style="text-align: right;">38</p> <p>1 engages New Mexico licensed, and nationally licensed 2 teachers. So we do have professional educators. I 3 just want to make sure that that was in our plan. 4 So -- and that is -- that is part of -- part of the 5 process. 6 As far as reading, we had also a comment 7 about reading. We have a great software called 8 "Reading Plus." And so when we have students coming 9 into the seventh grade and have a fourth-grade 10 leading level, we can get them into their current 11 reading level through Reading Plus. 12 And then once a student surpasses their 13 reading level, they can -- it's not just remedial; 14 it helps them to get to a -- you know, a college -- 15 post-secondary reading level as well. 16 So we're real happy about this software, 17 and it works really well. 18 Another thing I wanted to mention is the 19 idea of this particular -- and I know that there's a 20 lot of bias when we say EMOs. And I can appreciate 21 that, because I've seen some really bad, you know, 22 irresponsible EMOs, and I can appreciate that 23 response. 24 However, this particular EMO, GlobalED 25 Solutions, has -- is -- as you know, is situated in</p>	<p style="text-align: right;">40</p> <p>1 So I want you to know that we've -- and 2 GlobalED Solution is very well -- very well-versed 3 in special education. In fact, because 85 percent 4 of their student population is at-risk, it's a big 5 component of what they do and a large component of 6 their experience in education that goes decades and 7 decades. 8 And we have -- there's three licensed 9 principals on staff. It is a -- it is a -- an 10 amazing organization that has done amazing work with 11 students in Colorado. And I would love to see that 12 type of work come here -- here in New Mexico. 13 And the last thing that I would like to 14 say. We are -- we have -- I've gone out there in 15 the field and engaged Native American artists 16 already. And so we are not coming in here and -- 17 without the flavor of New Mexico. That is 18 definitely part of -- if you look through the 19 application, you'll see classical and indigenous art 20 forms. 21 So I have engaged the National Institute 22 of Flamenco. I have engaged the Dancing Earth. I 23 have engaged tribal leaders. So we -- that's our -- 24 that's our plan. I don't want you to think that 25 we're coming in here and our idea is just to teach,</p>
<p style="text-align: right;">39</p> <p>1 Colorado. And they have worked over the past few 2 decades of taking a lot of the dropouts from high 3 school, bringing them in, and graduating these kids. 4 And it's been an amazing process. I've 5 seen it for four or five years. And it's -- they do 6 an amazing job of getting these kids up to reading 7 level, making sure that they get on track with all 8 their academics. 9 And part of that -- part of that process 10 is successful because of the Enrichment Life Coach 11 teachers that come alongside each student and engage 12 them. 13 And so we know that a lot of these kids 14 that we call "at-promise" that are known as at-risk 15 come from families where they have to work and -- to 16 help support that family. And so, therefore, in 17 order to help that situation, GlobalED Solution 18 is -- also purchases extended time for the licensed 19 teachers. 20 So the kid comes home from work at 5:00 21 and wants to start working, they can do that, and 22 they can access their teachers. So -- and they can 23 access their Enrichment Life Coach teachers as well, 24 because they're basically on call till 9:00 p.m. at 25 night.</p>	<p style="text-align: right;">41</p> <p>1 you know, the classics. That is not at all where 2 we're going. I wanted to make those things clear. 3 Professional educators, absolutely. 4 Special education, GES is on -- their special 5 education program is off the charts, is completely 6 off the charts. 7 So regardless of the outcome of today, I 8 just wanted to clear those -- those things up. And 9 as far as integration of the art, no, it is not 10 going to do -- I've done art integration at the 11 public schools in Denver, Colorado. And we're not 12 going to do it that way. 13 We do art integration in the art classroom 14 and not in the education classroom. People do it 15 both ways, and both ways are very legitimate. 16 So I just wanted to clear that up, too. 17 So those are some of the comments based on my 18 rebuttal on some of the Commissioners' comments. 19 And I really appreciate you allowing me to address 20 some of those things. It means a lot to me. 21 Thank you. 22 THE CHAIR: Thanks. Michelle? 23 MS. MICHELLE BOUTROS: Thank you. So I'm 24 just going to bring a couple of things up. I know 25 we keep talking about successful art programs. I</p>

<p style="text-align: right;">42</p> <p>1 have been to shows at PAPA, and I've been to shows 2 at New Mexico -- at NMSA.</p> <p>3 I will say, if that is considered 4 successful, are we talking about academics, or are 5 we actually talking about professionalism in the 6 arts?</p> <p>7 And one of the reasons why I am saying 8 this is because in other countries, they are able to 9 do this with successful artists who graduate at 18 10 with the equivalent of a BFA in their art form. And 11 I'm thinking, "Well, why can't we do that here in 12 the States, and why not here in New Mexico that has 13 a rich culture of visual and performing arts?"</p> <p>14 So I don't know what is the measure of 15 success for our arts programs here in New Mexico.</p> <p>16 I also went to a meeting with the new 17 Secretary of Education. And he was talking about 18 how we're pushing career and technical training. So 19 I would also say that our approach for our arts 20 program was more towards career and technical 21 training, and not just getting their graduation 22 requirements. Because we want them to go above and 23 beyond.</p> <p>24 And the cool thing about artists is that 25 they're trained to be determined, to be tenacious,</p>	<p style="text-align: right;">44</p> <p>1 from Florida. So I've been around all kinds of 2 multicultural, multiethnic. And I came -- I'm just 3 like, wow, we talk about race all the time. Okay.</p> <p>4 So also being in the arts, we are all 5 about serving our -- all of our students. And it -- 6 to us, whether they are students that have special 7 needs or whether they come from different marginal 8 communities, we are here to serve them completely.</p> <p>9 And then I totally get that we want 10 New Mexico teachers. And Stephen already explained 11 that with how GlobalEd -- or excuse me -- Edmentum 12 uses New Mexico teachers. But I also understand 13 having licensed New Mexico teachers in, like -- 14 actually, like, present in the program, that makes 15 complete sense to me.</p> <p>16 And for us, this was our very first 17 application, and there was a learning curve, and we 18 have learned a lot, and so we're also thankful for 19 this opportunity. And one of the reasons that we 20 are, you know, here today is to get all your 21 criticisms so that we can do better next year.</p> <p>22 And I just want to make sure I'm saying 23 everything on my notes.</p> <p>24 And then I think when Stephen was saying 25 we are not professional educators, he didn't mean in</p>
<p style="text-align: right;">43</p> <p>1 to have grit and to go above and beyond. So just 2 getting their high school diploma is not important 3 for them; they want more than that. And they are 4 trained to be highly responsible.</p> <p>5 So the other thing I want to bring up is 6 everything is virtual right now. I understand that 7 we have to do that because of COVID. Totally get 8 that. But maybe this could be a push towards the 9 future, that there are virtual programs and blended 10 programs.</p> <p>11 I very much appreciate taking pride in our 12 state. Having moved here, I've just fallen in love 13 with the culture here, like, absolutely love it, 14 completely get it. The main reason why I moved here 15 in particular is for the diversity.</p> <p>16 So I would say our whole team was 17 extremely passionate about serving our 18 Native American -- I assume we don't say "Indian" 19 anymore; I'm assuming we say "Native American" -- 20 sorry -- Native American, our Hispanic, our 21 African-American. And, really, there are 22 Haitian-Americans here, African-Americans here, 23 like, just Caribbean-Americans.</p> <p>24 So, anyhow -- also since moving here, I've 25 never heard so much racial terms in my life. I'm</p>	<p style="text-align: right;">45</p> <p>1 the program; he meant the people who are writing the 2 application. Right? So I and Stephen have taught 3 on the collegiate level. So -- however, we are not 4 professional K-through-12 educators writing this 5 application.</p> <p>6 And -- okay. I -- and keeping education 7 number one is -- is, of course, important. But -- I 8 don't want to say "but." Also -- yeah. So, also, 9 you know, the passion behind what we do is to 10 actually help them to become a professional artist 11 so that that goes hand-in-hand.</p> <p>12 And seeing what happens in different 13 districts and when these students graduate -- and I 14 don't just mean in New Mexico. I mean in the many 15 different experiences I've had around the country. 16 I've taught in several states. They're not getting 17 what they need once they graduate. So now I have to 18 go to college for four years. And now I have to get 19 my Master's, and then at the same time, now I 20 totally missed out on four to six years of dancing 21 professionally, and now I'm already getting old.</p> <p>22 Right. And I'm just talking about dance.</p> <p>23 Obviously, music, there's a different 24 road, Madam Chair. You know, in visual arts, 25 there's a different road map. There's a different</p>

<p style="text-align: right;">46</p> <p>1 road map for each genre.</p> <p>2 But we were trying to create a program</p> <p>3 where they can go off and become professionals. And</p> <p>4 one reason why our Secretary of Education is pushing</p> <p>5 career and technical training is maybe not everyone</p> <p>6 in our state wants to go to college. Maybe they</p> <p>7 want to start working immediately. So -- maybe they</p> <p>8 have to, depending on which family they are coming</p> <p>9 from.</p> <p>10 So we want to be able to provide</p> <p>11 professional training; hence, why we were leaning</p> <p>12 towards the Education Management group. And forgive</p> <p>13 me, I forget the term for the nonprofit version of</p> <p>14 that.</p> <p>15 So in order to get highly professional</p> <p>16 artists to come in and teach, it's not cheap. And</p> <p>17 so a lot of times when people have gone on to be</p> <p>18 professional educators, they spent their time going</p> <p>19 to college being professional educators and did not</p> <p>20 completely go through a professional career.</p> <p>21 So we were trying to mesh that together so</p> <p>22 that we could give both experiences.</p> <p>23 Yes. I think that's all I have to say.</p> <p>24 Thank you.</p> <p>25 THE CHAIR: Thank you. And -- oh, I'm</p>	<p style="text-align: right;">48</p> <p>1 school for the arts in California, and it was</p> <p>2 transformational for her to go to a high school that</p> <p>3 was a high school for the arts. And so I know the</p> <p>4 power of this kind of an opportunity for young</p> <p>5 people, which is why I'm invested in it.</p> <p>6 I'm not one of the business people in this</p> <p>7 group. I'm one of the parents, nonprofit, you know,</p> <p>8 people that are really committed to changing things</p> <p>9 and improving things.</p> <p>10 One of the things my daughter who just</p> <p>11 graduated from Rio Rancho said to me when she heard</p> <p>12 I got involved in this project is, "Man, I wish this</p> <p>13 school existed while I was going through my -- my</p> <p>14 sophomore through senior year."</p> <p>15 And so I'm looking at it through the lens</p> <p>16 of young people like that.</p> <p>17 And so I really hope that you will be</p> <p>18 supportive of our next round, that whatever</p> <p>19 skepticism you may have, that you understand that</p> <p>20 many of us who are on this team approached this from</p> <p>21 our heart.</p> <p>22 We have someone who works with autistic</p> <p>23 children every day and works with them on helping</p> <p>24 them through their educational process. And so,</p> <p>25 yes, there are business people, there are arts</p>
<p style="text-align: right;">47</p> <p>1 sorry, Deborah.</p> <p>2 MS. DEBORAH SCHOENBAUM: Yeah. Thank you.</p> <p>3 First, I just want to say thank you to the</p> <p>4 Commissioners that are encouraging us to, you know,</p> <p>5 regroup and rethink our application. Many of your</p> <p>6 comments, I think, are going to be incredibly</p> <p>7 helpful, and I've been taking copious notes on that.</p> <p>8 But I wanted to circle back to who we are</p> <p>9 as a team. Because I joined this team because I'm a</p> <p>10 mom. I'm a mom of a daughter that went through</p> <p>11 Rio Rancho High School and graduated this year and</p> <p>12 is now a student at UNM. And so I'm invested from</p> <p>13 that perspective.</p> <p>14 I'm also invested as a nonprofit executive</p> <p>15 for years working with young people in California</p> <p>16 and now bringing some of that expertise here to</p> <p>17 New Mexico. And so that's the lens I look through.</p> <p>18 And another part of the lens that I look through is</p> <p>19 that I have a daughter -- both of my daughters were</p> <p>20 adopted; they are both African-American and Latina,</p> <p>21 and they both came through the foster care system.</p> <p>22 So I have a deep, deep commitment to helping</p> <p>23 at-risk youth, who are, you know, especially</p> <p>24 particularly from circumstances like that.</p> <p>25 My eldest daughter actually went to a</p>	<p style="text-align: right;">49</p> <p>1 people, there are all kinds of people who were part</p> <p>2 of this team.</p> <p>3 But there are also mothers, mothers who</p> <p>4 care, the -- you know, we have another person on the</p> <p>5 team who has two kids who are in a charter school.</p> <p>6 So we know the power of what these schools</p> <p>7 can do, and we're determined. As Stephen said,</p> <p>8 we're people that are determined as people in the</p> <p>9 community to make something good happen here in</p> <p>10 Rio Rancho.</p> <p>11 And we have nothing like this in</p> <p>12 Rio Rancho. There are schools that are serving in</p> <p>13 this capacity in other parts of the state, but not</p> <p>14 here in Rio Rancho.</p> <p>15 And so I really want to -- you know, I</p> <p>16 really want to invest in that; because even though</p> <p>17 my daughter has moved on to college, I want her to</p> <p>18 be able to give back and come back and perhaps even</p> <p>19 be a part of contributing to a school like this,</p> <p>20 because I know it's something that would be dear to</p> <p>21 her heart.</p> <p>22 So I, again, want to thank the</p> <p>23 Commissioners for -- especially those that have</p> <p>24 given us really compassionate critiques, really</p> <p>25 heartfelt critiques, I'm feeling that. And for</p>

50	<p>1 those of you that are totally skeptical, I hope that 2 you will be able to allay your skepticism and 3 understand that we are all doing this as volunteers 4 and from our heart.</p> <p>5 And, you know, I got involved in the 6 application process late, like literally about five 7 days before we submitted the application. So I was 8 furiously coming up to speed and doing reviews and 9 bringing other people to the table.</p> <p>10 So, you know, I -- you know, I hope to now 11 do this from the ground up and be a part of it 12 throughout the whole process, which I think, for me, 13 anyway, will be a lot more rewarding and also 14 provide a different lens, if you will, to the whole 15 process.</p> <p>16 So thank you again, and I respect 17 everything you all have had to share with us today.</p> <p>18 THE CHAIR: Thank you. We certainly do 19 appreciate it.</p> <p>20 And I just want to clarify. At least from 21 my perspective, I'm not coming here, and I'm not 22 speaking through the lens of a bias of an EMO. I'm 23 coming here with a passion to make sure that 24 New Mexico students are served well. And when we 25 look at the educational platform, no one denied the</p>	52	<p>1 come in.</p> <p>2 So even though you have this vision that, 3 oh -- and we spent half of -- a quarter of yesterday 4 talking about Perkins Grants, CTE. So we are fully 5 onboard with the -- with supporting the State with 6 CTE.</p> <p>7 But you can't guarantee that who knocks on 8 your door wants to be a professional artist. You 9 can't. You get what you get when it comes in, which 10 has been challenging for many of our schools. But 11 you have to adapt to that.</p> <p>12 And that's why I think there's that 13 concern that the education piece is on the lighter 14 side. And that's what -- you know, we're the Public 15 Education Commission. So, you know, that's -- 16 that's our main concern.</p> <p>17 So I think we're going to -- if no 18 Commissioners have anything else to say, we're going 19 to remove ourselves and go into Executive Session.</p> <p>20 And, Commissioners, Karen did send -- or 21 someone did, Karen or Beverly -- sent a link. And 22 there's also the calendar invite that everyone 23 should have for the Executive Session.</p> <p>24 COMMISSIONER ROBBINS: We need to vote; 25 right?</p>
51	<p>1 rich cultural experiences that the students would be 2 getting from the arts piece.</p> <p>3 But New Mexico culture, New Mexico 4 history, the richness of New Mexico needs to be 5 embedded in their education. Students in New Mexico 6 need to be able to see themselves through what they 7 read, what they see in the materials they're using. 8 That's -- as -- and I think Commissioner Ruiz 9 mentioned, the Yazzie-Martinez -- students need to 10 be able to see themselves, not just through -- and 11 I'm not diminishing the arts -- not just through -- 12 and we didn't see that communicated through that 13 application.</p> <p>14 And that's where that big opportunity 15 missed was. And that's what I think each -- and 16 each and every one of us on the screen here sits as 17 a volunteer. So -- and we understand the voluntary 18 piece, because there is no support for start-up 19 years, the application year. And we know the 20 challenges of that and appreciate all that time and 21 effort.</p> <p>22 I think there is a concern, as 23 Commissioner Armbruster certainly did express, that 24 New Mexico School for the Arts is the only one that 25 can have tryouts. You get what you get when you</p>	53	<p>1 THE CHAIR: Oh. Thank you. 2 Technicalities. Thank you.</p> <p>3 So I move that the Public Education 4 Commission enter into a Closed Session. The 5 subjects to be discussed are issues pertaining to 6 issuance, approval, denial, or approval with 7 conditions of a charter license application, 8 pursuant to NMSA 1978, Section 10-15-1(H)(1), 9 specifically Aspire Integrated Arts Institute, AIAI, 10 Charter School Application.</p> <p>11 COMMISSIONER VOIGT: Second.</p> <p>12 THE CHAIR: There's a second by 13 Commissioner Voigt.</p> <p>14 Roll, Commissioner Armbruster?</p> <p>15 COMMISSIONER ARMBRUSTER: Commissioner 16 Davis?</p> <p>17 COMMISSIONER DAVIS: Yes.</p> <p>18 COMMISSIONER ARMBRUSTER: Commissioner 19 Robbins?</p> <p>20 COMMISSIONER ROBBINS: Yes.</p> <p>21 COMMISSIONER ARMBRUSTER: Commissioner 22 Raftery?</p> <p>23 COMMISSIONER RAFTERY: Yes.</p> <p>24 COMMISSIONER ARMBRUSTER: Commissioner 25 Crone?</p>

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1 COMMISSIONER CRONE: Yes.
 2 COMMISSIONER ARMBRUSTER: Commissioner
 3 Caballero?
 4 COMMISSIONER CABALLERO: Yes.
 5 COMMISSIONER ARMBRUSTER: I think that was
 6 a "Yes."
 7 COMMISSIONER CABALLERO: Yes.
 8 COMMISSIONER ARMBRUSTER: Okay.
 9 Commissioner Gipson?
 10 THE CHAIR: Yes.
 11 COMMISSIONER ARMBRUSTER: Commissioner
 12 Ruiz?
 13 COMMISSIONER RUIZ: Yes.
 14 COMMISSIONER ARMBRUSTER: Commissioner
 15 Voigt?
 16 COMMISSIONER VOIGT: Yes.
 17 COMMISSIONER ARMBRUSTER: Commissioner
 18 Armbruster votes "Yes."
 19 Commissioner Chavez?
 20 COMMISSIONER CHAVEZ: Yes.
 21 COMMISSIONER ARMBRUSTER: And who did I
 22 miss? Did I get everybody?
 23 THE CHAIR: I think you got everyone.
 24 COMMISSIONER ARMBRUSTER: Okay. Vote is
 25 ten-to-zero.

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1 THE CHAIR: Okay. Thank you.
 2 MS. KAREN WOERNER: And, Bev, I just made
 3 you the host so when I leave to go set up the other
 4 meeting, we don't lose the meeting.
 5 Folks, you can stay here while they take
 6 the break, and I'll be back.
 7 (Executive Session conducted.)
 8 THE CHAIR: Okay. So we're all back in?
 9 Okay.
 10 So I will move that the Public Education
 11 Commission end Closed Session. The matters
 12 discussed in the closed meeting were limited only to
 13 those specified in the motion for closure, and no
 14 vote was taken during the Closed Session.
 15 COMMISSIONER ROBBINS: Second.
 16 THE CHAIR: There is a second by
 17 Commissioner Robbins. Roll, please?
 18 COMMISSIONER ARMBRUSTER: Commissioner
 19 Caballero, can you hear me?
 20 THE CHAIR: You're muted.
 21 COMMISSIONER CABALLERO: I pass for now.
 22 THE CHAIR: To come out of Closed Session?
 23 COMMISSIONER CABALLERO: Oh, yes. I'm
 24 sorry. I came in so late, I didn't know what we
 25 were doing.

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1 THE CHAIR: Okay. Thanks.
 2 COMMISSIONER ARMBRUSTER: Okay. So that
 3 was a "Yes"?
 4 COMMISSIONER CABALLERO: Yes.
 5 COMMISSIONER ARMBRUSTER: Thank you. I'm
 6 sorry.
 7 Commissioner Robbins?
 8 COMMISSIONER ROBBINS: Yes.
 9 COMMISSIONER ARMBRUSTER: Commissioner
 10 Ruiz?
 11 COMMISSIONER RUIZ: Yes.
 12 COMMISSIONER ARMBRUSTER: Commissioner
 13 Voigt?
 14 COMMISSIONER VOIGT: Yes.
 15 COMMISSIONER ARMBRUSTER: Commissioner
 16 Crone? You're muted. Commissioner Crone? I'll
 17 come back to him.
 18 Commissioner Armbruster votes "Yes."
 19 COMMISSIONER CRONE: Yes.
 20 COMMISSIONER ARMBRUSTER: Okay. Thank
 21 you, Commissioner Crone.
 22 Commissioner Davis?
 23 COMMISSIONER DAVIS: Yes.
 24 COMMISSIONER ARMBRUSTER: Commissioner
 25 Chavez?

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1 COMMISSIONER CHAVEZ: Yes.
 2 COMMISSIONER ARMBRUSTER: Commissioner
 3 Raftery?
 4 MS. KAREN WOERNER: Commissioner Raftery
 5 is having trouble getting back on.
 6 COMMISSIONER ARMBRUSTER: Okay. So I'll
 7 just leave it blank.
 8 Commissioner Gipson?
 9 THE CHAIR: Yes.
 10 COMMISSIONER ARMBRUSTER: So that's a
 11 nine-to-one vote --
 12 THE CHAIR: No. It's a nine-zero vote.
 13 Commissioner Raftery has not been able to come back
 14 in yet.
 15 COMMISSIONER ARMBRUSTER: Okay. Thank
 16 you.
 17 So the motion passes to come out of
 18 Executive Session.
 19 THE CHAIR: Okay. So -- and, yes, let the
 20 record please reflect that Commissioner Raftery has
 21 not been able to rejoin us from Closed Session.
 22 Okay. So thank you all, and thank you all
 23 for your patience as we navigate this.
 24 I'm going to now ask Commissioners if we
 25 are ready for a motion. And, if so, I'll entertain

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1 a motion.

2 COMMISSIONER DAVIS: I move that the

3 Public Education Commission deny the new charter

4 school application for Aspire Integrated Arts

5 Institute, Rio Rancho. The application does not

6 propose to offer an educational program consistent

7 with the requirements and purposes of the Charter

8 Schools Act.

9 THE CHAIR: Okay.

10 COMMISSIONER RUIZ: Second.

11 THE CHAIR: I'm sorry.

12 COMMISSIONER ARMBRUSTER: Commissioner

13 Ruiz seconded.

14 THE CHAIR: Okay. Thanks.

15 There's a motion by Commissioner Davis and

16 a second by Commissioner Ruiz.

17 Is there any discussion?

18 COMMISSIONER RUIZ: Second.

19 THE CHAIR: Sure. Commissioner Ruiz?

20 COMMISSIONER RUIZ: (Indicates.)

21 THE CHAIR: Oh, okay. I thought you were

22 raising your hand because you wanted to say

23 something.

24 Okay. Thanks. Got it. Got it. All

25 right.

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1 If there is no further discussion, roll,

2 please, Commissioner Armbruster?

3 COMMISSIONER ARMBRUSTER: Commissioner

4 Gipson?

5 THE CHAIR: Yes.

6 COMMISSIONER ARMBRUSTER: Commissioner

7 Robbins?

8 COMMISSIONER ROBBINS: Yes.

9 COMMISSIONER ARMBRUSTER: Commissioner

10 Voigt?

11 COMMISSIONER VOIGT: Yes.

12 COMMISSIONER ARMBRUSTER: Commissioner --

13 oh, never mind.

14 Commissioner Crone?

15 COMMISSIONER CRONE: Yes.

16 COMMISSIONER ARMBRUSTER: Commissioner

17 Ruiz?

18 COMMISSIONER RUIZ: Yes.

19 COMMISSIONER ARMBRUSTER: Commissioner

20 Armbruster votes "Yes."

21 Commissioner Caballero?

22 COMMISSIONER CABALLERO: Yes.

23 COMMISSIONER ARMBRUSTER: Commissioner

24 Davis?

25 COMMISSIONER DAVIS: Yes.

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1 COMMISSIONER ARMBRUSTER: Commissioner

2 Chavez?

3 COMMISSIONER CHAVEZ: Yes.

4 COMMISSIONER ARMBRUSTER: And I'm looking

5 to see if Commissioner Raftery got back on.

6 THE CHAIR: She has not.

7 COMMISSIONER ARMBRUSTER: Okay. So it

8 will be a nine-to-zero vote in favor of the motion.

9 THE CHAIR: Thank you. Motion passes,

10 nine-zero.

11 So, once again, we absolutely want to

12 thank you for the time and effort. We do understand

13 the energy that goes into an application.

14 And we do hope that you've taken all of

15 this and have time to digest it and be able to move

16 forward, and, if you so choose, to dig in once again

17 and work on an application and move forward with it,

18 that this is not a -- an end of the line. This is

19 hopefully lessons learned and be able to move on

20 from there, and I sense there was an indication for

21 that.

22 So we, once again, appreciate, especially

23 in these challenging times, the efforts and energies

24 that went into the application.

25 So we are going to move on to -- let me

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1 look at my numbers. Sorry.

2 MS. KAREN WOERNER: Madam Chair, I think

3 it's the report. But I'm still trying to help

4 Commissioner Raftery. So will you excuse me for a

5 minute?

6 THE CHAIR: So let's take -- let's just

7 take a ten-minute break. And, that way, hopefully,

8 we can get Commissioner Raftery in. Okay?

9 MS. MICHELLE BOUTROS: Thank you so much

10 for your time.

11 THE CHAIR: Thank you.

12 MR. STEPHEN WYNNE: Thank you.

13 (Recess taken, 10:59 a.m. to 11:10 a.m.)

14 THE CHAIR: So we'll -- we'll continue on.

15 And, hopefully, Commissioner Raftery's issues can be

16 resolved. But I'm not sure.

17 And -- but the rest of us are all back; so

18 as long as the record continues to reflect, that

19 Commissioner Raftery is -- has not been able to join

20 us back.

21 So we are on to Item No. 5, which -- I'm

22 sorry -- Item No. 6, which is the Report from

23 Options for Parents and the Charter School Division

24 with Discussion and Possible Actions.

25 MS. KAREN WOERNER: Thank you,

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1 Madam Chair, Commissioners.
 2 Bev, can I just ask that you monitor -- I
 3 think you have been, anyway; but -- in case
 4 Commissioner Raftery joins us and is in Attendees by
 5 mistake somehow? Thank you so much.
 6 So I have several things I wanted to share
 7 with you today and some updates on the work that the
 8 Charter Division has been doing. As you know, it's
 9 a hard working crew, and we have been certainly
 10 busy.
 11 But, first, I think at the last meeting, I
 12 was asked to provide a list of the CSP grant
 13 sub-grantees thus far. So rather than just rattling
 14 them off, I'm going to share my screen, if that's
 15 okay, Madam Chair.
 16 So can you see the list?
 17 THE CHAIR: Uh-huh. We can.
 18 MS. KAREN WOERNER: Thank you. So this is
 19 in your packet on the SharePoint drive, but I just
 20 wanted to share several district charters and many
 21 State charters. And those are the years in which
 22 they were awarded the grant.
 23 We also have -- right now are in the cycle
 24 of the new grant cycle, so we have some applicants
 25 that are going to be considered. And that, of

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1 course, as you know, is under -- Dr. Brigitte
 2 Russell is the grant manager, and she's working with
 3 a peer review team to review applications for the
 4 next round of grants. So.
 5 There's the list, and you now have that
 6 available to you.
 7 THE CHAIR: So, Karen, as long as we're on
 8 the CSP grant, do we have an update on the amendment
 9 to the grant that had been put in to free up those
 10 funds?
 11 MS. KAREN WOERNER: Well, my only update
 12 is that they have not made a decision yet. And by
 13 "they," I mean the U.S. Department of Education.
 14 THE CHAIR: Right.
 15 MS. KAREN WOERNER: So we did go through a
 16 lengthy monitoring visit with -- for the U.S.
 17 Department of Education, which is done through
 18 WestEd. And we had interviews with them and
 19 finishing wrapping that up. And I think they're
 20 waiting till that's complete before they make a
 21 decision about whether or not we can use those funds
 22 to support schools with their distance learning in
 23 light of COVID. But they have not yet granted that
 24 request from us.
 25 THE CHAIR: Okay. So -- so now I guess I

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1 need a little clarification, because my
 2 understanding was that when that amendment request
 3 went in, that it was following the guidelines of how
 4 the monies could be used -- how the CARES money
 5 could be used.
 6 Is the money only going to be able to be
 7 used for distance learning?
 8 MS. KAREN WOERNER: Oh, I'm sorry. I may
 9 have misspoken. I really haven't been actively
 10 involved in that.
 11 THE CHAIR: Okay.
 12 MS. KAREN WOERNER: So I know it was to
 13 support the needs because of the COVID crisis, but I
 14 don't know the details on that, and I'm sorry. But
 15 Dr. Russell is not here today.
 16 THE CHAIR: Okay. All right. Thanks.
 17 MS. KAREN WOERNER: But I can get more
 18 information on that for you. But I just know that
 19 we don't have a decision yet.
 20 THE CHAIR: Okay. All right.
 21 MS. KAREN WOERNER: Using those funds for
 22 other purposes.
 23 COMMISSIONER VOIGT: I have a question
 24 real quick to follow up with the CSP grant. Because
 25 I know the CSP is different from the CARES money.

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1 The CSP -- what is the grant award amount?
 2 MS. KAREN WOERNER: The grant award amount
 3 was about \$20 million for five years. So each year,
 4 we get a piece of it to award sub-grant awards.
 5 COMMISSIONER VOIGT: I mean, per school.
 6 Did each school get the same amount? Or did it
 7 depend on their application and their needs?
 8 MS. KAREN WOERNER: It depended on their
 9 application and needs.
 10 COMMISSIONER VOIGT: That's what I
 11 thought. Thanks.
 12 THE CHAIR: And this year is the third
 13 year. And my understanding is the third year, if a
 14 certain amount wasn't spent, it went back.
 15 COMMISSIONER VOIGT: Right. Okay.
 16 THE CHAIR: Yeah. But my -- in talking
 17 with Alan before he left, and he had said at one of
 18 our meetings that if the amendment request is
 19 granted, that they were looking at about \$180,000 a
 20 school would be available, and that the guidelines
 21 that originally were sent in were the same
 22 qualifying guidelines for CARES money.
 23 COMMISSIONER VOIGT: Huh. Interesting.
 24 THE CHAIR: So that they would be able to
 25 be used.

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1 COMMISSIONER VOIGT: I know some of that
 2 CARES is being collaborated through the RECs as
 3 well, through -- and some of the schools are trying
 4 to provide childcare --
 5 THE CHAIR: Right.
 6 COMMISSIONER VOIGT: -- for their kids.
 7 So that's great.
 8 THE CHAIR: And that would be important.
 9 If it can be the broader CARES guidelines, that
 10 offers a greater opportunity -- I mean, you could
 11 even hire a staff person.
 12 COMMISSIONER VOIGT: Right.
 13 THE CHAIR: So that there's a lot of
 14 options.
 15 COMMISSIONER VOIGT: Yes.
 16 THE CHAIR: So, hopefully, you know, when
 17 we first talked about this, the hope was that it was
 18 going to be available, like, a month ago so that you
 19 could start to make some staffing decisions and
 20 purchasing decisions. But now, unfortunately, it
 21 looks like it's not going to be available for the
 22 start of the school year, obviously.
 23 So we'll just have to move on.
 24 Okay. Thanks.
 25 MS. KAREN WOERNER: And, Madam Chair, I

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1 can ask Brigette to provide some updates, more
 2 details. And I apologize I didn't --
 3 THE CHAIR: Great. Appreciate it.
 4 Thanks.
 5 MS. KAREN WOERNER: Also I'm going to just
 6 switch over. I wanted to share -- next topic I
 7 wanted to share was about the assurances reviews.
 8 The Commission has asked about that. Those were
 9 documents that all LEAs had to submit, and local
 10 charter schools had to do them, too, about their
 11 reentry plan.
 12 And, basically, there was one section
 13 about how they're going to address learning loss,
 14 whether it's extended learning time, if they're
 15 going to participate in K-through-5 -- K-to-5 Plus,
 16 or were they going to do something else.
 17 And then there were several questions on
 18 remote learning that they had to complete.
 19 This is just the template. All schools
 20 had to submit those; they were due July 15th. We
 21 did -- it was kind of a soft deadline. We mentioned
 22 this at the last meeting. Some came in after that.
 23 But all have been submitted and reviewed.
 24 I want to -- the way they were reviewed is
 25 through a rubric that was provided. So this is --

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1 and these also are in your -- on the SharePoint.
 2 But the rubric was very detailed. And I
 3 know you can't really see this. But this was all
 4 instructional rubric for different sections. Like
 5 if it's a high school, the graduation requirements,
 6 their instructional materials, their remote
 7 learning. And they were provided with this rubric.
 8 And then the plans and the assurances that
 9 they provided were rated, if you will, based on the
 10 rubric. Did they hit the "3" mark here or not? You
 11 know, 1, 2, 3.
 12 And across PED, folks were working on
 13 this, because there were so many. But I will tell
 14 you -- very proud of our team -- Melissa -- Melissa
 15 Sanchez, Missy Brown, Megan Maestas, and I took on
 16 all the 52 State charter schools reviews. So we did
 17 that as a team in our group for all State charters.
 18 And this is sort of -- again, this is in
 19 your packet. But this is just a summary. And the
 20 schools' names are not listed here. But you can see
 21 these were all the sections of the indicators of
 22 questions they had to respond to and then how they
 23 were rated initially.
 24 So we got an initial rating. We sent
 25 those back to the schools. And then they have until

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1 the 28th, which is next week, to provide more
 2 details on any areas that weren't in green on this
 3 screen here.
 4 Basically, we want everybody to be at a 3
 5 on everything. The blue shaded areas are areas that
 6 a 2 is acceptable, and the 3 is above and beyond.
 7 So you can see that some 2s are green because of
 8 that.
 9 So you see that there are some areas that
 10 are 1s that were weak. Now, that doesn't mean the
 11 school's not addressing them. It means that they
 12 didn't describe it very well in their document. So
 13 we're asking help to -- we gave them very specific
 14 items from the rubric that we didn't find in their
 15 plan and asking them to complete that and respond
 16 back by next week.
 17 Some schools have already been doing that.
 18 So it's reflected in here if their scores have been
 19 increased already. But it's a long list of the
 20 schools.
 21 I think this chart might be helpful in the
 22 end, once they've all been reviewed, to see if any
 23 areas are still in need of support, once they get
 24 all their details. You can see, like, for example,
 25 some of the areas rated a 1 initially, like

<p style="text-align: right;">70</p> <p>1 attendance policy, for example. But I do think that 2 part of the issue is they didn't provide enough 3 details on their plan, and we need them to give us 4 more.</p> <p>5 Some schools didn't use the rubric when 6 they answered the assurances; so that, of course, 7 influenced how they were scored. And I'm sure we'll 8 see improvements the next round.</p> <p>9 And the goal, PED-wide, for all LEAs, 10 school districts, and State charters, is to have 11 these all finally approved by the end of September 12 with everybody up to snuff at a 3 across the board.</p> <p>13 I was looking to see if I covered all my 14 notes.</p> <p>15 So -- and I have to tell you that so far, 16 of the State charter schools, seven are fully 17 approved, and nine are conditionally approved. And 18 the rest, we're waiting on conditional information. 19 As I said, they have till August 28th.</p> <p>20 I want you to know that work has been 21 going on. It was a very time-consuming process for 22 the schools to fill out and for us to review. But 23 it is helpful to see --</p> <p>24 MS. FRIEDMAN: Excuse me. Karen, if you 25 could let Sonia Raftery in the meeting.</p>	<p style="text-align: right;">72</p> <p>1 So it's been really challenging. And, 2 hopefully, as we talked yesterday, because we were 3 going -- this was originally on our schedule for the 4 Work Session, but we ran really late. And we also 5 said that this would probably be a little more 6 information that would be available. So it would be 7 best to delay any real discussion about it until 8 everyone's been approved.</p> <p>9 So we'll -- we're setting that for a later 10 Work Session. So, thanks.</p> <p>11 MS. KAREN WOERNER: Yeah. And so another 12 thing I just wanted to share with you all, although 13 I don't know that it's directly related to charter 14 schools. But you all know that -- our division is 15 also responsible for home school registrations. And 16 home school is impacting -- home school families or 17 the need to keep their kids home is influencing and 18 affecting both traditional and charter schools, 19 because parents are wanting to keep their children 20 home and are -- have been reacting to the pandemic 21 with they must have to home-school to keep their 22 kids home.</p> <p>23 Particularly when they first heard about, 24 after Labor Day, it will be a hybrid return, some 25 families were, understandably, very concerned about</p>
<p style="text-align: right;">71</p> <p>1 MS. KAREN WOERNER: Oh, I'm sorry. I 2 didn't give you back cohost, I guess, Bev. I'm 3 sorry. Excuse me one moment.</p> <p>4 I don't see her. Bev, I'm going to make 5 you cohost, because I don't see her.</p> <p>6 MS. FRIEDMAN: Okay.</p> <p>7 MS. KAREN WOERNER: So -- and that's the 8 project we're working on now. As I said, it's been 9 a lot of work for everyone. But it's really going 10 to help fine-tune what's happening and what the 11 needs are across the state. So folks are doing a 12 great job.</p> <p>13 (Commissioner Raftery re-enters 14 the meeting.)</p> <p>15 MS. FRIEDMAN: And Commissioner Raftery 16 has entered the meeting.</p> <p>17 MS. KAREN WOERNER: Thank you for your 18 help. And so any questions on assurances reviews 19 for now?</p> <p>20 No?</p> <p>21 Okay.</p> <p>22 THE CHAIR: Sorry. No. And I appreciate 23 this and certainly appreciate all the work that 24 everyone's doing, both the schools and CSD staff, as 25 we're trying to help the schools this year as well.</p>	<p style="text-align: right;">73</p> <p>1 their students' safety and wanting to keep them home 2 if they can. So many turned just directly to 3 home-schooling without realizing what that really 4 means.</p> <p>5 And we just want to be sure and educate 6 families that there are -- we understand their need 7 or desire to keep kids home during the pandemic, and 8 that the Governor has ordered that all schools, 9 traditional and charter, have to provide an online 10 or remote option, even after Labor Day, throughout 11 the school year, during this health crisis, 12 regardless.</p> <p>13 So families don't have to take on the 14 burden of a home school, because that means choosing 15 curriculum and being responsible for everything, 16 including special education services that they would 17 not be eligible for as a home-schooler.</p> <p>18 So just want to get the word out for 19 both -- for families and for schools that one option 20 is to keep their children enrolled in their existing 21 schools and do the schooling from home for the 22 school year, and that they don't have to register as 23 a home school if they do that, and stay enrolled in 24 their schools. And that would give them access to a 25 licensed teacher, the curriculum, the materials,</p>

<p style="text-align: right;">74</p> <p>1 special ed services, if they're eligible, et cetera. 2 So it's become quite an issue. And I will 3 just share with you that it has consumed a lot of 4 time in our department, mine, Carolyn's, and so much 5 so that we have -- we have up to 400 mailed-in 6 registrations. We had developed a database last 7 year with the help of IT. So there's about 8 11,000 students entered in the database; but we have 9 400 mailed in. Thank God we don't have 11,000 10 mailed-in ones. We have 400 mailed-in registrations 11 that have to be delivered. 12 Debbie, Dylan, Dolores, Valerie have all 13 been helping, give some time to help support Carolyn 14 and I on this home school question; so not directly 15 supporting home schools, but indirectly, if students 16 disenroll. Yes, Commissioner. 17 COMMISSIONER VOIGT: Thank you. A 18 follow-up question on that. 19 So when these families are requesting to 20 be registered as a home-school site, is there any 21 kind of advice that's coming from Options for 22 Families? Especially now, because so many schools 23 are online, is there any kind of advice to the point 24 that it might be easier for them to look at a local 25 school because of the online option that's currently</p>	<p style="text-align: right;">76</p> <p>1 that nationally this is a growing area of education. 2 And the -- the consultants and contractors are 3 sprouting out in every corner to service these 4 home-school families. And so I'm hoping that there 5 is some kind of parameters for a home-school 6 application -- I'm sure there is -- for a 7 home-school application, as far as, you know, their 8 rigor and their -- the fidelity of education and, 9 you know, the whole -- you know. I'm sure there is. 10 But it's just -- 11 MS. KAREN WOERNER: Well, Commissioner 12 Voigt, Madam Chair, I hate to say this. But the 13 laws in New Mexico on home-schooling are very 14 lenient. And there is no requirement for what 15 curriculum is going to be used. It's as simple as a 16 notification to the Secretary through that database 17 I mentioned, or through mail-in form, that they 18 intend to operate a home school. 19 And the only requirements are that it be a 20 home study program, that the person providing 21 instruction has at least a high school diploma or a 22 GED, that the parent keep records and be responsible 23 for all curriculum. 24 It is very lax. And it is the right of a 25 parent to do that. However, it depends on the</p>
<p style="text-align: right;">75</p> <p>1 out there? I mean -- 2 MS. KAREN WOERNER: Absolutely. So, you 3 know, I don't -- I don't want to discourage people 4 who want to home-school. That's an option for 5 home-school families that want to. But the "why" is 6 really important. 7 And so the conversation I've been having 8 with families is if it's just due to the crisis and 9 the pandemic and wanting to keep your kids at home 10 for that reason, that they really should stay 11 enrolled in their schools and follow that -- have 12 access to all those materials and services, even 13 though they keep their children home to do that. 14 The "why" is really important. And there 15 are some families who it's a lifestyle decision. 16 That's different. And many have signed up in the 17 beginning and -- before we were able to really -- or 18 maybe without even asking for advice and before we 19 updated our Web pages to reflect that information, 20 they were signing up for home school and then 21 contacting us with, "Okay, what do I do now? Where 22 do I get my materials?" 23 That's not how home-schooling in 24 New Mexico works. 25 COMMISSIONER VOIGT: Well, I will note</p>	<p style="text-align: right;">77</p> <p>1 quality of the materials and the instruction they're 2 able to provide. 3 COMMISSIONER VOIGT: Yeah. Okay. Thanks. 4 COMMISSIONER CABALLERO: Madam Chair, on 5 this issue, I understand that the families have a 6 right to that. But the State should still have a 7 responsibility to the child and assure -- the State 8 has to assure itself that the child is getting a 9 good education. 10 So I'm wondering if there's a test to see 11 if the child is progressive according to our State 12 standards. And I'm not sure whether that is true. 13 And I'm saying that only because I was privy to a 14 friend's grandchildren who were all home-schooled. 15 One of the parents had a Master's degree, but was 16 hardly ever at home. And so they were not prepared. 17 I hired one of the -- the young men. And 18 they were not prepared at all. And, consequently, 19 now, they're adults, and are not -- they're not 20 doing well because of the lack of preparation. 21 And so, you know, I had a long talk with 22 my friend back then when the kids were young and to 23 no avail. 24 And even people that are prepared with a 25 good education, a lot of times we have to surrender</p>

<p style="text-align: right;">78</p> <p>1 and realize that teachers get a license and get a 2 degree for a reason. And it's not -- otherwise, 3 anybody could do it.</p> <p>4 But, no, not everybody could do it. I 5 know when I was teaching, I couldn't do middle 6 school. I just couldn't. I tried it, and I would 7 get overwhelmed. But there were some teachers that 8 were beautiful at it.</p> <p>9 And so, you know, it just have to -- and 10 when your kid runs over you and makes you 11 home-school the kid, and -- the end result is not 12 pretty.</p> <p>13 So thank you for the information on the 14 home-schooling, that we need to work on it in the 15 Legislature.</p> <p>16 THE CHAIR: Yeah. Yeah.</p> <p>17 COMMISSIONER ROBBINS: Madam Chair?</p> <p>18 THE CHAIR: It's really legislative, you 19 know. And I think, for many years and through many 20 states, there weren't really robust laws about it 21 because there were so few families. It really 22 didn't raise to the level of concern with a lot of 23 people.</p> <p>24 Commissioner Robbins?</p> <p>25 COMMISSIONER ROBBINS: Yes. I have</p>	<p style="text-align: right;">80</p> <p>1 It's just that some of the things that the public 2 schools are pushing are antithetical to the personal 3 and religious beliefs of individuals, and so they 4 don't want them to be in the traditional public 5 school setting.</p> <p>6 And I think we need to be respectful, and 7 the Legislature ought to be respectful of that also, 8 while considering the academic -- the academic 9 standards that are -- if you use -- if the parents 10 are using an accredited curriculum, which we did for 11 our daughter, and are many, many accredited 12 curriculums that are available for home-schooling, I 13 think -- and if the parents are engaged, those 14 students can do well.</p> <p>15 COMMISSIONER DAVIS: Yeah. So I agree. 16 It depends on the parents. So some kids are 17 home-schooled, and they never learn how to read. 18 And then other kids are home-schooled, and they -- 19 they do really well. So it's not a 20 one-size-fits-all kind of thing.</p> <p>21 COMMISSIONER ROBBINS: We only have 22 30 percent of our students who are proficient in 23 public schools; so --</p> <p>24 COMMISSIONER DAVIS: Well, you know, I 25 taught the GED [inaudible] one year. And so they</p>
<p style="text-align: right;">79</p> <p>1 experience, because we home-schooled our daughter 2 two years in high school.</p> <p>3 And, you know, things are very different 4 now than they were 20 years ago when I was 5 home-schooling my daughter. You know, one of the 6 things -- criticisms has been the lack of 7 socialization. There are home-school associations 8 now that actually provide after-school activities 9 and everything for the students and getting these 10 people together.</p> <p>11 Also, if you look at it from a statistical 12 standpoint, some of the highest achievers in terms 13 of SAT scores, people doing well in spelling bees, 14 geographic bees, and everything, are actually 15 home-schooled students.</p> <p>16 So while there are some parents who choose 17 home-schooling and do not provide that adequate 18 education, I believe the vast majority of parents 19 who choose home-schooling do so for personal or 20 religious reasons, because they want their children 21 to have a different -- not a worse -- but a 22 different educational and cultural exposure than 23 they received in the traditional public schools.</p> <p>24 It's not that they aren't diversified. 25 It's not that they aren't culturally sensitive.</p>	<p style="text-align: right;">81</p> <p>1 were -- these kids are taking this program so they 2 could take the GED test. And they could not read, 3 and they could not do arithmetic. They could not 4 reason.</p> <p>5 And so that's been my experience with 6 home-schooled. But I know -- I do know of cases 7 where it's -- they have had exceptional help at 8 home. And it's all about the parents.</p> <p>9 COMMISSIONER CRONE: Madam Chair? 10 Madam Chair?</p> <p>11 MS. KAREN WOERNER: You're muted, 12 Madam Chair.</p> <p>13 COMMISSIONER CRONE: I'm not muted.</p> <p>14 MS. KAREN WOERNER: No. But Chairwoman 15 Gipson was talking and she was --</p> <p>16 COMMISSIONER CRONE: Can you hear me? 17 MS. KAREN WOERNER: I can hear you, 18 Commissioner Crone.</p> <p>19 COMMISSIONER CRONE: Oh, I see. Okay. 20 Yeah. I taught in higher education for 21 50 years. And my experience in Texas, Kansas, and 22 New Mexico is that a lot of the home-schooled kids 23 were there for religious reasons. And I would -- 24 you know, this is somewhat subjective. But they 25 were the ones who really were not prepared.</p>

<p style="text-align: right;">82</p> <p>1 If you're a -- a ranch family on the 2 Plains of San Agustin, and you can't get to school 3 on a bus a lot, a lot of days in the winter, then it 4 makes sense. 5 But I totally agree with Commissioner 6 Caballero that we really need to set much higher 7 standards. 8 Some of the home-schooled kids were good. 9 But, you know, I really -- I really believe we need 10 to tighten those standards for home-schooling. 11 THE CHAIR: Right. Okay. 12 Karen? 13 MS. KAREN WOERNER: Thank you, 14 Madam Chair. 15 Commissioner Robbins, I wholeheartedly 16 agree with you, and that's why I think the "why" is 17 important. If it's just for pandemic, maybe that's 18 not the best choice. Otherwise, we have great 19 home-school support programs. 20 Moving on, I did want to share with you -- 21 I think you probably already know. But there is a 22 rule making hearing scheduled for next Tuesday at 23 10:00 a.m. regarding the charter school application 24 and appeal process. 25 I have sent an invite to all of you in</p>	<p style="text-align: right;">84</p> <p>1 received it. So it's no fault of the schools that 2 they don't have that number yet. 3 The FBI apparently had not been processing 4 those and issuing those, because they were reviewing 5 our new State statute that went into effect 6 July 1st, 2019. And we were -- they were waiting 7 until that review was completed before they would 8 issue any ORI numbers. And they kind of go through 9 the New Mexico Department of Public Safety. That's 10 where schools apply is our local state public safety 11 office. But they get them from the FBI. 12 So since the FBI has not been issuing 13 numbers, and schools are trying to hire, you can see 14 where we're between a rock and a hard place. 15 So it was suggested that schools establish 16 an MOU with another school that has an ORI to obtain 17 them through them. Four schools have done that. I 18 don't know about the rest of the -- I know of four 19 that have done that. The other nine, I'm not sure 20 of their status. But I do know that there's been 21 some concern about whether that's actually legal. 22 And I do know that PED and is working on 23 what kind of outcome, or will they be releasing 24 those, or is there some extension that we can have 25 granted to get those ORI numbers issued.</p>
<p style="text-align: right;">83</p> <p>1 case you want to participate in that or observe 2 that. And, certainly, if there's any comment, if it 3 hasn't already been submitted from the Commission, I 4 would encourage you to do so for the policy team. 5 I also wanted to update you a little bit 6 on background checks and ORI numbers. So ORI is 7 Originating -- Originating Agency Identification. 8 And it's how schools obtain background checks for 9 their employees. 10 And, as you know, effective last July, 11 schools are required to run those background checks 12 for employment purposes. And the PED can only do it 13 for licensure purposes. 14 So every school needs to have their own 15 ORI number, which is assigned by the FBI. And then 16 with that is an account from someone at the school 17 who is trained on confidentiality and security, to 18 access those background checks for the school to 19 review. 20 We have 13 State charter schools who do 21 not yet have an ORI number. Some of them -- most of 22 them applied for one in January or February after 23 site visits when we advised them of needing this. 24 Some, or at least a couple were as far back as last 25 November that have applied and they still have not</p>	<p style="text-align: right;">85</p> <p>1 But I don't have more information on that, 2 except to tell you that if you hear about concerns 3 in this area, it is a concern, and it's something 4 that everyone's trying to figure out a solution to 5 because they can't get an ORI number. But they 6 can't hire without a background check, reviewed and 7 cleared by the school, for employment. 8 THE CHAIR: Karen, I guess I need a little 9 clarification. Because you said PED said that this 10 might not be legal. But what is the "this"? Is it 11 the MOU? 12 MS. KAREN WOERNER: Yeah. There's some -- 13 it's been questioned whether the MOU -- whether the 14 State statutes allow for them to do that, because of 15 some wording in -- and this just came up 16 yesterday -- that the wording is that the 17 superintendent -- it's something about the ORI 18 number being provided to the superintendent. And it 19 doesn't really allow for sharing across agencies. 20 And so that solution of an MOU was just 21 sort of a Band-Aid until they could get the -- a 22 suggestion that it was a Band-Aid until they could 23 actually obtain the ORI number. But I'm sure 24 there's more to follow in order to move forward. 25 THE CHAIR: So we're not sure as to what</p>

<p style="text-align: right;">86</p> <p>1 schools may be short-staffed because they're unable 2 to execute contracts? Or where are we sitting with 3 that?</p> <p>4 MS. KAREN WOERNER: I -- I've only heard 5 from one school that's not -- that has expressed 6 this concern. So I assumed that the others got an 7 MOU, but I don't know that.</p> <p>8 We did collect the information maybe a 9 month ago about who has an ORI number and who does 10 not and then trying to provide some solution. We 11 thought we had a solution. But I think it might -- 12 at least for one school, that hasn't been an 13 acceptable solution.</p> <p>14 THE CHAIR: All right. So has there been 15 any further communication to schools that the MOU is 16 not the route to go at this point in time?</p> <p>17 MS. KAREN WOERNER: Not yet. As I said, I 18 just got some of this information yesterday. So I 19 have shared it with my boss, but waiting to hear 20 more.</p> <p>21 THE CHAIR: Okay. All right. Thanks.</p> <p>22 MS. KAREN WOERNER: And then, with that, I 23 think I have a couple of things, but I think I'll 24 save those for highlights and appreciations. 25 So going on to Item B, as we -- as you</p>	<p style="text-align: right;">88</p> <p>1 want to highlight for -- appreciation for their 2 handling of their financial matters and the 3 financial help at their school.</p> <p>4 So Albuquerque Sign Language Academy, 5 Albuquerque Institute of Math and Science, Amy Biehl 6 Charter High School, Cesar Chavez Community School, 7 Horizon Academy West, Middle College High School, 8 Mission Achievement and Success, North Valley 9 Academy, and Tierra Encantada Charter School are the 10 State charter schools on that list. So kudos to 11 them.</p> <p>12 THE CHAIR: Yeah. Congratulations to 13 them.</p> <p>14 MS. KAREN WOERNER: And then, lastly, I'd 15 like to share that the PED -- Secretary Stewart put 16 out a survey regarding PPE, or personal protective 17 equipment, and the need for it across the state. It 18 was a bit of an urgent request from the Secretary 19 last Friday.</p> <p>20 And I think at about 3:00 Friday 21 afternoon, we finely got a Google forum together and 22 a spreadsheet to collect data from all the schools 23 about do they have enough PPE. Are they bringing in 24 small groups? What do they need for their small 25 groups? Are they servicing children with high</p>
<p style="text-align: right;">87</p> <p>1 mentioned earlier, Madam Chair, two schools were 2 removed from the Consent Agenda because we couldn't 3 approve it; we don't have all their paperwork for 4 their governing board member changes. And those are 5 AIMS and DEAP listed on your agenda.</p> <p>6 And just to inform you that the 7 paperwork -- we're still waiting on paperwork for 8 their governing board changes. If you recall, they 9 were on the agenda last month as well.</p> <p>10 THE CHAIR: Right. Right. Okay.</p> <p>11 MS. KAREN WOERNER: And should I move on?</p> <p>12 THE CHAIR: Yeah.</p> <p>13 MS. KAREN WOERNER: Okay. So then the -- 14 the other thing -- for one of the celebrations I did 15 want to share with you, provided by Missy Brown and 16 our training team, let me share again, she wanted to 17 share with you all a list of schools that have 18 actually gotten an exemption from some of the fiscal 19 training due to their outstanding audit findings 20 over the last -- I think it's three years.</p> <p>21 So you can see there are some local 22 charter schools on this list as well, because we 23 provide training for both local and State. But you 24 can see that there's a list of several 25 State-authorized charter schools on this list who I</p>	<p style="text-align: right;">89</p> <p>1 levels of need that they require, for example, 2 diaper changing or tube feeding that requires a 3 higher level of PPE, all those kinds of questions.</p> <p>4 And I'm really proud of our charter 5 sector. We put the survey out at 3:00 on Friday and 6 said, "Please fill out this form." We had a group 7 of folks on our team ready to call those that didn't 8 respond.</p> <p>9 And by 5:00 on Friday, that's two hours, 10 35 of our 52 schools had filled out the survey. So 11 that saved us from 35 phone calls. And really 12 appreciate that they responded to our -- our e-mail 13 so quickly and filled it in and helped us help them. 14 So that was awesome.</p> <p>15 And we followed up at the start of this 16 week following up with those we didn't hear from, 17 and all have now been reported. And this was 18 something the Secretary was using to discuss with 19 the Governor about our PPE needs across the state, 20 and was very -- it will be very helpful to the 21 schools. But I really appreciate the response we 22 got.</p> <p>23 And I also want to acknowledge that once 24 again, this team is just amazing. And despite how 25 busy they all are, we had a good vast majority of</p>

90	<p>1 the team that actually made some phone calls to</p> <p>2 schools and either filled in the form on their</p> <p>3 behalf or encouraged them to get on and do it</p> <p>4 themselves.</p> <p>5 So Debbie, Dolores, Melissa, Missy, Megan,</p> <p>6 Tony, Dylan all kind of took a part in it at some</p> <p>7 point.</p> <p>8 So I really appreciate our team and the</p> <p>9 work that is done regularly, but even stepping in to</p> <p>10 do extra duties when we need it. And, of course,</p> <p>11 thank you to the schools for responding so well.</p> <p>12 So with that, I think that's the end of my</p> <p>13 report.</p> <p>14 THE CHAIR: Okay. Thank you.</p> <p>15 COMMISSIONER ARMBRUSTER: Madam Chair?</p> <p>16 THE CHAIR: Commissioner Armbruster?</p> <p>17 COMMISSIONER ARMBRUSTER: I just had a</p> <p>18 question. So if -- in order to socially distance,</p> <p>19 is it possible for schools to be in a building that</p> <p>20 may not have an E-Occupancy because it's never been</p> <p>21 a school building? Or maybe it was a school</p> <p>22 building 20 years ago, and it's the gym, and you</p> <p>23 could put two classes in there.</p> <p>24 Can you do that? Or do you -- or what do</p> <p>25 you do if that were even a thought? Does that make</p>	92	<p>1 But I'm going to defer to Commissioner</p> <p>2 Robbins. But I'm going to echo Karen's thoughts.</p> <p>3 COMMISSIONER ROBBINS: Yeah. PSFA is</p> <p>4 going to require any school to have an E-Occupancy</p> <p>5 regardless of the location, because there are</p> <p>6 schools that are located in strip malls, or</p> <p>7 strip-mall-like facilities, but they have to meet</p> <p>8 E-Occupancy. So they have to have the proper</p> <p>9 facilities within that.</p> <p>10 So that's one of the reasons for the</p> <p>11 E-Occupancy. It's the number of students within the</p> <p>12 space, but also to make sure that they have the</p> <p>13 other requirements; if it's an elementary school,</p> <p>14 that they have to have, you know, kitchen-type</p> <p>15 facilities, you know, a sink, things like that if</p> <p>16 they're in kindergarten, or things; if they are a</p> <p>17 preschool, that they have to have bathrooms that are</p> <p>18 certainly accommodating, things like that.</p> <p>19 And, you know, a lot of the malls, they</p> <p>20 don't have those facilities that are going to meet</p> <p>21 the requirements of E-Occupancy. And so while it</p> <p>22 would be a nice thing to do, sometimes the</p> <p>23 requirements of building out those things would be</p> <p>24 beyond the ability to achieve with the E-Occupancy.</p> <p>25 But I think the PSFA would be -- I don't</p>
91	<p>1 sense what I'm asking?</p> <p>2 MS. KAREN WOERNER: I think if -- I think</p> <p>3 you're asking if someone could form a school in a</p> <p>4 building that's not an E-Occupancy?</p> <p>5 COMMISSIONER ARMBRUSTER: Well, it would</p> <p>6 be a -- a regular school. You know, it wouldn't be</p> <p>7 forming a new school. It would just be taking, say,</p> <p>8 your second-graders and putting them -- you can only</p> <p>9 get so many in this part of the school. If you had</p> <p>10 a bigger room, you could have them all together,</p> <p>11 because there would be a bigger space between them.</p> <p>12 But wouldn't you have to have an</p> <p>13 E-Occupancy to do that?</p> <p>14 MS. KAREN WOERNER: I would think so. But</p> <p>15 I would have to defer to -- but I think, legally,</p> <p>16 yes, the E-Occupancy is a requirement for schools.</p> <p>17 So I don't know how they could do it in a building</p> <p>18 that's not --</p> <p>19 THE CHAIR: I know that's been part of a</p> <p>20 conversation with some districts early on, that in</p> <p>21 areas that have, for instance, like a Sears that</p> <p>22 closed in a local mall, would it be possible to use</p> <p>23 that as extra space during this time period, so, as</p> <p>24 Commissioner Armbruster said, you're spacing the</p> <p>25 kids out.</p>	93	<p>1 want to say generous or lax. But I think they would</p> <p>2 interpret requirements in a more lenient manner, so</p> <p>3 long as they aren't violating the standards that are</p> <p>4 being imposed.</p> <p>5 If someone could achieve it in a very</p> <p>6 short period of time, they would allow them to use</p> <p>7 that with maybe a conditional use. But I think, you</p> <p>8 know, they're not going to just say, "No, we're not</p> <p>9 going to re- -- apply the E-Occupancy," because</p> <p>10 those standards -- and I'm the chair of the</p> <p>11 Standards subcommittee -- we're not going to relax</p> <p>12 those or just waive them because of the COVID;</p> <p>13 because, again, you're dealing with the health and</p> <p>14 safety of the students.</p> <p>15 THE CHAIR: Right. Because my</p> <p>16 understanding is, through the Public Health Order</p> <p>17 and the emergency orders, there has been no --</p> <p>18 there's been no guidance that you don't have to,</p> <p>19 that you could, under any kind of, quote, unquote,</p> <p>20 emergency occupy, temporarily, other spaces. So I</p> <p>21 haven't seen any guidance through the Public Health</p> <p>22 Orders that has allowed that.</p> <p>23 COMMISSIONER ROBBINS: Just to give you an</p> <p>24 example, we actually have one school district that</p> <p>25 had closed, or three years ago had put in their</p>

<p style="text-align: right;">94</p> <p>1 five-year plan that they were going to close two 2 schools. And they have actually closed the schools 3 and moved the students into others, because their 4 enrollment had dropped so much.</p> <p>5 They have actually asked that these 6 schools, rather than being closed and demolished, be 7 allowed to move students in. And we were -- you 8 know, the PSFA said, "Well, wait a minute. If these 9 schools weren't needed, and they don't meet current 10 adequacy standards, can you bring them up to 11 adequacy, just because, because you're going to have 12 higher operational costs." And if that school 13 district could do it, why wouldn't all the other 14 school districts try to do the same thing. That 15 could be detrimental to the students and increase 16 the operating costs and everything of these school 17 districts.</p> <p>18 And we're saying, "No. You have an 19 enrollment, and you have a size of school. Work 20 within what the COVID restrictions are in order to 21 accommodate on-site learning, if that's what you're 22 going to do, rather than let's just open up other 23 facilities in order to have more space; because, 24 again, you know, if you only want ten students in a 25 classroom instead of 20, well, are you -- do you</p>	<p style="text-align: right;">96</p> <p>1 actual physical facility, does it meet the standard. 2 COMMISSIONER ARMBRUSTER: Thank you. 3 THE CHAIR: Thanks. 4 Okay. So are we good to move on? 5 All right. Thanks, Karen. 6 MS. KAREN WOERNER: Thank you. And just 7 for Commissioners' sake, we are up to -- if you're 8 following along in the complete packet, we're on 9 Page 558. 10 THE CHAIR: And we're on No. 7, which is, 11 now, Discussion for Concern for La Tierra 12 Montessori. 13 So, Karen, do you want to let those folks 14 in, please? 15 MS. KAREN WOERNER: Absolutely. I'll 16 start with their head administrator, Angela 17 Feathers. And she can let me know who else from her 18 team is here. 19 So, Angela, I've promoted you to the 20 panel. Can you unmute yourself? 21 Hi, Angela. And let me know. 22 MS. ANGELA FEATHERS: Good morning. 23 MS. KAREN WOERNER: Good morning. Who 24 else from your team is here that I should add? 25 MS. ANGELA FEATHERS: Amy Larsen is their</p>
<p style="text-align: right;">95</p> <p>1 have the funding to hire more teachers?" 2 I mean, these are all the issues that 3 would come up. And PSFA doesn't get involved in 4 that. But the facility issue hasn't been relaxed 5 in -- I don't believe the PSFA -- we haven't had any 6 discussions that we would be relaxing those.</p> <p>7 COMMISSIONER ARMBRUSTER: So, Commissioner 8 Robbins, if you put your third-graders, 9 second-graders, which -- whatever -- into a middle 10 school or a high school -- rooms, then they wouldn't 11 be -- they're E-Occupancy, but not necessarily for 12 those age children; right? I mean, high school kids 13 don't have to have the bathroom right there. Would 14 that be --</p> <p>15 COMMISSIONER ROBBINS: High schools have 16 to have bathrooms, but you don't have to have them 17 in the room for, like, a preschool or kindergarten. 18 You wouldn't be able to move a kindergarten or a 19 preschool into a high school setting because you 20 don't have those facilities within the classroom.</p> <p>21 Fifth grade, you probably could. But, 22 again, it's just a matter of are you commingling the 23 students. And it gets into different things that we 24 don't get involved in, because we look at the actual 25 physical facility. And PSFA is going to look at the</p>	<p style="text-align: right;">97</p> <p>1 governing council president. And Patty Matthews. 2 And maybe Corinne Teller. 3 MS. KAREN WOERNER: Okay. Is that 4 everyone you're expecting? 5 MS. ANGELA FEATHERS: Yeah. 6 MS. KAREN WOERNER: So I see Amy; I see 7 Corinne. 8 MS. ANGELA FEATHERS: Patty Matthews. 9 MS. KAREN WOERNER: They're all here. 10 Folks, you'll have to unmute yourself if you wish to 11 speak. 12 Madam Chair, everyone is here. 13 THE CHAIR: Okay. Thanks. Thanks, 14 everyone. 15 So just a little background here. And 16 it's also part of the reasoning for the -- the 17 language change that's on the agenda. 18 So it was -- I'm going to say last week -- 19 last week, towards the end of the week, that the 20 Executive Committee was made aware via a number of 21 e-mails that were forwarded to the executive team 22 that there were some, it appeared to be, significant 23 concerns with the school. 24 Now, it is our -- we try as best we can to 25 give -- as we talk with schools as we do the</p>

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1 contract negotiations, ten days' notice of a concern
 2 so that they have an opportunity to be prepared
 3 before us.
 4 The school did not get ten days' notice.
 5 And there was some conversation between the school's
 6 attorney and our attorney in regards to this. And
 7 we do put a qualifier on, through the discussions
 8 about the intervention ladder, that you always have
 9 that opportunity to jump to the head of the class
 10 and skip all the steps.
 11 But in fairness to the school -- and I'm
 12 not suggesting that this is the case. But in
 13 fairness to the school, to give them an opportunity
 14 to be able to better respond, we're just going to do
 15 an overview today of what those concerns are. And
 16 then the school will be on the agenda for September
 17 for a complete discussion, and then if the
 18 Commission feels that there's any action --
 19 further -- any action that needs to take place.
 20 So I'm going to put off the table and say
 21 that a number of the -- a number of concerns that
 22 were raised were personnel issues. We don't do
 23 personnel. So that's not something that's going to
 24 be a piece of any discussion with us with -- I'm
 25 going to ask a question. The school doesn't have to

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1 respond to it.
 2 But I'm going to say that some of the
 3 concern in regards to personnel seems to be a lack
 4 of a handbook. If that is the case, I'm just going
 5 to leave it at that and not go into anything else.
 6 If the school or the school's attorney wishes to
 7 have a discussion about the areas of the
 8 personnel -- you know, I'm fine to give a general
 9 offline about that. But I'm not going to make that
 10 part of the public discussion.
 11 I'm going to say that if the school ever
 12 brings a personnel issue to me, my first and only
 13 response is, you need to go to your governance
 14 council. You need to follow the grievance procedure
 15 that is outlined. And that's where I bring up the
 16 concern, potentially, about a handbook.
 17 And I have to tell you personally, that
 18 pains me, because I spent my entire career doing
 19 employee rights. So I have a really, really hard
 20 time not digging into that. But that's -- that's my
 21 response. That's not -- we do not do that. That's,
 22 potentially, licensure. The governance council. So
 23 we're not going to deal with any personnel issues at
 24 this point in time.
 25 So I'm just going to run through -- and

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1 I've got notes, and I have to skip over personnel
 2 issues.
 3 But there was a concern that was raised in
 4 regards to professional development that school --
 5 that staff members were asked to participate in that
 6 was through a Montessori program. And I'm sorry.
 7 In my notes -- I think it's AIA -- or -- I will find
 8 it. But it was a Montessori professional
 9 development program.
 10 And the individuals signed up for it.
 11 They were being -- there were requests that were
 12 made by the program for payment for it, and that it
 13 appeared that there was a personal check that was
 14 initially used to pay for the professional
 15 development. That personal check, unfortunately,
 16 there -- was returned for non-sufficient funds.
 17 The individuals continued to be contacted
 18 in regards to the lack of payment and that -- and an
 19 indication that there was penalties accruing because
 20 of the payment not being made. The payment was --
 21 my understanding, payment was finally made. But
 22 there is somewhat of a concern that a personal and
 23 not a school check was initially used for that.
 24 In regards to that professional
 25 development, there is a concern that, with contracts

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1 with this year, staff members, that if they were
 2 choosing not to return this year, there was a
 3 prorated amount of money for that professional
 4 development that the staff -- it appeared the staff
 5 was going to have to pay back.
 6 And I do not believe there was any
 7 indication at the beginning that that was a
 8 possibility.
 9 There was a concern that was brought up
 10 that it appears that, for the first half of last
 11 year, there was only a licensed administrator at the
 12 school site twice a week. They were on a 20 percent
 13 contract. So there -- there was a concern as to who
 14 was the licensed administrator for the other three
 15 days.
 16 And there was a potential concern that if
 17 a decision was made to do that as a cost saving
 18 measure, there were a number of items that -- fairly
 19 expensive items that were listed that had been
 20 purchased by the school. I'm not getting into what
 21 the school bought and why they bought it. But if
 22 there's budget concerns, there were concerns that
 23 were raised about the payment for the professional
 24 development, which was fairly expensive, purchases
 25 made, and only a head administrator on for a

102	<p>1 20 percent contract.</p> <p>2 There -- apparently, there is -- and PED</p> <p>3 brought this to our awareness -- that there is</p> <p>4 unpaid invoices from an LSG & Associates. And it's</p> <p>5 almost \$20,000.</p> <p>6 And I just -- the Montessori professional</p> <p>7 development was AMI.</p> <p>8 There were -- there were a number of</p> <p>9 concerns that were brought to the attention of --</p> <p>10 and Karen can qualify -- and I don't know if Karen</p> <p>11 can qualify this. But there were concerns that had</p> <p>12 been brought to CSD from a number of bureaus that</p> <p>13 there has been a lack of response to them by the</p> <p>14 school.</p> <p>15 Did I -- am I reflecting that correctly,</p> <p>16 Karen?</p> <p>17 MS. KAREN WOERNER: There were some</p> <p>18 concerns about -- with late submissions and then</p> <p>19 not -- and then reaching out and not hearing back</p> <p>20 timely. I know that there had been several reports</p> <p>21 or applications, or even the budget was due and was</p> <p>22 late in being submitted. And some bureaus did ask</p> <p>23 our bureau to help follow up with the school to see</p> <p>24 if we could get the information, yes.</p> <p>25 THE CHAIR: Okay. And I do have a partial</p>	104	<p>1 was some cross-program questionnaire that the</p> <p>2 schools had to complete. I think that was -- I</p> <p>3 don't remember the due date; I want to say early</p> <p>4 May.</p> <p>5 And they had not received that from the</p> <p>6 school. We did reach out then. And then, from</p> <p>7 that, after doing that questionnaire, releases the</p> <p>8 applications that they need to submit, which were</p> <p>9 due May 15th.</p> <p>10 And as you know -- as you mentioned, the</p> <p>11 Title II folks did receive the application from the</p> <p>12 school -- I don't remember the date, I think in</p> <p>13 June -- and returned it for revision, as you</p> <p>14 mentioned. But the cross-program questionnaire was</p> <p>15 something the school had to complete prior to having</p> <p>16 access to the applications.</p> <p>17 MS. PATRICIA MATTHEWS: Karen, this is</p> <p>18 Patty Matthews. Madam Chair, may I just ask</p> <p>19 clarification on that one?</p> <p>20 THE CHAIR: Sure.</p> <p>21 MS. PATRICIA MATTHEWS: So the question --</p> <p>22 so have they submitted the application -- they</p> <p>23 did -- apparently did submit the questionnaire and</p> <p>24 then eventually did submit the application. But the</p> <p>25 application is now pending revision? I'm confused.</p>
103	<p>1 list here. Sorry. So that the Safe Schools Plan</p> <p>2 that was due in December 2019, it was submitted in</p> <p>3 June of 2020 but, it was returned for a revision,</p> <p>4 and it still has not been approved.</p> <p>5 The Title II application has also not been</p> <p>6 approved. It was returned to the LEA for revision.</p> <p>7 And the -- well -- and the other two --</p> <p>8 the bilingual program and the IDEA, the application,</p> <p>9 they have been submitted, but they were not</p> <p>10 submitted in a timely fashion.</p> <p>11 MS. KAREN WOERNER: Madam Chair, I do</p> <p>12 think the IDEA-B was submitted timely, but the</p> <p>13 bilingual --</p> <p>14 THE CHAIR: I'm sorry. It says it was. I</p> <p>15 apologize.</p> <p>16 MS. KAREN WOERNER: The bilingual one was</p> <p>17 just submitted last week.</p> <p>18 THE CHAIR: Right. And I'm going to ask,</p> <p>19 because one of these items is cross-program</p> <p>20 questions for Titles I, II, and III applications.</p> <p>21 Does that mean those bureaus have questions about</p> <p>22 them, and they haven't been responded to? There's</p> <p>23 no, really -- I'm not sure what that means.</p> <p>24 MS. KAREN WOERNER: So there was a</p> <p>25 combined effort with Title I, II, and III. There</p>	105	<p>1 It would be helpful -- was that in writing to the</p> <p>2 school? If it was, then I will ask the school for</p> <p>3 it, Karen.</p> <p>4 MS. KAREN WOERNER: There were e-mails</p> <p>5 sent from the Title II. So I think it might have</p> <p>6 come from either Mark Curran or Regina Madrid in</p> <p>7 that department. But there were repeat e-mails</p> <p>8 around getting the cross-program questionnaires</p> <p>9 submitted.</p> <p>10 Yes, the school has submitted it now. And</p> <p>11 then once they did that, they had access to the</p> <p>12 title applications. I do not have an update on</p> <p>13 Title I or Title III; but the Title II application</p> <p>14 was submitted. I don't know if I have the date of</p> <p>15 that.</p> <p>16 But the -- the -- the folks that process</p> <p>17 that returned it to the school requesting revisions.</p> <p>18 And I can get the dates for you. I'm sure that it's</p> <p>19 been communicated via e-mail, because that's how</p> <p>20 they typically operate. I can get copies for you,</p> <p>21 Ms. Matthews.</p> <p>22 But the -- they're expecting revisions</p> <p>23 back, and it's still pending getting that</p> <p>24 information. And it's been a while. So I'll get</p> <p>25 those dates and correspondence for you. But, yes</p>

106	<p>1 they have submitted the Title II application, and</p> <p>2 the folks returned it for revision and are waiting</p> <p>3 for the school to respond to that.</p> <p>4 THE CHAIR: Okay. There were -- and I'm</p> <p>5 going to ask Karen -- that the contract with the</p> <p>6 LSG Associates, that's the special education service</p> <p>7 contract, is it not?</p> <p>8 MS. KAREN WOERNER: I believe so. I'm not</p> <p>9 sure if other services were provided. But, yes,</p> <p>10 they were the ones that were providing some kind of</p> <p>11 services --</p> <p>12 THE CHAIR: Okay. So there were concerns</p> <p>13 that were raised by, actually, one of the</p> <p>14 contractors in regards to the potential that</p> <p>15 students' IEPs are not being serviced appropriately</p> <p>16 and that the school ignored e-mails about ancillary</p> <p>17 learning plans when the school closed in the spring.</p> <p>18 And it's unclear if the students had access to</p> <p>19 services.</p> <p>20 There is some governance concerns that</p> <p>21 there might -- there's potential for overreach by</p> <p>22 the board in terms of the board making hiring</p> <p>23 decisions beyond the head administrator.</p> <p>24 As of the last site visit, the audit</p> <p>25 committee was incomplete, and the finance committee</p>	108	<p>1 that staff were given the contracts, apparently, and</p> <p>2 told that they had to sign them by the end of the</p> <p>3 day, so that they were not given their, I believe,</p> <p>4 statutory ten-day. But I'm putting it out there.</p> <p>5 But there was a concern when the</p> <p>6 contract -- when a sample of the contract was</p> <p>7 forwarded to us, that there was -- and, Karen, can</p> <p>8 you put that up on the screen, because I'm trying to</p> <p>9 find it. And --</p> <p>10 MS. KAREN WOERNER: Madam Chair, do you</p> <p>11 mean the excerpts from the contract?</p> <p>12 THE CHAIR: Yeah, from the contract.</p> <p>13 MS. KAREN WOERNER: Commissioners, it</p> <p>14 is --</p> <p>15 THE CHAIR: While Karen is doing that, I</p> <p>16 do believe there was a conversation that also took</p> <p>17 place between Karen and Angela in regards to some</p> <p>18 COVID concerns; correct?</p> <p>19 MS. KAREN WOERNER: That is correct.</p> <p>20 COMMISSIONER VOIGT: The contract language</p> <p>21 is the first page in the packet under La Tierra --</p> <p>22 it's -- okay. There it is.</p> <p>23 THE CHAIR: Yeah. No. Because the school</p> <p>24 doesn't have it. So I need it up on the screen so</p> <p>25 that they can see it.</p>
107	<p>1 had two members.</p> <p>2 There's still, it appears, one board</p> <p>3 member that came on in March of 2020 that has not</p> <p>4 completed the seven hours of introductory training.</p> <p>5 We want to thank all the other board</p> <p>6 members, because it appears that they exceed the</p> <p>7 hours that they need. But there's still one board</p> <p>8 member that hasn't completed the seven-hour</p> <p>9 introductory training.</p> <p>10 When the site visit was conducted, there</p> <p>11 were two part-time contracted business managers. So</p> <p>12 it's not a concern, because -- because Corinne is</p> <p>13 now currently working full-time.</p> <p>14 MS. KAREN WOERNER: I'm not sure if she's</p> <p>15 working full-time. But she's the sole --</p> <p>16 THE CHAIR: Okay. All right. In regards</p> <p>17 to any additional budget concerns, there were</p> <p>18 concerns about the timeliness, because it appeared</p> <p>19 that the August paychecks went out off the payroll</p> <p>20 schedule. And I do believe that there were not</p> <p>21 stubs that were provided, that staff had to ask for</p> <p>22 stubs and that they would be e-mailed to them.</p> <p>23 And there -- there was a concern about</p> <p>24 the -- some of the contract language that the</p> <p>25 current staff were issued. And one was the fact</p>	109	<p>1 Can we go down -- so, Karen, scroll down,</p> <p>2 because I'm only interested in looking at -- well --</p> <p>3 and there is the -- there is that statement in the</p> <p>4 contract in regards to the repayment of professional</p> <p>5 development that is in this contract.</p> <p>6 MS. KAREN WOERNER: Keep going,</p> <p>7 Madam Chair?</p> <p>8 THE CHAIR: Yeah. Okay. Hold on. Okay.</p> <p>9 Keep going. Sorry.</p> <p>10 COMMISSIONER ROBBINS: Look at Item M.</p> <p>11 THE CHAIR: Yeah. I'm looking for the --</p> <p>12 okay. Scroll down -- up just a little bit. Okay.</p> <p>13 I think it's in H.</p> <p>14 So the concern that was raised was that --</p> <p>15 ooh. Hold it, Karen.</p> <p>16 MS. KAREN WOERNER: Sorry about that.</p> <p>17 THE CHAIR: This statement in H that says,</p> <p>18 "This contract may be canceled for cause, including</p> <p>19 unsatisfactory work performance, incompetence,</p> <p>20 insubordination, or physical or mental inability to</p> <p>21 perform the required duties, or for any other good</p> <p>22 and just cause."</p> <p>23 So there was a concern raised about the</p> <p>24 statement regarding "physical or mental</p> <p>25 capabilities."</p>

<p style="text-align: right;">110</p> <p>1 And I -- I think I've covered -- I think 2 I've covered everything that sits outside of 3 personnel concerns that were brought to our 4 attention. 5 COMMISSIONER VOIGT: I have some comments. 6 THE CHAIR: Well, at this point in time, 7 we're not having a discussion with the school about 8 this. This was just to let the school know at this 9 moment in time what the concerns that were raised, 10 allow the school to process this, be able to 11 respond. But I don't think -- my understanding is 12 the school was not comfortable in engaging, and I'm 13 not really comfortable in engaging in a conversation 14 about any of these, because the school hasn't had 15 time to look at them. 16 MS. PATRICIA MATTHEWS: Madam Chair, this 17 is Patty Matthews. I very much appreciate that. 18 Thank you very much. 19 Is it possible -- I can tell you were 20 reading from something. Is it possible we could get 21 a copy of the written complaint? 22 THE CHAIR: Okay. So what I'm reading 23 from is notes that we culled from the e-mails. 24 I will -- and some of them -- so it's 25 not -- it's not -- what I'm reading from is notes</p>	<p style="text-align: right;">112</p> <p>1 personnel complaint. So that's -- that's one of 2 those ones that we're not touching. 3 MS. PATRICIA MATTHEWS: I appreciate that, 4 Ms. Gipson. 5 THE CHAIR: Yeah. And I would apologize 6 if I made it look like I was reading from any 7 document that was a formal complaint. It was just 8 notes. So we culled from the various e-mails, and 9 we tried to cull out the personnel concerns. But it 10 didn't -- not all of them necessarily were removed. 11 So -- so if the school has any questions, 12 we'll gladly try to answer. Or if the school has 13 any questions, certainly, Ms. Matthews, I would 14 direct any questions, you know, that you might have, 15 just send them to, you know, to Ami -- I'm sorry. 16 Amy, do you have a question? Not Ami 17 Jaeger, but Amy Larsen. Sorry. I think I saw your 18 hand up. Did I? 19 MS. PATRICIA MATTHEWS: I think, 20 Ms. Gipson, she might be frozen, because she told me 21 earlier that Española was having some problems. So 22 she looks rather frozen. So maybe she -- 23 THE CHAIR: Wait, I guess. 24 MS. AMY LARSEN: I -- I -- I -- 25 THE CHAIR: Amy, we're having difficulty</p>
<p style="text-align: right;">111</p> <p>1 for me. 2 MS. PATRICIA MATTHEWS: Okay. 3 THE CHAIR: It is not complaints from the 4 schools. So I want to assure you I'm not reading 5 off of any formal complaint. 6 MS. PATRICIA MATTHEWS: I don't want your 7 notes. I would like to have the e-mails that you 8 mentioned in the initial conversation then. 9 Ms. Jaeger, if that would be possible? 10 Otherwise, I can do an IPRA. But it seems to me 11 that that's what we need. 12 MS. AMI JAEGER: I'll work with you, 13 Ms. Matthews, to provide that. And also, because I 14 don't think an IPRA is really going to serve your 15 purposes because there's some personnel stuff that 16 would have to be redacted; but as counsel, I'll 17 provide you with unredacted e-mails that were 18 provided to us. 19 THE CHAIR: Right. 20 MS. AMI JAEGER: Okay? 21 MS. PATRICIA MATTHEWS: Okay. 22 THE CHAIR: So, as I mentioned, yeah, 23 nothing was couched -- there was -- and you will 24 see, there was one e-mail that was couched as a 25 formal complaint. But it wasn't -- it was a</p>	<p style="text-align: right;">113</p> <p>1 hearing you. 2 COMMISSIONER ARMBRUSTER: Maybe she could 3 drop her video and we could hear her. 4 THE CHAIR: Yeah. Amy, if you shut your 5 video off and just went on voice, we might be able 6 to get it better. 7 MS. AMY LARSEN: Okay. Sorry. We -- 8 school kids on their school, and so our home 9 internet is a little taxed right now. 10 I just wanted a little -- just 11 clarification on the title applications. I'm not 12 sure if I understood -- I understand some of them 13 were late. But unless Patty Matthews, did you -- 14 I'm just still a little confused on the concern 15 about those. 16 MS. PATRICIA MATTHEWS: Ms. Larson, I 17 would expect -- unless, Ms. Woerner, correct me -- 18 if we look at the e-mail chains, we'll be able to 19 piece it together. I think that -- you know, 20 Ms. Feathers is shaking her head "yes." So I think 21 we can piece it together and then provide a response 22 to the Commission. 23 MS. AMY LARSEN: (Indicates.) 24 THE CHAIR: Okay. Ms. Matthews, I'm going 25 to tell you that the e-mail chains are going to be</p>

<p style="text-align: right;">114</p> <p>1 unsatisfactory with that.</p> <p>2 MS. PATRICIA MATTHEWS: They will be.</p> <p>3 THE CHAIR: They will be. So I think the</p> <p>4 best answer -- and Karen can correct me -- is to</p> <p>5 contact those bureaus. But I can tell you, through</p> <p>6 the e-mail chain, there is -- there's no discussion</p> <p>7 about that.</p> <p>8 MS. PATRICIA MATTHEWS: Meaning there's no</p> <p>9 discussion that they've done something wrong?</p> <p>10 THE CHAIR: That -- in terms of late</p> <p>11 submissions or unresponsiveness or -- that is not in</p> <p>12 any of the e-mail chains, no. That was simply</p> <p>13 communicated to us via the CSD.</p> <p>14 MS. KAREN WOERNER: Madam Chair? But</p> <p>15 there will be e-mail communications from those</p> <p>16 bureaus to the school. And I do think some of the</p> <p>17 problem may have been also related to the fact that</p> <p>18 Mr. Abney was the one -- initially, the one contact</p> <p>19 person. And -- but, again, I do think the bureaus</p> <p>20 will have -- we do not have e-mail communications,</p> <p>21 but I'm sure the bureaus have e-mail communications</p> <p>22 regarding --</p> <p>23 THE CHAIR: Right. But I'm responding to</p> <p>24 the e-mail changes that were referenced that</p> <p>25 Ms. Jaeger is going to supply that we're not part of</p>	<p style="text-align: right;">116</p> <p>1 from CSD to the school regarding any of the title</p> <p>2 applications? Because we're not in -- you know,</p> <p>3 we're -- we don't have those. So I'm just -- I just</p> <p>4 want to make that clear before we move on.</p> <p>5 MS. PATRICIA MATTHEWS: So I don't want to</p> <p>6 have anybody do something they have already done.</p> <p>7 Let me ask Ms. Feathers. Because I do think there</p> <p>8 was a gap, as the administration transferred to her.</p> <p>9 So maybe things didn't make it to her that went to</p> <p>10 Mr. Abney, her predecessor.</p> <p>11 So, Ms. Feathers, do you -- do you think</p> <p>12 you have everything? Or do you need for Ms. Woerner</p> <p>13 to resend?</p> <p>14 MS. ANGELA FEATHERS: She's welcome to</p> <p>15 resend just to cover all bases. In this particular</p> <p>16 instance, there were -- there was an administrator</p> <p>17 at the beginning of the school, Monique Garcia. And</p> <p>18 then Mr. Abney came in. And then I came in to work</p> <p>19 under Mr. Abney until my licensure cleared through</p> <p>20 the State of New Mexico.</p> <p>21 And during that time, e-mails were going</p> <p>22 to Ms. Garcia's e-mail, and then, subsequently, were</p> <p>23 being forwarded to Mr. Abney's e-mail. However,</p> <p>24 Mr. Abney and I did not have any access to</p> <p>25 SharePoint, to any of the portals where you submit</p>
<p style="text-align: right;">115</p> <p>1 that e-mail chain, in regards to those title</p> <p>2 programs that are identified as concerns. That was</p> <p>3 brought to our attention through CSD.</p> <p>4 But Karen is absolutely right. There</p> <p>5 should be e-mails -- records of e-mails from those</p> <p>6 bureaus to the school and vice versa.</p> <p>7 MS. PATRICIA MATTHEWS: Okay. Just so I'm</p> <p>8 clear. There won't be a chain from the CSD. These</p> <p>9 are the individual bureau notices to the school</p> <p>10 about lateness --</p> <p>11 THE CHAIR: No. There will not be to us,</p> <p>12 no.</p> <p>13 MS. PATRICIA MATTHEWS: No. No. No, not</p> <p>14 to you. These will be from the bureau to the</p> <p>15 school. Right, Karen?</p> <p>16 MS. KAREN WOERNER: Yes.</p> <p>17 MS. PATRICIA MATTHEWS: And I think</p> <p>18 Ms. Feathers wanted to make a clarification -- I</p> <p>19 think -- I want to be careful that we abide by</p> <p>20 Ms. Gipson's request that we hold an answer. But if</p> <p>21 it's more a clarification of the question, Angela?</p> <p>22 THE CHAIR: So before we move on, can I</p> <p>23 just get some clarification?</p> <p>24 So are we -- are you requesting that the</p> <p>25 CSD bureau communicate to you any e-mails that went</p>	<p style="text-align: right;">117</p> <p>1 any of these things. We didn't have log-in</p> <p>2 credentials. And so it took -- and it was in the</p> <p>3 middle of COVID when we discovered all of this and</p> <p>4 were trying to get everything in.</p> <p>5 So we worked really hard to get as much</p> <p>6 information as we could, working remotely away from</p> <p>7 the building, where a lot of the information was</p> <p>8 stored, to get that in.</p> <p>9 I mean, we made huge efforts. I even went</p> <p>10 to Melanie Granito's house. I think you said that</p> <p>11 one of those was submitted -- the Safe Schools Plan</p> <p>12 was submitted in the middle of June. That was me on</p> <p>13 her doorstep.</p> <p>14 So the school is working really, really</p> <p>15 hard to be in compliance with everything. Everybody</p> <p>16 at PED has been nothing but nice to us, explaining</p> <p>17 things, sending rubrics. We met with -- I heard you</p> <p>18 guys earlier talking about some of the things Missy</p> <p>19 Brown was working on for the reentry plan. We met</p> <p>20 with her yesterday to make sure that ours was going</p> <p>21 to be all 3s.</p> <p>22 So, you know, we're really trying here.</p> <p>23 So I know that that probably isn't the best looking</p> <p>24 information that, you know, some of the things were</p> <p>25 returned and those kind of things. That could have</p>

118	<p>1 been because Mr. Abney didn't have access.</p> <p>2 THE CHAIR: So -- I'm not really</p> <p>3 comfortable with -- I'm not comfortable with this</p> <p>4 right now.</p> <p>5 MS. ANGELA FEATHERS: Okay.</p> <p>6 THE CHAIR: I thought that we were going</p> <p>7 to give you the time to discuss this later. And I</p> <p>8 had not allowed Commissioner Voigt to engage in a</p> <p>9 conversation. So I'm really not comfortable with --</p> <p>10 with this right now.</p> <p>11 So if we want to engage in a conversation,</p> <p>12 then I'll open it up; but that's -- that wasn't what</p> <p>13 I was expecting to happen.</p> <p>14 COMMISSIONER ARMBRUSTER: Madam Chair?</p> <p>15 This is not a conversation. Could I just know the</p> <p>16 position -- I understand that Ms. Feathers is the</p> <p>17 administrator. But who is Corinne Teller, and who</p> <p>18 is Amy Larsen?</p> <p>19 THE CHAIR: Corinne Teller is the business</p> <p>20 manager, and Amy is the -- I know she's on the</p> <p>21 governance council.</p> <p>22 Are you the head of the governance</p> <p>23 council?</p> <p>24 MS. CORINNE TELLER: (Indicates.)</p> <p>25 MS. PATRICIA MATTHEWS: I think she's</p>	120	<p>1 rambled off right now on these items. I do have</p> <p>2 comment to make on some of them, if we are going to</p> <p>3 open up to discussion.</p> <p>4 THE CHAIR: We are not. That's why we're</p> <p>5 here, so the school knows what they need to respond</p> <p>6 to. And information will be given to the full</p> <p>7 Commission when it is appropriate. That's why.</p> <p>8 COMMISSIONER VOIGT: I don't understand --</p> <p>9 THE CHAIR: The sole purpose of this was</p> <p>10 to inform the school.</p> <p>11 COMMISSIONER VOIGT: Okay. Good. Then</p> <p>12 the Item No. 7, the title of that agenda item, it</p> <p>13 says, "Discussion." It should have just said</p> <p>14 something -- "Non-Discussion."</p> <p>15 THE CHAIR: Well, it is a discussion with</p> <p>16 the school on what the issues are. But I apologize</p> <p>17 if that was unclear. But I thought I made it clear</p> <p>18 when I started the item. So I apologize for my lack</p> <p>19 of clarity.</p> <p>20 COMMISSIONER CABALLERO: I understood,</p> <p>21 Madam Chair, from your discussion initially that</p> <p>22 they weren't given enough time to respond for us</p> <p>23 giving them what they should respond to, and so</p> <p>24 that's what I understood. And we were giving each</p> <p>25 other information as to what those issues may be or</p>
119	<p>1 frozen. Yes, ma'am. She's the president.</p> <p>2 COMMISSIONER ARMBRUSTER: I just wasn't</p> <p>3 sure who people were. That's all I wanted to know.</p> <p>4 MS. PATRICIA MATTHEWS: I didn't mean to</p> <p>5 open a bag of worms. I just want to get the</p> <p>6 documents that will come to me to clear up issues.</p> <p>7 MS. AMI JAEGER: Let me just put a bow on</p> <p>8 that package. So I will provide to Ms. Matthews the</p> <p>9 e-mails that were provided to the Commissioners that</p> <p>10 form the basis of the information for the concerns,</p> <p>11 and then I will work with Karen Woerner on any</p> <p>12 responsive e-mails regarding submission of</p> <p>13 applications and timeliness and things like that.</p> <p>14 So I'll facilitate with Ms. Matthews, but I'll</p> <p>15 coordinate with Karen.</p> <p>16 MS. PATRICIA MATTHEWS: Thank you.</p> <p>17 COMMISSIONER VOIGT: Because the agenda</p> <p>18 item does say "Discussion of" -- I mean, we don't</p> <p>19 have to. It's okay. But I think a lot of --</p> <p>20 because a lot of this information came to only Chair</p> <p>21 Gipson.</p> <p>22 THE CHAIR: No. It came to the Executive</p> <p>23 Committee; it didn't come just to me.</p> <p>24 COMMISSIONER VOIGT: So the rest of us</p> <p>25 have no clue of what's going on, other than what was</p>	121	<p>1 will be, and that was it.</p> <p>2 And you're right. There was an initial</p> <p>3 getting into the nuts and bolts of it. And maybe</p> <p>4 that's why Commissioner Voigt felt that we should</p> <p>5 get into a discussion. But I don't think it's</p> <p>6 appropriate. It's out of order.</p> <p>7 Thank you, Madam Chair.</p> <p>8 THE CHAIR: Thanks. So, Ms. Matthews, are</p> <p>9 we -- are we clear now?</p> <p>10 MS. PATRICIA MATTHEWS: Copacetic. Yes,</p> <p>11 ma'am.</p> <p>12 THE CHAIR: Okay. All right. So thank</p> <p>13 you.</p> <p>14 MS. PATRICIA MATTHEWS: Thank you.</p> <p>15 THE CHAIR: And it's good to see everyone</p> <p>16 is safe. That's always important.</p> <p>17 MS. PATRICIA MATTHEWS: They don't let me</p> <p>18 out of this office. I've told you that before.</p> <p>19 THE CHAIR: I'm sorry?</p> <p>20 MS. PATRICIA MATTHEWS: They don't let me</p> <p>21 out of the office. I've told you that before. So</p> <p>22 I'm safe.</p> <p>23 THE CHAIR: When we built a house, the</p> <p>24 office is on the southern side. We thought, "What's</p> <p>25 the big deal? No one's going to be there for very</p>

122	<p>1 long.</p> <p>2 Now I sit baking. So it's -- yeah, we're</p> <p>3 looking to get out. And, hopefully, we can do it</p> <p>4 soon. It looks like -- I'm a little more hopeful</p> <p>5 than I was two weeks ago. But we'll see.</p> <p>6 So what -- thank you. We appreciate your</p> <p>7 time. And, once again, if the school has any</p> <p>8 concerns, you know who to communicate through. And,</p> <p>9 hopefully, we can get this straightened out,</p> <p>10 everything cleared, and we look forward to seeing</p> <p>11 you in September -- see you in September, to write a</p> <p>12 song.</p> <p>13 MS. PATRICIA MATTHEWS: Thank you very</p> <p>14 much, Madam Chair. Thank you. And thank you,</p> <p>15 Ms. Jaeger, for your cooperation.</p> <p>16 UNIDENTIFIED SPEAKER: Thank you,</p> <p>17 Madam Chair. Thank you, everyone.</p> <p>18 MS. KAREN WOERNER: Folks, I'm going to</p> <p>19 put you back as an attendee. So it'll feel a little</p> <p>20 weird. I'll just move you back if you want to stay</p> <p>21 for the meeting.</p> <p>22 Is that everyone? I think the school is</p> <p>23 now back to attendees. And Elaine Perea is in the</p> <p>24 attendees section for the next item, when you're</p> <p>25 ready, Madam Chair.</p>	124	<p>1 and always, it's a conversation that we love to</p> <p>2 have, because it's an area that's near and dear to</p> <p>3 many of the Commissioners. And many have, you know,</p> <p>4 worked through their careers with this. So it's</p> <p>5 always interesting to see how it's progressing in</p> <p>6 New Mexico.</p> <p>7 So as long as you're here, I will</p> <p>8 certainly allow you to -- and ask you to -- if</p> <p>9 there's anything -- we're going to put the Summary</p> <p>10 Report in the record of -- of this meeting. But if</p> <p>11 there's anything that you wish to particularly</p> <p>12 highlight, please feel free to do so.</p> <p>13 DR. ELAINE PEREA: I reviewed Beverly's</p> <p>14 summary last night. And I don't have anything to</p> <p>15 add. But I'm happy to stand for additional</p> <p>16 questions if any of the Commissioners want to</p> <p>17 mention anything else. I'm always happy to talk</p> <p>18 about CTE.</p> <p>19 THE CHAIR: I know. I know. So,</p> <p>20 Commissioners, are there any further questions?</p> <p>21 COMMISSIONER VOIGT: I don't have a</p> <p>22 question. Just additional accolades and kudos to</p> <p>23 the work that you do, Dr. Perea. It's -- I think</p> <p>24 we're really far ahead in our state with our Pathway</p> <p>25 and CTE programs. And it's -- it's in large to what</p>
123	<p>1 THE CHAIR: Oh, sure. Sure. I didn't</p> <p>2 think she was going to be here today.</p> <p>3 MS. KAREN WOERNER: I thought that -- I'm</p> <p>4 the one that told her to come in, because Ami said</p> <p>5 yesterday she wanted to summarize for the record.</p> <p>6 Is that not true?</p> <p>7 THE CHAIR: No -- well, that's fine. She</p> <p>8 certainly can, because she's been here. We had said</p> <p>9 we were just going to populate that summary report.</p> <p>10 COMMISSIONER VOIGT: I remember distinctly</p> <p>11 that conversation happening yesterday, that Elaine</p> <p>12 would not have to be here.</p> <p>13 THE CHAIR: Right.</p> <p>14 MS. KAREN WOERNER: This is my fault then.</p> <p>15 COMMISSIONER VOIGT: It's not that we</p> <p>16 don't want to see her bright, beautiful face.</p> <p>17 THE CHAIR: So we are on Item No. 8, which</p> <p>18 is Presentation on Career-Technical Education by</p> <p>19 Dr. Elaine Perea.</p> <p>20 And thank you for being here. I</p> <p>21 haven't -- don't see her yet.</p> <p>22 Oh, there she is. Okay. Coming in a</p> <p>23 little bit late.</p> <p>24 So thanks for being here. And thanks once</p> <p>25 again for yesterday. As we -- as we said yesterday</p>	125	<p>1 the work of your department is doing. So way to go.</p> <p>2 DR. ELAINE PEREA: Thank you. I have a</p> <p>3 great team. I couldn't do it without them. They're</p> <p>4 all very dedicated professionals that have been</p> <p>5 working really hard.</p> <p>6 COMMISSIONER CABALLERO: Madam Chair?</p> <p>7 THE CHAIR: Commissioner Caballero?</p> <p>8 COMMISSIONER CABALLERO: Yes. Yesterday,</p> <p>9 it was mentioned by one of our Commissioners that</p> <p>10 Northern is a junior college or a university; I</p> <p>11 can't remember what it is. But they're involved</p> <p>12 with the unions and doing stuff with them.</p> <p>13 And throughout the years, I've asked the</p> <p>14 unions about the apprenticeships programs and why</p> <p>15 were they not in the schools in my area. And, of</p> <p>16 course, they said they never got invited.</p> <p>17 So I've been mentioning it here in the</p> <p>18 Commission meetings. And recently, early this year,</p> <p>19 I did ask them again about that. And they were</p> <p>20 trying to put some of those programs together, but</p> <p>21 they're having some difficulty.</p> <p>22 And my question has always been with the</p> <p>23 directors in this area, "Why not unions?" Is</p> <p>24 there -- I know that maybe a couple of unions are</p> <p>25 being used in Northern New Mexico. But I think we</p>

<p style="text-align: right;">126</p> <p>1 tend to ignore the possibility of what unions can 2 bring to the table.</p> <p>3 They have a beautiful training center here 4 in Albuquerque, the construction workers. And I had 5 a long discussion with some union members, some 6 leadership, and they told me that they were having 7 to import construction workers from out of state to 8 do the -- the building in Los Lunas.</p> <p>9 And it was a big, big project. And it was 10 a big thing for Susana Martinez, Governor Susana 11 Martinez. But we did not have the manpower to do 12 it. And he felt that was unfortunate. And they 13 continued to describe that some schools and 14 institutions, learning institutions, would rather 15 partner with community colleges, pay tuition while 16 their programs trained students and are getting 17 paid.</p> <p>18 And that was real funny to me that some 19 folks would rather pay and get some kids a 20 certificate, while the unions do their training and 21 payment. So they train, and they work. So it's a 22 on-the-job training. And we failed to help them 23 out.</p> <p>24 I hope that while we're redoing the -- 25 the -- the programs in New Mexico, that they -- we</p>	<p style="text-align: right;">128</p> <p>1 We -- I understand that at the beginning 2 of Susana Martinez, we lost more than 3 15,000 construction workers because she was so 4 anti-immigrant. And some of those families had some 5 immigrant members, and they all went to Utah.</p> <p>6 And Utah, during the recession, instead of 7 losing economy, gained. By 3 to 4 percent gained 8 during the middle of a downturn in this nation.</p> <p>9 And we had a hard time bringing in 10 companies into New Mexico because they look at 11 population. And when you have a state that loses 12 15-, and then it went to 30,000, negative, they 13 wonder why. And then they look at our training 14 facilities, and they wonder why.</p> <p>15 So it's -- it's a cycle that we have to 16 deal with. And so I'm just putting it out there, 17 Dr. Perea, that we should look into bringing some of 18 these unions to the table and not just depend on the 19 community colleges to do so, because they provide 20 training that may be more beneficial to -- to the 21 kids, to young adults.</p> <p>22 We have a lot of young adults that have 23 graduated from high school. And they're lost. We 24 have them out there lost, not doing anything and 25 having to depend on their parents to be able to</p>
<p style="text-align: right;">127</p> <p>1 do not ignore them or -- or set them aside.</p> <p>2 I tend to believe that in the state, 3 some -- some government officials may not look too 4 lightly or too well about unions and what that 5 means. But I'm a union guy, and I believe what they 6 do -- my father was a union worker, union member for 7 35 years, and we were able to live, not fantastic, 8 but we always had -- he was proud to say we always 9 had food on the table.</p> <p>10 And so I think if Dr. Perea -- and I 11 failed to address her by her proper doctoral 12 position -- that if, in fact, she sees that we're 13 not taking advantage of that, that we take the 14 opportunity and bring them to the table somewhere 15 more than just in Northern -- I am going to ask the 16 unions here in Albuquerque again whether they've 17 been brought to the table or where their efforts 18 have been in terms of that.</p> <p>19 Because it's a shame to have unions with 20 training schools and doing internships and our kids 21 are not taking advantage of that. I see too many of 22 them without jobs, with \$7-an-hour positions, 23 part-time most of the time. And then we bring in -- 24 we bring in big projects, and we can't do them 25 internally.</p>	<p style="text-align: right;">129</p> <p>1 live. And that's unfortunate.</p> <p>2 And I -- I take ownership of not doing 3 enough to correct this. And so I'm not putting -- 4 I'm not blaming anybody. But I am taking ownership, 5 and I am going to do something.</p> <p>6 And I hope you can look into that. I 7 don't know if you -- that's a problem or not in your 8 program. But please try and bring in those unions 9 and see how they can be more beneficial to what 10 you're trying to do. Because they -- it's good. 11 It's good for -- for the state, and it's good for 12 our young adults.</p> <p>13 Thank you, Madam Chair.</p> <p>14 THE CHAIR: Thanks. Dr. Perea?</p> <p>15 DR. ELAINE PEREA: Thank you for your 16 comments and for your passion, Commissioner. I 17 appreciate your enthusiasm. We do involve the 18 unions quite a bit. But if, at any point, you come 19 across and you're with a union representative who 20 feels they are not plugged, certainly send them my 21 way, and we will loop them in, because having the 22 industry advisers is always very, very valuable. So 23 thank you for that.</p> <p>24 THE CHAIR: And I think some of the 25 challenges might be that in -- I don't think unions</p>

<p style="text-align: right;">130</p> <p>1 are unfortunately that active in the construction 2 trades, in particular, down here in the southern 3 part of the state any longer. There's a real lack 4 of presence of many unions down here right now. So 5 that makes it challenging as well.</p> <p>6 COMMISSIONER ROBBINS: Madam Chair? 7 THE CHAIR: Commissioner Robbins? 8 COMMISSIONER ROBBINS: Yes. You know, 9 Commissioner Caballero and others on the PEC may not 10 be aware, but Workforce Solutions has had, for 11 years, a legislatively-authorized apprenticeship 12 program where they work with employers and they 13 provide -- they gather money from public works 14 projects. And that money is made available for 15 apprenticeships throughout the state for willing 16 employers who want to participate.</p> <p>17 In some years, there's been a lack of 18 employers wanting to participate. But there is an 19 apprenticeship program. And they collect, and they 20 spend well over a million dollars a year on 21 apprenticeships throughout New Mexico.</p> <p>22 There are several dozen, two, three, maybe 23 four dozen different contractors that participate in 24 the program. The Department of Workforce Solutions 25 can give you the information for that. I worked</p>	<p style="text-align: right;">132</p> <p>1 So employers that are hiring and needing 2 to train people, there are millions of dollars of 3 funding available through various state and federal 4 programs, not just the program that Dr. Perea works 5 through with CTE.</p> <p>6 THE CHAIR: Commissioner Crone? 7 COMMISSIONER CRONE: Yeah. I'll echo what 8 Commissioner Caballero and Commissioner Robbins 9 said. There is a disconnect. I liked the 10 discussion yesterday about getting kids involved in 11 mid-school. And we have a -- I think we have a 12 fabulous opportunity here to -- through dual credit 13 and concurrent enrollment, to -- I like the idea 14 that what they're doing -- I think it was down in 15 the southeast, where they're combining their Carl 16 Perkins funds and collaborating with the colleges.</p> <p>17 A lot of these trades are very expensive 18 in terms of equipment and supplies and so forth. 19 And I think that's one of the reasons that some of 20 the high schools, secondary schools, have gotten out 21 of the business.</p> <p>22 So I know that Sheryl Williams Stapleton 23 is very interested in this. I think Commissioner 24 Caballero's wife is very interested in this. 25 Christine Trujillo is certainly interested in it. A</p>
<p style="text-align: right;">131</p> <p>1 there for four-and-a-half years, I'm very well aware 2 of the program. I actually, as a CFO there, made 3 sure that that funding was transferred and would 4 actually authorize the payment to the various 5 contractors for the program.</p> <p>6 So it has been a program that has been 7 active in this state for years and years. And, you 8 know, the downturn that happened in 2008 and 2009 9 prior to the Martinez administration coming in, it 10 hurt all areas of the state. And construction was 11 definitely impacted, and we lost a lot of 12 construction jobs.</p> <p>13 And a lot of the high-skilled jobs that go 14 into the types of work at Facebook, they left 15 because there was construction work elsewhere. And 16 those jobs did, you know, leave New Mexico. A lot 17 of the jobs that stayed here were the lower trades 18 and everything.</p> <p>19 But, you know, the apprenticeship program 20 that the Legislature has approved -- and there's -- 21 there's other programs that the Department of 22 Economic Development does to provide incentives for 23 hiring and training workers, not just in the -- what 24 I would call the white-collar jobs, but also in the 25 blue-collar jobs, the trades and things like that.</p>	<p style="text-align: right;">133</p> <p>1 number of the trade unions, and particularly 2 educators are in the Legislature now.</p> <p>3 And this is part of the problem. the 4 trades used to have their own apprentice programs. 5 And you could go through the union and get a 6 Master's license. And former Senator Cisco McSorley 7 once stated to me that he believed the growth in 8 junior and in community colleges was actually a 9 subtle anti-union program, and that the junior and 10 community colleges took over a lot of what the 11 trades used to do.</p> <p>12 But the fact of the matter is that most 13 trade unions are in public service; they're civil 14 servants. They're teachers. They're educators. 15 They're government workers. And so it's -- you 16 know, it sort of complicates matters the way trade 17 unionism -- or unionism -- has been treated in this 18 country.</p> <p>19 And we went from about -- I believe it was 20 around 40 percent of the workforce being union 21 members to, like, 10 or 11 percent at present.</p> <p>22 So I think this is -- but we need to focus 23 on kids. And the fact of the matter is that a lot 24 of the dropped-out kids want to be mechanics. They 25 want to be plumbers; they want to be construction</p>

<p style="text-align: right;">134</p> <p>1 workers. And we're not really meeting their needs. 2 Thank you. 3 THE CHAIR: Sorry. Just realized that. I 4 still -- you know, I hate when I get trapped, and I 5 still do that. It's unbelievable. 6 So thank you once again. We see, from 7 just the work that you bring to us, how much time 8 and effort and passion that you bring to this. And 9 thank you for that. And thank you for your time 10 yesterday, and thank you for your time today. 11 DR. ELAINE PEREA: I appreciate all of 12 your comments. Thank you. 13 THE CHAIR: Thanks. 14 So we are on to Item No. 9, which is 15 Discussion and Possible Action on the Implementation 16 Year Checklist. 17 And, actually, there is a clean copy 18 that's in SharePoint. So much appreciative of all 19 the work and energy that went into doing that and 20 want to thank everyone for all the time yesterday 21 that went into that. 22 We know that there's still a couple of 23 areas that probably need to be tweaked. And we now 24 have time to be able to continue that work so that 25 we can -- but I think this is more than enough as a</p>	<p style="text-align: right;">136</p> <p>1 COMMISSIONER ARMBRUSTER: Commissioner 2 Voigt? 3 COMMISSIONER VOIGT: Yes. 4 COMMISSIONER ARMBRUSTER: Commissioner 5 Armbruster votes "Yes." 6 Commissioner Gipson? 7 THE CHAIR: Yes. 8 COMMISSIONER ARMBRUSTER: Commissioner 9 Davis? 10 COMMISSIONER DAVIS: Yes. 11 COMMISSIONER ARMBRUSTER: Commissioner 12 Robbins? 13 COMMISSIONER ROBBINS: Yes. 14 COMMISSIONER ARMBRUSTER: Commissioner 15 Caballero? 16 COMMISSIONER CABALLERO: Yes. 17 COMMISSIONER ARMBRUSTER: Commissioner 18 Raftery? 19 COMMISSIONER RAFTERY: Yes. 20 COMMISSIONER ARMBRUSTER: Commissioner 21 Ruiz? 22 COMMISSIONER RUIZ: Yes. 23 COMMISSIONER ARMBRUSTER: Commissioner 24 Crone? 25 COMMISSIONER CRONE: Yes.</p>
<p style="text-align: right;">135</p> <p>1 base document and that those areas that need to be 2 tweaked are minor, and we can look at sometime 3 during the year, because it does not appear that 4 we're going to need it for this year. 5 So if Commissioners have any -- 6 Commissioner Robbins? 7 COMMISSIONER ROBBINS: Well, I was just 8 going to make a motion -- 9 THE CHAIR: Sure. 10 COMMISSIONER ROBBINS: -- if it's okay. 11 I just move for adoption of the 12 Implementation Year Checklist, as was discussed and 13 presented in the draft today. 14 COMMISSIONER RUIZ: Second. 15 COMMISSIONER VOIGT: Second. 16 COMMISSIONER CABALLERO: Second. 17 THE CHAIR: There's a motion by 18 Commissioner Robbins and a second by Commissioner 19 Voigt. 20 Any further discussion? If not, roll, 21 please. 22 COMMISSIONER ARMBRUSTER: Unmute. 23 COMMISSIONER CABALLERO: Was there 24 discussion? 25 THE CHAIR: There was, actually.</p>	<p style="text-align: right;">137</p> <p>1 COMMISSIONER ARMBRUSTER: Commissioner 2 Chavez? 3 COMMISSIONER CHAVEZ: Yes. 4 COMMISSIONER ARMBRUSTER: That's a 5 ten-to-zero vote. The motion passes. 6 THE CHAIR: Okay. Thank you very much. 7 And thank Karen and Melissa for the work 8 yesterday and all the work that goes into executing 9 this, and the Commissioners, once again, for their 10 work yesterday. 11 So we are on to Item No. 10, which is the 12 Report from the Chair. 13 So you know that we spent a little bit of 14 time since we've last met with the concerns that 15 were raised with La Tierra Montessori, and we will 16 continue those, and we'll look forward to that 17 discussion in September -- at our September meeting. 18 Commissioner Robbins had also forwarded to 19 me a list of schools that had some items missing 20 from their lease reimbursement applications. So I 21 appreciate him doing that, and I did reach out to 22 all of the schools. I was able to speak or and/or 23 e-mail with virtually every one of the schools 24 except one. I left a voice-mail. 25 It's not necessary that they call me back,</p>

<p style="text-align: right;">138</p> <p>1 because I did explain what the -- that I was just 2 doing a courtesy call, that there appears to be 3 something missing. And I just want to make sure, 4 because the deadline is coming up quickly, that they 5 make sure that their applications are complete. 6 So thank you once again for that. And 7 hopefully everyone gets in. 8 I did make mention to Commissioner Robbins 9 yesterday the one school. PSFA appeared to indicate 10 to them that everything is complete. So -- Karen? 11 COMMISSIONER ROBBINS: I did reach out to 12 Mr. Chamblin with PSFA to provide the information of 13 what, if anything, was missing with that school so 14 we could forward it to them; so... 15 THE CHAIR: Great. Thanks. I'm sorry. 16 Karen? 17 MS. KAREN WOERNER: I just wanted to let 18 you know, Madam Chair, that Matt Pahl is in the 19 attendees list if you are going to be calling on 20 him. 21 THE CHAIR: Yeah. I did see him. Thanks. 22 We are still awaiting the response from 23 the Governor's Office for the name that went up for 24 the new charter school director. So we're heading 25 into two weeks now, still keeping our fingers</p>	<p style="text-align: right;">140</p> <p>1 COMMISSIONER ARMBRUSTER: I haven't even 2 touched the computer. So I'll just leave it. 3 THE CHAIR: You originally logged on with 4 your iPad, did you not? 5 MS. KAREN WOERNER: You're muted. 6 THE CHAIR: We're all catching that 7 disease today. 8 COMMISSIONER ARMBRUSTER: Yeah. I did 9 turn off the iPad when we got out of Executive 10 Session, and we went back into this one and -- 11 MS. KAREN WOERNER: Madam Chair, would you 12 like me to remove the other one, since we're hearing 13 her fine from -- 14 THE CHAIR: Yeah. I think that's good. 15 MS. KAREN WOERNER: Just in case. I don't 16 know who that might be, either. 17 THE CHAIR: Okay. So, good afternoon, 18 Matt. 19 MR. MATT PAHL: Hello, Madam Chair. 20 THE CHAIR: Thank you for being with us. 21 MR. MATT PAHL: Of course. Of course. 22 THE CHAIR: This is earlier than others. 23 MR. MATT PAHL: I know. I feel like I 24 should take an hour, you know, just to -- 25 MS. KAREN WOERNER: What?</p>
<p style="text-align: right;">139</p> <p>1 crossed that that will be successfully completed. 2 But there is no word yet. So we're still in a -- 3 MS. KAREN WOERNER: (Indicates.) 4 THE CHAIR: I know. I know. But, you 5 know, things move slowly, anyway. And there are so 6 many things going on that, you know, there's a lot 7 on everyone's plate. But we are still holding out 8 hope that this will be done as expeditiously as it 9 can. 10 And that's all I -- you know, that's all I 11 can say at this point in time. Still hopeful. 12 I did send off the budget and the 13 corresponding letter. And I sent the budget off to 14 the Secretary, to the Deputy Secretary for Budget 15 and Finance, to DFA, LESC, LFC. So everyone is in 16 receipt of the budget. 17 So we will move on from there, and we'll 18 maintain hope on -- on that as well. 19 So I think that's all I have for right 20 now. So speaking of Matt Pahl... 21 MS. KAREN WOERNER: Okay, Matt. Here you 22 go. Let's see. 23 COMMISSIONER ARMBRUSTER: I don't know how 24 I'm on here twice. 25 MS. KAREN WOERNER: I don't, either.</p>	<p style="text-align: right;">141</p> <p>1 MR. MATT PAHL: Just kidding. 2 Madam Chair, members of the Commission, 3 thanks for having me today. You know, as we work 4 through our muting issues and stuff, I just want to 5 say kudos to the Commission, I mean, working through 6 a shift from meeting in Mabry Hall all the time to 7 doing this over Zoom. 8 I feel like -- I watch a lot of public 9 hearings. And I feel like the Commission has done a 10 pretty darned good job with it and just want to 11 congratulate you all. It's harder than it looks 12 from the outside, sometimes, to make this an 13 inclusive meeting. So congratulations on your 14 success. Hopefully, we can be together soon. But 15 thank you for that. 16 I just want to make a few notes. PSFA 17 came to our Monday collaborative call, which we're 18 having about once a week with charter school 19 leaders. And I really feel like I -- hearing some 20 of the concerted efforts from Commissioner Robbins 21 and Chairwoman Gipson, it really feels like 22 collectively we were able to help them out in 23 getting those applications completed. That feels 24 really good to be able to come together as a 25 community and help schools get that done.</p>

<p style="text-align: right;">142</p> <p>1 I also just want to give some kudos to 2 Charter School Division for clearing up on the 3 options for home schooling. We have had parents 4 approach our charter school leaders thinking that 5 they can opt into home schooling and then come right 6 back and claim their spot.</p> <p>7 And -- and for our high-demand schools 8 with a waiting list, that is -- that is really not 9 true. And parents won't like what they're hearing 10 there.</p> <p>11 And it highlights, I think, everybody's -- 12 everybody just -- we're just living in a world with 13 a lot of information, some of it true, some of it 14 not.</p> <p>15 And I do want to highlight the ORI issue. 16 To get guidance from PED and then to find out a few 17 days later that that might not -- it really was a 18 few days -- that that might not be legal, I think is 19 a real challenge for our schools. Because, I mean, 20 if any -- if there's any purveyor of the truth -- 21 not to say that PED lied or provided 22 misinformation -- but it was guidance that we had to 23 turn around and change officially really quickly.</p> <p>24 And I think that in an age of 25 disinformation, I think PED has done a really great</p>	<p style="text-align: right;">144</p> <p>1 Health would be conducting contact tracing. We are 2 starting to find out that that's on the school 3 leader to conduct that contact tracing.</p> <p>4 So, you know, throw another role in there 5 for the charter school leader of what they need to 6 accomplish. And this one, I think is just another 7 challenge.</p> <p>8 And I think having just found that out on 9 the last Secretary's call, or just getting that 10 confirmed, you know, kids are on campus right now at 11 a five-to-one ratio if they're in K through 3.</p> <p>12 You know, again, I just say these things 13 just to note that there are a lot -- there's a lot 14 of different information out there, and it's always 15 changing. A lot of the time, it's changing because 16 the circumstances have changed. And I think schools 17 are willing to accept that. Some of the things 18 feels like, okay, we're -- maybe we -- we need this 19 information. That memo from PED and DOH is greatly 20 anticipated at this point.</p> <p>21 Then I just want to highlight some of the 22 tough choices ahead for our charters. As you know, 23 Albuquerque Public Schools made the decision to go 24 remote for the entire semester. And it puts schools 25 in a bind. I -- there will likely be other school</p>
<p style="text-align: right;">143</p> <p>1 job with navigating through these circumstances. 2 But I think that one's been a really tough one for 3 schools, because background checks are so important, 4 once we do have some kids -- and, sorry. It's true 5 in the virtual environment, too. I almost said, 6 "once we have kids on campus."</p> <p>7 But it's true in every interaction we have 8 with kids. So I just want to highlight that as a -- 9 as a real challenge for our schools. And that's not 10 a -- that's not a dig on PED. These things are 11 going to happen. It's just we are living in a world 12 with a lot of different information out there, most 13 of which is not true.</p> <p>14 So when we get information that we have to 15 kind of double-back on pretty quickly from the PED, 16 I think that creates a lot of challenges for us.</p> <p>17 There's still some confusion out there. 18 There's a joint memo coming out from PED and the 19 Department of Health that we're -- we've been 20 waiting for for about three weeks that schools are 21 really eager to get their hands on. And that mostly 22 has to do with how schools react to a case of COVID 23 being on campus.</p> <p>24 Contact tracing. Schools have been led to 25 believe that they were not -- that the Department of</p>	<p style="text-align: right;">145</p> <p>1 districts, and maybe other school districts have 2 already made those decisions.</p> <p>3 That puts our charter schools in a bind. 4 They are not interested in attracting students just 5 because it's convenient for the families. They are 6 interested in attracting students because they want 7 to learn in the way that the charter school presents 8 that opportunity for them.</p> <p>9 And they're worried that should they go to 10 a hybrid model, which is -- you know, should they go 11 to a model that differs drastically from the school 12 district that they're located in, that they're 13 just -- they're creating an environment where 14 parents are choosing because of logistics and not 15 because of the best fit for their kids.</p> <p>16 So that's just a -- it's a mindset of 17 concern. And I'm sure -- I don't think these will 18 come out in New Mexico, but I'm sure nationally, 19 you'll see news articles saying, "Charter schools 20 see this as an opportunity to get all the students 21 from a school district."</p> <p>22 That's not the mindset of our charter 23 school leaders. However, we will likely see some 24 increased demand for some of our programs that 25 are -- offer some in-person services in a hybrid</p>

<p style="text-align: right;">146</p> <p>1 model, and in accordance to the health order, when 2 the school district that the charter school exists 3 in is fully remote.</p> <p>4 So, you know, they have that autonomy as a 5 charter school. And these decisions are really, 6 really tough. And they weigh on our schools quite a 7 bit. So I just want to highlight that for the 8 Commission, because I think it's just challenging 9 right now for them. And it's challenging for 10 everybody, and we're all navigating uncertain waters 11 right now.</p> <p>12 So, again, I think that some amount of 13 uncertainty and having to kind of change guidance 14 and figuring these things out, that is going to be 15 par for the course given the circumstances. But 16 just wanted to give you some sight into the world of 17 our school leaders right now as they communicate 18 with their families about what happens after Labor 19 Day, given those -- the potential for hybrid 20 learning.</p> <p>21 COMMISSIONER ARMBRUSTER: Matt? 22 MR. MATT PAHL: Yes. 23 COMMISSIONER ARMBRUSTER: So a charter 24 school who is virtual right now, as is everybody 25 else, can't take more kids, because they still have</p>	<p style="text-align: right;">148</p> <p>1 I don't see it as just a charter issue. The State 2 needs some guardrails on what's acceptable for 3 virtual learning, and we're looking forward to 4 working with Senator Stewart.</p> <p>5 And I invite the Commission to be part of 6 that process as well. You know, virtual schooling 7 is something that, like it or not, you guys know 8 quite a bit about, given the fact that you've 9 engaged with a virtual school for the last handful 10 of years. And I think your expertise could be 11 brought to bear in that scenario.</p> <p>12 But we're in favor of finding ways to 13 appropriately put guardrails on virtual schooling, 14 which, you know, all it takes is one or two percent 15 of parents in this state to think, "Hey, I like this 16 virtual schooling," and we have a few thousand kids 17 taking advantage of that option that we didn't have 18 before.</p> <p>19 We don't know what the fallout is going to 20 be of the pandemic. But it's quite possible that 21 this is just working out for some families, and we 22 may have increased demand. And we certainly will 23 have increased options in the virtual space from 24 districts at the very least.</p> <p>25 THE CHAIR: I heard from I think at least</p>
<p style="text-align: right;">147</p> <p>1 a cap; isn't that correct?</p> <p>2 MR. MATT PAHL: Yeah. They could only 3 take more students if they weren't already filled up 4 to their cap.</p> <p>5 COMMISSIONER ARMBRUSTER: Got it. Okay. 6 MR. MATT PAHL: So the same thing applies, 7 uh-huh, which, again, I think many of our schools, 8 if they're not right there, they're quite close. So 9 there isn't a lot of room; though I'll say I know 10 that the virtual schools are full right now. And 11 before, they were not. So they've gotten a lot of 12 families that are interested in that.</p> <p>13 I did want to mention that because, you 14 know, we ran in partnership with Senator Mimi 15 Stewart, we ran a virtual schooling bill. And that 16 bill had previously been targeted towards virtual 17 charter schools. And it was something we were on 18 board with.</p> <p>19 There is no guardrail -- no guardrails for 20 virtual schooling right now. What we're seeing are 21 a few school districts creating their own virtual 22 schools. Some of them had been in existence before. 23 And everybody's trying virtual learning.</p> <p>24 So I wanted to highlight that we want to 25 spend some time on that virtual schooling bill. And</p>	<p style="text-align: right;">149</p> <p>1 two schools in my district that they lost students 2 to virtual schools, which kind of surprised me, 3 because we're virtual. So it's, like, Why would you 4 leave this virtual to just go to another virtual? 5 What's the -- you know, what's the net gain there, 6 when it's hopefully likely that we will be opening 7 in a hybrid model.</p> <p>8 So it's, like, what are you running away 9 from? Unless those individuals truly don't want 10 their child to go back to that hybrid model. I 11 mean, that's certainly possible. But I was 12 surprised with that loss, you know. It did kind of 13 surprise me.</p> <p>14 And one of them was a lower grade. So 15 that was -- you know, I figured it was probably more 16 likely at a high school level, you might lose it, 17 too. But anyway...</p> <p>18 MR. MATT PAHL: Yeah. 19 THE CHAIR: And I look forward to the 20 conversation about the virtual schools. Because, as 21 you remember, we did speak against it. But it was 22 because we didn't believe the safeguards were in 23 there that we certainly felt comfortable with. So 24 that to be able to be part of that process is really 25 important, because we've all been engaged in</p>

<p style="text-align: right;">150</p> <p>1 national conversations about what a good virtual 2 school looks like at this point in time. 3 So, thanks. And before I forget, when I 4 did make some of those calls about the lease 5 reimbursement -- and it circles back to a concern 6 that we've always had -- one of the schools that I 7 called, it was a new head administrator. And they 8 said, "Oh, lease reimbursement. That sounds like 9 that's important." 10 So that kind of was like, "Oh, my 11 goodness." 12 And so it just highlights that -- and I'm 13 sure it's even tougher now, because everyone is in 14 this remote world. But what new head administrators 15 don't know, let alone what a new charter head 16 administrator. And it's -- we've had a couple of 17 schools that had great mentorships, and those folks 18 have taken on, and they're certainly not that 19 worried. 20 But when you're that brand new, 21 first-year, new to charters, it -- there's -- 22 there's some -- you know, there's so much that they 23 don't know. 24 MR. MATT PAHL: Right. 25 THE CHAIR: And we've had these</p>	<p style="text-align: right;">152</p> <p>1 school leaders coming in between last year and this 2 year. So there's a lot of shifting going on right 3 now. 4 And, Madam Chair, I'll note two other 5 things. 6 We're all real hopeful for the new Charter 7 School Division Director. As you all know, you 8 know, there's -- I was part of the -- the shuffling 9 of the deck chairs, and having new charter school 10 leaders annually seems to be a tradition. 11 I would argue it's not a good one. 12 Hopefully, we find someone that's able to -- to be 13 in the role for a while. And, yeah, we're all just 14 really hopeful for that. And there are a number of 15 very good and qualified candidates that applied, and 16 once we find out who they selected and move forward, 17 we're really excited to work with them. 18 Lastly, I just want to note, on the 19 La Tierra Montessori agenda item, I appreciate -- I 20 understand that the reason why it looked a little 21 different than maybe the agenda noted was that the 22 PEC was adhering to the intervention ladder, and the 23 school hadn't gotten the notification ahead of time. 24 This was good. You guys set a policy, and you went 25 forward with it.</p>
<p style="text-align: right;">151</p> <p>1 conversations. And it's still part of our budget 2 that we can do that support so that something like 3 this, you know, doesn't fall between the cracks 4 because someone didn't know that, you know, in 5 October when they don't get the award, it's like, 6 "Oh, my gosh, what happened?" 7 And it's like, "Well, you know, through 8 that change in administration, things that..." -- 9 and part of that is governance as well, that a 10 governance council, even though that's -- you know, 11 they need to be aware of what that new head 12 administrator that they're hiring also needs to have 13 a conversation with the finance person to know 14 what's -- you know, what's on the table. 15 MR. MATT PAHL: Yeah. And, Madam Chair, 16 I'll just note that we've just recently written 17 proposals for two grants to be able to support new 18 charter school leaders. I'm hopeful in September or 19 October I can tell you that one of those has been 20 successful. 21 But, you know, I mean the role of a 22 charter school director is very unique, and these 23 are very unique times. And so, I mean, what a time 24 to be walking into the role for the first time. 25 And by our count, we have 19 new charter</p>	<p style="text-align: right;">153</p> <p>1 I heard items there that are legitimate 2 concerns for an authorizer. I do think I heard 3 items that are outside of the realm of an 4 authorizer. 5 I'll note that I lack all the information. 6 But it also sounds like the school lacked the 7 information, too. So when a school -- I just want 8 to note, from a school's perspective, that when it's 9 brought before the Commission for a public 10 notification of the issues that have been aired 11 against them, it seems like those issues are 12 substantiated. 13 And so it creates this "guilty until 14 proven innocent" feeling for the school. "Feeling." 15 Because we're just letting them know what people 16 have levied against the school. 17 So on the one hand, I like that the PEC is 18 following the process. I appreciate that. But I'd 19 like to follow up with staff and the Executive 20 Committee to see how we can get the school notified 21 and work within the framework that was presented, 22 because I think that framework is a good one. 23 So, you know, two sides here. I want to 24 validate some of the decisions that the Commission 25 made. But I also find it troubling that we are in a</p>

<p style="text-align: right;">154</p> <p>1 public meeting with minutes that will be searchable 2 by the public noting all these concerns. 3 And it just makes it seem substantiated, 4 even at the end -- I watch these meetings every 5 month, so I know that's not the case. But 6 [inaudible]. 7 THE CHAIR: I want to make sure that the 8 school was -- the school's lawyer was informed of 9 this and was -- was fine with what occurred today. 10 So I'm just going to say that. 11 MS. AMI JAEGER: And, Matt, if you've got 12 some concerns about the process, I would appreciate 13 it if you would talk to me first. 14 MR. MATT PAHL: Sure. I'd be happy to. 15 Again, I'd just note that I don't have all 16 the information. I want to make that clear, too. 17 Thank you for hearing me out and giving me the time 18 today and every month, Madam Chair and Commission. 19 THE CHAIR: Okay. Thanks. Appreciate it. 20 Stay safe. 21 And before I move on to PEC Comments, I 22 did want to go back to one more item, because 23 it's -- it will be on the -- I think the October 24 agenda. 25 La Academia Dolores Huerta has a</p>	<p style="text-align: right;">156</p> <p>1 forward and do those assessments. 2 She did say they could do it at home. 3 But, obviously, there's no doubt there's security 4 issues with that; you know, who knows who's taking 5 the test and all of that. So I don't think that's a 6 valuable model to go by at this point in time. 7 So I wanted the Commission to know that 8 that reach-out did happen, and they potentially may 9 be on the September agenda if we're not able to open 10 hybrid and they can't start to conduct those. But 11 we'll do -- you know, we'll do the best we can with 12 what we have going forward with that. 13 Oh, Karen. Sorry. 14 MS. KAREN WOERNER: Thank you, 15 Madam Chair, Commissioners. Just a couple of 16 things. One is I want to reintroduce again Alison 17 Briceño, who added to the panel here. She's joined 18 us this afternoon. I had a question from one of the 19 Commissioners about who she is. She's my boss, 20 until we hire that director I'm anxious to have join 21 us. So Alison has joined us. 22 I just wanted to respond to a couple of 23 things that were said during the comments here. 24 One is about the charter school 25 disenrollments to home school. I just wanted to</p>
<p style="text-align: right;">155</p> <p>1 Corrective Action Plan with us. And we closed out 2 the reading -- English and reading, but we did not 3 close out the math portion of their CAP. They 4 contacted me, and it's certainly challenging because 5 they can't -- they don't know if they're going to be 6 able to do their beginning-of-the-year assessment. 7 So they asked for some guidance as to what they 8 might do. 9 After talking with the Executive 10 Committee, the communication I gave back to the 11 school was let's wait and see if we open in a hybrid 12 model. If we do open in the hybrid model, they will 13 be able to do their beginning-of-the-year 14 assessments by bringing the kids in, and they will 15 have something for us. 16 If we don't open after Labor Day in the 17 hybrid model, we'll put it on the September agenda 18 and we'll deal with it at that point in time, 19 because we'll have concrete information as to 20 whether, you know, we -- you know, we will have 21 already opened if we open, because it will be after 22 Labor Day. 23 So let's deal with that and see what we 24 have to do to straighten that out if we have to. 25 But, hopefully, they're going to be able to move</p>	<p style="text-align: right;">157</p> <p>1 remind Matt and remind the schools that part of that 2 happened because some of schools were saying they 3 weren't going to offer an online option. And the 4 Governor has made it clear that no matter what 5 happens moving forward, all schools must provide an 6 online or remote learning option, and that will 7 appease parents who felt like they might have to 8 lose their spot at a school to keep their kids home. 9 But, no, they can indeed stay enrolled at 10 their school and will have an online option, at 11 least through this pandemic and this school year. 12 So I just wanted to clarify a little bit about that. 13 And then the other thing was around the 14 MOUs for the ORI numbers. So we did -- I think we 15 talked earlier about the huge concern there and 16 the -- that the schools were definitely caught 17 between a rock and a hard place of needing to do 18 background checks, but not being able to get ORI 19 numbers. And the PED did recommend that they enter 20 into an MOU with the schools. 21 We have not yet retracted on that. We are 22 looking into it. I do understand that at least one 23 firm that works with schools had initially thought 24 that was a good idea, and then they retracted that 25 opinion. But I -- at this point, I don't have a</p>

158	<p>1 firm opinion as to whether or not the PED would 2 retract their suggestion.</p> <p>3 As I mentioned earlier, that was raised 4 yesterday, and we are looking into it.</p> <p>5 That's all. Thank you, Madam Chair.</p> <p>6 THE CHAIR: Okay. Thanks.</p> <p>7 Matt, anything else? We appreciate it.</p> <p>8 And, once again, thanks for hanging in there with 9 us. Alison, welcome. Good to see you.</p> <p>10 MS. ALISON BRICEÑO: Thank you. Good to 11 see you all, too. It's -- it's lovely to be able to 12 be here with you today, and I want to thank you very 13 much for your work.</p> <p>14 I know it was a long day yesterday, and 15 it's looking to be an equally long day today for 16 you. So thank you very much.</p> <p>17 THE CHAIR: Well, actually, we're heading 18 into the horizon now. So a little bit shorter than 19 yesterday. So appreciate your time.</p> <p>20 So, Commissioners, we're on to comments by 21 the Commission.</p> <p>22 So I'm looking at my screen.</p> <p>23 Commissioner Davis?</p> <p>24 COMMISSIONER DAVIS: Hello. I'm just glad 25 that all of us are still healthy. So that's really</p>	160	<p>1 But, you know, it's what we have right 2 now, and that's what we can do. And so kudos to 3 everybody that opened up.</p> <p>4 THE CHAIR: Thanks.</p> <p>5 Commissioner Robbins?</p> <p>6 COMMISSIONER ROBBINS: Well, I just -- 7 thank you for reaching out to the charter schools on 8 the lease assistance. I think we've had some very 9 good discussions the last day. And as was mentioned 10 yesterday, it would have been nice if we could have 11 recorded that for a training lesson for new charter 12 schools and for start-ups, because there was a lot 13 of discussion on the things that we tend to look at 14 and that CSD looks at in charters that are going 15 into that Implementation Year.</p> <p>16 And sometimes charter schools -- 17 unfortunately, like a lot of businesses, people go 18 into them thinking it's really easy and everything. 19 We want to make sure we don't have the same results 20 in charters as we do in private business, where 60 21 to 70 to 80 percent of businesses fail in the first 22 two or three years. We want to make sure that 80 to 23 100 percent succeed, always. Thank you.</p> <p>24 THE CHAIR: Thank you.</p> <p>25 Commissioner Raftery?</p>
159	<p>1 good that we've all managed to stay safe through all 2 these months. That's all I have to say.</p> <p>3 THE CHAIR: Thanks.</p> <p>4 Commissioner Armbruster?</p> <p>5 COMMISSIONER ARMBRUSTER: I will ditto 6 that. And I think there is something definitely 7 wrong with me when I wish I could go to the grocery 8 store. And I thank all of you for your support.</p> <p>9 THE CHAIR: Thanks.</p> <p>10 Commissioner Chavez?</p> <p>11 COMMISSIONER CHAVEZ: I just want to say 12 kudos and -- to every school that opened up and got 13 school started. You know, we've talked about remote 14 learning and everything like that. This is all new 15 to a lot of us, and it's presented some challenges. 16 And, you know, everybody is just trying to do the 17 best they can and overcome some of those challenges.</p> <p>18 And so this is hard. It's hard work, and 19 it's been very stressful. But I think it's good 20 that, you know, once we get some kids going, that 21 things will settle down a little bit. I know most 22 districts have -- and charter schools -- have gotten 23 started. And so that's always good to see that our 24 kids are -- it's not the ideal thing. And remote 25 will never replace face-to-face as far as quality.</p>	161	<p>1 COMMISSIONER RAFTERY: Yes. I want to 2 thank everybody for all of their wonderful comments 3 and everything that I've learned. Yesterday was a 4 real learning experience for me. I hadn't gone 5 through that. That was a bit hard for me.</p> <p>6 But I'm still here in Arizona. I am still 7 here with my grandchildren, home schooling them 8 using virtual. I don't know how parents can do it 9 if their kids are just sitting in front of the 10 camera by themselves. Just helping my kids try to 11 get from one page to another is difficult.</p> <p>12 So I just sympathize with the parents so 13 much, and the kids, too, trying to get hold of this. 14 I know that probably later on in the year, they're 15 going to be telling us how to do it. But from the 16 very beginning, it's a difficult situation.</p> <p>17 It's a challenge, though. And I'm 18 enjoying it, and I'm with my grandchildren, and I'm 19 very happy and love to see all of you, because 20 that's the only time I ever see adults.</p> <p>21 Thank you. That's it.</p> <p>22 THE CHAIR: Thank you. And glad to hear 23 that your family is safe.</p> <p>24 Commissioner Voigt?</p> <p>25 COMMISSIONER VOIGT: Thank you. So I just</p>

<p style="text-align: right;">162</p> <p>1 want to send out kudos to Commissioner Ruiz and 2 Chavez. You're the only two Commissioners that are 3 currently working in schools. And I respect and I 4 hear your challenge. And all the kudos to you for 5 doing what you're doing. 6 And I just wanted to put my two cents' 7 worth in to Commissioner Caballero and Crone. And I 8 don't know if Robbins spoke much about the trade 9 unions or not. 10 But I think -- I remember when there used 11 to be apprenticeship programs in the trade. As a 12 matter of fact, I went through one in the early 13 '70s. And I don't tell a lot of people this, but I 14 did go through the plumbing apprenticeship program. 15 (Indicates.) Don't tell anyone, because I don't 16 want to fix anyone's toilet. 17 But I think a lot of the union educational 18 initiatives kind of went away when women started 19 going into the trades. And I don't know why, but I 20 think they struggled with that. I know, in 21 Albuquerque, there were a lot of unions, trade 22 unions, especially, that struggled with women going 23 into the trades. And I don't know if they never got 24 back their momentum after that or not. 25 But there were -- you know, there's a lot</p>	<p style="text-align: right;">164</p> <p>1 south [inaudible]. 2 MS. KAREN WOERNER: Commissioner Crone, I 3 would suggest you turn off your video. We're having 4 a hard time hearing you. 5 THE CHAIR: Yeah. You're frozen now. 6 MS. KAREN WOERNER: Commissioner Crone, 7 can you turn off your video? 8 COMMISSIONER CRONE: Pardon me? 9 MS. KAREN WOERNER: Could you please turn 10 off your video? We're having a hard time hearing 11 you. If you stop the video, we might hear you 12 better. 13 COMMISSIONER CRONE: Oh. Did you not hear 14 most of that? 15 MS. KAREN WOERNER: That's correct. 16 THE CHAIR: The last we heard was the 17 solar array on El Rito. 18 COMMISSIONER CRONE: Oh, okay. I 19 constantly get [inaudible] here. It's like 20 Commissioner Raftery's, that my WiFi is unstable. 21 My signal is unstable. And I don't want anyone to 22 say out there that, "It matches you, Commissioner 23 Crone." 24 MS. KAREN WOERNER: No. But we can hear 25 you well now, though.</p>
<p style="text-align: right;">163</p> <p>1 of women now that are going to apprenticeship 2 programs at the community college. And so that just 3 might be something to reflect about or ask your 4 union buddies. Of course, that was about 40 years 5 ago for me. But that's just -- that's just the 6 experience that I've seen. 7 But thanks for everyone's work and 8 expertise and input in the last two days. 9 THE CHAIR: Yeah. Thanks. And that's an 10 interesting insight to what -- you know, what may 11 have caused the decline -- never actually even 12 thought about it, but now that you brought it up, 13 yeah, thanks. 14 Commissioner Crone? 15 COMMISSIONER CRONE: Thank you. First of 16 all, I want to say that my grandson in Nashville 17 started pre-K. And his classroom contains three 18 students. So I think that's a good idea for all 19 education. 20 [Inaudible] to the Democratic National 21 Convention, Michelle Lujan Grisham, when she spoke 22 at the convention, she was standing in front of a 23 solar array. And I discovered yesterday that that 24 solar array is actually the one that is on El Rito 25 Northern New Mexico College campus land, immediately</p>	<p style="text-align: right;">165</p> <p>1 COMMISSIONER DAVIS: I have a very stable 2 connection. 3 COMMISSIONER CRONE: I don't. 4 THE CHAIR: Commissioner Caballero? 5 COMMISSIONER CABALLERO: Thank you. And 6 let me thank Commissioner Robbins for the heads-up 7 on the Workforce Solutions. So that's good 8 information on the trade unions' apprenticeships. 9 And I just want to say that it was very 10 productive yesterday, but very long. Today is 11 certainly a little shorter, and we went through it 12 quite well. 13 But I do want to say that the 14 apprenticeship programs -- I'm going to take 15 ownership of that, and I'm going to work on that. I 16 did promise those guys that I would follow up with 17 them. 18 And I don't know how apprenticeship 19 programs can happen in the time of COVID. But at 20 some point, we will conquer this, or at least 21 control it to the point where we can function to 22 some extent. 23 And I don't know how schools and teachers 24 are able to do it. I know that my son works from 25 home. He's got two kids, and he's got to educate at</p>

<p style="text-align: right;">166</p> <p>1 home, and I don't know how he does it. 2 I know that his -- one of his sons was in 3 school and was on the computer half a day. 4 And I asked him, "Well, how many kids does 5 a teacher have?" 6 He says, "Three." 7 I said, "No, that can't be." 8 He says, "Yeah. He's got 22 kids, but 9 only three religiously get online, and the others 10 are not to be found." 11 And it broke my heart to hear that. 12 Because how are we going to do it if this thing 13 lasts two, three years? We're going to be so far 14 behind. We're going to have to require school 15 year-round in order to catch up. 16 And one that's -- I'm tuned in to 17 education and how we get there. It -- it does put 18 me in a tailspin when I think of that. 19 So I'm hoping for a better day with this 20 COVID, and, hopefully, all the school leaders and 21 PED and us do whatever it takes to improve 22 everything that we have to take care of for the 23 future of our kids and our state and our nation. 24 We are in that quandary that our future is 25 at stake.</p>	<p style="text-align: right;">168</p> <p>1 And then just a real quick update on 2 what's going on with NMPSIA. 3 So we met early August -- well, we're not 4 that far into August. But we met in August. And 5 one of the things that we discussed is that it had 6 savings of money in June and July. I think that 7 people look at it, and say, "Oh, you've got this 8 excess of money." 9 And it's really not that. What it is is 10 that people chose -- and there wasn't even a choice 11 at one point, right? -- those elective procedures, 12 like getting your shoulder replaced or your knee 13 replaced, and those expenses had to be delayed 14 because of the virus. 15 And so while on paper, it looks like June 16 and July, NMPSIA had a savings, that's really not 17 the long-term picture of it, because all those 18 procedures that were put back -- or put off will 19 eventually get done. 20 And the reason I say that is because we 21 met with LFC to kind of look at what was going to 22 happen with the insurance premiums increase. 23 Because we had proposed a 9 percent increase this 24 year. And as you all know, at the Legislative 25 Session, they pretty much denied it and gave us the</p>
<p style="text-align: right;">167</p> <p>1 Thank you, Madam Chair. 2 THE CHAIR: Thank you. And I'm going to 3 say pox on you for even saying two to three years. 4 So just -- just don't want to have that 5 conversation. 6 Commissioner Ruiz? 7 COMMISSIONER RUIZ: I'm going to leave my 8 video off, because you all have been coming off and 9 on all day. So maybe you all can hear me. 10 So first thing I wanted to do is say thank 11 you to Commissioner Voigt for that comment. It is 12 really hard. I know that Superintendent Chavez is 13 having a struggle, as are all educators and our kids 14 and our communities. 15 And then I wanted to say something about 16 Commissioner Caballero's comment about the loss of 17 learning. 18 I do think that there has been a loss of 19 learning. I think we can all agree on that. But 20 sometimes I think that even if we have not perhaps, 21 you know, met fully the needs of kids in Algebra 2 22 or English or whatever, physics, whatever that is, I 23 think that they're all still learning lessons that 24 they will take far into life, hopefully, from all 25 this mess that we're going through.</p>	<p style="text-align: right;">169</p> <p>1 6 percent. 2 And we understand that. But I think I've 3 told you all in the past that a lot of the reasons 4 for those increases is because we've had an 5 astronomical amount of sexual harassment cases. So 6 that's where that comes into play. 7 So we met with LFC to try to look at FY22 8 and what that's going to look like, because since we 9 were only able to make the 6 percent increase in 10 premiums versus the 9, then we're looking at a 11 greater premium increase for FY22. 12 Mr. Abbey assured us that, of course, 13 education will be one of the primary focuses for 14 FY22. But just know that we're going to be looking 15 at some kind of financial increase for FY22 because 16 of that. 17 And then the other thing is I was elected 18 the Secretary for the NMPSIA, so I'm on the 19 executive committee, and then appointed as the 20 chairwoman for the NMPSIA COVID 19 Task Force. So 21 we're meeting with a whole bunch of entities. It's 22 been a really exciting time. 23 And one of the things I wanted to share 24 with you, because I know it's fixing to hit our 25 charter schools as well as our public schools, and</p>

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1 we have been in communication with the PED about
 2 that, and that's that the NMPSIA is sending -- we're
 3 sending out a letter to all our members that's going
 4 to say exactly, you know, that we encourage everyone
 5 to make sure that they're adhering to the current
 6 health orders.
 7 I think some people see it as that we're
 8 trying to be the enforcers. And that's not what it
 9 is. We're just saying, "Please make sure that your
 10 schools are, you know, in accordance with the
 11 current health orders."
 12 Because, you know, it could mean all kinds
 13 of liability issues. And we're not really clear
 14 with that right now because it is so new for
 15 everybody.
 16 But there will be a letter. I know that
 17 we met day before yesterday. And there will be a
 18 letter coming out, I would say within the next week
 19 to all our members.
 20 And, everybody, please stay safe. Thank
 21 you.
 22 THE CHAIR: Thank you. So thanks,
 23 everyone. I think we're at a point where I can
 24 entertain a motion to adjourn.
 25 COMMISSIONER RAFTERY: I make a motion to

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1 adjourn the meeting.
 2 COMMISSIONER DAVIS: I second.
 3 THE CHAIR: Motion by Commissioner
 4 Raftery, second by Commissioner Davis. All in
 5 favor.
 6 (Commissioners so indicate.)
 7 THE CHAIR: Hearing no objection, stay
 8 safe, everyone. See you in September.
 9 (Proceedings adjourned at 1:38 p.m.)
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1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
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 4
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 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 September 3, 2020.
 16
 17
 18
 19 _____
 Cynthia C. Chapman, RMR-CRR, NM CCR #219
 BEAN & ASSOCIATES, INC.
 201 Third Street, NW, Suite 1630
 Albuquerque, New Mexico 87102
 20
 21
 22
 23
 24 Job No.: 3826N (CC)
 25

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1 RECEIPT
 2 JOB NUMBER: 3826N CC Date: 8/21/20
 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: _____
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 17 ATTORNEY:
 18 DOCUMENT: Transcript / Exhibits / Disks / Other _____
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1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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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 September 3, 2020.

16
17 *Cynthia Chapman*

18 _____
19 Cynthia C. Chapman, RMR-CRR, NM CCR #219
20 BEAN & ASSOCIATES, INC.
21 201 Third Street, NW, Suite 1630
22 Albuquerque, New Mexico 87102

23
24 Job No.: 3826N (CC)

25

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 843-9492

BEAN
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A
PROFESSIONAL COURT
REPORTING SERVICE

MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com