

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING
February 12, 2021
9:00 a.m.
Via Zoom Video Teleconference

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1 APPEARANCES
 2 COMMISSIONERS:
 3 PATRICIA GIPSON, Chair
 4 GLENNA VOIGT, Vice Chair
 5 REBEKKA BURT, Secretary
 6 MELISSA ARMILLO, Member
 7 STEVEN CARRILLO, Member
 8 MICHAEL CHAVEZ, Member
 9 GEORGINA DAVIS, Member
 10 KT MANIS, Member
 11 DAVID ROBBINS, Member
 12 MICHAEL TAYLOR, Member
 13
 14 PED STAFF:
 15
 16 CORINA CHAVEZ, Director
 17 Charter School/Options for
 18 Parents and Families Division
 19
 20 KAREN WOERNER, Deputy Director
 21 Charter School/Options for
 22 Parents and Families Division
 23
 24 BEVERLY FRIEDMAN, PED Custodian of Record
 25 and Liaison to the PEC
 PEC COUNSEL:
 AMI JAEGER, ESQ.
 ELIZABETH JEFFREYS, ESQ.

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1 THE CHAIR: Okay. Good morning, everyone.
 2 I'm going to call to order this meeting of the
 3 Public Education Commission. It is Friday,
 4 February 12th, and it is 9:01 a.m. And I am going
 5 to ask Commissioner Burt to do roll, please.
 6 COMMISSIONER BURT: All right. Good
 7 morning.
 8 Commissioner Armijo?
 9 COMMISSIONER ARMILLO: Here.
 10 COMMISSIONER BURT: Commissioner Chavez?
 11 COMMISSIONER CHAVEZ: Here.
 12 COMMISSIONER BURT: Commissioner Carrillo?
 13 COMMISSIONER CARRILLO: Here.
 14 COMMISSIONER BURT: Commissioner Gipson?
 15 THE CHAIR: Here.
 16 COMMISSIONER BURT: Commissioner Davis?
 17 COMMISSIONER DAVIS: Here.
 18 COMMISSIONER BURT: Commissioner Robbins?
 19 COMMISSIONER ROBBINS: Here.
 20 COMMISSIONER BURT: Commissioner Manis?
 21 (No response.)
 22 COMMISSIONER BURT: I'll come back.
 23 Commissioner Taylor?
 24 COMMISSIONER TAYLOR: Here.
 25 COMMISSIONER BURT: Commissioner Voigt?

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1 COMMISSIONER VOIGT: Here.
 2 COMMISSIONER BURT: Commissioner Burt is
 3 here.
 4 Commissioner Manis is not here yet.
 5 THE CHAIR: We have nine Commissioners
 6 present?
 7 COMMISSIONER BURT: Yes.
 8 THE CHAIR: All right. I'm going to ask
 9 Commissioner Robbins to lead us in the Pledge of
 10 Allegiance and Commissioner Voigt in the Salute to
 11 the New Mexico Flag.
 12 (Pledge of Allegiance and Salute to the
 13 New Mexico Flag conducted.)
 14 THE CHAIR: We are now on to Item No. 2,
 15 which is approval of the agenda. And I do not have,
 16 to my knowledge, any changes to the agenda. So that
 17 being said --
 18 COMMISSIONER ROBBINS: Move for approval.
 19 Move we approve the agenda.
 20 COMMISSIONER CARRILLO: Second.
 21 COMMISSIONER DAVIS: I second it.
 22 THE CHAIR: There's a motion by
 23 Commissioner Robbins and a second by Commissioner
 24 Carrillo.
 25 All in favor?

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1 (Commissioners so indicate.)
 2 THE CHAIR: Opposed?
 3 (No response.)
 4 THE CHAIR: Hearing no opposition, the
 5 motion passes.
 6 We are now on to Item No. 3, which is Open
 7 Forum.
 8 Bev, you have the list?
 9 MS. BEVERLY FRIEDMAN: Yes.
 10 THE CHAIR: Okay.
 11 MS. BEVERLY FRIEDMAN: Our first speaker
 12 is Elyse Eckart, who is going to speak about
 13 Explore.
 14 THE CHAIR: Oh, I'm sorry. So Karen is
 15 bringing her in.
 16 How many do we have signed up?
 17 MS. BEVERLY FRIEDMAN: We have three.
 18 THE CHAIR: Okay.
 19 MS. KAREN WOERNER: Elyse, I'm going to
 20 bring you to the panel so that you can make your
 21 comments.
 22 There she is.
 23 Elyse, if you could unmute yourself,
 24 you're welcome to make your comments now. Thank
 25 you.

7

1 FROM THE FLOOR: Hi. Thank you all for
 2 the opportunity to speak to you today. So I just
 3 wanted to jump in and voice my support to the
 4 expansion of Explore Academy to elementary. I have
 5 two kiddos here in the APS school district. One is
 6 going into sixth grade, and we have been anxiously
 7 awaiting the day that she could apply to go to the
 8 lottery for Explore Academy.
 9 I also have a son who is in second; so
 10 he's a rising third-grader, and can't think of a
 11 better place that I would want to have him next year
 12 than Explore. They've done remarkable things with
 13 their students, as I think their test scores,
 14 et cetera, show. I think the model is a great and
 15 impressive way to teach kids.
 16 And so I would love to have the
 17 opportunity to have my son there next year as a
 18 third-grader.
 19 THE CHAIR: Thank you so much. We
 20 appreciate.
 21 FROM THE FLOOR: Thank you.
 22 MS. BEVERLY FRIEDMAN: Our next speaker is
 23 Stephanie Lawry, also speaking about Explore.
 24 MS. KAREN WOERNER: Stephanie, go ahead.
 25 You can make your comments.

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1 FROM THE FLOOR: Good morning,
 2 Commissioners. I'm Stephanie Lawry, and I have a
 3 sixth-grader who is at Explore Academy this year and
 4 a fourth-grader who is currently at an APS
 5 elementary school.
 6 I would love the opportunity to send him
 7 to the Explore Elementary School next year. It's in
 8 the best interest for our city and our state if you
 9 approve the elementary expansion, because I feel
 10 that we really lack options for our children,
 11 especially when our children don't fit in the mold
 12 of the traditional public school education.
 13 Both of my children are gifted. And one
 14 of them is on the spectrum. And I feel Explore
 15 Academy's "flavor" options really give the kids a
 16 chance to own their own education, to be excited
 17 about what they're learning about, and it really
 18 sets them up for success.
 19 I think this applies not only to children
 20 that need to work above their grade levels, but also
 21 the ones that are struggling because of all the
 22 opportunities they have in their daily schedule at
 23 Explore to receive support, if needed, and the fact
 24 that Explore will have them test into their class
 25 level for each subject that best fits them.

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1 This is a huge benefit and something very
 2 unique to our city that I think is greatly needed,
 3 so I hope you approve their charter extension today.
 4 Thank you.
 5 THE CHAIR: Thank you very much.
 6 MS. BEVERLY FRIEDMAN: Our next speaker is
 7 Dana McCollum, also speaking to Explore.
 8 MS. KAREN WOERNER: Dana, if you could
 9 unmute yourself, you're now in the panel to present
 10 to the Commission.
 11 FROM THE FLOOR: Hi. My name is Dana
 12 McCollum, and I would also like to back up what the
 13 other two moms said in support of the Explore
 14 Academy. I've got a would-be second-grader and a
 15 kindergartener that would really benefit from this
 16 program.
 17 We have been -- my second-grader --
 18 first-grader now -- is at APS. And it's just been a
 19 bit of a struggle. It seems like this
 20 one-size-fits-all program is not working. And it
 21 would be really great to have other options for the
 22 student, where the student can, you know, make a
 23 choice in their learning as well as the parents.
 24 It just -- so -- and, in addition, I also
 25 feel that it's a good support for the teachers to be

<p style="text-align: right;">10</p> <p>1 able to have the time to prep. The model is good 2 for the teachers to be able to prep, and then the 3 right teachers are linked up with the right subjects 4 that they want to teach in order to benefit all of 5 our students. 6 So I really hope that we can approve it as 7 well. 8 THE CHAIR: Thank you so much. 9 FROM THE FLOOR: Thank you. 10 MS. BEVERLY FRIEDMAN: Those are all of 11 our speakers. 12 THE CHAIR: Okay. Thanks a lot. So we 13 are on to Item No. 4, which is the Consent Agenda. 14 And there have been no changes to that, I do not 15 believe, so I'll entertain a motion for approval of 16 the Consent Agenda. 17 COMMISSIONER CARRILLO: This is Steve. 18 I'll move to approve. 19 COMMISSIONER DAVIS: I second it. 20 THE CHAIR: There's a motion to approve 21 and a second by Commissioner Davis. All in -- we 22 need a roll call. 23 COMMISSIONER BURT: Commissioner Voigt? 24 COMMISSIONER VOIGT: Yes. 25 COMMISSIONER BURT: Commissioner Taylor?</p>	<p style="text-align: right;">12</p> <p>1 Dr. Perea -- is she here already? I think she had 2 asked to be at 11:00 a.m., and, Chair, you had 3 agreed to accommodate her schedule. 4 THE CHAIR: I thought by putting it on 5 that early, we were still okay. But we're fine. 6 We're fine. I thought once we move -- sorry -- once 7 we moved her all the way up, we were in a better 8 place. And we're fine. So just remind me that we 9 have to come back to that. 10 Okay. So we are on to Item No. 6, then, 11 which is Report from Options for Parents & Families 12 Division. 13 So, good morning, Director Chavez. 14 DIRECTOR CORINA CHAVEZ: Good morning, 15 Commission, everybody who is a visitor. Thank you 16 for this time. 17 So the first item that is on the agenda 18 for this report is to provide an update on the pre-K 19 program that Montessori Elementary is seeking, the 20 Montessori Elementary and Middle School. 21 So, as you know, there is a little bit of 22 a history with the school having been in operation 23 of a private-pay pre-K program for many years. And 24 the teachers and the ed assistants are licensed by 25 the New Mexico Public Education Department. The</p>
<p style="text-align: right;">11</p> <p>1 COMMISSIONER TAYLOR: Yes. 2 COMMISSIONER BURT: Commissioner Robbins? 3 COMMISSIONER ROBBINS: Yes. 4 COMMISSIONER BURT: Commissioner Manis? 5 (No response.) 6 COMMISSIONER BURT: Commissioner Gipson? 7 THE CHAIR: Yes. 8 COMMISSIONER BURT: Commissioner Davis? 9 COMMISSIONER DAVIS: Yes. 10 COMMISSIONER BURT: Commissioner Chavez? 11 COMMISSIONER CHAVEZ: Yes. 12 COMMISSIONER BURT: Commissioner Carrillo? 13 COMMISSIONER CARRILLO: Yes. 14 COMMISSIONER BURT: Commissioner Burt, 15 yes. 16 Commissioner Armijo? 17 COMMISSIONER ARMIJO: Yes. 18 THE CHAIR: All right. 19 COMMISSIONER BURT: There are nine votes 20 for, zero votes against, with Commissioner Manis not 21 being present, and the motion passes. 22 THE CHAIR: Correct. Thank you so much. 23 We are on to Item No. 5 now, which is 24 Update from College and Career Readiness Bureau. 25 MS. KAREN WOERNER: I think that</p>	<p style="text-align: right;">13</p> <p>1 school has not been governed by PED, nor licensed by 2 the Early Childhood Education Department for 3 childcare. 4 Beginning in 2012, when the State received 5 funding for the Race To The Top, all New Mexico 6 public schools operated a -- that operated a pre-K 7 program were required to have childcare licensing 8 from the Early Childhood Department or to 9 participate in the New Mexico Public Education 10 Department's FOCUS program. And so that's how they 11 were rated and governed. 12 And so in your packet is -- let's see -- 13 some materials that associate with this. And if 14 somebody could remind me exactly which number that 15 is, I have a couple of windows open. 16 MS. KAREN WOERNER: It's -- I don't know 17 that there's any materials in the packet, Corina. 18 It's 6.a.1. in the packet. But there is nothing 19 provided in the packet. I did not provide anything. 20 Just wanted to update that the school -- 21 some of the Commissioners know -- the school had to 22 decide if they wanted to do the childcare licensing 23 or the PED FOCUS program. And they were told that 24 in October. 25 And then in -- I'm sorry. I didn't put a</p>

<p style="text-align: right;">14</p> <p>1 sheet on this.</p> <p>2 But they revised that in October. The</p> <p>3 governing board met in November and asked for time</p> <p>4 to review the options. And in January, they voted</p> <p>5 to go with the NMPED FOCUS program.</p> <p>6 And the -- Brenda Kofahl, who's the</p> <p>7 director of Early Childhood in PED, will assign a</p> <p>8 coach to them within the next month, and they'll</p> <p>9 begin their process to be under the NMPED FOCUS</p> <p>10 program for pre-K programs.</p> <p>11 Even though they're not getting funded</p> <p>12 that way, they have to choose one or the other, the</p> <p>13 childcare licensing option or the PED FOCUS program</p> <p>14 for criteria and oversight and monitoring. So they</p> <p>15 have selected the NMPED FOCUS program.</p> <p>16 DIRECTOR CORINA CHAVEZ: Thank you, Karen.</p> <p>17 So this item is just meant to let you know what they</p> <p>18 have chosen and for us to take note that the pre-K</p> <p>19 program is functioning in that way.</p> <p>20 The second thing I'd like to talk a little</p> <p>21 bit about as part of the update is that, if you've</p> <p>22 been watching the news, you've probably seen how the</p> <p>23 State has moved to expand in-person learning options</p> <p>24 for schools at the schools' choice. It's a local</p> <p>25 decision.</p>	<p style="text-align: right;">16</p> <p>1 know, how they stand in a line six feet apart from</p> <p>2 one another. We look for signage for preventive</p> <p>3 practices, that the school has sanitizer, soap,</p> <p>4 surface sanitation protocols, ventilation, an</p> <p>5 isolation room. And we ask about their HVAC system.</p> <p>6 We do this in coordination with deputy secretary</p> <p>7 Gwen Warniment and her team.</p> <p>8 So far -- and we also do this in</p> <p>9 collaboration with the Albuquerque Public Schools,</p> <p>10 who is functioning similarly to us with the local</p> <p>11 authorized charter schools.</p> <p>12 So we have been to 21st Century,</p> <p>13 South Valley Prep, Albuquerque Bilingual,</p> <p>14 Estancia Valley, AIMS; and next week, a staff person</p> <p>15 will be going to Tierra Adentro.</p> <p>16 We also have been keeping track of the</p> <p>17 schools that have been open at this time. And so</p> <p>18 the schools that are operating a hybrid program,</p> <p>19 Altura Prep, Estancia Valley, Hózhó, MAS, SABE, and</p> <p>20 Taos Academy are the State-chartered schools that</p> <p>21 are operating in hybrid.</p> <p>22 I know that in our conversations with</p> <p>23 charter schools, the informal conversations that we</p> <p>24 have once a week, more or less, lots of schools have</p> <p>25 talked about their governing councils are still in</p>
<p style="text-align: right;">15</p> <p>1 So the governing councils and boards of</p> <p>2 each charter school, or in collaboration with the</p> <p>3 head administrator, is assessing the communities'</p> <p>4 interest and desire to expand from a remote learning</p> <p>5 situation to a hybrid.</p> <p>6 And when we say that, there's lots of</p> <p>7 different ways that this might look.</p> <p>8 A little bit of history with the in-person</p> <p>9 learning is that there are some schools that started</p> <p>10 out the school year in hybrid, and, as you recall,</p> <p>11 there was two weeks after the holiday break in which</p> <p>12 all schools were asked to remain in remote learning.</p> <p>13 And so this is -- this is reopening for</p> <p>14 them. But it might be opening into a hybrid</p> <p>15 situation for some. And so the Charter Schools</p> <p>16 Division has been very much involved in supporting</p> <p>17 that effort to expand.</p> <p>18 And so staff have been trained. And some</p> <p>19 of us have gone to schools to do walk-throughs. We</p> <p>20 use a standardized checklist that other folks at the</p> <p>21 PED and some fire marshals are using to go into</p> <p>22 schools and, really, make sure that they're ready.</p> <p>23 So we look at the arrival protocol. We</p> <p>24 look at their stock of PPE. We look for markers of</p> <p>25 social distancing that help guide students on, you</p>	<p style="text-align: right;">17</p> <p>1 the process of deciding if they want to go back into</p> <p>2 a hybrid or if they want to move into a hybrid</p> <p>3 situation.</p> <p>4 This means taking into account teachers</p> <p>5 and family choice about being in person. Sometimes</p> <p>6 it also takes into account whether the local school</p> <p>7 district is going to be in person. For example, if</p> <p>8 they share transportation services with the local</p> <p>9 district, that would have some big implication.</p> <p>10 There's been lots of guidance that has</p> <p>11 been provided to schools, lots of questions and need</p> <p>12 for clarification of what it means to expand</p> <p>13 in-person learning at this time of COVID.</p> <p>14 So this has taken up quite a bit of time</p> <p>15 and effort and coordination to help students get</p> <p>16 back to in-person learning.</p> <p>17 Other work that's happening, as part of</p> <p>18 the Charter Schools Division focus --</p> <p>19 THE CHAIR: Sorry. Commissioner Carrillo</p> <p>20 has his hand up.</p> <p>21 COMMISSIONER CARRILLO: I just have a</p> <p>22 question about the last one.</p> <p>23 DIRECTOR CORINA CHAVEZ: Yes.</p> <p>24 COMMISSIONER CARRILLO: So the bill</p> <p>25 yesterday, is that bill moot at this point that was</p>

<p style="text-align: right;">18</p> <p>1 tabled? That's my first question. I have a series 2 of them.</p> <p>3 DIRECTOR CORINA CHAVEZ: Commissioner 4 Carrillo, are you talking about a legislative bill?</p> <p>5 COMMISSIONER CARRILLO: Yeah. The 6 legislative bill that says the district can make up 7 their own minds about whether or not to go back to 8 hybrid. I read that it was tabled. And I'm 9 wondering, to your knowledge, is -- I mean, are we 10 going to -- what's going on with that?</p> <p>11 DIRECTOR CORINA CHAVEZ: Well, that's a 12 part of the Legislative Session that, if passed, 13 would take effect after approved, as you know.</p> <p>14 Right now, I'm talking about the current 15 condition that we have, which is that districts and 16 schools do have the choice. There's certain 17 conditions that have been in place for the schools 18 and assurances that they need to sign, including the 19 walk-through that I described, that they would need 20 to put into place. But right now, it is a local 21 decision.</p> <p>22 COMMISSIONER CARRILLO: Okay. And then 23 the question on hybrid, the percentages are, are 24 they set in terms of what percentage of kids are 25 allowed to be on the property at any given time?</p>	<p style="text-align: right;">20</p> <p>1 Thank you.</p> <p>2 THE CHAIR: Can I just ask one quick 3 question?</p> <p>4 DIRECTOR CORINA CHAVEZ: Sure.</p> <p>5 THE CHAIR: When you mentioned the schools 6 that were doing hybrid, I didn't hear Turquoise 7 Trail. I thought Turquoise Trail was doing hybrid. 8 Or did they not come back after that two-week reset?</p> <p>9 MS. KAREN WOERNER: Madam Chair, they did 10 a couple of weeks with just their pre-K and K 11 students.</p> <p>12 THE CHAIR: Right.</p> <p>13 MS. KAREN WOERNER: And then they closed 14 before Thanksgiving and have not returned.</p> <p>15 THE CHAIR: Oh, okay. I thought they had 16 said that they were coming back sometime after the 17 first of the year.</p> <p>18 MS. KAREN WOERNER: There were many 19 schools in the fall or before Christmastime that 20 said they were coming back. But as a result of 21 board decisions or other statistics, most of them 22 have been waiting.</p> <p>23 If they were open in hybrid in the fall, 24 they are allowed to reopen, even without a visit 25 from us now, 'cause they've already had one in the</p>
<p style="text-align: right;">19</p> <p>1 And, if so, what are those percentages?</p> <p>2 DIRECTOR CORINA CHAVEZ: So, currently, 3 the percentage is up to 50 percent of enrollment. 4 Now, what we've observed is that schools are 5 sometimes challenged to even meet that percentage. 6 If there's families and teachers who are choosing 7 not to come back to school, then there could be 8 less.</p> <p>9 COMMISSIONER CARRILLO: I was hoping, on 10 the flip side -- and you can tell me if this is 11 allowed -- I'm sure there are properties -- I have 12 not been able to visit my schools yet, obviously. 13 So I haven't seen physically what's going on.</p> <p>14 But I'm sure there are properties in the 15 state that have a lot more room on the property to 16 accommodate kids safely. Would it be allowed -- I 17 mean, obviously, if parents and teachers and such 18 and the board of each school permitted it, can they 19 go above 50 percent if they can still meet all of 20 the protocols?</p> <p>21 Because I think all of us would agree the 22 more in-person learning there is, the better.</p> <p>23 MS. KAREN WOERNER: Not presently. That's 24 not allowed.</p> <p>25 COMMISSIONER CARRILLO: Okay. Okay.</p>	<p style="text-align: right;">21</p> <p>1 fall. But many schools are still kind of -- their 2 governing boards are making decisions based on other 3 data Corina mentioned. There are other schools open 4 in the fall besides Turquoise Trail that are not 5 currently open this week.</p> <p>6 THE CHAIR: Okay. Thanks.</p> <p>7 DIRECTOR CORINA CHAVEZ: Any other 8 questions about expanded learning? 9 I'll talk a little bit more about the 10 school that I visited.</p> <p>11 I just wanted to let you all know the 12 other work that's happening out of the Division. 13 Yesterday, during the Work Session, we talked about 14 the renewal application. And, Commissioner 15 Carrillo, you asked about whether we bring the 16 renewal schools together for training.</p> <p>17 And, indeed, February 8th was the first 18 renewal training. And there's two more scheduled, 19 one on March 8th and one on April 12th. So we've 20 started to work with schools that are up for renewal 21 in October.</p> <p>22 As you know, we have ongoing governing 23 council training. And our team is also involved in 24 attending governing council meetings to do an 25 observation and provide feedback. This is meant to</p>

<p style="text-align: right;">22</p> <p>1 help support governing councils. 2 We talked about the Open Meetings Act 3 being really important right now, as most of us are 4 in Zoom environments and not meeting in person. So 5 this has facilitated our ability to attend many of 6 the board meetings and to provide some immediate 7 feedback and support to boards. 8 The other effort that we are working on is 9 to plan a summer conference. And we -- we are not 10 deciding what this conference needs to look like and 11 be about without seeking input. 12 So we have a survey right now out to all 13 charter schools who would be invited to the summer 14 conference, asking them everything from when they 15 would like the conference to be, what topics they 16 would be interested in, would they be interested in 17 presenting, and, you know, what makes a conference 18 work for them and what should we avoid doing. 19 And we've heard from about 60 respondents 20 to that survey. So we are pretty excited to be 21 moving forward in planning that. And it looks like 22 it would be sometime in late May, early June. 23 So those are some updates from the 24 Division. 25 In terms of the governing board membership</p>	<p style="text-align: right;">24</p> <p>1 training hours. So just a shout-out to those 2 schools. 3 La Tierra Montessori and Taos 4 International School are the two State-chartered 5 schools that are really close to having all their 6 required board training hours complete. 7 And last month, you saw Tierra -- 8 La Tierra Montessori Arts and Science Charter School 9 come before you around their Safe Schools Plan, 10 which they had some challenges with technologically. 11 And it's a very large document that's due to the 12 PED. 13 And I am so happy to report that it has 14 been approved. They completed it, submitted 15 everything, all the assurances. And so we are 16 sending a shout-out to La Tierra Montessori. 17 I also wanted to acknowledge that my 18 former colleague and -- Anpao Duta Flying Earth, if 19 you have not heard, has transitioned to be the 20 Director of the NACA-Inspired Schools Network. So 21 congratulations to Duta, and we wish him well. And 22 I think that bodes well for the NISN. 23 I also wanted to give a big shout-out to 24 South Valley Preparatory School. This is the school 25 that I visited and did a walk-through with. I just</p>
<p style="text-align: right;">23</p> <p>1 amendment concerns, I have nothing to report. 2 I'd like to move on to the highlights and 3 appreciations, if you all are ready. 4 MS. KAREN WOERNER: Corina, can I just -- 5 before you start highlights, can I just highlight 6 that having none is a highlight in and of itself. 7 And I know, Corina, you haven't been at 8 all these meetings the last year. But we started 9 this process and the schools are doing a better job 10 of getting all that paperwork in. So we have none. 11 And this is the first month I think in quite some 12 time. So I have to honor that. 13 THE CHAIR: I think it may be the only 14 time. I can't remember. And I had the same 15 thought, that this was -- this is a unique, and 16 hopefully not going to be a unique, experience. So 17 it's pleasant. 18 DIRECTOR CORINA CHAVEZ: Awesome. 19 So in terms of highlights and 20 appreciations, there's so much to be appreciative 21 for right now in this really challenging time in 22 education. 23 But I thought you would appreciate knowing 24 that we have some State-authorized schools that are 25 really close to completing all of the required board</p>	<p style="text-align: right;">25</p> <p>1 wanted to share what that was like. 2 This is a middle school that serves sixth, 3 seventh, and eighth grade. And the sixth-graders 4 who are new to that school have never been on 5 campus. 6 And the staff, who are amazing and who 7 care so much for the students, are really excited 8 about seeing the students for the first time, and 9 they will, starting next week. 10 I was just amazed at the kind of -- all 11 the work that went into decluttering, creating an 12 environment that is ready, with all the 13 standardization and the PPE and the filters, the 14 purification filters in each of the classrooms. 15 The school has done a tremendous job to 16 prepare for seeing their students. They care so 17 much about their students. They talked about the 18 trials and tribulations of what that looks like with 19 their schedule being revamped. 20 And I just -- I left that school feeling 21 such compassion for our educators right now, as we 22 are navigating these really difficult times. So a 23 big shout-out to South Valley Prep. 24 And that is -- this is the end of my 25 report.</p>

26	<p>1 THE CHAIR: Okay. Thank you very much.</p> <p>2 We are now on to Item No. 7, which is</p> <p>3 Discussion and Possible Action on Updates to the</p> <p>4 Renewal Application, which we were able to do fairly</p> <p>5 quickly. They were simple changes that needed to</p> <p>6 take place so that the renewal application can move</p> <p>7 forward and training can be done appropriately.</p> <p>8 So if there are no questions about that</p> <p>9 work that was done yesterday, I'll entertain a</p> <p>10 motion for approval of the renewal application.</p> <p>11 COMMISSIONER TAYLOR: I move that the PEC</p> <p>12 adopt the changes to the renewal application.</p> <p>13 COMMISSIONER DAVIS: I second that.</p> <p>14 THE CHAIR: There's a motion by</p> <p>15 Commissioner Taylor and a second by Commissioner</p> <p>16 Davis.</p> <p>17 Any further discussion?</p> <p>18 (No response.)</p> <p>19 THE CHAIR: If not, Commissioner Burt,</p> <p>20 roll, please?</p> <p>21 COMMISSIONER BURT: Commissioner Carrillo?</p> <p>22 COMMISSIONER CARRILLO: Yes.</p> <p>23 COMMISSIONER BURT: Commissioner Davis?</p> <p>24 COMMISSIONER DAVIS: Yes.</p> <p>25 COMMISSIONER BURT: Commissioner Robbins?</p>	28	<p>1 COMMISSIONER CARRILLO: Thank you. Just</p> <p>2 wanted to state for anyone that's watching that we</p> <p>3 worked on this extensively yesterday and in January.</p> <p>4 It's not something that we just arbitrarily did</p> <p>5 immediately without a lot of work. And people did</p> <p>6 have the opportunity, people in the charter</p> <p>7 community, to weigh in. And so that's why it was</p> <p>8 just passed so quickly.</p> <p>9 THE CHAIR: Okay. And I would also like</p> <p>10 to say that this is something that we also spent a</p> <p>11 lot of time last fall with. So this is probably the</p> <p>12 fourth time that we've had eyes on it.</p> <p>13 So -- and it's -- okay.</p> <p>14 So we're on to Item No. 8, which is</p> <p>15 Discussion and Possible Action on Amendment</p> <p>16 Requests.</p> <p>17 I'm going to ask for an indulging</p> <p>18 ten-minute break, because the next items are</p> <p>19 probably going to take us a little bit of time. So</p> <p>20 if we could take a short break right now, and that</p> <p>21 would give us plenty of time, and, hopefully, be</p> <p>22 done by 11:00 for Dr. Perea.</p> <p>23 Okay? Thanks.</p> <p>24 (Recess taken from 9:32 a.m. to 9:42 a.m.)</p> <p>25 THE CHAIR: Okay. So we're back. So we</p>
27	<p>1 COMMISSIONER ROBBINS: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Voigt?</p> <p>3 COMMISSIONER VOIGT: Yes.</p> <p>4 COMMISSIONER BURT: Commissioner Armijo?</p> <p>5 COMMISSIONER ARMIJO: Yes.</p> <p>6 COMMISSIONER BURT: Commissioner Chavez?</p> <p>7 COMMISSIONER CHAVEZ: Yes.</p> <p>8 COMMISSIONER BURT: Commissioner Gipson?</p> <p>9 THE CHAIR: Yes.</p> <p>10 COMMISSIONER BURT: Commissioner Manis is</p> <p>11 not present.</p> <p>12 Commissioner Taylor?</p> <p>13 COMMISSIONER TAYLOR: Yes.</p> <p>14 COMMISSIONER BURT: And Commissioner Burt,</p> <p>15 yes.</p> <p>16 There are nine votes for and zero votes</p> <p>17 against, with -- sorry. Did I miss Commissioner</p> <p>18 Carrillo?</p> <p>19 COMMISSIONER CARRILLO: No, you got me.</p> <p>20 THE CHAIR: Okay.</p> <p>21 COMMISSIONER BURT: I was, like, oh, no.</p> <p>22 I see a hand.</p> <p>23 Motion passes.</p> <p>24 THE CHAIR: Motion passes, nine-zero.</p> <p>25 Commissioner Carrillo?</p>	29	<p>1 are now on to Item No. 8, which is the Discussion</p> <p>2 and Possible Action on Amendment Requests.</p> <p>3 DIRECTOR CORINA CHAVEZ: So would you like</p> <p>4 me to introduce the --</p> <p>5 THE CHAIR: Sure, yeah.</p> <p>6 DIRECTOR CORINA CHAVEZ: Okay. So the</p> <p>7 first --</p> <p>8 MS. KAREN WOERNER: Director Chavez,</p> <p>9 the -- so do you want -- and I have a -- I don't</p> <p>10 know if this matters right now, but it might matter</p> <p>11 as we move forward.</p> <p>12 We have two schools with three amendment</p> <p>13 requests. So each school has two or three requests.</p> <p>14 Are you going to do each school together, or --</p> <p>15 THE CHAIR: Correct. Yeah. Let's take</p> <p>16 care of 21st Century, and then we will do Explore.</p> <p>17 MS. KAREN WOERNER: So I'll start with --</p> <p>18 THE CHAIR: I just think that's easier.</p> <p>19 DIRECTOR CORINA CHAVEZ: So, Karen, you</p> <p>20 want to take this?</p> <p>21 MS. KAREN WOERNER: No. I just want to</p> <p>22 add the right people.</p> <p>23 DIRECTOR CORINA CHAVEZ: I need the</p> <p>24 practice, since I think I am being asked to take</p> <p>25 this.</p>

30

1 So I know -- let's see if I got this
 2 right.
 3 If there's anybody here from the school,
 4 please let us know by adding in the Chat that you
 5 are here representing 21st Century Public Academy.
 6 MS. KAREN WOERNER: Well, I turned off the
 7 Chat, Corina, because we don't leave it open during
 8 the meeting. So my apologies. I just looked down
 9 the list. I've already added Bianca and Mary from
 10 the school, who can let me know if there's anybody
 11 else in the Attendees List to add.
 12 Mary and Bianca, good morning. If you see
 13 the -- now that you're a panelist, do you see the
 14 Attendees List? Are there others from your school
 15 that I should add to the panel?
 16 MS. MARY TARANGO: No.
 17 THE CHAIR: Okay.
 18 MS. KAREN WOERNER: You can go ahead.
 19 Proceed. Sorry about that.
 20 DIRECTOR CORINA CHAVEZ: Yes. No problem.
 21 We are moving forward.
 22 So, Commissioners, what is before you is a
 23 request from 21st Century Public Academy Charter
 24 School to increase their enrollment. Currently,
 25 their enrollment cap is 400 students, and they serve

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1 grades -- students in grades 4 through 8.
 2 If you look at their packet, you will see
 3 that they are requesting to increase their
 4 enrollment cap to 800 students.
 5 They have provided us information about
 6 the governing board's approval of this request, and
 7 they have submitted the paperwork. As far as I can
 8 tell, it looks complete, but I'll let Deputy
 9 Director Karen add any more details to that.
 10 MS. KAREN WOERNER: No, you're absolutely
 11 correct. All the documentation is complete.
 12 Commissioners, if you're using the
 13 complete packet of documents, the enrollment cap
 14 increase starts on Page 199, and the grade levels
 15 served starts on Page 368.
 16 And, as always, per the policy of
 17 amendment requests, you will find some data about
 18 the school on those pages that was compiled by
 19 staff, primarily Dylan Wilson, that gives you some
 20 idea about the academic performance, financial and
 21 organizational of the school, as that is part of the
 22 amendment request approval process for your
 23 consideration.
 24 And, again, it starts on Page 199 and 368.
 25 And all of the materials provided by this school

32

1 follow those pages.
 2 THE CHAIR: Thank you.
 3 So I'm going to ask Commissioners. I
 4 just -- for me, I think it's just as easy if --
 5 these are two separate amendment requests. They
 6 will have to be two separate motions. But the
 7 questions are all related.
 8 So if we can have a discussion with the
 9 school about the rollout of the enrollment cap
 10 increase and the grade levels, and, then, when we're
 11 finished with the discussion, we can have two
 12 separate motions, I think that's the -- to me,
 13 that's the cleanest way to handle this.
 14 Commissioner Carrillo, you're muted.
 15 COMMISSIONER CARRILLO: Item C, as well.
 16 I think you're probably saying additional square
 17 footage relative to where all these kids are going
 18 to be, all three taken together.
 19 THE CHAIR: Item C is for Explore Academy.
 20 Right now, we're just doing 21st Century. But
 21 you're right. When we get to that, you're right.
 22 COMMISSIONER CARRILLO: Got it. Sorry
 23 about that.
 24 THE CHAIR: Thanks.
 25 DIRECTOR CORINA CHAVEZ: Commissioners.

33

1 So thank you for providing that, Chairwoman Gipson.
 2 Things that I didn't mention is that this enrollment
 3 cap also is proposed alongside an increase in grade
 4 levels served.
 5 So the school is proposing to expand the
 6 grade levels to be first through eighth grade.
 7 THE CHAIR: Okay. Thank you.
 8 So good morning. It's good to see you
 9 again. Mary, we got to go on your excellent car
 10 adventure last time we saw you. So --
 11 MS. MARY TARANGO: It is great to be
 12 attending today. Good morning, attendees. Thank
 13 you all so much for all that you do. It's been
 14 quite a task for all of us. But it's good to with
 15 you today. So, yes, thank you.
 16 THE CHAIR: So whatever information you
 17 would like to share with us now, please feel free.
 18 And then we'll open it up for questions for
 19 Commissioners.
 20 MS. MARY TARANGO: Well, just briefly,
 21 just to review, we are in our 21st year. We started
 22 out as a middle school and expanded into fifth grade
 23 and had that for many years.
 24 This past year, we added fourth grade. We
 25 are in a new building. We did have our walk-through

<p style="text-align: right;">34</p> <p>1 the other day and got very good checklists in terms 2 of being COVID-ready.</p> <p>3 And we have quite a bit of space. We have 4 a full-size gym. And this has been in the works for 5 a long time. So we feel we're extremely well 6 prepared in our facility to accommodate our 7 families.</p> <p>8 And it's been a request not only to go 9 into the elementary grades, but to go into high 10 school as well. We're not going to explore that at 11 all at this point in time. But I will let our most 12 wonderful principal, Ms. Bianca Belmonte-Sapien, 13 give you a bit more information. And we're here to 14 answer any questions you might have.</p> <p>15 MS. BIANCA BELMONTE-SAPIEN: Thank you, 16 Ms. Tarango.</p> <p>17 Good morning, Commissioners, Madam Chair. 18 I am so excited to be in front of you for this 19 request. It has been a part of our planning since 20 we did our renewal application and successfully 21 renewed our charter for the next five years.</p> <p>22 This was the first year of our new 23 charter.</p> <p>24 THE CHAIR: Bianca, can I stop you just 25 for a -- Cindy, can you hear her well enough?</p>	<p style="text-align: right;">36</p> <p>1 instruction for our elementary students. And we are 2 continuing to also expand our services in our EL 3 population, which is growing. And we just can't 4 wait for what's to come.</p> <p>5 THE CHAIR: Thank you. And thanks for all 6 the work you're doing and all the work you've done 7 on this.</p> <p>8 And we had the opportunity, obviously, to 9 hear from you with the Corrective Action Plan update 10 last month, and we were, obviously, more than 11 pleased with the progress that's been made with 12 that.</p> <p>13 And just so that newer Commissioners are 14 aware, this idea of expansion of grades and 15 enrollment was also that visionary discussion that 16 we had during contract negotiations with the school. 17 And it was the -- this was the -- this was the first 18 contract that the school has had with the State. So 19 that's always exciting conversations that we have.</p> <p>20 So, Commissioners? 21 Commissioner Voigt? 22 COMMISSIONER VOIGT: Thank you, 23 Madam Chair. Hi, Mary. Hi, Bianca. Good to see 24 you. 25 And I love your gym. And I still think we</p>
<p style="text-align: right;">35</p> <p>1 THE REPORTER: (Indicates in the 2 affirmative.)</p> <p>3 THE CHAIR: Okay, thanks. Sorry.</p> <p>4 MS. BIANCA BELMONTE-SAPIEN: Thank you. I 5 can also speak a little bit louder for you.</p> <p>6 So we are very excited to offer this to 7 our community, as it has been a request from our 8 families.</p> <p>9 Our new facility is ready and -- open and 10 ready for these children to come. We are excited 11 about expanding on our mission-specific goal and 12 allowing more children to experience out-of-school 13 instruction as a hands-on, community-based way of 14 learning.</p> <p>15 I cannot tell you more about the 16 preparation that our staff is taking on, the 17 expansion into the letters training for our 18 elementary teachers, as well as the addition of our 19 new elementary teachers and team. So we are really 20 excited to get started serving children at a younger 21 age.</p> <p>22 I can also add that, as Ms. Tarango 23 mentioned, as we expand here in our 21st year and 24 come under the State of New Mexico, we have been so 25 fortunate to receive arts fundings to provide arts</p>	<p style="text-align: right;">37</p> <p>1 need that PED versus -- whoever -- PEC -- basketball 2 game. Yay.</p> <p>3 So I just have a question. You know, your 4 facility is outstanding; it's beautiful.</p> <p>5 So it's 21st Century Public Academy. It's 6 2021. And this is your 21st year. What kind of 7 celebrations do you have planned?</p> <p>8 MS. MARY TARANGO: Well, when we open up, 9 I think that is something that we all want to get 10 involved in. With the bond sales, as you know, the 11 way that we acquired the building that we have, the 12 Cutler Foundation, the 21st Foundation, the PTA, 13 which are all very, very active along with the 14 school, we have families that we would like to 15 invite back.</p> <p>16 But to kind of do that, you know, in a 17 remote situation doesn't seem genuine, because we 18 really want them to see where we started, you know, 19 and where we've come now.</p> <p>20 So it is something that, as soon as we are 21 back to somewhat normal functioning in the school, 22 we are planning a big celebration. And you all are 23 invited, of course.</p> <p>24 COMMISSIONER VOIGT: That's awesome. 25 Everyone should have a chance to see their facility.</p>

38	<p>1 It's really a state-of-the-art for a charter school.</p> <p>2 And I wish you well. I'm excited for you</p> <p>3 taking in some elementary kiddos. They'll love it</p> <p>4 there.</p> <p>5 That's all.</p> <p>6 THE CHAIR: Commissioner Robbins?</p> <p>7 COMMISSIONER ROBBINS: Yes. Thank you.</p> <p>8 Mary and Bianca, thank you very much.</p> <p>9 Real quick, I see what you have as an</p> <p>10 enrollment total, 351. It's down a little bit from</p> <p>11 the previous year because of COVID and things like</p> <p>12 that.</p> <p>13 Do you currently have any grades that have</p> <p>14 a wait list, or are you just rearranging things to</p> <p>15 make sure that no one's on the wait list right now?</p> <p>16 MS. MARY TARANGO: What our original plan</p> <p>17 was, in moving forward, is to maintain those numbers</p> <p>18 so we could bring the grade levels on.</p> <p>19 We're not really working from a wait list</p> <p>20 now. We had our public draw on the 3rd, and we are</p> <p>21 still getting calls to come in. We do our -- our</p> <p>22 draw very early so parents here know if they're in</p> <p>23 or not or if they need to pursue yet another site.</p> <p>24 So we don't currently have a wait list for any of</p> <p>25 the grades.</p>	40	<p>1 to leave.</p> <p>2 So I think it's really exciting to have</p> <p>3 that opportunity.</p> <p>4 One question I had is I noticed in the</p> <p>5 enrollment increase, there is a plan for a pre-K and</p> <p>6 kinder. But in the grade-level increase, we're</p> <p>7 asking for an increase starting in first grade,</p> <p>8 first through third.</p> <p>9 And I'm just a little -- can you explain</p> <p>10 why we're not including maybe, at least, kinder?</p> <p>11 You know, as a parent myself, I think it would be a</p> <p>12 little hard to not -- send my kindergartener to one</p> <p>13 school and then have to change them and choose your</p> <p>14 school right after that.</p> <p>15 So I'm a little -- I would like for you to</p> <p>16 speak on that.</p> <p>17 MS. MARY TARANGO: Ms. B, do you want to</p> <p>18 take that, or do you want me to take it?</p> <p>19 MS. BIANCA BELMONTE-SAPIEN: Absolutely, I</p> <p>20 will take that on. Thank you for the question,</p> <p>21 Secretary Burt.</p> <p>22 This is a daunting year, and the</p> <p>23 application is hard to put together these pieces</p> <p>24 when perhaps we don't have the educators dipping</p> <p>25 down into those grade levels served.</p>
39	<p>1 We are full in eighth grade, very close to</p> <p>2 being full in seventh grade. And we have a -- some</p> <p>3 openings in those lower grades.</p> <p>4 Sixth grade is -- I'm going to guess, just</p> <p>5 a guess -- maybe 30. We have openings for about 30,</p> <p>6 which is new. Sixth grade is -- last year took a</p> <p>7 different turn. We were always full in sixth grade,</p> <p>8 and last year, we had some openings left even after</p> <p>9 the school year started.</p> <p>10 Fifth grade is always full.</p> <p>11 Fourth grade is going to be full next year</p> <p>12 with families.</p> <p>13 But first, second, and third, you know,</p> <p>14 it's -- we won't know yet, not until we get done</p> <p>15 with this approval.</p> <p>16 COMMISSIONER ROBBINS: All right. Thank</p> <p>17 you.</p> <p>18 THE CHAIR: Commissioner Burt?</p> <p>19 COMMISSIONER BURT: Hello. Good morning.</p> <p>20 So my question -- I'm really excited to</p> <p>21 see, you know, the opportunity to take your mission,</p> <p>22 spread it out for more students. I know the earlier</p> <p>23 you start students in missions and get them a part</p> <p>24 of school culture, by the time they're</p> <p>25 eighth-graders, they're going to be so upset to have</p>	41	<p>1 And so in order to provide curriculum</p> <p>2 samples that we feel best represent the learning</p> <p>3 that the children would take on here, we wanted a</p> <p>4 planning year. We just felt that being able to put</p> <p>5 forth what an OSI mission would look like for the</p> <p>6 littles would be best done at a later time.</p> <p>7 Additionally, the classroom spaces that we</p> <p>8 have, we need a little more planning for how we</p> <p>9 would accommodate for a pre-K and kinder</p> <p>10 expectation. And so we agreed that this was</p> <p>11 probably the best way to take on the growth and do</p> <p>12 it where we can think about it and plan for it and</p> <p>13 see what we do well, what we need to grow in, and</p> <p>14 then put forth those additional grade levels when</p> <p>15 we're ready.</p> <p>16 COMMISSIONER BURT: Okay. And then could</p> <p>17 you -- could you give me an idea of the -- you know,</p> <p>18 from the first-grader, second-grader, third-grader</p> <p>19 coming to your school, what does -- what are some</p> <p>20 examples of how I would live out the mission of 21st</p> <p>21 Century? What are some of the things that make it</p> <p>22 unique for me?</p> <p>23 MS. BIANCA BELMONTE-SAPIEN: Absolutely.</p> <p>24 First and foremost, it's our dual educator model.</p> <p>25 So our teachers teach collaboratively. So our</p>

<p style="text-align: right;">42</p> <p>1 teachers work in teams.</p> <p>2 So there's a humanities team that teaches</p> <p>3 the ELA and social studies. Your other teacher will</p> <p>4 teach you your science and math. Both teachers will</p> <p>5 collaborate to plan their out-of-school instruction,</p> <p>6 which, in a COVID world, looks a little bit</p> <p>7 different. So instead of walking perhaps to the</p> <p>8 local park to do a heart rate study and track</p> <p>9 numbers or change, they might have to do that</p> <p>10 virtually. You may go to the San Diego Zoo. You</p> <p>11 may go on a safari. You may go to an area of China</p> <p>12 and look at dams and rivers and talk about water and</p> <p>13 plants and animals.</p> <p>14 You will have a recess. You will have</p> <p>15 lunch with your peers. You will have dance and PE</p> <p>16 and a variety of introductions to music.</p> <p>17 We are just so excited that you will</p> <p>18 perhaps be read to by an older peer and be able to</p> <p>19 see how you fit into the school as a Dragon,</p> <p>20 participating in sports and community activities and</p> <p>21 just really enjoying being a part of 21st Century</p> <p>22 Public Academy.</p> <p>23 COMMISSIONER BURT: Thanks. And one more</p> <p>24 question, if that's okay, Chair, actually, just for</p> <p>25 me to clarify. Then -- so the plan -- the idea</p>	<p style="text-align: right;">44</p> <p>1 people know this -- I really love Santa Fe Public</p> <p>2 Schools a lot. But there's only -- we're so limited</p> <p>3 in what we can do being a district as opposed to the</p> <p>4 creativity you can have in charters. And it sounds</p> <p>5 wonderful.</p> <p>6 So I have the same questions. Bekka -- or</p> <p>7 I'm sorry -- Secretary Burt touched on the things</p> <p>8 that I was concerned about. I'm very happy to hear</p> <p>9 you're going to add kinder and pre-K, especially</p> <p>10 because, as a parent, I wouldn't want my -- I</p> <p>11 wouldn't want to look forward to sending my kid to</p> <p>12 kinder for one year at a school and having to</p> <p>13 immediately move them, because they're probably</p> <p>14 going to kinder after having been moved to some sort</p> <p>15 of daycare or pre-K likely being paid for. So I'm</p> <p>16 very happy to hear that this is in the very near</p> <p>17 future for the school.</p> <p>18 And, you know, I looked at the website and</p> <p>19 I looked at all the reviews and everything else.</p> <p>20 And in terms of what we talked about yesterday,</p> <p>21 Ms. Chavez, climate and culture, you know, the</p> <p>22 happiness index? And, so, apparently you're doing</p> <p>23 everything right.</p> <p>24 So I have a thought, though. Has anybody</p> <p>25 from the community or from the district come</p>
<p style="text-align: right;">43</p> <p>1 right now is you would have first through third</p> <p>2 coming in right away. And then you're going to</p> <p>3 propose an additional grade level increase next</p> <p>4 year? Or -- 'cause I did see it's part of your</p> <p>5 plans to add those. But -- and I think it was just</p> <p>6 in the next school year.</p> <p>7 So is that the idea and the plan for the</p> <p>8 future?</p> <p>9 MS. BIANCA BELMONTE-SAPIEN: Absolutely.</p> <p>10 So our anticipated growth in '22-'23 would include</p> <p>11 pre-K and K. And I say "anticipated" because COVID</p> <p>12 threw us a curveball.</p> <p>13 And, you know, we want to make sure it's</p> <p>14 safe. We want to make sure we do it correctly, and</p> <p>15 we want to make sure we engage our community and</p> <p>16 really make it special for those kids.</p> <p>17 COMMISSIONER BURT: Thank you.</p> <p>18 THE CHAIR: Okay. Thank you.</p> <p>19 Commissioner Carrillo?</p> <p>20 COMMISSIONER CARRILLO: Let's see. Thank</p> <p>21 you for coming this morning.</p> <p>22 And, Bianca, if I was to have more</p> <p>23 children, I'd want to send them to your school. I</p> <p>24 mean, it just sounds great when I think about, you</p> <p>25 know, how -- you know, and as much as I -- and</p>	<p style="text-align: right;">45</p> <p>1 speaking -- been against this?</p> <p>2 MS. MARY TARANGO: From --</p> <p>3 MS. BIANCA BELMONTE-SAPIEN: I have not</p> <p>4 had any phone calls or anyone telling me that this</p> <p>5 is a bad idea.</p> <p>6 Ms. Tarango?</p> <p>7 MS. MARY TARANGO: At district, you mean</p> <p>8 APS? Or --</p> <p>9 COMMISSIONER CARRILLO: APS. Because I</p> <p>10 always want to consider what a district is thinking</p> <p>11 relative to the attitude we have sometimes -- or we</p> <p>12 had in districts -- that you're taking our kids and</p> <p>13 our money.</p> <p>14 So in so many ways, they're often against</p> <p>15 charters. I don't think that's a reasonable</p> <p>16 argument, but they're against charters for that</p> <p>17 reason. So I was just curious if there was any</p> <p>18 opposition from APS or the community in terms of</p> <p>19 your expansion.</p> <p>20 MS. MARY TARANGO: No, quite the opposite.</p> <p>21 When Mr. Escobedo first came on -- you know, Mark</p> <p>22 Tolley preceded him as the charter director. When</p> <p>23 he came on, they were very engaged in the national</p> <p>24 movement and, indeed, encouraged us to try to</p> <p>25 replicate to middle school sites, because he felt</p>

<p style="text-align: right;">46</p> <p>1 that in terms of the district, that there were fewer 2 options for middle school kids.</p> <p>3 Our governance council decided not to do 4 that, because it would be -- they didn't really want 5 to run two different sites and everything that it 6 would entail to create that other site, because we 7 had just moved into this one.</p> <p>8 So we are very conscious of, you know, not 9 growth for growth's sake, not -- you know, we're 10 very targeted at teaching and learning, and then 11 everything falls from there. The school, the 12 environment, the curriculum, everything is targeted 13 toward that. So, no, it's been quite the opposite.</p> <p>14 And we are very happy to do that. But 15 this has not been a secret to anyone in our district 16 or anyone in Albuquerque. This has been in the 17 planning stage for quite a few years.</p> <p>18 COMMISSIONER CARRILLO: Thank you.</p> <p>19 THE CHAIR: Commissioners, any other 20 questions? 21 Commissioner Chavez? 22 COMMISSIONER CHAVEZ: Madam Chair, I just 23 have a couple of questions. 24 I was looking at the plan, and I was 25 looking at your three-year enrollment cap. And I</p>	<p style="text-align: right;">48</p> <p>1 Commission considers an expansion of a school, one 2 of the things that we have to consider is if there's 3 been any type of traffic study or any type of -- any 4 time you expand, you're going to have more traffic. 5 And so I'm just wondering if there's been any type 6 of study or any other considerations on the impact 7 of that.</p> <p>8 (Commissioner Manis enters meeting.)</p> <p>9 MS. MARY TARANGO: Yes. There -- when 10 they did the construction here -- because we had -- 11 they remodeled the old Social Security building that 12 was our main facility for the first year. Then we 13 had the add-on.</p> <p>14 When we did the added square footage, 15 there had to be a traffic study done through the 16 city. We are also involved in the @Cutler 17 Association, which is all the businesses up and down 18 Cutler, and have worked with the city and the county 19 in making improvements not only to the roads, but 20 the bike lanes, everything. They really welcome us 21 into this community, because it's creating more 22 traffic for their businesses.</p> <p>23 So, yes, that was done in conjunction with 24 @Cutler Association, but was a requirement of the 25 additional square footage added on our current</p>
<p style="text-align: right;">47</p> <p>1 noticed that you're projecting, for '22-'23 and 2 '23-'24, a total of 572 students. But your increase 3 request is for 800 students. I was just wondering 4 why the difference there.</p> <p>5 MS. MARY TARANGO: We -- when we moved to 6 this site, the owner, who was instrumental in 7 helping us secure the bond sales, has an adjacent 8 property. And so as we move forward, what we want 9 is the capability to, once we get financially 10 stable -- and, again, COVID kind of threw a wrench 11 in that in terms of growth -- is to acquire more 12 space, another building, and, indeed, have a middle 13 school on this side, the common area in the middle. 14 And then where income support now exists, that would 15 be the plan to move the elementary there.</p> <p>16 So we didn't just want to get into that 17 situation financially until we had some solid 18 enrollment, you know, and generated that interest. 19 You know, again, we're not interested in just 20 growing big and not being able to sustain that. 21 We've been around for a long time. So slow and 22 cohesive and directed toward instruction is our 23 plan.</p> <p>24 COMMISSIONER CHAVEZ: Thank you. I do 25 have a second question. Anytime we -- the</p>	<p style="text-align: right;">49</p> <p>1 property.</p> <p>2 COMMISSIONER CHAVEZ: Okay. Thank you.</p> <p>3 COMMISSIONER VOIGT: Madam Chair? I just 4 noticed that Commissioner Manis has arrived.</p> <p>5 THE CHAIR: Just one second. 6 Can the record please reflect that 7 Commissioner Manis has joined us? 8 Thank you.</p> <p>9 COMMISSIONER MANIS: Thank you.</p> <p>10 THE CHAIR: Commissioner Voigt? 11 COMMISSIONER VOIGT: That's what I just 12 said.</p> <p>13 THE CHAIR: Oh, sorry.</p> <p>14 COMMISSIONER VOIGT: I just had a question 15 to follow up with what Commissioner Chavez was 16 saying. 17 Is Cutler going to become one of the bike 18 avenues? 19 MS. MARY TARANGO: That is indeed the 20 hope.</p> <p>21 COMMISSIONER VOIGT: Yes.</p> <p>22 MS. MARY TARANGO: We had -- there was 23 funding secured through -- again, through the city 24 and the county. And, you know, again, things have 25 kind of been put on hold. But we are looking at</p>

<p style="text-align: right;">50</p> <p>1 additional -- oh, I forgot the lights. 2 They replaced all the streetlights with 3 solar lighting, which is, you know, a great 4 improvement in the area. They did some work on 5 drainage by Keshet, which is just west of us, which 6 was an issue for a long time. Speed bumps are in 7 consideration, as well as painting crosswalks. 8 But the bike lanes have already been 9 painted in and drawn, because they came up to Cutler 10 and stopped and then picked up again on 11 Washington -- Carlisle. So Carlisle to Cutler, when 12 we got here, there was no painted bike lanes but no 13 way to actually get on them. 14 So it's really a collaboration with our 15 immediate community in making this whole area 16 better. They want it to be an urban destination. 17 And we continue to work on that. 18 COMMISSIONER VOIGT: That's awesome that 19 you're so tapped in with your community there, too. 20 THE CHAIR: Commissioner Burt? 21 COMMISSIONER BURT: Thanks. I just had 22 one more thing written down. And it's actually an 23 opportunity, I think, for you all to brag a little 24 bit. 25 So I noticed that you all have really</p>	<p style="text-align: right;">52</p> <p>1 really well is that we have integrated 20 minutes of 2 silent sustained reading, daily and nightly reading. 3 And then reading is touched on, both informational 4 text and fiction, across all curriculum content 5 areas, and it's really woven in. 6 Our kids, they know what to do and how to 7 do it well. They receive individualized instruction 8 in a fully integrated and inclusive environment. So 9 the children receive their services within their 10 classes; they're not pulled out and away from the 11 social studies or pulled out and away from science. 12 So it's all intertwined. 13 COMMISSIONER BURT: That's awesome and -- 14 oh. Go ahead. 15 MS. MARY TARANGO: I would like to add, 16 from early on, even when I was the administrator 17 here, my son did attend at this school -- 18 THE CHAIR: Mary, you're very garbly. 19 MS. MARY TARANGO: Oh, okay. One of the 20 strategies that was employed from the onset of the 21 school was the R.A.C.E. Rubric. So not only they 22 don't just read, they read with purpose. And, 23 Ms. B., I think you might want to talk a little bit 24 about how we are incorporating that even now. 25 They've always done it in a response.</p>
<p style="text-align: right;">51</p> <p>1 great reading growth for your students, so much so 2 that you actually received a reading designation in 3 your last school rating. 4 So that actually made me very excited 5 that, you know, once again reading is a really 6 important piece of -- for kinder, third -- pre-K 7 through third grade, for those early grade levels. 8 So I'm wondering if you could just tell me 9 a little bit about your reading program or how -- 10 like, what is your secret? What are you doing to 11 get great reading growth? And how -- how will that 12 translate to your younger students? 13 MS. MARY TARANGO: Ms. B., you're up. 14 MS. BIANCA BELMONTE-SAPIEN: Thank you for 15 the question, Secretary Burt. 16 I think the thing that separates 21st 17 Century from most schools is that our teachers 18 create their curriculum, and it's all based on data. 19 So they take the children as they come with their 20 skill set. The testing tells the teachers what the 21 kids need to work on. And then through our 22 out-of-school instruction, the kids are really 23 motivated to read. They read about subjects as 24 they're experiencing them. 25 The other thing that our teachers do</p>	<p style="text-align: right;">53</p> <p>1 They had to use the R.A.C.E. Rubric. 2 In math, they used A.C.E. rubrics. And 3 this has been over time. 4 So we feel that that, too, has contributed 5 to their reading scores, because they're reading for 6 purpose. 7 THE CHAIR: Okay. Thanks. 8 And, Mary, there's -- there is some kind 9 of connection issue. I think Cindy was able to 10 capture it all, but the audio is a little 11 challenging right now. 12 COMMISSIONER CARRILLO: It's your 13 microphone, Mary. 14 COMMISSIONER BURT: I want to say 15 that's -- obviously, you're getting results from 16 what you're doing already. So it's exciting to know 17 that you have a way for it to work already and be 18 able to utilize that for any new grade levels. 19 I also like that you said that the 20 teachers create their own curriculum. I know that's 21 really empowering to teachers to own, you know, what 22 they're doing and how they want to do it. So I'm 23 sure that helps with your teacher happiness on that 24 happiness scale as well. So I think that's really 25 great. Thanks.</p>

<p style="text-align: right;">54</p> <p>1 THE CHAIR: Commissioner Carrillo? 2 COMMISSIONER CARRILLO: Quick question. 3 Are you a union school, AFT or NEA? 4 MS. BIANCA BELMONTE-SAPIEN: No, we are 5 not. 6 COMMISSIONER CARRILLO: Thank you. 7 THE CHAIR: Commissioners, any other 8 questions? 9 (No response.) 10 THE CHAIR: So, if not, we have two items 11 that need separate motions; one for the enrollment 12 cap increase, and one for the grade-level increase. 13 Commissioner Voigt? 14 COMMISSIONER VOIGT: Thank you, 15 Madam Chair. Let me just pull that up. 16 I move that the PEC approve the amendment 17 to the charter contract for the 21st Century Public 18 Academy to increase their enrollment cap. 19 COMMISSIONER DAVIS: And I second that. 20 THE CHAIR: There's a motion by 21 Commissioner Voigt and a second by Commissioner 22 Davis. 23 If there's no further discussion, 24 Commissioner Burt, roll, please? 25 COMMISSIONER BURT: All right.</p>	<p style="text-align: right;">56</p> <p>1 Congratulations. And we are on now to the second 2 item. 3 Commissioner Voigt. 4 COMMISSIONER VOIGT: Thank you. 5 I move that the PEC approve the amendment 6 to the charter contract for 21st Century Public 7 Academy to add grades four through eight. 8 COMMISSIONER ARMIJO: Second. 9 COMMISSIONER ROBBINS: Second. 10 THE CHAIR: There's a motion by 11 Commissioner Voigt, a second by Commissioner Armijo. 12 COMMISSIONER BURT: I think they already 13 have -- yeah. It's to add grades 1 through 3. 14 COMMISSIONER VOIGT: Oh, thank you. 15 Sorry. Add grades 1 through 3. 16 MS. AMI JAEGER: Maybe you should withdraw 17 the motion and make a new motion. 18 COMMISSIONER VOIGT: I'll reread it. I 19 can reread it. 20 I move that the PEC approve the amendment 21 to the charter contract for the 21st Century Public 22 Academy to add grades 1 through 3. 23 COMMISSIONER ARMIJO: I second. 24 THE CHAIR: There's a motion by 25 Commissioner Voigt, a second by Commissioner Armijo.</p>
<p style="text-align: right;">55</p> <p>1 Commissioner Armijo? 2 COMMISSIONER ARMIJO: Yes. 3 COMMISSIONER BURT: Commissioner Burt, 4 yes. 5 Commissioner Carrillo? 6 COMMISSIONER CARRILLO: Yes. 7 COMMISSIONER BURT: Commissioner Chavez? 8 COMMISSIONER CHAVEZ: Yes. 9 COMMISSIONER BURT: Commissioner Davis? 10 COMMISSIONER DAVIS: Yes. 11 COMMISSIONER BURT: Commissioner Gipson? 12 THE CHAIR: Yes. 13 COMMISSIONER BURT: Commissioner Manis? 14 COMMISSIONER MANIS: Yes. 15 COMMISSIONER BURT: Commissioner Robbins? 16 COMMISSIONER ROBBINS: Yes. 17 COMMISSIONER BURT: Commissioner Taylor? 18 COMMISSIONER TAYLOR: Yes. 19 COMMISSIONER BURT: And Commissioner 20 Voigt? 21 COMMISSIONER VOIGT: Yes. 22 COMMISSIONER BURT: All right. There are 23 ten votes for and zero votes against; so the motion 24 passes. 25 THE CHAIR: Thank you very much.</p>	<p style="text-align: right;">57</p> <p>1 If there's no further discussion, 2 Commissioner Burt? 3 COMMISSIONER BURT: All right. 4 Commissioner Voigt? 5 COMMISSIONER VOIGT: Yes. 6 COMMISSIONER BURT: Commissioner Taylor? 7 COMMISSIONER TAYLOR: Yes. 8 COMMISSIONER BURT: Commissioner Robbins? 9 COMMISSIONER ROBBINS: Yes. 10 COMMISSIONER BURT: Commissioner Manis? 11 COMMISSIONER MANIS: Yes. 12 COMMISSIONER BURT: Commissioner Gipson? 13 THE CHAIR: Yes. 14 COMMISSIONER BURT: Commissioner Davis? 15 COMMISSIONER DAVIS: Yes. 16 COMMISSIONER BURT: Commissioner Chavez? 17 COMMISSIONER CHAVEZ: Yes. 18 COMMISSIONER BURT: Commissioner Carrillo? 19 COMMISSIONER CARRILLO: Yes. 20 COMMISSIONER BURT: Commissioner Burt, 21 yes. 22 And Commissioner Armijo? 23 COMMISSIONER ARMIJO: Yes. 24 COMMISSIONER BURT: There are ten votes 25 for and zero votes against. The motion passes.</p>

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1 THE CHAIR: Motion passes, ten-zero.
 2 Congratulations.
 3 COMMISSIONER CARRILLO: Congratulations.
 4 THE CHAIR: Once again, thank you for what
 5 you do every day and what you -- what you're going
 6 to continue to do with this expansion. We're
 7 excited to see it, and I'm excited to hopefully,
 8 sometime soon, be able to stop in there on my way up
 9 to Santa Fe.
 10 So, hopefully, see you sooner than later.
 11 MS. BIANCA BELMONTE-SAPIEN: Thank you,
 12 Madam Chair. And I would also like to express a big
 13 thank you to the Charter School Division staff for
 14 helping us to make sure that our paperwork was in
 15 order. We really appreciate seeing all of you
 16 today. Thank you. You are welcome anytime by
 17 appointment.
 18 THE CHAIR: Thanks. Take care.
 19 COMMISSIONER CARRILLO: Please let us know
 20 when you're having events as well, so we can come.
 21 MS. BIANCA BELMONTE-SAPIEN: (Indicates.)
 22 THE CHAIR: So, Karen, you're moving
 23 Explore in now?
 24 Thanks.
 25 DIRECTOR CORINA CHAVEZ: We are on to item

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1 8A, No. 2. And it relates to B-2 and C-1, and this
 2 is in regards to Explore Academy.
 3 I see that Justin Baiardo has been
 4 admitted. And if there's other members of his team,
 5 please let Karen know, and she'll bring them in.
 6 MR. JUSTIN BAIARDO: Absolutely.
 7 DIRECTOR CORINA CHAVEZ: And,
 8 Commissioners, what this is about is also an
 9 expansion in the enrollment and expansion in grade
 10 levels served and the additional square footage to
 11 accommodate that, and that there will be three
 12 separate votes.
 13 But some background information is that
 14 the Explore Academy currently serves 11 -- the
 15 enrollment cap is 1,100, and they're seeking to have
 16 an increase of their enrollment to 1,700 students.
 17 Currently, the school has been approved to
 18 grades 6 through 12. And this would expand to add K
 19 through 5.
 20 In looking through the materials, you will
 21 see that in the first year that this expansion
 22 occurs, they would bring on students in grade K
 23 through 3, and then phase in 4 and 5 in the second
 24 and third years, so that by the fourth year, the
 25 school would be a full K through 12.

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1 And if I left anything out, Deputy
 2 Director Woerner, please fill in any blanks.
 3 Otherwise, that is the introduction to this item.
 4 MS. KAREN WOERNER: I just need to ask --
 5 thank you, Director Chavez.
 6 I need to ask Justin. I have two "Ray
 7 Bartons." I don't know if one is the phone and one
 8 is -- I don't know what's going on. I added both.
 9 I'm hoping it's both Ray.
 10 I couldn't find -- on your list you sent
 11 to me was Eva Vigil. I can't find her on the list.
 12 Might she be under a different name, or, Justin, you
 13 can look at the attendance list.
 14 There's a Tory -- maybe she's under -- no,
 15 she just showed up. Never mind, there she is. I'll
 16 add her.
 17 I think I've got everybody. Would you
 18 just take a peek at the list and make sure there's
 19 not someone else you want?
 20 MR. JUSTIN BAIARDO: Looks complete.
 21 MS. KAREN WOERNER: And then,
 22 Commissioners, if you're using the complete packet.
 23 Explore Academy is three separate sections, right?
 24 Enrollment cap is -- on Page 291 is the start. The
 25 grade levels served is 487. And the square footage

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1 section is -- starts on 567 on the complete packet.
 2 There are also individual files in your
 3 packet as well.
 4 THE CHAIR: Thank you. Good morning.
 5 It's good to see you. You were actually our last
 6 amendment request that we did in person. So we've
 7 almost come full-circle here. So it's good to see
 8 everyone and know that everyone has been safe and
 9 looks healthy now.
 10 As we did with the other school, I just
 11 think it's easier to have the big conversation. And
 12 then, when it gets down to the individual
 13 amendments, we'll just separate it out to three
 14 separate motions for the items.
 15 But they're also interrelated. It's just
 16 easier to ask questions about it -- about it all.
 17 So if there's anything that you'd like to add or
 18 highlight for us, please feel free to do so now.
 19 MR. JUSTIN BAIARDO: Absolutely. Thank
 20 you for the opportunity, Madam Chair, members of the
 21 Commission. Pleasure to come before you today.
 22 Yeah. We do have quite a large team.
 23 Sorry to take up so many boxes on everyone's screen
 24 here. But I know our board wanted to attend and
 25 speak at first, before we kind of laid out our

<p style="text-align: right;">62</p> <p>1 presentation.</p> <p>2 So I'd like to defer to the four of them</p> <p>3 to -- to say what they'd like to say before we get</p> <p>4 into kind of the nuts and bolts of what the academic</p> <p>5 proposal looks like.</p> <p>6 THE CHAIR: So whenever you're ready.</p> <p>7 MR. JUSTIN BAIARDO: Ray, do you want to</p> <p>8 start?</p> <p>9 MR. RAY BARTON: Thank you, Commissioners.</p> <p>10 Good morning. My name is Ray Barton. This is my</p> <p>11 second charter board. And in my previous life, many</p> <p>12 of you know me, I was CEO of St. Joseph Healthcare</p> <p>13 System. The reason that's particularly important</p> <p>14 here is at St. Joseph, we managed five separate</p> <p>15 hospitals on five different campuses, and they had</p> <p>16 to coordinate that.</p> <p>17 So in looking at charter schools, and</p> <p>18 particularly expansion, obviously, there's two major</p> <p>19 measurements. One is, is there demand? Is the</p> <p>20 model working and the demand in the community for</p> <p>21 additional capacity?</p> <p>22 The -- can you hear me all right?</p> <p>23 THE CHAIR: Yes.</p> <p>24 MR. RAY BARTON: All right. The second is</p> <p>25 can you manage those -- those separate campuses?</p>	<p style="text-align: right;">64</p> <p>1 there and the camaraderie that existed, not only the</p> <p>2 success that they had scholastically, but, as a</p> <p>3 unit, it was just utterly incredible.</p> <p>4 What caught me was I guess after she</p> <p>5 graduated, I was asked to be on the board. And I</p> <p>6 guess it was a couple of years ago now, I went into</p> <p>7 the cafeteria area. And it was toward the end of</p> <p>8 the school year. And the kids had made pennants out</p> <p>9 of poster board of all the schools that they had</p> <p>10 been accepted to, the colleges. And they ranged</p> <p>11 from Stanford to Penn, University of Chicago, and</p> <p>12 lots of state schools all across the country.</p> <p>13 And I stopped, and I just thought about</p> <p>14 it, and I said, "The model is working. Justin's</p> <p>15 model is working."</p> <p>16 And I just -- I thought, as we discuss</p> <p>17 here today, how important and how great it would be</p> <p>18 to be able to have the kids start in this program</p> <p>19 from kindergarten and work them all the way through</p> <p>20 the process to graduation and what that would do as</p> <p>21 a stepping stone for all of them going forward as</p> <p>22 young professionals to help our communities to maybe</p> <p>23 put a little shine on New Mexico as a state.</p> <p>24 So thank you very much. And I implore you</p> <p>25 to expand all of the agenda here that we have today.</p>
<p style="text-align: right;">63</p> <p>1 And I don't know there's any question</p> <p>2 about the demand for this model. It's been very</p> <p>3 successful. And I do a lot of networking. I hear</p> <p>4 nothing but support for the model. And having kids</p> <p>5 in the school myself historically, I prefer this</p> <p>6 model as well.</p> <p>7 But what I wanted to find out from my</p> <p>8 perspective, as an administrator, was, can we manage</p> <p>9 a -- what I call a detached campus, has the</p> <p>10 advantage of the second campus being just a few</p> <p>11 blocks from the first one, one school on a detached</p> <p>12 campus? And I'm convinced at this point that it</p> <p>13 can. And, certainly, demand is there, and people</p> <p>14 want to add their additional kids. So that's my</p> <p>15 perspective.</p> <p>16 THE CHAIR: Thank you.</p> <p>17 MR. JUSTIN BAIARDO: David, would you like</p> <p>18 to --</p> <p>19 THE CHAIR: Anyone else that wants to?</p> <p>20 MR. DAVID KULB: Yeah. Thank you very</p> <p>21 much for the opportunity to share a few thoughts.</p> <p>22 My daughter started ninth grade there when they</p> <p>23 first opened Explore Academy, and followed her all</p> <p>24 the way through her graduation. And by the time she</p> <p>25 graduated, you could see the family-type atmosphere</p>	<p style="text-align: right;">65</p> <p>1 Thank you.</p> <p>2 THE CHAIR: Thank you.</p> <p>3 MR. JUSTIN BAIARDO: Martha, would you</p> <p>4 like to go ahead?</p> <p>5 MS. MARTHA BARRERA: Yes. Thank you for</p> <p>6 having us. My name is Martha, and I'm a member of</p> <p>7 the governing council as well as a parent. As a</p> <p>8 parent of a seventh-grader, I can appreciate the</p> <p>9 option Explore Academy has given us. I asked my</p> <p>10 daughter what she liked about Explore, and she said,</p> <p>11 "The flavor options." She said -- and I'm quoting</p> <p>12 her -- "Making decisions about what to study, even</p> <p>13 if it's minimal, is empowering and makes learning</p> <p>14 certain standards that much more interesting."</p> <p>15 She also said that she enjoys the smaller</p> <p>16 classes and the sense of community.</p> <p>17 Many families don't have the option to</p> <p>18 send their kids to private schools where they can</p> <p>19 experience the rigor and the smaller</p> <p>20 student-to-teacher ratio.</p> <p>21 There's only about eight charter schools</p> <p>22 that serve grades K to 12 in Albuquerque. Explore</p> <p>23 has done an incredible job expanding the high school</p> <p>24 to include middle-school grades. The students at</p> <p>25 Explore are provided a safe environment, where</p>

<p style="text-align: right;">66</p> <p>1 learning risks can be taken, and they're still 2 challenged.</p> <p>3 Families deserve to have the elementary 4 version of Explore Academy as an option. Thank you.</p> <p>5 THE CHAIR: Thank you.</p> <p>6 MR. JUSTIN BAIARDO: David, would you like 7 to go next?</p> <p>8 MS. EVA VIGIL: Certainly. Good morning. 9 I'm also a governing member of the board at Explore 10 Academy, and I spent 40 years as a teacher, 11 principal and director of the AVID program in the 12 public school sector. I was dedicated to public 13 education and could not see where a charter school 14 fit into the mix.</p> <p>15 However, I have a highly different option 16 now. I have seen the focus at Explore Academy be 17 placed on students, as Martha has said. Their 18 ideas, opinions, and choices in choosing flavors are 19 valued at the middle- and high-school level.</p> <p>20 Teacher collaboration within the 21 curricular teams and around the flavors provide 22 stronger curricular instruction and creativity, 23 which engages and enriches learning.</p> <p>24 The addition of the elementary component 25 that provides the above options is an excellent</p>	<p style="text-align: right;">68</p> <p>1 THE CHAIR: I think that would be great.</p> <p>2 MR. JUSTIN BAIARDO: Okay. Before we go 3 to that, I'd like to introduce the people who will 4 be talking.</p> <p>5 My name is Justin Baiardo. I'm the 6 founder of Explore Academy and the executive 7 director. There's four of us who will be kind of 8 splitting up the presentation and any questions you 9 might have. I'll refer to Ms. Deike next. If you 10 want to introduce yourself, Kristin.</p> <p>11 MS. KRISTIN DEIKE: Good morning, 12 Commissioners. My name is Kristin Deike, and I am 13 the slated principal for our new elementary school 14 for Explore Academy.</p> <p>15 MR. JUSTIN BAIARDO: Elisha, go ahead.</p> <p>16 MS. ELISHA VARELA: Hi, Commissioners. 17 I've been there a few times. I work for operations 18 for all -- hopefully -- K-12. So I am the person 19 that does all the compliance and testing and all of 20 the other fun things that everybody else, I'm sure, 21 wants, but I hoard for myself.</p> <p>22 MS. JANEA MENICUCCI: Good morning. My 23 name is Janea Menicucci, and I am slated to assist 24 and partake as the Director of Curriculum and 25 Instruction.</p>
<p style="text-align: right;">67</p> <p>1 educational opportunity for elementary school 2 students. The plan is well structured and based on 3 child development. It is set up to support students 4 so interventions and enrichments can be addressed; 5 but it also values students at a younger age, which 6 I think is a huge responsibility in their learning.</p> <p>7 In my experience, this type of elementary 8 program is good for all students, gifted, special 9 education, English Language Learners, those in the 10 middle; any student can be valuable in this program.</p> <p>11 Thank you for your time, and I hope you 12 will strongly support our elementary component.</p> <p>13 THE CHAIR: Thank you.</p> <p>14 MR. JUSTIN BAIARDO: I'd like to ask if 15 you guys would allow us to provide a brief 16 presentation. In the amendment request itself, 17 there was not a lot of space for the substance of 18 what we're trying to propose. It was more of, you 19 know, I think, more administrative information.</p> <p>20 We'd like to talk about the academic plan 21 about how we're taking what the model looks like at 22 the middle and high school grades and adapt it down 23 to elementary so it's authentic to the charter and 24 what we're trying to do within our mission and 25 vision.</p>	<p style="text-align: right;">69</p> <p>1 MR. JUSTIN BAIARDO: I guess to present, 2 Karen, I'm not sure if you can allow me to -- or if 3 you can let me share my screen to --</p> <p>4 MS. KAREN WOERNER: As a panelist, Justin, 5 you should be able to. So...</p> <p>6 MR. JUSTIN BAIARDO: Okay. Here we go.</p> <p>7 MS. KAREN WOERNER: Is it working?</p> <p>8 MR. JUSTIN BAIARDO: Yes. Thank you. 9 Do you guys see that?</p> <p>10 MS. KAREN WOERNER: Perfect. Thanks.</p> <p>11 MR. JUSTIN BAIARDO: Okay. Yeah. Just 12 to, I guess, generally summarize what our proposal 13 is going to look like today, we are proposing 14 obviously expansion downward to include grades K-5, 15 and, in doing so, want to increase our cap to absorb 16 those new grades phasing in over time.</p> <p>17 But also the third component is to utilize 18 our existing facility -- we had two facilities; I'll 19 get to that here in a second -- but utilize our 20 existing facility for the K-5, where our new 21 building is currently finishing renovations to house 22 our entire 6-12 grade span; so the utilization of 23 those two campuses for each of those two age 24 subgroups.</p> <p>25 Just, I guess, on that sense, facility</p>

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1 overview. As I mentioned, we do own two facilities.
 2 You know, we have been very fortunate to have the
 3 ability to acquire and come to own two facilities
 4 over our short life span.
 5 We'll be referring to these, I guess,
 6 in -- just by the locations as -- as one of our
 7 board members, Mr. Barton, had alluded to, they're a
 8 few blocks away from each other, definitely not
 9 across town. They're both in the Journal Center
 10 area, along Osuna and Jefferson area.
 11 The Masthead facility is where we have
 12 been located for the last several years; it's about
 13 40,000 square feet. The new facility that was
 14 approved by the Commission last year around this
 15 time is the Gulton Court facility that is built
 16 out -- is currently finishing renovations to have
 17 80,000 square feet of usable space. Both have
 18 E-Occupancy; both are low on their NMCI Index
 19 rating, so both buildings are in very, very good
 20 shape.
 21 Our proposal is to utilize the Gulton
 22 facility, the new building, to hold our
 23 6-12 students, and to keep the Masthead students
 24 separate at the -- at the other facility, K-5. And
 25 we will be running operations sort of separately.

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1 Obviously, busing and transportation, we
 2 do want a separate set of buses for the 6-12 versus
 3 the K-5 so they will not intermix in that sense.
 4 You know, we are very mindful of the developmental
 5 age differences between the primary and secondary
 6 grades.
 7 We will have multiple, obviously, licensed
 8 administrators at each site, just to make sure
 9 everyone is aware of that.
 10 You know, Ms. Deike introduced herself.
 11 She is one of our administrators at Explore Academy
 12 now. She has an elementary background, and she's
 13 been instrumental in helping us, you know, in the
 14 planning process for what an Explore Elementary
 15 would look like. So she and an assistant principal
 16 would manage the Masthead facility with the K-5
 17 grades as a full-time.
 18 Masthead has been built out as a school.
 19 It will require some minimal retrofitting to allow
 20 it to be utilized as an elementary school, lower
 21 some sinks, adjust the fixtures in the restrooms,
 22 just for height-wise for the littles; so -- but
 23 minimal in terms of its build-out.
 24 We might need to move a few walls to open
 25 up some spaces. But very minimal, as it already has

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1 E-Occupancy and the classroom space that would fit.
 2 We -- you know, we thought about this. We
 3 have been contemplating the elementary phase for a
 4 while. And I know our board and myself, we've been
 5 very specific as to when it was a good time to take
 6 this leap.
 7 Parents have asked for it. Parents who
 8 have siblings in middle-school, high-school grades
 9 have been wanting something for their elementary
 10 kids that was, you know, cut from the same cloth is
 11 what our middle-school and high-school programs look
 12 like.
 13 So we've -- in terms of prior to coming to
 14 you and prior to even submitting an application for
 15 this amendment request, we wanted to make sure there
 16 was valid interest before we threw ourselves out
 17 there. We didn't want to start an endeavor and
 18 realize there might be no buy-in from the community.
 19 So we definitely have done some degree of
 20 marketing. Obviously, without it being a sure
 21 thing, we didn't want to promise anything to anyone.
 22 But we call them applications with quotes, because
 23 kids aren't really applying; there's no school yet,
 24 no approved grades. But we called them "letters of
 25 interest" on our website.

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1 And as of this morning -- I checked -- we
 2 have 241 letters of interest for grades K-5. And,
 3 you know, for a building that will support about 500
 4 to 600 students, you know, we're definitely on our
 5 way to having a good problem, I guess, this spring,
 6 with having more kids than we might be able to serve
 7 in this first year.
 8 You know, looking at the rate -- and I
 9 included this in the application -- looking at the
 10 rate at which students are applying -- again,
 11 applying -- if we were to project that rate forward
 12 to August 1st, we would have almost 800 students in
 13 our -- in our application cycle for next year, just
 14 for the K-5.
 15 So I think that at least, you know, having
 16 gathered some of that data before we applied, we
 17 felt confident that we would have students --
 18 student interest and parent and family interest to
 19 fill the seats and to, you know, to allow this
 20 initiative to get off the ground.
 21 Some of those are obviously siblings of
 22 our current students in middle and high school. But
 23 the majority of them are word-of-mouth and, you
 24 know, people that are new to our model and want to
 25 see a continuum from elementary through middle and

<p style="text-align: right;">74</p> <p>1 high school.</p> <p>2 Like I said, the building capacity is</p> <p>3 around 600. The fire marshal's Certificate of</p> <p>4 Occupancy would show something much higher.</p> <p>5 We've been in the building. We've seen</p> <p>6 what it looks like to have bodies in there, and 600</p> <p>7 is a good maximum for the facility.</p> <p>8 In terms of teacher interest, we are</p> <p>9 mindful of -- of that. You have to have the right</p> <p>10 people and teachers driving our instructional model.</p> <p>11 Having the right teachers, especially in the first</p> <p>12 year while getting it off the ground, is going to be</p> <p>13 so essential to the success of this initiative.</p> <p>14 And without even soliciting for teaching</p> <p>15 applicants, we've had over 60 applications received</p> <p>16 for teaching positions for grades K-5. And, you</p> <p>17 know, it's -- we will continue to gather those,</p> <p>18 assuming we're approved, and hopefully have a nice</p> <p>19 pool of instructors to draw from for our inaugural</p> <p>20 teaching staff. Very excited for that. And, from</p> <p>21 what we've heard, we've had some virtual</p> <p>22 meet-and-greets with families and interested</p> <p>23 teachers about just talking about the model and kind</p> <p>24 of what we're proposing.</p> <p>25 You know, we are -- what I'll be, in part,</p>	<p style="text-align: right;">76</p> <p>1 how students learn. Our teachers have the creative</p> <p>2 freedom to theme out or, what we call "flavor out,"</p> <p>3 their classes in different ways to offer those</p> <p>4 flavors to students.</p> <p>5 The students then get to sit back and</p> <p>6 choose how they want to learn based on the flavors</p> <p>7 that are offered.</p> <p>8 And we do this from grade 6 all the way to</p> <p>9 grade 12, in all subject areas from math, science,</p> <p>10 social studies, English, art, PE, foreign language.</p> <p>11 So in that sense, every class is an</p> <p>12 elective at our school. Students are making choices</p> <p>13 in terms of how they learn, the theme through which</p> <p>14 they want to learn. They've got to learn the same</p> <p>15 standards as every other student in the state. But</p> <p>16 the "how" becomes something that is really driven by</p> <p>17 them and their -- you know, their wants and</p> <p>18 passions.</p> <p>19 As I said, the teachers really drive this</p> <p>20 because of their creativity, which -- you know, very</p> <p>21 teacher-driven. And we do want that to be a</p> <p>22 mainstay for even our elementary program.</p> <p>23 We are a very standards-based school.</p> <p>24 That makes us very different as well. Mastery-based</p> <p>25 in the sense of students do have to demonstrate</p>
<p style="text-align: right;">75</p> <p>1 describing today is -- hasn't fully been planned</p> <p>2 down to the day-to-day. We do want to bring the</p> <p>3 teachers in to help with that effort. We're a very</p> <p>4 teacher-driven community. But the framework we've</p> <p>5 describing today is something that a teacher can</p> <p>6 come in and really have a lot of room to play and</p> <p>7 inject their own creativity.</p> <p>8 As I said, very positive response from</p> <p>9 teachers in this proposed model. So we're -- that</p> <p>10 also motivates us in that there's -- the educators</p> <p>11 who love this age group and know this age group, you</p> <p>12 know, members of our team, our planning team,</p> <p>13 Ms. Menicucci who's going to speak here in a bit is</p> <p>14 kind of our elementary curriculum director. And,</p> <p>15 you know, she -- it's -- it's fun to watch the team</p> <p>16 come together and exciting to -- for the potential</p> <p>17 of new teachers coming in and teaching assistants,</p> <p>18 that they're excited about.</p> <p>19 I know there's many members of the</p> <p>20 Commission that are new to the Commission. And so I</p> <p>21 wanted to provide a little bit of background, if</p> <p>22 you're not familiar with our school and what makes</p> <p>23 us a little bit different than -- than other schools</p> <p>24 out there.</p> <p>25 We are a -- gear around choice in terms of</p>	<p style="text-align: right;">77</p> <p>1 mastery before they're able to move on to another</p> <p>2 subset of standards. We feel this does translate</p> <p>3 well down to the elementary grade, because</p> <p>4 elementary schools are, most of the time, very</p> <p>5 standards-driven.</p> <p>6 And then, as students go into middle</p> <p>7 school and high school, some of that is lost. But</p> <p>8 we are kind of moving down with the standards-based</p> <p>9 model into an age range that already does</p> <p>10 standards-based learning.</p> <p>11 Very strong growth mindset. We are</p> <p>12 formative -- we do formative grading with all that</p> <p>13 we -- with what we do with the students. So the --</p> <p>14 you know, the fact that students can fail, they can</p> <p>15 struggle, and then build through that struggle to</p> <p>16 eventually demonstrate mastery and allow them to</p> <p>17 pace their own individual pace and the time it takes</p> <p>18 for help to do that is a mainstay of our model.</p> <p>19 For our K-5 model, adapting that down, you</p> <p>20 know, we do value choice. We do know that, with</p> <p>21 younger students, that capacity for choice has to be</p> <p>22 minimal to start and then increase with age as they</p> <p>23 get older and they have more and more</p> <p>24 responsibility.</p> <p>25 We are focused on providing teachers the</p>

<p style="text-align: right;">78</p> <p>1 opportunity to specialize in what they teach, the 2 separating math and STEM teachers versus the 3 humanities, the literacy, the reading. Not -- you 4 know, I give elementary teachers 100 percent credit 5 in what they do every day.</p> <p>6 Even though I think we know that a lot of 7 elementary schoolteachers would specialize in the 8 math or the STEM areas, and some are really focused 9 on the reading, we've heard from our teachers we've 10 talked to is that this would be a significant draw 11 for teachers to come is that -- the separation, the 12 specialization for teachers.</p> <p>13 And so, kind of, here, we do remove grade 14 level cohorts. One of our parents alluded to it, I 15 think, early on in the public comments section, is 16 that we're trying to break out of the grade-level 17 mold, so that students do work with other students 18 that are within their same skill range. And 19 students do move up and down -- or stay or move up 20 depending on how long it takes them to master a 21 skill and then move up.</p> <p>22 So we do have where we think our skills 23 fall within the conventional grade ranges. But, you 24 know, where students end up in terms of placing in 25 and then moving at their own pace is going to be --</p>	<p style="text-align: right;">80</p> <p>1 going to be moved with a cohort, or not, depending 2 on their situation. And so we really want them to 3 be working in progress towards the standards. And 4 it's going to be critical that the teacher can move 5 them along and provide the interventions that they 6 need or the acceleration that they need to do that.</p> <p>7 This is a self-paced school. We feel like 8 students will be learning at different paces and 9 that we want them to be able to embrace that. We 10 don't want anyone to feel less than or more than 11 depending on where they are.</p> <p>12 And that really embraces our growth 13 mindset. Students are there to learn. And 14 sometimes it takes failing to learn. And those kids 15 will really be able to embrace that philosophy from 16 the get-go.</p> <p>17 We are -- I don't know if you're familiar, 18 but we are the Wolfpack. And our little "Wolf 19 Pups," we want them to be ferocious learners from 20 the get-go. We want them to be in a joyful 21 environment where they can flourish. We want them 22 to feel free to make mistakes and to learn from 23 them.</p> <p>24 And so that's really our main philosophy 25 for these little guys. And can you imagine, like</p>
<p style="text-align: right;">79</p> <p>1 every individual will be different.</p> <p>2 So on that note, we will have kind of a 3 ten-tier system from kindergarten up to fifth grade, 4 before the kids do graduate up to middle school.</p> <p>5 Like I said, the students will have the 6 freedom to move independently through those tiers as 7 they show mastery in those particular contents and 8 skill areas.</p> <p>9 And with that, teachers will be working 10 with students that are in common skill groups. And 11 that, we feel like, is an important part of the 12 model. Rather than having a teacher that has 13 students all over in terms of skill, doing this 14 allows teachers to focus on students with a more 15 narrow range of skill and teach more effectively, we 16 think.</p> <p>17 With that, I will let Ms. Deike take it 18 from there.</p> <p>19 MS. KRISTIN DEIKE: Thank you, everyone.</p> <p>20 So with our school design, like 21 Mr. Baiardo already said, formative grading is 22 really important. It's going to be critical for 23 families and students, as well as teachers, to know 24 where these kids are as they're moving forward.</p> <p>25 As they master the standards, they are</p>	<p style="text-align: right;">81</p> <p>1 what Ms. Barrera was saying about her daughter 2 making choices, these students who have that 3 philosophy ingrained in them from the beginning, 4 whose natural curiosity is fostered, they will be 5 amazing by the time they get to the high-school 6 level at Explore.</p> <p>7 We want to provide that same choice like 8 we do for the high school students. But we'll be 9 doing it a little bit differently, especially in the 10 early grades. And I'll get into that in a second.</p> <p>11 We want them to be prepared to go to sixth 12 grade and have a multiple array of teachers and 13 classes every day, where it's not shocking going 14 from one elementary school classroom to this amazing 15 choice and variety every day. So we want to, very 16 logically, transition the students along that way.</p> <p>17 We want to provide as much time in the 18 core subjects, especially at those early years, that 19 we can. We feel like having a firm foundation is 20 going to be critical.</p> <p>21 And then we, again, believe that it's 22 important for teachers to be successful and to teach 23 the best they can and for students to be successful 24 when teachers are teaching to their strengths, 25 whether that's in the STEM or in the humanities.</p>

<p style="text-align: right;">82</p> <p>1 Of course, tiering, like Mr. Baiardo said, 2 is going to be from zero to 90, which will then be 3 followed by our middle school, 100. We've mapped 4 that out pretty well already.</p> <p>5 Of course, we do want to get involvement 6 from our teachers so that they can have input on how 7 this is going to look. So, like Mr. Baiardo said, 8 this is a very skeletal plan right now, and we will 9 be tweaking it and improving it as we go.</p> <p>10 We want to place all students in the 11 appropriate level for themselves as -- no matter 12 whether they come in as a kindergartener or come in 13 as a fifth-grader, all students will receive a 14 placement test so that they can be placed in the 15 correct band. We won't really have official grade 16 levels, per se. Although, you know, we are used to 17 thinking about things from K-5, we'll show you here 18 in a second how that's going to work.</p> <p>19 We want them to be able to move fluidly, 20 depending on their pace. And so every semester, we 21 will be adjusting students. Some may stay in their 22 same tier, and some may be moving on. And that's 23 why it's so important for them to have formative 24 grading, formative assessment going on constantly. 25 And the one thing we are well aware of is</p>	<p style="text-align: right;">84</p> <p>1 all of the skills they need to know to go to sixth 2 grade successfully.</p> <p>3 And so I think we can go on to the next 4 slide.</p> <p>5 So looking at our kinder and first grades, 6 the way we have set up the situation is that they 7 will focus on their foundational skills. You can 8 see that they will have both STEM -- so that will be 9 numeracy, primarily -- and humanities, learning how 10 to read. And so literacy is going to be the main 11 component of that humanities in kinder and first 12 grade.</p> <p>13 We will not be changing their teachers 14 throughout the days like the older students do. 15 They will have two teachers that will be working as 16 a team that will specialize in their strength, and 17 they will remain with them throughout the whole 18 year.</p> <p>19 We will be providing a good amount of that 20 time divided between the morning and the afternoon 21 for the students so that they have a lot of core 22 curriculum time. They will have choice within their 23 classroom, these little guys. And so we want to 24 embrace that idea of choice from the get-go; but 25 they will not be leaving their classroom to go do</p>
<p style="text-align: right;">83</p> <p>1 that we have to keep those students in 2 age-appropriate cohorts. In other words, we can't 3 have a five-year-old, even if they're reading at the 4 fifth-grade level, to be interacting with 5 fifth-graders, because there's more to the child 6 than just their intellect. They need to be in a 7 developmentally appropriate, age-appropriate group 8 with their peers. And so we want to consider that 9 as well.</p> <p>10 And Ms. Menicucci here shortly will talk 11 about some of the ways we will be dealing with those 12 situations to ensure that they are where they need 13 to be.</p> <p>14 If you look at the chart here, you can see 15 that we start at zero and go all the way up to 90 in 16 the fifth grade. We decided that at the fifth 17 grade, we didn't want to use two separate levels, 18 because we want that to be a place where students 19 are able to catch up and acquire all of those skills 20 that they need before they go on to sixth grade.</p> <p>21 So that's kind of our catchall grade. 22 Students who need enrichment at that point will get 23 it there. But we also want those students who might 24 have taken a little bit longer to come along to have 25 that opportunity to meet their peers and to master</p>	<p style="text-align: right;">85</p> <p>1 that at this early stage.</p> <p>2 The other thing that is really cool is we 3 have worked out a way where we will be able to give 4 those students electives, or specials, as they're 5 often called in the elementary, so they can have two 6 a day. They'll be exposed to music, STEAM, 7 programming, perhaps, art, PE, dance, all different 8 kinds of specials. And they will get two of them a 9 day, which is really unheard of. We're lucky 10 sometimes if they even get a couple a week in some 11 of the schools.</p> <p>12 Another thing we're committed is giving 13 them three recess periods a day. We feel it's 14 really important developmentally that children have 15 a chance to play, to run, to be physical and really 16 have some outside time.</p> <p>17 They also will be in something called 18 "Flex," which we operate in our sixth- through 19 twelfth-grade program. It'll be designed a little 20 bit different. And Ms. Menicucci will be talking 21 about that. That's where students can be really 22 targeted for whatever intervention they need, 23 whether it is giving them enrichment or giving them 24 extra encouragement in their primary subjects. 25 So that will be provided on a daily basis</p>

<p style="text-align: right;">86</p> <p>1 as well.</p> <p>2 We -- if you look at the next slide, with</p> <p>3 the third through fourth grade, students will still</p> <p>4 be having choice, but it'll be a little bit more</p> <p>5 now. They will actually have the chance at the</p> <p>6 semester to switch teachers. And so there is --</p> <p>7 depending on which flavor they may choose -- and</p> <p>8 remember, a flavor is a theme.</p> <p>9 So if they maybe are more interested in</p> <p>10 having a camping adventure, they might go with one</p> <p>11 teacher. If they're more interested in "Under the</p> <p>12 Sea" they may go with a different teacher. And</p> <p>13 they'll get the chance at the semester to change up</p> <p>14 their subjects.</p> <p>15 They also -- when they reach third grade,</p> <p>16 which is that critical from second to third,</p> <p>17 generally when students really are learning new</p> <p>18 subject matter through reading, they will have that</p> <p>19 opportunity to split the subjects a little bit more</p> <p>20 and have standards for English and social studies</p> <p>21 and standards for math and science.</p> <p>22 It won't all necessarily be graded</p> <p>23 together; but they'll still be with that same STEM</p> <p>24 or humanities teacher.</p> <p>25 They will have -- I already talked about</p>	<p style="text-align: right;">88</p> <p>1 flex time that Ms. Menicucci will be talking about</p> <p>2 now.</p> <p>3 MS. JANEA MENICUCCI: Thank you.</p> <p>4 So in talking with flex time, that is</p> <p>5 going to fall under the category of intervention.</p> <p>6 And so a big focus of our elementary</p> <p>7 school is to continue with that small class size.</p> <p>8 15-to-1 ratio is huge and unheard of, and we are</p> <p>9 very excited to offer that.</p> <p>10 With the flex periods, that will allow for</p> <p>11 our students to receive that intervention time. So</p> <p>12 if they need that extra support, it will also allow</p> <p>13 for the outside help of engagement, and also for our</p> <p>14 students to explore other areas of need where they</p> <p>15 need that.</p> <p>16 Included in the flex is where they will</p> <p>17 also have lunch. So we did not forget about lunch.</p> <p>18 It's really important for some of our kids,</p> <p>19 especially in the elementary.</p> <p>20 Another unique piece that we are offering</p> <p>21 is that we will have push-in assistance with every</p> <p>22 class that we're offering. Because of our small</p> <p>23 size, we're able to allow for that extra assistance.</p> <p>24 And especially in our lower levels, that they will</p> <p>25 have an EA in there, or an educational assistant, to</p>
<p style="text-align: right;">87</p> <p>1 students will have the potential to choose their new</p> <p>2 student (verbatim) and flavor. And they also, just</p> <p>3 like just the kinders and first-graders, will have</p> <p>4 flex time, two electives, and three recess periods a</p> <p>5 day.</p> <p>6 And then when we look at our fifth-</p> <p>7 through sixth-graders we will be again giving them</p> <p>8 that same type of environment, where learning is a</p> <p>9 process that, you know, students are engaged every</p> <p>10 day and getting better, that they are meeting</p> <p>11 challenges, failures may happen, but that we go on</p> <p>12 and we learn from them, and that's what we really</p> <p>13 want to build with these kids.</p> <p>14 Having this choice, they're going to have</p> <p>15 a lot of say in their own education. And we feel</p> <p>16 like this is where they're getting the transition to</p> <p>17 being in Explore at the sixth-grade level. Now</p> <p>18 they'll be able to have two teachers every quarter.</p> <p>19 So they could potentially have eight different</p> <p>20 teachers in one year, depending on what flavor</p> <p>21 selections they choose.</p> <p>22 So every quarter, they will choose their</p> <p>23 new class. And, again, like for the kinder, first</p> <p>24 and second-graders and third, they will also have</p> <p>25 two electives, three recess periods a day and that</p>	<p style="text-align: right;">89</p> <p>1 allow for that support.</p> <p>2 And our system allows for our students to</p> <p>3 learn at their own pace. We know, especially in our</p> <p>4 early childhood development and our K-1 model, some</p> <p>5 of our students may need 100 exposures to that</p> <p>6 foundational skill. So we're going to allow them to</p> <p>7 have that.</p> <p>8 Within each quarter, they'll -- we'll</p> <p>9 reassess and allow for them to continue to grow or</p> <p>10 receive the remediation that they need, which is</p> <p>11 pretty amazing in that aspect.</p> <p>12 Then electives. We talked a lot about</p> <p>13 electives. It's very rare and unheard of for our</p> <p>14 little guys to have choice. Our choice will replace</p> <p>15 the specials. All of our students in our</p> <p>16 K-through-5 will receive two electives per day.</p> <p>17 So with that, in the early childhood</p> <p>18 piece, the K-through-2, we're going to start to give</p> <p>19 them some of rotations and, like, an exploratory</p> <p>20 will. So we want them to start to be exposed,</p> <p>21 because many times they don't know what they don't</p> <p>22 know yet.</p> <p>23 So they'll be exposed to many of our</p> <p>24 flavors and many of the electives. As they get to</p> <p>25 the upper grades, they'll get to rotate through and</p>

<p style="text-align: right;">90</p> <p>1 really guide more of that choice and pick those 2 electives.</p> <p>3 And then our electives can range from 4 anything, as Ms. Deike, said from art, music, PE. 5 We do want to focus on some of our STEM and STEAM, 6 robotics, coding, offering all those different skill 7 sets to add to and pique their interests to where 8 they want to be in life and maybe find that path, 9 that career path that they're looking for, even 10 starting as young as elementary.</p> <p>11 Along with that, this is very unique that 12 we have these small class sizes for our teachers. 13 We are very focused on highly qualified and 14 specialized teachers, so that we will have our 15 teachers specialized and focused in the humanities 16 track and in the STEM track.</p> <p>17 We will allow for that collaboration, for 18 those teachers to collaborate together in that 19 aspect of it. But also having our teachers being 20 highly trained and specialized in those content 21 areas will really guide our instruction and follow 22 along with our focus of our school.</p> <p>23 Our students are going to be grouped in 24 similar grade levels, so that we can really expand 25 their growing and their knowledge in that aspect.</p>	<p style="text-align: right;">92</p> <p>1 page.</p> <p>2 THE CHAIR: Thank you so much for this, 3 because this cleared up so much.</p> <p>4 Because I think, when I saw that amendment 5 request, my first thought was how do you do that 6 with elementary school kids? Because, so familiar 7 with the system.</p> <p>8 And, for other Commissioners, you know, 9 the flavors system, Justin's system, not only works 10 with his school; but a school down in my district 11 was able to adapt and make it an important component 12 of their redesign program, and it's worked so 13 successfully there.</p> <p>14 So, you know, seeing it middle school, 15 high school, and, really exciting.</p> <p>16 And really excited about the idea of being 17 able to allow elementary schoolteachers to be able 18 to specialize. I think one of the longest, hardest, 19 and least successful fights I did when I did work 20 for NEA was to try to get districts to break that 21 old pattern that elementary schoolteachers have to 22 be able to do it all.</p> <p>23 And, yes, they can do it all. But why 24 can't they do what they do best? 25 And, really, so supportive of that -- of</p>
<p style="text-align: right;">91</p> <p>1 We're also making sure that we have 2 creativity engaged. So through our flavors, we're 3 making sure that -- we're choosing different themes. 4 It could be -- with every subject area has a theme, 5 we could be talking about oceans; we could be 6 talking about engineering. We could be talking 7 about -- you name it, the theme could be there, and 8 our teachers will be able to work through and grab 9 those themes and develop them.</p> <p>10 This is another really unique aspect is 11 our teachers will have two hours of prep a day. So 12 they'll actually be able to collaborate and prep and 13 really have that discussion on where our students 14 are at, where they need to go. We'll have a real 15 sense of community and understand our students and 16 allow for them to be able to grow, which is 17 exciting.</p> <p>18 And I think that wraps it up for us.</p> <p>19 We are focusing on the foundational 20 skills. So in our younger grades, we're making 21 sure -- sorry, my dogs are going to say hello. 22 We're making sure that those foundational skills are 23 really -- so we're laying the foundation to build 24 our students and grow them from kindergarten all the 25 way through high school, so that we're on that same</p>	<p style="text-align: right;">93</p> <p>1 that idea.</p> <p>2 I just have just one little question. I 3 know you've got the principals set up. Is there 4 someone that's going to oversee the operations of 5 both schools together and then just two separate 6 principals? That's the only thing I'm not --</p> <p>7 MR. JUSTIN BAIARDO: Yeah. I would be 8 responsible for overseeing both campuses by 9 splitting my time. And then -- yeah, we would have 10 two administrators, a principal, an assistant 11 principal at each site, fully licensed to have both 12 teams stable, and, you know, working as a strong 13 sub-team for each campus.</p> <p>14 THE CHAIR: Okay. Great. And I saw the 15 footprint. But is there green space? Is there 16 outdoor space?</p> <p>17 MR. JUSTIN BAIARDO: There is, yeah. 18 That's one of the modifications. We do have a 19 field. We have a sand volleyball court and some 20 basketball courts right now.</p> <p>21 We would modify some of that space for 22 some playground equipment.</p> <p>23 Also, the parking requirements for middle 24 school are not -- I'm sorry -- for elementary school 25 are not what they are for middle and high school.</p>

<p style="text-align: right;">94</p> <p>1 So we don't need as much of the parking lot as we 2 did before. So our goal is to kind of turn some of 3 the parking space into green space in the near 4 future. 5 But we do have an existing space that 6 exists, but the hope of expanding that in the next 7 year or two. 8 THE CHAIR: Okay. Thanks. And, you know, 9 I mean, it's a lot of kids. It's a big build-out. 10 And, you know, that -- I think it's probably the 11 biggest build-out we've seen. And that raises some 12 concern. 13 But then when we see the governance 14 council that's here and actively involved and 15 engaged, it takes so much of that angst away; it 16 really does, at least for me, because we know those 17 conversations have been there. 18 The school is engaged. And that really -- 19 it's a contract that we have with the governance 20 council, not with the school. So it's really 21 important to have that complete understanding and 22 assurance that the governance council is fully aware 23 of this. 24 So we appreciate the participation, not 25 just today, but the obvious conversations and</p>	<p style="text-align: right;">96</p> <p>1 I just wanted to go through -- I wrote 2 down some notes. 3 I love seeing how you're allowing students 4 to fail forward and to gain that mastery component. 5 It's very individualized. And the integration of 6 subjects through a thematic curriculum, I appreciate 7 seeing that. 8 I just have a question about how you're 9 placing students within your placement testing and 10 how they're being placed in tiers. 11 What do you do for students -- I know 12 several schools that do this kind of concept. This 13 has nothing to do with why you're here today. But 14 it's just a clarifying question to better understand 15 your school. 16 What do you do for students that end up in 17 that lower tier, so that they don't become 18 stigmatized by their placement, their academic 19 placement? 20 MR. JUSTIN BAIARDO: I can handle that. 21 Kristin, do you want to -- go ahead. 22 MS. KRISTIN DEIKE: I can start, and then, 23 Justin, if you want to hop in. 24 One of the things is by having the 25 flavors, we're going to be calling our classes not</p>
<p style="text-align: right;">95</p> <p>1 thoughtful conversations that have taken place. So 2 thanks for that. 3 Commissioner Voigt, I know you had your 4 hand up, and then we can get to Commissioner Armijo. 5 COMMISSIONER VOIGT: Thank you, 6 Madam Chair. 7 Hi, Justin. Good to see you. 8 MR. JUSTIN BAIARDO: You, too. 9 COMMISSIONER VOIGT: So I just want to 10 echo off of what Chair Gipson stated about having 11 your administrative positions for that other campus. 12 And also just appreciate all of the 13 governing board members that made it here today. 14 It's really great to see. It's very impressive that 15 you have that participation. 16 And, you know, all of the information that 17 your team has offered us was a lot. And it just 18 brought up more questions for me, and also more 19 appreciations for the capacity that you're building 20 around this expansion. 21 And having been to your campus, it's a 22 sprawling campus. And it's kind of an industrial 23 area. So it's really great to see that you are 24 thinking about, you know, bringing in some green 25 space, especially for the littles.</p>	<p style="text-align: right;">97</p> <p>1 "second grade" or "third grade," but they're 2 actually going to be a flavored name. 3 So students, I don't think -- I mean, kids 4 figure it out. Let's be real. But really, we're 5 going to be trying to call it things what it is, 6 what they're learning in that class by using the 7 flavor name, as well as maybe incorporating some of 8 the standards and things like that. 9 And so we're hoping that kids won't 10 necessarily be, like, "He's in third grade." No. 11 "He's in the Wild, Wild West class," or, "She's in 12 that Garanimals class" or whatever it might be. So 13 that's part of it. 14 The other thing is we want to instill in 15 these children early on, we're going to be doing 16 school-wide community building, having -- hopefully, 17 where we're going to have a point where we can have 18 assemblies, where we are cheering and being 19 basically cheerleaders for each other. That's one 20 of the key cultures that we want to build is that, 21 you know, we're all learning. We're all 22 progressing. It may not happen exactly the same. 23 But we want to cheer for each other as we master 24 things. 25 And so that will be a big component is</p>

<p style="text-align: right;">98</p> <p>1 having -- you know, consistently having assemblies 2 where kids can show off their learning, show off 3 what they did. So that's part of it. 4 And then, Justin, if you want to answer 5 some of the other -- 6 MR. JUSTIN BAIARDO: Yeah. I mean, 7 it's -- obviously, trying to keep -- as we alluded 8 to before, some developmental similarities between 9 when the students are --we don't want the 10 five-year-old in with the fifth-grader, of course. 11 That would be developmentally inappropriate. 12 In our middle and high school, I guess 13 this is a good example of the culture that we're 14 going to try and build to address this, is our 15 middle school and high school teachers, especially 16 our high school teachers, don't know what -- and 17 those classes are operating off of five -- through 18 five grade ranges, eighth through twelfth -- a lot 19 of our teachers don't know what grades the students 20 are in when they enter their class. 21 You know, they come in, and they're -- 22 it's "John" and it's "Mary," and they're in the 23 class. And unless they took the time to look it up, 24 they wouldn't know whether John was a tenth-grader 25 or a ninth-grader or an eleventh-grader, because</p>	<p style="text-align: right;">100</p> <p>1 Just as you said, like, the pool of applicants that 2 you had. I actually saw one of your ads for a 3 science teacher. And it was, like, this -- a female 4 teacher with a unicorn head or something. I don't 5 know. But it was really creative. I loved it. I 6 saved it, actually. 7 And adding this K through 5, I think 8 you're going to be able to have that 5-6 bridge, 9 because you do that combined grade levels by ability 10 or whatever. So having that bridge is going to be a 11 really nice, seamless transition for your kids to 12 move into secondary school. 13 So, I mean, all the information that you 14 provided, it's really -- it's wonderful. Your kids 15 are going to be having lots of experiences with 16 that -- the wheel that you described, that elective 17 wheel. 18 And I just want to just state, for 19 Ms. Menicucci -- I don't know if I said that right; 20 I hope so -- that your 15-to-1 ratio is not unheard 21 of. There's many charter schools that have 12-to-1. 22 It takes a certain number, 15 to 17, to pay for the 23 teacher for that classroom. But 15-to-1 is actually 24 a good number, and a lot of charter schools have 25 even smaller ratios.</p>
<p style="text-align: right;">99</p> <p>1 it's all based on -- it's trust. We've got to 2 develop the trust piece where everyone feels that 3 they're okay where they are without worrying about 4 any stigma that's attached to the fact that they 5 might be lower in reading but higher in math, or 6 whatever it might be, compared to their peers. 7 But trust is something that we've built 8 well at the upper grades. And I feel like -- and 9 Ms. Deike has actually been instrumental in that, 10 being a big part of activities director and our 11 culture-building. So a big reason why we're so 12 confident in her moving down to administrate at the 13 lower grades is, I think, the culture building piece 14 being so instrumental for that trust piece at the 15 lower grades within this system. 16 COMMISSIONER VOIGT: Super. Thanks a lot. 17 I think that veil of autonomy is really 18 important. And that's great that you built that in. 19 And something that's really helping that is your 20 focus on play, that you have so many opportunities 21 for students to be out of the classroom in a 22 different focused environment, such as play and 23 recess. And things like that are really going to 24 help. 25 I think your flavors are gaining notoriety</p>	<p style="text-align: right;">101</p> <p>1 Thanks for the presentation. It was 2 really informative, and look forward to seeing the 3 littles on your campus. 4 MR. JUSTIN BAIARDO: Great. Thank you. 5 THE CHAIR: Commissioner Armijo? 6 COMMISSIONER ARMIJO: Thank you, Chair 7 Gipson. 8 I went to your web site and did see you 9 all have an equity council. So I love that. I 10 didn't see any meeting minutes, so I don't know how 11 many meetings that you've actually had. 12 But I guess my question is more geared 13 towards demographics of students and data collection 14 of, you know, any minority students that are either 15 going to be coming into the K-through-5 or just in 16 general. 17 I was kind of blown away by how big your 18 school is. I haven't seen a school that size. So I 19 was a little taken aback when researching and 20 looking at your data. 21 So if you could speak to that a little 22 bit, I'd appreciate it. 23 MS. ELISHA VARELA: Really quick, before 24 we get into the data, I did just want to say, if you 25 go to the website, the equity council folder does</p>

<p style="text-align: right;">102</p> <p>1 have the minutes from the spring. The equity 2 council has met unofficially all year. But because 3 they didn't have guidance as far as what the State 4 was going to require, they just did their own 5 priorities for the school. 6 COMMISSIONER ARMIJO: Okay. 7 MS. ELISHA VARELA: So they're -- our 8 equity council is very grassroots. So sometimes 9 they have to kind of pause what they're doing to do 10 what the State also is asking them to do, which is a 11 good problem to have, I suppose. They're very 12 driven. 13 But, yeah, they're actually meeting again 14 now in the spring, now that they have had some 15 guidance from the State as far as what the State is 16 going to kind of focus on, even though it was very 17 loose guidance. 18 One of the things that they do look at -- 19 and they are pretty -- pretty good about pointing it 20 out -- is if we are mirroring the district around 21 us. Because there have been times, since the kids 22 come from such a broad area -- we have kids that 23 have traveled from Grants every day, which is 24 crazy-making to think of -- they will let us know if 25 we are out of balance as far as the overall average</p>	<p style="text-align: right;">104</p> <p>1 curious, you're welcome to take a look at the public 2 folders on there. 3 MR. JUSTIN BAIARDO: I'll second what she 4 said, yeah. We are mindful of being representative 5 of the surrounding districts. If we're ever out of 6 whack or out of balance on any of those topics, we 7 obviously question what we're doing in terms of 8 enrollment, and even education. 9 We're not -- because it's an application, 10 we're not asking demographic questions of the 11 students when they're applying at this point in 12 time. If we have a lottery, and they're accepted, 13 then, of course, they enroll, and that's when we 14 pull in any and all information about them. 15 So, you know, we don't want to be 16 discriminatory on the front end when they apply. We 17 don't have a lot of demographics about who's 18 applying for this K-5 yet; just the names and ZIP 19 codes. 20 THE CHAIR: Commissioner Robbins, do you 21 have your hand up? 22 MS. KRISTIN DEIKE: Yes. I also just 23 wanted to add, if I could, we are hoping to appeal 24 also to the ELL population by offering some of our 25 flavors in Spanish. So we don't want to offer a</p>
<p style="text-align: right;">103</p> <p>1 of the schools around us. 2 Generally, we stay within those 3 demographics, which we like. One of the things that 4 we've noticed is we do have a lower ELL population. 5 But we -- it's -- they test out is the issue. So we 6 have a lot of exited ELLs. But they do test out at 7 our school at a little bit higher rate than what is 8 normally expected. 9 And I think that's because they get 10 standards-based instruction on top of ELD every day. 11 We don't substitute their English class with ELL. 12 We just layer an ELD class in conjunction with it. 13 So that is one thing that I do follow, just because 14 I did the bilingual stuff before. And I wanted to 15 make sure that we were serving them properly and not 16 scaring anyone off, because we were accused of that 17 at one point. 18 I looked at the data. I'm, like, no, our 19 kids just score out really quickly, which is 20 amazing, because they're performing high, and then 21 we monitor. 22 I did want to say that. If anyone wanted 23 to look at those, all of the councils are up there; 24 so, like, the Wellness and all of the meetings and 25 stuff that are public. So if you guys are ever</p>	<p style="text-align: right;">105</p> <p>1 traditional bilingual or dual language program, 2 because we know one of the most difficult pieces 3 with that kind of program is staffing. And so we 4 just didn't really want to go there at this point. 5 But we do have -- yo soy bilingue. I know 6 you're probably a little shocked. But I was 7 actually a Spanish teacher and a certified bilingual 8 teacher. And so one of the options we're hoping to 9 do is to offer Spanish as a second language as an 10 elective class. But we also want to offer some of 11 the content classes, some of those flavors in 12 Spanish to appeal to those bilingual students who 13 have primary language of Spanish at home. 14 So we have that in our high school level, 15 and we want to offer that also in the elementary 16 level. 17 COMMISSIONER ROBBINS: Thank you, 18 Madam Chair. A couple of questions and then just 19 some observations. 20 I notice your projected enrollment in the 21 high school area. It drops off dramatically when 22 you got up to tenth, eleventh, twelfth grade; but 23 it's dropping off quite a bit. You start off with 24 200 students and you wind up with 55 students. 25 Can you address that projection? Why do</p>

<p style="text-align: right;">106</p> <p>1 so many students drop off? Are they going to 2 community college? Are they going to college? 3 MR. JUSTIN BAIARDO: Absolutely. So I 4 think what you're seeing now is an old pre-middle 5 school and a post-middle school movement through the 6 grade levels. 7 So we started our sixth grade now three 8 years ago. So our current sixth-graders are now 9 ninth-graders. So we've retained those kids. And 10 this is the big reason why we went down to sixth 11 grade; we wanted to build that community and that 12 culture earlier. 13 So we've retained those students even up 14 through, now, ninth grade. So I think you're going 15 to start seeing, as the ninth-graders move up, the 16 tenth-grade class be much bigger, because the 17 building of those students from sixth grade up. We 18 just haven't had the sixth-graders move all the way 19 up through twelfth grade yet. Right now, they're at 20 the ninth-tenth-grade cusp. 21 So I think what you're seeing is how big 22 our high school model was on its own, versus how big 23 our middle-school students are -- those waves of 24 students are going to be with those cohorts moving 25 up through six, seven, eight, nine. We're at the</p>	<p style="text-align: right;">108</p> <p>1 Curriculum, 12 years ago, in APS, actually told me 2 the old adage -- and teachers hear this -- "A cage 3 for every age." 4 And I said, "Why do we continue that 5 model? Why haven't we gotten out of the model?" 6 You go back to the old one-room 7 schoolhouse. You had all the kids, you know, small 8 community. You had, you know, from first grade all 9 the way through high school in one room, and kids 10 would move around and help each other. 11 And by, you know, the older students 12 helping the younger students, they would learn, too. 13 One of the best ways of learning is to teach, 14 because if you're teaching someone, you have to 15 reinforce your own knowledge. 16 So I compliment Explore Academy for that 17 program. And I really hope the -- you know, the 18 Commission will approve this increase and the 19 increase in the grades and the enrollment because I 20 think this is something that may push some 21 groundswell in district education to start doing 22 more of this in their schools. 23 One of the things that charters are 24 supposed to be are the laboratories of education. 25 And when we see these things that Explore Academy is</p>
<p style="text-align: right;">107</p> <p>1 cusp of those students being tenth-grade next year 2 where you won't see that drop-off. Does that make 3 sense? 4 COMMISSIONER ROBBINS: It does. It does. 5 The flavors, you know, reading and 6 learning. You know, this is a thing that I said 7 years ago when I first ran for the APS board back in 8 2009. I said if a child has difficulty reading, he 9 will have difficulty learning almost everything. 10 But if a child can read well, they can learn almost 11 anything. 12 And I think your emphasis -- what I'm 13 hearing from your presentation and the comments, 14 making sure literacy is your core, especially in 15 that kindergarten, first, second grade. That is so 16 important. And the State's numbers in reading 17 proficiency, or the lack thereof, in traditional 18 public schools, the district schools, and, you know, 19 we'll say even in some charters, that is such a 20 dramatic disappointment that I have that we don't 21 put more emphasis in that. 22 And I think your flavors allow you to 23 address the reading challenges some students may 24 have. And we don't push them up simply because of 25 age. You know, the Associate Superintendent of</p>	<p style="text-align: right;">109</p> <p>1 doing well, the district schools need to start 2 incorporating more and more of that. 3 21st Century talked about working with 4 Joseph Escobedo at APS. Do you have relationships 5 with APS and the charter schools that Albuquerque 6 has? Because I think, you know, sharing those ideas 7 and maybe getting some of these things back will 8 help all students. 9 MR. JUSTIN BAIARDO: Informally, we do. 10 We've had visitors from other schools come and 11 watch -- you know, shadow our teachers for a day, or 12 their team has come in for the afternoon to watch 13 and kind of hear. We welcome any and all 14 collaboration, both within the charter network, but 15 also from district to charter as well. 16 So, yeah, definitely. I mean, informal 17 partnerships, nothing official; but as anyone who 18 would like to visit, we're happy to talk about 19 why -- what we do. And, you know, knowing that what 20 we do has not been perfected, we feel we're still 21 growing as a school and learning more and more about 22 getting better. We're doing well now, but we're 23 always looking for where we can grow. 24 COMMISSIONER ROBBINS: Thank you. 25 Appreciate it.</p>

<p style="text-align: right;">110</p> <p>1 MS. ELISHA VARELA: I think here, also, 2 collaborative, in that we will give stuff that has 3 worked for people -- after the last PEC meeting, I 4 reached out to the school that was having trouble 5 with their school safety plan, because I went 6 through the same secure FTP issues; because, 7 apparently, I was the only one has never used one of 8 those before, and I had to call Justin and ask him 9 what that was.</p> <p>10 But we a similar issue. Our previous 11 administrator had had it not approved for, like, two 12 years straight. So I reached out to her 13 straightaway, and I was, like, "If you need to look 14 at ours, if you want to compare..." -- I think 15 people don't do enough of that, to just say, "Hey, I 16 don't know how you do this, but I did this, and they 17 liked it, you know. So a couple of complaints came 18 and they thought this was a cool form. Do you want 19 it?"</p> <p>20 Part of why our model works so well is 21 that we do have really solid systems in place for 22 data collection and data use. And I think that a 23 lot of times people don't realize those 24 inefficiencies can really undercut a really good 25 program.</p>	<p style="text-align: right;">112</p> <p>1 mirror the district or the surrounding schools. 2 Have you taken that into consideration? What are 3 some concerns that you're looking at in regards to 4 that?</p> <p>5 MS. JANEVA MENICUCCI: Do you want me to 6 talk?</p> <p>7 MR. JUSTIN BAIARDO: You can start, yeah.</p> <p>8 MS. JANEVA MENICUCCI: I do feel -- some of 9 my background is I'm a 20-year teacher, as well as I 10 have a background in special education. But in our 11 early years, we also encounter a lot of 12 over-identification. So we don't give our students 13 the actual time to get those early skills to have 14 that solid foundation laid.</p> <p>15 And that's what we are trying to focus is, 16 is that we get those foundational skills early on in 17 our K-1-2 schools -- K-1-2 age ranges. By doing 18 early foundational skills and we really are solid in 19 that, then we can truly identify if there is a 20 learning disability, if they need to follow those 21 steps. Of course, we'll follow the State's 22 guidelines of what was called the SAT process, or 23 the Student Assistance Team. So we'll make sure 24 they've had all the interventions in place. 25 I think we're unique in our aspect that we</p>
<p style="text-align: right;">111</p> <p>1 So, yeah, we like to share things. That's 2 kind of one of the things that we focus on is just 3 helping.</p> <p>4 COMMISSIONER ROBBINS: Thank you.</p> <p>5 THE CHAIR: Thanks for doing that. Really 6 appreciate it, because it obviously helped.</p> <p>7 Commissioner Chavez, you had your hand up?</p> <p>8 COMMISSIONER CHAVEZ: Yes, I had a 9 question. First, I'd like to say thank you for the 10 thoroughness of the presentation. There's a lot you 11 can tell that there's a lot that went into your 12 planning and very thorough. And so thank you for 13 that.</p> <p>14 I did want to go back to the demographics 15 piece. And I have to say that I'm happy to hear 16 that there will be a Spanish flavor and kind of a 17 different model and approach to bilingual education. 18 So I appreciate that out-of-the-box thinking about 19 that.</p> <p>20 But I also want to ask about special 21 education, because I was looking at your staffing 22 projections. And it shows in year one, you have one 23 SpEd teacher, and, in year two and beyond, two.</p> <p>24 And so I'm just wondering if that's 25 sufficient, if -- if your demographics are going to</p>	<p style="text-align: right;">113</p> <p>1 are inclusive. We're not pulling our students out 2 to be in a self-contained class. They're right 3 there in with all of the flavors. And the fact that 4 we have an assistant in a push-in model, so that the 5 supports that they are needing, they're having an 6 additional teacher in there for that extra support, 7 and we have that built-in flex for that 8 intervention. So I feel we have that piece covered 9 as well. So I'm just going to pass it off to --</p> <p>10 MR. JUSTIN BAIARDO: Operationally and 11 staffing-wise, yeah, we'll staff based on what the 12 needs of the students really dictate. And it's been 13 a case with our staffing -- within our middle-school 14 and high-school models, as well as we do rely 15 heavily on support, where there's tutors that are 16 working with all students, but specifically with our 17 special education students throughout the day for 18 that extra layer of support.</p> <p>19 But in terms of special ed teachers and 20 coordinators -- we call them "coordinators" -- you 21 know, we are more than happy to increase those as 22 the need arises, as students come in. You know, we 23 always look to see what students are receiving.</p> <p>24 When students do enroll in spring, we do 25 ask the question, you know, "How can we get -- is</p>

<p style="text-align: right;">114</p> <p>1 there an IEP?"</p> <p>2 And, then, based on that, we can then look</p> <p>3 at what our staffing needs are going into the summer</p> <p>4 and address those before we -- you know, we're</p> <p>5 getting closer to July and August.</p> <p>6 So we'll do the same thing with this</p> <p>7 particular project is to look to see where -- at</p> <p>8 what level, what percent of our students are coming</p> <p>9 in with IEPs and then adjust the staffing</p> <p>10 accordingly.</p> <p>11 MS. ELISHA VARELA: And that projection is</p> <p>12 only for the K-5. That doesn't actually include the</p> <p>13 6-12 SpEd staff that's already on staff. So it</p> <p>14 wouldn't be, like, one person to K-12; it's probably</p> <p>15 closer to four, five when fully enrolled.</p> <p>16 COMMISSIONER CHAVEZ: Thank you for that</p> <p>17 clarity. And I appreciate the fact that you're</p> <p>18 heavily focused on intervention to try to keep kids</p> <p>19 from being over-identified. So that's great to</p> <p>20 hear.</p> <p>21 The last question I have is -- deals with</p> <p>22 just the size, the projection of the size of your</p> <p>23 school, especially after year five. You're looking</p> <p>24 at between 1,500 and just under 1,600 students at</p> <p>25 the end of this project.</p>	<p style="text-align: right;">116</p> <p>1 facility-wise.</p> <p>2 So, yeah, take that out just for a second,</p> <p>3 yeah, we are -- we're looking to get between 1,000</p> <p>4 and 1,100 students just at the mid-high level with</p> <p>5 our phase-in growth per the -- per last year's cap</p> <p>6 increase with just the 6-12 range; so 900, and then</p> <p>7 probably closer to 1,000 the following year, and</p> <p>8 operating right within that space to not push too</p> <p>9 far up against our 1,100 student cap.</p> <p>10 So, yeah. Operationally, we -- we're</p> <p>11 scaling, which I think is a challenge, but also</p> <p>12 benefits in a way, because we can do things -- some</p> <p>13 things we can do at scale and not have to scale up</p> <p>14 staffing as much. Some things like special ed, like</p> <p>15 you said, have to be staffed in proportion to the</p> <p>16 scaling of students.</p> <p>17 But I think, you know, having the separate</p> <p>18 teams at each campus and each having their own</p> <p>19 autonomy with their own program, you know, I think</p> <p>20 will lead to success on each end.</p> <p>21 You know, we -- our board, we've discussed</p> <p>22 with our board at length about how this looks in</p> <p>23 terms of just management, in terms of,</p> <p>24 operationally, how do you manage this. And I think</p> <p>25 having really an elementary and a mid-high --</p>
<p style="text-align: right;">115</p> <p>1 And as we look at school districts around</p> <p>2 the state of New Mexico, man, that's almost as big</p> <p>3 as some of the districts, and, I would say, even the</p> <p>4 majority of districts in the state of New Mexico.</p> <p>5 And so that's a big task. And while -- I</p> <p>6 know that you wouldn't be presenting this if you</p> <p>7 didn't think that you could pull it off, because</p> <p>8 there's a lot to this. And -- but I do want to ask,</p> <p>9 what are concerns that you may have regarding the</p> <p>10 size of this? Because really what you're doing is</p> <p>11 you're kind of creating a district within a</p> <p>12 district, right, with the number of students that</p> <p>13 you have. What concerns do you have in regards to</p> <p>14 that growth?</p> <p>15 MR. JUSTIN BAIARDO: I can start. We</p> <p>16 are -- just at the 6-12 school, what's called</p> <p>17 secondary school, we're looking to have about 850</p> <p>18 going into next year. So based on the projections</p> <p>19 for the increase in the facility just in the</p> <p>20 secondary portion of the school, we were going to be</p> <p>21 between 850 and 900 just next year with those grade</p> <p>22 levels alone.</p> <p>23 So just for clarification, the increase in</p> <p>24 the cap is just about adding back what we feel the</p> <p>25 capacity of the elementary school will support</p>	<p style="text-align: right;">117</p> <p>1 looking, obviously, across one continuum, but</p> <p>2 operationally looking at them as separately, because</p> <p>3 the elementary students will be assessed and</p> <p>4 evaluated differently than our mid-school and even</p> <p>5 our high-school students.</p> <p>6 So the board is -- I give them a lot of</p> <p>7 data every month; they can attest to that. And I</p> <p>8 think it's about looking -- you know, staying on top</p> <p>9 of how are we doing within our systems. And our</p> <p>10 classes, you know, run -- our elementary classes,</p> <p>11 some of them will run on quarters.</p> <p>12 We do take data very, very often, and</p> <p>13 monitor, you know, and make adjustments. I think we</p> <p>14 have been very adept at when something isn't working</p> <p>15 or we need to make an adjustment, we change that.</p> <p>16 We don't wait till the end of the year; we can make</p> <p>17 changes very, very quickly.</p> <p>18 So -- but that's all, as Elisha said</p> <p>19 earlier, that's date-driven. We do monitor data</p> <p>20 significantly on what's going on in multiple areas</p> <p>21 of our school's operations. And I think staying</p> <p>22 committed to that at this level and as we scale in</p> <p>23 size is going to be even more essential.</p> <p>24 MR. RAY BARTON: Justin, if I can just</p> <p>25 comment.</p>

<p style="text-align: right;">118</p> <p>1 MR. JUSTIN BAIARDO: Yeah.</p> <p>2 MR. RAY BARTON: Two things that may be</p> <p>3 important here. One is on the data that the board</p> <p>4 consumes virtually every board meeting, we're a much</p> <p>5 more focused and much more detailed board in regards</p> <p>6 to the academic model, as that's core to this</p> <p>7 school.</p> <p>8 And so virtually every month, we delve</p> <p>9 into pie charts and ribbon charts and all kinds of</p> <p>10 charts with Justin in terms of predicting success or</p> <p>11 failure. What are the factors was one example. So</p> <p>12 a tremendous amount of detail and attention, even at</p> <p>13 the board level, in terms of the academic model and</p> <p>14 predictors.</p> <p>15 The second issue is this is actually an</p> <p>16 advantage of the detached campus several blocks</p> <p>17 apart. If this were one facility and the entire</p> <p>18 student body were mixed in one facility, I would</p> <p>19 have some concerns along the same lines. The fact</p> <p>20 that it's a detached campus and has some separation,</p> <p>21 while being very close, provides an advantage.</p> <p>22 It really operates almost as two schools,</p> <p>23 but one -- but one organization. And in that</p> <p>24 regard, with the coordination between them, it</p> <p>25 really doesn't look like that big mega-school. And</p>	<p style="text-align: right;">120</p> <p>1 Justin about it -- it's not unique to go</p> <p>2 standards-based, it's not, like, a super-crazy idea</p> <p>3 to do everything standards-based. But it is at the</p> <p>4 same time. I mean, it is something that is unique,</p> <p>5 and, you know, allows families, I think, to actually</p> <p>6 get a much better gauge on where their students are</p> <p>7 at and have that knowledge, you know, "exactly where</p> <p>8 my student is at every week." It's no surprise.</p> <p>9 One of the things when I worked at the</p> <p>10 PED, I got to visit lots of schools, including</p> <p>11 Explore, got to celebrate a lot of A's over at</p> <p>12 Explore, and really exciting. But one of the</p> <p>13 schools I remember visiting very distinctly was</p> <p>14 San Lorenzo Elementary in Cobre school district.</p> <p>15 And it's a small school in San Lorenzo,</p> <p>16 New Mexico. And they do not do grade levels. It's</p> <p>17 an elementary school, and they do it based off of</p> <p>18 where the student is -- is learning.</p> <p>19 And I saw it in action; I got to see it</p> <p>20 for a school day and see how they operate. And you</p> <p>21 would see students who look much bigger than some of</p> <p>22 the other ones. But because they needed that</p> <p>23 support, that's where they were at. That's -- it</p> <p>24 just -- it was very natural and normal to students.</p> <p>25 And I -- and they -- and, hopefully, you</p>
<p style="text-align: right;">119</p> <p>1 I think that's a big advantage.</p> <p>2 COMMISSIONER CHAVEZ: Thank you. Thank</p> <p>3 you for that clarity. And I think a lot of times --</p> <p>4 obviously, it's a model that works academically.</p> <p>5 But I think a lot of times when we think about</p> <p>6 schools, and we think about expansions, we tend to</p> <p>7 focus on the academic piece and -- but we don't</p> <p>8 always consider the operational piece, you know.</p> <p>9 It's one thing to focus on what goes on in</p> <p>10 the classroom; but it's the other pieces beyond the</p> <p>11 classroom, you know, that determine, you know,</p> <p>12 whether you -- you're successful or not. And so</p> <p>13 thank you for that.</p> <p>14 THE CHAIR: Commissioner Burt?</p> <p>15 COMMISSIONER BURT: Thank you, Chair</p> <p>16 Gipson.</p> <p>17 Hi, everybody. Super -- I, just, like</p> <p>18 Chair Gipson, I was very interested -- I'm so glad</p> <p>19 that we had the presentation, because I know the</p> <p>20 model in depth; but, yeah, I was, like, how are they</p> <p>21 going to apply this to elementary kiddos. And so,</p> <p>22 so grateful that you guys had all of that mapped out</p> <p>23 and ready to go to help it make sense, because it</p> <p>24 definitely -- it's unique.</p> <p>25 I know -- and I've actually joked with</p>	<p style="text-align: right;">121</p> <p>1 all look them up -- they have extremely high</p> <p>2 proficiency rates. I mean, the students are happy;</p> <p>3 the teachers are happy. They have the growth</p> <p>4 mindset. It's, like, a huge thing in their school.</p> <p>5 So hearing all those similar things was</p> <p>6 really exciting to me, because I saw how it worked</p> <p>7 in San Lorenzo.</p> <p>8 One of the things I've always heard when I</p> <p>9 talk about it is, "Well, San Lorenzo is small; it's</p> <p>10 a tiny little school. They're going to be able to</p> <p>11 do things that other schools are not."</p> <p>12 So it's going to be really exciting to</p> <p>13 have a school that could have up to a 600-student</p> <p>14 capacity to see how this plays out, right; because I</p> <p>15 do think that's what would make this a little bit</p> <p>16 different, to see how that model works of seeing</p> <p>17 where a student is at putting them with their</p> <p>18 academic peers and providing them the learning that</p> <p>19 they need based on where they're at.</p> <p>20 So, really -- I'm really excited. I</p> <p>21 actually -- I have a fifth-grader now that, as I'm</p> <p>22 watching this, I'm like, man, I wish she was going</p> <p>23 to kindergarten. Why is she in fifth grade?</p> <p>24 So -- but I can just see how, for many</p> <p>25 students, this could be really beneficial.</p>

<p style="text-align: right;">122</p> <p>1 The other thing I wanted to say is I know 2 that -- and, once again, just like we heard from the 3 other school, that, you know, allowing teachers to 4 choose, you know, how they're going to teach, to 5 give them that autonomy and to give them that 6 empowerment, I just know -- the teacher happiness I 7 just know at Explore is high, the supports they give 8 each other. You have, like, the academic supports 9 to teachers. It's insane.</p> <p>10 I don't want to age Ms. DiMiceli. I saw 11 her in the attendees. But she was one of my high 12 school teachers, of my best high school teachers. 13 She looks 29. So don't pay attention to anything 14 I'm saying right now. But just amazing great 15 teachers who work so cohesive as a team.</p> <p>16 I mean, the amount of support that -- it's 17 challenging, right, as a teacher to be given, "Okay, 18 do it how you want." You're, like, "Wait. What?"</p> <p>19 It's a lot of autonomy. But you -- to be 20 able to just go out and teach the way you want to 21 does take a lot of training and a lot of support 22 from your fellow teachers.</p> <p>23 And I love that Explore has taken that 24 opportunity in their middle and high school to flush 25 that out, how does that work. And be able to deploy</p>	<p style="text-align: right;">124</p> <p>1 ahead, sometimes you don't get the support you need 2 as well. Like -- and you need -- you know, gifted 3 students have a lot of -- we have a really high 4 dropout rate of gifted students, right, because 5 their needs are not being met, either.</p> <p>6 So one of the things I love about Explore 7 is allowing them to move forward, not being stuck in 8 their grade level, being able to move ahead if 9 they're ready to move ahead.</p> <p>10 But one thing I'm wondering, if you have a 11 bunch of students where they are on fire and they 12 get to fifth grade, and their sixth-grade campus is 13 a mile away, and they're ready for sixth-grade 14 classes -- and, once again, I know you don't have 15 to -- that's going to take a couple of years, 16 because you're not going to have fifth-graders for a 17 while -- but, just, how would you -- if you guys 18 have already thought about that and considered how 19 your fifth-graders -- because that's one of the 20 great parts about being a K-through-12 is that they 21 should have access to that sixth-grade or 22 seventh-grade flavors or classes -- how is that 23 going to work?</p> <p>24 MS. ELISHA VARELA: We actually have 25 already thought of it, because there is a pretty</p>
<p style="text-align: right;">123</p> <p>1 it in elementary school right away, I think, is 2 going to be really outstanding for future teachers 3 coming into that elementary school. Because if 4 you've been teaching elementary school already, and 5 go to Explore to teach for the first year, it's 6 going to be very different, a very, very different 7 experience for you to come into teaching in that 8 model.</p> <p>9 So I'm really excited -- once again, I 10 think a lot of my questions got answered through the 11 presentation. I saw that, once again, you guys are 12 a Spotlight School in New Mexico with reading and 13 math designations. I'm really hoping that 14 translates over to those kiddos in elementary.</p> <p>15 So thanks to all the governing board for 16 being here. And I actually do like -- one thing I 17 did think about that I'm sure you guys are already 18 considering, and I know you have a couple of years 19 until you have to look at it but one of the things I 20 love about Explore is it does allow students -- if 21 they are struggling, it allows them to get the 22 support they need. But it also allows students who 23 are ahead to go ahead and move ahead.</p> <p>24 And I know that that's something very 25 challenging all throughout school, is that if you're</p>	<p style="text-align: right;">125</p> <p>1 good chance we will open K-5 just based on the 2 enrollment spread. We spent about an hour talking 3 about this the other day.</p> <p>4 One of the things that has worked really 5 well for the middle-schoolers who need upper level 6 classes, especially for math, usually, there's 7 enough of them to have a little cohort. We might 8 have a math teacher or English teacher come down and 9 do a 100-level class at the Masthead campus and make 10 sure -- because there is also something we are 11 definitely cognizant of, travel time, and of the 12 fact that in some of those 100 classes, there are 13 seventh-graders who are dipped down, and so not 14 wanting to over-extend any fifth-grader or make them 15 feel too overwhelmed with the middle-school 16 experience over there.</p> <p>17 But that also depends. If there are 35 18 kids ready, it may be where they need to have a 19 teacher just come over for half the day. We have 20 thought about the 100 level.</p> <p>21 But on the other end, it's already been 22 asked, "What if a sixth-grader is not ready for 23 sixth grade? Can they take a 90-level class?"</p> <p>24 So we are looking at the interplay between 25 the 90 and the 100 level, how that will work, to</p>

<p style="text-align: right;">126</p> <p>1 make sure we do it as cohesive as we do it now at 2 the 800 level for eighth and ninth.</p> <p>3 COMMISSIONER BURT: If you only had a 4 couple of kids, how is that going to work? But, 5 yeah, I'm sure it's never going to be just one, you 6 know, possibly. So that makes sense. Well, thank 7 you. Appreciate it. Shout-out to Ms. DiMiceli. 8 Hi.</p> <p>9 THE CHAIR: Commissioner Carrillo, did you 10 have your hand up?</p> <p>11 COMMISSIONER CARRILLO: Yes, I did. Thank 12 you.</p> <p>13 A couple of things. There's questions and 14 comments.</p> <p>15 The first thing is, earlier, (inaudible), 16 when you said -- I had never heard this phrase 17 before, ever, and my jaw dropped -- "A cage for 18 every age," I was just stunned at that phrase. And 19 even now, that thinking is still pervasive; we're 20 just so linear.</p> <p>21 And this is why I'm enjoying working on 22 the charter side right now. And I enjoyed so much 23 working with districts. But just thinking outside, 24 you know, of what we've done traditionally. Echoing 25 what Bekka said about the little school in San</p>	<p style="text-align: right;">128</p> <p>1 day there's a possibility we're going to have an 2 elementary school, and they'll get to be mentors to 3 third, fourth, and fifth-grade leaders. It's really 4 exciting about that.</p> <p>5 We've also talked about our students 6 who -- if you're familiar with our system, we have 7 majors in high school. One of the majors now could 8 be Education, and students can go and do activities 9 with our younger students. And so it's really 10 exciting to be able to have that cross-generational 11 intermixing.</p> <p>12 COMMISSIONER CARRILLO: That's fantastic, 13 and it works. Mentorship works with the youngers 14 and the olders. And it's just -- so really happy 15 that you're doing that.</p> <p>16 Just -- let's see. Athletics. See, I 17 don't know much about your school at all. I know 18 you're a Spotlight School. I know you get A's all 19 the time. I know everyone is dying to get in. But 20 I don't know that much. And I've never -- I look 21 forward to visiting when all of this other stuff is 22 over. What goes on in terms of athletics for the 23 Wolfpack?</p> <p>24 MR. JUSTIN BAIARDO: It's building. It's 25 in development. We've had athletics ever since we</p>
<p style="text-align: right;">127</p> <p>1 Lorenzo, there was a time, in Santa Fe, we were 2 thinking of a magnet that was going to be a K-12 3 school, and where it was a model based in Columbia, 4 actually, they came and presented, where all the 5 kids nurture each other and learn from each other.</p> <p>6 And I heard a lot of that going on; it'll 7 happen at K-5 as well as in the 6-12. Most of my 8 questions have been answered, since I waited. And I 9 would especially echo -- or I'm glad that 10 Commissioner Robbins and Commissioner Burt asked the 11 questions that they did.</p> <p>12 In terms of -- do you have any ideas where 13 you might have juniors and seniors come down to 14 the -- to the elementary campus and just help and 15 tutor and things like that?</p> <p>16 MS. KRISTIN DEIKE: Absolutely. We've 17 already talked about that as well. One of my 18 current positions as activities director is working 19 with student council and developing student leaders. 20 And one of the things we talked about is having -- 21 like the middle school doesn't have right now -- 22 like our senior -- our high school students mentor 23 our middle-school leaders. But our middle-school 24 leaders don't have anyone to mentor at this point. 25 So I was just sharing with them the other</p>	<p style="text-align: right;">129</p> <p>1 opened. Obviously, it's driven largely by student 2 interest. This year, it's obviously taking a break 3 from everything.</p> <p>4 But, yeah, we have a mid-school and 5 high-school soccer teams. We -- we work with the 6 charter school sports league, playing against other 7 charter schools. Now, based on our size as we 8 increase, we may be playing in larger leagues. It 9 really obviously depends on how students drive that.</p> <p>10 But, yeah, we've been involved in 11 athletics since day one; girls' basketball, boys' 12 basketball, boys' and girls' volleyball, track and 13 field. We've done flag football day. Football 14 that's offered is flag football.</p> <p>15 So, yeah, we're -- we have intramurals on 16 campus, because the students have flex periods in 17 the day where we set up intramurals. So if the kids 18 can't get to an activity outside of school, we have 19 an intramural league that happens in-house in a 20 sense.</p> <p>21 So lots of ways we try to check that box 22 and provide that.</p> <p>23 MS. KRISTIN DEIKE: We even have our head 24 basketball coach here with us today, Mr. Barton. 25 COMMISSIONER CARRILLO: (Incomprehensible</p>

<p style="text-align: right;">130</p> <p>1 due to simultaneous speaking) in athletics, I would 2 always say that if I had the choice to choose 3 between two kids that were identical in every way 4 except one did high school sports and one didn't, 5 I'd take the kid that did high school sports. 6 They're going to know what it takes to be part of a 7 team. 8 Just curiously, do you have any kids right 9 now that play for any of the district athletic 10 teams? 11 MR. JUSTIN BAIARDO: Yeah, A significant 12 number of kids that actually -- they can play in 13 both, actually, if they can work it right, because 14 sometimes the season is offset enough where they can 15 still play. Yeah, we've had students who have left 16 for wrestling, for soccer, for basketball, swimming, 17 golf, tennis, at their local district schools as 18 well. 19 COMMISSIONER CARRILLO: Well, I love them 20 having that opportunity. 21 The -- I want to echo what maybe 22 Commissioner Robbins said, and maybe even 23 Commissioner Chavez. I love that it's two separate 24 campuses, actually. The idea of you being from -- 25 when you're being promoted from 5 to 6, you're going</p>	<p style="text-align: right;">132</p> <p>1 wasting our time with a lot of extraneous 2 information, being targeted and super-informative. 3 Thank you. 4 MR. JUSTIN BAIARDO: You're welcome. 5 Thank you. 6 THE CHAIR: Commissioners, if there are no 7 other questions, I'll remind -- oh, I'm sorry. 8 Director Chavez? 9 DIRECTOR CORINA CHAVEZ: Yes. I just -- 10 before you move to vote, Chairwoman Gipson, I just 11 wanted to let you know that there have been six 12 letters regarding this expansion that have come 13 through the charter schools and Bev's e-mail. And 14 it appears they're all positive. 15 And also, Mr. Baiardo, if you could send a 16 copy of your PowerPoint presentation for our 17 records, much appreciated. 18 MR. JUSTIN BAIARDO: Will do. Yeah. 19 THE CHAIR: Thank you. So I will -- I'm 20 sorry. 21 MS. KAREN WOERNER: If maybe -- 22 THE CHAIR: I'm sorry. Karen? 23 MS. KAREN WOERNER: Sorry. I just wanted 24 to say that I did upload those letters to 25 SharePoint. I don't know that you need to review</p>
<p style="text-align: right;">131</p> <p>1 to a new building. 2 I mean, just think of all of us -- I grew 3 up where it was K-6. 7-9 was junior high school. 4 So when I left Hancock Park to go to John Burroughs, 5 that was a really big deal; so that feeling as well. 6 Question: Do you operate under a 7 collective bargaining agreement? Do you have a 8 union? 9 MR. JUSTIN BAIARDO: We do not. 10 COMMISSIONER CARRILLO: Always just 11 curious about that. 12 The -- yeah, I have my own thoughts about 13 that entirely, and I won't get into it. 14 The -- what opposition has there been, if 15 any, to your doing this, either from community or 16 from the district? 17 MR. JUSTIN BAIARDO: Yeah. Similar to the 18 21st Century, we've received nothing but support 19 from parents. I haven't spoken to the district 20 directly on this; but, you know, no opposition that 21 we've heard of. 22 COMMISSIONER CARRILLO: Okay. 23 Outstanding. 24 Well, best of luck. Very thorough 25 presentation. I want to thank you very much for not</p>	<p style="text-align: right;">133</p> <p>1 them now that Director Chavez mentioned. They're 2 all in favor. But I did upload them there for your 3 review, if you'd like. 4 THE CHAIR: Thank you. 5 I'll remind Commissioners that we need 6 three separate motions. 7 Okay. Commissioner Voigt? 8 COMMISSIONER VOIGT: Thanks. So if we're 9 ready, I can take that. 10 THE CHAIR: Okay. 11 COMMISSIONER VOIGT: I had one quick 12 question. 13 THE CHAIR: Sure. 14 COMMISSIONER VOIGT: Are you all 15 considering, or do you do, currently, presentations? 16 MR. JUSTIN BAIARDO: In what regard? 17 COMMISSIONER VOIGT: Student presentations 18 of learning. 19 MR. JUSTIN BAIARDO: Oh, absolutely, yes. 20 Absolutely, yes. We have a capstone, a 21 sophomore-junior-senior capstone that we -- it's 22 kind of a -- (audio stops) 23 THE CHAIR: Oh. Justin, we lost you. 24 MR. JUSTIN BAIARDO: Sorry. Yeah. It's a 25 culminating event for our students. But part of</p>

134	<p>1 some of the flavors is a presentation component. 2 It's one of the skills that we build in throughout. 3 So, yeah, it's intermixed throughout. 4 COMMISSIONER VOIGT: That's awesome. And 5 you know how the -- assessment is opening up to 6 include performance assessments and capstone 7 assessments. That's awesome and a huge 8 culture-builder. So great job. Thank you very 9 much. 10 So I would like to move that the PEC 11 approve the amendment to the charter contract for 12 Explore Academy Albuquerque to increase their 13 enrollment cap. 14 COMMISSIONER DAVIS: I second it. 15 THE CHAIR: There's a motion by 16 Commissioner Voigt and a second by Commissioner 17 Davis. 18 If there's no discussion, Commissioner 19 Burt? 20 COMMISSIONER BURT: All right. 21 Commissioner Taylor? 22 COMMISSIONER TAYLOR: Yes. 23 COMMISSIONER BURT: Commissioner Manis? 24 COMMISSIONER MANIS: Yes. 25 COMMISSIONER BURT: Commissioner Davis?</p>	136	<p>1 Explore Academy Albuquerque to add grades K through 2 5. 3 COMMISSIONER ROBBINS: Second. 4 THE CHAIR: There's a motion by 5 Commissioner Voigt and a second by Commissioner 6 Robbins. 7 Commissioner Burt? 8 COMMISSIONER BURT: All right. 9 Commissioner Burt, yes. 10 Commissioner Chavez? 11 COMMISSIONER CHAVEZ: Yes. 12 COMMISSIONER BURT: Commissioner Gipson? 13 THE CHAIR: Yes. 14 COMMISSIONER BURT: Commissioner Robbins? 15 COMMISSIONER ROBBINS: Yes. 16 COMMISSIONER BURT: Commissioner Voigt? 17 COMMISSIONER VOIGT: Yes. 18 COMMISSIONER BURT: Commissioner Taylor? 19 COMMISSIONER TAYLOR: Yes. 20 COMMISSIONER BURT: Commissioner Armijo? 21 COMMISSIONER ARMIJO: Yes. 22 COMMISSIONER BURT: Commissioner Carrillo? 23 COMMISSIONER CARRILLO: Yes. 24 COMMISSIONER BURT: Commissioner Davis? 25 COMMISSIONER DAVIS: Yes.</p>
135	<p>1 COMMISSIONER DAVIS: Yes. 2 COMMISSIONER BURT: Commissioner Carrillo? 3 COMMISSIONER CARRILLO: Yes. 4 COMMISSIONER BURT: Commissioner Armijo? 5 COMMISSIONER ARMIJO: Yes. 6 COMMISSIONER BURT: Commissioner Burt. 7 Yes. 8 Commissioner Chavez? 9 COMMISSIONER CHAVEZ: Yes. 10 COMMISSIONER BURT: Commissioner Gipson? 11 THE CHAIR: Yes. 12 COMMISSIONER BURT: Commissioner Robbins? 13 COMMISSIONER ROBBINS: Yes. 14 COMMISSIONER BURT: Commissioner Voigt? 15 COMMISSIONER VOIGT: Yes. 16 COMMISSIONER BURT: There are ten votes 17 for and zero votes against. This motion passes. 18 THE CHAIR: Motion passes. 19 Congratulations. 20 COMMISSIONER CARRILLO: Way to go. 21 MR. JUSTIN BAIARDO: Thank you. 22 THE CHAIR: Commissioner Voigt? 23 COMMISSIONER VOIGT: I don't want to be a 24 motion hog. But I would like to move that the PEC 25 approve the amendment to the charter contract for</p>	137	<p>1 COMMISSIONER BURT: And Commissioner 2 Manis? 3 COMMISSIONER MANIS: Yes. 4 COMMISSIONER BURT: All right. There were 5 ten votes for and zero votes against. The motion 6 passes. 7 THE CHAIR: Okay. 8 COMMISSIONER VOIGT: Anyone else? 9 COMMISSIONER ROBBINS: Well, I'll make the 10 motion for the increase in the square footage. 11 I move that the PEC approve the increase 12 in the square footage for Explore Academy, as put 13 forth in their expansion request. 14 COMMISSIONER BURT: I second. 15 THE CHAIR: There's a motion by 16 Commissioner Robbins, a second -- I believe it was 17 Commissioner Burt. 18 Commissioner Burt, roll? 19 COMMISSIONER BURT: Commissioner Armijo? 20 COMMISSIONER ARMIJO: Yes. 21 COMMISSIONER BURT: Commissioner Carrillo? 22 COMMISSIONER CARRILLO: Yes. 23 COMMISSIONER BURT: Commissioner Davis? 24 COMMISSIONER DAVIS: Yes. 25 COMMISSIONER BURT: Commissioner Gipson?</p>

<p style="text-align: right;">138</p> <p>1 THE CHAIR: Yes.</p> <p>2 COMMISSIONER BURT: Commissioner Taylor?</p> <p>3 COMMISSIONER TAYLOR: Yes.</p> <p>4 COMMISSIONER BURT: Commissioner Burt,</p> <p>5 yes.</p> <p>6 Commissioner Chavez?</p> <p>7 COMMISSIONER CHAVEZ: Yes.</p> <p>8 COMMISSIONER BURT: Commissioner Manis?</p> <p>9 COMMISSIONER MANIS: Yes.</p> <p>10 COMMISSIONER BURT: Commissioner Voigt?</p> <p>11 COMMISSIONER VOIGT: Yes.</p> <p>12 COMMISSIONER BURT: And Commissioner</p> <p>13 Robbins?</p> <p>14 COMMISSIONER ROBBINS: Yes.</p> <p>15 COMMISSIONER BURT: All right. There are</p> <p>16 ten votes for, zero votes against. The motion</p> <p>17 passes.</p> <p>18 COMMISSIONER ROBBINS: Congratulations.</p> <p>19 THE CHAIR: Once again, congratulations.</p> <p>20 This is a lot you're chewing off. We appreciate</p> <p>21 everything you do every day now, and we wish you</p> <p>22 great success moving forward and looking forward to</p> <p>23 see how this all works out.</p> <p>24 Thank you.</p> <p>25 MR. JUSTIN BAIARDO: Thank you, guys.</p>	<p style="text-align: right;">140</p> <p>1 DR. ELAINE PEREA: Hello, everyone.</p> <p>2 THE CHAIR: Good morning. It's still</p> <p>3 morning, barely. Thank you for hanging in with us</p> <p>4 while we finished that up. We appreciate it.</p> <p>5 So, Commissioners, this is Item No. 5 once</p> <p>6 again. We had asked -- there had been a request for</p> <p>7 simply a regular update from the Career Readiness</p> <p>8 program. So thank you very much for accommodating</p> <p>9 us, and, once again, waiting for us. So we</p> <p>10 appreciate this.</p> <p>11 So whatever your -- want to share at this</p> <p>12 point in time.</p> <p>13 DR. ELAINE PEREA: Thank you. It's very</p> <p>14 nice to see faces that I've known for the last</p> <p>15 several years. And welcome to the new</p> <p>16 Commissioners. I'm happy to have you all on board.</p> <p>17 The -- what's going on in CTE right now,</p> <p>18 the biggest thing is the same thing that's going on</p> <p>19 in all of education; reentry, virtual learning,</p> <p>20 trying to get kids back into the schools. And</p> <p>21 Career Technical Education teachers are at least as</p> <p>22 eager, if not more eager than their academic core</p> <p>23 counterparts, to see their students again and to be</p> <p>24 able to resume hands-on learning.</p> <p>25 The -- my team has released two guidance</p>
<p style="text-align: right;">139</p> <p>1 COMMISSIONER CARRILLO: Best of luck.</p> <p>2 Thank you.</p> <p>3 THE CHAIR: Take care. Stay safe.</p> <p>4 MR. RAY BARTON: Thank you very much.</p> <p>5 MS. KAREN WOERNER: Explore Academy team,</p> <p>6 I'm going to gradually put you back to Attendees,</p> <p>7 and it's going to take me a while, because there's a</p> <p>8 bunch of you. So bear with me.</p> <p>9 COMMISSIONER VOIGT: Madam Chair, could I</p> <p>10 request that we take at least a ten-minute break?</p> <p>11 Is this a good time in the agenda?</p> <p>12 THE CHAIR: I'm not sure. I have to</p> <p>13 double-check, because Dr. Perea has been waiting.</p> <p>14 COMMISSIONER VOIGT: Oh, okay.</p> <p>15 MS. KAREN WOERNER: And Dr. Perea has</p> <p>16 another appointment. She has to be done, hard stop,</p> <p>17 at 12:30.</p> <p>18 THE CHAIR: Let's do Dr. Perea. We may</p> <p>19 then want to take a short break or maybe do lunch at</p> <p>20 that time.</p> <p>21 COMMISSIONER VOIGT: Okay. Thanks.</p> <p>22 MS. KAREN WOERNER: I'm going to promote</p> <p>23 Dr. Perea so they can move on with the agenda while</p> <p>24 I move the rest of you to the Attendees List.</p> <p>25 There she is.</p>	<p style="text-align: right;">141</p> <p>1 documents that are on the PED's website that are</p> <p>2 available for Career Technical teachers and for</p> <p>3 administrators. The first one was "CTE in a</p> <p>4 Completely Virtual Environment."</p> <p>5 And then the newest one is "CTE in a</p> <p>6 Blended Environment."</p> <p>7 Basic guidelines of that include</p> <p>8 maintaining all of the health protocols that are</p> <p>9 required by the Department of Health, and, then, at</p> <p>10 the curriculum level, prioritizing those things for</p> <p>11 in-person learning that are most difficult to do in</p> <p>12 a virtual environment and making sure that the</p> <p>13 virtual environment is where more theoretical things</p> <p>14 happen and where conversations that are -- that are</p> <p>15 more -- that are more supportable in not a hands-on</p> <p>16 way.</p> <p>17 In the completely virtual world, we have</p> <p>18 CTE teachers who are being super-creative. We had</p> <p>19 several schools that we allocated funding to</p> <p>20 purchase materials so that they could send home kits</p> <p>21 so that students could do a variety of hands-on</p> <p>22 tasks in a virtual environment with the teacher</p> <p>23 watching over.</p> <p>24 So there's been just a tremendous amount</p> <p>25 of innovation. Nonetheless, our CTE teachers are</p>

<p style="text-align: right;">142</p> <p>1 very disheartened, because there is -- at the 2 high-school level, especially among the students who 3 show up often in CTE, just pandemic fatigue, a lot 4 of social-emotional needs, and teachers are trying 5 to -- to support their students in that way. 6 It is very, very difficult. We have high 7 school teachers reporting losses of -- 50, 60, even 8 70 percent of their students are not showing up for 9 class in a virtual environment. 10 As hard as it is in the lower grades, in 11 many ways, the upper grades are just really worse. 12 So we are -- we are very happy to hear of districts 13 that are bringing kids back in even a limited 14 capacity. It's -- it's not easy. There's a lot of 15 concerns. 16 The way that the high school timing is 17 working is that most schools are going to an A-B 18 type of schedule. So some students are coming in on 19 Mondays and Tuesdays; the other students are coming 20 in on Thursdays and Fridays. 21 Within our CTE teacher population, we see 22 some teachers that are delivering the class both 23 virtually and in-person simultaneously. That seems 24 to be working fairly well, because the teacher can 25 demo something. The students in person can ask</p>	<p style="text-align: right;">144</p> <p>1 of -- instead of the demands of a synchronous 2 session. 3 That being said, we have a lot of other 4 synchronous topics that are appropriate. Probably 5 the most important and the one that we are having 6 the most questions about are the differences between 7 the federal Perkins Act funding and the State 8 Next Gen CTE funding. There are differences in how 9 those funds can be spent as well as differences in 10 what kind of programs can be funded. 11 At the federal level, we have split the 12 state up into ten regions. And in each region, a 13 year ago, roughly, the community of CTE educators 14 and employers and other concerned people from the 15 community, stakeholders, got together in regional 16 meetings. And each region decided which priorities 17 would be fundable. 18 And so almost every region picked health 19 care. Eight of the ten regions picked health care. 20 Eight of the ten regions picked some variation of 21 STEM and/or information technology. And all ten 22 regions picked skilled trades. So those are the 23 three big areas that are fundable in the State with 24 Perkins funds. 25 State funds are a little more flexible in</p>
<p style="text-align: right;">143</p> <p>1 questions that are of a hands-on nature; but the 2 students that are on the video can then watch their 3 classmates interacting with the teacher. So that's 4 one particular hybrid that seems to be working 5 pretty well with CTE. 6 On the kind of the management side of the 7 house, my team is getting ready for our annual 8 applicant workshop. That will be virtual this year. 9 It'll be on March 2nd through 4th, three days, three 10 hours per day. We are trying to limit the materials 11 that are being presented in person. 12 And so two topics that have always been 13 very popular and are in person is a half-day Perkins 14 101 that is for new grant administrators, and a deep 15 dive of EDGAR and the uniform grant guidance, which 16 is most appropriate for financial managers. And 17 that's usually a full -- a six-hour training session 18 that is presented by Michael Bernstein's team, which 19 is -- he is the attorney who does a lot of CTE law. 20 Both of those, we are not going to be 21 presenting on the 2nd through 4th; instead, we're 22 going to be moving those into an asynchronous 23 delivery. So they will be recorded, and schools can 24 access them on the new State Canvas platform at 25 their -- at whatever time works for them, instead</p>	<p style="text-align: right;">145</p> <p>1 that they can fund other programs of study with half 2 of their award. So if the district is getting 3 \$10,000, they can use half of that for some other 4 nonpriority program. But in both the state and the 5 federal funding, the emphasis should be -- and in 6 the state (verbatim) of federal, must be -- on the 7 most pressing needs of the community. 8 Those meetings were designed to identify 9 a -- the priorities for two years. And in most 10 regions, that two-year designation should be 11 appropriate even post-pandemic. 12 The one region where that is a real 13 problem is in Albuquerque. I don't know if anybody 14 here was in that Albuquerque meeting. There was 15 very heated conversation about hospitality and 16 tourism versus education. 17 The group voted not to prioritize 18 education and, instead, to prioritize hospitality 19 and tourism. A year later, that seems that might 20 not have been such a good decision, and we expect 21 that region might have to reset its priority in 22 midstream because of the pandemic. 23 Other than that, we expect that the 24 priorities are pretty good for post-pandemic 25 recovery, especially because eight of the ten did</p>

<p style="text-align: right;">146</p> <p>1 use health care, which will continue to be a very 2 pressing need in our state. 3 I think with that, I probably would like 4 to take any questions that the -- that the 5 Commission might have for me. 6 THE CHAIR: Okay. Thank you so much. 7 Commissioner Voigt? 8 COMMISSIONER VOIGT: Thanks, Madam Chair. 9 Hi, Elaine. 10 DR. ELAINE PEREA: Hi. 11 COMMISSIONER VOIGT: Just a quick 12 question. In the federal versus the State Next Gen 13 funding -- I'm pretty sure I know the answer to 14 this, but I'm going to ask anyway -- is the federal 15 the bigger funding of those two? 16 DR. ELAINE PEREA: Yes. 17 COMMISSIONER VOIGT: Yeah. Thanks. 18 DR. ELAINE PEREA: Let me clarify that, 19 Chairwoman Voigt. The federal funding is about 20 twice as large as the State funding. But because 21 the federal funding has -- I have to pay my whole 22 staff out of that funding. And there is also PED 23 overhead that comes out of that funding. By the 24 time you take that out and then you split it in half 25 so that half of it is going to community colleges</p>	<p style="text-align: right;">148</p> <p>1 sir, not in the rest of the state. 2 COMMISSIONER CARRILLO: (Inaudible due to 3 simultaneous speaking) in Albuquerque. There was 4 more of that, just being stunned. And I think it's 5 unfortunate. But I really think things like the 6 Food Channel and all these things that glorify 7 hospitality and culinary in so many ways give kids a 8 really false perception of what the industry is, 9 what the futures are, and what the expectation and, 10 at the very top levels, what the pay is. 11 And, you know, unless your daddy is going 12 to open a restaurant for you, you're going to start 13 by trimming vegetables; you're going to start at a 14 front desk; you're going to start as an 15 administrator. 16 It's -- I don't know how we do it. But 17 we've got to somehow change the thinking about kids' 18 perceptions of a life in hospitality and tourism. 19 It can be -- it's great; we need it. It's the 20 foundation of our economy. However, I just think 21 that education took a back seat to that in 22 Albuquerque was alarming. Anyway... 23 DR. ELAINE PEREA: One thing I can tell 24 you about the programs that we administer -- and it 25 doesn't always work the way it should, in theory,</p>
<p style="text-align: right;">147</p> <p>1 instead of to K-12, the amount that actually goes to 2 our K-12 system is actually larger from State 3 funding. 4 COMMISSIONER VOIGT: Okay. So -- so 5 the -- can the school district get the federal and 6 the State? 7 DR. ELAINE PEREA: Absolutely. 8 COMMISSIONER VOIGT: Okay. Super. 9 DR. ELAINE PEREA: It's a single 10 application for both sets of funds. 11 COMMISSIONER VOIGT: Great. And I'm glad 12 I didn't see that Albuquerque meeting. That 13 would -- 14 DR. ELAINE PEREA: It was heartbreaking 15 for me. 16 COMMISSIONER VOIGT: Okay. Thank you. 17 THE CHAIR: Commissioner Carrillo, did you 18 have your hand up? 19 COMMISSIONER CARRILLO: You know I did. 20 It's less a question and more of a -- Ms. Perea. 21 We've never met, Ms. Perea. I'm Steve Carrillo. 22 I'm up here in Santa Fe. 23 If I heard you correctly, people 24 prioritized hospitality over education. 25 DR. ELAINE PEREA: Only in Albuquerque,</p>	<p style="text-align: right;">149</p> <p>1 but it does work sometimes, at least -- is that we 2 hold districts accountable to quality curriculum. 3 And specifically within the food service 4 industry, we -- for about four or five years now, we 5 have -- we have attempted to withhold funding from 6 districts that will not use the high quality 7 curriculums that are out there that are aligned with 8 the restaurant association and that integrate 9 management and teamwork skills into the foundation 10 of food service. 11 And so while student interest remains 12 very, very strong in culinary programs, I believe 13 that if the culinary programs in particular can have 14 a strong component of management -- and I just don't 15 mean team management; there's a lot of financial 16 management that goes into running a restaurant, and 17 pricing food, and, you know, making sure that menus 18 are nutritionally appropriate -- there are ways that 19 you can make a culinary program more transitional so 20 that once those young people get out into the 21 workforce and they realize that waiting tables and 22 doing food prep is really mostly going to be a dead 23 end, that at least they have some skills that they 24 can build on in other -- in other professions. 25 And so my team has really held a hard line</p>

<p style="text-align: right;">150</p> <p>1 on that, and not -- and we have stopped putting in 2 commercial kitchens. We won't put any more 3 commercial kitchens in this state because there are 4 too many in high schools.</p> <p>5 COMMISSIONER CARRILLO: That's great. To 6 follow on, to what extent does the hospitality and 7 that track involve really management on the hotel 8 side? Because that's where -- like, if someone were 9 to get into Carnegie Mellon, one of the best schools 10 in the country, and you're going to have an amazing 11 future if you go through that program. To what 12 extent are we able to push back?</p> <p>13 DR. ELAINE PEREA: There are some good -- 14 there is a very good curricula for hospitality 15 management. Student interest is in foods. And so 16 part of our very difficult work that my team is 17 engaged in on a regular basis is having those hard 18 conversations about what our job as educators is.</p> <p>19 There is a very deep philosophical divide 20 about that. And the money that I oversee doesn't -- 21 doesn't cleave towards student interest. And the 22 Perkins V made that super, super clear. I cannot 23 fund student interest programs that do not align to 24 high wage careers. And culinary is one of those in 25 this state.</p>	<p style="text-align: right;">152</p> <p>1 There are some very interesting dynamics within APS, 2 in particular, which is why we split APS out from 3 those other regions. And in the supporting regions 4 of APS, we do have advanced manufacturing programs 5 that are -- that are good, that are -- that are 6 helping prepare students.</p> <p>7 One of the things that the regional 8 meetings did was they gave voice to the industry. 9 We specifically set those up so that -- so that half 10 the people in the room would be industry, and we 11 limited the number of educators so that when they 12 voted on the priority sectors, it wouldn't be led 13 by -- by teacher demand and student choice, but, 14 rather, actually by industry need.</p> <p>15 And so the -- the very important 16 conversation that your friend needs to have is with 17 the post-secondary. Because the post-secondaries 18 are the -- the intermediary between us and work. At 19 least 60 percent of jobs, including those skilled 20 manufacturing jobs, need some post-secondary. They 21 don't always need an AA; but they need some 22 post-secondary.</p> <p>23 And having the post-secondary partner 24 develop a program that is aligned to employers in 25 the community is exactly what has to happen. And</p>
<p style="text-align: right;">151</p> <p>1 COMMISSIONER CARRILLO: I have a question 2 also about high-tech machining. I mean, you're 3 probably aware there was a company -- I don't know 4 if it still exists in Albuquerque -- called Bogue 5 Machines, and very successful. And a friend of mine 6 was going to be a partner in that.</p> <p>7 And he was saying that when it came time 8 to hire specialized high-tech machinists, they 9 really could only find people from out of state, 10 that there were no programs in New Mexico training 11 people to the level that they needed.</p> <p>12 And I mean we're talking aerospace, you 13 know, automotive design, all these different things. 14 Because I -- I have this -- or this vision? -- 15 fantasy, maybe -- of, you know, New Mexico being the 16 center of blue tech; right? So the blue-collar 17 jobs, but they're high-wage technical jobs.</p> <p>18 And were we there. Because I know we 19 tried to do that in Santa Fe with part of our 20 program, and it didn't go very far.</p> <p>21 DR. ELAINE PEREA: I think it's going much 22 better in the southern part of the state, and, to a 23 large degree in the -- in the shed in the -- of 24 Albuquerque; so Bernalillo, Rio Rancho, Valencia, 25 all of the communities that support Albuquerque.</p>	<p style="text-align: right;">153</p> <p>1 then the post-secondary works with us, through my 2 team, to align down into the high school.</p> <p>3 COMMISSIONER CARRILLO: Great. Thank you.</p> <p>4 THE CHAIR: Commissioner Burt?</p> <p>5 COMMISSIONER BURT: Thanks. Hi, 6 Dr. Perea. I'm so glad that you're able to join us. 7 I'm really looking forward to just little increments 8 of what you all are doing so we can know what's 9 going on. And you can let us know if you have any, 10 like, asks of us, you know. Like, we can all be 11 proponents for CTE work. So, hopefully, you can see 12 us as partners and utilizing us for being vocal in 13 it.</p> <p>14 I could imagine that CTE programs, in 15 particular, are definitely going through -- I mean, 16 it's intrinsically hands-on work; and so going 17 through a pandemic and having -- I'm sure there's 18 some of the most innovative teachers right now, 19 because I -- you know? How do you do hands-on work 20 in a virtual environment?</p> <p>21 So I'm definitely interested. As you hear 22 stories about how teachers are being innovative 23 throughout this, please let us know, because I think 24 it's really important to celebrate those successes, 25 because they put in a lot of effort and work into</p>

<p style="text-align: right;">154</p> <p>1 creating these environments for students. So I'd be 2 happy to help recognize them and their efforts. 3 Would you be willing -- and I don't know 4 if it's -- if you could send it to Bev and Bev can 5 send it to all of us for any of us that may need to 6 go to a Perkins 101 to find out what the schools are 7 being asked to do, what that process looks like. 8 I'd be interested in attending myself to see what 9 schools are going through in order to receive this 10 information. So if you could send that to Bev to 11 send out, I think that would be great, if to no one 12 else, then just to me. 13 The other question I had for you is, you 14 know, in our bigger school districts -- and like 15 Commissioner Chavez said, most of our districts are 16 very small. I mean, we have 89 school districts, 17 and there's very few that are large, you know. And 18 a large district in New Mexico is actually still 19 pretty small. So the average district is small. 20 It's in rural areas, you know. 21 And so I can understand, for our bigger 22 districts, how much opportunities students have, you 23 know, to participate in partner programs, right? 24 You have, you know, the electrician's union that can 25 host students at their facilities, right? And you</p>	<p style="text-align: right;">156</p> <p>1 some real momentum to change that statistic. So we 2 went from having a third of districts participating 3 to having 80 percent of districts and charters 4 participating. 5 So we have really, really increased the 6 number of schools who are getting funding. And so 7 to answer your question, what does that look like? 8 For many of our smaller schools, our -- 9 let me talk about small rural, and then let me talk 10 about small charters as kind of two separate 11 categories. 12 Small rural schools, you're absolutely 13 right. FFA is kind of the be-all and end-all in 14 most rural schools. And it is often taught by a 15 teacher who also is teaching a core academic. 16 And so expanding beyond FFA means finding 17 a teacher who can teach something else. And that's 18 not always easy. 19 So one example of how that can look is a 20 program that we're doing with REC 9. And this 21 program is -- it's open to all districts in the 22 state. I think there are eleven small districts 23 that are participating. And the post-secondary 24 partner is -- is the one out in Tucumcari. 25 And this is a program for wind technology.</p>
<p style="text-align: right;">155</p> <p>1 have these large campuses of CNM and -- for students 2 to actually go and participate. 3 But what does this look like in rural 4 communities? What does CTE -- I've visited very 5 many FFAs. I know in many rural communities, that 6 was the first thing they wanted to show me was the 7 FFA. Very competitive, a huge point of pride. 8 There are students what want to be electricians in 9 those communities and students who want to be auto 10 mechanics in those communities. 11 Two questions: 12 How many districts are utilizing Perkins 13 funding? And, then, also, you know, in the rural 14 communities, who are utilizing it? What does it 15 look like? 16 DR. ELAINE PEREA: The Commission -- 17 Commissioners who have been around for a while have 18 heard this before. But it's so important. 19 In Perkins IV, less than a third of 20 districts received Perkins funding. And in 21 Perkins IV, that's all there was. The Next Gen 22 funding was new funding from the State. We are only 23 in the second year of it. 24 So we were very fortunate that Perkins V 25 and Next Gen happened simultaneously, which gave us</p>	<p style="text-align: right;">157</p> <p>1 "Wind Turbine Technician" is the name of the 2 certificate. It is a post-secondary certificate 3 that only requires nine credit hours at the 4 post-secondary level. So it is a very fast 5 certificate. It is very, very focused on 6 technology. And when students get that, there are 7 jobs waiting in our state right now. 8 And so we launched this -- it was part of 9 the first round of funding. And the first students 10 got into the program just about a year ago, right? 11 In January of 2020, just before the pandemic, we had 12 our first dual credit students. 13 And the -- what the funding did is it 14 bought a -- a trailer with stuff in it. And one of 15 the most important and expensive pieces of stuff 16 that was in that trailer was virtual reality 17 headsets. And so there's enough VR headsets for ten 18 students, which is not a lot; but in a small rural 19 community, ten is a full class. 20 The trailer goes around with a licensed 21 teacher. And it teaches the classes in different 22 districts on different days and goes around. And so 23 every two weeks, it hits the districts again. And 24 the students are able to participate, and they wear 25 the VR glasses, and they do technical repair stuff.</p>

<p style="text-align: right;">158</p> <p>1 And one of the really important reasons 2 for the VR glasses is because if you've ever seen 3 those wind turbines, you know there's this column 4 that goes up really, really high. And in order to 5 work on the wind turbine, you have to go up that 6 column. And it's claustrophobic, and also -- I 7 don't know what "fear of heights" is called, but you 8 get both of them.</p> <p>9 And so the VR is a way to acclimate the 10 students to that work environment that is very 11 difficult.</p> <p>12 And so equipment and a teacher that would 13 never be able to be accessed in a small rural 14 community through some innovations and some partners 15 is able to -- is able to service kids that are in 16 rural areas.</p> <p>17 There's a similar project in REC 3, which 18 is in the northeastern part of the state, in 19 partnership with Clovis Community College, that is 20 building off of an FFA curriculum and going into 21 sustainable agriculture at Clovis Community College, 22 a similar idea of supporting small rural districts.</p> <p>23 Of course, a small rural charter can plug 24 into those programs. But many of your charters are 25 not rural; they are urban. They are small, but they</p>	<p style="text-align: right;">160</p> <p>1 engineering curriculum, we have computer sciences 2 curricula that have been launched. We have some 3 schools that are doing health sciences. Those 4 dummies are really expensive, and there's no way 5 they could have bought them if they hadn't gotten 6 significant funding.</p> <p>7 We anticipate that we will do that again 8 this next year. So that one more year of new 9 funding for schools, that gives them three years of 10 new funding. And then the ones that are coming in 11 late, we'll still be able to over-allocate to them. 12 But we'll be able to move the funding for more 13 equitable distribution, not in '21-'22, but in 14 '22-'23, because we will have brought this whole 15 group of new sites in.</p> <p>16 Another thing that's happening in terms of 17 access that's really important for small charters 18 and -- and small rural districts is a grant that we 19 just won in October, where it's been -- we've been 20 calling it the Ready and Equitable CTE program. I 21 think we're getting ready to do a rebrand that will 22 call it something like C-Cubed.</p> <p>23 But regardless of what we call it, it's a 24 flipping of CTE. Traditionally, we ask students, 25 "What do you want to be?"</p>
<p style="text-align: right;">159</p> <p>1 are urban. And so we have kind of a different thing 2 that's happened there.</p> <p>3 Because we had so many districts and 4 charters that had not participated in CTE, within 5 our State funding, that next general funding that's 6 coming from the Legislature, we allocated 80 percent 7 of that to new sites that had not participated in 8 Perkins. So it was not an equal allocation, student 9 per student, across the state. It was allocated -- 10 it was significantly overrated to schools that had 11 not participated before in CTE, so that they could 12 start programs, launch programs and build, because 13 good programs are expensive to start.</p> <p>14 And if we just split that money up evenly, 15 the schools that had had Perkins would get kind of 16 more than they needed, and the schools that didn't 17 have Perkins wouldn't have enough to do anything. 18 So we put almost all our eggs in the new basket. 19 And that enabled smaller districts and the small 20 charters, including the urban charters, to 21 participate in a very meaningful way. And many of 22 the small charters got \$20,000 to \$40,000, and so 23 they were able to launch a really significant 24 program.</p> <p>25 Project Lead The Way, which is an</p>	<p style="text-align: right;">161</p> <p>1 And when they say, "I want to be a 2 welder," then we put them in a welding program.</p> <p>3 What this grant is doing for us in 4 New Mexico is it's allowing us to re- -- to develop 5 an entire math curriculum, a series of five courses, 6 starting with eighth-grade math all the way through 7 two courses that sit above the algebra and geometry 8 curriculum. These five courses are career 9 exploration, not taught by a counselor, not taught 10 by a CTE teacher, career exploration delivered by a 11 mathematics teacher as part of mathematics 12 instruction, really fundamentally, deeply addressing 13 the "Why do I need to learn this" question, that is 14 always the perennial problem in math, while 15 simultaneously exposing -- over five years, students 16 will get exposed to about 80 percent of the careers 17 that are listed in O*NET, over 1,000 careers. Every 18 single lesson, every single chapter is a different 19 career.</p> <p>20 And so as they work through the 21 curriculum, while it's completely aligned to 22 Common Core standards, it is also delivering real, 23 authentic career exploration. It's a \$12 million 24 grant. It's just started.</p> <p>25 We used \$200,000 of the Next Gen money to</p>

<p style="text-align: right;">162</p> <p>1 pilot this. We had no idea there was going to be a 2 federal grant that we might qualify for. But it's 3 something I've been very passionate about for a long 4 time. I may have talked to you about it back when 5 you were at PED.</p> <p>6 And so I had this little bitty bit of 7 money, and I was able to do a pilot. We did a pilot 8 with 22 small districts, with Farmington and Central 9 Consolidated as the large district leads. That 10 pilot was going really well when the feds had this 11 request for proposals for this money, which is an 12 expanding access grant.</p> <p>13 And the only way you could qualify is if 14 you were already in pilot. And so it was a very 15 small set of applicants who could qualify. And we 16 were one of five states that won that grant. We got 17 the second largest total dollar amount. So it was a 18 really big win for New Mexico. And that's going to 19 be a really big win for charters and for small rural 20 districts.</p> <p>21 COMMISSIONER BURT: Awesome. Thank you. 22 Thank you for your passion. I know Commissioner 23 Robbins has been waiting patiently.</p> <p>24 THE CHAIR: And I know it's -- it's 24 25 after; so I just -- thank you.</p>	<p style="text-align: right;">164</p> <p>1 small fraction of 1 percent that make it to where 2 they're making a million dollars a year or more. So 3 it's very, very important in these technical areas 4 that they understand the basics of what you can make 5 in that field.</p> <p>6 But then if you want to start a business 7 in that field, like you mentioned -- Commissioner 8 Carrillo mentioned Bogue Machining. I know Mark 9 Bogue; I've known him for 35 years. My son-in-law 10 owns a large machining shop; he just bought it from 11 his father. And so they do a lot of work with 12 Sandia, subcontracting with defense contractors and 13 things like that. These are industries that do not 14 require big massive manufacturing plants, like you 15 would have to have to manufacture a car or car 16 batteries, things like that.</p> <p>17 But these are facilities that, on an acre 18 or two acres of land, you can do an awful lot of 19 work. And there's lots of spaces in Albuquerque 20 that can do that. And this is one area where I 21 think CTE, working with post-secondary -- because, 22 again, you're dealing with people that have to run 23 computers. You're having to understand something 24 about the business. Very, very important. 25 So I appreciate what Dr. Perea was saying</p>
<p style="text-align: right;">163</p> <p>1 COMMISSIONER ROBBINS: I didn't want to go 2 on. But I appreciate what Dr. Perea was saying 3 about -- even in the culinary areas. Because a lot 4 of people, they look and they think, "Oh, I can make 5 \$30, \$40, \$50 an hour, because look what a caterer 6 charges when they do this."</p> <p>7 They don't understand all the finances 8 behind that. I have a plumber come to my house for 9 the higher-level things. I can do minor things. 10 But if it gets too difficult, I hire a plumber. 11 They charge me, like, \$85, \$90 an hour.</p> <p>12 Well, a plumber is not making \$85 or \$90 13 an hour. He has to pay for the vehicle. He has to 14 pay for the infrastructure. He has to pay for the 15 office. He has to pay for the overhead. He has to 16 pay for the payroll. That's where some of the 17 finance education that they provide in the culinary 18 things, or hospitality industry, is so important, 19 because it can let an individual know do they want 20 to stay in that and be a cook, be a chef, which, you 21 know, you can make good money, but only the top 22 people in those things.</p> <p>23 It's just like somebody wanting to be a 24 pro football player. There's a lot of people 25 wanting to play football. But you only have a very</p>	<p style="text-align: right;">165</p> <p>1 about what they're doing. And, yes, the rural areas 2 do need electricians and plumbers and things. But 3 they have to understand, you know, the school 4 districts, if they only have 200 or 300 students, 5 they probably can't afford to have an electrician on 6 staff and things like that. That's where they need 7 it in the community. And the schools needing to 8 make sure that they have licensed, qualified 9 professionals in these areas is so important.</p> <p>10 You know, one of the things when I was at 11 APS, they were talking about, you know, they have a 12 huge maintenance area, and they were talking about 13 it actually saves them money, because they were 14 paying their maintenance people \$25 an hour. This 15 is back in 2012, and I did the analysis.</p> <p>16 And I said, "You're paying them \$25 an 17 hour. That's their salary. You're not taking into 18 account the taxes, the supervisor, the overhead, the 19 vehicle, the fact they run back and forth sometimes 20 two or three times to do a 15-minute job.</p> <p>21 My plumber came out and did some work in 22 my house. He had everything he needed in his 23 vehicle. He didn't have to make separate trips and 24 everything. It actually worked out it was costing 25 them \$75 to \$80 an hour for their staff to do it,</p>

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1 where they could hire a plumber again back in 2012
 2 for \$65 an hour.
 3 So we have to understand that sometime
 4 having your own staff do the stuff, it's not the
 5 most economical way. And this is one thing that I
 6 want to make sure -- we look at our charters. Our
 7 charter schools don't have huge maintenance staffs.
 8 You know, they're going to contract out. Because,
 9 really, it makes sense.
 10 But we need to educate the students to do
 11 those things, the services; because, again, you can
 12 make a good decent living doing those things.
 13 And I think CTE is very valuable. I
 14 appreciate, Dr. Perea, what you said about expanding
 15 these programs and some of these new grants that are
 16 coming along. And I really encourage charters to
 17 look into those things, because, again, you know, we
 18 need more doctors; we need more dentists.
 19 Yes, we're a rural area, and those areas
 20 are underserved. But we need more people with the
 21 trade skills, you know. The President is proposing
 22 a \$2 trillion infrastructure expansion plan. Where
 23 are they going to find the workers to do that?
 24 That's one of the things is we've cut back over the
 25 last several years, and we don't have enough

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1 workers.
 2 So, you know, that \$2 trillion may get you
 3 what, you know, last year or the year before may
 4 have only gotten you a trillion dollars' worth of
 5 work because it's going to cost you a lot more. You
 6 look at construction costs going up and up. When
 7 shortages of labor and materials happen, all of a
 8 sudden the cost of those trades and getting the work
 9 done jump. So we need people in those trades that
 10 can make good livings, but we need to educate them
 11 also.
 12 So thank you very much, and with that,
 13 I'll end my comments.
 14 Thank you.
 15 THE CHAIR: Thank you. And I know it's
 16 12:30. So we appreciate the time that you've given
 17 us, all the information you've given us, and we look
 18 forward to future updates. So thank you. And I
 19 know you're pressed for time, so we do really,
 20 really appreciate this.
 21 DR. ELAINE PEREA: Okay. Thank you for
 22 your time, everybody. Have a wonderful afternoon.
 23 COMMISSIONER CARRILLO: You, too. Thank
 24 you.
 25 THE CHAIR: So, Commissioners, it's 12:30.

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1 Do we want to take a half-hour for lunch?
 2 Okay. So we'll be back at 1:00. Thanks.
 3 (Recess taken, 12:31 p.m. to 1:02 p.m.)
 4 THE CHAIR: With that being said, I think
 5 most of us are back -- we are on to Item No. 9,
 6 which is Discussion and Possible Action on the PEC
 7 Rules of Procedure.
 8 So thanks, everyone, for yesterday.
 9 Thanks, Ami, for taking us through. And there were
 10 just some minor tweaks to that language. And I
 11 think everyone's comfortable with the Rules of
 12 Procedure.
 13 And Ami did send us this morning, with the
 14 motions, a link to those Rules of Procedure as well.
 15 So thank you for that.
 16 So if there's no further discussion, I'm
 17 going to move that the PEC adopt the changes to the
 18 PEC Rules of Procedure.
 19 COMMISSIONER ROBBINS: Second.
 20 THE CHAIR: There's a motion by
 21 Commissioner Gipson, a second by Commissioner
 22 Robbins.
 23 If there's no further discussion,
 24 Commissioner Burt?
 25 COMMISSIONER BURT: All right.

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1 Commissioner Taylor?
 2 COMMISSIONER TAYLOR: Yes.
 3 COMMISSIONER BURT: Commissioner Manis?
 4 (No response.)
 5 COMMISSIONER BURT: I'll come back.
 6 Commissioner Robbins?
 7 COMMISSIONER ROBBINS: Yes.
 8 COMMISSIONER BURT: Commissioner Gipson?
 9 THE CHAIR: Yes.
 10 COMMISSIONER ARMBRUSTER: Commissioner
 11 Chavez?
 12 COMMISSIONER CHAVEZ: Yes.
 13 COMMISSIONER BURT: Commissioner Armijo?
 14 COMMISSIONER ARMIJO: Yes.
 15 COMMISSIONER BURT: Commissioner Burt.
 16 Yes.
 17 Commissioner Davis?
 18 COMMISSIONER DAVIS: Yes.
 19 COMMISSIONER BURT: Commissioner Voigt?
 20 COMMISSIONER VOIGT: Yes.
 21 COMMISSIONER BURT: Commissioner Carrillo?
 22 COMMISSIONER CARRILLO: Yes.
 23 COMMISSIONER BURT: And Commissioner
 24 Manis?
 25 All right. Commissioner Manis is not

<p style="text-align: right;">170</p> <p>1 present. So there are nine votes for and zero votes 2 against. The motion passes.</p> <p>3 THE CHAIR: Thank you. And I apologize. 4 I should have actually taken Item No. 10 off of the 5 agenda, because we're not ready to vote on it yet, 6 so we're going to table that till a later date. So 7 that was my error. We should have moved that off. 8 So we are on to item No. 11, which is 9 Discussion and Possible Action on legislative 10 priorities. 11 So, you know, the Legislature is moving 12 slow. There's supposed to be additional legislation 13 that is dropped today. I haven't had a chance to 14 catch up on that. 15 But I do want Commissioners to be aware of 16 the fact that SB 237 -- is it 237? -- is a nepotism 17 bill that Senator Lopez did put forward. 18 We've had some concerns about nepotism, 19 and we -- under -- you know, it's not that we 20 support nepotism. So I just want to get some 21 Commissioners' sense. They -- the bill gives the 22 Commission a little more authority over the 23 governing councils when there are instances of 24 nepotism discovered. 25 I support any legislation that tightens up</p>	<p style="text-align: right;">172</p> <p>1 issue, obviously, at times with schools -- 2 Commissioner Robbins? 3 COMMISSIONER ROBBINS: Well, I was just 4 going to join in with Commissioner Voigt said. You 5 know, nepotism is not only an issue at charters, 6 especially in some of the rural areas -- because, 7 you know, let's face it. We have some small 8 districts and schools. 9 But schools, in general, especially in 10 rural New Mexico, tend to have to face the nepotism 11 issues should -- you know, maybe they -- I don't 12 want to say "should" -- but do face it more often 13 than in the larger districts. But the larger 14 districts too often, I think, turned a blind eye to 15 nepotism. 16 I have known Albuquerque schools where you 17 had a principal. And you had a principal or 18 assistant principal who had close relatives under 19 their direct supervision working at the schools. 20 You know, it's a problem. 21 And I think even if you make rules saying 22 it has to be transparent, and you have to, you know, 23 notify this, and you have to get approval to do it, 24 you know, through the governance council, you know, 25 I think -- and especially when we're looking at the</p>
<p style="text-align: right;">171</p> <p>1 the opportunity for nepotism to occur. But I'm not 2 sure if this bill fixes that adequately. So I just 3 want to have a conversation with folks about their 4 ideas in terms of governance councils, schools, 5 nepotism, and a direction that maybe we feel we need 6 to go or not go at this moment in time. 7 Commissioner Voigt? 8 COMMISSIONER VOIGT: Thank you. I don't 9 know specifically what the statute says about 10 nepotism. But I know there's probably some bylaws 11 that schools develop around their anti-nepotism 12 policies that align with said statute, whatever the 13 statute is. 14 But I really feel that there needs to be a 15 walk that the governing councils do to ensure that 16 they don't have -- you know, that the principal is 17 not the governing board's wife, or -- you know. I 18 mean, there really needs to be those boundaries. 19 You know, I think charter schools get themselves in 20 trouble in so many ways. And nepotism is one of 21 those ways that they can jump off the cliff. 22 THE CHAIR: Right. I'm sorry. I mean, we 23 closed a school down by me. And that was one of 24 the -- within months of it opening. And that was 25 one of the primary reasons for it. It's been an</p>	<p style="text-align: right;">173</p> <p>1 charters -- I think we should be not only fully 2 transparent and require that of the governance 3 councils, but we should prohibit nepotism. 4 And generally nepotism, in state law, is 5 to the third degree. So it's a mother, father, 6 sister, brother, cousin, aunt, nephew, grandparent, 7 stepchild, okay? Because, you know, the thing is, 8 is you can sit there -- when I worked at Tax and Rev 9 years ago, we had somebody in the property tax area 10 wanting to hire the brother of someone. 11 And I said, "They can't do that." 12 They said, "Oh, we'll make sure there's no 13 problems." 14 I said, "They can't do that." 15 "Well, he's the best qualified." 16 I said, "Nepotism rules prohibit that 17 person from being placed. If they were in a 18 different position, fine. If they were in the same 19 unit, one would have seniority over the other." 20 "And," I said, "you're going to have problems." 21 So the HR Department, properly -- and I 22 supported them -- prevented that hire. 23 We have over 2 million people in 24 New Mexico. We can find people that aren't 25 relatives to hire. And people who -- if they depend</p>

<p style="text-align: right;">174</p> <p>1 upon family connections to get jobs in government 2 positions, and charter schools are funded by the 3 public, I think we need to avoid that. 4 THE CHAIR: I will agree with you. I will 5 say I think as we go out more into the rural 6 communities and especially some of our schools that 7 are on reservation land and very, very remote, it 8 becomes extraordinarily challenging for them to find 9 staffing that isn't somehow related. 10 And that's where -- that's where my 11 challenge with this is, that it really becomes -- I 12 don't want to have to tie the schools -- "We can't 13 find anyone now because the only qualified person is 14 this person, and we're not allowed to do that." 15 I think in certain instances there's a way 16 that it -- if it is transparent, it can be managed. 17 And if a governance council is clear that there's -- 18 you know, that they can separate the decision with 19 those family members as best they can, that's 20 where -- that's where my angst is with this blanket, 21 like, piece of legislation. 22 Commissioner Carrillo, and then 23 Commissioner Voigt. 24 COMMISSIONER CARRILLO: So I would echo 25 some of that, Chair Gipson. Because you go to areas</p>	<p style="text-align: right;">176</p> <p>1 leasing of a building that your husband is working 2 for, you know. 3 COMMISSIONER CARRILLO: Is there the 4 ability in the legislation for the PEC to be the 5 deciding factor in maybe granting a waiver or a 6 variance? So if they were to come to us and say, 7 "Look, this is the only contractor within 80 miles 8 that can do this work. Yes, it's my 9 brother-in-law." 10 And they come to us, and they can show us 11 that, so they're assuring that it's not a conflict 12 of interest. They've done their due diligence by 13 trying to get RFPs, and they've been unable to. Is 14 there wiggle room? 15 THE CHAIR: There isn't. There isn't 16 the -- before, it allows us to oversee and to take 17 action using appropriate steps when the governing 18 body is not operating. But it doesn't offer 19 anything beforehand to try to make assurances that 20 would be -- Commissioner Davis? 21 COMMISSIONER DAVIS: Are we talking about 22 the kinds of situations that people -- we could use 23 an RFP if we're talking about contracting services 24 and issue an RFP if only one person responds? Is 25 that the kind of situation we're talking about?</p>
<p style="text-align: right;">175</p> <p>1 like Questa or Red River, there's a very small 2 hiring pool. And it's amazing -- especially -- you 3 know, we dealt with this on school boards. Just 4 everybody is related to everybody. Everybody is a 5 cousin. It's always something. 6 So my first question is, what specifically 7 does this legislation do -- that's my first 8 question. I know this anti-nepotism stuff. But 9 what does it do that makes it different? 10 THE CHAIR: One piece says, "No member of 11 a governing board or employee or agent of a charter 12 school shall participate in selecting, awarding, or 13 administering a contract with the charter school, if 14 a..."contract -- "...if a conflict of interest 15 exists." 16 And the conflict of interest in terms of 17 family is -- 18 COMMISSIONER CARRILLO: No, I hear you. 19 If they're contracting out for janitorial service 20 and it happens to be their cousin that owns it. 21 THE CHAIR: It's also head administrator 22 and someone on the governance council, you know, 23 they're related. So it could be that. It could be 24 that you're on the governance council, your wife is 25 the head administrator, and you contract out for</p>	<p style="text-align: right;">177</p> <p>1 THE CHAIR: It could be. But it could 2 also be as simple as, "I need to hire a business 3 administrator, and the only one certified in the 4 area is my daughter," you know. So it could be 5 that. 6 Or it could be for services. 7 So there's -- you know, it could apply to 8 just about any kind of contracting services. 9 Commissioner Voigt? 10 COMMISSIONER CARRILLO: If I could -- can 11 I finish? 12 THE CHAIR: I'm sorry. Commissioner 13 Carrillo? 14 COMMISSIONER CARRILLO: So in my 15 experience in the private sector, especially with 16 Hilton, you could have -- you know, obviously, you 17 can hire different people, and they're all related. 18 You can't just have direct charge over someone who 19 is, in many cases, the relations that David 20 mentioned. 21 And that was more -- that was more of an 22 HR issue. I just -- I just wish there was some sort 23 of area where, if there was a sticking point, you 24 know, the Public Education Commission could make a 25 decision.</p>

<p style="text-align: right;">178</p> <p>1 Because I -- in most cases -- I mean, I 2 know this is New Mexico. But in most cases, I 3 really do trust people to use their better judgment 4 in terms of conflict of interest to know what's 5 appropriate and what's not. And, actually, if they 6 have to even ask themselves, "Is this appropriate," 7 it is probably not.</p> <p>8 THE CHAIR: Right, right. And, you know, 9 I'm going to -- I think my gut feeling on this is 10 the core of this -- I understand the intent of it. 11 I think if there had been conversation before the 12 legislation had been formulated to discuss with 13 stakeholders about what the pitfalls that are seen 14 in it and some ways that we feel that this would 15 work better, it would be easier to support.</p> <p>16 It's not that by not supporting it, I'm 17 saying, "Oh, yeah, I love nepotism. Let's do this." 18 But I think there -- I don't think it 19 necessarily fixes what it was intended to fix, or at 20 least fix it well.</p> <p>21 COMMISSIONER ROBBINS: Right. Yeah. And, 22 again, we have to understand there is a similar bill 23 that Senator Tallman from Albuquerque is proposing 24 to restrict the releasing of the names of 25 individuals being hired.</p>	<p style="text-align: right;">180</p> <p>1 And I'm, like, "Okay, if you're driving 2 60 miles an hour and you're getting three-and-a-half 3 dollars an hour, you're going to make more on your 4 mileage than you do on your hourly charge." 5 But they were on a State contract, which 6 they could do. The thing is many contractors don't 7 want to go through that process. But I was able to 8 get -- by making phone calls, was able to get 9 contractors to do the work for a third the cost 10 overall.</p> <p>11 And so that's the whole thing. How hard 12 do people actually work at finding qualified 13 candidates? 14 And sometimes it's easy to just say, "Hey, 15 my brother does this. My cousin does this. My dad 16 is really good at this," and they just hire, because 17 it's the easiest route rather than the proper route.</p> <p>18 So I understand what the Chair is saying 19 that it does put us in a position. But we have to 20 understand if we start giving a variance to one 21 charter school saying, "Yes, you can hire this 22 person," or, "You can have this person that maybe 23 there's a conflict with your governance council," 24 how are we going to square it with other charters 25 that you don't want to have that happen?</p>
<p style="text-align: right;">179</p> <p>1 Now, that may not directly affect 2 charters. But there's this idea that you -- you 3 know, you can say, "Well, I can't find anyone." 4 Well, how hard did you really look? Where 5 did you advertise for that position? Where did -- 6 because this is one thing that I found out dealing 7 when you only got one bid. 8 State Procurement would usually ask, 9 "Where did you solicit?" 10 "Did you post it on the State website?" 11 "Did you just make a couple of phone calls 12 from people you know aren't going to respond?" 13 They send you an e-mail, or you say, 14 "Well, I talked to this company and this company, 15 and they said 'I don't want to do it'"? 16 We have to make sure that when someone 17 says, "This is the only person available," that this 18 really is the only person available. 19 I had a situation, where, on the State 20 contract, we could get someone to do work in 21 Carlsbad. And they were going to come from 22 Portales, okay? State contract. They were going to 23 charge an hourly rate, plus three-and-a-half dollars 24 per mile, three-and-a-half dollars per mile, plus, 25 like, \$60 an hour, for someone to drive down.</p>	<p style="text-align: right;">181</p> <p>1 THE CHAIR: And I do believe right now -- 2 I do believe -- and I might be wrong -- but I 3 believe that a school can notify PED that their -- 4 they've done their due diligence, a conflict exists, 5 and they can notify that they were unable to find 6 someone other than this individual. I do believe 7 they're permitted to do that now, so that they're 8 not violating any PED rule of a conflict of 9 interest.</p> <p>10 I do believe. I could be wrong. But I 11 think they can. And PED has the ability to offer 12 that waiver. I think. I could be wrong. 13 Commissioner Voigt? 14 COMMISSIONER VOIGT: Oh, thanks. Doesn't 15 this bill already align with what's there for 16 districts? 17 THE CHAIR: Sort of. It's a bill that's 18 been dropped, I think, the past four years. I'll be 19 honest. It's never gotten enough traction to even 20 get to -- obviously, it's never gone to a floor 21 vote. It gets muddled somewhere in committee. 22 I'm going to tell you, I'm of the mind of 23 just kind of like let it go where it goes. 24 COMMISSIONER VOIGT: And there's nothing 25 else attached within the body of this bill, is</p>

182	<p>1 there? Sometimes they attach something.</p> <p>2 THE CHAIR: No, there isn't. There is no</p> <p>3 poison pill stuck in there somewhere.</p> <p>4 COMMISSIONER VOIGT: You know, what's</p> <p>5 interesting, too -- and I'm just going to throw it</p> <p>6 out there, because this might have happened in the</p> <p>7 past -- that over the years, nepotism develops.</p> <p>8 THE CHAIR: Yeah.</p> <p>9 COMMISSIONER VOIGT: You know, it wasn't</p> <p>10 there before, but it develops.</p> <p>11 THE CHAIR: Right. Right. You're right.</p> <p>12 And there's a piece of me that also says I</p> <p>13 understand that there's a certain concern, because I</p> <p>14 think it gets highlighted when we end up</p> <p>15 unfortunately having to close schools, and that</p> <p>16 nepotism makes headlines and things like that.</p> <p>17 But it's also within traditional school</p> <p>18 districts as well. So if we want to deal with</p> <p>19 nepotism, let's talk about that in public schools.</p> <p>20 COMMISSIONER VOIGT: Yeah.</p> <p>21 THE CHAIR: Across the board.</p> <p>22 COMMISSIONER VOIGT: I always said there's</p> <p>23 nothing wrong with nepotism as long as you keep it</p> <p>24 in the family.</p> <p>25 THE CHAIR: Commissioner Carrillo?</p>	184	<p>1 concerns around this, especially -- I mean, I know</p> <p>2 in some of our schools in Santa Fe that were, you</p> <p>3 know, the really preferred schools, there was the</p> <p>4 desire not to have staff preferences, because there</p> <p>5 was always other schools kids could go to.</p> <p>6 But in rural areas, where many of our</p> <p>7 charters are, and I'm thinking, if you're me, we've</p> <p>8 got Taos, Questa and Red River -- for someone -- I</p> <p>9 think it's a good idea. I think it's okay. There</p> <p>10 are so few perks for teachers anyway.</p> <p>11 And this isn't even really something I</p> <p>12 would call a perk. I think it would just make life</p> <p>13 easier for a teacher. And I'm all in favor of</p> <p>14 making their life easier, teachers and staff. So</p> <p>15 for us, as a Commission, I don't see a downside to</p> <p>16 this.</p> <p>17 THE CHAIR: Commissioner Burt, and then</p> <p>18 Commissioner Davis.</p> <p>19 COMMISSIONER BURT: Thanks. I would</p> <p>20 agree. I think, you know, we have a massive teacher</p> <p>21 shortage in New Mexico, across the state. And if</p> <p>22 it's going to come down to a teacher saying, "You</p> <p>23 know what? I don't even need to be a teacher if my</p> <p>24 student can't go to the school that I teach at," I</p> <p>25 think whatever we can do to incentivize teachers</p>
183	<p>1 COMMISSIONER CARRILLO: Yuck, yuck, yuck.</p> <p>2 That's a Milton Berle line or something. Showing</p> <p>3 how old we all are.</p> <p>4 So there's nothing we need to do on this,</p> <p>5 right?</p> <p>6 THE CHAIR: No, I don't think so.</p> <p>7 COMMISSIONER CARRILLO: I would say we</p> <p>8 move on to the next piece, and --</p> <p>9 THE CHAIR: So the next piece that is</p> <p>10 moving is the -- is the enrollment preference for</p> <p>11 staff -- for staff children. That is moving and</p> <p>12 will probably come to a vote at some point in time.</p> <p>13 So I know we talked a little bit about it. And I</p> <p>14 know there's -- there is concerns.</p> <p>15 I'm going to tell you that this --</p> <p>16 probably every district allows for this, you know,</p> <p>17 within their own staffing patterns, that they will</p> <p>18 allow staff children to come to the school that</p> <p>19 they're teaching at to make it easier for them to</p> <p>20 get to work and so on. It's relatively common.</p> <p>21 So I wanted to get a sense of the</p> <p>22 Commission as to whether they wanted some voice to</p> <p>23 that.</p> <p>24 Commissioner Carrillo?</p> <p>25 COMMISSIONER CARRILLO: So I understand</p>	185	<p>1 being in the profession, remaining in the</p> <p>2 profession, having great teachers teaching at our</p> <p>3 schools, I think that's -- once again, yes, I think</p> <p>4 that's what it -- it'll -- I think that's what's</p> <p>5 going to -- if it's a swaying factor for a teacher,</p> <p>6 I'd like to give them that opportunity.</p> <p>7 THE CHAIR: Commissioner Davis?</p> <p>8 COMMISSIONER DAVIS: Well, I think it's a</p> <p>9 little bit like, excuse me, the nepotism issue. And</p> <p>10 so it makes me think about a school with a small</p> <p>11 cap. And if the only students in the school are the</p> <p>12 children of the teachers, is that what we want to</p> <p>13 see?</p> <p>14 THE CHAIR: And I have to say that's a</p> <p>15 little bit of my reservation when you've got a</p> <p>16 really small school. And I've worked in districts</p> <p>17 where allowing that preference changed the</p> <p>18 demographics of a small elementary school. And</p> <p>19 there had to be conversations about that.</p> <p>20 So it is -- that is one of the negatives</p> <p>21 about this. It could -- you're right, with those</p> <p>22 small schools.</p> <p>23 Commissioner Robbins?</p> <p>24 COMMISSIONER ROBBINS: Well, I voiced my</p> <p>25 concerns about this at the last meeting, I think,</p>

<p style="text-align: right;">186</p> <p>1 also, where I think giving public employees 2 preference over the general public in their places 3 of works is improper. 4 We're seeing problems with -- issues that 5 some people have with the vaccine distribution. And 6 we have some people -- and I've heard -- I've had 7 friends tell me that they've gotten it even though 8 they don't fit into the Category 1 or Category 2. 9 But yet they've gotten one, because someone called 10 them and said, "Come on in, I'll give you vaccine." 11 There's outrage about that, that there 12 seems to be an unfair playing field getting the 13 vaccines. This creates an unfair playing field, 14 especially at schools that are at or near their cap 15 creates an unfair playing field with people trying 16 to get into schools. 17 Schools can come in and raise their caps. 18 But some schools want to stay the size they are. 19 And, personally, I have a problem where a state -- 20 you know, a government employee and his family get a 21 preference over the general public in the provided 22 government services. 23 I don't think they should move to the 24 front of the line. It's fine for them to apply and 25 to work there and to be there. But I don't think</p>	<p style="text-align: right;">188</p> <p>1 So, you know, it's not -- it's not a level 2 playing field. 3 Commissioner Burt? 4 COMMISSIONER BURT: Yeah. And that's 5 exactly my sentiment of why, you know, I'd be very 6 supportive of it. 7 When I was a teacher, I could send my 8 student to any school in the district. Absolutely 9 any school. I could pick exactly where I wanted my 10 kid to go. Even if that school was off limits for 11 transfers because it was at capacity, as teachers we 12 still got preference of which elementary school, 13 which middle school, which high school we wanted to 14 send our students. And that's in a traditional 15 district. 16 So I do think it actually -- I 100 percent 17 agree. I just want to give that example of a 18 traditional district versus a charter school. 19 Charter schools are actually held at a disadvantage 20 when trying to recruit teachers. 21 THE CHAIR: Right. So I'm getting the 22 general sense that this is something that we want to 23 vocally support. Yes? 24 COMMISSIONER ARMijo: Yes. 25 THE CHAIR: Except for those little -- and</p>
<p style="text-align: right;">187</p> <p>1 families of government workers should move to the 2 front of the line. 3 THE CHAIR: And I -- I hear that. But 4 school districts do it. So the playing field is 5 already unlevel. And it's unlevel as well because 6 most school districts pay -- have the capacity to 7 pay teachers a better salary, and sometimes a better 8 benefits package, than a charter, especially a small 9 charter. 10 So when a teacher has to make a choice as 11 to whether, "Now I have to hire someone to watch the 12 kid for an hour so I can get to work and someone can 13 get them off to work or after-school, and that's 14 going to cost me even more, but I can go work at 15 this district school, make more money and not have 16 to do that," the playing field is doubly uneven for 17 many charters. 18 So that it's -- you know, if a district 19 couldn't do it and there was a ruling that said 20 districts can't offer that, then we wouldn't be 21 having this conversation. But because districts are 22 already doing it, charters are now, once again, 23 competing and saying, "I need this good teacher. 24 But she can bring her kid to school here. They 25 can't do it here at my school."</p>	<p style="text-align: right;">189</p> <p>1 I hear it. And I do understand it. And I think it 2 can -- I don't think we can adequately help those 3 schools that are small overcome that if it does 4 become a problem. 5 Commissioner Carrillo? 6 COMMISSIONER CARRILLO: So I understand, 7 Commissioner Robbins, what you're saying. I really 8 do, this idea of people getting a leg up. And in a 9 lot of ways, there are so many areas that that 10 happens. 11 I mean, obviously, especially, you know, 12 all the wealthy people, they have their vaccines 13 already; they had them a month ago. Unfortunately, 14 things are the way they are. 15 What I was imagining for a moment, we just 16 approved, by ten-to-zero votes, expansion of grade 17 level and things for two schools that have, really, 18 what I regard as remarkable learning environments. 19 And I would have to think to myself, holy smokes, I 20 love teaching here more than anything, but my kid 21 can't go here. I've got to take my kid either to my 22 zone school, which is a D -- I know they're not 23 using grades anymore -- but which is a D school, or 24 I have to lottery them into a school that's 25 30 minutes away.</p>

<p style="text-align: right;">190</p> <p>1 It just seems we're creating, like 2 Rebekka -- like Secretary Burt said, creating 3 another obstacle to finding excellent staff. And I 4 just wouldn't want to do that. So I'd want my kid 5 to go to one of those two schools that we just 6 approved today.</p> <p>7 THE CHAIR: Right. I agree. And Karen is 8 actually bringing Matt Pahl in now, because he and I 9 have had a discussion about this one. He's got a 10 couple of other pieces of legislation that he'd like 11 to highlight. And that's kind of next on our agenda 12 anyway. So Matt's coming in.</p> <p>13 MS. KAREN WOERNER: So bring him to the 14 panel, or --</p> <p>15 THE CHAIR: Yeah. Yeah. Just bring him 16 in. Because the next thing is Public Education 17 Commission Comments and Chair's Comments. So Matt's 18 on that list. So we might as well.</p> <p>19 DIRECTOR CORINA CHAVEZ: Chair Gipson, do 20 you want Mike Ogas also to come in? I know both 21 Matt and Mike are wonderful supporters of charter 22 schools who have been watching the legislative bills 23 come through. And I'm glad we get to hear from 24 them.</p> <p>25 THE CHAIR: Sure. Good morning, Matt.</p>	<p style="text-align: right;">192</p> <p>1 conversation -- it mirrored the conversation in 2 Senate Ed about this idea that, well, there is that 3 one reservation. But in State statute, there are 4 actually seven -- six or seven enrollment preference 5 for district schools that purposefully wasn't put 6 into statute for charter schools.</p> <p>7 This is one of them that's in State 8 statute for traditional district schools. And so 9 we're just mirroring that one. We don't want all 10 those enrollment preferences.</p> <p>11 And just the other thing I just mention 12 is, you know, those small schools; they're not going 13 to be available in a couple of years. And so that 14 expansion in student enrollment due to the 15 reductions in the Small School Size Adjustments, I 16 think you'll find that most of those small 17 elementary charter schools will actually be coming 18 to you or to their local authorizer to look for 19 expanded enrollment possibilities that will 20 hopefully offset any -- any mitigating factors that 21 come about of that legislation.</p> <p>22 On 237, I will just note -- and I don't 23 know if you all heard -- but it did pass out of 24 Senate Ed on a 4-3 vote. Two Republicans and two 25 Democrats voted for.</p>
<p style="text-align: right;">191</p> <p>1 MS. KAREN WOERNER: Mr. Ogas as well? 2 THE CHAIR: Sure. If he's got legislation 3 also that he'd like to bring to our attention, we'll 4 certainly do that now as well.</p> <p>5 MS. KAREN WOERNER: I just wanted to be 6 sure I heard correctly.</p> <p>7 MR. MATT PAHL: Madam Chair, would you 8 like me to address a particular bill we're on, or 9 just kind of walk through what we're doing right 10 now?</p> <p>11 THE CHAIR: Well, if you want to weigh in 12 on 230- -- I mean, I think we've kind of set our -- 13 well, on the enrollment preference. I think we've 14 set ourselves that we're going to be supportive of 15 it.</p> <p>16 But if there's anything else you want to 17 add to that, and/or we talked a little bit about 18 237. But I think we're kind of set with 237, that 19 we're just not going to --</p> <p>20 DIRECTOR CORINA CHAVEZ: Senate Bill 51, 21 Matt.</p> <p>22 THE CHAIR: We have haven't talked about 23 51 yet.</p> <p>24 MR. MATT PAHL: Senate Bill 51 is that 25 enrollment preference bill. I think you guys -- the</p>	<p style="text-align: right;">193</p> <p>1 And so one is -- the interesting thing 2 about it -- and the reason I just want to bring it 3 up -- is because I do think some weighing in from 4 the Commission would be helpful.</p> <p>5 One of our lobbyists was -- did get a text 6 from a member, saying, "Hey, where is the PEC on 7 this?"</p> <p>8 And I just told her, "They're meeting; 9 they can't hear, probably."</p> <p>10 And, you know, for the nepotism bill, I 11 think the biggest things there are just in states -- 12 this does not mirror what it is for districts. For 13 districts right now, it's all notification right 14 now.</p> <p>15 And so we believe -- nepotism is not just 16 for small rural areas. It is happening in urban 17 areas and large school districts. And we believe 18 that the bill should capture a process by which 19 anyone has to flag nepotism in their school district 20 or in their charter school.</p> <p>21 And I actually really like the language 22 from Senator Lopez that says, you know, that that 23 needs to be reported to the State. In charter 24 schools, it should be reported to the authorizer. 25 And for a district, it should be reported to PED.</p>

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1 And then, potentially, they go through --
2 what it says in the bill -- which I'm not in love
3 with the language, but I think the intent is
4 right -- is, you know, they have to learn how to
5 mitigate the impacts of nepotism. We just aren't
6 overloaded with talents, even in Albuquerque,
7 Santa Fe, and Las Cruces, that sometimes this
8 doesn't happen.

9 And the fact that they have to report it,
10 I think -- I think there's some middle ground there.

11 So we oppose the bill mostly on the
12 grounds that it kind of -- we have a problem
13 statewide, but we're only going to try and solve
14 this for charter schools.

15 Albuquerque Public Schools, they supported
16 it, but they wanted adjustments to it, too. And I
17 just say that, because, you know, this -- to us,
18 we're not opposed to this under any circumstance.
19 We feel like adjustments need to be made.

20 And what I heard in your conversation is
21 that adjustments should be made, and you might be
22 able to fit into a conversation about what this bill
23 ends up looking like. Because, again, it was
24 very -- it wasn't a party-line vote. There was a
25 lot of open thinking about what this looks like.

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1 And I think there's potential for you to join in a
2 meaningful conversation that might just set a better
3 path forward.

4 So a little encouragement there. I did
5 hear that you guys kind of were in a stalemate. But
6 I think that was actually indicative of a larger
7 conversation. So...

8 THE CHAIR: Because I think my concern is
9 that, you know, okay, so you report it. You report
10 it to your authorizer. I worry that, as the
11 authorizer, we end up somehow being viewed as
12 arbitrary with some schools.

13 But the school says, "Oh, we reported this
14 to you."

15 So then what -- what do we then do with
16 that reporting?

17 "Well, we reported it to you."

18 What happens? And if we have then the
19 ability to say, "Oh, no, you can't do that," then we
20 do become arbitrary, because it's, like, "Wait a
21 minute. You let this school; they were able to do
22 it. But this school, you said, no, you couldn't do
23 it."

24 I think it opens -- there has to be -- so
25 open to a conversation to say, "Okay, how do we

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1 tighten that," because it can't just be, "Well, we
2 told you we had this," so, therefore, it's okay.
3 It's not okay just to say, "Hey, we've got this
4 conflict."

5 MR. MATT PAHL: It's a great reason for
6 you guys to be in the conversation.

7 THE CHAIR: Okay, fine. I'm glad to do
8 it. Glenna?

9 COMMISSIONER VOIGT: Yeah, thanks. I
10 think -- thanks for clarifying that, Matt, about the
11 district schools. You know, I think, also -- I
12 mean, I'm opening up another discussion about if we
13 want to allow this. Because, I mean, nepotism -- I
14 don't want to say it's beneficial; but I don't want
15 to say it's not beneficial. You know what I mean?
16 It's just a thing.

17 But if the schools disclose that, "Oh, by
18 the way, our governing board president and our
19 principal got married last week," you know, if they
20 disclose that, and there's nothing that has been,
21 you know, out of compliance or egregious on that
22 school, then that kind of sets a tone for, "Well,
23 what's wrong with -- what's wrong with them being
24 married," you know, that type of scenario.

25 THE CHAIR: And there are ways to mitigate

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1 that. If they hire someone else to come in and do
2 an evaluation, and this person recuses themselves from
3 any vote on the contract for the wife going forward,
4 I mean, there are -- there are good ways to handle
5 it.

6 Commissioner Armijo?

7 COMMISSIONER ARMIJO: Yeah. I was just
8 going to say that, usually, especially in charter
9 schools, their governing boards and their bylaws
10 will usually have something that addresses this.
11 And so conflict of interest. And, you know, if a
12 governing board member and the principal do get
13 married, usually that is a conflict of interest, so
14 that, you know, somebody will also have to be
15 elected as the president of the governing board, or
16 the principal will have to step down, however that's
17 handled.

18 So I think that, you know, on a
19 case-by-case or charter-school-by-charter-school
20 basis, their bylaws have to be really, really solid,
21 and, you know, then that takes care of that issue.

22 THE CHAIR: Right.

23 Commissioner Taylor?

24 COMMISSIONER TAYLOR: Yeah. I was just
25 going to say, I mean, it -- developing some sort of

<p style="text-align: right;">198</p> <p>1 a hard-and-fast law for something like this is 2 really difficult. Because, as Commissioner Voigt 3 said, there are lots of cases where it's very 4 beneficial, and then some cases where it's not very 5 beneficial, you know? And it could be an issue. 6 As long as there's some sort of oversight 7 set up to deal with the -- you know, to deal with 8 that, has a handle on it, that's aware of it and so 9 forth, I don't know that the PEC is the person to do 10 that -- or the group to do that. 11 Maybe it's the governing council. I don't 12 know, you know. It's just that there are instances 13 where it is beneficial for the school, you know. 14 And it's -- and, truly, the person that's being 15 hired is the best person for the job. 16 THE CHAIR: Okay. So I will gladly -- oh. 17 Mike? 18 MR. MICHAEL OGAS: Madam Chair, yes. I 19 just wanted to chime in a little bit on that and 20 agree with Matt. 21 I think the current statute the way it's 22 written, if it's implemented with fidelity, does 23 have some merits in terms of being able to be a 24 positive force and move a school forward. 25 The way this legislation is written, it</p>	<p style="text-align: right;">200</p> <p>1 there's a lot more -- what am I trying to say here? 2 There are a lot more small schools in these rural 3 areas where if there's challenges with nepotism, 4 it's going to be greater. I'm curious as to why is 5 this here? 6 MR. MATT PAHL: I would just say that 7 there were, from my recollection, in the last 8 decade, there were three pretty high-profile issues 9 involving nepotism. Of those three, two were shut 10 down, and one had an overhaul of leadership and has 11 moved on and is doing things the right way. 12 That is something I brought up in my 13 comments to the committee is charter schools are the 14 only schools that are closing here if they do 15 something wrong. If a charter school wants to take 16 that risk in setting up a structure with their 17 leadership or their reporting, then, you know, they 18 take on significant risk when they do that. 19 COMMISSIONER CARRILLO: So to that, I 20 would follow up -- I would follow up with that. 21 Then the system is working. If these schools were 22 doing a bad job because they had nepotism, and it 23 went awry, that's a good thing, because they blew 24 it. 25 Three cases in a decade? I mean, I'm</p>
<p style="text-align: right;">199</p> <p>1 seems like it is centered toward charter schools, 2 which, you know, the nepotism rule encompasses all 3 of employment, across, you know, the entire 4 education spectrum here in New Mexico. 5 So the way it's written, I'm not sure I 6 could support it personally. But at the same time, 7 there does seem to be more discussion with respect 8 to, you know, the issue of nepotism. And if there 9 needs to be clarified procedures or clarifications, 10 especially towards rural areas, charters that are in 11 rural areas, smaller charters, it's an interesting 12 thing. And I think we just need more discussion on 13 it. 14 THE CHAIR: Sorry. I was muted. 15 Commissioner Carrillo? 16 COMMISSIONER CARRILLO: So I'm curious. 17 In terms of what Michael said -- and there's already 18 rules in statute regarding public schools in 19 New Mexico -- why is this bill even here? What -- 20 when they presented the bill, generally, in my 21 recollection of being in different hearings, is they 22 make their case. 23 So I would say there are far more -- we 24 have so many school districts that are like 300 25 kids, you know, teeny-tiny. And there's far more --</p>	<p style="text-align: right;">201</p> <p>1 sorry. That doesn't strike me as being, you know, 2 some sort of huge problem in New Mexico. And to 3 focus in on charters again, I just -- I don't see 4 the point. 5 COMMISSIONER DAVIS: I just have a 6 question. Sorry. 7 So what was the reason that this bill was 8 introduced? Is there a story in back of this? 9 THE CHAIR: Well, honestly, I think it 10 starts back from the aeronautic school and the 11 headlines that were constant for years. It just 12 didn't -- it just didn't go away for years. 13 And this -- like I said before, this is 14 not a new piece of legislation. There's been some 15 iteration of this for, my recollection, at least 16 five years that's been -- that's been dropped. And 17 I think it started with that one big glaring case. 18 And it just got fed a little bit with other 19 instances as well. Unfortunately, three doesn't 20 seem a lot, and it's not. But that's what makes the 21 headline. 22 COMMISSIONER DAVIS: Just a headache that 23 won't go away. Is that it? 24 THE CHAIR: It was. It really was. Yeah. 25 So --</p>

<p style="text-align: right;">202</p> <p>1 COMMISSIONER VOIGT: There was actually a 2 school years ago before the aeronautics school that 3 had a nepotism issue and was shut down. They were 4 short-lived. Their acronym was CATA, Career and 5 Technical Academy, I believe. And they had a -- it 6 was bad financials. But the headline was about 7 nepotism. 8 THE CHAIR: Yeah. And the school -- after 9 aeronautics, the school that we did close down by me 10 shortly after opening, the headlines weren't as 11 apparent, because it was more local headlines. I 12 don't know if it even made, like, the Albuquerque 13 paper. But it was -- nepotism was certainly one of 14 the issues that helped to close that school down. 15 So -- all right. I will gladly join in in 16 the conversation. I think I've got a sense of where 17 everyone is on that. So thanks for that. 18 COMMISSIONER CARRILLO: Wait a minute. 19 I'm not clear. What's -- 20 THE CHAIR: Oh, I'm sorry. 21 COMMISSIONER CARRILLO: What's -- two 22 things. What's the sense that you have of the group 23 that you're going to go to the Legislature with? 24 And the second thing is, it was -- in the 25 authorizing process, that's someplace that we can</p>	<p style="text-align: right;">204</p> <p>1 school." 2 That's not appropriate. There has to be 3 clearer language about that. 4 COMMISSIONER VOIGT: You know, I think 5 should this come before us that there is a case of 6 nepotism or -- we have to have our set of questions 7 to follow up; because it's going to happen. It's 8 going to happen. So we just have to be prepared and 9 have our questions and discussions with the school 10 in their unique situations. 11 THE CHAIR: Right. Right. And we do 12 have -- at least during contract negotiations we do 13 have those conversations with the schools. So -- 14 and as Commissioner Armijo said, their bylaws also 15 should outline those policies and procedures as 16 well. 17 Okay. So, Matt, there are a couple of 18 other pieces of legislation that you wanted to -- 19 COMMISSIONER CARRILLO: Director Chavez 20 has her hand up. 21 THE CHAIR: I'm sorry. 22 DIRECTOR CORINA CHAVEZ: That's okay. 23 Commissioner Carrillo had asked about training 24 relative to nepotism policy. So I just wanted to 25 let the Commission know that this is absolutely</p>
<p style="text-align: right;">203</p> <p>1 also be -- and I imagine -- there you are, 2 Ms. Chavez -- when they're being trained, these 3 people that are going to be on boards and things of 4 charters, that's something that can be really driven 5 home. 6 It's like if you're thinking of hiring any 7 of these people in your charter, you are basically 8 setting yourself up for closure. 9 But then, Chair Gipson, I'm curious as to 10 what your perception of the direction is. 11 THE CHAIR: The perception of the 12 direction is it's not a "support" or "don't 13 support." But there has to be a broader 14 conversation about nepotism, public-school-wide, not 15 just with charters, that the chartering authority 16 does have right now the capacity to close schools; 17 we have closed schools. 18 And if there's -- if there's other 19 direction in terms of what -- I do -- I think we all 20 have a concern with that idea of, oh, you can simply 21 report to the authorizer. Well, what does the 22 authorizer do with that reporting, that there's a 23 concern that we can be seen as arbitrary and 24 capricious if we're simply given the ability to say, 25 "Okay, it's good for this school, but not for this</p>	<p style="text-align: right;">205</p> <p>1 something that we ask of charter schools to develop 2 in their implementation year where they're preparing 3 to open, and then on an ongoing basis, to make sure 4 that they have a nepotism policy in place. 5 I think that this bill might add an 6 additional step to what already exists as part of 7 that nepotism policy and the role that the board has 8 in ensuring that they are following the policy. And 9 if there's a disclosure of some sort of potential 10 conflict of interest, I think what we would hope -- 11 and I imagine that you would be looking for -- is 12 that it's not just, "I can disclose that, you know, 13 my sister owns the building that we're renting," but 14 that -- that there's some qualitative analysis of, 15 is there a financial benefit or some other aspect of 16 the nepotism policy that results in -- in the 17 school's leader or family member having a financial 18 gain. 19 I probably didn't say that as well as a 20 policy would or a board would in analyzing the 21 degree to which it might be violated. But I also 22 just wanted to mention that we are looking at the 23 nepotism policy. Matt and the work that he's doing 24 with our CSP grant is to put together some exemplar 25 nepotism policies that we can share with schools.</p>

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1 THE CHAIR: Thank you. So, Matt, there
2 were a couple of other pieces of legislation that
3 you wanted to potentially highlight as well.

4 MR. MATT PAHL: Yeah, just a few right
5 now.

6 On the budget, we're really looking to
7 make sure that there is some sort of hold harmless
8 from years past, but also that 40th-day adjustment.
9 The 40th-day adjustment is really not spoken to in
10 any of the proposals. And so the assumption is that
11 that means it continues on in that way, and the
12 40th-day adjustment only revises upwards if there
13 are more kids that had come to school than had been
14 and however we're using the baseline funding in this
15 hold harmless provision.

16 So we're liking the way it's moving
17 forward, and I would say that conversations with PED
18 around that 40th-day adjustment have been really
19 positive. I think they just realize it's an equity
20 adjustment, and you can't have more kids in your
21 school and not get them funded. So I think we're on
22 the same page there, and it's kind of moving
23 forward.

24 We've worked with Senator Stewart on
25 adjustments to the K-5 Plus -- mandatory K-5 Plus

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1 and Extended Learning program. I think you'll see
2 some adjustments in that bill coming forward. We
3 worked with the Superintendents and School Boards
4 Association and have had a couple of conversations
5 with the Senator. So we're looking to see a more
6 favorable bill there.

7 The other one that I want to highlight is
8 the facilities bill. And this is Senate Bill 318
9 sponsored by Senator Jerry Ortiz y Pino. This is
10 one that the Commission has supported in the past.
11 It stabilizes lease assistance. There's no more
12 square footage measuring, and it's just \$700 per
13 student with that CPI increase.

14 We think that's a fair and efficient way
15 to fund leases for our students. It helps charter
16 schools more easily get onto mill levies for school
17 districts by setting a firm deadline of June 1 to
18 submit interest in being on their -- their bond
19 requests.

20 The most important part of this is setting
21 up a revolving loan funded for charter schools to
22 build their own facilities. This is done through
23 the New Mexico Finance Authority and the Public
24 Projects Revolving Fund.

25 That fund exists for low capital

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1 governmental entities. Generally speaking, we're
2 talking about small villages in New Mexico that
3 can't pay for upgrades to their sewer systems or
4 other infrastructure that they have.

5 And, you know, if you really start
6 thinking about it, charter schools fit into this.
7 We are kind of low capital -- you know, it's hard
8 for charter schools to save money for a down
9 payment. This would give schools access to funds
10 that the interest rates right now are somewhere in
11 the 2 percents. And then this public money that we
12 give through lease assistance goes right back to a
13 public cause. And so we're real excited about the
14 potential in there.

15 I'll say that the only thing that's kind
16 of a downer about it is due to the fiscal situation
17 this year, we're only asking to start that fund off
18 with \$1 million. What we've been told from NMFA is
19 for every \$1 million that are in there, they can
20 lend about three times that amount for funding. So
21 \$3 million could do a few things for schools. But
22 we'd be looking to put more funds there in the
23 future to be able to do that.

24 But that Public Charter School Revolving
25 Loan Fund For facilities, we think could really be a

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1 game-changer and really help schools find a way to
2 finance their facilities that is -- that routes that
3 money in staying in the public sector instead of
4 giving it to a developer or a bank or something of
5 that nature.

6 So we're really excited about Senate
7 Bill 318. I'll let Mike talk a little bit more
8 about House Bill 135, because I know he's been
9 really involved in that work. But we support that
10 bill. It's changed quite a bit in its first
11 committee, but it matches really well with what
12 Mr. Martinez told you in his presentation at the
13 last meeting.

14 It's the beginning of a conversation, and
15 it's an exciting one. So, Mike, I have one more
16 bill to go through, but I'll give you the space on
17 that one, because you're so closely involved.

18 And, then, the other thing I just want to
19 mention that we're taking a fresh look at is, you
20 know, if you look at the exemptions for charter
21 schools, those nondiscretionary waivers, they are
22 very much focused on the curriculum and instruction
23 of a school.

24 THE CHAIR: Right.

25 MR. MATT PAHL: They're not very well

<p style="text-align: right;">210</p> <p>1 written. And that's nobody's fault that's here on 2 the Zoom. And it's kind of unclear what it accounts 3 for.</p> <p>4 So we had a conversation with our members 5 recently about the fact that some of the -- so 6 there's a bill going through right now -- and it's 7 just one of many examples -- that mandate that every 8 school at least provide a computer science course.</p> <p>9 There's nothing wrong with that idea. But 10 for a charter school that has a really different 11 focus, finding a staff member that's going to 12 provide that one computer science course, it's 13 really unclear right now whether our statute -- when 14 a bill like that is going through, whether our 15 statute actually would exempt us from that 16 requirement that would be put out there.</p> <p>17 It's not a graduation requirement. Those 18 do apply to us, but we can kind of choose the path 19 to meet those graduation requirements.</p> <p>20 So there are a few of these bills going 21 through right now. We'll just keep you updated on 22 our position on those. It does highlight kind of a 23 structural problem for charter schools, that those 24 nondiscretionary waivers just aren't always that 25 clear, you know.</p>	<p style="text-align: right;">212</p> <p>1 favorable to it. But we haven't brought it forward 2 to our membership yet for feedback.</p> <p>3 THE CHAIR: Okay. All right. 4 Commissioner Carrillo?</p> <p>5 COMMISSIONER CARRILLO: Let me unmute. 6 I have a question about the bill you were 7 saying relative to computer science. Is that going 8 to pass? I mean, I have my thoughts on -- my 9 feeling is that -- first off, it's another unfunded 10 mandate, right? You're going to have to focus money 11 someplace; you're going to have to find the money 12 someplace.</p> <p>13 And my philosophy is, in many cases, the 14 more we tell kids what they have to take, the less 15 we're allowing them to take those things that are 16 relevant to them. They actually benefit, then, 17 after they get out of school.</p> <p>18 And computer science is -- you know, 19 it's -- there's a lot of courses like this. I mean, 20 I think there's no -- I think it's incredibly stupid 21 that there's a ninth-grade New Mexico history. I 22 think you can get enough New Mexico history through 23 grade 8. But anytime you're telling students they 24 have to take something, you're taking away the 25 opportunity to take something else.</p>
<p style="text-align: right;">211</p> <p>1 Like, we can control our calendar and 2 school schedule. Well, so can everyone else. So 3 I'm not sure why that's a nondiscretionary waiver. 4 But it's written in there.</p> <p>5 So that's it for legislation. I do have a 6 couple of other items, Madam Chair. But I'd be 7 happy to let Mike go now to talk "ledge."</p> <p>8 MR. MICHAEL OGAS: If you want to finish, 9 Matt, it's not a problem.</p> <p>10 THE CHAIR: Have you looked at HB 280 and 11 the payment for internet services, primarily to 12 rural communities? I think it's Representative Dow 13 and I forget who else sponsored that bill. And it 14 would allow for the -- if I understand this 15 correctly -- it would allow for the payment for 16 Internet services to families who, I guess -- for 17 schools, as long as you are eligible for Free Lunch; 18 I think that's the qualifier. That would be the 19 income level. And they'd be able to then get 20 reimbursed for their Internet for that.</p> <p>21 And I know that has an incredible impact 22 on so many of our rural communities.</p> <p>23 MR. MATT PAHL: Yeah, we don't have a 24 position on that bill. But just given what you 25 shared and the sponsor, I suspect we might be</p>	<p style="text-align: right;">213</p> <p>1 And that's why I'm curious about the 2 progress of this particular bill. And then I also 3 want to make sure, because I don't know the number 4 of it, that we discuss the legislation relative to 5 Algebra 2.</p> <p>6 MR. MATT PAHL: Yeah. Commissioner 7 Carrillo, this bill does not require students to 8 take the computer science course, but requires 9 schools to offer it. And so I'm not sure -- I mean, 10 I'm not sure how much momentum there is behind the 11 bill. But once I get a moment, I'm happy to share 12 the bill number in the Chat. And, then, of course, 13 the --</p> <p>14 THE CHAIR: So I'm wondering. Could you 15 offer it online? I mean, could you just say --</p> <p>16 MR. MATT PAHL: That's a good point. 17 Yeah, eventually.</p> <p>18 THE CHAIR: If they want to take it, they 19 could take it online. I mean, I'm not saying I 20 support it. But at least --</p> <p>21 COMMISSIONER CARRILLO: Interesting. 22 THE CHAIR: -- it's there. Oh, yeah. 23 They can take it. It's -- yeah, they can take it 24 there.</p> <p>25 MR. MATT PAHL: Yeah. It's -- it --</p>

<p style="text-align: right;">214</p> <p>1 again, this conversation is representative of the 2 larger conversation we've had on it, which is that 3 doesn't seem so bad. But then you kind of walk it 4 through, and you're, like, well, what would that 5 look like? And what would have to change in my 6 school?</p> <p>7 THE CHAIR: Okay. All right. Thanks. 8 Mike, you want to --</p> <p>9 MR. MICHAEL OGAS: Yes, Madam Chair. If 10 you wanted me to speak on the Opportunity Equity 11 Index a little bit.</p> <p>12 THE CHAIR: Sure, yeah.</p> <p>13 MR. MICHAEL OGAS: I know there was a 14 full-blown presentation that my colleague, Rafe 15 Martinez, gave at the last meeting. And, you know, 16 I can answer any clarifying questions over it.</p> <p>17 It did appear earlier this week in House 18 Ed, and it was modified a little bit from -- more 19 into a study to -- there's a lot to this concept in 20 terms of trying to get funding directly to the 21 student that's at the school that qualifies as a 22 student. The indexes we used were under the 23 Martinez-Yazzie lawsuit.</p> <p>24 So a lot of positive discussion along 25 those lines. I think it passed through House Ed.</p>	<p style="text-align: right;">216</p> <p>1 get the resources to the kids that need them at 2 whatever school they're at.</p> <p>3 One little bit of a misnomer was the 4 notion -- the thought was, Well, are you going to 5 give the money straight to the school? Would the 6 allocation go straight to the school?</p> <p>7 And that was never our intent. Our intent 8 was just to propose an awareness to every school 9 district of the kinds of allocations that each 10 school would generate based upon the counts under 11 this rubric that would flow through the district; 12 and then some sort of oversight would make sure that 13 the resources do get to the school, maybe in the 14 form of, let's say, an extra social worker at that 15 site or more tutoring at that site, or whatever 16 needed to be.</p> <p>17 And there are also some really cool 18 legislation going on with respect to equity and 19 language development coming out of the Native 20 American community that we wholeheartedly support.</p> <p>21 So a lot of this conversation is going on. 22 And maybe through some roundabout way, it can all 23 come together.</p> <p>24 When we were proposing this legislation in 25 different groups -- we did bring it to a number of</p>
<p style="text-align: right;">215</p> <p>1 Was it, like, 13-nothing, Matt, or 9-nothing? It 2 was unanimous of the group there. Matt spoke up in 3 favor of it and so did a number of other people, and 4 we very much appreciate that.</p> <p>5 But I think something of this nature that 6 has the possibility of being somewhat of a landmark 7 kind of decision that could modify, essentially, the 8 funding formula has a lot of potential and deserves 9 some more conversation. And we took a step back to 10 say, "We realize that."</p> <p>11 And Representative Dow presented it very 12 well. And, hopefully, it does allow for a little 13 bit of funding for our group and the Public Ed 14 Department and different people to come together and 15 study it more closely with maybe conducting some new 16 formula iterations and that kind of thing to see 17 what we can come up with for next year's session, 18 possibly moving forward with this to see if it's 19 viable.</p> <p>20 One thing that it is bringing to light, 21 though, is that the data, that we really got into 22 the weeds on with data. We found out that there 23 were some discrepancies. And depending on what data 24 you plugged into the formula, it could skew one way 25 or another. So the intention, obviously, is just to</p>	<p style="text-align: right;">217</p> <p>1 different entities including, you know, 2 Representative Lente, and, you know, the people that 3 were sponsoring the TEA legislation.</p> <p>4 So a lot of really neat, cool things going 5 on surrounding equity and resources to address that 6 that I think has been long overdue here in 7 New Mexico; so...</p> <p>8 THE CHAIR: Great. So this is -- so this 9 is potentially something that might be on the work 10 list for LESC for this upcoming year. Yes?</p> <p>11 MR. MICHAEL OGAS: However they decide to 12 move it forward. That certainly could be one 13 possibility, yes, Madam Chair.</p> <p>14 THE CHAIR: Okay. Great. Great. 15 So I guess before we leave legislation -- 16 COMMISSIONER VOIGT: Real quick. 17 THE CHAIR: Sure. Sorry. 18 COMMISSIONER VOIGT: Yeah. 19 Commissioner Carrillo had inquired about 20 that high school graduation requirement bill. 21 COMMISSIONER CARRILLO: Yeah. Algebra 2. 22 THE CHAIR: That's what I was going to get 23 to before we leave legislation. 24 COMMISSIONER VOIGT: I believe it's HB 83. 25 Am I right? Yeah. HB 83.</p>

<p style="text-align: right;">218</p> <p>1 And (indiscernible due to connectivity) 2 because they're making -- they're now offering PE as 3 an elective. (Indicates.) 4 COMMISSIONER CARRILLO: Okay. So wait a 5 minute. As I understand it, HB 83, you still have 6 to have the math credit, but it doesn't have to be 7 for Algebra 2; is that correct? 8 COMMISSIONER VOIGT: Right. 9 COMMISSIONER CARRILLO: Okay. You know -- 10 and this ties in -- we can get to the PE part in a 11 minute. But -- 12 COMMISSIONER VOIGT: No, that's okay. I 13 already vented. 14 COMMISSIONER CARRILLO: It's funny, 15 because I guess it was with marching band and ROTC, 16 I think you should get PE credit for those. Ask 17 anybody at the Legislature at the Roundhouse if they 18 can keep pace with any of those two groups on the 19 field. And the answer is going to be, "Absolutely 20 not." 21 With Algebra 2, this ties to what we were 22 talking about Career Technical Education, and how 23 Ms. Perea was saying there can be math credits and 24 math teachers where it's not necessarily for a 25 course that's traditional mathematics; but it's a</p>	<p style="text-align: right;">220</p> <p>1 opens the doors for more opportunities. 2 THE CHAIR: Right. It opens the door for 3 a student to pursue an interest that they have, as 4 opposed to being stuck in a classroom that they 5 truly see no relevance in. And it is. It's that 6 they're going to perceive it, and it is that hurdle 7 for graduation. And it's almost a self-fulfilling 8 prophecy. "I'm not going to do well in this class. 9 I don't want to be here." And then they don't do 10 well, and it drags them down. 11 So it's not that you're not supportive of 12 math; it's just why can't a student choose the math 13 that's going to be most appropriate for them in the 14 manner that's going to be most appropriate for them. 15 COMMISSIONER CARRILLO: Well, then, in 16 following on to what Ms. Perea said, yeah, some kid 17 can own a food truck and wants a small business. 18 But he has no idea the mathematics and, you know, a 19 balance sheet, reading a Profit & Loss Statement, 20 negotiating loans. 21 And there could be a course that's offered 22 that you would get -- it's a math credit. Because I 23 like the idea of it still being a math credit, but 24 not necessarily Algebra 2. 25 THE CHAIR: Algebra 2. Yeah. I agree.</p>
<p style="text-align: right;">219</p> <p>1 course that might be a course where math is the 2 foundation, but it's relevant to whatever career the 3 student may be interested in. 4 And so in keeping with what I said before, 5 also by making kids take Algebra 2, they're not able 6 to take maybe financial literacy. Or maybe they're 7 not able to take a computer engineering course, even 8 though -- well, maybe if they're taking Algebra 2, 9 they would want computer engineering. 10 But let's just say environmental science 11 or whatever it might be. Anytime you're clogging up 12 that hour three days a week, you're preventing them 13 from taking something that may be much more useful 14 to them. 15 And I would ask all of us that are on 16 screen, at least, 15 of us, even though there's a 17 thinking component definitely to Algebra 2, how many 18 of us have worked in fields where we've really 19 used -- except for you, KT -- where we've really 20 used Algebra 2. 21 COMMISSIONER VOIGT: I agree. I am so 22 glad to see that as an option to go away. Because 23 that's the hurdle that prevents a lot of students 24 from being able to graduate in that four or 25 five-year. And then, you know -- I'm just glad. It</p>	<p style="text-align: right;">221</p> <p>1 COMMISSIONER ROBBINS: I would agree with 2 that. I mean, you know, KT. And me. Maybe the two 3 math guys here. I mean, I took, you know, 4 differential calculus and quantitative analysis, 5 and, you know, statistics, and all that fun stuff. 6 But I enjoy it; I agree. 7 But most people, you give them an option 8 of what can be counted as math, rather than saying, 9 "You have to have four years..." -- I didn't even 10 like the idea of they required four years of math 11 for high school. 12 I thought that was wrong. What it did is 13 exactly what you said. They have to take 14 Algebra 2. Now they have to take trig and calc. 15 You know, because they have Algebra 1, they have 16 geometry, Algebra 2, trig and calc. Most people 17 will never use their Algebra 2 or trig and calc, 18 ever, unless they go into advanced computer 19 programming or engineering or something. 20 Let them take financial literacy. Let 21 them take math to -- as it applies -- like Dr. Perea 22 said -- math as it applies to culinary skills or the 23 hospitality industry; like you said, Commissioner 24 Carrillo, put together a balance sheet, understand 25 the financial aspects of it.</p>

<p style="text-align: right;">222</p> <p>1 I mean, I taught financial management at 2 UNM. Many of the students coming into that class, 3 even though they've had college algebra, couldn't 4 basically even do Algebra 1. I was astounded. It 5 was a third-year-level undergraduate class in the 6 business school, and they couldn't do basic algebra, 7 or they struggled with it. Some of the students 8 struggled with it. 9 And it surprised me and really -- they 10 wanted to go in the field but they didn't 11 understand. Maybe they didn't get that foundation 12 in high school because they were required to take so 13 much other math that didn't apply, and they really 14 didn't concentrate on some of the more basic 15 fundamental maths, which are more applicable in a 16 broader way. 17 So, yeah. Have the flexibility. Don't 18 dictate the number of classes. Give the flexibility 19 of what can count as a math or math-related-type 20 class. 21 THE CHAIR: Commissioner Burt? 22 COMMISSIONER BURT: So it seems like, as a 23 Commission, we definitely have some feelings about 24 various things. Do we need to make a motion to -- 25 THE CHAIR: No. There's nothing on --</p>	<p style="text-align: right;">224</p> <p>1 But PE -- you could not graduate without 2 four years of PE and some English credit. 3 COMMISSIONER VOIGT: It's so gradable. 4 You can do tests and measurements within PE. That's 5 something you can do in PE and other electives as 6 well, to integrate your core subjects. 7 THE CHAIR: To me, it's also -- it's that 8 mental health issue as well, to be able -- it's that 9 release; it's that opportunity for students to 10 regroup. 11 COMMISSIONER VOIGT: People get the wrong 12 idea about physical education as sports. That's not 13 it. There's lifetime fitness. There's yoga, 14 Tai Chi, table tennis, archery, mountain biking. I 15 mean, those are all legitimate lifetime wellness 16 activities. So I'm advocating for that. 17 COMMISSIONER DAVIS: I want to speak in 18 favor of teaching percentages. So I teach classes 19 in accounting and in basic spreadsheets. And I 20 always have to explain to people how something is 21 a percent of that. You add up four numbers, what is 22 this number a percent of that number. 23 It's just a mystery. 24 Also when you create a formula in Excel to 25 do that.</p>
<p style="text-align: right;">223</p> <p>1 that, no. 2 COMMISSIONER BURT: -- to have a position 3 as the Commission? 4 THE CHAIR: I'm going to be honest with 5 you. I take the consensus of what people are 6 saying. So I know the direction that the Commission 7 is interested in going in. I mean, people have 8 spoken about Algebra -- and I, certainly -- anyone 9 can weigh in on the Algebra 2 issue on their own as 10 well. 11 COMMISSIONER VOIGT: Let's talk about PE. 12 No, I'm just kidding. 13 I really do think it's lame to even 14 consider -- the -- kids are on their butts so much 15 already. And even in elementary school, they don't 16 get enough recess. But I would really advocate for 17 making PE a graduation requirement. Every year that 18 PE has gotten knocked down, it's been -- and 19 diminished, every time, it's been diminished. It 20 used to be two credits for graduation. Now I think 21 it's one, and, then, now, zero. 22 THE CHAIR: I come from a state where 23 there was only two subjects -- subject areas that 24 were four-year requirements: PE and English. And 25 every other subject area was three.</p>	<p style="text-align: right;">225</p> <p>1 So somewhere in ninth grade, they didn't 2 learn how to do percentages. So that's my rant. 3 THE CHAIR: Thanks. 4 COMMISSIONER VOIGT: I don't think that's 5 laid out in the bill. 6 THE CHAIR: Commissioner Carrillo? 7 COMMISSIONER CARRILLO: First thing is -- 8 am I mute? -- okay. 9 Right now, there's only a one-credit 10 requirement for PE in grades 9 through 12, is that 11 correct? 12 THE CHAIR: Yeah. 13 COMMISSIONER CARRILLO: And then it's my 14 understanding, if you're participating in sports in 15 that year -- and I think it has to be two sports -- 16 that credit, then, is waived, because you're doing 17 two sports. Is that correct? 18 THE CHAIR: Right. 19 COMMISSIONER CARRILLO: Okay. 20 THE CHAIR: I think there's also an 21 allowance for dance. Am I right? 22 COMMISSIONER VOIGT: Dance and marching 23 band. 24 COMMISSIONER CARRILLO: I think they're 25 trying to get in ROTC, right?</p>

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227	<p>1 kind of decide as a Commission. 2 And that's not to say, in any way, 3 Pattie -- I'm sorry -- Chair Gipson -- that you 4 can't express wishes in general. But I'm wondering 5 as a good -- 6 THE CHAIR: So -- and I'm open. If the 7 Commission feels that they -- that there needs to be 8 a public record of support for a particular piece of 9 legislation, we could do a motion. 10 COMMISSIONER CARRILLO: How do others 11 feel? I'm curious about that. 12 COMMISSIONER VOIGT: I'm okay that -- it's 13 on the transcript. If there's something stated 14 within the transcript of a consensual agreement 15 towards a bill or not, I'm okay with that. But if 16 we want -- 17 COMMISSIONER DAVIS: I don't think we need 18 a motion. 19 COMMISSIONER VOIGT: But if we want to do 20 a motion, we can do that, too, But I don't think we 21 could do that today. 22 THE CHAIR: It does say "Discussion and 23 Possible Action." 24 But I'm going to ask, could we do it -- 25 would it be acceptable to just do it by voice and</p>	229	<p>1 THE CHAIR: So let me do this. All in 2 favor, say "Aye." 3 (Commissioners so indicate.) 4 THE CHAIR: Opposed? 5 COMMISSIONER ROBBINS: No. 6 THE CHAIR: Okay. So that's pretty clear. 7 COMMISSIONER VOIGT: There was one. 8 THE CHAIR: I heard it. 9 So SB 237 was the nepotism bill. 10 COMMISSIONER CARRILLO: I don't know. Let 11 me check with my family on that one. Sorry. 12 COMMISSIONER BURT: In this one, is it -- 13 can we say, like, we would -- because I think I'm of 14 the point where, you know, if it's about charter 15 schools only, then no; but, in general, if they 16 change it, then yes. 17 COMMISSIONER TAYLOR: That's what I think. 18 THE CHAIR: Let me qualify this. Right 19 now the bill is only related to charters. So that 20 is it. 21 But let me kind of qualify this. I would 22 get a sense that if the Commission said yes, well, 23 obviously we would support it. If the Commission 24 said no, based on the discussion that took place, I 25 think I'm pretty clear that I could express we're</p>

<p style="text-align: right;">230</p> <p>1 not supporting this "because," all right, and 2 because it's not addressing all public school 3 employees, because there's some concerns about 4 how -- I think there has to be tightening of what 5 the Commission would be able to do when notified, 6 that there has to be further discussion about that 7 to shore that up a little bit. 8 COMMISSIONER ROBBINS: Right. The bill 9 needs -- I think, as Matt Pahl said -- that it needs 10 to have more work done rather than just saying you 11 can or can't. Well, what are the exceptions maybe, 12 where, in the small district, it may be acceptable, 13 a process they have to go through, you know. 14 I mean, if you can't find anyone other 15 than a relative, I understand. I mean -- in small 16 districts, that is a problem. And small charter 17 schools in a rural area, that's a problem. But to 18 just make it a blanket thing, "Only for charters is 19 wrong," and to make it with no guidelines on there 20 is wrong. 21 MR. MATT PAHL: Right. 22 THE CHAIR: And I think I'm clear with 23 that. So let me just say that. If it's the "no" 24 vote, I would also express the reasons why we can't 25 support, okay?</p>	<p style="text-align: right;">232</p> <p>1 THE CHAIR: But takes away the requirement 2 that it has to be Algebra 2. 3 COMMISSIONER VOIGT: Right. 4 COMMISSIONER CARRILLO: Is that correct, 5 Matt? 6 MR. MATT PAHL: It does in its current -- 7 I think you're capturing the big pieces of it. This 8 does a few more -- it makes a few more changes than 9 this. But I think you're capturing the headline. 10 But I just wanted to make sure I looked that up 11 there. 12 THE CHAIR: I think we need to look at the 13 subtext before we say -- 14 MR. MATT PAHL: If you give me a moment, I 15 can get that together. 16 I'll just say that we -- as our membership 17 is so in different places with this, we -- and this 18 very rarely happens to us, we don't have a unified 19 position. We're just alerting schools, so they can 20 advocate for what they agree on now. 21 We're able to coalesce, usually. We're 22 all over on this bill. 23 THE CHAIR: I'll move on to HB 280. And 24 HB 280 provides for reimbursement to low income 25 households for costs related to remote learning.</p>
<p style="text-align: right;">231</p> <p>1 So SB 237. 2 COMMISSIONER CARRILLO: I don't support 3 it. 4 THE CHAIR: So all in favor of supporting 5 SB 237, say "Aye." 6 (No response.) 7 THE CHAIR: All not in support of SB 237 8 as written, say "Aye." 9 (Commissioners so indicate.) 10 THE CHAIR: Opposed? 11 (No response.) 12 THE CHAIR: Okay. So I'm good with that 13 direction. 14 Okay. I'm not sure what the Algebra 2 15 bill number is, to be honest. 16 COMMISSIONER VOIGT: It's HB -- 17 THE CHAIR: Is that 83? 18 COMMISSIONER VOIGT: 83. 19 MR. MATT PAHL: 83. 20 THE CHAIR: 83? Okay. And HB 83 takes 21 the requirement to Algebra 2 -- removes the 22 graduation requirement for Algebra 2, correct, as 23 it's written? 24 COMMISSIONER CARRILLO: It leaves the math 25 credit, right?</p>	<p style="text-align: right;">233</p> <p>1 COMMISSIONER VOIGT: I'm in favor. 2 COMMISSIONER ARMIJO: Aye. 3 THE CHAIR: So Commissioners who are in 4 favor of supporting HB 280, say "Aye." 5 (Commissioners so indicate.) 6 COMMISSIONER CARRILLO: I need more 7 information. This is not just charters, right? 8 Okay. I'm in favor. 9 THE CHAIR: All families. Yeah. Yeah. 10 It's not a charter-specific bill. 11 COMMISSIONER CARRILLO: Got it. 12 THE CHAIR: Once again, I'm sorry. Say 13 Aye. 14 (Commissioners so indicate.) 15 THE CHAIR: Opposed? 16 (No response.) 17 THE CHAIR: Okay. 18 COMMISSIONER CARRILLO: While Matt's 19 working on that, I have a question, Madam Chair. So 20 this week -- I guess it was maybe end of last 21 week -- I spoke at the Commission hearing -- oh -- 22 about holding education harmless. 23 So I had a talk with Pattie this week, 24 because what I -- I didn't speak as the Commission 25 or say we had a position. I said, you know, "I'm</p>

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1 the representative for District 10, Santa Fe,
2 Rio Arriba, Taos, and Colfax, and I speak on behalf
3 of myself and my constituents." Then I stated the
4 position.

5 I asked Pattie about our policy, or if
6 there is one, relative to who is allowed to speak
7 for the Commission, how does that procedure work.
8 And, obviously, as the Chair, she can. But how -- I
9 mean, I -- it was just Ms. Gipson and I having that
10 conversation. But I felt like it should have been
11 something that we all kind of at least think about.

12 THE CHAIR: Our Rules of Procedure say
13 that the Chair is the only one that speaks for the
14 Commission.

15 COMMISSIONER CARRILLO: But unless -- can
16 the Commission --

17 THE CHAIR: It doesn't.

18 COMMISSIONER CARRILLO: So, for instance,
19 if you're not able, for whatever reason -- I don't
20 know. If we designate Commissioner Robbins to speak
21 on, you know, a certain bill that he's passionate
22 about, can we do that?

23 COMMISSIONER VOIGT: I think it goes
24 through the Executive Committee.

25 THE CHAIR: Yeah. Yeah. I think there

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1 will formally take a stand on are these pieces.

2 COMMISSIONER VOIGT: Right. Yeah. Yeah.
3 I think that anytime anyone, including the Chair,
4 speaks on behalf of the Commission, it should be
5 known by the entire Commission, you know, period.
6 That's full transparency.

7 And, Commissioner Carrillo, you going to
8 something and speaking on behalf of your
9 constituents, you're speaking as a Commissioner.

10 COMMISSIONER CARRILLO: I know I am. But
11 I did so -- I really do make a point. Like I had to
12 do this in Santa Fe all the time. I would make a
13 point to say, "I am not speaking for the Commission.
14 I am District 10."

15 I always do that.

16 COMMISSIONER VOIGT: As the Commissioner
17 for District 10.

18 COMMISSIONER CARRILLO: Yeah. "I'm the
19 Commissioner for District 10." Yeah.

20 THE CHAIR: And I've honestly said this,
21 that I personally have lost a little bit of my
22 voice. Because if I -- if I speak to someone and
23 say, "I'm not speaking as the Commission, I'm
24 speaking as the District 7 Commissioner," a lot of
25 people don't see that distinction.

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1 would have to be some -- there is nothing in the
2 Rules of Procedure that provide for the hand- --
3 I'll be honest with you. That rule is there
4 primarily so that if the press calls someone, it's,
5 like, the Chair is the only one who speaks for the
6 Commission on this, so that if there's an issue. I
7 mean, I don't have -- I don't have an overwhelming
8 concern, if --

9 COMMISSIONER VOIGT: I do.

10 THE CHAIR: Well, no, let me finish. I
11 don't have an overwhelming concern if the Executive
12 Committee wishes to hand that off to someone if I
13 can't be there for some reason.

14 I think someone would have to -- I think
15 the easiest thing to do would be for someone to
16 contact me and say, you know, "This bill is up. Are
17 you going to be there?"

18 And if I say, "No," then I'll contact the
19 Executive Committee.

20 But we're clear, through these pieces of
21 legislation, what the Commission is saying we're
22 supporting. Otherwise, if it is a general education
23 bill, Commissioners are always free and able to
24 speak on those education issues on their own. But
25 the only pieces of legislation that the Commission

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1 COMMISSIONER VOIGT: Exactly.

2 THE CHAIR: You know. But that's --
3 that's okay.

4 COMMISSIONER DAVIS: I think there needs
5 to be just one person that speaks on behalf of the
6 whole Commission. And then it's -- and it's kind of
7 like -- well, it -- I think there should be one
8 person only that speaks for the Commission.

9 COMMISSIONER CARRILLO: I'm agreeing that
10 one person should speak for the Commission. But I
11 think we're also individuals, and we're individual
12 Commissioners.

13 So, like, if Brian Egolf wants to -- well,
14 he's the Speaker. That's a bad example.

15 So if Tara Lujan wants to speak as the
16 legislator for District 48 or whatever, she can do
17 so. She's a legislator. She's a representative in
18 District 48. I think we have to have that ability.

19 THE CHAIR: You do.

20 COMMISSIONER DAVIS: She was saying for
21 the Commission.

22 COMMISSIONER VOIGT: I was pointing out
23 you are speaking for your district, whatever it is,
24 10.

25 COMMISSIONER CARRILLO: Got it. Thank

238	<p>1 you. Got it.</p> <p>2 THE CHAIR: Okay. You two kind of got</p> <p>3 muddled into this; so I apologize. I think we're</p> <p>4 done with all the pieces of legislation that we've</p> <p>5 taken a look at that anyone wanted to take a look at</p> <p>6 at this point in time. Yes?</p> <p>7 COMMISSIONER CARRILLO: Matt was going to</p> <p>8 go into the rest of that stuff.</p> <p>9 THE CHAIR: You were looking at the one</p> <p>10 piece.</p> <p>11 COMMISSIONER VOIGT: There was one we</p> <p>12 really need to get behind. That's SB 318. That's a</p> <p>13 huge one. That's the facilities, that stabilizes</p> <p>14 the lease assistance.</p> <p>15 THE CHAIR: Right. And we had, prior to</p> <p>16 this -- I think in the January meeting, we had made</p> <p>17 that general consensus that if it was enrollment</p> <p>18 cap, we wouldn't support it. If it was anything to</p> <p>19 do with facilities and being able to open up more</p> <p>20 opportunities, we would certainly support anything</p> <p>21 that has to do with that. Matt, I'm sorry.</p> <p>22 MR. MATT PAHL: That's quite all right.</p> <p>23 Basically, what the bill is doing, there's</p> <p>24 three additional things I want to highlight.</p> <p>25 It's providing more flexibility within the</p>	240	<p>1 every -- before now, a lot of people were doing</p> <p>2 distance learning anyway, because there was the</p> <p>3 credit recovery piece. And it was always an online</p> <p>4 component before now. But the capstone piece, I am</p> <p>5 so excited about.</p> <p>6 THE CHAIR: So before we move on, I need a</p> <p>7 consensus on HB 83, because we didn't do that,</p> <p>8 because we didn't know what the other possible side</p> <p>9 pieces were to it. So HB 83 removes Algebra 2 as a</p> <p>10 requirement for graduation, keeps the math</p> <p>11 requirement but removes Algebra 2, gives a little</p> <p>12 more flexibility with English graduation</p> <p>13 requirements in terms of what emphasis you may have</p> <p>14 with your English courses, and removes the</p> <p>15 requirement for an AP or dual credit course for</p> <p>16 graduation.</p> <p>17 Correct?</p> <p>18 COMMISSIONER ROBBINS: I read -- I just</p> <p>19 went through 83. And it still requires Algebra 2 or</p> <p>20 higher, unless a parent submits that -- that's what</p> <p>21 it says now.</p> <p>22 There was a strike-through, but then they</p> <p>23 added in that it does require Algebra 2 or higher,</p> <p>24 unless a parent. And they can substitute, like, a</p> <p>25 financial literacy or something for that.</p>
239	<p>1 units that are required. So when it says "four</p> <p>2 units of English," the prior statute said, you know,</p> <p>3 "with a major emphasis on grammar, nonfiction</p> <p>4 writing and literature," now, it says the same</p> <p>5 things but adds things like a communications skills</p> <p>6 course would take, an AP class, any AP English class</p> <p>7 would take -- would apply here, an International</p> <p>8 Baccalaureate class.</p> <p>9 So it's kind of widening the scope. It</p> <p>10 does that for math and English as well. It requires</p> <p>11 a capstone requirement to replace any of the core</p> <p>12 subject requirements.</p> <p>13 And then, lastly, it does get rid of the</p> <p>14 requirement for an AP dual credit or distance</p> <p>15 learning course, which has been around for a little</p> <p>16 while now. And this bill takes that away. So those</p> <p>17 are pretty meaningful, so I did want to make sure</p> <p>18 that was part of your consideration.</p> <p>19 THE CHAIR: Yeah. But there's no poison</p> <p>20 pill in it. That's always the concern.</p> <p>21 COMMISSIONER VOIGT: You know, I'm so</p> <p>22 excited that the capstone piece is coming to</p> <p>23 fruition. Finally, finally, finally.</p> <p>24 And, you know, I think the reason they're</p> <p>25 taking away that distance learning piece is because</p>	241	<p>1 But, still, the way it reads right now,</p> <p>2 that's still in there, unless it's been amended in</p> <p>3 the last half-hour or so and hasn't been posted.</p> <p>4 THE CHAIR: Commissioner Carrillo?</p> <p>5 COMMISSIONER CARRILLO: For one, I think</p> <p>6 that's totally stupid. But the other thing is -- so</p> <p>7 you get your parent's signature. But at the same</p> <p>8 time, do you have to declare what other math-related</p> <p>9 course you're going to take?</p> <p>10 COMMISSIONER ROBBINS: It still requires</p> <p>11 the number of years of math. But it says you can</p> <p>12 substitute something such as financial literacy.</p> <p>13 COMMISSIONER CARRILLO: But it doesn't</p> <p>14 make you commit to that such as at the time your</p> <p>15 parent is signing. They're just complicating</p> <p>16 something that could be just so simple.</p> <p>17 THE CHAIR: And we all know how parents'</p> <p>18 signatures are acquired.</p> <p>19 COMMISSIONER ROBBINS: I can read it to</p> <p>20 you.</p> <p>21 What it act- -- I can read it to you. The</p> <p>22 way it reads right now, it says, "Four units in</p> <p>23 mathematics, one of which shall be the equivalent to</p> <p>24 or higher than the level of Algebra 2, unless the</p> <p>25 parent submitted written, signed permission for the</p>

<p style="text-align: right;">242</p> <p>1 student to complete a lesser mathematics unit, and 2 provided that a financial literacy course or 3 Department-approved, work-based training or Career 4 and Technical Education course that meets State 5 mathematic academic content and performance 6 standards shall qualify as one of the four required 7 math units." 8 That's the way it reads now. 9 THE CHAIR: I'm not sure I'm liking that 10 bill a whole lot right now. 11 COMMISSIONER ROBBINS: Unless it's been 12 changed recently and hasn't been posted to the 13 website. I just went in and pulled that from the 14 website. 15 MR. MATT PAHL: Madam Chair? 16 MS. AMI JAEGER: What you read was the -- 17 so the way the bill is presented. What you read is 18 the current language, which is not amended. What 19 you read under this proposal would stay. 20 But what's new is, if you look on Page 10 21 of the bill, it has -- it adds so many different 22 types of coursework that would also satisfy the math 23 requirement, including computer-assisted 24 architecture, computer science, fractal mathematics, 25 including a departmental approved work-based</p>	<p style="text-align: right;">244</p> <p>1 there. Because when -- even if you're 25, you can 2 go back to school, you have to meet those graduation 3 requirements. 4 So that is the status quo for now. But if 5 you go to Page 11 on that bill, line 5, you'll see 6 the new math requirement. And it provides for 7 Algebra 2 counting for that. 8 THE CHAIR: Okay. All right. 9 MR. MATT PAHL: For, yes, 22, 23, and 10 onward. And it does still include Algebra 2. But 11 there is no new -- there is no waiver element. And 12 I think -- yeah. So I just wanted to clarify that. 13 And Ami is right about, you know, that 14 that is in there. But it's only for current -- it 15 would be this year's cohort. But future cohorts 16 would have -- 17 THE CHAIR: Okay. Okay. 18 So, Commissioners, all in favor of 19 supporting HB 83, please say "Aye." 20 (Commissioners so indicate.) 21 THE CHAIR: Opposed? 22 (No response.) 23 THE CHAIR: So, Matt, once again. 24 MR. MATT PAHL: Thanks, everybody. 25 Just a couple of quick things. Really</p>
<p style="text-align: right;">243</p> <p>1 training or a Career and Technical Education credit. 2 So yes, you're correct. It still requires 3 those requirements for algebra. But it expands the 4 list of what else would qualify. And then if you 5 get the waiver to get out of algebra, you could take 6 any one of these other courses. 7 COMMISSIONER ROBBINS: Right. It does 8 provide the list of what else would be eligible. 9 But it doesn't totally remove the requirement for 10 Algebra 2. It just gives options instead of. 11 THE CHAIR: Okay. I feel a little better. 12 COMMISSIONER ROBBINS: Just so we're clear 13 on it, I think it's still good. But I just wanted 14 to make sure that we're clear of what it's actually 15 doing. And it's not totally removing it; it just 16 gives options. 17 THE CHAIR: It is giving the possibility 18 of removing it. It's a family option. 19 MR. MATT PAHL: Madam Chair, if I can 20 just -- 21 THE CHAIR: Sure. 22 MR. MATT PAHL: It does take it away. 23 Because when you move it forward -- and it starts on 24 Page 9, Commissioner Robbins, so -- because in 25 statute, we always keep the cohort expectations in</p>	<p style="text-align: right;">245</p> <p>1 appreciate the conversation, and I just want to say 2 that I've never seen a PEC meeting quite like 3 January's. And it was pretty -- that was a pretty 4 wild morning. 5 And I wanted to share -- and I think it's 6 just so less relevant now, just watching you all 7 work together -- that the -- that the Public 8 Education Commission is not a partisan entity. It 9 is not one that I've seen all of you agree and 10 disagree with each other -- sorry -- at least the 11 Commissioners that have been here for a while. And 12 I wasn't able to see all of this morning because I 13 was in Senate Ed. 14 But I just appreciate (indiscernible due 15 to connectivity) amongst the Commissioners and the 16 fact that you are working together and doing so in 17 conditions that aren't easy. You guys haven't met 18 each other in person yet. 19 The kind of division that marks a number 20 of other elected bodies -- you know, no comments on 21 which ones those are, but we've all seen it -- that 22 would just be bad for kids. 23 So I just want to appreciate the 24 professionalism of the Commission and thank every 25 Commissioner.</p>

<p style="text-align: right;">246</p> <p>1 A couple of other things, just rooted back 2 to charter schools having the autonomy to run their 3 schools the way they need to, particularly in their 4 curriculum and instruction. 5 One, just a note -- this is said and done; 6 we don't need assistance on it. But there was a 7 bill up there that required a full-time nurse in 8 every school district. 9 School districts oftentimes get translated 10 into charter schools. And for a school of 300 kids, 11 it's hard to even know what a full-time nurse would 12 do the whole time. A nurse should meet the health 13 needs of their students. 14 When we talked to the sponsors, it was 15 very quickly identified, Oh, no, I don't mean there 16 should be a full-time nurse at every charter school. 17 They quickly came with an amendment that provides 18 for flexibility there. But it's one of those things 19 that we have to watch out for as charter schools, 20 because we're not always thought of. 21 THE CHAIR: Matt, I don't want to 22 interrupt you. But your audio is a little garbly. 23 MR. MATT PAHL: Let me turn off my camera 24 and maybe that will help. 25 THE CHAIR: Thanks.</p>	<p style="text-align: right;">248</p> <p>1 charter schools are wholesale rejecting the 2 professional development; they just want some 3 flexibility on what they should participate in or 4 not. 5 The Structured Literacy piece got a little 6 closer to actually infringing on the curriculum. 7 And a quick conversation with Deputy Secretary 8 Warniment Perea shows, like, there's a little more 9 flexibility than I think we thought there was in the 10 beginning. These are PED initiatives that are good 11 initiatives meant to improve education in the state. 12 But we need to maintain that autonomy that 13 we have in the areas that we do for those -- you who 14 have been in your chair for more than a few months, 15 you've heard this before. But we mention this quite 16 often, that in Colorado, charter schools are 17 licensing their own administrators. 18 We don't want that autonomy. We have 19 limited autonomy here as charter schools in 20 New Mexico. But we have to preserve that with great 21 fervor, you know? It's the academic model and the 22 mission behind the school that really makes us what 23 we are. 24 And so doing what we can to preserve that 25 is just really important. And it goes to that</p>
<p style="text-align: right;">247</p> <p>1 MR. MATT PAHL: No. thank you for 2 identifying that. It's just one of those things we 3 have to watch out for. If we have the charter 4 community also looking out for those kind of things, 5 I think that's always helpful. 6 The other two things I'll just note is on 7 MLSS, the Multi-Layered System of Supports, and 8 Structured Literacy, two programs that charter 9 schools are supportive of. We don't have issues 10 with the program. But there were some professional 11 development requirements that were really infringing 12 on the time that our leaders have. 13 And so we've been working with PED, who 14 have been willing and good partners on providing 15 some flexibility within the professional development 16 requirements for MLSS. So I just want to note that. 17 Because these are all good things. 18 But our charter leaders are one-person 19 superintendent, one-person principal, one-person 20 federal programs director and all the rest. And 21 they do have limits on their time. And the autonomy 22 me that's provided within the charter realm, it 23 infringes on that a bit. 24 And we really appreciate PED for 25 recognizing that. And I don't think, you know, that</p>	<p style="text-align: right;">249</p> <p>1 graduation requirement and all that. 2 So just a couple of things that we've 3 spearheaded and Mike was helpful on, too. 4 I'll just note as well that I do have -- I 5 have a couple of questions on the way that one of 6 the amendments was presented today, the square 7 footage for Explore. I'll ask that later. But I -- 8 I looked back at the amendment request, and I was, 9 like, why is this noted as square footage? 10 But I missed that part of the meeting. So 11 I will follow up with Corina, maybe, and just kind 12 of find out what was going on there. But I just 13 wanted to flag that as -- I had seen the agenda 14 earlier on and then realized, like, oh, what is 15 this? 16 So it's a me not understanding things, and 17 I'll get clarification from staff on what that is. 18 So, yeah, thanks to everyone for the time. 19 And we will see you in a month or before. Thanks. 20 THE CHAIR: All right. Thanks so much. 21 COMMISSIONER VOIGT: Thanks, Matt. 22 THE CHAIR: Mike, thanks for hanging in 23 there with us. 24 MR. MICHAEL OGAS: No worries. Thank you 25 for the time.</p>

250	<p>1 I just have a brief statement, and then if 2 there's any questions, be happy to answer, just to 3 kind of give you an idea of why -- why I'm here and 4 on the call, okay? 5 Madam Chair, members of the Commission, 6 Director Chavez, Deputy Director Woerner, my name is 7 Mike Ogas. I am the founder and superintendent of 8 School of Dreams Academy. We're a State-authorized 9 charter school located here in Los Lunas, 10 New Mexico. 11 I also represent the New Mexico State 12 Charter School Advisory Committee, and I'm a 13 founding member of Cypress Tree New Mexico, along 14 with Rafe Martinez and Charlotte Alderete. You 15 heard my colleagues at the last meeting regarding 16 the work around the Opportunity and Equity Index, 17 which is now House Bill 135, and I did give you an 18 update on that earlier. 19 This charter school advisory committee 20 that I've been asked to represent, and I'm very 21 happy to do so, was originally created last year by 22 former Deputy Secretary Kara Bobroff and former CSD 23 Director Alan Brauer. Much of our early work 24 centered around providing feedback on PED's work on 25 equity councils and compliance issues around the</p>	252	<p>1 ultimately help the independent charter school 2 movement move forward in our great state. 3 Even though many of New Mexico's charter 4 schools have various missions and program models, 5 our goal will be to find common ground and identify 6 general areas in which to provide sustainable 7 mechanisms to work together, foster charter 8 innovation, and improve and assist charter schools 9 moving forward. 10 A few of our immediate initiatives that we 11 have been discussing include support of a one portal 12 for submission of all proposals and submissions for 13 all of us, not just charter schools, but, you know, 14 school districts as well. I believe PED is moving 15 systematically toward an NM DASH portal, which, you 16 know, is fine with us; it would just be nice to have 17 it all in one spot. And then support for, 18 obviously, the OEI Index that we talked about. 19 We have established a weekly meeting with 20 charter leaders and have invited the CSD and charter 21 leaders from around the state, both state and 22 locally chartered, where we get together; we provide 23 questions for the Secretary's phone calls. But we 24 also sit and we talk about, you know, commonalities 25 and things that we're all working at at the</p>
251	<p>1 Martinez-Yazzie ruling. 2 First of all, before we start, I'd like to 3 take this opportunity to welcome the new PEC 4 Commissioners, Armijo, Burt, Taylor, Manis and 5 Carrillo. Very, very happy that you're onboard, and 6 what I've seen, you all are awesome, and you guys 7 are going to do great things. 8 On behalf of the Advisory Council, I would 9 also like to officially thank Ms. Karen Woerner for 10 holding the CSD together for over a year and 11 continuing the charter school work. 12 Finally, I wish to say a big welcome to 13 our new CSD Director, Corina Chavez, and new Deputy 14 Secretary of Identity, Equity and Transformation, 15 Dr. Vickie Bannerman. 16 The Charter Advisory Council consists of a 17 representative and diverse group of charter leaders 18 from all over New Mexico. This group represents all 19 charter schools, both state and local. Our goal is 20 to work alongside the Charter School Division and 21 the Office of Identity, Equity and Transformation 22 and Secretary Stewart by providing meaningful 23 feedback on charter-related issues, while providing 24 a forum for charter schools statewide to 25 communicate, problem-solve, seek solutions, and</p>	253	<p>1 different level. It's been a very good forum and 2 very well received so far. 3 We also support a hold harmless on the SEG 4 and transportation, just like most entities are 5 right now, because of the pandemic, and because of 6 the potential downside of letting just the funding 7 formula work and the possibility of significant 8 budget problems moving forward. 9 We also support looking at innovative ways 10 to support charter schools and facilities 11 development and very, very happy for the legislation 12 that's being brought forward to try to address that 13 in a more systematic way, and the (indiscernible due 14 to connectivity) of the lease assistance monies as a 15 revolving fund. 16 We'd like to support increased access to 17 transportation funding for charter schools. And we 18 also very adamantly oppose a State charter 19 enrollment cap and moratoriums. 20 We on the Charter Advisory Committee look 21 forward to working with you, the PEC, and PED. 22 Thank you for providing us the opportunity to report 23 at these meetings, and, you know, I'm just very, 24 very happy that you all have done that. 25 So that's all I have to say, Madam Chair.</p>

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1 THE CHAIR: Mike, thank you so much. And
2 I think we've -- I think we've successfully
3 supported also all those initiatives that you are
4 also supporting. So I -- and the other two that
5 you're not supporting, I'm not even going to mention
6 the words right now.

7 So we're, you know, not -- they're not
8 going to even cross my lips right now. So I think
9 we're in a good place.

10 So thank you. Appreciate everything that
11 you do in the school. And now with all of the extra
12 work that you're taking on, truly do appreciate
13 that.

14 So thanks for both of you. And --

15 MR. MICHAEL OGAS: Thank you.

16 THE CHAIR: -- I'd normally say, "See you
17 around the Roundhouse." But, you know.

18 COMMISSIONER VOIGT: Real quick,
19 Madam Chair.

20 THE CHAIR: Oh, I'm sorry. Commissioner
21 Voigt?

22 COMMISSIONER VOIGT: That's okay. Thanks.

23 Mike, thank you very much for the
24 admission ticket to the Independent Charter School
25 Conference.

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1 of the Commissioners. I do believe we'll probably
2 hear from Commissioner Manis; he was able to, I
3 think, already attend, because his started very
4 early.

5 So thank you so much for that. That
6 chart, once again, is in the -- and the contact
7 information, I do believe, is up to date. So for
8 those Commissioners that need to contact a group or
9 an agency, that contact info is there so that you
10 can -- most of them meet quarterly, by and large.

11 So you can do that. So thanks once again
12 for that.

13 We looked at the negotiations schedule
14 yesterday -- oh, I'm sorry. Commissioner Burt?

15 COMMISSIONER BURT: I'm sorry. I don't
16 know where that's located. I haven't seen that.

17 THE CHAIR: It's in the SharePoint.

18 COMMISSIONER BURT: I'll take a look.

19 THE CHAIR: I can ask Bev to send out a
20 copy separate, if you -- if everyone needs it. But
21 it is in the Share- -- Karen, I know, put it into
22 the SharePoint.

23 COMMISSIONER BURT: I'm sure I just
24 skipped over it then. So I'll take a look.

25 THE CHAIR: I'm sorry.

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1 MR. MICHAEL OGAS: Oh, that's something
2 that's moving forward. And thank you for bringing
3 that up. We very much support the "indy" charter
4 school movement. And we have hooked ourselves up,
5 as you know, with the National Organization for
6 Independent Charter Schools. They're still doing
7 some very wonderful work. And as we learn more
8 about what they're doing and have opportunities to
9 bring more of those things into New Mexico to help
10 our charter leaders, we certainly will do that.

11 COMMISSIONER VOIGT: Super. Thanks. It's
12 a great conference. I highly encourage everyone to
13 attend it. They're doing some great work
14 nationwide.

15 MR. MICHAEL OGAS: Thank you.

16 THE CHAIR: Okay. Thank you. Thank both
17 of you. We'll see you around. Or we'll hear you
18 around.

19 MR. MICHAEL OGAS: I'm leaving. Bye-bye,
20 thank you very much

21 THE CHAIR: Thanks. Appreciate it.

22 So moving on very quickly, because I know
23 we also have a Closed Session as well.

24 I want to thank the Commissioners that
25 responded to liaison roles, that I accommodated all

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1 COMMISSIONER BURT: On, it's okay.

2 MS. KAREN WOERNER: Madam Chair, it was
3 just updated this morning. Maybe that's why you
4 haven't seen it. An additional update was provided
5 yesterday.

6 THE CHAIR: Yesterday, yeah.

7 Okay. So I remind Commissioners once
8 again to take a look at the negotiation schedule and
9 to please let Bev know what sessions they believe
10 that they will be -- they hope to attend, just so
11 that we have a sense.

12 Commissioner Carrillo?

13 COMMISSIONER CARRILLO: So I did that
14 yesterday. And I looked at the schedule and
15 everything for April. And I know that this year,
16 there's -- on one of the days, it's Roots & Wings,
17 and that's in Questa. And then there's Red River in
18 Taos the other day.

19 Are we expecting -- because of, obviously,
20 the pandemic, are these going to be done by Zoom?

21 THE CHAIR: Correct.

22 COMMISSIONER CARRILLO: That's what I
23 thought. I remember you mentioning before that when
24 there wasn't all of this, usually, the Commissioners
25 in these areas would go down there to their

<p style="text-align: right;">258</p> <p>1 school -- okay. Good.</p> <p>2 THE CHAIR: Yeah. Right now, we're still</p> <p>3 Zooming. But, yes. And that's the unfortunate</p> <p>4 part, because it was always nice, because we would</p> <p>5 go either to that school or someplace close to the</p> <p>6 school. Yeah.</p> <p>7 COMMISSIONER CARRILLO: I just didn't want</p> <p>8 to go to Red River two days in a row without</p> <p>9 spending the night. Let's face it. I love Northern</p> <p>10 New Mexico. Anytime there's a chance to hit the</p> <p>11 road, I'm there.</p> <p>12 THE CHAIR: I tell people, I guess last</p> <p>13 year when we were all in-person, I put 32,000 miles</p> <p>14 on my car. So it's -- my car doesn't know what's</p> <p>15 going on right now.</p> <p>16 Okay. So we've got the negotiation</p> <p>17 schedule. We've got the updates from the Advisory</p> <p>18 Council. We've had the updates from Public Charter</p> <p>19 Schools. Been logging in and trying to log in and</p> <p>20 stay in with a lot of the committees.</p> <p>21 A lot of the committees are getting bogged</p> <p>22 down. Like I said, things are moving very slowly,</p> <p>23 and looking to see what legislation will potentially</p> <p>24 be dropped today. And that should be -- next -- is</p> <p>25 it Wednesday? -- is the last day that leg- -- I</p>	<p style="text-align: right;">260</p> <p>1 all as well. And I really enjoy all the legislative</p> <p>2 conversation. So it's one thing to read the bill,</p> <p>3 and it's another thing to hear the conversation</p> <p>4 about the impacts of the bill. So I think that's</p> <p>5 all I have to say right now. Thanks.</p> <p>6 THE CHAIR: Commissioner Voigt?</p> <p>7 COMMISSIONER VOIGT: Just appreciate</p> <p>8 everyone's work, everyone's input. It's great to</p> <p>9 hear everyone's perspectives and where they're</p> <p>10 coming from. So great work, everyone. And thank</p> <p>11 you.</p> <p>12 THE CHAIR: Commissioner Chavez?</p> <p>13 COMMISSIONER CHAVEZ: Thank you. No, I</p> <p>14 just want to just echo, you know, what's already</p> <p>15 been mentioned as far as the Commission working</p> <p>16 together. And I know last month, you know, several</p> <p>17 people mentioned just to have our meetings be more</p> <p>18 efficient. And to be honest, and to kind of go back</p> <p>19 what Matt was saying and Commissioner Mike said just</p> <p>20 a second ago, and that is, you know, after last</p> <p>21 month's meeting, I was a little concerned about</p> <p>22 that, because I didn't think we were being very</p> <p>23 efficient.</p> <p>24 But this month is much better, and I</p> <p>25 appreciate that from everybody, as we learn to work</p>
<p style="text-align: right;">259</p> <p>1 think it's next Wednesday.</p> <p>2 MS. AMI JAEGER: It's the 18th, Thursday.</p> <p>3 THE CHAIR: I know it's the 18th. But the</p> <p>4 18th is -- Thursday, sorry, 18th is Thursday -- is</p> <p>5 the last day that legislation can be filed.</p> <p>6 So right now, we don't have any huge</p> <p>7 targets. So we're keeping our fingers crossed.</p> <p>8 Okay. So we're going to move on quickly</p> <p>9 to PEC Comments. So I look at my Brady Bunch</p> <p>10 screen.</p> <p>11 Commissioner Taylor?</p> <p>12 COMMISSIONER TAYLOR: Yeah. Thank you.</p> <p>13 It was -- as Matt mentioned earlier, it was a great</p> <p>14 meeting today and yesterday, just seeing how -- how</p> <p>15 things -- how things worked. And I'm so encouraged</p> <p>16 to -- to be working with you all.</p> <p>17 I've -- I'm anxious to just continue to</p> <p>18 glean more information from you guys, especially</p> <p>19 those that have been here on the Commission. You</p> <p>20 know, I appreciate your thoughts and your insights.</p> <p>21 And so, yeah, thank you. Thanks. It was good</p> <p>22 today. Thanks.</p> <p>23 THE CHAIR: Thanks.</p> <p>24 Commissioner Davis?</p> <p>25 COMMISSIONER DAVIS: Hi. Yes. Thank you</p>	<p style="text-align: right;">261</p> <p>1 together and get through these meetings and make the</p> <p>2 best decisions that we can for our kids and our</p> <p>3 charter schools. So thank you.</p> <p>4 THE CHAIR: Thanks.</p> <p>5 Commissioner Robbins? Sorry. You're</p> <p>6 muted.</p> <p>7 COMMISSIONER ROBBINS: I'm sorry. Thank</p> <p>8 you. I just want all the Commissioners to</p> <p>9 understand. I agree all the charters should be on</p> <p>10 the same playing field with regard to exemptions and</p> <p>11 waivers that districts have. So I don't hold</p> <p>12 anything -- I just have a general animus towards</p> <p>13 that type of -- that districts have also. But I</p> <p>14 agree. We need to be at least -- at least be level,</p> <p>15 the charters.</p> <p>16 And I appreciate all of the support from</p> <p>17 the Commission today for the expansion of the grade</p> <p>18 levels and the enrollments for these two schools in</p> <p>19 Albuquerque. Thank you very much.</p> <p>20 Even though they're in Commissioner</p> <p>21 Voigt's district, they really serve people from the</p> <p>22 Albuquerque area and surrounding areas, and they do</p> <p>23 an excellent job. So thank you very much.</p> <p>24 THE CHAIR: Thanks.</p> <p>25 Commissioner Burt?</p>

<p style="text-align: right;">262</p> <p>1 COMMISSIONER BURT: Thanks. I just want 2 to say I was really excited about having Dr. Perea 3 talking about the CTE work more, hearing what's 4 going on and what's happening in that. So 5 definitely looking forward to those quick reports 6 every month, so we kind of get that feeling for 7 what's happening there. And definitely grateful for 8 all of you and enjoy working with you. 9 THE CHAIR: Commissioner Carrillo? 10 COMMISSIONER CARRILLO: Here we go. Echo 11 what was said. It's -- today's meeting was -- it 12 was a great meeting. It was good. 13 So -- and the thing that I really felt 14 about today more than I felt -- than I have felt at 15 any time before -- that today, we were -- we did a 16 lot for kids today. It just felt like today was 17 much more kid-centric. 18 And I know on these bodies, whether it's a 19 traditional school board or this body or others, 20 sometimes there's so much administrative stuff. 21 It's like what did I do for kids today? Oh, yeah, 22 nothing. 23 And on those days, it's really hard, even 24 though you know the administrative stuff is 25 essential. But today felt like -- and hearing from</p>	<p style="text-align: right;">264</p> <p>1 like, blown away by Dr. Perea's report and didn't 2 really even realize that all of that was happening. 3 So just feel like I'm learning so much and just 4 excited that I'm here and part of this group. So 5 thank you very much. 6 THE CHAIR: Thanks. 7 Commissioner Manis? 8 COMMISSIONER MANIS: Chair Gipson, did you 9 want me to report for the committee at this point? 10 THE CHAIR: You can, yes. 11 COMMISSIONER MANIS: Okay. So to echo 12 what all the other Commissioners had mentioned, I 13 really enjoyed hearing from the schools that we made 14 those approvals for the cap increase. And it was 15 great to hear what they're doing and the things that 16 are benefiting their students. I think that was 17 awesome to kind of learn about some of the ways that 18 they're helping kids and what they can do to 19 potentially help more students in New Mexico. 20 Just to give a report from the New Mexico 21 Public School Insurance Authority -- that's the 22 liaison committee that I joined -- we had our -- a 23 meeting. They always have the meeting -- it's the 24 first week in February. So it's -- or the first 25 week of the month. So it's usually the</p>
<p style="text-align: right;">263</p> <p>1 those schools -- and I know that what they're doing, 2 there's things like it going on all through 3 New Mexico, right? 4 There's a reason Roots & Wings was 5 approved the way they were and lauded the way they 6 were. 7 So, just, today felt like a really great 8 kid day, and I'm very grateful for that and looking 9 forward to what's ahead, definitely. And then also, 10 on the flip side -- 11 THE CHAIR: Thank you. 12 COMMISSIONER CARRILLO: Oh. Just want to 13 make sure that we keep our own strategic plan on the 14 radar. Because it's not easy that we -- you know, 15 within the next couple of months, that we schedule a 16 preliminary, kind of, just chat about it. 17 THE CHAIR: Sure. 18 COMMISSIONER CARRILLO: Thanks. 19 THE CHAIR: Absolutely. 20 Commissioner Armijo? 21 COMMISSIONER ARMIJO: Thank you. Wow. 22 Just learning so, so much, and really appreciative 23 of all the knowledge that everybody has and 24 everybody brings to the table. 25 I echo what Secretary Burt said. I was,</p>	<p style="text-align: right;">265</p> <p>1 Wednesday-Thursday, I think -- usually Wednesdays 2 are subcommittee meetings, and they require everyone 3 on the board is part of either one of two 4 subcommittees, the risk or the benefit side. 5 And so it's -- it was all kind of like 6 thrown at me. Because I think on Monday, Chair 7 Gipson had told me, "Okay, yes, you're on." And 8 then Wednesday, they had said, "Okay. Well, we have 9 these committees, but you're not required to be on 10 one just yet. You can attend both and see which one 11 you like." 12 And that day, I was getting the vaccine; 13 so it was, like -- it didn't work out for me to be 14 on either one of them because they meet at two 15 different times. 16 But I did attend the actual meeting, which 17 was on Thursday. And a lot of information that was 18 given in the meeting, essentially, most of it was 19 kind of like procedural, in the sense that they 20 introduced some of the new board members. 21 And they had some individuals that were 22 representing some of, like, the insurance companies 23 and the -- those that are going on the benefits 24 side, I should say. 25 And on the benefits side, they really just</p>

266	<p>1 got into where there's not that many changes that 2 are going to be happening coming in this next year. 3 And so they just presented -- gave us some updates 4 on the market. And it really wasn't anything new. 5 I know whenever I talked to Chair Gipson 6 before to kind of get an idea of what to report, it 7 was kind of like things that maybe the board -- the 8 PEC needs to be aware of. And I didn't notice 9 anything that was significant that any big piece of 10 legislation, if you will, was going before the 11 board. 12 That's kind of like a brief rundown of 13 that. I think my next meeting, I'll feel a lot more 14 prepared. And they sent me over meeting minutes 15 from November or December and January, so a lot to 16 just kind of look through. And they sent that to me 17 after the meeting. 18 So it's like there's just a lot of moving 19 parts that I think I have to catch up to speed on as 20 coming in on that board. 21 THE CHAIR: And I think as the spring 22 rolls around and rates and things like that begin to 23 be discussed a little more, I think hopefully 24 you'll, you know, feel a little more comfortable 25 with all of that. So thanks once again for that.</p>	268	<p>1 COMMISSIONER VOIGT: Yes. 2 COMMISSIONER BURT: Commissioner Armijo? 3 COMMISSIONER ARMIJO: Yes. 4 COMMISSIONER BURT: Commissioner Carrillo? 5 COMMISSIONER CARRILLO: Yes. 6 COMMISSIONER ARMBRUSTER: Commissioner 7 Chavez? 8 COMMISSIONER CHAVEZ: Yes. 9 COMMISSIONER BURT: And Commissioner Burt. 10 Yes. 11 So there are ten votes for, zero votes 12 against. The motion passes. 13 THE CHAIR: Okay. Thank you. 14 So you've got the separate link for Closed 15 Session, so we'll see you in a few minutes. 16 Thank you. 17 (Closed Session conducted.) 18 THE CHAIR: We can do the vote to come out 19 of Closed Session. So I move that the Public 20 Education Commission end Closed Session. The 21 matters discussed in the closed meeting were limited 22 only to those specified in the motion for closure, 23 and no vote was taken during the Closed Session. 24 COMMISSIONER VOIGT: Second. 25 THE CHAIR: There's a motion by</p>
267	<p>1 COMMISSIONER MANIS: Thank you. 2 THE CHAIR: Okay. So I am going to move 3 that the Public Education Commission enter into a 4 Closed Session, pursuant to NMSA Section 5 10-15-1(H)(7). The subject to be discussed is 6 attorney-client privileged issues pertaining to 7 threatened or pending litigation in which the public 8 body is or may become a participant, specifically 9 The GREAT Academy appeal. 10 COMMISSIONER VOIGT: Second. 11 COMMISSIONER BURT: Second. 12 THE CHAIR: There's a motion by 13 Commissioner Gipson, a second by -- Commissioner 14 Voigt? Commissioner Burt? 15 COMMISSIONER BURT: Commissioner Davis? 16 COMMISSIONER DAVIS: Yes. 17 COMMISSIONER BURT: Commissioner Gipson? 18 THE CHAIR: Yes. 19 COMMISSIONER BURT: Commissioner Manis? 20 COMMISSIONER MAINS: Yes. 21 COMMISSIONER BURT: Commissioner Robbins? 22 COMMISSIONER ROBBINS: Yes. 23 COMMISSIONER BURT: Commissioner Taylor? 24 COMMISSIONER TAYLOR: Yes. 25 COMMISSIONER BURT: Commissioner Voigt?</p>	269	<p>1 Commissioner Gipson, a second by Commissioner Voigt. 2 Roll, please? 3 COMMISSIONER BURT: Commissioner Armijo? 4 COMMISSIONER ARMIJO: Yes. 5 COMMISSIONER BURT: Commissioner Burt. 6 Yes. 7 Commissioner Carrillo? 8 COMMISSIONER CARRILLO: Yes. 9 COMMISSIONER ARMBRUSTER: Commissioner 10 Chavez? 11 COMMISSIONER CHAVEZ: Yes. 12 COMMISSIONER BURT: Commissioner Davis? 13 (No response.) 14 THE CHAIR: Commissioner Davis is not -- 15 let the record reflect that Commissioner Davis has 16 not made it back. 17 COMMISSIONER BURT: Commissioner Gipson? 18 THE CHAIR: Yes. 19 COMMISSIONER BURT: Commissioner Manis? 20 COMMISSIONER MANIS: Yes. 21 COMMISSIONER BURT: Commissioner Robbins? 22 COMMISSIONER ROBBINS: Yes. 23 COMMISSIONER BURT: Commissioner Taylor? 24 COMMISSIONER TAYLOR: Yes. 25 COMMISSIONER BURT: And Commissioner</p>

1 Voigt?

2 COMMISSIONER VOIGT: Yes.

3 COMMISSIONER BURT: All right. There are

4 nine votes for and zero votes against. The motion

5 passes.

6 THE CHAIR: Thank you. Thank you.

7 I'll now entertain a motion to adjourn.

8 COMMISSIONER ROBBINS: So moved.

9 THE CHAIR: All in favor.

10 (Commissioners so indicate.)

11 THE CHAIR: This meeting is --

12 COMMISSIONER CARRILLO: Without a second?

13 THE CHAIR: We don't -- we don't need a

14 second.

15 COMMISSIONER CARRILLO: Okay.

16 THE CHAIR: We are adjourned.

17 (Proceedings adjourned at 3:30 p.m.)

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1 RECEIPT

2 JOB NUMBER: 4654N CC Date: 2/12/21

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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: _____

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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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14 In testimony whereof, I have hereunto set my

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16
17
18 *Cynthia Chapman*

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