

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

November 17, 2023

9:00 a.m.

Mabry Hall, Jerry Apodaca Education Building

300 Don Gaspar

Santa Fe, New Mexico

AND

Via Zoom Webinar

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

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JOB NO.: 7871N (CC)

2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 ALAN BRAUER, Chair</p> <p>4 REBEKKA BURT, Vice Chair</p> <p>5 MELISSA ARMIJO, Secretary</p> <p>6 TIMOTHY BECK, Member</p> <p>7 STEVEN J. CARRILLO, Member</p> <p>8 SHARON CLAHCHISCHILLIAGE, Member</p> <p>9 PATRICIA GIPSON, Member</p> <p>10 STEWART INGHAM, Member</p> <p>11 K.T. MANIS, Member</p> <p>12 MICHAEL TAYLOR, Member</p> <p>13</p> <p>14 PED STAFF:</p> <p>15 DR. BRIGETTE RUSSELL Deputy Director</p> <p>16 Charter School/Options for</p> <p>17 Parents and Families Division</p> <p>18 MISSY BROWN Technical Assistance and Support and</p> <p>19 Training Administrator</p> <p>20 Charter School/Options for</p> <p>21 Parents and Families Division</p> <p>22</p> <p>23 MARTICA DAVIS Authorizing Practices Administrator</p> <p>24</p> <p>25 SHARYN PEREA, Liaison to PEC</p> <p>26</p> <p>27 COUNSEL TO THE PEC:</p> <p>28 JULIA HOSFORD BARNES, ESQ.</p> <p>29 Barnes Mediation and Law, PC</p> <p>30 200 W. DeVargas Street, Suite 7</p> <p>31 Santa Fe, New Mexico 87501</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p>	4
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3	<p>1 THE CHAIR: Good morning, everyone. It is</p> <p>2 9:02 a.m. on Friday, November, the 17th, 2003</p> <p>3 (verbatim). I'm going to call our Public Education</p> <p>4 meeting to order.</p> <p>5 We do have many of our members present as</p> <p>6 well as present on Zoom as well.</p> <p>7 And so we will use our -- our regular</p> <p>8 process. When we have folks on Zoom and in person,</p> <p>9 as we make votes, we'll do roll-call votes on</p> <p>10 everything today.</p> <p>11 Secretary Armijo, good to see you on Zoom.</p> <p>12 Can you go ahead and do roll call for us, please?</p> <p>13 SECRETARY ARMIJO: Good morning. Yes.</p> <p>14 Can you all hear me?</p> <p>15 THE CHAIR: Yes.</p> <p>16 SECRETARY ARMIJO: Great.</p> <p>17 Chair Brauer.</p> <p>18 THE CHAIR: Present.</p> <p>19 SECRETARY ARMIJO: Vice Chair Burt.</p> <p>20 VICE CHAIR BURT: Here.</p> <p>21 SECRETARY ARMIJO: Secretary Armijo is</p> <p>22 here.</p> <p>23 Commissioner Ingham.</p> <p>24 COMMISSIONER INGHAM: Here.</p> <p>25 SECRETARY ARMIJO: Commissioner</p>	5

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1 Clahchischilliaige.
 2 COMMISSIONER CLAHCHISCHILLIAGE: Here.
 3 SECRETARY ARMIJO: Commissioner Gipson.
 4 COMMISSIONER GIPSON: Here.
 5 SECRETARY ARMIJO: Commissioner Manis.
 6 COMMISSIONER MANIS: Here.
 7 SECRETARY ARMIJO: Commissioner Beck.
 8 COMMISSIONER BECK: Here.
 9 SECRETARY ARMIJO: Commissioner Taylor.
 10 COMMISSIONER TAYLOR: Here.
 11 SECRETARY ARMIJO: And Commissioner
 12 Carrillo.
 13 COMMISSIONER CARRILLO: Here.
 14 SECRETARY ARMIJO: We have ten
 15 Commissioners present.
 16 THE CHAIR: Thank you, Secretary Armijo.
 17 Commissioner Beck, can you lead us in the
 18 Pledge, and then, Commissioner Gipson, the Salute to
 19 the New Mexico Flag.
 20 (Pledge of Allegiance and Salute to the
 21 New Mexico Flag conducted.)
 22 THE CHAIR: Thank you. Let's move into
 23 Item No. 2, approval of our agenda.
 24 COMMISSIONER GIPSON: So moved.
 25 COMMISSIONER CARRILLO: Second.

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1 THE CHAIR: Any comments? Suggestions?
 2 (No response.)
 3 THE CHAIR: Seeing none, let's go ahead
 4 and move into a roll-call vote, Secretary Armijo.
 5 SECRETARY ARMIJO: Thank you.
 6 Vice Chair Burt.
 7 VICE CHAIR BURT: Yes.
 8 SECRETARY ARMIJO: Secretary Armijo votes
 9 yes.
 10 Commissioner Ingham.
 11 COMMISSIONER INGHAM: Yes.
 12 SECRETARY ARMIJO: Commissioner
 13 Clahchischilliaige.
 14 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 15 SECRETARY ARMIJO: Commissioner Gipson.
 16 COMMISSIONER GIPSON: Yes.
 17 SECRETARY ARMIJO: Commissioner Manis.
 18 COMMISSIONER MANIS: Yes.
 19 SECRETARY ARMIJO: Commissioner Beck.
 20 COMMISSIONER BECK: Yes.
 21 SECRETARY ARMIJO: Commissioner Taylor.
 22 COMMISSIONER TAYLOR: Yes.
 23 SECRETARY ARMIJO: Commissioner Carrillo.
 24 COMMISSIONER CARRILLO: Yes.
 25 SECRETARY ARMIJO: And Chair Brauer.

8

1 THE CHAIR: Yes.
 2 SECRETARY ARMIJO: That passes, ten to
 3 zero.
 4 THE CHAIR: Thank you. Moving into Item
 5 No. 3, Open Forum.
 6 And, Missy, I believe we do not have
 7 anyone for open comment?
 8 MS. MISSY BROWN: That is correct.
 9 THE CHAIR: Great.
 10 We're feeling slighted by this, that no
 11 one wants to take the opportunity. An open mic and
 12 no one wants to take advantage of it.
 13 All right. Move on to Item No. 4, School
 14 Highlights and Spotlight. Again, this is a time
 15 when we're not really discussing or taking any
 16 action during this time, but lifting up great
 17 stories from our schools.
 18 And CSD can share as well, if there's any.
 19 Commissioner Ingham.
 20 COMMISSIONER INGHAM: Well, I don't know
 21 if it's a great story. But I did go attend a
 22 forum -- what is it called? -- a Innovation Zone
 23 Forum at SODA about two weeks ago.
 24 And it was pretty interesting. They're
 25 kicking off a drive to start a CTE program. And

9

1 Arsenio Romero, Secretary Romero, was there. And I
 2 thought it was really wonderful for him to show up
 3 and attend that forum.
 4 THE CHAIR: Thank you, Commissioner
 5 Ingham.
 6 Other spotlights?
 7 I know we had a ton last month, so -- all
 8 right.
 9 Yeah. Thank you very much. Go ahead,
 10 Commissioner Carrillo.
 11 COMMISSIONER CARRILLO: It's not a
 12 spotlight for one of my charters. But Santa Fe
 13 Demons, woohoo. State finals right now. Won our
 14 first one, lost our second one. We're playing our
 15 third one today down at the -- I forget what it's
 16 called. Not the Pit. The other one. Santa Ana.
 17 So the girls did extremely well this year,
 18 and it's super-duper exciting. Most likely
 19 Las Cruces will take the whole ball of wax, like
 20 they often do.
 21 Thank you.
 22 THE CHAIR: Thank you. Let's move on to
 23 Item No. 5, the Consent Agenda.
 24 VICE CHAIR BURT: Move to approve the
 25 Consent Agenda.

10	<p>1 THE CHAIR: Do we have a second?</p> <p>2 COMMISSIONER CARRILLO: Second.</p> <p>3 THE CHAIR: Great. Any discussion?</p> <p>4 (No response.)</p> <p>5 THE CHAIR: All right. Secretary Armijo,</p> <p>6 if we can go ahead into a roll-call vote, please.</p> <p>7 SECRETARY ARMIJO: Yes.</p> <p>8 Secretary Armijo votes yes.</p> <p>9 Commissioner Ingham.</p> <p>10 COMMISSIONER INGHAM: Yes.</p> <p>11 SECRETARY ARMIJO: Commissioner</p> <p>12 Clahchischilliage.</p> <p>13 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>14 SECRETARY ARMIJO: Commissioner Gipson.</p> <p>15 COMMISSIONER GIPSON: Yes.</p> <p>16 SECRETARY ARMIJO: Commissioner Manis.</p> <p>17 COMMISSIONER MANIS: Yes.</p> <p>18 SECRETARY ARMIJO: Commissioner Beck.</p> <p>19 COMMISSIONER BECK: Yes.</p> <p>20 SECRETARY ARMIJO: Commissioner Taylor.</p> <p>21 COMMISSIONER TAYLOR: Yes.</p> <p>22 SECRETARY ARMIJO: Commissioner Carrillo.</p> <p>23 COMMISSIONER CARRILLO: Yes.</p> <p>24 SECRETARY ARMIJO: Chair Brauer.</p> <p>25 THE CHAIR: Yes.</p>	12	<p>1 governance in the last year and a half," or</p> <p>2 something like that, so that we'd be able to check</p> <p>3 that?</p> <p>4 And I know there had been a chart at one</p> <p>5 time. And I sort of tried to find it on the Google</p> <p>6 Drive, and I couldn't.</p> <p>7 COMMISSIONER CARRILLO: Why don't we put a</p> <p>8 numeral next to the school? Let's say Aldo had</p> <p>9 already four changes in this calendar year. We just</p> <p>10 put a "4" next to Aldo, and we all know --</p> <p>11 COMMISSIONER GIPSON: That's what that</p> <p>12 means.</p> <p>13 COMMISSIONER CARRILLO: Yeah, really</p> <p>14 simple, nothing that has to be uploaded or</p> <p>15 downloaded or --</p> <p>16 COMMISSIONER GIPSON: No, no. I just</p> <p>17 thought there would be something, so that we would</p> <p>18 be reminded of that.</p> <p>19 THE CHAIR: Missy.</p> <p>20 MS. MISSY BROWN: We can make that happen.</p> <p>21 THE CHAIR: Thank you. We're going to</p> <p>22 skip Item No. 6, since we did not pull anything or</p> <p>23 remove anything from the Consent Agenda.</p> <p>24 So we're on to Item No. 7, which is</p> <p>25 Discussion and Possible Action on Southwest</p>
11	<p>1 SECRETARY ARMIJO: And Vice Chair Burt.</p> <p>2 VICE CHAIR BURT: Yes.</p> <p>3 SECRETARY ARMIJO: That passes, ten to</p> <p>4 zero.</p> <p>5 THE CHAIR: Thank you. Commissioner</p> <p>6 Carrillo -- I'm sorry. Commissioner Gipson.</p> <p>7 COMMISSIONER GIPSON: So when we had -- we</p> <p>8 had a discussion quite a while ago that the</p> <p>9 governance council changes in particular, they get</p> <p>10 put on the Consent Agenda. And it is hard often to</p> <p>11 keep track of how many changes have taken place on a</p> <p>12 board over a period of time.</p> <p>13 And sometimes I think, Have I seen this</p> <p>14 school? And it's -- you know, for me, even though</p> <p>15 everyone thinks I remember everything, I don't</p> <p>16 keep -- I can't keep track of all those changes.</p> <p>17 And we had talked about the fact that it</p> <p>18 can be a signal of some concern if there has been --</p> <p>19 you know, four board members went off in a given</p> <p>20 year and things like that. And I thought we were</p> <p>21 going to have some kind of tracker.</p> <p>22 Did we talk about that, so that we</p> <p>23 would -- so that there would be, like, maybe a</p> <p>24 notation somewhere that -- you know, just as a</p> <p>25 reminder to us, "This is the fourth change in</p>	13	<p>1 Preparatory Center Renewal Application.</p> <p>2 So welcome, team. It's great to have you</p> <p>3 here. I'm just going to go over the process, as I'm</p> <p>4 sure you know it pretty well.</p> <p>5 We're going to start with the PED's</p> <p>6 evaluation. So, Dr. Russell, you're going to roll</p> <p>7 through that for us.</p> <p>8 And then, school leadership, you'll have</p> <p>9 30 minutes for comments.</p> <p>10 Then there be public comment for ten</p> <p>11 minutes.</p> <p>12 Then there will be PEC questions.</p> <p>13 And, finally, we'll make a vote.</p> <p>14 Sound okay with everyone?</p> <p>15 Great. I was hoping for consensus,</p> <p>16 Commissioner Gipson, so I wouldn't have to think</p> <p>17 about what happened if somebody said no.</p> <p>18 Dr. Russell, the floor is yours.</p> <p>19 DR. BRIGETTE RUSSELL: Thank you, Chair</p> <p>20 Brauer and Commissioners.</p> <p>21 The Charter Schools Division recommends to</p> <p>22 the Public Education Commission that Southwest</p> <p>23 Preparatory Learning Center be renewed for a term of</p> <p>24 five years without conditions.</p> <p>25 Designations were -- so in the final</p>

<p style="text-align: right;">14</p> <p>1 renewal recommendation, the Charter Schools Division 2 reported that Southwest Preparatory Learning Center 3 had proficiencies that were higher than both the 4 district in which it is located, Albuquerque Public 5 Schools, and New Mexico statewide. Proficiencies 6 were higher in all three content areas in '21-'22 7 and in '22-'23. And the school was a Spotlight 8 School in the 2022 Vistas' designations. 9 Designations had not been released 10 publicly when we wrote our final recommendation for 11 this school. But they were released -- the memos 12 were released to schools yesterday. I was told that 13 they would be on Vistas. 14 It is not on Vistas publicly yet right 15 now. But we have been advised that the school is a 16 Spotlight School, again, for 2023. 17 THE CHAIR: Great. Thank you, 18 Dr. Russell. Are you all finished? 19 Great. School leadership, thank you so 20 much for being here. You have 30 minutes. 21 Missy, are you the timer? Great. Thank 22 you. 23 And if you don't mind, just start with -- 24 if you would just introduce yourselves for our court 25 recorder so we know who's here. Spell your name as</p>	<p style="text-align: right;">16</p> <p>1 academic dean for my first year. 2 MS. CHRISTINA MONTOYA: Good morning. My 3 name is Christina Montoya. I am the school social 4 worker and counselor. I'm also a certified special 5 education teacher. My name is spelled 6 C-h-r-i-s-t-i-n-a M-o-n-t-o-y-a. And I've been with 7 Southwest Prep for three years. 8 THE CHAIR: Thank you. 9 MR. JONAS COSSEY: Okay. Now I got you. 10 I just wanted to say thank you to the Commission and 11 a lot of the CSD staff that I've worked with over 12 the last four years. It's good to see you here, and 13 we appreciate the time that you've granted us this 14 morning to present on the school. 15 The first things I'd like to talk about -- 16 I won't read you our mission statement. You all 17 have it in Part B. 18 MS. MISSY BROWN: We have to pause for a 19 second. 20 MR. JONAS COSSEY: No problem. 21 MS. MISSY BROWN: Commissioner Burt, can 22 you see the presentation? Okay. No, you cannot. 23 That is -- 24 VICE CHAIR BURT: No. 25 MS. MISSY BROWN: We are connected to HDMI</p>
<p style="text-align: right;">15</p> <p>1 well after you introduce yourselves. Thank you. 2 MR. CHRIS ORTIZ: My name is Chris Ortiz. 3 I am the current president for Southwest Preparatory 4 Learning Center. My name is C-h-r-i-s O-r-t-i-z. 5 FROM THE FLOOR: Good morning, 6 Commissioners. I am -- my first name is Jonas, 7 Jonas. Last name -- (Audio not discernible.) 8 THE CHAIR: I'm sorry. You're going to 9 have to eat that mic, both of you. 10 MR. JONAS COSSEY: Is this a little 11 better? 12 THE CHAIR: Yeah. 13 MR. JONAS COSSEY: All right. Okay. Good 14 morning. My name is Jonas Cossey. J-o-n-a-s. Last 15 name, C-o-s-s-e-y. And I have been the head 16 administrator for Southwest Preparatory Learning 17 Center for the last four years. 18 Prior to that, I was with the school in 19 the capacity of special education director. 20 MS. ROWAN LEE: Good morning, I am Rowan 21 Lee. It's spelled R-o-w-a-n. Last name, Lee, 22 L-e-e. 23 I am the academic dean as well as the 24 SMARTLab teacher for Southwest Preparatory. And I 25 have been the SMARTLab teacher for two years now and</p>	<p style="text-align: right;">17</p> <p>1 which should work. I've had this problem in the 2 past. I'm sorry. 3 (A discussion was held off the record.) 4 THE CHAIR: All right. Everyone on Zoom, 5 do you see the -- see it? 6 (Commissioners on Zoom indicate.) 7 MR. JONAS COSSEY: All right. I think 8 we've worked through the technical difficulties. 9 THE CHAIR: Great. Thank you. 10 MR. JONAS COSSEY: Is that better, Missy? 11 Okay. 12 Opportunity to get started here again. 13 When I first joined Southwest Preparatory, 14 I have to be honest with you. I thought that our 15 mission statement was a little barebones. And for 16 me, there was a real weasel word in there. And that 17 was to "sustain." To "sustain" a high-performing 18 learning community. 19 And that suggested to me on a lot of 20 levels that we were standing still, that we weren't 21 trying to innovate or move forward. 22 And I've learned over the last four years 23 that the word "sustain" really means a lot in 24 context. And I think when we look at what all 25 schools have been through in the last four or five</p>

<p style="text-align: right;">18</p> <p>1 years with the pandemic, the return to in-person 2 instruction, the learning loss that we're dealing 3 with, in addition to the social-emotional fallout 4 for some of our students, the word "sustain" became 5 a lot more powerful to me, because we've managed to 6 keep a high level of academic growth and expand our 7 social-emotional response to those years. 8 And so I just wanted to put that in 9 perspective. I think we'll be fleshing that out as 10 we move forward. But I think it is still really, 11 really relevant for our mission statement. 12 Our educational program at Southwest 13 Preparatory is, to my mind, very interesting. We 14 serve grades four through eight. And our fourth- 15 and fifth-graders loop with one another across two 16 classrooms. So we have one teacher that specializes 17 in math, a second teacher that specializes in 18 English Language Arts. And our fourth- and 19 fifth-graders swap between those two classes to work 20 with the content specialist. 21 The remainder of their day is very 22 traditional in design. It would look like a 23 homeroom fourth- or fifth-grade class in most any 24 school. 25 In addition, we provide experiential</p>	<p style="text-align: right;">20</p> <p>1 students who do well with the blended online program 2 are able to move forward and earn high school credit 3 once they have their eighth-grade credits. 4 So we're definitely trying to keep the 5 college preparatory part of Southwest Preparatory. 6 In addition to the ones I just spoke 7 about, we also offer a STEAM lab -- Ms. Rowan Lee 8 can flesh that out later -- a free after-school 9 program for families. And the coaches would kill me 10 if I didn't mention our participation in charter 11 league sports. I'll come back around to this. 12 Some of the community-based activities, 13 getting these students out into the community, our 14 seventh-graders learning about how the state 15 developed, how Albuquerque as a city developed, and 16 giving them some of that history. 17 You know, they live here. And not many of 18 them really know about the state in the past and how 19 we got to where we are. So you can see some of the 20 places that they have ventured out onto. 21 The remainder of those from the Roadrunner 22 Food Bank and down are eighth-grade CBAs. These are 23 where they either have an opportunity to mentor 24 younger students, most specifically at Sunset Mesa, 25 and then again at the pumpkin patch this year. But</p>
<p style="text-align: right;">19</p> <p>1 learning, most importantly, to seventh grade. Our 2 seventh-graders take New Mexico History through an 3 experiential design, and our eighth-graders work on 4 community involvement and career exploration. 5 We find a lot of kiddos these days just 6 simply don't know what they want to be when they 7 grow up. And so we try and get them out into the 8 community, see some of those job opportunities, as 9 well as give them opportunities to give back to 10 their community. 11 We also leverage an online, blended 12 learning platform provided through Imagine Learning. 13 It's called Edgenuity, more popularly. Our 14 seventh-graders and eighth-graders both take science 15 on that platform. And our eighth-graders take a 16 second course in social studies. And we've been 17 very pleased this year, actually, with Edgenuity for 18 bringing that program into alignment with New Mexico 19 state standards in social studies. Those were some 20 big and important changes, I feel, and glad that 21 they were on top of that. 22 The school offers some real opportunities 23 for advancement. Our seventh-graders are allowed to 24 take pre-algebra which puts them on track for 25 Algebra 1 credit for eighth grade. And those</p>	<p style="text-align: right;">21</p> <p>1 they're also out for that career exposure and 2 acclimation. 3 So they're looking at the water 4 reclamation plant. And they've done a lot of 5 volunteer work through -- Roadrunner Food Bank is 6 listed here, but this is a very short list. They go 7 on CBAs once a month through the entire school year. 8 Getting back to the Edgenuity for just a 9 moment, we learned about the coursework that the 10 students take at different grade levels. The 11 courses are self-paced with deadlines. And we find 12 that this learning modality is a little different. 13 We're starting in the seventh-eighth grade 14 with teaching students to take ownership of their 15 own learning, to maintain deadlines. It's a little 16 bit different than a traditional class where you 17 show up and there's an assignment on a given day or 18 a test that's going to come up on Friday. 19 I know from experience with a lot of 20 students and my own children that there are 21 different times of day that -- different people's 22 working schedules. And we have a lot of students 23 that choose to work in the evening, over weekends. 24 I'm always surprised about the weekends, 25 but certainly understand some of our</p>

<p style="text-align: right;">22</p> <p>1 middle-schoolers working in the evenings to get 2 things done. And some of the highlights on that 3 program is the -- the coursework is really highly 4 customizable.</p> <p>5 So we want to take parts out of that 6 program. For example, to enrich our New Mexico 7 History program for seventh-graders, we're allowed 8 to pick out specific units ahead of time and 9 front-load the places that they might be going, the 10 concepts that they might be expected to learn. So 11 there's some real adaptability there.</p> <p>12 I know also, from being the school's 13 special education director, that the built-in 14 accommodations for the program do serve many 15 students, and, I would say, with a little extra 16 help, they would serve most students.</p> <p>17 I would -- the most heavily impacted 18 students, we do use an alternative curriculum to 19 serve their needs.</p> <p>20 We've also made a lot of improvements at 21 SPLC, especially coming back to in-person 22 instruction, that I think really make it a good fit 23 for students who are moving on from eighth grade, 24 and we want to be high school, college, and 25 career-ready.</p>	<p style="text-align: right;">24</p> <p>1 interacts directly with the teacher. They have 2 their notes; they bring them up. They are allowed 3 to have a conversation with that teacher, who can 4 prod and change things and explain things in 5 different ways than the program itself might have or 6 the video presentations might have.</p> <p>7 And that really meets their needs. And 8 we're seeing a lot of improvement through these 9 changes and definitely improvement in students' 10 scores and engagement. It can be a little bit 11 difficult after all the online programming that 12 students went through in the first few years of our 13 charter term to get them reengaged into online 14 programming.</p> <p>15 I'm calling SMARTLab a STEAM-plus course, 16 because we have so much to do that. But I'm going 17 to let Ms. Rowan Lee speak to that a little bit.</p> <p>18 MS. ROWAN LEE: So I am a big strong 19 proponent of the idea that our kids are going to 20 be -- have future jobs that we can't imagine today, 21 and we need to teach them problem-solving skills and 22 critical thinking skills. Otherwise, they won't be 23 successful when we finish -- when they graduate.</p> <p>24 And the pathway to that starts now, and 25 getting them in good learning habits, good practices</p>
<p style="text-align: right;">23</p> <p>1 We've instituted a policy where all 2 students take guided notes. And these basically 3 follow the program frame by frame. And to begin 4 with, they're kind of fill-in-the-blank, just an 5 introduction to note-taking. Seventh graders at 12 6 are really just developing that prefrontal cortex, 7 and so getting them into that habit.</p> <p>8 And, as they progress through the program, 9 if those note-taking skills are a little too 10 simplified for them, they have the opportunity to 11 advance to maybe Cornell note-taking or things like 12 that, so that they're really prepared to move into 13 ninth-grade lecture-based courses, or continue on at 14 one of the many digital or online charter schools 15 that are offered around the state.</p> <p>16 Our -- wow. She'll kill me if I don't 17 pull it out. Our science lab instructor has done an 18 amazing job by leveraging this program to actually 19 add in hands-on science labs, which makes the 20 content more relevant for the students and also 21 opens up multiple modalities for approaching some of 22 those content areas.</p> <p>23 And then the programs -- I think one of 24 the greatest strengths over maybe a traditional 25 classroom setup for this is that every student</p>	<p style="text-align: right;">25</p> <p>1 with their writing skills, et cetera.</p> <p>2 So I've taken -- my goal is to take our 3 SMARTLab thing -- SMARTLab course from just a 4 hands-on, fun classroom activity, elective, where 5 you could just do the activity and you got a score, 6 to a truly hands-on, discover mode where you 7 explore, you plan out your activity, you do the 8 activity, and then you reflect on how you can 9 improve it, how it could change, what would you like 10 to do next, and take it to where you could do -- 11 what career could you do with this idea, how does it 12 apply to society.</p> <p>13 So we've increased the rigor -- sorry to 14 use the buzz word -- but it is rigorous now with 15 increased writing expectations, increased 16 presentation expectations. They're being taught how 17 to do correct presentations. So they -- and I'm 18 starting with -- I start with fourth grade with the 19 basic skills, and they build on it each year till 20 eighth grade, with the goal of that if they stay at 21 Southwest, that they're ready for the high school 22 SMARTLab, or they just have that development of the 23 critical learning skill -- critical thinking and 24 critical problem-solving skills that they could 25 have.</p>

<p style="text-align: right;">26</p> <p>1 We're seeing a lot more skills now that 2 they're -- even my special ed students -- of, "Oh, I 3 know I need to do this." "I need to -- I'm filling 4 out my reflection as I go on, so I don't remember 5 it." "I know you want me to have a full sentence 6 here." 7 We're seeing a lot of improvements there 8 to -- so they know that they have to share their 9 thinking, and they know that they're going to have 10 to get in front of the class, to the point where 11 some of them are, like, "We like presenting," and 12 they get upset if I don't have enough time for it. 13 Yeah. 14 MR. JONAS COSSEY: We're also very proud 15 of the social-emotional program that we've put in 16 place. This is taught school-wide. And then, you 17 know, Ms. Montoya, I'm going to let you speak to 18 this. This is your baby. 19 MS. CHRISTINA MONTOYA: Good morning. 20 Thank you. And so I want to speak a little bit 21 about Second Step. I would like to talk about my 22 acquaintance with the Second Step program. And it 23 goes to way back to when Dr. Lindstrom was the 24 director of behavioral health services for the 25 State. And I was acquainted with him through the</p>	<p style="text-align: right;">28</p> <p>1 community-based -- a community-based initiative. 2 And so that means that we are able to send 3 out the information to parents, send out the 4 information to the teachers. But the teachers stay 5 with me while I push into the classrooms, which also 6 gives an opportunity for every single student to put 7 eyes on me, know my name, know what I do, know that 8 I am a member -- that I am a safe person for them to 9 go to so that if they ever have to go see the school 10 counselor or social worker, they already have a 11 rapport with me. 12 And it's a very positive one. Because 13 Second Step is fun; it's engaging. We start out 14 with brain-builders. We get them going. You know, 15 it's a very holistic program. 16 So we talk about -- you know, I tell them, 17 you know, safety means, you know, safety in the 18 heart, safety, you know, for your brain, and safety 19 for your body. And that -- and that is the very 20 holistic approach of it. 21 And so I am very, very pleased to be able 22 to interact with every single student in my school. 23 MR. JONAS COSSEY: Thank you, Ms. Montoya. 24 Missy, can we have a time check? 25 MS. MISSY BROWN: We're 10 minutes and</p>
<p style="text-align: right;">27</p> <p>1 National Latino Behavioral Health Association, and I 2 know that he introduced this program to be able to 3 be implemented across districts, across the state. 4 So I got to see it roll out. I got to see 5 all the data come in and see how important it was 6 for multicultural environments, which is very 7 important here in the state of New Mexico, and see 8 the data and success rates, and just see the 9 outcomes, which is incredibly important to me, 10 because when it comes to social-emotional learning, 11 you know, and mental and behavioral health, a lot of 12 times we see engagement measured by -- I would say 13 by encounters or by contact rather than by the 14 outcome. 15 And I'm an outcome-, results-focused 16 social worker, and I want to see how it impacts 17 students from the moment I plant the seed. We plant 18 the seeds together to -- you know, as far into 19 sprouting and growth as I possibly can. 20 And so I'm really excited that we have 21 Second Step. We've introduced it as a co-teaching 22 model, because it can be taught by the teachers. A 23 school counselor or social worker can go in and 24 teach it. But if we're going to implement, apply, 25 and generalize in a school setting, it needs to be a</p>	<p style="text-align: right;">29</p> <p>1 40 seconds. 2 MR. JONAS COSSEY: As students returned to 3 school, we were really happy to be able to leverage 4 our facilities and some other things we do to offer 5 a free after-school program. This really helps out 6 with parents who have actual working schedules and 7 can't necessarily miss -- or work with traditional 8 pickup times. 9 We work with the UNM off-campus work study 10 program. We've gone through them for a few years 11 and had great success at getting young people that 12 are in the field of helping young people. 13 So we really try and prioritize hiring 14 through the College of Education. 15 But if we can get any other human 16 services -- social work, for example -- we like to 17 get those kids in contact with our young people. 18 That provides opportunities for tutoring, 19 what I call supervised socialization. I think that 20 one of the things we've seen that's really been lost 21 with the kids, not just due to the fact that they 22 were out of school for a while, but the rise of 23 technologically-based communication between one 24 another -- you know, they're on apps. Who needs 25 friends when you have all these apps?</p>

<p style="text-align: right;">30</p> <p>1 And so the supervised socialization, to 2 me, is a larger concept. But as you would see it 3 play out if you came to the school, it's kind of the 4 things that maybe you did, but, certainly, I did as 5 a kid, just playing cards, just playing board games, 6 sitting down and speaking. 7 And so we have that. And it's supervised. 8 There's expectations there. And with the UNM work 9 study students overseeing that, it's been really 10 nice to see the kids get back to just being kids. 11 It's fun to walk into a classroom and see kids 12 interacting in such a positive way. 13 And, again, I think that's missing in a 14 lot of places. So a huge part of that program, it 15 runs for two and a half hours after our normal 16 release time. 17 Coming back to sports for those of you -- 18 we participate in charter school sports. Every year 19 we will field a girls' and boys' basketball team. 20 In the spring, we have volleyball as well. Every 21 year we're going to have girls' -- over the last two 22 years, we've had interest in fielding a boys' team 23 as well. 24 They've done incredibly well. You know 25 this because your kid is out there. But the coaches</p>	<p style="text-align: right;">32</p> <p>1 But it really comes down to having a 2 strong Tier 1 curriculum. We've partnered with 3 Savvas. And we have My View and My Perspectives for 4 the elementary and middle-school students 5 respectively, and this leads to continuity as they 6 remain in their program with us. 7 The program also provides a lot of 8 information and opportunities for remediation as 9 well as extension. So we really are able to meet 10 the vast majority of students there. 11 When we find that students aren't 12 responsive to that Tier I curriculum, we have a 13 Strong Child study process through our Professional 14 Learning Communities. 15 So our teachers are really looking, 16 biweekly or monthly, at those specific bubble kids 17 that, for some reason or another, our Tier 1 is not 18 serving. 19 And we move from there into the 20 multilayered system of supports, referrals there, 21 and making sure that kids are getting what they 22 need. 23 COMMISSIONER CARRILLO: Really quickly, 24 what's the acronym, SIOP? I don't know. I don't 25 know what that one is.</p>
<p style="text-align: right;">31</p> <p>1 asked us to pass on a little information, because we 2 are in the throes of basketball season. Our girls 3 are up four to one, and our boys, six to one. 4 They're both second-ranked in their division. And 5 I've got about a week and a half or two, depending 6 on, to prepare and get into the championships. 7 We all know the benefits of sports as we 8 see them on campus. Just a lot of pride in their 9 accomplishment. We see kids really starting to take 10 ownership of the campus and certainly of their own 11 learning and grades, got to make grades to play. 12 And so that's been great. 13 And it's huge for our family engagement. 14 We really pack the gym. And we did include, in our 15 application, some really nice photos of the 16 facilities, and so you can probably tell that when 17 we say "pack the gym," that's a lot of folks. 18 Through an interesting thing for us -- and 19 I'll get to our outcomes later -- but I think the 20 other things that we really do to support students, 21 beyond having a unique educational program, you 22 can't just drop them into a unique program and say, 23 "Well, we do something different at fourth and sixth 24 and seventh and eighth and have all these different 25 opportunities."</p>	<p style="text-align: right;">33</p> <p>1 MR. JONAS COSSEY: Sheltered Instruction 2 Observation Protocol. 3 COMMISSIONER CARRILLO: Did all of you 4 know what that was, and I was the only one that 5 didn't? 6 COMMISSIONER GIPSON: Yes. 7 COMMISSIONER CARRILLO: You. 8 MR. JONAS COSSEY: Commissioner Carrillo, 9 something for the day. This is a collaborative 10 model for us. We don't have TESOL-endorsed teachers 11 throughout the school. We have a small teaching 12 staff. But we do have some really talented folks. 13 And they use kind of a Google's form, back-and-forth 14 document. 15 And so they're talking constantly in a 16 digital format about these students. They can reach 17 out to our ELL coordinator. "Such-and-such had 18 difficulty with this assignment. What would you 19 suggest I do in the future?" 20 Or, "So-and-so is really killing it. How 21 do I extend for this student and bring them up?" 22 We're really proud about how this has 23 worked. Our English Language Learners progress is 24 30 percent, as reported in Vistas right now. So 25 really well supporting that population.</p>

<p style="text-align: right;">34</p> <p>1 As it moves towards our students with 2 disability, we really primarily focus on an 3 inclusive special education program. Obviously, 4 that doesn't fit 100 percent of students. 5 We have students with severe disabilities 6 or disabilities that can't really be remediated 7 inside of a general ed classroom. I think of 8 students with dyslexia right offhand. It's very 9 difficult to remediate a severe learning disability 10 while you're having normal classroom instruction. 11 Gifted services are available as well, and 12 we're continuing to develop those. We have a 13 partnership with Christopher Vian, and maturing that 14 program and really trying to expand it as well, as I 15 know the State is making a push to increase 16 percentages of identified students. So we're headed 17 down that route. 18 In addition to the SEL program, I think 19 one of our most beneficial programs right now has 20 been our positive behavioral and intervention 21 supports. We do that through LiveSchool. So many 22 schools you've been to probably have Bear Bucks 23 or -- what did you have? 24 MS. CHRISTINA MONTOYA: I had Cheetah 25 Paws.</p>	<p style="text-align: right;">36</p> <p>1 I don't think any school gets to high performing 2 capacity without data. And our story is really 3 focused around the search for the suitable 4 short-cycle assessments. 5 When I came on as a special education 6 director, we were working through Renaissance's STAR 7 cycle. And I quickly came to realize that -- I 8 won't speak about the legality -- but it's not able 9 to capture all the data we need. 10 In fact, with students for disabilities, I 11 was incredibly upset to find out that the timer 12 cannot be turned off on this test. And as I talked 13 to students that have been with the school for a few 14 years about why they felt like their scores were 15 low, they told me right away, "The reading passage 16 is two paragraphs long. It's going to time out 17 anyway. So why wouldn't I just take a guess and 18 move forward?" 19 We had to try something new. We went to 20 iMSSA the year that came out, and it predicted 21 student success on the year-end test. I had worked 22 with NWEA in the past and felt like it was the gold 23 standard. We've adopted that, and we're seeing good 24 results with that. 25 The key part is we're not just looking at</p>
<p style="text-align: right;">35</p> <p>1 MR. JONAS COSSEY: So the handing out of 2 physical paper. This digitizes it for everybody, 3 allows anybody with a cell phone in the building to 4 give recognition to any students. As you're walking 5 around, I can pop that up. 6 Commissioner Carrillo, if I found you 7 living up to any of the school's values, respect for 8 adults or anything, I can point you up then and 9 there. The students use those points to purchase 10 incentives for the day. 11 Those are developmentally appropriate. 12 They look much different at fourth grade, where 13 students might choose to buy a coupon to bring a 14 stuffy to school or eat lunch with a teacher. Any 15 of you who have spent much time with middle-school 16 students know that their buy-in and their input into 17 the system is level geared towards food. 18 MS. CHRISTINA MONTOYA: And cell phones 19 and wearing hats. 20 MR. JONAS COSSEY: Wearing the hats in the 21 building. Yes, absolutely. 22 MS. CHRISTINA MONTOYA: Wearing hats in 23 the building and cell phones. 24 MR. JONAS COSSEY: I don't think we've 25 gotten to where we are without being driven by data.</p>	<p style="text-align: right;">37</p> <p>1 comparability to other schools in New Mexico. NWEA 2 is nationally normed. And what we saw -- I've got 3 some really quick graphs on this for reading -- all 4 of a sudden our proficiency rates plummeted. 5 We went from -- I'm going to move into the 6 graphs so it'll make a little more sense. When we 7 were using STAR in 2020, our expected proficiency 8 was expected to be 56 percent. 9 I would love to tell everyone here that's 10 what happened when we got to our State summative. 11 It's not. You could see with the iMSSA, again, 12 49 percent, grossly overshooting what most schools 13 in New Mexico are able to accomplish at this point. 14 When we moved into NWEA, you can see this 15 drop significantly. We're predicted at 31 percent 16 in 2022, and, in '22-'23, at the 30 percent. What's 17 wonderful about this is that gives us a baseline of 18 national averages. And when we do go into the 19 summative, we found that our proficiency rates 20 significantly exceed our short cycle. So we liked 21 the kids taking that rigorous test so we really have 22 an idea where they sit against national scorings. 23 And that leads in to kind of some of the 24 success I think that we've had. I pulled things 25 from New Mexico Vistas because this is a public</p>

38	<p>1 resource. And you can see across the three core 2 content areas, we have a combined average of 3 43 percent. Again, that's about 13 percent above 4 what the NWEA short cycle would predict as our 5 proficiency rates. And that matches up with 6 New Mexico State proficiencies that were around 7 31 percent total.</p> <p>8 So we feel like we're doing a really good 9 job of meeting and exceeding the State standards. 10 I've got about three minutes? Hold on. I 11 could talk all day.</p> <p>12 What we would ask of the Commission at 13 this point is that, for public comment and for the 14 last few minutes of the time that I have allowed, 15 would be able to play a video of our students 16 speaking. It's wonderful to see kids. And I didn't 17 put a whole lot of pictures of kids into the 18 PowerPoint.</p> <p>19 This end of things is not my forte. But 20 if we could take some of our public comment, we do 21 have a few minutes of video just of interviews with 22 Southwest Preparatory students.</p> <p>23 MS. CHRISTINA MONTOYA: I don't have the 24 ways to share the screen. Let me join. 25 THE CHAIR: Folks on Zoom, we're just</p>	40	<p>1 school, because it's one thing to go to the website 2 and everything else. But to have you here today 3 makes a big difference. And thank you for coming 4 up, because for me -- and I think there are others 5 on the Commission who feel likewise -- when you're 6 here in person, it means a great deal to us. And so 7 anybody else watching from around the state, don't 8 Zoom in. Come in. This is important.</p> <p>9 So a question about -- well, questions and 10 comments.</p> <p>11 I mean, clearly, the kids -- it's, like, 12 what is this? Like, a kind nice factory you've got 13 going on there between teachers and kids and making 14 friends and blowing bubbles and having balloons. 15 And you just got a sense from the kids that they're 16 happy there.</p> <p>17 And I've always said, like, when you raise 18 the happiness index, kids can't help but learn. 19 They want to come to school.</p> <p>20 Okay. A couple of things. Let me go 21 back -- since this is on my computer right now -- 22 and maybe CSD answers this as well.</p> <p>23 Under Mission-Specific Goals, it says, 24 "Demonstrates substantial progress." 25 I'm curious as to where were you that you</p>
39	<p>1 getting a video set up so that you all can see it as 2 well.</p> <p>3 (Video plays.) 4 DR. BRIGETTE RUSSELL: And, Missy, please 5 don't count this against their time, obviously. 6 THE CHAIR: Thank you. Any other final 7 words from the team? You guys good? 8 MR. JONAS COSSEY: No. No final 9 questions. Thank you so much for your time. 10 THE CHAIR: Thank you. Now we're into 11 public comments. I don't know if we have anyone in 12 the audience that would like to share. I don't see 13 anyone, but I just want to make sure. And anybody 14 on line, Missy, who might be wanting to make public 15 comment? 16 MS. MISSY BROWN: Anybody on line here to 17 make public comment for Southwest Preparatory 18 Learning Center, please raise your digital hand. 19 (No response.) 20 MS. MISSY BROWN: No. 21 THE CHAIR: All right. Now we're in to 22 7-d, PEC Questions. 23 Commissioner Carrillo. 24 COMMISSIONER CARRILLO: Thank you very 25 much. And it's wonderful to learn about your</p>	41	<p>1 demonstrated substantial progress on your 2 mission-specific goals? 3 When I think of seeing that term, I think, 4 "Well, they must have really been in the cellar." 5 And I don't see that being the case. 6 MR. JONAS COSSEY: Well, I don't know that 7 we were ever in the cellar. But some of our 8 mission-specific goals were geared -- for example, 9 SMARTLab is one of our -- our tech course, is one of 10 our mission-specific goals. It's a great part of 11 the program. I think the kids spoke to it as well. 12 That was incredibly hard to replicate when 13 students were not on campus. I mean, how do you do 14 hands-on, collaborative work when you're not at 15 school? And even the return year, it was very late 16 in the year, it was hard to re-acclimate these 17 kiddos. 18 And we've actually made some changes to 19 the course, which Ms. Lee talked about. And 20 increasing the academic rigor -- we could have 21 softened the course. But that's not what we were 22 looking for. We were looking to up our game and do 23 even better for these children. So we saw those 24 dips, and then we saw our children rise to meet the 25 occasion, and, really, to demonstrate the advanced</p>

<p style="text-align: right;">42</p> <p>1 skills that we're looking for in that classroom. 2 So we weren't coming out of a cave. But 3 we certainly -- we backslid a little bit. 4 The other goal that we have is related to 5 the Edgenuity courses. And there's a similar story, 6 or at least timeline there. The lack of engagement 7 that I think that we all saw in the remote setting 8 and the difficulty to coming back to rigorous 9 education in person, Edgenuity is not the most 10 friendly platform for doing so. When kids were in 11 remote, this -- they were -- they didn't do it. 12 Let's be honest. 13 I know most schools had a hard time 14 keeping kids even on camera and engaged. And this 15 was just one more thing that -- you know, we had a 16 very robust remote program. We had students online 17 in one way or another between from 8:00 to 3:00. 18 Our teachers taught all day. In fact, a lot of kids 19 stayed with us for lunches and recesses, worked with 20 our EAs just to play games and socialize and do 21 things. 22 So difficult to come back to that. 23 COMMISSIONER CARRILLO: That's 24 commendable. Did you require the kids to be on 25 camera during the --</p>	<p style="text-align: right;">44</p> <p>1 they were at home. And then you came back, and 2 you're, like, "Oh, you don't have that resource." 3 And we've changed the rigor in that as well, with 4 the notes, the taking the notes, as well as 5 decreasing the amount of quiz checks they could 6 have, because when -- from when my son went here, he 7 could take all these quiz checks, and he's, like, 8 "Okay. Well I guessed on all my answers. I got a 9 quiz check. And now I'm going to change my answers 10 and, I got a quiz check." 11 And, yeah, he could get an 80 percent, 12 because he got three quiz checks to get an A. 13 So we're changing processes to make sure 14 the kids are learning. So the scores and with these 15 mission-specific goals, they're all over the place 16 due to what has happened in the last several years. 17 COMMISSIONER CARRILLO: Thanks. And I 18 appreciate your attention to the kids and their 19 situation in that regard. 20 A couple of these are more comments. 21 I was -- I'm impressed -- in grades seven 22 and eight, you mentioned what's often referred to as 23 executive management skills. And when kids can 24 learn all of that early, when they start to get to 25 high-school level, it's a breeze to, you know, sort</p>
<p style="text-align: right;">43</p> <p>1 MR. JONAS COSSEY: You know, there's an 2 equability issue there, but as much as possible. We 3 know the home situations of our kids. It's a small 4 school. Between those of us who are sitting here, 5 we've really got them pegged. 6 So when I've got a kid who's sitting in a 7 closet so that people can't see into the chaos 8 that's in their home or the inappropriate actions 9 that adults behind them on camera are performing, 10 it's understandable that they're off. And we ask 11 for engagement checks in different ways with those 12 kids. 13 But for the kids that we really needed to 14 have eyes on, because their distractions were 15 related to something else, you know, I had the kids 16 that were camera-on, and there was an odd other 17 light on their face, and a little bit of thumbs 18 going on. I was, like, "Oh, we've got some 19 multi-taskers in the room." 20 And so those students were perfectly 21 willing. But we kind of had to corral them. So 22 difficult. 23 MS. ROWAN LEE: The data on Edgenuity also 24 changed up and down, because the kids figured out 25 very fast that they could look up the answers when</p>	<p style="text-align: right;">45</p> <p>1 out how you're going to work the day in your 2 homework and everything else. 3 I didn't -- someone else will talk to 4 science labs, but I'm just really impressed with 5 that. 6 It seemed like your focus on kind of 7 liberal arts as well in terms of incorporating -- I 8 remember reading -- I think it was on the website -- 9 having the classics and arts and music and different 10 things like that. How do you incorporate that into 11 everything else you're doing? 12 Is it a class, music once a week? Is 13 it -- how do you do that? 14 MR. JONAS COSSEY: We do take advantage of 15 the fine arts grants money that is out there. Most 16 of that is delivered at the classroom level. Again, 17 we're a small school, and we share a campus with 18 another school, so we have shared spaces. And that 19 determines a lot of our scheduling and programming, 20 to be honest with you. It's very impactful. 21 But speaking toward civics or things of 22 that nature, it's certainly where I would like to 23 see the school go. I think that there's a -- I know 24 that we're spending -- I think that -- less than 25 5 percent of all educational spending in the last</p>

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1 few years has been on civics.
 2 And I think that what we look at when we
 3 see kids engaging in the adult world -- adults are
 4 not doing a good job of disagreeing well right now.
 5 We have a pretty polarized society, and we're not
 6 showing kids -- we're not preparing them, in my
 7 mind, as well as we could be for the American style
 8 of democracy.
 9 And there are a few projects out there
 10 that we're looking at. And, hopefully, we can craft
 11 our mission-specific goals around those.
 12 Edgenuity has finally come out with a lot
 13 of different courses that I would say, Commissioner,
 14 that are related to civics. And so I'd like to see
 15 as much as -- I have two pages' worth of science lab
 16 notes from the instructor -- I'd also like to see us
 17 teaching through those courses and really teaching
 18 some of the civil discourse and rhetoric and more of
 19 the presentation ends of things.
 20 And that's partly because of my background
 21 and partly because of a need that we've identified.
 22 I think it's a really important social trend that we
 23 need to address and --
 24 COMMISSIONER CARRILLO: Civil discourse;
 25 right? Imagine that.

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1 MR. JONAS COSSEY: Civil discourse is
 2 amazingly important and, unfortunately, missing.
 3 And so my degrees are all humanities degrees. So,
 4 yeah, it's a personal thing.
 5 But, of course, it's going to have to be a
 6 community thing to bring the school together around
 7 that.
 8 COMMISSIONER CARRILLO: Well, I am -- I
 9 appreciate your -- your personal focus in bringing
 10 that into the school on civics and citizenship.
 11 Love the sports. They all know I'm -- so important,
 12 kids learning teamwork and everything else.
 13 And so on the social -- I just -- you used
 14 the term "supervised socialization."
 15 Are there phones -- are they allowed to
 16 have their phones with them when they do all that?
 17 Because you take the phones away, and all of a
 18 sudden, they start to talk with one another.
 19 MS. ROWAN LEE: I was going to see --
 20 actually, I've been working with a lot of the
 21 after-school program. And I can tell you that a
 22 good portion of our kids -- because they don't live
 23 near each other and/or their neighborhoods aren't
 24 safe -- they are using that after school time to
 25 play football, to just sit and talk at the table.

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1 So yes, they have their phones on, but
 2 they're still talking with each other. A lot of
 3 them, we ask, "Do you actually have to be here at
 4 after school, or is this a choice?"
 5 And for a group -- a large group of them,
 6 it's a choice. They want to be there because when
 7 they go home, it's --
 8 COMMISSIONER CARRILLO: Yeah.
 9 MS. ROWAN LEE: Yeah. I'm not even going
 10 to speak to that. It's not what I grew up with
 11 where you could go out and stay outside until the
 12 sun went down, you know. It was -- it's you either
 13 need to be in the house, or it's not safe to be
 14 outside.
 15 And there's these other areas. Or, "These
 16 are my friends," and they don't live next to each
 17 other, and parents can't get them to each others'
 18 house. So they use that after school time to be
 19 with their friends. So it's the supervised
 20 socialization. Rather than the neighborhood's kids
 21 hanging out, it's the school kids at the school
 22 hanging out.
 23 COMMISSIONER CARRILLO: That's
 24 outstanding. I mean probably all of us, we just
 25 played outside until one of the parents called us

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1 into dinner. Even when it was dark. It didn't
 2 matter. Unfortunately -- it's great that you're
 3 creating that at the school.
 4 Super impressed that you have a full-time
 5 social worker at the school, because that's
 6 something that's certainly lacking in districts, for
 7 kids to have that kind of attention.
 8 So I know there's others -- just -- and
 9 very impressed that the kids have oral
 10 presentations. These are so important for their
 11 self-confidence growing up.
 12 So it really seems like on a lot of levels
 13 you're doing everything right. So that's enough of
 14 the compliments.
 15 I'm looking at your proficiency scores.
 16 For me, personally -- call me a stick in the mud.
 17 But -- so you used the word "sustain" early on. And
 18 then when I looked at '21-'22 and '22-'23, it's
 19 very -- it's almost flat.
 20 And when I look at 46 and 30 -- I'm going
 21 to leave science out of it for now, but -- 49 is
 22 great -- when I look at those numbers, they're great
 23 numbers relative to New Mexico. And to me,
 24 New Mexico is nowhere to look at excellence, where
 25 the bar should be on any level.

<p style="text-align: right;">50</p> <p>1 So what are you going to do to make the 2 ELA go three points up the next -- you know, every 3 year for the next five years so that we can back -- 4 hopefully, I'll be here five years from now, I don't 5 know. So that's going -- if it's -- so that's going 6 to be in the 50s, you know, in the upper 50s. And 7 math will be in the mid-40s. And what are your 8 plans to not rest on your laurels, but really push? 9 MR. JONAS COSSEY: I think we've shown 10 that the systems that we have in place are 11 successful and that we are climbing that ladder. 12 And I agree with you very much that New Mexico is no 13 place to look for academics. But I think that we 14 can be one day. And I am excited to play a role in 15 that. 16 I think that we continue to leverage the 17 MLSS system, to really remain data-driven and keep 18 our curriculum aligned to state standards. Those 19 are all simple things. We're continuing that push. 20 We're at an interesting juncture right 21 now. We have a nice mix of veteran and new 22 teachers, for lack of a better word. And I think 23 that's giving us an opportunity to build an even 24 stronger culture as we leverage our veteran teachers 25 through PLCs to bring up our new teachers.</p>	<p style="text-align: right;">52</p> <p>1 And that's being -- it's going to take 2 time, because that is a mindset to change. But 3 that's really why part of my job now at the school 4 is to say, "Okay, here's your data. What -- and 5 doing those five whys. Okay, why are they not 6 succeeding? Why is that happening? 7 So you get down to that specific reason 8 of, okay, that's where that intervention needs to 9 start is -- it's changing the teachers' focus. And 10 so our scores should -- should be rising. But it is 11 going to take -- I'm not going to say we're going to 12 have a 10 percent increase right away, because it is 13 a mindset change, and it's a gradual process to 14 get -- of, "Oh, okay, I can change my teaching 15 practice to do this." 16 And rather than, "Well, they're never 17 here," or, "Oh, well, they'll never turn the paper 18 in." 19 Well, what can you do when they're here? 20 What can you do to get them to turn the paper in? 21 So it's just that change of mindset to put 22 it on what can I change in my teaching practice? So 23 those are really raising the scores and changing the 24 focus there. 25 MS. CHRISTINA MONTOYA: Thank you. I'd</p>
<p style="text-align: right;">51</p> <p>1 So getting that school teacher, 2 maintaining that school culture of high 3 achievement -- you know, I know we talked -- or you 4 spoke about the 3 percent year over year. And I'm 5 hoping that we can move it up. I know that our ed 6 plan is a good bit more elaborate. And it's a plan. 7 I hope that we can show big numbers, 3 percent 8 something. 9 COMMISSIONER CARRILLO: You've got to make 10 sure it's sustainable. If you jump 11 percent in a 11 year, then everyone says, "Oh, how did they do that? 12 Let's see if we can..." -- a lot of people, the way 13 they fudge numbers, districts especially, when they 14 came back to school and graduation and everything 15 else, those numbers immediately went down because we 16 knew they had fudged them. 17 MS. ROWAN LEE: More specifically, that's 18 the reason I was hired on. I like data. He's the 19 humanities; I'm the science. 20 So I'm -- part of my job is to work with 21 the teachers to look at the students through a more 22 specific lens of getting that language to change of, 23 "Well, the students are doing this." 24 "No. What do you need to do in your 25 practice?"</p>	<p style="text-align: right;">53</p> <p>1 just like to add that Mr. Cossey and the 2 administration are really talented at finding the 3 right human capital for our building. 4 I think you can tell from those of us 5 sitting here -- but I can speak for everybody else 6 in the building -- that we have different areas of 7 experience and expertise. 8 So you've -- like, I'll use myself as an 9 example. I'm a certified special education teacher 10 and a school social worker. So when I'm writing 11 goals, even for social-emotional learning for 12 students, whether they're on a 504, wherever they're 13 in the MLSS process -- right? -- whatever tiered 14 level interventions we're using, I have classroom 15 teaching experience. I know what access to the 16 curriculum looks like; right? 17 And so when we're looking -- and also 18 having that mix in our school culture of both 19 veteran teachers and also some newer teachers -- and 20 some are also very experienced teachers, just new to 21 our school -- but it also avoids having an insular 22 environment. 23 So we're also bringing in fresh ideas and 24 expertise that adds to growth. And when it comes to 25 the social-emotional learning program, it's also</p>

<p style="text-align: right;">54</p> <p>1 very goal-oriented. We know that, as human beings, 2 we're never going to be perfect, right? But the 3 goal is always to get better. A person is a person 4 no matter how small. 5 Whether they're this big or this big, 6 we're constantly saying, "What are we going to do 7 now to get better? What are going to do now to get 8 better?" And they're hearing that from me. Even if 9 they only see me for that half an hour a week, that 10 I pushed in, they're having that constant push. 11 And that's part of why it's so important 12 to have the co-teaching experience, even with 13 social-emotional learning, right, so that that 14 aligned language is promoting that growth mindset 15 constantly. 16 COMMISSIONER CARRILLO: Thank you very 17 much. 18 THE CHAIR: Commissioner -- do I have -- 19 you first? Commissioner Beck. Then Commissioner 20 Gipson. 21 COMMISSIONER BECK: It's good to see you 22 guys again. The one thing I wish you could have put 23 into that video -- I know you didn't -- that focused 24 on the kids, which was wonderful, is to show the 25 SMARTLab. That SMARTLab is really impressive. And</p>	<p style="text-align: right;">56</p> <p>1 work and do that at the time of day that works for 2 them. 3 COMMISSIONER BECK: Right. I have 4 experience with that. So I know. 5 The other thing is you talk -- in the 6 SMARTLab, I was really glad to hear that your -- 7 because kids are so engaged that you're adding in 8 elements of ELA and that. How do you add in 9 elements of your math programs into that SMARTLab? 10 MS. ROWAN LEE: That often depends on the 11 project that they're doing. There is several 12 projects on science and data acquisition, where the 13 students are doing bottle rocket cars or straw 14 rockets. 15 They measure -- they do it with a solar 16 car. With my younger kids, we did sail cars. They 17 had to design a sail car. And then we did a whole 18 unit on energy and how it moves. And then we had 19 to -- we taught them how to calculate those things. 20 So the math isn't as consistent across it, 21 because we also have -- it is a true STEAM lab, 22 because there is arts in there. And a lot of my 23 girls like to do the fashion design one, and they're 24 just not as interested in the math part. 25 COMMISSIONER BECK: Got to do the inches,</p>
<p style="text-align: right;">55</p> <p>1 you just can feel the energy in the kids when 2 they're in there, all focused, really kind of 3 hands-on. It's great. 4 So you mentioned that they do a lot of 5 Edgenuity at home in the evenings and the weekends. 6 Are you guys a one-on-one with Chromebooks? Or they 7 can take them home, is that right? Is that how that 8 works? 9 MR. JONAS COSSEY: We have one-to-one 10 device. 11 COMMISSIONER BECK: They can take that 12 home? 13 MR. JONAS COSSEY: The students who need a 14 device, we have devices that we can lend. The 15 numbers have dwindled certainly during remote. We 16 were lending out a lot of devices. And I may have 17 overstated it slightly to say they mostly work in 18 the evenings or the weekends. It's just that we 19 know from brain research that for -- certainly, for 20 our middle-school-aged children, that those may be 21 more productive times for them. I know there's been 22 some arguments for them going to school at 9:00 23 because they're more productive in the evening. 24 So it's just a feature of the program that 25 I find valuable, that they are able to pace their</p>	<p style="text-align: right;">57</p> <p>1 don't you? (Inaudible due to simultaneous 2 speaking.) 3 MS. ROWAN LEE: Yeah. So when there's an 4 opportunity, it's, like, "Okay, so how would you 5 figure that out? How would you do this?" 6 And it's a lot of probing, instead of 7 giving them the answer or telling them how to figure 8 it out. But the math comes in on the units -- or 9 the projects that they want to have. 10 COMMISSIONER BECK: Okay. And my last 11 question is how do you -- I mean, you have 152 kids 12 and you have nine regular ed teachers and two 13 special ed teachers. So it's, like, a 13 to 1. I 14 would have loved 13 to 1 when I was teaching. 15 But how do you integrate the Edgenuity 16 individual work with the actual teacher-applied -- I 17 walked with you guys. I know that. And I don't 18 remember how you did the independent Edgenuity 19 online work within -- physically within your space 20 there on the 8:00 to 3:00. How does that work, real 21 quickly? And then I'm done. Thank you. You guys 22 do an awesome job. 23 MR. JONAS COSSEY: No worries. You 24 remember the SMARTLab. What we call the "main lab" 25 is probably a little less memorable. If you've ever</p>

<p style="text-align: right;">58</p> <p>1 been in a room this size with 180 computers -- 2 remember -- it takes some jogging of the memory. So 3 the students have enough time on campus to complete 4 that work should they remain on a track. And we've 5 worked with the company to create a plan for how 6 that works. And so...</p> <p>7 COMMISSIONER BECK: And correct me if I'm 8 wrong. As I remember now, coming back in my 9 68-year-old memory, you had a science teacher in 10 that room and a social studies teacher in that -- 11 you had one of the core disciplines in that room to 12 help the kids if they had a problem; is that right?</p> <p>13 MR. JONAS COSSEY: Yes. We have a teacher 14 licensed in science and then again in the social 15 studies realm, because those are the two courses 16 that we take.</p> <p>17 If you saw math instruction, it was for 18 the high school. They run -- they run on Edgenuity, 19 so there are a few more teachers that belong to 20 them. But what you really kind of see when you walk 21 in is organized commotion. I mean, it's very quiet 22 and conducive to studying. It's a library, but 23 you're seeing up and moving and taking those notes 24 that we're requiring them to have before they can 25 speak with the teacher and go over things.</p>	<p style="text-align: right;">60</p> <p>1 support that you do the presentations of learning. 2 I think that's -- you know, it's so uplifting for 3 the students and empowering the students that it 4 really is important.</p> <p>5 And appreciate all you're doing with -- 6 and it's evidenced by the students with your 7 social-emotional learning. You know, they are -- 8 they're happy. You know, they're happy people.</p> <p>9 I'm just wondering. I think it was -- I 10 was at a Legislative Finance Committee meeting a 11 couple of months ago. And I think it was SB-397 12 money that was appropriated for health services. 13 And there was a question -- because it was for 14 schools.</p> <p>15 And there was a question that was posed at 16 that meeting as to, "Well, who's using that money? 17 We appropriated this money. Now, who's using it?" 18 Because much of it, I think, was to -- it was 19 pandemic, to help uplift, you know, behavioral 20 health and allow schools to be able to have at least 21 a part-time -- really, this is great in a school 22 your size that you can have a full-time social 23 worker. The goal would be that every school would 24 be able to do that. And I think this was a little 25 nugget from them. So I'm just wondering if you</p>
<p style="text-align: right;">59</p> <p>1 They have to show us that they at least 2 interacted. That's the multi-modal part of it. 3 You're listening; you're seeing; you're writing. By 4 the time they get up to those teachers, they've got 5 a good idea of what questions they need answered.</p> <p>6 And the teachers -- the system is at least 7 good at giving very quick feedback to the teachers 8 about how students are doing. And they can really 9 hone in at the individual student level on this is 10 the concept that I -- this is the root concept 11 that's causing more difficulty up the chain.</p> <p>12 And so it really gets done in that manner. 13 It becomes almost one to one quite often, or small 14 group, because kids are working, then approaching -- 15 going back to work and other students are 16 approaching. So it's a -- looks like a beehive in 17 there.</p> <p>18 THE CHAIR: Thank you. 19 Commissioner Gipson.</p> <p>20 COMMISSIONER GIPSON: Thank you so much. 21 I'm a humanities person, so I would put a plug in 22 for the We the People program.</p> <p>23 MR. JONAS COSSEY: I am familiar. 24 COMMISSIONER GIPSON: You know, I think 25 it's -- it's a great program. And I wholeheartedly</p>	<p style="text-align: right;">61</p> <p>1 accessed any of that money.</p> <p>2 MR. JONAS COSSEY: We did not access that 3 money, to the best of my knowledge.</p> <p>4 COMMISSIONER GIPSON: Okay.</p> <p>5 MR. JONAS COSSEY: We do have an SEL 6 grant, and it may have come out of that funding.</p> <p>7 COMMISSIONER GIPSON: No, it probably 8 didn't.</p> <p>9 MR. JONAS COSSEY: As I was going to say, 10 yes, it sounds different.</p> <p>11 COMMISSIONER GIPSON: This was a separate 12 appropriation. So I think that's the concern that 13 this money got out there. And I don't know whether 14 it was communicated well that this money was 15 available.</p> <p>16 And I think they're concerned that, you 17 know -- and the finance people, they could not 18 respond with an answer as to how much money had been 19 accessed or where it went. And I think that's where 20 their concern rests, that they were concerned about 21 this, appropriated the money, and it just kind of 22 got lost.</p> <p>23 So I hope that's something that we can all 24 look at to make sure that -- because I think that's 25 also on us, that when appropriations like that come</p>

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1 up that we can communicate to our schools that,
 2 "Hey, this money is available, and please try to
 3 access it," because it can -- it can certainly help
 4 you. And you've got -- you know, you've got -- you
 5 do have all the tools. So I really -- I do
 6 appreciate that.
 7 I'd like to just talk a little bit
 8 about -- and I saw in your response to the
 9 preliminary analysis that you disagreed with the
 10 transportation piece because you do have a shared
 11 transportation with Secondary.
 12 Are they the same? Do you figure out the
 13 bus routes based on the students that are there? Or
 14 do you just have drop-off zones that are shared?
 15 MR. JONAS COSSEY: We share both the
 16 actual bus and the drop-off zones. And that has
 17 been pretty consistent. And that is an attempt to
 18 bring in enrollment from the west side of town.
 19 COMMISSIONER GIPSON: Right. So that
 20 leads me -- well, I want to talk a little bit about
 21 it -- because you do not offer food.
 22 MR. JONAS COSSEY: No, ma'am.
 23 COMMISSIONER GIPSON: So they're one of
 24 our 15. We had a conversation yesterday about food
 25 services. And we've got -- we found yesterday that

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1 we've got 15 schools that don't offer -- don't offer
 2 food services.
 3 So to me, that's -- I fully support the
 4 idea that transportation is an equity issue for a
 5 lot of people, and you want to draw from different
 6 areas. But so is food, because we know that we --
 7 you know, there's food -- so much food insecurity in
 8 New Mexico, so that -- you know.
 9 And then I look at your demographics. And
 10 your demographics do not match, you know. They're
 11 way out of skew with the state and with the local
 12 district. So I'm just wondering if you've had any
 13 conversation about is that potentially a barrier for
 14 students to come to your school because -- and,
 15 actually, after next year, it's probably not going
 16 to be a barrier, because you're going to have to do
 17 breakfast and lunch.
 18 MR. JONAS COSSEY: Yes. And while we do
 19 not currently serve food, to your point, we are
 20 working -- we have three quotes out currently
 21 through CES. We're looking hard at food service.
 22 My interior business manager is tasked
 23 with that currently. And it is an equity issue, and
 24 it's something that, you know, we're excited to
 25 actually address, you know. We definitely don't

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1 want barriers at the school.
 2 And our demographic data is -- it's what
 3 it is. We're a public school, and we take everybody
 4 who comes in on a legal lottery. And so I don't
 5 know that we're necessarily representative of the
 6 district, because I assume you mean APS.
 7 COMMISSIONER GIPSON: Right.
 8 MR. JONAS COSSEY: And we're kind of in an
 9 interesting pocket. There are not a lot of charter
 10 schools up in the Northeast Heights. So I would say
 11 potentially that our demographic matches our
 12 geographic location more so than it reflects the
 13 entire city.
 14 COMMISSIONER GIPSON: Right. And we've
 15 had prior conversations about this with the school.
 16 And I just -- you know, it just -- I think
 17 the food piece, you know, to me, is that -- for
 18 many, I think that would be a barrier, you know, for
 19 folks.
 20 So I'm glad you're looking at it. I'm --
 21 so have you -- have you had any conversations with
 22 APS to see whether they would contract for food
 23 services for you?
 24 MR. JONAS COSSEY: Not at this time. But
 25 I will definitely -- we can definitely look into it.

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1 COMMISSIONER GIPSON: I'm from a southern
 2 part of the state. And I know a number of the
 3 charters in our district, they contract with the
 4 Las Cruces Public Schools for the food services.
 5 And it's done fairly well. No one ever likes the
 6 school food, so, you know, that's --
 7 MR. JONAS COSSEY: Well -- and we are
 8 addressing that in many instances. We have
 9 McKinney-Vento funds for those students we know are
 10 experiencing homelessness. And we do leverage our
 11 operational funds to make sure we have food on hand
 12 for students who forget lunch and things like that.
 13 So nobody's going unfed, per se.
 14 But I certainly understand your point
 15 about it being a barrier to enrollment or a
 16 potential barrier.
 17 COMMISSIONER GIPSON: Right. So your
 18 enrollment doesn't come anywhere close to your
 19 enrollment cap.
 20 MR. JONAS COSSEY: I'll just jump on that
 21 one.
 22 COMMISSIONER GIPSON: Sure.
 23 MR. JONAS COSSEY: I have no idea where we
 24 got a 500 student enrollment cap. Commissioner
 25 Beck, you've been at the school. Students would sit

<p style="text-align: right;">66</p> <p>1 in each other's lap, 3-D. There really isn't -- I 2 would tell you that we would cut enrollment 3 somewhere around the 190 absolute max. We're 4 working around 160 right now. So 20, 30 -- I 5 wouldn't put any more in the school. 6 COMMISSIONER GIPSON: That was -- that's 7 what I was kind of remembering, that, you know, it's 8 not -- it's more than aspirational to try to get to 9 that enrollment cap. You'd have to get a whole new 10 building, yeah. 11 FROM THE FLOOR: (Off mic.) 12 COMMISSIONER GIPSON: Right. Right. 13 So I had another question relat- -- oh. 14 How many of your students go from your school to 15 Secondary? 16 MR. JONAS COSSEY: The last time I had 17 this conversation with the director of the Secondary 18 school, the matriculation rate from last year into 19 this year was approximately 20 students; maybe just 20 over that, 22, 23. We were really kind of trying to 21 look at that number before we came up here to 22 present. I know they'll be looking at it more 23 closely when they come up in December. 24 COMMISSIONER GIPSON: Right. Okay. Yeah. 25 Yeah.</p>	<p style="text-align: right;">68</p> <p>1 However, what I want to say is wow. I'm 2 just -- this is my background. What you're 3 presenting is my background, special ed, behavioral 4 disorders, social worker. 5 And my -- I deal with a lot of cognitive 6 therapy, have worked with a lot of cognitive 7 therapy. It's a good match for me in working with 8 the disorders of behavior. 9 And so I'm sitting here really connecting. 10 I'm thinking, wow, because I remember when I was 11 teaching, I didn't have a lot of conveniences that 12 you all have. And I was in special ed when it was 13 just getting off the ground, and maybe we were at 14 crawling stage when I entered. 15 And so to see the advancement, to see how 16 far you've grown, to see that you have full special 17 ed -- special ed teachers, to me is a victory, 18 because I know of a lot of schools that don't have 19 special ed teachers. And those are the areas that 20 are lacking in our big gaps within schools. But to 21 see that you have it... 22 And so there definitely is a draw, then, 23 that I see in special ed -- with special ed teachers 24 if you have all of your positions filled; maybe not 25 all of them, but, you know, the majority of your</p>
<p style="text-align: right;">67</p> <p>1 And I -- and I know that that transition 2 from elementary/middle to high school, high school, 3 often -- the traditional high school often offers 4 other things that are really attractive to students. 5 So it's -- you know, I'm not making any, you know, 6 assumptions based on that. It was curiosity more 7 than anything else, because I know that's -- they've 8 got friends that are going to the big school, and 9 it's -- you know, they're nurtured when they're 10 little, and then they think they can fly. And 11 sometimes it works, and sometimes it doesn't. 12 So thank you. I appreciate this. 13 THE CHAIR: Commissioner 14 Clahchischilliage. 15 COMMISSIONER CLAHCHISCHILLIAGE: Good 16 morning. 17 MR. JONAS COSSEY: Good morning. 18 COMMISSIONER CLAHCHISCHILLIAGE: Thank you 19 so much for your presentation. I didn't -- I was 20 busy fighting with my laptop here and trying to 21 figure out why I couldn't get on, because I wanted 22 to read a little more from your website regarding 23 some of the questions I had. 24 I finally got it fixed. But I missed out 25 on some areas.</p>	<p style="text-align: right;">69</p> <p>1 positions filled, and then to have people who are 2 very experienced, knowledgeable, and know what it's 3 about. 4 So I want to applaud you for that. I'd 5 like to come visit, because -- and maybe you 6 could -- yeah -- help open the doors for me to go 7 in. Because I'm real curious. There are a lot of 8 questions I have on how you do this, what do you do 9 in this case. And I am -- you just opened up 10 excitement in me to know that this is actually 11 there, because my passion is special education. 12 A lot of times the students in special ed 13 just need that one -- we need to find that one door 14 to open, and they bloom. You see a beautiful 15 blossom as a result. 16 So thank you. I don't want to present my 17 questions, because I think they can be answered if I 18 do a little more reading. Okay. 19 So thank you very much. Congratulations. 20 MR. JONAS COSSEY: Thank you, 21 Commissioner. And we would welcome anyone to come 22 visit the school at any time. We love to show off 23 what we're doing. 24 THE CHAIR: Commissioner Ingham. 25 COMMISSIONER INGHAM: Yeah. Just a</p>

<p style="text-align: right;">70</p> <p>1 quick -- I want to second Commissioner Gipson's 2 recommendation for We the People. That is a program 3 both my daughters went through multiple times, and 4 went to Washington, D.C., and presented. It would 5 be a perfect fit for your school. 6 That was in high school for my daughters. 7 But -- so you really touched a button with civics 8 with me. And I totally agree that this is a focus 9 that we really, really need. 10 I just wanted to offer one other idea. I 11 know for youngsters, it's a difficult thing. But I 12 think it would be worthwhile to consider financial 13 literacy as a focus for your -- to teach math, but 14 also to get people to understand -- 'cause I see 15 that as a real lacking component in a lot of kids' 16 education, and it causes a lot of problems with 17 people. 18 So, anyway, I do want to congratulate you. 19 Thank you very much for the work you're doing. And 20 I will certainly tell people about your school. So 21 thank you very much. 22 THE CHAIR: Thank you, Commissioner 23 Ingham. 24 Commissioner Taylor. 25 COMMISSIONER TAYLOR: Thank you. Good</p>	<p style="text-align: right;">72</p> <p>1 THE CHAIR: Thank you, Commissioner 2 Taylor. Thank you, team. 3 I just have one question for you. I did 4 review your -- your equity plan. And I know you -- 5 it -- it appears in your written commentary. You've 6 done a lot of equity work with your equity council. 7 And yesterday was the kickoff for the statewide 8 equity meetings. Again, they started yesterday. 9 And I was curious about what's next for 10 you all in terms of your equity focus. It looks 11 like you've done the readiness assessment and 12 creating your CLR frameworks. And what I read 13 there, it looks like your equity council has also 14 worked with you, Mr. Cossey, and your board, to kind 15 of lift up specific items that you wanted to amplify 16 to support all students. 17 So I would love to hear your reflections 18 on what's next this year in terms of ensuring the 19 students who are furthest away from opportunity in 20 your school are going to receive both the resources 21 and tools and good instruction. 22 MR. JONAS COSSEY: When I reflect on where 23 we are with the equity council, as you said, we have 24 all the bases covered. But that's never enough. 25 And I think that our at-promise group are students</p>
<p style="text-align: right;">71</p> <p>1 morning. And, again, as has been expressed already, 2 thank you all for your presentation. 3 You know, one of the things that seems to 4 be a very common thread in successful charter 5 schools is a staff that really cares about what's 6 going on, that's qualified, that's driven. And you 7 guys -- you guys have exhibited that, you know, to 8 me, anyway. So I appreciate that, you know. 9 I think that the fact that you got your 10 stuff together, you know, is what it takes to start. 11 And you guys -- you all are -- you all are doing 12 that. 13 So I had a couple of questions that you've 14 addressed as far as the Edgenuity, and, like, 15 proficiency scores. But I will comment that I'm 16 thankful that you all are using the NWEA assessment, 17 because that, to me, shows that you're concerned 18 about continuing to improve, because you're 19 comparing yourselves on a national level rather than 20 just limiting yourself to New Mexico. 21 And, you know, it would be -- it would be 22 easier just to compare yourselves to New Mexico 23 proficiency standards. And I appreciate the fact 24 that you all are using that national measure. 25 So good job.</p>	<p style="text-align: right;">73</p> <p>1 with disabilities, certainly percentage-wise in the 2 school, and when you look at our demographics as 3 well. 4 And the Commissioner here also noted that 5 we are fully hired in special education, which is 6 not an easy thing to do right now. I'm proud of 7 that team. We have two special education teachers 8 and a dedicated EA for that program. 9 So our equity work really is going to 10 focus on instructional practices and leveraging 11 those for that group of students right now, you 12 know. If our demographics were to change, we'd have 13 more. And I think as we're building a new staff -- 14 we've talked a little bit about the mix between new 15 and veteran teachers on staff. I think one of the 16 things that we really will be focusing on that's 17 directly related to equity is culturally and 18 linguistically responsive teaching practices, 19 because we know that those work for all students. 20 But they work mostly for marginalized -- 21 historically marginalized students. 22 So I would tell you those are the two 23 things we're really working hard to do, improve the 24 special education program year over year over year. 25 That's a pet project of mine coming out of special</p>

<p style="text-align: right;">74</p> <p>1 education. And making sure that we have teaching 2 practices in place that help us reach all students. 3 THE CHAIR: Thank you. Seeing no other 4 comments from the Commission, Commissioner Carrillo, 5 are you making any other comments? Or are you going 6 to make a motion? 7 COMMISSIONER GIPSON: I can make a motion 8 as well. Is La Cueva the school that's closest to 9 you as a high school? Traditional? 10 MR. JONAS COSSEY: Eldorado. 11 MS. ROWAN LEE: After talking to the 12 students last year -- most of this -- because I'm 13 trying to get them to think of, "What is your plan? 14 You're in eighth grade. You have more options 15 than" -- I guess I could have the mic. I've got my 16 teacher voice. 17 "You have more options than any other 18 generation when it comes to high school now. And so 19 what could you do? Do you really just want to -- do 20 you want to stay here? Do you want to go to a 21 different charter? Do you want to go into the high 22 school? What are your options here?" 23 And I would say the majority of our 24 students go to La Cueva or Eldorado, yeah. I 25 don't -- most of them -- when they were talking</p>	<p style="text-align: right;">76</p> <p>1 Carrillo. 2 COMMISSIONER CARRILLO: She can -- Bekka 3 can go first. 4 THE CHAIR: Vice Chair Burt, go ahead. 5 VICE CHAIR BURT: I just wanted to say I 6 think this -- I'm really pleased to support this 7 school moving into the future. And just like the 8 comments have been said, I think you guys are at a 9 good bar compared to New Mexico. But I'm really 10 grateful that -- I was very encouraged with the way 11 that you talked about looking at assessment results 12 yourself and not settling for what looks good on 13 paper and knowing that you needed that higher rigor 14 and holding yourself to a different standard. 15 I think that that's an easy thing as a 16 school leader to take, you know, what your best 17 results look like, and you're, like, "Okay, yeah 18 that's what we're going to go with," whatever the 19 best test results say. 20 I'm very grateful and encouraged that you 21 guys took a deeper look and really are holding the 22 bar really high for yourselves. And I think that's 23 definitely -- I totally understand the culture of 24 that trickling down to the teachers and then to the 25 students.</p>
<p style="text-align: right;">75</p> <p>1 about it, those are the ones that they would go to. 2 COMMISSIONER CARRILLO: That's why I love 3 the comprehensive high schools. But, obviously, I 4 love the charters as well for everything you're 5 doing, and everything you're doing to prepare them 6 so they've got a leg up when they go to those 7 schools. 8 I'm prepared to make a motion if there's 9 no other discussion. 10 THE CHAIR: Commissioner Carrillo, go 11 ahead. 12 COMMISSIONER CARRILLO: Okay. I move that 13 the Public Education Commission approve the renewal 14 application for Southwest Preparatory Learning 15 Center for a five-year term, 2024 to '29, without 16 conditions. 17 COMMISSIONER BECK: I second. 18 THE CHAIR: We have a second. 19 Now we're in discussion of that motion. 20 Any discussion? 21 Cindy, that second was Commissioner Beck, 22 in case you didn't get that. 23 COMMISSIONER CARRILLO: Oh, I have one 24 question. I'm sorry. I have a note here. 25 THE CHAIR: Go ahead, Commissioner</p>	<p style="text-align: right;">77</p> <p>1 I want to say thank you. I'm very 2 grateful to support this school moving into the 3 future. 4 THE CHAIR: Commissioner Carrillo. Then 5 Commissioner Armijo. 6 COMMISSIONER CARRILLO: Just a quick 7 question about attendance and retention, because I 8 noted -- 9 THE CHAIR: Can't do that. We already 10 have a second, and we're discussing just the motion 11 right now. 12 COMMISSIONER CARRILLO: You're right. I 13 can't go back. 14 THE CHAIR: Commissioner Armijo? 15 SECRETARY ARMIJO: Well, I'm hoping that 16 I'm -- I'm in the right spot, too. I should 17 probably have raised my hand before. But I just 18 wanted to comment about all the equity pieces that 19 we talked about a little while ago. 20 I have had conversations with other 21 charter schools -- leaders with classic and other -- 22 charter schools that don't have a high participation 23 rate of marginalized students. And I just think 24 that we all need to get better messaging that these 25 schools --</p>

78	<p>1 THE CHAIR: Commissioner, it doesn't 2 really connect to the motion itself. I'm sorry. 3 SECRETARY ARMIJO: That's okay. That's 4 okay. Thank you. 5 THE CHAIR: Once we make the vote on the 6 second, then we're only in discussion of the motion, 7 Commissioner. 8 I know this is the first one we're going 9 through. We got -- what? -- 35 more in December 10 that we'll go through. We'll get it all right by 11 the time we get there. 12 But if we do have comments, let's do that 13 before the second -- before we go into a motion. 14 Any other comments or discussion of the 15 motion that's on the floor? 16 (No response.) 17 COMMISSIONER CARRILLO: I have a 18 procedural question for you, because if -- I mean, I 19 know that once a motion is made, we can -- we no 20 longer talk to anybody else but ourselves. I 21 just -- I'm trying to wonder how -- if somebody else 22 has a concern that they didn't have addressed, are 23 they then withdrawing a motion and going through it 24 again? -- how that gets addressed. I've got to make 25 better notes.</p>	80	<p>1 COMMISSIONER MANIS: Yes. 2 SECRETARY ARMIJO: Commissioner Beck. 3 COMMISSIONER BECK: Yes. Yes. 4 SECRETARY ARMIJO: Commissioner Taylor. 5 COMMISSIONER TAYLOR: Yes. 6 SECRETARY ARMIJO: Commissioner Carrillo. 7 COMMISSIONER CARRILLO: Yes. 8 SECRETARY ARMIJO: Chair Brauer. 9 THE CHAIR: Yes. 10 SECRETARY ARMIJO: Vice Chair Burt. 11 VICE CHAIR BURT: Yes. 12 SECRETARY ARMIJO: And Secretary Armijo 13 votes yes. 14 That passes, ten to zero. 15 THE CHAIR: Okay. Congratulations. 16 (Applause.) Thank you so much. 17 COMMISSIONER GIPSON: Thank you for coming 18 early. 19 COMMISSIONER CARRILLO: For just coming 20 here. 21 THE CHAIR: We look forward to continuing 22 our work together. 23 Let's take a ten-minute break. We'll come 24 back at 11:00. 25 (Recess taken, 10:49 a.m. to 11:05 a.m.)</p>
79	<p>1 THE CHAIR: As my understanding from 2 Robert's Rules, we discuss the motion itself, and 3 that's where we -- 4 COMMISSIONER CARRILLO: No, I understand. 5 What is Robert's Rules named for anyway? Who is 6 Robert? 7 THE CHAIR: Commissioner Carrillo, 8 that's -- 9 COMMISSIONER CARRILLO: Robert. Robert. 10 Okay. So I have no more comments. 11 THE CHAIR: Seeing no other comments from 12 any Commissioners, apologies for the awkwardness, 13 everyone, on this. I just want to make sure we're 14 all aboveboard on this. 15 Commissioner Armijo, can you take the roll 16 call, please? 17 SECRETARY ARMIJO: Yes. 18 Commissioner Ingham. 19 COMMISSIONER INGHAM: Absolutely. 20 SECRETARY ARMIJO: Commissioner 21 Clahchischilliage. 22 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 23 SECRETARY ARMIJO: Commissioner Gipson. 24 COMMISSIONER GIPSON: Yes. 25 SECRETARY ARMIJO: Commissioner Manis.</p>	81	<p>1 THE CHAIR: Discussion and Possible Action 2 on Food Service for Charter Schools. 3 So yesterday we had a pretty wonderful, I 4 think, conversation with the food team. I know 5 that's not their real name, but that's what I'm 6 calling them today. The Safe and Healthy Schools 7 team? Is that what it is, Dr. Russell? 8 DR. BRIGETTE RUSSELL: No, Chair Brauer. 9 It's the Student Wellness and -- the Student 10 Wellness Bureau, I think. Yeah. Safe and Healthy 11 Schools is a different bureau. 12 THE CHAIR: Got it. So we had a great 13 conversation with the Student Wellness Bureau 14 yesterday. And so we do have this as an item for us 15 to discuss for -- go ahead, Commissioner Carrillo. 16 COMMISSIONER CARRILLO: I just want us to 17 start thinking about in these next many months if 18 there's anything legislatively that we want to have 19 for the '25 legislative session relative to food 20 service. 21 COMMISSIONER GIPSON: So I'm going to say 22 that I think we had a startling revelation 23 yesterday, so that I don't think any -- I think at 24 this point in time it's how are we going to get 25 schools planning that every school, as of July 1, is</p>

<p style="text-align: right;">82</p> <p>1 going to have to -- because there is no -- I mean, 2 we've been led down this path that there's a 3 nondiscretionary waiver. And there isn't. We 4 couldn't find it.</p> <p>5 So schools can't opt out of food. And as 6 of July 1, they can't. So I think the question is 7 going to be how do we -- you know, there's going to 8 be schools that are going to need support in 9 figuring this out, and what, if anything, can we do 10 to help them.</p> <p>11 But schools are going to have to -- not 12 just those 15 that are going to have to get on 13 board, and they're going to have to be offering food 14 as of July 1. And I think that message needs to be 15 made clear to schools that this -- you know --</p> <p>16 COMMISSIONER CARRILLO: And so they're 17 paid a certain amount per meal per kid; right? 18 Let's say -- probably on the low end, let's say it's 19 \$5.50 per kid for the two meals per day.</p> <p>20 And then you have to think about is there 21 anyone out there that can actually produce -- I 22 mean, somebody, a vendor, that can produce -- if 23 you've got 150 kids -- and I'm just going to say six 24 dollars, because it's easier -- that's \$900; 25 right? -- a day.</p>	<p style="text-align: right;">84</p> <p>1 what they do. They provide school lunches. 2 They're, you know, either school districts, or 3 school districts outsource it so that there's 4 obviously money in it, because companies wouldn't do 5 it.</p> <p>6 There aren't a lot, you know. And that's 7 the challenge in those areas that are very rural, 8 where there -- you know, that's where often there's 9 the most food insecurity, and they can't get a 10 vendor.</p> <p>11 So the -- they don't have a good answer 12 for what do you do then? You know, are you just 13 packing in bread and peanut butter and jelly and 14 cheese so that you can have it? And that's -- 15 that's not going to satisfy it, because there's 16 those healthy parameters.</p> <p>17 So I don't know what the answer -- and 18 it's -- you know, it's a constant question about -- 19 you know, with construction, there's not enough 20 vendors, you know, you can't get it in these rural 21 areas, how do schools figure this out so that they 22 not only are just in compliance, but they are really 23 serving kids that need to be -- to be served? 24 And that's -- that, to me, was always the 25 challenge with -- charter schools don't have to</p>
<p style="text-align: right;">83</p> <p>1 It's just -- I'm wondering -- and does the 2 PED -- are they going to have to help subsidize it? 3 Because a vendor can't do it if they -- you know, 4 you have to pay people to make all this food; you 5 have to buy the food, transport the food. And then 6 the schools should have warmers, you know, or hot 7 plates, or -- and refrigeration.</p> <p>8 COMMISSIONER GIPSON: That's going to be 9 the hard part --</p> <p>10 COMMISSIONER CARRILLO: Yes.</p> <p>11 COMMISSIONER GIPSON: -- is schools, 12 obviously -- we know a significant number of our 13 schools don't have cafeterias. But you do have to 14 have the food holding equipment, which can be 15 very -- there's federal monies. To my knowledge, 16 there's federal monies that that can be obtained for 17 those -- for that storage equipment.</p> <p>18 Now, what the windows of being able to 19 apply for those -- you know, has it already closed 20 for this coming-up school year? I don't know.</p> <p>21 Schools would -- I think it's -- it 22 behooves us to help schools in pursuing those -- 23 letting them know of those options, because they 24 haven't been.</p> <p>25 But there are companies that -- that's</p>	<p style="text-align: right;">85</p> <p>1 offer food. That was devastating to me. 2 So I think that's something we need to 3 look at. I don't know how we help them, you know. 4 But I think we have to be able to offer the support 5 for schools to be ready for that, and that the 6 communication should be out that they need -- you 7 know, they can't -- they can't say no any longer.</p> <p>8 And it looks like they can't say no to 9 transportation. I don't have a good answer for 10 that, either.</p> <p>11 THE CHAIR: Commissioner Manis, I think I 12 saw your hand first. And then Commissioner Beck.</p> <p>13 COMMISSIONER MANIS: I -- legislatively, I 14 don't think it's necessary. I think that we just 15 need -- we need to implement in -- whether it be in 16 the application, to understand, especially for new 17 schools, what type of food service they're going to 18 be providing, to ensure that they spell that out for 19 us, that we know; but also to Commissioner Gipson's 20 point, to understand current schools, what they're 21 going to do to address the July 1 deadline.</p> <p>22 THE CHAIR: Commissioner Beck?</p> <p>23 COMMISSIONER BECK: I think one of the 24 critical pieces to this, quite simply, is to 25 continue to stay in touch with the people in that</p>

<p style="text-align: right;">86</p> <p>1 area that we had yesterday. And if it -- I don't 2 know how the process works. If it means a 3 subcommittee of two or three of us to keep in 4 contact with them through the spring season until 5 July 1 on a monthly basis or something like that to 6 get updates, that might be worthwhile.</p> <p>7 THE CHAIR: Thank you, Commissioner. I 8 wanted to just think about a couple of things. I 9 think we do need some more information in terms of 10 per student funding that comes in. I know that a 11 lot of times, especially start-up schools, schools 12 that are starting, they do use Operations for the 13 first couple of years.</p> <p>14 And a place, especially in rural areas, 15 where you have -- you don't have a Canteen to bring 16 food out, which is the larger charter school vendor 17 for much of the middle part of the state, at least, 18 you don't have things like that. So you have to 19 work with mom-and-pop restaurants.</p> <p>20 And there's no way they can meet the -- 21 they cannot meet the federal -- federal amount of 22 funding that you get back for reimbursement. Just 23 impossible. But you have to use operations to make 24 the vendor whole.</p> <p>25 So I do think we need more information. I</p>	<p style="text-align: right;">88</p> <p>1 The second thing that I'm thinking was 2 raised yesterday, which is also in the statute, is 3 right now it says that -- and maybe this is an 4 alarming statement, not to you, but maybe to 5 others -- it says that the districts "may" provide 6 food service and transportation.</p> <p>7 I hear you all saying -- and I'm just 8 going to say that it rings true to me, but that 9 doesn't matter -- that that should be a "shall." 10 And so that -- I've added that to the legislative 11 thing.</p> <p>12 So I agree with Commissioner Manis that 13 you don't need it for the other conversation. But a 14 broader resolution is something you might push, so 15 I've added that.</p> <p>16 THE CHAIR: Vice Chair Burt and 17 Commissioner Manis.</p> <p>18 VICE CHAIR BURT: That was actually -- 19 what Julia just said is what I was going to say is 20 that there is a food service provider in every 21 single charter school area. There is one. It's 22 not -- they said that yesterday. It's not 23 difficult. There's 100 percent -- someone who's 24 doing this regularly for schools for a certain cost, 25 and the districts need to -- they need to be -- they</p>
<p style="text-align: right;">87</p> <p>1 would say I think this -- if it pleases the 2 Commission, I think we could set up -- set up a 3 subcommittee on this to explore this a little bit 4 more. I'd be happy to hear who would be really 5 interested in that.</p> <p>6 But I think over the next couple of 7 months -- we do have a few months, but we know 8 July 1st comes lickety-split. And I do think that 9 in my mind, I think about the spirit of this. We 10 absolutely should have every single school provide 11 lunches for students who don't have it, and 12 breakfast, absolutely.</p> <p>13 And then on my -- in my brain, I'm, like, 14 there are a lot of things we need to figure out so 15 that there are as few barriers as possible to make 16 that possible. And I think we just need to do a 17 little bit more learning as a Commission around 18 that.</p> <p>19 So, Julia?</p> <p>20 MS. JULIA BARNES: Just two things. One 21 is it's already in the contract. So the kind of end 22 result or move towards that would be to ask those 23 15 schools to provide an amendment to their contract 24 that can have information on that. So that is the 25 vehicle that could be used.</p>	<p style="text-align: right;">89</p> <p>1 need to share with the local -- with the local 2 charter school -- with the state charters in 3 addition to their local charters.</p> <p>4 The idea that they can just say no to a 5 state charter while providing it to their -- like, a 6 locally authorized charter is not okay.</p> <p>7 So I do think that there -- the districts 8 shouldn't be able to, like, have the access at a 9 linchpin they can, like, pull, you know, because 10 that's even, I think, the other problem, is if a 11 district says yes to start, then you get it going, 12 and then they pull it away, then, once again, state 13 charters are left in a bad space.</p> <p>14 So I actually do think there's a 15 legislative fix, and I think that's the best way to 16 go. If I'm a state charter in a rural area, and I 17 don't have lunch service right now, the only place I 18 can go to get it at a way that meets standards at 19 cost-effective is the district. And every single 20 district is doing this. So that's what -- that's 21 what I was going to say.</p> <p>22 I don't know -- I don't know about -- 23 I'm -- I don't know if there's maybe just a simple 24 outreach that CSD could do to -- like, once we 25 figure out those 15 schools, if there's a simple</p>

<p style="text-align: right;">90</p> <p>1 outreach just to connect those schools to the team 2 that was there yesterday.</p> <p>3 Once again, I don't think we need to go 4 and provide the support. There's a team that's 5 doing it, fully capable, actually knows what they're 6 doing, doesn't have to guess on it.</p> <p>7 So just being, like, "Hey, we know that 8 you're not doing this now, you're going to need to, 9 here's a team that can help you."</p> <p>10 But I think that's -- like, the best thing 11 that we can ask CSD to do for those schools and just 12 get them connected as soon as possible so that they 13 can start getting the support they need from that 14 team.</p> <p>15 THE CHAIR: Commissioner Manis. Then 16 Commissioner Carrillo.</p> <p>17 COMMISSIONER MANIS: I will say -- and 18 I'll play devil's advocate, even though I don't 19 really like playing that position right now. I know 20 that a lot of schools have struggled with 21 implementing this free -- free lunch and breakfast. 22 I've heard from a couple of individuals who are -- I 23 wouldn't -- I guess they wouldn't be administrators 24 of the school, but they're part of the business 25 office. And they have mentioned how difficult it's</p>	<p style="text-align: right;">92</p> <p>1 that a lot of schools in rural areas have more 2 difficulty. But they might actually -- I know some 3 rural schools do figure it out and do use operations 4 funding to just, like, make your own lunches. I 5 think DEAP Charter School, from the get-go, was 6 doing that.</p> <p>7 And so I think my bias is that it's a 8 rural/urban issue. But maybe we can explore to see, 9 Dr. Russell, and we can get a list of the 15 -- 10 sorry if you've already sent it out -- get a list of 11 the 15, see with our own eyes who are these. Maybe 12 many of the schools are in Albuquerque. Maybe most 13 of them are in Albuquerque, and how do we hustle to 14 change that, because there's an easier fix for them 15 as opposed to schools in rural areas.</p> <p>16 Commissioner Carrillo.</p> <p>17 COMMISSIONER CARRILLO: I would agree that 18 maybe our assumption automatically is there's a 19 bunch of these in rurals, but there might not be. 20 Maybe it's just like two or three. And look, they 21 have two major high schools right around the corner. 22 So -- with thousands of kids. So adding 140 meals a 23 day, not that big of an ask.</p> <p>24 I would tend to -- maybe I would phrase it 25 differently, but I would tend to disagree with</p>
<p style="text-align: right;">91</p> <p>1 been to do that, because of the fact that they 2 weren't a food service operation before, but now 3 they're a full-fledged food service. "Okay. We 4 have to prepare all these meals."</p> <p>5 And it's been a -- I'm not saying that 6 that's a problem, because I think that they should 7 be doing that. But I think it has been -- just like 8 was pointed out yesterday, getting everybody on 9 board with the free lunch and free breakfast, it 10 hasn't been easy. But it's definitely something 11 that's -- that I think will be beneficial in the 12 long run.</p> <p>13 The "shall" and the "may," I really 14 struggle with punitive actions for some districts. 15 But I know that, you know, adding 100 meals 16 potentially to their maybe 1,000 or more that 17 they're already doing may not be that much in the 18 grand scheme of things. But it's still -- it would 19 be better to be collaborative rather than punitive 20 with these district schools. So just some points of 21 thought, I think.</p> <p>22 THE CHAIR: Thank you for that. I think 23 another thing we can do is get really clear on where 24 are these schools? 25 My assumption -- and it may be false --</p>	<p style="text-align: right;">93</p> <p>1 Commissioner Manis. I don't have a problem -- I 2 don't think the "shall" is punitive. I think the 3 "shall" is just letting them know to live up to 4 their responsibility, because they have public 5 money, without which they couldn't operate their 6 schools, and that these are all public school kids.</p> <p>7 And in a lot of ways, they're probably 8 kids in their neighborhoods. So it should be 9 something they want to do. I just think that in 10 this state in so many ways -- and I use 11 Gallup-McKinley as an example -- it's like conflict 12 for the sake of conflict. They want to say no for 13 the sake of saying no, and not realizing why can't 14 we all just get along? Feed the kids and bring them 15 to school. It's so easy.</p> <p>16 Anyway -- so I like the idea. Maybe 17 that's for this session, changing the "may" to a 18 "shall," because that's a pretty easy fix, which we 19 could discuss on the next item.</p> <p>20 THE CHAIR: Commissioner Ingham. 21 COMMISSIONER INGHAM: Okay. I'm going to 22 show my ignorance again. Sorry. I'm going to show 23 ignorance again. 24 Is it a possibility for our Commission to 25 have an interface with the Albuquerque school board</p>

<p style="text-align: right;">94</p> <p>1 in this regard, to ask them, is there a reason that 2 they -- or can we ask them could they please 3 consider providing those lunches for the state 4 charter schools and see if they -- if they have a 5 resistance, or if the resistance is more from the 6 administration at APS than the board? 7 THE CHAIR: I don't know if it's 8 necessarily, Commissioner, a board-to-board kind of 9 conversation. It's more of a -- a business 10 transaction between -- that's how I'm looking at it, 11 at least, between the school and the school lunch 12 program at the -- at the institution, like, the -- 13 COMMISSIONER GIPSON: I think we'd first 14 have to see if the schools -- because Southwest 15 Preparatory was looking at CES. So I think we'd 16 first need to know if the school, A, was interested 17 in contracting through -- because it's a -- it's an 18 individual school's decision on who they want to. 19 So I don't want to jump the gun and have a 20 conversation with APS, and then schools say, "Oh, we 21 didn't want to go with them, and now you're going to 22 make us" -- so I think -- and then if schools get a 23 no, I think that's maybe if -- you know, something 24 needs to be massaged there. 25 But I think you need the school's input on</p>	<p style="text-align: right;">96</p> <p>1 THE CHAIR: Dr. Russell. Then 2 Commissioner Carrillo. 3 DR. BRIGETTE RUSSELL: Chair Brauer, thank 4 you. I won't talk about individual schools, because 5 we want to clean this list up. But it is not 6 exclusively rural schools. There are schools in 7 cities on the list. 8 THE CHAIR: Thank you. 9 Commissioner Carrillo. 10 COMMISSIONER CARRILLO: Just saying that 11 for the most part, we defer to the group that was 12 here yesterday, because they're the ones that know 13 all the ins and outs of food service. And they can 14 even -- we don't have to contact -- CSD doesn't need 15 to contact all of the 15 schools. 16 This is something that falls within -- it 17 wasn't -- what do they call themselves? -- Safe and 18 Well-Being? -- the group that was here idea 19 yesterday. Full Tummies. We'll call them Full 20 Tummies, the happy people. I would say we defer to 21 them and let them do a lot of the finding out. 22 And maybe the only thing we do is just 23 maybe let the districts -- the 15 know that the 24 district is maybe an option. That's all. 25 THE CHAIR: I think something is -- we may</p>
<p style="text-align: right;">95</p> <p>1 where they think they're going, because they -- you 2 know, they may be -- they may be figuring out 3 something else, you know. Another charter school 4 might be in the area that they're coordinating with 5 to get meals. That's -- you know, that's certainly 6 a possibility. 7 But I think if schools get resistance, 8 then maybe there's something that we need to do. 9 But right now, we're making an assumption that APS 10 is saying no. But we don't know if anyone's asked 11 them. 12 COMMISSIONER INGHAM: Well, I do know that 13 one of the charter schools that's an APS charter 14 school contracts out, does not get their food 15 service from APS. 16 THE CHAIR: Commissioner Taylor. Then 17 Dr. Russell. Then Commissioner Carrillo. 18 COMMISSIONER TAYLOR: Okay. I was -- when 19 we were talking to Southwest Preparatory, and we 20 mentioned the fact that they might be able to 21 contract through the district, they seemed sort of 22 surprised that that was an option. So, I mean, we 23 at least need to make it known to the charters that 24 that would be a good resource or a good place to 25 maybe start; so...</p>	<p style="text-align: right;">97</p> <p>1 not take an action on this now. But some of the 2 things we discussed yesterday was clarifying our new 3 school application, as well, to make sure we do ask 4 specifically, "What is your plan for breakfast and 5 lunch programming?" 6 COMMISSIONER CARRILLO: And then also 7 what's their backup plan, because, like, for -- what 8 was it? Down at Explore-Las Cruces, I think it was 9 the Las Cruces Schools were not available for food 10 because of scheduling. 11 And I know that with Vista Grande, Taos 12 Schools would likely not be available, because they 13 keep a schedule that's much more aligned to Taos 14 Pueblo practices. So they'd need a backup for those 15 days. 16 THE CHAIR: All right. Any other 17 discussion or any motion that anyone wants to make? 18 I don't think we need to make any motion here, but I 19 just wanted to make sure we wanted to put that out. 20 Commissioner Manis. 21 COMMISSIONER MANIS: Well, I just wanted 22 to, I guess, clarify. The food service aspect is 23 already part of the application is what Julia had 24 mentioned? Okay. So... 25 THE CHAIR: It is, but it's not a</p>

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1 requirement.

2 COMMISSIONER MANIS: So I don't know --

3 THE CHAIR: It is now. But it wasn't -- I

4 mean, as of last year, it was not.

5 COMMISSIONER MANIS: Okay.

6 MS. JULIA BARNES: All I'm saying is they

7 need to report on it. And now they would need to

8 report on compliance.

9 So I don't know that the document needs to

10 be changed. Maybe, like, the description: "Please

11 identify the food service you're providing," or

12 something like that. But I think the application

13 already asks. And now the answer before maybe was

14 "No, we don't," but now they can't provide that

15 answer.

16 THE CHAIR: Commissioner Gipson.

17 COMMISSIONER GIPSON: So I think perhaps

18 someone needs to get eyes back on the new

19 application, because the new application may say "If

20 you are..."

21 THE CHAIR: That's what I --

22 COMMISSIONER GIPSON: Yeah. So the new

23 application has to take that "If you are" out and

24 there has to be, "How are you going to be

25 providing?" Same thing with transportation, after

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1 the first year.

2 COMMISSIONER CARRILLO: Then I think there

3 probably is an action item to be taken. That is --

4 maybe it doesn't have to be today. It can be in

5 December. We're going to need to know what these --

6 what their plan is for all of these schools.

7 They're going to have to report it.

8 We're going to ask them -- nothing is

9 simple, as we found out yesterday. So we're going

10 to have to ask them to report back to us by a

11 certain date what it is they're doing for food

12 service to be in compliance. And they should report

13 that, because now it's going to be contractual.

14 They need to be able to report that back to us by a

15 certain date in a certain manner, since we're going

16 to have that asked. Right, Julia?

17 MS. JULIA BARNES: Yeah. I think -- I

18 think that CSD can look at both of the applications.

19 And we can also look at the contract to just put the

20 direction to the school what they need to provide.

21 All I'm saying is it's already in there,

22 just what you're saying. And what's an acceptable

23 answer is what's changed. So I think we can look at

24 both of them the same. I just -- I'm more making

25 notes to -- for things for us to follow up than I

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1 see that you need to take an action. I think all of

2 these are really good conversations. I just don't

3 know that you need to do them -- a motion right now.

4 I think it's already --

5 THE CHAIR: I agree, Julia. I agree with

6 that, Commissioner Carrillo. I think it would be

7 great for us to breathe over this a little bit. You

8 know, July 1st, 2024, is when it's going to be --

9 when -- like, from what I understood from yesterday

10 is when it's going to be a requirement.

11 Again, this is the spirit versus, like,

12 what's right, in my opinion, what we should be

13 doing. But I think maybe let's -- let's -- I don't

14 think we should take an action now and then not get

15 a chance to hear from constituents, hear from our

16 schools. We put this record that this is something

17 we want to do with schools. This is going to give

18 some of our friends in the back of the galley

19 (verbatim) here a chance to connect with us and

20 their schools and tell us what we're not thinking

21 about with this, and for us to, you know, work

22 together to figure out a good solution.

23 Commissioner Manis.

24 COMMISSIONER MANIS: I didn't know what's

25 appropriate, if we have to make a motion to table

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1 this for the next meeting.

2 THE CHAIR: We don't have to take an

3 action, because it says "Discussion and Possible

4 Action," so we don't have to take any action.

5 COMMISSIONER MANIS: Okay. But will we

6 need to take action on this if we're changing the

7 language of the application for next month? I guess

8 that's where my -- where I'm not clear on.

9 THE CHAIR: I don't think we need to take

10 an action on that. Go ahead, Julia.

11 MS. JULIA BARNES: The new application,

12 you've already asked CSD to bring back that new

13 application. It's that second reading. I think you

14 could identify, just for the public, that you're

15 also looking at the language on food service.

16 And I -- I have it here kind of for CSD to

17 follow up on. So I think that that's coming in

18 front of you already. Contract negotiations are

19 coming in front of you already. And then the

20 renewal application, it's actually taken care of in

21 the contract. But I see Dr. Russell.

22 THE CHAIR: Dr. Russell.

23 DR. BRIGETTE RUSSELL: Chair Brauer, thank

24 you. That's what I was just going to ask about the

25 renewal application. If you would like schools to

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1 do this by renewal cohorts, you might want to look
 2 at the renewal application and add in, "If you are
 3 not currently providing food service, what is your
 4 plan for the next contract term?"
 5 THE CHAIR: Thank you for raising that.
 6 Yeah, a couple more, and then we're going to move
 7 on.
 8 Commissioner Ingham.
 9 COMMISSIONER INGHAM: Just a quick
 10 clarification. So we asked this school today what
 11 were they planning on doing. And I just wanted to
 12 make sure that that wasn't asking them a question
 13 that would throw them off, that they would be not
 14 ready for.
 15 We had to put the letter of questions that
 16 we would -- could possibly ask. I just want to make
 17 sure that that is a legitimate question to ask each
 18 school as they're here, because we won't have time
 19 to amend the application.
 20 THE CHAIR: I think it's a legitimate
 21 question to ask any school.
 22 COMMISSIONER INGHAM: Okay.
 23 COMMISSIONER GIPSON: We're not going to
 24 not renew them because they're not providing food
 25 now, because we had always said they didn't have to.

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1 So it's just a -- you know, an informational piece.
 2 And also I think just to get them thinking about it,
 3 yeah, that it's -- you know. Yeah.
 4 THE CHAIR: Commissioner Carrillo?
 5 COMMISSIONER CARRILLO: Just that I think
 6 it's reasonable to say -- to give some of the
 7 schools that are not renewing that are probably on
 8 that list a deadline of, like, May 1st. Let us know
 9 by May 1st, or let us know by April 1st what is your
 10 plan, because they should have something in place by
 11 then. Because July 1st, it's coming up. It'll come
 12 up really quickly for them.
 13 THE CHAIR: Yeah. I think we should
 14 really think through this. I think that's -- I
 15 enjoy that idea. I think that -- I think we need to
 16 talk with schools, talk more with the bureau that
 17 was here yesterday to -- and also to gauge, like,
 18 all schools ought to be working with that bureau, if
 19 July 1st is a date that everyone should have a
 20 school program, school lunch program, that our
 21 schools who don't have a school lunch program are
 22 not standing on their hands, but they're actually
 23 engaging on the funding that's available as well.
 24 So...
 25 COMMISSIONER CARRILLO: (Off mic.)

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1 THE CHAIR: Yeah. So I think we identify
 2 the schools. You know, we connect with them in a
 3 partnership way, and then we make sure that all of
 4 our schools are engaging with Director Chavez's team
 5 around how they are thinking about a school lunch
 6 program for next year.
 7 Any other questions?
 8 (No response.)
 9 THE CHAIR: All right. Let's move on to
 10 Item No. 9, Discussion and Possible Action on a PEC
 11 Legislative Agenda.
 12 Julia, did you want to give any update on
 13 that first? And then we'll move from there.
 14 MS. JULIA BARNES: I don't have much of an
 15 update. I just want to kind of clarify where I --
 16 how I think you've been approaching this, which is
 17 is there anything that PEC wants to do now -- and,
 18 increasingly, it's very, very late -- on the short
 19 session.
 20 But the second is that you have partner
 21 organizations that have presented some ideas. And
 22 when they're ready for you to see if you want to
 23 support those partner ideas, you can certainly look
 24 at that.
 25 I -- so I feel like there's not much that

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1 I point to right now.
 2 Some of the ideas have dealt with Matt's
 3 organization and -- and I think there might be
 4 others that you support later that I haven't seen
 5 them come up with, formally, exactly what they're
 6 going to do.
 7 If PEC is going to take actions on
 8 something that you want to do right now, that
 9 certainly needs to be discussed soon. And it's
 10 probably very late.
 11 THE CHAIR: And I think -- and correct me
 12 if I'm wrong -- this has to be something connected
 13 to appropriations, not during the 30-day, so it's
 14 not -- it's on the call for the Governor. So I'm
 15 not sure, Commissioner Carrillo, if what we just
 16 talked about in changing a word from "may" to
 17 "shall" is going to be on the call. I would think
 18 that probably is not a chance. That's probably
 19 something for next year. But I don't want to tear
 20 that down completely. But that's something that
 21 I --
 22 COMMISSIONER CARRILLO: It may not be --
 23 are you calling on me? It may not be on the call,
 24 but it doesn't mean it can't be on the call. We can
 25 suggest that something be heard, and, you know, it's

<p style="text-align: right;">106</p> <p>1 not. There's probably going to be 800 things they 2 want to put on there, knowing them.</p> <p>3 My concern is, you know, we've been 4 discussing things for a legislature agenda for some 5 time. But there's no Item 8 in our working 6 materials. In the future, it would be good to have, 7 "Okay. well, what are we looking at? What are the 8 things that all of us have said were super important 9 over the last six months to have on the legislative 10 agenda, and we don't have a list here on any of that 11 to be able to say we definitely want this or we 12 definitely want that?"</p> <p>13 Julia probably has a list, but we don't. 14 So in the future, maybe it would be a good idea to 15 have that list -- no, but it's not here as Item 8 -- 16 or Item 9; right? That's what I mean.</p> <p>17 MS. JULIA BARNES: And let me just get 18 clarification on what you want, because what I had 19 understood, particularly from the EC, is that what 20 you voted on for previous years, and, in particular, 21 because it wasn't the same group of ten 22 Commissioners, that that document is a historical 23 document and has been uploaded several times.</p> <p>24 There's not a new list that I -- that I 25 know to put on there. So there's not a document of</p>	<p style="text-align: right;">108</p> <p>1 agenda. There's nothing. We have zero things. 2 So I'm not sure what you're thinking is 3 missing, because we haven't ever agreed as a 4 Commission to put anything on the legislative agenda 5 for this year.</p> <p>6 Like, last year's we have in our meeting 7 materials from last year. But -- and that's, like, 8 the long document that had a whole bunch of stuff 9 that was voted on.</p> <p>10 But we don't have anything this year that 11 we have -- like, everything that we've discussed 12 month by month has just been discussion. There's 13 been nothing agreed to by the Commission.</p> <p>14 COMMISSIONER CARRILLO: Okay. That's 15 fine. I mean -- and maybe all we do basically is 16 support the work of PCSNM -- PCSNM.</p> <p>17 THE CHAIR: And I don't have the record in 18 front of me. I'm not going to ask Cindy to read it 19 back to me. But I think in the last couple of 20 months, we've talked about that. Since it is a 21 short session, we've talked about Commissioner 22 Ingham's point around facilities support, that this 23 is more on a partnership standpoint for us to 24 support publicly and work together with other 25 groups.</p>
<p style="text-align: right;">107</p> <p>1 things over the last six months, that I know of, 2 that you want to do.</p> <p>3 So -- so the direction from the EC was the 4 past is past, and last year's vote was last year's 5 vote, and I can move that document over again. But 6 there's not a -- I guess that's what I was trying to 7 say. There's not a new list that I know of.</p> <p>8 COMMISSIONER CARRILLO: Okay. I'm saying 9 that it was -- seemed to be -- maybe I'm the only 10 one that feels this way -- probably not -- it's like 11 in class, when you raise your hand and there's other 12 people that have that same question, but they don't 13 want to raise hair hand -- like right at this moment 14 in time, for me, it would be helpful to take a look 15 at a list of those things that we wanted to have on 16 a legislative agenda, whether it's the short list -- 17 whether it's the short session or the longer session 18 for the next year, but to be able to see it as part 19 of our working material.</p> <p>20 But I imagine there was very few items 21 right now, because it is a short session. Am I 22 saying that like five times too fast?</p> <p>23 THE CHAIR: Vice Chair Burt.</p> <p>24 VICE CHAIR BURT: I mean, we haven't voted 25 on anything as a Commission to put on a legislative</p>	<p style="text-align: right;">109</p> <p>1 Any other discussion -- any other thing on 2 this item?</p> <p>3 Commissioner Ingham, go ahead.</p> <p>4 COMMISSIONER INGHAM: Again, 5 clarification. We don't need to do anything as far 6 as support. Do we need to enable or specifically 7 endorse something that they're going to try to get 8 into the legislative agenda?</p> <p>9 THE CHAIR: Not at this time, we do not 10 need to. Now, if we hear something, and we want to 11 do that, yes, we would have to take a vote on that, 12 I think.</p> <p>13 COMMISSIONER GIPSON: Traditionally, Matt 14 comes to us in November-December-ish when they've 15 got their agenda set, and he outlines for us what 16 their legislative intent is. And then there's a 17 decision -- when we know that something is real and 18 tangible. And that's when a decision is made as to 19 whether this is something that we're going to 20 support. Because it's not just the lofty idea. 21 There's a reality to it that we are going to and 22 we've got sponsors for a bill.</p> <p>23 And then the Commission will say, "Yes, 24 that's something we support," or, "No, we're not" -- 25 if an individual Commissioner wants to go talk,</p>

<p style="text-align: right;">110</p> <p>1 you're always open to. But it's not something that 2 the whole Commission is going to take a stand on. 3 So we're just a little too early for that 4 at this moment in time. 5 And then I know it's a short session. And 6 then, you know, sometimes bills get dropped that you 7 don't know. And then we have to -- we deal with 8 that, sometimes through a -- we've had to call a 9 special session -- a special meeting because of 10 something that was dropped and kind of late, and we 11 needed to talk about it, because our meeting would 12 be too late. 13 THE CHAIR: Commissioner Carrillo. 14 COMMISSIONER CARRILLO: Okay. So I'm not 15 happy, totally, with this. Am I the only one that 16 wants to have a may/shall thing on the food issue in 17 the next session, if we're able to? Why let another 18 go by? Why would the Legislature not tell 19 Gallup-McKinley and different -- I always refer to 20 them, but I'm sure there's others -- why not have 21 the Legislature make it definitive, because they do 22 have -- these schools do have to be serving by 23 July 1st? Am I the only -- I would propose -- let 24 me put it that way. 25 I would propose that the PEC support</p>	<p style="text-align: right;">112</p> <p>1 great idea. There's nothing wrong with it. But is 2 it ultimately, like, going to happen? And, like, 3 I'm not going to put my name into, like, be the 4 person to go do it, because I don't think it's going 5 to get onto the call. 6 But if someone else is, I would support 7 someone else on the Commission doing the work to try 8 to get the word changed. But that's where I think 9 the difference is of, like, we need to support it, 10 sure. But that's not going to work, the support. 11 We have to, like, actually do it. 12 THE CHAIR: This is not a new idea, 13 either. This is something that I remember talking 14 about in 2019. I think that it's been -- it's been 15 something that's come up quite a bit. I think 16 that -- and it's not to say it's not an important 17 thing, it's not an important fight. 18 One thing for me, for us to take an action 19 on this now, we haven't talked to any of our schools 20 or constituents. I just feel -- maybe I might be in 21 the minority on that. I'd like to talk to people 22 before we take actions. 23 If we're going to do this and go find a 24 unicorn legislator that's going to help us do this 25 before we even talk to a single one of our schools,</p>
<p style="text-align: right;">111</p> <p>1 changing those words so that districts feel more 2 compelled to be partners in feeding our children. 3 THE CHAIR: Commissioner Burt? 4 VICE CHAIR BURT: I -- I mean, I -- I 5 understand, and I actually agree with you, Steve. I 6 think the thing that is the difference right now is 7 it's not that we support it, like, someone would 8 need to actively go engage and actually push it. 9 There's no -- there's nobody to support doing this. 10 Like, we would actually have to be the conduits to 11 do it. 12 And so I'm open to it if someone is going 13 to do the work of go finding a legislator at this 14 point in time and getting a bill -- getting it done 15 through Legislative Services with, like, getting 16 that change made, and, like, working with the -- 17 like, finding a sponsor, working with a sponsor to 18 actually do it. 19 So I think it's not -- I agree with you 20 that, yeah, great. But I think this is where we -- 21 we didn't do the longer-term vision last year of we 22 said, "Oh, yeah, we want to do these things," but 23 then nobody actually was assigned and committed to 24 doing them. 25 So that's where I'm at is, like, sure,</p>	<p style="text-align: right;">113</p> <p>1 or, you know, to the larger advocacy group that may 2 have different opinions on some of the things that 3 we talked about -- I think that we can do it. I'm 4 not going to hold you back from making a motion. I 5 just don't know if it's something that's 6 performative or something that's actionable. 7 COMMISSIONER CARRILLO: I have my hand up. 8 THE CHAIR: Commissioner Carrillo. Then 9 Commissioner Gipson. 10 COMMISSIONER CARRILLO: And Commissioner 11 Carrillo wants to get some input from Mr. Pahl since 12 he happens to be here, because I'd be curious as to 13 what PCSNM thinks about this. I don't think it's 14 necessary to go to schools at all. What are they 15 going to do? Say, "No, we don't want somebody to 16 help us with our food service?" 17 THE CHAIR: I think it's important, 18 Commissioner Carrillo, to talk to the number one 19 constituency that's impacted -- 20 COMMISSIONER CARRILLO: I understand that. 21 I wasn't finished. I don't think anyone would say 22 no. I think it just creates another hurdle in 23 having to talk to either 15 or 58 schools on 24 something that would be -- again, maybe I'm 25 completely off base -- that would be so simple.</p>

<p style="text-align: right;">114</p> <p>1 Yeah, we'd like to have Gallup-McKinley. 2 We'd like to partner with them to be able to help 3 feed our kids. We don't have to call the four 4 schools that are in Gallup-McKinley County to be 5 able to see that. 6 But if I'm totally out to lunch on this, 7 fine. But if there's no way to find somebody in the 8 Senate or somebody in the House to say, "That's a 9 good idea," yeah. It's a long shot, but, yeah, this 10 has to be done by July 1st, so why don't we jump on 11 this? 12 THE CHAIR: Commissioner Carrillo, I don't 13 disagree with you that there's going to be a lot of 14 people who say no to this, okay? I do think that -- 15 COMMISSIONER CARRILLO: That's not what I 16 said. I said there won't be a lot of people that 17 say -- 18 THE CHAIR: That's what I said. I don't 19 think that there's going to be a lot of people that 20 are going to say no. I think that having somebody 21 say yes and also show up at the Roundhouse and say, 22 "We want this, ride or die," is different. And we 23 haven't organized a single soul around this yet. 24 And if we really care about it, we have to 25 organize and keep people going. And the biggest</p>	<p style="text-align: right;">116</p> <p>1 underestimating the opposition on something like 2 this. 3 It is -- I'll just end it there. 4 So, you know, we're making a lot of 5 decisions around school lunch over the last 6 26 hours -- actually, the last -- so I'd -- I'd 7 support this commentary about wading in a little 8 more carefully and discussing it with those 9 potential opposition groups as well. So... 10 COMMISSIONER CARRILLO: (Off mic). 11 MR. MATT PAHL: (Indicates.) 12 THE CHAIR: Go ahead, Julia. 13 MS. JULIA BARNES: Matt, do you know 14 the -- I was just pulling up SB 4 from last year. 15 Do you know? Does it -- it looks like there might 16 already be some language in here. But I'm just 17 pulling it for the first time. I don't know if you 18 know the bill well. Maybe you don't. 19 MR. MATT PAHL: The interpretation, as it 20 was going through the Legislature, because of that 21 initial language that said, "For" -- and I don't 22 have it up in front of me, so I won't make as sound 23 a comment, but as it was going through -- because 24 charter schools that were virtual were very 25 concerned about mandating school lunch, there's some</p>
<p style="text-align: right;">115</p> <p>1 constituent that we work with are the schools. 2 Matt, do you want to weigh in on this? 3 Sorry, Commissioner Gipson. I forgot. 4 COMMISSIONER GIPSON: I'll put myself out 5 there. I'm willing to make a couple of calls to see 6 if there's a willing sponsor. There may be. We 7 come back in December and see again if it's a 8 possibility. 9 I think it's a tough -- you know, I think 10 it's a tough -- it might be a stretch with the call, 11 because it's food services. And, you know, some 12 things around that, I think we might be able to do 13 it. I don't think it's -- I don't think it would be 14 that hard in some cases to get someone to say, 15 "That's a really swell idea." 16 True, some districts might be a little 17 leery about it. But I'm willing to make a couple of 18 calls, just casual calls to see if there's any 19 appetite for it. 20 COMMISSIONER CARRILLO: And I would as 21 well. 22 THE CHAIR: Matt? 23 MR. MATT PAHL: We respond to our members 24 on what we do for the Legislative Session. 25 I'll just say you're classically</p>	<p style="text-align: right;">117</p> <p>1 prefacing language in one of the initial paragraphs 2 that says, "For schools that operate a federal 3 school lunch program." 4 So, essentially, if you don't, then these 5 requirements don't adhere to you. And that's what 6 the analysis from the legislative offices had said. 7 And so while I think, you know, the 8 concern where we were looking to clear that up was 9 with the virtual schools, it would also apply to 10 schools that are not providing a lunch program right 11 now. 12 So as we were going through the session -- 13 now, New Mexico doesn't have legislative intent 14 documented, you know, like, these words take on a 15 life of their own after the fact. But it was a very 16 big initial concern. And the sponsor of the bill is 17 someone who has done work with charters in the past, 18 and so we brought this to him. We brought this to 19 legislative staff. And that was kind of the wording 20 that people were leaning on to say, "Yeah, if they 21 don't have the program now, these requirements don't 22 apply." 23 So I haven't looked at that in a long 24 time. But that's -- that's kind of what the 25 narrative in the building was around it.</p>

<p style="text-align: right;">118</p> <p>1 COMMISSIONER GIPSON: But, Matt, 2 yesterday, when the Student Success people were 3 here, they said -- and, you know, there is that 4 language. In one part, it says, you know, "Everyone 5 but BIE and private." And then in the next section 6 it's -- it's a "may." 7 So it's, like, we're -- you know. But 8 they said yesterday that every school is going to 9 have to -- July 1. Because we've got 15 that, to 10 our knowledge, if they provide some kind of food, no 11 one -- they're not in any program. But they said as 12 of July 1, they're going to have to provide. 13 So that's -- that's where the -- you know, 14 the disconnect. And I fully understand the politics 15 of the wording of, you know, why -- why things get 16 done the way they get done. 17 But then it's to everyone else to try to 18 figure out, "Well, what is it really going to mean?" 19 So, you know, I'm concerned, because 20 they're saying now -- 21 MR. MATT PAHL: Yeah. 22 COMMISSIONER GIPSON: -- everyone, I'm 23 assuming, besides the virtual schools -- but I'm 24 assuming that. But -- so maybe we've got actually 25 13, because the two virtual schools are probably</p>	<p style="text-align: right;">120</p> <p>1 But the school does need to inform School 2 Budget Bureau in the spring with their 910B5 form if 3 they're going to serve a different grade span than 4 indicated in the initial application, because CSD 5 informed School Budget based on the application and 6 the approval. 7 The issue is with S.T.A.R.S. and Nova 8 reporting, because grade level -- well, there are 9 several issues. It's with funding. It's with 10 reporting of grade levels for 40-day. 11 The only action needed now is for the 12 school to complete a reorganization form. The PED 13 Director of Finance and Operations, Antonio Ortiz, 14 sent the school a letter yesterday attaching that 15 form requesting that the school complete it at the 16 earliest date possible. 17 THE CHAIR: Thank you. 18 Any questions from the Commission? 19 (No response.) 20 DR. BRIGETTE RUSSELL: Second item on the 21 report is the La Tierra Montessori closure update. 22 All students have been enrolled in other 23 schools. School files have been sent to all of the 24 transferring schools. Most of the school's assets 25 have already been transferred to other schools with</p>
<p style="text-align: right;">119</p> <p>1 part of that 15 that aren't providing food. So we 2 probably have 13 schools that aren't providing food. 3 MR. MATT PAHL: I don't think that -- that 4 information would be new to me as of yesterday. And 5 I don't think that information has been conveyed to 6 schools yet who don't provide that. So pretty -- 7 pretty new information there; so... 8 THE CHAIR: Thank you. Any other 9 comments? So more work to do on this. More work to 10 do on it. 11 Julia just said that she put SB 4 onto the 12 drive. That was passed last year. 13 All right. Let's move into item No. 10. 14 Dr. Russell, the floor is yours. 15 DR. BRIGETTE RUSSELL: Thank you, Chair 16 Brauer and Commissioners. 17 First item in the Director's Report is 18 Explore-Rio Rancho, the grade level phase-in issue. 19 The initial plan in Explore-Rio Rancho's 20 initial application was to serve K through 2 and 21 grade 6 this school year. But the school opened 22 with grades K through 6. 23 There is no issue at all with grades -- 24 grade levels not being authorized. The school is 25 authorized to serve K-12.</p>	<p style="text-align: right;">121</p> <p>1 Montessori-specific equipment going to the 2 Montessori charter schools. 3 Schools from all over the state have come 4 and collected supplies and equipment, furniture, and 5 an entire library of books, kitchen equipment, and 6 other items. 7 The State Auditor's Office was informed. 8 We were told, though, that with no assets worth 9 \$5,000 individually, that the State Auditor didn't 10 need anything else than just being informed. 11 All staff verifications of employment are 12 secure. 13 A few La Tierra Montessori staff members 14 are still looking for employment and collecting 15 unemployment. Most are employed elsewhere now. And 16 all physical paper documents from the school have 17 been transferred to a vendor to be scanned and 18 indexed for record-keeping. 19 THE CHAIR: Commissioner Carrillo. 20 COMMISSIONER CARRILLO: Wasn't there -- 21 excuse me -- at some point, some question about just 22 the way money was mishandled? Or it might have been 23 inappropriately siphoned off? Is there anything 24 happening with any of that? 25 DR. BRIGETTE RUSSELL: I do not have</p>

<p style="text-align: right;">122</p> <p>1 information to report to the Commission today. I 2 will check with Director Chavez. I had not been 3 informed of --</p> <p>4 COMMISSIONER CARRILLO: Okay. Thanks.</p> <p>5 THE CHAIR: Is the information, the 6 updates, is that uploaded anywhere that we could 7 see?</p> <p>8 DR. BRIGETTE RUSSELL: It is not in 9 writing. If you would like, we can put it in 10 writing and add it to the Google Drive and upload it 11 to the website. But...</p> <p>12 THE CHAIR: Isn't there, like, a -- isn't 13 there -- would it be on just, like, the closure 14 documents that you all created? Or no? Sorry. You 15 know, the matrix that we had, the --</p> <p>16 DR. BRIGETTE RUSSELL: I do. I do know. 17 No. The updates that Director Chavez provided to me 18 were not on that document. They were just in an 19 e-mail to me. And -- but I can probably -- not 20 before you adjourn, but I can try. Would you like 21 me to see if I could?</p> <p>22 THE CHAIR: I was just curious if that was 23 something we could have as a follow-up. 24 Commissioner Gipson. 25 COMMISSIONER GIPSON: I would like to say</p>	<p style="text-align: right;">124</p> <p>1 Hi, everybody. So it was great to spend 2 time with some of you at the conference and get to 3 know you better and learn with you, and with our CSD 4 teammates.</p> <p>5 I thought some -- I thought it was 6 fascinating and really helpful to learn what other 7 authorizers are doing around the country.</p> <p>8 I like what one of the presenters said. 9 He said, "This work is messy. We're all kind of 10 still trying to figure stuff out, and it's always 11 changing. We don't have it all figured out." 12 And I found that reassuring, and, you 13 know, I appreciated his humility in saying that. So 14 I don't want to go into too much detail, but 15 definitely got a lot out of the conference.</p> <p>16 Some highlights: The A Game, like Naomi's 17 team, their presentation on looking at both 18 qualitative and quantitative data when evaluating 19 schools. I thought that was really insightful and 20 important.</p> <p>21 Another presenter talked about the data 22 system that they're using to organize all their 23 authorizing stuff. I was, like, oh, wow, because we 24 have that in the works, I think. 25 There was one that really struck me about</p>
<p style="text-align: right;">123</p> <p>1 I talked with Stan from Montessori Middle, 2 Elementary and Middle, from Albuquerque that was up 3 last month and how thrilled he was with all of the 4 Montessori materials. And he remarked on how so few 5 of them had even been opened.</p> <p>6 He said you cannot believe the cost that 7 it was saving them. He said those materials are -- 8 and he said they hadn't even been touched. So he 9 was, like, you know, in Seventh Heaven with the 10 materials that they were able -- so I am very happy 11 that those materials are going to be used, because 12 that's always the concern when we're closing 13 schools, that schools don't get the access to them.</p> <p>14 So he was very happy.</p> <p>15 DR. BRIGETTE RUSSELL: Other questions 16 about La Tierra Montessori? 17 (No response.) 18 DR. BRIGETTE RUSSELL: Final item in the 19 Director's report is report from CSD staff who 20 attended the NACSA conference. And we have Cheryl 21 Rowe who attended. The other two attendees from 22 CSD, Director Chavez and Lucy Valenzuela, are 23 unavailable today. 24 MS. CHERYL ROWE: Okay. Can you hear me? 25 Yeah.</p>	<p style="text-align: right;">125</p> <p>1 English Language Learning oversight. So there was a 2 group that had a portfolio of charter schools that 3 were struggling with EL support. And we know that a 4 lot of schools struggle with this. How do we get 5 enough support and the right kind of support to 6 English Language Learners?</p> <p>7 They came up with this idea to offer -- 8 you know, they're piloting this program for the 9 schools. They made it completely voluntary. They 10 hired some EL experts and asked if their schools 11 wanted to participate in this PD opportunity and 12 bring it to their schools.</p> <p>13 And even though it was completely 14 voluntary, all the schools in their portfolio 15 participated and got a lot out of it. And they 16 talked about having a more relationship model with 17 their charter schools, so that, you know, the 18 charter schools don't just hear from them when 19 something is wrong or it's time for an annual visit 20 or it's time for a renewal or something like that.</p> <p>21 So, anyway, the stuff that they were 22 doing, I felt that you could apply to any issue that 23 schools might be broadly having. 24 So -- and then they talked in another 25 session about broadening the commitment of</p>

<p style="text-align: right;">126</p> <p>1 authorizers, like actually reaching out to 2 authorizers of districts and introducing their 3 performance frameworks and authorizing practices. 4 That's been an interesting issue that we've kind of 5 discussed lately with having a couple of schools 6 apply with us from other districts. 7 So, anyway, like I said, I don't want to 8 go into too much detail. But certainly got a lot 9 out of it, a lot of good take-aways. And being 10 newer to this kind of work, it was hugely helpful 11 and educational for me. 12 Thank you. 13 THE CHAIR: Thank you. 14 DR. BRIGETTE RUSSELL: If there are no 15 questions from the Commission, that concludes the 16 Director's Report. 17 THE CHAIR: Thank you, Dr. Russell. Thank 18 you CSD for all that you do, and especially in 19 preparation for next month. We really appreciate 20 the work that all of you put in in supporting us. 21 Item No. 11, report from the Chair. We do 22 have discussion and questions as well on this. 23 Item a., "Report on new or updated school 24 issues." I don't have any this month. I don't have 25 any issues of any sort.</p>	<p style="text-align: right;">128</p> <p>1 the Charter School Program Grant, \$52 million, lots 2 of money. 3 And through our quick little presentation, 4 it's a very high-level overview, but we are open for 5 questions at the end of the presentation. 6 We'll go through some introductions, the 7 grant objectives, the available funds that we have, 8 how we're breaking down the sub-grants, which 9 schools will be eligible, the general timeline, and 10 the implications for authorizers. 11 And after yesterday's extensive discussion 12 about replication schools, this is going to be good. 13 Next slide, please. 14 So for our CSP personnel, we are a staff 15 at PCSNM of 3.5 people. Of those 3.5, we'll be 16 managing the grant. However, we do have two 17 positions we've opened up to assist us with this. 18 They are posted, and we have received some resumes 19 and we're going to start some interviews in 20 December. 21 So we are going to hire a grant manager 22 and a fiscal coordinator. So right now, both Matt 23 and I are serving double-duty doing the grant 24 management work. And it's a lot of information. 25 But that's what we're doing right now.</p>
<p style="text-align: right;">127</p> <p>1 I wanted to provide space for Public 2 Charter Schools of New Mexico, Matt and Valery, to 3 provide us their report, and then provide us a 4 presentation specifically on the CSP grant. 5 I think the floor is yours. 6 MR. MATT PAHL: Thanks, Mr. Chair. 7 MS. VALERY RATLIFF-PARKER: Hello, 8 everybody, again. It was a late light last night, 9 Chair Brauer. You made me sound really mean last 10 night, though, that I came up here and demanded a 11 rubric. I'm a lot nicer than that. 12 MR. MATT PAHL: We have a few slides that 13 we'll send out -- oh, we have a few slides that 14 we'll send out. And, Missy, if we can get those 15 cued up -- thank you for your help on that -- just 16 to walk us through the CSP grant. And then we'll 17 speak to school lunch, site visit protocol -- we had 18 some thoughts there -- and then legislative session 19 in general, if that's all right. And we'll try and 20 do this quick and let your questions extend it to 21 the extent you feel appropriate. 22 So I'll hand it over to Valery to walk us 23 through. And, Valery, you might -- yeah. I'll -- 24 MS. VALERY RATLIFF-PARKER: Thank you. 25 We're very excited to have received and been awarded</p>	<p style="text-align: right;">129</p> <p>1 Next slide, please. 2 Our grant objectives. So this slide is 3 pretty important. So our three objectives for the 4 grant are to expand access to high-quality public 5 school seats across New Mexico. And we're going to 6 award 28 sub-grants to new, expanding, and 7 replicating schools. And we have a breakdown in the 8 slides as to how many, during which years. 9 Our second objective is improving learning 10 outcomes for high-need students. 11 And our third objective is to strengthen 12 the overall sustainability of New Mexico's charter 13 sector. 14 Thank you. 15 Our available funds. We have \$47,500,000 16 that will be funded. There's the breakdown of Years 17 1, 2, 3, 4, and 5. 18 And this slide is the one that I would 19 like you to take a look at just for a second that 20 you can see what our goals are. 21 In the five-year project -- because this 22 really does directly impact you-all as these 23 applications come in for new, expanding, and 24 replicating schools. 25 MR. MATT PAHL: Just a comment on the</p>

<p style="text-align: right;">130</p> <p>1 awards is the awards will support schools for three 2 years. And so these new schools -- we haven't had 3 that pipeline right now. But if they're in these 4 first three years of operation and have needs that 5 can help them get going, they would still -- a 6 school that was approved last year would still be 7 eligible for a new grant right now.</p> <p>8 So, you know, it's pretty robust. But if 9 you think of it that way, it does expand the pool a 10 little bit.</p> <p>11 One important thing that we changed 12 regarding the grants -- so in the past iterations of 13 CSP, the grants were kept at a million and a half 14 dollars. And this year they were capped at 15 \$2 million. We changed one important piece of how 16 we allocate funds. And it's solely based on need.</p> <p>17 In the past -- and this application was 18 filled out before anybody at CSD was there, and we 19 had done it the previous five-year grant -- we did 20 it on a per-student basis. So every student that 21 was added, I think it was something -- however many 22 thousands of dollars.</p> <p>23 We're not doing that anymore. We're just 24 basing it off the need of the school. So that means 25 for our smaller rural schools that are interested in</p>	<p style="text-align: right;">132</p> <p>1 expansion?</p> <p>2 MR. MATT PAHL: An expansion is a current 3 school that's looking to serve more students. And 4 expansion -- one question we have for our federal 5 partners right now is there aren't many, but there 6 are some schools that have a cap that's higher than 7 what their building provides for.</p> <p>8 Yeah. We're hopeful that -- that they 9 don't need an enrollment cap increase to prove that 10 they're an expanding school. We believe our read of 11 it is schools like that that -- you know, that can't 12 add the students now, and if they have the grant, 13 they'll be able to, regardless of that cap switch, 14 that they'll be eligible for expansion.</p> <p>15 And if not, we'll come to you for some 16 potential solutions on how we can help them become 17 eligible via the grant, and just serve out the 18 purpose that this -- that the grant is meant to 19 deliver on.</p> <p>20 MS. VALERY RATLIFF-PARKER: Next slide 21 please.</p> <p>22 The eligible applicants. And this is all 23 federally -- a lot of federal definitions. The new 24 schools that are eligible to apply for the NM CSP 25 grant: That they've applied to an authorizing</p>
<p style="text-align: right;">131</p> <p>1 expanding, you know, we have some schools' pre-K 2 program adding 50 students is increasing the student 3 population by 50 percent. And so we didn't want to 4 restrict the amount of dollars, because it just 5 didn't turn into meaningful dollars for those that 6 are interested in smaller increases in size.</p> <p>7 So you could see this here.</p> <p>8 The other thing I'll just note on the 9 replication discussion, because this now has some 10 precedent in other states, for us, as you think 11 about the grant -- I know you're all making your own 12 decisions about replication and what that means and 13 some of the criteria there -- replication, in terms 14 of the CSP grant, will be an additional school site 15 in the same school district.</p> <p>16 An education model that's applying via the 17 new application process, I know there are folks here 18 from Explore -- they've done that a couple of 19 times -- they would be considered a new grantee. So 20 that differentiation, which I think is pretty -- I 21 think that'll make sense to you-all, but I just 22 wanted to make sure I covered that.</p> <p>23 MS. VALERY RATLIFF-PARKER: And if you 24 notice, there are only two for the five years. 25 MS. JULIA BARNES: Matt, what's an</p>	<p style="text-align: right;">133</p> <p>1 public chartering authority to operate the charter 2 school, and they've provided adequate and timely 3 notice to that authority.</p> <p>4 And that's directly out of the federal 5 language.</p> <p>6 MR. MATT PAHL: One additional item on the 7 new schools is we do have something of an expedited 8 application process for the grants, for new schools 9 that were authorized by the PEC.</p> <p>10 Our local authorizers just really haven't 11 had enough practice, and so we're not sure that 12 their processes are tight enough. So just know that 13 that's a recognition of the good work you have done.</p> <p>14 I think I'll just say that the schools 15 that have started in the last five years, their 16 level of preparedness and execution in year one, it 17 just looks -- they are more prepared.</p> <p>18 The application process is rigorous. And 19 so that's -- that's kudos to you-all, and we 20 incorporated that into the grant.</p> <p>21 So there will be a little extra work for 22 those that are locally authorized, to the extent 23 that that happens over the next five years.</p> <p>24 MS. VALERY RATLIFF-PARKER: And on the 25 next slide, it does have the definition of expanding</p>

<p style="text-align: right;">134</p> <p>1 and replicating schools.</p> <p>2 So the eligible applicants, if you see</p> <p>3 the -- it's pretty rigorous. And, again, these are</p> <p>4 based off of the federal guidelines.</p> <p>5 And all we did was plug in the New Mexico</p> <p>6 Vistas, because that's our state designation. So</p> <p>7 they have either scored in the 50th percentile or</p> <p>8 higher in New Mexico Vistas, which is our state</p> <p>9 scoring mechanism. And, B, they've outperformed the</p> <p>10 district of location's academic growth in reading</p> <p>11 and mathematics.</p> <p>12 And we're definitely looking at the</p> <p>13 academic performance, or, if authorized by our two</p> <p>14 largest authorizers, or any other local authorizer,</p> <p>15 receiving a rating of Meet or Exceeds on academic</p> <p>16 performance indicators.</p> <p>17 MR. MATT PAHL: So that, we're really</p> <p>18 contemplating that Option 3 and Option 2 on your</p> <p>19 academic indicators. And there's a lot of weight</p> <p>20 and consequence on how that's handled, with the</p> <p>21 Commission, particularly, for dropout reengagement</p> <p>22 schools.</p> <p>23 The grant competition really relied on</p> <p>24 this high-quality indicator of which we know that</p> <p>25 our dropout reengagement schools have a hard time</p>	<p style="text-align: right;">136</p> <p>1 different timeline, and they're on their own</p> <p>2 timeline. So we submit a lot of things. They have</p> <p>3 to approve it.</p> <p>4 Right now we're working on our RFA; that</p> <p>5 has to be approved. Our budget was approved, so</p> <p>6 that's great. As you can see the timeline, the</p> <p>7 applicants will be awarded and announced in August</p> <p>8 of 2024, which is the date -- that's all they care</p> <p>9 about.</p> <p>10 And the implications for the authorizers,</p> <p>11 you-all as well as the locally authorized, on the</p> <p>12 next slide.</p> <p>13 COMMISSIONER GIPSON: Can I just ask? So</p> <p>14 if I'm a new -- if I'm anticipating putting in an</p> <p>15 application for a new charter school, an NOI in</p> <p>16 January, I would have to submit an application to</p> <p>17 you by March?</p> <p>18 MR. MATT PAHL: We -- Mr. Chair and</p> <p>19 Commissioner Gipson, we're working with our federal</p> <p>20 partners to adjust the timeline for those new</p> <p>21 schools to make sure it's capturing their planning</p> <p>22 year.</p> <p>23 I think when we had -- when we had written</p> <p>24 it into the application, I think we -- we just need</p> <p>25 to check in with them. I mean, our assumption is,</p>
<p style="text-align: right;">135</p> <p>1 meeting those traditional metrics.</p> <p>2 Option C here is really the one that we</p> <p>3 rely on that exchange between you and those schools</p> <p>4 to result in something that's rigorous, but also a</p> <p>5 bar that they can pass.</p> <p>6 MS. VALERY RATLIFF-PARKER: Thank you. We</p> <p>7 can move on to the next slide.</p> <p>8 The definitions. Ms. Barnes had asked</p> <p>9 what the definition for expand, or what does it mean</p> <p>10 to expand. So this is the federal definition for</p> <p>11 expanding. But like Matt had said, again, with</p> <p>12 those schools that may not have the facilities, just</p> <p>13 expanding, we'll consider those as well.</p> <p>14 And the replication definition, in</p> <p>15 listening to the conversation yesterday, I'm, like,</p> <p>16 yeah, that's very similar to what's on the federal</p> <p>17 definition for replication.</p> <p>18 Next slide, please.</p> <p>19 Our general timeline, which is the</p> <p>20 question that we've been receiving the most from the</p> <p>21 schools, like, "Okay, when can I get my money?"</p> <p>22 And, "When are you guys going to start dishing out</p> <p>23 the dollars?"</p> <p>24 It takes a little bit, because we have to</p> <p>25 get a lot of things approved by the feds, which is a</p>	<p style="text-align: right;">137</p> <p>1 is like you essentially are kind of like axing a</p> <p>2 significant portion of this process because you were</p> <p>3 authorized by the PEC. But we need to work with</p> <p>4 them on articulating a separate timeline.</p> <p>5 They're not going to -- they want to make</p> <p>6 sure it's as rigorous as we said it would be. And</p> <p>7 so there will be some back and forth there, but</p> <p>8 we'll begin working with them.</p> <p>9 So they -- really, they should be eligible</p> <p>10 right after they're approved, and we work to get the</p> <p>11 money out, similar to how the grant was run in the</p> <p>12 past.</p> <p>13 COMMISSIONER GIPSON: When would they have</p> <p>14 to submit the actual application to you for that</p> <p>15 grant money?</p> <p>16 MR. MATT PAHL: It's similar to the past.</p> <p>17 Their charter school application is the application.</p> <p>18 COMMISSIONER GIPSON: Oh, got you. Okay.</p> <p>19 MR. MATT PAHL: You know, the rest -- we</p> <p>20 might do an additional capacity interview, but,</p> <p>21 again, that's part of the application.</p> <p>22 So our hope is that we're not adding much</p> <p>23 administrative burden on them. But it would be on a</p> <p>24 separate timeline. We just can't say for sure what</p> <p>25 it is, because we're currently working with them.</p>

<p style="text-align: right;">138</p> <p>1 COMMISSIONER GIPSON: Okay. So it would 2 be best to tell new applicants to just keep in touch 3 with you folks. 4 MR. MATT PAHL: Just -- yeah. Yeah. 5 We'll be -- yeah. 6 COMMISSIONER GIPSON: Because there's 7 fear, though. Did I miss something, and now I'm 8 going to miss out on the money, you know. 9 MR. MATT PAHL: I think -- and I 10 appreciate this question, Mr. Chair, and 11 Commissioner Gipson. It really -- I think their 12 only focus should be getting through your process. 13 We have all the incentive in the world to follow 14 them afterwards and support them, and we want to do 15 that so they can expect us to find them. 16 THE CHAIR: Matt, real quick. And then 17 the money would be -- they would start to draw down 18 the funding in August? Like, I know sometimes the 19 money, it's a reimbursement process. Or would it 20 be -- would it start in October? I know sometimes, 21 given the fiscal year, sometimes that's when money 22 starts flowing. But a lot of times if you get the 23 award letter, you can draw back all the way to 24 August whenever you were awarded. 25 I just was curious how that would work.</p>	<p style="text-align: right;">140</p> <p>1 we approve or not in July? July; right? Everything 2 is a blur sometimes with what we do, all the dates. 3 They could conceivably -- because they're applying 4 for the grant as well, a school that's starting 5 their Implementation Year this next year could get 6 their funds -- 7 MR. MATT PAHL: That's the idea. 8 COMMISSIONER CARRILLO: Okay. Great. 9 MR. MATT PAHL: We can only say 10 conceivably. 11 COMMISSIONER CARRILLO: Conceivably. I 12 saw there were two schools for Year One. So I just 13 wanted to make sure. Thank you. 14 THE CHAIR: Commissioner Gipson? 15 COMMISSIONER GIPSON: I wanted that 16 clarified to make sure that -- they hire head 17 administrators, in particular, for that 18 Implementation Year, and that's really critical, so 19 that they still -- they still need to get that Board 20 of Finance designation in order for them to receive 21 the money. So -- okay. 22 THE CHAIR: I'll say -- I'm thinking about 23 the cash advance process that one of our schools was 24 working on in 2020. But is that something that 25 you-all are able to do? Or is that something that's</p>
<p style="text-align: right;">139</p> <p>1 They start the school in August and wanting to hire 2 people with the promise that they could potentially 3 use that funding to support FTEs especially. 4 MR. MATT PAHL: Our intention is they get 5 to go right away as soon as they get an award 6 letter. If you think about that federal budget 7 cycle that starts on October 1, our Year One 8 grantees are in August. So they're at the very end 9 of the federal fiscal year. 10 So that's \$7 million, we need to commit 11 that this fiscal year. So they should have access, 12 all I can say, is very quickly, because, you know, I 13 think we -- our internal processes will be rigorous 14 and appropriate, but also pretty fast. 15 But there's also the federal side of this 16 that we haven't dealt with before. One thing we're 17 just learning is the PED just has infrastructure for 18 federal grants that we're currently building right 19 now. But I can't commit to, yep, right away in 20 August. But it will as soon as possible, and we 21 will not have to wait until October. 22 THE CHAIR: Commissioner Carrillo. And 23 then Commissioner Gipson. 24 COMMISSIONER CARRILLO: Correct me if I'm 25 wrong. Somebody put in their application to us, and</p>	<p style="text-align: right;">141</p> <p>1 not possible? 2 MR. MATT PAHL: Mr. Chair, we're not sure 3 right now. And, in fact, I think that Board of 4 Finance piece is important. And I wonder -- is just 5 an open wondering -- that we'll have to follow up 6 with them on. A lot of our other grantees, other 7 states that are doing this, they are giving money to 8 nonprofits. You know, charter schools are 9 nonprofits in most other states. 10 And so I wonder if we can work with 11 potential applicants that, should that Board of 12 Finance process take a long time, that they just 13 find an associated fiscal agent as a nonprofit to 14 just get -- so they can accept money right away. 15 You know, we'll be looking for those 16 solutions if there is a hiccup. But as I remember 17 it, Board of Finance isn't terribly difficult, and 18 maybe we can help make it even faster, you know. 19 MS. VALERY RATLIFF-PARKER: I do want to 20 thank Dr. Russell, though, for helping. I've been 21 reaching out to her since she was working on the CSD 22 CSP grant for the last five years. So thank you for 23 your help and your resources. 24 As you guys can see, you're a huge part of 25 this, and very much a gatekeeper, so that we have</p>

<p style="text-align: right;">142</p> <p>1 all these schools that we can open, hopefully. And 2 it's exciting to think about having 28 or -9 new 3 charters in New Mexico in the next five years. It's 4 very exciting to think about, especially in places 5 where they don't exist right now. That would be 6 ideal.</p> <p>7 All right. Commissioner Ingham?</p> <p>8 MR. MATT PAHL: Can I speak to that? Just 9 to speak to that, we did put priority -- we're 10 giving priority points in our application for 11 schools that are trying to be established in 12 communities that don't already have a charter 13 presence.</p> <p>14 We are going to be doing community events 15 in towns like that. In fact, our first one is 16 December 7th in Alamogordo, hosted by the Chamber of 17 Commerce and a group from the Air Force base. 18 There's been interest there.</p> <p>19 Commissioner Gipson and Commissioner 20 Brauer, in particular, you've seen for many years 21 these Notices of Intent -- we see them from 22 Alamogordo semi-regularly. And I don't think we've 23 ever gotten an application. But there's some 24 rumbling there. And when we reached out, it turns 25 out there's a community there that's really</p>	<p style="text-align: right;">144</p> <p>1 anything else that might be popping up in that 2 realm.</p> <p>3 Oh. The other -- the other element for 4 you all is we wrote into the grant a steering 5 committee that meets twice a year. We'll need a 6 member from the PEC and the PED as well as 7 Albuquerque Public Schools. And we'll likely choose 8 past school administrators, just to keep the burden 9 off our schools.</p> <p>10 That group is really, like, our continuous 11 improvement group that will talk after a grant 12 cycle. "Okay, how did it go?" "Did we get the type 13 of applicants we wanted"? What shall we tweak for 14 next year?" A process you do here, and then do that 15 at the other end of the year as we're getting ready 16 to release a new grant application.</p> <p>17 So there may be other topics. We just, 18 like, want that sounding board from those multiple 19 places. So when the time comes to get that launch, 20 we'll come to you asking for a representative.</p> <p>21 THE CHAIR: We asked a ton of questions 22 already. But are there any left on the table about 23 the CSP?</p> <p>24 MS. JULIA BARNES: Probably have a 25 million.</p>
<p style="text-align: right;">143</p> <p>1 interested.</p> <p>2 And so, you know. Just helping people 3 understand the process, what a charter school is, as 4 you know, is a foundational thing that we seem to 5 still have to really talk about a lot. But those -- 6 that's an element in here.</p> <p>7 And so we're hopeful that we make a 8 difference and get public school choices in new 9 communities as well.</p> <p>10 THE CHAIR: Julia?</p> <p>11 MS. JULIA BARNES: I know that a couple of 12 the schools didn't -- new applicants didn't realize 13 that charter school cap within a community in a 14 smaller rural area. I know you know it, but you 15 just might flag that for them, because I know two 16 maybe recently didn't know about that.</p> <p>17 And so one of them was, like, 30 kids too 18 many or something. But too many is too many.</p> <p>19 So I'm just noticing that.</p> <p>20 MR. MATT PAHL: I appreciate that. 21 Mr. Chair and Julia, I appreciate you pointing that 22 out. It was -- that hadn't happened for a new 23 application since I've been watching this. And I 24 think, yeah, it -- yeah. So we may -- we may need 25 to do an analysis, and, just, you know, think of</p>	<p style="text-align: right;">145</p> <p>1 When you are able to help a school 2 expand -- maybe you already answered this. Can it 3 go to a building?</p> <p>4 MR. MATT PAHL: Mr. Chair and Julia, it 5 cannot go to con- -- so no is the formal answer. 6 But there are elements that be helpful here. And 7 we've been learning, and we don't know everything 8 yet. But we've been learning from some of the other 9 state associations that have been doing these 10 grants.</p> <p>11 So one big one is that in their current 12 facility, they can spend CSP funds to get the 13 building up to code, that can be a lot. Depending 14 on the condition and the shape of their current 15 building.</p> <p>16 So that's available to schools.</p> <p>17 We have found -- so things that -- just 18 like capital outlay, things can be moved to a new 19 location. Those are eligible.</p> <p>20 So kitchen equipment; things like HVAC 21 systems; or, kind of, some parts are in place, some 22 parts are not; security things; fences; playgrounds; 23 things of that nature.</p> <p>24 What we've found -- one example -- and I 25 don't know how this will apply. But just to kind of</p>

<p style="text-align: right;">146</p> <p>1 as an example of how weird that can be, I had asked 2 the question about a portable to another state who 3 had done this.</p> <p>4 Oh, a portable can be moved, right? The 5 answer was, "No, you can't pay for the portable, but 6 you can pay for the bathroom in the portable. You 7 can pay for the electric and the plumbing hookups in 8 the portable, because that's getting it up to code." 9 So there's a lot of not creativity, but 10 just exploring what those boundaries are. And, you 11 know, we're going to be very cautious in, you know, 12 taking a step forward on something that's not clear 13 without talking to our federal partners.</p> <p>14 And, yeah, it's -- it's more -- yeah, 15 there's just -- there's a lot of possibility and a 16 lot of possible restrictions in there, too. So no 17 to just building a building, though.</p> <p>18 THE CHAIR: Thank you. Do you want to 19 move on to your next item?</p> <p>20 MR. MATT PAHL: Actually, school lunch. I 21 just want to make a couple of comments on this.</p> <p>22 THE CHAIR: Matt, we already talked about 23 this for 26 hours, you said.</p> <p>24 MR. MATT PAHL: I said over the last 25 26 hours.</p>	<p style="text-align: right;">148</p> <p>1 I would kind of suggest a different 2 posture in how we engage with those schools, because 3 I think a lot more is possible with that type of 4 posture. So get that in writing, and let's look at 5 the barriers, because they're real.</p> <p>6 Schools -- you-all discussed it. The 7 schools that are not providing lunches have a real 8 barrier here. And so I think there are a lot of 9 solutions with this group and with Charter Schools 10 Division that you-all might be able to help and do 11 that support part of your vision and mission.</p> <p>12 Next, on site visit protocols, I wasn't 13 able to be here for that conversation. We do have 14 thoughts on it. And so we -- if that's a continuing 15 conversation for next work session, we can come to 16 that. Or if you'd like us to share some of those 17 now, I just don't know what's appropriate right now. 18 Mr. Chair, what suits the Commission right now?</p> <p>19 THE CHAIR: Give us the quick rundown, I 20 think would be good right now.</p> <p>21 MR. MATT PAHL: Sure. The rubric piece, I 22 don't know if it's necessarily a rubric. But it's 23 just that clear communication of, "Here's what you 24 can expect, and here's what we'll be rating you on." 25 And I think there are many steps that have</p>
<p style="text-align: right;">147</p> <p>1 THE CHAIR: I heard you say "26 hours," 2 "discussion."</p> <p>3 MR. MATT PAHL: Just a couple of notes 4 here. Because I think the -- one, I would get the 5 mandated piece that you heard yesterday just in 6 writing from Student Nutrition. I think that's -- 7 you know, if that's the interpretation, they have 8 the right to interpret the statute. But let's get 9 it in writing and know what we're working with here 10 on that.</p> <p>11 The second thing I would encourage you all 12 to do, for a group that just committed to being a 13 group that supports charter schools, we seem to lean 14 real heavily toward getting real compliance-driven 15 on this school lunch thing.</p> <p>16 And I would just recommend that your 17 survey of schools that don't have lunch, ask them 18 what their barriers are.</p> <p>19 You-all spent a million dollars of money 20 that was supposed to go to kids -- it wasn't 21 actually your choice -- but you-all spent a mill- -- 22 you had a million dollars in the bank that went to 23 DFA instead of the schools. You can report that -- 24 re-purpose that to help them overcome those 25 barriers; no?</p>	<p style="text-align: right;">149</p> <p>1 been taken as we went through the performance 2 framework process that's walking down that piece. 3 But that transparency is what makes sure we have 4 consistency across the board.</p> <p>5 And I think one of the bigger elements 6 that has been recently created in the site visit 7 protocol and process are the interviews.</p> <p>8 Those interviews seem to be the place 9 where there's a lot of different interpretations 10 about what happened in those interviews. And I'd 11 just largely question what the purpose of those 12 interviews are for the actual oversight of the PEC, 13 which is on that contract and that performance 14 framework.</p> <p>15 I think there's just a lot of space for 16 walking away from that with different ideas that 17 really aren't going to inform your -- your process. 18 And so, you know, we're not sure what the purpose 19 is, and so we're kind of walking into this as -- you 20 know, we'd like to seek understanding on why they're 21 important.</p> <p>22 But we don't see how they link up with -- 23 in lieu of having a rubric or something similar, we 24 don't see where they line with something where the 25 Commission can take action on it.</p>

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1 Now, if there's an investigation from PED,
 2 something like -- interviews are important, and they
 3 have a place. I really think if you're looking for
 4 feedback, there's some great survey data that's
 5 going to come out as the SELS survey, the
 6 social-emotional, where staff can also take that
 7 survey.
 8 Surveys are maybe a better place to get
 9 some of the information that you-all might be
 10 looking for, and maybe we're already asking the
 11 questions you want the information from in a survey
 12 from PED. That would be ideal to just leverage the
 13 data we have.
 14 But we -- I think out over the last three
 15 years or so, whenever that started, there's a lot --
 16 there's a lot coming out of those that doesn't -- we
 17 haven't seen the Commission make decisions off of
 18 those, but we've seen feelings hurt on both sides of
 19 them.
 20 So just wondering what the purpose is
 21 there. And, again, we kind of come at this with --
 22 we'd like to seek for understanding of what
 23 information we're looking at and maybe seek other
 24 ways to get that information is what we're thinking.
 25 So those are kind of the two biggies now

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1 on site visits. It's just that transparency of what
 2 everybody can expect and how that will be evaluated,
 3 and then, you know, just if we can look at these
 4 interviews.
 5 The other thing I'll just say about the
 6 interviews that is really something that -- it's a
 7 lot of time we're taking away from students, staff,
 8 and governing council members. And so if we're not
 9 really sure why it's happening, that's where that
 10 tension of, like, we're using resources here. What
 11 is this for? How does this build towards something
 12 that's useful for you-all?
 13 The last thing I'll note is Legislative
 14 Session. I think for -- we're at the point right
 15 now in preparing for the Legislative Session where
 16 it feels very close, and people are wondering what's
 17 going on.
 18 The LESC has not sponsored a bill yet.
 19 You know -- but it's November. We're only two
 20 months away. This is the normal flow of this
 21 process. And so I just wanted to flag that, because
 22 I even feel it. You know, what's going on?
 23 And then the rumors build up on, "Oh, this
 24 is what the focus is going to be on the Session,"
 25 and then a third of it isn't true on January 16th.

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1 And so, you know, I think you-all working
 2 through your process and figuring out those things
 3 that you are interested in is important.
 4 We have a draft -- a draft policy platform
 5 that's going around right now. We're getting really
 6 good feedback from our members right now.
 7 One recommendation for next month's
 8 meeting is, one, we'll have our platform. You'll
 9 have it weeks beforehand. As soon as we finalize
 10 it, we'll just get it to you-all.
 11 But then, secondly, you may consider in
 12 your platform some of the more, kind of like,
 13 principal things that you name in your platform, so
 14 you don't have to come back for, like, a special
 15 meeting.
 16 So something that says, "Any statutory
 17 changes that restricts your ability to open, close,
 18 or replicate schools," all right. That takes care
 19 of a charter moratorium bill. That takes care of,
 20 like, just anybody else's ideas on how you're
 21 supposed to do your job.
 22 You might just say, "Yeah, we don't like
 23 them," because if they haven't talked to you yet,
 24 it's probably not something that you like.
 25 So think about some of those broader

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1 statements that cover you and give some latitude to
 2 your legislative contact to act when it's just
 3 pretty obvious that it's something that you know
 4 what your position is.
 5 Not sure if that's happened in the past.
 6 I think it was obvious enough. But naming it, I
 7 think, is always helpful in those kind of documents.
 8 So, yeah, you can expect ours to be finalized.
 9 I can tell you what our big pushes are
 10 right now.
 11 One is -- so Commissioner Ingham, you may
 12 have already mentioned this, or are about to, the
 13 cost for a K-12 facility in Roy, New Mexico, which
 14 has less than 100 kids, \$50 million.
 15 And we asked for \$10 million in our
 16 Charter School Revolving Loan Fund. We're going to
 17 ask for more money.
 18 And we'll be asking for the lease
 19 assistance, which is a "may" in statute, to become a
 20 "shall."
 21 We've hesitated to do that in the past
 22 because I think there was some reluctance from staff
 23 at the Legislature to wanting to do that commitment.
 24 But what we're finding is that the New Mexico
 25 Finance Authority is they look at launching the

<p style="text-align: right;">154</p> <p>1 Revolving Loan Fund. They're saying every creditor 2 is highlighting that as a risk, the potential for 3 lease assistance to just go away one day and just go 4 from 100 percent or whatever we consider it now to 5 zero. It's a risk.</p> <p>6 And so by making -- by mandating lease 7 assistance, it just means that anybody who's looking 8 at the revenue streams by which somebody would pay 9 back these loans, now they're much more secured, 10 knowing that the legal language pushes them to do 11 that.</p> <p>12 So we'll be pushing that. Representative 13 Joy Garratt has signed on as a sponsor. She was one 14 of the sponsors of our bills last year. She's done 15 really great work with us, and we're excited about 16 that. So we may -- should have a copy for you to 17 look at. But it's certainly something that we're 18 actively working on, to fulfill the vision of the 19 Revolving Loan Fund.</p> <p>20 The next bill we will need a message on, 21 and may not get one, is the 2 percent bill. The 22 more time goes by, the more that \$1 million really 23 gets stuck in my craw and -- you know, it's SEG 24 money, equalization money. And it's an inherently 25 disequalizing move to not let that go to schools.</p>	<p style="text-align: right;">156</p> <p>1 program there.</p> <p>2 Something that is more -- more aligned to 3 if I convince this kid to come back to school, if 4 they choose to reengage and they say this is the 5 place I want to do it, that there's no question that 6 we just bring them in and start serving them because 7 the money is going to fix itself on the way end. 8 (Verbatim.)</p> <p>9 There's a proposal from Graduation 10 Alliance last year that our members looked at and 11 said, "Hey, that looks good."</p> <p>12 It essentially funds schools based on the 13 progress of the students, which is great. You know, 14 that's -- if they're going to be in school, they 15 should be showing progress. They should be gaining 16 credits. They should be graduating.</p> <p>17 We're interested in solutions like that. 18 We don't have one of our own right now. And this 19 may not be a 30-day session. But we feel the need 20 to raise it up, because we're just missing the boat 21 right now.</p> <p>22 There's a lot of kids not going to school. 23 There's a lot of -- nobody's got a decent answer on 24 where 5,000, 8,000 kids went from pre-pandemic to 25 now. And we've just got -- we feel like we have to</p>
<p style="text-align: right;">155</p> <p>1 That's not your fault. But just making 2 sure that language allows all parties to walk 3 through. It could just be a rebate in May. The 4 difference between reverting that to DFA, and it 5 being in the school's coffers so that they can use 6 it for next year is massive.</p> <p>7 So we're going to keep pushing on that. 8 It's the right thing to do. It's an empowering 9 move. It doesn't necessarily change anything.</p> <p>10 And then, lastly, we are -- you know, the 11 age cap bill that was passed probably six sessions 12 ago, that capped student enrollment at 21, match it 13 with special education, we have so many students 14 that have disengaged with their education, we feel 15 that now is the time to figure out how we serve 16 these kids again.</p> <p>17 We're not looking for the thing we had 18 before, which is full funding for a 25 year old. 19 What we are looking is for a sustainable funding 20 mechanism. The way this is operating now in schools 21 like -- like New America-Las Cruces, they've figured 22 out their way to serve these kids. But it's a grant 23 program that, every year, they have to apply. They 24 don't know if that money is going to be there. And 25 so it's just precarious in being able to have this</p>	<p style="text-align: right;">157</p> <p>1 do something.</p> <p>2 We have 15 to 17 schools that serve 3 students who have disengaged. We have to find a way 4 to empower them in those communities.</p> <p>5 We have a lot of thoughts on the budget, 6 but that's just going to be something that's going 7 to be, really, a moving target. But we have some of 8 those principled statements on what we care about in 9 the budget that you'll see in there.</p> <p>10 So that's it from us, Mr. Chair, unless, 11 Valery, did you have anything to add?</p> <p>12 MS. VALERY RATLIFF-PARKER: No. 13 MR. MATT PAHL: Thanks for your time 14 today.</p> <p>15 THE CHAIR: Valery, I hope I didn't give 16 you that feeling yesterday that I was putting you on 17 the spot.</p> <p>18 Commissioner Carrillo. 19 COMMISSIONER CARRILLO: I have a question. 20 To the best of your knowledge -- because you 21 mentioned how there was rumors about what -- who's 22 doing what; right? Has anyone -- I heard the "M" 23 word, "moratorium." Is there anyone pushing any 24 legislation this next session about limiting more 25 charter schools, that you know of?</p>

158	<p>1 MR. MATT PAHL: Mr. Chair and Commissioner 2 Carrillo, I don't -- I haven't heard anything. But, 3 you know, the last two real attempts were pretty 4 late in the game. So I wouldn't write it off yet. 5 COMMISSIONER CARRILLO: The last attempts 6 failed miserably. I hope this next one will too, if 7 there is one. 8 THE CHAIR: Great. Thank you very much. 9 Appreciate you both. 10 The next item underneath my report is 11 providing Commissioners who went to the NACSA 12 conference -- you don't have to share. But if you 13 wanted to share some spotlights, items that you took 14 away from that, I know we didn't get a chance to do 15 that in -- well, I guess this is the first real 16 meeting that we've had since the conference. 17 We wanted to provide space for any 18 Commissioner who did go to the conference who wanted 19 to share briefly some takeaways. 20 Commissioner Carrillo. 21 COMMISSIONER CARRILLO: Always great to 22 see Naomi and their group. I attended two of their 23 sessions that were really good. 24 But the overall takeaway for me was being 25 much more vigilant and diligent in examining charter</p>	160	<p>1 was expressing such frustration because they're tied 2 to the state accountability. The state 3 accountability is not available. 4 And it's, like, "We don't know how we can 5 offer another option." 6 And it's, like, "Oh, we've figured that 7 out." And I spent a lot of time talking, then, with 8 a number of the authorizers on how we've created our 9 other options in our -- in the performance framework 10 so that we're not just, you know, heavily rooted 11 into the state accountability system when it's late. 12 So I appreciate the lens of some of the 13 authorizers that are there that don't have a lot of 14 attachment to states, to the state systems. But 15 that's automatic. 16 And the food was good. Not at the hotel. 17 COMMISSIONER CARRILLO: Oakland is a ghost 18 town these days. The poor city is just really 19 struggling. 20 THE CHAIR: Great. Thank you so much. I 21 have one other item. It's not listed here, but I 22 wanted to bring this up from our conversation 23 yesterday. And if I am going to -- I think I am 24 able to, as the Chair, make decisions on new 25 subcommittees, if I'm not mistaken.</p>
159	<p>1 school applications and really drilling down on the 2 people that do present to us who maybe have never 3 owned a business, never managed workers or whatever. 4 They just have this great idea, and, all of a 5 sudden, they want \$2 million to manage a new school, 6 and it's, like, are they even capable of leading a 7 group? Just really drilling down on what experience 8 they bring to the table besides just having a great 9 idea. 10 Look, I mean, because let's face it. We 11 have 58 schools -- there's a number of schools out 12 there that are just not performing, I think, as the 13 authorizer may have hoped they would have when they 14 were authorized. 15 So that was my biggest takeaway and how I 16 had hoped to be a better Commissioner and authorizer 17 when that comes up. 18 THE CHAIR: Thank you, Commissioner 19 Carrillo. 20 Commissioner Gipson. 21 COMMISSIONER GIPSON: Well, yesterday I 22 highlighted my application input that I received. 23 But I'm always pleased when I go to a lot 24 of these sessions. And it's, like, we already do 25 that. So I was at one session, and this authorizer</p>	161	<p>1 Two subcommittees kind of came up in my 2 mind yesterday that I thought we could explore. And 3 we don't have to make a complete consensus decision 4 right now, but I wanted to bring up the idea of 5 having a School Breakfast and Lunch Subcommittee to 6 study this a little bit more over the next several 7 months. So that's one committee I would likely 8 start. And I will ask for volunteers. 9 Of course, I'll take volunteers now. 10 The other one that I was thinking about 11 was when Dr. Russell shared the good news about the 12 RFP that's now up officially for authorizing 13 software, that I think it would be great -- 14 Dr. Russell, I think you did share we could have, 15 like you said, one member -- I thought maybe if it's 16 not too much, it would be great to have a couple -- 17 a couple of PEC members on the committee to review 18 that. That would just be helpful. 19 DR. BRIGETTE RUSSELL: The number of 20 Commissioners is at the Chair's discretion. 21 THE CHAIR: Oh. Well, great. So not a 22 quorum, but -- so, anyhow, those are the two 23 options. 24 Do we have any volunteers that would like 25 to voice interest in joining either the</p>

162	<p>1 Breakfast/Lunch Program subcommittee or the -- the</p> <p>2 RFP for Authorizing Software subcommittee?</p> <p>3 COMMISSIONER CARRILLO: I'm not raising my</p> <p>4 hand for either of those. But there's also -- Matt</p> <p>5 wanted to have somebody from PEC --</p> <p>6 COMMISSIONER GIPSON: That's later.</p> <p>7 COMMISSIONER CARRILLO: Oh, okay.</p> <p>8 THE CHAIR: Vice Chair Burt.</p> <p>9 VICE CHAIR BURT: I volunteer to be on the</p> <p>10 RFP Committee.</p> <p>11 THE CHAIR: Thank you. Vice Chair Burt,</p> <p>12 Commissioner Gipson, you both are officially on the</p> <p>13 subcommittee to review RFPs.</p> <p>14 Commissioner Beck?</p> <p>15 COMMISSIONER BECK: Be happy to be on the</p> <p>16 Breakfast/Lunch. I'm hungry.</p> <p>17 THE CHAIR: Thank you. Thank you,</p> <p>18 Commissioner Beck. Commissioner Taylor, you are --</p> <p>19 VICE CHAIR BURT: Also, I'll do the</p> <p>20 breakfast and lunch as well, Alan.</p> <p>21 THE CHAIR: Thank you, Commissioner Burt.</p> <p>22 So we have Commissioner Burt -- Vice Chair Burt --</p> <p>23 Commissioner Beck, Commissioner Taylor are all on</p> <p>24 the Breakfast/Lunch. Commissioner Manis?</p> <p>25 COMMISSIONER MANIS: I'd like to volunteer</p>	164	<p>1 Commissioner Manis, was that you, or -- were you on</p> <p>2 the centralized lottery?</p> <p>3 COMMISSIONER MANIS: I'm not sure.</p> <p>4 THE CHAIR: We'll get back to that. But,</p> <p>5 yeah, that's something that we can start to --</p> <p>6 COMMISSIONER INGHAM: I just wanted to</p> <p>7 know if it was something -- who drives that ship and</p> <p>8 contacts us when we're going to have some kind of</p> <p>9 conversation.</p> <p>10 THE CHAIR: Okay. We'll be in touch.</p> <p>11 Great, you-all. Thank you so much. That's all I</p> <p>12 have for my report.</p> <p>13 We'll move into Item No. 12, Discussion</p> <p>14 and Possible Action to Provide Input to Chair or</p> <p>15 Liaisons to Speak on Behalf of the Public Education</p> <p>16 Commission.</p> <p>17 I don't think we have any at this stage</p> <p>18 for Item No. 12.</p> <p>19 Commissioner Burt?</p> <p>20 VICE CHAIR BURT: Do we need to -- do we</p> <p>21 need to vote for Pattie to -- did -- Pattie</p> <p>22 volunteered to call someone about the shall-to-may</p> <p>23 word change. Did we say for sure to do that? Or</p> <p>24 are we saying to hold off after what Matt said?</p> <p>25 THE CHAIR: I think this was a casual</p>
163	<p>1 for the RFP.</p> <p>2 THE CHAIR: Great. Thank you. So we have</p> <p>3 a good rounded-out team right now. We have three.</p> <p>4 We could take more if you're interested. We'll keep</p> <p>5 Commissioner Manis, Vice Chair Burt, Commissioner</p> <p>6 Gipson on the RFP.</p> <p>7 If anyone else is interested after this</p> <p>8 meeting, just let me know, and we can get you on</p> <p>9 there. And for the Breakfast/Lunch, Vice Chair</p> <p>10 Burt -- right? -- Commissioner Beck, Commissioner</p> <p>11 Taylor.</p> <p>12 Commissioner Ingham.</p> <p>13 COMMISSIONER INGHAM: I'm thinking that we</p> <p>14 established a subcommittee for the -- I think it was</p> <p>15 the lottery program?</p> <p>16 THE CHAIR: Yes, we did.</p> <p>17 COMMISSIONER INGHAM: And I think I</p> <p>18 offered. Who is -- who is driving that ship? And</p> <p>19 will they contact us? Or is there some expectation</p> <p>20 that I should have been doing something that I</p> <p>21 didn't --</p> <p>22 THE CHAIR: I need to go back and see who</p> <p>23 else is on that with you. I believe Commissioner</p> <p>24 Carrillo was on that as well. And I believe there</p> <p>25 was one other person who was on the lottery --</p>	165	<p>1 putting some feelers out, Vice Chair Burt. I think</p> <p>2 that's within her liaison role as LESC.</p> <p>3 COMMISSIONER GIPSON: I was just going to</p> <p>4 see if there was an appetite for it. And then I'll</p> <p>5 come back and ask for permission. But this was just</p> <p>6 a -- you know, "What do you think?"</p> <p>7 VICE CHAIR BURT: Sound good. That works.</p> <p>8 THE CHAIR: Thank you for bringing that</p> <p>9 up.</p> <p>10 All right. We're going to move on to Item</p> <p>11 No. 13, PEC Comments, again, no discussion or</p> <p>12 action. And you do not have to share if you don't</p> <p>13 have anything to share.</p> <p>14 (No response.)</p> <p>15 THE CHAIR: Seeing no hands, I will move</p> <p>16 on. Thank you so much.</p> <p>17 New Business Topics for the Next Agenda.</p> <p>18 This is not the only time we'll do this. We'll have</p> <p>19 ample time up until the Tuesday prior to the -- to</p> <p>20 the meeting. You'll have time to reach out to me to</p> <p>21 ask any other agenda items to be placed.</p> <p>22 But are there items that we need to place</p> <p>23 on our very lengthy December agenda already?</p> <p>24 COMMISSIONER GIPSON: I don't want to</p> <p>25 publicly threaten people, but please be aware.</p>

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1 THE CHAIR: If anything does come up that
 2 anyone is feeling that is an absolute, let me know.
 3 We'll figure that piece out.
 4 I think that we still have all ten of us
 5 here. I will entertain a motion to adjourn.
 6 (Motion and second made off mic.)
 7 (Reporter requests names of movants.)
 8 THE CHAIR: Commissioner Ingham made the
 9 motion, and the second was Commissioner Gipson,
 10 Cindy.
 11 Any discussion for adjournment?
 12 (No response.)
 13 THE CHAIR: Let's move into a roll call,
 14 please, Secretary Armijo.
 15 SECRETARY ARMIJO: Thank you.
 16 Chair Brauer.
 17 THE CHAIR: Yes.
 18 SECRETARY ARMIJO: Vice Chair Burt.
 19 VICE CHAIR BURT: Yes.
 20 SECRETARY ARMIJO: Secretary Armijo votes
 21 yes.
 22 Commissioner Ingham.
 23 COMMISSIONER INGHAM: Yes.
 24 SECRETARY ARMIJO: Commissioner
 25 Clahchischilliage.

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1 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 2 SECRETARY ARMIJO: Commissioner Gipson.
 3 COMMISSIONER GIPSON: Yes.
 4 SECRETARY ARMIJO: Commissioner Manis.
 5 COMMISSIONER MANIS: Yes.
 6 SECRETARY ARMIJO: Commissioner Beck.
 7 COMMISSIONER BECK: Yes.
 8 SECRETARY ARMIJO: Commissioner Taylor.
 9 COMMISSIONER TAYLOR: Yes.
 10 SECRETARY ARMIJO: And Commissioner
 11 Carrillo.
 12 COMMISSIONER CARRILLO: Yes.
 13 SECRETARY ARMIJO: That passes, ten to
 14 zero.
 15 THE CHAIR: Thank you, all. Thanks, CSD
 16 team. We are adjourned.
 17 (Proceedings adjourned at 12:51 p.m.)
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 2 STATE OF NEW MEXICO
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2 STATE OF NEW MEXICO

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