# Meet the Candidates - At-Large Position 9

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| Pamela Mathai | Cynthia Soliz | Kirk Becker |
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## Why are you running for the Austin ISD board of trustees, and what are your qualifications?

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| I've been an educator in Texas for the past 15 years, most recently in AISD at the Ann Richards School and Navarro High School. I stepped away from the classroom when I had my children (now 5 and 2), and though I planned to return to teaching, my youngest was diagnosed with type 1 diabetes and her condition required me to manage her care directly. She has recently restarted daycare full time, and given the looming threat of TEA takeover in AISD, I am committed to using my time to be the strongest advocate for public schools that I can be.<br><br>I have 1 child in public school already, and I plan to send my daughter to a public pre-K as soon as she is eligible. Private daycares and schools are not legally required to care for a child who has her | I'm running because I'm an AISD Proud parent of two kids here and I'll be damned if TEA is going to take over this district and ruin the educational experience for a generation of students. I'm qualified because I have been a school community advocate since 2008, a former classroom educator, and am currently one of roughly six people in the state who has advised a district under TEA control. I helped RRISD get their conservator out (when they overstayed their welcome by almost a year) and I hope to be able to advise AISD in the same manner. Since 2008, I've worked on projects such as bilingual ed, campus lead remediation, dyslexia and special education, comprehensive human sexuality education, school closures, boundaries, transportation, and individual educator advocacy. Lately, I've been leaning in to my sports-mom | AISD's budget problems have been in the news for several years, especially with "recapture" and the prospect of a state takeover AISD. Charter schools were frequently mentioned as a problem because state funding follows the student, and as students move to charter schools, AISD suffers a budget cut.<br><br>Charter schools are an interesting creation. They are intended to substitute parental choice for local control. Charter schools receive no local funding because there is no local control over charter schools and how any local funding would be spent. Charter schools are entirely funded by the state.<br><br>So, if we set up charter schools for all Austin students, AISD will lose all it's local state funding (most of which comes from our local taxes). At the |

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| health needs, so like for many families, public schools are the safest and best option for her.<br><br>Austin is the city I call home, and my connections to it are widespread. I have taught middle and high school social studies at schools across the city, gaining experience in teaching STAAR tested subjects and AP level courses. I graduated from the University of Texas with my Masters in Education, specializing in Curriculum & Instruction. And I was an Education Austin union member who worked across the Austin area to organize teachers in their efforts to bring social justice curriculum into their classrooms.<br><br>I have spent my career teaching students about the importance of democracy and representative government; and now, the TEA is threatening our schools with an anti-democratic takeover that would involve a removal of our elected school board and a silencing of community voices.<br><br>My experience as a teacher and parent sets me up to be the fiercest advocate for our schools. As a career educator, I hope one day to return to the classroom; but we know a TEA takeover would mean loss of teacher autonomy, high rates of attrition, and scripted lessons that disregard the pedagogical expertise of educators. As a parent, I reject the idea that the quality of a child's school experience can be measured solely by test scores; I know that happy teachers, involved families, and learning opportunities beyond what can be assessed on a standardized test is what determines a child's success. I am running for AISD school board to protect our public schools. Our children's future depends on it. | advocacy working to limit the effects on our oldest students by cuts to sports and fine art programs. Let the kids play! We want to make sure the district supports their college prospects with programming. | same time, AISD won't have any students, so there will be no basis for levying its property tax (half of which goes to the state anyways).<br><br>Eliminating the AISD tax would free up almost $1.5B, at least some of which can be cajoled into supporting charter schools and Austin students.<br><br>Along with the charter schools, we need to set up one or more non-profits to both fund raise for a Spectrum of Student Services and also to monitor and evaluate the charter schools to ensure that the money is spent where needed and effectively.<br><br>My qualification isn't that I came up with the idea to just give up and move all the kids into charter schools. My qualification is that I can see how to make the idea work really well. |
| **What is the biggest challenge facing the district, and how would you address it?** | | |
| The biggest challenge facing AISD is the threat of TEA takeover. We have seen the impact in districts like Houston as state intervention has led to skyrocketing teacher attrition rates. Mandated | The easiest answer is the threat of TEA takeover. As a candidate my number one goal is to mitigate the damage and impact of the actions that TEA will take in the coming year. Do everything in my power | Through a combination of tax revenue sharing and high property values, AISD has fallen into a doom loop. |

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| curriculum and pre-created slide decks undermine the pedagogical expertise of educators. A teacher who knows their student community can take a state standard, craft it into a lesson that is culturally relevant to the lives of their students, and create a highly engaging learning environment. But the one-size-fits-all, AI created curriculum we've seen in TEA controlled districts is an affront to educator and school autonomy. This deprofessionalization of teaching has resulted in high rates of attrition and the influx of uncertified, inexperienced teachers in districts like HISD.<br><br>I refuse to allow this attack on teacher and school autonomy to happen to Austin. I will work with the administration and school communities to take whatever steps are necessary to avoid TEA takeover; I will make decisions that protect the whole district, not just one neighborhood or one school, because I know that anti-democratic interventions like a takeover will affect us all. If TEA announces their intention to takeover AISD, this will inevitably result in a removal of the democratically elected school board. But this does not signal defeat; I would leverage the connections I've made as a teacher, activist, and community member to find ways to fight back. History has taught us that confronting authoritarian power with people power can lead to lasting change. I intend to be a part of that change. | as an attorney, as an advocate, as a loud PTA mom to shelter the students, staff, teachers, and other members of the AISD family from the political fall out of TEA's wrath. We are not meant to be the political pawn Greg Abbott and Ken Paxton have become accustomed to treating us as. I think there are legal supports to be done as a Board member and non-legal community-building and engagement that would best help combat TEA; I can and will do both. | Revenue Sharing - Most of us are at least vaguely familiar with Texas' school district revenue sharing scheme. A factory that has workers from surrounding school districts should have its property tax payments shared among all its employees' school districts to help educate the children of all its employees. School district revenue sharing is just the same principle extended statewide to equalize both tax rates and per-student funding. It's fair and equitable, reasonable and efficient.<br><br>High property values - Austin has a lot of valuable commercial and industrial property, and it also has valuable expensive residential property. Per-student funding extended to per-teacher pay doesn't result in the same standard of living for teachers, school administrators, school support staff, or even school construction workers.<br><br>When Austinites raise taxes to pay for the higher local cost of funding its schools, the state equalizes that too. On top of high housing costs, Austin residents end up with high property taxes to pay for an underfunded school system.<br><br>Declining Enrollment -- Plight Flight - Budget strapped parents have been moving to suburban school districts with lower housing costs, lower property taxes on the lower property values, and a lower cost of living with the same per-student funding for the schools. AISD is left with declining school enrollment and a budget cut based on per-student funding for fewer students.<br>Declining Enrollment -- Charter Schools<br>Charter schools are another option. Charter schools are funded by the state and get the same (inadequate, for Austin) per student funding as public schools, only without a lot of the state accountability and other regulations, and without the hangover of a shrinking school system. While charter schools have a harder time qualifying for federal grant funding, the money that they do get seems to go further than in AISD. |

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| | | The state reduces total per student funding to AISD as public school students move to charter schools.<br><br>Declining Enrollment -- Home Schooling - Are we smarter than fifth graders? Home-schooling is pretty libertarian, being both largely unfunded and largely unregulated. It can be a good option for parents, especially those with younger children, who have the dedication and the time and/or money to educate their own kids. The state provides up to $2000 for books and class materials. There are a wealth of resources available for home schooling parents, including class guides and materials, support groups and coops for both parents and children, and even private schools. AISD gets no per student funding for home schooled kids.<br><br>Declining Enrollment -- Vouchers - The State does provide $1B in direct-to-parent funding, on a lottery basis, with a priority of $30,000 for private education of disabled children and lesser amounts for other categories. Vouchers can be used for either home or charter schooling, but cannot be used to support public schools.<br><br>The $1B voucher allocation for the whole state is less than AISD's annual budget, and not a whole lot more than the amount that AISD sends to the state each year for recapture. Voucher fund is already oversubscribed, but it does seem that anybody with a disabled child should sign up and hope.<br><br>The Doom Loop - There are actually two separate AISD property taxes. There is one for paying off school bonds used to construct facilities (called infrastructure and sinking, I&S). There is another one for the day-to-day running of the schools called maintenance and operations (M&O). Incidentally, the I&S taxes are not subject to recapture and the M&O taxes are subject to recapture. |

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| | | Within the M&O taxes, there are three levels. Tier One is a minimum property tax rate specified by the state enforced by reduction in per student state funding for noncompliance. Tier Two A is a higher level of taxation subject only to a minimum of recapture, and Tier Two B is an even higher level of taxation subject to a different, though still egregious, recapture formula than used for Tier One.<br><br>As students leave AISD, the state reduces the total per student funding allotted to AISD based on fewer students and recaptures the difference. With declining enrollments, AISD is contemplating consolidating students into fewer schools and closing and selling the unused schools. However, instead of using the proceeds to pay off construction bonds and at least lowering the I&S portion of the AISD taxes, the school district is contemplating using the proceeds to support maintenance and operations of the remaining schools.<br><br>AISD can't keep closing and selling schools and then using the proceeds to fund the remaining schools forever, but it can keep going to zero. That's the doom loop. |
| **What are the top priorities that AISD needs to focus on for the future?** | | |
| My number one priority is to do everything in my power to mitigate the impact of a TEA takeover that threatens AISD (see previous answer). Another key priority will be a focus on student outcomes. As any good teacher knows, authentic demonstrations of learning go beyond passing scores on standardized tests. I have spent the majority of my career teaching STAAR tested courses, and I know from personal experience that the STAAR test is a woefully inadequate measure of what a child has learned over the course of a school year. Instead of reflecting the knowledge and skills a child has learned, STAAR tests more accurately reflect the | State involvement and state budget advocacy items aside, enrollment is a problem as budget woes, particularly in transportation, continue to stress the district. Also, there is a vacuum of leadership in certain campuses. We need to do what we can to recruit strong proven leaders and support their success in our district. Everyone knows that teachers leave or stay teaching based on leadership and I think that we can combat our crisis of teacher retention with strong leadership and where needed, but trust and autonomy where things are working well, of course with equity as a lens. | The Doom Loop and moving to charter schools. |

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| relative wealth of that child's neighborhood. Board members must also prioritize funding schools based on need, providing quality education for emergent bilingual populations, low-income families, and special education students. Regardless of what happens with TEA, there are many improvements we can make in how we serve the needs of our most vulnerable populations, and our budget must reflect that priority. | | |
| **AISD, like many districts, is dealing with a budget deficit and has had to make many cuts in an effort to balance the budget. What is your philosophy on how to balance the budget in AISD?** | | |
| At the legislative level, we must continue to advocate for an increased basic allotment for students to match the national average and adjust for inflation. We must also continue to fight against vouchers, tax credits, and other programs that redirect public tax dollars to private schools. As a mother to a child with special health needs, I see how unjust it is that public tax dollars go towards private schools that do not face the same accountability standards and admission requirements as public schools.<br><br>At the district level, we must find ways to engage in adaptive reuse of AISD owned properties to create long-term revenue streams and cut costs by eliminating redundant or non-essential support roles at central office. Strategically using funds to increase investment in transportation, special education services, and our community partnerships is crucial to support students. Expanding upon our relationships with organizations like Austin Voices, Communities in Schools, and United Way will help us meet the needs of all students and families. | I've had that answer on my webpage for months:<br><br>There are short term solutions and long term solutions necessary. Here are some examples of both:<br><br>In the very short-term, the district needs to look at it's workforce at HQ. They need to allow more people to work from home, consolidate office space and rent more of that building out to create revenue. Maybe rent the whole building and move HQ employees to closed school sites. The numbers on that would be interesting to consider.<br><br>Additionally, the District needs to actively pursue private partnerships and develop a system that easily allows AISD to accept more opportunities. When water polo was on the chopping block, USA Water Polo was willing to make a financial contribution to help keep the sport in UIL compliance, but because there was not a system to allocate money to a specific sport, the District was unable to accept that help. It was frustrating to say the least. I often think of the Ann Richards school and lament that every campus does not have a private foundation and endowment to help supplement the education of more students. The District is just not equipped to accept and incorporate medium-sized organizational donations at the District level and that needs attention. | Move to charters and make them work. I don't like the idea either, but I think it's our best option. If we don't get regime change at the state level and have to suffer through a couple of years of state control over AISD, more people will probably agree with me.<br><br>As I listen to the other candidates, I become even more convinced that yeah, we really could do this very well. |

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| | Immediately, I think the District should charge the most financially stable households for transportation to magnet or school-choice programs and use the offset to create greater access for more students to said programs, thus creating better access.<br><br>Longterm:<br><br>Stop selling schools. Work on private-public partnerships to get those building retrofitted as subsidized housing for teachers. I know there is a similar program happening currently, and I hope it is wildly successful and can be used as a blueprint for other shuttered campuses.<br><br>Continue to advocate for a change in the recapture formula to take into account suburban and urban school district needs. Raise the basic allotment!! Another idea is to divide the property tax dollars by enrolled students at any ISD, this would change the formula so that urban school districts (with their large enrollment) would be on more equal footing with rural districts that have a higher land-to-student ratio.<br><br>Advocate at the state level for better accountability measures. I hate nothing like I hate STAAR testing and now with the addition of all the “benchmark” (MAP) tests, there is no time for actual teaching and learning. Between September 1 and September 11, middle schoolers now have to take at least FOUR full-class periods of MAP tests, for English ALONE. And the truth is that a child with accommodations or one who just wants to take their time on the test, could spend all 11 calendar days testing. Then, the state comes back and blames educators and Districts for “poor” results on their seventh test of the month. This is a system that only enriches the contractors who create these tests and robs professionals of their autonomy and the joy of teaching. | |

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| **To what do you attribute the decline in enrollment in AISD? What ideas do you have for increasing enrollment?** | | |
| I am a parent and I send my kids to AISD because I believe in the value of public education. Diverse learning environments, rigorous academic standards, and special programs that serve the intellectual interests of all students is what every child in Austin should have the opportunity to experience. I know that if all schools in the district can offer these things, we can expect enrollment to improve.<br><br>The data has shown that declining birth rates and student mobility factors have led to drops in enrollment. We also know that the expansion of charter schools and vouchers has also led to declines in the AISD student population. Working with the city to expand affordable housing options and revisiting zoning maps to adjust for demographic shifts will help address the effects of declining enrollment. We must also consider the impact of ICE in our neighborhoods; declining enrollment due to families leaving the city or remaining in the shadows is a tragedy. It is imperative that we work closely with the city to protect our neighborhoods and schools from ICE. We also have to be competitive with other educational options across the city while ensuring that we are meeting the needs of all families. By offering pre-K programs, dual language schools, and special programs like IB at Anderson, magnet programs like LASA, and single-gender schools like Ann Richards all help increase the diversity of families interested in staying in AISD. When elected, I will work to protect and expand the kinds of special programs that set us apart from the charters and private schools. | Studies have shown that throughout Texas, the 70,000 students who disappeared from public school enrollment are Hispanic. I have a project called "Taco Diplomacy" (you can check it out at IG: @cynthiaforaisd) where I spend several hours at taco shops just to speak with the Hispanic immigrant community and ask why they are not taking their children to school. The answer is universal: fear of ICE detention. I wish we could provide more safety to our school-going communities.<br><br>Austin ISD is a tremendous District. The highs are truly high: three of the top high school programs in the nation are within Austin ISD! (LASA, Ann Richards, and IB at Anderson.) This district should not have an enrollment problem. The real problem is that these programs and access to that level of excellence is not universally available. We need to get rid of old mindsets regarding tracking patterns and even vertical teams. People come to AISD (and any District, Manor New Tech High School as an example) for excellent or interesting programming. Programming brings resources, community involvement, excitement, investment, and ultimately enrollment. Austin ISD has long been late to the idea that school choice is not the future, but the current reality. District Leadership was caught unaware and pivoting has been slow. When AISD loses enrollment to charter schools, it's not because those schools have better teachers or facilities or are in their family's neighborhood. Parents pick schools on programming, community, and perceived opportunities for their children.<br><br>But we can not be the programming-rich District we need to be without transportation. I believe we need to charge those who can afford elective transportation for their children and use that money to make programming choice more accessible and equitable for more children. | The combination of a high local cost of living and the state cap on school expenditures based on the lower statewide cost of living. |

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| **How will you address the needs of all students while still delivering a consistent academic framework at all schools?** | | |
| During my years as a teacher in AISD, I experienced firsthand the joys and struggles of working at a Title 1 school. I became familiar with the needs of the Navarro HS student community, and watched how the pandemic and post-pandemic transition back to school laid bare the unmet needs of so many families at our school. These are learnings that will deeply inform my work as an elected school board member.<br><br>I recognize that our district has areas of improvement when it comes to serving our special education students, emergent bilingual populations, and under-resourced families. As an elected trustee, I will work with community organizations to supplement our kids' school experience with the wraparound services they need to be successful. Protecting campus grounds and surrounding areas from ICE presence, connecting families to healthcare and childcare services, and ensuring our families have access to food, transportation, and internet access will enable our kids to succeed academically. If we can find a way to ensure our most vulnerable students have their needs met, we can expect better outcomes for all students. | It's not standardized testing, that's for sure. I actually think that the district is doing a good job with its curriculum alignment project, but the truth is that even lay people (or students) can recognize the difference between strong and struggling teachers. I wish there was more observation and feedback available in the classrooms, not as a means of scoring, but as a manner of constructive feedback. Unfortunately, that option would require more money for more bodies and that is just not an option at this time. I firmly believe that supporting teachers leads to the best academic outcomes. If we are not going to equip our teachers with both the resources and the space to teach, any discussion of a consistent academic framework is a farce.<br><br>In order to have a real discussion about growth at schools, we have to have the discussion of resources. I think that schools that are historically under-resourced should have lower thresholds for accountability. I think there should be more money, not less autonomy, for teachers who choose to go where they are most needed. And I think we could lift whole communities with programming in areas that lack it. THEN we can talk about numerical academic growth monitoring.<br>Not to say that academic growth is not important, teaching and growing these students in our charge is, after all, why we are here. I just think that any conversation about academic growth without a conversation about resource allocation in this District is not an honest one. To that end, it is important to look for points where more support is needed in the data that is obtained and to approach shortcomings with curiosity and the willingness to understand what is happening on the ground. As the Board's only employee, I do believe that this is the superintendent's charge. His contract should reflect and reward creative problem solving, curiosity, stepping back from the myopic lens that looks only at numbers without accounting for | I'd focus on meeting the needs of *each* student and I'm not sure *which* consistent academic framework I'd want at all schools. |

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| | resources, programming, and community. I have no problem holding anyone accountable for the stalling of academic growth, and promise that I will begin with myself. | |
| **How has history shaped the public education landscape for communities of color here in Austin, and how can AISD better support those communities today?** | | |
| We know from Austin's history that segregation has had a lasting legacy on the inequities that persist in the district today. Schools east of I-35 are labeled with lower ratings (which is less a reflection of those students abilities and more an indication of the structural inequities those communities continue to face), have borne the brunt of school closure impacts, and have been more readily affected by the declining enrollment due to the presence of charter schools that promise a better alternative but rarely deliver on those claims.<br>While talking to community leaders in District 1 these past few months, the frustration is palpable; many folks are so disappointed with the neglect they have experienced from the district that they do not see TEA takeover as a threat. Instead, they see it as an alternative worth exploring. This is a clear indication of the broken trust between AISD and some of our most marginalized communities. When elected, I plan to rebuild that trust by maintaining a regular and consistent presence on school campuses during the school day and at PTA meetings/community events. As a career educator, I know that it is the teachers and students who know the most about what is happening at a school; I will seek out the invitation of school leaders to visit campuses so that I can rebuild that trust. Being proactive with building relationships with school leaders, staff, students, and families will help me be a better advocate for students in AISD. | Did you know that AISD was the last Texas school district to desegregate? I did. I live in East Austin and have spent most of my student's schooling years at Title 1 schools. Equity is one of my core tenants.<br><br>Leadership needs to be a priority in campuses that have traditionally lacked resources. Paredes is a great example of what not to do: a substitute principal, poor school culture, lack of support, and then telling everyone mid-year that they would no longer have a job for the next academic year. No wonder Paredes had to close. That was a failure at the district level. Schools with primarily children of color or immigrant communities must be supported first! Let's get the great admins out there! There is so much talent here in Austin and so many incredible admins, I would have loved to see the district work harder to get Paredes and similar schools one of these titans of leadership (paid accordingly, of course). | Blah, blah, woof, woof, more money. |

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| **What is your view on social studies instruction in AISD?** | | |
| I have been a social studies teacher for the past 15 years. I have watched as the standards changed from TAAS to TEKS to STAAR. I have taught tested subjects and non-tested subjects, from 7th grade Texas History to 12th grade Sociology, and I know that the curricular freedom for teachers is paramount; we cannot create engaging, culturally relevant lessons if we are required to use mandated lessons and AI-created/graded assessments. This is why TEA takeover remains one of the greatest threats to our social studies teachers. It would deprive teachers of their autonomy and reduce a student's engagement with social studies to rote memorization of a white-washed curriculum.<br>The recent changes seen through Bluebonnet Learning curriculum and the SBOE alterations to state standards is an affront to the dignity and diversity of our student population here in AISD. But I know from my work as a teacher who had to operate under the constraints of state standards that our students are capable of engaging in critical analysis of these standards. Instead of simply learning what these standards require, we can engage them in conversations about WHY they are being required to learn certain content and ignore other topics. We can ask them to dissect the language of these standards so they can see for themselves the political agenda driving their creation. The greatest mistake our politicians make is underestimating our students. As a district, we can equip teachers with the skills of culturally relevant teaching that will help them overcome the barriers to learning that the state is trying to impose. | One of my favorite AISD teachers quit the district over four years ago when she could no longer teach her class Critical Race Theory, as a theory. At the time, I thought it was a bit of a radical step, but she stated that when the administration can force teachers to hide the truth of history, the trust required by the teacher-student relationship can not survive. I was wrong, Tabs; You were right.<br><br>We can not ask our educators to lie to our students. That Black history does not impact our every day lives, is a lie. That Islam is the reason for the attack on 9/11 is a lie. That LGBTQIA people do not exist and are not entitled to the same rights and protections is a lie. That we live in a Christian nation is also a lie. I understand why great teachers are leaving and I promise to continue to work to advocate, on behalf of educators and the electorate, to be allowed to teach our children the truth again. | It should be interesting. History should be more than one damn war after another, memorize the dates. |
| **What can AISD do to retain high-qualified teachers?** | | |
| If we want to retain high-qualified teachers, AISD has to send the message that it prioritizes the needs of educators. I know from my own teaching experience that cuts to stipends, planning periods, | Pay. Them. Well.<br><br>Advocate for an increase in the basic allotment. I spend A LOT of days down there at our favorite | The State, following the Edgewood Court decisions, is striving to maintain adequate educations with a minimal budget. To attract and retain good |

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| and teacher salary make the work of an educator untenable. So many of my colleagues have left AISD to find better pay and more support in districts outside of Austin. When elected, I will welcome any improvements Education Austin can provide for teachers through its Consultation Agreement. I also know that a teacher's work doesn't happen in a silo; we need parent support specialists, counselors, librarians, custodial staff, cafeteria staff, and bus drivers to ensure our kids get the help they need to be successful in an academic context. As a board member, I will always fight for the pay that classified and non-classified staff deserve, one that keeps up with inflation and is competitive with other districts in Texas. | pink dome during the session and anyone who will listen to me will hear about the basic allotment, the demographer's donut, the gold pennies, and the quarter-copper ones too. It's just become part of the rhythm of my life now, but it shouldn't be. The state should be fully funding public schools.<br><br>Additionally, the only thing teachers need is strong leadership from admin and "supports where needed and trust and autonomy where it's not." I've been saying this for years now. Too many times we don't trust teachers to express their needs even if they have proven success year after year. We have to start treating our educators like professionals if we want them to stay. | teachers, we should strive for excellence, not merely adequacy, in education. |
| **What role should the community play in supporting the education of children?** | | |
| The community plays a crucial role in supporting the education of children. As any teacher knows, it is parent involvement, community support through organizations like CIS/ YMCA/ Austin Voices, and connections to post-graduation opportunities that ensure our kids can be set up for success. PTA's are critical to keeping an ear on the ground to what our schools need and I intend to work closely with these organizations to ensure our students and families are getting the support that they need. | Forget that I have two children in the district or that I have been a public school advocate for entirely too long, if I were just Jane Citizen, I would still be supporting public schools with my whole chest! Why? Because I want an educated electorate making choices for this country in the future. It is beholden on ALL to care about public school that is fully accessible, free, and successful.<br><br>To that end, I think there are lots of ways that the community at large can get involved:<br>1. Signing up with a community-based public school group like Keep Austin Schools Independent (kasi.org).<br>2. Supporting pro-public school advocates and candidates like myself.<br>3. Volunteering at our local schools where appropriate. Lively is actually named for a long-time school volunteer because she was committed to the campus in a way that really changed lives there.<br><br>And our schools need our communities most of all, right now! | I don't know anything about this, I'm just running to fix the school funding problem. |