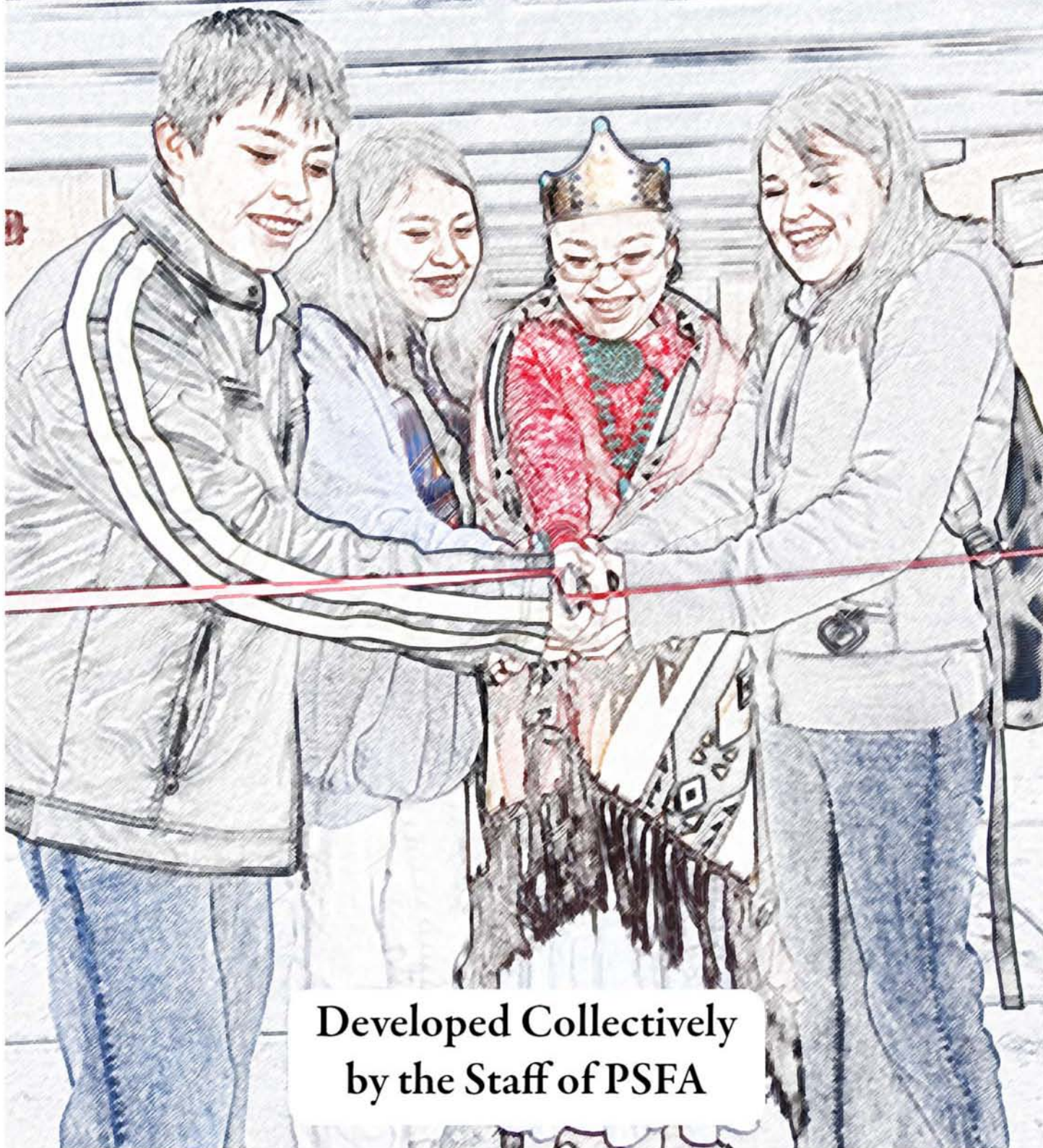


**State of New Mexico
Public School Facilities Authority
STRATEGIC PLAN: FY 2012 & FY 2013**



**Developed Collectively
by the Staff of PSFA**

Executive Summary:

- PSFA outlined six key objectives in its strategic plan from 2008, and achieved performance targets for five of these six objectives. The sixth objective, a stakeholder satisfaction ratio of 90 percent, was a near miss at 79 percent, but represents a 29 percent improvement since 2008.
- Since inception, PSFA's overriding focus has been on comprehensive/cost-effective functional improvements to public school infrastructure leading to facilities sustainability and better student learning outcomes. That overriding focus remains in our 2011 strategic plan.
- PSFA's mission statement, "***Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators,***" remains unchanged.
- PSFA's vision statement, "***National excellence in public school facilities,***" remains unchanged. New Mexico's NMCI facilities ranking model is currently regarded as a national benchmark, and has been copied by other states.
- PSFA's 2011 strategic plan has six specific areas of focus, which were developed with input from staff (*Appendix 2*), stakeholder surveys (*Appendix 1*), and developed from PSFA's strategic planning process (*Appendices 3 and 4*). Focus areas are:
 - ***Improve School Funding/Project Management and Assess Processes/Results.***
 - ***Improve School Maintenance and Assess Processes/Results.***
 - ***Improve School Development/Design and Assess Processes/Results.***
 - ***Improve Knowledge Transfer/Process Coordination/Integration Internally and Externally and Assess Processes/Results.***
 - ***Improve Communication, Increase Simplicity/Clarity Across Agency Operations and Assess Processes/Results.***
 - ***Sustain High Staff Engagement/High Support for the Work Environment and Assess Processes/Results.***
- These six broad goals for FY12-FY13 will be targeted via action items in each PSFA division's annual business plan (*Please see Appendix 5 for a list of some agency action items for FY12.*) PSFA's process for deploying its strategic plan and for integrating strategic goals into day to day operations was highlighted as one of PSFA's three "*most significant strengths/best practices*" in the agency's 2010 Roadrunner Award, New Mexico's second highest award for effectiveness in management.
- As staff to the PSCOC, the PSFA is tasked with *executing* policy, rather than *creating* policy. For this reason, PSFA strategic objectives and underlying action items are much more operational than are PSCOC's strategic objectives.
- PSFA's FY12-FY13 strategic plan is subject to refinement per emerging needs, and/or per directive from the PSCOC, the PSCOOTF, the Executive, and the Legislature.

Table of Contents:

EXECUTIVE SUMMARY:		i
Summary of PSFA Services.....		1
Completion of Objectives outlined in PSFA’s 2008 Strategic Plan.....		2
The Planning Process, PSFA’s 2011 Strategic Plan.....		4
Customer Analysis: Who Does PSFA Serve?.....		4
Mission Statement.....		5
Vision Statement.....		5
PSFA Core Values.....		5
SIX PRIMARY AREAS OF FOCUS:		
• Improve School Funding/Project Management and Assess Results		6
• Improve School Maintenance and Assess Results		6
• Improve School Development/Design and Assess Processes/Results		7
• Improve Knowledge Transfer/Process Coordination/Integration Internally and Externally, and Assess Processes/Results		8
• Improve Communications, Increase Simplicity/Clarity Across Agency Operations and Assess Processes/Results		8
• Sustain High Staff Engagement/High Support for the Work Environment and Assess Processes/Results		9
How the 2011 Strategic Plan Will Be Deployed.....		10
APPENDICES:		
Appendix 1: 2011 Survey of Districts, Charters, Contractors, and other Stakeholders		
Appendix 2: 2011 Survey of PSFA Staff		
Appendix 3: Overview, PSFA Management Team 2011 Strategic Planning Analysis		
Appendix 4: Overview, All Agency Staff 2011 Strategic Planning Analysis		
Appendix 5: Abbreviated List of PSFA action items for FY12		

Summary of Key PSFA Services:

Pursuant to 22-24-9 NMSA 1978, The PSFA serves as staff to the Public School Capital Outlay Council (PSCOC), and manages the following services:

Public School Capital Outlay:

- Administration of the PSCOC's Facility Assessment Database (FAD) and New Mexico Condition Index (NMCI)—which inventory and rank school facilities by greatest need.
- Public school standards-based capital outlay award application administration. Disbursement and allocation of funds and capital monitoring re PSCOC grant awards, lease payment assistance and other public school facilities funding processes.

Master Planning & Plan Review:

- District facility master plan assistance and funding, ed specs, project definition, regional coordination.
- Adequacy standards development administration.
- Project plan review & coordination with regulatory agencies to speed project approvals.
- Development/implementation of building standards.

Construction:

- Project development assistance to school districts.
- Project oversight and cost control with value/sustainability engineering.

Maintenance:

- District preventive maintenance management plan, energy management, cost control and other maintenance assistance.
- Administration of PSFA's Facilities Information Management System (FIMS), a maintenance management software application provided at no cost to school districts.

Training:

- Provide training to school districts and charters re: 1) PSFA's Facilities Assessment Database, 2) master planning, 3) maintenance, 4) capital outlay applications, 5) procurement, 6) Construction Information Management System (CIMS) and other areas, as needed.

Program Development

- PSFA administers standing advisory groups for: 1) maintenance, 2) project development, 3) adequacy standards, 4) planning, 5) information technology and 6) the capital outlay application process, to provide stakeholders with a seat at the table in program development.

Information:

- Website, annual reports, reference guides, checklist manuals, a daily news digest and other media for current information on statutes, programs, and other key funding and facilities data, available at: www.nmpsfa.org

Completion of Prior Strategic Plan:

PSFA's 2008 strategic plan outlined **six key objectives**. *PSFA achieved performance targets for five of the six objectives, with substantial progress on the sixth, as follows:*

1. 2008 STRATEGIC OBJECTIVE: Ongoing development of key systems and processes

- PSFA's Facilities Assessment Database (FAD) was transitioned to a more powerful and user-friendly underlying application—VFA replaced 3Di.
- PSFA's district maintenance management application, the Facilities Information Management System (FIMS) continued to achieve improved user metrics.
- PSFA's Construction Information Management System (CIMS) is transitioning to a more user-friendly underlying application—E-Builder is replacing Unifier.
- PSFA is in the process of developing a unified database to manage and allow cross utilization of all agency data, including a common plan library for use by districts.
- PSFA's Standards-based funding application was simplified and improved.

PERFORMANCE TARGET: *Ongoing development. Significant progress was made.*

2. 2008 STRATEGIC OBJECTIVE: Speeding project delivery

- 74 percent improvement in project cycle times (time of award dollars under contract since time of award) from 2008 to 2011.

PERFORMANCE TARGET: *25 percent improvement—target was exceeded almost threefold.*

3. 2008 STRATEGIC OBJECTIVE: Maximizing customer/stakeholder satisfaction

- 29 percent *increase* in customers/stakeholders who say that *PSFA is adding value to public school construction in New Mexico* from 2008 survey to 2011 survey—from 63 percent to 79 percent.
- A fourfold *decrease* in customer/stakeholders who say that *PSFA is NOT adding value to public school construction in New Mexico* from 2008 survey to 2011 survey—from 26 percent in 2008 to 7 percent in 2011.

PERFORMANCE TARGET: *customer satisfaction at 90 percent—a significant increase was achieved, but the target was not met. There was NO performance target to lower customer dissatisfaction, although significant decreases were achieved.*

4. 2008 STRATEGIC OBJECTIVE: Optimizing communications & data sharing

- All-agency collective participation in strategic planning, and strategic plan updates.
- Full process mapping of Planning/Design & Field division processes.
- All agency value-creation processes fully documented in the Project Checklist Manual.

- Divisions began creating their own annual business plans, which communicated within and across divisions key priorities and performance targets.
- Quarterly performance measures dashboard implemented and posted.
- Unified VOIP phone system implemented.
- Uniform/shared data storage system and procedures implemented.
- Videoconferencing system implemented.
- Smart phones with access to email in the field provided to staff.
- Bi-weekly managers' meetings to improve communication across divisions.
- New agency website with greater functionality designed but not yet implemented.
- Divisional action items in business plans systematically aligned with strategic objectives.

PERFORMANCE TARGET: General improvement in communications and data sharing across agency operations. Wide range of communication initiatives, significant progress made.

5. 2008 STRATEGIC OBJECTIVE: Maximizing PSFA staff engagement.

- PSFA's ratio of engaged to unengaged staff is 10:1, above the national best practice level of 9:1. (from 2009 PSFA Staff Survey)
- 84 percent of agency staff agree or strongly agree with the statement "*I feel engaged with my job.*"
- 63 percent of agency staff say that their job at PSFA "*provides more work satisfaction than anywhere else [they've] ever worked.*" (from 2009 PSFA Staff Survey)
- 98 percent of agency staff respondents say that PSFA is "*sufficient, good, or exceptional in supporting [their] ability to do [their] job well.*" (from 2011 PSFA Staff Survey, 84 percent staff response rate).

PERFORMANCE TARGET: 90 percent staff engagement. Survey data not directly comparable to target; however, the sum of measures listed above appear to indicate that this target has been met or exceeded.

6. 2008 STRATEGIC OBJECTIVE: Developing and tracking additional key performance indicators

- PSFA developed additional listening/learning processes re agency performance and stakeholder needs, including surveys, measures and additional advisory groups.
- FMAR process developed to quantify "exemplary maintenance" and to benchmark district maintenance outcomes, similar to how the NMCI indicates facility condition.
- Quarterly performance measures dashboard launched.
- Project status report developed with a simplified color-coded status schema.
- Performance measures required for all divisional business plan action items.
- Divisional action items quantified for tracking in Access database.
- GIS system developed for easier access to and utilization of planning data.

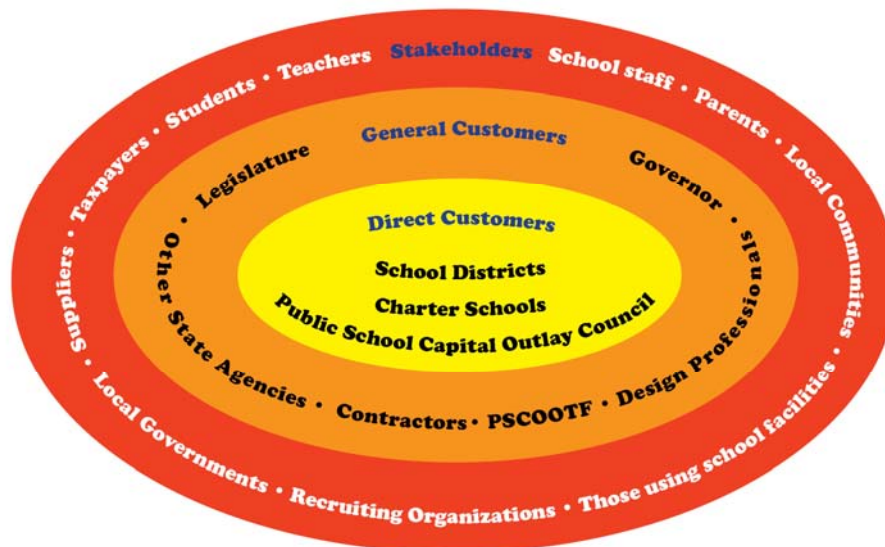
PERFORMANCE TARGET: Development. A number of new measures and underlying tracking procedures were implemented. Significant progress made.

PSFA's 2011 Collective Strategic Planning Process:

- In April 2011, PSFA surveyed school districts, charters, design professionals, contractors and other stakeholders on overall agency performance and areas in need of improvement.¹
- In May 2011, PSFA surveyed all agency staff on how well the agency was supporting staffers' ability to perform well in their work, and on areas in need of improvement.²
- In May 2011, PSFA management, in a two day retreat, reviewed existing mission, vision and core values, evaluated level of performance of the agency's 2008 strategic plan, analyzed 2011 survey data, completed an environmental scan, analyzed agency strengths, weaknesses, opportunities and threats, and roughed out a list of strategic objectives for FY12-13.³
- In June 2011, all PSFA staff met and reviewed draft FY 12-13 draft strategic objectives and proposed revisions, which management approved.⁴
- PSFA's FY 12-13 draft strategic plan was presented to the PSCOC on July 29 2011 and adopted on August 1, 2011.

2011 Customer / Stakeholder Sectors: Who Does PSFA Serve?

- PSFA designates "*customers*" as those with whom we work *directly*—the PSCOC, school districts, design professionals, each other in the PSFA etc, and "*stakeholders*" as those who are affected by *and have a stake in* our work, but with whom we *don't* work directly—taxpayers, students, teachers etc., as follows:



- PSFA focuses on meeting the needs of our customers, and assisting our customers to meet the needs of our stakeholders.

¹ Please see Appendix 1 for 2011 survey results from educators, design professionals, contractors and other stakeholders.

² Please see Appendix 2 for 2011 survey results from PSFA staff.

³ Please see Appendix 3 for the underlying analysis PSFA management completed in its strategic planning retreat.

⁴ Please see Appendix 4 for the issues and concerns raised by PSFA staff in its strategic planning meeting.

PSFA's Mission Statement:

Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators.

92 percent of PSFA staff voted to adopt this mission statement in 2008. In 2011, PSFA staff concluded that it is still valid.

PSFA Vision Statement:

National excellence in public school facilities.

91 percent of PSFA staff voted to adopt this vision statement in 2008. In 2011, PSFA staff concluded that it is still valid.

PSFA Core Values:***Safe and Sustainable Schools***

PSFA shall work to ensure that school facility designs lead to schools buildings which are safe, enhance learning, are cost effective to build and operate, make efficient use of resources, and meet all codes.

Best Practices in Expenditure of Funds

PSFA shall operate with transparency and prudence in expending public funds and in all funding related processes and recommendations, including design review, construction administration, and any other fiduciary area for which PSFA has been entrusted.

Simplicity and Clarity

PSFA processes shall be as simple and as clear as possible, and shall seek to make public school planning, finance, construction and maintenance as easy as possible for school districts, charter schools and other stakeholders.

Focus on Customer Service

An attitude of service is paramount. The exercise of authority shall only be used when the interests of students, teachers or taxpayers are at stake, or when required by legislative statute.

Responsiveness and Transparency

PSFA shall respond with urgency and openness to questions, requests and criticisms, while agency information and staff shall be readily available to the public.

Highest Ethics

PSFA staff shall hold to the highest standards of honesty and integrity, and shall avoid even the appearance of conflicts of interest.

Servant Leadership and Work Environment

PSFA management shall provide a results-focused work environment with clear and objective job parameters that empower staff to make timely, appropriate and context-focused decisions.

Ownership, Responsibility and Accountability (ORA)

Without exception, PSFA staff shall demonstrate ORA in individual and collective work.

Performance Excellence & Continuous Improvement

The standard for PSFA shall be comprehensive technical excellence, high productivity, and ongoing evolution and refinement.

Respect for All Persons with Whom PSFA Works/Collaborates/Partners

PSFA's mission is collective; diverse viewpoints are welcome and encouraged.

PSFA Strategic Objectives for FY12 – FY13

1. Improve School Funding/Project Management and Assess Processes/Results.

Key Factors & Approach:

- CIMS, FAD and FIMS are PSFA's three major process management systems, which are used to cost-effectively manage school facilities funding, development and maintenance. These systems minimize the need for staff, while capturing sufficient data for more informed decision making by policy makers. For these systems to be most effective, they must be user-friendly.
- PSFA has recently replaced the underlying engines for FAD and CIMS in order to add functionality, while making these systems easier to use for stakeholders.
- The funding application process can be complicated for districts, and can be simplified via auto-populating application data and other changes.

Key Performance Target:

- Finalize development of PSFA's core process management systems and related processes.

Key agency action items (*not a complete list*) to achieve this objective would include:⁵

- Complete development and launch e-builder version of CIMS
- Redesign funding application
- Procurement process refinement

2. Improve School Maintenance and Assess Processes/Results.

Key Factors & Approach:

- The Legislature has invested \$1.5 billion in new and newly-renovated school facilities since 2002, and the state currently has about \$18 billion in school facilities statewide. It is simply more cost-effective to maintain the school buildings that we have than it is to prematurely build new buildings, and to do so, effective school maintenance is essential. Too many school buildings currently need to be replaced/renovated prematurely due to ineffective maintenance.
- One of the critical success factors in fair/effective school facilities funding has been the NMCI ranked list of greatest facilities needs. To achieve similar success in school maintenance will require a comparable benchmark for maintenance, and which will also need to include a quantification of exemplary maintenance.

⁵ Each PSFA division creates an annual business plan which develops action items to address PSFA's multi-year strategic objectives. This process for executing the agency strategic plan has proven effective, and was highlighted as one of PSFA's "most effective strengths/best practices" in PSFA's 2010 Roadrunner Award for effective management.

Key Performance Targets:

- Comprehensively assess maintenance condition of the approximately 800 school buildings in New Mexico, benchmark against an objective standard.
- Quantify the performance of FIMS in terms of cost effective impact on improved facilities condition.

Key agency action items (*not a complete list*) to achieve this objective would include:

- Complete development of the FMAR relative maintenance assessment tool
- Launch the 5 percent local match reduction for exemplary maintenance
- Broaden/improve use/effectiveness of FIMS
- Assist in implementing energy conservation management

3. Improve School Development/Design and Assess Processes/Results.**Key Factors & Approach:**

- Every school project is a prototype, and environmental conditions vary widely across New Mexico; however, by tracking/evaluating the performance of new school designs it is possible to determine which designs and building components work best, achieve the greatest durability, achieve minimum lifecycle costs etc, and to seek to broaden the use of these designs/components.
- More precise data (and forecasts) on student movements would allow school districts to more effectively determine school locations and to allocate resources, both of which would reduce costs/increase funding efficiency.

Key Performance Target:

- To build a process that tracks the performance of new school design/building components via post occupancy evaluation, and to develop an easy means for school districts to access this information.
- To develop an integrated means for the state and districts to use GIS data for more precise capital and operations related resource allocation.

Key agency action items (*not a complete list*) to achieve this objective would include:

- Complete/integrate POE lessons learned into future school design/adequacy guidelines/plan library
- Complete deployment/utilization of GIS and reporting capability
- Better performance measures—is lifecycle cost meaningful outside of educational outcomes analysis?

4. Improve Knowledge Transfer/Process Coordination/Integration Internally and Externally and Assess Processes/Results.

Key Factors & Approach:

- In past years, limited process coordination/integration between infrastructure-related sectors wasn't optimum, but was possible due to a strong NM economy and annual surpluses in state revenues—neither factor is likely to true over the next few years, and the need to create greater efficiency in infrastructure development and funding is now much greater.
- Gaps in inter-agency and extra-agency process coordination were identified in the 2011 stakeholder and staff surveys.
- Enhanced process improvement via more effective coordination is a low cost option for improving productivity and missions effectiveness.

Key Performance Target:

- To identify, address and track gaps (along with improvements) within the agency, with private sector partners in projects, and with other government entities.

Key agency action items (*not a complete list*) to achieve this objective would include:

- Broaden shared development/funding/use of infrastructure at the local level.
- Sharing of best practices—teach/learn from other agencies/government entities.
- Broader reporting of advisory group meeting outcomes.
- Broaden involvement within and across other infrastructure sectors—engender greater cross-pollination within and across sectors, via participation in the New Mexico Infrastructure Finance Conference and other means.

5. Improve Communication, Increase Simplicity/Clarity Across Agency Operations and Assess Processes/Results.

Key Factors & Approach:

- Gaps in operational communications were identified as a key opportunity for improvement in 2011 staff and stakeholder surveys; while unnecessary complexity/complexity creep were highlighted in the 2011 stakeholder survey as an area of great concern to overworked school administrators.

Key Performance Target:

- To identify, address and track performance on *specific* areas of less than optimum communications, and to simplify when possible the manner in which PSFA customers and stakeholders interface with this process.

Key agency action items (*not a complete list*) to achieve this objective would include:

- Create simple communication plans for all agency processes/action items, just as we create performance measures for all processes/action items

- Create a PSFA Communications Procedures Manual
- Complete development and launch unified PSFA database
- Evaluate/refine core and support processes for “busywork creep,” redundancies, unnecessary steps, unnecessary complexity/confusion
- Broaden communication of performance measures/other actionable information—better explain the “why” behind the requirements

6. Sustain High Staff Engagement/High Support for the Work Environment and Assess Processes/Results.

Key Factors & Approach:

- While PSFA’s mission and statutory role do not include providing a fulfilling and supportive work environment for agency staff, high staff engagement⁶ is the most cost-effective driver of high customer satisfaction and high productivity. For this reason, PSFA considers sustaining high performance in this area as a strategic objective.

Key Performance Target:

- To maintain an engagement ratio of greater than ten to one; and to maintain a ratio of staff who consider agency support for their ability to do their jobs well adequate, good or exceptional at greater than 95 percent.

Key agency action items (*not a complete list*) to achieve this objective would include:

- Continue to decentralize some decision-making authority to RMs and other process managers.
- Create and implement individual development plans (IDPs) for all agency staff.
- Continue to support staff training/development, subject to the requirements of each specific position.
- Improve celebration of individual/collective successes.
- Improve mechanisms for capturing staff feedback on the work environment.

⁶ High staff “engagement” means that a staffer feels that the goals of the organization are important, and that his or her role in helping achieve those goals is also important. Engagement is different from “satisfaction.” Engaged employees tend to embrace change and to further organizational goals. Whereas its possible to have satisfied and unproductive employees, and/or unsatisfied and productive employees.

How PSFA's 2011 Strategic Plan Will Be Deployed:

Improvement in organizational effectiveness as a result of strategic plan deployment & execution, is the only reason to spend time on strategic planning.

But strategic planning *execution* isn't easy. 96 percent of American organizations write strategic plans, while only 20 percent report successful plan execution.⁷ *Deploying* strategy is generally considered about three times more difficult than *developing* strategy.⁸

PSFA management uses the following three step approach⁹ to assure that the 2011 agency strategic plan will be fully deployed. This approach was used in deploying the agency's 2008 strategic plan, and was highlighted as one of PSFA's three "*most significant strengths/best practices*" in the agency's 2010 Roadrunner Award, New Mexico's second highest award for effectiveness in management.

- To avoid spreading limited agency resources too thin, the strategic plan focuses on a small number of high-value objectives in six key areas—each chosen to advance PSFA's mission.
- Agency departments each develop annual business plans made up of action items that must align with one or more of the agency's six strategic objectives. A standard business plan template is used to establish consistency of approach across departments, and to assure that appropriate performance measures are included. About 50 percent of action items tend to be cross-departmental.
- PSFA staff work with their managers to develop Individual Development Plans (IDPs) that outline 3 to 5 key personal objectives for the year that will align with the key annual objectives for that staffer's department. Brief quarterly progress meetings will be held between each staffer and their department manager to update/revise individual objectives. This approach, in which staffers determine, with their manager's approval, how they each will contribute to annual departmental objectives and hence to overall agency strategic objectives, broadens buy in, strengthens morale, decentralizes decision making, and empower individual staff.¹⁰

This simple, three step approach, creates clear, line of sight alignment between the agency's broad, multi-year strategic objectives, middle term departmental objectives, and the day to day work of individual staffers. It harnesses the chaos of ongoing operations to the structure of long term, results-focused planning.

⁷ From American Chamber of Commerce surveys.

⁸ Survey of CEO's, Baldrige National Quality Award winning organizations, The Malcolm Baldrige Foundation.

⁹ Virtually all organizations which claim successful strategic plan execution follow a similar approach.

¹⁰ This approach is well beyond proof of concept among the country's role model organizations. The outcomes listed here have proven to be the norm.

APPENDICES

APPENDIX 1:
***2011 SURVEY OF DISTRICTS, CHARTERS, DESIGN
PROFESSIONALS, CONTRACTORS AND OTHER
STAKEHOLDERS***

APPENDIX 2:
2011 SURVEY OF PSFA STAFF

APPENDIX 3:
***OVERVIEW, PSFA MANAGEMENT TEAM
2011 STRATEGIC PLANNING ANALYSIS***

APPENDIX 4:
***OVERVIEW, ALL AGENCY STAFF
2011 STRATEGIC PLANNING ANALYSIS***

APPENDIX 5:
***ABBREVIATED LIST
OF PSFA ACTION ITEMS FOR FY12***

Date: 6/27/2011 9:03 AM PST
Responses: Completes | Partial
Filter: No filter applied

1. Please indicate below your title or area of work:

School board member		42	10%
District superintendent		42	10%
Other district administrator		129	31%
Charter school administrator		56	14%
Architect		27	7%
Other design professional		8	2%
Contractor		21	5%
Other, please specify:		91	22%

2. Please indicate below your level of familiarity with the New Mexico Public School Facilities Authority (PSFA):

Have never worked with PSFA and/or have no knowledge of what PSFA does.		51	13%
Have some work experience with PSFA and/or have some knowledge of what PSFA does.		221	56%
Have extensive work experience with PSFA and/or have extensive knowledge of what PSFA does.		124	31%

3. Overall, what impact has PSFA had on improving public school facilities & facilities funding in New Mexico?

Very negative impact		3	1%
Negative impact		23	6%
No impact		51	14%
Positive impact		226	63%
Very positive impact		58	16%

4. Overall, what impact have your working relationships with PSFA STAFF had on improving public school facilities & facilities funding in New Mexico?

Very negative impact		4	1%
Negative impact		18	5%
No impact		93	26%
Positive impact		182	51%
Very positive impact		58	16%

Please indicate below the area(s) in which PSFA most needs to improve in order to best improve public school facilities & facilities funding in New Mexico. (Please list up to three suggestions in order of priority.)



2011 PSFA Strategic Plan Survey of Stakeholders 4-8-11 Results Overview

Date: 6/27/2011 9:07 AM PST
Responses: Completes | Partial
Filter: No filter applied

5. Most important PSFA improvement needed:	
#	Response
1	Acknowledging the latest project delivery trends.
2	Strength of Project Management and overall construction knowledge.
3	PSFA project managers should have the knowledge and the authority to make decisions and approve changes on the projects.
4	Establish a pre-qualified bidders list process to simplify and speed contract procurement.
5	Better communication.
6	Get input from districts regarding their perceived priorities
7	Ability of schools who started the process 12 years ago to complete their projects. As they improved their facilities they dropped in rankings. It will be decades before they would ever be able to complete their projects.
8	none
9	Change the approach from a black-and-white numbers standpoint to an overall look at what the school needs to support their curriculum. It's not a one-size-fits-all scenario and the main goal should be to improve the learning environment for NIM's students, not to build the smallest building for the least amount of money.
10	Do not have enough working experience with PSFA to give a honest evaluation.
11	Keep on publishing your great newsletter! It helps teachers stay informed of news affecting their profession locally and nationally.
12	Overall building safety
13	Quality and responsiveness of PSFA Regional Managers
14	PSFA needs to maintain consistency in their direction to districts. My experience has been that we are given a set of guidelines only to be revised as it goes up the food chain. It has created additional cost and loss of time on schedules in some cases.
15	Simplify the Facility Master Plan - too complicated, too expensive. Simplify everything.
16	Due to increasing enrollment, additional classrooms needed at the elementary level
17	Consistency in project administration across the state.
18	A better understanding of the challenges charter schools face with their lease-purchase needs. Perhaps a little more flexibility with the changing environment regarding least-purchase.
19	Educate the districts & the public on who PSFA is, why we exist, what we do to fulfill our duties-i like the quarterly news letter, i believe that will help
20	More direct communication within the communities as to the impact PSFA and PSCOC has made in THEIR facilities. Positive publicity might help people understand the agency better which might help with the Legislature.
21	Increase funding
22	Simplify procedures.
23	Improve the application process. It's cumbersome.
24	Thoroughly test the process before implementing it. The RFP for GC's purpose was to Pre-Qualify GC's and Subs. This has become lost. The scoring is confusing and leaves too much to the District's discretion.
25	Regional Managers approach to projects is incredibly inconsistent. Some want to play designer and be involved in every detail and decision while others allow you to do your job and provide oversight and coordination, as they should. Keep the RM's out of the design business and force them to be advocates of the project and provide assistance to build the team for a better project rather than adversaries. You have a real problem here.
26	Need a higher expectation of school design and required "basic" facilities.
27	Assessing and prioritizing most need schools and provide support.
28	On-line access to funding and payment information for PSFA funded projects. This is need for district fixed assets and we have to journal entry funds paid on behalf of the district. (Per Audit requirements)
29	Upgrading or building facilities in areas where there is no tax base.
30	guit creating additional "Red Tape".
31	Outreach and education
32	Continuation of 'Lease Reimbursement Program'
33	Be sure minimum design standards address urban as well a rural schools -- and current curriculum needs.
34	Approval Process at all levels. RASC approvals,contract approvals,change order approvals,additional service approvals need to be more timely and consistant in response.
35	Communicate to Districts the actual cost of a project. Hard and soft, cost so that budgets are more realistic. Marshall & Swift Cost Evaluation service does a good job and could be utilized for early budgetary review of a project.
36	Better communication.

37	Help school districts explain the process for funding to the general public.
38	turn around time being consistent on message to districts
39	remodeling of old buildings instead of letting them deteriorate
40	Get rid of PSFA.
41	I understand that if a school makes any improvement to a school they fall further down on the list for funding. I feel that this is bad, it causes district with older schools not to make improvements.
42	Eliminate organization entirely (HUGE state savings) and restore local control of PSCOC award-based expenditures with NMPED oversight.
43	Provide school districts access to Job Order Contracting for projects below \$500,000. Some PSFA Representatives will not allow the use of JOC regardless of project size.
44	Facility energy performance standards - LEED - HIP Schools
45	Clear communication with how rankings are decided.
46	I know there is always room for improvement, but I can not think of one for PSFA at the moment.
47	Addressing safety issues in all schools.
48	(Selfishly) Helping charter schools figure out how to be in publicly owned buildings by 2015.
49	I have not worked with PSFA directly but from what I hear from those that have the PSFA has created considerable extra costs with some of the demands that they have made. I cannot give specifics.
50	none
51	The adequacy standards are insufficient and should be reviewed to be realistic. Is a minimum standard reflective of true adequacy standards? PSFA should explore the question in more detail. Study what is realistic and apply those standards. In addition the formula breakdown is unfair to a large majority of small districts and should also be reviewed and revamped to adequately define fund availability within a district. For example, a district that can only generate \$10,000 from the community from a bond election and is bonded to 90% capacity based on their assessed valuation, should not have to contribute 90% of a project. It puts them in a situation where they will never be able to fund a major project. While another district can bond millions of dollars and their contribution is 25% to a school improvement project. It is a clearly an inequitable situation to the taxpayers that reside in the same state and to the individual district. PSFA needs to revisit the elements that make up the formula for funding. The State Equalization Guarantee is harmful to small districts and the PSFA funding formula is also harmful to small districts.
52	Consider providing assistance with greatest need in times when an emergency arises. For example, if a school has more students than expected at the beginning of school what provisions can be made available through PSFA
53	Listen to school's needs and not what PSFA thinks the school needs. Make the two work together.
54	design guideline flexibility to allow innovation
55	Need additional regional representatives.
56	School district should offer technical recommendation more as it will assume operational and administration of the new/refurbished facilities after completion.
57	I've worked with both Rocky Kerney and Dottie McKinney and they both do a GREAT JOB. You have some very good people there
58	To make sure that any changes they make are communicated to the school district. For example, they recently approved Ed Specs and then withdrew the approval without an explanation of why they withdrew their approval.
59	More concern and funding equity for charter schools, especially those that have been in existence for a number of years and proven to be successful schools
60	Better communication
61	Clean up the procurement process for selecting design and construction professionals. The best value (price & qualifications) for selecting the GCs limits the ability of the Design Team and GC to maximize the return on taxpayer dollars. Also, the best value process is very cumbersome and needs to be modified to maximize the value of using the process. Providing the subcontractor qualifications at bid time is very difficult to manage and may not be giving the best opportunity to the generals to provide the best most cost effective team.
62	I noticed a complete focus on Facilities to the exclusion of staff, student, and curricular needs. However, my interaction was very short (one meeting) and focused on a new school facility - which should be their focus. Wasn't sure if their focus ever expanded beyond the bricks and mortar.
63	remodeling
64	Can't answer because PSFA does not control its own funding.
65	Allow districts who receive a lower match of state funding more flexibility in their planning. If the district is paying the most for they should have the most say. If the state is paying the most then PSFA has the right to carry through with what you have been doing.
66	I see pictures of schools in your annual report that are brand new and are 21st century schools. I do not understand why some districts get new facilities like that and other facilities only get gradual upgrades. There is no equality in the different types of schools in which students are allowed to attend.
67	Reimbursement/payment processes
68	Los Alamos is very pleased with the partnership with PSFA. I would say that the most important improvement is to maintain this high level of customer service.
69	More transparent method for communicating funded projects and the status of projects to the business office of the district. No communication is received by the business office, it has to come from other sources which may or may not be aware of what the business office needs to properly budget and track project spending, etc.
70	Process needs to move more quickly after funds are allocated
71	PSFA needs to accept reality. We had to hire an architect to help us find a site for our school and create a five-year site plan for our charter school. In reality, there is only one realistic site and we knew this going in. We did not need extra meetings and assignments that will have absolutely no impact on the facility we will be using.
72	Create a friendly process for charter schools that is helpful and supportive to the specific needs and differences of charters.
73	Look at the possibility of upgrading facilities. I have a building that is good for at least another 20 years but in need of HVAC and electrical upgrades.
74	training
75	Discussing the process of how decisions are made for funding projects
76	Additional funding from Legislature

77	Give the regional managers the ability to sign the contract documents and other business documents that the superintendents sign. This will speed the process along and reduce the ridiculous wait times that currently exist.
78	Better communication whether via email, phone, regular mail. Keep schools updated on a regular basis
79	PSFA must realize that increasing requirements on schools during these extremely tight budget times will make it impossible for schools to comply. Examples-School Dude reporting, requiring maintenance people to obtain certifications.
80	Better/ more info on how school can access capital outlay and under what circumstances
81	Take the opinions and advice of educators regarding facilities into consideration instead of just crunching the numbers.
82	Provide more public funding for charter schools
83	Be a source for networking the facilities and construction representatives in each district so we can better collaborate to improve each districts ability to contract and construct facilities
84	Communicating changes in your organization. Sometimes it seems the left hand doesn't know what the right hand is doing.
85	Revamp the way charter schools are ranked in regard to capital project funding.
86	Better abstract for articles
87	Stream line the paper work.
88	Improve more effective and timely .communication
89	FYI: Expenditures that the PSCOC actually makes on behalf of districts, which must be subsequently recorded to the district's books, really need to be reported to the districts prior to May or June. Starting in FY09-10, and extending forward, the PED no longer allows Budget Adjustment Requests (BARs) from districts after May 31st of each fiscal year. And without knowing the proper expenditure amount to be recorded, or the ability to adjust budget for the that exp. amt., prior to June, districts are unable to 1.) justify the budget authorization (BAR) needed from local boards and the PED, and 2.) they are also subject to the risk of an audit finding for not having the budget authority required in relation to the recorded annual expenditure. Business managers should be given this information directly, and ASAP
90	Provide funding to Charters.
91	Quit telling us what we need and what we shall do! Northern NM schools and their environment are different from Southern NM schools and their environment. What works up north may not work in the south and visa versa. Be receptive of the fact we know our schools and our environments, don't make us do something just because that is what you want to see
92	Those of us who are APS Charters and on their master plan are not having their facility needs taken care of.
93	When recommendations from PSFA planners, regional managers and upper management in the organization are in agreement about a direction specific projects need to move it is frustrating to have it stopped by PSFA's director. It appears that ultimately the director would need to become involved in projects earlier if the recommendations of support staff are to be disregarded. On the positive side, PSFA has done more in the past 10 years to improve the educational environments for our students than anything else I have witnessed. The Director deserves to be complimented on the herculean effort needed to accomplish this.
94	Quicker turn around times
95	Timeliness in plan approvals
96	Allowable square footage for school construction needs to be expanded.
97	Assisting charter schools in finding publicly owned buildings.
98	I do not know enough about PSFA to accurately answer this survey.
99	I don't have the experience to comment.
100	funding for small rural schools that meet the criteria for assistance
101	FAD ranking of schools is frustrating and it is a struggle to plan as the rankings can change so radically it inhibits long rang planning involving community input.
102	Educate the Districts on who, what, why & how PSFA is in existance
103	EQUAL funding for charter schools is a must.
104	Improved communication on what you do and how you can help with facilities.
105	Rather than add to the bureaucracy, the money supporting ANOTHER government agency can be used to improve school funding and schools would have money in district to maintain own facilities.
106	Communication with schools. I had to wait more than 2 weeks to get a response to an email...that is after I called. Then it took another week to get a response to my question. Once I did interact with an employee of the PSFA, that person was courteous and helpful...but it took a while to get someone to respond to my question.
107	1. When looking at the school sites, "Listen" to the school staff. They know the students, community, and their needs.
108	Funding needs to be more than just minimum adequacy --- our school was built in the last 4 years and we do not have enough space in our gym for our whole school nor do we have enough storage for building needs.
109	TAKING INTO CONSIDERATION THE AGE OF THE BUILDING. PUTTING MORE WEIGHT ON THIS OVER A PERIOD OF TIME EVEN THOUGH "FIXING-IT" OR "PUTTING OUT FIRES" HAS OCCURRED IN THE BUILDING.
110	Some times the ratings need to be based on Health issue instead of just the overall building. Example - Asbestos, plumbing where water comes out yellow for a short period of time, major cracks on sector part of a building versus the entire building for a school to qualify.
111	Districts need to given more flexibility on projects.
112	School improvements, our schools are old and the infrastructure needs to be updated to meet the needs of our students.
113	There are too many chiefs. The work needs to be approved and done quickly!
114	Loosen size restrictions for school facilities. If schools see a surge in enrollment, current sizes with the formula may be inadequate.
115	When evaluating what is adequacy standard is allowable by funding and guidelines. PSFA needs to tie in and consider all aspects of the design so change orders are not requested which delay construction.
116	Holding districts accountable for waste
117	Continue to promote their vision of equity and to enhance districts' understanding of PSFA processes and expectations, because they work. The staff and director are excellent communicators and very diligent at following legislative regulation.

118	To work with small districts, that have their own monies for capital projects, as construction manager.
119	More communication with Charters More help in finding funding for facilities or renovating facilities or site preparation for Charter Schools
120	long term planning
121	creative ways to work with paid industry lobbyists to reconcile differences in advance of task force/committee meetings
122	Understand budget constraints on recommendations
123	Accurate and consistent feasibility studies on facilities - where they can improve to best serve students and teachers.
124	Have enjoyed the process of working with PSFA and PSCOC. Appreciate the openness and apparently non-partisanship of the process. Maintaining these factors is of most importance.
125	Presentations on services in the various regions of the state.
126	Go over every school to see the individual needs.
127	Not experienced enough to say. My one experience was very good.
128	Capital outlay funding needs to be provided to charter schools when they are approved - not in the sixth year. Charter schools serve worthy students and must provide a facility that meets all of the PSFA requirements in the first year of operation, therefore it is only fair that they receive funding assistance beginning when the school opens.
129	Needs to be more supportive of districts that do a good job in maintaining there buildings.
130	Our district has provided an unoccupied school facility with the help of PSFA. Now they want to relocate the charter school to another vacant school facility so they can use the (our) building for a training center. PSFA allowed funding to the charter school facility and it looks great! But now the district wants it back. So the question was what improvement is needed, help charters not be kicked out of their facility just because the district has changed their minds!
131	no question
132	Consistency in funding stream availability.
133	Those of us who are careful with our money and have low taxes are penalized when it comes to the state helping with projects a 90/10 split and still we have to jump through all the PSFA hoops to get approval.
134	Improvement in school cafeterias, primarily tables and benches, not cooking areas.
135	unknown
136	I don't feel I have enough information to determine improvements
137	Utilizing information that is already available at the PED
138	create a formula factor for specific facilities in districts with an overall low priority rating to raise their priority.
139	more money funnelled to the schools
140	Continue looking at the "big picture" not simply costs or connections.
141	ADA compliance
142	1. Better understand our facility and monetary limitations.
143	How to convince the Legislature for more funds for school construction.
144	Need to lead an update of 6.27.30 NMAC. Currently this state rule is bare bones and does NOT come close to adequately meeting the needs of all program staff required to work in schools.
145	Streamlined process for charter facility issues and meeting the 2015 deadline.
146	I believe charter schools need to be given opportunities to receive capital outlay funds when they open. We'll have to wait years to receive the support we need.
147	More time from notice of items such as applications to due dates.
148	Training or some kind of information package for school admins (principals) because all of the information that gets to the site goes through Central Office and is not always clear. During construction, it is the site admins that know the most about the projects. You need to find a way to include them as you will have a better results and less waste.
149	Re-look at our existing structures in order to get them up to speed.
150	uncertain- not enough experience with PSFA to comment
151	communicating the site selection processes to the public
152	up to date media operations to include band width, electrical connections and cabel in every room, media room
153	PSFA needs to be more assertive in dealing with Contractors at the end of the project as well as warranty issues.
154	Be more pro student needs. unbiased.
155	Accessible to Boards
156	money
157	improve ranking criteria
158	Improved communication
159	Communication on the availability of funding.
160	I am not familiar enough with the PSFA to answer these questions adequately.

161	Energy self-efficiency in public buildings
162	Educate the public as to what the PSFA is doing and why it is here. It has been a very good idea from the start and allows for schools with a very small tax base to have nice facilities. At its root, it is fair!
163	Needs to be more involved with the construction part of the projects... that is it needs work with districts so that project are completed and that contracts are fulfilled.
164	Continued communication with districts and PED on in-progress and future building plans.
165	I really don't know.
166	Funding sources.
167	(as we all know) With PSFA/PSOC Matching Funds also come PSFA regulations, restrictions, standards, criteria, Project Management, etc., which school districts are required to follow. It has been my personal experience that (some) districts would prefer to forgo matching funds so as not to be bound to such PSFA regulations. In order to further promote the PSFA mission, I would suggest concerted effort be given to improving the relationship between (potential) districts and PSFA. This might even take the form of a marketing and PR effort by PSFA.
168	Consistency on standards, too many constant and undocumented changes.
169	Involving other trades/sub contractors that have experience in education...not just Contractors and Architects/Designers.
170	Have ranking model that doesn't down grade a district for EXCELLENT maintenance but gives extra points for consistently maintaining their facilities.
171	The percentages used in the project participation sheet to separate the contract amounts between the school districts and PSFA need to be clear from the beginning, they do not match the MOUs percentages. PSFA need to inform the school districts how much extra money, they will be paying during the close outs. The numerous digits used in that form end up making the school districts paying more than what they should pay.
172	PSFA needs to have a concise and easily adhered to policy regarding the awarding of PSFA portion funds...transparent award system. There still is the illusion of the "Good Ol' Boy" network in the awarding of funds.
173	Identifying facilities in need of improvement and updating that list more often.
174	Visit schools throughout NM and see their issues first hand.
175	Prepare and publish generic model school blueprints
176	I feel that PSFA should have the business manager be part of the meetings with the construction
177	The regional managers make all the difference. Everyone we have worked with has been good but one was great and it increased our productivity immensely.
178	Clear step by step processes with due dates.
179	Continued positive interactions with schools districts.
180	Look at funding for remodel. IE HVAC to replace swamp, electrical upgrades
181	Locate a list of E Rated facilities so that schools can choose from.
182	PSFA lack stream line standards site work standards, such as parking lots, Master Drainage Planning, student drop-off/pick-up lanes, bus loading/unloading, and Sub-surface utility engineering.
183	Communication about upcoming deadlines.
184	Open public communication on how the PSFA works with state chartered schools, vs non-state chartered schools.
185	Charter school access to funding
186	More attention on green building retrofits for schools built in the 1960's- 1980's.
187	More communication with the schools about decisions. Often the decisions are communicated to district offices and schools are out of the loop.
188	best value bids
189	PSFA worked well with the building of this school. However sometimes the needs of the school are different from the guidelines of PSFA
190	The time between planning and actual construction is almost decades it appears. There must be a more efficient manner to plan capital outlay for rural school construction projects.
191	District control on school improvement priorities
192	Readily accessible priority listing statewide.
193	create a state wide plan to deal with the 2015 mandate that all charters be in public school buildings
194	More local input in assessment of specific district needs
195	none they are very efficient in moving paperwork and reimbursements.
196	PSFA needs to be transparent with how they rate buildings in need of replacement
197	More assistance--less regulation.
198	user friendly software system
199	Developing a method to pressure building contractors to actually complete in a timely manner the mechanical/control installation of school projects
200	Review the Architects details for items or things that are excessive.
201	Biggest job obstacle is when a contract is awarded based upon lowest bid and sub-contractors are not qualified/capable to do the work. I have had bad painters, roofers, plumbers, masons - you name it. Help with a pre-qualification process.
202	1. Consistent message across the state from Regional Manager's.
203	It was clear in my dealings with PSFA (creating a Facilities Master Plan), you were not created to work with the specifics of charter school law. Staff was fantastic in working through it, but we were clearly in uncharted territory.

204	Expend energy to monitor contractors, as they can realize a direct financial gain from the construction process, as opposed to architects who operate on a fixed fee.
205	More communication
206	funding
207	Districts with some funding receive very little \$ and when it does, PSFA's evaluated needs don't match the district's needs. Should be some way that this can be changed to district needs. We recently tore down a building that had the districts highest needs, we eliminated the PSFA need, there should be some credit available to the district on the replacement facility.
208	Creation of goals for the maintenance of our school facilities.
209	ADA improvements, life safety issues
210	Pay more attention to District input rather than waiting years to implement what was suggested by District personnel in the first place.
211	LISTEN! Some of us have literally worked our entire careers in the school construction and maintenance business. We are expected to accept your changes and shut up. Not really very helpful.
212	Psfa needs to be there to help schools that cannot help themselves, but not interfere with schools that can pay their own way.
213	To stop slowing down construction it takes to long for psfa to approve things
214	Training for Maintenance staff to handle certain jobs we'd otherwise hire contract services for.
215	Be more aware and understanding of the fact that small districts deal with many issues and can't give 100% attention 100% of the time to a PSFA Project.
216	
217	PSFA Director needs to allow his staff to make decisions. It is very inconvenient to wait for the staff to get approval from him to approve something.
218	Implement a program to give additional funding or reduction in matchin to distrits with good maintenance programs
219	Continue to represent a real "maintenance approach" to the powers to be within the State.
220	Be more in touch with school District Facility Managers. I have a total lack of communication with my PSFA district manager
221	dont know about other districts but our regional rep is outstanding. He show up to board meetings ,he's always looking for way's to get us money.
222	
223	listing of facilities need to be accessible by board members online
224	REDUCE THE BUREAUCRACY!! TOO AUTOCRATIC AND DICTATORIAL. TOO MANY LEVELS AND A BIG WASTE OF TAXPAYERS MONEY!!! INDIVIDUAL DISTRICT PERSONNEL ARE NOT IDIOTS, THEY HAVE BETTER KNOWLEDGE OF NEEDS AND PRIORITIES.
225	De-document funding process
226	Charter schools, up to now, receive little to no capital support from PED to fund school facilities. Many school districts do not feel compelled to partner or collaborate with charter schools concerning school facilities, which both isolates charter schools and compounds their challenges and obstacles to success - even to the point of student enrollment. Many charter schools are housed in aged buildings that do not adequately facilitate student learning and performance. this cause many parents to judge the book by its cover and select a "real School" in a permanent building instead of a charter school housed in portables or a remodeled strip mall. In some states, laws require public schools to release unused building to charter schools and to share the burden of expense and maintenance of these buildings which have been funded by public tax dollars. New Mexico needs to do a much better and equitable job of funding and sharing public school facilities and funding of public school buildings. Denver, Colorado is but one example of collaborative partnerships for the benefit of all students in the community.
227	Mr. Gorrell is a bully. He has attempted to bully our district, and I have witnessed that he bullies his staff. This type of unnecessarily adversarial behavior destroys good will, and no doubt damages staff morale. I hope that the PSCOC will finally rein in PSFA's director.
228	ITS ISNT EASY TO WORK WITH PSFA BECAUSE ANY SIGNIFICANT DECISION NEEDS TO BE MADE BY BOB GORRELL, WHICH NEGATES SOME OF THE VALUE OF HAVING A REGIONAL MANAGER. MR GORRELL SEEMS TO BE EITHER TOO INSECURE OR TOO POOR OF A LEADER TO LEARN HOW TO DECENTRALIZE DECISION MAKING. HE SHOULD IMPROVE HIS SKILLS AS A MANAGER. GORRELL SEEMS TO HAVE GOOD FACILITIES KNOWLEDGE AND POOR GENERAL MANAGEMENT KNOWLEDGE.
229	Work collaboratively rather than "you can't do this because we said so and we know best" kind of attitude.
230	Don't talk so much at meetings and let staff members talk without always adding something.
231	Capitol Outlay money for building charter school buildings.

2011 PSFA Strategic Plan Survey of Stakeholders 4-8-11

Results Overview



Date: 6/27/2011 9:09 AM PST
 Responses: Completes | Partial
 Filter: No filter applied

6. Second most important PSFA improvement needed:	
#	Response
1	Respect new leadership in long time established construction firms.
2	Understanding of General Contractor Best Practices and standardization or requirements from Contractor to Contractor
3	Eliminate the requirement for a second project management software. All of the major contractors have state of the art software that should be utilized by everyone on the project instead of duplicating the work to satisfy the PSFA requirement. At the end of the day if PSFA is looking to have the project on pdf it could be done easily and efficiently by the contractor and included in the deliverables.
4	Eliminate the CMAR procedure for procurement of construction. Goes along with most important item
5	Consistency of submittal requirements between PSFA regional managers.
6	Consistency. Rankings rise and fall meteorically year to year
7	More roofing funding
8	none
9	Simplify the requirements for design professionals. A huge amount of time is required to complete the PSFA mandated paperwork and it doesn't necessarily make the project better.
10	Do not have enough working experience with PSFA to give a honest evaluation.
11	Make your newsletter more widely available to teachers. It helps us make informed decisions in our teaching practice and priorities.
12	approving critical projects in a timely manner
13	Engagement in design process and true reviews (rather than rubber stamping) of design submittals
14	PSFA staff needs to update its understanding of new models of curriculum delivery and staffing as well as space requirements.
15	Simplify PM plan - too time consuming - too much paperwork like Portfolio Manager. May require us to employ data clerk at a time when we are in budget trouble and laying off.
16	Providing updates on contracts, forms, requirements, etc. to the Design Professionals. Possibly quarterly meetings to roll out updated standards.
17	i could see where we were adding additional forms and processes-looks like we are now heading in a simpler direction and looking to reduce loads after the agency meeting
18	Although it is getting better, we still have the feeling that sometimes PSFA believes it owns 100% of our projects instead of the percentage that it matches. The PSFA representative sometimes impedes conversation by saying what PSFA won't do (and that is that.....)
19	Improve upon the excel templates, which have had several errors.
20	If PSFA has any portion of the Ownership, the PSFA representatives need to be jointly responsible for all decisions. Example: If PSFA has 80% Ownership, should PSFA not be the primary decision maker?
21	Minimize the times when procedures, standards, contracts, etc. change and when they do change make sure everyone is notified of when, why and how the changes will be implemented. Why not have a facebook page to notify "friends" of such changes?
22	The PSFA has done an excellent job bring schools up to par across this entire state. Now lets start to raise the bar across the state.
23	Open communications with small school systems.
24	More communication and on-site meetings schools
25	More emphasis on security and safety when evaluating buildings and making sure those improvements are completed immediately.
26	Quit changing the rules mid way through a project/process.
27	Be sure all PSFA staff is knowledgeable and helpful. My experience has been excellent in ABQ -- not sure that's true statewide.
28	Development of a consistant document format for tracking budgets from application through construction
29	Help the Districts understand that Quality cost money up front but saves maintenance dollars for the life of the project.
30	Specific definitions/explanations of terminology.
31	Transperency in how resources are allocated.
32	listening to local personnel/administrators on what best feeds local needs
33	demolishing older bldgs sooner and planning upgrading bldg.
34	Quit wasting money
35	When surveys are conducted of school facilities improvements should be a plus for the school district not negative.
36	Equalization of support for districts with recognition of bonding capacity through waivers (NOT loans).

37	Importance of facility energy performance to District Senior Leadership
38	Being clear about how much funding is available throughout the state, and more importantly, what this means to a district with schools ranked in the top 100.
39	Work to support charter schools in mandated public buildings by 2015. For example, workshops for board/administrators on funding options, requirements, partnerships. Workshops so these folks are familiar with adequacy standards, etc.
40	none
41	The amount of time it takes to have a contract approved. The contract process is cumbersome. The requirement that a project must be approved by PSFA if it exceeds \$200,000 even if PSFA funding is not involved is also cumbersome and unnecessary. You should eliminate it or at the very least raise the dollar requirement to \$500,000.
42	Provide portables when unexpected need arises
43	Reduce paperwork to get funding.
44	Districts need more authority and flexibility in the use of local and state funds to meet district facility needs.
45	financial expenditure spreadsheet on each project should be kept by PSFA and shared with school district including all change orders.
46	The issue is always money and theres not enough to go around.
47	additions
48	N/A
49	A true Facilities Master Plan would be updated on a more frequent basis instead a brand new one every five years. This should hopefully save on costs in the long run. Our district did one 5 years ago, we do have several items that we should have received to save us money on the one we are doing now.
50	You need to hold the BIA schools to the same standard of accountability for the upkeep of their facilities. I see pictures of their brand new modern facilities and in two years time they are destroyed. I would love to have a brand new modern facility, but all we continue to get is a band aid fix.
51	Not "driving" who should be used to do the Ed Spec
52	PSFA provides high quality support when school districts are asked to meet with PSCOC. Los Alamos offers sincere kudos when we ask that PSFA continue to console and offer support for school districts when placed in the PSCOC arena.
53	Look at adequacy differently for small schools - some of the guidelines don't make sense if a school is very small
54	Examine its role in school facilities and whether it is positively impacting them. Personally, I see it as another costly layer of compliance issues which contributes nothing. If there is agreement on this, this money could be saved. If a charter school needs guidance in obtaining a facility, then the charter school office could help them.
55	Leave Rico in charge of T or C. Or else.
56	consideration for various needs of districts rather than one code fits all situations
57	The boilerplate contract documents are redundant and need a good "cleaning up" by people who actually have to do contract documents as part of their responsibility. The PSFA staff have tried, but the documents are unwieldy and are not useful straight off the web site.
58	I think PSFA is doing this, but continue to concentrate on ways to save districts money.
59	Formulas are beneficial, but each school district has a slightly different culture/priorities to serve the students and community. There needs to be more flexibility based on these needs.
60	Ensure that all students are in adequate facilities/ urban/rural/charter
61	Continue to educate districts and legislators about the entire construction process.
62	Standardize the scoring process for RFP's for construction. Not sure if this is PSFA's purview but PSFA could require a systematic scoring procedure before they will participate in the award \$\$.
63	Expidite the completion of paper work.
64	Provide technical assistance in areas that impact school facilities with respect to both district and charter schools.
65	Less cumbersome reporting approval process
66	Make the process more doable for charter schools.
67	Overall PSFA has been an outstanding asset to the improvement of school facilities in the state. I cannot think of additional improvements.
68	More flexibility
69	Support to schools during mil levy and bond elections
70	It seems the rules change with funding in that what will be ok one time is not on an other occation.
71	to reduce the amount of forms to be filled out
72	Charter Schools must be allowed to find a facility that will meet E Occupancy before opening and NOT before or when they submit an application to open a charter school. Founders have no funding, authorization, or ability to commit to a facility before they know if their charter application is approved. Once an application is approved, the charter school should be allowed to find an adequate facility and not be allowed to open unless approved with E Occupancy.
73	Demonstrate responsiveness to local need.
74	Need to post on website the educational adequacy requirements...as a charter school building this is important as we try to locate a site
75	2. Tear down old buildings, rather than try to re-model. Saving a 1950 structure because it's still usable but spending as much to remodel doesn't seem feasible.
76	BETTER COMMUNICATION FROM THE PSFA WITH THE WORK SITE, CONTRACTOR, PROJECT MANAGER AND PSFA REPRESENTATIVE.
77	How can ratings change from year to year. The same buildings are flip flipping on the ratings WHY?
78	Upper management should be less condescending and more cooperative

79	Updating school's heating/cooling systems so they are efficient and cost effective, also plumbing and electrical work.
80	The right hand needs to know what the left hand is doing and stop duplicate work orders
81	Help schools with their funding needs.
82	When considering renovation projects, PSFA should consider the same design allotments as a new school. Examples are lighting for outdoor and indoor, electrical outlets, durable flooring, and cabinets. The requirement should be the hiring of sub contractors that can deliver a high quality material for durability.
83	Supporting charter schools to acquire facilities
84	meeting the needs of the students
85	Energy audits - how can schools save by going "Green" gradually. This used to be done free of charge by the Energy and Minerals department.
86	money
87	The NM School for the Deaf gets an AMAZING amount of capital outlay money. The campus in Santa Fe has spent MILLIONS of dollars in recent years and as a result now has a campus that rivals many of the colleges. That campus serves only 125 students. The funding of schools across the state needs to be more equitable.
88	Oversite to contractors....making sure they are doing what is suppose to be done in a timely manner...not 2 days before school starts.
89	no question
90	Consistency in the application of the ranking protocol for facilities and priorities.
91	Use of alternative energy sources for heating and cooling
92	unknown
93	Small districts do not have the same resources available that larger districts have to respond to many of the reporting requirements.
94	Continue to search out of the box for other contractors and sources who are dedicated in truly locating high quality contractors
95	consistency of ranking schools in most need of improvement; one year ranked 57, then next year 1, then next year 115
96	Actually she did a pretty good job for us, all things considered.
97	How to convince the Legislature for more funds for PSFA staffing.
98	Develop a priority for funding list for remodeling/additions to existing school buildings to come into compliance with a revised 6.27.30 NMAC.
99	good template for building level maintenance plan on the website, perhaps this exists and I haven't found it. It which case make it more accessible.
100	I believe the funding is not equitable in the state. NM School for the Deaf receives millions of dollars and serves only 125 students, 1/5 of the population of deaf/hard of hearing children in the state. It hardly seems equitable and fiscally responsible.
101	Differential between portables building and permanent building assessments needs to be done as portables are temporary and typical have less life cycle than regular buildings.
102	handicapped accessibility requirements
103	uncertain- not enough experience with PSFA to comment
104	maintaining funding stream
105	Green energy , solar in every school
106	They do not seem to care about rural schools needs.
107	Give presentations to Board members on how you function
108	contractors
109	Respect for balance between superintendent and board members
110	Help, hands on, with the new software available
111	Security
112	Be sure to hire qualified people who can get along with people as they try to solve problems in each district. People skills go a long way.
113	Staff listing at PSFA and their positions should they need to be contacted.
114	I really don't know.
115	Some inequities regarding new construction of schools vs remodeling of old schools.
116	Regarding procurement of A/E services, the CES is a state-approved entity that is not going away, but in fact, continues to grow. Regardless of whether one agrees with the CES philosophy/mandate, I would suggest PSFA and CES strive to coordinate/collaborate efforts, pursuant to the betterment of both entities, as well as the public domain they both serve.
117	stream line application and design submittal process. This process takes too much time away from the more important design and technical aspects of the project. The best staff in our office spend a majority of their time filling out useless paper work. The design is reviewed at least 8 times (4 in application and 4 during design)and still micro-managed once it is in construction.
118	Change the message...the current ranking model promotes facility degradation...let facilities fall apart and the state (PSFA) will move your projects up the "priority" ladder for funding...WRONG!
119	The same person reviewing educational specifications and program should carefully read, understand and be involved during the whole process all the way to bidding and negotiations. Questions regarding adequacy standards spaces come out all the time after they were previously approved during the early stages. Please answer phone calls and reply to e-mails.

120	PSFA needs to have a realist way to evaluate facilities needs and upgrades. A 25 year old building that has been maintained well by a school district may not need as much as 10 year old school that hasn't been proactive in maintenance. Physical inspections are necessary, not just formulas for industry norms of aging equipment and such.
121	Spreading the dollars with equity around the state.
122	Understand all of the reforms that are necessary and provide adequate funding for the reforms.
123	Make energy conservation projects, like PV solar arrays, eligible for off-cycle funding so schools can acquire to reduce utility expenses
124	One person assigned to each school for contact information and assistance.
125	Keep Rico as my PSFA rep. He is great.
126	faster approval timeline
127	Traffic impact studies, Low impact Deveelopment/Green Infrastructure, Fire line design.
128	Information about the funding
129	Focus on evaluating and rating buildings for their impact on student health (asthma and allergy rates for buildings with no windows that open, cheap HVAC systems).
130	More dollars for small alternative schools that are a part of larger school districts.
131	Management of contractors upon completion of work and holding some level of accountability for safety and security of new buildings. Many new schools have plumbing, electrical or ventilation problems almost immediately upon opening of school
132	better and more thorough communication with school districts (we need to know what you are about, what is your motivation and how and by whom are your decisions arrived at
133	helping other Charters with permanent facilities.
134	Let the public know how much money is involved in all projects
135	Cut the amount of paperwork required.
136	find things on website easier
137	Getting design professionals to involve PAC service providers earlier in the design process.
138	Review drawing for ease of constructing. Many times the price increases do to the degree of difficulty.
139	Reduce your expenses so that more dollars are available to schools. Simple math here - if "funding PSFA" takes a percentage of total PSCOC dollars - you should reduce your expenses.
140	2. Distribute changes in Policy and Procedures direct to Owner's/AE's. Placing on your web and hoping it is found does not work.
141	Some assistance in facilities management. The web program is not for small schools; therefore, school dude does not help us.
142	Stop dictating design to the architects and districts.
143	data
144	Match money to districts needs to be more evenly distributed. \$'s do not support districts that attempt to keep facilities up.
145	Providing benchmarking data to allow comparioson of school district maintenance programs.
146	roofing replacing
147	Focus more on renovations rather than complete rebuilds.
148	You demand over the top data entry from us and if you do not get it you assume we are not doing our jobs if you do not get it. Not helpful
149	Further development of a PM program for facilities that cannot do the 80/20 rule. Districts with out of date facilities, run down facilities, and facilities in constant need of maintenance cannot do 80 PM and 20 work. 90% of these districts work load is repairs.
150	Simplify paperwork.
151	PSFA Director needs to allow his Design professional to make decisions. Why does he try and change designs or decisions on projects even though they meet adequacy.
152	Allow disticts to set own equipment standards based on District history. District are ending up with all tupes of equipment
153	Work to show data from School Dude to show the great need for more and better qualified and trained maintenance staff for school districts
154	Stop the paper work, we have enough to do.
155	na
156	ROOF CONSULTANTS ARE AN EXTREME WASTE OF TAXPAYERS DOLLARS. NO LIABILITY OR RESPONSIBILITY. POOREST QUALITY ROOFS HAVE HAD ROOF CONSULTANTS WATCHING OVER THEM. RIDICULOUSLY OVERCOMPENSATED. BEST LEFT TO THE LOCAL LEVEL TO HIRE CONSULTANT/INSPECTOR. BETTER QUALITY FOR 1/16TH THE MONEY. (LITERALLY!)
157	PSFA makes things unnecessarily complicated when it should be making things more simple.
158	ESTABLISH BENCHMARKS FOR DISTRICTS FACILITY MANAGEMENT. FOR THOSE DISTRICTS THAT ARE DOING WELL, GIVE THEM MORE FREEDOM TO MANAGE AS THEY WISH. FOR THOSE DISTRICTS THAT ARE DOING POORLY, HELP THEM.
159	Don't talk so much in council meetings. The director doesn't have to comment on everything!
160	Try to collaborate more and dictate less.



2011 PSFA Strategic Plan Survey of Stakeholders 4-8-11 Results Overview

Date: 6/27/2011 9:10 AM PST
Responses: Completes | Partial
Filter: No filter applied

7. Third most important PSFA improvement needed:	
#	Response
1	Utilize construction trade associations consensus built agendas and not use personal relationships with builders to advance personal agendas
2	Knowledge of various procurement methods. Ability to help review panels understand subtle differences between contractors and their abilities.
3	It is my perception that we are seeing more and more bureaucracy on the projects at a time when we should be seeing less. All this does is increase the number of hours being spent on a project from all sides and in turn the cost of construction.
4	Simplify the procedures for proposals/bids/RFOs if possible.
5	Quicker review turn around.
6	none
7	Since Ed Specs are required to get project funding, the professionals preparing the documents should be held accountable for steering the district toward a solution that is within their budget. PSFA will approve documents, but disagree with many components within the document. What is the approval worth if the document's contents aren't correct? Ultimately it makes more work for the designer.
8	Do not have enough working experience with PSFA to give a honest evaluation.
9	Overhaul of Ed Spec process and transition from Ed Spec to design
10	Eliminate the Ed Spec Survey - too time consuming (months to complete) and not necessary - even redundant. Also way too costly - funds could go to actual design or brick and mortar.
11	The News Digest is Great! Please keep that coming. I would be interested in a more internal newsletter that discussed policy, procedure, funding...things that effect the business.
12	training-i have never felt fully trained as an employee; nor have i felt that the districts were getting fully trained-it seemed as though the students had some level of understanding that was actually not there
13	Overall I want to say that in the early years PSFA was NOT looked at as being our partner. Much happened that led to a lot of distrust. In the past 4-5 years that has changed tremendously, and PSFA has made a very positive impact in the facilities in our community. 7 years ago I never would have thought I would ever be saying that, so thank you.
14	Educate the Regional Manager about their need to be impartial in their relationships with potential Contractors bidding on projects. Several cases exist whereby, Reginal Managers have been provided gifts/trips from an Out of State Contractor.
15	Let the design professionals do their jobs and not requiring specific systems and products. Provide performance criteria the designers need to hold to and design around. We can help to control costs by finding the system(s) that meet the criteria and stay below the budgets.
16	Simply procedures rather than complicate. I'm scared to death of the new roofing standards that are about to come out
17	Need more "advocates" in paid positions (who have the ear of the politicians) which communicates the school needs and again raises the bar on school buildings, school environments and great learning spaces for your students.
18	Take action, minimize lip services
19	none
20	Getting all buildings in NM up to speed with technology needs. All teachers and students need working technology.
21	Do not assume that the district's have the cash/resources to pay the match.
22	The web-based records system has been awkward and time-consuming in the past -- needs to be easier to use.
23	More opportunities for customers to provide input and comment on processes, Better communication
24	Have the Districts look at their energy cost and come to some understanding that rehab and new projects should do everything to cut these energy cost to save the district operation dollars for the long run. You do not necessarily "see" what you spend money on but will "see" financial rewards when the utility bills are paid for the life of the building.
25	A willingness to listen and hear what is being said.
26	time needed for planning and design stages
27	setting time limits on construction according to projects.
28	No more bureaucracy
29	Consider locally determined needs more and PSFA determined local needs less.
30	Track District energy performance, Energy Star
31	More accessibility to director.
32	Helping all schools meet adequacy standards. Helping all schools know more about Capital Outlay, requirements, local match, etc. For example, webinars.
33	none
34	The tasks involved in obtaining funding need to be streamlined. Budgets are tight. With the technology that is available there must be a more efficient process for requesting funding then spending \$50,000 each five years to update a master facility plan, and pay an architect to assist with the very complicated and ridiculous educational specification. Who at PSFA is an educational expert? PED can't even run themselves effectively, so it doesn't belong there either. Large amounts of funds are expended to meet the documentation requirement to obtain state funding. It just shouldn't be this complicated, especially with massive reductions to funding for public schools. People are losing their jobs but we are required to expend dollars to obtain capital funding from the state. Something is really wrong with that scenario. I will provide a 4th improvement. When I have called for help with

	FAD or for help with Unifier, my calls have not been returned which is frustrating.
35	Increase the per pupil unit funding from \$700 to \$800
36	Know facts of previous construction before talking with new owners about past experiences.
37	Continue to evaluate adequate space requirements in our schools.
38	DP should be retained sooner than at the tail end of Ed Specs consultant's contractual engagement; DP could commence in compilation of pertinent data such as geo-technical, topographical map, structural analyses, etc prior to the actual design.
39	landscaping
40	N/A
41	Paying a lot of money for some economist to tell us that our enrollment is holding steady as part of FMP. It doesn't take a rocket scientist to tell us that if there is not any potential of new industry or major construction projects in the area, that we will probably hold steady for a while.
42	PSFA provides great field support. Los Alamos would urge PSFA to maintain this high standard.
43	more assistance to charter schools for ways to finance permanent buildings with lease reimbursement money
44	Treat school people with respect.
45	Come visit us more just for "fun". Stop by districts and see what is happening. A thirty minute visit is worth a lot to a school superintendent and shows you care. I know your schedules are bad, but those little things make such an impact.
46	See number 6.
47	There needs to be more efficient, faster turnaround time on project approval. Delays in approval cost money and are a major hurdle to completion of projects.
48	Maybe have some district/charter meetings
49	Provide resources to the construction and facilities community. Be a clearing house for construction related knowledge and information.
50	???
51	Work collaboratively with all branches of state entities that impact public school facilities, whether they be local municipalities, as well, as state government.
52	availability to rural schools
53	It is frustrating that we do meetings in conjunction with CES but are not allowed to use CES for PSFA projects. This seems totally inconsistent.
54	Hold ALL public schools accountable to meet all facility requirements -- not just charter schools, which are also public schools!
55	3. Communication, feedback, and visits to schools and districts.
56	BETTER FOLLOW UP AFTER THE JOB WITH THE SITES INVOLVED.
57	None!
58	Updating older school so that they are not safety hazards!
59	Communication
60	Keep good professionals on staff
61	When allowing for facility upgrades, PSFA should include Play equipment for a facility as equipment is a essential component for elementary schools.
62	improving reputation
63	Utilizing "free" resources - parents who are contractors or who are willing to come in and help winterize facilities.
64	Money
65	Improvements on public school facility where a charter school is occupying, that they are not the last on the list or forgotten when repairs need to be made.
66	no question
67	Consistent and regular communication regarding the above items to Supts.
68	Controlled irrigation systems for playgrounds and grassy areas.
69	unknown
70	How to get more local board members to attend the various sessions at which PSFA presents information on school construction. Too many local board members see school construction as an opportunity to spread "good will" among their favorite constituents rather than an opportunity to make safe and friendly environments for children and staff.
71	Include outdoor facilities and grounds to improvements needed to meet national guidelines/standards.
72	Better explanation of the process for eligibility re when schools are eligible for funds, timelines, etc.
73	Continue training for PSFA/PSCOC processes and procedures.
74	uncertain- not enough experience with PSFA to comment
75	PD over the internet
76	Visit school districts
77	procurement

78	Quicker response to concerns regarding projects
79	Support with the application process for districts new to the PSFA process.
80	Access
81	Continue to work closely with the state and legislature to secure funding for future projects.
82	I really don't know.
83	Movement of a school down on the List is extremely slow.
84	Although my personal (in field) experience with PSFA Regional and Construction Managers has been very good, I understand other A/E's and districts may not have been as fortunate. I would suggest an internal review and assessment of PSFA (field) managers, pursuant to improving service to the public, may be beneficial.
85	Allow regional managers to make decisions and approve change orders in the field. Too many delays waiting on change orders to be approved by personnel not familiar with the project. Isn't this the point of regional MANAGERS?
86	Local communication is imperative...allow the PSFA staff time to hold webinars or conference calls to communicate the PSFA mission/vision...to local stakeholders on a REGULAR basis...bring LOCAL folks (Bond committees, planning committees) on board!!
87	The time to check the plans for permit should be faster, too many reviews. Also reduce the amount of unnecessary forms in the boiler plate, reduce the amount of updates is too many personnel involved to update these forms?
88	Cut out the PSFA required portal for document management - Skire. The system is not easily navigated, nor do all Architects / Owners use it consistently, it is just another venue to reproduce information already found elsewhere, in hard copies.
89	Tenure within the department. The longer folks are around the better PSFA will be at meeting the needs of our students.
90	Understanding how all of the required programs and program needs impact students and the overall budget for various sized districts.
91	Conduct more workshops for schools to become educated in new technology, such as roof-top compressor HVAC
92	Clear steps to capital dollars.
93	Each school could be assigned a PSFA staff that could work with them to help locate a E Rated facility
94	solicit more feedback from other disciplines such as site civil, electrical, construction management on horizontal site work. Found that most PSFA managers have weak site work experience. Such weakness includes lack in water, sanitary sewer, traffic, SRTS NMDOT, and other key elements.
95	Make sure that the children in charter schools have comparable grounds and facilities to the established district schools. Parking lots that double as playgrounds, office buildings in industrial areas?
96	Public needs to know how contractors are selected
97	Listen to the community needs--all are different--one size (way, method, use, etc.) doesn't fit all.
98	n/a
99	none from my point of view
100	I have been impressed with professionalism of PSFA staff. I would caution the agency to resist too much "big brother" thinking. I am concerned about plans for all demography (growth analysis) to be a state level and "given" to each district. Each district remains most knowledgeable about their communities - please include them in the process.
101	3. Complete new initiative's 100% before starting another.
102	Some help in facilities funding. NMFA's program added a lot of cost for very little benefit.
103	Ensure all of the Regional Managers are interpreting the adequacy planning guide the same way.
104	communication
105	PSFA Maintenance needs to get back into the business of district maintenance support. The past year and a half, PSFA Maint staff's focus was changed to the development and implementation of a cumbersome evaluation process. In these economic times, School maintenance budgets and personnel are wounded. They need support, not a spanking from an evaluation. This is not viewed as a positive step by the N M P S maintenance community.
106	Providing funding support for future maintenance improvements. Capital projects are only a small portion of the overall facility life cycle. How school districts fund maintenance has more long-term benefit than does funding for new schools.
107	structural improvements
108	More Flexibility
109	Field reports and judgements are carried out by interns. We know they have to get experience somewhere but some of this is over the top.
110	Include custodial staff in the development trainings. Provide a standard for facility cleaning, labor load, and expected standards. This way newer Administration is not left just taking the custodians and vendor's word for it.
111	Realize that not all situations relate the same to small districts as they do to large districts.
112	We need to look at the value of having roof consultants on projects. Their cost to the project is way too high.
113	The current budget issues faced by districts have resulted in major cuts in support staff. primarily on building and grounds maintenance and custodial. It is definitely impacting the learning environment. We need to protect the public's investment in school facilities and set minimum staffing standards for support staff if we are expected to meet PSFA's Maintenance requirements.
114	Help district with training and certification for maintenance personal.
115	I am not sure we need PSFA at all.
116	na
117	DO THE FOOTWORK BEFORE IMPOSING INEFFECTUAL APPROACHES TO CONSTRUCTION AND MAINTENANCE AND THEN HAVING TO CHANGE AND DISAVOW KNOWLEDGE OF PREVIOUS MISTAKE. ALSO KNOW THE COST AND HOW IT WILL BE PAID.
118	PSFA has been nothing less than incompetent in systems development. The agency develops systems that don't work, and then forces districts to use these systems.
119	Inspire and establish a synergistic working relationship among staff rather than hierarchical.

