

# STATE OF NEW MEXICO

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

PUBLIC SCHOOL FACILITIES AUTHORITY



## 2007 Annual Report

**State of New Mexico**  
**Public School Capital Outlay Council**  
**Public School Facilities Authority**

**PSCOC Chair**

Paula Tackett, LCS

**PSCOC Vice Chair**

Kurt Steinhaus, Governor's Office

**PSCOC Members**

Catherine Smith, PEC

Veronica Garcia, PED

David Abbey, LFC

Pauline Rindone, LESC

Lisa Martinez, CID

Katherine Miller, DFA

Vicki Smith, NMSBA

**PSFA Director**

Robert Gorrell



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December 31, 2007

I'm pleased to provide this overview on the work of the PSCOC and PSFA during another busy and eventful year.

In 2007, the PSCOC awarded \$190.3 million in total funding to 140 school construction and facilities needs throughout New Mexico, including:

- \$135.4 million in Standards-Based awards to 19 projects in 18 school districts;
- \$44.7 million in funding to 24 projects from prior year awards in 18 districts;
- \$6.5 million in lease assistance to 61 charters and 7 public schools in 21 districts;
- And \$3.7 million in assistance in energy efficiency (11 projects in 9 districts), master planning (4 districts), and abandoned facility demolition (14 projects in 12 districts).

On behalf of my colleagues on the PSCOC, I'd like to acknowledge and thank the New Mexico Legislature and Governor Richardson for the dramatic increases in funding over the past few years, which are leading to more and better school buildings throughout the state.

I would also like to thank the Public School Capital Outlay Oversight Task Force, our design and construction partners in the private sector, PSFA staff, and especially all 89 school districts and their school boards, administrators, teachers and parents, who have given their time, their talent and their good will to this process.

On a personal note, as chair of this Council in 2007, it has been a privilege and a pleasure to have worked with so many dedicated and capable people from throughout the state, all united in the goal of providing the best possible education for New Mexico's next generation.

Cordially,

A handwritten signature in blue ink that reads "Paula Tackett".

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL  
PUBLIC SCHOOL FACILITIES AUTHORITY

# 2007 ANNUAL REPORT



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# PSCOC

## THE PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

PSCOC has been directed by the Legislature to manage the allocation of state funding to public school facilities in New Mexico's 89 school districts.\* The PSCOC consists of nine council members, including one each from the Governor's Office, the Department of Finance & Administration, the Public Education Commission, the Legislative Education Study Committee, the Public Education Department, the New Mexico School Boards Association, the Construction Industries Division, the Legislative Finance Committee, and the Legislative Council Service.

## THE PUBLIC SCHOOL FACILITIES AUTHORITY

PSFA has been assigned by the Legislature to operate as staff for the PSCOC; to assist school districts in the planning, construction and maintenance of their facilities, to assist in training district facility and maintenance staff, and to implement systems and processes that establish adequate public school facilities throughout New Mexico, via efficient and prudent use of funds.\* The PSFA consists of administrative staff in Santa Fe and Albuquerque, and field staff who live in the school districts in which they work.

\*For legislation and rules determining PSCOC's & PSFA's statutory authority, please see the separately-published PSCOC and PSFA 2007 Annual Reference Guide.

# PSFA

**COVER PAGE:** Dedication of Gallup-McKinley's Navajo Middle School, December 2007

**TITLE PAGE:** Groundbreaking ceremony for Deming's Columbus Elementary School, November 2007

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# MAJOR NEW SCHOOL FACILITIES

WORKING CLOSELY WITH THE GOVERNOR AND THE LEGISLATURE, THE PSCOC AWARDED \$190.3 MILLION DURING 2006-07 TO 140 SCHOOL CONSTRUCTION AND FACILITIES NEEDS THROUGHOUT NEW MEXICO.



Gallup-McKinley —  
Ramah Middle and High School, Dec. 2007



Albuquerque, Ventana Ranch Elementary, Jan. 2007



Hatch Elementary School, Dec. 2007



Gadsden, Chaparral High School, Sept. 2007



Deming, Red Mountain Middle School, May 2007



Chama Valley, Escalante High School, May 2007

# IN NEW MEXICO IN 2007

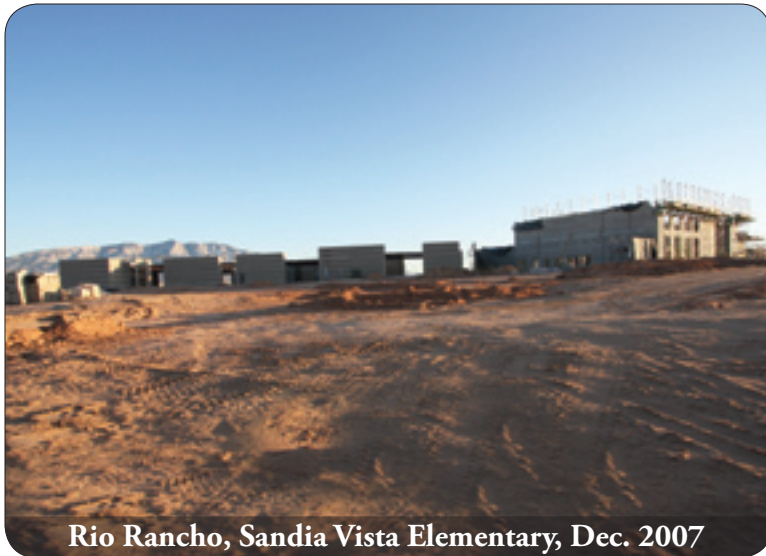
Indian Hills



Central, Career Prep High School, Nov. 2007



Gadsden, Northern Elementary, Nov. 2007



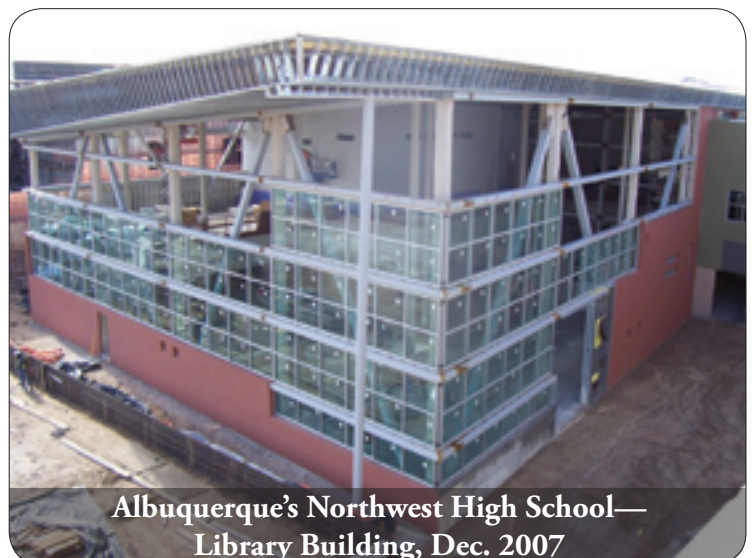
Rio Rancho, Sandia Vista Elementary, Dec. 2007



Gallup-McKinley, Navajo Middle School, Dec. 2007



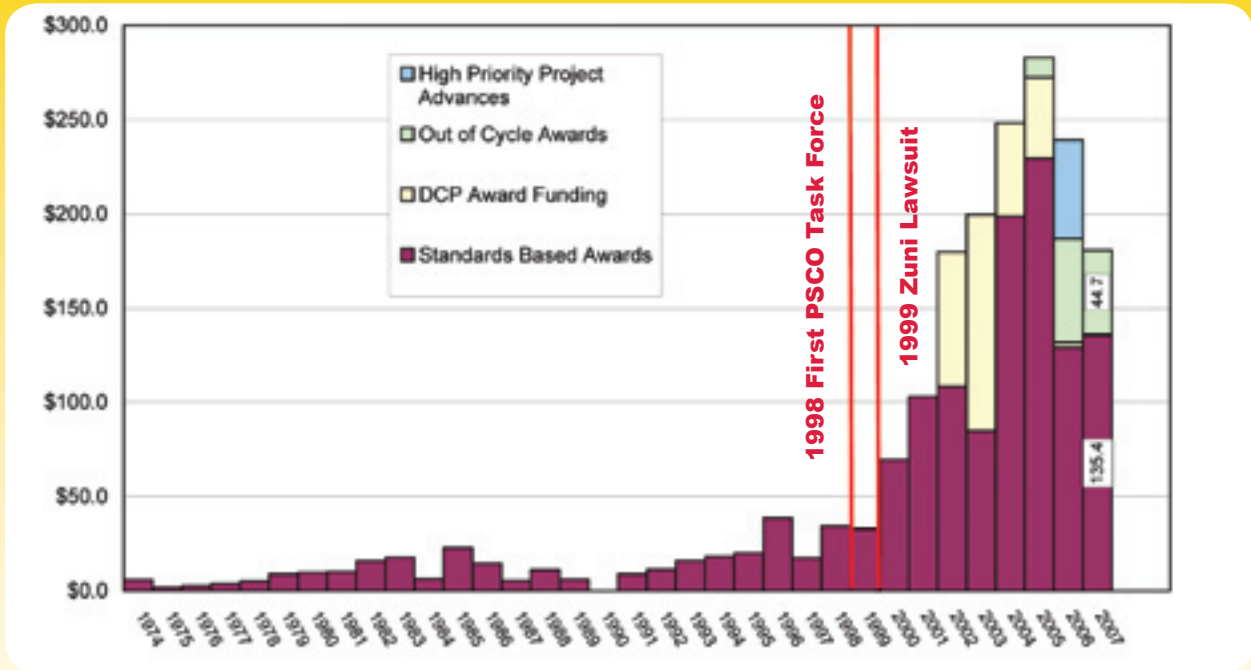
Albuquerque's Northwest High School—  
9<sup>th</sup> Grade Academy, Dec. 2007



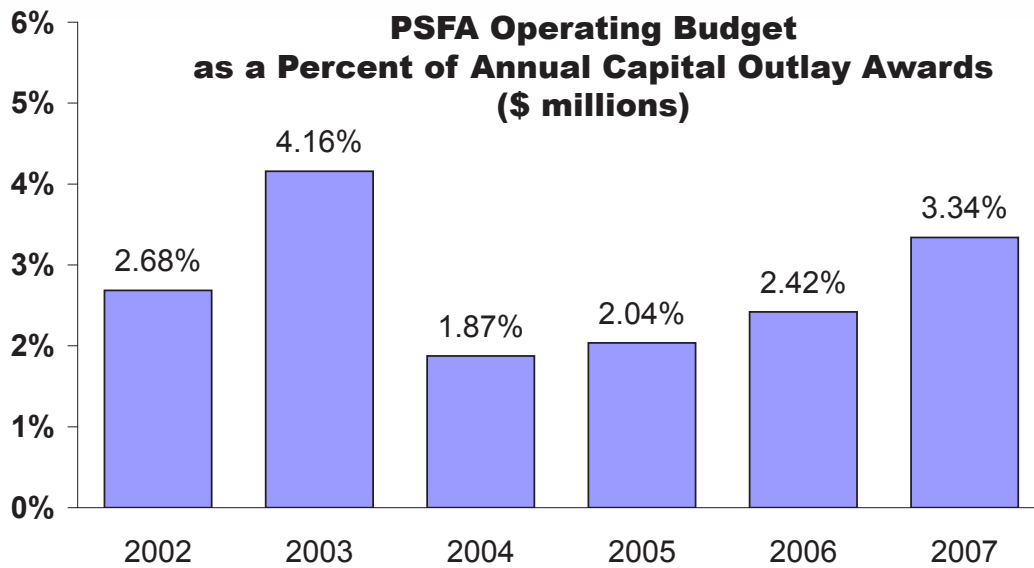
Albuquerque's Northwest High School—  
Library Building, Dec. 2007

# SUMMARY OF 2007 FINANCIAL

## PSCOC Awards History 1974-2007



In 2007, state capital outlay for public school construction totaled \$135.4 million. Funds allocated to projects from previous years – out of cycle awards relating to cost overruns and other cost increases – totaled \$44.7 million. The PSCOC and PSFA are working closely with districts to speed project delivery in order to minimize the portion of project budgets that is lost to construction inflation.



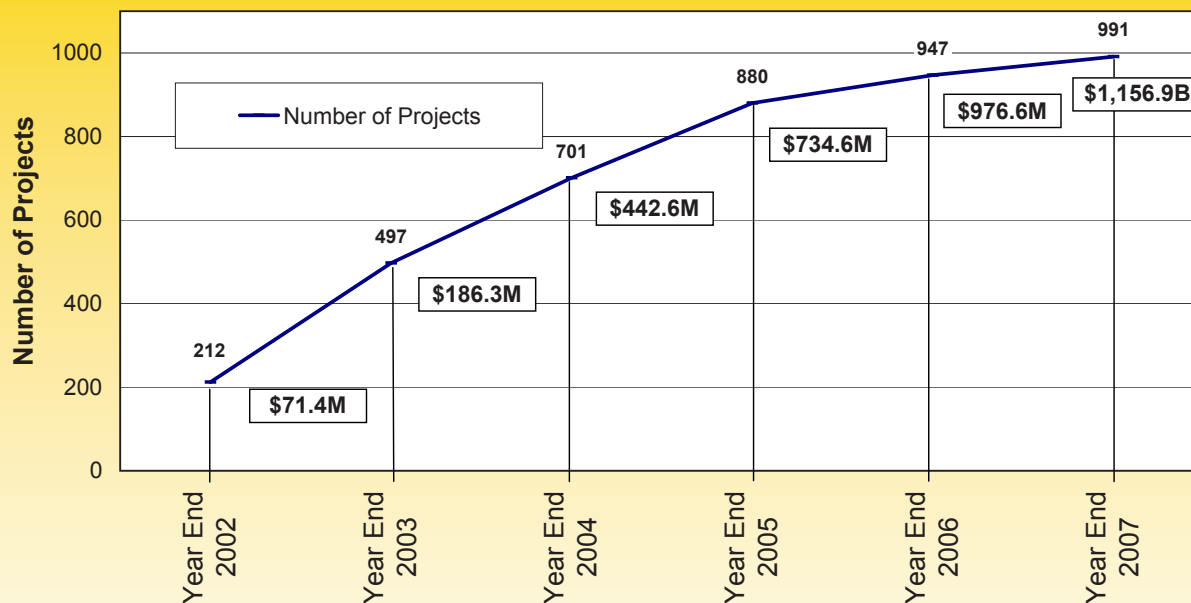
	2003	2004	2005	2006	2007
PSFA Operating Budget	\$4.8	\$4.7	\$5.7	\$5.9	\$6.0
PSCOC Annual Awards	\$114.9	\$248.1	\$279.7	\$242.0	\$180.3

The state endeavors to minimize oversight costs. Since program inception, oversight costs as a percent of total annual funding have averaged 2.75 percent, well below the statutory limit of 5%.



# AND OPERATIONAL DATA

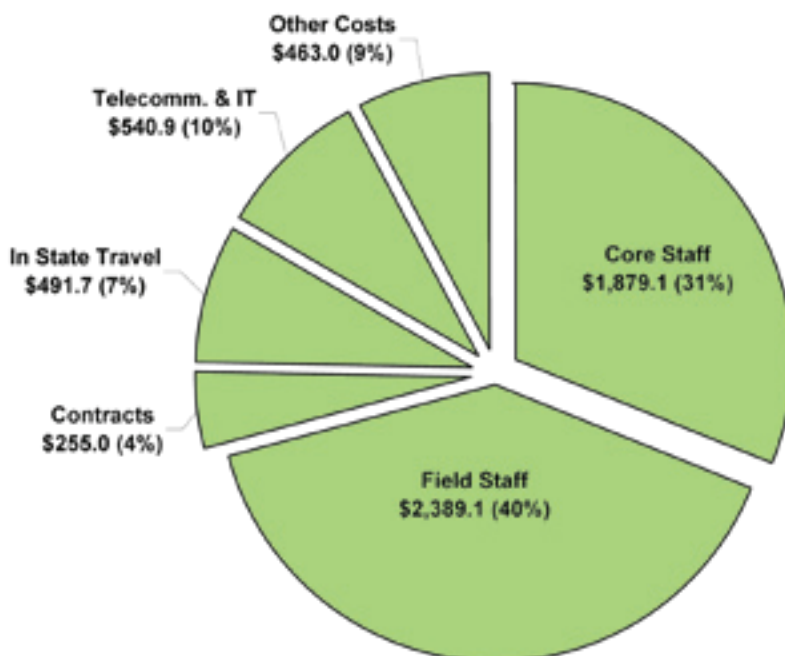
## Cumulative PSCOC/PSFA Projects Statewide



The PSCOC & PSFA have provided project and funding assistance to 991 projects and facilities throughout New Mexico since the Deficiencies Correction Unit was established in late 2001. Corresponding total project value is \$1,156.9 billion.\*

\*Deficiencies Correction and Standards-Based funding only.

## PSFA Operational Uses of Funds (Dollars 000's)

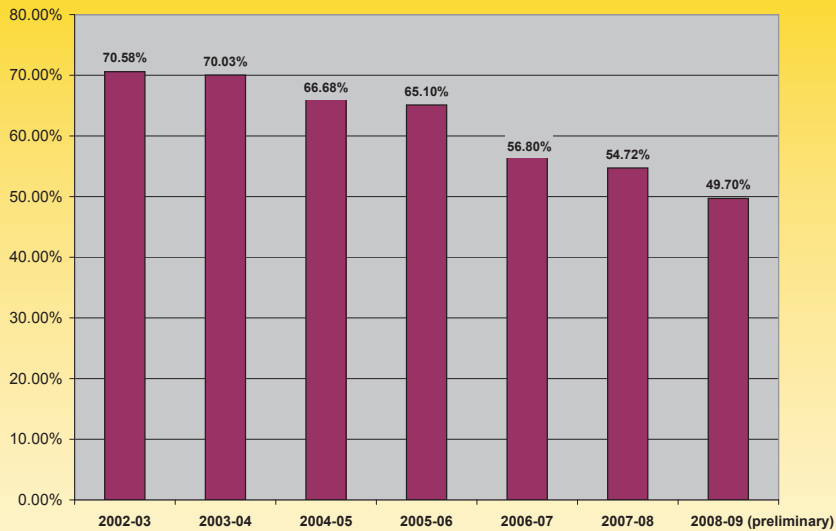


PSFA's largest line item cost in managing construction oversight are the specialized staff who are based throughout the state in the school districts in which they serve, who assist in managing district construction projects, and who train district facilities staff.

# SUMMARY OF 2007 OPERATIONAL DATA

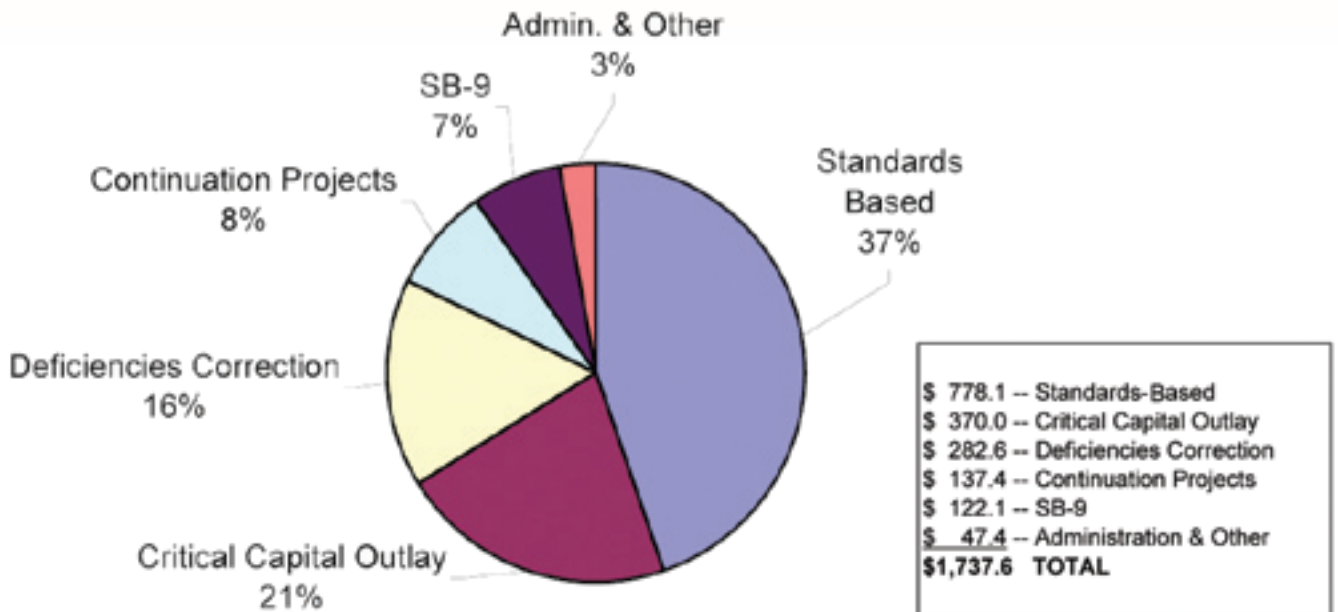
Ramah Middle and High School

## Adjusted Facility Condition Index (FCI) Trend Analysis



In 2007, the adjusted New Mexico Facility Condition Index (FCI) continued to decline. A declining FCI indicates improvement in the statewide condition of school district physical plant, net of the annual cost of maintaining facilities in their current state. The adjusted FCI comprehensively reflects New Mexico school lifecycles and overall condition.

## PSCOC Funding Uses 1999-Present (millions of dollars)



Since 1999, the state has allocated over \$1.7 billion to a wide range of public school facilities funding programs.

# PSCOC & PSFA MILESTONES IN 2007

Northern Elementary

- Provided \$190.3 million in total funding to 140 school construction and facilities needs throughout New Mexico, including:
  - \$135.4 million in Standards-Based awards to 19 projects in 18 school districts;
  - \$44.7 million in funding to 24 projects from prior year awards in 18 districts;
  - \$6.5 million in lease assistance to 61 charters and 7 public schools in 21 districts;
  - And \$3.7 million in assistance in energy efficiency (11 projects in 9 districts), master planning (4 districts), and abandoned facility demolition (14 projects in 12 districts).
- Assisted in master plan development and funding. 77 school districts now have current facilities master plans—a 54 percent improvement over 2006.
- Modified New Mexico’s public school Facility Information Management System for maintenance (FIMS) to better meet the capabilities of smaller districts. 84 school districts are now using FIMS—a five percent increase over 2006.
- Revised state public school adequacy standards for improved user-friendliness via greater consistency in language and requirements.
- Completed a statewide survey of senior leaders in school districts and charter schools to more fully understand and address the needs of those we serve most directly. Four specialized advisory groups made up of school district staff continue to advise PSFA on all primary agency functions.
- Published a user-friendly step by step instruction manual on funding, building and maintaining schools to make these complex processes easier to understand and less time consuming for school districts and other stakeholders.
- Reviewed and approved 429 submittals for school construction projects, providing “one stop shop” plan review with the regulatory agencies, offering 14-21 day turnaround on project plan approvals. Eliminated submittal/approval requirements for district construction projects costing less than \$200,000.
- Trained 1,087 users from school districts, general contractors, state agencies, and architectural/engineering firms in PSFA process management systems, including CIMS, FAD and the PSCOC online application.
- Awarded 20 Ben Lujan Maintenance Achievement Awards to school districts and district staff for exceptional maintenance practices. Awarded 3 PSFA Quality Awards to school construction contractors for superlative product that significantly improved the quality of the facility.
- Maintained 99.9 percent uptime for critical system and website, yielding consistent, stable access to PSFA resources for internal and external users.

# THE PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL ON

## PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL MEMBERS

### KATHERINE MILLER AND VICKI SMITH SHARE THEIR THOUGHTS

Red Mountain Middle School

#### **What's working well in this process?**

**Smith:** Funding decisions are more equitable, systematic, and more effectively based on need than they were in the past. PSFA's regional managers and staff are bringing stability and expertise to the districts, especially the smaller districts that do not have the funds to hire an in-house architect, licensed plumber, or licensed electrician and often struggle with these issues. I believe that the agencies, the Legislature, and the Executive are all working together for the greater good of the students in New Mexico. I know that this process is providing the mechanism that enables the best use of our resources.

**Miller:** Also, the greatest needs ranking model is dynamic. When a project ranking seems inappropriate, we work with the district to refine our understanding of their facility, and then bring it before Council for possible re-ranking, based upon the additional information.

#### **What do you expect to be the key priorities for the PSCOC over the next funding cycle?**

**Miller:** I can't speak for the entire Council, but I want to finish projects that we started, and make sure that projects which are designed, accurately-budgeted and ready to go are given priority for funding. Getting projects built as rapidly as possible maximizes the dollars which go to brick and mortar and minimizes losses to construction inflation—meaning better schools at lower cost.

#### **What are the current major challenges in funding school buildings in New Mexico?**

**Miller:** The biggest challenge continues to be more needs than dollars—we never have enough funding. A second challenge is adequacy vs. above adequacy. It's counterintuitive to the Richardson Administration to expand the adequacy standards or to fund above adequacy when we don't have sufficient resources to fully-fund current standards. A third challenge will be funding the up front costs of better energy efficiency and green buildings. A fourth challenge—emerging new programs with funding responsibilities and their demands on limited resources.

**Smith:** Housing charter schools in public buildings by 2010 is going to be a major challenge, especially in rural areas, where there are few available public buildings.

**Miller:** On housing charters, the Legislature and the Executive did a few good things in the last Session. The constitutional amendment allowing for lease purchase may be especially useful to charters, since facility capital outlay won't be needed all at once. There's lease payment assistance, new legislation that would allow districts to keep lease payments whenever possible instead of reverting back to the state,



as well as HB33 money. We may also add additional revenues to the charter school fund. Last year we appropriated \$4.5 million, but the governor recommended \$20 million. Some of the funding for facilities should also come from school districts, since they are part of their communities.

#### **Do you foresee any new revenue streams coming to this process via the 2008 Legislative Session?**

**Smith:** I think we probably won't see a significant change in funding. Almost daily, construction costs are rising, and there is still much left to be done.

**Miller:** Not at the moment, although we might see a recommendation for an additional one time allocation from the General Fund, and possibly a push for an "opportunity fund" to cover improvements above adequacy for the limited number of districts that cannot cover them with local revenues. The Richardson Administration is concerned that an opportunity fund that wouldn't be available to all school districts may get us away from the twin cornerstones of our school facilities funding program—equity and adequacy.

**Smith:** I agree with Katherine. We've worked hard toward providing adequacy across all school districts, while maintaining the integrity of our equalization formulas. This shouldn't be challenged by funding programs that aren't available to all school districts.

# PRIORITIES OVER THE NEXT FUNDING CYCLE

*“Getting projects built as rapidly as possible maximizes the dollars which go to brick and mortar and minimizes losses to construction inflation—meaning better schools at lower cost.” —Katherine Miller*

## **What’s the current best estimate on total public school facilities funding over the next cycle or two?**

**Miller:** Our supplemental severance tax is estimated at about \$200 million this year, but we’ve already made out-year funding commitments for about \$50 million, so the net amount would be about \$150 million for the next cycle, including finishing partially-funded projects. Total annual funding is estimated to decline somewhat in forthcoming years because the funding formula is based on prior year’s revenues.

## **In seeking to be equitable, is the Standard-Based funding program “one size fits all,” or is it responsive to the dramatic variances in need across New Mexico’s 89 school districts?**



VICKI SMITH IS A PAST PRESIDENT OF THE NEW MEXICO SCHOOL BOARDS ASSOCIATION, & CURRENTLY HOLDS A SEAT ON NMSBA’S BOARD OF DIRECTORS

**Smith:** I don’t think it’s one size fits all. Katherine addressed this earlier in pointing out that the process is dynamic and sufficiently flexible to address any district’s unique needs.

**Miller:** Also, the program structure creates a level playing field, and establishes a consistent base-line to work from. Council then deals with unique situations as they come up.

## **Are the category weights in the facilities assessment database equitable? Should they be revised?**

**Smith:** Recently, PSCOC looked at lowering the weighting for category 7, Adequacy of Space, which includes needs due to growth. Opinions varied on whether we have, at this point, addressed the most serious needs related to growth and could now lower this weight—a view I share—or whether growth is still weighted correctly. However, the entire Council was in agreement that in the new Standards-Based funding process, we are only now arriving at reduced volatility in the ranked list, and that doing anything new or different that could arbitrarily rearrange the rankings would be counterproductive. We need to continue to study this.

I’m particularly interested in whether the weights are preventing funding applications from districts with stable student populations, but with old, outdated facilities.

**Miller:** School construction planning horizons are measured in years, so the more stable and consistent we can make this process, the better it is for district long term planning, and Council is unanimous on that. I’m not yet personally convinced that growth is weighted too high—if you have growth, you need somewhere to put the students. But I agree with Vicki that this needs more study.

## **In an era of \$100 million high schools, what can be done to bring down school facilities costs?**

**Miller:** Two words: standardization and consolidation—I mean consolidation of schools, not of districts. I understand that these aren’t popular positions to take, but maybe we’d have better schools across the state if we went to something more standard that could be replicated, that contractors could get to know much better and get more efficient at building. Does every school need to be unique? What is the purpose for that? Maybe it’s OK to go to something a little more plain-vanilla but that really does provide students with what they need, while being more affordable to local communities and to the state. Likewise, facilities consolidation may allow more comprehensive, higher-performance school facilities that cost less to build and to operate.

**Smith:** Two possibilities that aren’t at all controversial: the PSCOC is looking into purchasing a fleet of portable classrooms to be loaned to districts. We discovered this past year that if we can use portables to relocate schools that are going into renovation, the project can be completed six or more months sooner, and that saves a substantial amount of money, allowing more schools to benefit from the available funds. Also, during the last Legislative Session, the Council fought “sub-contractor bonding” because it limits competition on school construction, limits using local subcontractors, and increases construction costs. Last year we weren’t able to defeat the measure, but we’ll take it on again this year. We’ll need all the support we can gather from everyone in the state who supports putting our limited resources into brick and mortar, not into unnecessarily inflated costs.

# PSFA ON NEW THINKING IN FACILITIES SUSTAINABILITY

Pojoaque Valley High School

## How should sustainability be defined in terms of school buildings?



PSFA Director Robert Gorrell

**Berry:** In a nutshell, building the right-sized building in the right location for community needs now and in the future, building facilities that optimize costs over the facility's intended life, not only initial costs; and most of all, building in a way that minimizes operating costs so that communities have the resources to maximize their investments in what happens in the classroom.

## How do you build a facility that minimizes operating costs?

**Gorrell:** To be as modest as possible on sq.ft./student is one good way. Designing schools with flexible interior spaces, multi-use rather than dedicated spaces, and aiming for utilization of space that is as high as possible—80 percent is a good target. If districts can reduce the operating cost of a building by not overbuilding, they not only have more money for teacher salaries, but also more funds for school programs which are not part of the funding formula.

**Berry:** Also, districts can minimize operating costs via fully integrating school and community resources. Locating a school next to a city park can eliminate duplication of grassy fields and playground equipment. Using the municipal library rather than building a school library does the same. If schools can find alternative sources in their communities for facilities that they would otherwise need to build and manage, they can significantly lower their capital and operating costs.

## What measures should be tracked to minimize facility operating costs?

**Gorrell:** Operating cost per student is the key measure, not operating cost per sq./ft., since a facility that's too large for the student population can have a low operat-

ing cost per sq./ft. but still be too expensive in terms of operating costs overall. Excluding teacher salaries, New Mexico schools have an average operating cost per student of \$1,370. The national average is about \$700, so we appear to have opportunities for improvement.

## Smaller schools often have stronger learning outcomes, while larger schools can be more cost effective to operate. How should New Mexico balance this apparent conflict?

**Gorrell:** Building schools that maximize learning is of course most important, but we must strive to balance effectiveness and costs. Smaller neighborhood schools could be cost-effective due to lower transportation expenses, especially if the district is able to make use of multi-use community facilities and/or other community spaces that schools traditionally provide. So instead of a district busing all students to a centralized facility, it might, for example, bus some students to a community performing arts center.



PSFA Deputy Director Tim Berry

*“Reducing facility operating costs means that districts will have more money to invest in what happens in the classroom.”*

—Bob Gorrell

## What green building initiatives offer the greatest cost-benefit advantages?

**Berry:** Those which minimize total life-cycle cost per student, are environmentally friendly, and that use the facility as a learning tool.

**Gorrell:** I'll give two examples. Ground-sourced heat pump HVAC systems—what are commonly called geothermal systems—can reduce water use by millions of gallons a year while offering precise temperature control in each classroom. Learning drops rapidly above 73.4 degrees, or below 68 degrees, so temperature control by classroom matters greatly to learning outcomes. Also learning is increased by up to 26 percent when kids have access to daylight in classrooms, so building classrooms with lots of windows rather than having the lights on makes sense *and* lowers operating costs.

# DO BETTER SCHOOL FACILITIES IMPROVE LEARNING?

Indian Hills

**A growing body of research demonstrates an explicit, measurable relationship between the physical characteristics of school buildings and effective (or ineffective) student learning. For example:**

- Students learning in better building conditions earn 5-17 percent higher test scores than students in sub-standard buildings.<sup>1</sup>
- Students' standardized achievement scores rose 10.9 percent in schools which improved building conditions from poor to excellent.<sup>2</sup>
- Students experience a significant reduction in analytical ability, reading speed, and reading comprehension when classroom temperatures exceed 73.4 degrees.<sup>3</sup> In nine additional studies, the importance of a controlled thermal environment was stressed as necessary for satisfactory student performance.<sup>4</sup>
- Students in classrooms with the most exposure to daylight progressed 20 percent faster on math tests and 26 percent faster on reading tests than those in classrooms with the least exposure to daylight.<sup>5</sup>
- As the age of school buildings increase, the achievement scores of students tend to decrease.<sup>6</sup>
- Facilities conditions may have a stronger impact on a student's academic performance than the combined



influences of family background, socioeconomic status, school attendance and behavior.<sup>7</sup>

- When class sizes are reduced below 20 students, related increases in student achievement move the average student from the 50th percentile up to somewhere above the 60th percentile, with even greater achievement results for disadvantaged and minority students.<sup>8</sup>
- Schools with better building conditions experience up to 14 percent lower suspension rates than those with unsatisfactory conditions.<sup>9</sup>
- Quality of learning environment has a 66 percent greater impact on teacher retention than salary.<sup>10</sup>

<sup>1</sup> Earthman, G. "The Impact of School Building Condition and Student Achievement," Organization for Economic Coordination and Development Conference, Luxemburg, 1998; Moore, D., and Warner, E. "Where Children Learn: The Effect of Facilities on Student Achievement," Council of Education Facility Planners International, 1998; Morgan, L. "Where Children Learn: Facilities, Conditions and Student Test Performance in Milwaukee Public Schools," Council of Educational Facility Planners International, 2000.

<sup>2</sup> Edwards, M. "Building Conditions, Parental Involvement and Student Achievement in the D.C. Public School System," masters thesis, Georgetown University, 1992.

<sup>3</sup> Harner, David. "Effects of Thermal Environment on Learning Skills," CEFPI Journal, April 1974.

<sup>4</sup> McGuffey ('82), Mayo ('55), Nolan ('60), Peccolo ('62), Stuart & Curtis ('64), McCardle ('66), Harner ('74), Lemasters ('77), & Chan ('80).

<sup>5</sup> Heschong\_Mahone study.

<sup>6</sup> V.W. Ikpa, "The Norfolk Decision: Norfolk City Schools", 1992.

<sup>7</sup> Morgan, L. 2000.

<sup>8</sup> U.S. Dept. of Education. "Reducing Class Size: What Do We Know?," 2-14-02 DOE.

<sup>9</sup> Boese, S. "New York State School Facilities and Student Health, Achievement, and Attendance," Healthy Schools Network, Inc., 2005.

<sup>10</sup> Buckley, J. "The Effects of School Facility Quality on Teacher Retention in Urban School Districts," Department of Educational Research, Measurement, and Evaluation, Boston College, 2004.

# 2007 BEN LUJAN MAINTENANCE

## 2007 Ben Lujan *District* Maintenance Achievement Award Recipients

Ramah Middle and High School



Mario Guggino, Vicki Parker, Anthony Silva, Supt Walt Gibson, Andy Garcia, Speaker Lujan, & Antonio Sedillo of Los Lunas Public Schools



Darlene Esparza, Bob Gorrell, Alfred Dennison, Leonard Haskie, Johny Cresto, & Gary Archuleta of Gallup-McKinley County Schools



Kim Phillips, Cindy Lyons, & James Haley of Farmington Municipal School District



Dan Bildilli & Gene Bieker of Clovis Municipal Schools



Guadalupe Ontiveros, Alfredo Holguin, & Mike Munoz of Gadsden Independent School District



Skip Laue of Moriarty Municipal Schools



Dr. Linda Paul, Charles Lee, Danny Writo, Bob Carman, Carean Kilan, Daniel Lawson, and Mike Davee of Aztec Municipal School District



Deborah Autrey of Texico Municipal School District



Barry Ward of Silver Consolidated Schools



Jeff Barker, Cami Pilkington, & Superintendent Cliff Burch of Hobbs Municipal School District



Dennis Fieldsted & George McFall of Central Consolidated School District



# ACHIEVEMENT AWARD RECIPIENTS

## 2007 Ben Lujan *Individual* Maintenance Achievement Award Recipients

Northern Elementary

Speaker of the House Ben Lujan and PSFA's Maintenance Division awarded Ben Lujan Maintenance Achievement Awards to individuals and school districts that have demonstrated commitment and success in school facility maintenance. In 2007 there were 20 recipients.



Bob Gorrell of PSFA, Phillip Armijo of Las Cruces Public Schools, and Speaker of the House Ben Lujan

*“PSFA’s assistance with our district’s preventative maintenance planning and energy conservation measures has been invaluable.”*

—Dr. Linda Paul,  
Superintendent  
Aztec Municipal Schools



Sharon Wilson of  
Clovis Municipal Schools



Cindy Lyons of  
Farmington Municipal  
Schools



Myrna Garcia for  
David Martinez of  
Las Vegas City Schools



Mike Davee of  
Aztec Municipal  
Schools



Melvin Montano of  
Chama Valley  
Independent Schools



Anthony Silva of  
Los Lunas Public  
Schools



Margaret Villalobos of  
Gadsden Independent  
Schools

# HOW DIRECT LEGISLATIVE APPROPRIATIONS OFFSET A SCHOOL DISTRICT'S PSCOC AWARD FUNDING—A SIMPLE OVERVIEW

Red Mountain Middle School

**The Public School Capital Outlay Offset for Direct Appropriations can be confusing. Here's a simple, practical explanation.**

## What It Is

The law says that the PSCOC must “reduce any grant amounts awarded to a school district by a **percent** of all direct non-operational legislative appropriations for schools in that district that have been accepted, including educational technology and re-authorizations of previous appropriations.”<sup>1</sup>

## Changes in 2007

A change in 2007 now allows a 50% reduction in the offset amount if the legislative appropriations are for a project for schools in the current or previous year's top 150 NMCI ranking.

## How It Works

The *percent reduction* mentioned in the law is each school district's local match percent for PSCOC award funding.

The offset applies to all PSCOC award allocations after January 2003, including funds appropriated through another government entity which pass directly to the school district.

The offset applies to the *district*, so if one school in a district receives a direct appropriation, other projects in the district that receive PSCOC award funding will be subject to an offset.

Offset amounts not used in the current year apply to future PSCOC grant amounts. The law gives districts the right to reject a direct appropriation because of the effect of the offset. For example, a school district receives a direct legislative appropriation for a specific purpose. The effect of the offset would cause the district to accordingly receive reduced PSCOC award

## AN EXAMPLE:

Legislative appropriation to a school	\$1,000
PSCOC award to that school's district	\$2,000
That district's local match percent	40%
Initial offset reduction in district's PSCOC award allocation--(\$1,000 x 40%) 50% reduction, NMCI top 150	\$400 (\$200)
District's net PSCOC award amount --(\$2,000 - \$400) If NMCI top 150 (\$2,000-\$200)	\$1,600 \$1,800
Total funds received by district --(\$1,000 + \$1,600) If NMCI top 150 (\$1,000+\$1,800)	\$2,600 \$2,800

funding for what it considers a higher priority need, and it chooses to reject the appropriation.

## Fiscal Effects

The most significant effect of the offset is not to reduce total funds that the district receives<sup>2</sup>, but instead to potentially reduce funds available for higher priority needs, in the event that the direct appropriation was for a lower-priority project than projects for which the district had applied for PSCOC award funding. In this case, the higher priority projects would have funding levels reduced by the amount of the offset.

## Why An Offset?

The Legislature enacted the offset as one of a number of initiatives taken recently to better equalize state funding of capital requests across all of New Mexico's school districts. The 2002 report of the Special Master appointed as a result of the Zuni lawsuit specifically highlighted “the dis-equalizing effect of direct legislative appropriations to individual schools for capital outlay purposes.” The offset was enacted to mitigate this concern.

<sup>1</sup> Section 22-24-5.B(6) NMSA 1978

<sup>2</sup> The post-offset net amount of a direct appropriation will always be revenue positive for the district, given current local match percentages.

# STANDARDS-BASED FUNDING FOR PUBLIC SCHOOL FACILITIES NEEDS: HOW IT WORKS—IN PLAIN ENGLISH

Indian Hills

In 2003 the PSCOC implemented a standards-based process for prioritizing and funding public school capital needs throughout the state. This process makes use of a statewide database called the New Mexico Condition Index, or NMCI.

## The Process

The New Mexico Facilities Assessment database<sup>1</sup> includes all of New Mexico's 89 school districts, approximately 763 public schools within these districts and 4,899 individual buildings. All in all, about 95,530 separate and distinct systems, each with its own end of life-cycle alarm, feed into nine weighted categories.

## How It Works

Based on the weighted categories, the NMCI system ranks every facility in terms of relative need, from greatest to least. Once a year, the PSCOC publishes the NMCI ranked list. Each need on the ranked list is determined by comparing the estimated cost of repair to the estimated cost of replacement. In 2007, the total cost of repair for all facilities needs in New Mexico was \$5.0 billion dollars.<sup>2</sup>

## Funding Needs

Since the state lacks the resources to fund all facilities needs at once, every year it will work down from the top of the list, and fund needs as available revenues allow. In each funding cycle, the state generally focuses on the top 100 projects on the NMCI ranked list.<sup>3</sup> Once funded, a project drops to the bottom of the ranked list, and lower level projects move up in priority.

## Weighting Of Categories

In the database, deficiencies are divided into cate-

## THE NMCI RANKING CATEGORIES AND WEIGHTS

	DATA CATEGORY	WEIGHT
1	Adequacy Life, Safety, Health	3.50
2	Potential Mission Impact/Degraded	1.50
3	Mitigate Additional Damage	2.00
4	Beyond Expected Life	0.25
5	Grandfathered or State/District	0.50
6	Adequacy - Facility	1.00
7	Adequacy - Space	3.00
8	Adequacy - Equipment	0.50
9	Normal - Within Lifecycle	0.25

gories. Categories of higher importance, such as life, safety or health, get higher relative weights, pushing those projects higher on the priority list.

## District Population and Space Needs

Adequacy of space is highly weighted,<sup>4</sup> so districts' facility needs created by population growth are included in the NMCI model.

## Why This Process?

The New Mexico Legislature felt the need to develop a standardized capital planning process to fairly evaluate the *relative priority* of every school facility need in the state. The benefits? Optimizing the allocation of limited resources, and better assuring that public school students throughout the state have the facilities that they need to learn effectively.

<sup>1</sup> Also sometimes called 3Di, or COMET, or FAD.

<sup>2</sup> Existing facilities only. Does not include new schools required in growth areas. For the first time in 2007 we began capturing degradation costs for building systems which are less than 100% used.

<sup>3</sup> Districts may choose not apply for funding for every need in the top 100 on the NMCI list. An unfunded need retains its position on the list in future funding cycles.

<sup>4</sup> Rated at 3—please see the chart above.

# THE PSCOC AWARD PROCESS: HOW YOUR DISTRICT CAN BEST MAKE THE CASE FOR GETTING FUNDED

Pojoaque Valley High School

**The PSCOC's award application is becoming ever more streamlined and user-friendly; but here are a few tips which go beyond the application itself.**

- First and foremost, work closely with your PSFA regional manager (RM) in applying for a PSCOC award. RMs are the best single point of contact for information about current standards, and are here to help.
- Subject to annual funding levels, over the past few years the PSCOC has attempted to consider funding requests for the top 100 projects on the ranked New Mexico Facilities Assessment database. The higher a need is ranked, the greater the probability an award application will be funded—subject, of course, to the district making the application.
- Provide evidence that your district has current facility master and maintenance plans in place. Both are required by statute. The project for which your district applies must be among the top priorities in your master plan.

*“An ideal PSCOC Award application includes good design estimates that demonstrate that the project is consistent with standards, comprehensive data on the district's financial contribution, and concrete evidence that the district has been expeditious in the use of PSCOC funds awarded in prior years.”*

—David Abbey

PSCOC Awards Subcommittee Chair and  
Director of the Legislative Finance Committee

- It's a plus if your district can provide evidence that it either has already raised any required local matching funds or will do so shortly, which will allow state funds to be used more expeditiously.
- It's also a plus if your district has completed the project's design phase and has created an accurate project cost estimate in advance of applying for PSCOC funding—again, to allow any state funds awarded to be used more expeditiously and to avoid cost overruns due to inflation.

- Present a numerical case for the need. Be prepared to quantify why this project is necessary.

*“In its funding decisions, the PSCOC is now making a concerted effort to determine which projects are “ready to go,” such that funds awarded are used rapidly, which maximizes investment in brick and mortar, and minimizes losses to construction inflation for both state and local funds.”*

—Dr. Kurt Steinhaus

2007 PSCOC Vice-Chair and Senior Education  
Policy Advisor to Governor Bill Richardson

- During the application process, be prepared to discuss any prior PSCOC-funded projects in terms of pre-construction and completion times, whether the project was finished within its cost estimate and related factors that make the case for your district's prudent use of funds.
- Also be prepared to discuss how the proposed project is consistent with state facility adequacy standards, and/or falls within state adequacy guidelines.
- PSFA site visits are part of the standards-based application process and very tightly-scheduled. To maximize consideration of your district's needs: 1) before the site visit, gather together required documents, and 2) during the visit, make sure that your district's leadership team is available to respond to any question.
- During your district's application presentation before the Council, keep the presentation concise and focused, while taking time to best make the case for the need. Remember that the Council is considering multiple applications during what is usually a very long day. Given very limited time constraints and in order to make the best and most focused presentation possible, plan out a well-prepared and coordinated effort of key staff and design professionals.
- Check and double check submittal deadlines and your application documents, such that all sections are completely filled out and all required attachments are included.

# PSFA 2007 QUALITY AWARDS

Indian Hills

Recipient:	Joseph Behounek
Company:	Lynx Electric
Project:	Navajo Middle School
District:	Gallup-McKinley County Schools
PSFA RM:	John Adams
Recipient:	Norvil Griffith
Company:	DKG & Associates
Project:	Española Valley High School
District:	Española Public Schools
PSFA RM:	Irina Ivashkova
Recipient:	Larry Perry
Company:	HB Construction
Project:	Navajo Middle School
District:	Gallup-McKinley County Schools
PSFA RM:	John Adams



Norvil Griffith and  
RM Irina Ivashkova of PSFA

PSFA Regional Managers award a limited number of PSFA Quality Awards to general contractors, subcontractors, and individual craftsmen who deliver truly exceptional workmanship that led to better school buildings for the children of New Mexico.

## PSFA MAINTENANCE DIVISION ACHIEVEMENTS IN 2007

- The state's Facility Information Management System for maintenance (FIMS) process was modified to better meet the capabilities of smaller districts. 84 of 89 districts are now using FIMS.
- District Preventive Maintenance Plans were updated to reflect added capabilities, new facilities and equipment. Every district now has a state-approved PM plan.
- State SB-9 increased from \$60 to \$70 per unit, providing needed additional funds for district maintenance programs.
- By year end, 32 districts had completed a comprehensive inventory of facility equipment and systems, with inventories at 28 other districts underway. Installed equipment inventories allows more effective maintenance and increased system reliability.
- Prepared Energy Management Program guidelines to assist districts in establishing effective utility management. Currently promoting the Conservation Altering Student Habits (CASH) program to reduce utility costs via incentives and behavior modification.
- Conducted on-site, regional, and workshop training for personnel from all 89 districts, representing over 1,000 hours of hands-on training and services.

- Recurring Maintenance Advisory Group (MAG) meetings were well attended by district personnel, serving as an open conduit for all districts to advise PSFA, share accomplishments, seek peer advice, and gain training to hone skills.



Calvin Steckler, George Gabaldon,  
Bob Bittner, and Les Martinez

- Assessed the quality of district maintenance programs, recognizing accomplishments and recommending best practices for optimum maintenance program management.

- Continued to reinforce reductions in school energy usage through presentations at Schools for Utility Management (SUM) meetings.

- Continued to capture more comprehensive measures on maintenance program effectiveness and corresponding expenses to provide

better data to state policymakers on behalf of district maintenance needs and costs.

- Participated in the Governor's High Performance Schools Task Force and assisted in development and implementation of a new HVAC & Controls Performance Assurance Contract, which should result in full spectrum maintenance process improvement and reduced costs.

# PSFA PLANNING AND DESIGN ACHIEVEMENTS IN 2007

Ramah Middle and High School

This year, the Planning & Design team has been driven by the goal of responding to the districts that we serve. We reviewed the evaluation survey of school districts that was conducted earlier in the year and, in general, we were found to be adequate. The survey results were acceptable, but not acceptable to us.

Our collective goal in 2008 is to improve upon this year's rating by making ourselves more accessible to the school districts and design professionals throughout the design process, from master planning phase through 100% construction document submittal. We will make ourselves available to assist with questions or concerns related to the New Mexico Statewide Adequacy Standards, Building Codes, the Facilities Assessment Database and any other questions within the scope of our collective knowledge. Please don't hesitate to call us, we can be reached at 505-843-6272 or via [www.nmpsfa.org](http://www.nmpsfa.org).

William W. Sprick  
Richard  
Tanya Ddaa  
Mark  
Annonce  
Toni Logao  
Jeff  
Dennis Schmeel

## ■ Master Planning

PSFA's work in assisting school districts in implementing five year master plans (FMP's) and in keeping plans current, achieved significant progress in 2007. 77 school districts in New Mexico now have current FMP's, an extraordinary 54 percent increase over year end 2006.

PSCOC's Master Planning Assistance grants, established in 2006, appear to be bearing fruit. 44 districts were given grants totaling \$868,648 in 2006. By 2007, the need had dropped to four districts and grants totaling \$79,158. Our goal continues to be all 89 school districts with current FMP's, a goal which may be achievable in 2008.

Exemplary school facilities begin with good planning, and a school district's FMP is the first step in ensuring that school facilities function in an efficient manner, while enhancing the learning environment. An effective FMP will also help the district save operating dollars by prioritizing projects according to greatest needs.

## ■ Adequacy Standards Revisions

PSCOC revisions to adequacy standards became effective on December 14, 2007 upon publication by the Commission of Public Records. Changes were made to create greater consistency in language and requirements. Additional changes are still pending. The revised adequacy standards can be found on PSFA's [www.nmpsfa.org](http://www.nmpsfa.org) website under the Planning & Review portal.

## ■ Facilities Assessment Database (FAD)

In 2007 the primary goal has been to improve the stability of FAD rankings.

After the rankings were published last year, field assessments were completed of the top ranked 150 schools that had not been recently assessed, in proactive anticipation of next year's ranking, and to assure that data for highly-ranked schools is as current and as accurate as possible.

A second 2007 proactive improvement has been to incorporate building systems depreciation into the model, which will reduce unexpected increases in school rankings. When the system accounts for depreciation, a district can better plan, as they see their schools rise incrementally each year.

Finally, we're in the process of developing better ways to differentiate real from perceived/anomalous growth and thereby to further reduce volatility within the rankings.

## ■ HVAC & Controls Performance Assurance

In 2007, PSFA launched a formal quality assurance program targeting heating and cooling systems and controls, which is expected to significantly improve energy conservation and building comfort. Initial program rollout will be through PSCOC's High Performance Schools Award Projects.



L to R:  
Annette, Andre, Dennis, John, Bill, Martica, Tony, Tanya, Richard, Toni

# PSFA TRAINING ACHIEVEMENTS IN 2007

Northern Elementary

2007 was a developmental year for PSFA's training department. In addition to training, our main focus has been helping to implement new, more powerful and user-friendly agency process management applications, including:

- Transitioning PSFA's Construction Information Management System (CIMS) from Constructware to Unifier. Feedback to date from early users has been that the new system is much more intuitive and easier to use, while being more powerful and broader in scope.

- Developing significantly expanded financial & funding process management into CIMS. New Mexico is the first state in the country to implement these functions.

- Developing interactive web-based training for agency processes, to make it easier to expand our training mission to school boards—a request of a majority of board members in PSFA's 2007 Survey of Senior Education Leaders.



Julia Small, Brian Morris & Selena Padilla

- A majority of survey respondents asked for a simple guide to PSFA processes that would provide a big picture overview, as well as simple instructions. PSFA is now publishing just such a manual, which is available online at [www.nmpsfa.org](http://www.nmpsfa.org). We have it highlighted in the upper left hand corner of our home page. Email training at: [training\\_support@nmpsfa.org](mailto:training_support@nmpsfa.org)

## PSFA INFORMATION TECHNOLOGY 2007 ACHIEVEMENTS

The continued focus for PSFA IT is to deploy user-friendly systems that facilitate PSFA and district operations, while maintaining and reducing overall operating costs. Deploying process management systems that not only function effectively, but that are easy to use is a key stakeholder objective, as indicated in PSFA's 2007 Survey of Senior Educational Leaders in New Mexico. PSFA IT is redoubling efforts to most effectively meet this objective.

### ■ IT Plan Implementation for FY-07

IT system and user support were maintained within PSFA, while realizing no data loss or system failure during this period.

2007 initiatives included:

- Enhancing telecommunication services between offices and field staff;
- Increasing system and network functionality for better overall performance; and
- Implementing additional functionality and user-friendliness in the Construction Information Management System (CIMS).

### ■ IT Ongoing Strategy

PSFA continually seeks to maximize productivity and minimize costs by deploying best-in-class information systems across the agency's areas of statutory responsibility. Accomplishing this includes optimizing use of existing contracts for IT purchases, standardizing IT products used throughout the agency, and improving delivery of services to staff and stakeholders. This is exhibited in the agency's state-

wide process automation systems for construction, maintenance management, and bid referral, all of which are web-hosted, such that school districts can access these systems easily and at minimum cost.

### ■ 2008 Priorities will include:

- Continue to improve telecommunication and data services between PSFA's offices and field staff;
- Redesign PSFA's website and file system structure/naming conventions to make it easier for staff and stakeholders to find what they need;
- Implement additional business processes and functionality into the Construction Information Management System (CIMS) to improve overall service delivery and ease of use;
- Review and revise the PSCOC Online Application to streamline process flows and increase ease of use;
- Establish better data integration between currently-deployed applications to reduce duplication of effort and improve process flows; and
- Support PSFA strategic planning initiatives through deployment and use of collaboration tools, utilities, software, and IT methodologies.



Alfonso Urquidez & Tom Bush

# BALANCING STATE RESOURCES TO SCHOOL DISTRICTS' UNIQUE NEEDS

By John Adams and Ted Lasiewicz, PSFA Regional Managers

State public school funding & facilities programs are all about equity and adequacy—about fair distribution of state resources creating proper learning environments for all students. New Mexico's 89 school districts, however, vary widely in terms of geography, student populations, facilities management and corresponding needs. As PSFA regional managers, we add value when we try to get beyond a 'one size fits all' approach in assisting our districts. Here are a few examples of how we individualize state resources to district's specific needs.

*Bringing an informed view to district facilities planning processes, and providing individualized coaching on how districts can best represent their needs to the state, as well as how best to align state resources to district goals.*

Some districts are expert in everything from state policies to facilities management, but others can struggle, so we try to assist those who need it. For one district, a very active role was taken to help them get the most benefit from matching its master plan with the Facilities Assessment Database (FAD). Without our direct involvement, the district would not have comprehensively aligned the programmatic needs expressed in the district's master plan to the needs expressed in the FAD.

*We bring to the table a range of project documentation tools that assist in fact-based decision making, and possibly in balancing conflicting priorities.*

Smaller districts in particular may lack the systems and manpower for fully-informed decision making. One district intended to sue its general contractor because they felt it had not satisfied the terms of its contract. After helping the district evaluate the inadequate state of their project documentation, they came to agree that taking the contractor to court would be costly and fu-

tile. We have since done two things: First, resolved the dispute by guiding the district and the contractor through an unofficial mediation at no cost to either, that was successful. Second, provided the district with project documentation and financial tools which will solidify its owner's authority in future project management.

*We provide specialized expertise in many areas of facility management that would not otherwise be available to the districts. This includes projects and tasks that do not normally fall under the purview of the regional manager.*



Ted Lasiewicz and John Adams

We recently assisted a district in performing due diligence on the acquisition of a property for use as a performing arts center. After a thorough analysis of demolition and renovation costs, a decision was made to move forward with the project. This analysis was able to pinpoint hidden costs related to asbestos removal, retention of a historical building on the premises, and unusual demolition factors.

PSFA's new mission statement, "Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators," places our focus squarely on developing effective relationships with school districts. Our shared goal: better schools for the children. In order to accomplish this we are agents of change, acting proactively as members of the same team. This often entails innovation and creativity in efficiently utilizing state resources to solve a specific need. New Mexico's school districts deserve nothing less.

*As PSFA regional managers, we add value when we try to get beyond a 'one size fits all' approach in assisting our districts.*



# SPEEDING PROJECT DELIVERY IN RIO RANCHO

Indian Hills

Rio Rancho Public Schools contends with student population growth of up to eight percent annually—the highest in the state. Yet the district is also the state benchmark for rapid completion of new schools. Here's how they keep ahead on facilities needs:

## The Facility Master Plan (FMP) is KEY

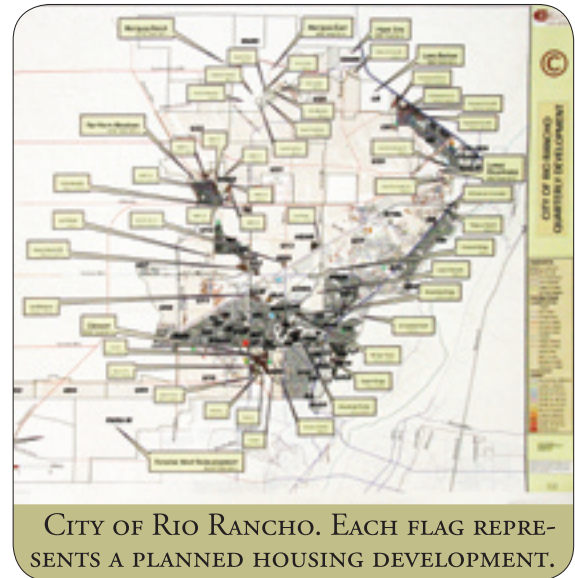
*“The FMP is the road map—it's how we systematically manage all district resources and needs,”* says Al Sena, RRPS's executive director of facilities. *“The FMP identifies when a school facility is going to be required, and based on emerging demographics, where it needs to be. We align the FMP to the state's ranked list, and we update it annually. We work closely with the city on forecasting to avoid being blindsided, and use ten year rather than five year FMPs to better look over the horizon and plan our capital program accordingly.”*

## Front Loading Educational Specifications (Ed Spec)

RRPS does extensive Ed Spec development early in project development. While this adds time to the planning stage, it accelerates overall delivery by providing a clear overview of needs early enough in the project to allow them to be addressed effectively and efficiently.

## Standardization of Elementary and Middle Schools

The district designs an initial prototype school and then duplicates it. *“RRPS is on its fifth elementary school based on the same design,”* says Dennis Ring, PSFA regional manager for Rio Rancho. *“Each one they build is an improvement and is completed faster and more cost-effectively as the district uses post occupancy evaluation to implement what they've learned, and as the design and construction staff become ever more familiar with the concept.”* RRPS estimates total cost savings of 10-15 percent on subsequent schools from the same design. Time savings are considerably greater.



## Flexible Designs for High Schools

RRPS standardizes on facility subcomponents for high schools, and uses open plans that can be reconfigured as programmatic needs evolve. *“High school design is predicated on the facility being around for a very long time,”* says Martin Montaña, RRPS's capital projects administrator. *“So, for example, we use modular interior walls vertically and horizontally to allow the space to be reconfigured as needed in the future, which should reduce ongoing renovation costs.”*

## Timing Needs with Resources

RRPS seeks to aggressively integrate the time between key project milestones in order to optimize each project's critical path. *“We work closely with PED, PSFA, and our finance team to try to be ready to go when one of our project rises into the top 100 of the state's ranked list and funds are awarded,”* says Sena. *“It's always a challenge, but we broke ground on Sandia Vista Elementary School three days after our PSCOC award, and we'll continue to aim for that benchmark.”*

***“With 1,000 new students every year, limited resources, and construction costs increasing daily, we just don't have the luxury of NOT moving our projects along as rapidly as possible.”***

—Dr. Sue Cleveland, Superintendent  
Rio Rancho Public Schools

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<sup>1</sup> Don Moya, Deputy Cabinet Secretary, Public Education Department, is Dr. Garcia's PSCOC designee.

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Selena Padilla, Systems Trainer

Brian Morris, Systems Trainer

Lena Archuleta, Administrative Assistant

# PUBLIC SCHOOL CAPITAL OUTLAY OVERSIGHT TASK FORCE MEMBERS, LARRAÑAGA AND MULCOCK ON SCHOOL MAINTENANCE

## What is working well in this process?

**Mulcock:** The Task Force has put real emphasis on maintenance, given that the state has invested roughly \$1.7 billion in school infrastructure since 1999. What's the point in spending all that money if those new facilities aren't going to be maintained? There's always a question of local control between the state and local districts, but the main thing that the state is requiring for its investment is good maintenance. The PSCOC and PSFA have focused on that and are raising the awareness of districts to the importance of maintenance, while PSFA is providing the tools and the training. Great maintenance is one of the keys to the long term success of this process.

**Some districts have observed that the state unintentionally rewards poor maintenance because state capital outlay is more likely to be awarded to districts which don't maintain their facilities, than it is to districts which do maintain their facilities.**

**Larrañaga:** You know, we've wrestled with that time and again because, from one point of view, it's true; but we argue that the real reward to districts which do maintain their facilities is that their students get a better education—and that clearly trumps capital outlay considerations. Also, if the state did penalize districts which practice poor maintenance by not awarding capital outlay, we'd first and foremost be penalizing their students, which we don't want to do.

**Mulcock:** Also, remember that this is a new process. I think we can say that historically, some districts were doing a poor job on maintenance, but that wasn't necessarily the absence of wanting to do a good job, it was more the absence of resources. Until 3 years ago SB-9, the main fund for district maintenance, was stuck at \$35 mil. per, which hadn't changed since 1974. The Legislature has since doubled the SB-9 millage. 100 percent of all districts have preventative maintenance plans, and most have implemented FIMS and all sorts of maintenance training. So, I think before the allegation sticks that we're rewarding poor maintenance with new money, let's see how this new process plays out.

*"The Task Force has put real emphasis on maintenance, given that the state has invested roughly \$1.7 billion in school infrastructure since 1999."*

—Bud Mulcock



Representative Larry Larrañaga  
and Bud Mulcock

**Is the Task Force considering rewarding districts which practice good maintenance either with monetary grants, or with a reduction in their local match percentage?**

**Larrañaga:** Both are options we're looking at, but I'm not for changing the match at this point.

**Mulcock:** There's talk of cash stipends for maintenance workers, and of moving up the FCI for well-maintained buildings, but I just don't know how to do a penalty/reward process for this. I have enough confidence in the districts that they will make a sincere effort at maintenance.

**Smaller districts have said that they lack the manpower to implement the state's Facility Information Management System (FIMS). Should the state provide assistance for smaller districts to hire additional maintenance staff?**

**Mulcock:** We do get feedback from smaller districts that data entry on FIMS is burdensome and that they don't have the resources to enter the necessary data. One superintendent from a small district appeared before us and said that she spends from 2:00pm to 5:00pm on Sunday afternoons entering data into FIMS. That's where some of the small districts find themselves. To reduce this burden, PSFA is looking at allowing smaller districts to implement only the critical components of FIMS that deal with high cost or high priority maintenance items.

**Larrañaga:** Also, never underestimate smaller districts' ability to get done what they need to get done. I came from a small district—the superintendent taught bookkeeping and business classes. I think it's simple enough to do FIMS data entry, but right now it's a new obligation and it does take time. Eventually even the smaller districts will adapt their routines and it will become a normal part of their administrative work, as they see the cost/benefit and reduced downtime of maintaining major systems which when they fail cause disruptions in learning.



**ABOVE:** 2007 DEDICATION CEREMONY FOR THE NEW CHAPARRAL HIGH SCHOOL, BUILT BY THE COMMUNITY OF CHAPARRAL AND THE GADSDEN INDEPENDENT SCHOOL DISTRICT, WITH PROJECT AND FUNDING ASSISTANCE FROM THE STATE OF NEW MEXICO.



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