

STATE OF NEW MEXICO

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
PUBLIC SCHOOL FACILITIES AUTHORITY



FY 2018 ANNUAL REPORT

Letter from the Chair

As delegated to the PSCOC Vice-Chair

It is the foundational belief and goal of the Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) that a good, clean, safe, and well-designed learning environment for the children of New Mexico grades K-12 should be provided to all students!

The result of PSCOC and PSFA efforts to accomplish that goal since the beginning in FY 2005, is the enhancement of the basic education of our students. Investing in education infrastructure provides every student the opportunity to learn.

In the early years of the program, the statewide average FCI score for school buildings was higher than 60 percent, an indicator that many schools needed major repair, renovation or complete replacement. Today, the statewide average FCI score is less than 60 percent, with the majority of school deficiencies related to building systems or smaller renovation projects, a simple measure of the progress that has been made as a result of the capital investments made by districts and the state.

The number of public school projects has been reduced this past fiscal year due to the fiscal challenges of the last few years, but the PSCOC and PSFA have used this slowdown in projects as an opportunity to improve, enhance and address new challenges for our public schools throughout New Mexico.

Great strides have been accomplished with the Governor's Broadband Initiative, allowing the expansion of broadband connectivity statewide to our public schools. This past year alone, with a statewide investment of \$2 million and by accessing and utilizing E-rate funding, 64 projects worth \$13 million and affecting 446 schools are in process.

Additionally, we have taken on the task of reviewing, updating, and improving the Adequacy Standards for our public school projects, making them more defined and efficient by conducting statewide workshops with school districts and their leadership. Workshops were also conducted with architects and planners to gain insight on how our public schools can be designed more efficiently, with flexible learning environments to meet the needs of today's educational and learning requirements.

Most recently, the PSCOC directed the PSFA to develop security guidelines for all of our existing and future public schools. The primary goal is to develop a set of guidelines that identify best practices for safe and secure schools. We have partnered with local and statewide law enforcement, firefighters, and other first responders, to outline, prioritize and document what is needed in today's public schools design to ensure a more safe and secure learning environment for the students of New Mexico.

This work continues and is possible due to the commitment of each council member, the work and support of Governor Susana Martinez, the Legislature, the Public School Capital Outlay Oversight Task Force, and our school districts.

The PSCOC and PSFA remain committed to providing the best school facilities possible for all of our New Mexico students in grades K-12!

Respectfully,



Pat McMurray

Vice-Chair, PSCOC

Public School Capital Outlay Council Members



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Department of Finance
and Administration
Administration, Maintenance &
Standards Subcommittee Chair

Gilbert Peralta

Public Education
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Raúl Burciaga

Legislative Council
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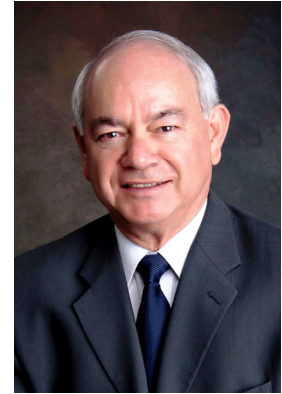
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PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

The PSCOC has been directed by the New Mexico Legislature to manage the allocation of the Public School Capital Outlay Act funds to public school facilities statewide. Consisting of members representing executive and legislative branches, as well as representatives of school districts, the council oversees the various programs administered by the PSFA.

By statute, no later than December 15 of each year, the council shall prepare a report summarizing its activities during the previous fiscal year and submit it to the governor, Legislative Finance Committee (LFC), Legislative Education Study Committee (LESC), and Public Education Commission (PEC).

PUBLIC SCHOOL FACILITIES AUTHORITY

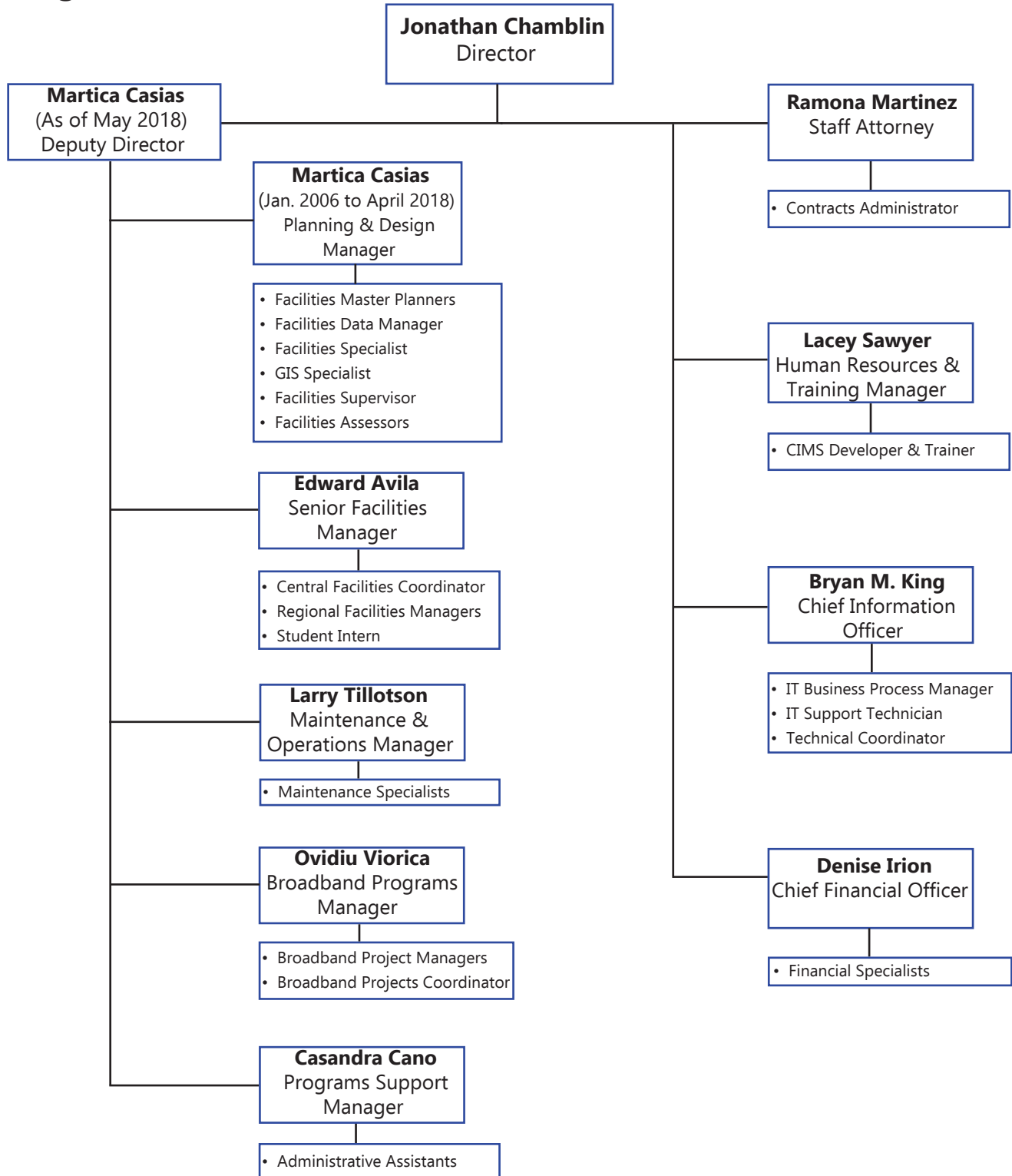
The PSFA serves as staff to the PSCOC to assist districts and charter schools in the planning, construction, and maintenance of their facilities; to assist in training district facilities maintenance staff; and to implement systems and processes that establish adequate public school facilities throughout New Mexico via efficient and prudent use of funds.

Photo Credit (Front): Broadmoor Elementary, © 2016 NMPSFA, All rights reserved.
Photo Credit (Back): San Antonio Elementary Groundbreaking, © 2016 NMPSFA, All rights reserved.

Public School Facilities Authority

Mission Statement: The PSFA, in partnership with New Mexico’s public schools, provides quality, sustainable and well-maintained school facilities for our students and educators.

PSFA Organizational Chart



About Us

Administration

The Administration Group is responsible for managing overall agency operations, supporting and providing direction to all agency groups. The Administration Group includes Human Resources and Training. Human Resources staff oversee personnel services, benefits administration, and employee relations. Training staff serve internal and external customers on a range of topics and systems.

Broadband

With the goal of increasing internet access and connectivity in New Mexico schools, the Broadband Technology Projects Group assists school information technology teams with project management and funding for fiber infrastructure to support fast and reliable internet service and in-the-building network equipment upgrades. The program has been successful in increasing bandwidth and keeping school networks current and dependable.

Contracts and Procurement

The Contracts and Procurement Group provides assistance and guidance to school districts regarding contracts and agreements for the procurement of tangible goods and general, professional, and construction services related to collaborative projects between PSFA and the school districts. This group also provides assistance in the development of project documents, reviews requests for proposals, requests for qualifications, and reviews and approves project change orders/modifications. When necessary, this group also assists in the resolution of contractual disputes between vendors and districts.

Facility Maintenance

The Facility Maintenance Group provides consultative services to assist school districts in establishing and optimizing their maintenance programs. This group focuses on preventive maintenance strategies to extend the life of the facilities and their systems. The goal is to assess local facility management challenges and develop real-world solutions for operational cost reduction while providing safe, healthy, and reliable environments in support of the state's educational process.

Finance

The Finance Group is responsible for managing overall agency budgets, supporting all agency groups with financial transactions, and ensuring compliance with state laws, rules and protocols.

Information Technology

The Information Technology Group is responsible for managing a multitude of systems that support school district facilities, needs and the agency's mission.

Planning and Design

The Planning and Design Group provides master planning and educational specification assistance to school districts. This group also reviews projects in the design stage for state code compliance and compliance with the *PSCOC Adequacy Planning Guide*. The Planning and Design Group develops and maintains the adequacy standards, planning guidelines, and building standards. The group has a staff of facility assessors who assist in maintaining the statewide Facility Assessment Database (FAD) used to monitor facility conditions and rank school facility needs statewide.

Projects and Facilities

The Projects and Facilities Group partners with school districts to oversee award applications, budgeting, procurement, project management and project oversight. The Projects and Facilities Group is the main point of contact with school districts. Regional Facilities Managers live and work in the districts they serve, enabling them to provide valuable assistance in a wide variety of school-related matters, including facility standards and guidelines, as well as assistance identifying potential projects for state matching funding.

Programs Support

The Programs Support Group administers the PSCOC capital funding programs, including funding for standards-based capital outlay, systems-based capital outlay, pre-kindergarten capital outlay, and school security funding. The group provides administrative support to all agency groups and to the PSCOC, coordinates the agency fleet, and serves as public records liaison.

FY 2018 Funding Criteria

The FY 2018 award cycle was announced with two opportunities for funding. The funding pool for the first round of applications was opened with the following criteria based on the 2017-2018 preliminary weighted New Mexico Condition Index (wNMCI) ranking:

- Eligibility for standards-based projects: All facilities with a wNMCI of 60 percent or greater.
- Eligibility for systems-based projects:
 - Feasibility/utilization/engineering evaluation report(s) are complete and demonstrate that: the post-project w/NMCI or Facilities Condition Index (FCI) would be one-third lower than pre-project w/NMCI or FCI, and the total project cost is 50 percent or less of the total facility replacement costs;
 - The district has its matching funds; and
 - The facility has a Facilities Maintenance Assessment Report (FMAR) score of 60 or better.

A second round of awards was initiated for systems-based projects; the funding pool for the second round of applications mirrored the first round of eligibility requirements, but was expanded to facilities within the top 200 of the statewide ranking.

Other Council Actions

In addition to annual approvals of award cycle activities, the PSFA budget, out-of-cycle, pre-K, lease assistance, master plan assistance, and Broadband Deficiencies Correction Program awards, the PSCOC took action on a number of other items:

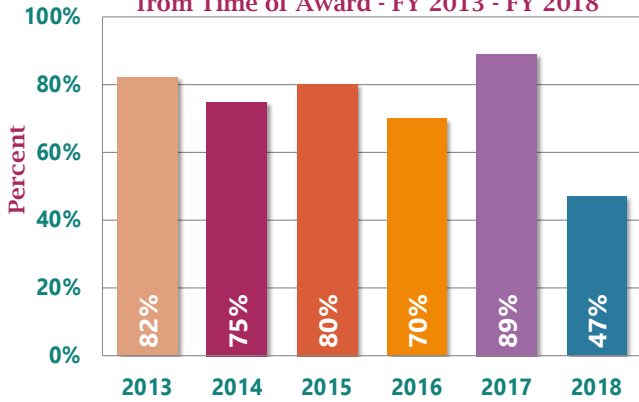
- September 2017 – Adopted changes to the Facilities Master Plan guideline.
- October 2017 – Allocated an amount not to exceed \$300,000 to reimburse the Construction Industries Division for estimated inspections and plan review expenses for FY 2018 for PSCOC-funded projects.
- January 2018 – Adopted improvements to the Facilities Assessment Database effective on the 2018-2019 award cycle.
- January 2018 – Allocated an amount not to exceed \$80,000 to reimburse the State Fire Marshal's Office for estimated plan review expenses and inspections for PSCOC-funded projects for the remainder of FY 2018.
- April 2018 – Revised the language in the memorandum of understanding for project awards regarding off-site utilities and infrastructure expenses.
- April 2018 – Adopted the Public School Facilities Authority Disposition of Capital Assets policy and procedures.
- May 2018 – Approved the 2018-2020 PSFA Strategic Plan.
- May 2018 – Adopted guidelines regarding PSFA/PSCOC participation in furniture, fixtures, and equipment.

PSFA Strategic Plan

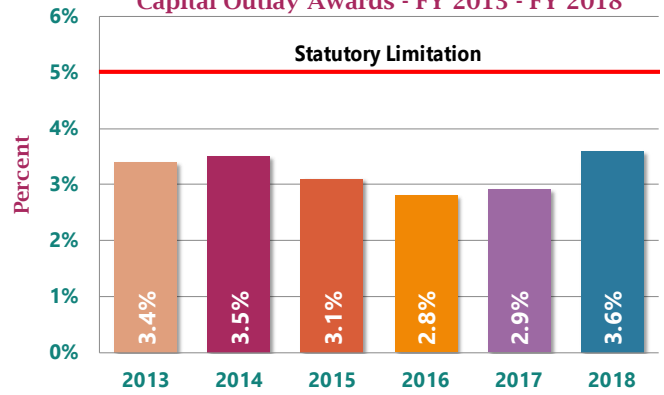
From December 2017 through May 2018, PSFA staff worked together to update the agency's strategic plan for 2018-2020. This strategic plan represents the collective vision of the staff at the PSFA, describing the intent of our of daily work. The plan is structured by focus areas, goals per focus area and action items associated with each goal. Five focus areas in the plan outline the most important guiding principles for our agency. The goals associated with each focus area define more specific strategies to direct our agency. The action items define specific tasks that PSFA staff can complete as part of their regular work. The strategic plan communicates the PSFA's vision and mission to school districts and communities. It is the framework on which our performance can be measured by school communities. We believe that our agency will be successful if we continually strive toward the identified goals. By implementing, tracking the progress of, and completing tasks, then repeating this process, we will ensure that the agency adapts to address the evolving needs of school communities in New Mexico. The strategic plan is a living document that will be revised as needed, based on input from school districts and our stakeholders.

Operational Data

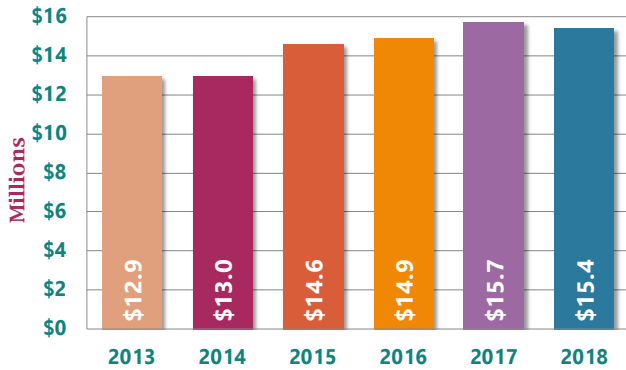
Percent of Award Dollars Under Contract 18 Months from Time of Award - FY 2013 - FY 2018



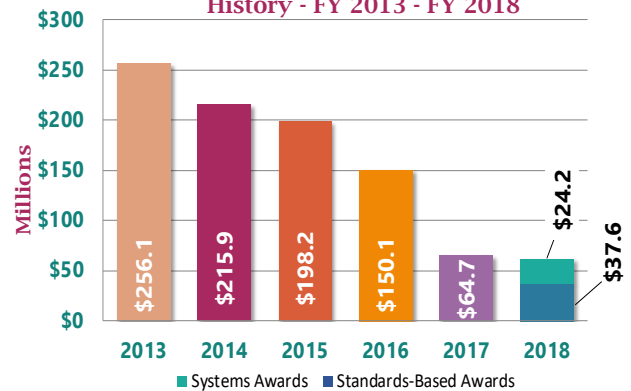
PSFA Operational Budget as a Percent of Annual Capital Outlay Awards - FY 2013 - FY 2018



PSCOC Lease Assistance FY 2013 - FY 2018



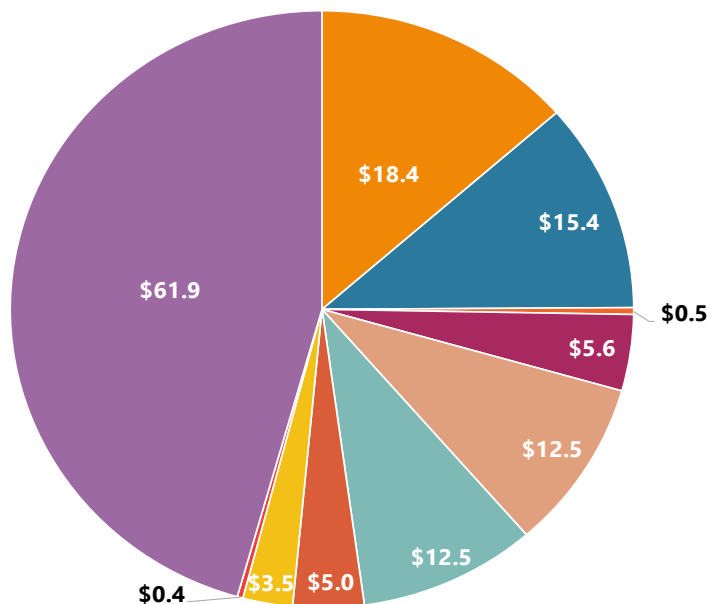
PSCOC Capital Funding Awards History - FY 2013 - FY 2018



*FY 2018 was the first year that PSCOC awarded money for Systems.

Supplemental Severance Tax Bond (SSTB) Uses by PSCOC in FY 2018 (Dollars in Millions)

- Capital Improvements Act (SB 9) \$18.4
 - Lease Assistance \$15.4
 - Master Plan Awards \$0.5
 - PSFA Operating Budget \$5.6
 - HB 219 School Bus Purchases \$12.5
 - SB 4 Instructional Materials/Transportation Distribution \$12.5
 - NM pre-K \$5.0
 - Broadband \$3.5
 - Construction Inspections \$0.4
 - Construction Projects \$61.9
- Total: \$135.7**



FY 2018 Phased Awards for Previously Funded Projects (7 projects, \$65.1 Million)

Alamogordo

New Combined Heights-Oregon Elementary School

- Total Amount: \$18,004,934
- State Match: \$11,703,208
- District Match: \$6,301,726
- Estimated Completion: November 2019

Construction is underway for the 58,486-gross-square-foot replacement school combining Heights ES and Oregon ES. The new school is being constructed on the existing Heights ES site for 450 students, grades K-5. The existing Heights ES will remain operational during construction of the new replacement school. The existing schools will be demolished following occupancy of the new school.



New Combined Heights-Oregon ES, © 2018 NMPSFA, All rights reserved.

Belen

Rio Grande Elementary School

- Total Amount: \$10,483,884
- State Match: \$6,205,493
- District Match: \$4,278,391
- Estimated Completion: July 2019

Construction is underway for the 51,800-gross-square-foot replacement school on the existing Rio Grande ES site for 335 students, grades pre-K-6. The existing school, which will remain operational during construction of the new replacement school, will be demolished following occupancy of the new school to complete the remaining site improvements.



Rio Grande ES, © 2018 NMPSFA, All rights reserved.

Bernalillo

Santo Domingo Elementary School/Middle School

- Total Amount: \$14,597,926
- State Match: \$6,131,127
- District Match: \$8,466,799
- Estimated Completion: January 2019

Renovation is underway for the 12,326-gross-square-foot existing gymnasium. This project was preceded by the construction of phase one of the new school for 375 students grades K-8. The renovation work includes an entry vestibule, office, and storage space, as well as locker room facilities. Site work includes a covered walkway between the existing gym and the new school and a play field.



Santo Domingo ES/MS, © 2018 NMPSFA, All rights reserved.

Highland Elementary School

- Total Amount: \$13,353,464
- State Match: \$10,148,633
- District Match: \$3,204,831
- Estimated Completion: July 2019

Construction is underway for the 43,546-gross-square-foot replacement school on the existing Highland ES site for 320 students, grades K-5. The existing Parkview ES will be used as swing space to house students from Highland ES until construction is complete. The existing school will be demolished prior to commencement of construction.



Highland ES, © 2018 NMPSFA, All rights reserved.

Cartwright Hall

- Total Amount: \$5,460,741
- State Match: \$0
- District Match: \$5,460,741
- Estimated Completion: June 2019

Construction is underway for the 14,713-gross-square-foot renovation of Cartwright Hall at the NM School for the Deaf (NMSD). Funding was provided through a legislative appropriation to plan, design, construct, renovate, equip, and furnish the existing facility as approved by the PSCOC. The facility consists of residential apartments for families of students attending the NMSD.



Cartwright Hall (NMSD), © 2018 NMPSFA, All rights reserved.

Del Norte Elementary School

- Total Amount: \$2,100,000
- State Match: \$1,533,000
- District Match: \$567,000
- Estimated Completion: October 2020

Construction is underway for the 71,422-gross-square-foot replacement school on the existing Del Norte ES site for 576 students, grades K-5. Based on staff review of the Building Systems Analysis Report, the best value return on investment was determined to be replacement of the facilities as renovation costs were excessive. The existing school will remain occupied and will be demolished on completion of the new construction.



Del Norte ES, © 2018 NMPSFA, All rights reserved.

Nob Hill Elementary School

- Total Amount: \$1,111,088
- State Match: \$1,111,008
- District Match: \$0
- Estimated Completion: July 2019

Construction is underway for the 51,248-gross-square-foot Nob Hill ES classroom wing addition for 192 students, grades pre-K-Kindergarten. The total award amount, as noted, represents the total state match for construction. Based on district readiness, construction preceded availability of funding in the financial plan. A small portion of renovation work will occur at Sierra Vista ES and include improvements to play areas, parking zones, bus loading area, and corrective site drainage.



Nob Hill ES, © 2018 NMPSFA, All rights reserved.

FY 2018 Emergency Awards (2 projects, \$275,000)

District	School	(Emergency) Project Type	Total Award Amount	Estimated Completion
Des Moines	Combined School	Leaky roof	\$125,000 (money was rescinded)	N/A
Santa Rosa	Anton Chico/Rita Marquez	Structural integrity	\$150,000	Q2-FY19

FY 2018 Systems-Based Awards (10 projects, \$35.7 Million)

Kirtland Elementary School Renovation

- Total Amount: \$3,453,673
- State Match: \$2,201,351
- District Match: \$1,252,322
- Estimated Completion: November 2018

This project was part of the first round of systems-based awards. The objective of this award is to replace the building systems that are reaching or have reached the end of their useful life; these systems included HVAC/ventilation, main power upgrades, lighting, and fire suppression in parts of the facility that currently do not have it.



Kirtland ES, © 2018 NMPSFA, All rights reserved.

Los Niños Elementary School Renovation

- Total Amount: \$5,051,855
- State Match: \$2,086,021
- District Match: \$2,965,834
- Estimated Completion: Phase I September 2018; Phase II August 2019

This is a new program award that attempts to extend the life of the school facility 10-15 years by addressing major building systems. Systems for this award include renovation to restrooms, adding a chiller to the existing HVAC system, new lighting, site drainage and parking, new windows and fire suppression in areas of the facility that currently do not have it.



Los Niños ES, © 2018 NMPSFA, All rights reserved.

Additional FY 2018 Systems-Based Awards

District	School	(Systems) Project Type	Total Award Amount	State Match	District Match	Estimated Completion
Gadsden	Desert Trail ES	Roof, finishes, HVAC, electrical	\$5,860,057	\$4,981,048	\$879,009	Q1-FY 2021
Central	Kirtland ES	HVAC, electrical, fire suppression	\$3,453,673	\$2,201,351	\$1,252,322	Nov-18
Clovis	Cameo ES	Site work, exterior windows and doors, finishes	\$1,670,376	\$1,236,078	\$434,298	Q1-FY 2021
Clovis	Mesa ES	Site work, exterior windows and doors, finishes	\$2,173,500	\$1,608,390	\$565,110	Q1-FY 2021
Dexter	Dexter ES	HVAC, electrical	\$977,421	\$673,256	\$304,165	Q1-FY 2021
Farmington	Country Club ES	Site work, exterior windows and doors, roof, exterior walls, finishes, HVAC, electrical, plumbing, fire suppression	\$1,609,480	\$804,740	\$804,740	Q1-FY 2021
Floyd	Combined School	Electrical, parking lots	\$153,634	\$79,637	\$73,997	Q1-FY 2021
Gadsden	Loma Linda ES	Site work, roof, finishes, interior walls, HVAC, electrical	\$7,567,000	\$6,431,950	\$1,135,050	Q1-FY 2021
Las Vegas City	Los Ninos	Site work, HVAC, electrical, exterior windows, fire suppression	\$5,051,855	\$2,086,021	\$2,965,834	September 2018/August 2019
Los Alamos	Mountain ES	Site work, exterior doors and windows, roof, finishes, interior doors, interior walls, HVAC, electrical, plumbing, fire suppression, portables	\$3,919,065	\$1,535,401	\$2,383,664	Q1-FY 2021

FY 2018 Pre-Kindergarten Awards (14 projects, \$6.8 Million)

Rio Grande Elementary School

- Total Amount: \$260,878
- State Match: \$156,527
- District Match: \$104,351
- Estimated Completion: September 2019

This project is currently under construction as part of an existing PSCOC project (see page 9) to rebuild Rio Grande ES. The classroom is adjacent to pre-K classrooms for the developmentally disabled and is designed to promote collaboration, as well as create an early childhood "neighborhood" within the facility. The wing also houses kindergarten and age-appropriate support services.



Rio Grande ES, © 2018 NMPSFA, All rights reserved.

Lincoln Elementary School

- Total Amount: \$734,135
- State Match: \$594,649
- District Match: \$139,486
- Estimated Completion: December 2018

This project is currently under construction as part of an existing PSCOC project to rebuild the Lincoln ES. These classrooms are adjacent to a pre-K classroom for the developmentally disabled and have direct access to the pre-K-Kindergarten dedicated playground. The wing also houses Kindergarten, first grade, and other support services.



Lincoln ES, © 2018 NMPSFA, All rights reserved.

Additional FY 2018 Pre-Kindergarten Awards

District	School	(pre-K) Project Type	Total Amount	State Match	District Match	Estimated Completion
Clovis	Barry ES	New Construction	\$878,571	\$667,714	\$210,857	Q4-FY 2021
Gadsden	La Mesa pre-K Center	Renovation	\$62,121	\$52,803	\$9,318	Q4-FY 2021
Gadsden	On Track pre-K Center	Renovation	\$169,120	\$143,752	\$25,368	Q4-FY 2021
Gallup-McKinley	Thoreau ES	New Construction	\$330,903	\$268,031	\$62,872	Q4-FY 2021
Grants-Cibola	Mesa View ES	New Construction	\$339,286	\$264,643	\$74,643	Q4-FY 2021
Grants-Cibola	Milan ES	New Construction	\$339,286	\$264,643	\$74,643	Q4-FY 2021
Hagerman	Hagerman ES	Renovation/New Construction	\$71,714	\$55,220	\$16,494	Q4-FY 2021
Los Alamos	Barranca Mesa ES	Renovation	\$554,468	\$266,145	\$288,323	Q4-FY 2021
Portales	Brown Early Childhood Center	Renovation/New Construction	\$2,254,857	\$1,665,294	\$589,563	Q4-FY 2021
Roswell	Monterrey ES	Renovation/New Construction	\$314,286	\$226,286	\$88,000	Q4-FY 2021
Roswell	Sunset ES	New Construction	\$487,857	\$351,257	\$136,600	Q4-FY 2021
Silver	Opportunity HS	Renovation	\$53,571	\$23,036	\$30,535	Q4-FY 2021

School Security Program

Two pieces of legislation that passed during the 2018 legislative session appropriated funding from the Public School Capital Outlay Fund to plan, design and install security systems in public schools. In response to the legislation, the PSCOC directed the PSFA to create a new security projects funding program.

To formulate a relevant program, the PSFA began researching national best practices for improving school security. In addition, staff made site visits to school districts throughout New Mexico in March and April to develop a better understanding of this issue. Staff learned what security strategies are relevant, effective, and feasible. From February

through May, staff formulated a *Security Guidelines* document and posted it on the agency website for use by any school district considering implementing school security projects. The guidelines document helped organize the discussion of the security issue with a suggested prioritization of site, building interior and exterior project types, and focus areas.

Concurrent with the site visits, the PSFA conducted a series of statewide school security workshops. These workshops were intended to bring neighboring school districts together to discuss this issue with representatives from local, county and state law enforcement, fire departments, Homeland Security,

security experts and others. Workshops were held in Artesia, Santa Rosa, Albuquerque, Deming, Gallup, and Española. The workshops were well-attended by each of the groups invited, with attendance between 40 and 100 people per meeting. Participants completed a written survey and were allowed to voice their views during an open comment period. The top five most concerning threats, from most to least concerning, were identified as active shooter, student mental health, bullying, unauthorized access and domestic and custody issues. The top five most important security features, from most to

Fundable Projects and Systems

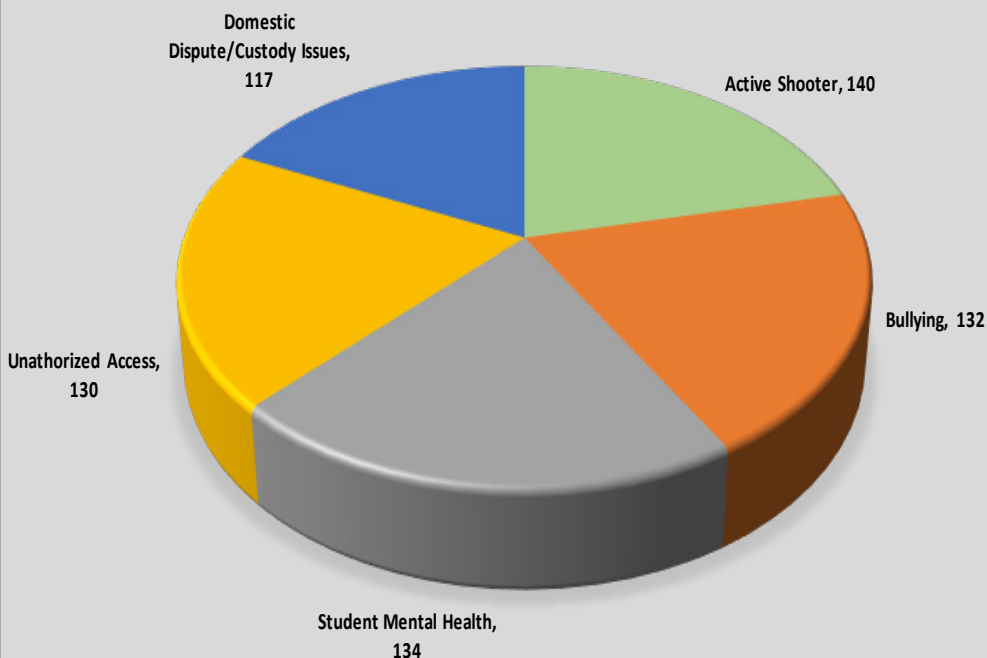
27 Project Types Eligible for State Funding Participation

Site	Building Exterior	Building Interior
Site Fencing	Exterior Doors	Emergency Notification System
Manual Gates (vehicle, pedestrian)	Exterior Door Hardware	Interior Doors
Vehicle Bollards	Lock Boxes, Rapid Entry System	Interior Door Hardware
Site Access Control Building	Secure Vestibule	Window Shades (manual)
Site Lighting (exits to parking areas)	Exterior Windows	Office Space for Counselor (64 NSF)
Site Lighting (staff parking areas)	Window Tinting, Decals	Office Space for SRO (64 NSF)
On-site Radio Infrastructure	Impact Resistant Glazing	Security Cameras *
Automatic Vehicle Gates *	Bulletproof Glazing *	Central Camera Monitor
		Hand Held Radios *
		Gunshot Detection System *
		Visitor ID Scanner *

* Items subject to funding participation limits

PSFA Security Guideline, © 2018 NMPSFA, All rights reserved.

TOP FIVE CONCERNING THREATS FROM SECURITY WORKSHOP SURVEYS (STATEWIDE & BASED ON # OF RESPONSES)



PSFA Security Guideline, © 2018 NMPSFA, All rights reserved.

least important, were increased crisis training, better access control onto campus, secure vestibules, interior doors, and improved security systems. With feedback from the workshops, information gathered during the site visits, and research of national practices, the PSCOC identified 27 project types that would be eligible for funding during the first year of the school security projects program. This condensed list of project types represents the most effective, relevant, and prudent measures to direct state funding participation to schools statewide. In

anticipation of a high volume of applications for the limited available funding, applicant schools will be ranked based on a uniform set of measurable factors, with state funding participation prioritized for schools that have the fewest measurable security features already in place.

School security will continue to be a critical issue. The PSFA is integrating new processes into the authority's existing programs to ensure security is addressed at all phases, from planning and design, through construction to operations and maintenance.

Adequacy Standards (Measurement) and the *Adequacy Planning Guide* (Design)

The Statewide Adequacy Standards (Adequacy Standards), New Mexico Administrative Code (NMAC) section 6.27.30, define the minimum requirements for all public school buildings and grounds. These standards are used to evaluate existing school facilities to identify minimum space and performance attributes needed to support educational and technology programs and curricula, defined and justified by the Public Education Department primary and secondary standards for excellence. The Adequacy Standards define the minimum net square footage requirements for a limited set of educational spaces within a school building, but do not include every space a school may need for its particular educational programs.

A companion document, the *New Mexico Public School Adequacy Planning Guide* (APG), was developed to clarify the standards and to provide assistance through references and "best practice" examples to complement the adopted Adequacy Standards. The APG is incorporated by reference to the Adequacy Standards and is intended to be used by districts and designers as a guide during the programming and design of new and renovated facilities. The APG contains information for school facilities regarding function, long-term operations, maintenance, sustainability, and site selection, typically exceeding the minimum requirements of the Adequacy Standards. The "Maximum Allowable Gross Square Footage per Student" table in "Appendix A" of the APG calculates the limit of state funding participation, based on a square foot per student amount.

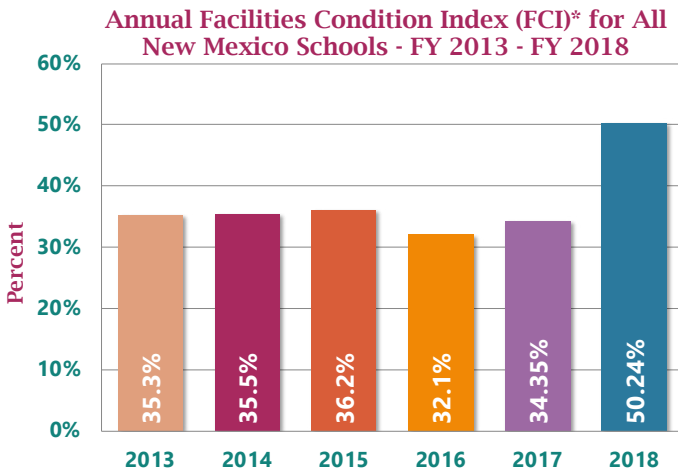
Using the APG as the guide, new school facilities or major renovations should be designed to meet or exceed the minimum requirements in the Adequacy

Standards. The square footage of the minimum requirements outlined by the Adequacy Standards differs from the maximum allowable gross square footage (GSF) outlined in the APG. The difference between these low and high numbers is the design range that can accommodate all of the necessary building support spaces as well as additional spaces that may be needed for the particular educational program of the school.

A school district is not required to build to the maximum allowable GSF. Deviations from this amount, above or below, are allowed with specific exceptions. School districts may choose to build below adequacy based on their educational delivery, with a written request for exemption and acknowledgment that the spaces smaller than the minimum requirements, as identified in the letter, will not be considered below adequacy (space deficiencies) when measured during future assessments by PSFA staff. School districts may also exceed the maximum allowable GSF per student area but must wholly fund the excess area through a locally funded initiative in addition to contributing the required local share to the project.

The Adequacy Standards are used to measure minimum educational space and environmental deficiencies of school facilities, such as general education classrooms, science classrooms, physical education space, room temperatures and lighting. By measuring educational and facility deficiencies with the same standards, schools can be ranked according to the quantity and value of their deficiencies. This statewide ranking is used to determine potential PSCOC funding. Schools with the highest needs (most deficiencies) ascend to the top of the ranking and are prioritized for funding under the standards-based program.

Facility Planning



*FCI applies to brick and mortar facility conditions only.

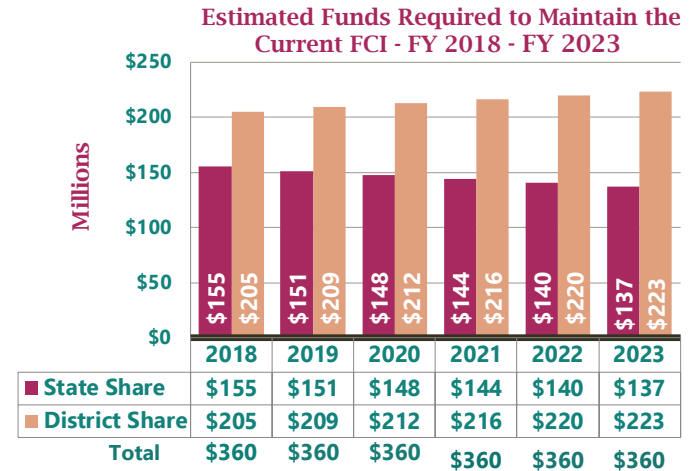
Prior to running the 2018 FCI calculations, PSCOC applied a straight-line degradation for systems aging to better align with industry standards. In addition, systems beyond their expected life had an increased weight factor applied. This allows the PSCOC to identify and better focus on systems that need to be replaced.

Progress Since 2005: Improving Facilities, Replacing Building Systems

The Public School Capital Outlay Council (PSCOC) awarded the first standards-based project in fiscal year 2005. Over the past thirteen years, in order to ensure that all New Mexico students have quality, equitable learning spaces, the state has invested approximately \$2.6 billion into replacing and renovating school buildings throughout the state.

The ongoing condition of schools is tracked by the PSCOC and PSFA using the Facilities Assessment Database (FAD), a repository of facility information related to the age and condition of 29 key building systems. Each building on a school campus contains up to 29 building systems including: foundation, lighting, flooring, doors, windows, heating & cooling, roof and sidewalks. These systems are assigned an anticipated lifespan based on industry standard assumptions: 12 years for flooring, 30 years for windows and doors, 100 years for foundations. Though a building system may be identified as "beyond expected life" in the FAD, that system may still be functional and in good condition, such as flooring that has been cleaned, waxed and well-maintained by the district every year. Well-maintained building systems often exceed their expected lifespan.

Additionally, weight factors are added to the cost of certain building systems and space deficiencies.



*wNMCI = FCI + the facility's ability to support educational functions.

For example, if a failing building system poses a potential risk to the life, health, and safety of the students or staff, the value of that building system receives a weight factor multiplier of 3. If a building system deficiency needs to be corrected to mitigate additional damage to the facility, such as a leaking roof, that deficient system receives a weight factor multiplier of 2. Building systems within expected life and functioning normally, receive a reducing weight factor multiplier of 0.25. In this manner, schools with failing building systems rise more quickly in the PSCOC statewide ranking of schools.

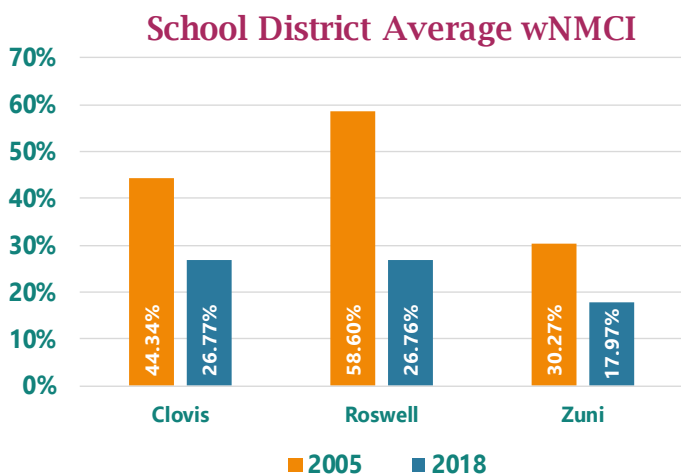
The FAD also stores information related to educational space deficiencies, measured against the minimum requirements in the Adequacy Standards. The cost to correct building system and educational space deficiencies is the basis of the weighted New Mexico Condition Index (wNMCI):

$$wNMCI = \frac{\text{Cost of Building System Repairs} + \text{Cost to Correct Educational Space Deficiencies}}{\text{Replacement Value of the Building}}$$

Using the wNMCI value, all public schools are ranked, prioritizing those schools with the most deficiencies. Each year, the PSCOC produces a statewide ranking of every school to prioritize state funding participation to those schools with the greatest needs.

In 2005, 145 school facilities had a wNMCI score of 60% or higher (higher wNMCI scores indicate poor facility conditions). In 2018, only 8 facilities have a wNMCI of 60% or higher. Typically, when a school has a wNMCI of 60% or higher, the school is either replaced or a major renovation project is needed. A lower number of schools requiring renovation or replacement is the result of almost two decades of progress made by the PSCOC continuously striving toward equitable educational facilities.

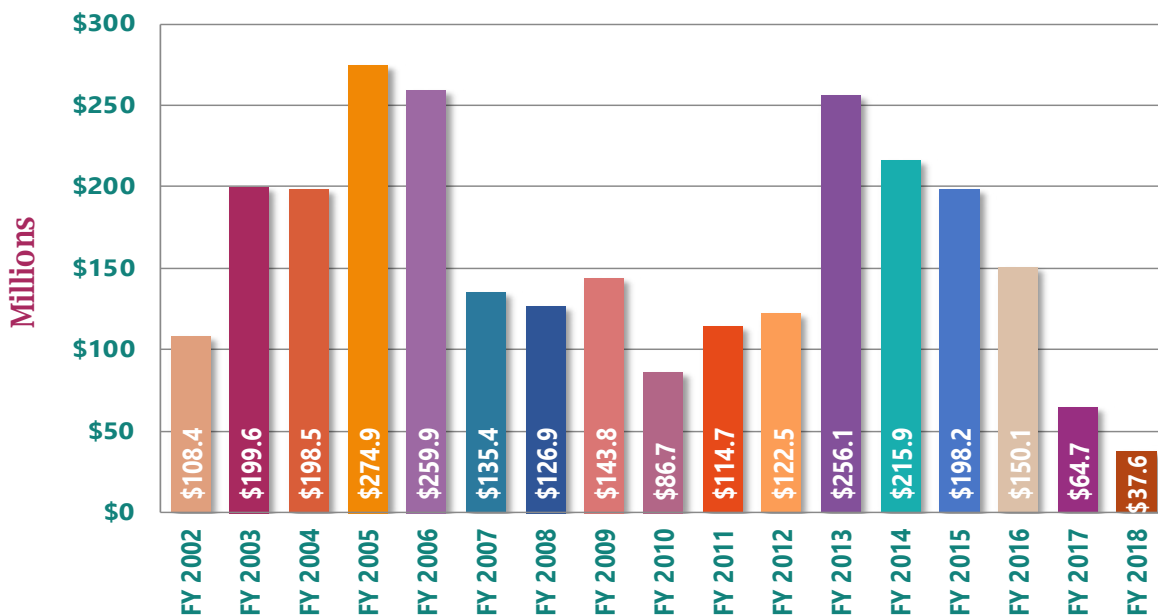
A sample of district average wNMCI scores illustrates this progress:



In 2016, recognizing the continued need for capital investment, the PSCOC developed the systems funding program to help school districts invest in their facilities in a more targeted way. The systems funding program is intended to extend the life of existing school facilities by replacing select building systems, renovating certain spaces, and demolishing underutilized space. The systems program will also ensure that the statewide average wNMCI can be maintained at a designated, consistent level in the years to come, providing assurance to the dollars that have been invested.

In addition, the PSCOC emphasizes effective facility maintenance so that school districts can also provide assurance to the investment that has been made since 2005. Better maintenance of school facilities helps to prolong the life of major building systems, ensuring that the investments in capital projects realize a full return on every dollar. The Facilities Maintenance Assessment Report (FMAR) is a measure of school district maintenance performance. This measure illustrates the results of improved efforts by school districts throughout the state to better maintain school buildings. For the first time since 2005, more than 70% of school districts are maintaining their facilities to a satisfactory or better level.

PSCOC Standards-Based Award History



BDCP

Partnering with New Mexico Schools

In FY 2018, the Broadband Deficiencies Correction Program (BDCP) team continued to partner with schools and districts across the state for improved data connectivity, a mission-critical utility for education facilities.

Once a temporary program, Senate Bill 64 removed the five-year sunset of the Education Technology Infrastructure Program (more commonly known as BDCP), allowing the PSCOC to continue to provide assistance to public schools for broadband and technology infrastructure upgrades. This support, including funding, helps schools to leverage close to 90 cents in federal funding for every dollar spent on needed infrastructure work.



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FY 2018 Projects:

Albuquerque Schools	Hatch Valley Schools	Pojoaque Valley Schools
Animas Schools	Hondo Valley Schools	Rio Rancho Schools
Bernalillo Schools	Horizon Academy West	Roswell Schools
Capitan Schools	Jefferson Montessori Academy	Roy Schools
Carrizozo Schools	Jemez Mountain Schools	Ruidoso Schools
Cimarron Schools	Las Vegas City Schools	San Diego Riverside School
Cloudcroft Schools	Las Vegas West Schools	Santa Fe Schools
Cottonwood Classical Preparatory School	Los Lunas Schools	Santa Rosa Schools
Deming Schools	Los Puentes Charter School	School of Dreams Academy
Des Moines Schools	Mission Achievement & Success Charter School	The Great Academy
Dulce Schools	Mora Schools	The New America School
Gallup-McKinley Schools	Moriarty-Edgewood Schools	Truth or Consequences Schools
Grants-Cibola Schools	Mosaic Academy	Turquoise Trail Charter School

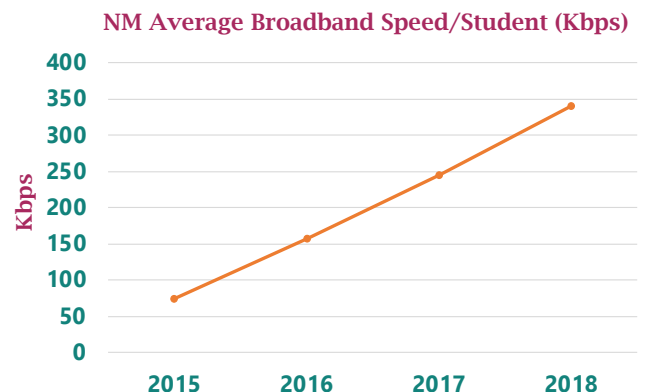
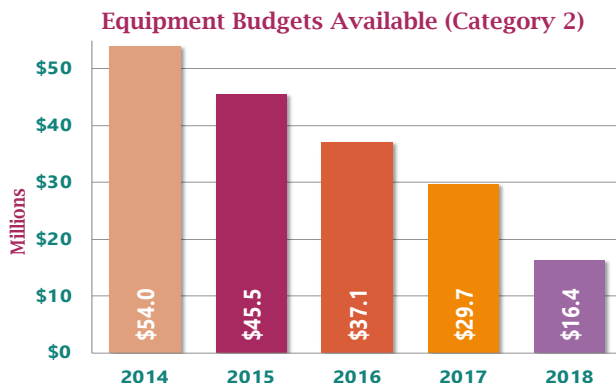
FY 2018 Projects: General Overview

The BDCP helped schools develop over 39 projects across the state in FY 2018, with a total cost of approximately \$30 million. By taking advantage of federal and state dollars for the eligible work, the average cost to the schools is around 8 percent of that total. The upgrades encompass over 200 school facilities and will benefit over 50 percent of New Mexico students. The PSFA BDCP team continues to work with schools to develop and update tools and processes that simplify and encourage participation.

Available Bandwidth Continues to Increase

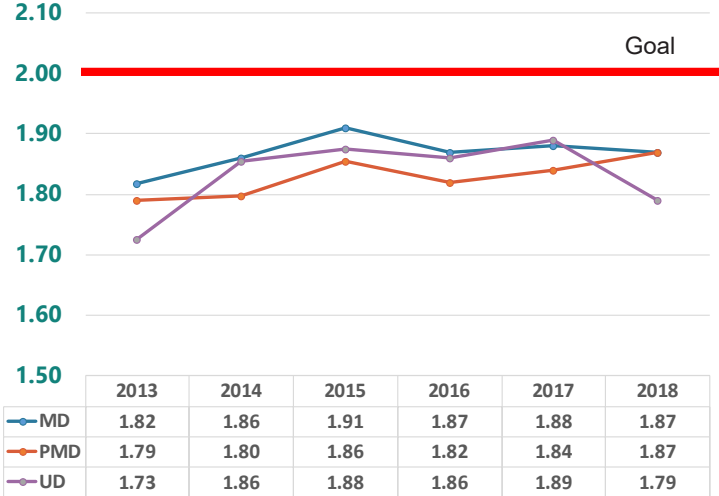
The average connection speed available to New Mexico students continues to increase. This makes it possible to use the latest technology-based educational tools.

Beyond the immediate connectivity needs, public schools and other organizations will continue to face the challenge of keeping up with the steadily increasing demand, making the need for coordination, sharing of resources, and optimization a very high priority.



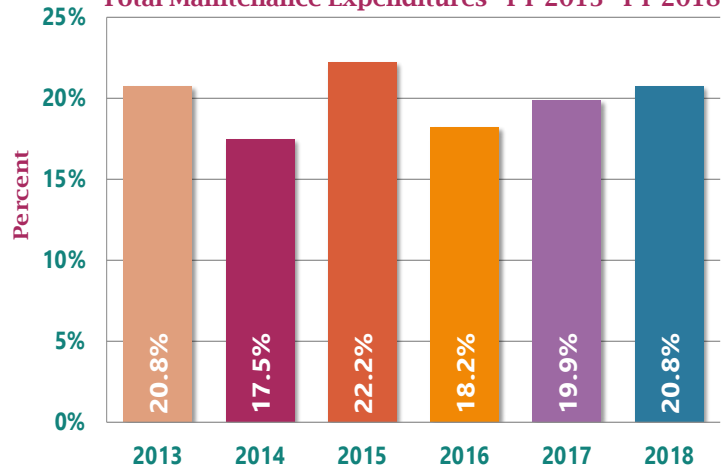
Facility Maintenance

FIMS Proficiency Usage - FY 2013 - FY 2018



School district FIMS usage of the software modules Maintenance Direct and Preventive Maintenance Direct has improved from 2015 and both are 1.87, respectively while Utility Direct use is 1.79, a decrease from FY 2017.

District Preventive Maintenance (PM) as Percent of Total Maintenance Expenditures - FY 2013 - FY 2018



School district investments in preventive maintenance as a percent of total maintenance expenditures are now 20.8 percent, an increase of 0.9 percentage points from FY 2017.

Ben Lujan Maintenance Awards

Class 6a:

Winner: Clovis Municipal Schools
 Runner Up: Gadsden Independent Schools

Class 5a:

Winner: Farmington Municipal Schools
 Runner Up: Aztec Municipal Schools
 Runner Up: Roswell Independent Schools

Class 3a:

Winner: Tucumcari Public Schools

Class 1a:

Winner: Elida Municipal Schools
 Runner Up: Wagon Mound Public Schools

Individual and Team Awards:

Maintenance Team – Central Consolidated Schools
 Joe Kee – Central Consolidated Schools
 Melvin Lee Sr. – Central Consolidated Schools

Elijah Trujillo – Des Moines Public Schools
 Maintenance Team – Farmington Municipal Schools
 Charles Vanden Broeck – Farmington Municipal Schools
 Lucy Young – Farmington Municipal Schools
 Charles Thacker – Farmington Municipal Schools
 Rachel Martinez – Farmington Municipal Schools
 Jose Vasquez – Gadsden Independent Schools
 Maintenance Team – Rio Rancho Public Schools
 Andrew Alarid – Rio Rancho Public Schools
 Dixon Brennen – Rio Rancho Public Schools
 Jesus Lucero – Rio Rancho Public Schools
 Jim Ramirez – Rio Rancho Public Schools
 Michael Murphy – Rio Rancho Public Schools
 Micheal Noll – Rio Rancho Public Schools
 Juan Tirado – Roswell Independent Schools
 William Russ Robertson – Roswell Independent Schools
 Cody Ryen – Tucumcari Public Schools

Jakus Martinez – Tukumcari Public Schools
Will Horton – Tukumcari Public Schools
Veronica Hernandez – Tukumcari Public Schools

Patrick Gonzales – Tukumcari Public Schools
John Romero – Wagon Mound Public Schools
Mike Arrellin – Wagon Mound Public Schools

Maintenance Matters

Everyone has heard them: “Pay me now or pay me later.” “An ounce of prevention is worth a pound of cure.” “Work smarter, not harder.” “It’s not wise to put off to tomorrow what you can get done today.” While these statements are true when it comes to maintaining school facilities, it is easier said than done.

Facilities Matter: No one can argue the important role that facilities management has on schools. Whether facilities are new or old, providing a safe, healthy, and comfortable learning environment is necessary to the success of students, teachers, and staff. Proactive maintenance methods in every public school protects the investment made by the state and districts, ensuring that all building systems operate to their full life cycle and reduce operational costs throughout the system life.

For years, educational institutions in New Mexico, and nationwide, have been faced with fiscal limitations. All too often, schools must choose between funding staff and funding proper facility maintenance on important systems. Implementation of an effective preventive maintenance program takes effort, time, and money, but the return on investment is more than worthwhile. When preventive maintenance is not a priority, schools run into deferred maintenance issues. Delaying maintenance needs and capital projects until the time and budgets are right can create greater long-term challenges, with schools needing more money for reactive maintenance than would have been required to keep up with preventive maintenance.

Solutions: While there is not a one-size-fits-all solution to successfully managing facilities, a flexible and adaptive support infrastructure is being created to assist New Mexico public schools. This infrastructure includes preventive maintenance planning, a solid computerized

maintenance management software solution, Facility Information Management System (FIMS), and a facilities assessment and scoring tool to determine opportunities for improvement, Facility Maintenance Assessment & Reporting tool (FMAR). The benefits of operating an effective preventive maintenance program include the potential of reducing the rate of reactive and emergency work by 50 percent to 60 percent and reducing an average cost per work order by 28 percent to 39 percent.

The Good News: New Mexico public schools are doing more preventive maintenance today than ever before. The FMAR indicates that for the first time ever, the statewide performance rating is above the recommended 70% satisfactory benchmark, which indicates that more districts are recognizing the benefits of a proactive preventive maintenance program. With efficient planning supported by more comprehensive facility data, schools are performing better maintenance, reducing costs and improving efficiencies.

How the agency did it: For the past 10 years, the PSFA and its partners in public schools have created best practices in preventive maintenance planning, FIMS performance measures and the FMAR to define and drive performance to a higher level. These measures and tools provide data to assist schools in making better informed decisions regarding maintenance and capital programs.

The PSFA looks forward to ongoing collaboration with school partners to ensure that maintenance programs succeed and the educational environment in facilities continues to improve. Agency programs and systems will continue evolving to provide more analytical capabilities and a deeper understanding of the benefits of good facility maintenance.

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