



FY2024 ANNUAL REPORT

STATE OF NEW MEXICO

Public School Capital Outlay Council
Public School Facilities Authority

*Partnering with New Mexico Communities to provide quality,
sustainable school facilities for our students and educators*

Acknowledgments & Contributions

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A special “Thank-you” to the PSFA staff who routinely collect, manage and contribute to all aspects of the agencies mission and vision including Subject Matter Experts in the respective areas of Finance, Contracts and Procurement, Field Operations, Facility Assessors, Information Technology, Maintenance, Programs, Human Resources and Executive and Council Support. The successes would not be recognized without your unwavering dedication and commitment to the PSFA's Mission, Vision and Culture supporting equitable funding to build and maintain the quality educational environments for New Mexico Public Schools.

We would like to acknowledge the Public School Capital Outlay Council Members (PSCOC), the Public School Capital Outlay Oversight Task Force (PSCOOTF), the New Mexico Legislature and Governor Michelle Lujan Grisham. Your invaluable guidance, expertise and encouragement are pivotal in shaping the path and providing capital outlay funding to support improving the infrastructure of New Mexico Public Schools.

Other Acknowledgments:

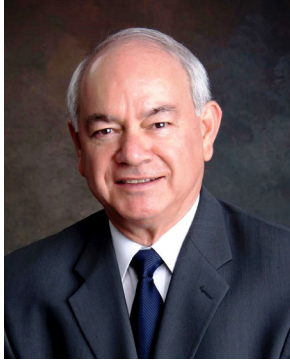
- Jason Holubiak for his expertise organizing and formatting the FY2024 PSFA annual report content.

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Letter from the Chairman



*Joe Guillen, Chair
New Mexico School Boards
Association*

As Chairman of the Public-School Facilities Authority (PSFA), it is my distinct honor to celebrate and reflect upon the remarkable achievements of the past 20 years. Our journey has been one of dedication, innovation, and unwavering commitment to enhancing the educational environment for our students and educators across New Mexico.

One of our proudest accomplishments has been the successful completion of numerous construction and renovation projects. Since 2004, we have overseen the construction of over 300 standards-based projects which include new schools, the replacement of schools and major renovations throughout the state. These projects have not only provided state-of-the-art learning environments but have also ensured that our schools are safe, energy-efficient, and conducive to academic excellence.

In addition to physical improvements, we have also focused on strategic planning and preventive maintenance. Our facility master planning awards and preventive maintenance initiatives have helped districts optimize their resources and extend the lifespan of their facilities. These efforts have been crucial in ensuring that our schools remain in excellent condition and continue to serve future generations. We take great pride in the 20-point improvement in statewide maintenance performance ratings since the introduction of the Facility Maintenance Assessment Report (FMAR) in 2011.

Our achievements would not have been possible without the informed direction and guidance of our council members and the support and collaboration of our dedicated staff, school districts, legislators and community members. Together, we have navigated challenges and celebrated successes, always with the shared goal of providing the best possible educational facilities for our students.

As we look to the future, we remain committed to our mission of partnering with New Mexico communities to provide quality, sustainable school facilities. We will continue to innovate, adapt, and strive for excellence in all that we do.

Thank you for your continued support and dedication to our mission. Here's to many more years of progress and success!

Warm regards,
Joe Guillen
Chairman, Public School
Capital Outlay Council

Iris Romero
Executive Director,
Public Schools Facility Authority

PSCOC Process Overview

The New Mexico Public School Capital Outlay process provides adequate and sustainable school facilities and is a result of legislation in response to the Zuni Lawsuit.

There are approximately 60 million ft² of floor area in New Mexico's public traditional, charter and constitutional schools.

New Mexico's school facilities repair needs are prioritized objectively. All school districts are eligible for state funding on a level playing field. School district surveys rate this funding process as fair and equitable.

Maximizing value, the PSCOC awards funding from the legislature to the greatest needs first. State funds serve as an incentive for local communities to provide matching funds.



Reserve K-12 Replacement School

Credit Patrick Coulie Photography

Public School Capital Outlay Committee Organizational Chart



Thoreau Elementary School

Credit Dekker

PSFA Vision

Leading New Mexico's public schools to national excellence in capital projects and their infrastructure systems.

PSFA Mission

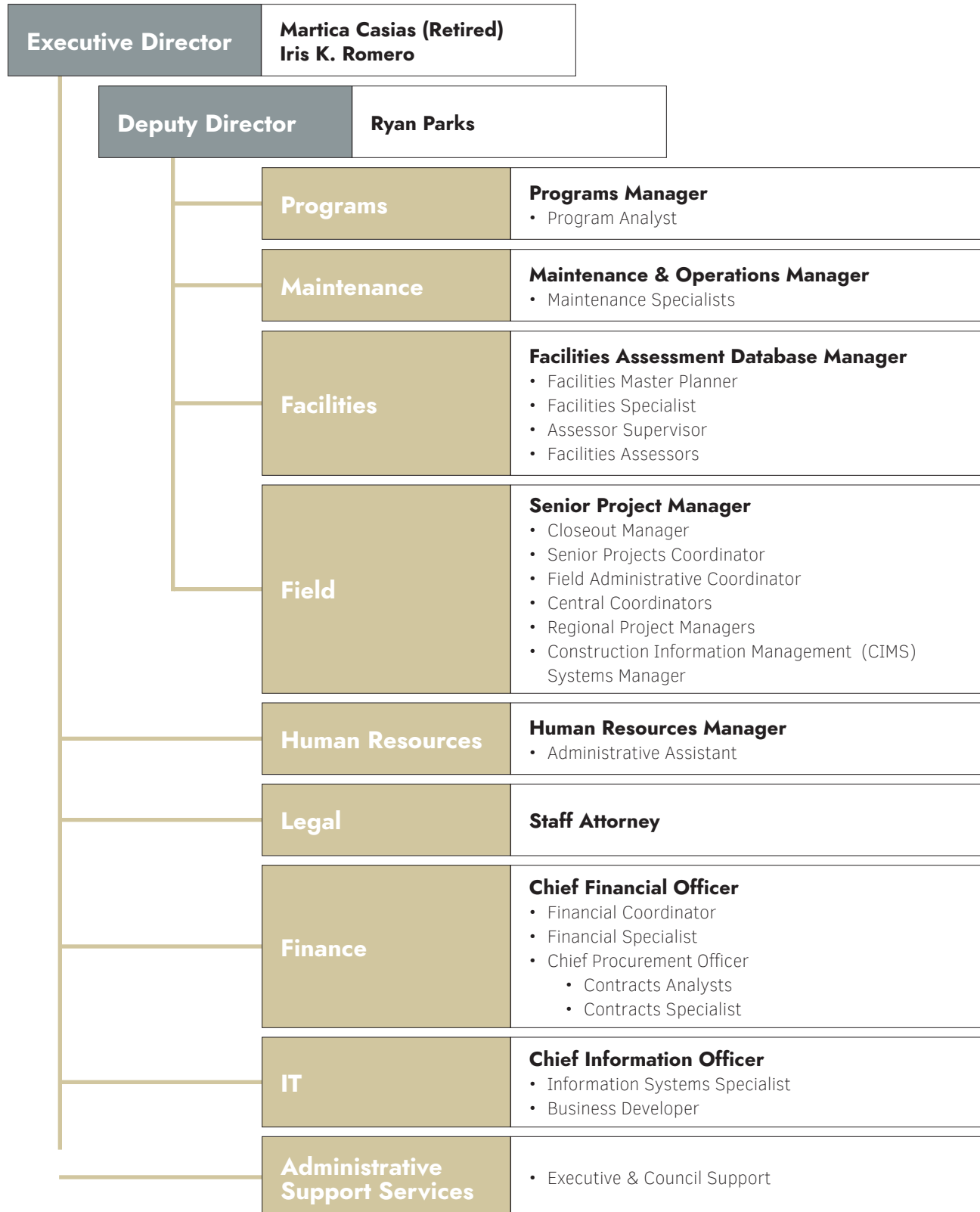
Through efficient use of state and local resources, NMPSFA will support our school communities in providing quality, sustainable, safe and adequately equipped facilities that enhance educational outcomes for students and staff.



Values

- Creating safe and sustainable schools.
- Demonstrating best practices in administering funds.
- Maintaining clarity and simplicity.
- Serving our customers' needs.
- Responding with transparency.
- Manifesting ethical behavior.

Public Schools Facility Authority Organizational Chart





57th Legislature – State of New Mexico First Session, 2024 Legislative Updates

House Bill 207 – Public School Capital Outlay Grants

- Requiring the Public School Capital Outlay Act (PSCOA) lease payment grants, commonly referred to as lease assistance awards, as a mandatory program to the Public School Capital Outlay Fund (PSCOF).
 - » Establishes a permanent source of funding for the lease assistance program.
 - » Previously, disbursements for the lease assistance program were optional and made at the discretion of the Public School Capital Outlay Council (PSCOC).
 - » Although this distribution has long been discretionary, the PSCOC has never opted to forego an annual distribution from the fund.

Senate Bill 76 – School Local Share Adjustment Waiver

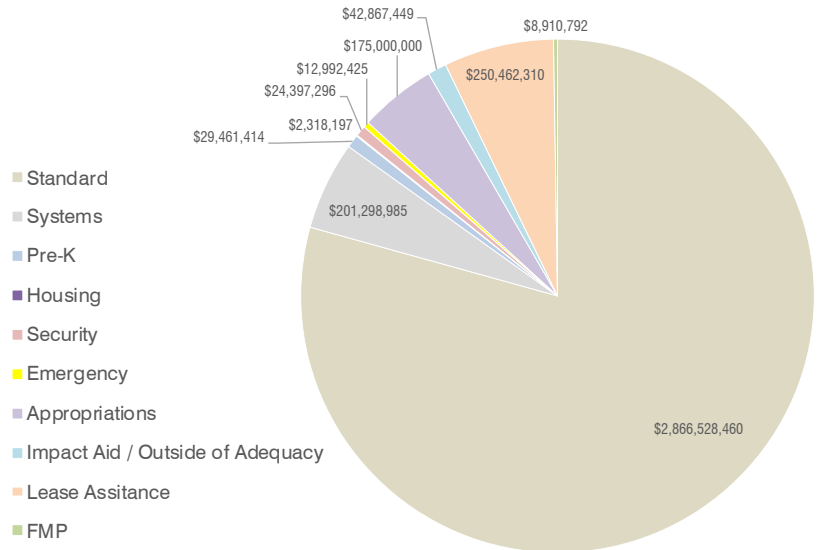
- Senate Bill 76 made a technical change to the Public School Capital Outlay Act, clarifying that a school district's eligibility for a local match waiver is to be based on the local match amount calculated before a temporary local match reduction, which was established by Senate Bill 131 during the 2023 Regular Session.
 - » Evaluating a district's eligibility for a local match waiver after a temporary local match reduction could result in a district not qualifying for local match waiver based on the three criteria utilized by the PSCOC award process.
 - » The temporary local match reduction instituted by SB 131 will sunset at the end of Fiscal Year 2026.

Evolution of PSCOC Capital Funding Programs

Since 2003, PSFA has expanded from administering the Standards-based program as the stand alone funding program, to now administering seven funding programs, including Standards-Based, Systems-Based, Pre-Kindergarten facilities, Teacher Housing Pilot, Facility Master Plans (FMP), Lease Assistance, and Broadband. Additional funding programs have also been administered and sunset in the interim, including Security, Impact Aid, Outside of Adequacy, and the distribution of statewide appropriations.

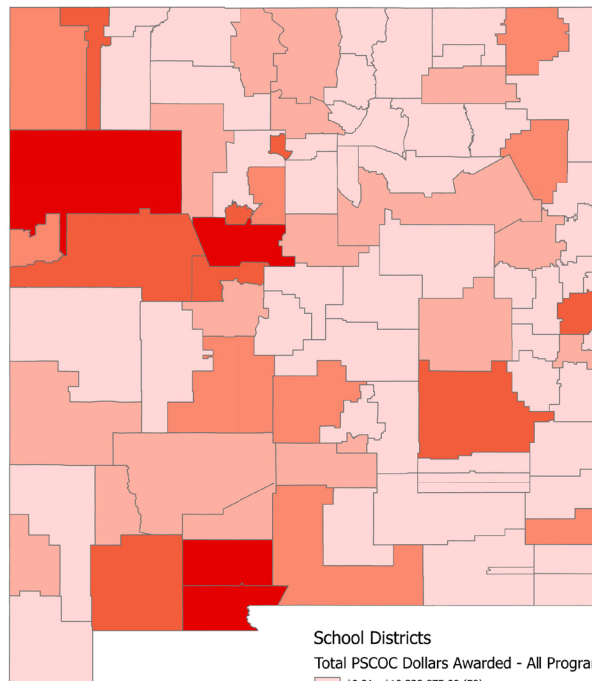
As the capital funding programs have increased in number and scale, the PSFA has grown and evolved to administer the funding and provide project management support to each of the awarded school districts.

PSCOC Funding Programs FY04-FY24



PSCOC Dollars Awarded Per District

Standards - Systems - PreK - Teacher Housing - FMP - Security - Emergency



State Total
\$3,148,450,446

School Districts
Total PSCOC Dollars Awarded - All Programs
State Chartered Schools - \$652,359.00
Constitutional Schools - \$37,804,611.00

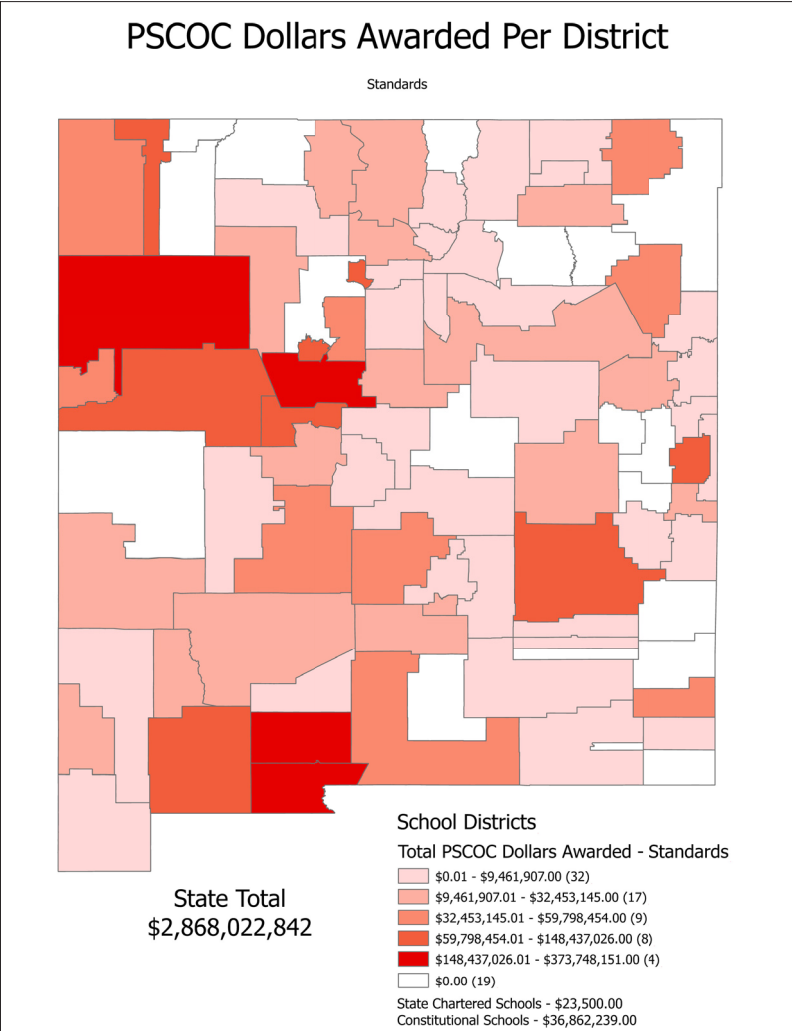
Evolution of Standards-Based Funding for Public School Facilities

The NM Legislature established a mechanism to provide capital outlay to school facilities and developed a standardized capital planning process to fairly evaluate the relative priority of every school facility need in the state, in an effort to optimize the allocation of limited resources.

In 2004 the PSCOC implemented a new Standards-based process for prioritizing and funding public school capital needs throughout the state. This process utilized the statewide New Mexico Condition Index (NMCI) database and resulting ranking of all public school facilities to prioritize facility needs and funding. This Standards-Based funding program replaced the deficiencies correction program.

Since the inception of the Standards-Based funding program, the prioritization method and funding rules have been applied consistently. The availability of funds for these large capital projects has oscillated over the years, causing the eligibility threshold within the ranking to narrow and expand accordingly.

In total, the PSCOC has awarded nearly 340 Standards-based projects, to 72 New Mexico school districts, totaling over \$2.8 billion in state funding.



FY24 Standards-Based Awards (11 projects in 10 districts)

The FY 2024 award cycle was announced with opportunities for funding under the Standards-based program with the following eligibility criteria, based on the 2023 final wNMCI statewide ranking:

- All school facilities within the top 175 of the statewide ranking, or a campus Facility Condition Index score greater than 70%;
- Match requirements per state/local match percentage as of July 2023, with ability to provide the local share of the total cost of the project; and
- A current Facilities Master Plan, Preventive Maintenance Plan, and Facility Information Management System use.

FY24 STANDARDS BASED AWARDS								
District	School	wNMCI Rank	Project Description	Total Estimated Project Cost	Local Match %	Local Match	State Match %	State Match
*Peñasco	Peñasco Combined	"ES: 3 MS: 32 HS: 11"	Facility replacement & consolidation	\$50,071,099	29%	\$13,270,618.71	71%	\$36,800,480
Bernalillo	Algodones Elementary School	7	Full renovation & addition	\$22,852,050	63%	\$14,396,791.50	37%	\$8,455,259
*Springer	Springer Combined	"ES: 14 MS/HS: 19"	Facility replacement & consolidation & 5 teacher housing units	\$33,705,503	32%	\$10,035,760.96	68%	\$23,669,742
Maxwell	Maxwell Combined	17	Facility replacement & consolidation & 2 teacher housing units	\$31,385,666	19%	\$5,963,276.54	81%	\$25,422,389
Central	Tse Bit Ai Middle School	24	Facility replacement & 12 teacher housing units	\$47,065,798	37%	\$17,414,345.26	63%	\$29,651,453
*Hondo	Hondo Combined	64	Facility replacement	\$43,137,305	33%	\$13,735,310.65	67%	\$29,401,994
Dexter	Dexter Elementary/Middle School	"MS: 81 ES: 134"	Facility replacement & consolidation	\$54,392,878	19%	\$10,334,646.82	81%	\$44,058,231
Albuquerque	Harrison Middle School	95	Facility replacement	\$53,507,936	63%	\$33,709,999.68	37%	\$19,797,936
*Hagerman	Hagerman Combined	100	Facility replacement	\$49,962,770	25%	\$11,866,157.88	75%	\$38,096,612
Artesia	Roselawn Elementary School	107	Facility replacement	\$31,945,966	63%	\$20,125,958.58	37%	\$11,820,007
Albuquerque	Van Buren Middle School	135	Facility replacement	\$64,647,761	63%	\$40,728,089.43	37%	\$23,919,672
TOTALS				\$482,674,732	\$4	\$191,580,956	\$7	\$291,093,776

Estimated total project cost (includes potential out-year funding)

* District received a local match reduction for phase 1.

Evolution of Funding Building Systems in Public School Facilities

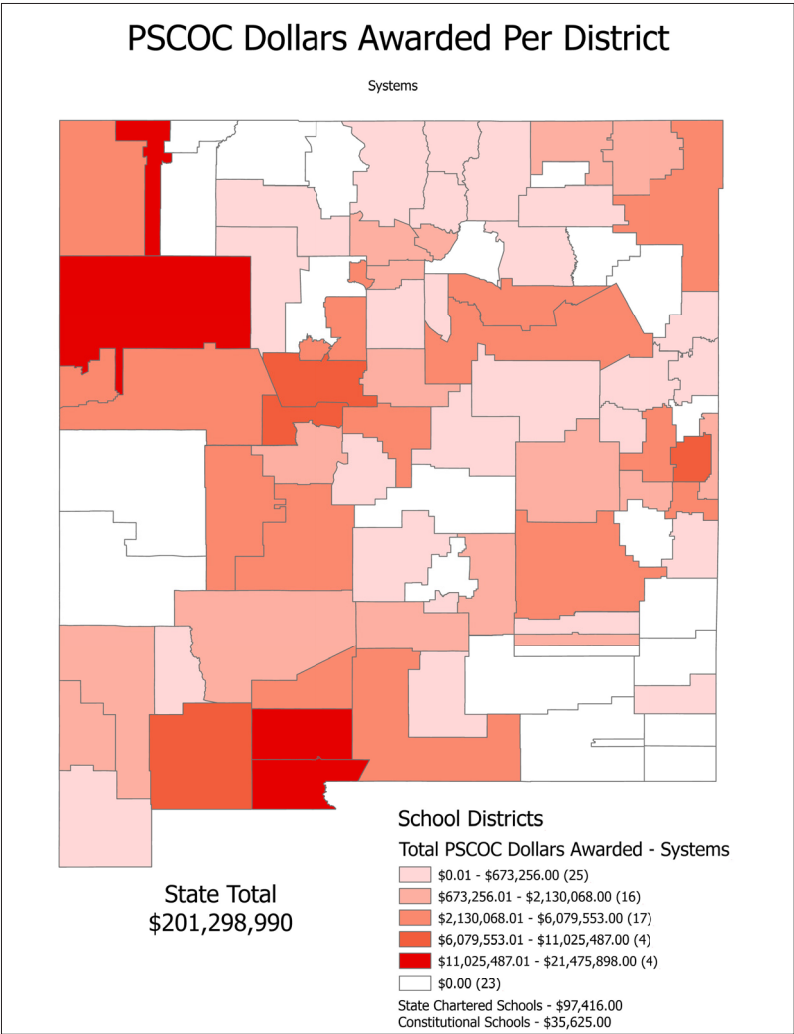
In 2005, the Legislature approved a school roofing initiative, through the Standards-based funding program, to repair or replace problematic and failing roofs at school facilities. Funded as a subcategory of the Standards-based funding program, this allowed school facilities ranking below the top of the wNMCI list to apply for funding. This program sunset in 2015, following the passage of the Systems Initiative by the Legislature in 2014.

In 2016, the PSCOC developed the Systems-based funding program to help school districts invest in school facilities by targeting capital investment to repair, renovate or replace existing building systems at school facilities, in an effort to extend the functional life span of the overall existing school facilities. The funding program allowed for the upgrade and replacement of individual building systems that may be inadequate, failing, broken or having a negative impact on other building systems. This allowed for the correction of facility system deficiencies to prevent further damage or degradation for a facility, and reduce the wNMCI and FCI scores for the school facility.

The first awards for this funding program were made in 2017. Over the course of this funding program, the eligibility for application has set at the top 300 of the wNMCI ranking for that year, with the exception of 2023, which extended the eligibility threshold to the top 350. The building systems which were included as fundable under this program has evolved over time to include more systems and include funding for the full scope of a project to ensure the project could be completed and functional.

Demolition of abandoned school district owned facilities has been funded by the PSCOC since 2007. In 2021, the Legislature passed a bill with the intent to encourage school districts to apply for state funding and assistance for the demolition of abandoned district buildings, by providing an incentive of up to 100% state funding if the eligible applicants meet the required criteria as specified in statute. By allowing the state to fully fund demolition projects, school districts can reduce excess square footage and remove potentially hazardous buildings from the district facility inventory, while prioritizing local funding on educational facilities.

In total, the PSCOC has awarded 295 projects, to 67 New Mexico school districts, totaling over \$201 million in state funding, for roofing, demolition and systems-based projects. The projects have helped school districts invest in the upgrade and replacement of individual building systems, to mitigate deterioration and degradation, increase efficiency, and improve facility condition, which all extend the overall lifespan of school facilities.



FY24 Systems-Based Awards (25 projects in 11 districts)

The FY 2024 award cycle was announced with opportunities for funding under the Systems-based program with the following eligibility criteria, based on the 2023 final wNMCI statewide ranking:

- All school facilities within the top 350 of the statewide ranking, or a campus Facility Condition Index score greater than 70%, or any system identified at a category 1, 2 or 3 in the Facilities Assessment Database;
- Match requirements per state/local match percentage as of July 2023, with ability to provide the local share of the total cost of the project; and
- A current Facilities Master Plan, Preventive Maintenance Plan, and Facility Information Management System use; and
- The commitment to expend the funds within three years of allocation.

FY24 STANDARDS BASED AWARDS						
District	School / Facility	wNMCI Rank	Systems	Total Estimated Project Cost	Local Match	State Match
Albuquerque	Taft Middle School	21	Roof, HVAC	\$3,868,595	\$2,437,215	\$1,431,380
Albuquerque	S.Y. Jackson Elementary School	26	Roof	\$3,918,077	\$2,468,389	\$1,449,688
Albuquerque	Highland High School	44	Roof, HVAC	\$2,374,585	\$1,495,989	\$878,596
Albuquerque	Longfellow Elementary School	47	Roof, HVAC	\$4,874,615	\$3,071,007	\$1,803,608
Albuquerque	Monte Vista Elementary School	54	HVAC	\$1,295,000	\$815,850	\$479,150
Melrose	Melrose Combined	62	Plumbing, Fire Alarm	\$3,000,000	\$600,000	\$2,400,000
Albuquerque	Sandia High School	71	Roof, HVAC	\$1,090,252	\$686,859	\$403,393
Albuquerque	Valley High School	75	Roof, HVAC	\$1,477,847	\$931,044	\$546,803
Albuquerque	Eisenhower Elementary School	78	Roof, HVAC	\$1,931,951	\$1,217,129	\$714,822
Cimarron	Cimarron Elementary / Middle School	253	Fire Alarm	\$525,657	\$331,164	\$194,493
Clovis	Marshall 6th Grade Academy	256	Fire Detection, Communication, Drain, Waste, Ventilation	\$5,532,480	\$2,047,018	\$3,485,462
Clovis	Sandia Elementary School	266	Exterior Windows, Exterior Doors, Drain, Waste, Ventilation	\$1,668,599	\$617,382	\$1,051,217
West Las Vegas	Luis Armijo Elementary School	268	Foundation / Slab, Exterior Windows, Exterior Doors, Electrical, Fire Alarm	\$2,896,343	\$695,122.32	\$2,201,221
Los Alamos	Los Alamos High School	285	HVAC	\$593,797	\$374,092	\$219,705
Texico	Texico Combined	330	Exterior Envelope	\$771,429	\$239,143	\$532,286
Deming	Columbus Elementary School	336	HVAC	\$3,708,857	\$1,112,657	\$2,596,200
Deming	Memorial Elementary School	343	Roof, HVAC	\$2,424,849	\$727,455	\$1,697,394
Albuquerque	Osuna Elementary School	*384	Roof	\$505,651	\$318,560	\$187,091
Albuquerque	Atrisco Elementary School	*434	Roof	\$643,064	\$405,130	\$237,934
Albuquerque	Del Norte High School	*494	Roof	\$946,107	\$596,047	\$350,060
Albuquerque	Demolition	N/A	Demolition	\$376,446	\$0	\$376,446
Clayton	Demolition	N/A	Demolition	\$2,456,250	\$0	\$2,456,250
Espanola	Old Head Start Building	N/A	Demolition	\$71,429	\$0	\$71,429
Gadsden	Alamo Building, Barracks and Portable	N/A	Demolition	\$924,457	\$0	\$924,457
West Las Vegas	Old Luis Armijo Building	N/A	Demolition	\$386,586	\$0	\$386,586
* Estimated total project cost (includes potential out-year funding)				TOTALS	\$48,262,923	\$21,187,251
					\$27,075,672	

Evolution of Funding Pre-Kindergarten School Facilities

In 2016, the Legislature approved an appropriation of \$5 million from the Public School Capital Outlay Fund to the PED to plan, design, construct, renovate and construct public school pre-kindergarten classrooms statewide, for expenditure in fiscal years 2016 through 2020. However, in 2018, the Legislature reauthorized the appropriation from the PED to the PSFA, requiring the PSCOC to develop and application process to make awards for pre-kindergarten facility projects, and extended the timeframe for expenditures through 2021. In 2019, 2021 and 2022, the legislature appropriated additional funding for the same purpose, totaling \$14 million. Additionally, the Legislature passed the Pre-kindergarten classroom facilities initiative in 2019, requiring the PSCOC to develop a funding program specifically designated for the funding of Pre-Kindergarten facilities, with requirements aligning with the existing PSCOC funding programs.

In total, the PSCOC has awarded 34 pre-Kindergarten projects, to 20 New Mexico school districts, totaling over \$29 million in state funding.

FY24 Pre-Kindergarten Awards (2 projects in 2 districts)

The FY 2024 award cycle was announced with opportunities for funding under the Pre-kindergarten program with the following eligibility criteria, based on the 2023 final wNMCI statewide ranking:

- All school facilities;
- Match requirements per state/local match percentage as of July 2023, with ability to provide the local share of the total cost of the project; and
- A current Facilities Master Plan, Preventive Maintenance Plan, and Facility Information Management System use.
- The commitment to expend the funds within three years of allocation.

FY24 PRE-KINDERGARTEN FACILITIES AWARDS					
District	School	Project Description	Total Estimated Project Cost	Local Match	State Match
Albuquerque	Duranes Elementary School	"Partial renovation and partial replacement "	\$31,268,324	\$14,696,112	\$16,572,212
Cuba	Cuba Elementary School	Renovation and Addition	\$1,912,214	\$879,618	\$1,032,596
* Estimated total project cost (includes potential out-year funding)			\$33,180,540	\$15,575,731	\$17,604,807

Evolution of Funding Teacher Housing

The PSCOC and PSFA have been investigating teacher housing in an effort to develop a systematic approach to funding teacher housing for rural New Mexico school districts for the past five years.

The 2019 Legislature made two appropriations for districts receiving federal impact aid for tribal lands, which the PSFA managed the distribution of. \$10M was appropriated and awarded to Central, Gallup and Zuni to pay off existing debt for teacher housing. \$24M was appropriated for school districts that receive federal impact aid for tribal lands to fund projects that fall outside of adequacy, which could include teacher housing projects; of the 17 eligible districts, 11 opted to fund teacher housing projects.

Starting in the 2020/2021 application cycle, the PSCOC Standards-based capital funding program allowed the inclusion of teacher housing units on approved awards where a school district demonstrated the need for housing to recruit and retain teachers. This program limited the funding of potential teacher housing projects to school facilities that were eligible for Standards-based applications (top 100 of the wNMCI ranking), and districts that applied for the program's funding to replace the eligible school. A total of ten Standards-based projects have included teacher housing units, in the following districts: Gallup-McKinley, Central, Mosquero, Des Moines, Maxwell, and Springer.

In July of 2022, the PSCOC approved the release of the Teacher Housing Pilot Program to include rural-tribal areas only where there is no available housing for teachers to rent or purchase housing. The Council developed and modified the funding program's guidelines for over the course of the past two years to address program rules, minimum and maximum housing size requirements, and the funding distribution method. The PSCOC opted to allow school districts to opt for manufactured housing, rather than site built housing, due to increased construction costs, affordability, efficiency and speed of installation.

In FY24 the PSCOC awarded three teacher housing pilot awards to three districts: Central, Cuba, and House, totaling \$2,318,197 in state funding.

FY24 Teacher Housing Pilot Awards (3 projects in 2 districts)

The FY 2024 award cycle was announced with opportunities for funding under the Pre-kindergarten program with the following eligibility criteria, based on the 2023 final wNMCI statewide ranking:

- All school facilities;
- Match requirements per state/local match percentage as of July 2023, with ability to provide the local share of the total cost of the project; and
- A current Facilities Master Plan, Preventive Maintenance Plan, and Facility Information Management System use.
- The commitment to expend the funds within three years of allocation.

FY24 TEACHER HOUSING AWARDS				
District	Project Description	Total Estimated Project Cost	Local Match \$	State Match \$
Central	4 teacher housing units	\$2,200,000	\$814,000	\$1,386,000
Cuba	2 teacher housing units	\$928,350	\$427,041	\$501,309
House	3 teacher housing units	\$531,960	\$101,072	\$430,888
TOTALS		\$3,660,311	\$1,342,113	\$2,318,197

Evolution of Lease Assistance

In 2005 Section 22-24-4 was amended to create a discretionary funding program to allow the PSCOC to make grants for the purpose of making lease payments for facilities. This funding program primarily assists charter schools, which for the most part lease their school facilities. The mechanism to determine the award amount is defined by the statute, and has evolved over the years with minor statute alterations. Awards are based on the lesser of two calculations: prior-year student membership (MEM) times a per-MEM rate, or reimbursement of the lease based on the percentage of eligible square footage. Originally, the statute language limited the former to the measured classroom net square footage plus administrative square footage; the PSCOC added a 20% TARE to the formula.

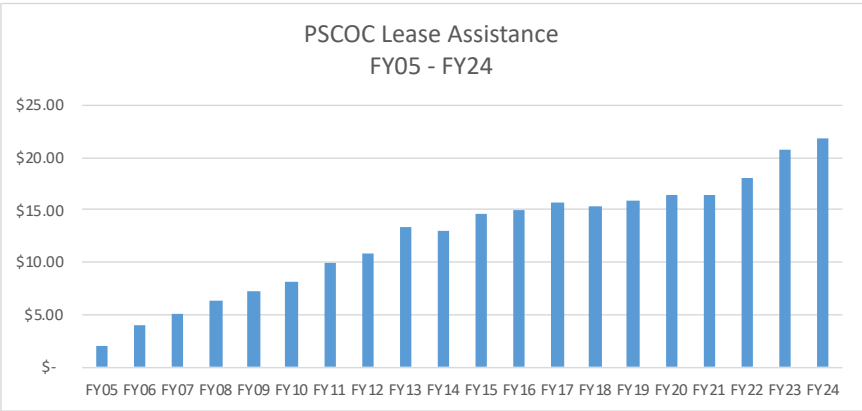
In 2022, the statue was amended, resulting in an increased state’s share of lease assistance to charter schools by changing the methodology for lease reimbursement. The formula was changed to the total square footage of a leased facility, rather than limited to the eligible classroom and administrative square footage. As before, the lessor of the two calculated values is awarded to applicant schools: the total lease amount a school pays to the MEM rate calculation.

In 2024, the statute was amended to make lease payment grants a mandatory program to the Public School Capital Outlay Fund.

FY24 Lease Assistance Awards

The FY 2024 awards cycle was announced with opportunities for funding under the Lease Assistance program with the following eligibility criteria:

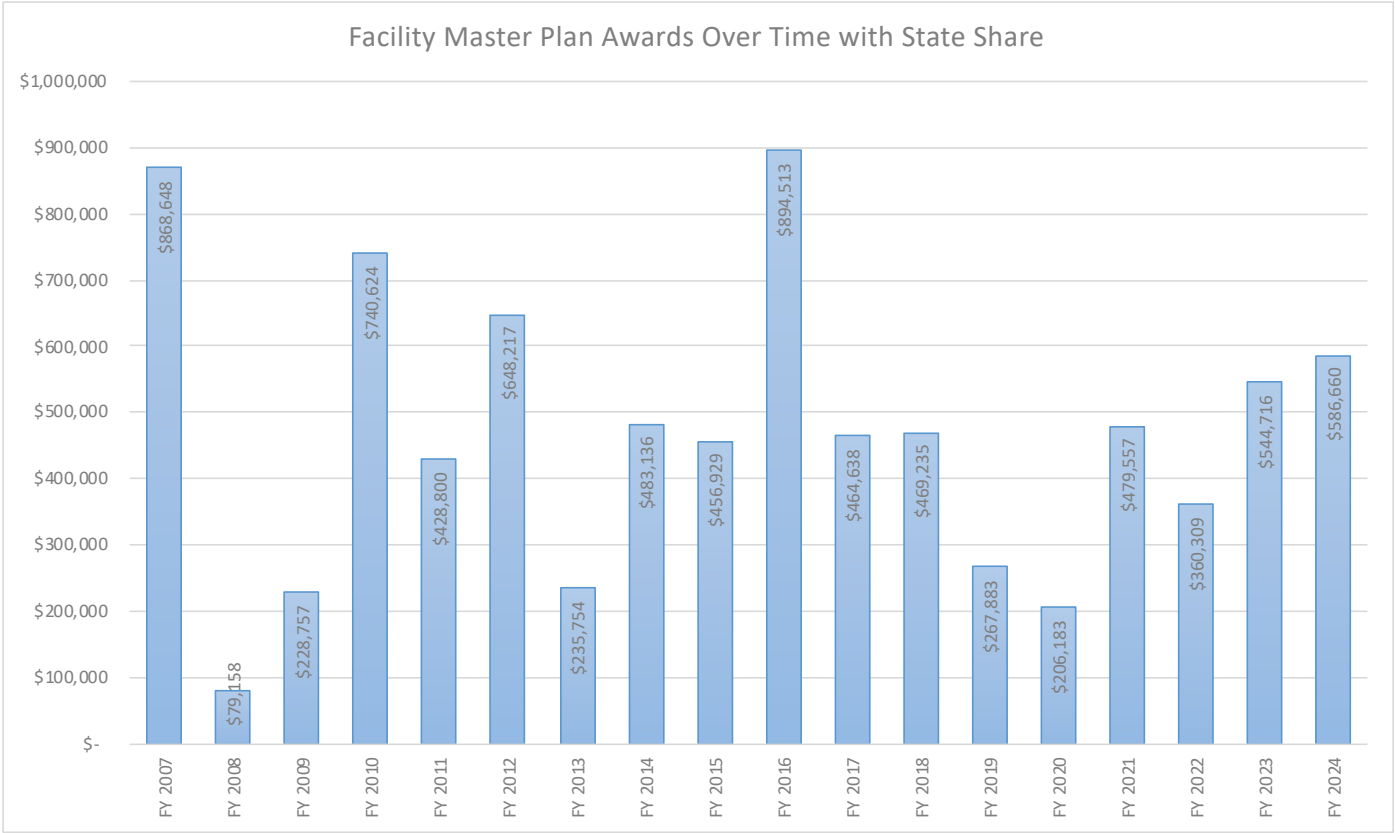
- Charter schools and school districts leasing educational facilities, and
- A current FMP and a current audit.
- Number of Awards: 105
- Total Lease Assistance: \$21,866,558
- Average % of Lease Reimbursed: 67%
- Lease Assistance / MEM: \$815.60



PSCOC LEASE ASSISTANCE			
Fiscal Year	Award Amount	PSCOC Rate per MEM	
FY05	\$2.00	\$300.00	\$2,814,061
FY06	\$4.00	\$477.00	\$3,854,767
FY07	\$5.00	\$600.00	\$5,221,754
FY08	\$6.40	\$700.00	\$6,375,295
FY09	\$7.3	\$719.60	\$7,306,510
FY10	\$8.2	\$724.71	\$8,294,981
FY11	\$9.9	\$721.81	\$9,751,689
FY12	\$10.8	\$733.35	\$10,649,726
FY13	\$13.4	\$733.35	\$13,145,833
FY14	\$13.0	\$739.95	\$12,963,756
FY15	\$14.6	\$739.95	\$14,649,784
FY16	\$14.9	\$736.25	\$14,967,596
FY17	\$15.7	\$736.25	\$15,625,045
FY18	\$15.4	\$736.25	\$15,415,191
FY19	\$15.8	\$736.25	\$15,838,923
FY20	\$16.4	\$747.29	\$16,354,824
FY21	\$16.5	\$747.29	\$16,532,532
FY22	\$18.0	\$762.24	\$18,010,477
FY23	\$20.8	\$815.60	\$20,823,008
FY24	\$21.9	\$815.60	\$21,866,558
	\$250.00		\$250,462,310

The Facility Master Plan: A Legacy of Project Foundation

Walking into the PSFA Albuquerque Offices, one might notice pictures. These pictures illustrate many of the schools Public School Capital Outlay has funded through the years. Each completed construction project typically starts with a group of students, educators, staff, district administration, and community members sitting around tables. These diverse groups of stakeholders identify issues and ideas on flip charts, thereby charting a course for the future of their school buildings. As a result of their work, the facilities master plan (FMP) takes shape. This plan acts like a road map that tells a story for each building in the district.



The PSCOC began awarding assistance funding in FY 2007 when 32 mostly small districts applied and prepared plans. At that time, PSFA staff worked with local planning consultants to develop the criteria and required information that became the foundation of the FMP program. Over the course of the FMP history, the PSCOC has made 292 master plan awards to districts and state-chartered charter schools totaling \$8.4 million of state funds and matched by the local shares.

Initially, the first FMPs focused on identifying building structural and systems needs with some support data such as demographic information and basic floor plans. The final product tended to consist of lists of every possible needed repair or deficiency the buildings faced. While these initial plans were useful in showing superintendents and school communities lists of problems at each site, they did not always take into consideration strategic approaches to district wide planning. PSFA planning staff, in conjunction with districts and planning consultants, begin to emphasize district and community demographics, socioeconomics, and utilization/capacity studies which gave districts a better picture of all the issues the schools faced. This added demographic and capacity/utilization information, paired with the building and system conditions, gave school communities additional layers of data to make decisions. Through the master plan process, some districts found they had enrollment imbalances, which attendance zone adjustments could solve. Others found they might have surplus space or buildings they could dispose of or repurpose to realize maintenance and operations savings. The Lordsburg Municipal Schools provide a good example of this type of decision making when it made the hard decision to close the Central and Southside buildings and reassign those school’s students to buildings with available capacity.

Another evolution in the FMP program centers on State-Chartered Charter schools, which must have their own FMPs. At the time they prepared their FMPs, some of these charter schools were not in permanent facilities making it hard for them to plan for building improvements. PSFA planning staff adopted guidelines for charter school FMPs that had two purposes depending on the school’s circumstances. For those in permanent facilities, the plans functioned like those for districts in which the school identified its building’s capital and systems needs. For those not in permanent facilities, the master plans contained an educational specifications component that allowed the school to define the quantity, size, and characteristics of required spaces that assisted them in finding a building to match its needs.

STATE MATCH ONLY		
	Total	# of Applicants
FY 2007	\$868,648	32
FY 2008	\$79,158	4
FY 2009	\$228,757	11
FY 2010	\$740,624	16
FY 2011	\$428,800	18
FY 2012	\$648,217	25
FY 2013	\$235,754	11
FY 2014	\$483,136	19
FY 2015	\$456,929	19
FY 2016	\$894,513	22
FY 2017	\$464,638	20
FY 2020	\$206,183	10
FY 2021	\$479,557	20
FY 2022	\$360,309	11
FY 2023	\$544,716	21
FY 2024	\$586,660	13
	\$8,443,717	292

Updated July 2024

Today, the master plan program continues to evolve in order to make them the most effective tool possible for districts and charter schools. Older master plans often contained millions of dollars in projects for a single district, far exceeding the district’s monetary resources. Recently, PSFA planning staff has collaborated with master plan consultants to match and prioritize recommendations with existing and potential funding to make them more realistic in scope.

Facilities Assessment Database

Management of Change within the FAD

Since its inception in 2003, New Mexico has utilized the Facilities Assessment Database (FAD) to evaluate and prioritize the facility needs of public schools across all districts. While the operational mechanics of FAD are well understood, the manner in which it accommodates unforeseen changes in facility conditions and the implications of fluctuations in rankings for districts may not be as apparent.

All public school facility needs are systematically ranked in FAD from the most critical to the least critical. Each year, funding is allocated to address some of the highest-ranked needs. As projects are funded and completed, these schools are moved to the lower end of the list, allowing lower-ranked needs to gradually ascend in priority for future funding.

Factors Influencing Ranking Fluctuations

FAD operates as a complex relational database. In the initial years, some fluctuations in school rankings were attributed to model errors that were not easily rectified beforehand; however, these inaccuracies have been addressed through comprehensive school facility assessments.

Currently, what factors contribute to the fluctuations in rankings?

- If a hailstorm damages a school building's roof, its ranking will increase. Conversely, if the district repairs this damage, whether with state assistance or not, the facility's ranking will decrease.
- Changes to adequacy standards, adjustments in category weights that influence rankings, or the introduction of a new school category into FAD will result in a reorganization of facility rankings.
- Moreover, any significant alteration in facility data entered into the FAD database, or any policy modification impacting school buildings, can lead to changes in facility rankings, either upward or downward. Additionally, when one facility's ranking is adjusted, it may cause minor shifts in the rankings of other facilities, even if those facilities remain unchanged.

The Benefits of Movement in Rankings

Consider a scenario where a school building holds a FAD rank of 450 in 2020, indicating that it is not anticipated to require significant capital funding for several years.

However, if structural shifts compromise the integrity of the school building and raise life and safety issues, the static nature of FAD rankings would mean that the school would continue to wait for years before becoming eligible for Standards-Based funding. Conversely, once the recent damages are recorded in the FAD, the school would ascend in the rankings, surpassing institutions with less urgent needs, thereby qualifying for funding in a timelier manner.

Dynamic Rankings and Long-Term Planning?

The answer is affirmative. School districts require a degree of stability in FAD rankings to effectively plan bond initiatives and establish construction timelines over multiple years. Additionally, fluctuations in FAD rankings are necessary to facilitate quicker assistance when a school building experiences unforeseen deterioration.

The PSCOC addresses these requirements by limiting policy alterations that could disrupt FAD rankings and by ensuring that FAD facilities data remains current, thereby maintaining a balance between stability and the need to respond to unexpected changes.

In summary, FAD rankings provide a level of stability conducive to long-term planning, while still accommodating unforeseen shifts in the condition of facilities.

Maximizing the Value of FAD for Your District

To optimize state capital outlay assistance, it is crucial for a district to ensure that its FAD data is completely up-to-date. If the data is not current, certain needs may be misrepresented, resulting in facilities being ranked lower than they ought to be. It is the responsibility of districts to maintain the accuracy of their FAD data and to report any alterations in building conditions to the PSFA. The FAD is consistently updated by PSFA personnel through on-site evaluations, by vendors of the district Facility Master Plan, by officials from the school district, and as part of the review process in collaboration with the Construction Industries Division (CID) prior to construction.

PSFA can provide support in training related to all facets of FAD, collaborating closely with your staff to ensure that your district facilities are properly assessed and ranked.

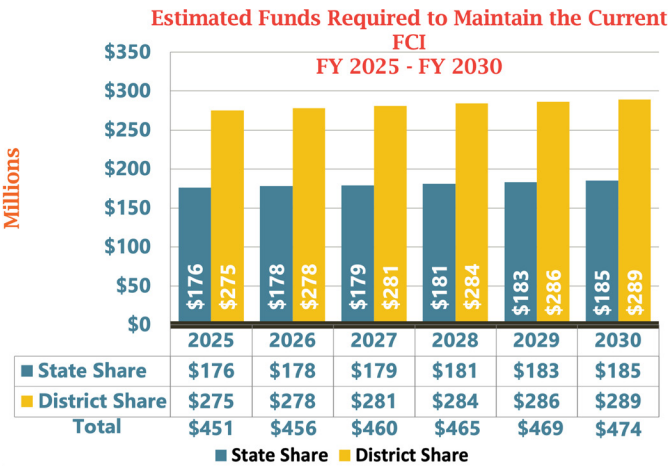
Facility Planning

Facility Condition Metrics A crucial metric for assessing the condition of public school facilities is the average Facility Condition Index (FCI). Currently, the FCI is recorded at 54.84 percent, reflecting a decline of 15.19 points since 2005. The FCI serves as an indicator of the necessary repairs for a facility; a lower percentage signifies a reduced financial requirement for repairs. For instance, if a building is valued at \$100,000 and has an FCI of 28.2 percent, it would necessitate \$28,200 for repairs. Lower FCI's are indicators of good facilities.

The wNMCI serves as an indicator not only of the physical state of the school but also of the extent to which the physical environment fulfills the educational requirements of the students. Similar to the FCI, this metric represents the expenses associated with repair or replacement in relation to the building's value; however, it also encompasses the costs of necessary repairs and enhancements aimed at addressing educational deficiencies, such as inadequate General Classroom square footage, with an emphasis on the urgency of these needs. Like the FCI, the wNMCI is presented as a percentage, where a lower value signifies a building in better condition.

From 2005 to 2018, both the FCI and the Weighted New Mexico Condition Index (wNMCI) experienced declines. Before conducting the 2019 calculations for FCI and wNMCI, the Public School Capital Outlay Council (PSCOC) implemented a straight-line degradation approach to account for system aging, aligning more closely with industry standards. Furthermore, adjustments were made to the calculations of the FCI and wNMCI concerning facility systems, with an increased weight factor for the lifecycle renewal component “beyond expected life.”

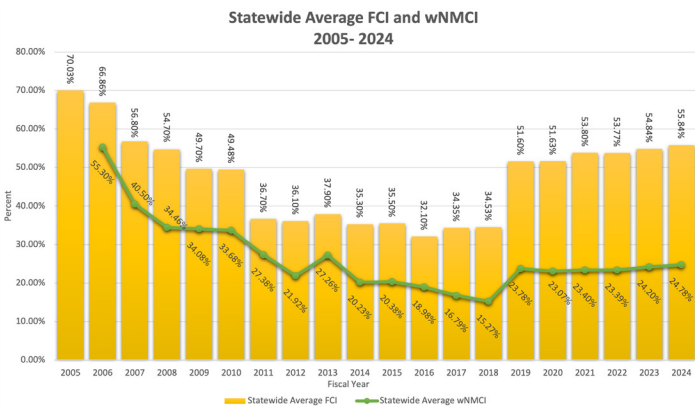
These changes enables the PSCOC to more effectively identify and prioritize systems requiring replacement.



Despite notable advancements in the statewide average over the years, numerous school facilities in New Mexico continue to exist in less than ideal conditions. In 2024, the PSCOC currently has over 110 projects, which, upon completion, could potentially decrease the current statewide wNMCI average up to 4 points and lower the statewide FCI average by up to 7 points.

Funds Required to Maintain the Current FCI

To maintain the current FCI over the next six years average of \$462 million annually would need to be invested in school facilities – state funding historically has represents 39% of school construction, so funds from the state share needs require an average of \$176 million per annum over the next six years.



The Field Team

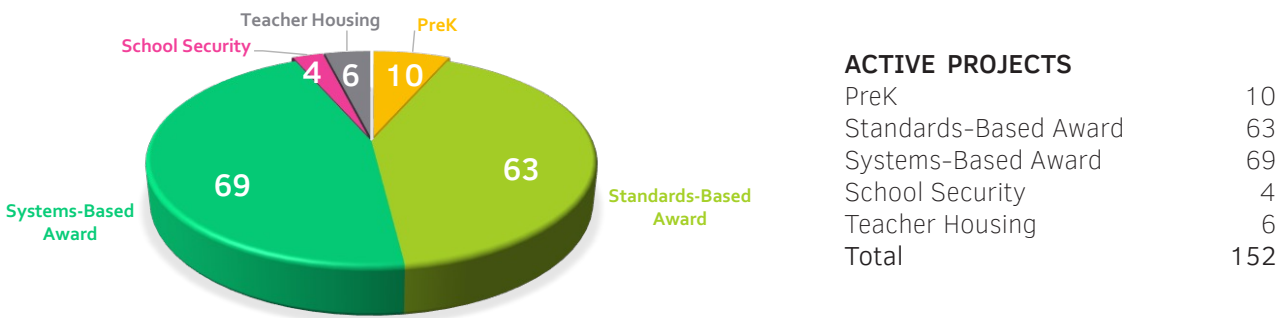
Over the years, the Field Team has overseen approximately 954 projects funded by various PSCOC programs. These projects vary widely in scale, complexity, cost, and time, ranging from simple security installations to large, complex full school replacements.

The PSFA Field Team collaborates with awarded school districts to co-manage PSCOC-funded projects through every phase. Regional Project Managers, the backbone of the field team, work directly with school districts to ensure successful project delivery. The state is divided into regions, with each region’s projects assigned to a dedicated Regional Project Manager.

The construction industry is constantly evolving. Recently, the Field Team has navigated challenges such as cost escalations, the global pandemic, supply chain issues, and a shrinking labor force. Additionally, the team has focused on improving internal processes, protocols, and structured training to adapt to these changing conditions.

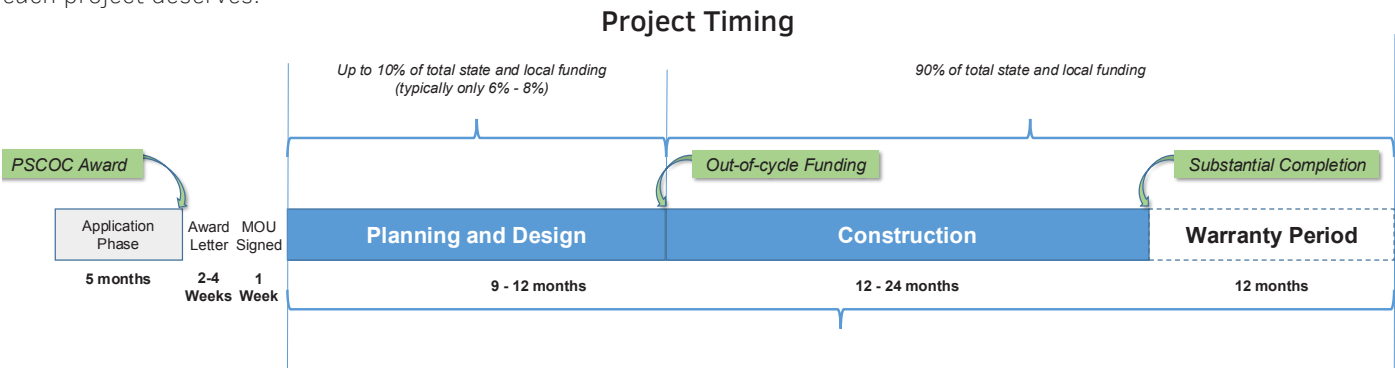
FY24 Active Projects by Type

In FY24 PSFA had 10 Regional Project Managers managing 152 active projects.



Public School Standards-Based Project Timing

A typical standards-based project now takes 3 to 4 years to complete, a significant improvement from the previous 6 years or more. The PSFA has achieved this reduction through refined, accelerated approval processes and by eliminating certain steps within each project milestone. One major change has been the removal of the Educational Specifications requirement, which saves 8 months to a year. This allows teams to focus on researching and documenting a school’s needs during the program phase. The PSFA staff continue to seek ways to improve timelines while maintaining the rigor each project deserves.



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Project Highlights - Design

P23-007 Estancia Municipal Schools Estancia Elementary School

- Addition/ Renovation
- Planning and design phase funding: January 2023
- 49,956 GSF
- 301 students - Grades PreK-6
- Estimated total project cost: \$14,812,486



Credit SMPC

P23-008 Pojoaque Valley School District Pojoaque Middle School

- Full School Replacement
- Planning and design phase funding: January 2023
- 53,725 GSF
- 396 students - Grades 6-8
- Estimated total project cost: \$36,943,671



Credit Dekker

P24-003 Hobbs Municipal Schools New Middle School

- New School Facility
- Design phase funding: August 2023
- 96,789 GSF
- 775 students - Grades 6-8
- Estimated total project cost: \$54,887,143



Credit Parkhill Smith Cooper

Project Highlights – Construction

P21-002 Carrizozo Municipal Schools Carrizozo Combined School

- Replacement/ Consolidation
- Construction funding phase: June 2024
- 55,381 GSF
- 163 students – Grades PreK-12
- Estimated total project cost: \$46,040,522



Credit Dekker

P19-015 Socorro Consolidated Schools Sarracino Middle School

- Full School Replacement
- Construction funding phase: December 2023
- 44,673 GSF
- 267 students – Grades 6-8
- Estimated total project cost: \$46,292,010



Credit Bradbury Stamm

P20-005 Las Cruces Public Schools Columbia Elementary School

- Full School Replacement
- Construction funding phase: December 2023
- 87,033 GSF
- 752 students – Grades PreK - 5
- Estimated total project cost: \$60,407,749



Credit HB Construction

Measurement and Verification

The annual energy bill for America’s primary and secondary schools is in the billions of dollars? – more than is spent on textbooks and computers combined, making it the second largest line item in the operations budget second only to salaries and benefits. New Mexico Public Schools spent \$78 million in utilities in 2019. By implementing energy management programs, school districts can gain an understanding of the types of energy systems that are installed, how those utilities are being utilized and consumed and their associated costs. With continued pressure to reduce costs, managing a real time energy program can bring significant benefits, including reduction in costs and integrating these principles into the schools’ educational platforms.

Measurement and Verification (M&V) Pilot Program:

An energy management tool used to measure (in real time) schools utility use including water, electrical and natural gas (or propane) systems. NM districts can plan, measure, collect and analyze data to verify and report energy savings resulting from energy conservation measures. M&V is the term generally used to identify the process of understanding the savings organizations can achieve by Energy Conservation Measures (ECM).

PSFA staff continues its partnership with five New Mexico Public Schools to pilot an advanced method to collect and manage a district’s utility use which in turn can generate additional possibilities to integrate these programs into educational platforms.

Goals:

- **Energy Conservation and Cost Savings** – Offer NM districts an economical, standard service to track, document and report energy, gas and water use, creating more sustainable schools.
- **Education:** Offer public school educators’ access to real time data, which students can relate to their physical environment in classes such as environmental and physical science, building technology and engineering, and math (STEM) at different grade levels.
- **International Research:** Create a unique research platform with a credible, robust, database of energy and water use in similar facilities for continued comparisons and analysis.

The PSFA has partnered with a local vendor to provide advanced energy management technology and software services for PSCOC-funded school facilities around the state, starting with five districts as a pilot program including:

- Bernalillo Public School District
- Farmington Municipal School District
- Gallup McKinley County School District
- Hobbs Municipal School District
- Los Lunas Public Schools

These advanced tools will allow districts to build a continuous energy management platform with opportunities to:

- Track and analyze utility types, consumption and costs which can identify savings opportunities leading to the development of effective energy management programs.
- Enable real-time utility measurement.
- Enable historical comparison and analysis of utility types, consumption and costs.
- Provide a method for identifying and analyzing utility waste and savings opportunities.
- Take action on utility waste and other issues identified.

Over \$9 billion is wasted nationwide every year because of undetected faults in building sub-systems. Access to real time metered utility data by staff and management can result in a 5% to 15% reductions in energy and water expenses. By partnering with these NM school districts, PSFA hopes to garner value from the advanced energy management systems, develop proof of concept, and cost savings opportunities over time.



Maintenance Matters – “A Call to Action”

The quality and condition of our public schools is paramount to student and teacher outcomes. **The condition of our States public schools’ matters.** An ever-growing group of organizations have recognized the physical building and environments in which kids learn affects everything from their behavior and truancy rates to memory and academic achievement. ***Quite simply - The better the facility conditions, the better the outcome.*** Our states continued capital renewal investments in construction, and systems renewal from Roof and HVAC systems to Life Safety systems and quality maintenance programs has had a profound positive impact to our students and teachers’ health and overall performance.

New Mexico Public Schools Footprint: 63M sq. ft, spanning 800 + Schools, 91 Districts and 96 State Charter Schools

Maintaining our States Investments: As we continue to make capital investments supporting NM’s public-school infrastructure, maintenance efforts are critical to maintaining the positive impacts quality facility conditions has on success. The PSFA’s current data collection processes help stakeholders and policymakers understand the state of our schools, make better and more focused informed decisions about public school facilities funding. This data also brings opportunities to focus on the greatest needs which leads to quality educational experiences for thousands of NM students, teachers and staff and local communities.

You Can’t Manage What You Don’t Measure: In 2010, the PSFA created a powerful method to measure a public-school districts maintenance performance over time. In 2011, after some fine tuning, the tool, known today as the FMAR (Facility Maintenance Assessment Report), was implemented statewide as a model to measure how well NM public school districts were maintaining public school building systems and assets. The FMAR, now in its 4th rendition, has been the tool used to determine a baseline maintenance performance and improvements over time.

FMAR Goals:

- To determine a level of maintenance performance and effectiveness through physical building observations PM Planning efforts and FIMS use.
- To identify areas for improvement and provide feedback to the district to develop strategies leading to a “Satisfactory-70%” or above, maintenance program.
- To support districts long range capital planning efforts in identifying potential capital renewal needs and reduce potential deferred maintenance.

The FMAR is a measure of 3 factors including the districts Preventive Maintenance Plan, use of the State provided Facility Information Management System (FIMS), both statute requirements, combined with a detailed school facility assessment in 22 critical building systems categories. These systems span exterior property components, building exterior and interior systems and internal building equipment and systems such as fire safety systems, kitchens and plumbing systems. The FMAR also recognizes Life, Health and Safety findings of which if not attended to may develop into unnecessary capital investments or deferred maintenance.

(1) PM Planning & (2) Facility Information Management System (FIMS) (20% of the score) + (3) a 22 Category Building Assessment (80% of the score) = Performance rating 0-100%, where 70% is recommended

100% ----- 90% ----- 80% ----- 70% ----- 60% ----- 50 ----- 40 ----- 30 ----- 20 ----- 10 ----- 0

Outstanding Good Satisfactory Marginal Poor----->

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Setting the Stage: A Satisfactory performance rating of greater than 70% is recommended as it reflects the point at which building systems and assets would last their minimal life cycles, through maintenance, before capital renewal efforts were necessary. Districts driving this level of performance were also recognized as having a quality maintenance infrastructure including effective staffing levels, use of a computerized maintenance management system and made routine updates to their annual preventive maintenance plan.

OUTSTANDING: Maintenance Rating: 90.1% to 100%: Maintenance activities demonstrate a highly focused and goal driven supported maintenance culture. Facility conditions are exceptionally good and clearly noticeable (Source: Merriam-Webster).

GOOD: Maintenance Rating: 80.1% to 90% (minors): Maintenance activities demonstrate a focused and supported maintenance program. Facility conditions are found to be of high quality, performing well, but not excellent or outstanding in quality. (Source: Merriam-Webster).

SATISFACTORY: Maintenance Rating: 70.1% to 80% (minors): Maintenance activities demonstrate a maintenance program which is sufficient to meet the demand or requirement; adequate or suitable; acceptable (Source: Dictionary.com) but with room for improvements.

DEFICIENCY FACTORS: Life, Safety, Health, or Property Loss exposure multipliers.

Minor Deficiency (x 1.5): **Potential** threat to life, health, safety, or property with no work order.

Major Deficiency (x 3.5): **Immediate** threat to life, health, safety, or property with no work order.

MARGINAL: Maintenance Rating: 60.1% to 70%

(minors / majors): Maintenance activities demonstrate a need for improvement and barely meet minimal acceptable standards to support the process. Activities are close to the lower limit of qualification, acceptability, or function; barely exceeding the minimum requirements. (Source: Merriam-Webster).

POOR: Maintenance Rating: 60% and below

(minors / majors): Maintenance activities are poor and demonstrate a need for immediate improvement as systems, safety and the environment are at risk for failure. Activities are less than adequate; inferior in quality or value (Source: Merriam-Webster).

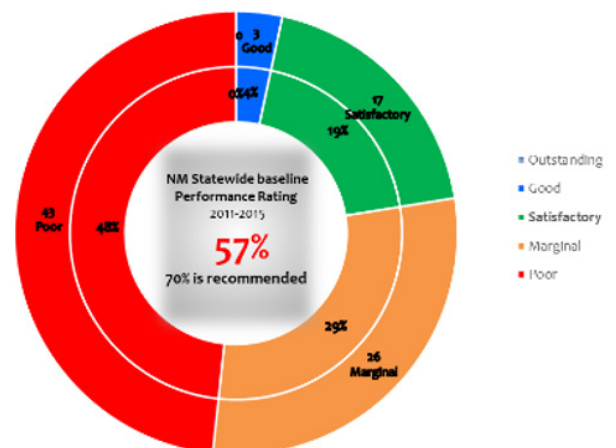
Facility Maintenance Assessment Report (FMAR) Performance Definitions 2024

Today, the FMAR platform is recognized as a best practice being emulated by other states across the nation as a method to measure maintenance effectiveness and performance.

Let's See How Far We Have Come

The Baseline FMAR Cycle (2011-2015), 57% performance rating, recognized New Mexico was maintaining our states investments to a Poor level, with some pockets of quality recognized. No doubt a tough pill to swallow but necessary to determine where we were and extremely helpful in determining where we wanted to go and development of best practice tools and resources necessary to get there. A complete deep dive analysis was conducted to determine why performance was low to create methods to positively impact tools and resources to improve maintenance across the state. (Source: FMAR Baseline PSFA 2015 Annual Report).

NM Public Schools FMAR / Statewide Maintenance Performance
Time period: Baseline Cycle 2011-2015



Outstanding-0%; Good-3% (3); Satisfactory-19% (17); Marginal-29% (26); Poor-48% (43).

FMAR Cycle 2 (2015-2017): 65% performance rating.

This cycle was short lived as a new and improved version was implemented. The short cycle proved NM Public School Districts were dedicated and making marked improvement from the baseline cycle to a rating of 67% recognized as marginal performance.

FMAR Cycle 3 (2017-2022): 71.69% performance rating.

Spanning 60 months of collaborative school site assessments, 840 FMARs were completed covering 89 NM districts, 2 Constitutional Schools and 45 State Charters. Data indicated continued performance improvement compared to the prior two cycles reflecting a statewide maintenance performance average rating of 71.69%, for the first time exceeding the recommended performance threshold of 70%. NM State Charter Schools followed suite, also exceeding the recommended threshold with data indicating an average performance rating of **71.89%**.

FMAR Cycle 4: (January 2023-January 2027). 18

Months into the 4th FMAR Cycle, PSFA staff have completed 249 FMAR assessments spanning 60 New Mexico School Districts and 13 State Charter Schools. Compared to previous cycles a reduction in deficiencies (life, health & safety), a decline in poor and marginal performance and ultimately an increase in higher performance ratings across the spectrum of public schools is recognized.

Methods to Improve Performance

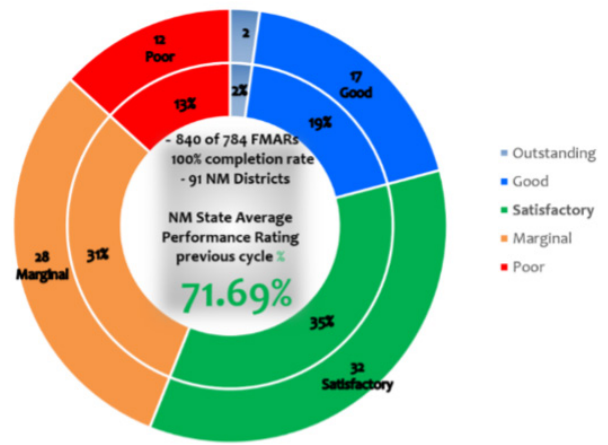
Fixing What's Broken: In Cycle 3, PSFA introduced an opportunity for NM School Districts to improve their performance ratings by responding to unfavorable facility conditions (ratings below 70% and identified deficiencies) and ratings within 60-days through a formal work order process (i.e. FIMS). Updating the preventive maintenance plan and seeking training on improved use of FIMS also provided proactive methods for districts to improve performance ratings. These methods proved to be successful, and many districts today are taking advantage of not only improving their performance but also reducing deficiencies & deferred maintenance, improving facility conditions and the educational environment.

Over each FMAR cycle, the PSFA, in collaboration with organizations such as Cooperative Educational Services (CES), the NM Public School Insurance Authority and Public-School Facility Managers also advanced a much-needed training program supporting improved knowledge and skillset in the arena of Facilities Management. This program continues to be a support mechanism to assist public school facility managers and staff with training tools and resources to help them better understand the work and processes necessary to better maintain our public schools' investments driving outstanding educational environments.

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NM Public Schools FMAR F6 / Statewide Maintenance Performance

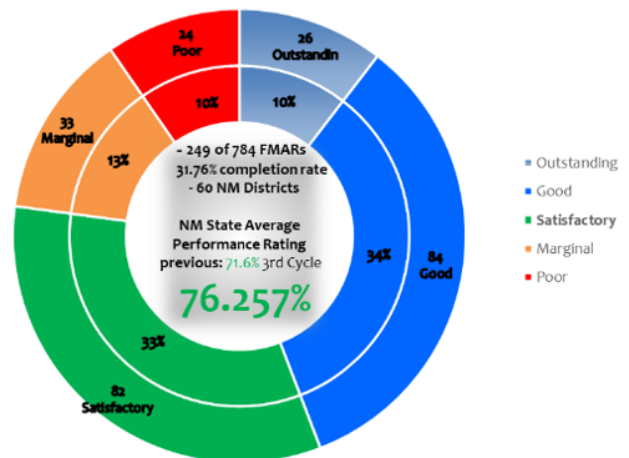
FMAR F6 3rd Cycle (May 2017 to May 2022)



Outstanding-2% (2); Good-19% (17); Satisfactory-35% (32); Marginal-31% (28); Poor-12% (13).

NM Public Schools FMAR F6 / Statewide Maintenance Performance

reflecting 2nd Qtr. 2024 data (Starting FMAR F6 4th Cycle Jan. 1, 2023 to June 30, 2024 - 1 months)



Outstanding-10% (26); Good-34% (84); Satisfactory-33% (82); Marginal-13% (33); Poor-10% (24).

New Mexico School Districts continue to make improvements in their respective maintenance programs, our States educational environments are getting better, and building system life cycles are lasting longer.

The Facility Information Management System (FIMS): Since 2006, the State continues its commitment to providing a work order system to assist school districts in managing building assets both reactive and preventive maintenance tasks and collect basic utility billing data supporting energy management programs. These combined systems bring significant data driven benefits to district facilities improving operational efficiencies. Districts garner the benefits of reducing reactive work tasks, planning & tracking preventive maintenance processes, and reducing unnecessary expenditures through proactive inspection and maintenance of building systems.

The FIMS Maintenance and Preventive Maintenance Direct modules combined Statewide use indicates 64.285% use the tools to drive maintenance & operational efficiencies, and 47.25% use the Utility Direct module to track routine energy billing data supporting energy management programs. The use of these tools has remained static over the past few years with many districts still rebounding from the challenges of the pandemic, construction cost escalations, and maintaining effective skilled staffing levels.

Maintaining our Capital Investments Matter: Providing safe, healthy, and comfortable learning environments is paramount to the success of students, teachers, and staff. The implementation of best practices and proactive maintenance strategies protects the States continued capital investments, ensures that all building systems operate reliably and efficiently to their manufacturer recommended life cycles, and streamlines operational costs supporting quality educational environments.

The PSFA maintenance division offers tools, resources and training to assist public school leaders in maintaining their facilities and protect their assets. The State of New Mexico has invested billions in public-school infrastructure over the past 20 years. It is crucial to emphasize quality maintenance programs to protect and prolong the life of these investments. This can be achieved using formal processes, such as PM Planning and FIMS tools, and focusing on capital renewal efforts. Balancing these processes is key to building and maintaining quality learning environments where students, staff and communities can thrive.

Ben Lujan Maintenance Achievement Awards

Ben Lujan Maintenance Awards – NM Public Schools maintenance and operations programs are critical to maintaining safe, secure and quality educational environments conducive to learning. Through prioritized capital renewal programs New Mexico has invested billions into the public-school infrastructure to modernize and improve educational environments. Day to day, school district facility professionals are tasked with challenging issues to support these investments but are also tasked with creating and implementing realistic solutions. The awards, created in 2005 and named in honor of the late Speaker of the House, Ben R. Lujan, continue his passion for the students of our state in acknowledging the hard work our maintenance and custodial staffs perform to provide for educational facilities that are outstanding in form and function. The New Mexico Ben Lujan Maintenance Awards recognize individuals and teams who provide above-and-beyond service to their school facilities, staff, students, teachers and their communities.

Annually since 2005, the PSCOC has recognized and awarded 44 NM Public School Districts, dedicated to quality facility conditions, with performance awards and over 330 individual staff awards spanning 46 Public School Districts. The individuals and teams are recognized as going the extra mile to ensure the States public school capital investments and facilities are well maintained supporting the educational environment and good stewardship of NM taxpayers.

Public School Plant Manager of the Year Award: In 2018, PSFA created an important new award category of Public School Plant Manager of the Year. This prestigious award is presented to a Facility Manager demonstrating outstanding leadership qualities, a history of high performance, commitment and dedication to quality facility conditions and best practices supporting local communities and maintenance associations. In any organization or department, effective leadership skills are an important factor as is it builds quality teams, promotes safety, and improves morale. Candidates nominated for this award have traits that are a direct reflection of district leadership and performance. Previous awards have been presented to Farmington (2019), Aztec (2020), Mosquero (2021), Tucumcari (2022), Gadsden (2023).

FY23 recognized even more schools with achievement awards. The following New Mexico Schools Districts were recognized with performance awards at the 17th annual Ben Lujan Maintenance Achievement Awards ceremony presented in Albuquerque during the CES Facility Managers Training Workshop at a luncheon ceremony on Monday October 16, 2023. Keynote speaker, Stewart Ingham, Public Education Commission, representing the PSCOC/AMS, PSFA Deputy Director, Ryan Parks and PSFA Director, Martica Casias presented the awards. The 2023 Plant Manager of the Year award was also presented.

District Performance Awards

- Española Public School District
- Las Vegas City School District
- Clovis Municipal School District

Individual and Team Awards: nominated by their district School Board, Superintendent and/or Facility Manager. 31 Individual Awards and 3 District Team Awards were presented.

Individual Awards

- Alejandro “Tito” Ortiz, Española Public School District
- Cody Ryen, Tucumcari Public School District
- Jakus Martinez, Tucumcari Public School District
- Patrick Gonzales, Tucumcari Public School District
- William Horton, Tucumcari Public School District
- Veronica Hernandez, Tucumcari Public School District
- Alvaro Duarte, Deming Public School District
- Carlos “Charlie” Zuniga, Deming Public School District
- Irma Herrera, Deming Public School District
- Brad Close, Deming Public School District
- Jesus Lucero, Rio Rancho Public School District
- Patrick Lucero, Rio Rancho Public School District
- Enrique Briones, Gadsden Independent School District
- Rosa Gamon, Gadsden Independent School District
- Christina Nares, Gadsden Independent School District
- Lourdes Piedra, Gadsden Independent School District
- Jesus Avila, Gadsden Independent School District
- Santo Chavez, Gadsden Independent School District
- Juan Carlos Fulgenzi, Las Vegas City School District
- Orlando Garcia, Los Alamos Public School District
- Joseph Mondragon, Clovis Municipal School District

District Team Awards

- Española Public School District
- Las Vegas City School District
- Clovis Municipal School District

Plant Manager of the Year Award 2023

- Guillermo “Memo” Hernandez, Gadsden Independent School District

Finance Team

The PSFA Finance team continues to monitor and administer all funds awarded by the PSCOC to New Mexico public school districts and charters, ensuring meticulous management and oversight of all funding sources and budgets.

The PSFA receives funding through Supplemental Severance Tax Bonds (SSTBs), is-sued by the state Board of Finance. These bonds are financed by revenue from taxes on oil and natural gas extraction. The proceeds are allocated to the Public School Capital Outlay Fund (PSCOF), managed by the Public School Capital Outlay Council (PSCOC), which awards projects.

In collaboration with the Board of Finance, the PSCOC secured over \$736.1 million in supplemental severance tax bonding proceeds in FY24, a 326% increase from 20 years ago. The PSCOC and its collaborators work diligently to obtain funding to meet the evolving needs of districts.

The team remains committed to providing consultative services to assist school districts in best practices and financial decision-making. Adhering to the Model of Accounting Practices Manual, statutory regulations, and Department of Finance and Administration guidelines, the Finance team ensures compliance and efficiency in all transactions, providing guidance throughout the process.

In FY24, the Finance team achieved a significant milestone with the completion of 173 project closeouts. They have also implemented new processes and strategies to streamline funding, reinforcing their dedication to supporting New Mexico's educational infrastructure. The team remains focused on continuous improvement, striving to expedite access to awarded funds and better serve school districts across the state.



Estancia Elementary School, Conceptual Visualization

Credit SMPC Architects

Information Systems & Technology

PSFA's Information Systems and Technology (IST) team operates and manages technology infrastructure and investments aligned with the agencies strategic objectives that seamlessly support operational functions of the PSFA staff and district partners. Some of the best practice processes and systems supporting the agency's core mission developed and managed by the IST team include:

- PSFA.fad, - Facility Assessment Database, supporting State ranking development for actionable decision making at many levels.
- F6 (FMAR) – Facility Maintenance Assessment Report, supporting maintenance performance and public school's asset management overtime also used for actionable decision making.
- Funding portals supporting NM Charter School Lease Assistance.
- Facility Master Planning (FMP) Assistance, and Standards/systems-based capital funding.

The IST team continues critical support of both PSFA staff, district partners and constituents in the core areas of:

- **Customer Service** – providing end-user support for standard technology and business systems through specific industry standard guidelines and work order management systems.
- **Business Systems and Project Management** – PSFA IST steward core-business systems through the project lifecycle from business case to closeout maintaining them throughout their operational lifespan.
- **Standards and Practices** – IST researches and evaluates best practices and technologies to aid leadership in making informed data driven decisions transforming business operations and mitigating agency risks.
- **Datacenter** – IST system team leads monitor and support the critical operations of datacenter servers, critical networks (wired & wireless), cable systems, main and intermediate distribution frames (MDF/IDF), telephone systems, managing information security systems and backup power systems.
- **Engineering** – The IST team strives to design and deploy technology solutions that achieve interoperability, reliability, ease of use and simplicity in complex network environments.



Planning – Through effective strategic planning the IST group continues its relentless support to PSFA staff in researching best practices and providing tools and resources to continue seamless operations in all aspects of the PSFA business. Standardized investments in technology ensure operability, longevity and availability of ever-changing technology-based assets.

Life Cycle Management – PSFA's IST team, often working in the background in many instances, steward PSFA core-business systems through the project lifecycle from effective and detailed planning and equipment acquisition to implementation, maintenance, upgrades and retiring antiquated systems on a cyclical basis. The complete IT asset lifecycle management process is recognized streamlining agency efficiencies and costs.



Managing IT products and solutions across system and process lifecycle is a critical consideration for IST

- Planning & Research
- Develop and Acquire
- Integrate Solutions
- Maintenance and Systems Upgrades
- Retiring Antiquated Systems

As the agency continues to support NM Public schools across the spectrum of its internal divisions, collecting data to drive actionable decision making, managing the ever-changing technology infrastructure, IST is a critical factor in supporting reliable technology solutions, tools and resources for continued success of the organization and its mission for better public-school outcomes.

Broadband Deficiencies Correction Program

Transition of PSFA Broadband team to the Office of Broadband Access and Expansion:

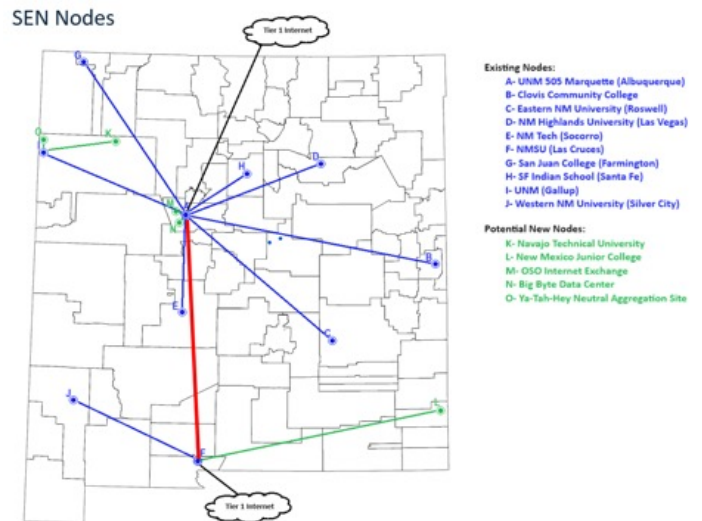
In the early summer 2024, the Public School Facilities Authority (PSFA) broadband department/team (BDGP) transitioned to the Office of Broadband Access and Expansion (OBAE) to better coordinate goals and to gain synergy and efficiencies. The existing Memorandum of Agreement (MOA) between the Public School Capital Outlay Council (PSCOC) and OBAE was renewed in the spring 2024, allowing the Office to help manage the broadband programs funded through the PSCOC.

Statewide Education Network (SEN) Implementation Efforts:

The SEN is the collaborative effort among the PSFA / PSCOC, the OBAE, Higher Education institutions and Internet Service Providers to make fast, reliable, more secure and scalable Tier 1 internet service available to all New Mexico public schools. The SEN will allow public schools statewide to share educational and technical resources through the first K12-focused education network.



SEN Nodes



The SEN went live in early summer 2024 and continues to add schools and other facilities as contracts are finalized and broadband circuits are provisioned. The goal is to have all public schools that want to participate connect to the network by 2027.

The SEN leverages regional nodes at existing “hardened” colleges and universities data centers throughout the state, as regional carrier-neutral “meet me” points for interconnection with other networks and providers. This regional approach is intentional, enabling local service providers to participate and continue to successfully and cost-effectively serve the schools in their communities. These SEN Aggregation Nodes will serve as “on ramps” to the Internet at speeds never before available in these secondary markets, capable of exceeding 100 Gbps. The initial nodes will be in Albuquerque, Las Cruces, Santa Fe, Gallup, Roswell, Clovis, Farmington, Las Vegas, Socorro, and Silver City, with additional potential strategic locations such as Hobbs, Crownpoint, Raton and Taos to be added later. The NM Office of Broadband Access and Expansion will partner with other carriers, vendors and professional service organizations to ensure the SEN is managed and monitored for the safety and security of all participants.

CAT 2 (Network Equipment) Projects and Budgets

BDCP continued work with New Mexico schools on the well-established and successful E-rate and State funding programs. The matching funds and technical assistance provided by the PSCOC / BDCP is critical to leverage and maximize federal funding.

As shown in the table below, by the end of FY24 schools and districts have utilized almost \$43 million during the current budget cycle (July 1, 2021 to June 30, 2026). Over the next year BDCP's goal will be to support schools as they attempt to fully utilize the remaining ~\$17.7 million. The BDCP team will make all efforts to ensure schools are taking advantage of all funding available.

Entity Type	Pre-Discount C2 Budget 21-25	Available C2 Budget	All Spending	Funding Utilization
Library	\$ 3,527,239	\$ 2,876,058	\$ 651,181	18.5%
Library System	\$ 2,381,831	\$ 2,242,096	\$ 139,735	5.9%
School	\$ 7,514,606	\$ 2,509,700	\$ 5,004,906	66.6%
School District	\$ 53,261,574	\$ 15,288,196	\$ 37,973,378	71.3%
Grand Total	\$ 66,685,250	\$ 22,916,051	\$ 43,769,199	65.6%

Many of New Mexico’s districts and schools are well on their way to fully utilize their budgets. The goal is to leave no federal funding on the table, ensuring that all students and teachers have access to adequate connectivity and robust and secure networks that support the instructional process.



NM State Education Network – Las Cruces Node (NMSU)



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