

FY2025

Annual Report

July 1, 2024 – June 30, 2025





The New Mexico Legislature created the Public School Capital Outlay Council (PSCOC) to oversee and fund public school facility improvements statewide. The Council evaluates and prioritizes district requests to ensure equitable allocation of resources, especially for communities with limited local tax bases. Its establishment aimed to correct disparities in school infrastructure caused by reliance on local property taxes and to guarantee safe, adequate, and fair learning environments for all students.



Capitan Middle School and High School, Capitan, New Mexico

Established in 2004 following the *Zuni v. State of New Mexico* court ruling, the legislature created the Public School Facilities Authority (PSFA) to reform and oversee the state's school facility funding system. As the operational arm of the PSCOC, PSFA ensures equitable, efficient, and transparent use of capital outlay funds. Its formation centralized school facility oversight under a single agency, improving accountability and long-term planning statewide.

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PUBLIC SCHOOL FACILITIES AUTHORITY (PSFA)
PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC)



Joe Guillen, Chairman, Public
School Capital Outlay Council

*Dear Colleagues,
I hope this message finds you well. As Chairman of the Public
School Capital Outlay Council (PSCOC), I write with pride and
deep appreciation for our shared commitment to improving
educational environments across New Mexico.*

Schools are more than places of learning—they are centers of wellness, resilience, and community. As we face challenges related to climate change, public health, and social well-being, capital outlay investments offer a powerful opportunity to create spaces that support student success and community strength.

Research continues to affirm what we know intuitively: clean air, natural light, safe facilities, and reliable systems are essential to academic achievement and teacher effectiveness. Thanks to your support, capital outlay funding has transformed learning environments across our state, advancing equity and opportunity for all students.

Over the past year, the Public School Facilities Authority (PSFA) awarded 149 projects and continued to manage hundreds of others—from Pre-K and Standards-based initiatives to Charter School Lease Assistance, Facility Master Plans, and a teacher housing pilot. Our Measurement and Verification program is also helping schools manage energy use in real time, protecting both our investments and the environment.

Looking ahead, our vision remains clear: to ensure every student, regardless of background, learns in a safe, healthy, and inspiring environment. Together, we are building the foundation for a stronger, more equitable future.

Thank you for your continued partnership and belief in our mission. I look forward to the milestones we will reach together in the years to come.

Warm regards,

JOE GUILLEN
CHAIRMAN, PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

Who We Are and What We Do

The New Mexico Legislature created PSFA in 2004 as a response to the Zuni lawsuit. In that case, three school districts challenged the constitutionality and fairness of the state’s public school capital funding system. The case focused on disparities between high- and low-property-wealth districts and whether the state was meeting its constitutional duty to provide a uniform and sufficient public education system for all children.

The New Mexico Public School Facilities Authority (PSFA) helps ensure that New Mexico’s public school students and teachers have safe, high-quality places to learn, teach, and thrive. Our mission reflects a commitment to ensuring that schools statewide have the infrastructure and resources needed to support effective teaching and learning. We invest in public schools to promote equity, encourage innovation, and drive measurable improvements in student outcomes, with a focus on ensuring that state funding reaches the schools and students who need it most.

PSFA was created to administer targeted grant funding to address these concerns. Since its founding, it has worked with school districts, charter schools, and local communities to ensure that all New Mexico kids have access to high-quality educational facilities. PSFA helps schools create five-year facility plans, implement preventive maintenance practices, and meet state standards for safety, space, and technology.

In response to the challenges that led to its formation, PSFA continues to focus on allocating resources equitably and efficiently; improving the condition and

adequacy of school buildings; ensuring transparency and accountability in how capital dollars are spent; supporting districts in creating safe, effective learning environments; and promoting consistency in school construction through standardized processes and documentation.

OUR MISSION

To steward resources in support of high-quality school facilities that bolster student outcomes

Our Strategic Plan

During FY25, PSFA updated its strategic plan through a structured, five-month process involving data collection, focus groups, and surveys with PSFA staff and PSCOC members. The plan was submitted to the PSCOC in January 2025 for review, finalization, and implementation.

The Strategic Plan serves as a living document that will be routinely managed through ongoing performance measures. Management and staff will provide input, and progress will be reported quarterly to ensure alignment with agency goals and allow for continuous improvement. The plan clearly defines PSFA’s strategic **objectives and core values**—all designed to strengthen organizational capacity, build sustainable school facilities, and enhance community engagement—ensuring New Mexico’s public schools are well-equipped to support student success.

CORE VALUES

Accountability, Collaboration, Equity, Integrity, Transparency, and Respect

Our Strategic Plan

OBJECTIVE 1 Enhance Organizational Strengths

Invest in our people, processes, and systems through continuous improvement, collaboration, transparency, expertise, unified narrative, and forward thinking.

- > Offer professional development and technical resources aligned with career pathing goals to each department.
- > Build process-driven policy and procedure manuals for all departments supported by cross-teaming.
- > Implement a robust performance evaluation process cultivating a proactive employee-engaged work culture.
- > Integrate industry standards and best practices into our systems.
- > Review software to enhance financial and operational alignment and track deliverables.

OBJECTIVE 2 Build Sustainable Facilities

Co-create welcoming spaces where children can flourish for many years to come.

- > Analyze data to drive best practices in design, construction, and maintenance.
- > Ensure data integrity across all platforms.
- > Develop robust performance dashboards for stakeholders.
- > Improve efficiencies in design, construction, and streamline costs.

OBJECTIVE 3 Strengthen Community Engagement

Learn with and from our partners to build sustainable facilities.

- > Engage community groups and garner input from stakeholders on how to be more responsive.
- > Increase outreach, training, and marketing for statewide impact.
- > Enhance the agency website to streamline internal and external customer tools and resources.
- > Assess district leaders’ needs through routine surveys driving customer-centric practices.

The Public School Facilities Authority was created to ensure fair and effective use of state funds to support safe, adequate, and equitable public school facilities across New Mexico.

Our Governance and Relationships

Pursuant to [22-24-9 NMSA 1978](#), PSFA reports to and operates as staff to the Public School Capital Outlay Council (PSCOC or “Council”). The agency manages a funding model that distributes state capital outlay to schools according to greatest needs first, with needs determined by objective methods. PSFA also assists school districts with facilities development and management.

Pursuant to [22-24-6 NMSA 1978](#), the Council administers the Public School Capital Outlay Fund (PSCOF or “Fund”), which provides grant funding to facilities across New Mexico’s 89 public school districts and three “Constitutional” schools: the School for the Deaf, the School for the Blind and Visually Impaired, and the New Mexico Military Institute. Charter schools are also eligible for capital funding, though most receive lease assistance

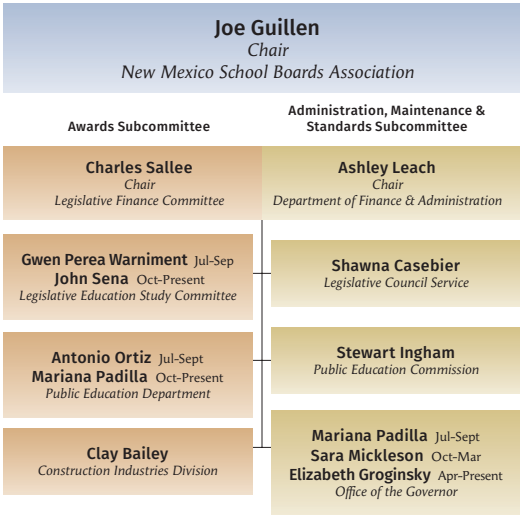


FIGURE 1 - NMPS CAPITAL OUTLAY COUNCIL

because they do not own the land or buildings they use. The Council has also explored efforts—currently on hold—to support teacher housing in rural communities.

The PSCOC consists of nine council members from the Governor’s Office (GO), the Department of Finance & Administration (DFA), The Public Education Commission (PEC), the Legislative Education Study Committee (LESC), the Public Education Department (PED), the New Mexico School Boards Association (NMSBA),

the Construction Industry Division (CID), the Legislative Finance Committee (LFC), and the Legislative Council Service (LSC). The Council reports to the Public School Capital Outlay Oversight Task Force (PSCOOTF), which is made up of legislators, senior leaders from school districts and charters, and members of the public.

PUBLIC SCHOOL FACILITIES AUTHORITY (PSFA)

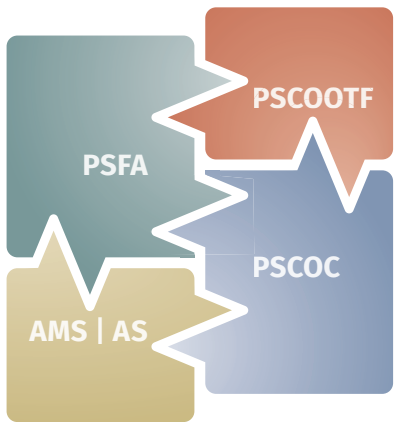
Serves as staff to the PSCOC. Distributes state funding, partners with districts to manage PSCOC awarded projects, and collects and organizes public school facility data.

ADMINISTRATION, MAINTENANCE & STANDARDS (AMS) SUBCOMMITTEE

Reviews and provides guidance on policies and standards, strategic planning, and maintenance processes.

AWARDS SUBCOMMITTEE (AS)

Ensures that the awards process is conducted fairly and efficiently focusing on specific aspects of the process, including: evaluation of recommendations for awards, selection of recipients based on criteria, and formulation of policies regarding award language.



PUBLIC SCHOOL CAPITAL OUTLAY OVERSIGHT TASK FORCE (PSCOOTF)

Oversees the work of the PSCOC and the PSFA as they carry out the state’s public school capital outlay and other programs, pursuant to the Public-School Capital Outlay Act (PSCOA).

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC)

Manages the allocation of the Public-School Outlay Act Fund (PSCOF) to public school facilities.

FIGURE 3 - RELATIONSHIP BETWEEN PSCOOTF, PSCOC, AND PSFA

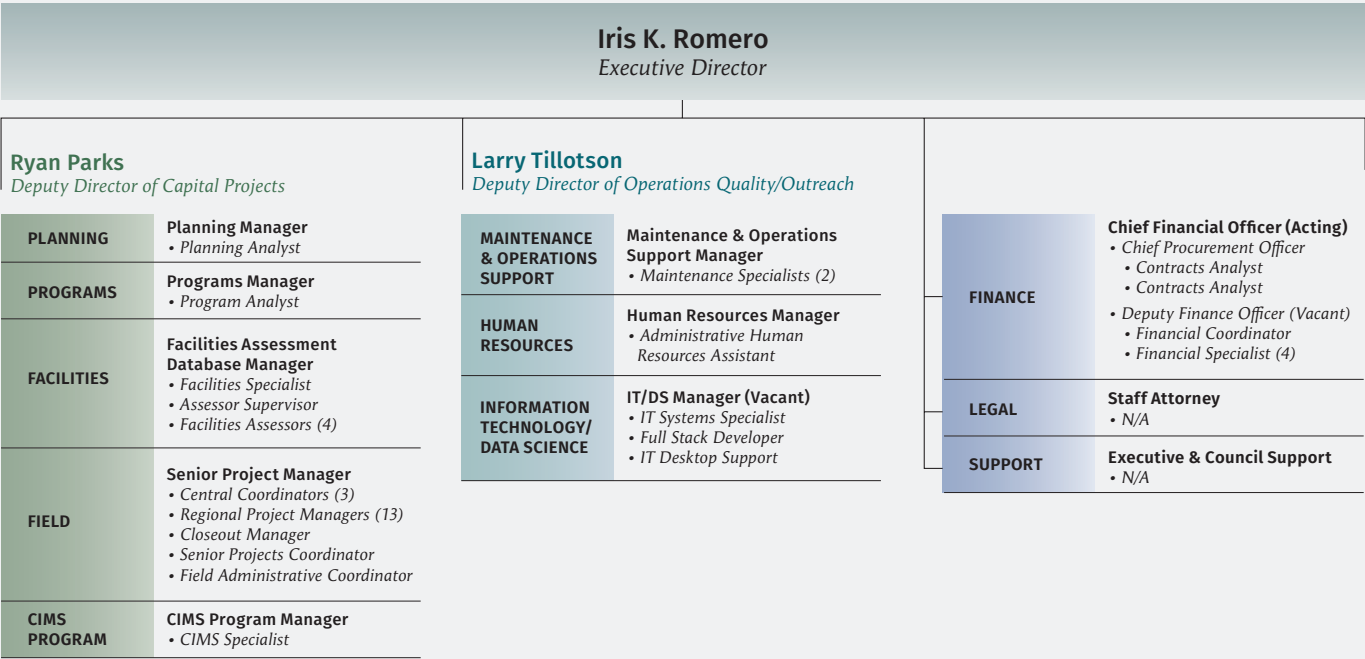


FIGURE 2 - PUBLIC SCHOOL FACILITIES AUTHORITY



Murray Elementary School, Hobbs, New Mexico



PSFA FUNDING IS LIMITED
to core educational facilities
and does not cover
enhancements beyond
allowable gross square
footage or non-instructional
amenities like concession
stands and stadiums.

Our Approach to Investing in School Facilities

CAPITAL OUTLAY FUNDING PROGRAMS

New Mexico continues to improve public school facilities through several targeted capital outlay programs that address diverse statewide needs.

- > **Standards-based Capital Outlay:** Construction, renovation, or replacement projects prioritized by facility condition and need. (340 projects to date, 72 districts, \$2.8B state funding)
- > **Systems-based Capital Outlay:** Targeted upgrades for building systems such as HVAC, roofing, and electrical. (295 projects to date, 67 districts, \$201M state funding)
- > **Pre-Kindergarten Facilities:** New or upgraded Pre-K spaces supporting early childhood education. (34 projects to date, 20 districts, \$29M state funding)
- > **Teacher Housing Pilot:** Housing developments in rural and tribal communities with limited or unaffordable options for educators. (Over \$5M invested to date)
- > **Charter School Lease Assistance:** Reimbursements for qualifying charter and district-authorized schools. (Ongoing program)
- > **Facility Master Plan (FMP) Assistance:** Funds for districts to prepare five-year capital master plans. (292 awards to date, \$8.4M state funding)
- > **Facility Information Management System (FIMS):** A statewide platform for tracking facility conditions, building systems, and capital renewal needs. (\$6M state investment to date)

Adequacy Standards and Guidance

All PSFA-funded projects must meet the New Mexico Public School Facility Adequacy Standards (“Standards”), adopted by the Legislature in 2002. These Standards set the minimum acceptable conditions for educational facilities to ensure safe, healthy, and effective learning environments.

To support compliance and planning, PSFA provides two key tools:

- 1. Adequacy Planning Guide (APG):** Helps districts design projects that meet Standards and align with educational goals.
- 2. Gross Square Footage (GSF) Calculator:** Determines the maximum allowable school size by including all required Standard elements and the additional allowances—tare and others—permitted by the Adequacy Planning Guide.

Together, the Standards, APG, and GSF Calculator define facility adequacy and guide the State’s funding participation. All are periodically updated to reflect evolving educational needs and technologies.

How We Prioritize Projects

PSFA prioritizes projects through a data-driven statewide ranking system based on facility condition. Staff assess schools and collect asset data to calculate the weighted New Mexico Condition Index (wNMCI), which incorporates the Facility Condition Index (FCI) and other factors.

- > Schools in the poorest condition are prioritized for major renovation or replacement.
- > Facilities with critical system failures (HVAC, roofing, security) are ranked for targeted upgrades.
- > Historic or sentimentally significant buildings may be retained by districts, though state funds apply only to educational facilities.

School rankings determine eligibility to apply for capital funding. For FY25, applications were accepted July 1 – September 30, with PSCOC funding decisions made in the second half of the fiscal year.

FY25 Funding Awards

In FY25, PSCOC approved awards totaling \$189,020,706 for six standards-based projects, 14 systems-based projects, one pre-kindergarten project, two teacher housing projects, 107 lease assistance applications, and 19 facility master plans.

Standards-Based Awards

Eligibility was based on the 2024–2025 final wNMCI statewide ranking, with the following **eligibility criteria**:

- > **Facility Need:** The school was among the 100 most facility-deficient statewide.
- > **Planning and Preventive Maintenance:** The applicant had all of the following: (1) a current Facilities Master Plan (FMP), (2) a current Preventive Maintenance Plan (PMP), and (3) active use of the Facility Information Management System (FIMS).

- > **Planning and Preventive Maintenance:** The applicant had all of the following: (1) a current FMP; (2) a current PMP; and (3) active use of the FIMS.
- > **Timely Use of Funds:** The applicant committed to fully expending awarded funds within three years of allocation.

Local Match Requirement

- > **Local Match:** All applicants were required to meet the state/local match requirements in effect as of July 2024 by providing a local share of the total project cost. Several school districts have informed PSFA that they will request approval for a local match reduction for Phase 2 construction funding. Eligibility for a local match reduction is based on two criteria: (1) insufficient bonding capacity with a mill levy rate ≥ 10 , and (2) MEM count with a mill levy rate ≥ 7 . (Note: “MEM” means membership, which is defined as the total enrollment of qualified students on the current roll of a class or school on a specified day.)

Systems-Based Awards

Eligibility was based on the 2024–2025 final wNMCI statewide ranking and the following **evaluation criteria**:

- > **Facility Need:** The project addressed a school facility that met at least one of the following: (1) among the 300 most system-deficient on the 2024–2025 final wNMCI statewide list; (2) had a building system identified as Category 1 in the Facilities Assessment Database (FAD); or (3) involved demolition of abandoned facilities, regardless of rank or type.



Del Norte Elementary School, Roswell, New Mexico

TABLE 1: PSCOC FY25 STANDARDS-BASED AWARDS A TOTAL OF SIX PROJECTS IN FIVE DISTRICTS WERE AWARDED

	District	School	Rank	Description	District Match	State Match	Total Estimated Cost
1	Silver	Cliff Combined School	11	Facility Replacement	\$ 34,088,000	\$ 20,020,000	\$ 54,108,000
2	Bloomfield	Central Primary School Naaba Ani Elementary School Mesa Alta Junior High School	37 58 71	Facility Replacement, Consolidation	\$ 75,301,000	\$ 44,225,000	\$ 119,526,000
3	Rio Rancho	Lincoln Middle School	88	Planning Study, Renovation, Systems Upgrade	\$ 5,428,000	\$ 2,594,000	\$ 8,022,000
4	Rio Rancho	Rio Rancho High School	99	Planning Study, Addition, Systems Upgrade	\$ 28,174,000	\$ 16,547,000	\$ 44,721,000
5	Santa Rosa	Anton Chico/Rita Marquez	N/A	Facility Replacement	\$ 6,740,000	\$ 9,699,000	\$ 16,438,000
6	Raton	Combined School	N/A	Facility Replacement, Consolidation	\$ 47,582,000	\$ 38,931,000	\$ 86,513,000
Total					\$ 197,313,000 60%	\$ 132,016,000 40%	\$ 329,328,000 100%

TABLE 2: PSCOC FY25 SYSTEMS-BASED AWARDS A TOTAL OF 14 PROJECTS IN 13 DISTRICTS WERE AWARDED

	District	School	Rank	Description	District Match	State Match	Total Estimated Cost
1	Grants	Grants High School	41	Exterior Walls, HVAC, Lighting	\$ 3,640,000	\$ 11,526,000	\$ 15,166,000
2	Alamogordo	Alamogordo High School	122	Roof	\$ 7,013,000	\$ 7,300,000	\$ 14,313,000
3	Hatch	Hatch Valley Middle School	163	Roof, Exterior Walls, Doors, Drainage	\$ 70,000	\$ 515,000	\$ 585,000
4	Eunice	Eunice High School	169	Plumbing	\$ 1,310,000	\$ 770,000	\$ 2,080,000
5	Logan	Logan Combo	213	Roof, Drainage	\$ 217,000	\$ 127,000	\$ 344,000
6	Silver	Harrison H. Schmitt Elementary School	225	Roof, HVAC, Fire Alarm	\$ 1,920,00	\$ 1,128,000	\$ 3,048,000
7	Silver	La Plata Middle School	250	Fire Alarm	\$ 707,000	\$ 415,000	\$ 1,122,000
8	Clayton	Clayton Jr High School Kiser Elementary School	253	Fire Alarm	\$ 272,000	\$ 160,000	\$ 432,000
9	Ruidoso	Ruidoso High School	300	Exterior Walls, HVAC, Lighting, Plumbing	\$ 10,508,000	\$ 6,171,000	\$ 16,679,000
10	Cimarron	Bus Barn	N/A	Demolition	\$ 0	\$ 150,000	\$ 150,000
11	Corona	Teacher Housing Unit	N/A	Demolition	\$ 0	\$ 104,000	\$ 104,000
12	Grants	Multiple Facilities	N/A	Demolition	\$ 0	\$ 826,000	\$ 826,000
13	Lovington	District Facility	N/A	Demolition	\$ 0	\$ 192,000	\$ 192,000
14	Tucumcari	Closed School	N/A	Demolition	\$ 0	\$ 1,044,000	\$ 1,044,000
Total					\$ 25,658,000 46%	\$ 30,428,000 54%	\$ 56,087,000 100%

TABLE 3 - PSCOC FY25 PRE-KINDERGARTEN AWARDS A TOTAL OF ONE PROJECT IN ONE DISTRICT WAS AWARDED

District		School	Rank	Description	District Match	State Match	Total Estimated Cost
1	Rio Rancho	Shining Stars Preschool	N/A	Planning Study, Kitchen/Cafeteria Addition	\$1,611,000	\$1,817,000	\$3,428,000
Total					\$1,611,000 47%	\$1,817,000 53%	\$3,428,000 100%

TABLE 4 - PSCOC FY25 TEACHER HOUSING AWARDS A TOTAL OF TWO PROJECTS IN TWO DISTRICTS WERE AWARDED

District		Description	District Match	State Match	Total Estimated Cost
1	Corona	Four teacher housing units	\$ 350,000	\$ 394,000	\$ 744,000
2	Hatch	Five teacher housing units	\$ 86,000	\$ 629,000	\$ 715,000
Total			\$ 435,000 30%	\$1,024,000 70%	\$ 1,459,000 100%

TABLE 5 - PSCOC FY25 FACILITY MASTER PLAN AWARDS FUNDING FOR A TOTAL OF 19 MASTER PLANS

Project Number		Name of District or Charter School	District or School	State Match	Total Estimated Cost
Round 1: October 2024	M25-001	South Valley Prep	\$ 22,076	\$ 12,966	\$ 35,042
	M25-002	Texico Municipal Schools	\$ 14,140	\$ 31,472	\$ 45,611
	M25-003	Aldo Leopold Charter School	\$ 22,076	\$ 12,966	\$ 35,042
	M25-004	Dzil Diti’ooi School of Empowerment, Action, and Perseverance (DEAP)	\$ 3,855	\$ 31,187	\$ 35,042
	M25-005	Cimarron Municipal Schools	\$ 33,759	\$ 19,827	\$ 53,586
	M25-006	House Municipal Schools	\$ 5,157	\$ 23,493	\$ 28,650
	M25-007	Quemado Independent Schools	\$ 18,969	\$ 21,391	\$ 40,360
	M25-008	Cloudcroft Municipal Schools	\$ 24,898	\$ 14,623	\$ 39,521
	M25-009	NM Academy for the Media Arts	\$ 22,076	\$ 12,966	\$ 35,042
	M25-010	New Mexico School for the Deaf	\$ 24,415	\$ 24,415	\$ 48,829
	M25-011	Dream Diné Charter School	\$ 14,017	\$ 21,025	\$ 35,042
	M25-012	Roy Municipal Schools	\$ 1,874	\$ 24,896	\$ 26,770
Round 2: April 2025	M25-013	Hobbs Municipal Schools	\$ 118,622	\$ 69,667	\$ 188,289
	M25-014	Tatum Public Schools	\$ 25,441	\$ 14,942	\$ 40,383
	M25-016	Dulce Independent Schools	\$ 32,816	\$ 19,273	\$ 52,090
	M25-017	Six Directions Indigenous	\$ 3,855	\$ 31,187	\$ 35,042
	M25-019	Gadsden Independent Schools	\$ 99,025	\$ 210,427	\$ 309,452
	M25-020	Jemez Valley Public Schools	\$ 31,064	\$ 18,244	\$ 49,308
	M25-021	Thrive Community School	\$ 22,076	\$ 12,966	\$ 35,042
Total			\$ 540,212 46%	\$ 627,931 54%	\$1,168,142 100%

Pre-Kindergarten Awards

The FY25 award cycle was announced with funding opportunities under the Pre-kindergarten program, with the following **eligibility criteria**:

- > **School Districts and Schools:** All districts and schools with a pre-kindergarten program were eligible to apply, regardless of ranking.
- > **Local Match:** The applicant met the state/local match requirements in effect as of July 2024 and could provide the local share of the total project cost.
- > **Planning and Preventive Maintenance:** The applicant had all of the following: (1) a current FMP; (2) a current PMP; and (3) active use of the FIMS.
- > **Timely Use of Funds:** The applicant committed to fully expending awarded funds within three years of the award date.

Teacher Housing Awards

The FY25 award cycle was announced with funding opportunities under the Teacher Housing program, based on the following **eligibility criteria**:

- > **Housing Need:** The project was located in a rural or tribal area with insufficient reasonable housing available within ten miles. The district also demonstrated a need for teacher housing and an intent to recruit and retain teachers through the provision of such housing.
- > **Local Match:** The applicant met the state/local match requirements in effect as of July 2024 and had the ability to provide the local share of the total project cost.
- > **Planning and Preventive Maintenance:** The applicant had all of the following: (1) a current FMP; (2) a current PMP; and (3) active use of the FIMS.

Facility Master Plan Awards

During FY25, PSFA administered two Facility Master Plan (FMP) award cycles:

1. Round 1 (Oct 2024): \$251,224 awarded to six districts and six charter schools.
2. Round 2 (Apr 2025): \$376,706 awarded to five districts and two charter schools.

Lease Assistance Awards

The FY25 award cycle was announced with funding opportunities under the Lease Assistance program, based on the following **eligibility criteria**:

- > **Charter and District Schools:** The applicant was a charter school or school district leasing educational facilities.
- > **Planning and Audit:** The applicant had both of the following: (1) a current FMP and (2) a current audit.

TABLE 6 - PSCOC FY25 LEASE ASSISTANCE AWARDS

107 TOTAL APPLICATIONS AT 97 SCHOOLS WERE AWARDED

Number of Awards	107
Average Percent of Lease Reimbursed	65%
Average Award per Student/Member	\$786.18
Total Lease Assistance	\$23,108,702



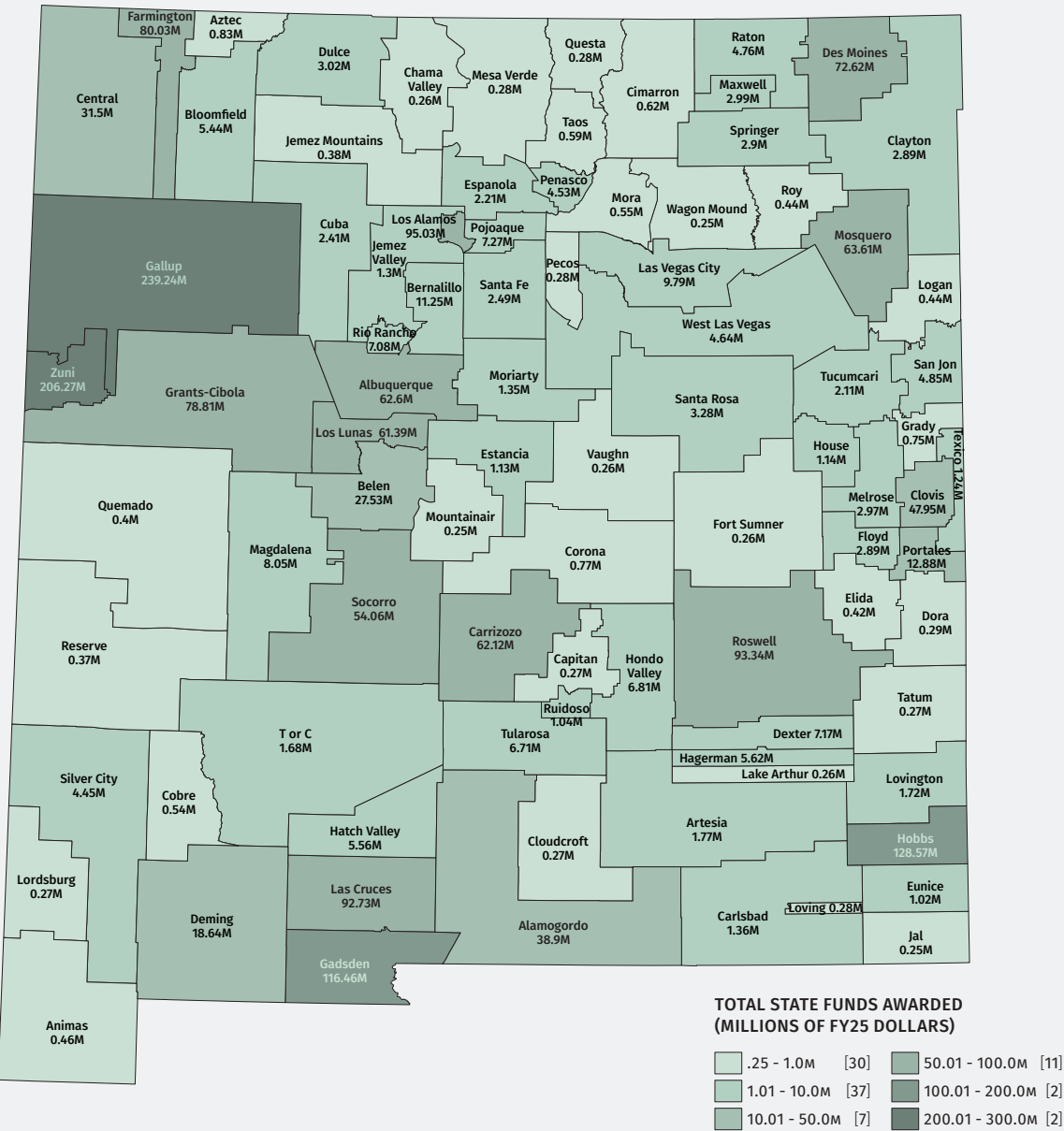
Total Dollars Awarded by District (FY16 to FY25)

\$1.9 BILLION TOTAL VALUE OF AWARDS OVER TEN-YEAR PERIOD

Figure 4 presents the total dollars awarded to each district over the past ten fiscal years (FY16 to FY25). In previous PSFA Annual Reports, totals were calculated by simply summing nominal award amounts each year, without adjusting for inflation or accounting for data quality issues in earlier records. This year, all prior-year award amounts were inflated to FY25 dollars using the Mortenson Construction Cost Index for construction-related categories and

the Consumer Price Index (CPI) for professional services such as Facilities Master Plans (1)(2). To improve reliability, only awards from the past ten fiscal years were included. The totals reflect all major funding categories, including **Standards, Systems, PreK, Teacher Housing, FMP, demolition, security, emergency, HB505, SB212, Impact Aid, maintenance and verification, and Outside of Adequacy** awards.

FIGURE 4 - MAP SHOWING TOTAL DOLLARS AWARDED BY SCHOOL DISTRICT (FY16 TO FY25)



Total Dollars Awarded per Student (10yr-Avg)

\$6.4 THOUSAND AVERAGE AWARD PER STUDENT OVER TEN-YEAR PERIOD

Figure 5 shows the ten-year average of total dollars awarded per student, based on the same inflation-adjusted and quality-controlled dataset used in Figure 4. For each district, student enrollment was summed across FY16 to FY25 and divided by ten to calculate an average enrollment figure. Total funding over the same period was then divided by that average, allowing for more equitable, size-adjusted comparisons between districts. As with Figure 4, the analysis expresses all dollar values in FY25 dollars and includes all major funding categories; **Standards, Systems, PreK, Teacher Housing, FMP, demolition, security, emergency, HB505, SB212, Impact Aid, maintenance and verification, and Outside of Adequacy awards.**

FIGURE 5 - MAP SHOWING TOTAL DOLLARS AWARDED PER STUDENT OVER 10 YEAR PERIOD

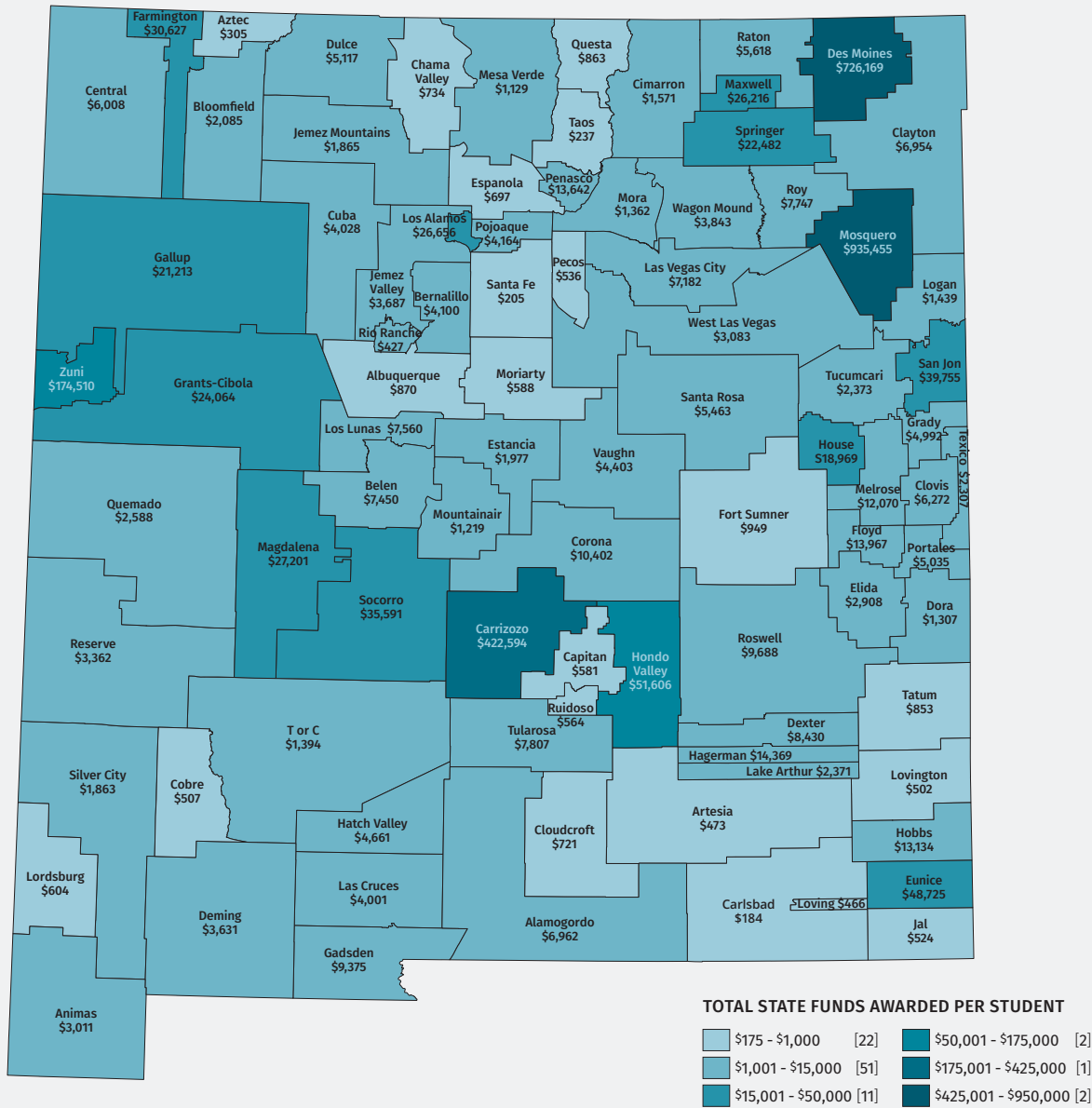
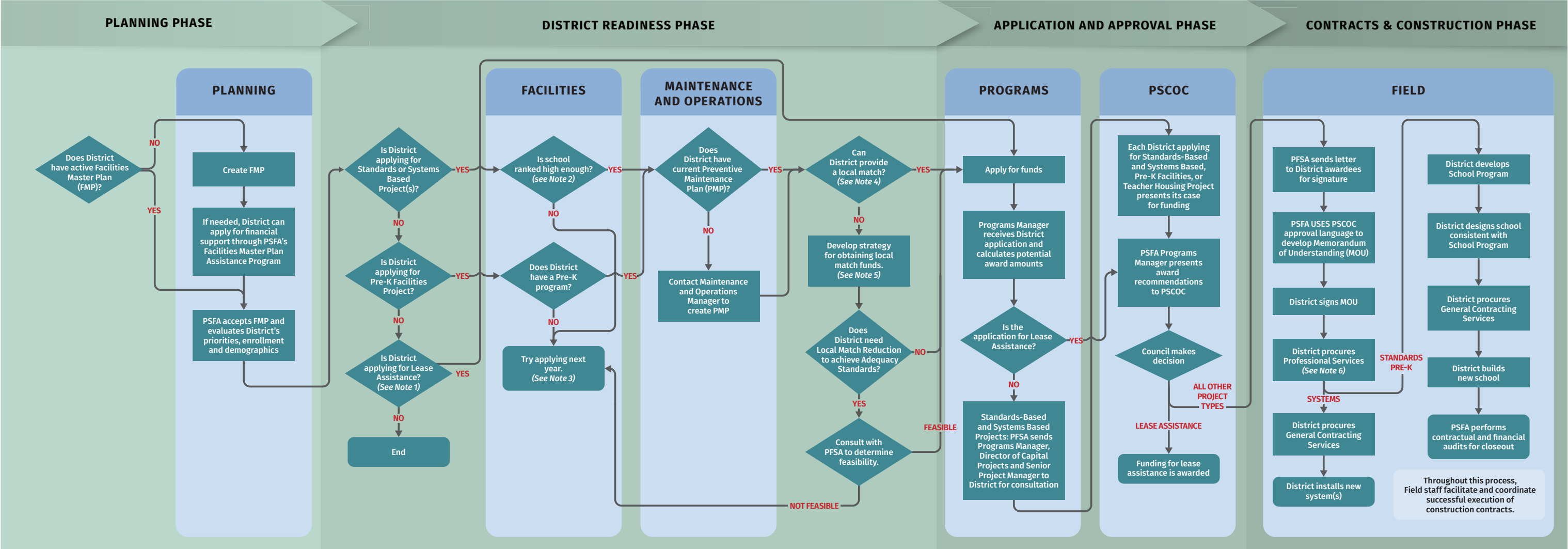


FIGURE 6 - DEPARTMENTAL WORKFLOWS - PROCESS MAP FOR CAPITAL PROJECTS AND LEASE ASSISTANCE



Departmental Roles & Workflows

How Our Work Comes Together

Our work is carried out through a coordinated effort across multiple departments, each contributing distinct expertise to support the planning, funding, and execution of capital projects and lease assistance for public school facilities across New Mexico. These efforts are essential to ensuring that educational environments statewide are safe, sustainable, and designed to support effective teaching and learning.

How We Track and Share Project Information

The PSFA and New Mexico's school districts rely on a centralized platform—the Construction Information Management System (CIMS)—to track and share information for PSCOC-funded projects. Once the PSCOC awards a project, staff use CIMS to enter, organize, and access information related to funding, schedules, and required documentation throughout the project's lifespan. Each project type follows a defined process within the system, guiding users through the planning, design, and construction phases.

Figure 6 illustrates the collaborative workflow among key departments involved in the capital project and lease assistance processes. While not all departments in the organization are represented, the process map highlights the major roles and handoffs that ensure services are responsive to school district needs, aligned with our mission, and guided by consistent, data-informed decision-making.

- 1 Most applications for lease assistance come from Charter Schools, not from School Districts.
- 2 In the 2025 application cycle, eligibility for capital funding was based on a school's rank in the wNMCI (weighted New Mexico Condition Index), where a higher ranking indicates a facility in poorer condition. To be eligible for Standards-Based projects (typically full campus replacements or major upgrades to meet educational adequacy standards), schools needed to be ranked within the top 100. For Systems-Based projects (targeted repairs or replacements of major systems like HVAC, roofing, etc.), schools had to be within the top 300. If a school ranked within the top 300, PSFA staff would follow up to verify the facility conditions. To view the wNMCI rankings, visit <https://nmppsfa.org/how-to-apply-for-funding>.
- 3 The PSCOC approves the wNMCI ranking annually at the start of each fiscal year.
- 4 PSFA calculates the State/Local Match split using U.S. Census data and total assessed property values reported by the Public Education Department, resulting in a ratio that reflects the district's capacity to contribute to project costs (e.g., 60% state / 40% local). PSFA estimates the total project cost based on gross square footage (GSF) and applies the local share of the split to determine the district's preliminary financial responsibility.
- 5 For guidance on securing local funds, see <https://nmppsfa.org/district-funds>
- 6 Professional Services may include architectural, geotechnical, hazardous material abatement, and performance assurance services.



Finance

Department Overview

In FY25, the Finance Department played a critical role in supporting PSFA’s operations and advancing the mission of the PSCOC. The department initiated a comprehensive review of internal processes and standard operating procedures to improve communication, transparency, and efficiency across all financial functions.

The department is responsible for managing PSFA’s operating and capital funds, overseeing the flow of bond proceeds, ensuring fiscal compliance, and supporting districts and charter schools with timely and accurate financial information related to capital projects.

In FY25, the team laid the foundation for long-term improvements by strengthening bond tracking processes, initiating new policies for financial closeout and project audits, and outlining a multi-year roadmap for procedural reform.

Core Responsibilities

The Finance Department manages all fiscal operations of the agency and provides support for capital project funding overseen by PSCOC. Key responsibilities include:

- > Managing PSFA’s operating budget and financial reporting.
- > Tracking issuance and use of Supplemental Severance Tax Bonds (SSTBs).
- > Supporting project-level financial oversight, including audits and closeouts.
- > Coordinating with Department of Finance and Administration (DFA) for compliance.
- > Providing monthly financial reports for operational and capital funding.
- > Supporting districts with accessible and transparent funding information.
- > Overseeing contract administration by reviewing change orders and MOUs for Procurement Code compliance.

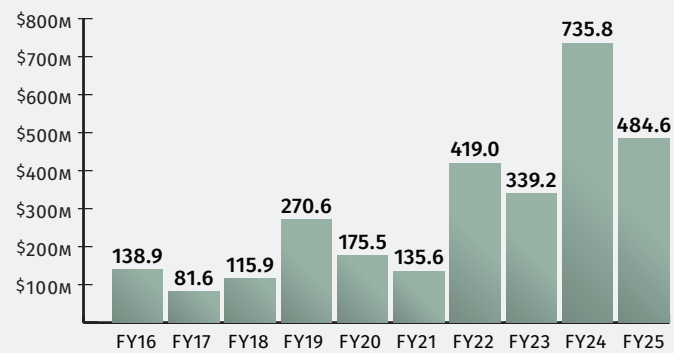
FY25 Highlights

In FY25, PSFA issued \$484.6 million in Supplemental Severance Tax Bonds (SSTBs) to support capital project awards, the agency’s operating budget, broadband initiatives, and legislative appropriations. This issuance ensured adequate funding for current obligations while preserving uncommitted balances for future priorities.

SSTB Issuance Trends

Figure 7 shows the total value of SSTBs issued annually since FY16 to support PSCOC awards, PSFA operations, and related initiatives. FY25 saw the second highest bond issuance over the past five years, reflecting expanded capital investment and legislative support.

FIGURE 7 - SSTB PROCEEDS



Strategic Direction

Finance continues to align its work with PSFA’s strategic plan by focusing on:

- > Expanding outreach to districts to support informed capital planning.
- > Delivering clearer, more timely monthly reporting.
- > Empowering stakeholders with simplified financial information.
- > Enhancing transparency through improved policies and documentation.

These efforts reflect the department’s long-term commitment to accountability, service, and the effective management of public resources.

Facility Planning

Department Overview

Planning is both the first step in the facility investment pipeline and a key contributor to agency-wide initiatives — providing data, analysis, and policy support that inform decisions across the organization.

The Facility Planning team is responsible for managing the Facilities Master Plan (FMP) program, which helps New Mexico school districts and charter schools to develop long-term strategies for facilities maintenance, growth, and capital investment.

The Planning Team also handles critical day-to-day operations that keep PSFA's broader work moving. This includes reviewing Out-of-Cycle funding applications, contributing to revisions of the Adequacy Standards and Adequacy Planning Guide, and analyzing demographic data to forecast school enrollment — either confirming district-reported projections or providing revised estimates based on independent analysis.

Core Responsibilities

The Planning Team's core responsibilities include managing the FMP program and performing the ongoing analytical and policy work that supports PSCOC's decision-making.

Through the FMP program, Planning helps ensure every district and charter school has an up-to-date plan that aligns with state requirements and funding eligibility criteria. In FY25, the team reviewed and approved FMPs for 11 school districts, 13 established charter schools, and 6 applicant charter schools (as required by the Public Education Commission). Two of the applicant charter schools, Collins Lake Outdoor School and Inspira STEAM Academy, have gone on to final hearing before the Commission.

The team administered two FMP award cycles:

- > **Round 1 (Oct 2024):** \$251,224 awarded to six districts and six charter schools.

- > **Round 2 (Apr 2025):** \$376,706 awarded to five districts and four charter schools.

In total, the PSCOC awarded \$627,930 to support the development of 21 new or updated master plans.

In addition to managing FMPs, Planning provided vital day-to-day support by preparing 34 Out-of-Cycle project reports, which addressed FMP compliance, demographic updates, space needs, and other issues. Using independent data, planners validated or adjusted enrollment projections to ensure consistency with the Adequacy Standards and Adequacy Planning Guide and to support fair funding decisions.

Cross-Departmental Collaboration

In FY25, Planning played a key role in supporting PSFA's interdepartmental workflow:

- > **Field Support:** Planning prepared reports for Out-of-Cycle projects and assisted in evaluating space needs, enrollment trends, and plan alignment.
- > **Funding Program Support:** During the vacancy of the Programs Manager (April 2025), Planning staff served as a temporary point of contact for districts navigating application cycles.
- > **Adequacy Standards and Planning Guide:** In FY25, Planning staff participated in the revision of the Adequacy Standards and the preliminary update of the Adequacy Planning Guide, including rewriting certain sections. As part of this work, the team compiled a reference guide that explained and illustrated the Adequacy Standards, the Maximum Allowable Gross Square Feet (GSF) Calculator, and the Planning Guide itself. Planning staff also collaborated with the Facilities Assessment Database Manager to present a summary of these updates to the PSCOC.

FY25 FAST FACTS

- > 24 FMPs reviewed and approved
- > \$627,930 awarded in FMP assistance
- > 34 Out-of-Cycle staff reports prepared
- > 6 new charter school FMPs reviewed
- > 21 FMP projects funded across two award rounds

FY25 TEAM MILESTONE

Members of the Planning Team led development of a demographic data dashboard (launching in FY26), while contributing to project management and the PSFA's website redesign.

Programs

Department Overview

The Programs Department manages the state’s capital outlay application process for public school districts. Its portfolio includes four major funding streams—Standards-Based, Systems-Based, Pre-K Facilities, and the Teacher Housing Pilot (active in FY25 but paused for FY26)—as well as the Lease Assistance program for charter and district schools.

On July 1, 2024, PSFA issued the Call for Letters of Intent (LOIs) and released the final FY25 weighted New Mexico Condition Index (wNMCI) rankings, which determined eligibility for capital funding. Districts and charter schools submitted LOIs by September 30 as a pre-application step.

Following LOI submission, the Programs team worked with applicants to refine project scopes, confirm eligibility, and assess readiness. The department collaborated closely with PSFA’s Facilities, Field, and Finance teams to gather facility data, evaluate maintenance documentation, and determine funding eligibility. For complex projects—such as school replacements or major systems repairs—staff conducted site visits.

Using information gathered during this process, the team calculated gross square footage using the GSF Calculator and estimated total project costs. Eligible and ready projects were advanced to the PSCOC Awards Subcommittee and then the full Council for final consideration. With the departure of the Funding Programs Manager late in FY25, and limited staff, the department entered FY26 with operational challenges.

Core Responsibilities

Key functions of the department include:

- > Managing annual funding cycles and program communications.
- > Reviewing LOIs and confirming eligibility based on statutory and policy criteria.
- > Coordinating with applicants to refine project scopes and budgets.
- > Preparing recommendations for PSCOC funding decisions.

> Administering Lease Assistance applications from charter and district schools.

Funding programs administered in FY25 include:

1. Standards-Based – Major capital improvements to bring schools closer to adequacy.
2. Systems-Based – Targeted building system repairs. (e.g., HVAC, roofs)
3. Pre-Kindergarten Facilities – Capital support for Pre-Kindergarten learning spaces.
4. Teacher Housing Pilot – Educator housing support in rural and tribal areas.
5. Lease Assistance – Lease support for eligible charter and district schools.

Key Accomplishments for FY25

The Programs Department administered grant applications that ultimately resulted in PSCOC awarding a total of over \$198 million dollars to projects benefiting 18 school districts and 96 charter schools (Table 7).

Additional metrics:

- > LOIs submitted: 35.
- > Projects deemed eligible: 34 of 35.
- > Projects deemed ready for award: 25 of 35.
- > Projects taken to Council Awards Subcommittee for consideration: 25 of 35.
- > Projects taken to Council (full) for consideration: 21 of 35.
- > Total projects funded: 21 of 35.

Cross-Departmental Collaboration

Throughout FY25, the Programs Department collaborated closely with PSFA’s Facilities, Field, and Finance teams. Internal coordination was essential during every stage of the application and review process. Facilities and Field staff provided site-level data, conducted site visits for complex proposals, and supported scope validation. Finance staff contributed to funding calculations. These partnerships ensured thorough vetting of applications and supported the development of funding recommendations presented to PSCOC.

TABLE 7 - PSCOC AWARDS BY PROGRAM BASED ON SUBMITTED APPLICATIONS

Program	Number of Projects Funded	Number of Districts	Number of Schools	Total State Funding Awarded (rounded values)
Standards-Based	4	3	4	\$ 141,982,000
Systems-Based	14	12	14	\$ 30,428,000
Pre-K Facilities	1	1	1	\$ 2,072,000
Teacher Housing	2	2	N/A	\$ 1,024,000
Lease Assistance	107	N/A	96	\$ 23,109,000
TOTAL	128	18	115	\$ 198,615,000





PSFA USES 2 MEASURES OF SCHOOL CONDITION

- 1 *Facility Condition Index (FCI) represents the cost of needed repairs as a percentage of a facility's replacement value. Lower percentages mean better condition.*
 - > *The statewide average FCI improved from 70 percent in FY2005 to 57 percent in FY2025.*
- 2 *The Weighted New Mexico Condition Index (wNMCI) builds on FCI by incorporating educational adequacy factors, prioritizing funding based on urgency and need.*
 - > *The wNMCI decreased from 55 in FY2006 to 27 percent in FY 2025, reflecting better overall facility conditions and educational adequacy.*

FY25 AT A GLANCE

- > 200 school assessments.
- > 660 fundable schools + 138 previously funded schools maintained in FAD.
- > 5 full-time assessors.

Facilities Assessment

The Facilities Assessment Department manages the Facilities Assessment Database (FAD), the state's primary tool for evaluating the physical condition and educational adequacy of public school buildings. The FAD helps ensure that the state's capital outlay funding for schools is guided by objective, data-driven priorities.

Department Overview

Each year, public school facilities are ranked based on severity of need using two core metrics: the Facility Condition Index (FCI) and the weighted New Mexico Condition Index (wNMCI). These rankings guide funding decisions made by the PSCOC, helping direct resources to the schools with the greatest need.

The FAD is continuously updated through field assessments, district input, and review of completed projects. Its dynamic nature allows schools with emerging or worsening conditions to move up in priority—ensuring the system remains fair, responsive, and current.

Core Responsibilities

The Assessment Team's primary responsibility is to maintain the quality, accuracy, and transparency of the FAD. This includes:

- > Conducting on-site evaluations of school conditions.
- > Updating system weights and degradation models.
- > Integrating policy and standards changes.
- > Supporting districts in maintaining accurate data.

The FAD is not a static list. A school's ranking may shift due to worsening conditions (e.g., storm damage), completed repairs, or updates to standards. While this flexibility ensures urgent needs are not overlooked, the department also maintains consistency so that districts can plan long-term projects and bond initiatives with confidence.

In FY25, staff conducted over 200 facility assessments across 660 schools, the highest annual total in the

program's history. The team maintained a staff of five full-time assessors—an increase over previous years that reflects PSFA's growing commitment to data accuracy and responsiveness.

Trends and Metrics

Since the FAD's inception, the condition of New Mexico's public school facilities has improved. The average FCI declined from 70 percent in FY05 to 57 percent in FY25, and the wNMCI, which includes educational adequacy factors, dropped from a high of 55 percent in FY06 to 27 percent in FY25.

As of year-end, PSFA was managing 138 active projects. These are expected to reduce average FCI by up to 8 percentage points and the wNMCI by up to 5 percentage points.

Supporting Districts and Improving Data

Accurate facility data is essential for fair funding decisions. In FY25, Assessment staff collaborated with districts, construction partners, and Facilities Master Plan vendors to verify data and record updates. These included:

- > Post-construction condition updates.
- > Joint reviews with the State of New Mexico's Construction Industries Division (CID).
- > Training and support for district personnel.

Ongoing communication and regular fieldwork ensure that schools are ranked accurately and that funding decisions reflect real facility conditions.

Field Team

A typical week in the life of a PSFA Regional Project Manager includes processing nearly 400 emails, participating in 8 to 10 meetings, fielding at least 70 informational phone calls, and spending 2 to 3 days on the road—traveling up to 800 miles per day.

Department Overview

The Field Team plays a critical role in advancing the PSFA’s mission to create safe, equitable, and high-quality public-school facilities across New Mexico. Comprising Regional Project Managers (RPMs), Central Coordinators (CENCOs), a Senior Coordinator, a Close Out Manager, and support staff, the team operates under the direction of the Senior Project Manager. Together, they ensure that every project, whether a new school building or a system upgrade, meets educational standards and contributes to a better learning environment.



Core Responsibilities

The Field Team is actively involved in all phases of each awarded project. Team responsibilities span spatial programming, facility design, construction bidding and contracting, project management, and final close-out. In addition to technical oversight, team members work closely with school districts to help them realize the full potential of their projects. The team also maintains a strong commitment to fiduciary responsibility, ensuring that public funds are managed effectively and transparently.

Key Accomplishments for FY25

In FY25, the Field Team implemented several strategic improvements to enhance project delivery. These included expanded use of the Construction Information Management System (CIMS), the introduction of an RPM Toolkit to standardize processes, and improvements to the Project Status Report (PSR). The PSR now provides more accurate tracking of financials and milestones across all active projects, serving as a key analytical tool for PSFA leadership and oversight bodies such as PSCOOTF and PSCOC.

Areas for Growth

A year-end review of FY25 highlighted additional areas for growth. These included the need for more comprehensive staffing assessments, the development of a robust training program for team members, and clearer communication protocols with both internal and external stakeholders. These insights will guide the Field Team’s continued efforts to improve project outcomes and support New Mexico’s public schools more effectively.

Measurement & Verification (M&V)

AN INITIATIVE FOR NEW MEXICO’S PUBLIC SCHOOLS

Overview of M&V Systems

Energy is often one of the most overlooked areas of opportunity in school district budgets. Across the U.S., public K–12 schools spend over \$8 billion annually on energy—more than is spent on textbooks and computers combined—making it the second-largest operations expense after salaries and benefits.¹ These are not fixed costs; they can be actively managed and reduced. Through energy and water management programs, school districts can gain a clearer understanding of the systems they have in place, how they operate, what they cost, and how they perform over time.

With continued pressure on public budgets, real-time M&V of energy and water use offers school districts a powerful tool to reduce operating expenses and improve system efficiency. It also provides a foundation for engaging students and staff in sustainability efforts by integrating real-world data into the learning environment. Better energy and water performance doesn’t just cut costs—it also supports healthier classrooms, more effective buildings, and more resilient communities.

M&V systems are widely used in buildings of all kinds to collect, transmit, and analyze data on electricity, gas, and water consumption. These systems help facility managers and operators identify inefficiencies, verify the results of energy-saving measures, and optimize maintenance schedules. Organizations that implement M&V benefit from improved operational efficiency, cost savings, and better resource management.

Public schools, in particular, stand to gain significantly from these systems. In many states, M&V has helped educational facilities reduce utility expenses, enhance building comfort and safety, and extend the life of infrastructure investments—by providing actionable insights into how school facilities actually perform.

¹ U.S. Department of Energy, Better Buildings Initiative. “K–12 School Districts Sector.” <https://betterbuildingssolutioncenter.energy.gov/sectors/k-12-school-districts>



Pilot Program and Vendor Partnership

Initiated under Maintenance and Operations in 2014, PSFA has installed meters and monitoring equipment in numerous schools statewide as part of its M&V project. However, a centralized data platform was not initially established, limiting the ability to analyze accumulated data. To address this issue, PSFA engaged a local vendor to provide energy management technology and software services for PSCOC-funded school facilities. This initiative began with a pilot program involving four districts:

- > Farmington Municipal Schools
- > Gallup McKinley School District
- > Hobbs Municipal Schools
- > Los Lunas Public Schools
- > Bernalillo Pubic School (Santo Domingo Elementary School)

Funding and Subscription Model

The vendor provides access to data through a subscription model charged per site. Funding for three years of service was approved by the PSCOC in 2022. In 2022, PSCOC approved funding for three years of service at each pilot program site.

Maintenance & Operations (M&O) Support

The Maintenance & Operations (M&O) Support team is essential to protecting New Mexico’s long-term investment in public school facilities. While capital funding builds or renovates schools, maintenance keeps them operating safely, efficiently, and for as long as possible.

Department Overview

Quality maintenance programs directly impact educational outcomes. Research increasingly links well-maintained facilities to higher student achievement, lower absenteeism, and better teacher retention. With billions of dollars invested in school infrastructure over the past two decades, M&O ensures these improvements continue to support teaching and learning for decades to come.

Core Responsibilities

The M&O Support team works directly with school districts to build and sustain high-performing maintenance programs. Core responsibilities include:

- > **Facility Maintenance Assessment Report (FMAR):** Conducting on-site evaluations of building systems to determine maintenance performance.
- > **Preventive Maintenance (PM) Planning:** Supporting districts in meeting statutory PM requirements through annual planning updates.
- > **FIMS Training & Support:** Helping districts use the state-provided Facility Information Management System (FIMS) to manage work orders and utility tracking.
- > **Performance Improvement:** Offering technical support, training, and follow-up assessments to help districts respond to deficiencies and raise FMAR scores.
- > **Recognition & Leadership:** Coordinating the annual Ben Luján Maintenance Awards to honor outstanding district performance and leadership in facilities management.

Facility Maintenance Assessment Report (FMAR)

The FMAR is a tool that measures school district maintenance performance. First implemented in 2011, the FMAR has evolved through four cycles and remains central to assessing and improving maintenance effectiveness.

Through programs like the FMAR, PM Planning, and the FIMS, the M&O team equips districts and charter schools with tools, training, and insights to boost operational efficiency and reduce costly deferred maintenance.

> Goals of the FMAR

1. Measuring maintenance performance through physical inspections, preventive maintenance planning, and FIMS usage.
2. Identifying areas for improvement and helping districts develop strategies to achieve a “Satisfactory” or better rating for their assets.
3. Supporting capital planning by highlighting potential renewal needs and reducing deferred maintenance.

> FMAR Factors —For each school district, the FMAR evaluates three factors:

1. Use of a PM Plan (state statutory requirement).
2. Use of the FIMS for tracking maintenance and utilities (state statutory requirement).
3. Physical assessment of 22 critical building system categories, covering everything from structural elements to life safety systems.

> FMAR Scoring — FMAR Scoring is built around a five-point rating system:

1. **Outstanding (> 90%):** Demonstrates a highly focused and goal-driven maintenance culture; facility conditions are exceptionally good.
2. **Good (80% ≤ Rating < 90%):** Shows a well-supported maintenance program; facilities are high quality but not outstanding.
3. **Satisfactory (70% ≤ Rating < 80%):** Adequate maintenance meeting minimum standards; room for improvement remains.
4. **Marginal (60% ≤ Rating < 70%):** Barely meets minimum standards; improvement needed.
5. **Poor (≤ 60%):** Maintenance is inadequate; urgent improvements required to avoid failures.

> FMAR Performance Trends — Since its inception, the FMAR has provided valuable insight into the state of school maintenance in New Mexico.

- > **Cycle 1 (2011–2015):** Baseline rating of 57 percent, indicating poor maintenance statewide.
- > **Cycle 2 (2015–2017):** Increased to 65 percent, showing districts were making progress but still marginal.
- > **Cycle 3 (2017–2022):** Achieved a milestone with a 71.69 percent average, crossing the Satisfactory threshold for the first time.
- > **Cycle 4 (2023–2027):** Midway through this cycle, 184 assessments show continued improvement, reduced safety deficiencies, and higher overall scores.



Tables 8 and 9 summarize the number of schools assessed and the percent distribution of schools by assessment rating, respectively, across Cycles 1 through 3 and during Cycle 4 through the end of Fiscal Year 2025 (June 30, 2025). Figure 8 illustrates the percentage of assessed schools rated “Satisfactory” or better in each cycle. The notable increase in assessments during Cycle 3 reflects the extended timeframe of this cycle as well as enhanced coordination between the Maintenance team and Field Assessors to conduct FMARs. This collaboration involved the implementation of a procedural change requiring assessors to update the FAD and complete an FMAR simultaneously, contributing to the increased assessment volume. The data reveal a clear upward trend in facility condition ratings, with the percentage of schools rated satisfactory or above increasing steadily from 22.5 percent in Cycle 1 to 83.0 percent in Cycle 4.

To help districts improve FMAR scores, PSFA introduced a formal Cycle 3 process allowing districts to address

deficiencies within 60 days using FIMS work orders. Updated preventive maintenance plans and FIMS training further boosted performance.

Partnerships with Cooperative Educational Services (CES) and the New Mexico Public School Insurance Authority expanded training programs, enhancing facility management skills statewide and supporting sustained improvements in building system longevity.

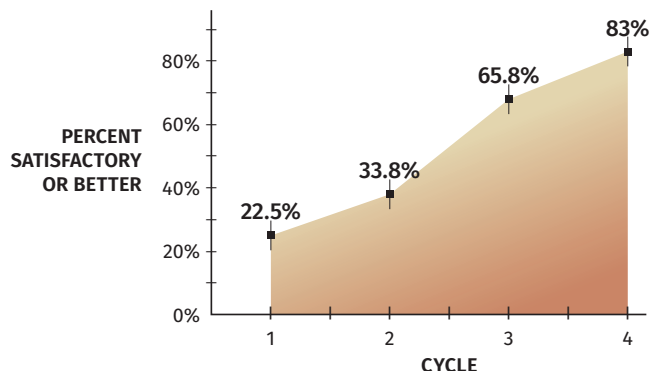
TABLE 8 - NUMBER OF SCHOOLS ASSESSED BY CYCLE AND FMAR RATING

Cycle	Start	End	Number of Schools Assessed by FMAR Rating					TOTAL
			Poor	Marginal	Satisfactory	Good	Outstanding	
1	1-Jul-11	30-Jun-15	43	26	17	3	0	89
2	1-Jul-15	30-Jun-17	15	38	22	4	1	80
3	1-Jan-17	31-Dec-22	120	167	269	230	54	840
4	10-Jan-23	Ongoing	23	35	113	140	31	342

TABLE 9 - PERCENT OF SCHOOLS BY FMAR RATING

Cycle	Start	End	Number of Schools Assessed by FMAR Rating					TOTAL
			Poor	Marginal	Satisfactory	Good	Outstanding	
1	1-Jul-11	30-Jun-15	48.3%	29.2%	19.1%	3.4%	0.0%	100%
2	1-Jul-15	30-Jun-17	18.8%	47.5%	27.5%	5.0%	1.3%	100%
3	1-Jan-17	31-Dec-22	14.3%	19.9%	32.0%	27.4%	6.4%	100%
4	10-Jan-23	Ongoing	6.7%	10.2%	33.0%	40.9%	9.1%	100%

FIGURE 8 - PERCENT OF ASSESSED SCHOOLS RATED SATISFACTORY OR BETTER



Facility Information Management System (FIMS)

Quality maintenance is vital to protect billions of dollars invested in public school infrastructure and keep schools safe, healthy, and comfortable. Formal preventive maintenance planning, combined with data-driven tools like FMAR and FIMS, foster a proactive maintenance culture that extends asset life and supports better educational outcomes.

Since 2006, FIMS has been the statewide backbone for managing maintenance work orders and utility data. It helps districts by:

- > Reducing reactive maintenance through planned preventive actions.
- > Tracking power and water use to improve resource management.
- > Providing actionable data to improve maintenance efficiency and reduce costs.

About 65 percent of New Mexico school districts use FIMS Maintenance and Preventive Maintenance Direct modules to drive efficiencies, while approximately 48

percent use the Utility Direct module for energy tracking.

Districts finished last year with a 72 percent preventive maintenance plan currency rate. These rates have remained steady despite pandemic recovery and ongoing staffing and funding challenges.

Ben Luján Maintenance Achievement Awards

Established in 2005 and named after the late Speaker of the House Ben Luján Sr., these awards recognize exceptional maintenance teams and individuals who demonstrate outstanding leadership and commitment to facility excellence.

Over the years, the awards have honored:

- > 44 school districts for facility condition excellence
- > Over 330 individual staff members across 46 districts
- > The Public School Plant Manager of the Year Award, introduced in 2018, celebrates exemplary leadership in school facility management.

TABLE 10 - BEN LUJÁN MAINTENANCE ACHIEVEMENT AWARDS AWARD RECIPIENTS FOR FISCAL YEAR 2025

Name	District	Award Type	Name	District	Award Type
Josh Radcliff	Melrose	Individual Award	Jesus Lucero	Rio Rancho	Individual Award
Darin Padilla	Questa	Individual Award	Sarah Myers	Rio Rancho	Individual Award
Maintenance Team	Questa	Team Award	Joseph Chavez	Rio Rancho	Individual Award
Andrew Sainz	Tularosa	Individual Award	Maintenance Team	Rio Rancho	Team Award
Anthony Brown	Deming	Individual Award	Maintenance Team	Los Lunas	Team Award
Chris Gutierrez	Deming	Individual Award	Maintenance Team	Los Alamos	Team Award
Patrick Gonzales	Tucumcari	Individual Award	Maintenance Team	Farmington	Team Award
Jakus Martinez	Tucumcari	Individual Award	Charles Vanden Broeck	Farmington	Plant Manager of the Year
Cody Ryen	Tucumcari	Individual Award	Roxy Flanders	Gallup	Life-Time Achievement
Veronica Hernandez	Tucumcari	Individual Award	Clovis Schools	Clovis	Outstanding Performance
Maintenance Team	Hobbs	Team Award	Farmington Schools	Farmington	Outstanding Performance
Shawn Drake	Hobbs	Individual Award	Central Schools	Central	Outstanding Performance
Andrew Alarid	Rio Rancho	Individual Award	Hobbs Schools	Hobbs	Outstanding Performance



Human Resources

Department Overview

The Human Resources (HR) Department plays a central role in supporting PSFA’s organizational health and workforce stability. In FY25, HR focused on strategic improvements to onboarding, talent acquisition, and employee retention, while maintaining strong performance across key workforce metrics.

Core Responsibilities

HR is responsible for managing recruitment, onboarding, employee relations, and workforce analytics. The department ensures compliance with employment policies and supports a positive employee experience through structured engagement and retention strategies.

The metrics presented in **Table 11** highlight the department’s success in attracting and integrating new talent. A 90-percent offer acceptance rate indicates strong alignment between candidate expectations and organizational value, while a new-hire turnover rate of 11 percent suggests that the extended onboarding process helped reduce early attrition. Additionally, 54-percent diversity representation reflects ongoing efforts to build a more inclusive workforce.

Table 12 gives insight into broader workforce dynamics. A 92 percent retention rate demonstrates overall organizational stability, while the 18 percent total turnover rate and 19.5 percent voluntary attrition rate point to areas for continued

TABLE 11 - PSFA HR - TALENT ACQUISITION AND ONBOARDING

Metrics	Results
Offer acceptance rate	90%
New hire turnover rate	11%
Diversity and inclusion	54%

In FY25, HR led a major expansion of the onboarding program, extending the formal integration period from 3 months to 12 months. This initiative included:

- > **Mandatory pre-boarding meetings with managers two weeks prior to start dates.**
- > **Structured follow-up meetings at 30 days, 60 days , 90 days, 6 months, and 12 months.**
- > **Integration of training plans and performance goals into onboarding milestones.**

These changes provided managers with more time to prepare training resources and mentorship opportunities, resulting in smoother transitions for new hires.

Key Accomplishments for FY25

Tables 11 and **Table 12** present key metrics in two critical areas: talent acquisition and onboarding, and employee experience.

TABLE 12 - PSFA HR – EMPLOYEE EXPERIENCE METRICS

Metrics	Results
Retention rate	92%
Total turnover rate	18%
Attrition rate	19.5%
Voluntary turnover rate	19.5%

focus in employee engagement and career development. These figures underscore the importance of HR’s role in maintaining a resilient and committed workforce.

These metrics reflect a strong year for talent acquisition and retention, with high offer acceptance and retention rates indicating workforce stability. The department also maintained a competitive staffing efficiency rate of 87.5 percent, supporting PSFA’s operational continuity.

Cross-Departmental Collaboration

HR worked closely with department managers to align onboarding goals with operational needs. The expanded onboarding framework improved coordination between HR and supervisors, ensuring that new hires received timely training and mentorship. These efforts contributed to improved employee engagement and reduced early turnover.

Information System and Technology

The Information Systems & Technology (IST) Department supports PSFA’s mission by maintaining secure, reliable, and modern technology infrastructure.

Department Overview

In FY25, IST focused on upgrading hardware, migrating core systems to the cloud, and initiating in-house software development projects to improve operational efficiency and data accessibility.

The department’s work spans three core areas:

- 1. Front Office:** User-facing hardware and software.
- 2. Back Office:** Infrastructure and system administration.
- 3. Development:** Custom software solutions.

These efforts ensure that PSFA staff have the tools and systems needed to perform their work effectively and securely.

Core Responsibilities

IST is responsible for managing agency-wide technology assets, supporting staff devices and applications, maintaining secure data environments, and developing custom software tools. In FY25, the department made significant progress in modernizing PSFA’s technology landscape.

Key Accomplishments for FY25

- > Front Office Projects:** IST completed a major hardware refresh, replacing outdated equipment and standardizing staff devices:
 - > Procured 114 new monitors, replacing units dating back to 2016.
 - > Replaced approximately one-third of staff laptops with Lenovo T16 models.
 - > Issued Galaxy S25 cellphones to all staff, marking the agency’s first full deployment of mobile devices; landlines will be phased out in FY26.
 - > Deployed Office 365 to all staff, replacing Office 2016.

These upgrades improved user experience, reduced support needs, and prepared the agency for future growth.

- > Back Office Projects:** IST advanced several infrastructure initiatives to enhance security, manageability, and cloud readiness:
 - > Implemented Microsoft Intune for remote device management, enabling secure software updates, installations, and remote wipe capabilities.
 - > Completed email migration from on-premises servers to Microsoft cloud services, a complex, multi-month effort that preserved all user data.
 - > Laid groundwork for file migration, MS Teams and MFA deployment in FY26.

These projects laid the groundwork for a more agile, secure, and scalable IT environment.

- > Development Projects:** IST began development on several in-house software tools to streamline operations and improve data integration:
 - > Project Participation Worksheet (PPWS): A modern replacement for Finance’s legacy Excel-based tracking system; completion expected in early FY26.
 - > Dashboard and Monolith Projects: Designed to unify data sources (FAD, F6, PPWS) under a single interface using custom JavaScript code.
 - > Website Redesign: Engaged a contractor for interim improvements; further refinements planned in FY26 to better serve staff and stakeholders.

These initiatives reflect IST’s growing role in software development and data strategy, supporting PSFA’s long-term goals for transparency and operational efficiency.



Office of Broadband Access & Expansion (OBAE)

OBAE FY25 ACCOMPLISHMENTS: EXPANDING BROADBAND FOR NM SCHOOLS

Broadband is high-speed internet delivered via fiber, fixed wireless, or satellite. It forms the foundation for modern technology, enabling access to public services, educational opportunities, telehealth, job growth, economic development, and remote work. Reliable broadband is essential for students, teachers, and communities to thrive in the 21st century.

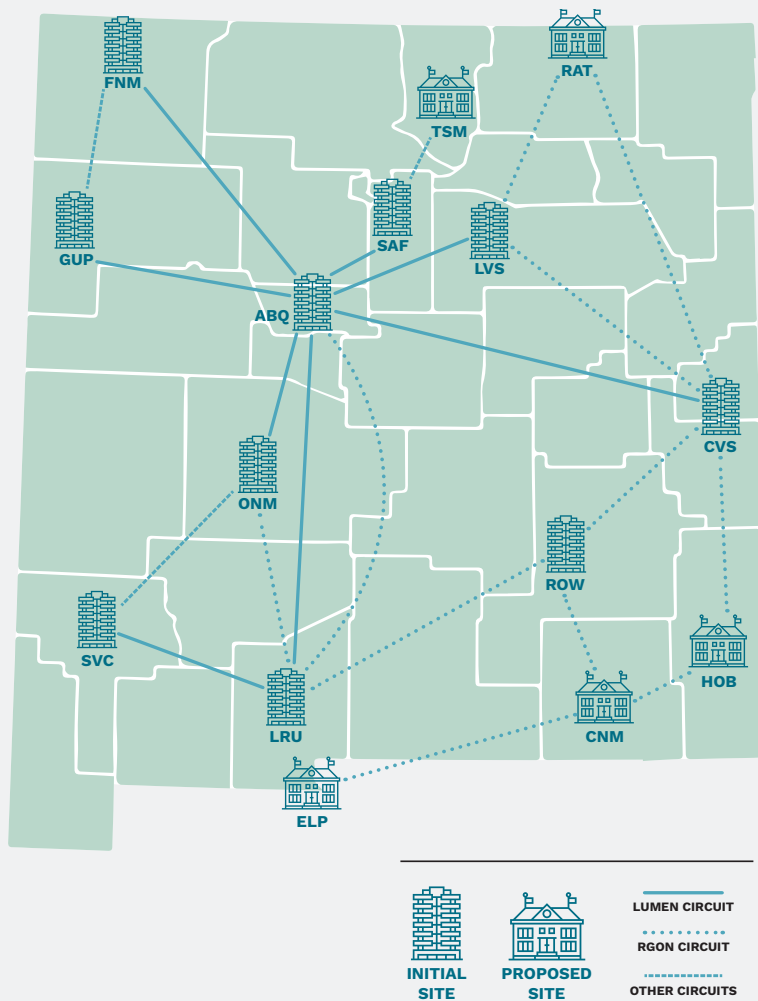
Statewide Education Network (SEN) - FY25 Status

- > 222 schools and sites across 5 school districts and 3 charter schools were connected, serving nearly 94,000 students and over 22,000 teachers and staff.
- > 11 additional districts and charter schools were pending connections, which would add 103 schools and nearly 49,000 students, approaching 47% of New Mexico's student population.
- > SEN provided access to classes, educational resources, online services, technical support, and improved cybersecurity.

OBAE FY25 Actions

- > Managed Network Expansion: Oversaw pending school connections and completed the transition of SEN oversight from PSFA to OBAE.
- > Secured Federal Funding: Assisted schools in obtaining E-rate funds for internet access; New Mexico used nearly 88% of available federal broadband funding, ranking second nationally.
- > Enhanced Broadband Access: Strengthened statewide internet resilience, improved equitable access to technology, and reduced cybersecurity and administrative burdens for schools.

FIGURE 9 - MAP SHOWING STATEWIDE EDUCATION NETWORK (SEN)



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OTHER CONTRIBUTORS:

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- > Lea Perez, Planning Analyst
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GUIDANCE & SUPPORT

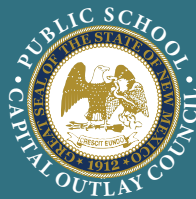
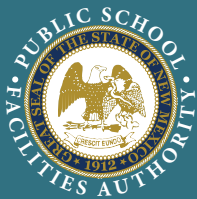
We also acknowledge the Public School Capital Outlay Council Members (PSCOC), the New Mexico Legislature, and Governor Michelle Lujan Grisham. Your leadership and expertise are pivotal in providing capital outlay funding to improve the infrastructure of New Mexico public schools.

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