

State of New Mexico Public School Facilities Authority

ADDENDUM No. 2

RFP 94000-2026-003 Adequacy Planning Guide (APG) Consulting Services

May 15, 2026

This Addendum consists of the following questions and answers to the RFP. Please note the answers in *italicized font*. A copy of the PDF slides from the Pre-proposal conference are attached to this document as well.

Q1: Will the firm awarded this contract be precluded from pursuing or performing K–12 architectural work in New Mexico during the term of this agreement or future work after the new APG standards are in place?

No. The Scope of Work does not prohibit the selected firm from pursuing or performing K–12 architectural work in New Mexico during or after the contract, including once the updated planning framework is in place.

However, because the firm will help develop statewide school facility planning requirements, it is subject to strict conflict-of-interest and ethics safeguards. It must ensure all work is objective and evidence-based and not structured to create a competitive advantage in future K–12 work for the firm or any affiliates.

The firm must disclose and actively manage any actual or potential conflicts and maintain clear separation between project personnel and business development or project pursuit activities that could be influenced by the emerging framework. This separation is intended to preserve impartiality and avoid any real or perceived advantage in future competition.

The core requirement is protecting the integrity of both the planning process and stakeholder engagement. Input must remain independent and unfiltered; it cannot be shaped—intentionally or otherwise—by consultant influence. For this reason, the Scope emphasizes transparent engagement, documentation, and appropriate oversight.

In short, the restriction is not on market participation, but on conduct that could compromise neutrality, distort stakeholder input, or unfairly leverage insights gained through the work. Beyond standard confidentiality and non-misuse of non-public information, no post-contract restriction on K–12 work applies.

Q2: When a national firm partners with a local design firm, does preclusion apply to the lead architect of record, the local partner, or both entities?

Preclusion applies equally to all members of the consulting team, regardless of whether they are the prime contractor or a subconsultant. In this context, there is no distinction in ethical obligation between the lead firm and supporting partners; all entities participating in the project are subject to the same conflict-of-interest and neutrality requirements. Note that the concept of a “lead architect of record” is not applicable to this planning-focused project.

Q3: Will upcoming RFPs include preclusion language, and if so, can PSFA provide vendors advance notice to make an informed pursuit decision?

Future solicitations will clearly state any applicable conflict-of-interest requirements in the RFP, ensuring firms have consistent information to make informed decisions about whether to pursue the opportunity.

Q4: Is a New Mexico based team presence required for stakeholder meetings, and should that representation be from the PSFA side, the consultant team, or both?

The Scope of Work requires the consultant team to support and facilitate statewide stakeholder engagement activities across New Mexico, including in-person meetings, workshops, and related sessions.

The consultant’s stakeholder engagement specialist is expected to attend and facilitate all stakeholder engagement meetings in person to ensure continuity, consistency, and effective capture of input throughout the process.

In addition, at least one other member of the consultant team (excluding the stakeholder engagement specialist) is expected to be present—either in person or virtually—at all stakeholder engagement meetings to ensure appropriate technical support, continuity, and responsiveness across the engagement process.

Other consultant team members may participate remotely where appropriate; however, the SOW anticipates in-person participation by key personnel during critical phases of the work. This includes the initial round of stakeholder engagement, where the consultant team is expected to establish the project framework, clearly communicate the project approach, and set expectations regarding process, ethics, and engagement principles. It also includes in-person participation in Round 5 (the final plenary session), where the team will present final recommendations.

PSFA will also maintain active participation and oversight throughout the stakeholder engagement process and will be represented at all engagement sessions as part of its role in managing, guiding, and coordinating the update effort.

Q5: Can the stakeholder engagement strategy be a blended effort of in person and hybrid?

Yes. See response to Q4.

Q6: Should the GSF Calculator be designed for online use?

Yes. The GSF Calculator will be accessible for general public use on the PSFA website.

Q7: What is your anticipated budget for this engagement?

The budget for this statutorily required, high-priority project has not been predetermined. It will be established based on the final scope, proposed approach, level of effort, and the quality and comprehensiveness of responses received through this procurement process. PSFA will evaluate proposals to determine the most effective and appropriate use of available funding in alignment with the goals of the APG update.

Additional Clarification:

There will be no retroactive application of the revised APG, Adequacy Standards, or GSF Calculator to projects already awarded or already in progress. The revised framework will also not be applied retroactively to any projects approved during the FY26 Award Cycle.

Include this signed and dated Addendum 2 and Acknowledgement with your Proposal.

Acknowledgment not signed, dated and included with the RFP Proposal, may deem the Proposal submission as non-responsive, and the proposal may be rejected.

Thank you for your interest in the New Mexico Public School Facilities Authority (PSFA) solicitations.

Daniel Dominguez
PSFA Contracts Analyst

RFP 94000-2026-003

ADDENDUM #1 ACKNOWLEDGEMENT:

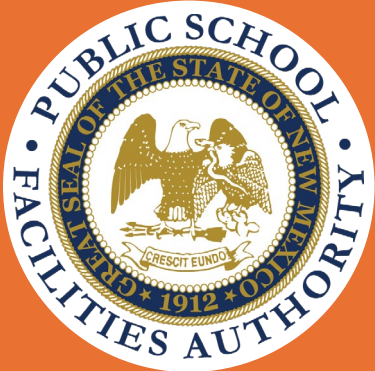
Business Name

Authorized Signature

Date

Scope of Work
**New Mexico
Statewide
Planning
Framework**

May 6, 2026



New Mexico Public School Facilities Authority

Established to ensure a
fair, uniform system
for funding and
improving public
school facilities
statewide

1999: District Court Rules Against the State (“Zuni Lawsuit”)

- Public school capital outlay funding was violating the State Constitution.
- Constitution guarantees establishment and maintenance of a “uniform system of free public schools sufficient for the education of all children of school age”.
- Court ordered the State to “establish and implement a uniform funding system for capital improvements and for correcting past inequities”.

1999 – 2001: Adequacy Standards Drafted

- Public School Capital Outlay Council (PSCOC) develops draft “New Mexico Public Schools Facility Adequacy Standards”

2002: Adequacy Standards Adopted

- Established **minimum** acceptable physical condition and enrollment capacity for school buildings
- Provided a **measuring stick** to evaluate any existing or proposed public school building
- Defined **minimum sizes** for select space types, based on New Mexico Public Education Department (PED) Standards for Excellence

2002 – 2004: Schools Assessed and Ranked

- Schools throughout New Mexico were assessed and ranked by condition.

2004: First Standards-based funds awarded

- PSCOC makes the first Standards-based funding awards, based on the statewide ranking of schools

PSFA's Statewide
Planning Framework:
Purpose, Role,
Gaps,
Components

- **Purpose:** Provide guidance for school districts seeking state capital funding through PSCOC
 - The APG is a key tool for managing New Mexico's Public School Capital Outlay Fund.
- **Role:** Support facility design and right-sizing of schools based on enrollment and programs
- **Current Gaps:**
 - Existing Adequacy Standards do not fully reflect modern educational practices (e.g., CTE, early childhood, special education, wellness)
 - There is inconsistent consideration of shared-use spaces (gyms, playgrounds, community services) and other community impacts
- **Components:**
 - Adequacy Planning Guide (APG)
 - Adequacy Standards
 - Maximum Allowable Gross Square Foot Calculator

Project Rationale and Expectations

- **Project Need:** APG, Adequacy Standards, and GSF Calculator require periodic review to stay current
- **RFP Objective:** PSFA seeks a multi-disciplinary consulting team to review and revise these tools
- **Key Goal:** Ensure alignment with current educational, programmatic, safety and other needs
- **Project Outcome:** Updated APG, Adequacy Standards, and GSF Calculator, developed through a process that incorporates best practices and identifies potential statutory changes supported by the community

Consultant Objectives



Broaden stakeholder engagement statewide

Gather robust, representative input from diverse voices to inform APG design, use, and content.



Integrate state standards, national best practices, and emerging programs

Ground the APG in New Mexico requirements while incorporating national best practice input, evolving educational programs, and community needs; identify where updates to standards may be warranted.



Distinguish “must do” from “should do”

Clearly separate statutory requirements (standards) from best practices (guidance).



Improve clarity and flexibility

Make the APG clearer and more intuitive while enabling design flexibility within statutory and fiscal constraints.



Increase visual clarity and usability

Present content in more visual, user-friendly formats to improve navigation and understanding.



Redesign the GSF Calculator

Shift to an enrollment- plus-program-driven model that reflects real space needs and clarifies long-term total cost of ownership (TCO), staffing, and energy impacts.

Consultant Qualifications

- ❑ **Expertise:** Bring nationally recognized firm-level expertise in school facility planning and design, with senior-level experts actively engaged on the project team
- ❑ **Stakeholder Engagement:** Deliver high-quality, in-person stakeholder engagement across the state, building trust and generating actionable input
- ❑ **National Best Practices:** Apply national best practices in school facility planning and design
- ❑ **Cost-Efficient Design:** Possess experience translating educational programs into effective, cost-efficient facility designs
- ❑ **Planning for Varied School Types:** Able to plan for a wide range of space types across all funded schools, including constitutional schools (Deaf, Blind, Military Institute)
- ❑ **Translate School Needs into Guidance:** Evaluate existing spaces and integrate emerging programs into facility guidance
- ❑ **Knowledge of New Mexico:** Include team members with strong, working knowledge of New Mexico's communities, governance, and education system
- ❑ **Graphic and Technical Skills:** Produce clear, visually effective, and methodologically sound planning documents and tools

See Appendix B for detailed qualification requirements

Consultant Ethics and Conflict of Interest

Ensure	Maintain	Disclose	Acknowledge	See
Ensure all work is conducted objectively in the public interest and is defensible as a fair and equitable statewide planning process	Maintain full impartiality and public trust throughout the project, with no financial or other interests in work that could benefit from APG, Adequacy Standards, or GSF Calculator updates	Disclose any actual or potential conflicts of interest and establish ethical walls as required to prevent improper influence on project work	Acknowledge PSFA authority to review, determine, and disqualify firms or individuals where conflicts may compromise impartiality or credibility	See Section 5.A.3 of the Scope of Work for more information

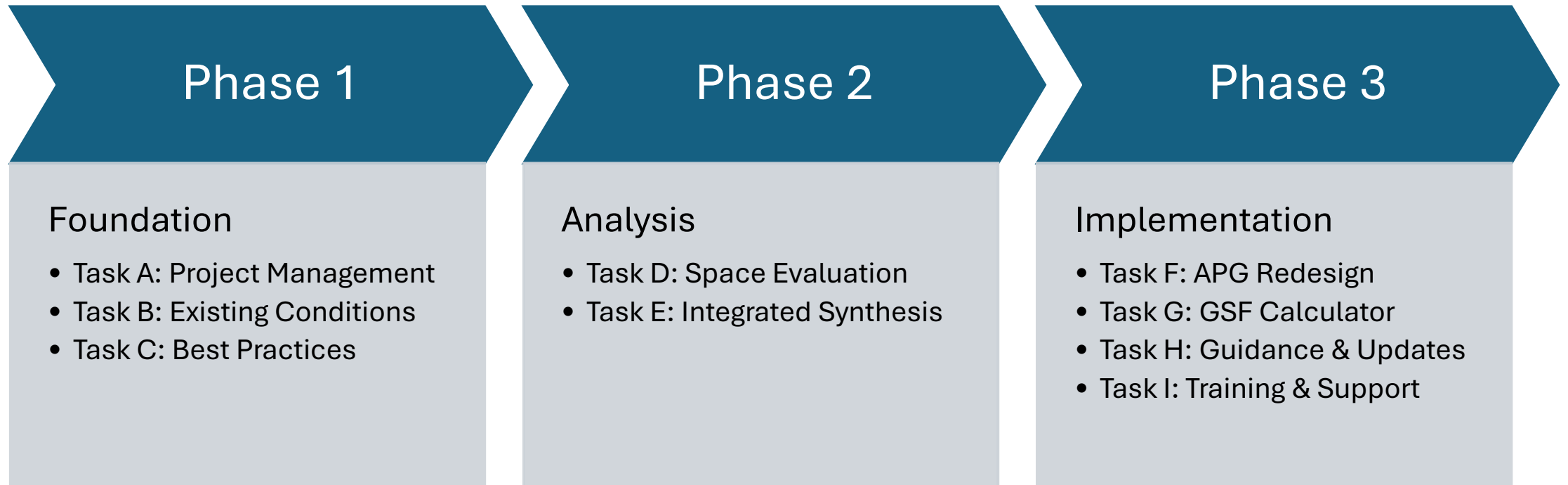
Project Scope at a Glance

- Lead a robust, statewide stakeholder engagement process across all project phases
- Evaluate existing and emerging space types
- Promote cost-efficient, high-quality design solutions
- Redesign the APG to improve visual clarity and reduce text dependency
- Redesign and enhance the GSF Calculator
- Integrate maintenance cost and staffing estimates into the GSF Calculator
- Provide guidance on APG implementation and update cycles
- Develop APG training materials (optional task)

Scope Structure and Approach

- ❑ Structure work around nine (9) coordinated and interdependent tasks, including one optional task subject to PSFA approval and available budget
- ❑ Execute work through iterative rounds of statewide stakeholder engagement, with input informing each phase of analysis, design, and refinement
- ❑ Advance work through a phased sequence that moves from evaluation and analysis to development, refinement, and implementation support
- ❑ Complete the project within an anticipated schedule of twelve to eighteen (12 – 18) months following Notice to Proceed, subject to PSFA approval of a detailed task-level schedule in a Refined Scope of Work (RSOW)

Project Roadmap



TASK A: Project Management

Overall Project Management

- Lead project coordination from Notice to Proceed through closeout
- Manage schedule, budget, deliverables, and quality control
- Coordinate consultant team and subconsultants

Project Governance & Communication

- Serve as single point of contact for project execution
- Maintain clear decision-making and approval flow with PSFA
- Document decisions, actions, and project status

Project Definition & Controls

- Develop Refined Scope of Work (RSOW)
- Establish detailed schedule, risks, and work plan
- Implement quality control and assurance procedures

Stakeholder Engagement Framework

- Establish structured statewide engagement approach
- Organize iterative engagement rounds across all tasks
- Ensure stakeholder input informs all major deliverables

TASKS B & C: Existing Conditions and Best Practices



Assess Existing Conditions

Review APG, Adequacy Standards, and GSF Calculator
Document current space types, structure, and methodology
Identify gaps, inconsistencies, and baseline constraints



Capture Prior Input & Context

Compile prior stakeholder engagement and workshop input
Organize existing findings for use in analysis and engagement



Research National Best Practices

Review national school facility planning and design standards
Identify emerging educational programs and space types
Evaluate prototype and repeatable school design approaches



Define Emerging Trends

Review Career Technical Education (CTE) and evolving program needs
Review energy systems, HVAC, and renewable integration
Analyze climate-responsive and resilient school design strategies
Assess site planning, safety, and multimodal access practices



Prepare Engagement Materials

Develop visuals and summaries for stakeholder review
Support structured engagement rounds with clear reference content

TASKS D & E: Evaluation and Synthesis

1

Evaluate Space Needs & Performance

- Assess existing and emerging school spaces
- Evaluate alignment with programs, standards, and operations
- Analyze site, access, circulation, and climate impacts

2

Synthesize Findings

- Integrate APG, standards, and national best practices
- Identify gaps, inconsistencies, and opportunities
- Develop policy-level and statutory recommendations

3

Assess Systemwide Implications

- Evaluate capital, operational, and staffing impacts
- Compare implications across district types and sizes
- Identify tradeoffs and implementation constraints



Prepare Engagement Materials

Develop visuals and summaries for stakeholder review

Support structured engagement rounds with clear reference content

TASKS F through I: Redesign and Implementation

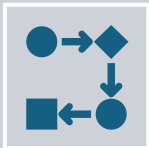


Redesign Core Tools

Redesign APG for usability, clarity, and visual structure

Redesign GSF Calculator using program-based methodology

Ensure alignment across APG, GSF Calculator, and standards



Develop Implementation Framework

Establish update cycles and governance structure

Define roles, responsibilities, and usage guidance

Create long-term maintenance approach



Build Training & Support

Develop training materials and onboarding resources

Provide implementation support for statewide rollout


Test tools through iterative stakeholder engagement



Prepare Engagement Materials

Develop visuals and summaries for stakeholder review

Support structured engagement rounds with clear reference content



Consulting Team Evaluation Criteria

Scoring

	Evaluation Criteria	Evaluation Focus	Points
1	Project Management and Quality Control	Able to manage a multi-phase project with effective scheduling, quality control procedures, and multidisciplinary coordination.	180
2	Stakeholder Engagement and Facilitation	Able to plan, facilitate, and document inclusive, statewide, diverse, multi-stakeholder engagement while maintaining neutrality and transparency.	180
3	Proposed Approach and Understanding of APG	Demonstrates a clear, coherent approach aligned with the Scope of Work and an understanding of APG purpose, context, and intended outcomes.	140
4	Planning Tools and Deliverables	Able to develop clear, usable planning tools and deliverables that support decision-making and implementation.	110
5	Cost Implications and Financial Analysis	Able to evaluate how planning, design, and program decisions affect capital cost, lifecycle cost, maintenance, and staffing, and to integrate these relationships into analytical tools.	75
6	Educational Facilities Planning and Design Expertise	Demonstrates expertise and experience in developing school facility standards, planning guidance, and design solutions across varied contexts (e.g., district sizes, geographies, educational models, cultures).	75
7	Specialized Schools Expertise	Demonstrates expertise and experience in planning or designing facilities for specialized or nontraditional schools, such as schools for the deaf or blind, and for military or residential schools	50
8	Energy Efficiency, Climate Resilience, and Risk Adaptation Expertise	Demonstrates expertise and experience in integrating energy efficiency, climate resilience, and risk considerations (including building system performance, refuge from forest fires, etc.) into facility planning and design.	40
9	Access and Circulation Expertise	Demonstrates expertise and experience addressing site access, circulation, ADA accessibility, parking, and safety across multiple travel modes (walking, bicycling, buses, personal vehicles), as well as EV charging infrastructure for cars and school buses.	25
10	Qualifications of Key Personnel	Demonstrates that key personnel have relevant experience, defined roles, and sufficient capacity to deliver the project.	35
11	Professional Integrity and Conflicts of Interest	Demonstrates a clear approach to maintaining professional integrity, neutrality, and managing conflicts of interest.	45
12	Project Cost	Demonstrates that proposed cost is reasonable, well-documented, and aligned with the Scope of Work and level of effort.	45
		TOTAL (Max = 1,000)	1,000

Thank you!

Questions?

Submit additional
questions to:

carfp@nmpsfa.org

