



PSCOC DIGEST

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MESSAGE FROM THE AWARDS SUBCOMMITTEE CHAIR

Joe Guillen

Executive Director of the New Mexico School Boards Association

The Public School Capital Outlay Council (PSCOC) is anticipating the first systems-based awards this September. This program is designed to benefit school district capital outlay, particularly in a fiscal environment of having to do more with less. By strategically renovating or replacing targeted systems within a school facility, not only are we extending the anticipated life of the facility as a whole, but are better utilizing both the State's and the local school districts' valuable resources and funds. Improvements to certain building systems may lead to a reduction of facilities operating costs, capital expenditures, energy consumption, utility costs, maintenance, and custodial expenses. This is the pilot year of the new program and we encourage more school districts to take advantage of this great program in future award cycles.

In addition, the Broadband Deficiencies Correction Program

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THE IMPORTANCE OF LONG TERM PLANNING

BY PSFA PLANNING & DESIGN TEAM

School districts face significant decisions regarding spending in order to provide quality education; facilities must be among them. Previous studies, such as a 2015 report from Penn State University¹, confirm the importance of school facilities on a student's ability to learn and a teacher's ability to teach. For superintendents, budgeting can be daunting. The Five Year Facilities Master Plan (FMP) is a management tool to help districts organize their capital facilities needs into priorities, thus allowing districts to allocate often scarce funds to those with the greatest need. Since FMPs assist the districts in several ways, the Public School Capital Outlay Council (PSCOC) encourages all school districts and state chartered charter schools to adopt and regularly update their plan. FMPs are based on several inputs, such as demographic data, building and system life cycle information, maintenance conditions, utilization and capacity. These inputs provide the district a solid basis of fact that drives decisions demonstrating an efficient and sustainable vision to the community. A growing district may believe it needs a new school but analysis of the demographics/socioeconomics and capacity might reveal other options such as boundary adjustment. For districts experiencing declining enrollment, the FMP analysis can show other options in order to maximize resources saving the district and tax payers money in maintenance and operational costs.

For example, the PSCOC has awarded funding to the Gallup-McKinley County School District (GMCS D) for 7 of the district's 11 elementary schools. All were identified as priorities in the district's FMP. Between 2004 and 2010, the district experienced a decrease in enrollment of 1,216 students. Most of the district's facilities were oversized and underutilized for current enrollment. The FMP Steering Committee and School Board realized the district had to make some difficult decisions to maintain long-term sustainability and to right size the schools for the current and projected enrollment.

As a result of their FMP, GMCS D was able to ensure their facilities met their programmatic and curricular needs. Based on their FMP the district concluded that the closing and consolidation of two out of the seven elementary schools would be the best solution. Closing the two schools allowed for excess capacity to be redistributed between the remaining elementary schools and for reduced operational and maintenance costs.

School buildings are some of the most visible assets in the community. By supporting bond elections, taxpayers entrust their tax dollars to school districts to provide, build and improve school facilities with the expectation that the district will take care of these investments over the long term. PSFA has an effective preventive maintenance program in place and by incorporating the Preventive Maintenance Plan into the FMP, maintenance needs are identified prior to becoming capital needs representing a long term sustainability measure that prolongs the investment.

¹Center for Evaluation and Education Policy Analysis, College of Education, Penn State University. (2015). Evaluation and Education Policy Analysis. The Importance of School Facilities in Improving Student Outcomes. Retrieved from <https://sites.psu.edu/ceepea/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/>

(BDCP) is another great initiative available for which we encourage school districts to apply for funding. This program helps school districts leverage federal E-rate funding to upgrade broadband circuits for a long-term, cost-effective solutions as well as to upgrade their network equipment. The PSCOC requires no local match for fiber projects by providing the additional E-rate eligible portion up to 10%; a local match is required for equipment projects per the state/local match calculation determined for that application year. Through the BDCP funding, districts are able to maximize the use of their local funding sources to obtain high-speed internet access at affordable rates.

2017 UPDATES TO PSFA CHECKLIST

The PSFA Checklist, updated and re-released in August 2016, includes scheduled semi-annual updates to keep our partners current on PSFA processes. The next update is scheduled for July 2017. This comprehensive document provides checklists or instruction sets for each of the five stages of a facility: planning, funding, project development, construction and facility management, and may be used as a tool for all districts, even if no PSCOC awarded funds are involved with a district’s facilities. The manual may be downloaded as a whole document, or may be accessed and downloaded by each individual box/step. We hope that you find this document useful and we welcome feedback for potential improvement.

Master planning encourages the district and teachers to think about the changing needs of curricula delivery and the role the facility will play in programmatic changes. In some districts, teachers have identified a new emphasis on group activities and hands on learning, which require different types of space. Perhaps, the most significant change to the educational program centers on the use of technology. Schools conduct online testing while teachers use laptops and tablets in everyday classroom instruction, therefore a district’s broadband capabilities become paramount. PSFA recently amended its FMP requirements so that districts can now identify their broadband capabilities and may correct deficiencies with support from the Broadband Deficiencies Correction Program (BDCP). In addition to incorporating a district’s technology plans, school districts can now prioritize their broadband infrastructure among their capital priorities.

A benefit of master planning is that community engagement is built into creating the FMP. It gives teachers and school administration the opportunity to identify issues in their spaces. Public participation acts as an additional sound board and builds consensus, as everyone provides their input and assists in prioritizing district needs. The same group of public participants become champions in their communities, which can help ensure successful bond elections. Most of all, an engaging public process builds transparency into the FMP development. Public participants understand the basis for capital decisions made by the district. When a school district engages in a rigorous public process, the FMP often transcends district leadership changes that may occur, since there is a mechanism for accountability.

Master planning provides a district several benefits and remains an important first step to continuous facility improvement. A plan based on data, community input, preventive maintenance and observed conditions gives the district a road map for achieving its goals while providing a strong foundation that leads to greater school district sustainability, efficiency, and accountability.

PSCOC AWARDS MADE THIS QUARTER

School District	Project	Award Type	State Share	Local Share
Alamogordo Public Schools	BDCP	Category 2 (Equipment)	\$23,186	\$13,042
Belen Consolidated Schools	BDCP	Category 2 (Equipment)	\$36,836	\$21,634
Clovis Municipal Schools	Parkview ES	Phase 2 (Construction)	\$11,692,284	\$3,692,303
Clovis Municipal Schools	Highland ES	Phase 1 (Design)	\$1,138,683	\$359,584
Clovis Municipal Schools	BDCP	Category 1 (Fiber)	\$13,244	\$0
Dexter Consolidated Schools	BDCP	Category 2 (Equipment)	\$7,206	\$1,690
Dora Consolidated Schools	BDCP	Category 2 (Equipment)	\$3,188	\$2,038
Elida Municipal Schools	BDCP	Category 2 (Equipment)	\$1,720	\$2,375
Estancia Municipal Schools	BDCP	Category 2 (Equipment)	\$9,682	\$6,190

PSCOC AWARDS MADE THIS QUARTER, CONTINUED

School District	Project	Award Type	State Share	Local Share
Farmington Municipal Schools	BDCP	Category 2 (Equipment)	\$93,610	\$52,655
Floyd Municipal Schools	BDCP	Category 2 (Equipment)	\$4,732	\$1,335
Fort Sumner Municipal Schools	BDCP	Category 2 (Equipment)	\$3,075	\$5,970
Gadsden Independent Schools	Gadsden HS	Phase 2 (Construction)	\$1,550,104	\$23,625
Gallup-McKinley County Schools	BDCP	Category 1 (Fiber)	\$87,908	\$0
Gallup-McKinley County Schools	BDCP	Category 2 (Equipment)	\$22,638	\$4,969
Grady Municipal Schools	BDCP	Category 2 (Equipment)	\$3,468	\$1,036
Hobbs Municipal Schools	BDCP	Category 2 (Equipment)	\$42,337	\$40,677
House Municipal Schools	BDCP	Category 2 (Equipment)	\$2,243	\$1,989
Logan Municipal Schools	BDCP	Category 2 (Equipment)	\$1,619	\$3,777
Los Alamos Public Schools	BDCP	Category 2 (Equipment)	\$41,098	\$50,231
Melrose Municipal Schools	BDCP	Category 2 (Equipment)	\$3,513	\$2,246
Portales Municipal Schools	BDCP	Category 2 (Equipment)	\$52,121	\$15,569
Rio Rancho Public Schools*	BDCP	Category 2 (Equipment)	\$98,750	\$48,638
San Jon Municipal Schools	BDCP	Category 2 (Equipment)	\$3,644	\$1,562
Socorro Consolidated Schools	BDCP	Category 2 (Equipment)	\$3,336	\$996
Taos Municipal Schools	BDCP	Category 2 (Equipment)	\$1,850	\$16,651
Texico Municipal Schools	BDCP	Category 2 (Equipment)	\$5,806	\$3,410
Truth or Consequences Municipal Schools	FMP	Facilities Master Plan	\$13,306	\$28,276
West Las Vegas Schools	BDCP	Category 2 (Equipment)	\$1,300	\$531
Total:			\$14,962,487	\$4,402,999

*Reflects increase of original amount by \$18,513

Project Spotlight: Reserve Combined School



The Reserve Combined School Project renovates and replaces facilities for 140 students, grades K-12. Because of the rural nature of the area, finding accommodations for contractors and employees was particularly challenging. Hotels and other lodging were unavailable. Ultimately, the contractor was able to provide some travel trailers and utilize some local bed and breakfasts in order to accommodate its employees. Additionally, some crews commuted approximately 90 minutes each way from Silver City.

Construction began April 4, 2015 and the new facility was complete in June 2016. Additional work including drop off lanes and construction of the auxiliary gym continued until October 2016. The overall campus was reduced by approximately 25,000 square feet.

Project Details:

- Construction cost: \$14.2M
- Total estimated cost: \$16.6M
- Total square feet: 56,241
- Construction cost per square foot: \$253
- Total cost per square foot: \$296
- Substantial completion: October 29, 2016
- Design professional: Greer Stafford
- General contractor: FCI Constructors



Project Spotlight: Judy Nelson ES

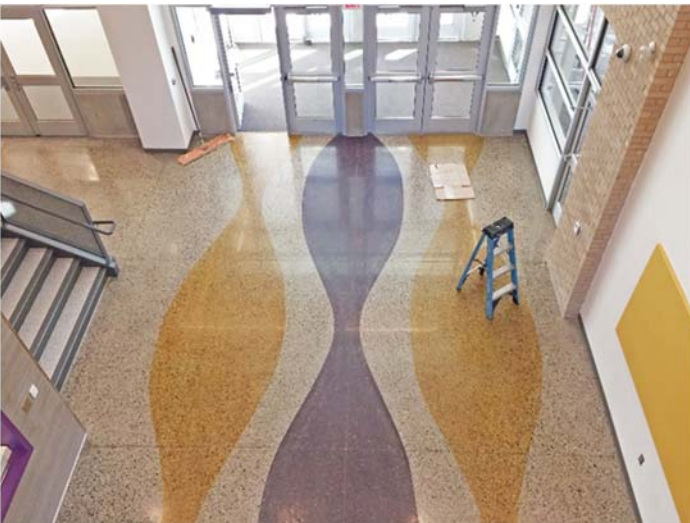


Judy Nelson Elementary School, in the Central Consolidated School District, combined two local elementary schools, Grace B. Wilson and Ruth N. Bond into a single facility for 715 students with a total of 94,882 square feet. The existing gymnasium, music room, and associated spaces were retained and renovated while the remainder of the facility was new construction. The replacement of the two schools replaced outdated facilities and standardized grade configurations in the Kirtland area.

The existing Grace B. Wilson elementary school was minimally renovated and utilized as swing space, with the addition of several portables, to house students during construction.

The consolidation of the two facilities reduced total square footage from 144,698 square feet to 94,882 square feet for a total reduction of 49,816 square feet.

The estimated total project cost at the time of construction funding was \$25M. To date, the project is nearly complete and expenditures have totaled approximately \$22.5M.



Project Details:

- Construction cost: \$20.5M
- Total estimated cost: \$25M
- Total square feet: 94,882
- Construction cost per square foot: \$237
- Total cost per square foot: \$263
- Substantial completion: November 4, 2016
- Design professional: Dekker/Perich/Sabitini, Limited
- General contractor: FCI Constructors