

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

August 9, 2021 – 1:30 PM

State Capitol Building, Room 307

Santa Fe, NM

I. Call to Order - Mr. Joe Guillen, Chair

A. Approval of Agenda*

B. Correspondence

* Denotes potential action by the PSCOC

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC)

Agenda

August 9, 2021 – 1:30 pm

Room 307

(* Denotes potential action by the PSCOC)

I. Call to Order – Joe Guillen, Chair

- A. Approval of Agenda*
- B. Correspondence

II. Public Comment

III. PSCOC Financial Plan

- A. Financial Plan
- B. FY23 PSFA Operating Budget Request*

IV. Consent Agenda*

- A. Approval of Meeting Minutes – July 12, 2021*
- B. P20-005 Las Cruces – Columbia ES – Design Funding Request*
- C. P19-009 Roswell – Mesa MS – Construction Funding Request*
- D. P20-009 & K18-002 Clovis – Barry ES – Construction Request*
- E. P19-004 Gallup – Tohatchi HS – Award Change to include New Teacher Housing Units – Technical Correction*
- F. S19-017 Tularosa – Tularosa MS – Award Language Change from Systems to Standards*
- G. Recertification of SSTBs*
- H. Selection of SB-9 Program Units*

V. Other Business

- A. FY22 Lease Assistance Awards*
- B. Demolition Program Rules and Application*
- C. BDCP SB144 – Guideline Approval and Funding*

VI. Informational

- A. Project Status Report
- B. Workplan Timeline

VII. Next PSCOC Meeting (September 13, 2021 - tentative)

VIII. Adjourn

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC)

Agenda

August 9, 2021 – 1:30 pm

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**PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
SUBCOMMITTEE ASSIGNMENTS**

PSCOC

Joe Guillen, Chair

Raúl Burciaga, Vice-Chair

Awards Subcommittee

Rachel S. Gudgel, Chair

David Abbey, LFC

Antonio Ortiz, PED

Clay Bailey, CID

Administration, Maintenance & Standards Subcommittee

David L. Robbins, Chair

Raúl Burciaga, LCS

Ashley Leach, DFA

Mariana Padilla, Governor's Office

Joe Guillen will serve on subcommittees in the absence of any member or designee.

I. **PSCOC Meeting Date:** August 9, 2021

II. **Item Title:** Correspondence

III. **Executive Summary (Informational):**

No correspondence at this time.

II. Public Comment

III. PSCOC Financial Plan

A. Financial Plan

B. FY23 PSFA Operating Budget Report*

* Denotes potential action by the PSCOC

I. PSCOC Meeting Date(s): **August 9, 2021** Item No. III. A.
 II. Item Title: PSCOC Financial Plan
 III. Name of Presenter(s): Randy Evans, CFO

Summary of PSCOC Financial Plan Changes since 7/12/2021

PSCOC ACTION - OUT-OF-CYCLE, EMERGENCY, ADDITIONAL FUNDING	
	Award Amount
P19-004 Gallup - Tohatchi Teacher Housing Units	\$350,924
P21-005 Gallup - Crownpoint HS Teacher housing Units	\$350,924
P15-006 Gallup - Thoreau ES Teacher Housing units	\$350,924
P19-010 Roswell - Nancy Lopez MS Design Funding	\$828,285
Des Moines Combined School Design Funding	\$221,381
	Total Awards: \$2,102,438
	Total Reversion/Reallocation/Rescind: \$0

PROJECT AWARD SCHEDULE DETAIL ADJUSTMENTS (Fiscal Year)			
Project moves based upon estimated construction schedule	2020	2021	2022
	\$0	\$0	\$0
	\$0	\$0	\$0

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - MODIFICATIONS				
Potential Council Action Projects - Agenda:	FY	Previous FP Estimate	Current FP Estimate	Change Fav (Unfav)
P19-004 Gallup - Tohatchi Teacher Housing Units	2022	\$350,924	\$346,591	\$4,333
P19-009 Roswell - Mesa MS	2022	\$10,429,808	\$14,513,253	(\$4,083,445)
P20-005 Las Cruces - Columbia ES	2022	\$1,707,009	\$4,062,455	(\$2,355,446)
				\$0
				\$0
Subtotal		\$12,487,741	\$18,922,299	(\$6,434,558)

- FINANCIAL PLAN ASSUMPTIONS and SUMMARY:**
- Line 16: Legislative Appropriation for School Bus replacements \$8,989,000 for FY21 and \$3,492,000 for FY22 from HB285 and PED estimates of \$5,194,000 for FY23, \$2,450,000 for FY24 and \$6,076,000 for FY25.
 - Projected Fund Balance as of July 23, 2021 is \$417,475,099.28

Financial Plan Variance Between Months						
(in millions)	FY20	FY21	FY22	FY23	FY24	FY25
Uncommitted Balance (July 6, 2021)	225.7	229.3	318.0	297.0	356.7	418.9
Uncommitted Balance (August 2, 2021)	225.7	229.3	315.9	294.9	354.6	416.8
Variance Favorable (Unfavorable)	-	-	(2.1)	(2.1)	(2.1)	(2.1)

Variance Analysis:

FY22 Change :

	<u>Fav (Unfav)</u>	<u>Fav (Unfav)</u>
Beginning Balance for FY22 change	-	-
P19-004 Gallup - Tohatchi Teacher Housing Units	(346,591)	(0.3)
P21-005 Gallup - Crownpoint HS Teacher housing Units	(350,924)	(0.4)
P15-006 Gallup - Thoreau ES Teacher Housing units	(350,924)	(0.4)
P19-010 Roswell - Nancy Lopez MS Design Funding	(828,285)	(0.8)
Des Moines Combined School Design Funding	(221,381)	(0.2)
	-	-
	<u>(2,098,105)</u>	<u>(2.1)</u>

FY23 Change :

	<u>Fav (Unfav)</u>	<u>Fav (Unfav)</u>
Beginning Balance for FY23 change	(2,098,105)	(2.1)
	-	-
	-	-
	-	-
	<u>(2,098,105)</u>	<u>(2.1)</u>

FY24 Change:

	<u>Fav (Unfav)</u>	<u>Fav (Unfav)</u>
Beginning Balance FY24 change	(2,098,105)	(2.1)
	-	-
	-	-
	<u>(2,098,105)</u>	<u>(2.1)</u>

FY25 Change:

	<u>Fav (Unfav)</u>	<u>Fav (Unfav)</u>
Beginning Balance FY25 change	(2,098,105)	(2.1)
	-	-
	<u>(2,098,105)</u>	<u>(2.1)</u>

PSCOC Financial Plan

(millions of dollars)

August 9, 2021

I. SOURCES & USES					
SOURCES:					
	FY21 est.	FY22 est.	FY23 est.	FY24 est.	FY25 est.
1 Uncommitted Balance (Period Beginning)	225.7	229.3	315.9	294.9	354.6
2 SSTB Notes (Revenue Budgeted July)	53.4 *	145.2	70.3	76.8	79.8
3 SB4 (Instructional Materials or Transportation Distribution)					
4 SSTB Notes (Revenue Budgeted January)	82.1	164.0	179.2	186.1	188.4
5 General Fund Appropriation - SB 280					
6 General Appropriation (Panic Button) Reform fund and GF	1.6				
7 General Fund Appropriation - HB 285 Grants-Cibola County Schools		0.9			
8 Long Term Bond	0.0	0.0	0.0	0.0	0.0
9 Project Reversions	0.6	0.6	0.6	0.6	0.6
10 Operating Reversions					
11 Advance Repayments	1.2	0.5	0.5	0.5	0.5
12 Subtotal Sources :	364.5	540.5	566.6	559.0	624.0
USES:					
13 Capital Improvements Act (SB-9) Changes for FY21-FY24	21.3	21.7	22.2	22.6	23.1
14 Lease Payment Assistance Awards	16.5	16.5	16.5	16.5	16.5
15 Master Plan Assistance Awards	0.4	0.4	0.4	0.4	0.4
16 Legislative/Estimated Appropriation for School Buses	9.0	3.5	5.2	2.5	6.1
17 Legislative Appropriation Capital Improvements Act - Impact Aid Districts	18.9				
18 General Appropriation (Panic Button) Reform fund and GF	1.6				
19 General Appropriation (Panic Button) PSCOF 2021 HB2		1.0			
20 General Fund Appropriation - HB 285 Grants-Cibola County Schools		0.9			
21 BDCP	3.0	3.0	3.0	3.0	3.0
22 BDCP Awards YTD					
23 Pre-K Capital Appropriation	0.0				
24 Pre-K Classroom Facilities Initiative	5.4	5.0	5.0	5.0	5.0
25 PSFA Operating Budget	5.4	5.9	5.9	5.9	5.9
26 CID/SFMO Inspections	0.3	0.3	0.3	0.3	0.3
27 Emergency Reserve for Contingencies	4.0	4.0	4.0	4.0	4.0
28 Awards YTD (per Project Awards Schedule)					
29 Awards Planned in Remaining Quarters & Out Years (per Project Awards Schedule)	49.3	162.3	209.1	144.1	142.9
30 Subtotal Uses :	135.2	224.5	271.7	204.3	207.3
31 Estimated Uncommitted Balance Period Ending	229.3	315.9	294.9	354.6	416.8

II. PROJECT AWARD SCHEDULE SUMMARY							
	Total	FY21 est.	FY22 est.	FY23 est.	FY24 est.	FY25 est.	Total
2004-2005 Awards (Design & Const.) :							
32 Prior Year Awards	4.2	0.0	0.0	0.0	0.0	0.0	4.2
33 2013-2014 Awards Cycle (Design/Const) :	219.7	0.1	0.0	0.0	0.0	0.0	3.4
34 2014-2015 Awards Cycle (Design/Const) :	104.3	5.7	1.0	0.0	0.0	0.0	14.6
35 2015-2016 Awards Cycle (Design/Const) :	33.4	0.0	0.0	0.0	0.0	0.0	0.0
36 2016-2017 Awards Cycle (Const.) :	0.0	0.0	0.0	0.0	0.0	0.0	0.0
37 2016-2017 Awards Cycle (Design) :	0.0	0.0	0.0	0.0	0.0	0.0	0.0
38 2017-2018 Awards Cycle (Design/Const) :	23.9	0.4	0.0	0.0	0.0	0.0	5.5
39 2018-2019 Awards Cycle (Design) :	4.4	5.4	9.8	0.0	0.0	0.0	16.9
40 2018-2019 Awards Cycle (Const.) :	161.2	20.7	57.6	73.1	0.0	0.0	161.9
41 2019-2020 Awards Cycle (Design) :	8.8	5.6	4.8	0.0	0.0	0.0	10.6
42 2019-2020 Awards Cycle (Const.) :	110.0	7.1	55.6	49.0	0.0	0.0	111.9
43 2020-2021 Standards-Based Awards Scenario :	197.6	2.1	26.5	64.3	88.8	16.3	198.0
44 2020-2021 Systems-Based Awards Scenario :	5.0	2.3	2.7	0.0	0.0	0.0	5.0
45 2021-2022 Standards-Based Awards Scenario :	138.3	0.0	2.0	15.7	32.3	75.6	125.6
46 2021-2022 Systems-Based Awards Scenario :	5.0	0.0	2.3	2.7	0.0	0.0	5.0
47 2022-2023 Standards-Based Awards Scenario :	138.3	0.0	0.0	2.0	16.0	32.3	50.3
48 2022-2023 Systems-Based Awards Scenario :	5.0	0.0	0.0	2.3	2.7	0.0	5.0
49 2023-2024 Standards Based Awards Scenario :	138.3	0.0	0.0	0.0	2.0	16.0	18.0
50 2023-2024 Systems-Based Awards Scenario :	5.0	0.0	0.0	0.0	2.3	2.7	5.0
Subtotal Uses :	1302.3	49.3	162.3	209.1	144.1	142.9	741.0

*Actual SSTB/LTB Sale

741.0

PSCOC Financial Plan Definitions

Sources

SSTB (Revenue Budgeted July) & SSTB (Revenue Budgeted January). Supplemental Severance Tax Bonds (SSTBs) are issued and sold by the New Mexico State Board of Finance (BOF) upon receiving a Resolution authorized by the PSCOC and signed by the chair certifying the need to sell bonds pursuant to the Public School Capital Outlay Act ("Act"). The Public School Facilities Authority (PSFA) budgets amounts into the Public School Capital Outlay Fund ("Fund"). Amounts reported for prior fiscal years are actuals and are denoted by an " * ". Amounts reported for the current fiscal year and out-years are the most current, available capacity estimates prepared bi-annually by the BOF. Bonds sold in June are budgeted in July and bonds sold in December are budgeted in January.

Project Reversions, Operating Reversions, and Advance Repayments. Project reversions are identified by PSFA staff through ongoing project financial audits. SSTB proceeds that have been previously authorized by PSCOC for particular projects are identified by PSFA staff for reversion when the proceeds are no longer needed for the particular project for which they were authorized.

Operating reversions are unexpended amounts from PSFA's annual operating budget. These amounts are reverted to the Fund annually via an operating transfer.

Advance repayments are amounts remitted to PSFA and deposited into the Fund by school districts for PSCOC approved advances of funds for school districts local share amounts on PSCOC projects. Amounts reported for prior fiscal years are actuals.

Long Term Bonds. This includes Severance Tax Bonds (STB) appropriated to the Fund. In FY 2017 and 2018 the Legislature appropriated \$81.4 million in STB proceeds to the Fund for expenditure in FY 2018 - 2022. Any unexpended or unencumbered balance remaining at the end of FY 2022 will revert to the severance tax bonding fund.

Uses: Public Schools Capital Outlay Act

FP Summary Legend: *Italicized* is for Legislative Appropriations. *Orange text* is for discretionary programs. *Black text* is for non-discretionary programs.

Capital Improvements Act (SB-9), Lease Payment Assistance Awards, Master Plan Assistance Awards, PSFA Operating Budget, Construction Industries Division (CID) Inspections, and State Fire Marshal are uses subject to funding availability and permitted pursuant to the Public School Capital Outlay Act and Capital Improvements Act.

Capital Improvements Act (SB-9) amounts are transferred to the Public Education Department (PED), which distributes funds to school districts pursuant to the Capital Improvements Acts. Amounts transferred to PED are calculated annually and administered by PED. Out-year estimates are based on previous amounts distributed to PED.

CID Inspections and State Fire Marshal are amounts PSCOC may approve annually for transfer from the Fund to the Regulation and Licensing Department for expedited inspection services by the Construction Industries Division and expedited permits and inspection of projects conducted by the State Fire Marshal Department at PSCOC funded project sites. CID and the State Fire Marshal requests budget authority from PSCOC each fiscal year. Out-year estimates are based on previous amounts distributed to CID and the State Fire Marshal.

PSFA Operating Budget are amounts that are approved annually by the Legislature for transfer from the Fund to the PSFA Operating Fund for administration and oversight of PSCOC projects and carrying out duties pursuant to the Public School Capital Outlay Act. Total annual expenditures from the fund for the core administrative functions, cannot not exceed 5% of the average annual grant assistance authorized from the PSCOC Fund during the immediately preceding three fiscal years. And any unexpended or unencumbered balance remaining at the end of the fiscal year from the expenditures authorized in this subsection revert to the fund.

PSCOC Financial Plan Definitions

Lease Payment Assistance Awards are amounts that may be approved annually for reimbursing school districts and charter schools for leasing K-12 facilities pursuant to the Section I. of the Public School Capital Outlay Act (22-24-4). PSCOC discretion is used to estimate the preliminary amount for lease assistance. The financial plan is updated based upon PSCOC action.

Master Plan Assistance Awards are amounts that may be approved annually for the state share of the cost of updating a school district or charter schools five year facility master plans. The financial plan includes an estimate for out-year amounts based upon previous award history. The financial plan is updated based upon PSCOC action.

Project Closeouts are projected amounts that may be reimbursed to the districts upon the completion of financial audits for previously awarded projects. In order to align the total project expenditures to adequacy with the MOU match percentages, amounts may be due to the district if the State share of the expenditures is less than the MOU State match percentage. During the transition from FIFO (pooled funds) to project-specific budgets, projects which had reached construction completion may not have been assigned a budget, and this line item will be used to make those reimbursements. PSFA anticipates the need for this line item allocation in FY15 and FY16. Project closeouts from FY17 and forward are budgeted within the project. There is no additional need in the out-years.

Emergency Reserve for Contingencies are projected amounts that may be used to fund the State share of a project that is above the original award amount. These amounts can occur due to cost overruns, change in scope or other identified changes presented to the PSCOC. The financial plan includes an estimate from PSFA staff and is discussed with subcommittees. The estimate may change based upon market conditions or PSCOC discretion.

Uses: Legislative Appropriations

Instructional Materials/Transportation Distribution, Pre-kindergarten Awards, Security Awards and Broadband Deficiencies Corrections Program are uses subject to funding availability and appropriations made by the legislature.

Instructional Materials/Transportation Distribution are amounts appropriated from 52nd Legislature, 2016 2nd Special Session, Chapter 2, SB4 to reserve \$25.0 million in each fiscal year from 2018 through 2022 for appropriation by the legislature from the Public School Capital Outlay Fund. The appropriation may change each fiscal year and is adjusted in the financial plan based upon passed legislation.

Pre-kindergarten Awards are amounts reauthorized in Section 139 for the unexpended balance of the appropriation to the PED in Subsection 1 of Section 40 of Chapter 81 of laws 2016 to plan, design, renovate and construct public school pre-kindergarten classrooms statewide is appropriated to the PSFA contingent upon approval by the PSCOC for those purposes. Expenditure is extended through year 2021. The financial plan is estimates \$5.0 million in out-years to continue this program and was added per PSCOC direction.

Security Awards are amounts appropriated from 53rd Legislature, 2nd Session, 2018 Regular Session, HB306 appropriated for expenditure in fiscal years 2018 - 2022 from the PSCO fund to the PSFA to plan, design and install security systems and for repairs, renovation, or replacement of school security systems statewide, contingent upon the approval of the PSCOC \$6.0 million.

SB239 was also included in this session. Up to \$10.0 million of the fund may be expended in each of fiscal years 2019 - 2022 for school security system project grants made in accordance with Section 22-24-4.7 NMSA 1978.

The financial plan represents actuals for FY19 and out-years is based on PSCOC discretion and may be adjusted based upon applications received.

Broadband Deficiencies Correction Program are amounts from 51st Legislature, 2nd Session, 2014, SB159. Up to \$10.0 million

Project Awards Schedule

Amounts in the Schedule are the total state share phase award amounts grouped by award year and phase (Design & Construction). Design phases are indicated with the color purple; construction phase(s) are indicated with the color green. Uncertified phases are indicated in italics. Partially certified phases are indicated with italics and an asterisk (*). Funding needs are estimated by phase and across fiscal years based on project schedules. Phase award amounts and schedules are estimates prepared and updated by PSFA on a monthly basis.

Legend	
Purple Text	Awarded Design
Purple Highlight	Pending Design Award
Green Text	Awarded Construction
Green Highlight	Pending Construction Award
\$1,000,000	Numbers in italics indicate bonds have not been certified.

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY20

August 9, 2021

		FY 2020				FY 2021				FY 2022				FY 2023				FY 2024						
		\$33,229,031				\$49,348,358				\$162,257,350				\$209,101,240				\$144,102,439						
		\$166,775	\$4,057,519	\$474,775	\$28,529,962	\$275,130	\$7,349,477	\$15,349,628	\$26,374,123	\$67,620,063	\$8,602,548	\$7,341,866	\$78,692,874	\$180,330,719	\$22,897,259	\$0	\$5,873,263	\$144,102,439	\$0	\$0	\$0			
Prior Year AWARDS		Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
P07-005	Deming (Arbitrage 2017_Q2 and 2018_Q3)	Deming High	\$2,700,000	\$53,600,000	\$53,600,000			\$4,149,011																
C10-001	NMSD	Deficiencies		\$1,796,446	\$1,796,446																			
for FY23, \$2,09																								
		\$32,070,410	\$399,670,137	\$399,441,204	\$0	\$0	\$0	\$4,149,011	\$0	\$0	\$0	\$0					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
								\$4,149,011				\$0						\$0	\$0	\$0	\$0	\$0	\$0	\$0
P12-006	Espanola	Velarde ES	\$0	\$0	N/A																			
C19-001	Grants (SSTB18SB 0004 A81) - Reserve for Contingency	Grants HS	\$0	\$900,000	N/A			\$5,855																
								\$5,855	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
								\$5,855				\$0					\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY14 AWARDS		Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
P14-005	Belen (SSTB17SB A78 STB17A A71)	Rio Grande ES		\$1,004,271	\$6,205,493							\$99,117												
P14-008	Deming (SSTB16SB - A61)	Deming Intermediate School		\$1,157,300	\$13,711,187			\$940,908																
P14-019	NMSBVI (Reauthorized 2017 Session per HB55) (STB17A A71) Construction to begin 2018_Q1	Quimby Gymnasium (HB55 50% PSCOC award 50%) HB55 reauthorized; expenditure in fiscal years 2014-2018		\$184,402	\$2,269,807			\$2,269,807																
P14-020	NMSBVI (Reauthorized 2017 Session per HB55) (SSTB18SD 0001 A82) Construction to begin 2018_Q1	Sacramento Dormitory (HB 55 50% PSCOC award 50%) HB55 reauthorized; expenditure in fiscal years 2014-2018;		\$229,442	\$0							\$0				\$0								
P14-021	NMSBVI (SSTB14SD 0001) (Certification deadline 6/30/2016 per HB55)	Recreation / Ditzler Auditorium(HB55 50%)		\$411,700	\$4,563,592			\$138,286																
					\$0	\$2,269,807	\$0	\$1,079,194	\$0	\$0	\$0	\$99,117	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
								\$3,349,001				\$99,117				\$0				\$0			\$0	\$0

FY15 AWARDS		Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
P15-001	Alamogordo	Combined ES Parkview Elementary School		\$13,005,060																				
P15-005	Clovis (SSTB16SB - A61)	(Arbitrage 2018_Q2)		\$2,024,648	\$11,692,284							\$350,000												
P15-006	Gallup (SSTB18SB 0004 A81)	Thoreau Elementary School		\$1,867,315	\$13,647,522			\$7,221,210					\$350,924											
P15-007	Gallup (2015B-LTD Partial \$9,270,979; SSTB16SB -A61 \$2,570,301; SSTB14SB-A41 \$4,654,153)	Combined Elementary School (Lincoln)		\$1,832,826	\$16,495,433																			
P15-009	NMSBVI (SSTB18SD 0001 A82)	Garrett Dormitory		\$249,238	\$5,941,345	\$166,775				\$63,505		\$5,321,854				\$619,491								

Legend	
Purple Text	Awarded Design
Purple Highlight	Pending Design Award
Green Text	Awarded Construction
Green Highlight	Pending Construction Award
\$1,000,000 Numbers in italics indicate bonds have not been certified.	

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY20

August 9, 2021

				FY 2020				FY 2021				Current Quarter	FY 2022				FY 2023				FY 2024			
P15-010	NMSD (Reauthorized 2017 Session per HB55; June 2017 SSTB & LTD)	Cartwright Hall(HB55 50% PSCOC award 50%)		\$703,837	\$5,460,741							\$421,436												
P15-013	Ruidoso	Nob Hill Elementary School	\$0	\$1,111,088								\$105,579												
				\$10,881,937	\$28,032,283			\$166,775	\$0	\$0	\$7,748,225		\$0	\$63,505	\$350,000	\$5,321,854	\$350,924	\$0	\$0	\$619,491	\$0	\$0	\$0	\$0
								\$7,915,000			\$5,735,359			\$970,415				\$0						\$0

FY16 AWARDS			Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
P16-001	Clovis (SSTB16SB - A61 design)	Highland Elementary School	\$76,000	\$1,138,683	\$10,148,633																				
P16-002	Espanola (SSTB15SB 0001 design) (Arbitrage 2017_Q1) (SSTB17SB A78 \$709,050.80; STB17A A71 \$1,073,481.20)	Abiquiu ES	\$63,000	\$135,059	\$1,782,532																				
			\$212,000	\$3,306,742	\$26,385,165	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
						\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY18 AWARDS			Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
S18-003	Las Vegas City (June 2017 SSTB & LTD)	Los Niños Elementary School		\$2,086,021	\$1,671,818				\$1,671,818																
E18-001	Santa Rosa (SSTB16SB A61)	Anton Chico Elementary School			\$150,000				\$64,637																
E18-002	Des Moines (SSTB16SB A61)	De Moines Combined School			\$125,000																				
S18-004	Clovis (SSTB17SD A79 STB15SC A76 and STB16A A77)	Cameo Elementary School			\$1,236,078				\$552,901			\$410,058													
S18-005	Clovis (SSTB17SD A79)	Mesa Elementary School		\$838,172	\$770,217				\$967,670																
S18-006	Dexter (SSTB15SB A51 STB15A A74 and STB15SC A76)	Dexter Elementary School			\$673,256				\$291,223																
S18-007	Farmington (SSTB17SD A79)	Country Club Elementary School			\$3,129,934				\$161,868																
S18-008	Floyd	Floyd Combined School (SSTB16SB A61)			\$79,637																				
S18-009	Gadsden (SSTB16SB A61x STB15A A74 and STB17SC A80)	Loma Linda Elementary School			\$6,431,950				\$1,249																
S18-010	Los Alamos (SSTB17SD A79 SSTB16SB A61)	Mountain Elementary School			\$1,977,215				\$1,414,580																
						\$0	\$1,671,818	\$0	\$3,454,128	\$0	\$0	\$410,058	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
							\$5,125,946				\$410,058			\$0				\$0				\$0			\$0

FY19 AWARDS SCENARIO			Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
P19-001	Alamogordo (SSTB18SB 0004 A81 \$2,120,881); (SSTB18SD 0001 A82 \$19,087,929)	Holloman ES		\$2,120,881	\$19,087,929				\$685,323		\$1,435,558	\$13,361,550				\$5,726,379									
P19-002	Belen (SSTB18SB 0004 A81 \$42,750); (SSTB18SD 0001 A82 \$934,058.80)	Jaramillo ES	\$42,750	\$934,059	\$8,791,279				\$13,910		\$28,840	\$934,059				\$8,791,279									
P19-003	Gallup (SSTB18SB 0004 A81 \$60,000); (SSTB18SD 0001 A82 \$2,407,436.60)	Rocky View / Red Rock ES	\$60,000	\$2,407,437	\$22,206,929				\$14,979		\$45,021			\$2,407,437				\$22,206,929							

Legend	
Purple Text	Awarded Design
Purple Highlight	Pending Design Award
Green Text	Awarded Construction
Green Highlight	Pending Construction Award
\$1,000,000	Numbers in italics indicate bonds have not been certified.

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY20

August 9, 2021

Item	Description	Location	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Current Quarter																
								Current Quarter	Current Quarter															
S20-002	Gallup-McKinley (SSTB18SD 0001 A82 \$832,799) (SSTB19SB 0001 A91 \$2,650,525)	Gallup HS	\$3,483,324	\$265,503				\$348,332	\$3,134,992	\$265,503														
S20-003	Clovis (SSTB19SB 0001 A91 \$54,638) (SSTB18SD 0001 A82 \$491,744)	Clovis HS	\$54,638	\$491,744																				
S20-004	Gallup-McKinley (SSTB19SB 0001 A91 \$1,450,160)		\$1,420,160	\$106,512																				
S20-005	San Jon (SSTB19SB 0001 A91 \$166,299)(SSTB18SD 0001 A82 \$1,615,487)	San Jon Combined School	\$152,006	\$1,615,487																				
S20-006	Gallup-McKinley (SSTB19SB 0001 A91 \$421,336)	Tse Yi Gai HS	\$421,336	\$31,600																				
S20-007	Hobbs (SSTB19SB 0001 A91 \$29,728)	Hobbs HS	\$29,728	\$267,552																				
S20-008	Portales (SSTB19SB 0001 A91 \$299,751)	Brown Early Childhood Center	\$299,751	\$2,697,762																				
S20-009	Las Cruces (SSTB19SB 0001 A91 \$764,008)	Valley View ES		\$764,008																				
S20-010	Hobbs (SSTB19SB 0001 A91 \$334,286)	Mills ES		\$334,286																				
	Contingency for Waivers		\$4,596,385	\$0																				
E20-001	Mora	Lift/Pump Station and Sewer Line Repair Emergency	\$150,000	\$0																				
			\$4,865,135	\$0																				
			\$0	\$115,894	\$185,097	\$0	\$0	\$54,638	\$1,005,373	\$11,667,742	\$9,539,289	\$403,615	\$1,615,487	\$48,927,596	\$37,995,886	\$5,083,430	\$0	\$5,873,263	\$0	\$0	\$0	\$0	\$0	
			\$300,991	\$12,727,754	\$60,485,987	\$48,952,579	\$0	\$0	\$0															

FY21 AWARDS SCENARIO		Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
P21-001	P21 Zuni (SSTB19SD 0004 A92 \$75,000)									\$75,000			\$26,127,718				\$64,300,495				\$88,802,439			
P21-003	P21 Gallup (SSTB19SD 0004 A92 \$101,250)	\$101,250							\$101,250															
P21-005	P21 Gallup (SSTB19SD 0004 A92 \$60,750)	\$60,750	\$350,924						\$60,750				\$350,924											
P21-006	P21 Gallup (SSTB19SD 0004 A92 \$60,750)	\$60,750							\$60,750															
P21-007	P21 Grants (SSTB19SD 0004 A92 \$1,796,022)	\$1,796,022							\$1,796,022															
S21-001	S21 Las Cruces (SSTB19SD 0004 A92 \$165,548)	\$165,548	\$1,489,934						\$165,548															
S21-002	S21 Clovis (SSTB19SD 0004 A92 \$967,357)	\$967,357							\$967,357															
S21-003	S21 Las Cruces (SSTB19SD 0004 A92 \$139,862)	\$139,862	\$1,258,757						\$139,862															
S21-004	S21 Gallup (SSTB19SD 0004 A92 \$777,474)	\$777,474							\$777,474															
S21-005	S21 Hatch Valley (SSTB19SD 0004 A92 \$220,397)	\$220,397							\$220,397															
			\$0	\$0	\$0	\$0	\$0	\$0	\$4,364,410	\$0	\$0	\$29,178,642	\$2,700,000	\$0	\$0	\$0	\$64,300,495	\$0	\$0	\$0	\$88,802,439	\$0	\$0	\$0
			\$0	\$4,364,410	\$29,178,642	\$64,300,495	\$88,802,439	\$0	\$0	\$0														

FY22 AWARDS SCENARIO		Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
	Estimated Standards Awards contingent on PSCOC approval												\$2,000,000				\$15,700,000				\$32,300,000			

Legend	
Purple Text	Awarded Design
Purple Highlight	Pending Design Award
Green Text	Awarded Construction
Green Highlight	Pending Construction Award
<i>\$1,000,000</i>	<i>Numbers in italics indicate bonds have not been certified.</i>

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY20

August 9, 2021

					Current Quarter								
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024						
		Estimated Systems Awards contingent on PSCOC approval				<i>\$2,300,000</i>			<i>\$2,700,000</i>				
			\$0	\$0	\$0	\$4,300,000	\$18,400,000	\$0	\$0	\$0	\$32,300,000	\$0	\$0
			\$0		\$0		\$4,300,000		\$18,400,000			\$32,300,000	

FY23 AWARDS SCENARIO				Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
		Estimated Standards Awards contingent on PSCOC approval																	<i>\$2,000,000</i>				<i>\$16,000,000</i>			
		Estimated Systems Awards contingent on PSCOC approval			\$0	\$0													<i>\$2,300,000</i>					\$2,700,000		
						\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,300,000	\$0	\$0	\$0	\$18,700,000	\$0	\$0	
			\$0				\$0				\$0				\$4,300,000				\$18,700,000							

FY24 AWARDS SCENARIO				Planning	Design	Construction	FY20 Q1	FY20 Q2	FY20 Q3	FY20 Q4	FY21 Q1	FY21 Q2	FY21 Q3	FY21 Q4	FY22 Q1	FY22 Q2	FY22 Q3	FY22 Q4	FY23 Q1	FY23 Q2	FY23 Q3	FY23 Q4	FY24 Q1	FY24 Q2	FY24 Q3	FY24 Q4
		Estimated Standards Awards contingent on PSCOC approval		\$7,500,000	\$47,250,000	\$20,250,000																	<i>\$2,000,000</i>			
		Estimated Systems Awards contingent on PSCOC approval				\$0																	<i>\$2,300,000</i>			
						\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,300,000	\$0	\$0		
			\$0				\$0				\$0				\$0				\$4,300,000							

District Local Match Advances

August 9, 2021

Repayment Schedule - For Planning Purposes Only

				\$3,921,897		\$1,177,957	\$548,788	\$548,788	\$548,788	\$548,788	\$548,788
District	Project Number	School	Status	Outstanding Balance	Repayment Due Date	FY21	FY22	FY23	FY24	FY25	FY26
1	Jemez Mountain A22 91572	E07-001 Gallinas Campus	6/2013 Received correspondence from district - discussing repayment options with School Board 7/2013, 9/2013 Follow-up email to district; no response 11/2013 Will request district to present update at April PSCOC meeting 3/2014 Received statement of financial position; needs continued review; will revisit for May 2014 PSCOC meeting. 7/2015 Requested district to provide advance repayment plan for Council review 10/2015 Jemez is presenting repayment plan to PSCOC for consideration 10/05/15 Council approved a repayment plan; \$75,000 due by 6/30/17; \$50,000 each year thereafter due on or before 6/30 of each fiscal year until paid in full. Council did not reduce the advance amount as requested by Jemez. 11/10/15 sent email and mailed invoice 03/23/16 received email confirmation from Superintendent of intention to pay 1st installment by 6/30/16 04/25/16 \$75,000 payment received. 10/07/16 sent email and mailed invoice for \$50,000 FY17 payment due 04/20/17 \$50,000 payment received 04/17/18 Billed 3rd installment \$50,000 06/01/18 \$50,000 payment received 03/11/19 sent email and mailed invoice for \$50,000 4th of 6 installments 05/05/19 \$50,000 payment received 02/23/21 \$50,000 payment received	\$38,259	6/30/2021	\$38,259					
2	Capitan A33P13003 91572	P13-003 Capitan Elementary School and High School	08/25/14 Awarded. To be repaid by FY2018Q2. 05/11/17 Advance reduced by \$1,507,272 based upon actual expenditures in project. 05/08/18 PSCOC approved installment payments plus balloon payment. \$500,000 due 6/30/18; 06/30/19 and 6/30/20 with balloon payment \$3,792,728 due 6/30/21 06/15/18 \$500,000 payment received 03/12/19 sent email and mailed invoice for \$500,000 due 6/30/19 05/23/19 Sent follow-up email to district regarding invoice sent on 3/12/19 06/12/19 Received payment from Capitan Public Schools \$500,000	\$3,292,728	06/2021 to 06/2026	\$548,788	\$548,788	\$548,788	\$548,788	\$548,788	\$548,788
3	Cloudcroft A42E15002 91572	E15-002 Cloudcroft High School - Masonry	12/15/14 Awarded. To be repaid by FY2017Q2. Advance to be repaid in 2 years; district to report back to PSCOC in 1 year with plan to repay the advance. Emergency award in the form of an advance to complete renovations/repairs to the veneer wall repairs at Cloudcroft HS up to \$1,001,791. The district shall pursue legal remedy to recover the costs associated with this emergency work. 03/03/16 Award reduction \$500,000; insurance settlement received by the district to assist in payment of masonry work contracted for replacement. 04/13/17 Extend advance repayment to May 2018 05/08/18 PSCOC approved repayment plan \$250,896 due 6/30/19 and 6/30/20 03/12/19 Sent email and mailed invoice for \$250,896 due 6/30/19 05/23/19 Sent follow-up email to district regarding invoice sent on 3/12/19 06/12/19 Payment received from Cloudcroft Public Schools \$250,896 07/17/20 Payment received from Cloudcroft PS \$250,896	\$0							
4	Mesa Vista A51P14018 91672	P14-018 Ojo Caliente ES - Phase II	11/05/15 Motion approved by Council; Amend the 2013-2014 standards based award to the Mesa Vista Consolidated School for Ojo Caliente ES to include construction to adequacy for 135 students, grades K-8, with an increase in the state share amount of \$3,909,137 (46%) and partial waiver of \$666,987 and partial advance of \$440,910 for district administrative space to be paid back in four years or FY21.	\$440,910	6/30/2021	\$440,910					
5	Santa Rosa A61E18001 91872	E18-001 Anton Chico ES/MS	09/29/17 Emergency Award authorized by Chair Abbey to advance emergency funds up to \$150,000 for building structure issues.	\$150,000	6/30/2021	\$150,000					

Reserve for Contingencies Report

August 9, 2021

Beginning Reserve Balance	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000
Carry Forward Reserve Balance					
Subtotal of Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -
Reserve Balance	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000

						FY21	FY22	FY23	FY24	FY25
District	Date of Adjustment	Project Number	School	Financial Plan Estimate Changes		Adjustments Inc/(Dec)	Adjustments Inc/(Dec)	Adjustments Inc/(Dec)	Adjustments Inc/(Dec)	Adjustments Inc/(Dec)
1										
2										
3										
4										
5										
6										

PSCOC FUND BALANCE 7/23/2021

Pool	Title	Appr Id	Chapter	Laws	Section	Amount Sold	Amount Budgeted	Amount Expend	Amount Revert	Balance as of 6/30/2021	Balance as of 7/23/2021	Change Since Last Meeting
SSTB10SC	LEASE ASSISTANCE	SSTB10SC 0002	338	2001		\$9,751,689.00	\$9,751,689.00	\$9,751,688.10	\$0.00	\$0.90	\$0.90	\$0.00
SSTB11SD	PSFA - NMSBVI Ditzler Auditorium	SSTB11SD 14-2172	338	2001		\$103,876.00	\$103,876.00	\$103,875.80	\$0.02	\$0.18	\$0.18	\$0.00
SSTB11SD	PSFA - NMSBVI Quimby Gymnasium and Natatorium	SSTB11SD 14-2173	338	2001		\$92,201.00	\$92,201.00	\$78,425.88	\$0.00	\$29,740.29	\$13,775.12	\$15,965.17
SSTB11SD	PSFA - NMSBVI Sacramento Dormitory	SSTB11SD 14-2174	338	2001		\$114,721.00	\$114,721.00	\$14,169.01	\$0.00	\$102,318.07	\$100,551.99	\$1,766.08
SSTB11SD	PSFA - NMSD Cartwright Hall	SSTB11SD 14-2175	338	2001		\$703,837.00	\$703,837.00	\$584,449.51	\$0.00	\$119,387.49	\$119,387.49	\$0.00
SSTB12SD	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB12SD 0002	338	2001		\$14,818,863.00	\$14,818,863.00	\$9,551,455.08	\$0.00	\$5,267,407.92	\$5,267,407.92	\$0.00
SSTB13SB	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB13SB 0003	338	2001		\$56,221,162.00	\$56,198,603.40	\$52,018,210.09	\$426,435.63	\$3,788,721.62	\$3,776,516.28	\$12,205.34
SSTB13SE	PUB. SCHL. CAPITAL OUTLAY PROJECTS	SSTB13SE 0001	338	2001		\$110,000,000.00	\$109,000,000.00	\$104,682,435.61	\$4,543,189.58	\$807,831.76	\$774,374.81	\$33,456.95
SSTB14SB	PUB. SCHL. CAPITAL OUTLAY PROJECTS	SSTB14SB 0001	338	2001		\$45,159,500.00	\$45,083,936.45	\$39,840,208.36	\$29,449.00	\$5,289,842.64	\$5,289,842.64	\$0.00
SSTB14SD	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB14SD 0001	338	2001		\$154,580,500.00	\$154,264,615.78	\$138,696,900.61	\$0.00	\$15,892,043.68	\$15,883,599.39	\$8,444.29
SSTB15B	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB15B 0001				\$80,961,202.00	\$80,961,202.00	\$70,060,193.81	\$0.00	\$10,901,008.19	\$10,901,008.19	\$0.00
SSTB15SB	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB15SB 0001	338	2001	6/2015 Cert	\$34,690,100.00	\$34,422,214.11	\$25,059,372.25	\$0.00	\$9,726,841.31	\$9,630,727.75	\$96,113.56
SSTB15SD	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB15SD 0001	338	2001		\$23,203,200.00	\$23,201,410.00	\$23,115,833.84	\$0.00	\$87,366.16	\$87,366.16	\$0.00
SSTB16SB	PSCOC CAPITAL OUTLAY PROJECTS	SSTB16SB 0001	338	2001	6/2016 Cert	\$66,986,200.00	\$66,986,200.00	\$48,931,785.14	\$0.00	\$18,694,170.95	\$18,054,414.86	\$639,756.09
SSTB16SB	PSCOC CAPITAL OUTLAY PROJECTS	SSTB16SB 0002	338	2001	6/2016 Cert	\$14,600,000.00	\$14,600,000.00	\$14,592,982.27	\$0.00	\$7,017.73	\$7,017.73	\$0.00
SSTB17SB	PSCOC CAPITAL OUTLAY PROJECTS	SSTB17SB 0001	338	2001	6/2017 Cert	\$26,542,900.00	\$26,542,900.00	\$22,720,779.22	\$0.00	\$3,983,543.27	\$3,822,120.78	\$161,422.49
SSTB17SD	PSCOC CAPITAL OUTLAY PROJECTS	SSTB17SD 0001	338	2001	12/2018 Cert	\$7,342,300.00	\$7,342,300.00	\$6,795,103.19	\$0.00	\$547,196.81	\$547,196.81	\$0.00
SSTB18SB	PSCOC CAPITAL OUTLAY PROJECTS	SSTB18SB 0004	338	2001	6/2018 Cert	\$81,679,840.00	\$81,679,840.00	\$49,486,227.05	\$0.00	\$33,039,615.00	\$32,193,612.95	\$846,002.05
SSTB18SD	PSCOC CAPITAL OUTLAY PROJECTS	SSTB18SD 0001	338	2001	12/2018 Cert	\$72,431,924.96	\$72,431,924.96	\$20,997,672.83	\$0.00	\$52,519,359.59	\$51,434,252.13	\$1,085,107.46
		SSTB18SD 0003	277	2001		\$5,000,000.00		\$0.00	\$0.00	\$5,000,000.00	\$5,000,000.00	\$0.00
		SSTB18SD 0004	277	2001		\$10,000,000.00	\$10,000,000.00	\$10,000,000.00	\$0.00	\$0.00	\$0.00	\$0.00
STB14A	PUBLIC SCHOOL CAPITAL OUTLAY	STB14A 0001	1	2017	LTB 8/18/17	\$1,352,180.00	\$1,352,180.00	\$1,058,218.83	\$0.00	\$293,961.17	\$293,961.17	\$0.00
STB14SA	PUBLIC SCHOOL CAPITAL OUTLAY	STB14SA 0001	1	2017	LTB 8/18/17	\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$0.00
STB15A	PUBLIC SCHOOL CAPITAL OUTLAY	STB15A 0001	1	2017	LTB 8/18/17	\$2,903,218.00	\$2,903,218.00	\$1,062,460.01	\$0.00	\$1,840,757.99	\$1,840,757.99	\$0.00
STB15SA	PUBLIC SCHOOL CAPITAL OUTLAY	STB15SA 0001	1	2017	LTB 8/18/17	\$1,259,777.00	\$1,259,777.00	\$1,121,254.10	\$0.00	\$138,522.90	\$138,522.90	\$0.00
STB15SC	PUBLIC SCHOOL CAPITAL OUTLAY	STB15SC 0001	1	2017	LTB 8/18/17	\$240,854.10	\$240,854.10	\$189,981.69	\$0.00	\$56,873.70	\$50,872.41	\$6,001.29
STB16A	PUBLIC SCHOOL CAPITAL OUTLAY	STB16A 0001	1	2017	LTB 8/18/17	\$20,000.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00
		STB17A 17-001	1	2017		\$57,014,150.90	\$57,014,150.90	\$51,441,943.49	\$0.00	\$5,596,430.26	\$5,572,207.41	\$24,222.85
STB7SC	PUBLIC SCHOOL CAPITAL OUTLAY	STB17SC 17-001	1	2017	LTB 12/2018	\$9,820.00	\$9,820.00	\$1,249.34	\$0.00	\$8,570.66	\$8,570.66	\$0.00
		SSTB19SB 0001	1	2017		\$17,800,000.00	\$17,800,000.00	\$82,197.99	\$0.00	\$17,721,057.02	\$17,717,802.01	\$3,255.01
		SSTB19SD 0003	1	2017		\$5,000,000.00	\$5,000,000.00	\$0.00	\$0.00	\$5,000,000.00	\$5,000,000.00	\$0.00
		SSTB19SD 0004	1	2017		\$140,743,039.00	\$140,743,039.00	\$13,551,229.27	\$0.00	\$131,233,051.30	\$127,191,809.73	\$4,041,241.57
		SSTB20SD 0002	1	2017		\$60,429,031.00	\$60,429,031.00	\$0.00	\$0.00	\$60,429,031.00	\$60,429,031.00	\$0.00
		SSTB20SB	1	2017		\$53,424,820.00	\$0.00	\$17,096,430.08	\$0.00	\$44,427,427.53	\$36,328,389.92	\$8,099,037.61
Total for Agency:			94000			\$2,999,149,910.86	\$2,716,485,656.60	\$2,567,675,452.95	\$13,999,358.63	\$432,549,097.09	\$417,475,099.28	\$15,073,997.81

- I. **PSCOC Meeting Date:** August 9, 2021
- II. **Item Title:** FY23 PSFA Operating Budget Request
- III. **Name of Presenter(s):** Jonathan Chamblin, Director
Randy Evans, CFO

IV. **Potential Motion:**

Approve the proposed \$6,073,998 FY23 budget and organizational structure of the PSFA.

V. **Executive Summary:**

Background:

The proposed FY23 appropriation request is for up to \$6.074M, which is up from the FY22 budget of \$5.7899M. The FY23 budget assumes up to 50 FTE (49 reg. FTE approved to fill and 1 temp FTE approved to fill).

In FY22 and in the request for FY23, PSFA has 50 authorized FTE, including 2 FTE held open for vacancy savings. The request for FY23 is for 50 FTE positions, including: 47 PERM FTE currently filled, .5 TEMP FTE currently filled, 2 vacant PERM FTE positions, and 0.5 vacant TEMP position. Currently in FY22, we are advertising to fill 2 of the vacant PERM FTE positions as soon as possible. The request for FY23 requests that 2 held vacant position be approved to fill in FY23. This will approve up to 50 FTE to be filled.

The major difference between FY22 and FY23 is that PSFA is requesting the held vacant positions to be filled for FY23.

Other differences include minor personnel adjustments, fully budgeting all 50 positions, and an increase in certain line items that were reduced in FY22, but have been restored to FY21 levels.

Staff Recommendation:

Staff recommends the increase to 50 filled FTE for FY23. It is believed with the increased programs and awards, and many previously awarded projects moving into major construction phases, the increased staffing is vital to maintain quality support to the state's public schools.

**NM Public School Facilities Authority
FY23 Budget Appropriation Request**

Acct #	Description	Budet FY21	Actuals FY21	Budget FY22	Proposed Budget FY23
520100	Exempt Perm Positions P/T&F/T	\$ 3,161,500.00	\$ 2,551,554.82	\$ 3,318,100.00	\$ 3,119,187.70
520200	Term Positions	\$ -	\$ 112,888.15	\$ -	\$ 130,754.29
520500	Temporary Positions F/T & P/T	\$ 26,400.00	\$ 100,331.04	\$ 27,100.00	\$ 184,245.26
520600	Paid Unused Sick Leave	\$ 1,200.00	\$ 4,957.88	\$ 1,200.00	\$ -
520700	Overtime & Other Premium Pay	\$ -	\$ 8,216.82	\$ -	\$ -
520800	Annl & Comp Paid At Separation	\$ -	\$ 24,277.99	\$ -	\$ -
521100	Group Insurance Premium	\$ 224,900.00	\$ 244,439.00	\$ 225,500.00	\$ 274,681.42
521200	Retirement Contributions (16.99%)	\$ 571,200.00	\$ 460,034.11	\$ 579,900.00	\$ 626,395.76
521300	F I C A (7.65%)	\$ 250,200.00	\$ 203,864.54	\$ 253,800.00	\$ 262,715.33
521400	Workers' Comp Assessment Fee	\$ 500.00	\$ 392.88	\$ 500.00	\$ 500.00
521410	GSD Work Comp Insur Premium	\$ 2,500.00	\$ 2,453.06	\$ 2,000.00	\$ 2,000.00
521500	Unemployment Comp Premium	\$ 4,600.00	\$ 4,564.35	\$ 25,800.00	\$ 25,800.00
521600	Employee Liability Ins Premium	\$ 6,200.00	\$ 6,192.26	\$ 4,700.00	\$ 4,700.00
521700	RHC Act Contributions	\$ 66,700.00	\$ 51,897.80	\$ 66,400.00	\$ 68,683.75
523200	COVID Related Time Worked	\$ -	\$ (855.05)	\$ -	\$ -
535200	Professional Services	\$ 5,300.00	\$ 3,544.80	\$ 5,300.00	\$ 5,300.00
535300	Other Services	\$ 20,000.00	\$ -	\$ 20,000.00	\$ 20,000.00
535400	Audit Services	\$ 28,700.00	\$ 28,738.00	\$ 29,900.00	\$ 24,600.00
535500	Attorney Services	\$ 18,700.00	\$ 1,444.93	\$ 18,700.00	\$ 18,700.00
535600	IT Services	\$ 37,000.00	\$ 28,034.29	\$ 37,000.00	\$ 37,000.00
542100	Employee I/S Mileage & Fares	\$ 5,000.00	\$ 277.79	\$ 2,500.00	\$ 5,000.00
542200	Employee I/S Meals & Lodging	\$ 18,000.00	\$ 2,052.10	\$ 13,000.00	\$ 18,000.00
542500	Transp - Fuel & Oil	\$ 20,700.00	\$ 5,391.78	\$ 15,700.00	\$ 20,700.00
542600	Transp - Parts & Supplies	\$ 5,000.00	\$ 557.09	\$ 3,000.00	\$ 5,000.00
542700	Transp - Transp Insurance	\$ 2,000.00	\$ 1,920.38	\$ 1,700.00	\$ 2,000.00
542800	State Transp Pool Charges	\$ 55,000.00	\$ 61,820.88	\$ 55,000.00	\$ 62,000.00
543820	Maint - Furn, Fixt, Equipment	\$ 9,000.00	\$ 950.00	\$ 6,000.00	\$ 9,000.00
543830	Maintenance IT	\$ 6,000.00	\$ 26,064.90	\$ 4,000.00	\$ 26,000.00
544000	Supply Inventory IT	\$ 55,000.00	\$ 92,545.28	\$ 55,000.00	\$ 55,000.00
544100	Supplies-Office Supplies	\$ 15,000.00	\$ 2,572.30	\$ 7,500.00	\$ 15,000.00
544200	Supplies-Field Supplies	\$ 5,000.00	\$ 2,730.76	\$ 3,000.00	\$ 5,000.00
544900	Supplies-Kitchen Supplies	\$ 2,200.00	\$ 12,175.31	\$ 1,200.00	\$ 2,200.00
545600	Supplies-Inventory Exempt	\$ 7,500.00	\$ -	\$ 4,500.00	\$ 7,500.00
545710	DOIT HCM Assessment Fees	\$ 18,900.00	\$ 20,335.00	\$ 17,900.00	\$ 20,335.00
545900	Printing & Photo Services	\$ 3,000.00	\$ 170.00	\$ 3,000.00	\$ 3,000.00
546100	Postage & Mail Services	\$ 4,200.00	\$ 7.00	\$ 2,200.00	\$ 4,200.00
546310	Utilities - Sewer/Garbage	\$ 600.00	\$ 140.58	\$ 600.00	\$ 600.00
546320	Utilities - Electricity	\$ 2,000.00	\$ 2,450.00	\$ 2,000.00	\$ 2,000.00

**NM Public School Facilities Authority
FY23 Budget Appropriation Request**

Acct #	Description	Budet FY21	Actuals FY21	Budget FY22	Proposed Budget FY23
546330	Utilities - Water	\$ 800.00	\$ 279.60	\$ 800.00	\$ 800.00
546400	Rent Of Land & Buildings	\$ 202,100.00	\$ 205,290.91	\$ 202,100.00	\$ 205,300.00
546500	Rent Of Equipment	\$ 4,000.00	\$ 13,766.53	\$ 4,000.00	\$ 13,800.00
546600	Communications	\$ 108,000.00	\$ 52,144.37	\$ 108,000.00	\$ 108,000.00
546610	DOIT Telecommunications	\$ 54,800.00	\$ 558.60	\$ 700.00	\$ 700.00
546700	Subscriptions & Dues	\$ 161,900.00	\$ 10,727.32	\$ 616,600.00	\$ 616,600.00
546800	Employee Training & Education	\$ 25,000.00	\$ 8,285.12	\$ 25,000.00	\$ 25,000.00
546900	Advertising	\$ 7,500.00	\$ 2,813.74	\$ 7,500.00	\$ 7,500.00
547900	Furniture & Fixtures	\$ 4,000.00	\$ 279.89	\$ 2,000.00	\$ 4,000.00
547999	Information Tech Equipment	\$ 12,500.00	\$ 2,520.60	\$ 9,500.00	\$ 12,500.00
548200	Employee O/S Mileage & Fares	\$ 6,000.00	\$ -	\$ -	\$ 6,000.00
548300	Employee O/S Meals & Lodging	\$ 6,000.00	\$ 21,435.44	\$ -	\$ 6,000.00

\$ 5,252,300.00	\$ 4,387,234.94	\$ 5,789,900.00	\$ 6,073,998.50
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Target of 5% increase

\$ 6,079,395.00

Variance of 5% target

\$ 5,396.50

Title	FTE	Reg/Temp	Pay Grade	Annual Salary @ 2080	Comp Rate	2% Salary Increase	Insurance Per Pay Period	PERSONAL SERVICES & BENEFITS SUMMARY			
								OBJ CDE	DESCRIPTION	TOTAL SALARY	
Administrative Assistant I	1.000000	Reg/PERM	18	\$ 41,600.00	20.000000	\$ 832.00	\$ 188.01				
Broadband & Technology Program Manager	1.000000	Reg/PERM	28	\$ 89,090.61	42.832026	\$ 1,781.81	\$ 10.99				
Broadband & Technology Program Specialist	1.000000	Reg/PERM	24	\$ 74,095.00	35.622596	\$ 1,481.90	\$ 294.09				
Central Coordinator	1.000000	Reg/PERM	24	\$ 76,125.02	36.598566	\$ 1,522.50	\$ 23.06				
Central Coordinator	1.000000	Reg/PERM	24	\$ 76,125.02	36.598566	\$ 1,522.50	\$ 357.84				
Central Coordinator	1.000000	Reg/PERM	24	\$ 68,080.46	32.730989	\$ 1,361.61	\$ 161.44	520100	Exempt Perm Pos-F/T-P/T	3,119,187.70	
Chief Financial Officer	1.000000	Reg/PERM	32	\$ 102,394.04	49.227906	\$ 2,047.88	\$ 412.42	520200	Term Positions	130,754.29	
Chief Information Officer	1.000000	Reg/PERM	36	\$ 93,600.00	45.000000	\$ 1,872.00	\$ 188.01	520300	Classified Permanent F/T	0.00	
Chief Procurement Officer/Staff Attorney	1.000000	Reg/PERM	30	\$ 104,446.41	50.214618	\$ 2,088.93	\$ 301.31	520400	Classified Permanent P/T	0.00	
CIMS Trainer	1.000000	Reg/PERM	18	\$ 54,902.84	26.395595	\$ 1,098.06	\$ 417.13	520500	Temp Positions F/T- P/T	184,245.26	
CIMS Trainer/ IT Specialist	1.000000	Reg/PERM	18	\$ 47,502.00	22.837500	\$ 950.04	\$ 246.91	520600	Paid Unused Sck Leave		
Closeout Manager	1.000000	Reg/PERM	26	\$ 83,434.62	40.112800	\$ 1,668.69	\$ 161.44				
Construction Project Manager	1.000000	Reg/PERM	18	\$ 62,400.00	30.000000	\$ 1,248.00	\$ 188.01	520700	Overtime & Othr Prem. Pay		
Construction Project Manager	1.000000	Reg/PERM	20	\$ 57,104.41	27.454045	\$ 1,142.09	\$ 188.01	520800	Annual/Comp Paid Separ	0.00	
Construction Project Manager	1.000000	Reg/PERM	18	\$ 57,530.20	27.658750	\$ 1,150.60	\$ 177.57	520900	Differential Pay		
Construction Project Manager	1.000000	Reg/PERM	20	\$ 62,400.00	30.000000	\$ 1,248.00	\$ 188.01				
Construction Project Manager	1.000000	Reg/PERM	20	\$ 56,676.26	27.248203	\$ 1,133.53	\$ 417.13				
Construction Project Manager	1.000000	Reg/PERM	22	\$ 56,685.72	27.252750	\$ 1,133.71	\$ 550.82				
Construction Project Manager	1.000000	Reg/PERM	18	\$ 55,946.80	26.897500	\$ 1,118.94	\$ 188.01				
Construction Project Manager	1.000000	Reg/PERM	18	\$ 55,946.80	26.897500	\$ 1,118.94	\$ 342.77				
Construction Project Manager	1.000000	Reg/PERM	20	\$ 62,400.00	30.000000	\$ 1,248.00	\$ 188.01				
Contracts Administrator	1.000000	Reg/PERM	24	\$ 71,050.32	34.158810	\$ 1,421.01	\$ 357.84				
Database Administrator / GIS	1.000000	Reg/PERM	24	\$ 65,975.00	31.718750	\$ 1,319.50	\$ 161.44				
Deputy Director	1.000000	Reg/PERM	32	\$ 96,883.41	46.578561	\$ 1,937.67	\$ 185.68				
Executive Director	1.000000	Reg/PERM	36	\$ 116,284.90	55.906204	\$ 2,325.70	\$ 2.04				
Facilities Assessor	1.000000	Reg/PERM	18	\$ 49,718.76	23.903250	\$ 994.38	\$ 214.58				
Facilities Assessor	1.000000	Reg/PERM	18	\$ 51,703.29	24.857350	\$ 1,034.07	\$ 2.04				
Facilities Assessor	1.000000	Reg/PERM	18	\$ 52,636.27	25.305899	\$ 1,052.73	\$ 2.04				
Facilities Assessor Supervisor	1.000000	Reg/PERM	20	\$ 57,903.63	27.838283	\$ 1,158.07	\$ 2.04				
Financial Specialist	1.000000	Reg/PERM	18	\$ 51,845.38	24.925664	\$ 1,036.91	\$ 188.01				
Financial Specialist	1.000000	Reg/PERM	18	\$ 54,891.20	26.390000	\$ 1,097.82	\$ 188.01				
Financial Specialist	1.000000	Reg/PERM	18	\$ 54,080.00	26.000000	\$ 1,081.60	\$ 188.01				
Fleet Coordinator / Administrative Assistant	1.000000	Reg/PERM	18	\$ 41,200.88	19.808113	\$ 824.02	\$ 214.58				
Funding Programs Coordinator	1.000000	Reg/PERM	22	\$ 60,320.00	29.000000	\$ 1,206.40	\$ 188.01				
Funding Programs Manager	1.000000	Reg/PERM	30	\$ 85,259.97	40.990369	\$ 1,705.20	\$ 357.84				
Human Resource Manager	1.000000	Reg/PERM	26	\$ 71,050.32	34.158810	\$ 1,421.01	\$ 161.44				
Information Systems Specialist	1.000000	Reg/PERM	24	\$ 59,213.99	28.468265	\$ 1,184.28	\$ 550.82				
IT Business Process Manager	1.000000	Reg/PERM	28	\$ 88,183.20	42.395767	\$ 1,763.66	\$ 543.99				
Maintenance & Operations Manager	1.000000	Reg/PERM	24	\$ 85,303.12	41.011116	\$ 1,706.06	\$ 33.49				
Maintenance Specialist	1.000000	Reg/PERM	22	\$ 60,529.62	29.100781	\$ 1,210.59	\$ 159.78				
Programs Coordinator	1.000000	Reg/PERM	16	\$ 49,192.44	23.650211	\$ 983.85	\$ 214.58				
Senior Regional Manager	1.000000	Reg/PERM	28	\$ 90,001.60	43.270000	\$ 1,800.03	\$ 188.01				
Special Assistant I	1.000000	Reg/PERM	22	\$ 59,896.86	28.796565	\$ 1,197.94	\$ 188.01				
Special Assistant I	1.000000	Reg/PERM	22	\$ 63,335.66	30.449838	\$ 1,266.71	\$ 161.44				
Special Projects Coord. II	1.000000	Reg/PERM	26	\$ 83,081.12	39.942848	\$ 1,661.62	\$ 357.84				
Broadband & Technology Program Specialist	1.000000	STRM	24	\$ 75,370.18	36.235665	\$ 1,507.40	\$ 2.04				
								Total Personal Services			3,434,187.26
								Total Benefits			1,265,476.25
								Total Personal Services and Employee Benefits			4,699,663.50
								SUMMARY Notes:			
								FICA not paid on salaries over \$87,900 per year			

Title	FTE	Reg/Temp	Pay Grade	Annual Salary @ 2080	Comp Rate	2% Salary Increase	Insurance Per Pay Period
Broadband Project Coordinator	1.000000	STRM	20	\$ 52,820.30	25.394376	\$ 1,056.41	\$ 22.91
Sr. Planning, Design, & Facilities Specialist	1.000000	TEMP	26	\$ 83,672.58	40.227200	\$ 1,673.45	\$ 161.44
Sr. Projects Coordinator	1.000000	TEMP	26	\$ 72,000.03	34.615400	\$ 1,440.00	\$ 185.68
Student Intern	0.500000	TEMP	10	\$ 12,480.00	12.000000	\$ 249.60	\$ 2.04
Student Intern	0.500000	TEMP	10	\$ 12,480.00	12.000000	\$ 249.60	\$ 188.01
	50.000000			\$ 3,366,850.25		\$ 67,337.01	\$ 10,564.67

50.0 Positions Total: 45.5 Filled (41 Perm, 2 Term, 2.5 Temp); 4.5 Vacant

PSFA STATUTORY OPERATING BUDGET LIMITATIONS (3-year average)
(millions)

	1999	FY17	FY18	FY19	FY20	FY21	FY22 est.	FY23 est.	FY24 est.							
PSCOC Award Allocations																
DCP Proje	\$0.0															
DCP Roofs																
PSCO Roofs																
PSCOC HPP Grant Portion																
PSCOC HPP Advance Portion																
Master Plan Assistance Awards		\$0.4	\$0.4	\$0.3	\$0.4	\$0.4	\$0.4	\$0.4	\$0.4							
BDCP Awards		\$0.0	\$3.3	\$2.5	\$2.5	\$3.0	\$3.0	\$3.0	\$3.0							
Pre-K			\$5.0	\$0.0	\$0.0	\$5.0	\$5.0	\$5.0	\$5.0							
Contingency		\$1.0	\$1.0	\$0.0	\$2.4	\$0.0	\$4.0	\$4.0	\$4.0							
Security Projects				\$16.0	\$8.5	\$0.0	\$0.0	\$0.0	\$0.0							
PSCOC Projects - Standards Based	\$33.0	\$64.7	\$38.5	\$46.3	\$61.5	\$65.5	\$132.0	\$138.3	\$138.3							
FDK Net of GO Bond Reimbursement																
PSCOC Projects - Systems Based			\$23.4	\$15.8	\$0.0	\$5.0	\$5.0	\$5.0	\$5.0							
PSCOC Demolition Projects							\$5.0	\$5.0	\$5.0							
PSCOC Teacher Housing Program							\$10.0	\$10.0	\$10.0							
Teacher Housing SB280 Tribal Funds				\$0.0	\$10.0	\$0.0	\$0.0	\$0.0	\$0.0							
Lease Assistance		\$15.7	\$15.4	\$15.8	\$16.4	\$16.5	\$16.5	\$16.5	\$16.5							
Total	\$33.0	\$81.8	\$87.0	\$96.7	\$101.7	\$95.4	\$180.9	\$187.2	\$187.2							
Prior 3-Year Average Allocations		\$188.1	\$179.1	\$155.7	\$131.8	\$95.14	\$97.9368	\$126.01	\$154.50							
		FY17	FY18	FY19	FY20 est.	FY21 est.	FY22 est.	FY23 est.	FY24 est.							
PSFA Field Expenditures	\$	3.1	\$	2.9	\$	2.7	\$	2.4	\$	3.0	\$	3.0	\$	3.1	\$	3.0
PSFA Core Expenditures	\$	2.9	\$	2.7	\$	2.5	\$	2.3	\$	2.8	\$	2.8	\$	2.9	\$	2.8
PSFA Operating Budget		\$6.0		\$5.6		\$5.2		\$4.7		\$5.8		\$5.8		\$6.1		\$5.8
FTE		56		55		49		49		49		49		50		49
PSFA Budget as % of Project Award		FY17		FY18		FY19		FY20		FY21		FY22		FY23		FY23
		3.2%		3.1%		3.3%		3.6%		5.0%		4.4%		4.8%		3.2%
Statutory Allowable (5%)		\$9.4		\$9.0		\$7.8		\$6.6		\$4.757		4.897		6.301		7.725
(Over) Under Statutory Allowable		\$3.4		\$3.4		\$2.6		\$1.9		(\$0.0)		\$0.7		\$0.2		\$3.3

0

PSCOC Allowable Operating Budget (5%)

Public School Capital Outlay Act Section 22-24-4 NMSA:
(G) Balances in the fund may be annually appropriated for the core administrative functions of the public school facilities authority pursuant to the Public School Capital Outlay Act, and, in addition, balances in the fund may be expended by the public school facilities authority, upon approval of the council, for project management expenses; provided that:

(1) the total annual expenditures from the fund for the core administrative functions pursuant to this subsection shall not exceed five percent of the average annual grant assistance authorized from the fund during the three previous fiscal years; and

(2) any unexpended or unencumbered balance remaining at the end

IV. Consent Agenda

- A. Approval of Meeting Minutes – July 12, 2021*
- B. P20-005 Las Cruces – Columbia ES – Design Funding Request*
- C. P19-009 Roswell – Mesa MS – Construction Funding Request*
- D. P20-009 & K18-002 Clovis – Barry ES – Construction Funding Request*
- E. P19-004 Gallup – Tohatchi HS – Award Language Change to include New Teacher Housing Units – Technical Corrections*
- F. S19-017 Tularosa – Tularosa MS – Award Language Change from Systems to Standards*
- G. Recertification of SSTBs*
- H. Selection of SB-9 Program Units*

* Denotes potential action by the PSCOC

**PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL MEETING
MINUTES
July 12, 2021**

Members Present: Mr. Joe Guillen, NMSBA Ms. Rachel S. Gudgel, LESC
Mr. David Abbey, LFC Mr. David L. Robbins, PEC
Mr. Antonio Ortiz, PED Mr. Clay Bailey, CID
Ms. Ashley Leach, DFA

Members Absent: Mr. Raul Burciaga, LCS (no designee)
Ms. Mariana Padilla, Office of the Governor (no designee)

1. **Call to Order** – Chair Guillen called the meeting to order at 1:36 P.M.
 - a. **Approval of Agenda** – Chair Guillen asked if there were any changes to the agenda as presented, as there was none, the agenda was unanimously approved.
 - b. **Correspondence** – None.

2. **Public Comment** – Mr. Abbey introduced Mr. Clinton Turner, staff for the PSCOOTF. Mr. Turner is an Economist and works closely with DFA and the Tax Department.

3. **PSCOC Financial Plan**
 - a. **Financial Plan**

Mr. Evans reviewed items listed within the financial plan, noting the action taken at the prior Council meeting for the additional \$1.6M for NMSBVI Garrett Dormitory as well as items listed on the agenda to be presented for Council action. Updated estimated numbers for school bus replacements were received from PED and were reflected in the financial plan.

4. **Consent Agenda**
 - a. **June 14th PSCOC Meeting Minutes**

MOTION: Ms. Gudgel moved for Council approval of the consent agenda item. Mr. Robbins seconded and the motion was unanimously approved.

5. **2021-2022 Awards Cycle**
 - a. **2021-2022 Standards-Based Capital Outlay Awards – Staff recommendations**

Mr. Chamblin provided a summary of the districts requests. (Gadsden) Gadsden MS is for a potential project cost up to \$47M in the out-years. The project will begin with planning in year one. (Mosquero) Mosquero Combined School is for a potential \$20M project in the out-years. The project will begin with the design phase in year one. The district has done most of their planning and will return for design phase funding later in the year, which may also include a local match reduction request. (Los Alamos) Chamisa ES is for a potential \$20M project. This project is ready for year one design phase funding. (Los Lunas) Ann Parish ES is for a potential \$34M project in the out-years. Year one funding is for planning to determine

the scope, cost, and schedule for the project. (Los Alamos) Piñon ES is a potential \$25M project in the out-years and is ready for year one funding for design. (Gadsden) Chaparral MS is for a potential \$38M project in the out-years. The scope and cost of the renovation needs to be determined and planning will start in year one.

Mr. Guillen inquired as to the total amount of funding that will result if each of the projects were to make it through construction; Mr. Chamblin replied that the year one local match would be up to \$5.7M and the year one state match would be slightly more than \$1M. With out-year funding for all projects, local funding would be up to \$89.5M and the out-year state share would be up to \$86.7M; the total combined state funding obligation if all of the standards-based projects were to proceed up to their budgeted amounts would be approximately \$87.5M.

MOTION: Council approval of the Awards Subcommittee recommendation to make capital outlay awards for the standards-based capital outlay program to the following school districts: (Gadsden) Gadsden Middle School planning phase \$25,300 state share, \$49,700 district share; (Mosquero) Mosquero Combined School design phase \$54,923 state share, \$2,002,128 district share; (Los Alamos) Chamisa Elementary School design phase \$409,195 state share, district share 1,636,779; (Los Lunas) Ann Parish Elementary School planning phase \$42,000 state share, \$33,000 district share; (Los Alamos) Piñon Elementary School design phase \$501,411 state share, \$2,005,646 district share; (Gadsden) Chaparral Middle School planning phase \$52,500 state share, \$22,500 district share. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

b. 2021-2022 Standards-Based Award Additional Conditions

There was no discussion following the reading of the motion and action was immediately taken.

MOTION: Council approval of the Awards Subcommittee recommendation to make standards-based capital outlay awards further subject to the Additional Conditions presented in the document in the meeting notebook. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

c. 2021-2022 Systems-Based Capital Outlay Awards – Staff Recommendations

There was no discussion following the reading of the motion and action was immediately taken.

MOTION: Council approval of the Awards Subcommittee recommendation to make capital outlay awards for the systems-based capital outlay program to the following school districts:

(Raton) Longfellow Elementary School planning design and construction phases \$98,081 state share, \$262,098 district share; (House) House Combined design and construction phases state share \$65,661, district share \$77,197; (Portales) Portales High School design phase funding deferred, pending the results of the planning phase funded by James Elementary; (Floyd) Floyd Combined School design phase state share \$50,622, district share \$16,380; (Raton) Raton High School planning design and construction phases state share \$280,339, district share \$342,637; (T or C) Sierra Elementary School design phase state share \$26,712, district share \$151,371; (Raton) Raton Intermediate School planning design and construction phases state share \$137,927, district share \$168,577; (Portales) James Elementary School planning, design and construction phases state share \$96,862, district share \$61,928; (Tularosa) Tularosa Intermediate School design and construction phases state share \$394,619, district share \$194,365; (Raton) Columbian Elementary School design and construction phases state share \$386,050, district share \$471,839; (Las Vegas City) Paul D. Henry Elementary School design and construction phase state share \$155,721, district share \$944,279. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

d. 2021-2022 Systems-Based Awards Additional Conditions

There was no discussion following the reading of the motion and action was immediately taken.

MOTION: Council approval of the Awards Subcommittee recommendation to make systems-based capital outlay awards further subject to the Additional Conditions presented in the document in the meeting notebook. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

Representatives from the following districts thanked the Council for their awards:

1. Ms. Jennifer Guy – Superintendent, Los Alamos
2. Ms. Johnna Bruhn – Superintendent, Mosquero
3. Dr. Arsenio Romero – Superintendent, Los Lunas
4. Mr. Brian Luck – Superintendent, Roswell – also thanked Council though the Roswell project was yet to be presented.

6. Out-of-Cycle Funding/Award Language Requests

a. P19-004 Gallup – Tohatchi HS; Award Language Change to Include Teacher Housing Units

Participating via phone: Ms. Jvanna Hanks II – Assistant Superintendent, Business Services and Ms. Roxy Flanders – Director, Facilities/Planning.

Mr. Chamblin reviewed information listed within the executive summary. The district is requesting to add 8 teacher-housing units to the scope and cost of the Tohatchi HS project that

is currently underway and in the planning phase. This would add teacher housing to the scope of the previously awarded project with design and construction funding for the teacher housing added to the whole project. The construction for the school and the housing would likely run concurrently to take advantage of having one contractor on-site to do both projects; Ms. Hanks stated combining the projects would allow the district to maximize cost savings in regards to construction costs. Ms. Hanks stressed that teacherages are essential in order for the district to provide quality staff, especially for schools located on the Navajo Reservation as the area is currently experiencing a severe housing shortage. Ms. Flanders added that all of the current housing is occupied and has waiting lists nearly ten deep, except for the very remote Tse Yi Gai area.

Referring to leases, Ms. Gudgel reminded members that Council has historically required a 25-year lease plus an additional 25 years and it appeared that many of the Gallup projects, when entered into, did not have new leases and asked what the plan was in order to come into compliance with that policy. Mr. Chamblin replied that for the Tohatchi site, the district is currently in a 50-year lease, which expires in 2055 and was last negotiated in 2005. Clarifying further, Ms. Gudgel stated that the policy of the Council has been that the 25 years started at the onset of the project, and here we are 16 years into the current lease. Ms. Gudgel requested that PSFA staff look at the language in the Additional Conditions when the project was originally awarded to see if that requirement was included. Mr. Chamblin agreed to do so prior to the August meetings. Ms. Hanks stated that the district has built, and will continue to build relationships with the Navajo Nation and will work on this to ensure the continued movement of the housing project.

Mr. Abbey asked Mr. Chamblin to speak on the Awards Subcommittee discussion regarding teacherages; Mr. Chamblin stated that one of the Gallup sites will be the first teacher housing that is moved into construction with PSCOC dollars. There is an urgency to get these projects done and this will potentially be the first time that a standards-based award has been used as a mechanism to move a teacher housing project into construction. Though there are other districts in the pipeline that will follow, this one may be the first. The cost built in as the underlying assumption for the design phase is up to \$433K and is based on real costs from Gallup's recent 16 teacher housing units in Ramah that the district is funding with outside of adequacy, impact aid and potentially their own funding. The cost of this construction is for very compact 2-3 bedroom units, approximately 1,100 square feet.

MOTION: Council approval of the Awards Subcommittee recommendation to amend the 2018-2019 standards-based award to Gallup McKinley County Schools Tohatchi High School (P19-004) for additional funding and an award language change to include funding for 8 teacher housing units, beginning with design phase funding up to \$433,239 for the teacher housing units, state share up to \$350,924 and district share up to \$82,315. Upon completion of the design phase, the district may return to the PSCOC for out-of-cycle funding for the construction phase of the project. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

b. P21-005 Gallup – Crownpoint HS; Award Language Change to Include Crownpoint MS, and Teacher Housing Units

Mr. Chamblin noted that though this item was similar to the previous, the major difference was the addition of the scope and cost to replace at least half of Crownpoint MS to the Crownpoint HS award that was awarded in August 2020. The planning work is ongoing and along with the middle school addition to the high school project, this will also include 8 teacher-housing units at the same site.

Ms. Hanks reiterated that there would be cost savings with the Gallup projects, and the district would try to keep the administrative costs low.

MOTION: Council approval of the Awards Subcommittee recommendation to amend the 2020-2021 standards-based award to Gallup McKinley County Schools for Crownpoint HS (P21-005) for additional funding and an award language change to include design and construction funding for the partial replacement of Crownpoint MS. In-process planning phase work funded by the HS award includes the MS and HS. No additional funding is needed at this time to include the MS in the scope of the HS project. Upon completion of the planning phase work, the district may return to the PSCOC for out-of-cycle funding for design. Additional funding and an award language change to include funding for 8 teacher housing units, beginning with design phase funding up to \$433,239 for the teacher housing units, state share up to \$350,924 and district share up to \$82,315. Upon completion of the design phase, the district may return to the PSCOC for out-of-cycle funding for the construction phase of the project. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

c. S20-004 Gallup – Crownpoint MS; Award Language Change

Mr. Chamblin stated that with the action taken for the previous Crownpoint MS agenda item, the middle school systems award can now be de-scoped and the total cost will come down from what was going to be a full roof replacement project on half the campus to now being only roof repair. The existing demolition scope from that systems award will remain as part of the award language/project and will demolish two empty buildings on the campus. The existing roof is in very bad shape and has chronic leaks. This approach will allow the district to spend about \$70K, combined district and state funding, for a short-term fix to patch the roof until such time that the campus is ready for the standards-based replacement for the middle school.

MOTION: Council approval of the Awards Subcommittee recommendation to amend the existing systems-based award for Crownpoint MS to change from roof replacement to roof repair on the 1968 original classroom building, gymnasium and administration building and inclusion of demolition of the classroom annex and old gym. Additionally, to amend the current award language for Crownpoint MS, converting the current systems-based award to a standards-based award, to include the replacement of Crownpoint MS to the existing Crownpoint HS award. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

d. P15-006 Gallup – Thoreau ES; Award Language change to Include Teacher Housing Units

Mr. Chamblin noted this project was nearly identical to the Tohatchi project previously discussed by adding 8 teacher housing units to an older standards-based award; the previously awarded Thoreau ES project is nearly complete.

MOTION: Council approval of the Awards Subcommittee recommendation to amend the 2014-2015 standards-based award to Gallup McKinley County Schools Thoreau Elementary School (P15-006) for additional funding and an award language change to include funding for 8 teacher housing units, beginning with design phase funding up to \$433,239 for the teacher housing units, state share up to \$350,924 and district share up to \$82,315. Upon completion of the design phase, the district may return to the PSCOC for out-of-cycle funding for the construction phase of the project. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

e. P19-010 Roswell – Nancy Lopez ES; Design Funding

In attendance and representing the district: Mr. Brian Luck – Superintendent; Mr. Chad Cole – Assistant Superintendent for Finance & Operations and Mr. Jeremy Sanchez – Construction Coordinator.

Mr. Chamblin reviewed information listed within the executive summary noting this would be a replacement of Nancy Lopez ES. Years ago, when first awarded, the scope and cost of the project was estimated to be much less as it was expected to be a renovation project. The district has done the planning phase and the results of the third party assessment is that this is more of a replacement project. The total project cost is now estimated to be up to \$21M; the design phase cost is based on the larger replacement scope and cost project.

Per Mr. Sanchez, the district has gone through the Ed Specs process and through the evaluation, it was determined that the project would be better addressed as a replacement. The district will monitor enrollment and will not overbuild.

Mr. Cole stated that the district went out for the remainder of the community elected bonds last year and they do have the funds in place for this project.

MOTION: Council approval of the Awards Subcommittee recommendation to amend the standards-based award to Roswell Independent Schools for Nancy Lopez ES to include design phase funding for a partial replacement and renovation of the existing facility to construct a new school with a design enrollment of 300 students, grades K-5 up to the maximum allowable gross square footage of 41,112 GSF, with an increase in the state share (71%) for the design phase up to \$1,494,488 and a local share (29%) up to \$610,425. Review of design enrollment shall occur during the design phase with approval of the design enrollment. Prior to the out-of-cycle construction phase funding request. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

f. Des Moines – Award Language Change and Design Phase Funding

In attendance and representing the district: Ms. Kodie Sumpter – Superintendent; Mr. David Brown – Board President.

Mr. Chamblin stated this project was originally awarded under the standards-based program and was deferred in the 2019-2020 cycle. Since that time, the district has completed a structural investigation of the existing building as well as planning work for the combined campus. PSFA has been working with the district for the last two years on this project. The action for today is for the combined campus of 96 students, design and enrollment for 40,512 GSF. This school has a unique teacher structure as well as education program space needs that necessitates additional square footage over and above the square foot calculator. The district and the project are technically ready for design phase funding; however, the district intends to go out for a bond election this fall to raise as much of their share as possible. Preliminary estimates for the local share for design might run as high as \$2.5M. The district estimates their full potential revenue generated by the upcoming election might be up to \$2.1M. The district will not be ready for the start of design and the first funding draw until after the bond election later this year. The district is potentially going to need and request a local match reduction for the construction phase.

Ms. Sumpter thanked Council for their consideration of the project; Mr. Brown also expressed his appreciation as well as that of the community.

Mr. Guillen asked that the district publish the Council’s action in support of their bond issue.

MOTION: Council approval of the Awards Subcommittee recommendation to amend the 2019-2020 Standards-based award to Des Moines Municipal Schools to include design phase funding up to \$2,844,362, state share \$221,381 (14%) and district share \$2,622,981 (86%), including the \$176,830 offset balance, for a replacement school with a design enrollment of 96 students grades Pre-K through 12 in 40,512 GSF. Upon completion of the design phase, the district may return to the PSCOC for out-of-cycle funding for the construction phase of the project. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

7. Other Business

a. Recertification of SSTBs

Mr. Evans noted this was the recertification for a number of projects just awarded. Ms. Leach reminded members that since the Board of Finance had not yet reviewed the recertification worksheet, the PSCOC Chair had the authority to sign the recertification after the meeting if anything came up during the review. Ms. Gudgel asked that such language be included on all motions; Ms. Leach agreed.

MOTION: Council approval of the Awards Subcommittee recommendation to adopt the Resolution, Notification, and Certification/Decertification of unexpended bond proceeds as follows:

- SSTB19SD-0004 in the amount of \$701,848 of unexpended funds from bond balance.

- SSTB18SD-0001 in the amount of \$3,029,316 of unexpended funds from bond balance. As this was a Subcommittee recommendation, a second was not needed and the motion was unanimously approved.

b. Schedule of Programs 2021

Mr. Chamblin reviewed information listed within the executive summary noting the draft schedule for what could be three new funding programs. The demolition and roofing programs will initiate at the same time; however, due to the complexity of the roofing projects, more time will be needed for assessment of project scope. The Demolition of School Facilities Program anticipates awards in January 2022 and awards for the Roofing Program in April 2022. Direction from the Awards Subcommittee included conducting workshops and information gathering this fall on teacher housing; potential awards for the Teacher Housing Program are also anticipated in April 2022.

Discussion during the Awards Subcommittee included potentially moving these types of projects through the systems program. The reason these have been broken out as three separate potential programs is that the demolition language is stand-alone and is in the Capital Outlay Act based on recently passed legislation. There is also a roofing program outlined in the Capital Outlay Act from prior years that can be piggybacked. The teacher housing issue is new and is therefore potential justification to run it as a new stand-alone program.

Mr. Guillen inquired as to the dollar amounts being looked at, if funds will be earmarked or if it will be dependent on the applications determining the amount. Mr. Chamblin replied that it would be a decision for Council to make; however, the roofing program could be funded up to \$5M-10M in state funding; demolition could be for a similar amount based on current interest with the maximum state funding potential of \$15M; teacher housing remains an unknown until after the fall workshops.

Mr. Abbey asked what Mr. Chamblin’s proposal was for August and what had been decided about the potential new programs; Mr. Chamblin replied that the demolition program could run a little faster and simpler than the other two. Rules for the three programs will be taken to the subcommittees in August.

Mr. Abbey further asked why new rules would be needed if these categories could run under the systems program; Mr. Chamblin replied that staff assessment of the systems program as defined in the Capital Outlay Act is that it has its own rules, and though it covers roofing, it is not in the same way that the roofing program does. Teacher housing is not something that could be funded through the systems program given the restrictive language in the Capital Outlay Act regarding awards. Demolition of an abandoned building will not necessarily extend the life of an existing school facility.

Discussion took place on the recent Court decision on the Zuni lawsuit; Ms. Gudgel stated that the Attorney General’s office submitted a request to reconsider the ruling and since the District Court judge denied the request, we remain with the first ruling, which states, “the Public School Capital Outlay Act and the Public School Capital Improvements Act are unconstitutional.” Mr. Abbey requested that the ruling and subsequent effects on

PSFA/PSCOC be checked; Mr. Guillen indicated that was identified in some recent correspondence which will be shared with Mr. Abbey.

8. Informational

The BDCP SB144 Implementation Update (Item 8c) was the only item presented under the Informational category.

a. Project Status Report

This item was not presented.

b. Maintenance Performance Summary

This item was not presented.

c. BDCP SB 144 Implementation Update

Mr. Chamblin reminded members that this item was in follow-up to their request to have these entities provide an update on their broadband work and how efforts are being coordinated between entities.

PSFA Presenters:

Mr. Ovidiu Viorica – Broadband Program Manager

Mr. Jerry Smith – Broadband Projects Specialist

Mr. Viorica provided a synopsis of the SB 144 initiative noting there were two main goals of the bill: to connect students and staff at home, wherever they are and to create a statewide educational network. The Public Education Department (PED) is leading the efforts to connect students as a result of the Yazzie/Martinez lawsuit court order. The PSFA team is focusing on the implementation of a statewide education network. The statewide education network is a continuation of what the Council started three years ago with the creation of regional consortia connecting schools together and then connecting the groups to the internet. The strategy of a statewide education network is to connect all of the schools together and to connect them to regional hubs where higher-level tasks and cyber security could be performed. These hubs would also make available high quality, high capacity and low cost internet regionally.

Three general models that are possible include the leased/lit network, backbone and the statewide network. The benefit of creating a statewide education network by utilizing leased circuits that are available from internet service providers is that there is no construction involved. The limitation is that the network still needs to be run and you pay for the speed and it would only be available for the schools, or potentially libraries, while other interests would not be served. Another model, the backbone, has the construction of some fiber for high capacity traffic and connects all the hubs so that schools can connect to the regional hubs through leased lines. The advantage is that on the backbone, other interests could be served as well, and the speed is controlled by whoever manages the network. The third model is the construction of fiber optic throughout the state to all the school locations. This is the most costly and would take the longest to implement, however; it offers the most flexibility in the extra capacity and can serve other needs such as municipalities, agriculture, and healthcare.

In reality, there will likely be a hybrid between leased lines and built lines wherever the capacity exists.

The composition of the advisory committee was included in the meeting material and has broad representation from a variety of school districts, charter schools as well as public and state agencies.

Mr. Viorica reiterated it would need to be a phased implementation and would take several years to accomplish. Moving forward with design would allow for procurement in late fall/winter and then contractual obligations in January/February in order to be ready for the March E-rate deadline in order to not miss out on a full year of federal funding.

NM DoIT Presenters:

Mr. Gar Clarke – Project Manager

Mr. Rand Tilton – Program Manager

Mr. Tilton and Mr. Clarke reviewed the handout entitled *New Mexico Broadband Program Public School Capital Outlay Committee*. For clarification purposes, members were reminded that there was an advisory committee developed out of SB144 and coming out of PSFA and another advisory committee developed out of SB93.

Regarding broadband connectivity, New Mexico is currently ranked 49th nationally with 700K residents unserved and approximately 126K business and residential locations unserved.

Some current DoIT activities include a broadband budget of \$133M for four years, launching a broadband technical assistance program, extended mapping contracts to support broadband requirements for the next two years through EDAC, executing a community broadband survey contract and completing an RFP offering to provide grant writing, planning and construction to support broadband projects. The current broadband budget can fund 17-33% of the cost and provide service to approximately 95K locations. The deployment cost estimate for a combination of fiber and fixed wireless technology is between \$405M to \$708M; the current budget, which includes recent appropriations and a previous balance, is \$133.46M; the funding gap of \$272M-647M will require federal funds to close. Under the federal broadband grant programs, there is approximately \$37B coming into the state; \$23B of which will be for general use broadband funding programs (broadband infrastructure) and \$14B will be for broadband subsidy programs (including other purposes such as education and healthcare).

The Connect New Mexico Council will collaborate with the Office of Broadband Access and Expansion (OBAE), which will be administered by a director selected by the Governor. The council will consist of members from state agencies, legislative members and tribal members.

The New Mexico Broadband Advisory Council will engage members from local governments, industry, community, state government, educational organizations and the telehealth arena. The New Mexico Broadband Advisory Council will also offer its expertise to the Connect New Mexico Council.

Next steps include creating an infrastructure implementation plan, providing technical assistance to all entities, establishing a digital inclusion presence, improved governance, collaboration and integration of broadband efforts, expanding the broadband mapping program, empowering municipalities to take ownership of broadband construction/operation at a local level; establishing legislation that outlines rules, procedures, and addresses regulatory requirements and establishing strategies to focus on economic development, telemedicine and agriculture.

Mr. Abbey thanked the DoIT representatives for their presentation and asked how much of the \$133.4M PSFA would be responsible for, Mr. Clark replied that the \$133.4M came from SB144 and the \$25M would be for connecting schools. Mr. Viorica clarified that the Department of IT would receive the \$25M. Mr. Abbey felt the bipartisan bill that congress was working on that included \$65B for Broadband was not reflected in the number provided by DoIT and stated that though there are significant needs, there are no funding constraints until additional information is provided. Mr. Abbey asked Mr. Viorica how PSCOC reconciles not missing the E-rate cycle with not being quite ready; Mr. Viorica replied that the work the Council, PSFA and Advisory Committee is doing is aligned to meet all of the needs encompassing the state. With the creation of the statewide education network, Mr. Viorica believes that the regional hubs are going to help the regions as a whole, to have better access to the internet; more affordable and more available, but also extra capacity can be built by the DoIT Team with the money that is available and could serve agriculture, healthcare, municipalities, and other interests that cannot be served by the E-rate program. Mr. Abbey stated that the PSCOC received \$10M that was not included in the \$133.4M; Mr. Viorica replied that the \$10M was the cap that was always allowed out of the PSCOF and was in the financial plan and gets an E-rate match. Mr. Abbey asked what was next; what does Council need to do in the next three months? Mr. Viorica replied that the scheduled plan is to bring recommendations for approval, recommended guidelines for the statewide education network to start with the design of the first phase that is supposed to happen in August 2021. With Council approval, the team can start to develop the first phase of the implementation of the statewide education network. Mr. Viorica stated that he would like to get from the partners a list of needs for other interests and what they would like to see and how those needs would align with the statewide education network and what the schools and possibly libraries and higher education are going to do when building the statewide education network.

NM PED Presenters:

Ms. Mary Montoya - Chief Information Officer

Mr. John Chadwick - State E-rate Coordinator

Mr. Ferdi Serim – MA Strategies

Mr. Mike Archibeque – MA Strategies

Ms. Montoya stated that the work PSFA and DoIT are doing is looking at the future of the solution while PED has been hit with a court order that says “now”. Identify right now who cannot access education resources remotely from their home for whatever reason (lack of device, lack of connectivity) and it is unacceptable to enter the next school year without providing students with a device of connectivity or some alternative means for on-site education. With that court order, PED needed to immediately reassess the situation down to

the student and teacher level. PED contracted with a couple of consultants one local and one national who have done a lot of work in terms of identifying a long term broadband roadmap and also most recently has worked with other states to get their students connected. This year is unusual, as in addition to all of the funding that is available, the FCC has extended their E-rate program to the student's homes and are implementing an emergency funding connectivity fund, which allows districts to take advantage of the funding to provide connectivity to students; the funding has a very small window.

Mr. Chadwick spoke on the collaboration with his counterpart in Arizona and realizing that there was an area with no coverage in the four corners area. Phase 1 planning on how to get the Navajo Nation to apply for E-rate began, and over a period of time, the tribe eventually hired an E-rate consultant and in the 2020 funding year, New Mexico received \$43M for 380 new miles on the Navajo Nation. Phase 2 is currently under review; Arizona was recently funded and it is anticipated that New Mexico will be funded approximately \$4M within the next few weeks. Once phase 1 and phase 2 are completed, every school will have fiber to the premise.

Per Mr. Serim, in one month and one day, the \$7B window on the Emergency Connectivity Fund closes and in order for New Mexico school districts to spend federal dollars instead of their own dollars, it is essential to know which students can and can not connect. There are currently 315,000 students listed in STARS for the 120th day. Referring to the handout entitled *NM Student Connect*, Mr. Serim noted that the data received during the student connectivity survey was all over the place. When the court order came out, work was done in collaboration with the data people at each school in order to find out what information was accurate. Mr. Serim stated that CTC Student Connect Support is providing support to districts and to families because the federal money is aimed in two different ways. If it is an unmet need that the school district has because they did not have adequate bandwidth to be able to support the homes through the existing service providers, then the school(s) can apply for that money similar to how they do for E-rate. However, if the family is on free or reduced lunch or has some other evidence of financial need, they are able to apply directly to the internet service provider and have the bill, or a portion of the bill, covered directly. This option requires calling 100,000 families and every day 200 hours of phone calls are being made by 20 members of the CTC team. In addition, about 50,000 students are being contacted via their mailing addresses. Per Mr. Serim, the piece that ties everything that Mr. Viorica and Mr. Clarke spoke on is that in New Mexico, a vast majority of students have a connection at home that is inadequate for learning. What this means is that if they do not have the ability to upload a file, stream a video or the ability to go into the learning management system to do their schoolwork the student is not being counted for attending school for a full day.

Mr. Guillen acknowledged Mr. Archibeque, former CIO with PED and newly appointed school board member for Bernalillo, who is also the project manager for the NM Student Connect effort.

NM DOT Presenters:

Mr. Jeremy Lovato – Chief Information Officer

Mr. Justin Reece – Deputy Secretary

Mr. Viorica acknowledged that DOT has been a tremendous partner over the last five years by supporting numerous fiber-optic builds to connect many schools that did not have connectivity. The Department of Transportation made a concerted effort to prioritize and expedite the permit reviews for all the fiber builds happening in the schools throughout the state. DOT is also currently involved in work that relates to broadband.

Mr. Reece expressed the DOT's support of the broadband initiative. Mr. Lovato acknowledged the role that DOT plays in the broadband infrastructure environment in New Mexico, noting the additional responsibilities taken on in support of expanding broadband in the state.

Referring to the handout entitled *Telecommunications Infrastructure Operations*, Mr. Lovato read the mission for the infrastructure operations, which states, “support the expansion of right-of-way broadband infrastructure through industry collaboration and partnerships, while protecting the interest of the state and its assets,” adding that the right-of-way cannot be given away and, therefore, exchanges, fees and several different variables are accommodated to allow service providers to get into the right-of-way. Because of this, a statewide network strategy has emerged. The statewide network is one of the efforts that contributed to collaboration among numerous agencies/entities, a right-of-way effort and permitting efforts. Part of this effort will enhance and create more opportunities to allow branching out to the rural areas of the state. A consortium has been established with IAD, Santa Fe Indian School and DoIT.

NM State Library Presenters:

Mr. Richard Govea - Broadband Opportunities Program Manager

Mr. Viorica introduced Mr. Govea, a former PSFA broadband team member who moved to the State Library to develop their own broadband program which was a successful result of a pilot initiated by the PSCOC in 2018 where the PSFA broadband team helped libraries get connected to fiber and start getting funding from the E-rate program. Mr. Govea has been instrumental in getting the libraries started with their own programs.

Mr. Govea stated that the structure of the State Library is the same as the PSFA BDCP. A few of the different metrics that are used; however, is that no students are allocated to the libraries and a benchmark is used: 100Mbps or greater of internet, which allows the schools to ask for fiber through the E-rate program. Along with that, network equipment is upgraded and sustainable solutions are researched. Funding for the program includes the \$1M Library Broadband Infrastructure Fund and federal E-rate funding, which offers a 60%-95% discount on eligible items. There are over 100 public/private/tribal libraries in New Mexico, many of which are located in rural areas. The libraries are considered anchor institutes within the communities.

One of the bigger differences between the BDCP funding and the state library funding is that between the library fund and E-rate, 100% of special construction costs is covered as well as the network equipment upgrades. Future work includes continued program support, IT support for libraries (cybersecurity) and the Statewide Education Network.

Ms. Gudgel sought clarification on whether all of the chapter houses were eligible for E-rate funding; Mr. Govea replied that they are eligible for E-rate but not for state funding, as they are developing libraries. Ms. Gudgel further clarified that they were not eligible for state funding because the state did not have a program for them; however, if they were eligible for state funding, they would leverage a 90% match for fiber. Ms. Gudgel asked if anyone had done an estimate on what would be needed to fund the 10%; Mr. Viorica stated he was unsure but thought many of the projects in the Navajo Nation build would be taken care of.

Santa Fe Indian School Presenters:

Ms. Kimball Sekaqueptewa - Chief Technology Director

Ms. Sekaqueptewa is leading the effort to create a tribal education network that would create education entities from all of the tribes and pueblos together to the internet and the Santa Fe Indian School. PSFA has been partners in this effort since inception of the BDCP. One of the builds involved public schools as well as tribal libraries and tribal schools from Bernalillo to the Jemez Pueblo.

Ms. Sekaqueptewa has been working on broadband since 2008-2009 with the ARRA Stimulus Funds Consortia. The E-rate program allows for special fiber construction because all of the tribal schools receive the highest discount. When fiber optic connectivity was finally brought in to the Santa Fe Indian School campus, it was discovered that the tribes connections were too slow to talk back during video conferences. Ms. Sekaqueptewa was encouraged to go help the tribal libraries because they are in the heart of the community and if they were able to be connected, the core of the underserved communities can be connected.

Two consortia: Middle Rio Grande (MRG) and Jemez-Zia (JZ) Consortium applications would go on to get funded approximately \$3.9M each. Six pueblos, six tribal libraries and two state charter schools are all connected. Ms. Sekaqueptewa stated that in 2015, only one or two tribal libraries had fiber connectivity; today, only one or two do not have fiber connectivity.

Recently, Ms. Sekaqueptewa has been working with the Department of Transportation on creative problem solving to get across state land for the pueblos and to get across tribal land for state interests. Acknowledging that the willingness is there, but the number of conduit strand counts are still to be determined, as well as the accompanying legal documents that go with them on both the tribal and state sides.

Santa Fe Indian School did receive \$5M in Capital Outlay Funds during the recent legislative session to build from Santa Fe down to meet the Middle Rio Grande portion of the network.

Ms. Gudgel asked if the idea was to get fiber from Point A to Point B, regardless of who owns it and then anyone can use it; Ms. Sekaqueptewa replied in the affirmative adding that it was

a complicated “mathematical” equation involving who owns the fiber and the existing networks. The agreements are so important because not everyone is on the same network and has different equipment, but a cable might be shared and significant junctions are being identified. Once the various junctions are overlaid, aggregation points will be seen and then networks can either build to them or connect to at least one.

NM Higher Education Presenters:

Dr. Yolanda Jones King - Regent, NM Tech

Dr. Dan Patterson - Regent, ENMU

Mr. Viorica stated that higher education has a lot of similar needs and they have a lot of expertise and work that they are already doing and hopefully, much of the work can be leveraged in order to build a better operation under the Statewide Education Network.

Dr. Patterson clarified that they were not representatives of the Department of Higher Education but were representing the New Mexico Higher Education Regents Coalition (HERC), which is an organization whose purpose is to provide regents with the opportunity to communicate, collaborate, and provide training to regents throughout the state. The statewide education broadband has recently become an extremely high profile issue for the state, but educational institutions have been working on this issue for a number of years. Recent decisions by the State Supreme Court and the New Mexico Legislature have made it clear that we can no longer put off a coordinated statewide solution to this problem. Numerous components of state government have been working on this problem for a number of years in various ways according to their specific needs, specific capabilities and their financial abilities. The time has come to put efforts together in a cohesive effort towards a common goal. Various organizations are doing great things but the question remains how do they fit together? Not all entities are fully informed on what the other entities are doing. There is a tremendous need to identify all of the organizations involved in this process, identify a lead organization and manager with the authority and budget to lead this effort forward.

Mr. Abbey inquired as to what the ask was and when it would be coming to the Council; Mr. Chamblin replied that step one would come in August with the concept for a statewide broadband network infrastructure build-out and will be the first of many conversations that will take place over the coming year. Mr. Abbey stressed that it was extremely important that whatever is brought forth is consistent with the Governor’s plan. Mr. Viorica felt that by August, he would have more information on where the effort was heading, as he was also unclear about the details.

d. Quarterly Lease Assistance Status Report

This item was not presented.

e. Request for Proposal (RFP) Scoring, Evaluation Committee

In response to some discussion in June, Mr. Chamblin noted that the RFP issue was included on the agenda and described in some detail how we get involved in a district or school in running a proposal process for services (i.e.: design or construction). It sets the record straight on what we do and why we do it.

f. Workplan Timeline 2021-2022

This item was not presented.

9. Next PSCOC Meeting - Proposed for August 9, 2021.

10. Adjourn – There being no further business to come before the Council, Ms. Leach moved to adjourn the meeting. Mr. Ortiz seconded and the motion was unanimously approved. The meeting adjourned at 5:05 p.m.

_____ Chair

_____ Date

I. PSCOC Meeting Date: August 9, 2021

II. Item Title: P20-005 Las Cruces – Columbia ES – Design Funding Request

III. Name of Presenter(s): Jonathan Chamblin, Director

IV. Potential Motion:

Council approval to amend the standards-based award to Las Cruces Public Schools for Columbia ES to include design phase funding for the replacement facility and demolition funding for the existing facility up to \$7,127,115, with an increase in the state share (57%) up to \$4,062,456 and the local share (43%) up to \$3,064,659.

Design phase funding for a replacement facility with a base bid design enrollment of 500 students, grades Pre-K-5, in 63,806 GSF with bid options to increase the design enrollment up to 752 students, grades Pre-K-5 within the maximum allowable gross square footage of 87,033 GSF, with an increase in the state share (57%) up to \$2,690,661 and the local share (43%) up to \$2,029,797. Review of the design enrollment shall occur throughout the design phase. PSCOC approval of construction phase funding, including funding for optional bid alternates, will be contingent on a final determination of the design enrollment, based on updated enrollment projections to be completed at the end of the design phase.

Demolition funding for the existing Columbia ES facility up to 84,316 GSF, with an increase in the state share (57%) up to \$1,371,794 and the local share (43%) up to \$1,034,863.

V. Executive Summary:

Background:

Columbia ES was originally awarded planning phase funding in October 2019 to complete educational specifications, with updated enrollment projections and definition of educational program space needs. At the time of the original award, Columbia ES was ranked #7, with a wNMCI of 53.54%.

In February 2020, the Public School Facilities Authority (PSFA) received a letter from the district, requesting that the feasibility/engineering study occur at the same time as the educational specifications in lieu of waiting to initiate the feasibility study upon completion of the educational specifications.

In June 2021, PSFA received a letter from the district, requesting approval of the completed Educational Specifications, design phase funding for the replacement facility, and funding to demolish the existing facility.

PSCOC Award and Project History:

- Originally awarded in October 2019. The total estimated project cost for the planning phase was \$75,000.
 - Total state share (57%) for the planning phase funding was \$42,750 with total local share (43%) was \$32,250.
- In April 2020, the planning phase award language was amended to include a feasibility/engineering study.
 - No change in the award amount was necessary. District funded the feasibility/engineering study at its own expense.

Award History and Project Costs per Phase	Total	State Share	Local Share
		57%	43%
Planning Phase - Educational Specifications	\$75,000	\$42,750	\$32,250
Planning Phase - Feasibility Study	\$ -	\$ -	\$ -
Total Planning Cost	\$75,000	\$42,750	\$32,250

Columbia ES - Original Project Assumptions	
Total Estimated Project Cost at time of Award	\$30,697,527
Planning Phase	\$75,000
Total Estimated Project Cost after Planning Phase Award	\$30,622,527

Design and Out Year Construction Phase Costs	Total	State Share	Local Share
		57%	43%
Design – Original Estimate	\$3,062,253	\$1,745,484	\$1,316,769
Construction – Original Estimate	\$27,560,274	\$15,709,356	\$11,850,918
Total Estimated Project Cost	\$30,622,527	\$17,454,840	\$13,167,687

Current Request:

Las Cruces Public Schools (LCPS) is requesting demolition funding for the existing 84,316 GSF and design phase funding for replacement of the existing Columbia ES facility. To construct a new school with a design enrollment of 752 students, grades Pre-K-5, within a maximum allowable gross square footage of 87,033 GSF. The planning phase for the Columbia ES project has been completed and on July 20, 2021, PSFA approved the educational specifications. On

November 10, 2020 the LCPS Board of Education approved Option B, included in the feasibility study, to demolish and replace Columbia ES.

Columbia ES - Updated, Current Analysis	
New \$/SF (MACC)	\$350
Total GSF	87,033
Total New Construction MACC	\$30,461,550
Reno \$/SF (MACC)	
Total GSF Reno	
Total Reno MACC	\$0
Estimated Site Costs MACC	\$2,450,000
Demo \$/SF (\$15-\$25)	\$28.54
Total GSF for demo	84,316
Total Demo MACC	\$2,406,657
Total Estimated MACC	\$35,318,207
Soft Costs (standard PSFA assumption)	\$15,136,374
Total Estimated Project Cost	\$50,454,581

Estimated Columbia ES Demolition and Design Costs	Total	State Share	Local Share
		57%	43%
Demolition	\$2,406,657	\$1,371,794	\$1,034,863
Design	\$4,720,458	\$2,690,661	\$2,029,797
Total Estimated Columbia ES Demolition and Design Costs	\$7,127,115	\$4,062,456	\$3,064,659

Estimated Columbia ES Replacement Costs by Phase	Total	State Share	Local Share
		57%	43%
Planning and Design	\$4,795,458	\$2,733,411	\$2,062,047
Construction	\$45,659,123	\$26,025,700	\$19,633,423
Total Estimated Project Cost by Project Phase	\$50,454,581	\$28,759,111	\$21,695,470

Award Language History:

October 18, 2019: *Funding to complete district-wide educational specifications to include updated enrollment projections. Upon completion, district may return to the PSCOC for review of the educational specifications and consideration for a next out-of-cycle funding phase to complete a feasibility/engineering study of the existing building. Design capacity and options to renovate or replace the existing building are deferred pending the outcome of the planning phase(s) of this project.*

April 13, 2020: *Authorization to move forward with the feasibility/engineering study for the Columbia ES building at the districts expense. If the educational specifications indicate there is not enough capacity and a replacement school is necessary, the district may come back to the PSCOC requesting reimbursement for the feasibility/engineering study.*

Project Schedule: (tentative)

Planning Phase: Complete
Design Phase: September 2021 – September 2022
Construction Phase: September 2022 – January 2024

Maintenance Performance:

July 20, 2020: The Las Cruces School District Preventive Maintenance Plan is current, last updated July 2, 2020, with effective annual historical updates and rated Outstanding (annual update required; 6.27.3.11 NMAC). Quarterly FIMS Proficiency Reports indicate the district is a Satisfactory to Good user of all 3 state provided FIMS maintenance resources. The district Facility Maintenance Assessment Report (FMAR-F6, 70% recommended) average of 76.06% indicates the district is maintaining their assets to a mid-Satisfactory performance level above the current state average of 72%. Columbia ES (8-26-19) reflects a 61.476% Marginal performance rating and Desert Hills (9-25-18) reflects a 75.328% Satisfactory performance rating. We recommend the district continue their diligence towards improved core maintenance to 80% (Good) ratings by responding to subsequent FMAR's, and continue using the FIMS tools to drive district maintenance performance.

Staff Recommendation:

Staff recommends approval of the district request for design phase funding for a replacement school, with a base bid design enrollment of 500 students grades Pre-K-5, within 63,806 GSF. The design phase should include bid lot options to expand the size of the facility up to a design enrollment of 752 students, grades Pre-K-5 within the maximum allowable gross square footage of 87,033 GSF. The design enrollment should be checked throughout the design phase, as actual enrollments are available during the 2021-2022 school year. PSCOC approval of

construction phase funding should be contingent on a final analysis of the design enrollment, to be completed at the end of the design phase.

Staff analysis assumes \$350 per square foot for new construction up to 87,033 GSF, \$28.54 per square foot for demolition of 84,316 GSF, and estimated site costs totaling \$2,450,000. Adding soft costs (NMGRT, architect fees, testing, consultants and contingency) results in a total estimated project cost up to \$50,454,581.

Staff supports the district request to demolish the existing facility at the beginning of the design phase. Removing the existing building will allow the design team to more accurately scope and quantify the grading and drainage improvements that will be needed for the new school.

The project is ready to move into the design phase, with a total combined demolition and design phase cost up to \$7,127,115, state share \$4,062,456 (57%) and a corresponding local share \$3,064,659 (43%).

Staff also analyzed estimated total project costs for a 63,806 GSF facility, with a design enrollment of 500 students. Analysis assumes \$350 per square foot for new construction up to 68,806 GSF, \$28.54 per square foot for demolition of 84,316 GSF, and estimated site costs totaling \$2,450,000. Adding soft costs (NMGRT, architect fees, testing, consultants and contingency) results in a total estimated project cost up to \$38,841,081.

Columbia ES - Analysis for 63,806 GSF for 500 Students	
New \$/SF (MACC)	\$350
Total GSF	63,806
Total New Construction MACC	\$22,332,100
Reno \$/SF (MACC)	
Total GSF Reno	
Total Reno MACC	\$0
Estimated Site Costs MACC	\$2,450,000
Demo \$/SF (\$15-\$25)	\$28.54
Total GSF for demo	84,316
Total Demo MACC	\$2,406,657
Total Estimated MACC	\$27,188,757
Soft Costs (standard PSFA assumption)	\$11,652,324
Total Estimated Project Cost	\$38,841,081



June 30, 2021

Jonathan Chamblin
Executive Director, PSFA

Martica Casias
Deputy Director, PSFA

Re: Columbia Elementary School, Project Number: P20-005

Dear Mr. Chamblin and Ms. Casias,

The Public School Capital Outlay Council (PSCOC) awarded Las Cruces Public Schools \$42,750 from the 2019-2020 Standards-Based Capital Outlay Program for Columbia Elementary School. This funding was to complete a District-wide Utilization Study and Enrollment Projection Update for all our Elementary Schools including a geo-code analysis of all our elementary students, and Elementary Educational Specifications for Columbia Elementary. On February 26, 2020, LCPS asked PSCOC to modify the award language to include the feasibility study in order to work on it concurrently with the Educational Specifications study so that that the district would be able to know whether or not it should be planning its educational programs around a new or renovated facility.

The Educational Specifications study was broken-up into two parts based on the requirements of the Scope of Work, with Part 1 evaluating the district's elementary schools overall and determining a need for Columbia Elementary; and Part 2 was done once the need to build a new school had been determined.

Part 2 of the Columbia Elementary Ed Spec, is intended to be used as a planning tool by architects and other professionals responsible for the development of the new Columbia Elementary School. These specifications will result in a facility that is functional, energy efficient, safe, secure, technologically advanced and flexible in design. The Educational Specifications provide general details for proposed spaces while leaving ample flexibility in design by the architect. The graphic representations of the space diagrams are intended to establish adjacencies and not to set design. Spaces shall be arranged for the various program areas in a configuration compatible with the overall traffic control and site needs of the school facility. The report identifies the various program activities that will take place at the new school and identifies the physical attributes that each room or space should contain to best accommodate each activity

The Feasibility Study, Part 1 and Part 2 of the Columbia Elementary Ed Spec have been completed and presented to the Las Cruces Public Schools School Board. On June 15, 2021, the Board of Education approved Part 2.

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Carol Cooper

Maria A. Flores

Ray Jaramillo

Teresa Tenorio

Ralph Ramos
Superintendent



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cultivates civic

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At this time, we are asking PSCOC to approve the following:

1. Part 2 of the Columbia Elementary Ed Spec
2. Funding to hire a Design Professional to design a new facility for 752 students, as outlined in the Ed Spec.
3. Funding to demo the existing facility.

If approved, we can move forward to start the design of the new school and get a head start on the construction by demoing the existing facility in order to start construction as soon as the design is approved.

Thank you for your consideration. We look forward to working with PSFA to complete this project within the parameters of PSCOC requirements

Gloria J. Martinez
Director of Construction
Las Cruces Public Schools

OPINION OF PROBABLE COST

NEW CONSTRUCTION

LAS CRUCES PUBLIC SCHOOLS COLUMBIA ELEMENTARY SCHOOL - OPTION B - NEW SCHOOL					
Description	MACC	SOFT COSTS	TOTAL PROJECT COST	District Share @ 43%	PSCOC Share @ 57%
Drainage Off Property*	\$1,850,000	\$792,857	\$2,642,857	\$2,642,857	\$0
Drainage On Property	\$2,450,000	\$1,050,000	\$3,500,000	\$1,505,000	\$1,995,000
New School Building	\$31,331,880	\$13,427,949	\$44,759,829	\$19,246,726	\$25,513,102
Existing Building Demolition	\$1,684,660	\$721,997	\$2,406,657	\$1,034,863	\$1,371,795
Subtotal	\$37,316,540	\$15,992,803	\$53,309,343	\$24,429,446	\$28,879,897
Insurance Reimbursement For Full Building Demolition			-\$393,215	-\$169,083	-\$224,133
TOTAL PROJECT COST COMBINED OPTION B			\$52,916,127	\$24,260,363	\$28,655,764

*Off Property Drainage 100% District

Estimated Timeframe for Project Design - 10 Months

Estimated Timeframe for Project Construction - 12 Months

Facility Maintenance Estimated Cost (87,033 S.F.) Per Year

\$1,131,429



**State of New Mexico
Public School Facilities Authority**

Jonathan Chamblin, Director; Martica Casias, Deputy Director

1312 Basehart Road, SE, Suite 200, Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

MEMORANDUM

TO: Martica Casias, Deputy Director

FROM: John Valdez, AICP, Facilities Master Planner

DATE: July 20, 2021

RE: **Columbia Educational Specifications Review Staff Report**

I. INTRODUCTION

This memo provides an overview of the Las Cruces Columbia Elementary School Educational Specifications. The Public School Capital Outlay Council (PSCOC) required these educational specifications as part of the planning tasks for this project based on the following 2018-2019 award language:

Funding to complete educational specifications to include updated enrollment projections and definition of educational program. Upon completion, district may return to the PSCOC for next out-of-cycle funding phase, approval of options for renovations/replacements/additions and total student capacity to the GSF pursuant to the Adequacy Planning Guide, and update to the total project cost estimate.

Visions in Planning, Inc. prepared these educational specifications in two parts, with Part I focusing on district wide elementary school enrollment projections and capacity information. Part II supplied Columbia Elementary School's proposed educational program and space needs. In reviewing Parts I and Parts II, PSFA finds the following:

II. EDUCATIONAL SPECIFICATIONS SUMMARY

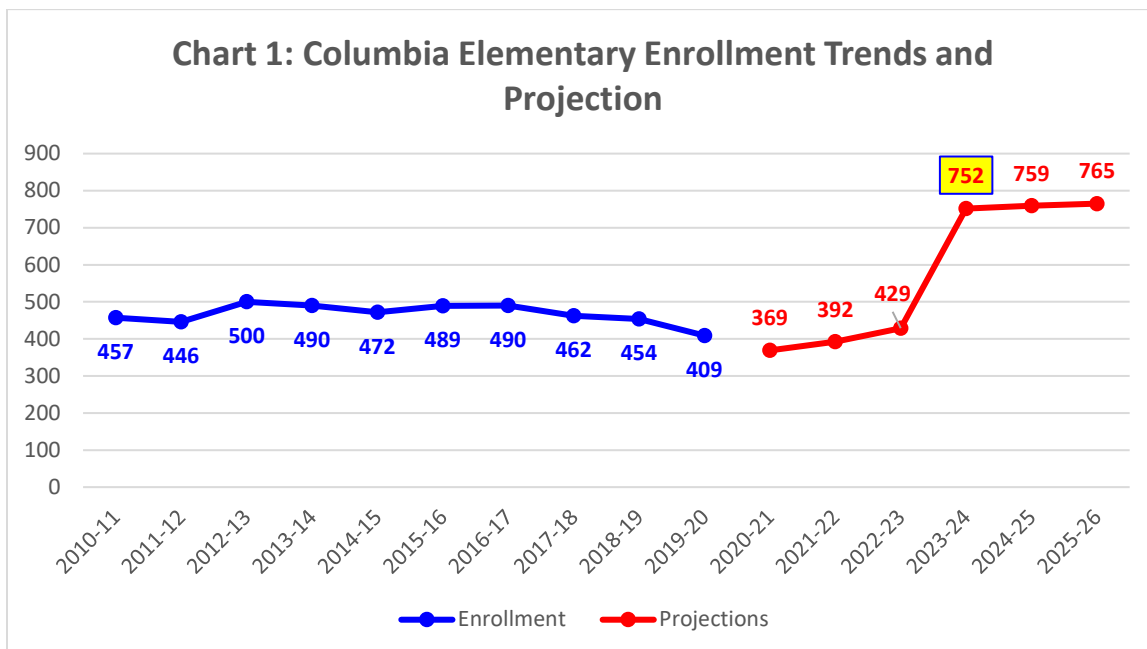
The following table shows the Columbia Project Summary including preliminary and estimated budget:

Columbia Project Summary	Features
Grade Level	Pre-K - 5th
Design Capacity (Per Ed Specs)	752
Allowable GSF (per Appendix APG)	87,033
GSF Per Ed Specs Program	88,160
Difference between allowed and program	1,208
Demolition of Existing Columbia GSF	84,316
Estimated Total Project Cost	\$54,916,127.00
District (43%)	\$25,120,363
State (57%)	\$29,785,764

- The estimated total project cost includes site improvements, construction, furniture/fixtures/equipment, and demolition of the existing Columbia building.
- Students assigned to Columbia will remain at Centennial High School until the district completes construction of the new building as much as possible.

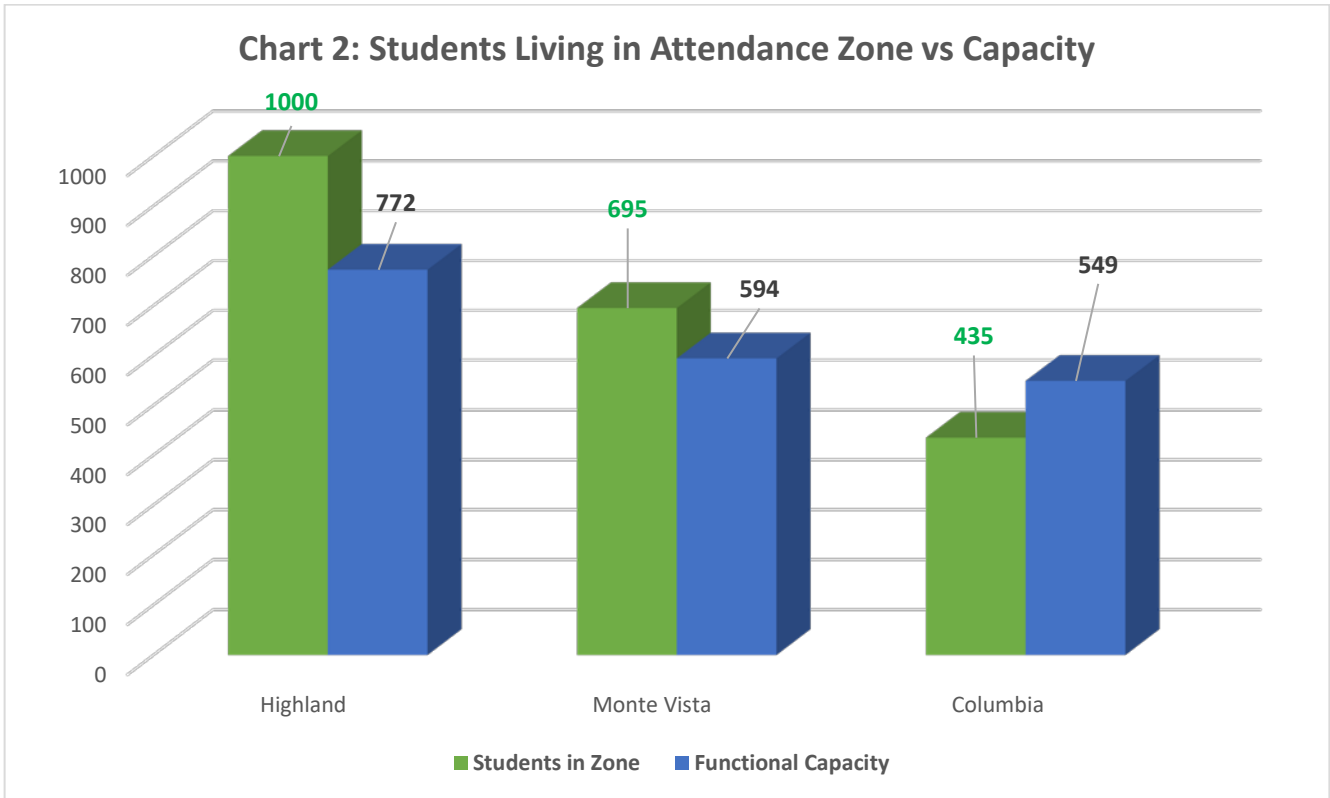
III. PROJECTED ENROLLMENT

- The Columbia Utilization Study recommends the Las Cruces Public School district replace the building with a new school for 752 students resulting from redistricting of attendance zones and anticipated growth in the attendance area and district as a whole as the following chart shows.



Source: Columbia Utilization Study

- The Study projects a growth of 1,087 students over the next five years to a Pre-K-5th enrollment of 12,713, up from 11,626 from the 2019-20 school year.
 - Significant subdivision development occurring throughout the district but mostly in the Northeast Mesa, Southeast Mesa, and North Valley (contiguous attendance zones to Columbia).
 - The study projects a growth of 625 new students directly related to this new development while the rest of the growth based on younger adults increasing the County’s birth number.
 - There are two active developments in the Columbia attendance zones. Developers are currently building houses in these subdivisions.
 - In addition, the adjacent attendance zones of Highland and Monte Vista have more students living in those zones than their schools have capacity. Part of the projected Columbia growth stems from future boundary adjustments of those zones, relieving Highland and Monte Vista in the coming school years.



Source: Columbia Utilization Study: Based on student address location provided to Consultant GIS technician who quantified and digitized student location

- As of the 2020-21 School Year, Columbia’s enrollment totaled 307 students in K-5th. This figure does not include Pre-K students assigned to Columbia but attending other schools while the Columbia students are housed at Centennial High School.
- The district should continue monitoring enrollment through the design process to determine the lingering effects of the COVID-19 impacts on enrollment in addition to student yields from subdivision development.

IV. SPACE NEEDS

- The ed specs program a school for 752 students Pre-K-5th at 88,160 GSF. The eligible GSF for state participation totals 87,033 GSF, meaning that the ed specs space program is over the eligible GSF by 1,208 GSF, which comprises the space devoted to the gym bleachers.
- The 1,208 SF consists of:
 - 1,128 SF in bleacher space
 - 80 SF in Pre-K/D-level kitchenette
- This 1,208 SF will be 100% district cost.
- The following table shows the Ed Specs’ proposed space summary.

Area Description	# of Teaching Space	NSF	TARE	GSF
Admin and Support		4,110	1,679	5,789
Core Classrooms	35	33,149	13,540	46,689
Exceptional Education and Ancillary	10	5,178	2,115	7,293
Media Center		2,450	1,001	3,451
Physical Education		4,678	1,601	6,279
Performing and Visual Arts	4	5,045	2,061	7,106
Kitchen and Student Dining		6,375	2,358	8,733
Building Support		2,115	705	2,820
TOTALS	49	63,100	25,060	88,160

- The Ed Specs bases its space summary on the school’s Pathway Course Curriculum, comprised of three educational pathways including:
 - Language & Culture Basic Pathway
 - STEM/STEAM Pathway
 - Piano Pathway

- Spaces in the program specific to this Pathways curriculum include:
 - Two music classrooms, one of which includes a piano lab
 - STEAM Lab
 - Platform/stage for Ballet Folklorico instruction
- The program of spaces also features 35 Pre-K-5th grade classrooms.
- The program bases its cafeteria size on three lunch rotations.
- The ed specs proposes 685 SF in student health space, which is smaller than the 752 SF allowed. Visions in Planning indicated the school is fine with this amount. PSFA may require a letter concurring with this number.

- I. **PSCOC Meeting Date:** August 9, 2021
- II. **Item Title:** P19-009 Roswell – Mesa MS – Construction Funding Request
- III. **Name of Presenter(s):** Jonathan Chamblin, Director

IV. Potential Motion:

Council approval to amend the standards-based award to Roswell Independent Schools for Mesa MS to include construction phase funding for the renovation of the existing facility and an addition, to create a replacement school, for a design enrollment of 513 students, grades 6-8, within 72,548 GSF, with an increase in the state share (71%) of \$14,513,253 and the local share (29%) of \$5,927,948.

V. Executive Summary:

Background:
Mesa MS was originally awarded planning and design phase funding in September 2018 for renovation and addition to the existing facilities to the GSF, pursuant to the Adequacy Planning Guide for 513 students, grades 6-8. At the time of the original award, Mesa MS was ranked #5, with a wNMCI of 54.76%.

The enrollment as of 2020-2021 for Mesa MS is 457.

PSCOC Award and Project History:

- Originally awarded in September 2018. The total estimated project cost for the planning and design phase was \$1,632,208.
 - Total state share (71%) for the planning and design phase funding was \$1,158,868 with total local share (29%) was \$473,340.

Original Estimate	Total	State Share	Local Share
		71%	29%
Planning and Design Phase	\$1,632,208	\$1,158,868	\$473,340
Construction Phase	\$14,689,870	\$10,429,808	\$4,260,062
Original Total Estimated Project Cost	\$16,322,078	\$11,588,675	\$4,733,403

Mesa MS - Original Project Assumptions	
Total Estimated Project Cost at time of Award	\$16,322,078
Planning and Design Phase	\$1,632,208
Total Estimated Construction Cost	\$14,689,870

Current Request:

Roswell Independent School District (RISD) is requesting construction phase funding for Mesa MS for an addition to, and renovation of, the existing facility to create a replacement school, with a design enrollment of 513 students, grades 6-8, within a maximum allowable gross square footage of 72,548 GSF. The planning and design phase for the Mesa MS project has been completed.

Current, Bid Construction Cost	Total	State Share	Local Share
		71%	29%
Total Bid Cost, including NMGRT	\$22,404,633	\$13,822,145	\$5,645,665
Contingency at 5%	\$1,120,232	\$691,107	\$282,283
District-only Funding	\$(3,083,664)		
Current, Bid Construction Cost	\$20,441,201	\$14,513,253	\$5,927,948
District-only Funding			\$3,083,664
Total District Funding			\$9,011,612

The district has requested that the existing 30,127 GSF North-South classroom wing of the original 1958 building be retained for approximately 3-4 years. This classroom wing will serve as temporary swing space to relocate students from Nancy Lopez ES (P19-010) and Washington Avenue ES (P20-006) during the construction phase of those in process, standards-based projects. Once these projects are completed, the district will demolish the North-South classroom wing. Demolition of this classroom wing is not included in the scope of the current Mesa MS project.

GSF Analysis	
Renovation	34,118
New Construction (Eligible for PSCOC funding)	38,430
Maximum Allowable GSF for 513 students, grades 6-8	72,548
New Construction (Not Eligible for PSCOC funding)	8,541
Total Project GSF	81,089

Award Language History:

September 19, 2018: *Planning and design for renovation and addition to the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 513 students, grades 6-8.*

Project Schedule: (tentative)

Planning Phase: Complete

Design Phase: Complete

Construction Phase: September 2021 – January 2023

Maintenance Performance:

July 20, 2021: The Roswell Independent School District meets all statutory requirements including the following: the district Preventive Maintenance Plan (annual update required; 6.27.3.11 NMAC) is current, last updated on January 19, 2021, with 5 years of historical updates, and rated Outstanding, exceeding statute requirements. One historical year of FIMS Proficiency Reports indicates the district is a Good user of all 3 State provided FIMS maintenance resources. The district-wide PM Completion Rate currently reflects a 95.22% performance rating, (above the 90% recommendation). The district Facility Maintenance Assessment Report (FMAR) average of 83.32% indicates the district is maintaining their assets to a Good level, currently above the state average of 72%. Mesa Middle School (4-5-17) reflects a 74.623% Satisfactory performance rating. Staff recommends the district continue their diligence towards improved core maintenance to 90% (Outstanding) ratings, continuing their use of the FIMS tools to drive district maintenance performance and responding to subsequent FMARs through the 60-day response process.

Staff Recommendation:

Staff recommends approval of the district request for construction phase funding for an addition and renovation of the existing facility to construct a new school with a design enrollment of 513 students, grades 6-8, within 72,548 GSF.

At the time of the original award, both the amount of new construction and the level of renovation was assumed to be less extensive. Original assumptions included that the scope of the renovation/addition work would encompass approximately 68,284 GSF, which was included in the district's application. The district and PSFA also assumed that a larger area of the original 1958 building would be renovated, thus requiring a smaller addition to be constructed and that the new addition to Mesa MS could be constructed as a single-story facility.

As the design phase progressed, the level of renovation needed for the existing building evolved into a more extensive, comprehensive scope of work. In addition,

since less of the original building was included in the renovation scope, a larger amount of new construction is now required. The bid from the contractor is based on an average unit cost of \$250 per square foot, with \$140 per square foot for renovation and \$355 per square foot for new construction.

The project is ready to move into the construction phase, with PSCOC funding limited to 72,548 GSF, with \$20,441,201 eligible for funding participation, with a state share (71%) \$14,513,253 and a local share of (29%) \$5,927,948.

I. **PSCOC Meeting Date:** August 9, 2021

II. **Item Title:** P20-009 & K18-002 Clovis – Barry ES – Construction Funding Request

III. **Name of Presenter(s):** Jonathan Chamblin, Director

IV. **Potential Motion:**

Council approval to rescind the Pre-Kindergarten award for Clovis – Barry Elementary School (K18-002) and reallocate the state share of \$667,714 Pre-Kindergarten award to the existing state share \$2,797,084 of the standards based award (P20-009) for Barry ES, for a total state share of \$3,464,798.

V. **Executive Summary:**

Background:

Pre-Kindergarten award (K18-002)

Barry ES was originally awarded planning, design and construction phase funding in June 2018 to provide 2 new classrooms and 1 new restroom.

Standards-Based Award (P20-009)

Barry ES was awarded planning, design and construction phase funding in October 2019 to complete roofing and HVAC replacement for \$1.8M, and construction funding to complete the classroom addition for a design capacity of 400 students, grades K-5. At the time of the original award, Barry ES was ranked #72, with a wNMCI of 39.64%.

PSCOC Award and Project History:

- Originally awarded in June 2018. The total estimated project cost for the planning, design and construction phase was \$878,571.
 - Total state share (76%) for the planning, design and construction phase funding was \$667,714 with total local share (24%) was \$210,857.
- The standards-based project was awarded in October 2019. The total estimated project cost for the planning, design and construction was \$4,113,359.
 - Total state share (68%) for the planning, design and construction phase funding was \$2,797,084 with total local share (32%) was \$1,316,275.

Award History and Project Costs	Total	State Share	Local Share
Pre-Kindergarten Award (K18-002)		76%	24%
Planning, Design and Construction Phase	\$878,571	\$667,714	\$210,857
Standards Based Award (P20-009)		68%	32%
Planning and Design Phase	\$4,113,359	\$2,797,084	\$1,316,275
Total Project Cost	\$4,991,930	\$3,464,798	\$1,527,132

Barry ES - Original Project Assumptions	
Total Estimated Project Cost at time of Award	\$8,883,586
Planning and Design Phase	\$4,113,359
Total Estimated Project Cost after Planning/Design Phase Award	\$4,770,227

Out Year Construction Phase Costs	Total	State Share	Local Share
		68%	32%
Construction - Original Estimate	\$4,770,227	\$3,243,754	\$1,526,473
Total Estimated Project Cost by Project Phase	\$4,770,227	\$3,243,754	\$1,526,473

Total Estimated Project Cost for Pre-Kindergarten Award (K18-002) and Standards Based Award (P20-009)	Total	State Share	Local Share
Pre-Kindergarten Award - Planning, Design and Construction	\$878,571	\$667,714	\$210,857
Standards Based Award - Planning and Design	\$4,113,359	\$2,797,084	\$1,316,275
Standards Based Award - Out Year Construction Estimate	\$4,770,227	\$3,243,754	\$1,526,473
Total Estimated Project Cost	\$9,762,157	\$6,708,552	\$3,053,605

Current Request:

Clovis Municipal Schools and PSFA are requesting that the Pre-Kindergarten award be rescinded and reallocated to the existing Barry ES standards-based award.

The district is in agreement that rescinding the Pre-Kindergarten award and reallocating the state share of the Pre-Kindergarten award to the standards-based award would avoid duplication of administrative review, accounting and contract administration by the Owner’s Representative’s, Design Professional and General Contractor.

Award Language History:

June 14, 2018: *Planning, design, and construction to provide 2 new classrooms and 1 new restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).*

September 18, 2019: *Planning and design for the project, construction funding to complete roofing and HVAC replacement of \$1.8 million, and construction funding to complete the classroom addition for a design capacity of 400 students, grades K-5. The district may return to the PSCOC for out-of-cycle funding for the balance of the award for construction of the interior renovations and site work.*

Project Schedule: (tentative)

Pre-Kindergarten (K18-002) and Standards Based Award (P20-009)

Planning Phase:	Complete
Design Phase:	Complete
Construction Phase:	In Progress

Maintenance Performance:

July 20, 2021: the Clovis Municipal School Districts Preventive Maintenance Plan (annual update required; 6.27.3.11 NMAC) is not current, last updated on April 27, 2020, with timely historical updates. Previous versions were rated Outstanding. Recommend updating. 1 historical year of FIMS Proficiency Reports indicates the district is a Good to Outstanding user of the State provided FIMS Maintenance resources (MD, PMD, UD). The district wide PM Completion Rate performance average has remained stable reflecting a 100% rating (90%> recommended), spanning 4 quarters of FIMS proficiency. The districts Facility Maintenance Assessment Report (FMAR F6) average of 88.77% indicates the district is maintaining their facility conditions to a Good

performance level well above the current statewide rate of 72%. Barry ES (8-15-19) reflects a 93.83% Outstanding performance rating. The Clovis school district operates a quality, data driven maintenance program supporting the educational environment that should be emulated. The districts Preventive Maintenance Plan recently fell out of currency; recommend updating.

Staff Recommendation:

Staff recommends rescinding the Pre-Kindergarten award for Clovis – Barry ES (K18-002) and reallocating the \$667,714 (76%) state share of Pre-Kindergarten award to the existing standards-based award (P20-009) of \$2,797,084 for Barry ES, for a total standards-based award of \$3,464,798.

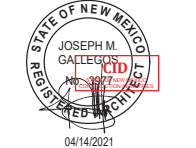
BUILDING SQUARE FOOTAGE	
FIRST FLOOR	62,859 GSF

ROOM SCHEDULE - FIRST FLOOR

ROOM	ROOM NAME	AREA	ROOM	ROOM NAME	AREA	ROOM	ROOM NAME	AREA	ROOM	ROOM NAME	AREA
001	SECURED LOBBY	301 SF	002	GIRL'S RESTROOM	317 SF	045	CORRIDOR G	646 SF	066	COPY ROOM	185 SF
002	RECEPTION	180 SF	003	BOY'S RESTROOM	291 SF	046	GIRL'S LOCKER ROOM	660 SF	067	MALE RESTROOM	57 SF
003	CONFERENCE ROOM	186 SF	004	SPECIAL EDUCATION 'D' LEVEL CLASSROOM	827 SF	046A	GIRL'S RESTROOM	263 SF	068	FEMALE RESTROOM	57 SF
004	CORRIDOR	356 SF	005	IT ELECTRICAL ROOM	39 SF	047	FEMALE RESTROOM	76 SF	069	CAREER ED FOOD LAB	1,182 SF
005	STORAGE	49 SF	006	FEMALE RESTROOM	104 SF	048	SHARED COACH'S OFFICE	188 SF	070	FOOD LAB STORAGE	123 SF
006	IT/ELECTRICAL ROOM	59 SF	007	KITCHENETTE & STORAGE	83 SF	049	BOY'S LOCKER ROOM	648 SF	071	VISUAL ARTS STORAGE	117 SF
007	ASSISTANT PRINCIPAL OFFICE	137 SF	008	SPECIAL EDUCATION 'D' LEVEL CLASSROOM	826 SF	049A	BOY'S RESTROOM	207 SF	072	VISUAL ARTS CLASSROOM	1,164 SF
008	PRINCIPAL'S OFFICE	163 SF	009	CAFETERIA	3,374 SF	050	OUTDOOR SPORTS STORAGE	91 SF	073	MAIN ELECTRICAL ROOM	153 SF
009	ASSISTANT PRINCIPAL OFFICE	120 SF	010	CAFETERIA STORAGE	134 SF	051	MAIN GYM STORAGE	174 SF	074	STUDENT COLLABORATION SPACE A	666 SF
010	COUNSELOR'S OFFICE	120 SF	011	FIRE RISER ROOM	120 SF	052	MAIN GYM	5,360 SF	074A	STAIR TOWER	246 SF
011	STAFF LOUNGE	515 SF	012	SERVING KITCHEN	450 SF	052A	BLEACHER AREA	2,353 SF	074B	ELEVATOR	62 SF
012	NURSE'S AREA	450 SF	013	DRY STORAGE	88 SF	053	BAND / ORCHESTRA ROOM	1,447 SF	075	CORRIDOR F	1,440 SF
013	FEMALE RESTROOM	53 SF	014	FEMALE RESTROOM	59 SF	053A	MUSIC STORAGE	71 SF	075A	IT ROOM	81 SF
014	NURSE'S OFFICE	147 SF	015	TEXTBOOK STORAGE	271 SF	054	BAND STORAGE	481 SF	076	ELECTRICAL ROOM	48 SF
015	FEMALE RESTROOM	59 SF	016	MEDIA / AV CLASSROOM	811 SF	055	GROUP PRACTICE ROOM	179 SF	076	SPECIAL EDUCATION MATH CLASSROOM	807 SF
016	COMPUTER LAB	813 SF	017	SPECIAL EDUCATION CONTEXT MASTERY RESOURCES CLASSROOM	535 SF	056	INDIVIDUAL PRACTICE ROOM	41 SF	077	SPECIAL EDUCATION READING CLASSROOM	809 SF
017	COMPUTER LAB OFFICE / STORAGE	140 SF	018	SPECIAL EDUCATION MATH CLASSROOM	502 SF	057	INDIVIDUAL PRACTICE ROOM	41 SF	078	CLASSROOM	811 SF
018	MEDIA CENTER	1,301 SF	019	SOCIAL WORKER OFFICE	79 SF	058	BAND OFFICE	152 SF	079	CLASSROOM	811 SF
018A	MEDIA CENTER BOOK STACKS	645 SF	020	SPEECH LANGUAGE PATHOLOGIST OFFICE	85 SF	059	CONCESSIONS	196 SF	080	CLASSROOM	809 SF
018B	CIRCULATION DESK	164 SF	041	JANITOR MAIN ROOM	502 SF	060	STUDENT COMMONS	1,258 SF	081	CLASSROOM	811 SF
019	WORK ROOM	137 SF	042	MAN/MF ROOM	129 SF	060A	CORRIDOR D	637 SF	082	CLASSROOM	812 SF
020	RESOURCE ROOM	147 SF	043	CORRIDOR C	1,211 SF	061	JANITOR	132 SF	083	CLASSROOM	811 SF
021A	CORRIDOR A	1,509 SF	043A	IT ELECTRICAL ROOM	91 SF	062	GIRL'S RESTROOM	321 SF	084	CLASSROOM	668 SF
021B	CORRIDOR B	1,691 SF	044	AUXILIARY GYM	5,472 SF	063	BOY'S RESTROOM	322 SF	085	CLASSROOM	811 SF
021C	CORRIDOR	485 SF	044A	AUXILIARY GYM STORAGE	113 SF	064	CORRIDOR E	124 SF	086	CLASSROOM	811 SF
						065	IT TECH STORAGE	149 SF	087	CLASSROOM	809 SF
									088	EAST STAIR TOWER	306 SF

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PSFA PROJECT NO. P19-009
MESA MIDDLE SCHOOL RENOVATIONS AND ADDITION
1601 E Bland St.
Roswell, NM, 88203



ROSWELL INDEPENDENT SCHOOL DISTRICT
300 North Kentucky Ave. Roswell NM, 88201
PSFA PROJECT NO.: P19-009
PROJECT NO.: R310805.01
DRAWN BY: STAFF
REVIEWED BY: STAFF
APPROVED BY: STAFF
ISSUE DRAWING LOG:

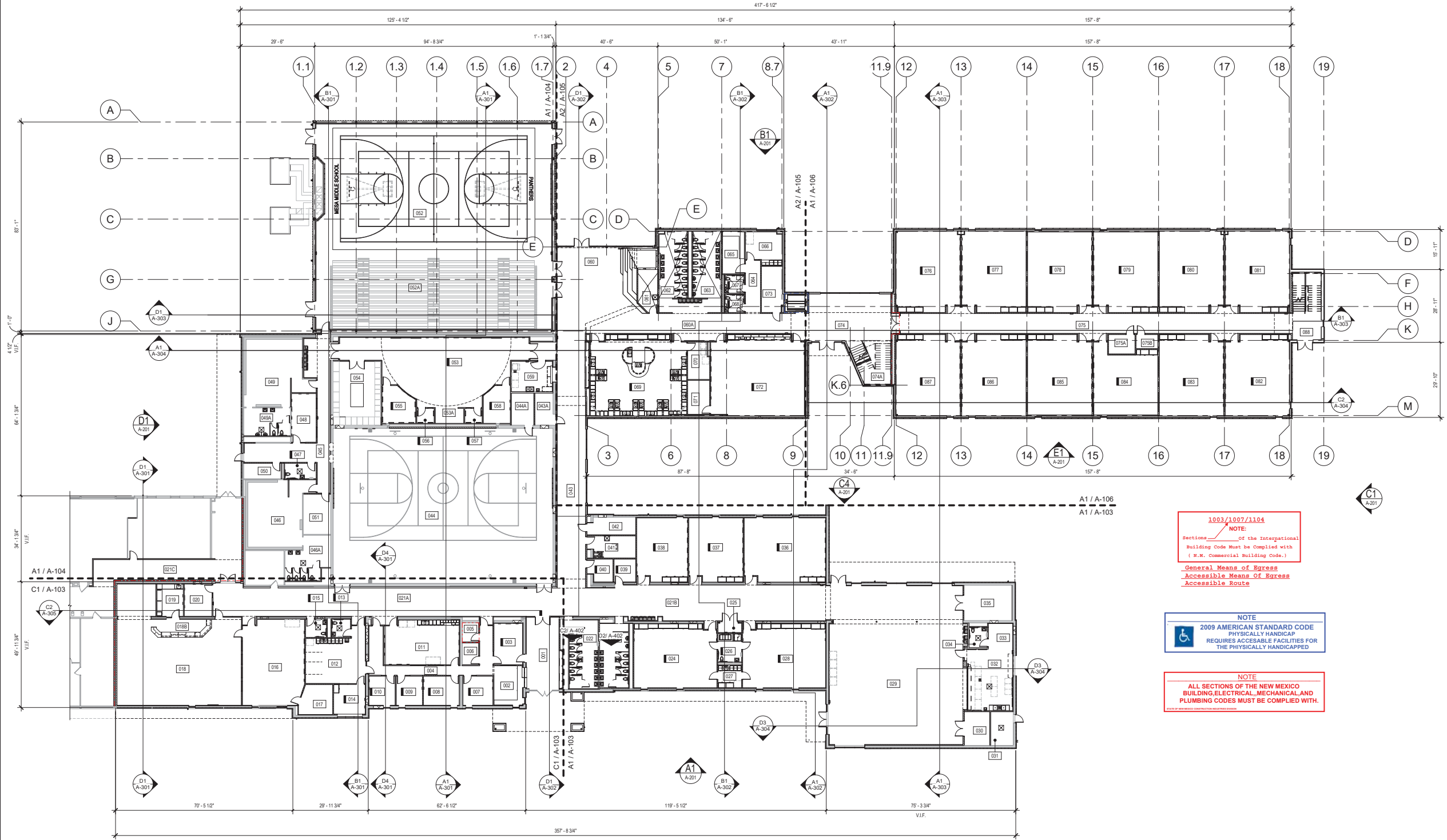
MARK	DATE	DESCRIPTION
6	04/14/2021	PERMIT SET
5	02/05/2021	100% CD'S SUBMITTAL
4	11/24/2020	50% CD'S SUBMITTAL
3	09/10/2020	DD VE SUBMITTAL
2	03/24/2020	DD SUBMITTAL
1	12/11/19	SD SUBMITTAL

FIRST FLOOR OVERALL FLOOR PLAN

P19-009 Roswell Mesa Middle School

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1003/1007/1104
NOTE:
Sections of the International Building Code must be complied with (W.M. Commercial Building Code.)
General Means of Egress
Accessible Means of Egress
Accessible Route

NOTE
2009 AMERICAN STANDARD CODE
PHYSICALLY HANDICAP
REQUIRES ACCESSIBLE FACILITIES FOR THE PHYSICALLY HANDICAPPED

NOTE
ALL SECTIONS OF THE NEW MEXICO BUILDING, ELECTRICAL, MECHANICAL AND PLUMBING CODES MUST BE COMPLIED WITH.

FIRST FLOOR OVERALL FLOOR PLAN
1/16" = 1'-0"

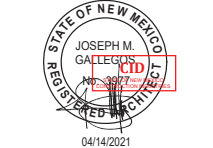
P19-009 Roswell Mesa Middle School

BUILDING SQUARE FOOTAGE	
SECOND FLOOR	17,732 GSF

ROOM SCHEDULE - SECOND FLOOR		
ROOM	ROOM NAME	AREA
201	CORRIDOR AA	822 SF
202	GIRL'S RESTROOM	323 SF
203	BOY'S RESTROOM	325 SF
204	CORRIDOR CC	124 SF
205	JANITOR ROOM	153 SF
206	COPY ROOM	194 SF
207	MALE RESTROOM	57 SF
208	FEMALE RESTROOM	57 SF
209	7TH GRADE SCIENCE LAB CLASSROOM	1,233 SF
210	SHARED LAB STORAGE / PREP	240 SF
211	8TH GRADE SCIENCE LAB CLASSROOM	1,163 SF
212	STORAGE ROOM	158 SF
213	STUDENT COLLABORATION SPACE B	712 SF
214	CORRIDOR BB	1,446 SF
214A	STORAGE	63 SF
214B	ELECTRICAL ROOM	48 SF
215	CLASSROOM	828 SF
216	CLASSROOM	807 SF
217	CLASSROOM	809 SF
218	CLASSROOM	809 SF
219	CLASSROOM	807 SF
220	CLASSROOM	822 SF
221	CLASSROOM	825 SF
222	CLASSROOM	809 SF
223	CLASSROOM	880 SF
224	CLASSROOM	809 SF
225	CLASSROOM	809 SF
226	CLASSROOM	822 SF

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PSFA PROJECT NO. P19-009
**MESA MIDDLE SCHOOL
RENOVATIONS AND
ADDITION**
1601 E Bland St.
Roswell, NM, 88203

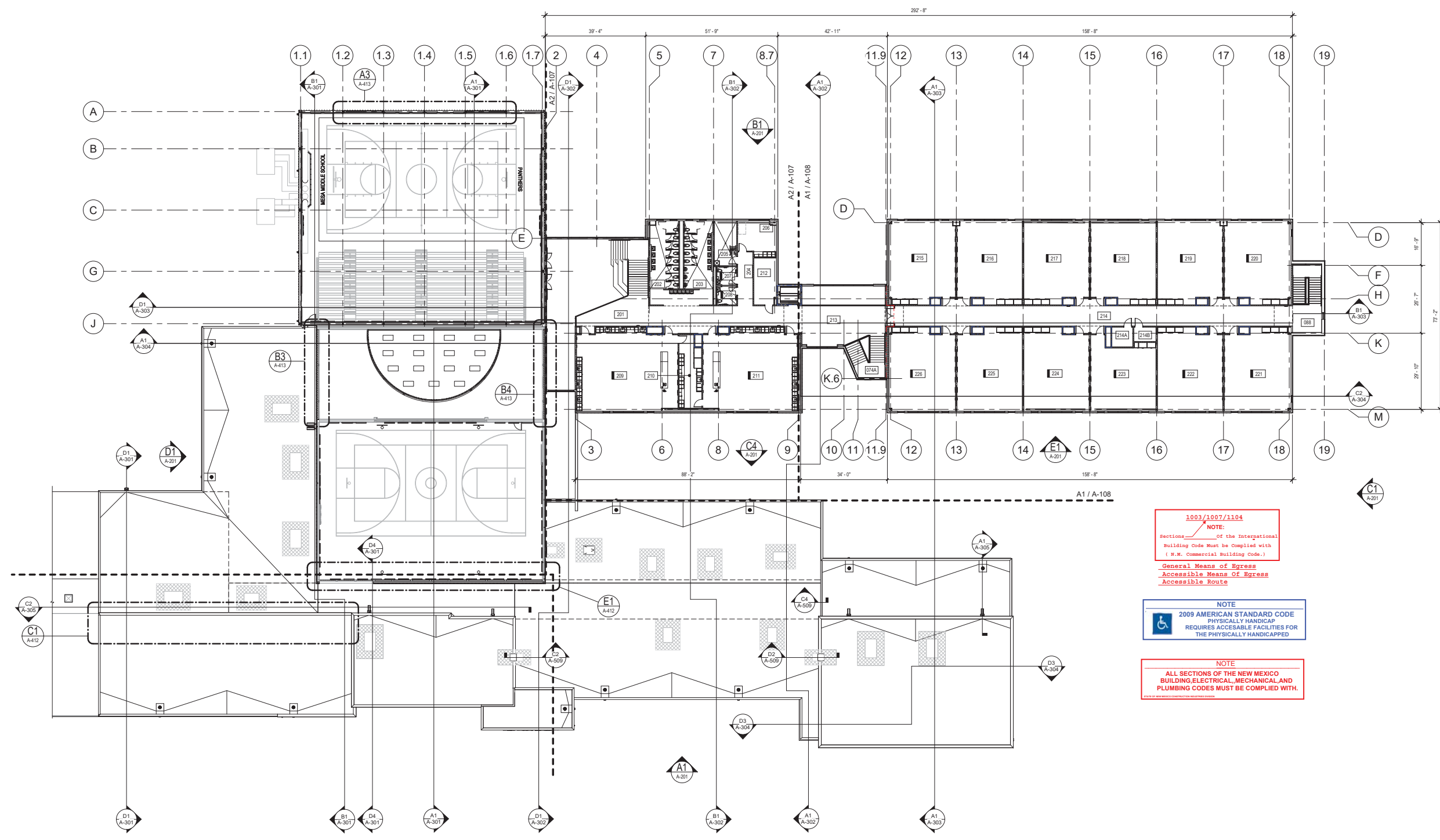


ROSSELL INDEPENDENT SCHOOL DISTRICT
300 North Kentucky Ave., Roswell NM, 88201
PSFA PROJECT NO.: P19-009
PROJECT NO.: R310805.01
DRAWN BY: STAFF
REVIEWED BY: STAFF
APPROVED BY: STAFF

ISSUE DRAWING LOG:

MARK	DATE	DESCRIPTION
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4	11/24/2020	50% CD's SUBMITTAL
3	09/10/2020	DD VE SUBMITTAL
2	03/24/2020	DD SUBMITTAL
1	12/11/19	SD SUBMITTAL

**SECOND
FLOOR
OVERALL
FLOOR PLAN**



1003/1007/1104
NOTE:
Sections of the International Building Code Must be Complied with (N.M. Commercial Building Code).
General Means of Egress Accessible Means Of Egress Accessible Route

NOTE
2009 AMERICAN STANDARD CODE
PHYSICALLY HANDICAP
REQUIRES ACCESSIBLE FACILITIES FOR THE PHYSICALLY HANDICAPPED

NOTE
ALL SECTIONS OF THE NEW MEXICO BUILDING, ELECTRICAL, MECHANICAL, AND PLUMBING CODES MUST BE COMPLIED WITH.

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A1 SECOND FLOOR OVERALL FLOOR PLAN
1/16" = 1'-0"

GENERAL NOTES

- A. SEE SHEETS C-200 AND C-201 FOR DIMENSIONS.
- B. SEE SHEET C-401 FOR LOCATION AND DIMENSIONS OF STUDENT PLAZA.
- C. SITE FURNISHINGS (TRASH RECEPTACLES AND BICYCLE RACKS) ARE OWNER PROVIDED CONTRACTOR INSTALLED UNLESS NOTED OTHERWISE.

REFERENCE KEYNOTES

- 02 4119 E EXISTING TO REMAIN
- 03 3000 C CAST-IN-PLACE CONCRETE

SHEET KEYNOTES

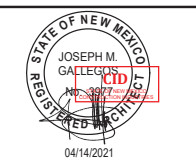
- 189 ELECTRICAL LIGHT FIXTURE.
- 192 EXISTING CROSS WALK TO BE REPAINTED PER NMDOT STANDARDS.
- 503 ACCESSIBLE PARKING SIGN.
- 504 ACCESSIBLE PARKING SIGN (VAN ACCESSIBLE).
- 505 4'-0" HIGH CHAINLINK FENCE WITH 1" FABRIC.
- 506 6'-0" HIGH CHAINLINK FENCE WITH 1" FABRIC.
- 508 6'-0" HIGH CHAINLINK FENCE WITH 2" FABRIC.
- 509 BIOSWALE.
- 511 ASPHALT RUNNING TRACK.
- 512 RUNNING TRACK LANE STRIPING.
- 513 CONCRETE MOW CURB.
- 514 INGROUND MOUNTED FOOTBALL GOAL POST.
- 515 LANDSCAPING.
- 516 DRAINAGE INLET. SEE SHEET C-200 AND C-201 FOR ADDITIONAL INFORMATION.
- 520 8" DIA. CONCRETE FILLED BOLLARD. PAINTED "SAFETY YELLOW".
- 526 GATE. SEE SHEET C-200.
- 527 WHITE THRU ARROW C-200 FOR ADDITIONAL INFORMATION.
- 532 FUTURE SCHOOL SIGN.
- 533 SITE FURNISHING MFG. GAMETIME MODEL K28271 "TUFFPLAD" SERIES LITTER RECEPTACLE WITH COVER. INSTALL PER MANUFACTURER'S SPECIFICATIONS.
- 534 SITE FURNISHING. SEE SHEET C-101.

LEGEND

- RENOVATION
- NEW
- NEW SIDEWALK
- EXISTING
- NEW
- DETECTABLE WARNING SURFACE
- GRASS
- NATIVE GRASS
- GRAVEL MULCH
- STABILIZE CRUSHER FINES
- AGGREGATE BASE COURSE

NOTE
ALL SECTIONS OF THE NEW MEXICO BUILDING, ELECTRICAL, MECHANICAL AND PLUMBING CODES MUST BE COMPLIED WITH.

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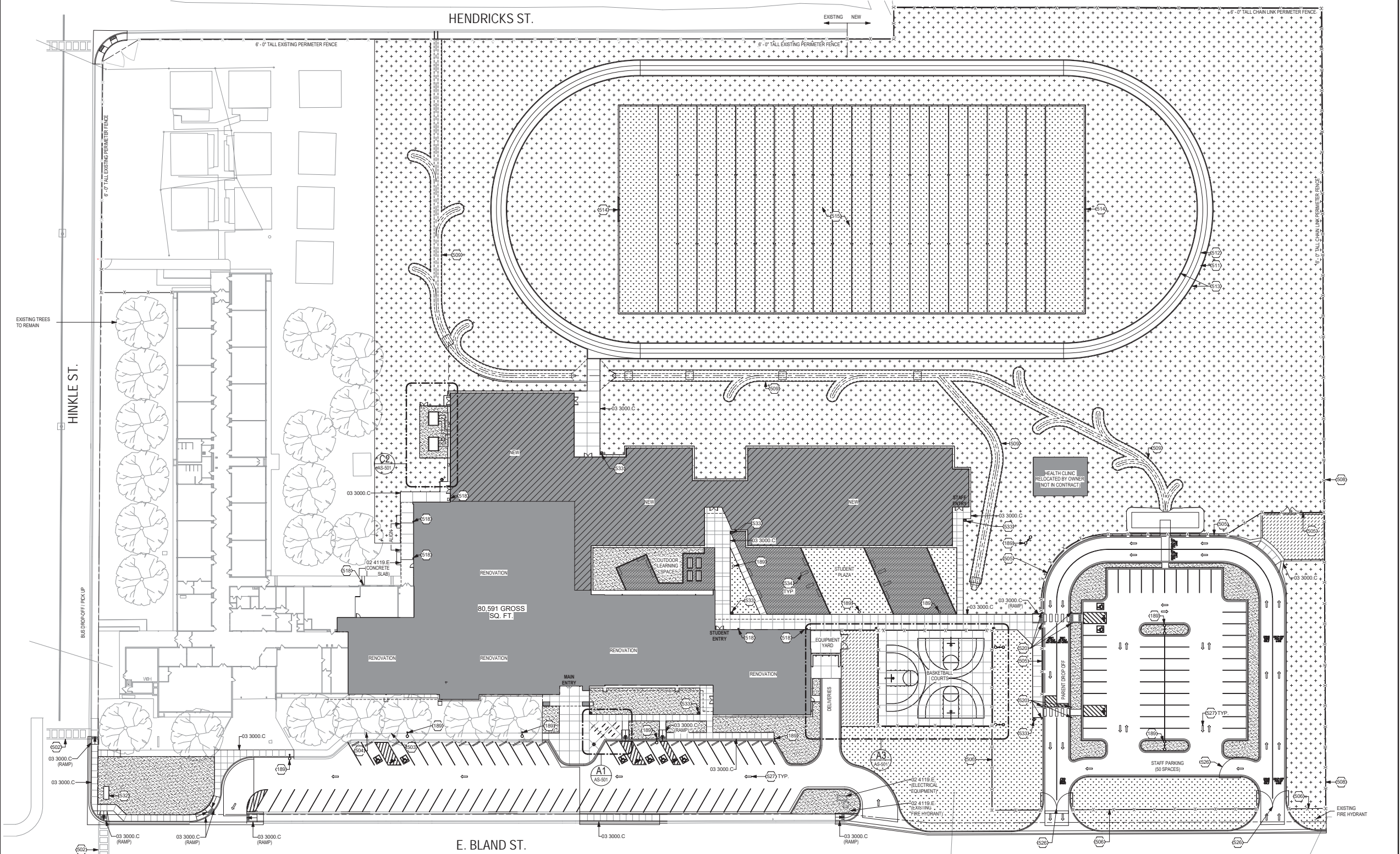
ROSWELL INDEPENDENT SCHOOL DISTRICT
300 North Kentucky Ave. Roswell NM, 88201
PSFA PROJECT NO.: P19-009
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DRAWN BY: STAFF
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2	03/24/2020	DD SUBMITTAL
1	12/11/19	SD SUBMITTAL

SITE PLAN

AS-101
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A1 SITE PLAN
1" = 30'-0"

State of New Mexico
Public School Capital Outlay Council

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Members:
Antonio Ortiz, PED
Rachel Gudgel, LESC
Gilbert Peralta, PEC
Sara Fitzgerald, Governor's Office



Vice Chair:
Pat McMurray, CID

Members:
Joe Guillen, NMSBA
Raul Burciaga, LCS
Nina Carranco, DFA

Public School Facilities Authority
Jonathan Chamblin, Director
1312 Basehart Road, SE, Suite 200
Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

June 19, 2018

Mr. Jody Balch, Superintendent
Clovis Municipal Schools
1009 Main Street
Clovis, NM 88101

Dear Superintendent Balch,

We are pleased to inform you that the Public School Capital Outlay Council (PSCOC) has approved a total net state award of \$667,714 after an applied direct appropriation offset of \$- from the 2017-2018 Pre-Kindergarten (Pre-K) Capital Outlay Awards to the Clovis Municipal Schools for the following project:

School:

Barry ES

Award Language:

Planning, design, and construction to provide 2 new classrooms and 1 new restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E).
Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).

Please note that the award can be used *only* for the project(s) and purpose(s) specified.

Please submit this letter accepting the award by signature of both the Board of Education and the Superintendent to Ms. Casandra Cano, Programs Support Manager, Public School Facilities Authority, via email at ccano@nmpsfa.org or by mail at 1312 Basehart SE, Suite 200, Albuquerque, New Mexico 87106.

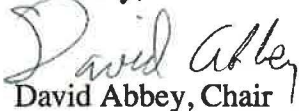
Deadline for the acceptance of this grant is July 20, 2018.

Prior to the expenditure or draw down of any state awarded funds, you must contact your PSFA Regional Facilities Manager (RFM) who will assist you through the procurement and selection processes to complete the work and must remain involved throughout the project. All projects shall utilize standard PSFA contracts, procedures, and reporting requirements. The details of the project must be agreed to mutually in writing between the District and the PSFA through MOUs, which shall be executed following acceptance of the award by the District. **The signed MOU shall be returned to your PSFA Regional Manager no later than August 20, 2018.**

In addition to project specific contingencies or other requirements specified in the award language, additional conditions were adopted by the PSCOC (see attached). All districts are advised to expend these awarded funds within 3 years of the allocation. If you have questions concerning the award, please contact Ms. Casandra Cano at 505-468-0283.

Once more, we would like to extend our congratulations. We look forward to working with you in our common purpose of providing better school facilities for the children of New Mexico.

Sincerely,



David Abbey, Chair
Public School Capital Outlay Council

cc: Jonathan Chamblin, Director, PSFA
Jeremy Sánchez, PSFA Regional Facilities Manager

Attachments: 2017-2018 PSCOC Pre-K Awards 06-14-18

DECLARATION OF AWARD ACCEPTANCE

The undersigned below hereby certifies that the 2017-2018 Pre-K Capital Outlay Award to the Clovis Municipal Schools for the project at Barry ES is: (check one)

Accepted

Rejected

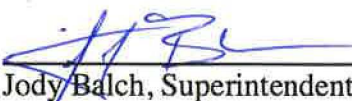
by the district and all project specific contingencies and additional conditions that were adopted by the PSCOC at the June 14, 2018 are understood and accepted. The awarded funds will be expended only for the stated uses and all contingencies will be met.

ACCEPTED BY:



School Board President
Clovis Municipal Schools

DATE: 6/26/18



Jody Balch, Superintendent
Clovis Municipal Schools

DATE: 6/26/18

**State of New Mexico
Public School Capital Outlay Council**

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Joe Guillen, NMSBA

Members:
Olivia Padilla-Jackson, DFA
David Abbey, LFC
David L. Robbins, PEC
Stephanie Rodriguez, Governor's Office



Vice Chair:
Raúl Burciaga, LCS

Members:
Rachel Gudgel, LESC
Antonio Ortiz, PED
Marguerite Salazar, RLD

Public School Facilities Authority
Jonathan Chamblin, Director
1312 Basehart Road, SE, Suite 200, Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

October 21, 2019

Ms. Renee Russ, Superintendent
Clovis Municipal Schools
PO Box 19000
Clovis, NM 0

Dear Superintendent Russ,

We are pleased to inform you that the Public School Capital Outlay Council (PSCOC) has approved a total net state award of \$2,797,084 after an applied direct appropriation offset of \$0 from the 2019-2020 Standards-Based Capital Outlay Program to the Clovis Municipal Schools for the following project:

School:

Barry ES

Award Language:

Planning and design for the project, construction funding to complete roofing and HVAC replacement of \$1.8 million, and construction funding to complete the classroom addition for a design capacity of 400 students, grades K-5. The district may return to the PSCOC for out-of-cycle funding for the balance of the award for construction of the interior renovations and site work.

Please note that the award can be used *only* for the project(s) and purpose(s) specified.

Please submit this letter accepting the award by signature of both the Board of Education and the Superintendent to: Ms. Casandra Cano, Programs Support Manager, via email at ccano@nmpsfa.org or via mail at 1312 Basehart SE, Suite 200, Albuquerque, New Mexico 87106. **Deadline for the acceptance of this grant is November 22, 2019.**

Prior to the expenditure or draw down of any state awarded funds, you must contact your PSFA Regional Facilities Manager (RFM) who will assist you through the procurement and selection processes to complete the work and must remain involved throughout the project. All projects shall utilize standard PSFA contracts, procedures, and reporting requirements. The details of the project must be agreed to mutually in writing between the District and the PSFA through MOUs, which shall be executed following acceptance of the award by the District. **The MOU shall be signed and uploaded into the Construction Information Management System (CIMS) within 30 days of receipt.**

In addition to project specific contingencies or other requirements specified in the award language, additional conditions were adopted by the PSCOC (see attached).

All districts are advised to expend these awarded funds, as well as past award balances, in a timely manner. If you have questions concerning the award, please contact Ms. Casandra Cano, Programs Support Manager, at 505-468-0283.

Once more, we would like to extend our congratulations. We look forward to working with you in our common purpose of providing better school facilities for the children of New Mexico.

Sincerely,



Joe Guillen, Chair
Public School Capital Outlay Council

cc: Jonathan Chamblin, Director, PSFA
Jeremy Sánchez, PSFA Regional Facilities Manager

Attachments: 2019-2020 PSCOC Standards-Based Awards 10-18-19
2019-2020 PSCOC Standards-Based Award Additional Conditions

DECLARATION OF AWARD ACCEPTANCE

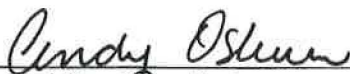
The undersigned below hereby certifies that the 2019-2020 Standards-Based Capital Outlay Award to the Clovis Municipal Schools for the project at Barry ES is: *(check one)*

Accepted

Rejected

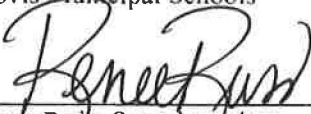
by the district and all project specific contingencies and additional conditions that were adopted by the PSCOC at the meeting on October 18, 2019 are understood and accepted. The awarded funds will be expended only for the stated uses and all contingencies will be met.

ACCEPTED BY:



School Board President
Clovis Municipal Schools

DATE: 11-1-19



Renee Russ, Superintendent
Clovis Municipal School

DATE: 11-4-19

MEMORANDUM OF UNDERSTANDING
2017-2018 Pre-Kindergarten Project

PROJECT NUMBER: K18-002 Barry ES -New

This Memorandum of Understanding (MOU or Agreement) is made, as amended herein and entered into by the Public School Facilities Authority, herein referred to as the “PSFA”, and the Clovis Municipal Schools, hereinafter referred to as the “DISTRICT”.

This MOU shall not be effective until approved by the parties and the Public School Capital Outlay Council, hereinafter referred to as the “PSCOC”.

The purpose of this MOU is to define the scope of specific projects and delivery methodology for completing a public school capital outlay project as defined in the School District Master Joint Powers Agreement entered into between the PSCOC, PSFA and the District. (hereinafter referred to as the “Master JPA”).

The project and all work associated with this project are defined within the – PSFA PROJECT AGREEMENT prepared on July 10, 2018, by the PSFA’s assigned Regional Manager (RM), Jeremy Sánchez, and agreed upon by the District’s Representative, **John King**, and is an inseparable part of this MOU. This is a PSFA Indirect Oversight project, and therefore the **District will provide** all direct project management and oversight for the Work contained in this MOU.

PROJECT:

The PSFA and the District hereby agree to complete the following capital outlay project, and related Amendment(s), as approved by the PSCOC at its June 14, 2018 meeting. (**PSCOC acceptance letter attached hereto as Exhibit A**):

School Name:	K18-002 (Clovis) Barry ES	
Project Description:	Pre-Kindergarten Capital Outlay Award	
PSCOC Approved Project Cost to Adequacy:		\$878,571.00
State Match:	76%	\$667,714.00
Local Match:	24%	\$210,857.00
Direct Appropriation Offset ¹ :		\$0
Allowed Waiver ² :		\$0
Adjusted State Match:	76%	\$667,714.00
Adjusted Local Match:	24%	\$210,857.00
Local Match Advance ³ :		\$0
Total State Net Participation:		\$676,714.00

¹ Direct Appropriation Offset will increase the required local match percentage.

² Waiver is an additional grant and will decrease the local match percentage.

³ Local Match Advance does not change the match percentages (see Project Specific Qualifications for repayment provisions).

All work to be completed within the scope of this Agreement to bring the facility up to the *NM Statewide Adequacy Standards* [6.27.30 NMAC], as amended by the PSCOC on September 14, 2012. All Work – inclusive of materials, labor or other, specifically related to work described in this section – to that described in this Section, all such additional Work will be the responsibility of the District without any increase in the PSFA participation stipulated in Section 1 of this Project Agreement.

PSFA PROJECT AGREEMENT with INDIRECT OVERSIGHT

DATE: July 10, 2018	<u>DISTRICT INFORMATION:</u>
DISTRICT: Clovis Municipal Schools Clovis, NM	John King, Executive Director of Operations Phone: 575-769-4453
SCHOOL: K18-002 (Clovis) Barry ES	Fax: 575-769-4333 E-Mail: john.king@clovis-schools.org

SECTION 1: PROJECT INFORMATION

PROJECT LABEL: K18-002 (Clovis) Barry ES

SCHOOL INFORMATION:

Grade Levels Utilizing School:	Pre-Kindergarten
Design Capacity	40
Total Square Feet to Adequacy:	3,000

DETAILED PROJECT SCOPE DESCRIPTION:

Planning, design, and construction to provide 2 new classrooms and 1 new restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).

PROJECT SPECIFIC QUALIFICATIONS:

Construct a new classroom wing (approx. 10500 sf) at the North West side of the existing building. The new classroom wing would consist of two (2) pre-K classrooms, four (4) kindergarten classrooms, four SPED/Ancillary classrooms and girls/boys gang restrooms. The classroom wing is to be a single story building with a double loaded corridor, brick facade, designed and constructed to meet current New Mexico Adequacy Standards. The District will be funding all spaces beyond the pre-K class rooms/restrooms at 100% using the current GO Bond. Need: This is the only facility in the district that does not have the capacity to accommodate pre-K.

OTHER PROJECT SPECIFIC REQUIREMENTS:

N/A

SECTION 2: UNDERSTANDING

This Project Agreement and the Master JPA represent the full and complete understanding between the PSCOC, PSFA, and the District for the work described within this agreement. This Project Agreement is contingent on approval and funding by the PSCOC and shall therefore not become valid until signed by both the Chair of the PSCOC and the Director of the PSFA.

The undersigned acknowledge their concurrence with this, and that:

1. The PSCOC-PSFA funding participation towards the project described herein shall not exceed the Adjusted State Match, **except as approved by the PSCOC pursuant to Section 4 herein**;
2. Each allocation is intended to fully complete the project, phase, or specified purpose;
3. Out-of-cycle design or construction funding may be considered at any future regularly scheduled PSCOC meeting upon completion of early planning, construction documents or equivalent PSFA phase approval and conformance with all contingencies. All project designs shall include evaluation of potential energy, maintenance and other operational costs of new, renovated or other facilities based on established standard averages. Facility performance, including energy costs will be validated with the post occupancy evaluation;
4. Project amounts set aside for potential Out-of-Cycle awards include anticipated state share amount of a project or phase which requires the district to perform specific actions set out in the project descriptions and to bring back a request for funding for further consideration by the Council. Future awards may be contingent on district audit status and other conditions which may be deemed by the Council as necessary to ensure the prudent and appropriate use of capital funds;
5. All Districts receiving awards must have a completed audit for the previous fiscal year submitted to the State Auditor's Office prior to expenditure of PSCOC-awarded funds, and will have a corrective action plan in place to address audit findings. PSFA may, as directed by the PSCOC, assume direct administration of all projects from districts with serious findings in regard to expenditures or management of capital outlay funds;
6. The District shall execute and maintain an effective preventive maintenance (PM) program, as prescribed in its PSCOC approved PM plan (which shall be reviewed and updated annually by the district to ensure a Facility Maintenance Assessment Report (FMAR) score of satisfactory (70.1% or better) at each school), and effectively utilize all Facility Information Management System (FIMS) modules—Maintenance Direct (MD), Preventive Maintenance Direct (PMD), and Utility Direct (UD), or otherwise provide evidence of effective use of an alternate acceptable and equivalent maintenance management process. The district shall report to the PSFA every six months on the status of its maintenance program. Should the District fail to meet the FMAR score of satisfactory, the district may be required to report to the PSCOC;
7. Prior to construction closeout, the district must submit for PSFA approval an amendment to its maintenance plan defining how they will provide appropriate maintenance for any renovated or added facility space;

8. Projects are funded only to the design capacity outlined in the award. Unless specific limitations are defined in the award, or are otherwise excepted, the Adequacy Planning Guide establishes gross square footage (GSF) boundaries, however every effort should be made to minimize overall facility footprint. The PSCOC may elect to limit participation in the renovation of any existing square footage in excess of the guidelines;
9. All procurement must meet the State of New Mexico Procurement Code;
10. If existing facility disposal is required, an approved commitment from the district to PSCOC will be required prior to release of construction funding. Disposal may include demolition of the facilities or by written agreement transferring ownership of property and/or facilities. PSCOC reserves the right to recover a pro-rata share of awarded amounts for the replacement facilities if the original property or facilities are sold or used for another purpose than the award;
11. The district will provide and deliver to the PSFA, within 30 days of the acceptance of the award, a Memorandum of Understanding (MOU) that includes, the proposed construction delivery method and the dates for completion of project planning, design development, construction, final completion, and project closeout. Failure to have projects completed by the scheduled deadline does not obligate the PSCOC for any increased costs due to inflation or other time related consequences;
12. The District shall identify herein, under "Section 1: Project Specific Qualifications", those specific portions of the project that the District intends to build above adequacy and above the awarded design capacity, and commit to fund these portions at the sole cost of the District;
13. The District shall consult with PSFA prior to the release of Requests for Proposals (RFPs) for design professionals, or Requests for Proposals (RFPs) /Invitations to Bid (ITBs) for construction;
14. The District must submit representative scaled layouts, elevations, and cost estimates for all furniture, fixtures and equipment (FF&E) and site equipment (playground, tables, benches, etc.) for approval by PSFA prior to any purchase;
15. Any legitimate project expenses expecting PSCOC/PSFA participation, reimbursement or credit shall be submitted and approved by PSFA in advance of the expenditure through the construction information management system (CIMS). Exception: Allowed project expenses made prior to award must be submitted within 90 days of the executed MOU;
16. Prior to projects' final PSFA-RASC approval and release to bid, all site infrastructure including roadways, utilities and water must be in place, under contract with specified completion time, or defined by other acceptable written agreements that include cost and completion time;
17. All awards are exclusive of land acquisition costs and offsite utilities and infrastructure expenses which are the total responsibility of the District and community and will not apply to the District's matching fund requirement;
18. Any lease associated with an award shall have a 50 year or equivalent minimum available term from onset of the project;
19. Portable classrooms purchased from proceeds of this or previous PSCOC awards, freed by construction of permanent facilities shall, at the option of the PSFA, become the property of the PSCOC. If freed portables were purchased with District proceeds, then at PSFA's option, portables may be purchased at a fair market price and relocated by PSFA as directed by and at the expense of the PSCOC;

20. All payments to vendors for completion of the Work from PSCOC funded amounts shall be made directly by the PSFA;
21. The District will agree to make all reasonable efforts to complete the scope of work, and agree that failure to have the scope of work completed as set forth under “**Section 5: Project Schedule for the Scope of Work**” does not obligate the PSCOC for any increased costs due to inflation or other time related consequences;
22. Local Match requirements may be produced at each phase of the project, but **no later than start of construction**;
23. District certifies it has in current funds amounts sufficient to meet the above-specified District share as of or on June 14, 2018. **All district match requirements must be in place prior to initiation of any construction phase**;
24. On or before the 12th month following substantial completion of the project or phase, PSFA staff will schedule a review of all project expenditures that apply to both the scope of work and to the adequacy standards to ensure that the overall expenditures align with the match percentages after necessary offsets and waivers as identified in the Memorandum of Understanding (MOU) for the project. Following mutual agreement on the overall and final financial project status, project balances will be reallocated by the Council. All PSCOC awards must be fully reconciled and reallocated no later than 18 months after substantial completion.

SECTION 3: BUDGET INFORMATION

The project budget will be utilized from available funds as defined in Section 4: Sources of Funding including State and Local matching funds to adequacy and additional local sources for above-adequacy expenses which may be adjusted from time to time during the course of this Agreement.

The District shall unconditionally be responsible for costs in excess of the respective amounts set forth in the attached PSFA PROJECT ESTIMATED COST SUMMARY, though the PSCOC may grant additional funding to a specific PSFA project if allocated funds, based on this estimate, are found to be insufficient to bring the facility up to NM Statewide Adequacy Standards. Any such new allocation or any re-allocation of a PSCOC–PSFA approved funding must be approved by the PSCOC.

Professional Design Services are anticipated to complete Section 5, Scope of Work. In accordance with the previous paragraph and other parts of this Agreement, the PSCOC-PSFA funding participation towards required Professional Design Services shall be limited to the amounts set forth in the attached PSCOC–PSFA PROJECT ESTIMATED COST SUMMARY.

SECTION 4: SOURCES OF FUNDING

The PSCOC’s funding participation will be matched by the District to complete the Scope of Work as defined within this Agreement. Additionally, costs not required by the NM Statewide Adequacy Standards are solely the responsibility of the District and will not be funded or otherwise paid for by the PSFA.

LOCAL/OTHER FUNDING

2017-2018 Adjusted Local Match:	\$210,857.00
District Above Adequacy: \$	-
Total Local Project Funding¹: \$	210,857.00

PSCOC FUNDING (Current & Previous Phase Awards)

2017-2018 PSCOC - State Match:	\$667,714.00
Other PSCOC Funding Sources (Waivers, Advances, Etc.): \$	-
Total PSCOC Project Funding: \$	667,714.00

Total Project Funding: \$ 878,571.00

¹ Total Local Project Funding includes Adjusted District Match percentage participation, plus project funding above adequacy.

SECTION 5: PROJECT DELIVERY METHOD AND SCHEDULE for the SCOPE OF WORK

The proposed construction delivery method for the Scope of Work defined in this Agreement is:

Design-Bid-Build	Construction Manager at Risk	Other (Please Specify)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	

The following schedule will be utilized for the Scope of Work defined in this Agreement:

Phase	Start Date	End Date
Project Planning	July 20, 2018	October 30, 2018
Design Development	November 01, 2018	June 01, 2019
Construction	June 02, 2019	May 31, 2020
Final Completion	May 31, 2020	August 01, 2020
Project Closeout	May 31, 2020	May 31, 2021

SECTION 6: COST ESTIMATE

The attached PSFA PROJECT ESTIMATED COST SUMMARY is for general informational and planning purposes only. Actual expenditures to complete the Scope of Work covered by this Agreement shall be mutually agreed to by the parties in advance. If actual costs to meet the Adequacy Standards will exceed the funding identified, the District shall notify the PSCOC and request the pro-rata state share be adjusted. Upon approval of the PSCOC, this MOU shall be amended accordingly. Reflected budget estimates have been derived from architectural estimates, contractors who have performed similar work for the District or within the area of this Project, or, have been interpolated from recent historical costs data derived from nationally recognized cost averages.

SECTION 7: INSURANCE RECOVERY

District shall promptly notify and cooperate with the PSFA concerning all claims, demands, damages, suits, or causes of action resulting from work performed, including subrogation of any rights thereto. The District Representative will prepare and submit a claim to the Insurance Carrier for any Deficiencies that may be covered by insurance in order to start the insurance carrier's review without delay. Funds recovered from an insurance claim that pertain to Work funded and corrected as part of this PSCOC – PSFA Project will be transferred to the PSCOF in an amount(s) equal to the amounts of State funds encumbered or expended for said item(s) in the Scope of Work as defined in this Agreement.

SECTION 8: VENDOR SELECTION AND CONTRACT REQUIREMENTS

All vendor selection shall be governed by applicable provisions of the State Procurement Code or as legally modified by the District who shall act as the purchasing agent for the Scope of Work. District shall comply with all vendor notification provisions as may be required by the PSFA. Contracts shall be executed on PSFA standard forms and be approved by the PSFA prior to starting any work. The District and PSFA will jointly participate in the selection of all necessary design professionals. The District will prepare and manage all procurement and contract documents excluding any purchase documents required to be executed by PSFA for the purpose of direct (PSFA) vendor payment.

SECTION 9: VENDOR PAYMENTS AND REIMBURSEMENT OPTIONS

All invoices prepared by vendors and submitted to the District shall break out any PSFA-covered items and be itemized separately from any other district-funded amounts. Upon presentation and verification of undisputed invoices to the PSFA bearing the approval of the District that the PSCOC-approved work, or a portion thereof is complete, the vendor will be paid directly by the responsible entity. Only if mutually agreed upon by the District and the PSFA in Section 2 of this Agreement, will the District make direct payments for prior approved PSCOC portions of the work. If approved, the District will be reimbursed **or given credit toward the local match requirement** by the PSFA upon completion of all work, or a portion thereof, after submission and verification of approved invoices and documentation of payment to vendor for PSCOC approved work.

SECTION 10: GENERAL PROJECT REQUIREMENTS

Within the Project Manual, as prepared by the District's Design Professional, there shall be a section named General Requirements that shall define the Contractor and School interface requirements and procedures including, but not limited to, hours of operation and noise control requirements and, if appropriate, a detailed project site plan delineating boundaries of project, staging areas and designated project access points.

SECTION 11: MANAGEMENT AND OVERSIGHT

The PSFA will provide indirect project management and oversight as a part of this Agreement. The District will employ competent project management personnel that meet the approval of the PSFA and are capable of providing adequate and knowledgeable control and oversight to the project. The District will designate a qualified person to perform the direct project oversight for the Scope of Work. The PSFA-RM will consult with the District Representative (DR) in planning the Project and oversee that the district provided procurement is consistent with *State Procurement Code AND the NM Statewide Adequacy Standards*. This will include, but not be limited to: (a) Design Professional (DP) selection via RFP or other means; (b) coordination and facilitation of developmental and planning decisions; (c) approval of design solutions; (d) review and approval of all Contract Documents including bid documents, ITB/RFP, MCRs and change orders; (e) manage constructive and cost effective interface with the District's other Work and Master Plan when appropriate; (f) participation in pre-bid/pre-proposal meeting(s), bid/proposal openings, review and approval of Vendor selections; (g) periodic site oversight and inspection visits (h) administration of all contracts including DP; (i) PO setups and creation of; (j) payment application setup; (k) review and approval of payments for DP, builder(s), materials and other vendors; and (l) coordination of and participation in all aspects of the Project closeout process; (m) coordination of and participation in the one year warranty inspection. In the event that the District cannot provide adequate project management, the PSFA-RM shall provide job description for and will assist the District in contracting for or developing a suitable project manager and will aid in the interview and selection process.

The District shall complete and submit Request for Approval of School Construction (RASC) documentation to the PSFA at (1) program statement; (2) schematic design; (3) design development; and (4) bid documents phases of the project (or as otherwise required and agreed to in writing). The PSFA and District, in conjunction with the Design Professional, further agree to be responsible for the Tasks associated with this Project Agreement as follows:

PHASE	TASK	PSFA	DISTRICT
Pre-Design Phase:			
	Develop educational specifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Develop initial scope of project and budget	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Develop Request for Proposals for design professionals	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Advertise Request for Proposals	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Request for Proposal review, interview and selection process	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Design Phase:			
	Develop contracts for design professionals, consultants and other services	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Final review and approval of schematic design documents for completeness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Periodic review and validation of Scope of Work, budget, schedule, value engineering, plans and specifications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Final review and approval of Construction Documents for completeness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Issue Invitation to Bid/Request for Proposal	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Conduct pre-bid/pre-proposal conference	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Coordinate bid/proposal opening	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Review and evaluate bids/proposals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Issue Notice of Award	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Construction Phase:			
	Prepare contracts for construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Conduct pre-construction conference	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Issue Notice to Proceed	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Provide interface for understanding of issues, disputes, and mediation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Review, approve and oversee changes to the work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Periodic review and validation of work to insure conformance with contract and industry standards of quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Project Close-out:			
	Verify all work complete	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Coordinate with General Contractor of record, operations and maintenance training for District staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Review as-built drawings	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Approve final close-out documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Review warranties	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Ensure final acceptance by District	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Ensure all required documents related to the projects are properly held and archived	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Ensure that one-year warranty inspections are conducted and oversee any required repairs or remedies	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SECTION 12: QUALITY CONTROL CONSIDERATIONS

Quality control requirements shall be defined in the Project Documents that may include plans and specifications, as well as other bid documents. The Design Professional, the District Representative and the PSFA-RM, will work jointly to provide overview of construction quality, QC testing, schedule, project progress and QC standards as applicable to this effort. All contracts entered into to complete the Scope of Work shall include provisions to utilize the PSFA's Construction Information Management System (CIMS) unless otherwise mutually agreed to in writing.

It is agreed that where either re-roofing or a new roof installation is involved, the District shall budget and provide for inspections by an individual or individuals qualified to ensure their proper installation and, on the same day, distribute a detailed written report of the observations to the; District, PSFA-RM, Design Professional, roofing contractor, general contractor, and roofing manufacturer's representative.

It is agreed that where the addition, renovation, or new construction of a school is involved, the District shall budget and provide for a performance assurance contractor (PAC) to participate in both the design and construction phases of the project to ensure that the HVAC systems and associated controls are properly specified, installed, tested and balanced, and distribute a detailed written report of observations and test results to the; District, PSFA-RM, Design Professional, and general contractor. Further, a 3-year extended maintenance contract on all HVAC systems and controls will be included, with the district maintenance staff participating in contractor-provided HVAC and control system training.

SECTION 13: FACILITY PERFORMANCE EVALUATION

Facility performance evaluation builds a body of knowledge about schools and the processes and outcomes of planning, siting, designing and constructing facilities that will inform current facilities and improve future schools. Defining sustainability in schools, includes monitoring the consumption of resources in the operation of the school and the resilience and durability of the completed facility.

It is agreed that, as deemed necessary by PSFA, the District shall budget and provide for a Measurement and Verification (M&V) system. This system will be used to collect and store school utility data information that can be used to improve the comfort of school buildings in an effort to reduce utility, maintenance, and operational costs.

It is also agreed that, as deemed necessary by PSFA, the District shall budget and provide for a post-occupancy evaluation (POE) to provide an assessment of how well buildings match the Districts' needs, and help identify ways to improve building design, performance, and fitness for purpose.

IN WITNESS THEREOF, the Parties have set their signatures hereto:



John King,
District Representative

September 17, 2018

Date

Jeremy Sánchez,
Regional Manager,
Public School Facilities Authority

09.21.2018

Date

Jonathan Chamblin, Director,
Public School Facilities Authority

9-20-18

Date

David Abbey, Chair,
Public School Capital Outlay Council

Date

ATTACHMENTS:

EXHIBIT A – PSCOC Acceptance Letter, SIGNED 06/26/18

EXHIBIT B – PROJECT COST SUMMARY, prepared August 07, 2018

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
THE PUBLIC SCHOOL FACILITIES AUTHORITY
AND
Clovis Municipal Schools**

2019-2020 Standards-Based Capital Outlay Project

PROJECT NUMBER: P20-009-New

This Memorandum of Understanding (MOU) is made, and entered into by the Public School Capital Outlay Council (PSCOC), through its Public School Facilities Authority (PSFA), and the Clovis Municipal Schools (District); collectively referred to as the Parties, pursuant to the requirements of 6.27.2.11 (C) NMAC. This MOU along with the Master Joint Powers Agreement (Master JPA) having been executed by the Parties represents the full and complete understanding between the Parties regarding the PSCOC Standards-Based Grant Award as more particularly described in **Exhibit A, PSCOC Acceptance Letter**.

EFFECTIVE DATE

This MOU shall not become effective until signed by the District and the PSFA and approved and signed by the PSCOC.

The District will sign and deliver this MOU to PSFA within thirty (30) days of the acceptance of the award, to include all of the information requested at **Exhibit B, Project Information Statement**; the Project scope description, Project delivery and schedule and the acknowledgement and acceptance of the Project tasks and responsibilities.

PURPOSE AND INTENT

The purpose of this MOU is to define the Scope of Work and the Work to be performed in the Project; to identify the funding and allocation of the funding sources for the Project; to outline the duties and responsibilities of, and between, the Parties; and to incorporate the Master JPA which governs the ability of the Parties to jointly complete the Project based on the PSCOC Standards-Based Grant Award.

This is a PSFA Indirect Oversight Project. The District will provide all Direct Oversight for the Work pertaining to the Project.

DEFINITIONS

In this MOU the following definitions will apply:

“Adequacy Planning Guide” means a reference guide to be used in the programming and design of school projects. This document was developed to clarify the standards and to provide assistance through references and ‘best practice’ examples to complement the adopted standards.

“Adequacy Standards” means the New Mexico Public School statewide adequacy standards pursuant to 6.27.30.1 through 6.27.30.22 NMAC which establish the acceptable levels for the physical condition and capacity of school buildings, the educational suitability of those facilities and the need for technological infrastructure at those facilities. The standards are not intended to restrict a facility's size.

“Award” means the PSCOC Standards-Based Grant Award as more particularly described in Exhibit A, PSCOC Acceptance Letter.

“Design Capacity” means the number of students the building can hold based upon a school’s educational program. Design capacity takes into consideration the educational programs of each facility, which includes regular and special use classrooms, special educational programs, these uses compared to their allowable loading per pupil-teacher ratio.

“Direct Oversight” means the District will provide qualified project management personnel that meet the approval of the PSFA, and are capable and knowledgeable in planning, design, and construction management of projects. Project management includes but is not limited to project coordination, development, and oversight efforts of design professionals and other resources to ensure successful project outcomes. The District executes the procurement process, services, and the execution and completion of projects to ensure consistency with the Procurement Code and the Adequacy Standards.

“Indirect Oversight” means the PSFA will act in an advisory capacity, with the District and associated professionals regarding the planning, design, and construction of the Project concerning project coordination, development, and oversight efforts of design professionals and other project delivery resources for effectiveness and accuracy to ensure successful project outcomes. The PSFA also oversees the procurement process, services, and the execution and completion of projects to ensure consistency with the Procurement Code and the Adequacy Standards.

“Master Joint Powers Agreement” means a formal agreement that spells out the member agencies’ intentions, the powers they will share, and other mutually acceptable conditions that define the intergovernmental arrangement.

“MOU” means this Memorandum of Understanding as, required by 6.27.2.11 (C) NMAC, and amended from time to time to include a fully completed Exhibit B, Project Information Statement.

“Preventive Maintenance Plan or PM Plan” means a plan approved by the PSCOC that is in compliance with the requirements of 6.27.3.11 NMAC.

“Project” means the labor, installation and activities for procured equipment, materials and labor at the District location in accordance with approved construction drawings, documents, procedures and specifications as identified at Exhibit B, Project Information Statement.

“Procurement Code” means Sections 13-1-28 through 13-1-199 NMSA 1978 cited as the "Procurement Code" which applies to all contracts solicited or entered into by state agencies and local public bodies after November 1, 1984.

“Scope of Work” means the general description of the desired product or project which captures the desired outcome of the intent of the Award.

“Work” means the requirements of performance to achieve the project objectives.

TERMS

1. **Funding.** The PSCOC, PSFA funding participation towards the Project shall not exceed the Adjusted State Match, except as approved by the PSCOC. The PSCOC’s funding participation will be matched by the District to complete the Scope of Work as defined in this MOU. Additionally, costs not required by or in excess of the scope and funding limits of the Award are solely the responsibility of the District and will not be funded or otherwise paid for by the PSFA.

1.1: The PSFA and the District agree to complete the following Project, as approved by the PSCOC at the October 18, 2019 meeting. (PSCOC Acceptance Letter, Exhibit A):

School Name:	P20-009 Barry ES (Clovis)	
Project Description:	Planning & Design	
PSCOC Approved Project to Adequacy	\$4,113,359.00	
State Match	68 %	\$2,797,084.00
Local Match:	32 %	\$1,316,275.00
Direct Appropriation Offset¹		\$0.00
Allowed Waiver²		\$0.00
Adjusted State Match	68 %	\$2,797,084.00
Adjusted Local Match:	32 %	\$1,316,275.00
Local Match Advance³		\$0.00
Total State Net Participation:		\$2,797,084.00

1.2: The District certifies it has current fund amounts sufficient to meet the above-specified District share as of or on October 18, 2019. **All district match requirements must be in place prior to initiation of construction;**

1.3: Each allocation is intended to fully complete the Project, phase, or specified purpose;

1.4: All awarded funds are exclusive of land acquisition costs and any utilities and infrastructure expenses outside the surveyed property boundary, which are the sole responsibility of the district and community and will not apply to the district’s matching fund requirement.

1.5: This MOU shall identify specific portions of the Project that the District intends to build above the specified funding limit of the Award and above the awarded Design Capacity and commitment to fund these portions at the sole cost of the District.

1.6: Failure to complete the Project by the scheduled deadline does not obligate the PSCOC for any increased costs due to inflation or other time related consequences.

1.7: The Project budget will be utilized from available funds as defined in Section 4: Sources of funding including State and Local matching funds to adequacy and additional local sources for expenses above the specified funding limit of the Award which may be adjusted from time to time during the course of this Agreement.

¹ Direct Appropriation Offset will increase the required local match percentage.

² Waiver is an additional grant and will decrease the local match percentage.

³ Local Match Advance does not change the match percentages (See Project Specification Qualification for repayment provisions).

1.8: The District shall unconditionally be responsible for costs in excess of the respective amounts set forth in the attached PSFA Project Estimated Cost Summary, though the PSCOC may grant additional funding to a specific PSFA project if allocated funds, based on this estimate, are found to be insufficient to bring the facility up to NM Statewide Adequacy Standards. Any such new allocation or any re-allocation of a PSCOC-PSFA approved funding must be approved by the PSCOC.

1.9: Professional Design Services are anticipated to complete Section 5, Scope of Work. In accordance with the previous paragraph and other parts of this Agreement, the PSCOC-PSFA funding participation towards required Professional Design Services shall be limited to the amounts set forth in the attached PSCOC-PSFA Project Estimated Cost Summary.

2. **Cost Estimate.** Exhibit C, Project Cost Summary is for general informational and planning purposes only. Actual expenditures to complete the Scope of Work covered by this Agreement shall be mutually agreed to by the parties in advance. If actual costs to meet the Adequacy Standards will exceed the funding identified, the District shall notify the PSCOC and request the pro-rata state share be adjusted. Upon approval of the PSCOC, this MOU shall be amended accordingly. Reflected budget estimates have been derived from architectural estimates, contractors who have performed similar work for the District or within the area of this Project, or, have been interpolated from recent historical costs data derived from nationally recognized cost averages.

2.1: District must submit cost estimates for all furniture, fixtures and equipment (FF&E) and site equipment (playground, tables, benches, etc.) for approval by PSFA prior to any purchase. Participation in furniture, fixtures equipment (FF&E) to adequacy will be based on the Maximum Allowable Construction Cost (MACC) as follows: elementary schools 2.5%, combined schools 1.5%, middle schools 1.5% and high schools 3.0%.

3. **Out-of-Cycle Funding.** Out-of-cycle design or construction funding may be considered at any future regularly scheduled PSCOC meeting upon completion of early planning, construction documents or equivalent PSFA phase approval and conformance with all contingencies. All project designs shall include evaluation of potential energy, maintenance and other operational costs of new, renovated or other facilities based on established standard averages. Facility performance, including energy costs will be validated with the post occupancy evaluation.

3.1: Project amounts set aside for potential out-of-cycle awards include anticipated state share amount of a project or phase which requires the district to perform specific actions set out in the project descriptions and to bring back a request for funding for further consideration by the Council. Future awards may be contingent on district audit status and other conditions which may be deemed by the Council as necessary to ensure the prudent and appropriate use of capital funds.

4. **Management and Oversight.** The PSFA will provide Indirect Oversight management as a part of this Agreement.

4.1: The District will designate a qualified person to perform the Direct Oversight for the Scope of Work.

4.2: To control and provide Direct Oversight, the District will assign or employ competent and qualified Project Management personnel (*qualified by applicable education, knowledge, or experience*) that are acceptable to PSFA to control and provide Direct Oversight to the Project.

4.3: The PSFA-Regional Facilities Manager (RFM) will consult with the District Representative (DR) in planning of the Project. This will include, but not be limited to Design Professional selection; coordination and facilitation of development and planning decisions; approval of design solutions; manage constructive and cost effective interface with the District's other work and Master Plan when appropriate; provide site management and inspection visits, review approval of payments for Design Professionals, builder, materials and other vendors and coordination of and participation in all aspects of the Project close-out process; and coordination of and participation in the one (1) year warranty inspection.

4.4: PSFA will collaborate with the District to assure that the District is in compliance with the New Mexico Procurement Code and NM Adequacy Standards. This will include but not be limited to the Design Professional selection via a Qualifications-Based Request for Proposal or other means; review and approval of contract documents; participation in the pre-bid/pre-proposal meeting(s), bid/proposal openings, review and approval of vendor selection(s); and administration of all contracts including purchase order creation and set-up and payment application set-up.

4.5: In the event that the District cannot provide adequate project management, the PSFA-RFM shall provide a job description for and will assist the District in contracting for or developing a suitable project manager and will participate in the interview and selection process.

4.6: Projects not making progress may result in cancellation of the Award, after which, the facility will be re-ranked and the district would be required to reapply in a future award cycle.

5. **Vendor Payments and Reimbursement Options.** All invoices prepared by vendors and submitted to the District shall break out any PSFA-covered items and shall be itemized separately from any other District-funded amounts. Undisputed invoices verified and presented by the District to PSFA for PSCOC approved Work, or a portion thereof, will be paid directly by the responsible entity. Only upon mutual agreement between the District and the PSFA, will the District make direct payments for prior approved PSCOC portions of the Work. If approved, the District will be reimbursed or given credit toward the local match requirement by the PSFA upon completion of all Work, or a portion thereof, after submission and verification of approved invoices and documentation of payment to vendor for PSCOC approved Work.
6. **Audit.** All districts receiving awards must have a completed audit for FY18 submitted to the State Auditor's Office prior to expenditure of PSCOC-awarded funds, and will have a corrective action plan in place to address any and all audit findings. PSFA may, as directed by the PSCOC, assume direct administration of all Projects from districts with serious findings in regard to expenditures or management of capital outlay funds.
7. **Facility Maintenance Plan.** The District shall execute and maintain an effective preventive maintenance (PM) program, as prescribed in its PSCOC approved PM plan (which shall be reviewed and updated annually by the District to ensure a Facility Maintenance Assessment Report (FMAR) score of satisfactory (70.1% or better) at each school, and effectively utilize all Facility Information Management System (FIMS) modules—Maintenance Direct (MD), Preventive Maintenance Direct (PMD), and Utility Direct (UD), or otherwise provide evidence of effective use of an alternate acceptable and equivalent maintenance management process.
 - 7.1: The District shall report to the PSFA every six months on the status of its maintenance program. Should the District fail to meet the FMAR score of satisfactory, the District may be required to report to the PSCOC.

7.2: Prior to construction closeout, the District must submit for PSFA approval an amendment to its Preventive Maintenance Plan defining how it will provide appropriate maintenance for any renovated or added facility space.

8. **Facility Performance.** As deemed necessary by the PSFA, the PSFA and the District shall budget and provide for a Measurement and Verification (M&V) system or a Post-Occupancy (POE) evaluation assessment. The M&V system will be used to collect and store school utility data information that can be used to improve the comfort of school buildings in an effort to reduce utility, maintenance and operational costs. The POE evaluation data will be used to assess how well buildings match the Districts' needs and will help to identify ways in which to improve building design, performance and fitness for a particular purpose.

8.1: Quality Control (QC) requirements shall be defined in the Project documents that may include plans and specifications, as well as bid documents. All contracts entered into to complete the Scope of Work shall include provisions to utilize the PSFA's Construction Information Management System (CIMS) unless otherwise mutually agreed to in writing.

8.2: It is agreed that where either re-roofing or a new roof installation is involved, the PSFA and the District shall budget and provide for inspections by an individual or individuals qualified to ensure their proper installation and, on the same day, distribute a detailed written report of the observations to the District, PSFA-RFM, Design Professional, roofing contractor, general contractor, and roofing manufacturer's representative.

8.3: It is agreed that where the addition, renovation, or new construction of a school is involved, the District shall budget and provide for a Performance Assurance Contractor (PAC) to participate in both the design and construction phases of the project to ensure that the HVAC systems and associated controls are properly specified, installed, tested and balanced, and distribute a detailed written report of observations and test results to the District, PSFA-RM, Design Professional, and general contractor

9. **Facility Disposal.** If existing facility disposal is required, an approved commitment from the district to PSCOC will be required prior to construction. Disposal may include demolition of the facilities or by written agreement transferring ownership of property and/or facilities. PSCOC reserves the right to recover a pro-rata share of awarded amounts for the replacement facilities if the original property or facilities are sold or used for another purpose than the award.

10. **Procurement.** All procurements shall comply with the Procurement Code and the District shall act as the purchasing agent for the Scope of Work.

10.1: Requests for Proposals (RFP) for construction, Qualifications-Based Request for Proposal for design services or Invitations to Bid (ITB) for construction services cannot be released without review and written approval from PSFA. RFPs, RFQs or ITBs released without written approval may have to be reissued.

10.2: The District will prepare and manage all procurement and contract documents excluding any purchase documents required to be executed by PSFA for the purpose of direct (PSFA) vendor payment.

10.3: A PSFA Request for Approval of School Construction (RASC) is required prior to the release of either an RFP/ITB.

10.4: The District shall comply with all vendor notification provisions as may be required by the PSFA.

10.5: The District and PSFA will jointly participate in the selection of all necessary design professionals.

10.6: Contracts shall be executed on PSFA standard forms and shall be approved by the PSFA prior to the start of any work.

11. **Request for Approval of School Construction (RASC).** The District shall complete and submit Request for Approval of School Construction (RASC) documentation to the PSFA at (1) program statement; (2) schematic design; (3) design development; and (4) bid documents phases of the Project (or as otherwise required and agreed to in writing).

11.1: At each submission of a PSFA RASC phase, a matrix of the systems must be submitted to ensure consistency of design with the alteration level and percent of alteration of the approved systems. PSFA approval to exceed alteration level and percent of alteration must also be submitted as appropriate.

11.2: Prior to Projects' final PSFA RASC approval and release to bid, all site infrastructure including roadways, utilities and water must be in place, under contract with specified completion time, or defined by other acceptable written agreements that include cost and completion time.

12. **Project Expenditures.** On or before the 12th month following substantial completion of the Project or phase, PSFA staff will schedule a review of all Project expenditures that apply to both the Scope of Work and to the Adequacy Standards to ensure that the overall expenditures align with the match percentages after necessary offsets and waivers as identified in this MOU for the Project. Following mutual agreement on the overall and final financial Project status, Project balances will be reallocated by the Council. All PSCOC awards must be fully reconciled and reallocated no later than 18 months after substantial completion.

12.1: Any legitimate Project expenses expecting PSCOC/PSFA participation, reimbursement or credit shall be submitted and approved by PSFA in advance of the expenditure through the construction information management system (CIMS). Exception: Allowed Project expenses made prior to award must be submitted within 90 days of the executed MOU.

13. **Scope of Work.** The District will agree to make all reasonable efforts to complete the Scope of Work, and agree that failure to have the Scope of Work completed as set forth at Exhibit B, Project Information Statement does not obligate the PSCOC for any increased costs due to inflation or other time related consequences.

14. **Lease/s.** Any lease associated with an award shall have a 50 year or equivalent minimum available term from onset of the Project.

15. **Portables.** Portable classrooms purchased from proceeds of this or previous PSCOC awards, freed by construction of permanent facilities shall, at the option of the PSFA, become the property of the PSCOC. If freed portables were purchased with district proceeds, then at PSFA's option, portables may be purchased at a fair market price and relocated by PSFA as directed by and at the expense of the PSCOC.

16. **Insurance Recovery.** District shall promptly notify and cooperate with the PSFA concerning all claims, demands, damages, suits, or causes of action resulting from work performed, including subrogation of any rights thereto. The District Representative will prepare and submit a claim to the Insurance Carrier for any Deficiencies that may be covered by insurance in order to start the insurance carrier's review without delay. Funds recovered from an insurance claim that pertain to Work funded and corrected as part of this PSCOC – PSFA Project will be transferred to the PSCOF in an amount(s) equal to the amounts of State funds encumbered or expended for said item(s) in the Scope of Work as defined in this Agreement.

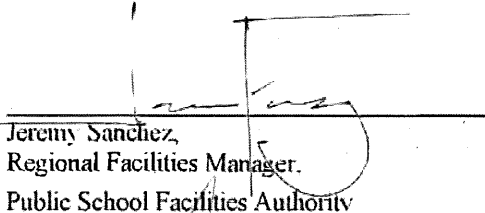
IN WITNESS THEREOF, the Parties have set their signatures hereto:



John King,
District Representative,
Clovis Municipal Schools

January 16, 2020

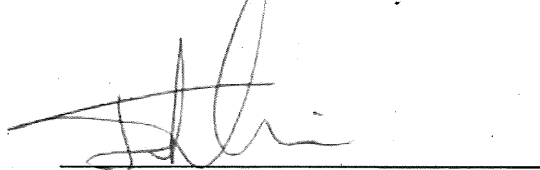
Date



Jeremy Sanchez,
Regional Facilities Manager,
Public School Facilities Authority

01.15.2020


Date



Jonathan Chamblin, Executive Director,
Public School Facilities Authority

1-21-20

Date



Joe Guillen, Chair,
Public School Capital Outlay Council

1/21/20

Date

ATTACHMENTS:

- EXHIBIT A – PSCOC Acceptance Letter, SIGNED 11/04/2019
- EXHIBIT B – PROJECT INFORMATION STATEMENT
- EXHIBIT C – PROJECT COST SUMMARY, prepared 12/18/2019

EXHIBIT B

PROJECT INFORMATION STATEMENT

PART I: Project Scope Description, Qualifications and Requirements

DISTRICT: Clovis Municipal Schools SCHOOL: P20-009 Barry ES (Clovis)	<u>DISTRICT INFORMATION:</u> District Representative John King District Oversight John King Phone: 575-769-4453 Fax: 575-769-4333 E-Mail: john.king@clovis-schools.org
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PROJECT LABEL: P20-009 Barry ES (Clovis)

SCHOOL INFORMATION:

Grade Levels Utilizing School:	Kindergarten – 5th
Design Capacity	400
Total Square Feet to Adequacy:	52,930

DETAILED PROJECT SCOPE DESCRIPTION:

Planning and design for the project, construction funding to complete roofing and HVAC replacement of \$1.8 million, and construction funding to complete the classroom addition for a design capacity of 400 students, grades K-5. The district may return to the PSCOC for out-of-cycle funding for the balance of the award for construction of the interior renovations and site work.

PROJECT SPECIFIC QUALIFICATIONS:

N/A

OTHER PROJECT SPECIFIC REQUIREMENTS:

PART II: Project Delivery Method and Schedule for the Scope of Work

The proposed construction delivery method for the Scope of Work defined in this MOU is:

Design-Bid-Build	Construction Manager at Risk	Other (Please Specify)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	

The following schedule will be utilized for the Scope of Work defined in this MOU:

Phase	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)
Project Planning	12/01/2019	05/01/2020
Design Development	05/02/2020	05/30/2021
Construction	06/01/2021	07/31/2022
Final Completion	07/31/2022	12/31/2022
Project Closeout	07/31/2022	06/30/2023

PART III: Tasks (Duties and Responsibilities)

The PSFA and District, in conjunction with the Design Professional, further agree to be responsible for the Tasks associated with the Project as follows:

PHASE	TASK	PSFA	DISTRICT
Pre-Design Phase:			
	Develop educational specifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Develop initial scope of Project and budget	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Develop Request for Proposals for design professionals	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Advertise Request for Proposals	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Request for Proposal review, interview and selection process	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Design Phase:			
	Develop contracts for design professionals, consultants and other services	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Final review and approval of schematic design documents for completeness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Periodic review and validation of Scope of Work, budget, schedule, value engineering, plans and specifications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Final review and approval of Construction Documents for completeness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Issue Invitation to Bid/Request for Proposal	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Conduct pre-bid/pre-proposal conference	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Coordinate bid/proposal opening	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Review and evaluate bids/proposals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Issue Notice of Award	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Construction Phase:			
	Prepare contracts for construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Conduct pre-construction conference	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Issue Notice to Proceed	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Provide interface for understanding of issues, disputes, and mediation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Review, approve and oversee changes to the work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Periodic review and validation of work to insure conformance with contract and industry standards of quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Project Close-out:			
	Verify all work complete	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Coordinate with General Contractor of record, operations and maintenance training for District staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Review as-built drawings	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Approve final close-out documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Review warranties	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Ensure final acceptance by District	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Ensure all required documents related to the Projects are properly held and archived	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Ensure that one-year warranty inspections are conducted and oversee any required repairs or remedies	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Within the Project Manual, as prepared by the District's Design Professional, there shall be a section named General Requirements that shall define the Contractor and School interface requirements and procedures including, but not limited to, hours of operation and noise control requirements and, if appropriate, a detailed Project site plan delineating boundaries of Project, staging areas and designated Project access points.


ACKNOWLEDGMENT:



John King,
District Representative,
Clovis Municipal Schools

January 16, 2020

Date



Jeremy Sánchez,
Regional Facilities Manager,
Public School Facilities Authority

01.15.2020

Date

I. **PSCOC Meeting Date:** August 9, 2021

II. **Item Title:** P19-004 Gallup Tohatchi HS – Award Language Change to include New Teacher Housing Units – Technical Correction

III. **Name of Presenter(s):** Jonathan Chamblin, Director

IV. **Potential Motion:**

Council approval to amend the 2018-2019 standards-based award to Gallup-McKinley County Schools Tohatchi High School (P19-004) for additional funding and an award language change to include funding for 8 teacher housing units, beginning with design phase funding up to \$433,232 for the teacher housing units, state share up to \$346,585 (80%) ~~\$350,924~~ and district share up to \$86,646 (20%) ~~\$82,315~~. Upon completion of the design phase, the district may return to the PSCOC for out-of-cycle funding for the construction phase of the project.

V. **Executive Summary:**

Background:

Tohatchi HS was originally awarded planning phase funding in September 2018 to complete a feasibility/utilization study for the campus. At the time of the original award, Tohatchi HS was ranked 28, with a wNMCI of 49.27%.

In July 2020, the 2018-2019 award language was amended to include design phase funding for Tohatchi HS with a design capacity of 300 students, grades 9-12 and a maximum gross square footage of 57,797.

PSCOC Award and Project History:

- Originally awarded in September 2018, the total estimated project cost for the planning phase was \$75,000.
 - Total state share (80%) for the planning phase funding was \$60,000, local share (20%) was \$15,000.
- July 2020: PSCOC approval of design phase funding and an award language change to include renovation of the gym and cafeteria, demolition of the vocational building, portables and replacement of the administration, general classrooms, specialty classrooms and support spaces, for a design enrollment of 300 students, with an approved square footage of up to 57,797 GSF. Funding for the design phase work for the project was \$3,134,965.
 - Total state share (80%) for the design phase funding was \$2,507,972, local share (20%) was \$626,993.
- Total project cost \$75,000 (Planning) + \$3,134,965 (Design) = \$3,209,965
 - Total project state share (80%) \$2,567,972, local share (20%) \$641,993.

Award History State - Local Share per Phase	Total	Local Share 20%	State Share 80%
Planning Phase	\$75,000	\$15,000	\$60,000
Design Phase	\$3,134,965	\$626,993	\$ 2,507,972
Total Project Cost	\$3,209,965	\$641,993	\$2,567,972

Award Language History:

September 19, 2018: *Funding to complete feasibility/utilization study to determine options to maximize utilization of the current school facilities. Upon completion, district may return to the PSCOC for next out-of-cycle funding phase, approval of options and total student capacity to the GSF pursuant to the Adequacy Planning Guide, and update to the total project cost estimate.*

July 13, 2020: *Approval of design funding for Tohatchi High School, to include renovation of the gym and cafeteria, demolition of the vocational building, portables and replacement of the administration, general classrooms, specialty classrooms and support spaces, for a design enrollment of 300 students, with an approved square footage of up to 57,797 GSF for a total request of \$3,134,965 with a state share of \$2,507,972 (80%) and a local share of \$626,993 (20%).*

Current request:

Gallup-McKinley County Schools (GMCS) is requesting that the PSCOC amend the award language for in-process Tohatchi HS standards-based project to include design and construction phase funding for 8 housing units. The Tohatchi HS standards-based project is currently in the design phase.

Gallup Tohatchi HS Teacher Housing - PSFA Analysis	
Teacher Housing \$/SF (MACC)	\$ 350.43
Total GSF for teacher housing	8,654
Total Teacher Housing MACC	\$ 3,032,621
Soft Costs (standard PSFA assumption)	\$ 1,299,695
Total Estimated Project Cost (Teacher Housing)	\$4,332,316

Estimated Teacher Housing Costs by Phase	Total	Local	State
		20%	80%
Design	\$433,232	\$86,646	\$346,585
Construction	\$3,899,084	\$779,817	\$3,119,268
Total Estimated Project Cost by Project Phase	\$4,332,316	\$866,463	\$3,465,853

Maintenance Performance:

June 22, 2021: The Gallup-McKinley County School District meets all statutory requirements including the following: The districts Preventive Maintenance Plan (annual update required; 6.27.3.11 NMAC) is current, last updated on October 23, 2020, with 2 years of historical updates, and rated Outstanding, exceeding statute requirements. One historical year of FIMS Proficiency Reports indicates the district is a Satisfactory to Good user of 2 of the 3 State provided FIMS maintenance resources and progressing with the 3rd module, Utility Direct. The district has progressed to the advanced FIMS modules. The district-wide PM Completion Rate currently reflects a 100% performance rating, (above the 90% recommendation). The districts Facility Maintenance Assessment Report (FMAR) average (F6) of 60.92% indicates the district is maintaining their assets to a Marginal level, currently below the state average of 72% and improving. Please note: the previous 5 FMARs in 2021 indicate a marked improvement from previous years reflecting an average rating of 76.55% indicating Satisfactory performance. They are progressing with performance and improving facility conditions on all levels. Staff recommends the district continue their diligence towards improved core maintenance to 80% (Good) ratings, continuing their use of the FIMS tools to drive district maintenance performance and responding to subsequent FMARs through the 60-day response process.

Staff Recommendation:

Amend the existing standards-based award for Tohatchi HS with additional funding and an award language change to include design and construction funding for 8 teacher housing units on the school campus.

Staff analyzed recent construction costs that GMCS provided for constructing 16 teacher housing units at Ramah ES. The Ramah teacher housing project was constructed for a maximum allowable construction cost (MACC) of \$6.1M or approximately \$350/SF.

The \$4,332,316 estimated total project cost, \$3,032,621 MACC, and the \$350 cost per square foot are based on the site conditions, proximity to and availability of utility services at the Tohatchi campus. Based on the Ramah teacher housing template floor plan that the district is using for all of its teacher housing locations, a total of 8,654 GSF of new construction would be needed for 8 teacher housing units.

I. **PSCOC Meeting Date:** August 9, 2021

II. **Item Title:** S19-017 Tularosa – Tularosa MS – Award Language Change from Systems to Standards

III. **Name of Presenter(s):** Jonathan Chamblin, Director

IV. **Potential Motion:**

Council approval to amend the current systems-based award for Tularosa MS to convert to a standards-based award and move the project into the final planning phase of work, to include a campus master plan and educational specifications to relocate the MS to the HS campus. No additional funding is needed at this time for this final planning phase of work. Upon completion of the planning phase work, the district may return to the PSCOC for out-of-cycle design phase funding to include final approval of the design enrollment, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total estimated project cost for the new MS to be constructed on the HS campus.

V. **Executive Summary:**

Background:

Tularosa MS was originally awarded planning phase funding in 2018 to complete district-wide feasibility/utilization study. At the time of the original award, Tularosa MS was ranked #23 with a wNMCI of 50.44%.

In July 2021, Public School Facilities Authority (PSFA) received a letter from the district requesting approval for the originally awarded systems-based project to be converted to a standards-based project. The district also informed PSFA that the district had approved replacing Tularosa MS (Option B) included in the Facility Analysis and Options Study and relocation of the MS to the HS campus.

PSCOC Award and Project History:

- Originally awarded in September 2018. Total estimated project cost for the planning phase was \$75,000.
 - Total state share (71%) for the planning phase funding was \$53,250 with total local share (29%) was \$21,750.

Award History and Project Costs per Phase	Total	State Share	Local Share
		71%	29%
Planning Phase - Feasibility Study	\$75,000	\$53,250	\$21,750
Total Project Cost	\$75,000	\$53,250	\$21,750

Current Request:

Tularosa Municipal Schools is requesting that the PSCOC amend the systems-based award language, converting the systems-based award to a standards-based award. The district is requesting PSCOC approval to move forward with a replacement Tularosa MS (Option B in the Facility Analysis and Options Study) to be located adjacent to the existing Tularosa HS.

The Facility Analysis and Options Study included in the originally awarded planning phase for the Tularosa MS project has been completed and on July 21, 2021, PSFA recommended a Campus Master Plan/Educational Specifications as an additional scope of work to the recently completed Facility Analysis and Options Study.

The planning phase work funded by the Tularosa MS systems-based award has an unexpended award balance that can be used for the additional planning work, to include a campus master plan and educational specification that will identify options to construct a new MS facility on the existing HS site.

Award Language History:

September 19, 2018: *Funding to complete district-wide feasibility/utilization study to determine options to maximize utilization of the current school facilities. Upon completion, district may return to the PSCOC for out-of-cycle funding, including approval of options under the systems-based program, or potential conversion to a standards-based grant and update to the total project cost estimate.*

Project Schedule: (tentative)

Planning Phase: September 2021 – May 2022

Design Phase: May 2022 – May 2023

Roof Repairs: May 2023 – August 2024

Maintenance Performance:

May 10, 2021: The Tularosa Municipal School District meets all statutory requirements including the following: The district Preventive Maintenance Plan (annual update required; 6.27.3.11 NMAC) is current, last updated on July 13, 2020, with 3 years of historical updates, and rated Outstanding. One historical year of FIMS Proficiency indicates the district is a Satisfactory user of 2 of 3 state provided FIMS maintenance resources. The district is a non-user of the Utility Direct Module. The district wide PM Completion Rate performance average has remained stable reflecting a 99.43% rating (90% > recommended), spanning 4 quarters of FIMS proficiency. The district Facility Maintenance Assessment Report (FMAR) average of 70.389% indicates the district is maintaining their assets to a Satisfactory level currently just below the State FMAR average of 72%. The district's recent FMAR for the Intermediate School (3/9/21) recognized a 78.34% Satisfactory rating with 1 minor and 2 major Life, Health, Safety deficiencies, which have been resolved. Staff recommends the district continue their diligence towards improved core maintenance to 80% (Good) ratings, continue using the FIMS tools to drive district maintenance performance and responding to subsequent FMAR's, addressing Life, Health Safety deficiencies for improved performance ratings. Staff also recommends the district begin using the FIMS Utility Direct module to manage district energy use driving a proactive energy management program.

Staff Recommendation:

Staff recommends amending the current systems-based award language for Tularosa MS (S19-017) and to convert the current systems-based award to a standards-based award.

Staff is in agreement with the district's intent to replace Tularosa MS with a new MS on the existing Tularosa HS campus. Once the new MS is completed, the existing MS will be demolished.

Staff recommends adding a campus master plan and educational specification as an additional planning phase scope of work. The Facility Analysis and Options Study did not address a new MS at the HS site and only discussed a new facility on the existing MS campus. The additional planning phase work would identify spaces that can be shared between the existing HS and the new MS, spaces to be demolished at the existing MS, exact program of spaces for the new MS, updated enrollment projections and community consensus for moving Tularosa MS to the Tularosa HS campus.



**State of New Mexico
Public School Facilities Authority**

Jonathan Chamblin, Director; Martica Casias, Deputy Director

1312 Basehart Road, SE, Suite 200, Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

MEMORANDUM

TO: Martica Casias, Deputy Director

FROM: John Valdez, AICP, Facilities Master Planner

DATE: July 21, 2021

RE: Tularosa Facility Analysis and Options Study Summary Staff Report

I. SUMMARY

In the 2018-19 Public School Capital Outlay Council (PSCOC) award cycle, the Council awarded the Tularosa Municipal School District planning funds for a District-Wide Feasibility/Utilization Study. The award language stated:

Funding to complete district-wide feasibility/utilization study to determine options to maximize utilization of the current school facilities. Upon completion, district may return to the PSCOC for out-of-cycle funding, including approval of options under the systems-based program, or potential conversion to a standards-based grant and update to the total project cost estimate

The district initiated the Tularosa Facility Analysis and Options Study in 2020. The Study examined two options:

1. Option A- Major Renovation to adequacy for 146 students, 7th-8th
2. Option B – Replacement of Tularosa Middle School to adequacy for 146 students, 7th-8th

Per the letter dated July 16, 2021, the District chooses Option B. The district has also decided to move the Middle School to the High School campus. The Facility Analysis and Options Study (Study) did not address a Middle School replacement at the High School site and only discussed a new facility on the existing campus.

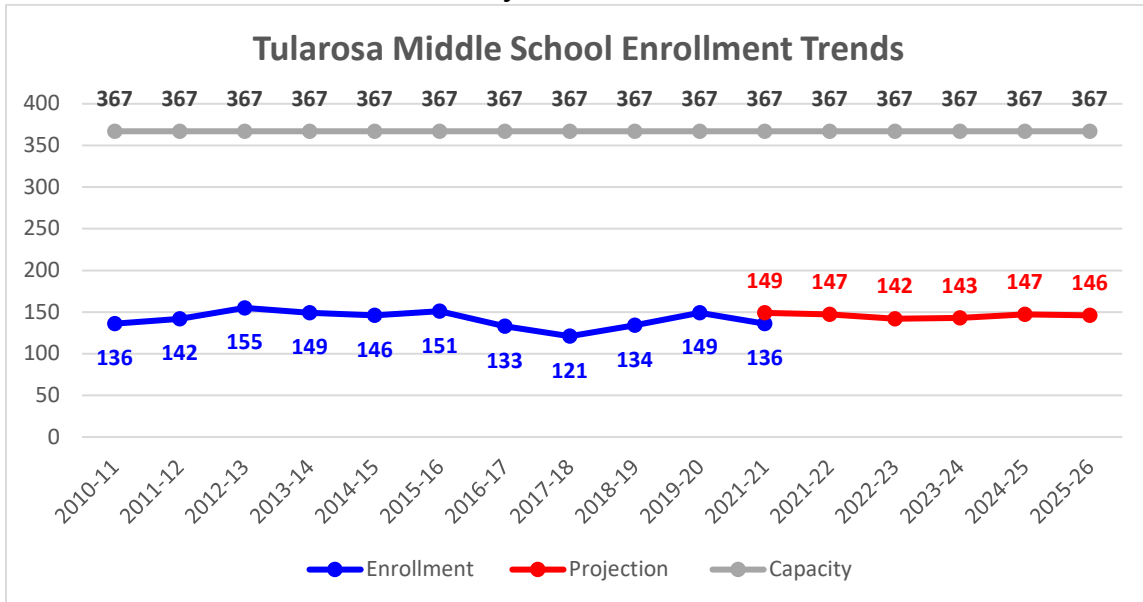
Among its goals, the Study examined whether Tularosa High School could house the Middle School students and create a 7th-12th grade school. The Study's utilization analysis concluded the District will still need to maintain a separate Middle School and High School based on:

1. Tularosa High School does not have enough vacant space or classrooms to house the projected middle school enrollment in its entirety.
2. 2020 Tularosa Middle School Facility Analysis identifies the need for 15 classrooms for enrollment of 146. The Facility Study's analysis shows a projected classroom surplus of three classrooms at THS and not enough to accommodate the middle school program.
3. Tularosa High School has available capacity but few truly unutilized classrooms. Most of Tularosa High School's available capacity occurs in utilized but minimally loaded classrooms.
4. The Study also references the prior district facilities master plan process, in which the FMP consultant discussed consolidating schools in great length, which the community members opposed. They prefer the existing grade configuration, which maintains a separate middle school. However, the FMP process did not address a separate Middle School building at the High School site and/or the opportunity for sharing of spaces such a move will allow.
5. The eligible GSF for a middle school serving 146 students totals 31,975 GSF, however, there may be opportunities for shared space between Tularosa Middle and High Schools. PSFA Planning Staff recommends a Campus Master Plan/Educational Specifications process to determine:
 - a. Updated enrollment projections.
 - b. Community consensus for moving Tularosa Middle School to the Tularosa High School campus and its appetite for middle school and high school students potentially sharing space.
 - c. Identification of spaces at the high school, which middle school students could potentially share and avoid duplication in the new middle school building. The study should also identify any spaces in the new middle school building, Tularosa High School students could utilize, if any.
 - d. Precise program of spaces in a new middle school building after identifying potential shared spaces with the high school, if any.
 - e. Generalized location for a new middle school building on the High School campus.
 - f. Identification of spaces to be demolished at the existing Middle School site and/or discussion of the existing Middle School gym, which is on the State Historic Register and an important asset in the opinion of community members.

II. ENROLLMENT AND CAPACITY/UTILIZATION

This section provides an overview of enrollment within the Tularosa Municipal School District.

A. Middle School Enrollment Trends and Projection – Illustrated in the chart below



Source: Enrollment – PED 40-Day Certified Enrollment; Projection – Tularosa Middle School Facility Analysis Study 2020

The Facility Analysis and Options Study projects a flat enrollment at Tularosa Middle School over the next five years.

The next table shows enrollment projection for all Tularosa schools.

School	Grade Level	2019-20 Enrollment	2020-21 Enrollment	2021-22	2022-23	2023-24	2024-25	2025-26
Tularosa ES	PreK-2	219	190	233	235	231	226	221
Tularosa IS	3 rd -6 th	269	250	273	280	284	280	284
Tularosa MS	7 th -8 th	149	136	147	142	143	147	146
Tularosa HS	9 th -12 th	222	236	218	231	236	234	233
TOTALS		859	812	871	888	894	887	884

The 2020 Facility Analysis and Options Study projects a slight increase in enrollment due to increases at Tularosa High School and Intermediate School.

B. Capacity and Classroom Need

The next table shows classroom need based on available classrooms and projected enrollment.

School	2019-20 Enrollment	Existing Classrooms	Functional Capacity	Available Capacity	Occ %	Utilization Rate	2025-26 Enrollment Projection	Classrooms Needed	Vacant or Available Classrooms
TES	190	17	250	60	88%	86%	221	17	0
TIS	250	19	299	49	90%	96%	284	18	1
TMS	136	17	367	82	33%	72%	146	15	2
THS	236	26	533	297	35%	81%	233	23	3

Highlights from the Facility Analysis and Options Study include:

- TMS has 17 permanent classrooms and 7 in portables. Most of the portables are empty.
- TMS has two vacant classrooms and four others used 50% or less out of the school day
- According to the Utilization Study, Tularosa High School has an available seat count of 297 based on the 2020-21 enrollment compared to its capacity. However, the Utilization Study shows a minimal number of surplus classrooms.
- The high school offers a robust program of required curriculum, advance placement, special education, and electives. The school utilizes its classrooms at a rate of 81% in assigned and/or utilized but minimally loaded classrooms.
- The 81% utilization rate indicates some rooms are not in use for the full day but the low available classroom number means they have an FTE assignment. Tularosa High School's available capacity.
- Most of Tularosa High School's available capacity occurs in utilized classrooms only a third full on average as the 35% occupancy rate indicates. This information means the school has full sized classrooms capable of seating 24 students but loaded on average with 11 students. Small class sizes is not uncommon at the high school level since the school teaches electives and advance placement classes not required by the entire student body.
- Tularosa High School utilizes its gym four periods out of a six period day for physical education. Tularosa Middle School teaches physical education six periods a day for 100% utilization. Based on these figures, Tularosa High School will have difficulty sharing gym space with the middle school students.
- The table shows surplus three surplus classrooms at Tularosa High School and one at the Intermediate School.

III. APPENDIX

This appendix section provides an overview of the Facility Analysis and Options Study. The study focused on renovating or replacing Tularosa Middle School on the existing middle school site. It presented options and cost for retaining some of the middle school campus including the historic gym.

The district's decision to locate the Middle School to the High School campus changes the conclusions the Study reached as it focused solely on the existing campus site.

A. Facility/Site Issues at the existing Tularosa Middle School

1. West side of the site contains two buildings that are part of the Tularosa Historic District and part of the state and national registry.
 - a. One building is Admin space
 - b. Other building is gym used by the middle school (eligible for PSCOC funding)
 - c. Gym building needs to remain since it is part of state and national register
2. Village of Tularosa owns the building at the NW corner of the property
3. Lounge building not part of the historic register
4. Gym building issues
 - a. Site grading and drainage is needed around the perimeter of the gym building and needs ADA improvement for student access to the gym
 - Gym building has many roof issues (TPO roof installed in 2010 and out of warranty)
 - Exterior doors and frames need replacement
 - All windows need to be replaced
 - Interior doors need to be replaced
 - Gym needs complete ceiling system upgrade
 - Water heaters need to be replaced
 - Restrooms needs complete renovation
 - Fire alarm system not centrally monitored
5. Main Classroom building and cafeteria issues
 - a. New kitchen and cafeteria opened in 1998
 - Several areas of ponding occurs on north and east sides of the building
 - Roofs in good condition and just need maintenance
 - All exterior doors and frames in poor condition
 - VCT is worn and needs replacement
 - Not all interior doors are ADA compliant
 - HVAC system in need of replacement
 - Water heaters need replacement
 - Student and staff restrooms need complete renovation
 - Intercom system needs replacing
6. Wood Shop/Art Building issues
 - a. Only art portion of the building is in use. School has not had woodshop for quite some time
 - b. Exterior doors, frames, and hardware are in need of replacement

- c. As main classroom building is renovated, it should include a new art classroom so woodshop/art building can be disposed of.

7. Lounge Building

- a. Not on historic register
- b. Repurposed as teacher lounge although its location separate from main classroom building is not optimal
- c. Doors windows need to be replaced

8. Code Issues

- a. Buildings not compliant with current codes for ADA, systems do not meet energy codes, building is not sprinkled and has limited fire alarm capabilities

B. Options

1. Options Overview (as they pertain to the current campus)

- a. In both options, TMS will retain its current location (Per the District July 2021 letter, this will no longer be the case)
- b. Gym intended to remain in use since it meets the needs and is listed on the national historic register
- c. Buildings on Northside of campus are no longer used (lounge, woodshop/art) and should be demolished
- d. On site portables should remain as the most cost effective solution for housing students during construction but removed once construction is complete

2. Option A – Major Renovation

a. Overview

- Addresses programmatic needs of the school by reconfiguring portions of the existing building
- Modernizes existing building to ensure compliance with life, safety, energy, and accessibility codes
- Improves interior environmental quality level and educational experience
- Improves technology infrastructure

b. Site (Site improvements below are common to both options)

- Includes site improvements
- Includes play field improvement
- Demolish wood shop/art building
- Demolish Lounge building
- Remove portables post construction
- Increases site fencing

c. Exterior Building

- Repairs patches to the stucco system
- Replacement of Middle School gym roof and support areas
- Replacement of all doors and windows in both gym and middle school building
- Upgrade of exterior lighting

d. Building interior

- Replacement of all floor and wall finishes
- Flooring replacement and refinish gym floor
- Removal of excess lockers in corridor
- Reconfiguration of GFACS classroom into two to accommodate both the FACS and Art classroom.
- Reconfigure classroom #113 to provide secure entry and new administration support functions
- Renovate and reconfigure existing admin office area for health suite
- Renovate science labs
- Renovate room 202 into new functional workroom and teacher lounge
- Enclose area between cafeteria and main building to improve school security
- Complete renovation of kitchen
- Install new casework
- ADA improvements
- Decreases the size of some classrooms

e. Building Equipment and Systems

- Full replacement to major building systems

3. Option B Replacement - Overall recommendation of the Study

- a. Demolish existing middle school building and cafeteria and replace it with new building
- b. Site improvements (see 2b above)
- c. Demolish wood/art building
- d. Demolish lounge building

e. Removes portables post renovation

f. Refurbishes middle school gym (involves state and national historic preservation) (see B3 above).

4. Option B – replacement – GSF

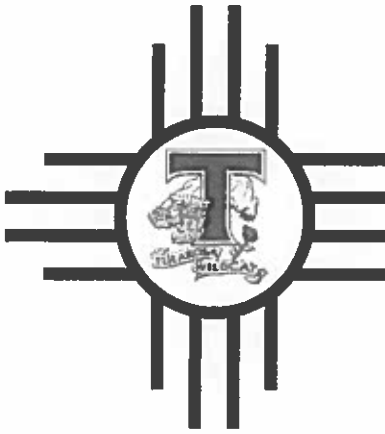
a. Result will be 32,790 GSF in the project

- 21,973SF new classroom building
- 10,817 renovation (gym)

b. \$14.86 - \$15.07 Million estimated project budget (Total Project Cost)

- More costly but has long-term benefits – potential cost savings in \$30-40,000 annually in operations and maintenance from reduced GSF and more building efficiency
- Option A costs of maintenance and ops will reduce the gaps in savings between Option A and Option B over the next 20 years

c. Gym remains in both options



TULAROSA MUNICIPAL SCHOOLS

504 First Street

Tularosa, New Mexico 88352

Phone (575) 585-8800

Fax (575) 585-4439

Wesley Todd Lindsay, Superintendent

July 16, 2021

To: PSFA, Mike Ortiz, Scott Ficklin

**From: W. Todd Lindsay
Superintendent Tularosa Schools**

REF: Tularosa Middle School

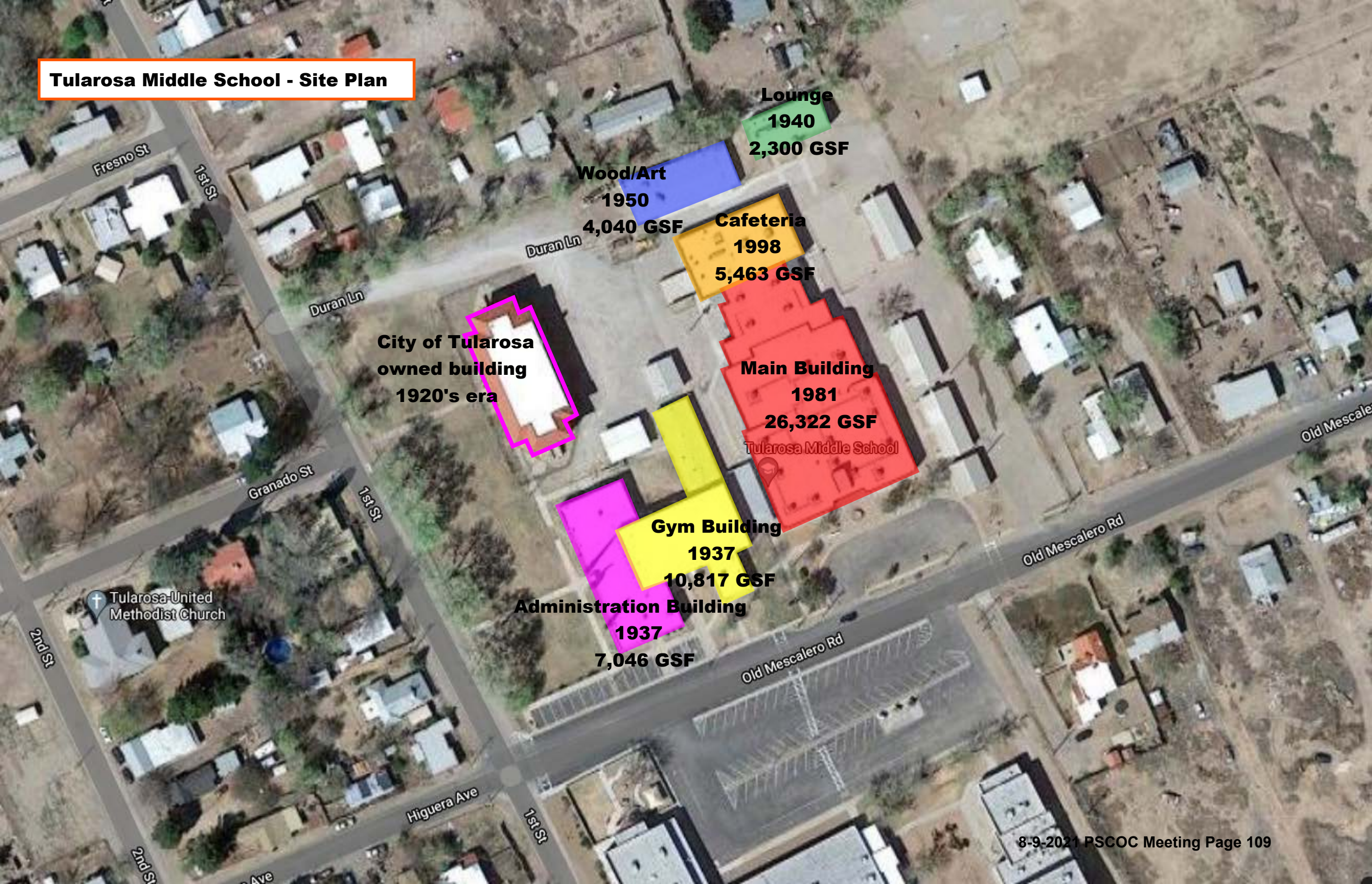
I am sending this memo requesting to change the System based award for Tularosa Middle School to a Standard based award. After meeting with the Tularosa School Board July 6, 2021 the board elected to build a new middle school. The middle school building would require too much remodeling for the age and condition of the building to continue with a system change.

The Tularosa school board members decided to pursue a new Middle School at the property next to the Tularosa High School. We are requesting that PSFA help us go forward with this new project. We are looking forward to the continued support of the PSFA. Thank You for your time and consideration on this matter.

Sincerely:

W. Todd Lindsay
W. Todd Lindsay

Tularosa Middle School - Site Plan



Lounge
1940
2,300 GSF

Wood/Art
1950
4,040 GSF

Cafeteria
1998
5,463 GSF

**City of Tularosa
owned building**
1920's era

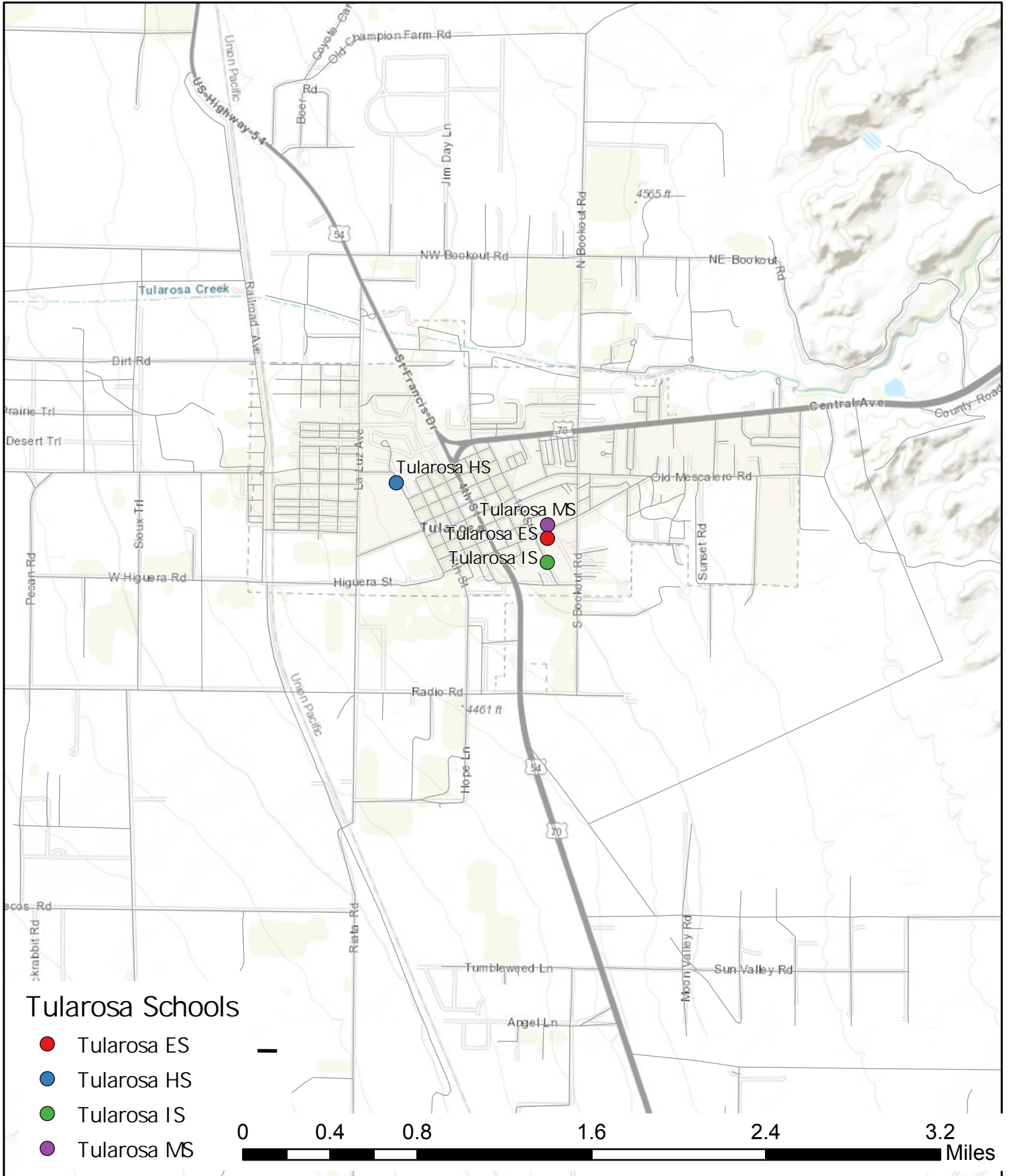
Main Building
1981
26,322 GSF

Tularosa Middle School

Gym Building
1937
10,817 GSF

Administration Building
1937
7,046 GSF

Tularosa Municipal Schools



- I. **PSCOC Meeting Date:** August 9, 2021
- II. **Item Title:** Recertification of SSTBs
- III. **Name of Presenter(s):** Randy C. Evans, CFO
- IV. **Potential Motion:**

Adopt the Resolution, Notification, and Certification/Decertification of unexpended bond proceeds as follows:

- STB20SB-E0003 in the amount of \$6,438,891 to PSCOC awarded projects totaling \$6,438,891.

V. **Executive Summary:**

Attached is the Resolution, Notification and Certification Amendment for:

STB20SB-E0003: Exhibit A to the Resolution, Notification and Certification is amended per the attached STB20SB-E0003 Re-certification Reconciliation worksheet as follows:

Description	Amount
P19-009 Roswell – Mesa MS	\$4,083,445
P20-005 Las Cruces – Columbia ES	\$2,355,446

STB20SB-E0003 remaining unexpended proceeds is \$27,563,050 per the attached worksheet.

STATE OF NEW MEXICO
Public School Capital Outlay Council

RESOLUTION, NOTIFICATION AND CERTIFICATION

WHEREAS, money from the proceeds of severance tax bonds and supplemental severance tax bonds (“Bonds”) authorized pursuant to Sections 7-27-12.2 NMSA 1978 (the “Act”), is needed for the purpose of carrying out the provisions of the Public School Capital Outlay Act;

WHEREAS, the State Secretary of Public Education has certified that proceeds from the sale of the Bonds is necessary to make the distributions in the current fiscal year pursuant to Section 22-25-9 NMSA 1978 for the purpose of carrying out the provisions of the Public School Capital Improvements Act;

WHEREAS, money from the proceeds of the sale of the Bonds authorized in the Act is needed to make awards and expenditures pursuant to Section 22-24-4 & 22-24-5 NMSA 1978 for capital project grant assistance, lease payment assistance and related uses pursuant to the Public School Capital Outlay Act and;

WHEREAS, at its meeting on **August 9, 2021**, the Council adopted the resolution and certification set forth below:

NOW, THEREFORE, BE IT RESOLVED AND CERTIFIED THAT:

1. The Council certifies that **six million four hundred thirty eight thousand eight hundred and ninety one dollars (\$6,438,891)** from the proceeds of Supplemental Severance Tax Note SSTB20SB E0003 are no longer needed for the projects for which they were issued.
2. Exhibit A to the Resolution, Notification and Certification dated September XX, 2020 is amended per the attached SSTB20SB E0003 Reconciliation worksheet as follows:
 - a. P19-009 Roswell – Mesa MS \$ 4,083,445
 - b. P20-005 Las Cruces – Columbia ES \$ 2,355,446
3. **Twenty seven million five hundred sixty three thousand and fifty dollars (\$27,563,050)** of the bond proceeds remain available for future projects.

Dated: **August 9, 2021**

PUBLIC SCHOOL CAPITAL OUTLAY
COUNCIL

By: _____
Joe Guillen, Chair PSCOC

STB20SB E0003 Reconciliation Worksheet

A01 - STB20SB E0003

line #	A-Code	Description	Original Certification	Actual Budget (SHARE)	Pending Budget (SHARE)
1		Standards and Systems based awards for FY21	54,453,121	-	-
2	A01CIMS21	FY20-21 Construction Management Information Systems software subscription	213,941	213,941	
3	A01FIMS21	FY20-21 Facility Information Management Systems software subscription	332,938	332,938	
4	A01	HB2 Impact Aid Appropriation 2020 Session	-	18,876,000	
5		P19-009 Roswell - Mesa MS			4,083,445
6		P20-005 Las Cruces - Columbia ES			2,355,446
		Subtotals	55,000,000	19,422,879	6,438,891

STB20SB Proceeds	53,424,820
Less: Actual Budget (SHARE)	(19,422,879)
Less: Pending Budget (SHARE)	(6,438,891)
STB20SB Proceeds Remaining	27,563,050

STATE OF NEW MEXICO Public School Capital Outlay Council

RESOLUTION, NOTIFICATION AND CERTIFICATION

WHEREAS, money from the proceeds of severance tax bonds and supplemental severance tax bonds (“Bonds”) authorized pursuant to Sections 7-27-12.2 NMSA 1978 (the “Act”), is needed for the purpose of carrying out the provisions of the Public School Capital Outlay Act;

WHEREAS, the State Secretary of Public Education has certified that proceeds from the sale of the Bonds is necessary to make the distributions in the current fiscal year pursuant to Section 22-25-9 NMSA 1978 for the purpose of carrying out the provisions of the Public School Capital Improvements Act;

WHEREAS, money from the proceeds of the sale of the Bonds authorized in the Act is needed to make awards and expenditures pursuant to Section 22-24-4 & 22-24-5 NMSA 1978 for capital project grant assistance, lease payment assistance and related uses pursuant to the Public School Capital Outlay Act; and

WHEREAS, at its meeting on **September 14, 2020**, the Council adopted the resolution and certification set forth below:

NOW, THEREFORE, BE IT RESOLVED AND CERTIFIED THAT:

1. The Council certifies that **eighteen million eight hundred and sixty-seven thousand dollars \$18,867,000** from the proceeds of Supplemental Severance Tax Note Series STB20SB (the “STB20SB E0003”) are no longer needed for the projects for which they were issued.
2. The Council certifies that **eighteen million eight hundred and sixty-seven thousand dollars \$18,867,000** from the proceeds of Supplemental Severance Tax Note Series STB20SB (the “STB20SB E0003”) are now available to be certified for future capital improvements projects.
3. Exhibit A to the Resolution, Notification and Certification dated June 18, 2020 is amended per the attached STB20SB E0003 Reconciliation worksheet as follows: **To certify that of the eighteen million eight hundred and sixty-seven thousand dollars \$18,867,000 from the proceeds of Supplemental Severance Tax Note Series STB20SB (the “STB20SB E0003”), eighteen million eight hundred and sixty-seven thousand dollars \$18,867,000 shall be reauthorized for the appropriation from HB2 Impact Aid as follows:**


“For maintenance, repairs and other infrastructure expenditures in school districts and state-chartered charter schools that receive federal impact payments for students residing on Indian lands. The public school facilities authority shall allocate an amount to each school district and state-chartered charter school that is proportionate to their share of federal revenue pursuant to Paragraph (2) of Subsection C of Section 22-8-25 NMSA 1978 for students residing on Indian lands. The other state funds appropriation is from the public school capital outlay fund.”

a. HB2 Impact Aid Appropriation 2020 Legislative session \$18,867,000

4. Thirty-four million one thousand nine hundred and forty one dollars (\$34,001,941) remain certified for the FY21 Standards and Systems based awards.

Dated: September 14, 2020

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

By: 

Joe Guillen, Chair,
PSCOC

STB20SB E0003 Reconciliation Worksheet

A01 - STB20SB E0003

line #	A-Code	Description	Original Certification	Actual Budget (SHARE)	Pending Budget (SHARE)
1		Standards and Systems based awards for FY21	54,453,121	-	-
2	A01CIMS21	FY20-21 Construction Management Information Systems software subscription	213,941	213,941	
3	A01FIMS21	FY20-21 Facility Information Management Systems software subscription	332,938	332,938	
4	A01	HB2 Impact Aid Appropriation 2020 Session	-	-	18,876,000
		Subtotals	55,000,000	546,879	18,876,000

STB20SB Proceeds	53,424,820
Less: Actual Budget (SHARE)	(546,879)
Less: Pending Budget (SHARE)	(18,876,000)
STB20SB Proceeds Remaining	34,001,941

- I. **PSCOC Meeting Date:** August 9, 2021
- II. **Item Title:** Selection of SB-9 Program Units
- III. **Name of Presenter(s):** Jonathan Chamblin, Director

IV. Potential Motion:

Council approval to use the prior year land valuations and the prior year total funded program units to calculate the state match of the SB-9 program guarantee for FY22.

V. Executive Summary:

Background:
This action by the Council will continue the previous year’s action, taken in September 2021, to clarify the program units that PED will use for the SB-9 state match distribution.

Historically, the state share of the SB-9 program guarantee was calculated for each school district, based on current year land valuations and the final 40-day certified program units. Currently, for each fiscal year, the state share SB-9 funding for each district is based on the prior year land valuations and the average of the school district’s prior year second and third reporting dates total program units. To improve the accuracy of calculating the SB-9 state match distribution each year, the PSCOC may seek endorsement of legislation through the Public School Capital Outlay Oversight Task Force to amend language so the calculation could be based on the prior year land valuation and the prior year total funded program units.

V. Other Business

A. FY22 Lease Assistance Awards*

B. Demolition Program Rules and Application*

C. BDCP SB144 – Guideline Approval and Funding*

* Denotes potential action by the PSCOC

I. **PSCOC Meeting Date(s):** August 9, 2021

II. **Item Title:** FY22 Lease Assistance Awards

III. **Name of Presenter(s):** Jonathan Chamblin

IV. **Potential Motion:**

Approval of the award recommendations, as specified in the accompanying spreadsheet entitled “*FY22 Lease Assistance Program Detail Summary*,” to 79 charter and district school applications, in the amount of \$13,446,103.

Upon acceptance of the award by the applicant charter school or district, Council authorizes PSFA staff to distribute the award amounts quarterly, on a reimbursement basis, upon receiving proof of the actual lease payments. Council authorizes PSFA staff to make reductions to award amounts subject to PED and/or PEC written certification to PSFA that a condition exists that warrants an award adjustment or suspension due to a school closure, charter revocation, financial violation or irregularities, and or adjustments to certified attendance numbers (MEM counts). Adjustments to lease amounts may also be made due to a lease termination or amendment. Reimbursements are contingent on the submittal of an E-occupancy certificate, current facility master plan, audit report, and other statutory requirements, as set forth in the application.

V. **Executive Summary:**

Background:

Section 22-24-4 NMSA 1978 Subparagraph H provides that the PSCOC may expend funds annually for grants to charter schools and school districts for the purpose of making lease payments for classroom facilities.

In FY21, lease assistance awards totaled \$16,532,532. The lease assistance rate per MEM was \$747.29. Measured classroom and administrative square footage was increased by 20% for all application to account for tare square footage.

The lease assistance amount for every applicant is determined by selecting the lessor of two calculated values:

- Calculated assistance based on the number of MEM from the prior year multiplied by the rate per MEM (\$747.29). –or--
- Calculated assistance based on the measured, eligible square footage of the applicant school and the actual annual lease amount paid by the school (percentage of eligible square footage multiplied by the actual annual lease amount paid by the school).

Key issues:

PSFA received 110 lease assistance applications. The application was open March 15 through April 23, 2021. One application was not completed by the deadline. Several applications combined facilities that should have been applied for separately, or required a second application for new facilities. Not all applications included the documents and information required to calculate potential award amounts. Upon PSFA review of the applications, PSFA staff has communicated with the schools to collect the required documentation to complete the calculations. 28 applications are not ready for an award due to incomplete or insufficient documentation and additional time will be needed to review resubmitted documents.

One charter school did not meet the application deadline, and submitted the application late:

- Aldo Leopold Charter School

Two **new charter schools** submitted applications:

- Voz Collegiate Preparatory School (APS charter)
- Explore Academy – Las Cruces (state chartered)

Three existing charter schools submitted applications for **second facilities**:

- Albuquerque School of Excellence (new elementary school building)
- Explore Academy – Gulton (new facility, relocating MS and HS to this location, and opening elementary school grade levels at existing Masthead location)
- Red River Valley Charter School (leasing a temporary facility during construction phase of the school's expansion of permanent facilities)

One charter has **relocated**:

- La Academia de Esperanza

Two charter schools are relocating to facilities **currently under construction** and awaiting E-Occupancy certificate:

- Tierra Adentro of New Mexico
- Hozho Academy

Two charter schools applied for their existing facilities, but **intend to relocate** during the school year.

- Cien Aguas International School (renovating new facility, delayed)
- Mosaic Academy Charter School (may renovate new building)

Two charter schools submitted applications, but the leases are not current at this time and can therefore not be awarded at this time:

- South Valley Preparatory School (planning to lease facility in FY23 instead)
- The International School at Mesa del Sol (construction delayed)

Statistics regarding lease assistance applications are as follows:

Applications in Lease Purchase Arrangement	38
Applicants with <i>new</i> Lease Purchase Arrangements	13
Applicants leasing from Public Facilities	35
Applicants leasing from Private Owners	40

Lease Assistance Awards by MEM	50
Lease Assistance Awards by square footage of lease	27
Number of awards switching from MEM to SF of Lease	3
Number of awards switching from SF of Lease to MEM	2
Applications not ready for an award	28

Average cost per student, based on Award amount	\$693.91
Average cost per square foot, based on Award amount	\$8.38

Average FY22 lease amount paid by the school	\$301,271
Average cost per student, based on annual lease amount	\$743.46
Average cost per square foot, based on annual lease amount	\$11.75

Number of charter schools with decreasing MEM	44 = 41%
Number of charter schools with increasing MEM	44 = 41%
Number of charter schools with no change in MEM	7 = 7%

Staff Recommendation:

Award lease assistance to the 79 charter schools listed on the accompanying spreadsheet for a total amount of \$13,267,083, based on the following methodology:

- Use \$747.29 per MEM for calculated lease assistance based on MEM.
- Add 20% additional square footage to the measured, eligible classroom and admin square footage for all schools. This additional square footage accounts for tare space (restrooms, hallways, and building support spaces).

Award 79 applicants whose applications are complete, allowing PSFA to calculate the lease assistance amount.

- Reimbursements are contingent on the submittal of all required documents, including: E-occupancy certificate, current facility master plan, audit report, charter school contract, conflict of interest questionnaire, and other statutory requirements, as set forth in the application.

Defer awards for 28 applicants until the applications are complete and reviewed by PSFA. These applications are missing the required MEM, square footage, or lease information; therefore, PSFA cannot calculate a potential award amount.

Subcommittee Recommendation:

The Awards Subcommittee took action to increase the MEM rate by 2.0%.

Award lease assistance to the 79 charter school applications listed on the accompanying spreadsheet for a total amount of \$13,446,103, based on the following methodology:

- Use \$762.24 per MEM for calculated lease assistance based on MEM.
- Add 20% additional square footage to the measured, eligible classroom and admin square footage for all schools. This additional square footage accounts for tare space (restrooms, hallways, and building support spaces).

FY22 Lease Assistance Program Detail Summary

MEM Rate: \$762.24 per MEM

20% Additional Square Footage Added for Tare

			MEM		Square Feet				Square Feet and Lease Calculations				Additional Square Footage Added for 20% Tare			FY22 Lease Assistance		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
District	State / District	School	FY22 Number of MEM	Lease Assistance Calculation Based on MEM (\$762.24 per MEM)	Classroom Square Feet	Admin Square Feet	Total Square Feet Eligible for Lease Assistance (G+H)	Actual Total Building Square Feet	Percent of Lease Amount Eligible for Lease Assistance (I/J)	Actual Annual Lease Amount Paid by the School	Lease Assistance Calculation Based on Square Feet of Lease (K*L)	Lease Assistance without Tare (Lesser of Calculation Based on MEM or SF of Lease) (F or M)	Total Square Feet Eligible for Lease Assistance with Tare (G+H+20%)	Percent of Lease Amount Eligible for Lease Assistance with Tare (O/J)	Lease Assistance Calculation Based on Square Feet of Lease with 20% Added for Tare (L*P)	Lease Assistance Amount (Lesser of Calculation Based on MEM or SF of Lease with Tare) (F or Q)	FY22 Basis of Lease Assistance (MEM or SF of Lease)	
1	ABQ	D	Albuquerque Charter Academy	368.50	\$ 280,885	13,742	702.75	14,444.75	27,838	51.89%	\$ 211,498	\$ 109,743	\$ 109,743	17,334	62.27%	\$ 131,692	\$ 131,692	SF of Lease
2	ABQ	D	ACE Leadership High School	209.50	\$ 159,689	12,895	464.25	13,359.25	23,190	57.61%	\$ 404,034	\$ 232,755	\$ 159,689	16,031	69.13%	\$ 279,306	\$ 159,689	MEM
3	ABQ	S	ACES Technical Charter School	45.00	\$ 34,301	9,621	217.50	9,838.50	12,163	80.89%	\$ 173,225	\$ 140,120	\$ 34,301	11,806	97.07%	\$ 168,144	\$ 34,301	MEM
4	ABQ	S	Albuquerque Bilingual Academy ***	374.50	\$ 285,459	33,403	711.75	34,114.75	45,501	74.98%		\$ -	\$ -	40,938	89.97%	\$ -		
5	ABQ	S	Albuquerque Collegiate	129.50	\$ 98,710	9,814	344.25	10,158.25	14,114	71.97%	\$ 371,000	\$ 267,019	\$ 98,710	12,190	86.37%	\$ 320,423	\$ 98,710	MEM
6	ABQ	S	Albuquerque Institute for Math & Science	378.50	\$ 288,508	17,797	717.75	18,514.75	28,020	66.08%	\$ 478,772	\$ 316,358	\$ 288,508	22,218	79.29%	\$ 379,629	\$ 288,508	MEM
7	ABQ	S	Albuquerque School of Excellence - Main ***	448.00	\$ 341,484	28,497	822.00	29,319.00	44,164	66.39%		\$ -	\$ -	35,183	79.66%	\$ -		
8	ABQ	S	Albuquerque School of Excellence - ES ***	408.00	\$ 310,994	25,502	762.00	26,264.00	44,664	58.80%		\$ -	\$ -	31,517	70.56%			
9	ABQ	D	Albuquerque Talent Development Academy ***	111.00	\$ 84,609	13,384	316.50	13,700.50	16,708	82.00%		\$ -	\$ -	16,441	98.40%	\$ -		
10	ABQ	D	Alice King Community School	462.50	\$ 352,536	32,753	843.75	33,596.75	50,908	66.00%	\$ 510,235	\$ 336,730	\$ 336,730	40,316	79.19%	\$ 404,076	\$ 352,536	MEM
11	ABQ	S	Altura Preparatory School	178.50	\$ 136,060	13,100	417.75	13,517.75	21,696	62.31%	\$ 298,763	\$ 186,145	\$ 136,060	16,221	74.77%	\$ 223,374	\$ 136,060	MEM
12	ABQ	S	Amy Biehl High School - Main Building ***	273.00	\$ 208,092	25,733	559.50	26,292.50	39,264	66.96%		\$ -	\$ -	31,551	80.36%	\$ -		
13	ABQ	S	Amy Biehl High School - Simms Building ***	273.00	\$ 208,092	2,165	559.50	2,724.50	3,420	79.66%		\$ -	\$ -	3,269	95.60%	\$ -		
14	ABQ	S	Cesar Chavez Community School ***	204.50	\$ 155,878	19,392	456.75	19,848.75	26,987	73.55%		\$ -	\$ -	23,819	88.26%	\$ -		
15	ABQ	D	Christine Duncan's Heritage Academy ***	391.50	\$ 298,417	25,293	737.25	26,030.25	34,580	75.28%		\$ -	\$ -	31,236	90.33%	\$ -		
16	ABQ	D	Cien Aguas International School - Randolph	424.00	\$ 323,190	18,453	786.00	19,239.00	28,334	67.90%	\$ 464,399	\$ 315,330	\$ 315,330	23,087	81.48%	\$ 378,397	\$ 323,190	MEM
17	ABQ	D	Coral Community Charter School	208.50	\$ 158,927	12,315	462.75	12,777.75	18,880	67.68%	\$ 137,387	\$ 92,982	\$ 92,982	15,333	81.21%	\$ 111,578	\$ 111,578	SF of Lease
18	ABQ	D	Corrales International School	248.00	\$ 189,036	16,015	522.00	16,537.00	23,418	70.62%	\$ 378,480	\$ 267,270	\$ 189,036	19,844	84.74%	\$ 320,724	\$ 189,036	MEM
19	ABQ	D	Cottonwood Classical Preparatory School	771.50	\$ 588,068	28,600	1,307.25	29,907.25	47,141	63.44%	\$ 879,622	\$ 558,051	\$ 558,051	35,889	76.13%	\$ 669,661	\$ 588,068	MEM
20	ABQ	D	Digital Arts and Technology Academy HS	311.00	\$ 237,057	31,714	616.50	32,330.50	50,436	64.10%	\$ 171,894	\$ 110,187	\$ 110,187	38,797	76.92%	\$ 132,225	\$ 132,225	SF of Lease
21	ABQ	D	East Mountain High School	375.50	\$ 286,221	28,963	713.25	29,676.25	43,784	67.78%	\$ 392,200	\$ 265,828	\$ 265,828	35,612	81.33%	\$ 318,994	\$ 286,221	MEM
22	ABQ	D	El Camino Real Academy	279.00	\$ 212,665	40,677	568.50	41,245.50	66,121	62.38%	\$ 702,649	\$ 438,304	\$ 212,665	49,495	74.85%	\$ 525,965	\$ 212,665	MEM
23	ABQ	S	Explore Academy -Masthead ***	611.00	\$ 465,729	21,866	1,066.50	22,932.50	35,700	64.24%		\$ -	\$ -	27,519	77.08%	\$ -		
24	ABQ	S	Explore Academy - Gulton (NEW) ***		\$ -		150.00	150.00										
25	ABQ	D	Gilbert L. Sena Charter HS	129.50	\$ 98,710	8,976	344.25	9,320.25	14,110	66.05%	\$ 228,000	\$ 150,604	\$ 98,710	11,184	79.27%	\$ 180,724	\$ 98,710	MEM
26	ABQ	D	Gordon Bernell Charter School	191.50	\$ 145,969	3,290	437.25	3,727.10	5,950	62.64%	\$ 168,319	\$ 105,435	\$ 105,435	4,473	75.17%	\$ 126,522	\$ 126,522	SF of Lease
27	ABQ	D	Health Leadership High School	186.00	\$ 141,777	10,509	429.00	10,938.00	16,124	67.84%	\$ 232,320	\$ 157,598	\$ 141,777	13,126	81.40%	\$ 189,118	\$ 141,777	MEM
28	ABQ	S	Horizon Academy West	399.25	\$ 304,324	29,387	748.88	30,135.88	42,347	71.16%	\$ 478,800	\$ 340,734	\$ 304,324	36,163	85.40%	\$ 408,881	\$ 304,324	MEM
29	ABQ	D	La Academia de Esperanza ***	247.00	\$ 188,273	19,331	520.50	19,851.50	28,402	69.89%		\$ -	\$ -	23,822	83.87%	\$ -		
30	ABQ	D	Los Puentes Charter School ***	131.00	\$ 99,853	14,434	346.50	14,780.50	21,173	69.81%		\$ -	\$ -	17,737	83.77%	\$ -		
31	ABQ	D	Mark Armijo Academy	185.50	\$ 141,396	5,897	428.25	6,325.25	9,715	65.11%	\$ 151,477	\$ 98,624	\$ 98,624	7,590	78.13%	\$ 118,349	\$ 118,349	SF of Lease
32	ABQ	S	Media Arts Collaborative Charter - Main Bldg.	191.50	\$ 141,396	6,842	437.25	7,279.25	12,208	59.63%	\$ 104,314	\$ 62,199	\$ 62,199	8,735	71.55%	\$ 74,639	\$ 141,396	MEM
33	ABQ	S	Media Arts Collaborative Charter - Nob Hill Studios	191.50		7,458	437.25	7,895.25	11,015	71.68%	\$ 101,233	\$ 72,561	\$ -	9,474	86.01%	\$ 87,073		
34	ABQ	S	Mission Achievement and Success 2.0 - Old Coors Road	575.00	\$ 438,288	10,523	1,012.50	11,535.50	16,748	68.88%	\$ 499,476	\$ 344,023	\$ 344,023	13,843	82.65%	\$ 412,828	\$ 412,828	SF of Lease
35	ABQ	S	Mission Achievement and Success 1.0 - Yale	1136.50	\$ 866,286	44,818	1,854.75	46,672.75	70,548	66.16%	\$ 882,842	\$ 584,066	\$ 584,066	56,007	79.39%	\$ 700,879	\$ 700,879	SF of Lease
36	ABQ	D	Montessori of the Rio Grande	218.00	\$ 166,168	18,291	477.00	18,768.00	27,997	67.04%		\$ 166,168		22,522	80.44%		\$ 166,168	MEM
37	ABQ	D	Mountain Mahogany Community School	193.50	\$ 147,493	14,133	440.25	14,573.25	16,114	90.44%	\$ 105,996	\$ 95,861	\$ 95,861	17,488	108.53%	\$ 115,033	\$ 105,996	SF of Lease
38	ABQ	D	Native American Community Academy 1000 Indian School ***	298.50	\$ 227,529	23,296	597.75	23,893.75	38,178	62.59%		\$ -	\$ -	28,673	75.10%	\$ -		
39	ABQ	D	Native American Community Academy 1100 Indian School ***	298.50	\$ 227,529	2,634	597.75	3,231.75	4,463	72.41%		\$ -	\$ -	3,878	86.89%	\$ -		

FY22 Lease Assistance Program Detail Summary

MEM Rate: \$762.24 per MEM

20% Additional Square Footage Added for Tare

				MEM		Square Feet				Square Feet and Lease Calculations				Additional Square Footage Added for 20% Tare			FY22 Lease Assistance		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	
District	State / District	School	FY22 Number of MEM	Lease Assistance Calculation Based on MEM (\$762.24 per MEM)	Classroom Square Feet	Admin Square Feet	Total Square Feet Eligible for Lease Assistance (G+H)	Actual Total Building Square Feet	Percent of Lease Amount Eligible for Lease Assistance (I/J)	Actual Annual Lease Amount Paid by the School	Lease Assistance Calculation Based on Square Feet of Lease (K*L)	Lease Assistance without Tare (Lesser of Calculation Based on MEM or SF of Lease) (F or M)	Total Square Feet Eligible for Lease Assistance with Tare (G+H+20%)	Percent of Lease Amount Eligible for Lease Assistance with Tare (O/J)	Lease Assistance Calculation Based on Square Feet of Lease with 20% Added for Tare (L*P)	Lease Assistance Amount (Lesser of Calculation Based on MEM or SF of Lease with Tare) (F or Q)	FY22 Basis of Lease Assistance (MEM or SF of Lease)		
40	ABQ	D	Native American Community Academy CNM ***	199.00	\$ 151,686	23,500	448.50	23,948.50	37,647	63.61%	\$ -	\$ -	28,738	76.34%	\$ -			40	
41	ABQ	D	New Mexico International School	381.50	\$ 290,795	36,049	722.25	36,771.25	66,076	55.65%	\$ 494,059	\$ 274,943	\$ 274,943	44,126	66.78%	\$ 329,932	\$ 290,795	MEM	41
42	ABQ	S	North Valley Academy - Art Space	437.50	\$ 333,480	2,600	806.25	3,406.25	3,200	106.45%	\$ 45,315	\$ 48,236	\$ 48,236	4,088	127.73%	\$ 57,883	\$ 333,480	MEM	42
43	ABQ	S	North Valley Academy - Main Campus	437.50	\$ 333,480	32,706	806.25	33,512.25	40,496	82.75%	\$ 413,690	\$ 342,347	\$ 333,480	40,215	99.31%	\$ 410,816			43
44	ABQ	D	Public Academy for Performing Arts **	445.50	\$ 339,578	28,683	818.25	29,501.25	46,709	63.16%	\$ -	\$ 339,578	35,402	75.79%	\$ -	\$ 339,578	MEM	44	
45	ABQ	S	Robert F. Kennedy Charter HS	245.00	\$ 186,749	42,430	517.50	42,947.50	63,173	67.98%	\$ -	\$ 186,749	51,537	81.58%	\$ -	\$ 186,749	MEM	45	
46	ABQ	S	Robert F. Kennedy Charter MS	82.00	\$ 62,504	5,647	273.00	5,920.00	7,313	80.95%	\$ -	\$ 62,504	7,104	97.14%	\$ -	\$ 62,504	MEM	46	
47	ABQ	D	Siembra Leadership HS ***	176.50	\$ 134,535	5,618	414.75	6,032.75	7,166	84.19%	\$ -	\$ -	7,239	101.02%	\$ -			47	
48	ABQ	S	Solare Collegiate Charter School	187.50	\$ 142,920	10,599	431.25	11,030.25	20,934	52.69%	\$ 479,988	\$ 252,909	\$ 142,920	13,236	63.23%	\$ 303,490	\$ 142,920	MEM	48
49	ABQ	D	South Valley Academy	621.50	\$ 473,732	48,933	1,082.25	50,015.25	66,507	75.20%	\$ -	\$ 473,732	60,018	90.24%	\$ -	\$ 473,732	MEM	49	
50	ABQ	S	Southwest Aeronautics, Mathematics & Science Academy	227.50	\$ 173,410	27,923	491.25	28,414.25	41,393	68.65%	\$ 229,549	\$ 157,574	\$ 157,574	34,097	82.37%	\$ 189,089	\$ 173,410	MEM	50
51	ABQ	S	Southwest Preparatory Learning Center	175.00	\$ 133,392	21,632	412.50	22,044.50	29,285	75.28%	\$ 138,000	\$ 103,881	\$ 103,881	26,453	90.33%	\$ 124,657	\$ 124,657	SF of Lease	51
52	ABQ	S	Southwest Secondary Learning Center ***	158.00	\$ 120,434	13,775	387.00	14,162.00	17,159	82.53%	\$ -	\$ -	16,994	99.04%	\$ -			52	
53	ABQ	D	Technology Leadership High School	297.00	\$ 226,385	6,938	595.50	7,533.50	12,000	62.78%	\$ 200,004	\$ 125,561	\$ 125,561	9,040	75.34%	\$ 150,673	\$ 150,673	SF of Lease	53
54	ABQ	S	The Albuquerque Sign Language Academy	111.00	\$ 84,609	5,904	316.50	6,220.50	9,701	64.12%	\$ -	\$ 84,609	7,465	76.95%	\$ -	\$ 84,609	MEM	54	
55	ABQ	S	The GREAT Academy	121.50	\$ 92,612	6,171	332.25	6,503.25	15,033	43.26%	\$ 219,605	\$ 95,001	\$ 92,612	7,804	51.91%	\$ 114,001	\$ 92,612	MEM	55
56	ABQ	S	The Montessori Elementary School	431.00	\$ 328,525	19,565	796.50	20,361.50	33,924	60.02%	\$ 700,392	\$ 420,382	\$ 328,525	24,434	72.03%	\$ 504,458	\$ 328,525	MEM	56
57	ABQ	D	The New America School - NM	217.50	\$ 165,787	18,307	476.25	18,783.25	25,439	73.84%	\$ 365,378	\$ 269,782	\$ 165,787	22,540	88.60%	\$ 323,738	\$ 165,787	MEM	57
58	ABQ	S	Tierra Adentro of New Mexico ***	247.50	\$ 188,654		521.25	521.25			\$ -	\$ -			\$ -			58	
59	ABQ	S	21 st Century Public Academy	350.50	\$ 267,165	27,587	675.75	28,262.75	52,374	53.96%	\$ 795,462	\$ 429,258	\$ 267,165	33,915	64.76%	\$ 515,110	\$ 267,165	MEM	59
60	ABQ	D	Voz Collegiate Preparatory Charter School (NEW)	108.00	\$ 82,322	3,714	312.00	4,026.00	14,393	27.97%	\$ 149,342	\$ 41,774	\$ 41,774	4,831	33.57%	\$ 50,129	\$ 50,129	SF of Lease	60
61	ABQ	D	William W. & Josephine Dorn Charter Community ***	38.50	\$ 29,346	3,076	207.75	3,283.75	5,770	56.91%	\$ -	\$ -	3,941	68.29%	\$ -			61	
62	Aztec	D	Mosaic Academy Charter School (Gym) ***	180.00	\$ 137,203	10,000	420.00	10,420.00	10,420	100.00%	\$ -	\$ -	12,504	120.00%	\$ -			62	
63	Aztec	D	Mosaic Academy Charter School (Portables) ***	180.00	\$ 137,203	6,680	420.00	7,100.00	7,520	94.41%	\$ -	\$ -	8,520	113.30%	\$ -			63	
64	Carlsbad	D	Jefferson Montessori Academy	245.50	\$ 187,130	30,706	518.25	31,224.25	17,591	177.50%	\$ -	\$ 187,130				\$ 187,130	MEM	64	
65	Cimarron	D	Moreno Valley High School	63.00	\$ 48,021	13,297	244.50	13,541.50	20,432	66.28%	\$ 57,000	\$ 37,777	\$ 37,777	16,250	79.53%	\$ 45,333	\$ 45,333	SF of Lease	65
66	Deming	D	Deming Cesar Chavez Charter High School ***	131.00	\$ 99,853	17,470	346.50	17,816.50	23,667	75.28%	\$ -	\$ -	21,380	90.34%	\$ -			66	
67	Espanola	S	La Tierra Montessori School of the Arts and Sciences	54.50	\$ 41,542	8,974	231.75	9,205.75	14,482	63.57%	\$ 72,000	\$ 45,768	\$ 41,542	11,047	76.28%	\$ 54,922	\$ 41,542	MEM	67
68	Espanola	S	McCurdy Charter School	527.00	\$ 401,700	43,755	940.50	44,695.50	73,617	60.71%	\$ 507,588	\$ 308,175	\$ 308,175	53,635	72.86%	\$ 369,810	\$ 369,810	SF of Lease	68
69	GMCS	S	Dzil Dit'looi School of Empowerment, Action & Perseverance ***	45.00	\$ 34,301	1,986	217.50	2,203.50	2,880	76.51%	\$ -	\$ -	2,644	91.81%	\$ -			69	
70	GMCS	S	Hozho Academy ***	405.00	\$ 308,707		757.50	757.50			\$ 1,260,000	\$ -	\$ -			\$ -		70	
71	GMCS	S	Middle College High School	140.00	\$ 106,714	4,258	360.00	4,618.00	5,301	87.12%	\$ 26,969	\$ 23,494	\$ 23,494	5,542	104.54%	\$ 28,193	\$ 26,969	SF of Lease	71
72	GMCS	S	Six Directions Indigenous School	76.00	\$ 57,930	11,099	264.00	11,363.00	14,931	76.10%	\$ 120,000	\$ 91,324	\$ 57,930	13,636	91.32%	\$ 109,589	\$ 57,930	MEM	72
73	Jemez V.	D	San Diego Riverside Charter School	81.50	\$ 62,123	11,323	272.25	11,595.25	16,586	69.91%	\$ 45,482	\$ 31,796	\$ 31,796	13,914	83.89%	\$ 38,156	\$ 38,156	SF of Lease	73
74	Jemez V.	S	Walatowa High Charter School	52.50	\$ 40,018	11,320	228.75	11,548.75	13,062	88.41%	\$ -	\$ 40,018				\$ 40,018	MEM	74	
75	LC	S	Alma d'arte Charter HS	132.50	\$ 100,997	30,519	348.75	30,867.75	47,308	65.25%	\$ -	\$ 100,997				\$ 100,997	MEM	75	
76	LC	S	Explore Academy - Las Cruces (NEW) ***	250.00	\$ 190,560	11,392	525.00	11,917.00	20,250	58.85%	\$ -	\$ 190,560				\$ 190,560		76	
77	LC	S	J. Paul Taylor Academy	200.00	\$ 152,448	16,570	450.00	17,020.00	23,017	73.95%	\$ -	\$ 152,448				\$ 152,448	MEM	77	
78	LC	S	La Academia Dolores Huerta	72.00	\$ 54,881	12,197	258.00	12,455.00	21,832	57.05%	\$ -	\$ 54,881				\$ 54,881	MEM	78	

FY22 Lease Assistance Program Detail Summary

MEM Rate: \$762.24 per MEM

20% Additional Square Footage Added for Tare

			MEM		Square Feet				Square Feet and Lease Calculations				Additional Square Footage Added for 20% Tare			FY22 Lease Assistance		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
District	State / District	School	FY22 Number of MEM	Lease Assistance Calculation Based on MEM (\$762.24 per MEM)	Classroom Square Feet	Admin Square Feet	Total Square Feet Eligible for Lease Assistance (G+H)	Actual Total Building Square Feet	Percent of Lease Amount Eligible for Lease Assistance (I/J)	Actual Annual Lease Amount Paid by the School	Lease Assistance Calculation Based on Square Feet of Lease (K*L)	Lease Assistance without Tare (Lesser of Calculation Based on MEM or SF of Lease) (F or M)	Total Square Feet Eligible for Lease Assistance with Tare (G+H+20%)	Percent of Lease Amount Eligible for Lease Assistance with Tare (O/P)	Lease Assistance Calculation Based on Square Feet of Lease with Tare (L*P)	Lease Assistance Amount (Lesser of Calculation Based on MEM or SF of Lease with Tare) (F or Q)	FY22 Basis of Lease Assistance (MEM or SF of Lease)	
79	LC	S	Las Montanas Charter High School	154.00	\$ 117,385	14,126	381.00	14,507.00	30,409	47.71%	\$ 307,836	\$ 146,857	\$ 117,385	17,408	57.25%	\$ 176,228	\$ 117,385	MEM
80	LC	S	Raices del Saber Xinachtli Com. School	63.00	\$ 48,021	6,391	244.50	6,635.50	8,245	80.48%	\$ 103,385	\$ 83,204	\$ 48,021	7,963	96.57%	\$ 99,844	\$ 48,021	MEM
81	LC	S	The New America School - Las Cruces	182.50	\$ 139,109	14,695	423.75	15,118.75	24,366	62.05%	\$ 297,075	\$ 184,330	\$ 139,109	18,143	74.46%	\$ 221,197	\$ 139,109	MEM
82	Los Lunas	S	School of Dreams Academy ***	468.50	\$ 357,109	23,352	852.75	24,204.75	31,504	76.83%		\$ -	\$ -	29,046	92.20%	\$ -		
83	Moriarty	S	Estancia Valley Classical Academy	590.00	\$ 449,722	40,403	1,035.00	41,438.00	57,710	71.80%	\$ 954,212	\$ 685,161	\$ 449,722	49,726	86.16%	\$ 822,193	\$ 449,722	MEM
84	Questa	S	Red River Valley Charter	56.00	\$ 42,685	6,320	234.00	6,554.00	11,570	56.65%		\$ 42,685				\$ 42,685	\$ 42,685	MEM
85	Questa	S	Red River Valley Charter (New/Temporary Facility)	17.00	\$ 12,958	1,248	175.50	1,423.50	1,498	95.03%	\$ 10,400	\$ 9,883	\$ 9,883	1,708	114.03%	\$ 11,859	\$ 11,859	SF of Lease
86	Questa	S	Roots & Wings Community School	50.00	\$ 38,112	2,817	225.00	3,042.00	4,464	68.15%	\$ 42,739	\$ 29,124	\$ 29,124	3,650	81.77%	\$ 34,949	\$ 34,949	SF of Lease
87	RR	S	Sandoval Academy of Bilingual Education **	208.00	\$ 158,546	16,605	462.00	17,067.00	23,964	71.22%	\$ 235,500	\$ 167,722	\$ 158,546	20,480	85.46%	\$ 201,266	\$ 158,546	MEM
88	RR	S	The ASK Academy - Main	458.50	\$ 349,487	24,758	837.75	25,595.75	38,724	66.10%	\$ 551,352	\$ 364,432	\$ 349,487	30,715	79.32%	\$ 437,318	\$ 349,487	MEM
89	RR	S	The ASK Academy - 6th Grade Academy	100.00	\$ 76,224	4,128	300.00	4,428.00	5,622	78.76%	\$ 101,846	\$ 80,216	\$ 76,224	5,314	94.51%	\$ 96,259	\$ 76,224	MEM
90	Roswell	S	Early College High School ***	160.00	\$ 121,958	6,948	390.00	7,338.00	10,627	69.05%		\$ -	\$ -	8,806	82.86%	\$ -		
91	Roswell	S	Sidney Gutierrez Middle School	66.00	\$ 50,308	13,269	249.00	13,518.00	20,185	66.97%	\$ 38,508	\$ 25,789	\$ 25,789	16,222	80.36%	\$ 30,947	\$ 30,947	SF of Lease
92	Roswell	S	Sidney Gutierrez - Elementary Component	130.00	\$ 99,091	7,265	345.00	7,610.00	11,520	66.06%	\$ 123,000	\$ 81,253	\$ 81,253	9,132	79.27%	\$ 97,503	\$ 97,503	SF of Lease
93	SF	S	Monte de Sol Charter School	360.00	\$ 274,406	23,357	690.00	24,047.00	31,661	75.95%	\$ 253,752	\$ 192,728	\$ 192,728	28,856	91.14%	\$ 231,274	\$ 231,274	SF of Lease
94	SF	S	New Mexico School for the Arts	281.00	\$ 214,189	37,954	571.50	38,525.50	69,306	55.59%	\$ 281,554	\$ 156,509	\$ 156,509	46,231	66.71%	\$ 187,811	\$ 187,811	SF of Lease
95	SF	D	The Academy for Technology & the Classics	378.00	\$ 288,127	28,793	717.00	29,510.00	47,900	61.61%	\$ 253,841	\$ 156,385	\$ 156,385	35,412	73.93%	\$ 187,662	\$ 187,662	SF of Lease
96	SF	S	The MASTERS Program	265.50	\$ 202,375	5,671	548.25	6,219.25	7,488	83.06%	\$ 117,363	\$ 97,478	\$ 97,478	7,463	99.67%	\$ 116,973	\$ 116,973	SF of Lease
97	SF	S	Tierra Encantada Charter High School	314.50	\$ 239,724	14,604	621.75	15,225.75	25,911	58.76%	\$ 270,000	\$ 158,657	\$ 158,657	18,271	70.51%	\$ 190,388	\$ 190,388	SF of Lease
98	SF	S	Turquoise Trail Charter School (ES)	457.00	\$ 348,344	46,411	835.50	47,246.50	75,731	62.39%		\$ 348,344				\$ 348,344	\$ 348,344	MEM
99	Silver	S	Aldo Leopold Charter HS	165.50	\$ 126,151	7,630	398.25	8,028.25	12,909	62.19%	\$ 120,000	\$ 74,629	\$ 74,629	9,634	74.63%	\$ 89,555	\$ 89,555	SF of Lease
100	Socorro	D	Cottonwood Valley Charter School	170.00	\$ 129,581	11,172	405.00	11,577.00	12,123	95.50%	\$ 121,275	\$ 115,813	\$ 115,813	13,892	114.60%	\$ 138,976	\$ 121,275	MEM
101	Taos	D	Anansi Charter School ***	189.50	\$ 144,444	13,082	434.25	13,516.25	17,808	75.90%		\$ -	\$ -	16,220	91.08%	\$ -		
102	Taos	S	Taos Academy Charter School	226.00	\$ 172,266	23,641	489.00	24,130.00	27,120	88.97%	\$ 180,536	\$ 160,632	\$ 160,632	28,956	106.77%	\$ 192,758	\$ 172,266	MEM
103	Taos	S	Taos Integrated School of the Arts	177.50	\$ 135,298	8,801	416.25	9,217.25	13,062	70.57%	\$ 199,320	\$ 140,651	\$ 135,298	11,061	84.68%	\$ 168,781	\$ 135,298	MEM
104	Taos	S	Taos International Charter School	189.00	\$ 144,063	16,031	433.50	16,464.50	24,416	67.43%	\$ 291,564	\$ 196,611	\$ 144,063	19,757	80.92%	\$ 235,933	\$ 144,063	MEM
105	Taos	D	Taos Municipal Charter School	216.00	\$ 164,644	6,923	474.00	7,397.00	9,973	74.17%	\$ 142,100	\$ 105,396	\$ 105,396	8,876	89.00%	\$ 126,475	\$ 126,475	SF of Lease
106	Taos	D	Vista Grande High School	77.00	\$ 58,692	6,237	265.50	6,502.50	11,906	54.62%		\$ 58,692				\$ -	\$ 58,692	MEM
107	WLV	D	Rio Gallinas School ES/MS	67.00	\$ 51,070	13,034	250.50	13,284.50	17,899	74.22%	\$ 40,000	\$ 29,688	\$ 29,688	15,941	89.06%	\$ 35,625	\$ 35,625	SF of Lease

FY22 Total Lease Assistance \$13,446,103

Notes:

* If a charter has two sites used by all students, then the charter may use the entire 80/120 MEM count for both sites, but in no case shall the lease assistance to any school exceed the calculated per MEM amount for the school. If a charter has two sites that are utilized by separate groups of students, the 80/120 MEM count will be divided, according to usage, between the two sites.

** School has completed application to allow for calculated lease assistance for award, but school needs to submit required documents before payments can be issued.

*** School has not submitted all required documents or information, and is not ready for an award.

FY22 Cost per Student and Cost per Square Foot Based on Actual Lease Amount and Award Amount

A	B	C	D	E	F	G	H	I	K	L	M
	District	State / District	School	FY22 Number of MEM	FY22 Annual Lease Amount Paid by the School	Cost per Student Based on Annual Lease Amount (F/E)	Actual Total Building Square Feet	Cost per Square Foot Based on Annual Lease Amount (F/H)	FY22 Lease Assistance Award	Cost per Student Based on Award (F/E)	Cost per Square Foot Based on Award (F/E)
1	ABQ	D	Albuquerque Charter Academy	368.50	\$ 211,498	\$ 573.94	27,838	\$ 7.60	\$ 131,692	\$ 357.37	\$ 4.73
2	ABQ	D	ACE Leadership High School	209.50	\$ 404,034	\$ 1,928.56	23,190	\$ 17.42	\$ 159,689	\$ 762.24	\$ 6.89
3	ABQ	S	ACES Technical Charter School	45.00	\$ 173,225	\$ 3,849.45	12,163	\$ 14.24	\$ 34,301	\$ 762.24	\$ 2.82
4	ABQ	S	Albuquerque Bilingual Academy ***	374.50			45,501				
5	ABQ	S	Albuquerque Collegiate	129.50	\$ 371,000	\$ 2,864.87	14,114	\$ 26.29	\$ 98,710	\$ 762.24	\$ 6.99
6	ABQ	S	Albuquerque Institute for Math & Science	378.50	\$ 478,772	\$ 1,264.92	28,020	\$ 17.09	\$ 288,508	\$ 762.24	\$ 10.30
7	ABQ	S	Albuquerque School of Excellence - Main ***	448.00			44,164				
8	ABQ	S	Albuquerque School of Excellence - ES ***	408.00			44,664				
9	ABQ	D	Albuquerque Talent Development Academy ***	111.00			16,708				
10	ABQ	D	Alice King Community School	462.50	\$ 510,235	\$ 1,103.21	50,908	\$ 10.02	\$ 352,536	\$ 762.24	\$ 6.92
11	ABQ	S	Altura Preparatory School	178.50	\$ 298,763	\$ 1,673.74	21,696	\$ 13.77	\$ 136,060	\$ 762.24	\$ 6.27
12	ABQ	S	Amy Biehl High School - Main Building ***	273.00			39,264				
13	ABQ	S	Amy Biehl High School - Simms Building ***	273.00			3,420				
14	ABQ	S	Cesar Chavez Community School ***	204.50			26,987				
15	ABQ	D	Christine Duncan's Heritage Academy ***	391.50			34,580				
16	ABQ	D	Cien Aguas International School - Randolph	424.00	\$ 464,399	\$ 1,095.28	28,334	\$ 16.39	\$ 323,190	\$ 762.24	\$ 11.41
17	ABQ	D	Coral Community Charter School	208.50	\$ 137,387	\$ 658.93	18,880	\$ 7.28	\$ 111,578	\$ 535.15	\$ 5.91
18	ABQ	D	Corrales International School	248.00	\$ 378,480	\$ 1,526.13	23,418	\$ 16.16	\$ 189,036	\$ 762.24	\$ 8.07
19	ABQ	D	Cottonwood Classical Preparatory School	771.50	\$ 879,622	\$ 1,140.14	47,141	\$ 18.66	\$ 588,068	\$ 762.24	\$ 12.47
20	ABQ	D	Digital Arts and Technology Academy HS	311.00	\$ 171,894	\$ 552.71	50,436	\$ 3.41	\$ 132,225	\$ 425.16	\$ 2.62
21	ABQ	D	East Mountain High School	375.50	\$ 392,200	\$ 1,044.47	43,784	\$ 8.96	\$ 286,221	\$ 762.24	\$ 6.54
22	ABQ	D	El Camino Real Academy	279.00	\$ 702,649	\$ 2,518.46	66,121	\$ 10.63	\$ 212,665	\$ 762.24	\$ 3.22
23	ABQ	S	Explore Academy -Masthead ***	611.00			35,700				
24	ABQ	S	Explore Academy - Gulton (NEW) ***	0.00			-				
25	ABQ	D	Gilbert L. Sena Charter HS	129.50	\$ 228,000	\$ 1,760.62	14,110	\$ 16.16	\$ 98,710	\$ 762.24	\$ 7.00
26	ABQ	D	Gordon Bernell Charter School	191.50	\$ 168,319	\$ 878.95	5,950	\$ 28.29	\$ 126,522	\$ 660.69	\$ 21.26
27	ABQ	D	Health Leadership High School	186.00	\$ 232,320	\$ 1,249.03	16,124	\$ 14.41	\$ 141,777	\$ 762.24	\$ 8.79
28	ABQ	S	Horizon Academy West	399.25	\$ 478,800	\$ 1,199.25	42,347	\$ 11.31	\$ 304,324	\$ 762.24	\$ 7.19
29	ABQ	D	La Academia de Esperanza ***	247.00			28,402				
30	ABQ	D	Los Puentes Charter School ***	131.00			21,173				
31	ABQ	D	Mark Armijo Academy	185.50	\$ 151,477	\$ 816.59	9,715	\$ 15.59	\$ 118,349	\$ 638.00	\$ 12.18
32	ABQ	S	Media Arts Collaborative Charter - Main Bldg.	191.50	\$ 104,314	\$ 544.72	12,208	\$ 8.54	\$ 141,396	\$ 738.36	\$ 11.58
33	ABQ	S	Media Arts Collaborative Charter - Nob Hill Studios	191.50	\$ 101,233	\$ 528.63	11,015	\$ 9.19			\$ 12.84
34	ABQ	S	Mission Achievement and Success 2.0 - Old Coors Road	575.00	\$ 499,476	\$ 868.65	16,748	\$ 29.82	\$ 412,828	\$ 717.96	\$ 24.65
35	ABQ	S	Mission Achievement and Success 1.0 - Yale	1136.50	\$ 882,842	\$ 776.81	70,548	\$ 12.51	\$ 700,879	\$ 616.70	\$ 9.93
36	ABQ	D	Montessori of the Rio Grande	218.00			27,997		\$ 166,168	\$ 762.24	\$ 5.94
37	ABQ	D	Mountain Mahogany Community School	193.50	\$ 105,996	\$ 547.78	16,114	\$ 6.58	\$ 105,996	\$ 547.78	\$ 6.58

FY22 Cost per Student and Cost per Square Foot Based on Actual Lease Amount and Award Amount

A	B	C	D	E	F	G	H	I	K	L	M
	District	State / District	School	FY22 Number of MEM	FY22 Annual Lease Amount Paid by the School	Cost per Student Based on Annual Lease Amount (F/E)	Actual Total Building Square Feet	Cost per Square Foot Based on Annual Lease Amount (F/H)	FY22 Lease Assistance Award	Cost per Student Based on Award (F/E)	Cost per Square Foot Based on Award (F/E)
38	ABQ	D	Native American Community Academy - 1000 Indian School ***	298.50			38,178				
39	ABQ	D	Native American Community Academy - 1100 Indian School ***	298.50			4,463				
40	ABQ	D	Native American Community Academy - CNM ***	199.00			37,647				
41	ABQ	D	New Mexico International School	381.50	\$ 494,059	\$ 1,295.04	66,076	\$ 7.48	\$ 290,795	\$ 762.24	\$ 4.40
42	ABQ	S	North Valley Academy - Art Space	437.50	\$ 45,315	\$ 103.58	3,200	\$ 14.16	\$ 333,480	\$ 762.24	\$ 104.21
43	ABQ	S	North Valley Academy - Main Campus	437.50	\$ 413,690	\$ 945.58	40,496	\$ 10.22			\$ 8.23
44	ABQ	D	Public Academy for Performing Arts	445.50			46,709		\$ 339,578	\$ 762.24	\$ 7.27
45	ABQ	S	Robert F. Kennedy Charter HS	245.00			63,173		\$ 186,749	\$ 762.24	\$ 2.96
46	ABQ	S	Robert F. Kennedy Charter MS	82.00			7,313		\$ 62,504	\$ 762.24	\$ 8.55
47	ABQ	D	Siembra Leadership HS ***	176.50			7,166				
48	ABQ	S	Solare Collegiate Charter School	187.50	\$ 479,988	\$ 2,559.94	20,934	\$ 22.93	\$ 142,920	\$ 762.24	\$ 6.83
49	ABQ	D	South Valley Academy	621.50			66,507		\$ 473,732	\$ 762.24	\$ 7.12
50	ABQ	S	Southwest Aeronautics, Mathematics & Science Academy	227.50	\$ 229,549	\$ 1,009.01	41,393	\$ 5.55	\$ 173,410	\$ 762.24	\$ 4.19
51	ABQ	S	Southwest Preparatory Learning Center	175.00	\$ 138,000	\$ 788.57	29,285	\$ 4.71	\$ 124,657	\$ 712.32	\$ 4.26
52	ABQ	S	Southwest Secondary Learning Center ***	158.00			17,159				
53	ABQ	D	Technology Leadership High School	297.00	\$ 200,004	\$ 673.41	12,000	\$ 16.67	\$ 150,673	\$ 507.32	\$ 12.56
54	ABQ	S	The Albuquerque Sign Language Academy	111.00			9,701		\$ 84,609	\$ 762.24	\$ 8.72
55	ABQ	S	The GREAT Academy	121.50	\$ 219,605	\$ 1,807.45	15,033	\$ 14.61	\$ 92,612	\$ 762.24	\$ 6.16
56	ABQ	S	The Montessori Elementary School	431.00	\$ 700,392	\$ 1,625.04	33,924	\$ 20.65	\$ 328,525	\$ 762.24	\$ 9.68
57	ABQ	D	The New America School - NM	217.50	\$ 365,378	\$ 1,679.90	25,439	\$ 14.36	\$ 165,787	\$ 762.24	\$ 6.52
58	ABQ	S	Tierra Adentro of New Mexico ***	247.50							
59	ABQ	S	21 st Century Public Academy	350.50	\$ 795,462	\$ 2,269.51	52,374	\$ 15.19	\$ 267,165	\$ 762.24	\$ 5.10
60	ABQ	D	Voz Collegiate Preparatory Charter School (NEW)	108.00	\$ 149,342	\$ 1,382.80	14,393	\$ 10.38	\$ 50,129	\$ 464.16	\$ 3.48
61	ABQ	D	William W. & Josephine Dorn Charter Community ***	38.50			5,770				
62	Aztec	D	Mosaic Academy Charter School (Gym) ***	180.00			10,420				
63	Aztec	D	Mosaic Academy Charter School (Portables) ***	180.00			7,520				
64	Carlsbad	D	Jefferson Montessori Academy	245.50			17,591		\$ 187,130	\$ 762.24	\$ 10.64
65	Cimarron	D	Moreno Valley High School	63.00	\$ 57,000	\$ 904.76	20,432	\$ 2.79	\$ 45,333	\$ 719.57	\$ 2.22
66	Deming	D	Deming Cesar Chavez Charter HS ***	131.00			23,667				
67	Espanola	S	La Tierra Montessori School of the Arts and Sciences	54.50	\$ 72,000	\$ 1,321.10	14,482	\$ 4.97	\$ 41,542	\$ 762.24	\$ 2.87
68	Espanola	S	McCurdy Charter School	527.00	\$ 507,588	\$ 963.17	73,617	\$ 6.89	\$ 369,810	\$ 701.73	\$ 5.02
69	GMCS	S	Dzil Diti'ooi School of Empowerment, Action & Perseverance ***	45.00			2,880				
70	GMCS	S	Hozho Academy ***	405.00	\$ 1,260,000	\$ 3,111.11					
71	GMCS	S	Middle College High School	140.00	\$ 26,969	\$ 192.64	5,301	\$ 5.09	\$ 26,969	\$ 192.64	\$ 5.09
72	GMCS	S	Six Directions Indigenous School	76.00	\$ 120,000	\$ 1,578.95	14,931	\$ 8.04	\$ 57,930	\$ 762.24	\$ 3.88
73	Jemez V.	D	San Diego Riverside Charter School	81.50	\$ 45,482	\$ 558.06	16,586	\$ 2.74	\$ 38,156	\$ 468.17	\$ 2.30
74	Jemez V.	S	Walatowa High Charter School	52.50			13,062		\$ 40,018	\$ 762.24	\$ 3.06

FY22 Cost per Student and Cost per Square Foot Based on Actual Lease Amount and Award Amount

A	B	C	D	E	F	G	H	I	K	L	M
	District	State / District	School	FY22 Number of MEM	FY22 Annual Lease Amount Paid by the School	Cost per Student Based on Annual Lease Amount (F/E)	Actual Total Building Square Feet	Cost per Square Foot Based on Annual Lease Amount (F/H)	FY22 Lease Assistance Award	Cost per Student Based on Award (F/E)	Cost per Square Foot Based on Award (F/E)
75	LC	S	Alma d'arte Charter HS	132.50			47,308		\$ 100,997	\$ 762.24	\$ 2.13
76	LC	S	Explore Academy - Las Cruces (NEW) ***	250.00			20,250				
77	LC	S	J. Paul Taylor Academy	200.00			23,017		\$ 152,448	\$ 762.24	\$ 6.62
78	LC	S	La Academia Dolores Huerta	72.00			21,832		\$ 54,881	\$ 762.24	\$ 2.51
79	LC	S	Las Montanas Charter High School	154.00	\$ 307,836	\$ 1,998.94	30,409	\$ 10.12	\$ 117,385	\$ 762.24	\$ 3.86
80	LC	S	Raíces del Saber Xinachtli Com. School	63.00	\$ 103,385	\$ 1,641.04	8,245	\$ 12.54	\$ 48,021	\$ 762.24	\$ 5.82
81	LC	S	The New America School - Las Cruces	182.50	\$ 297,075	\$ 1,627.81	24,366	\$ 12.19	\$ 139,109	\$ 762.24	\$ 5.71
82	Los Lunas	S	School of Dreams Academy ***	468.50			31,504				
83	Moriarty	S	Estancia Valley Classical Academy	590.00	\$ 954,212	\$ 1,617.31	57,710	\$ 16.53	\$ 449,722	\$ 762.24	\$ 7.79
84	Questa	S	Red River Valley Charter	56.00			11,570		\$ 42,685	\$ 762.24	\$ 3.69
85	Questa	S	Red River Valley Charter (New/Temp. Facility) ***	17.00	\$ 10,400	\$ 611.76	1,498	\$ 6.94	\$ 11,859	\$ 697.61	\$ 7.92
86	Questa	S	Roots & Wings Community School	50.00	\$ 42,739	\$ 854.77	4,464	\$ 9.57	\$ 34,949	\$ 698.98	\$ 7.83
87	RR	S	Sandoval Academy of Bilingual Education **	208.00	\$ 235,500	\$ 1,132.21	23,964	\$ 9.83	\$ 158,546	\$ 762.24	\$ 6.62
88	RR	S	The ASK Academy - Main	458.50	\$ 551,352	\$ 1,202.51	38,724	\$ 14.24	\$ 349,487	\$ 762.24	\$ 9.03
89	RR	S	The ASK Academy - 6th Grade Academy	100.00	\$ 101,846	\$ 1,018.46	5,622	\$ 18.12	\$ 76,224	\$ 762.24	\$ 13.56
90	Roswell	S	Early College High School ***	160.00			10,627				
91	Roswell	S	Sidney Gutierrez Middle School	66.00	\$ 38,508	\$ 583.45	20,185	\$ 1.91	\$ 30,947	\$ 468.89	\$ 1.53
92	Roswell	S	Sidney Gutierrez - Elementary Component	130.00	\$ 123,000	\$ 946.15	11,520	\$ 10.68	\$ 97,503	\$ 750.02	\$ 8.46
93	SF	S	Monte de Sol Charter School	360.00	\$ 253,752	\$ 704.87	31,661	\$ 8.01	\$ 231,274	\$ 642.43	\$ 7.30
94	SF	S	New Mexico School for the Arts	281.00	\$ 281,554	\$ 1,001.97	69,306	\$ 4.06	\$ 187,811	\$ 668.37	\$ 2.71
95	SF	D	The Academy for Technology & the Classics	378.00	\$ 253,841	\$ 671.54	47,900	\$ 5.30	\$ 187,662	\$ 496.46	\$ 3.92
96	SF	S	The MASTERS Program	265.50	\$ 117,363	\$ 442.05	7,488	\$ 15.67	\$ 116,973	\$ 440.58	\$ 15.62
97	SF	S	Tierra Encantada Charter High School	314.50	\$ 270,000	\$ 858.51	25,911	\$ 10.42	\$ 190,388	\$ 605.37	\$ 7.35
98	SF	S	Turquoise Trail Charter School (ES)	457.00			75,731		\$ 348,344	\$ 762.24	\$ 4.60
99	Silver	S	Aldo Leopold Charter HS	165.50	\$ 120,000	\$ 725.08	12,909	\$ 9.30	\$ 89,555	\$ 541.12	\$ 6.94
##	Socorro	D	Cottonwood Valley Charter School	170.00	\$ 121,275	\$ 713.38	12,123	\$ 10.00	\$ 121,275	\$ 713.38	\$ 10.00
##	Taos	D	Anansi Charter School ***	189.50			17,808				
##	Taos	S	Taos Academy Charter School	226.00	\$ 180,536	\$ 798.83	27,120	\$ 6.66	\$ 172,266	\$ 762.24	\$ 6.35
##	Taos	S	Taos Integrated School of the Arts	177.50	\$ 199,320	\$ 1,122.93	13,062	\$ 15.26	\$ 135,298	\$ 762.24	\$ 10.36
##	Taos	S	Taos International Charter School	189.00	\$ 291,564	\$ 1,542.67	24,416	\$ 11.94	\$ 144,063	\$ 762.24	\$ 5.90
##	Taos	D	Taos Municipal Charter School	216.00	\$ 142,100	\$ 657.87	9,973	\$ 14.25	\$ 126,475	\$ 585.53	\$ 12.68
##	Taos	D	Vista Grande High School	77.00			11,906		\$ 58,692	\$ 762.24	\$ 4.93
##	WLV	D	Rio Gallinas School ES/MS	67.00	\$ 40,000	\$ 597.01	17,899	\$ 2.23	\$ 35,625	\$ 531.72	\$ 1.99
Averages				251	\$ 301,271	\$ 1,194.04	25,869.83	\$ 11.75	\$ 174,625	\$ 693.91	\$ 8.38

FY22 Lease Assistance - MEM Analysis

A	B	C	D	E	F	G	H	I
	District	State / District	School	FY22 Number of MEM	FY21 Number of MEM (Prev. yr.)	Difference between FY22 and FY21 MEM (E-F)	FY22 Basis of Lease Assistance	FY21 Basis of Lease Assistance
1	ABQ	D	Albuquerque Charter Academy	368.50	328.00	40.50	SF of Lease	SF of Lease
2	ABQ	D	ACE Leadership High School	209.50	257.00	-47.50	MEM	MEM
3	ABQ	S	ACES Technical Charter School	45.00	45.00	0.00	MEM	SF of Lease
4	ABQ	S	Albuquerque Bilingual Academy	374.50	383.75	-9.25		MEM
5	ABQ	S	Albuquerque Collegiate	129.50	74.00	55.50	MEM	MEM
6	ABQ	S	Albuquerque Institute for Math & Science	378.50	377.50	1.00	MEM	MEM
7	ABQ	S	Albuquerque School of Excellence - Main	448.00	663.00	-215.00		MEM
8	ABQ	S	Albuquerque School of Excellence - ES	408.00				
9	ABQ	D	Albuquerque Talent Development Academy	111.00	152.00	-41.00		MEM
10	ABQ	D	Alice King Community School	462.50	474.00	-11.50	MEM	MEM
11	ABQ	S	Altura Preparatory School	178.50	89.00	89.50	MEM	MEM
12	ABQ	S	Amy Biehl High School (Main Building)	273.00	298.00	-25.00		SF of Lease
13	ABQ	S	Amy Biehl High School (Simms Building)					SF of Lease
14	ABQ	S	Cesar Chavez Community School	204.50	198.50	6.00		MEM
15	ABQ	D	Christine Duncan's Heritage Academy	391.50	406.25	-14.75		MEM
16	ABQ	D	Cien Aguas International School - Randolph	424.00	425.00	-1.00	MEM	MEM
17	ABQ	D	Coral Community Charter School	208.50	216.50	-8.00	SF of Lease	SF of Lease
18	ABQ	D	Corrales International School	248.00	261.00	-13.00	MEM	MEM
19	ABQ	D	Cottonwood Classical Preparatory School	771.50	725.00	46.50	MEM	MEM
20	ABQ	D	Digital Arts and Technology Academy HS	311.00	282.50	28.50	SF of Lease	SF of Lease
21	ABQ	D	East Mountain High School	375.50	357.50	18.00	MEM	MEM
22	ABQ	D	El Camino Real Academy	279.00	334.00	-55.00	MEM	MEM
23	ABQ	S	Explore Academy -Masthead	611.00	465.00	146.00		MEM
24	ABQ	S	Explore Academy - Gulton (NEW)	0.00				
25	ABQ	D	Gilbert L. Sena Charter HS	129.50	169.50	-40.00	MEM	MEM
26	ABQ	D	Gordon Bernell Charter School	191.50	187.50	4.00	SF of Lease	SF of Lease
27	ABQ	D	Health Leadership High School	186.00	219.50	-33.50	MEM	MEM
28	ABQ	S	Horizon Academy West	399.25	454.25	-55.00	MEM	MEM
29	ABQ	D	La Academia de Esperanza	247.00	224.00	23.00		MEM
30	ABQ	D	Los Puentes Charter School	131.00	177.00	-46.00		MEM
31	ABQ	S	Mark Armijo Academy	185.50	192.00	-6.50	SF of Lease	SF of Lease

FY22 Lease Assistance - MEM Analysis

A	B	C	D	E	F	G	H	I
	District	State / District	School	FY22 Number of MEM	FY21 Number of MEM (Prev. yr.)	Difference between FY22 and FY21 MEM (E-F)	FY22 Basis of Lease Assistance	FY21 Basis of Lease Assistance
32	ABQ	S	Media Arts Collaborative Charter - Main Bldg.	191.50	216.50	-25.00	MEM	MEM
33	ABQ	S	Media Arts Collaborative Charter - Nob Hill Studios					
34	ABQ	S	Mission Achievement and Success 2.0 - Old Coors	575.00	240.00	335.00	SF of Lease	MEM
35	ABQ	S	Mission Achievement and Success 1.0 - Yale	1136.50	1039.00	97.50	SF of Lease	SF of Lease
36	ABQ	D	Montessori of the Rio Grande	218.00	217.00	1.00	MEM	MEM
37	ABQ	D	Mountain Mahogany Community School	193.50	194.50	-1.00	SF of Lease	SF of Lease
38	ABQ	S	Native American Community Academy 1000 Indian School	298.50	300.00	-1.50		MEM
39	ABQ	S	Native American Community Academy 1100 Indian School					
40	ABQ	S	Native American Community Academy CNM	199.00	171.00	28.00		MEM
41	ABQ	D	New Mexico International School	381.50	334.00	47.50	MEM	MEM
42	ABQ	S	North Valley Academy - Art Space	437.50	458.25	-20.75	MEM	MEM
43	ABQ	S	North Valley Academy - Main Campus					
44	ABQ	D	Public Academy for Performing Arts	445.50	446.50	-1.00	MEM	MEM
45	ABQ	S	Robert F. Kennedy Charter HS	245.00	285.00	-40.00	MEM	MEM
46	ABQ	S	Robert F. Kennedy Charter MS	82.00	63.00	19.00	MEM	MEM
47	ABQ	D	Siembra Leadership HS	176.50	149.50	27.00		MEM
48	ABQ	S	Solare Collegiate Charter School	187.50	135.00	52.50	MEM	MEM
49	ABQ	D	South Valley Academy	621.50	614.50	7.00	MEM	MEM
50	ABQ	S	Southwest Aeronautics, Mathematics & Science Academy	227.50	268.50	-41.00	MEM	SF of Lease
51	ABQ	S	Southwest Preparatory Learning Center	175.00	192.50	-17.50	SF of Lease	MEM
52	ABQ	S	Southwest Secondary Learning Center	158.00	186.00	-28.00		MEM
53	ABQ	D	Technology Leadership High School	297.00	248.50	48.50	SF of Lease	SF of Lease
54	ABQ	S	The Albuquerque Sign Language Academy	111.00	103.00	8.00	MEM	MEM
55	ABQ	S	The GREAT Academy	121.50	157.50	-36.00	MEM	MEM
56	ABQ	S	The Montessori Elementary School	431.00	429.00	2.00	MEM	MEM
57	ABQ	D	The New America School - NM	217.50	238.50	-21.00	MEM	MEM
58	ABQ	S	Tierra Adentro of New Mexico	247.50	278.00	-30.50		MEM
59	ABQ	S	21 st Century Public Academy	350.50	329.00	21.50	MEM	MEM

FY22 Lease Assistance - MEM Analysis

A	B	C	D	E	F	G	H	I
	District	State / District	School	FY22 Number of MEM	FY21 Number of MEM (Prev. yr.)	Difference between FY22 and FY21 MEM (E-F)	FY22 Basis of Lease Assistance	FY21 Basis of Lease Assistance
60	ABQ	D	Voz Collegiate Preparatory Charter School (NEW)	108.00	0.00		SF of Lease	
61	ABQ	D	William W. & Josephine Dorn Charter Community	38.50	53.50	-15.00		SF of Lease
62	Aztec	D	Mosaic Academy Charter School (Gym)	180.00	180.00	0.00		SF of Lease
63	Aztec	D	Mosaic Academy Charter School (Portables)					SF of Lease
64	Carlsbad	D	Jefferson Montessori Academy	245.50	244.50	1.00	MEM	MEM
65	Cimarron	D	Moreno Valley High School	63.00	61.00	2.00	SF of Lease	SF of Lease
66	Deming	D	Deming Cesar Chavez Charter High School	131.00				
67	Espanola	S	La Tierra Montessori School of the Arts and Sciences	54.50	62.00	-7.50	MEM	MEM
68	Espanola	S	McCurdy Charter School	527.00	547.50	-20.50	SF of Lease	SF of Lease
69	GMCS	S	Dzil Diti'ooi School of Empowerment, Action and Perseverance Charter	45.00	39.50	5.50		MEM
70	GMCS	S	Hozho Academy	405.00	294.50	110.50		SF of Lease
71	GMCS	S	Middle College High School	140.00	120.00	20.00	SF of Lease	SF of Lease
72	GMCS	S	Six Directions Indigenous School	76.00	72.50	3.50	MEM	MEM
73	Jemez Valley	D	San Diego Riverside Charter School	81.50	88.00	-6.50	SF of Lease	SF of Lease
74	Jemez Valley	S	Walatowa High Charter School	52.50	55.50	-3.00	MEM	MEM
75	LC	S	Alma d'arte Charter HS	132.50	127.50	5.00	MEM	MEM
76	LC	S	Explore Academy - Las Cruces (NEW)	250.00				
77	LC	S	J. Paul Taylor Academy	200.00	200.00	0.00	MEM	MEM
78	LC	S	La Academia Dolores Huerta	72.00	81.00	-9.00	MEM	MEM
79	LC	S	Las Montanas Charter High School	154.00	174.50	-20.50	MEM	MEM
80	LC	S	Raices del Saber Xinachtli Com. School	63.00	30.50	32.50	MEM	MEM
81	LC	S	The New America School - Las Cruces	182.50	198.50	-16.00	MEM	MEM
82	Los Lunas	S	School of Dreams Academy	468.50				
83	Moriarty	S	Estancia Valley Classical Academy	590.00	589.50	0.50	MEM	MEM
84	Questa	S	Red River Valley Charter	56.00	83.50	-27.50	MEM	MEM
85	Questa	S	Red River Valley Charter (New/Temporary Facility)	17.00	0.00	17.00	SF of Lease	
86	Questa	S	Roots & Wings Community School	50.00	50.00	0.00	SF of Lease	SF of Lease
87	RR	S	Sandoval Academy of Bilingual Education	208.00	182.50	25.50	MEM	MEM

FY22 Lease Assistance - MEM Analysis

A	B	C	D	E	F	G	H	I
	District	State / District	School	FY22 Number of MEM	FY21 Number of MEM (Prev. yr.)	Difference between FY22 and FY21 MEM (E-F)	FY22 Basis of Lease Assistance	FY21 Basis of Lease Assistance
88	RR	S	The ASK Academy - Main	458.50	438.00	20.50	MEM	MEM
89	RR	S	The ASK Academy - 6th Grade Academy	100.00	100.00	0.00	MEM	MEM
90	Roswell	S	Early College High School	160.00	171.00	-11.00		SF of Lease
91	Roswell	S	Sidney Gutierrez Middle School	66.00	67.00	-1.00	SF of Lease	SF of Lease
92	Roswell	S	Sidney Gutierrez - Elementary Component	130.00	130.00	0.00	SF of Lease	MEM
93	SF	S	Monte de Sol Charter School	360.00	359.00	1.00	SF of Lease	SF of Lease
94	SF	S	New Mexico School for the Arts	281.00	240.00	41.00	SF of Lease	SF of Lease
95	SF	D	The Academy for Technology & the Classics	378.00	374.50	3.50	SF of Lease	SF of Lease
96	SF	S	The MASTERS Program	265.50	261.00	4.50	SF of Lease	SF of Lease
97	SF	S	Tierra Encantada Charter High School	314.50	304.50	10.00	SF of Lease	SF of Lease
98	SF	S	Turquoise Trail Charter School (Elementary School)	457.00	413.50	43.50	MEM	MEM
99	Silver	S	Aldo Leopold Charter HS	165.50	170.50	-5.00	SF of Lease	SF of Lease
100	Socorro	D	Cottonwood Valley Charter School	170.00	170.00	0.00	MEM	MEM
101	Taos	D	Anansi Charter School	189.50	196.00	-6.50		MEM
102	Taos	S	Taos Academy Charter School	226.00	235.00	-9.00	MEM	MEM
103	Taos	S	Taos Integrated School of the Arts	177.50	172.50	5.00	MEM	MEM
104	Taos	S	Taos International Charter School	189.00	158.50	30.50	MEM	MEM
105	Taos	D	Taos Municipal Charter School	216.00	211.50	4.50	SF of Lease	SF of Lease
106	Taos	D	Vista Grande High School **	77.00	87.00	-10.00	MEM	MEM
107	WLV	D	Rio Gallinas School ES/MS	67.00	72.00	-5.00	SF of Lease	SF of Lease
Total				25445.25	23598.00			

FY22 Statistics:

Number of Charter Schools with Decreasing MEM	44	41%
Number of Charter Schools with Increasing MEM	44	41%
Number of Charter Schools with No Change in MEM	7	7%

Number of Potential Awards based on MEM	50	47%
Number of Potential Awards based on SF of Lease	27	25%
Number of Deferred Awards	28	26%

Number of Potential Awards switching from SF of Lease to MEM	2
Number of Potential Awards switching from MEM to SF of Lease	3

FY22 and FY21 Lease Assistance Comparison

FY22 MEM Rate: \$762.24 per MEM

FY21 MEM Rate: \$747.29 per MEM

				FY22 Lease Assistance Calculations					FY21 Lease Assistance Calculations					Comparison		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
District	State / District	School		FY22 Number of MEM	Lease Calculation Based on MEM (\$762.24 per MEM) *	Lease Calculation Based on Square Footage of Lease with Tare **	FY22 Lease Assistance Amount ***	FY22 Basis of Lease Assistance (MEM or SF of Lease)	FY21 Number of MEM	Lease Calculation Based on MEM *	Lease Calculation Based on Square Footage of Lease with Tare **	FY21 Lease Assistance Amount ***	FY21 Basis of Lease Assistance (MEM or SF of Lease)	Difference between FY22 and FY21 MEM (E-J)	Difference FY 2021 and FY22 Award increase (decrease) (H-M)	Notes
1	ABQ	D	Albuquerque Charter Academy	368.50	\$ 280,885	\$ 131,692	\$ 131,692	SF of Lease	328.00	\$ 245,111	\$ 109,034	\$ 109,034	SF of Lease	40.50	\$ 22,658	Expanded
2	ABQ	D	ACE Leadership High School	209.50	\$ 159,689	\$ 279,306	\$ 159,689	MEM	257.00	\$ 192,054	\$ 291,301	\$ 192,054	MEM	(47.50)	\$ (32,364)	
3	ABQ	S	ACES Technical Charter School	45.00	\$ 34,301	\$ 168,144	\$ 34,301	MEM	45.00	\$ 33,628	\$ 47,797	\$ 47,797	SF of Lease	0.00	\$ (13,497)	Expanded
4	ABQ	S	Albuquerque Bilingual Academy	374.50	\$ 285,459	\$ -	\$ -	0	383.75	\$ 286,773	\$ 526,544	\$ 286,773	MEM	(9.25)		
5	ABQ	S	Albuquerque Collegiate	129.50	\$ 98,710	\$ 320,423	\$ 98,710	MEM	74.00	\$ 55,299	\$ 181,407	\$ 55,299	MEM	55.50	\$ 43,411	
6	ABQ	S	Albuquerque Institute for Math & Science	378.50	\$ 288,508	\$ 379,629	\$ 288,508	MEM	377.50	\$ 282,102	\$ 368,416	\$ 282,102	MEM	1.00	\$ 6,406	
7	ABQ	S	Albuquerque School of Excellence - Main	448.00	\$ 341,484	\$ -	\$ -	0	663.00	\$ 495,453	\$ 539,756	\$ 495,453	MEM	(215.00)		
8	ABQ	S	Albuquerque School of Excellence - ES	408.00	\$ 310,994	\$ -	\$ -	0								New facility
9	ABQ	D	Albuquerque Talent Development Academy	111.00	\$ 84,609	\$ -	\$ -	0	152.00	\$ 113,588	\$ 260,941	\$ 113,588	MEM	(41.00)		
10	ABQ	D	Alice King Community School	462.50	\$ 352,536	\$ 404,076	\$ 352,536	MEM	474.00	\$ 354,215	\$ 411,489	\$ 354,215	MEM	(11.50)	\$ (1,679)	
11	ABQ	S	Altura Preparatory School	178.50	\$ 136,060	\$ 223,374	\$ 136,060	MEM	89.00	\$ 66,509	\$ 73,912	\$ 66,509	MEM	89.50	\$ 69,551	Expanded
12	ABQ	S	Amy Biehl High School (Main Bldg)	273.00	\$ 208,092	\$ -	\$ -	0	298.00	\$ 222,692	\$ 177,712	\$ 177,712	SF of Lease	(25.00)		
13	ABQ	S	Amy Biehl High School (Simms Bldg)			\$ -	\$ -	0			\$ 23,957	\$ 23,957	SF of Lease	0.00		
14	ABQ	S	Cesar Chavez Community School	204.50	\$ 155,878	\$ -	\$ -	0	198.50	\$ 148,337	\$ 369,905	\$ 148,337	MEM	6.00		
15	ABQ	D	Christine Duncan's Heritage Academy	391.50	\$ 298,417	\$ -	\$ -	0	406.25	\$ 303,587	\$ 379,711	\$ 303,587	MEM	(14.75)		
16	ABQ	D	Cien Aguas International School - Randolph	424.00	\$ 323,190	\$ 378,397	\$ 323,190	MEM	425.00	\$ 317,598	\$ 378,426	\$ 317,598	MEM	(1.00)	\$ 5,592	Planning to relocate soon.
17	ABQ	D	Coral Community Charter School	208.50	\$ 158,927	\$ 111,578	\$ 111,578	SF of Lease	216.50	\$ 161,788	\$ 111,683	\$ 111,683	SF of Lease	(8.00)	\$ (105)	
18	ABQ	D	Corrales International School	248.00	\$ 189,036	\$ 320,724	\$ 189,036	MEM	261.00	\$ 195,043	\$ 321,102	\$ 195,043	MEM	(13.00)	\$ (6,007)	
19	ABQ	D	Cottonwood Classical Preparatory School	771.50	\$ 588,068	\$ 669,661	\$ 588,068	MEM	725.00	\$ 541,785	\$ 669,159	\$ 541,785	MEM	46.50	\$ 46,283	
20	ABQ	D	Digital Arts and Technology Academy HS	311.00	\$ 237,057	\$ 132,225	\$ 132,225	SF of Lease	282.50	\$ 211,109	\$ 152,091	\$ 152,091	SF of Lease	28.50	\$ (19,866)	
21	ABQ	D	East Mountain High School	375.50	\$ 286,221	\$ 318,994	\$ 286,221	MEM	357.50	\$ 267,156	\$ 318,704	\$ 267,156	MEM	18.00	\$ 19,065	
22	ABQ	D	El Camino Real Academy	279.00	\$ 212,665	\$ 525,965	\$ 212,665	MEM	334.00	\$ 249,595	\$ 527,017	\$ 249,595	MEM	(55.00)	\$ (36,930)	
23	ABQ	S	Explore Academy -Masthead	611.00	\$ 465,729	\$ -	\$ -	0	465.00	\$ 347,490	\$ 628,497	\$ 347,490	MEM	146.00		Expanding to ES grades
24	ABQ	S	Explore Academy - Gulton (NEW)	0.00	\$ -	\$ -	\$ -	0								New facility
25	ABQ	D	Gilbert L. Sena Charter HS	129.50	\$ 98,710	\$ 180,724	\$ 98,710	MEM	169.50	\$ 126,666	\$ 181,888	\$ 126,666	MEM	(40.00)	\$ (27,956)	
26	ABQ	D	Gordon Bernell Charter School	191.50	\$ 145,969	\$ 126,522	\$ 126,522	SF of Lease	187.50	\$ 140,117	\$ 126,319	\$ 126,319	SF of Lease	4.00	\$ 204	
27	ABQ	D	Health Leadership High School	186.00	\$ 141,777	\$ 189,118	\$ 141,777	MEM	219.50	\$ 164,030	\$ 184,491	\$ 164,030	MEM	(33.50)	\$ (22,254)	
28	ABQ	S	Horizon Academy West	399.25	\$ 304,324	\$ 408,881	\$ 304,324	MEM	454.25	\$ 339,456	\$ 411,272	\$ 339,456	MEM	(55.00)	\$ (35,132)	
29	ABQ	D	La Academia de Esperanza	247.00	\$ 188,273	\$ -	\$ -	0	224.00	\$ 167,393	\$ 295,388	\$ 167,393	MEM	23.00		Relocated
30	ABQ	D	Los Puentes Charter School	131.00	\$ 99,853	\$ -	\$ -	0	177.00	\$ 132,270	\$ 143,810	\$ 132,270	MEM	(46.00)		
31	ABQ	D	Mark Armijo Academy	185.50	\$ 141,396	\$ 118,349	\$ 118,349	SF of Lease	192.00	\$ 143,480	\$ 102,509	\$ 102,509	SF of Lease	(6.50)	\$ 15,840	
32	ABQ	S	Media Arts Collaborative Charter - Main Bldg.	191.50	\$ 141,396	\$ 74,639	\$ 141,396	MEM	216.50	\$ 161,788	\$ 75,024	\$ 161,788	MEM	(25.00)	\$ (70,393)	

FY22 and FY21 Lease Assistance Comparison

FY22 MEM Rate: \$762.24 per MEM

FY21 MEM Rate: \$747.29 per MEM

				FY22 Lease Assistance Calculations					FY21 Lease Assistance Calculations					Comparison		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
District	State / District	School	FY22 Number of MEM	Lease Calculation Based on MEM (\$762.24 per MEM) *	Lease Calculation Based on Square Footage of Lease with Tare **	FY22 Lease Assistance Amount ***	FY22 Basis of Lease Assistance (MEM or SF of Lease)	FY21 Number of MEM	Lease Calculation Based on MEM *	Lease Calculation Based on Square Footage of Lease with Tare **	FY21 Lease Assistance Amount ***	FY21 Basis of Lease Assistance (MEM or SF of Lease)	Difference between FY22 and FY21 MEM (E-J)	Difference FY 2021 and FY22 Award increase (decrease) (H-M)	Notes	
33	ABQ	S	Media Arts Collaborative Charter - Nob Hill Studios	171.50	\$ 141,570	\$ 87,073	MEM	210.50	\$ 161,760	\$ 87,486	\$ 161,760	MEM	0.00	\$ (20,575)		
34	ABQ	S	Mission Achievement and Success 2.0 - Old Coors Road	575.00	\$ 438,288	\$ 412,828	SF of Lease	240.00	\$ 179,350	\$ 260,302	\$ 179,350	MEM	335.00	\$ 233,479		
35	ABQ	S	Mission Achievement and Success 1.0 - Yale	1136.50	\$ 866,286	\$ 700,879	SF of Lease	1039.00	\$ 776,434	\$ 691,645	\$ 691,645	SF of Lease	97.50	\$ 9,233		
36	ABQ	D	Montessori of the Rio Grande	218.00	\$ 166,168	\$ 166,168	MEM	217.00	\$ 162,162	\$ 162,162	\$ 162,162	MEM	1.00	\$ 4,006	District facility	
37	ABQ	D	Mountain Mahogany Community School	193.50	\$ 147,493	\$ 115,033	SF of Lease	194.50	\$ 145,348	\$ 115,045	\$ 105,996	SF of Lease	(1.00)	\$ -		
38	ABQ	D	Native American Community Academy 1000 Indian School	298.50	\$ 227,529	\$ -	\$ -	0	300.00	\$ 224,187	\$ 299,859	\$ 224,187	MEM	(1.50)		
39	ABQ	D	Native American Community Academy 1100 Indian School			\$ -	\$ -	0			\$ 57,795			0.00		
40	ABQ	D	Native American Community Academy CNM			199.00	\$ 151,686	\$ -			\$ -			0	171.00	\$ 127,787
41	ABQ	D	New Mexico International School	381.50	\$ 290,795	\$ 329,932	\$ 290,795	MEM	334.00	\$ 249,595	\$ 310,460	\$ 249,595	MEM	47.50	\$ 41,200	
42	ABQ	S	North Valley Academy - Art Space	437.50	\$ 333,480	\$ 57,883	\$ 333,480	MEM	458.25	\$ 342,446	\$ 44,182	\$ 342,446	MEM	(20.75)	\$ (8,966)	
43	ABQ	S	North Valley Academy - Main Campus			\$ 410,816					\$ 411,198			0.00		
44	ABQ	D	Public Academy for Performing Arts	445.50	\$ 339,578	\$ 339,578	MEM	446.50	\$ 333,665	\$ 333,665	\$ 333,665	MEM	(1.00)	\$ 5,913	District facility	
45	ABQ	S	Robert F. Kennedy Charter HS	245.00	\$ 186,749	\$ 186,749	MEM	285.00	\$ 212,978	\$ 212,978	\$ 212,978	MEM	(40.00)	\$ (26,229)	District facility	
46	ABQ	S	Robert F. Kennedy Charter MS	82.00	\$ 62,504	\$ 62,504	MEM	63.00	\$ 47,079	\$ 47,079	\$ 47,079	MEM	19.00	\$ 15,424	District facility	
47	ABQ	D	Siembra Leadership HS	176.50	\$ 134,535	\$ -	\$ -	0	149.50	\$ 111,720	\$ 180,620	\$ 111,720	MEM	27.00		
48	ABQ	S	Solare Collegiate Charter School	187.50	\$ 142,920	\$ 303,490	\$ 142,920	MEM	135.00	\$ 100,884	\$ 315,328	\$ 100,884	MEM	52.50	\$ 42,036	Expanded
49	ABQ	D	South Valley Academy	621.50	\$ 473,732	\$ 473,732	MEM	614.50	\$ 459,210	\$ 459,210	\$ 459,210	MEM	7.00	\$ 14,522	District facility	
50	ABQ	S	Southwest Aeronautics, Mathematics & Science Academy	227.50	\$ 173,410	\$ 189,089	\$ 173,410	MEM	268.50	\$ 200,647	\$ 189,498	\$ 189,498	SF of Lease	(41.00)	\$ (16,089)	
51	ABQ	S	Southwest Preparatory Learning Center	175.00	\$ 133,392	\$ 124,657	\$ 124,657	SF of Lease	192.50	\$ 143,853	\$ 197,662	\$ 143,853	MEM	(17.50)	\$ (19,197)	
52	ABQ	S	Southwest Secondary Learning Center	158.00	\$ 120,434	\$ -	\$ -	0	186.00	\$ 138,996	\$ 315,783	\$ 138,996	MEM	(28.00)		
53	ABQ	D	Technology Leadership High School	297.00	\$ 226,385	\$ 150,673	\$ 150,673	SF of Lease	248.50	\$ 185,702	\$ 142,951	\$ 142,951	SF of Lease	48.50	\$ 7,722	
54	ABQ	S	The Albuquerque Sign Language Academy	111.00	\$ 84,609	\$ 84,609	MEM	103.00	\$ 76,971	\$ 76,971	\$ 76,971	MEM	8.00	\$ 7,638		
55	ABQ	S	The GREAT Academy	121.50	\$ 92,612	\$ 114,001	\$ 92,612	MEM	157.50	\$ 117,698	\$ 122,632	\$ 117,698	MEM	(36.00)	\$ (25,086)	
56	ABQ	S	The Montessori Elementary School	431.00	\$ 328,525	\$ 504,458	\$ 328,525	MEM	429.00	\$ 320,587	\$ 494,498	\$ 320,587	MEM	2.00	\$ 7,938	
57	ABQ	D	The New America School - NM	217.50	\$ 165,787	\$ 323,738	\$ 165,787	MEM	238.50	\$ 178,229	\$ 324,281	\$ 178,229	MEM	(21.00)	\$ (12,441)	
58	ABQ	S	Tierra Adentro of New Mexico	247.50	\$ 188,654	\$ -	\$ -	0	278.00	\$ 207,747	\$ 252,635	\$ 207,747	MEM	(30.50)		Relocated / new facility
59	ABQ	S	21 st Century Public Academy	350.50	\$ 267,165	\$ 515,110	\$ 267,165	MEM	329.00	\$ 245,858	\$ 355,792	\$ 245,858	MEM	21.50	\$ 21,307	
60	ABQ	D	Voz Collegiate Preparatory Charter School (NEW)	108.00	\$ 82,322	\$ 50,129	\$ 50,129	SF of Lease								New APS Charter
61	ABQ	D	William W. & Josephine Dorn Charter Community	38.50	\$ 29,346	\$ -	\$ -	0	53.50	\$ 39,980	\$ 38,875	\$ 38,875	SF of Lease	(15.00)		

FY22 and FY21 Lease Assistance Comparison

FY22 MEM Rate: \$762.24 per MEM

FY21 MEM Rate: \$747.29 per MEM

				FY22 Lease Assistance Calculations					FY21 Lease Assistance Calculations					Comparison		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
District	State / District	School		FY22 Number of MEM	Lease Calculation Based on MEM (\$762.24 per MEM) *	Lease Calculation Based on Square Footage of Lease with Tare **	FY22 Lease Assistance Amount ***	FY22 Basis of Lease Assistance (MEM or SF of Lease)	FY21 Number of MEM	Lease Calculation Based on MEM *	Lease Calculation Based on Square Footage of Lease with Tare **	FY21 Lease Assistance Amount ***	FY21 Basis of Lease Assistance (MEM or SF of Lease)	Difference between FY22 and FY21 MEM (E-J)	Difference FY 2021 and FY22 Award increase (decrease) (H-M)	Notes
62	Aztec	D	Mosaic Academy Charter School (Gym) Aztec Boys & Girls Club	180.00	\$ 137,203	\$ -	\$ -	0	180.00	\$ 134,512	\$ 7,200	\$ 6,000	SF of Lease	0.00	\$ (6,000)	
63	Aztec	D	Mosaic Academy Charter School (Portables)			\$ -	\$ -	0			\$ 70,736	\$ 62,434	SF of Lease	0.00		Potentially relocated this year
64	Carlsbad	D	Jefferson Montessori Academy	245.50	\$ 187,130	\$ -	\$ 187,130	MEM	244.50	\$ 182,712		\$ 182,712	MEM	1.00	\$ 4,418	District facility
65	Cimarron	D	Moreno Valley High School	63.00	\$ 48,021	\$ 45,333	\$ 45,333	SF of Lease	61.00	\$ 45,585	\$ 45,323	\$ 45,323	SF of Lease	2.00	\$ 10	
66	Deming	D	Deming Cesar Chavez Charter HS	131.00	\$ 99,853	\$ -	\$ -	0								No award last year
67	Espanola	S	La Tierra Montessori School of the Arts and Sciences	54.50	\$ 41,542	\$ 54,922	\$ 41,542	MEM	62.00	\$ 46,332	\$ 46,332	\$ 46,332	MEM	(7.50)	\$ (4,790)	
68	Espanola	S	McCurdy Charter School	527.00	\$ 401,700	\$ 369,810	\$ 369,810	SF of Lease	547.50	\$ 409,141	\$ 359,181	\$ 359,181	SF of Lease	(20.50)	\$ 10,629	
69	GMCS	S	Dzil Ditl'ooi School of Empowerment, Action and Perseverance Charter	45.00	\$ 34,301	\$ -	\$ -	0	39.50	\$ 29,518	\$ 130,100	\$ 29,518	MEM	5.50		
70	GMCS	S	Hozho Academy	405.00	\$ 308,707	\$ -	\$ -	0	294.50	\$ 220,077	\$ 489,173	\$ 172,322	SF & MEM	110.50		Relocated
71	GMCS	S	Middle College High School	140.00	\$ 106,714	\$ 28,193	\$ 26,969	SF of Lease	120.00	\$ 89,675	\$ 28,010	\$ 26,969	SF of Lease	20.00	\$ -	
72	GMCS	S	Six Directions Indigenous School	76.00	\$ 57,930	\$ 109,589	\$ 57,930	MEM	72.50	\$ 54,179	\$ 109,538	\$ 54,179	MEM	3.50	\$ 3,752	
73	Jemez Valley	D	San Diego Riverside Charter School	81.50	\$ 62,123	\$ 38,156	\$ 38,156	SF of Lease	88.00	\$ 65,762	\$ 38,188	\$ 38,188	SF of Lease	(6.50)	\$ (32)	
74	Jemez Valley	S	Walatowa High Charter School	52.50	\$ 40,018	\$ -	\$ 40,018	MEM	55.50	\$ 41,475		\$ 41,475	MEM	(3.00)	\$ (1,457)	
75	LC	S	Alma d'arte Charter HS	132.50	\$ 100,997	\$ -	\$ 100,997	MEM	127.50	\$ 95,279		\$ 95,279	MEM	5.00	\$ 5,717	District facility
76	LC	S	Explore Academy - Las Cruces (NEW)	250.00	\$ 190,560	\$ -	\$ -	0								New Charter
77	LC	S	J. Paul Taylor Academy	200.00	\$ 152,448	\$ -	\$ 152,448	MEM	200.00	\$ 149,458		\$ 149,458	MEM	0.00	\$ 2,990	District facility
78	LC	S	La Academia Dolores Huerta	72.00	\$ 54,881	\$ -	\$ 54,881	MEM	81.00	\$ 60,530		\$ 60,530	MEM	(9.00)	\$ (5,649)	District facility
79	LC	S	Las Montanas Charter High School	154.00	\$ 117,385	\$ 176,228	\$ 117,385	MEM	174.50	\$ 130,402		\$ 130,402	MEM	(20.50)	\$ (13,017)	District facility
80	LC	S	Raices del Saber Xinachtli Comm. School	63.00	\$ 48,021	\$ 99,844	\$ 48,021	MEM	30.50	\$ 22,792	\$ 41,509	\$ 22,792	MEM	32.50	\$ 25,229	
81	LC	S	The New America School - Las Cruces	182.50	\$ 139,109	\$ 221,197	\$ 139,109	MEM	198.50	\$ 148,337	\$ 295,323	\$ 148,337	MEM	(16.00)	\$ (9,228)	
82	Los Lunas	S	School of Dreams Academy	468.50	\$ 357,109	\$ -	\$ -	0								No award last year, new LPA
83	Moriarty	S	Estancia Valley Classical Academy	590.00	\$ 449,722	\$ 822,193	\$ 449,722	MEM	589.50	\$ 440,527	\$ 823,740	\$ 440,527	MEM	0.50	\$ 9,194	
84	Questa	S	Red River Valley Charter	56.00	\$ 42,685		\$ 42,685	MEM	83.50	\$ 62,399		\$ 62,399	MEM	(27.50)	\$ (19,713)	District facility. Constructing new bldg.
85	Questa	S	Red River Valley Charter (New/Temporary Facility)	17.00	\$ 12,958	\$ 11,859	\$ 11,859	SF of Lease								Temporary facility during construction
86	Questa	S	Roots & Wings Community School	50.00	\$ 38,112	\$ 34,949	\$ 34,949	SF of Lease	50.00	\$ 37,365	\$ 34,949	\$ 34,949	SF of Lease	0.00	\$ (0)	
87	RR	S	Sandoval Academy of Bilingual Education	208.00	\$ 158,546	\$ 201,266	\$ 158,546	MEM	182.50	\$ 136,380	\$ 200,815	\$ 136,380	MEM	25.50	\$ 22,165	
88	RR	S	The ASK Academy - Main	458.50	\$ 349,487	\$ 437,318	\$ 349,487	MEM	438.00	\$ 327,313	\$ 423,762	\$ 327,313	MEM	20.50	\$ 22,174	
89	RR	S	The ASK Academy - 6th Grade Academy	100.00	\$ 76,224	\$ 96,259	\$ 76,224	MEM	100.00	\$ 74,729	\$ 96,259	\$ 74,729	MEM	0.00	\$ -	
90	Roswell	S	Early College High School	160.00	\$ 121,958	\$ -	\$ -	0	171.00	\$ 127,787	\$ 111,191	\$ 111,191	SF of Lease	(11.00)		

FY22 and FY21 Lease Assistance Comparison

FY22 MEM Rate: \$762.24 per MEM

FY21 MEM Rate: \$747.29 per MEM

				FY22 Lease Assistance Calculations					FY21 Lease Assistance Calculations					Comparison		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
District	State / District	School		FY22 Number of MEM	Lease Calculation Based on MEM (\$762.24 per MEM) *	Lease Calculation Based on Square Footage of Lease with Tare **	FY22 Lease Assistance Amount ***	FY22 Basis of Lease Assistance (MEM or SF of Lease)	FY21 Number of MEM	Lease Calculation Based on MEM *	Lease Calculation Based on Square Footage of Lease with Tare **	FY21 Lease Assistance Amount ***	FY21 Basis of Lease Assistance (MEM or SF of Lease)	Difference between FY22 and FY21 MEM (E-J)	Difference FY 2021 and FY22 Award increase (decrease) (H-M)	Notes
91	Roswell	S	Sidney Gutierrez Middle School	66.00	\$ 50,308	\$ 30,947	\$ 30,947	SF of Lease	67.00	\$ 50,068	\$ 30,198	\$ 30,198	SF of Lease	(1.00)	\$ 749	
92	Roswell	S	Sidney Gutierrez - Elem.	130.00	\$ 99,091	\$ 97,503	\$ 97,503	SF of Lease	130.00	\$ 97,148	\$ 97,503	\$ 97,148	MEM	0.00	\$ 355	
93	SF	S	Monte de Sol Charter School	360.00	\$ 274,406	\$ 231,274	\$ 231,274	SF of Lease	359.00	\$ 268,277	\$ 231,260	\$ 231,260	SF of Lease	1.00	\$ 14	
94	SF	S	New Mexico School for the Arts	281.00	\$ 214,189	\$ 187,811	\$ 187,811	SF of Lease	240.00	\$ 179,350	\$ 172,560	\$ 172,560	SF of Lease	41.00	\$ 15,251	
95	SF	D	The Academy for Technology & the Classics	378.00	\$ 288,127	\$ 187,662	\$ 187,662	SF of Lease	374.50	\$ 279,860	\$ 204,008	\$ 204,008	SF of Lease	3.50		
96	SF	S	The MASTERS Program	265.50	\$ 202,375	\$ 116,973	\$ 116,973	SF of Lease	261.00	\$ 195,043	\$ 116,846	\$ 116,846	SF of Lease	4.50	\$ 127	
97	SF	S	Tierra Encantada Charter High School	314.50	\$ 239,724	\$ 190,388	\$ 190,388	SF of Lease	304.50	\$ 227,550	\$ 190,200	\$ 190,200	SF of Lease	10.00	\$ 188	
98	SF	S	Turquoise Trail Charter School (ES)	457.00	\$ 348,344		\$ 348,344	MEM	413.50	\$ 309,004		\$ 309,004	MEM	43.50	\$ 39,339	District facility
99	Silver	S	Aldo Leopold Charter HS	165.50	\$ 126,151	\$ 89,555	\$ 89,555	SF of Lease	170.50	\$ 127,413	\$ 89,639	\$ 89,639	SF of Lease	(5.00)	\$ (84)	
100	Socorro	D	Cottonwood Valley Charter School	170.00	\$ 129,581	\$ 138,976	\$ 121,275	MEM	170.00	\$ 127,039	\$ 138,976	\$ 127,039	MEM	0.00	\$ (5,764)	
101	Taos	D	Anansi Charter School	189.50	\$ 144,444	\$ -	\$ -	0	196.00	\$ 146,469	\$ 175,265	\$ 146,469	MEM	(6.50)		
102	Taos	S	Taos Academy Charter School	226.00	\$ 172,266	\$ 192,758	\$ 172,266	MEM	235.00	\$ 175,613	\$ 192,866	\$ 175,613	MEM	(9.00)	\$ (3,347)	
103	Taos	S	Taos Integrated School of the Arts	177.50	\$ 135,298	\$ 168,781	\$ 135,298	MEM	172.50	\$ 128,908	\$ 168,644	\$ 128,908	MEM	5.00	\$ 6,390	
104	Taos	S	Taos International Charter School	189.00	\$ 144,063	\$ 235,933	\$ 144,063	MEM	158.50	\$ 118,445	\$ 235,278	\$ 118,445	MEM	30.50	\$ 25,618	
105	Taos	D	Taos Municipal Charter School	216.00	\$ 164,644	\$ 126,475	\$ 126,475	SF of Lease	211.50	\$ 158,052	\$ 126,360	\$ 126,360	SF of Lease	4.50	\$ 115	
106	Taos	D	Vista Grande High School **	77.00	\$ 58,692		\$ 58,692	MEM	87.00	\$ 65,014		\$ 65,014	MEM	(10.00)	\$ (6,322)	District facility
107	WLV	D	Rio Gallinas School ES/MS	67.00	\$ 51,070	\$ 35,625	\$ 35,625	SF of Lease	72.00	\$ 53,805	\$ 35,645	\$ 35,645	SF of Lease	(5.00)	\$ (20)	
Total				25445.25			\$13,446,103		23598			\$ 16,532,531				

FY22 Statistics:

Number of Charter Schools with Decreasing MEM	44
Number of Charter Schools with Increasing MEM	44
Number of Charter Schools with No Change in MEM	7

Number of Potential Awards based on MEM	50
Number of Potential Awards based on SF of Lease	27
Number of Deferred Awards	28

Number of Potential Awards switching from SF of Lease to MEM	2
Number of Potential Awards switching from MEM to SF of Lease	3

I. **PSCOC Meeting Date:** August 9, 2021

II. **Item Title:** Demolition Program Rules and Application

III. **Name of Presenter(s):** Jonathan Chamblin, Director

IV. **Potential Motion:**

PSCOC approval of the first year award cycle of demolition program rules and release of demolition application for “free-standing” that are life, health and safety hazards and/or educational buildings, as defined by the Adequacy Standards.

V. **Executive Summary:**

Background:

Approved during the 2021 Regular Legislative Session, Senate Bill 43, Section 22-24-4 (L) NMSA 1978 reads:

“L. Upon application by a school district, allocations from the fund may be made by the council for the purpose of demolishing abandoned school district facilities; provided that:

- 1) the costs of continuing to insure an abandoned facility outweigh any potential benefit when and if a new facility is needed by the school district;*
- 2) there is no practical use for the abandoned facility without the expenditure of substantial renovation costs; and*
- 3) the council may enter into an agreement with the school district to fully fund the demolition of the abandoned school district facility if Paragraphs (1) and (2) of this subsection are satisfied.”*

Summary:

There are two types of potential demolition projects:

1. Free-standing facility; a facility that is not connected to any other building and is on a permanent foundation.

A free-standing educational facility may have a single-phase award that is inclusive of design and construction.

2. Partial-Demolition; a facility that will have a portion demolished.

Partial-demolition may have a two-phase award, design and then construction. Partial demolition of a facility will need a design phase to determine the best way to disconnect from the existing facility and how to make the remaining facility safe.

The whole project scope and cost will include all of the repairs/modifications to the remaining existing facility systems once the demolition is complete, such as HVAC, electrical, roofing, plumbing, exterior and interior finishes, fire alarm, fire suppression, windows and doors, site grading around the facility, and new sidewalks to connect to the facility that remains in-place. All of these facility systems will be part of the whole project scope.

The design phase of the facility to be demolished, will determine if any utilities and systems are connected to the existing facility. The program may fund capping of utilities attached to the facility. It will also include testing for asbestos, lead, hazardous materials, and underground conditions. Hazardous materials must be professionally abated prior to demolition.

The demolition scope could be funded with up to 100% state funding. However, additional scope that may be required to repair or replace facility systems damaged by the demolition project may be subject to the required state/local funding match for that district, based on the state and local match percentages in-place at the time of the award for the demolition project.

If the facility to be demolished is a portable, the district must demonstrate compliance with Section 13-6-1 NMSA 1978. Demolition shall be completed utilizing the best industry standards.

Prioritization thresholds for First-Year Award Cycle:

- 1) Free-standing facilities that are considered a life, health and safety hazard.
- 2) Free-standing educational facilities

An educational facility is used for special education, art education, career education, libraries, food services, science classrooms, and administrative purposes, per the Adequacy Standards.

Suggested Application Requirements:

To qualify for PSCOC funding, up to 100% state funding for the cost of the demolition project, the district must provide:

- 1) Proof that the costs of continuing to insure the building outweigh any potential benefit.
- 2) Data to support that there is no practical use for the abandoned facility without the expenditure of substantial renovation costs. (Renovation costs expected to be greater than 65% of the cost to replace the building.)

*A local funding match may be required, based on the local match percentage rate for the district at the time of the demolition award, unless the PSCOC approves an additional funding request, based on criteria above.

District must include the following documentation:

- The district must fully complete the Demolition Application including the Demo Checklist and Priority tab(s) for each requested facility / building to be demolished.
- Letter from the district, signed by school board president and superintendent, certifying the requested facility to be demolished is abandoned, no longer needed for district purposes, and the cost of continuing to insure the building outweighs any potential benefit to the district. Additionally, the letter must certify that the property will be retained by the district for a minimum of ten years.
- The school district is encouraged to obtain one quote if the expected total project cost to demolish the facility is less than \$20,000. Three quotes are required if the total project cost is expected to exceed \$60,000 will require competitive biddings, in compliance with state procurement regulations.
- Documentation of insurance premiums from the previous year, showing the amount paid for the requested facility to be demolished.
- Photos of the requested facility to be demolished, to include: exterior photos of all sides of the facility, interior photos of representative spaces throughout the facility, and photos of damage; additional photos may be requested if clarification is needed.
- Completed Statement of Financial Position.

Additional information regarding PSCOC funded demolition projects, once awarded:

- Demolition shall be completed utilizing the best industry standards, and CID regulations.
- All contents within the requested facility to be demolished that the district wishes to keep must be removed prior to demolition.
- Demolition award funds must be encumbered within 365 days from award.

Suggested Timeline:

- August 9, 2021 - program rules for demolition adopted.
- September 1, 2021 - release of demolition application.
- October 1, 2021 - demolition applications due to PSFA.
- November 2021 - PSCOC Demolition Awards.

- Demolition awards year-round, similar to out-of-cycle funding:
 - Applications submitted to PSFA at any time.
 - Applications reviewed and project analyzed by PSFA.
 - Application request presented at any Awards Subcommittee meeting, after PSFA has analyzed the request with the district.
 - PSCOC makes awards for demolition at any regularly scheduled monthly meeting.

PSFA Staff Recommendation:

Approval of suggested program rules, prioritization, timeline, definitions of a free-standing building only for first year cycle awards and future cycles of two-phase partial- demolition facilities.

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AN ACT

RELATING TO PUBLIC SCHOOL CAPITAL OUTLAY; ALLOWING
ALLOCATIONS FROM THE PUBLIC SCHOOL CAPITAL OUTLAY FUND TO
FULLY FUND THE DEMOLITION OF ABANDONED SCHOOL DISTRICT
FACILITIES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. Section 22-24-4 NMSA 1978 (being Laws 1975,
Chapter 235, Section 4, as amended by Laws 2019, Chapter 179,
Section 2 and by Laws 2019, Chapter 180, Section 1) is
amended to read:

"22-24-4. PUBLIC SCHOOL CAPITAL OUTLAY FUND CREATED--
USE.--

A. The "public school capital outlay fund" is
created. Balances remaining in the fund at the end of each
fiscal year shall not revert.

B. Except as provided in Subsections G and I
through Q of this section, money in the fund may be used only
for capital expenditures deemed necessary by the council for
an adequate educational program.

C. The council may authorize the purchase by the
authority of portable classrooms to be loaned to school
districts to meet a temporary requirement. Payment for these
purchases shall be made from the fund. Title to and custody
of the portable classrooms shall rest in the authority. The

1 council shall authorize the lending of the portable
2 classrooms to school districts upon request and upon finding
3 that sufficient need exists. Application for use or return
4 of state-owned portable classroom buildings shall be
5 submitted by school districts to the council. Expenses of
6 maintenance of the portable classrooms while in the custody
7 of the authority shall be paid from the fund; expenses of
8 maintenance and insurance of the portable classrooms while in
9 the custody of a school district shall be the responsibility
10 of the school district. The council may authorize the
11 permanent disposition of the portable classrooms by the
12 authority with prior approval of the state board of finance.

13 D. Applications for assistance from the fund shall
14 be made by school districts to the council in accordance with
15 requirements of the council. Except as provided in
16 Subsection K of this section, the council shall require as a
17 condition of application that a school district have a
18 current five-year facilities plan that shall include a
19 current preventive maintenance plan to which the school
20 adheres for each public school in the school district.

21 E. The council shall review all requests for
22 assistance from the fund and shall allocate funds only for
23 those capital outlay projects that meet the criteria of the
24 Public School Capital Outlay Act.

25 F. Money in the fund shall be disbursed by warrant SB 43
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1 of the department of finance and administration on vouchers
2 signed by the secretary of finance and administration
3 following certification by the council that an application
4 has been approved or an expenditure has been ordered by a
5 court pursuant to Section 22-24-5.4 NMSA 1978. At the
6 discretion of the council, money for a project shall be
7 distributed as follows:

8 (1) up to ten percent of the portion of the
9 project cost funded with distributions from the fund or five
10 percent of the total project cost, whichever is greater, may
11 be paid to the school district before work commences with the
12 balance of the grant award made on a cost-reimbursement
13 basis; or

14 (2) the council may authorize payments
15 directly to the contractor.

16 G. Balances in the fund may be annually
17 appropriated for the core administrative functions of the
18 authority pursuant to the Public School Capital Outlay Act,
19 and, in addition, balances in the fund may be expended by the
20 authority, upon approval of the council, for project
21 management expenses; provided that:

22 (1) the total annual expenditures from the
23 fund for the core administrative functions pursuant to this
24 subsection shall not exceed five percent of the average
25 annual grant assistance authorized from the fund during the

1 three previous fiscal years; and

2 (2) any unexpended or unencumbered balance
3 remaining at the end of a fiscal year from the expenditures
4 authorized in this subsection shall revert to the fund.

5 H. The fund may be expended by the council for
6 building system repair, renovation or replacement initiatives
7 with projects to be identified by the council pursuant to
8 Section 22-24-4.6 NMSA 1978; provided that money allocated
9 pursuant to this subsection shall be expended within three
10 years of the allocation.

11 I. The fund may be expended annually by the
12 council for grants to school districts for the purpose of
13 making lease payments for classroom facilities, including
14 facilities leased by charter schools. The grants shall be
15 made upon application by the school districts and pursuant to
16 rules adopted by the council; provided that an application on
17 behalf of a charter school shall be made by the school
18 district, but, if the school district fails to make an
19 application on behalf of a charter school, the charter school
20 may submit its own application. The following criteria shall
21 apply to the grants:

22 (1) the amount of a grant to a school
23 district shall not exceed:

24 (a) the actual annual lease payments
25 owed for leasing classroom space for schools, including

1 charter schools, in the school district; or

2 (b) seven hundred dollars (\$700)
3 multiplied by the MEM using the leased classroom facilities;
4 provided that in fiscal year 2009 and in each subsequent
5 fiscal year, this amount shall be adjusted by the percentage
6 change between the penultimate calendar year and the
7 immediately preceding calendar year of the consumer price
8 index for the United States, all items, as published by the
9 United States department of labor;

10 (2) a grant received for the lease payments
11 of a charter school may be used by that charter school as a
12 state match necessary to obtain federal grants pursuant to
13 the federal Every Student Succeeds Act;

14 (3) at the end of each fiscal year, any
15 unexpended or unencumbered balance of the appropriation shall
16 revert to the fund;

17 (4) no grant shall be made for lease
18 payments due pursuant to a financing agreement under which
19 the facilities may be purchased for a price that is reduced
20 according to the lease payments made unless:

21 (a) the agreement has been approved
22 pursuant to the provisions of the Public School Lease
23 Purchase Act; and

24 (b) the facilities are leased by a
25 charter school;

1 (5) if the lease payments are made pursuant
2 to a financing agreement under which the facilities may be
3 purchased for a price that is reduced according to the lease
4 payments made, neither a grant nor any provision of the
5 Public School Capital Outlay Act creates a legal obligation
6 for the school district or charter school to continue the
7 lease from year to year or to purchase the facilities nor
8 does it create a legal obligation for the state to make
9 subsequent grants pursuant to the provisions of this
10 subsection; and

11 (6) as used in this subsection:

12 (a) "MEM" means: 1) the average
13 full-time-equivalent enrollment using leased classroom
14 facilities on the second and third reporting dates of the
15 prior school year; or 2) in the case of an approved charter
16 school that has not commenced classroom instruction, the
17 estimated full-time-equivalent enrollment that will use
18 leased classroom facilities in the first year of instruction,
19 as shown in the approved charter school application; provided
20 that, after the second reporting date of the school year, the
21 MEM shall be adjusted to reflect the full-time-equivalent
22 enrollment on that date; and

23 (b) "classroom facilities" or
24 "classroom space" includes the space needed, as determined by
25 the minimum required under the statewide adequacy standards,

1 for the direct administration of school activities.

2 J. In addition to other authorized expenditures
3 from the fund, up to one percent of the average grant
4 assistance authorized from the fund during the three previous
5 fiscal years may be expended in each fiscal year by the
6 authority to pay the state fire marshal, the construction
7 industries division of the regulation and licensing
8 department and local jurisdictions having authority from the
9 state to permit and inspect projects for expenditures made to
10 permit and inspect projects funded in whole or in part under
11 the Public School Capital Outlay Act. The authority may
12 enter into contracts with the state fire marshal, the
13 construction industries division or the appropriate local
14 authorities to carry out the provisions of this subsection.
15 Such a contract may provide for initial estimated payments
16 from the fund prior to the expenditures if the contract also
17 provides for additional payments from the fund if the actual
18 expenditures exceed the initial payments and for repayments
19 back to the fund if the initial payments exceed the actual
20 expenditures. Money distributed from the fund to the state
21 fire marshal or the construction industries division pursuant
22 to this subsection shall be used to supplement, rather than
23 supplant, appropriations to those entities.

24 K. Pursuant to guidelines established by the
25 council, allocations from the fund may be made to assist

1 school districts in developing and updating five-year
2 facilities plans required by the Public School Capital Outlay
3 Act; provided that:

4 (1) no allocation shall be made unless the
5 council determines that the school district is willing and
6 able to pay the portion of the total cost of developing or
7 updating the plan that is not funded with the allocation from
8 the fund. Except as provided in Paragraph (2) of this
9 subsection, the portion of the total cost to be paid with the
10 allocation from the fund shall be determined pursuant to the
11 methodology in Subsection B of Section 22-24-5 NMSA 1978; or

12 (2) the allocation from the fund may be used
13 to pay the total cost of developing or updating the plan if:

14 (a) the school district has fewer than
15 an average of six hundred full-time-equivalent students on
16 the second and third reporting dates of the prior school
17 year; or

18 (b) the school district meets all of
19 the following requirements: 1) the school district has fewer
20 than an average of one thousand full-time-equivalent students
21 on the second and third reporting dates of the prior school
22 year; 2) the school district has at least seventy percent of
23 its students eligible for free or reduced-fee lunch; 3) the
24 state share of the total cost, if calculated pursuant to the
25 methodology in Subsection B of Section 22-24-5 NMSA 1978,

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1 would be less than fifty percent; and 4) for all educational
2 purposes, the school district has a residential property tax
3 rate of at least seven dollars (\$7.00) on each one thousand
4 dollars (\$1,000) of taxable value, as measured by the sum of
5 all rates imposed by resolution of the local school board
6 plus rates set to pay interest and principal on outstanding
7 school district general obligation bonds.

8 L. Upon application by a school district,
9 allocations from the fund may be made by the council for the
10 purpose of demolishing abandoned school district facilities;
11 provided that:

12 (1) the costs of continuing to insure an
13 abandoned facility outweigh any potential benefit when and if
14 a new facility is needed by the school district;

15 (2) there is no practical use for the
16 abandoned facility without the expenditure of substantial
17 renovation costs; and

18 (3) the council may enter into an agreement
19 with the school district to fully fund the demolition of the
20 abandoned school district facility if Paragraphs (1) and (2)
21 of this subsection are satisfied.

22 M. Up to ten million dollars (\$10,000,000) of the
23 fund may be expended each year for an education technology
24 infrastructure deficiency corrections initiative pursuant to
25 Section 22-24-4.5 NMSA 1978; provided that funding allocated

1 pursuant to this section shall be expended within three years
2 of its allocation.

3 N. For each fiscal year from 2018 through 2022,
4 twenty-five million dollars (\$25,000,000) of the fund is
5 reserved for appropriation by the legislature to the
6 instructional material fund or to the transportation
7 distribution of the public school fund. The secretary shall
8 certify the need for the issuance of supplemental severance
9 tax bonds to meet an appropriation from the public school
10 capital outlay fund to the instructional material fund or to
11 the transportation distribution of the public school fund.
12 Any portion of an amount of the public school capital outlay
13 fund that is reserved for appropriation by the legislature
14 for a fiscal year, but that is not appropriated before the
15 first day of that fiscal year, may be expended by the council
16 as provided in this section.

17 O. Up to ten million dollars (\$10,000,000) of the
18 fund may be expended in each of fiscal years 2019 through
19 2022 for school security system project grants made in
20 accordance with Section 22-24-4.7 NMSA 1978.

21 P. The fund may be expended in each of fiscal
22 years 2020 through 2024 for a pre-kindergarten classroom
23 facilities initiative in accordance with Section 22-24-12
24 NMSA 1978.

25 Q. The council may fund pre-kindergarten

1 classrooms with a qualifying, awarded standards-based
2 project; provided that pre-kindergarten classroom space
3 shall not be included in the project prioritization
4 calculation adopted by the council pursuant to Section 22-24-5
5 NMSA 1978. The council shall develop pre-kindergarten
6 classroom standards to use when funding pre-kindergarten
7 space." _____

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**State of New Mexico
Public School Capital Outlay Council**

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Members:
Ashley Leach, DFA
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**Public School Facilities Authority
Jonathan Chamblin, Director**
1312 Basehart Road, SE, Suite 200, Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

M E M O R A N D U M

To: School Districts and Charter Schools
From: Jonathan Chamblin, Director PSFA
Date: September 1, 2021
Subject: 2021-2022 Demolition Program Application

The Public School Capital Outlay Council (PSCOC) has released the 2021-2022 Demolition Program Application to make the first-year cycle project awards for demolition of all “free-standing” educational school facilities. An educational facility is, or was, used for special education, art education, career education, libraries, food services, science classrooms and administrative purposes, as per the Adequacy Standards.

The design phase will determine if any utilities and systems are connected to the existing facility intended for demolition. The program may fund capping of utilities attached to the facility. The design phase will also include testing for asbestos, lead, hazardous materials, and underground conditions. However, scope that may be required to repair or replace facility systems to remain, that may have been damaged by the demolition project, may be subject to the required state/local funding match for that district, based on the state and local match percentages in-place at the time of the award for the demolition project.

Demolition shall be completed utilizing the best industry standards and CID regulations. Hazardous materials such as asbestos or lead must be professionally abated prior to demolition.

If the facility to be demolished is a portable, the district must demonstrate compliance with Section 13-6-1 NMSA 1978.

The deadline to submit applications is Friday, October 1, 2021.

Funds for these programs are tentatively scheduled to be awarded in November 2021. Prioritization thresholds are set to provide an opportunity for applications, but do not serve as a guarantee of an award.

Prioritization suggestions for first year award cycle:

- 1) Free-standing facilities that are considered a life, health and safety hazard
- 2) Free-standing educational facilities

DEMOLITION CAPITAL OUTLAY

Eligibility for demolition project capital outlay awards is subject to the following limitations:

Approved during the 2021 Regular Legislative Session: Senate Bill 43, Section 22-24-4 (L) NMSA 1978:
“L. Upon application by a school district, allocations from the fund may be made by the council for the purpose of demolishing abandoned school district facilities; provided that:

- 1) *the costs of continuing to insure an abandoned facility outweigh any potential benefit when and if a new facility is needed by the school district;*
- 2) *there is no practical use for the abandoned facility without the expenditure of substantial renovation costs; and*
- 3) *the council may enter into an agreement with the school district to fully fund the demolition of the abandoned school district facility if Paragraphs (1) and (2) of this subsection are satisfied.”*

The district must include the following documentation as part of the application:

- The district must complete the Demolition Application, including the Demo Checklist and Priority tab(s) for each requested facility / building to be demolished.
- Letter from the district, signed by school board president and superintendent, certifying the requested facility to be demolished is abandoned, no longer needed for district purposes, and the cost of continuing to insure the facility outweighs any potential benefit to the district. Additionally, the letter must certify that the property will be retained by the district for a minimum of ten years.
- The school district is encouraged to obtain one quote if the expected total project cost to demolish the facility is less than \$20,000. Three quotes are required if the total project cost is expected to exceed \$60,000 will require competitive biddings, in compliance with state procurement regulations.
- Documentation of insurance premiums from the previous year, showing the amount paid for the requested facility to be demolished.
- Photos of the requested facility to be demolished, to include: exterior photos of all sides of the facility, interior photos of representative spaces throughout the facility, and photos of damage; additional photos may be requested if clarification is needed.
- Completed Statement of Financial Position.

Additional information regarding PSCOC funded demolition projects, once awarded:

- Demolition shall be completed utilizing the best industry standards, and CID regulations.
- All contents within the requested facility to be demolished that the district wishes to keep must be removed prior to demolition.
- Demolition award funds must be encumbered within 365 days from award.

Highlight of key dates:

- August 9, 2021 - program rules for demolition adopted.
- September 1, 2021 - release of demolition application.
- October 1, 2021 - demolition applications to PSFA.
- November 2021 - PSCOC Demolition Awards.

Please contact your respective PSFA Regional Facilities Manager for questions or further details about these initiatives and/or the application process.

2021-2022 PSCOC Demolition Funding Eligibility

Demolition awards are subject to the following limitations:

To qualify for PSCOC funding, up to 100% state funding for the cost of the demolition project, the district must provide:

1. Proof that the costs of continuing to insure the building outweigh any potential benefit.
2. Data to support that there is no practical use for the abandoned facility, without the expenditure of substantial renovation costs.
(Renovation costs expected to be greater than 65% of the cost to replace the building.)

*A local funding match will be required, based on the local match percentage rate for the district at the time of the demolition award, unless the PSCOC approves additional funding based on criteria above.

The district must include the following documentation as part of the application:

- The district must complete the application, including the Demo Checklist and Priority tab(s) for each requested facility / building to be demolished, with the year constructed, gross square footage and most recent use, etc..
- Letter from the district, signed by the school board president and superintendent, certifying the requested facility to be demolished is abandoned, no longer needed for district purposes, and the cost of continuing to insure the facility outweighs any potential benefit to the district. Additionally, the letter must certify that the property will be retained by the district for a minimum of 10 years, post demolition.
- The school district is encouraged to obtain one quote if the expected total project cost to demolish the facility is less than \$20,000. Three quotes are required if the total project cost is expected to exceed \$20,000 and less than \$60,000. Demolition projects with an estimated total project cost greater than \$60,000 will require competitive bidding, in compliance with state procurement regulations.
- Documentation of insurance premiums from the previous year, showing the amount paid for the requested facility to be demolished.
- Photos of the requested facility to be demolished, to include: exterior photos of all sides of the facility, interior photos of representative spaces throughout the facility, and photos of damage; additional photos may be requested if clarification is needed.
- Completed statement of financial position.

Additional information regarding PSCOC funded demolition projects, once awarded:

- Demolition shall be completed utilizing the best industry standards, and CID regulations.
- If the building contains asbestos, lead, hazardous materials, or underground conditions, those materials must be professionally abated as part of the demolition process.
- All contents within the requested building(s) to be demolished that the district wishes to keep must be removed prior to demolition.
- If the requested demolition is for a portable, the district must demonstrate compliance with Section 13-6-1 NMSA 1978.
- Demolition award funds must be encumbered within 365 days from award.



PSCOC REQUEST FOR CAPITAL FUNDING

2021-2022 DEMOLITION APPLICATION

School District Contact Person:

Address 1:

Address 2:

City: State: Zip: Phone:

Funding Match

District Match
 State Match

District Offset

		A	B	C	D	E	F	F	G
Priority	Facility Name	Estimated Cost of Demolition Only	Estimated Cost of Additional Scope	Service Fees & Expenses (NMGRT, Architect, Consultants, & Contingency) (30% of Total Project Cost)	Estimated Total Project Cost	State Match of Additional Scope	District Match of Additional Scope	Offset	Total District Match (District Match + Offset)
1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

I certify that to the best of my knowledge, the information contained in this application is complete and accurate and that the district has the available funds to accommodate the Total District Match, including the offset as represented in Column G above:

Name of Signatory -
 Superintendent of School District

Name of Signatory --
 School Board President

DEMOLITION PROGRAM CHECKLIST - PER PRIORITY

Statutory Requirements	YES / NO	DETAILS
Does the cost of continuing to insure the facility outweigh any potential benefit when and if a new facility is needed?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Is there any practical use for the facility without the expenditure of substantial renovation costs?	<input type="checkbox"/> YES <input type="checkbox"/> NO	

Building Data	YES / NO	DETAILS
School name.		
Facility name.		
What year was the facility constructed?		
Is the facility free-standing (not connected to or part of any other buildings)? If not, what is it attached to?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
What is the gross square footage (GSF) of the facility?		
Is the facility completely abandoned/unused? If not, please explain.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
How long has the facility been abandoned/unused?		
Is the facility being used for storage or any other non-educational use? If yes, please explain.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Are utilities disconnected from the facility? If so, which utilities remain connected?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Does the district Facility Master Plan include a capital improvement for the demolition of this facility?	<input type="checkbox"/> YES <input type="checkbox"/> NO	

Cost Data	YES / NO	DETAILS
Do you have a recent quote for demolition costs for this building? Please provide date and estimated cost.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Will additional scope of work be required to repair connected or surrounding buildings or building systems? If yes, please explain.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
What is the estimated cost of the additional scope of work to repair connected or surrounding buildings?		
Will demolition of the facility result in cost savings? Please specify.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
What is the estimated annual savings if the facility is demolished?		
Is the estimated cost to renovate the facility greater than 65% of the cost to replace the building?	<input type="checkbox"/> YES <input type="checkbox"/> NO	

Hazardous Conditions and Materials	YES / NO	DETAILS
Is the facility a safety hazard? If yes, please explain.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Has the facility been vandalized?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Does the facility contain asbestos, lead or other hazardous materials?	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Have you obtained a quote for abatement cost? If yes, please provide date and estimated cost.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Has the facility been abated of hazardous materials? If yes, please provide date and explanation.	<input type="checkbox"/> YES <input type="checkbox"/> NO	

Full Application - Demolition

Priority 1

*Note: Demolition Applications are on a building-by-building basis. Please complete the application for each facility / building.
Project must be encumbered within 365 DAYS of the award.*

FACILITY INFORMATION

School Name:	
Building Name:	
Year Built:	
Existing Building GSF:	
Proposed Demolition GSF of this Building:	

POTENTIAL DEMOLITION COSTS

	Estimated Demolition Costs
Demolition of Free-Standing Building	
Additional Scope	
Subtotal	\$ -

Service Fees & Expenses (NMGRT, Architect, Consultants, & Contingency) (30% of Total Project Cost)	\$ -
Total Estimated Project Cost	\$ -

- I. PSCOC Meeting Date(s): August 9, 2021
- II. Item Title: BDCP SB144 – Guidelines Approval and Funding
- III. Name of Presenter(s): Ovidiu Viorica, Broadband Program Manager
- IV. Potential Motion:

Motion #1: Council approval to award up to \$200,000 from the Public School Capital Outlay Fund for contract technical support to initiate the implementation framework and sequence of events for a Statewide Education Network (SEN) as required by SB144 of 2021.

Potential Motion #2: Approve the attached guidelines, implementation framework and sequence of events for a Statewide Education Network (SEN) as required by SB144 of 2021. Council will revisit the guidelines and the SEN Advisory Board recommendations regularly to make any adjustments deemed necessary to account for changes of broadband and technology use by New Mexico Local Education Agencies (LEAs).

- V. Executive Summary:

Background:

Senate Bill 144 (2021) requires the PSCOC establish guidelines to fund and develop a Statewide Education Technology Infrastructure Network.

“Amending the definition of “Education Technology Infrastructure” in the Public School Capital Outlay Act to include the interconnection between students and teachers to support remote learning; requiring the Public School Capital Outlay Council to establish guidelines to fund education technology infrastructure to ensure that those expenditures are in accord with the development of a statewide education technology infrastructure network;”

Staff Recommendation:

With PSCOC funding up to \$200,000, PSFA will:

1. Contract with qualified internet network engineers and internet infrastructure procurement experts to achieve the following:
 - Develop a conceptual, statewide network engineering plan to build out high speed internet infrastructure to all areas of NM, improve access to high speed internet, and provide regional internet equipment and service hubs that school districts and other entities can connect to for internet access and network operations.
 - Identify and work with school districts and other entities that are ready to initiate projects for internet services, network management services,

cybersecurity operations and aggregation sites development, fiber and equipment deployment projects.

- Develop E-rate eligible, regional or statewide procurements to result in funding applications for the E-rate program by the March 2022 deadline, as well as other federal funding sources and their respective deadlines.
 - Assist PSFA with the procurement and implementation for all the components and services necessary to deploy and operate a high capacity, cost-effective, reliable and secure Statewide Education Network.
 - The work of these technical consultants will be overseen by the PSCOC/PSFA Broadband team.
2. Establish a 501c3 non-profit to serve as the fiscal agent/contracting entity to develop and operate the Statewide Education Technology Infrastructure Network.
- The purpose of the non-profit organization is to provide cost effective, high speed, high quality, secure, and resilient internet connectivity to all public school districts and charter schools in the state of New Mexico. Districts and charter schools will chose whether to participate in the Statewide Education Network, through Memoranda of Understanding with the non-profit for internet connectivity, network operations and cyber security services. Other services can be added, as decided by the members, the governing Board and the PSCOC.
 - Funding for the non-profit's infrastructure and operations will be provided by the PSCOC's Education Technology Infrastructure fund, within the limit of available funding.
 - PSCOC funding will also be a full match for all E-rate eligible expenses for services and infrastructure, as well as other, non-E-rate eligible expenses necessary to build and maintain the Statewide Education Technology Infrastructure Network. The non-profit will apply for E-rate discounts for the services offered on behalf of its members and will endeavor to maximize the E-rate program funding leveraged whenever possible.

Connection speeds provided by the SEN to its members will align with the State Educational Technology Directors Association (SETDA) recommendations and approved Federal Communication Commission (FCC) guidelines in effect for the application year, with the ability to scale up to meet increased demand over time. Speed and other broadband technical specifications (up-time, latency, packet loss and jitter) necessary to support school-related technology will be approved by the SEN Advisory Board on a yearly basis.

All public schools are expected to benefit from joining the Statewide Education Network consortium. Schools who are highly motivated to join the network and allocate resources to expedite implementation will be given priority for project development.

In summary the recommendations are:

- Start implementation this year:
 - Prevent a one year delay and missed E-rate funding.
 - SEN will serve as a foundation for other NM broadband efforts.
- Create a non-profit:
 - Insulate from political changes.
 - More flexibility to the state regarding who can benefit from the services offered by the Statewide Education Network.
- Align technical requirements with national and federal government recommendations. Keep requirements flexible to allow for technology development.
- Cover full cost for a period of time:
 - Incentivize participation and expedite implementation.
 - Save on administrative burden.
 - Simplify operations.
 - Have one year of full cost of operations to account for E-rate delays.

Sequence of events:

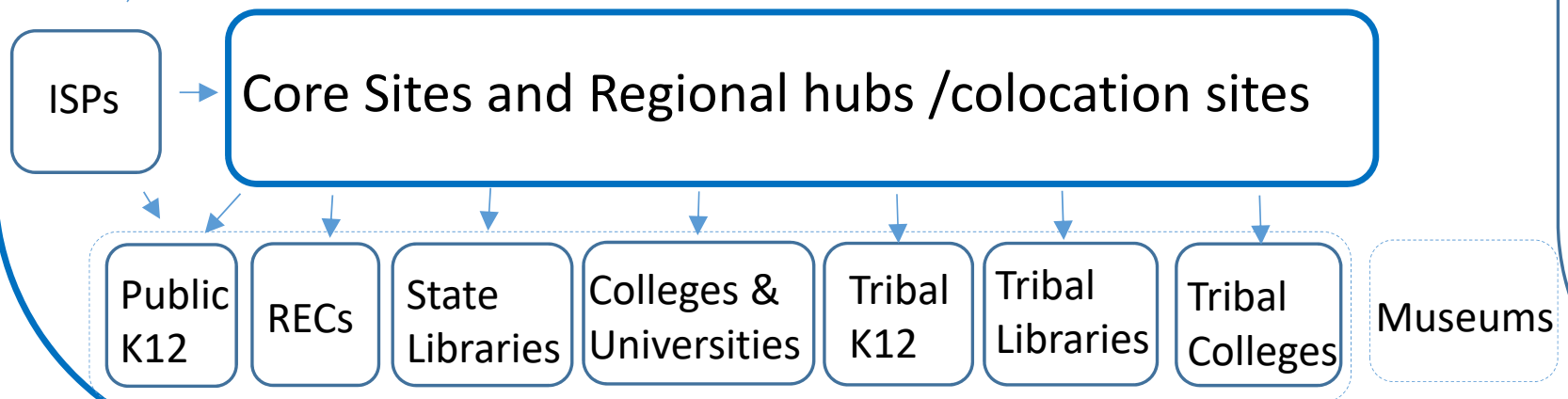
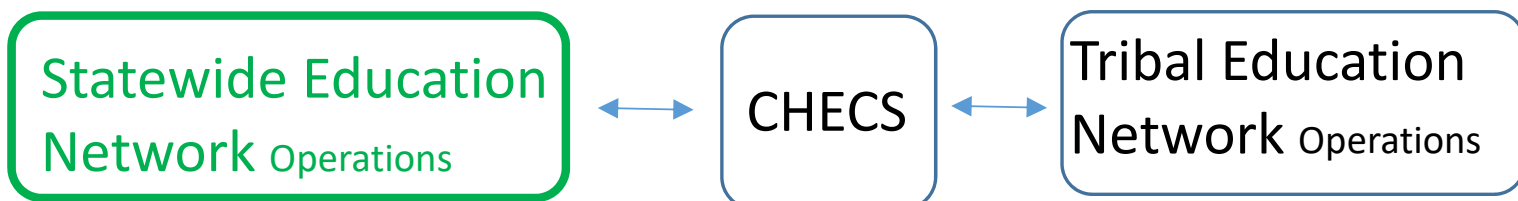
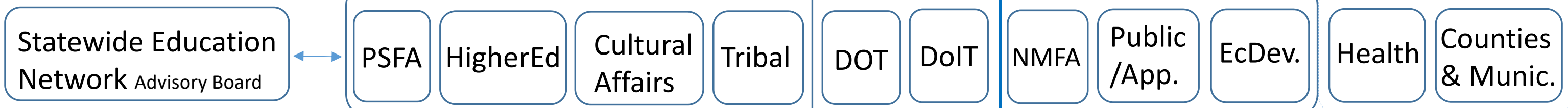
1. August 2021: PSCOC approves implementation framework.
2. August - September 2021: Planning, high level engineering and procurement development.
3. October – December 2021: E-rate eligible procurements.
4. January – February 2022: Evaluations, Negotiations, Awards and Contracts.
5. March 2022: E-rate applications.
6. July 2022: Begin implementation for Phase1.
7. September 2022: Phase2 planning and procurement development.
8. October – December 2022: Phase 2 procurements.
9. January – February 2023: Evaluations, awards and contracting.
10. March 2023: E-rate funding application.
11. July 2023: Phase 2 implementation.
12. September 2023: Phase 3 development.

PSCOC - Statewide Education Network (SB144)

New Mexico Broadband Expansion Plan Governor's Office / DoIT (SB93&HB10)

PED CyberSec. & EdTech. PSCOC Funding & Guidelines

Connect New Mexico Council



Organization	Roles and responsibilities
PSCOC	Approves guidelines, implementation framework and expenditures.
PED	Provides Education Technology and Cybersecurity funding (currently \$1.5M) & leadership (Chief Information Security Officer).
Statewide Education Network (SEN – Name TBD) Advisory Board	Provides strategic input and operational recommendations to the PSCOC and PSFA, on behalf of all the SEN members. Membership: thirteen seats representing members as follows: <ul style="list-style-type: none"> • Five members from school districts (one large: over 15,000 students; one medium: 8,000 – 15,000 students, three small: less than 2,000 students) • One charter school • Two Higher Ed (one University, one College) • One library • One tribal • PED CIO • Office of Broadband and Expansion Director • PSFA Director
Network Operations	Provides technical resources (contract, collaboration with other organizations or own staff) to professionally run the Statewide Education Network.
Internet Service Providers (ISPs)	Provide cost-effective, E-rate eligible commodity Internet and Data Transport circuits. Could also provide contract E-rate eligible Network Management services.
Core Sites	Locations where the SEN connects to the Internet.
Regional Hubs (collocation)	Aggregation sites established regionally where network equipment is installed and maintained and network services are performed for all members. Could be shared with other state network efforts.
CHECS	The New Mexico Council for Higher Education Computing/Communication Services is a non-profit consortium whose members are professionals from the computing services divisions. CHECS currently provides Internet Access to multiple Higher Education organizations.
Tribal/Pueblo Education Network	Network collaboration between pueblos / tribes and Santa Fe Indian School. Partner effort to the New Mexico Statewide Education Network.
Public K12, RECs, State Libraries, Colleges and Universities, Tribal K12, Tribal Colleges, possibly museums	Potential members of the collaborative between the Statewide Education Network (SB144), CHECS and the Pueblo/Tribal Education Network

SB144 (Statewide Education Network) - Implementation
Preliminary financial plan
(All projected amounts in \$Millions)

	A	B	C	D	E	F	G	H
	Year							
	FY22	FY23	FY24	FY25	FY26	Total State five years	Potential E-rate	Total
Number of member districts	25	30	20	7	7			89
1 Statewide Education Network Initial setup and operations (100% State)*	\$ 0.5	\$ 0.5	\$ 0.5	\$ 0.5	\$ 0.5	\$ 2.5	\$ -	\$ 2.5
2 Backbone fiber construction (State share of E-rate match)**	\$ 2.0	\$ 2.0	\$ 0.5	\$ -	\$ -	\$ 4.5	\$ 30.0	\$ 34.5
3 IA and Data Transport Cost including pre-K (State share of E-rate match)***	\$ 1.0	\$ 1.5	\$ 2.0	\$ 2.0	\$ 2.0	\$ 8.5	\$ 56.7	\$ 65.2
4 Aggregation hub development**** (100% State)	\$ 0.5	\$ 1.0	\$ 1.0	\$ -	\$ -	\$ 2.5	\$ -	\$ 2.5
5 Equipment replacement (State share for potential E-rate match)	\$ 0.5	\$ 0.5	\$ 1.0	\$ 2.0	\$ 2.0	\$ 6.0	\$ 40.0	\$ 46.0
6 Network Management (State share for potential E-rate match - shown @ 50%)	\$ 1.5	\$ 2.0	\$ 2.5	\$ 3.0	\$ 3.0	\$ 12.0	\$ 24.0	\$ 36.0
7 Cybersecurity* (\$1.5M PED match and potential future appropriations)	\$ 1.0	\$ -	\$ -	\$ -	\$ -	\$ 1.0	\$ -	\$ 1.0
8 BDCP regular projects (Cat1 & Cat2 upgrades - State share for E-rate match)	\$ 2.0	\$ 2.0	\$ 2.0	\$ 2.0	\$ 2.0	\$ 10.0	\$ 66.7	\$ 76.7
9 Contingency	\$ 1.0	\$ 0.5	\$ 0.5	\$ 0.5	\$ 0.5	\$ 3.0	\$ -	\$ 3.0
10	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 50.0	\$ 217.3	\$ 267.3

* Includes: Non-profit setup and contract engineering, procurement support etc...

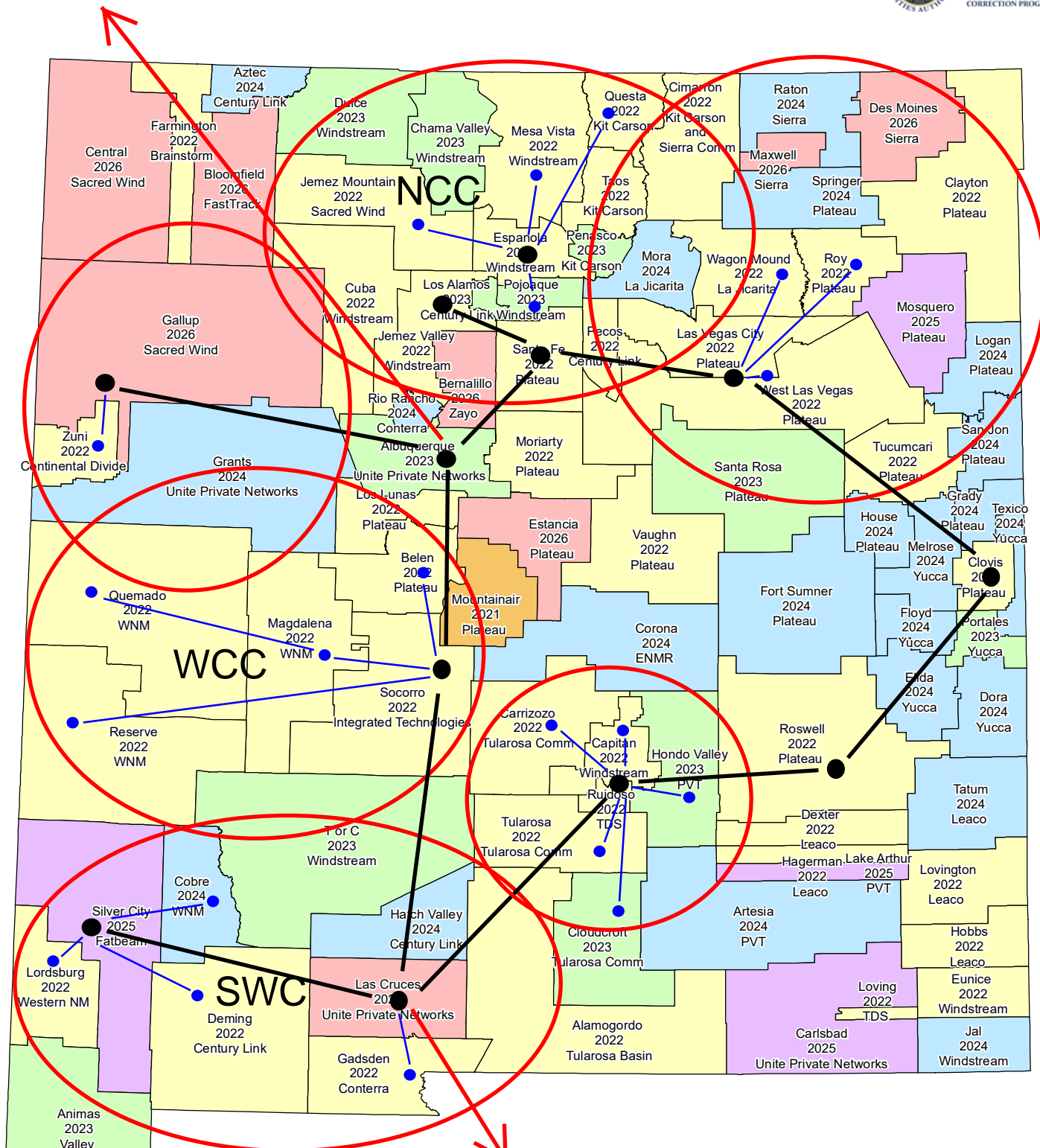
** Fiber construction to connect Aggregation sites without other options

*** Provide the E-rate match for IA and Data transport as incentive for participants

**** Aggregation hubs remodel to ensure power, cooling, security

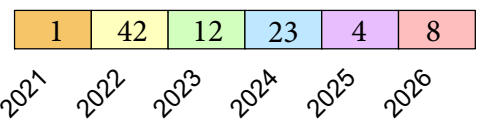
Conceptual Map for SEN Implementation

Internet



Internet

ISP Expiration Year





SB144: Remote Education Technology Infrastructure (July 2021):

Vision statement: National Excellence in Anchor Institutions Internet Connectivity.

Mission statement: Connect all K-12 schools, libraries, not-for-profit higher education colleges and universities throughout the state of New Mexico to obtain necessary access to information and technology tools to achieve the standards and goals required by the education system and research studies in our world today and in the future.

The Statewide Education Network (NAME HERE) is a non-profit 501c3 organization created with the sole purpose of providing state-wide middle mile high-speed, high quality and resilient connectivity to K12, Regional Education Cooperatives, public Higher Education institutions, State libraries, tribal libraries and other not-for-profit organizations.

The SEN is organized as a consortium of its members, with an Advisory Board, who will govern the daily operations of the organization. The thirteen members of the Advisory Board will be elected from the membership, with the following composition:

Five members of the K12 school districts, (One large, one medium size and three small), one charter school, two Higher Ed, one library, one tribal, the PED CIO, the Director of the Office of Broadband Access and Expansion and the PSFA Director (or designees).

The SEN has the capability of adding members and services as decided by the Public School Capital Outlay Council and its Advisory Board.

The core services provided will be IP Addressing and BGP routing, network implementation support, network management and NOC services as well as cybersecurity services for all its members. These services will be provided by hired personnel and contracts with third party organizations and vendors.

Funding will be provided by the PSCOCs Education Technology Infrastructure fund as a full match for all E-rate eligible expenses as well as other expenses for its public K12 members. E-rate funding will be maximized for all eligible entities. Other federal, state and grant funds will be utilized to cover the expenses for non-public K12 members.

Statewide Education Network will employ the most cost-effective approach to secure high-capacity links between core sites and regional aggregation centers, who will also offer collocation space at cost for local internet service providers.

This will be a combination of contractual arrangements with Internet Service Providers, as well as existing or future assets owned by the state, to provide the most effective connectivity solutions for its members.

The selection of core and aggregation/collocation sites will be performed in a strategic way, to provide the largest benefit to K12, other members and to the state of New Mexico.

Broadband Imperative III

Driving Connectivity, Access and Student Success

November 2019



SETDA

LEADERSHIP • TECHNOLOGY • INNOVATION • LEARNING

8-9-2021 PSCOC Meeting Page 166

SETDA Founded in 2001, the **State Educational Technology Directors Association (SETDA)** is the principal nonprofit membership association representing US state and territorial educational technology leaders. Our mission is to build and increase the capacity of state and national leaders to improve education through technology policy and practice. For more information, please visit: setda.org.

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ABOUT THIS WORK:

Based on SETDA's work around equity of access, the [2012 Broadband Imperative II: Equitable Access for Learning](#) and the [2016 State K-12 Broadband Leadership: Driving Connectivity and Access](#), SETDA completed this research in partnership with state and private sector leaders including state CIOs, state network managers, E-rate coordinators and digital learning administrators.

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CATALYST FOR DYNAMIC CHANGE

From car services to shopping to career planning, digital tools and resources have dramatically pivoted every aspect of our personal and professional lives. Similarly, the advent of new technologies and increased access to robust connectivity is reshaping the K-12 landscape for teaching and learning. School districts nationwide are leveraging digital instructional materials and resources to deliver transformative and impactful personalized learning opportunities for students and to enhance the administrative coordination of school business. Teachers are no longer confined to the front of their classrooms, delivering content to rows of students restricted to their desks. Instead, they are fostering interactive and collaborative student-led discussions and engaging their students in hands-on, project-based and problem-based learning exercises that often extend beyond the walls of the classroom. Why? School systems are striving to meet the needs of the modern workforce including the need to develop life-long learners that can adapt to ever changing jobs and careers as technology continues to disrupt the digital age workplace.

“ *If we teach today as we taught yesterday, we rob our children of tomorrow.* ”

—John Dewey,
Education Reformer

Digital resources such as online learning management systems, real-time data analytics tools, videos and web-based collaboration suites enable educators to enhance students' learning experiences in ways that were previously impossible. Technology affords educators the opportunity to choose from a multitude of pedagogical approaches, including project-based, blended, virtual, game-based and collaborative-based learning to personalize education for students. Technology provides educators the freedom and flexibility to explore and engage with new technologies in creative and innovative ways in support of personalization and workforce development.



Illinois: McHenry Elementary School District 15 is preparing grade-schoolers for the jobs of tomorrow that will require creativity and discovery through hands-on innovative STEM and STEAM programming. District 15 provides students with educational opportunities that foster engagement, interaction and achievement through cutting-edge technology utilizing a personalized learning approach. The district provides students access to collaborative spaces offering sequential K-8 cross-curricular opportunities that allow innovation and provide project-based exploration. [Program URL](#) [Program Video](#)



Kentucky: Fayette County Schools. [The Learning Center \(TLC\)](#) employs a wrap-around approach to individualize student needs is an innovative way to educate “at-risk” students. Each student is individually equipped with digital tools, an adult mentor and a host of on and off campus learning opportunities linked to career interests. Teachers focus on mentoring and mastery of academic and social/emotional skills needed to build self-efficacy. One of the most unique aspects of TLC is eOS (employability operating system) where teachers, counselors, therapists, parents and community partners measure, teach, reteach and communicate employable behaviors and expectations.



Wisconsin: Wisconsin schools have utilized \$62.1 million dollars in federal E-rate funding. Since 2016, the state of Wisconsin has seen an 86% increase in fiber connections within Wisconsin school districts. Using these high-speed internet

connections, Wisconsin school districts are realizing opportunities for students and communities. Districts around the state are implementing STEM programming, like Watertown Wisconsin's K-8 STEM program. Neenah School District is currently integrating engineering into all elementary grades and supporting community learning by hosting community-wide STEAM Saturdays. For instance, Phelps School District implemented a 6-12 blended learning program with the [Wisconsin Digital Learning Collaborative partners](#). Smaller rural schools, such as the Webster school district, recognized the need to extend connectivity and the school day by adding hotspots to buses, and offer students access to virtual field trips, transcribed courses, and advanced learning via video and web enabled learning.

ESSENTIAL LEADERSHIP FOR STUDENT SUCCESS

Sustained leadership is essential as district and school leaders implement plans to support digital learning environments. Collaborative discussions with all stakeholders, especially academic, instructional, assessment and technology leaders, to understand the district and school goals and the capacity to achieve those goals are paramount. Determining who will have the authority and accountability to implement plans and stakeholder buy-in around the plans helps ensure long-term sustainability and success. Administrators supported by digital learning leaders play an essential role in strategic planning and vision setting; understanding teacher and student needs for instructional materials and devices; determining internet and Wi-Fi connectivity needs; identifying key systems for data collection and assessment; and budgeting for technology. Adapted from the [National Education Technology Plan 2017](#), the key components of collaborative leadership are:

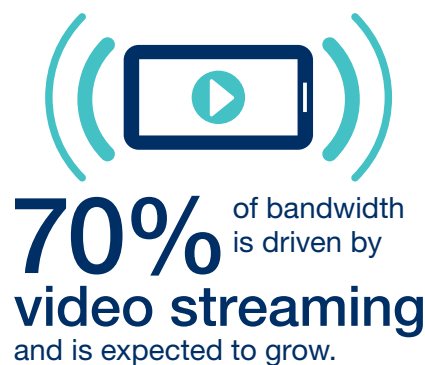
DEVELOP A SHARED VISION	SEEK INPUT	COMMUNICATE	UNDERSTAND RESEARCH
for how technology can support teaching and learning for all students	from a diverse team of stakeholders to adopt and communicate clear goals for teaching facilitated by technology	with all stakeholders by using appropriate media and technology tools and establish effective feedback loops	Ensure that practitioners at the school and district level use and understand research

“ We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world. ”

–David Warlick,
The Landmark Project (retired)

TECHNOLOGY INFLUENCES PEDAGOGICAL APPROACHES

Pedagogical approaches that utilize the power of technology to personalize learning include blended and virtual learning. According to the U.S. Department of Education’s Office of Educational Technology, “In a blended learning environment, learning occurs online and in person, augmenting and supporting teacher practice. This approach often allows students to have some control over time, place, path, or pace of learning. In many blended learning models, students spend some of their face-to-face time with the teacher in a large group, some face-to-face time with a teacher or tutor in a small group and some time learning with and from peers. Blended learning often benefits from a reconfiguration of the physical learning space to facilitate learning activities, providing a variety of technology-enabled learning zones optimized for collaboration, informal learning, and individual-focused study.” Virtual learning is the opportunity to take courses where the curriculum is provided exclusively online.



–AT&T

“Education will take place in continuous and context-aware mobile learning channels blending digital and physical experiences.”

[A Faster Smarter Future, Emerging Applications for 5G and Edge Computing](#)

Although virtual and blended learning environments are widely thought of as effective instructional approaches, they are not available in all schools for all students. Without access to high-speed bandwidth and devices both at school and at home, teachers and students cannot realize the potential of these approaches. Further, newer approaches to provide project-based and hands-on activities are the reality for some schools and on the horizon for more. Such tools require even more bandwidth, such as augmented reality, virtual reality, mixed reality and game-based learning. The Franklin Institute, [What’s the Differences Between AR, VR and MR?](#), describes the differences as follows:



AUGMENTED REALITY (AR)

adds digital elements to a live view often by using the camera on a smartphone.



VIRTUAL REALITY (VR)

implies a complete immersion experience that shuts out the physical world.

A mixed reality (MR) experience combines elements of both AR and VR, where real-world and digital objects interact.

Examples of AR, VR and MR to enhance education include: virtual field trips using AR and VR, allowing students to explore areas without ever leaving the classroom; virtual 3D models for science; and lab experiences that allow students to virtually alter time to move more quickly or go back and correct mistakes. Game-based learning focuses on engaging students in learning through game-based approaches, such as choose your own adventure or student quests. Game-based learning is also expanding to Esports, a competitive video game play that is emerging in K-12 education to further engage students. According to the article, [Gamers Are the New High School Athletes: The Rise of Esports](#), most leagues provide instructional resources for educators managing the team, explaining the game and offering suggestions for promoting good sportsmanship.

“ *The Near Future films inspire innovators to create technologies and experiences supported by the broadband network.* ”
CableLabs, <https://www.cablelabs.com/thenearfuture>



California: California’s Chaffey Joint Union High School District serves 23,894 students in grades 9-12 via ten schools. Sixty-one percent of students qualify for free or reduced school lunch. The district office is connected at 100 Gbps via fiber-optic cable and shares that bandwidth with several other school districts. Schools connect over nine 10 Gbps fiber-optic connections. The district has 4.19 Mbps per student. Career and Technical Education (CTE) pathways are provided via schools preparing students for future careers including Information & Support Services, Media Support Services, and Residential & Commercial Instruction.



Indiana: Through partnerships with the local community, [South Ripley Community School Corporation](#) is committed to educating students today to become responsible citizens of tomorrow. South Ripley’s Integration of STEM instruction is instrumental in developing the soft skills of collaboration, teamwork, critical thinking and communication necessary to adapt to the ever-changing demands of the work environment. Beginning at the elementary school level, students are immersed into the world of STEM through collaborative spaces and personalized learning approaches that allow students to engage, create and apply their learning. New makerspaces are currently being created at the secondary level that will allow students to continue STEM-infused learning, fostering science and math literacy and problem-based STEM curricula.



Ohio: Cincinnati Public Schools developed the [AP Blended Learning](#) program to improve students access to rigorous learning opportunities and improve equity of learning. The blended learning program consists of face-to-face instruction and individualized student learning. The district provides every student with a device and wireless internet access via a Kajeet SmartSpot®. Teachers visit the physical classroom a minimum of two to three times a week. Since the students do not have a teacher in the classroom each day, they must learn to manage time and collaborate and communicate regularly with the teacher and other students. Technology enables many more students access to AP courses, improving their educational experience.

■ Impact of Technology Disruption

As access to innovative pedagogical approaches that utilize digital tools and resources increases, the reliability and speed of the network are critical. In the article, [Pursue Digital Equity Through Access and Opportunity – All Means All](#), the challenges facing many schools include the capacity of the network. “When there is not enough bandwidth to accommodate access and applications don’t load or crash, the frustration and waste of instructional opportunities mount.” According to the Parana River group, a learning disruption occurs when there is inadequate bandwidth for a teacher to effectively utilize technology in the classroom causing the teacher to modify his/her pedagogy to NOT use the technology. For example, when a teacher plans a lesson using online digital content and the students can’t access the internet, the teacher is less likely to plan technology integrated lessons again. Typically, a learning disruption occurs when the 95th percentile bandwidth usage exceeds 75% of the available bandwidth. Further, if the disruption occurs repeatedly, then the learning disruptions may impact the future use of technology for teaching and learning. Long term data suggests that usage growth slows in districts that have experienced multiple disruptions in a school year. Inadequate bandwidth is a contributor to technology-based learning disruptions, but it is not the only factor. Lack of adequate bandwidth, however, is one of the easiest causes of learning disruptions to identify. It is essential to point out that inadequate bandwidth, even when corrected, appears to have a long-term impact on use of technology-based pedagogy. Proactively providing adequate bandwidth, provisioning a scalable underlying architecture, and having the information necessary to increase bandwidth in time to meet needs in the future is critical.

“Actual usage per student data indicates that preventing learning disruptions is **critical** for the continued integration of technology in education.”

Parana River Group

✓ Recommendation

Districts and schools are in different stages when considering access to and the utilization of digital tools. The integration of technology for learning is a journey and schools and districts launch and implement these transitions differently. Leaders must focus on their academic goals and leverage technology to support student learning experiences in preparation for college and/or careers in the digital age.


DIGITAL ACCESS AND EQUITY

Virtually all our nation's schools have access to the internet, but the quality and type of connectivity vary greatly across the country. Equitable access to high-speed broadband is the foundation upon which today's schools create enhanced and empowering digital learning experiences.

“ Digital Equity is a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy and economy. Digital Equity is necessary for civic and cultural participation, employment, lifelong learning, and access to essential services. ”

–[National Digital Inclusion Alliance](#)

With reliable high-speed broadband access, teachers can utilize digital tools and applications to cultivate student-centered, personalized learning. In the recent blog post from [Education Elements, How Can Personalized Learning Support Educational Equity](#), Noah Dougherty states that “personalized learning can be a powerful tool for educators seeking to provide equitable outcomes for students” and that “the equity lens can become a driving purpose behind personalized learning.” Personalized learning experiences enable students to collaborate with their teachers and take ownership of their learning opportunities through flexibility and choice. Further, as discussed in the article, [Pursue Digital Equity Through Access and Opportunity – All Means All](#), access to high speed broadband and devices does not necessarily ensure engaging interactions with technology and changes in pedagogy. In many schools, teachers are still using technology to simply replace paper documents for drill and practice. The article points out that this is more prevalent for low-income, nonwhite students.



DIGITAL EQUITY

National Collaborative for Digital Equity (NCDE) works to eliminate the digital divide as a barrier to economic and educational opportunity. Specifically, they work to assist learners to develop the skills for lifelong learning and living wage career opportunity.

SETDA's website shares the importance of digital equity and highlights a variety of national programs; state programs; and resources supporting digital equity.

Helping families obtain off campus access to devices and the internet can be an unfunded requirement for districts and schools.

■ Off Campus Device Access

Off campus access is not just limited to access to the internet, it also includes access to a device. The [High School Students' Access to and Use of Technology at Home and in School](#) survey conducted by the ACT Center for Equity in Learning reveals that the percentage of students with access to only one device at home is substantially higher for underserved populations, such as those students with the lowest annual family income. Additionally, nearly one-quarter of traditionally minority populations, American Indian and African American students, reported having access to only one device compared to 8% for White and Asian students. Lastly, the [Pew Research Center](#) Fact Tank reports that 17% of teens can't always finish their homework because they do not have reliable access to a device.



17% of teens
don't have
reliable access
to a device
and as a result can't always
finish homework.

—Pew Research Center

■ Off Campus Internet Access

Additionally, off campus internet access for educators and students is essential for ensuring equitable access to digital tools and resources for all students. As instructional materials continue to shift to digital, where content may be exclusively available online, students must have access to broadband and devices outside of school, particularly at home, to be successful. Unfortunately, many students still do not have adequate access to the internet at home—often referred to as the “homework gap,” the gap between students whose internet connections at home are slow or non-existent—and those who have home connections with adequate speed. In June 2019, the [Associated Press](#) reported that nearly 3 million students across the country do not have home internet access.

According to the recent [GAO study](#), students that lack home internet access and rely on mobile devices for homework may face challenges, such as slower speeds and device limitations. Further students that access the internet outside of the home at libraries and community centers may face additional challenges, including limited hours, device availability or lack of transportation. The [Institute of Education Sciences \(IES\) Student Access to Digital Learning Resources Outside the Classroom](#) report states that the primary barrier to internet access at home is affordability, especially for children from low-income

OFF CAMPUS



[Kajeet Success Stories](#) highlight over a dozen internet access solutions utilizing school bus Wi-Fi and filtered Wi-Fi hotspots, among other solutions.



[Mobile Beacon](#) uses its Educational Broadband Service (EBS) spectrum to provide schools, libraries, and nonprofits with uncapped mobile data plans for \$10/month. In addition, Mobile Beacon offers device donation programs and Connect for Success grants to further lower the cost of broadband access for schools.

families. [SETDA's K-12 Broadband Leadership 2019](#) publication further substantiates this assertion with more than 50% of states reporting that affordability in urban and rural areas impacts student internet access off campus. [Statistics](#) gathered in 2017 from the US Department of Education also found that 14 percent of households in metropolitan areas and 18 percent in nonmetropolitan areas cited expense as the primary reason they lacked home internet.

■ Impact on Rural Communities

Rural communities continue to suffer from lack of highspeed, reliable, broadband access which impacts student learning opportunities. [CoSN's 2018-19 Infrastructure Survey](#) reports that many rural school districts lack affordable broadband access due to lack of broadband competition. Of those respondents who had one provider (or no provider) for E-rate Category 1 telecom services, 50% are rural districts. Compared to urban and suburban districts, rural districts continue to be more impacted by a lack of internet service provider options. Millions of federal and state dollars have been spent to subsidize new network infrastructure in rural communities, yet these funding initiatives don't address affordability in these communities.


Home internet access is exacerbated in rural areas. [The Institute of Education Sciences \(IES\) Student Access to Digital Learning Resources Outside the Classroom](#) reports that 18% of students with either no internet access or only dial-up access at home was higher for those living in remote rural areas than for those living in all other locale types. Both availability and affordability affect both on and off campus internet access in rural areas. Lack of home internet access and device access impacts student achievement. The IES data shows a consistent pattern of higher performance scores in reading, mathematics and science for students with home internet access compared to their peers without home internet access.



Colorado: The [Northeast Colorado Board of Cooperative Educational Services \(BOCES\)](#) is comprised of twelve members that collectively serve 4,600 students. Three years ago, nine of the districts selected ENA to provide a fully-managed Internet access service to its schools. The rural members depend on robust and reliable Internet connectivity to facilitate and deliver many of its programs providing 1Gbps district connection speeds, translating to approximately 2 Mbps per student. They are leveraging this connectivity to transform and enhance the learning opportunities including using video conferencing to deliver courses when local teachers are not available, collaborating with a local junior college to provide and deliver distance learning courses and to expand its gifted and talented program enabling students to participate in a variety of enrichment courses.



ATT Air Gig
Currently, ATT is testing Air Gig, a technology to help address the rural broadband gap at home. Air Gig delivers high speed broadband over power lines between the ISP and a neighborhood utility pole. From there, homes and offices are close enough to connect wirelessly.



18%
of students
with no internet access or only dial-up access at home was
higher in rural areas



Michigan: The [Michigan Moonshot](#) project addresses the lack of broadband access in rural Michigan and seeks to create an accurate picture of Michigan’s connectivity to reduce barriers to broadband network deployment in rural communities. The project includes three phases: access and availability data collection; investigation and community education regarding infrastructure investment and societal impact studies.



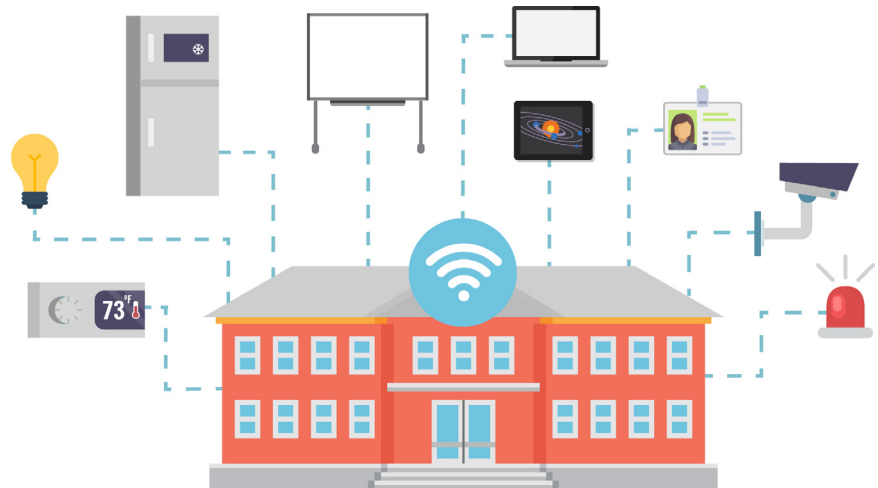
Recommendation

Addressing digital equity for all students continues to be a challenge and stakeholders must work to ensure equitable student access to broadband and devices both on and off campus. Every child, regardless of background, race or economic status deserves equitable access to personalized, student-centered learning experiences to prepare for living and working in the digital age.



PLANNING INFRASTRUCTURE FOR THE FUTURE

In addition to the academic and instructional needs identified earlier in the [Technology Influences Pedagogy](#) section, district and school leaders must consider the bandwidth requirements for administrative applications, for both internet access service and wide area network (WAN) service. Administrative tools such as student information systems, learning management systems, assessment tools, transportation resources, data collection and human resource tools each require access to the internet.



Source: [Kajeet Internet of Things](#)

Additionally, districts are particularly focused on the Internet of Things (IoT)--everyday objects that are connected to the internet that can collect and share data. In 2017, [CDW](#) surveyed 300 K-12 administrators about how they are approaching IoT and found that the top use cases generally fall into one of three categories: interactive devices; security-focused technology; and energy-saving resources. In practice, districts are implementing modern applications that auto-connect utilities and tools for heating and cooling to increase efficiency and reduce costs and installing intelligent video systems to ensure a safe and secure environment with surveillance security and emergency management reliable emergency notification services and failsafe communications with police.

“ The key moving forward is for district leaders to understand how their schools use the internet and what is driving capacity increases. ”

—Closing the Connectivity Gap, Center for Digital Education and Cox Business

INTERNET ACCESS

There is not a one size fits all for digital learning implementation and districts and schools should determine their digital learning pedagogical goals and administrative bandwidth needs, and then design the capacity of their network to anticipate future growth and utilization, ensuring that schools are not under-provisioning bandwidth that is necessary for digital learning approaches. Under-provisioning bandwidth may result in a learning disruption causing the teacher to modify his/her pedagogy to NOT use the technology. Learning disruptions appear to have a long-term negative impact on the use of technology-based pedagogy, even when corrected. Proactively providing adequate bandwidth, provisioning a scalable underlying architecture, and having the information necessary to increase bandwidth in time to meet needs in the future is critical.

Important Considerations

It is important to point out that many factors affect usage data including the school leadership and culture; level of digital learning implementation; and the number of devices accessing the network. The

KEY QUESTIONS

- Are you using the bandwidth you have?
- Is bandwidth available when you need it?
- Are your bandwidth needs scalable?

number of devices per user accessing the network varies greatly among districts and the target projections do not account for users with multiple devices. Bandwidth demands are also increasing from the administrative side, including the use of student information systems; learning management systems; transportation; real-time school security video; and VOIP. These targets are presented as guidelines and technology leaders should consider all factors when determining their bandwidth needs.

In addition, district, regional and state network leads most closely monitor networks to ensure efficiency and to avoid disruption. Included in this monitoring should be considerations regarding customer satisfaction, uptime data (the reliability and availability of internet connects to the district hubs and to the school sites), security and network matrix. Depending on the structure of the networks, some of this monitoring is conducted by the regional or state consortia network and by the school sites. All network leaders should also look to the future with anticipation that schools and districts will ultimately function with innovative, seamless digital learning similar to the corporate structure.

Launched in 2012 and updated in 2016, [SETDA's Broadband Imperative](#) reports have consistently provided bandwidth capacity recommendations to support leaders interested in providing dynamic, seamless digital learning opportunities for all students. In addition to student access, teacher and administrator access and the implementation of administrative tools are taken into consideration when considering the number of users. In 2016, SETDA provided broadband capacity recommendations for internet access connectivity based on the size of the district (number of students). This method allows education stakeholders to better understand some of the nuances between very small districts (under 1,000 students) compared to large districts (over 10,000 students).

Peak Utilization Broadband Capacity

In considering future projections, experts analyzed four years of internet usage data, identified by school size and rurality for over 300 districts serving 1.8 million students. [Appendix A](#) provides detailed information about the methodology and calculations used for this analysis. Based on this in-depth analysis, for the 2023-24 school year, SETDA encourages districts to have the ability to implement the architecture and to provision enough bandwidth to ensure adequate user experiences during peak utilization. It is important to note that there are many variables that affect bandwidth needs, including administrative applications; the Internet of Things (IoT); implementation of smart technologies; and the number of devices per user accessing the network. Additionally, the amount of actual bandwidth provisioned will vary depending on the types of technological approaches implemented. Participation in state or regional networks may affect the amount of actual bandwidth provisioned. State and regional networks often have the benefit of more robust and rich internet access contracts and access to peering networks, which is a major benefit to districts as it provides higher quality and faster direct (non-internet) access to services that other districts must connect to over the public internet. Data centers can also allow districts to receive hosted educational and administrative services (i.e. student information systems, learning management systems, etc.) that

otherwise might be in the cloud. These options can reduce the amount of internet that is required to support students, teachers, staff and other education users.

- **Small Districts** – At least 2.8 Mbps per user with a minimum of 300 Mbps per district
- **Medium Districts** – At least 2 Mbps per user
- **Large Districts** – At least 1.4 Mbps per user

With the continued impact of “all things internet” on education, SETDA encourages districts to use these numbers as guidelines and implement solutions to ensure sustainable scalability as future internet access requirements change. Further, SETDA encourages districts to monitor and track their individual requirements to allow them to anticipate, prepare for and provision internet levels to support the integration of technology to support the teaching, learning and administrative requirements in their district

State Data on Bandwidth Capacity

States provide leadership to districts and schools to support robust high-speed broadband access to all students to best prepare them for college and careers. Several states are collecting data from districts on bandwidth capacity and usage to help with network planning and design, as well as advocacy efforts to support the importance of equitable digital learning opportunities for all students.



California: In 2019, California’s K12 High Speed Network completed a [2019 School District Bandwidth Utilization Study](#) which includes a series of Case Studies

highlighting school’s academic activities, device access, bandwidth access and bandwidth usage.

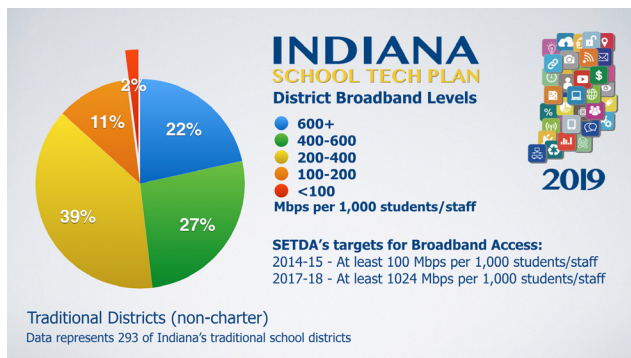


Indiana: Annually, Indiana’s Department of Education’s Office of eLearning surveys all Indiana school districts for the annual

[Indiana School Tech Plan](#). The report includes district data on broadband capacity. Indiana reports that 98% of districts have broadband levels of at least 100 Mbps per 1,000 students/staff, SETDA’s 2014-15 recommendation. Nearly one-half of districts have broadband levels higher than 400 Mbps per 1,000 students/staff.

LARGE NETWORK CONSIDERATIONS

Schools and districts that are members of regional or statewide broadband consortia often have the benefit of more robust and rich internet access contracts. These contracts often include stronger Service Level Agreements (SLAs), guaranteed service levels and access to peering networks for education centric services. Access to peering networks is a major benefit to districts as it provides higher quality and faster direct (non-internet) access to services that other districts must connect to over the public internet. In addition, data centers can allow districts to receive hosted educational and administrative services (i.e. student information systems, learning management systems, etc.) that otherwise might be in the cloud. These options can reduce the amount of internet that is required to support students, teachers, staff and other education users.





Maine: Maine provides broadband connections to K12 schools through a cooperative consortium, [Networkmaine](#), formed by the Maine Department of

Education, the Maine State Library, the University of Maine System, and the Maine Office of Information Technology. Maine works to size circuits to be at least twice the measured sustained rate (1Mbps/student) to provide sufficient headroom above the sustained rates to avoid congestion during peak times. Doing so avoids congestion and minimizes latency while also accommodating usage growth during the funding year. Each

year Networkmaine reviews sustained usage vs provided bandwidth and makes adjustments as needed. This practice often results in K12 schools being provided connections that deliver 1Mbps/student or greater. **Please note Maine does not have larger school districts with more than 10,000 students.



North Carolina: Through the [School Connectivity Program](#), all districts in North Carolina now have a high speed direct connection to a robust education networking infrastructure. Recurring funding has been allocated from the General Assembly to support this effort. These funds are used for broadband access, equipment and

support services that create, improve and sustain equity of access for instructional opportunities for public school students and educators. The state monitors all district charter schools bandwidth each month. By observing the bandwidth, the state can upgrade circuits to the next level of service as needed.



Utah: [Utah Education and Telehealth Network \(UETN\)](#) connects Utah’s K-12 schools, technical colleges, institutions of higher education and public libraries, as well as patients and healthcare providers throughout the state. Whether you’re a teacher in Tooele or a physician in Fillmore; a patient in Parowan or a student in San Juan

County, UETN provides robust infrastructure, applications, and support for education and healthcare. K-12 schools are connected with at least 1 Gbps per 1,000 students and share over 220 Gbps in internet bandwidth through an effective, efficient and state of the art statewide network.

WIDE AREA NETWORK (WAN)

SETDA acknowledges that as more digital content and applications move to the cloud, the per user bandwidth requirements for WAN and internet access will move closer to convergence; however, WAN plays a critical role and measurements of WAN efficacy and utility should include more than bandwidth alone. In addition to simply being an extension of a district’s internet access, high quality WANs serve the following critical functions in multi-campus digital learning environments:

- **Reduction of overall networking costs** of providing high quality access to internet-based resources versus the cost of providing internet access directly to each campus
- In general, **WAN circuits are less expensive** than Direct Internet Access (DIA) per Mbps

BANDWIDTH UNKNOWNNS

There are many variables that affect bandwidth needs, including administrative applications; the Internet of Things (IoT); implementation of smart technologies; and the number of devices per user accessing the network.



CHANGING USES OF WAN

With many digital applications moving to the cloud, some districts are increasing their use of WANs for administrative applications such as phone and safety services.

- WANs allow districts to **reduce per student bandwidth requirements** for DIA because they allow all students to share the same DIA bandwidth in the absence of a WAN, aggregate per user DIA bandwidth requirements would need to increase
- Ability to **provide consistent quality of service** to each campus independent of the availability of high quality DIA at each campus location
 - Many school systems do not have options for high quality DIA at certain school or campus locations, but do have the ability to procure and/or build out WAN connections to each site
- Limitation of overall network attack surface for **improved cybersecurity**
- **Improved control of QoS (quality of service)**, network segmentation and encryption for enhanced content delivery and security of student and district data
- **Delivery of critical, latency-sensitive district-based services** such as VoIP and unified communications, teacher sharing and distance learning between sites and between organizations, video surveillance and other critical security services and operations

SOFTWARE DEFINED WIDE AREA NETWORK (SD-WAN)
 A Software Defined Network (SD-WAN) is a next evolution networking technology that may help districts address multiple needs in increasingly complex environments and reduce networking costs. SD-WANs are cloud based, dynamic and more suitable for networking a digital campus. Application and network visibility analytics allow SD-WAN to react to changing network topology, link load and circuit performance in real time by providing web-based dashboards to view application behavior. Key factors include: pervasiveness; faster deployment; service continuity; and holistic view on network performance.

Support provided by Cox Communication & Nokia



Districts should also consider the number of users and number of devices in schools and the level of digital learning implementation, especially for smaller schools. SETDA recommends that districts have the capability to support WANs with 10 GB capacity per 1,000 users, where users are administrators, teachers, students, staff and guests. SETDA recommends that districts consider the number of users and number of devices in schools and the level of digital learning implementation, especially for smaller schools. Additionally, given the importance of being able to deliver low latency, high quality content and collaboration services and solutions in today's digital learning environments, SETDA recommends the following specifications for high quality WANs:

- **Symmetric bandwidth**
 - Real-time, multi-user collaboration technologies such as unified communications, VoIP and video conferencing do not function as well over asymmetric network services
- **Multicast support**
 - A WAN that supports and enables multicast is critical to the cost-effective delivery of data-rich streaming content to multiple, simultaneous users and campuses. It is also critical for the deployment of district-wide IP-based paging and alerting systems
- **Low Latency, Jitter and Packet Loss**
 - < 5ms latency
 - < 0.1% packet loss
 - < 2ms jitter



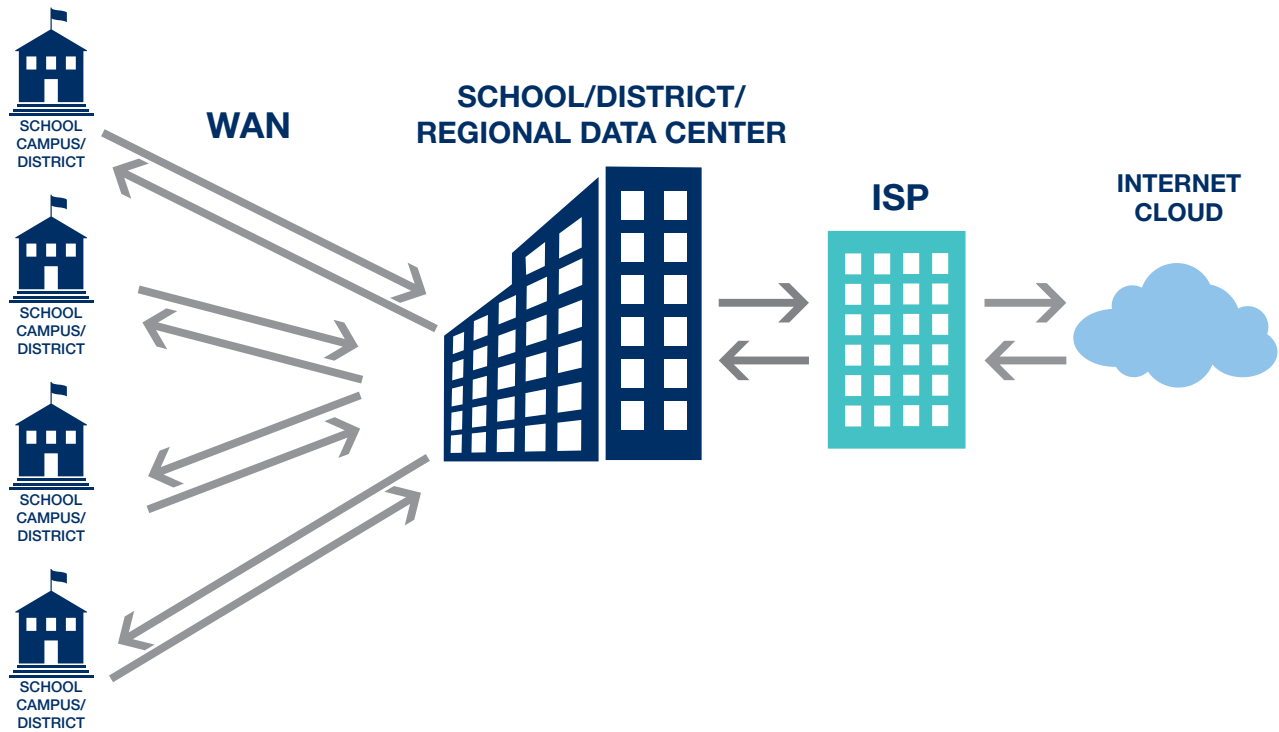
Recommendation

Schools and districts should strategically plan for reliable, high speed networks to support sustained, seamless access to the internet for the implementation of administrative tools, the Internet of things and teaching and learning activities, without disruption. Districts should consider the recommended peak utilization bandwidth capacity goals and WAN implementation considerations as a guide and then plan accordingly for current and future needs as they move to digital age teaching and learning environments.

BUILDING NETWORKS FOR THE FUTURE

■ Network Design

With the changing pedagogical approaches to personalized learning for all students and the advent of more powerful technologies, wired and wireless, the importance of forward-looking network design is evolving at a rapid pace. Historically network design focused on the connection between school campuses, the regional/district data center and the internet service provider. Bottlenecks



often occurred at the WAN between the school campus and the district data center. With the advent of cloud-based services and applications, less data is physically stored at the district data center. Instead data is stored in the cloud and can be accessed as needed through the internet. Districts must now carefully monitor traffic through their entire network from the local building level, through any district or regional WAN and on to the internet service provider. Technology leaders should allocate adequate bandwidth at the state, regional and building level, as needed, to mitigate disruptions. As discussed in [CoSN's Smart Network by Design](#), decisions about data storage and software hosting significantly impact network design and capacity. Cloud computing won't solve the bottleneck of inefficient networking. The importance of understanding network design and the stresses on the network as the requirements continue to change and



Source: The Digital Classroom, ENA

grow have become more vital. Additionally, with many schools relying on wireless technology to supplement wired technology, the building infrastructure and layout of the classroom impacts the performance of the network. All wireless networks are not created equal and each building or facility has its own unique physical challenges, limitations and user demands that need to be taken into consideration when deploying a Wi-Fi service. Often wireless networks, which are becoming ubiquitous, are underperforming for the number of devices connected to them. Bottleneck problems are no longer occurring at just the WAN or ISP connections, but also in the wireless network. The utilization of WANs, cloud-based services and wireless networks all impact network design and capacity. In order to create sustainable, robust and reliable networks, administrators and technology leaders must look at the level of digital learning implementation and the administrative and security services relying on the network. These decisions will determine the amount of WAN capacity and ISP connection capacity required to meet those needs.

■ Network Security

Network security monitoring, management and communication are fundamental components of network design. Network security design should address both external threats of unauthorized access and internal threats of inappropriate use. Whether intentional or unintentional, a breach of the network may result in data loss, the release of confidential information or a network outage. In a digital learning environment, any time the network is compromised results in a disruption of teaching and learning. As more schools move towards the utilization of digital instructional materials and applications, it is critical to maintain a reliable, robust network. Although all threats cannot be foreseen, implementation of preventative network security design and configuration measures can help prevent and mitigate many common threats.

With threats to network security and private data increasing and evolving, education organizations must implement the most effective security practices to protect their communities. Common policies include acceptable use, remote access and digital communication policies. Districts need to communicate to stakeholders the importance of good security practices and the potential impacts of breaches in network security. Further, key prevention measures to consider include infrastructure design and systems configuration, access control and authentication and network monitoring. Lastly, incident response and mitigation are critical because no network is 100 percent secure. The most important components of the incident and mitigation plan are preparation, communications and restoration. ENA developed the [Network Security Recommendations Checklist](#) as a resource for districts to diagnose their defenses and preparedness in the following key area: cybersecurity, risk management and data privacy.

BROADBAND USAGE REQUIRED AS PART OF RFP

To support smart network design, schools and districts need to consider language in Request for Proposals (RFPs) that support current and future network considerations. One important consideration is the request for broadband usage datasets for at least two years. For example, in Alabama, the state advised districts to include language in the RFP around bandwidth usage reports. The suggested language is “the awarded service provider will provide detailed quarterly activity reports displaying usage of the contracted bandwidth/ Internet.” The state reserves the right to request such reports at any time. Interested service providers bidding on this service must include examples of the detailed reports that will be provided.

■ **Impact of Future Technologies**

As more districts use cloud-based and advanced wireless technologies, it is expected the 5G networks on the horizon will be dramatically faster than today's wireless infrastructure and they'll also break the barriers of network latency--the period between when your device requests data from the cloud and the time the network sends that data to your device. With 5G, edge computing, the massive amount of near real-time data crunching necessary for your smartphone to render a convincing virtual world or for a robot to learn how to clean your house, is a reality. Essentially, with the edge computing model, it is possible for any connected device to have the power of a supercomputer. While it is not likely that districts will have the bandwidth and pedagogy in place to utilize this technology in the near future, it is important to remember that no one technology solution is going to be the only option for every district and/or geographic location. Future technologies can offer new pedagogical options. For example, game-based learning or virtual reality, for districts to provide personalized learning experiences for students were not thought possible several years ago but are being successfully implemented today. Additionally, there are other technologies on the horizon, including fixed wireless, laser wireless and low earth satellite internet access. As these technologies develop, there will be more opportunities for districts, especially in traditionally underserved rural areas, to implement digital resources to enhance teaching and learning.



Recommendation

In order to create sustainable, robust and reliable networks, administrators and technology leaders must look at the level of digital learning implementation and the administrative and security services relying on the network. Additionally, education organizations must implement the most effective security practices to protect their communities.

POLICIES AND FUNDING

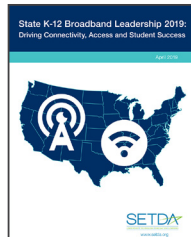
In education, access and opportunities to utilize digital resources for learning provide students with the necessary skills and connections to be successful learners and contribute to their own futures. Both state and federal policies can support the implementation of digital learning to ensure that all students are prepared for college and a career.

State Leadership, Policies and Funding

SETDA and its state member leaders play a pivotal role in driving high-speed broadband access to all students to best prepare them for college and careers. No one state has the same policies or practices, yet all states are providing leadership. Many states and districts are utilizing a hybrid approach of state, regional and local networks using wired, wireless and cloud-based technologies to meet the bandwidth needs of their schools.



[SETDA's website highlights](#) state, regional and district approaches to broadband implementation.



[SETDA's State K-12 Broadband Leadership](#) publication highlights the importance of state leadership

and the various ways states strive to support districts and schools to achieve equitable digital learning opportunities for all students both on campus and outside of school.



[SETDA Broadband Map](#) provides real time

details regarding state broadband leadership. The story map includes the following details: state leadership, state network details, regional network details, alternative model details, state strategies and state broadband funding.



[Connecticut Case Study](#)



[Minnesota Case Study](#)



[Kentucky Case Study](#)

Federal Policies and Funding

The goal of the [Federal Communication Commission's E-rate program](#) is to ensure that all schools and libraries have ample bandwidth to meet the educational needs of students and library patrons. Funding categories include Category 1 (broadband) and Category 2 (internal connections/managed internal broadband services). Category 1 services include internet access and data transport between school facilities. Category 2 services include internal connections (Wi-Fi) within a school. Discount maximums are determined by school enrollment and poverty level.

SETDA's Federal Policies & Funding website highlights current and pending policies and funding around equitable access to the internet and devices.

In February 2019, the [FCC Category 2 Funding Report](#) recommended that the FCC retain the Category 2 budget approach based on the Category 2 flexibility originally provided in the 2015 E-rate Modernization order. The FCC established five-year Category 2 budgets to make funding for internal connections

more equitable, predictable and more broadly available. This occurred in recognition of the importance of internal connections, particularly robust Wi-Fi networks, the role they play in enhancing educational opportunities for students and library patrons and the potential for these networks to close the digital divide. The Bureau's review of the data from the first five-year Category 2 budget cycle showed that the Commission's goals in creating these budgets have largely been met. Policy adjustments are still pending. SETDA advocates for a continuation of the new Category 2 budget approach.

RECOMMENDATION

Federal: The federal government should continue to expand federal funding options to support: (a) state, regional and district broadband networks, (b) districts and schools increasing bandwidth capacity to and throughout each campus, (c) communities in providing access points at anchor institutions, such as libraries and community centers.

State: As schools increase digital learning opportunities, states need to demonstrate leadership to support high-speed broadband connectivity by leveraging policies, networks and purchasing options to support increased broadband access in schools.



CONCLUSION

Reliable, robust access to the internet is an essential part of the global economy. The equitable implementation of digital learning affords educators the opportunity to customize pedagogical approaches, including project-based, blended, virtual, game-based and collaborative-based learning to personalize education for students and best prepare them for the ever-changing workforce. Proactively providing adequate bandwidth today, provisioning a scalable underlying architecture and collecting the information necessary to increase bandwidth in time to meet needs in the future is critical.



Recommendations

Technology and Pedagogical Approaches

Districts and schools are in different stages when considering access to and the utilization of digital tools. The integration of technology for learning is a unique journey that each school or district may embark upon differently. Leaders must focus on academic goals and leverage technology to support student learning experiences in preparation for college and/or careers in the digital age.

Digital Access and Equity

Addressing digital equity for all students continues to be a challenge and stakeholders must ensure that we consider equitable student access to broadband and devices both on and off campus. Every child, regardless of background, race or economic status deserves equitable access to personalized, student-centered learning experiences to prepare for life and work in the global economy.

Planning Infrastructure for the Future

Schools and districts should strategically plan for reliable, high speed networks to support sustained, seamless access to the internet for the implementation of administrative tools, the Internet of things and teaching and learning activities, without disruption. Districts should consider the recommended peak utilization bandwidth capacity goals and WAN implementation considerations as a guide and then plan according to their current and future needs as they move to teaching and learning environments that mimic the corporate structure.

Building Networks for the Future

In order to create sustainable, robust and reliable networks, administrators and technology leaders must look at the level of digital learning implementation and the administrative and security services relying on the network. Additionally, education organizations must implement the most effective security practices to protect their communities.

Policies and Funding

Federal: The federal government should continue to expand federal funding options to support: (a) state, regional and district broadband networks, (b) districts and schools increasing bandwidth capacity to and throughout each campus, (c) communities in providing access points at anchor institutions, such as libraries and community centers.

State: As schools increase digital learning opportunities, states need to demonstrate leadership to support high-speed broadband connectivity by leveraging policies, networks and purchasing options to support increased broadband access in schools.

Appendix A: Methodology

2016 Methodology and Conclusions

SETDA asked multiple states to provide information regarding connectivity and utilization across the entire K-12 school base in order to build recommendations for ISP connectivity in this updated report. Eight states provided detailed, per district utilization data and a number of additional states also provided both aggregated statewide data and anecdotal feedback.

For the states where detailed per district utilization information was provided, we analyzed that data using a combination of 95th percentile traffic data on the downstream (towards the district) portion of the circuit as well as peak and average utilization data for March, April and May 2016. Peak, average and 95th percentile utilization data was then grouped by district enrollment and analyzed across states to understand the relative variances in actual utilization between various populations. While there were minor variances between states, a pattern showing roughly 45% more utilization per student at peak times for a district with 50 to 999 students as compared to a district with 2,000- 2,999 students. Similarly, districts with 10,000 or more students utilized between 24% and 33% less utilization per student at peak than the same 2,000-2,999 student district.

Students (up to)	Observed Size Factor Peak
50	5.62
1,000	1.45
2,000	1.09
3,000	1.00
4,000	0.73
5,000	0.70
10,000	0.76
more	0.67

The team reviewed the actual peak utilization per student across the entire data set and found that the peak district currently utilizes about 500 Kbps at the end of the 2015-2016 school year. This observation fits with SETDA's previous recommendation of 1 Mbps per student or 1 Gbps per 1,000 students in the 2017-18 school year. Projecting utilization forward using a mix of annual growth projections ranging from 35% per annum to 65% per annum, we were able to come up with the recommendations we publish in this paper of 3 Gbps per 1,000 students at a district with 2,000- 2,999 students. The recommendations for the lower and higher population districts were calculated using the observed size factor provided above.

Students (up to)	Size Factor (Peak)	2015-2016 2017-2018 2020-2021		
1,000	1.45		1.49	4.35
3,000	1.00	0.50	1.02	2.99
more	0.67		0.68	2.00

2019 Broadband Imperative III Methodology

Students (up to) Size Factor (Peak) Validation

An independent data analyst replicated the 2016 Broadband Imperative II methodology using actual 95th percentile usage and peak data from four states for the months of March, April and May 2016. In this recreation of the methodology it was observed that the same ratios between Small, Medium and Large districts were statistically the same as those used in the Broadband Imperative II calculations.

	Broadband Imperative II: Max Peak Usage Mar, Apr & May 2016	Broadband Imperative III: Actual Max Peak Usage Ratios Mar, Apr & May 2016
Small	1.45	1.45
Medium	1.00	1.01
Large	0.67	0.75

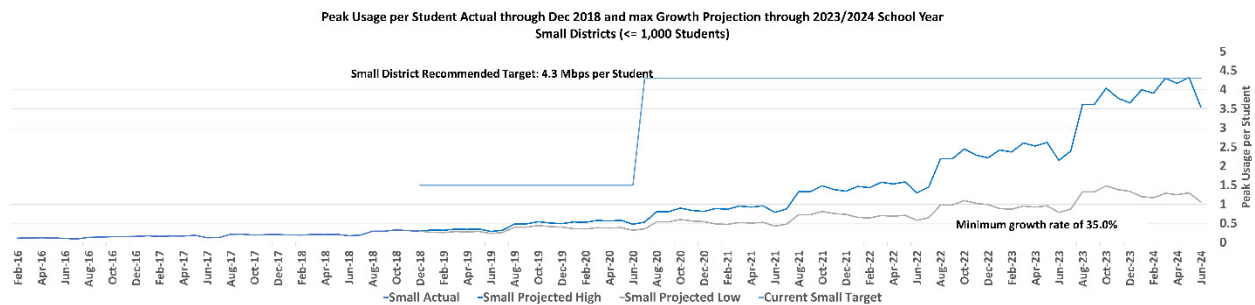
Calculation of 2023/24 Recommended Targets

Using actual 95th Percentile usage and Peak data from February 2016 through December 2018, projected Peak usage was calculated using a maximum growth rate of 54% and a minimum growth rate of 25%. These growth rates were selected because 1) they were within the growth rate range used in the Broadband Imperative II projections and 2) while some districts were growing at a lower rate, multiple individual districts in the updates analysis were continuing to grow at 50%+ per year. Setting the target to meet the needs of the districts with the larger growth rates was essential to ensure that the maximum number of districts would be included.

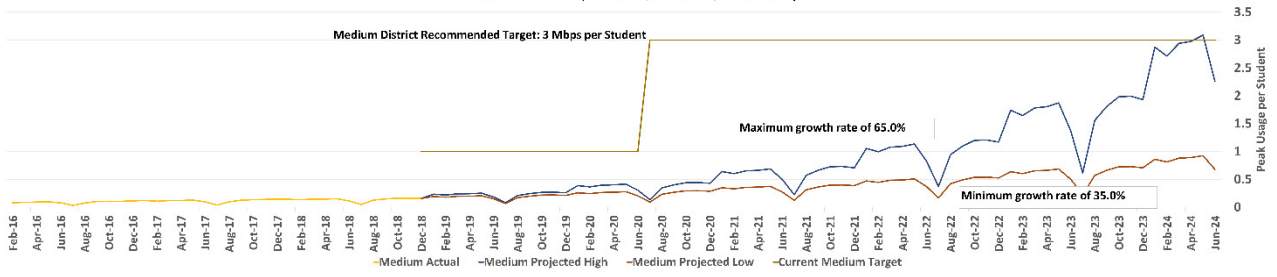
As the growth charts below demonstrate, the projected 2023/24 Mbps per Student targets are:

2023-24 Targets	
Small Districts	At Least 2.8 per User (Min 300 Mbps per District)
Medium Districts	At least 2 Mbps per User
Large Districts	At least 1.4 Mbps per User

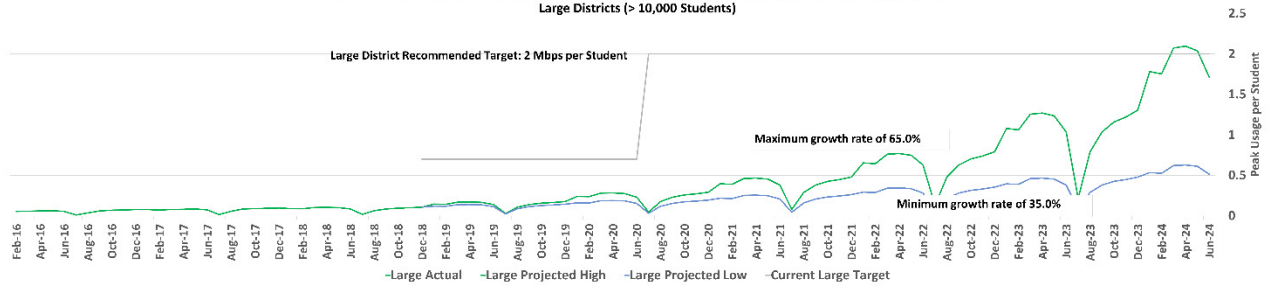
As the growth charts below demonstrate, the projected 2023/24 Mbps per Student targets are:



Peak Usage per Student Actual through Dec 2018 and max Growth Projection through 2023/2024 School Year
 Medium Districts (between 1,000 and 10,000 Students)



Peak Usage per Student Actual through Dec 2018 and max Growth Projection through 2023/2024 School Year
 Large Districts (> 10,000 Students)



APPENDIX B: GLOSSARY

Bits and Bytes

Bits and bytes are both units of digital information. A bit is the basic element; a byte is equal to eight bits. The terms kilobyte (KB), megabyte (MB), and gigabyte (GB) are typically used to indicate the size of a file or a program. The terms kilobit (Kb), megabit (Mb), and gigabit (Gb) are typically used to convey the rate at which data are transferred over a network, i.e., megabits per second, or Mbps.

Kilobit per second (Kbps) = 1,000 bits per second
Megabit per second (Mbps) = 1,000 Kbps

Gigabit per second (Gbps) = 1,000 Mbps

Internet of Things

IoT is simply the network of interconnected things/devices which are embedded with sensors, software, network connectivity and necessary electronics that enables them to collect and exchange data making them responsive.

Cloud Computing

The term “cloud computing” refers to a computing model in which data, applications, and other computing resources are available on the Internet from just about any connected device. Another way to think of it: It’s computing delivered as a service.

Personalized Learning

Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated. <http://tech.ed.gov/netp/learning/>

Speed vs. Capacity

When we say that a 1 Mbps broadband connection is “faster” than a 1 Kbps connection, what we’re really saying is that it has a greater capacity to carry data. The 1 Kbps connection can deliver a maximum of 1,024 bits of information to your computer from the Internet in a second; a 1 Mbps connection can deliver 1,024 KB in a second. Although the bits are moving at the same speed (more or less), one connection delivers more in the same amount of time, so it feels faster to the end user. This capacity is referred to as bandwidth.

Throughput

The actual amount of data that gets transmitted from a PC, through the collection of networks known as the Internet, to the web server—per second—is what is known as throughput. Throughput rates vary, depending on traffic and other factors, but it will always be lower than the speed quoted by the ISP providing the connection. Think of that number as the fastest possible speed under ideal circumstances.

Virtualization

The next generation network, emulates the functions of hardware with software. The network is powered by technologies that include software-defined networking (SDN) and network functions virtualization (NFV). With this approach, administrators can add capacity faster to meet demand.

APPENDIX C: ENDNOTES

- 1 Empowering Hands-On, Minds-On Learning. <https://www.d15.org/site/Default.aspx?PageID=1389>
- 2 Welcome to TLC at Linlee. <http://www.kysafeschools.org/pdfs-docs/Welcome%20to%20TLC%20at%20Linlee.pdf>
- 3 Wisconsin Digital Learning Collaborative. <https://dpi.wi.gov/imt/digital-learning/collaborative>
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- 5 What's the Difference Between AR, VR, and MR? <https://www.fi.edu/difference-between-ar-vr-and-mr>
- 6 Emerging Applications for 5G and Edge Computing. https://developer.att.com/static-assets/documents/futurist-report/FuturistReport_5G-A-Faster-Smarter-Future_FINAL_083118.pdf
- 7 Gamers Are the New High School Athletes: The Rise of Esports. <https://www.edweek.org/ew/articles/2018/05/24/gamers-are-the-new-high-school-athletes.html>
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- 11 Pursue Digital Equity Through Access and Opportunity – All Means All. <https://equip.learning.com/digital-equity>
- 12 How Can Personalized Learning Support Educational Equity? <https://www.edelements.com/blog/how-can-personalized-learning-support-educational-equity>
- 13 High School Students' Access to and Use of Technology at Home and in School. <https://www.act.org/content/dam/act/unsecured/documents/R1692-technology-access-2018-08.pdf>
- 14 Nearly one-in-five teens can't always finish their homework because of the digital divide. <https://www.pewresearch.org/fact-tank/2018/10/26/nearly-one-in-five-teens-cant-always-finish-their-homework-because-of-the-digital-divide/>
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- 16 FCC Should Make Off-School-Premises Access Eligible for Additional Federal Support. <https://www.gao.gov/assets/710/700629.pdf>
- 17 Student Access to Digital Learning Resources Outside of the Classroom. <https://nces.ed.gov/pubs2017/2017098/index.asp>
- 18 State K-12 Broadband Leadership 2019: Driving Connectivity, Access and Student Success. <https://www.setda.org/master/wp-content/uploads/2019/05/Broadband-State-Leadership-2019-Final-a.pdf>
- 19 Children's Access to and Use of the Internet. https://nces.ed.gov/programs/coe/indicator_cch.asp
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- 21 Student Access to Digital Learning Resources Outside of the Classroom. <https://nces.ed.gov/pubs2017/2017098/index.asp>
- 22 Northeast Colorado BOCES. <https://www.neboces.org/>
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- 37 Minnesota Case Study. <https://www.setda.org/master/wp-content/uploads/2019/04/Broadband-State-Leadership-2019-Minnesota.pdf>
- 38 Kentucky Case Study. <https://www.setda.org/master/wp-content/uploads/2019/04/Broadband-State-Leadership-2019-Kentucky.pdf>
- 39 E-Rate: Universal Service Program for Schools and Libraries. <https://www.fcc.gov/consumers/guides/universal-service-program-schools-and-libraries-e-rate>
- 40 FCC Category 2 Funding Report. <https://docs.fcc.gov/public/attachments/DA-19-71A1.pdf>

VI. Informational

A. Project Status Report

B. Workplan Timeline

I. PSCOC Meeting Date: August 9, 2021

II. Item Title: Project Status Report

III. Name of Presenter(s): Martica Casias, Deputy Director

IV. Executive Summary (Informational):

Projects that are behind, based on MOU schedule, but making progress:

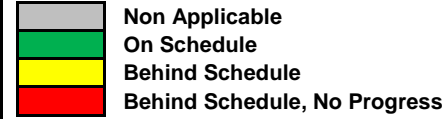
- **Bernalillo Public Schools (BPS)**
 - S19-004 – Bernalillo – Bernalillo MS – District in process of advertising General Contractor RFP.
- **Farmington Municipal Schools (FMS)**
 - S18-007 – Farmington Country Club ES – In 11 month warranty correction period.
- **Gallup-Mckinley County Schools (GMCS)**
 - K18-006 – Gallup – Thoreau ES – K18-006 and P15-006 are combined as one project. In construction.
 - P15-006 – Gallup – Thoreau ES – P15-006 and K18-006 are combined as one project. In construction.
- **Las Cruces Public Schools (LCPS)**
 - S19-009 – Las Cruces – Fairacres ES – In construction.
 - S19-010 – Las Cruces – Lynn MS – In construction.
 - S19-012 – Las Cruces – Rio Grande Preparatory Institute – In construction.
 - S19-019 – Las Cruces – Highland ES – In construction.
 - S19-020 – Las Cruces – Hillrise ES – In construction.
 - S19-021 – Las Cruces – Mayfield HS – In construction.
 - S19-022 – Las Cruces – Oñate HS – In construction.
 - S19-023 – Las Cruces – Picacho MS – In construction.
 - S19-024 – Las Cruces – Vista MS – In construction.
- **Las Vegas City Public Schools (LVCPS)**
 - P19-006 – Las Vegas City – Sierra Vista ES – In design.
 - S18-003 – Las Vegas City – Los Niños ES – DP and GC working to submit Phase I Closeout Docs.
- **Roswell (RISD)**
 - K18-012 – Roswell – Monterrey ES – Awaiting final RFP documentation from District to obtain Design Professional services.
 - K18-013 – Rowell – Sunset ES – Awaiting final RFP documentation from District to obtain Design Professional services.
- **San Jon Municipal Schools (SJMS)**
 - S20-005 – San Jon – San Jon Combined School – Design Professional RFP/RFQ in process.
- **Socorro Consolidated School District (SCSD)**
 - S19-016 – Socorro – Socorro HS – Remaining interior finishes on hold due to District readiness.
- **West Las Vegas Public Schools (WLVPS)**
 - S19-018 – West Las Vegas – Tony Serna Jr. ES – In planning.

Projects that are not currently making progress:

- **Las Vegas City Public Schools (LVCPS)**
 - P19-006 – Las Vegas City – Sierra Vista ES – Design Professional RFP/RFQ in process.
- **Hobbs Municipal Schools (HMS)**
 - S20-007 – Hobbs – Hobbs HS – Awaiting submittal of construction documents by the District and Design Professional for permit review.

PSCOC Project Status Report

8/9/2021

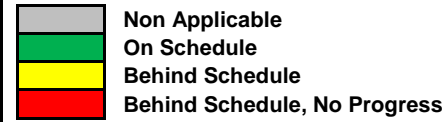


PP = Project Planning - Developing RFP/Contracts for Ed Spec Writer, Development and Approval of Ed Spec.
DD = Design Development - Project design development through construction Documents (plans and specs, bidding/proposal phase)
C = Construction - Project Under Construction
FC = Final Completion - All closeout documentation submitted and approved. Final payment approved.
PC = Project Closeout - 11 month correction period completed. Financial closeout completed.

School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
Alamogordo Public Schools	P15-001	P15-001 - Combined ES (Alamogordo)	100% 0 mo.	100% 0 mo.	100% 0 mo.	100% 0 mo.	99% 0 mo.	In 11 month warranty correction period.	\$13,005,060.00	\$11,654,317.80	\$11,608,429.58	\$1,350,742.20
Alamogordo Public Schools	P19-001	P19-001 Holloman ES (Alamogordo)	100% 0 mo.	100% 0 mo.	17% 6 mo.	0% 9 mo.	0% 24 mo.	In construction.	\$21,208,809.00	\$16,372,730.19	\$3,736,468.97	\$4,836,078.81
Alamogordo Public Schools	P20-001	P20-001 Chaparral MS (Alamogordo)	100% 0 mo.	2% 0 mo.	0% 18 mo.	0% 21 mo.	0% 32 mo.	In design.	\$2,162,755.00	\$1,087,548.69	\$35,096.52	\$1,075,206.31
Alamogordo Public Schools	S19-001	S19-001 Sacramento ES (Alamogordo)	100% 0 mo.	100% 0 mo.	100% 0 mo.	100% 0 mo.	52% 2 mo.	In 11 month warranty correction period.	\$700,000.00	\$397,380.61	\$376,795.47	\$302,619.39
Alamogordo Public Schools	S19-002	S19-002 Buena Vista ES (Alamogordo)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 7 mo.	Project on hold due to district readiness.	\$664,286.00	\$0.00	\$0.00	\$664,286.00
Belen Consolidated Schools	P19-002	P19-002 Jaramillo ES (Belen)	100% 0 mo.	0% 13 mo.	0% 30 mo.	0% 39 mo.	0% 41 mo.	In planning.	\$42,750.00	\$15,765.05	\$4,113.43	\$26,984.95
Belen Consolidated Schools	S19-003	S19-003 Dennis Chavez ES (Belen)	100% 0 mo.	10% 5 mo.	0% 17 mo.	0% 19 mo.	0% 28 mo.	In design.	\$1,457,542.00	\$102,337.28	\$12,666.68	\$1,355,204.72
Bernalillo Public Schools	S19-004	S19-004 Bernalillo MS (Bernalillo)	100% 0 mo.	98% 0 mo.	0% 3 mo.	0% 9 mo.	0% 14 mo.	In design.	\$1,641,697.00	\$192,856.13	\$157,427.70	\$1,448,840.87
Carrizozo Municipal Schools	P21-002	P21-002 Carrizozo Combined School (Carrizozo)	80% 2 mo.	0% 14 mo.	0% 33 mo.	0% 39 mo.	0% 42 mo.	In planning.	\$0.00	\$0.00	\$0.00	\$0.00
Central Consolidated Schools	P20-002	P20-002 Newcomb ES (Central)	95% 0 mo.	0% 22 mo.	0% 41 mo.	0% 47 mo.	0% 67 mo.	In planning.	\$1,087,543.00	\$22,144.12	\$22,144.12	\$1,065,398.88

PSCOC Project Status Report

8/9/2021

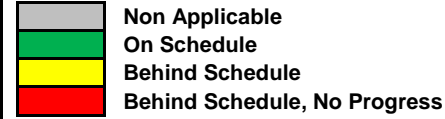


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School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
Clovis Municipal Schools	K18-002	K18-002 Barry ES (Clovis)	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 3%; height: 15px; background-color: green; border: 1px solid black;"></div> 3%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	In construction.	\$667,714.00	\$404,531.67	\$0.00	\$263,182.33
			0 mo.	0 mo.	9 mo.	12 mo.	21 mo.					
Clovis Municipal Schools	P20-009	P20-009 Barry ES (Clovis)	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 3%; height: 15px; background-color: green; border: 1px solid black;"></div> 3%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	In construction.	\$3,494,084.00	\$2,958,398.38	\$0.00	\$535,685.62
			0 mo.	0 mo.	11 mo.	16 mo.	22 mo.					
Clovis Municipal Schools	S20-003	S20-003 Clovis HS (Clovis)	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 52%; height: 15px; background-color: green; border: 1px solid black;"></div> 52%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	In construction.	\$546,382.00	\$241,667.00	\$241,667.24	\$304,715.00
			0 mo.	0 mo.	0 mo.	4 mo.	10 mo.					
Clovis Municipal Schools	S21-002	S21-002 Clovis HS (Clovis)	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 2%; height: 15px; background-color: green; border: 1px solid black;"></div> 2%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	In construction.	\$967,357.00	\$345,189.37	\$164,065.44	\$622,167.63
			0 mo.	0 mo.	4 mo.	0 mo.	0 mo.					
Deming Public Schools	P07-005	P07-005 Deming High School	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 99%; height: 15px; background-color: green; border: 1px solid black;"></div> 99%	In 11 month warranty correction period.	\$42,563,085.41	\$41,798,461.93	\$41,544,584.13	\$764,623.48
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Deming Public Schools	P07-005	P07-005 Deming High School (Hofacket)	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 99%; height: 15px; background-color: green; border: 1px solid black;"></div> 99%	In 11 month warranty correction period.	\$11,002,046.53	\$7,086,687.57	\$7,040,022.83	\$3,915,358.96
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Deming Public Schools	P07-005	P07-005 Deming High School Hofacket (Site)	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 99%; height: 15px; background-color: green; border: 1px solid black;"></div> 99%	In 11 month warranty correction period.	\$2,734,868.06	\$2,521,379.61	\$2,516,957.94	\$213,488.45
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Deming Public Schools	S19-007	S19-007 Chaparral ES (Deming)	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 58%; height: 15px; background-color: green; border: 1px solid black;"></div> 58%	<div style="width: 9%; height: 15px; background-color: green; border: 1px solid black;"></div> 9%	In 11 month warranty correction period.	\$2,084,250.00	\$1,334,900.85	\$1,162,167.75	\$749,349.15
			0 mo.	0 mo.	0 mo.	2 mo.	9 mo.					
Des Moines Public Schools	P22-007	P22-007 Des Moines Combined School (Des Moines)	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey; border: 1px solid black;"></div> 0%	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Dexter Consolidated Schools	S18-006	S18-006 Dexter ES (Dexter)	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 96%; height: 15px; background-color: red; border: 1px solid black;"></div> 96%	<div style="width: 8%; height: 15px; background-color: red; border: 1px solid black;"></div> 8%	In 11 month warranty correction period.	\$673,256.00	\$667,292.79	\$608,230.60	\$5,963.21
			0 mo.	0 mo.	0 mo.	0 mo.	8 mo.					

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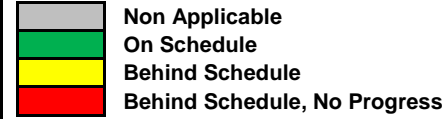


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Farmington Municipal Schools	S18-007	S18-007 Country Club ES (Farmington)	100% 0 mo.	100% 0 mo.	100% 0 mo.	100% 0 mo.	94% 0 mo.	In 11 month warranty correction period.	\$3,934,673.00	\$3,619,393.31	\$3,562,818.64	\$315,279.69
Floyd Municipal Schools	S19-008	S19-008 Floyd Combined School (Floyd)	100% 0 mo.	100% 0 mo.	100% 0 mo.	100% 0 mo.	82% 5 mo.	In 11 month warranty correction period.	\$426,097.00	\$281,870.02	\$280,408.22	\$144,226.98
Floyd Municipal Schools	S22-004	S22-004 Floyd Combined Schools (Floyd)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
Gadsden Independent Schools	S18-009	S18-009 Loma Linda ES (Gadsden)	100% 0 mo.	100% 0 mo.	100% 0 mo.	100% 0 mo.	96% 1 mo.	In 11 month warranty correction period.	\$6,431,950.00	\$3,565,201.93	\$3,505,766.79	\$2,866,748.07
Gallup McKinley County Schools	S20-002	S20-002 Gallup HS (Gallup-McKinley)	100% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In design.	\$3,777,627.00	\$0.00	\$0.00	\$3,777,627.00
Gallup McKinley County Schools	S20-004	S20-004 Crownpoint MS (Gallup-McKinley)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In design.	\$1,684,658.00	\$0.00	\$0.00	\$1,684,658.00
Gallup McKinley County Schools	S20-006	S20-006 Tse Yi Gai HS (Gallup-McKinley)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In design.	\$452,937.00	\$0.00	\$0.00	\$452,937.00
Gallup McKinley County Schools	P21-003	P21-003 Gallup HS (Gallup-McKinley)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In planning.	\$101,250.00	\$0.00	\$0.00	\$101,250.00
Gallup McKinley County Schools	P21-005	P21-005 Crownpoint HS (Gallup-McKinley)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	MOU in process.	\$60,750.00	\$0.00	\$0.00	\$60,750.00
Gallup McKinley County Schools	P21-006	P21-006 Navajo Pine HS (Gallup-McKinley)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In planning.	\$14,250.00	\$0.00	\$0.00	\$14,250.00

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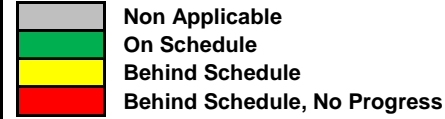


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Gallup McKinley County Schools	S21-004	S21-004 Tohatchi MS (Gallup-McKinley)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In planning.	\$777,474.00	\$0.00	\$0.00	\$777,474.00
Gallup McKinley County Schools	K18-006	K18-006 Thoreau ES (Gallup-McKinley)	100% 0 mo.	100% 0 mo.	98% 0 mo.	0% 0 mo.	0% 0 mo.	In construction.	\$268,031.00	\$0.00	\$0.00	\$268,031.00
Gallup McKinley County Schools	P19-003	P19-003 Rocky View ES/Red Rock ES (Gallup-McKinley)	100% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In planning.	\$2,521,437.00	\$14,979.95	\$14,979.95	\$2,506,457.05
Gallup McKinley County Schools	P19-004	P19-004 Tohatchi HS (Gallup-McKinley)	100% 0 mo.	8% 10 mo.	0% 24 mo.	0% 30 mo.	0% 40 mo.	In design.	\$2,914,563.00	\$17,473.16	\$17,473.16	\$2,897,089.84
Grants Cibola County Schools	P20-008	P20-008 Bluewater ES (Grants)	100% 0 mo.	45% 7 mo.	0% 19 mo.	0% 31 mo.	0% 56 mo.	In design.	\$548,021.00	\$301,181.09	\$92,407.03	\$246,839.92
Grants Cibola County Schools	P21-007	P21-007 Mesa View ES (Grants)	96% 1 mo.	0% 6 mo.	0% 23 mo.	0% 24 mo.	0% 35 mo.	In design.	\$1,796,022.00	\$0.00	\$0.00	\$1,796,022.00
Hatch Valley Public Schools	K21-001	K21-001 Garfield ES (Hatch Valley)	100% 0 mo.	53% 1 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In design.	\$403,550.00	\$23,261.10	\$5,815.10	\$380,288.90
Hatch Valley Public Schools	S21-005	S21-005 Hatch Valley MS (Hatch Valley)	100% 0 mo.	54% 1 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In design.	\$220,397.00	\$14,698.28	\$3,674.59	\$205,698.72
Hobbs Municipal Schools	P20-004	P20-004 Southern Heights ES (Hobbs)	100% 0 mo.	17% 8 mo.	0% 19 mo.	0% 24 mo.	0% 30 mo.	In design.	\$1,354,716.00	\$623,749.39	\$47,911.62	\$730,966.61
Hobbs Municipal Schools	P21-004	P21-004 Heizer MS (Hobbs)	25% 1 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In planning.	\$33,000.00	\$0.00	\$0.00	\$33,000.00

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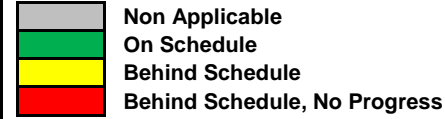


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Hobbs Municipal Schools	S20-007	S20-007 Hobbs HS (Hobbs)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 65%; background-color: green;">65%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	Project on hold due to district readiness.	\$29,728.00	\$0.00	\$0.00	\$29,728.00
			0 mo.	0 mo.	6 mo.	9 mo.	16 mo.					
Hobbs Municipal Schools	S20-010	S20-010 Mills ES (Hobbs)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 77%; background-color: green;">77%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$334,286.00	\$0.00	\$0.00	\$334,286.00
			0 mo.	2 mo.	13 mo.	17 mo.	24 mo.					
House Municipal Schools	S22-002	S22-002 House Combined (House)	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	P19-005	P19-005 Desert Hills ES (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 82%; background-color: red;">82%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$366,400.00	\$264,168.52	\$72,603.46	\$102,231.48
			0 mo.	5 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	P20-005	P20-005 Columbia ES (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$42,750.00	\$30,278.84	\$11,970.57	\$12,471.16
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	S19-009	S19-009 Fairacres ES (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 8%; background-color: red;">8%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction.	\$314,515.00	\$314,515.00	\$27,156.70	(\$0.00)
			0 mo.	0 mo.	4 mo.	9 mo.	40 mo.					
Las Cruces Public Schools	S19-010	S19-010 Lynn MS (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction.	\$2,718,886.00	\$252,408.89	\$170,583.44	\$2,466,477.11
			0 mo.	0 mo.	4 mo.	12 mo.	41 mo.					
Las Cruces Public Schools	S19-012	S19-012 Rio Grande Preparatory Institute (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 8%; background-color: red;">8%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction.	\$695,031.00	\$695,031.00	\$46,119.92	(\$0.00)
			0 mo.	0 mo.	7 mo.	15 mo.	45 mo.					
Las Cruces Public Schools	S19-019	S19-019 Highland ES (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$229,869.00	\$37,365.56	\$23,155.57	\$192,503.44
			0 mo.	0 mo.	7 mo.	15 mo.	45 mo.					
Las Cruces Public Schools	S19-020	S19-020 Hillrise ES (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 55%; background-color: red;">55%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction	\$39,110.00	\$39,110.00	\$3,892.73	(\$0.00)
			0 mo.	0 mo.	7 mo.	15 mo.	45 mo.					

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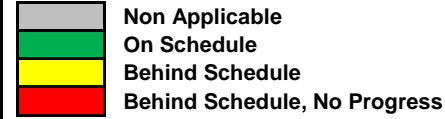


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Las Cruces Public Schools	S19-021	S19-021 Mayfield HS (Las Cruces)	100% 0 mo.	100% 0 mo.	86% 7 mo.	0% 15 mo.	0% 45 mo.	In construction.	\$245,368.00	\$245,368.00	\$73,460.37	\$0.00
Las Cruces Public Schools	S19-022	S19-022 Onate HS (Las Cruces)	100% 0 mo.	87% 0 mo.	0% 7 mo.	0% 15 mo.	0% 45 mo.	In design.	\$329,147.00	\$64,276.97	\$41,153.87	\$264,870.03
Las Cruces Public Schools	S19-023	S19-023 Picacho MS (Las Cruces)	100% 0 mo.	100% 0 mo.	35% 7 mo.	0% 15 mo.	0% 45 mo.	In construction.	\$141,238.00	\$141,238.00	\$76,492.83	(\$0.00)
Las Cruces Public Schools	S19-024	S19-024 Vista MS (Las Cruces)	100% 0 mo.	100% 0 mo.	98% 7 mo.	0% 15 mo.	0% 45 mo.	In construction.	\$58,807.00	\$39,431.17	\$38,472.07	\$19,375.83
Las Cruces Public Schools	S20-009	S20-009 Valley View ES (Las Cruces)	100% 0 mo.	99% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In design.	\$764,008.00	\$43,216.69	\$18,619.13	\$720,791.31
Las Cruces Public Schools	S21-001	S21-001 Tombaugh ES (Las Cruces)	100% 0 mo.	0% 2 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In design.	\$165,548.50	\$0.00	\$0.00	\$165,548.50
Las Cruces Public Schools	S21-003	S21-003 Onate (Organ) HS (Las Cruces)	100% 0 mo.	80% 1 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In design.	\$139,862.00	\$0.00	\$0.00	\$139,862.00
Las Vegas City Schools	S22-011	S22-011 Paul D. Henry (Las Vegas City)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
Las Vegas City Schools	P19-006	P19-006 Sierra Vista ES (Las Vegas City)	100% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In design.	\$447,398.00	\$0.00	\$0.00	\$447,398.00
Las Vegas City Schools	S18-003	S18-003 Los Ninos ES (Las Vegas City)	100% 0 mo.	100% 0 mo.	100% 0 mo.	100% 0 mo.	97% 0 mo.	In 11 month warranty correction period.	\$588,076.29	\$578,148.38	\$564,602.40	\$9,927.91

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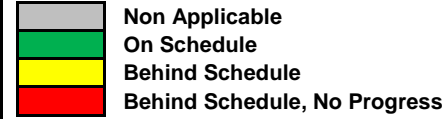


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Las Vegas City Schools	S18-003	S18-003 Los Ninos ES Ph.II (Las Vegas City)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 94%; background-color: yellow;">94%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction	\$3,349,834.74	\$3,080,224.32	\$3,118,608.64	\$269,610.42
			0 mo.	0 mo.	3 mo.	6 mo.	13 mo.					
Los Alamos Public Schools	P19-007	P19-007 Barranca Mesa ES (Los Alamos)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 98%; background-color: red;">98%</div>	In 11 month warranty correction period.	\$8,835,123.00	\$7,019,695.85	\$7,020,693.69	\$1,815,427.15
			0 mo.	0 mo.	0 mo.	0 mo.	3 mo.					
Los Alamos Public Schools	P22-003	P22-003 Chamisa ES (Los Alamos)	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Los Alamos Public Schools	P22-005	P22-005 Pinon Elementary (Los Alamos)	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Los Alamos Public Schools	S18-010	S18-010 Mountain ES (Los Alamos)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 99%; background-color: red;">99%</div>	In 11 month warranty correction period.	\$1,977,215.00	\$1,921,500.21	\$1,864,010.68	\$55,714.79
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Los Lunas Public Schools	P19-008	P19-008 Peralta ES (Los Lunas)	<div style="width: 75%; background-color: green;">75%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In planning.	\$0.00	\$0.00	\$0.00	\$0.00
			1 mo.	12 mo.	30 mo.	39 mo.	41 mo.					
Los Lunas Public Schools	P22-004	P22-004 Ann Parish ES (Los Lunas)	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Los Lunas Public Schools	S19-013	S19-013 Los Lunas MS (Los Lunas)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 95%; background-color: green;">95%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$3,128,000.00	\$1,660,440.64	\$1,581,495.66	\$1,467,559.36
			0 mo.	0 mo.	6 mo.	9 mo.	17 mo.					
Los Lunas Public Schools	K21-002	K21-002 Peralta ES (Los Lunas)	<div style="width: 55%; background-color: green;">55%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In planning.	\$2,246,400.00	\$0.00	\$0.00	\$2,246,400.00
			3 mo.	15 mo.	33 mo.	39 mo.	40 mo.					
Los Lunas Public Schools	K21-003	K21-003 Raymond Gabaldon ES (Los Lunas)	<div style="width: 55%; background-color: green;">55%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In planning.	\$2,805,660.00	\$0.00	\$0.00	\$2,805,660.00
			3 mo.	15 mo.	33 mo.	39 mo.	44 mo.					

PSCOC Project Status Report

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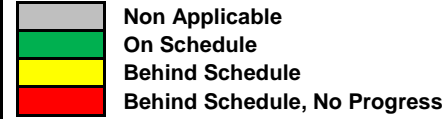


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School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
Magdalena Municipal Schools	S19-014	S19-014 Magdalena Combined School (Magdalena)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 50%; background-color: green;">50%</div>	<div style="width: 0%; background-color: green;">0%</div>	In 11 month warranty correction period.	\$403,925.00	\$377,032.23	\$268,018.31	\$26,892.77
			0 mo.	0 mo.	0 mo.	0 mo.	12 mo.					
Mosquero Municipal Schools	P22-002	P22-002 Mosquero Combined (Mosquero)	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
New Mexico School for the Blind and Visually Impaired	P14-019	P14-019 NMSBVI Quimby Gymnasium	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 15%; background-color: green;">15%</div>	In 11 month warranty correction period.	\$2,589,459.45	\$2,275,726.98	\$2,196,117.52	\$313,732.47
			0 mo.	0 mo.	0 mo.	0 mo.	5 mo.					
New Mexico School for the Blind and Visually Impaired	P14-020	P14-020 Sacramento Dormitory	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 98%; background-color: green;">98%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$229,442.00	\$173,719.22	\$121,131.56	\$55,722.78
			0 mo.	0 mo.	0 mo.	0 mo.	4 mo.					
New Mexico School for the Blind and Visually Impaired	P15-009	P15-009 Garrett Dormitory	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 98%; background-color: green;">98%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$3,728,455.50	\$189,362.53	\$139,916.88	\$3,539,092.97
			0 mo.	0 mo.	0 mo.	0 mo.	18 mo.					
New Mexico School for the Deaf	P15-010	P15-010 Cartwright Hall	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 99%; background-color: yellow;">99%</div>	In 11 month warranty correction period.	\$6,164,578.00	\$5,899,065.30	\$5,877,596.97	\$265,512.70
			0 mo.	0 mo.	0 mo.	0 mo.	7 mo.					
Portales Municipal Schools	K18-011	K18-011 Brown Early Childhood Center (Portales)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$1,665,294.00	\$1,665,294.00	\$127,651.29	\$0.00
			0 mo.	0 mo.	8 mo.	9 mo.	20 mo.					
Portales Municipal Schools	S20-008	S20-008 Brown Early Childhood Center (Portales)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$2,997,513.00	\$1,959,712.63	\$79,205.19	\$1,037,800.37
			0 mo.	0 mo.	13 mo.	17 mo.	23 mo.					
Portales Municipal Schools	S22-003	S22-003 Portales HS (Portales)	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Raton Public Schools	S22-001	S22-001 Longfellow ES (Raton)	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					

PSCOC Project Status Report

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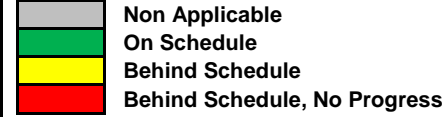


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Raton Public Schools	S22-005	S22-005 Raton HS (Raton)	0%	0%	0%	0%	0%	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Raton Public Schools	S22-010	S22-010 Columbian ES (Raton)	0%	0%	0%	0%	0%	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Roswell Independent Schools	K18-012	K18-012 Monterrey ES (Roswell)	100%	0%	0%	0%	0%	Project on hold due to District readiness.	\$226,286.00	\$0.00	\$0.00	\$226,286.00
			0 mo.	6 mo.	19 mo.	21 mo.	30 mo.					
Roswell Independent Schools	K18-013	K18-013 Sunset ES (Roswell)	100%	0%	0%	0%	0%	Project on hold due to District readiness.	\$351,257.00	\$0.00	\$0.00	\$351,257.00
			0 mo.	9 mo.	21 mo.	23 mo.	33 mo.					
Roswell Independent Schools	P16-003	P16-003 Del Norte ES	100%	100%	100%	100%	7%	In 11 month warranty correction period.	\$16,060,000.00	\$15,257,185.19	\$15,110,519.37	\$802,814.81
			0 mo.	0 mo.	0 mo.	1 mo.	18 mo.					
Roswell Independent Schools	P19-009	P19-009 Mesa MS (Roswell)	100%	100%	5%	0%	0%	In construction.	\$1,158,868.00	\$781,347.52	\$541,408.96	\$377,520.48
			0 mo.	3 mo.	15 mo.	17 mo.	31 mo.					
Roswell Independent Schools	P19-010	P19-010 Nancy Lopez ES (Roswell)	100%	5%	0%	0%	0%	In design.	\$53,250.00	\$0.00	\$0.00	\$53,250.00
			0 mo.	6 mo.	8 mo.	9 mo.	11 mo.					
Roswell Independent Schools	P20-003	P20-003 Mountain View MS (Roswell)	43%	0%	0%	0%	0%	In planning.	\$1,807,637.00	\$0.00	\$0.00	\$1,807,637.00
			0 mo.	9 mo.	23 mo.	28 mo.	34 mo.					
Roswell Independent Schools	P20-006	P20-006 Washington Avenue ES (Roswell)	18%	0%	0%	0%	0%	In planning.	\$51,000.00	\$0.00	\$0.00	\$51,000.00
			0 mo.	17 mo.	31 mo.	36 mo.	42 mo.					
Roswell Independent Schools	S20-001	S20-001 Roswell HS (Roswell)	100%	100%	0%	0%	0%	In design.	\$234,600.00	\$0.00	\$0.00	\$234,600.00
			0 mo.	0 mo.	0 mo.	1 mo.	10 mo.					

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School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
San Jon Municipal Schools	S20-005	S20-005 San Jon Combined School (San Jon)	100%	10%	0%	0%	0%	In design	\$152,006.00	\$0.00	\$0.00	\$152,006.00
			0 mo.	9 mo.	21 mo.	24 mo.	32 mo.					
Santa Rosa Consolidated Schools	E18-001	E18-001 Anton Chico (Santa Rosa)	0%	0%	0%	0%	0%	District has initiated litigation against Architect and general contractor .	\$150,000.00	\$85,363.40	\$74,664.90	\$64,636.60
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Socorro Consolidated Schools	P19-015	P19-015 Sarracino MS (Socorro) (Formerly S19-015)	100%	0%	0%	0%	0%	In planning.	\$9,167,990.00	\$30,811.69	\$26,702.95	\$9,137,178.31
			1 mo.	11 mo.	27 mo.	33 mo.	38 mo.					
Socorro Consolidated Schools	S19-016	S19-016 Socorro HS (Socorro)	100%	0%	0%	0%	0%	Project on hold due to District readiness.	\$184,875.88	\$23,221.14	\$0.00	\$161,654.74
			0 mo.	0 mo.	10 mo.	16 mo.	21 mo.					
Truth or Consequences Public Schools	S22-006	S22-006 Sierra ES (Truth of Consequences)	0%	0%	0%	0%	0%	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Tularosa Municipal Schools	S19-017	S19-017 Tularosa MS (Tularosa)	100%	0%	0%	0%	0%	In planning.	\$53,250.00	\$7,530.16	\$7,505.58	\$45,719.84
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Tularosa Municipal Schools	S22-009	S22-009 Tularosa Intermediate (Tularosa)	0%	0%	0%	0%	0%	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
West Las Vegas Public Schools	P13-009	P13-009 West Las Vegas Middle School	100%	100%	100%	100%	100%	In construction.	\$6,717,738.00	\$6,032,646.15	\$5,957,066.32	\$685,091.85
			0 mo.	0 mo.	0 mo.	0 mo.	5 mo.					
West Las Vegas Public Schools	S19-018	S19-018 Tony Serna Jr. ES (West Las Vegas)	100%	0%	0%	0%	0%	In planning.	\$619,202.00	\$201,686.62	\$0.00	\$417,515.38
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Zuni Public Schools	P19-011	P19-011 Zuni MS (Zuni)	100%	0%	0%	0%	0%	In planning.	\$75,000.00	\$58,650.00	\$58,650.00	\$16,350.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
									\$219,258,775.36	\$147,110,170.06	\$122,101,340.99	\$72,148,605.30



**PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
PROPOSED WORK PLAN/TIMELINE
JULY 2021 - DECEMBER 2021**

July 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	PSCOC MEETING ITEMS
			1	2	<ul style="list-style-type: none"> 2021-2022 Potential Standards-Based, Systems-Based and PreK Classroom Facilities Program Awards
5 <i>HOLIDAY</i>	6 Awards Subcommittee AM (Tentative) AMS Subcommittee PM (Tentative)	7	8	9 PSCOOTF Meeting	
12 PSCOC Meeting - Awards	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	
2	<u>NOTES</u>				

August 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	PSCOC MEETING ITEMS
2 Awards Subcommittee AM (Tentative) AMS Subcommittee PM (Tentative)	3	4	5	6	<ul style="list-style-type: none"> Lease Assistance Awards
9 PSCOC Meeting	10	11	12	13	
16 PSCOOTF Meeting	17	18	19	20	
23	24	25	26	27	
30	<u>NOTES</u>				



**PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
PROPOSED WORK PLAN/TIMELINE
JULY 2021 - DECEMBER 2021**

September 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	PSCOC MEETING ITEMS
		1	2	3 PSCOOTF Meeting	<ul style="list-style-type: none"> • 2021-2022 Master Plan Assistance Program - FMP Application and Procedures
6 <i>HOLIDAY</i>	7 Awards Subcommittee AM (Tentative) AMS Subcommittee PM (Tentative)	8	9	10	
13 PSCOC Meeting	14	15	16	17	
20 2021-2022 Master Plan Assistance Program Application Release	21	22	23	24	
27	28	29	30		
NOTES					

October 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	PSCOC MEETING ITEMS
27	28	29	30	1	<ul style="list-style-type: none"> • 2021-2022 Weight/Rank Methodology - New Mexico Conditon Index (NMCI) • 2021-2022 Variance Renewal - Charter & Alternative Schools • 2021-2022 Master Plan Assistance Program Applications Due
4 Awards Subcommittee AM (Tentative) AMS Subcommittee PM (Tentative)	5	6	7	8	
11 <i>HOLIDAY</i>	12 PSCOC Meeting	13	14	15 2021-2022 Master Plan Assistance Program Applications Due	
18	19	20	21	22	
25 PSCOOTF Meeting	26	27	28	29	
NOTES					



**PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
PROPOSED WORK PLAN/TIMELINE
JULY 2021 - DECEMBER 2021**

November 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	PSCOC MEETING ITEMS
1 Awards Subcommittee AM (Tentative) AMS Subcommittee PM (Tentative)	2	3	4	5	<ul style="list-style-type: none"> • 2021-2022 Preliminary wNMCI Ranking • Certification of SSTB Funds • FY21 Annual Report • 2021-2022 Master Plan Assistance Program Awards
8 PSCOC Meeting	9	10	11 HOLIDAY	12	
15	16	17	18	19	
22	23	24	25 HOLIDAY	26 HOLIDAY	
29	30				
NOTES					

December 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	PSCOC MEETING ITEMS
29	30	1	2	3	<ul style="list-style-type: none"> • Semi-annual HR Statistics to AMS • Semi-annual PSFA Contract Status to AMS
6 Awards Subcommittee AM (Tentative) AMS Subcommittee PM (Tentative)	7	8	9	10	
13 PSCOC Meeting	14	15	16	17	
20	21	22	23	24 HOLIDAY	
27	28	29	30	31 HOLIDAY	
3	NOTES				

VII. Next PSCOC Meeting

(Proposed for September 13, 2021- *tentative*)

VIII. Adjourn