

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

September 13, 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

September 13, 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**

- IV. Consent Agenda***
 - A. Approval of Meeting Minutes – August 9, 2021*
 - B. Facilities Master Plan (FMP) Application Announcement*

- V. Other Business**
 - A. FY22 Lease Assistance Awards*
 - B. Systems-based Application and Demolition Program Guidelines and Application*
 - C. BDCP State-wide Education Network Guidelines and Governance*
 - D. Recertification of SSTBs*
 - E. Personnel Update: PSFA Director*

- VI. Informational**
 - A. Project Status Report
 - B. Maintenance Program Status Report
 - C. Workplan Timeline

- VII. Next PSCOC Meeting - (Proposed for October 12, 2021 - *tentative*)**

- VIII. Adjourn**

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC)

Agenda

September 13, 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

David Abbey, Interim Chair

Joseph Simon, LESC

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:** September 13, 2021

II. **Item Title:** Correspondence

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

No correspondence at this time.

II. Public Comment

III. PSCOC Financial Plan

* Denotes potential action by the PSCOC

I. PSCOC Meeting Date(s): **September 13, 2021**

Item No. III.

II. Item Title: PSCOC Financial Plan

III. Name of Presenter(s): Randy Evans, CFO

Summary of PSCOC Financial Plan Changes since 8/9/2021

PSCOC ACTION - OUT-OF-CYCLE, EMERGENCY, ADDITIONAL FUNDING

	Award Amount
P19-004 Gallup - Tohatchi Teacher Housing Units	(\$4,333)
P19-009 Roswell - Mesa MS	\$4,083,445
P20-005 Las Cruces - Columbia ES	\$2,355,446
Total Awards:	\$6,434,558
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)
				\$0
				\$0
				\$0
				\$0
				\$0
Subtotal		\$0	\$0	\$0

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 August 23, 2021 is \$413,002,785.15

Financial Plan Variance Between Months

(in millions)	FY20	FY21	FY22	FY23	FY24	FY25
Uncommitted Balance (August 2, 2021)	225.7	229.3	315.9	294.9	354.6	416.8
Uncommitted Balance (September 7, 2021)	225.7	229.3	305.5	256.7	252.0	362.7
Variance Favorable (Unfavorable)	-	-	(10.5)	(38.2)	(102.6)	(54.0)

Variance Analysis:

FY22 Change :	Fav (Unfav)	Fav (Unfav)
Beginning Balance for FY22 change	-	-
Increase to BDCP program	(2,000,000)	(2.0)
New Demolition program	(5,000,000)	(5.0)
New Teacher Housing program	(5,000,000)	(5.0)
Difference in Standard Awards vs estimate	914,671	0.9
Difference in System Awards vs estimate	607,406	0.6
	-	-
	(10,477,923)	(10.5)

FY23 Change :	Fav (Unfav)	Fav (Unfav)
Beginning Balance for FY23 change	(10,477,923)	(10.5)
Increase to BDCP program	(7,000,000)	(7.0)
New Demolition program	(10,000,000)	(10.0)
New Teacher Housing program	(10,000,000)	(10.0)
Difference in Standard Awards vs estimate	(1,352,875)	(1.4)
Difference in System Awards vs estimate	619,464	0.6
	-	-
	(38,211,334)	(38.2)

FY24 Change:	Fav (Unfav)	Fav (Unfav)
Beginning Balance FY24 change	(38,211,334)	(38.2)
Increase to BDCP program	(7,000,000)	(7.0)
New Demolition program	(10,000,000)	(10.0)
New Teacher Housing program	(10,000,000)	(10.0)
Difference in Standard Awards vs estimate	(37,419,495)	(37.4)
	-	-
	(102,630,829)	(102.6)

FY25 Change:	Fav (Unfav)	Fav (Unfav)
Beginning Balance FY25 change	(102,630,829)	(102.6)
Increase to BDCP program	(7,000,000)	(7.0)
New Demolition program	(10,000,000)	(10.0)
New Teacher Housing program	(10,000,000)	(10.0)
Difference in Standard Awards vs estimate	75,600,000	75.6
	-	-
	(54,030,829)	(54.0)

PSCOC Financial Plan

(millions of dollars)

September 13, 2021

I. SOURCES & USES						
<i>SOURCES:</i>		FY21 est.	FY22 est.	FY23 est.	FY24 est.	FY25 est.
1	Uncommitted Balance (Period Beginning)	225.7	229.3	305.5	256.7	252.0
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	556.1	520.8	521.4
<i>USES:</i>						
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	5.0	10.0	10.0	10.0
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	New Demolition Program	0.0	5.0	10.0	10.0	10.0
29	New Teacher Housing Program	0.0	5.0	10.0	10.0	10.0
30	Awards YTD (per Project Awards Schedule)					
31	Awards Planned in Remaining Quarters & Out Years (per Project Awards Schedule)	49.3	160.7	209.8	181.5	67.3
32	Subtotal Uses :	135.2	235.0	299.4	268.8	158.7
33	Estimated Uncommitted Balance Period Ending	229.3	305.5	256.7	252.0	362.7

II. PROJECT AWARD SCHEDULE SUMMARY			FY21 est.	FY22 est.	FY23 est.	FY24 est.	FY25 est.	Total
	Total							
	2004-2005 Awards (Design & Const.) :							0
34	Prior Year Awards	4.2	0.0	0.0	0.0	0.0	0.0	4.2
35	2013-2014 Awards Cycle (Design/Const.) :	219.7	0.1	0.0	0.0	0.0	0.0	3.4
36	2014-2015 Awards Cycle (Design/Const.) :	104.3	5.7	1.0	0.0	0.0	0.0	14.6
37	2015-2016 Awards Cycle (Design/Const.) :	33.4	0.0	0.0	0.0	0.0	0.0	0.0
38	2016-2017 Awards Cycle (Const.) :	0.0	0.0	0.0	0.0	0.0	0.0	0.0
39	2016-2017 Awards Cycle (Design) :	0.0	0.0	0.0	0.0	0.0	0.0	0.0
40	2017-2018 Awards Cycle (Design/Const.) :	23.9	0.4	0.0	0.0	0.0	0.0	5.5
41	2018-2019 Awards Cycle (Design) :	4.4	5.4	9.8	0.0	0.0	0.0	16.9
42	2018-2019 Awards Cycle (Const.) :	161.2	20.7	57.6	73.1	0.0	0.0	161.9
43	2019-2020 Awards Cycle (Design) :	8.8	5.6	4.8	0.0	0.0	0.0	10.6
44	2019-2020 Awards Cycle (Const.) :	110.0	7.1	55.6	49.0	0.0	0.0	111.9
45	2020-2021 Standards-Based Awards Cycle :	197.6	2.1	26.5	64.3	88.8	16.3	198.0
46	2020-2021 Systems-Based Awards Cycle :	5.0	2.3	2.7	0.0	0.0	0.0	5.0
47	2021-2022 Standards-Based Awards Cycle :	138.3	0.0	1.1	17.1	69.7	0.0	87.9
48	2021-2022 Systems-Based Awards Cycle :	5.0	0.0	1.7	2.1	0.0	0.0	3.8
49	2022-2023 Standards-Based Awards Scenario :	138.3	0.0	0.0	2.0	16.0	32.3	50.3
50	2022-2023 Systems-Based Awards Scenario :	5.0	0.0	0.0	2.3	2.7	0.0	5.0
51	2023-2024 Standards Based Awards Scenario :	138.3	0.0	0.0	0.0	2.0	16.0	18.0
52	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	160.7	209.8	181.5	67.3	702.0

*Actual SSTB/LTB Sale

702.0

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 PSCO 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 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 may be expended each year for an education technology infrastructure deficiency corrections initiative. Provided that funding allocated pursuant to this section shall be expended within three years of its allocation. The financial plan includes estimates

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

September 13, 2021

				FY 2020				FY 2021				FY 2022				FY 2023				FY 2024			
				\$33,229,031				\$49,348,358				\$160,735,273				\$209,834,651				\$181,521,934			
				\$166,775	\$4,057,519	\$474,775	\$28,529,962	\$275,130	\$7,349,477	\$15,349,628	\$26,374,123	\$66,097,986	\$8,602,548	\$7,341,866	\$78,692,874	\$181,064,130	\$22,897,259	\$0	\$5,873,263	\$181,521,934	\$0	\$0	\$0
				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
Prior Year AWARDS	Planning	Design	Construction																				
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
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																
				\$0	\$0	\$0	\$5,855	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
							\$5,855				\$0					\$0				\$0			\$0

				FY 2020				FY 2021				FY 2022				FY 2023				FY 2024			
				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
FY14 AWARDS	Planning	Design	Construction																				
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)	Ditzler Auditorium(H B55 50% PSCOC award		\$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

				FY 2020				FY 2021				FY 2022				FY 2023				FY 2024			
				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
FY15 AWARDS	Planning	Design	Construction																				
P15-001	Alamogordo	Combined ES		\$13,005,060																			
P15-005	Clovis (SSTB16SB - A61)	Parkview Elementary School (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											

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

September 13, 2021

		FY 2020				FY 2021				Current Quarter	FY 2022				FY 2023				FY 2024						
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											
P15-010	NMSD (Reauthorized 2017 Session per HB55; June 2017 SSTB & LTD)	Hall(HB55 50% PSCOC award 50%) HB55	\$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

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	\$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	\$0
							\$5,125,946					\$410,058			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

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

September 13, 2021

		FY 2020			FY 2021			Current Quarter	FY 2022			FY 2023			FY 2024									
P20-003	Roswell (SSTB18SD 0001 A82 \$1,807,637)	Mountain View MS		\$1,807,637	\$16,268,730			\$1,807,637			\$16,268,730													
P20-004	Hobbs (SSTB18SD 0001 A82 \$1,354,716)	Southern Heights ES		\$1,354,716	\$13,993,882		\$1,354,716		\$13,993,882															
P20-005	Las Cruces (SSTB18SD 0001 A82 \$42,750)	Columbia ES	\$42,750	\$1,707,009	\$21,727,156	\$42,750		\$1,707,009			\$21,727,156													
P20-006	Roswell (SSTB18SD 0001 A82 \$51,000)	Washington Avenue ES	\$51,000	\$601,585	\$5,873,263	\$51,000			\$601,585		\$5,873,263													
P20-007	Des Moines	Combined School	\$0	\$144,641	\$1,301,768	\$0		\$221,381	\$1,301,768															
P20-008	Grants (SSTB18SD 0001 A82 \$548,021)	Bluewater ES		\$548,021	\$5,083,430		\$548,021				\$5,083,430													
P20-009	Clovis (SSTB18SD 0001 A82 \$2,797,084)	Barry ES		\$2,797,084	\$0		\$2,797,084																	
S20-001	Roswell (SSTB18SD 0001 A82 \$234,600)	Roswell HS		\$234,600	\$0			\$234,600																
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	\$54,638	\$491,744																	
S20-004	Gallup-McKinley (SSTB19SB 0001 A91 \$1,450,160)			\$1,420,160	\$106,512		\$142,016	\$1,278,144	\$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		\$152,006		\$1,615,487															
S20-006	Gallup-McKinley (SSTB19SB 0001 A91 \$421,336)	Tse Yi Gai HS		\$421,336	\$31,600		\$42,134	\$379,203	\$31,600															
S20-007	Hobbs (SSTB19SB 0001 A91 \$29,728)	Hobbs HS		\$29,728	\$267,552		\$29,728	\$267,552																
S20-008	Portales (SSTB19SB 0001 A91 \$299,751)	Brown Early Childhood Center		\$299,751	\$2,697,762		\$299,751	\$2,697,762																
S20-009	Las Cruces (SSTB19SB 0001 A91 \$764,008)	Valley View ES			\$764,008			\$764,008																
S20-010	Hobbs (SSTB19SB 0001 A91 \$334,286)	Mills ES			\$334,286			\$334,286																
	Contingency for Waivers		\$4,596,385	\$0	\$0																			
E20-001	Mora	Lift/Pump Station and Sewer Line Repair Emergency	\$150,000	\$0	\$0	\$150,000																		
			\$4,865,135			\$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
				\$300,991				\$12,727,754			\$60,485,987		\$48,952,579				\$0							

		FY21 AWARDS				70%				30%														
		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)	TwinButtes HS, Zuni HS	\$75,000							\$75,000			\$26,127,718				\$64,300,495				\$88,802,439			
P21-003	P21 Gallup (SSTB19SD 0004 A92 \$101,250)	Gallup HS	\$101,250							\$101,250														
P21-005	P21 Gallup (SSTB19SD 0004 A92 \$60,750)	Crownpoint HS	\$60,750	\$350,924						\$60,750			\$350,924											
P21-006	P21 Gallup (SSTB19SD 0004 A92 \$60,750)	Navajo Pine HS	\$60,750							\$60,750														
P21-007	P21 Grants (SSTB19SD 0004 A92 \$1,796,022)	Mesa View ES	\$1,796,022							\$1,796,022														

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

September 13, 2021

		FY 2020				FY 2021				Current Quarter	FY 2022				FY 2023				FY 2024				
S21-001	S21 Las Cruces (SSTB19SD 0004 A92 \$165,548)	Tombaugh ES	\$165,548	\$1,489,934					\$165,548														
S21-002	S21 Clovis (SSTB19SD 0004 A92 \$967,357)	Clovis HS	\$967,357						\$967,357														
S21-003	S21 Las Cruces (SSTB19SD 0004 A92 \$139,862)	Ocate HS	\$139,862	\$1,258,757					\$139,862														
S21-004	S21 Gallup (SSTB19SD 0004 A92 \$777,474)	Tohatchi MS	\$777,474						\$777,474														
S21-005	S21 Hatch Valley (SSTB19SD 0004 A92 \$220,397)	Hatch Valley HS	\$220,397						\$220,397														
			\$0	\$0					\$2,700,000														
			\$0	\$0	\$0	\$0	\$0	\$0	\$4,364,410	\$0	\$0	\$0	\$0	\$29,178,642	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
			\$0	\$0	\$0	\$0	\$0	\$0	\$4,364,410	\$0	\$0	\$0	\$0	\$29,178,642	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
														\$64,300,495	\$0	\$0	\$0	\$0	\$0	\$0	\$88,802,439	\$0	\$0
														\$64,300,495	\$0	\$0	\$0	\$0	\$0	\$0	\$88,802,439	\$0	\$0
														\$29,178,642	\$0	\$0	\$0	\$0	\$0	\$0	\$88,802,439	\$0	\$0

		FY22 AWARDS				FY20				FY21				FY22				FY23				FY24			
		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	
	P22 Gadsden	\$25,300	\$3,317,645	\$29,858,810									\$25,300				\$3,317,645				\$29,858,810				
	P22 Gadsden	\$52,500	\$2,705,845	\$24,352,605									\$52,500				\$2,705,845				\$24,352,605				
	P22 Los Alamos		\$409,195	\$3,682,754									\$409,195				\$3,682,754								
	P22 - Los Alamos		\$501,411	\$4,512,703									\$501,411				\$4,512,703								
	P22 - Los Lunas	\$42,000	\$1,723,120	\$15,508,080									\$42,000				\$1,723,120				\$15,508,080				
	P22 - Mosquero	\$54,923		\$1,110,808									\$54,923				\$1,110,808								
	S22 - Floyd		\$50,622	\$518,595									\$50,622				\$518,595								
	S22 - House			\$65,661									\$65,661												
	S22 - Las Vegas City			\$155,721									\$155,721												
	S22 - Portales			\$223,086													\$223,086								
	S22 - Portales		\$96,862	\$1,098,443									\$96,862				\$1,098,443								
	S22 - Raton			\$98,081									\$98,081												
	S22 - Raton			\$280,339									\$280,339												
	S22 - Raton			\$137,927									\$137,927												
	S22 - Raton			\$386,050									\$386,050												
	S22 - Truth or Consequences		\$26,712	\$240,412									\$26,712				\$240,412								
	S22 - Tularosa			\$394,619									\$394,619												
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,777,923				\$19,133,411	\$0	\$0	\$0	\$69,719,495	\$0	\$0	\$0	
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,777,923	\$2,777,923			\$19,133,411	\$19,133,411			\$69,719,495	\$69,719,495			

		FY23 AWARDS SCENARIO				FY20				FY21				FY22				FY23				FY24			
		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				\$16,000,000				
	Estimated Systems Awards contingent on PSCOC approval	\$0	\$0	\$0													\$2,300,000				\$2,700,000				

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

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

September 13, 2021

FY 2020				FY 2021				Current Quarter	FY 2022				FY 2023				FY 2024			
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0					\$4,300,000	\$0	\$0	\$0	\$18,700,000	\$0	\$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																					
			Estimated Systems Awards contingent on PSCOC approval	\$0	\$0	\$0																					
\$0				\$0				\$0				\$0				\$0				\$0							
\$0				\$0				\$0				\$0				\$0				\$4,300,000				\$4,300,000			

District Local Match Advances

September 13, 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	06/25/14 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

September 13, 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

1	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)
2										
3										
4										
5										
6										

PSCOC FUND BALANCE 8/23/2021

Pool	Title	Appr Id	Chapter	Laws	Section	Amount Sold	Amount Budgeted	Amount Expend	Amount Revert	Balance as of 7/23/2021	Balance as of 8/23/2021	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	\$13,775.12	\$13,775.12	\$0.00
SSTB11SD	PSFA - NMSBVI Sacramento Dormitory	SSTB11SD 14-2174	338	2001		\$114,721.00	\$114,721.00	\$14,169.01	\$0.00	\$100,551.99	\$100,551.99	\$0.00
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	\$3,776,516.28	\$3,776,516.28	\$0.00
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	\$774,374.81	\$774,374.81	\$0.00
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	\$15,883,599.39	\$15,883,599.39	\$0.00
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	\$25,103,306.23	\$0.00	\$9,630,727.75	\$9,586,793.77	\$43,933.98
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	\$49,012,458.98	\$0.00	\$18,054,414.86	\$17,973,741.02	\$80,673.84
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	\$3,822,120.78	\$3,822,120.78	\$0.00
SSTB17SD	PSCOC CAPITAL OUTLAY PROJECTS	SSTB17SD 0001	338	2001	12/2018 Cer	\$7,342,300.00	\$7,342,300.00	\$6,821,483.37	\$0.00	\$547,196.81	\$520,816.63	\$26,380.18
SSTB18SB	PSCOC CAPITAL OUTLAY PROJECTS	SSTB18SB 0004	338	2001	6/2018 Cert	\$81,679,840.00	\$81,679,840.00	\$50,117,120.34	\$0.00	\$32,193,612.95	\$31,562,719.66	\$630,893.29
SSTB18SD	PSCOC CAPITAL OUTLAY PROJECTS	SSTB18SD 0001	338	2001	12/2018 Cer	\$72,431,924.96	\$72,431,924.96	\$21,788,023.31	\$0.00	\$51,434,252.13	\$50,643,901.65	\$790,350.48
		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	\$50,872.41	\$50,872.41	\$0.00
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	\$5,572,207.41	\$5,572,207.41	\$0.00
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	\$100,817.13	\$0.00	\$17,717,802.01	\$17,699,182.87	\$18,619.14
		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	\$16,331,513.46	\$0.00	\$127,191,809.73	\$124,411,525.54	\$2,780,284.19
		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	\$17,197,609.11	\$0.00	\$36,328,389.92	\$36,227,210.89	\$101,179.03
	Total for Agency:		94000			\$2,999,149,910.86	\$2,716,485,656.60	\$2,572,147,767.08	\$13,999,358.63	\$417,475,099.28	\$413,002,785.15	\$4,472,314.13

IV. Consent Agenda

- A. Approval of Meeting Minutes – August 9, 2021*
- B. Facilities Master Plan (FMP) Application
Announcement*

* Denotes potential action by the PSCOC

**PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
MEETING MINUTES
STATE CAPITOL BUILDING ROOM 307
August 9, 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 Mr. Raul Burciaga, LCS (1:34-2:50)
Ms. Mariana Padilla, Office of the Governor (arrived at 2:00 pm)

Designee(s): Clinton Turner for Raul Burciaga (2:50 to 3:50)

1. **Call to Order** – Chair Guillen called the meeting to order at 1:34 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** – Two audience members spoke in support of the BDCP SB144 item on the agenda.
 - Dianne Lindstrom, AARP Lobbyist – Volunteer Advocate
 - Dr. Yolanda Jones King – Regent, New Mexico Tech

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

Mr. Evans presented the financial plan updates, reviewing actions that were approved last month by Council, three teacher housing units in Gallup, Nancy Lopez MS in Roswell, as well as the Combined School in Des Moines. Three items were noted as modifications for potential action; one is a slight adjustment to Gallup’s Tohatchi teacher housing units, as well as additional design funding for (Roswell) Mesa MS and (Las Cruces) Columbia ES. The variance analysis for the out-years for this month’s project requests were estimated to be \$2.1M each year. Mr. Evans also said that the projects awarded in July for FY22 would reflect on the financial plan once the commitment letters were signed and received. The projected ending fund balance as of July 2021 is \$417M.

b. **FY23 PSFA Operating Budget Request**

The FY23 Operating Budget request totals \$6.07M and includes an increase of 5% from FY22. The request includes staffing up to 50 FTE, which is two more full-time positions than the previous years. Mr. Evans mentioned further details in the budget summary documentation provided for FY21, FY22, and FY23. In response to a question posed by Mr. Robbins during the AMS Subcommittee meeting on the unemployment insurance (UI) Premium, Mr. Evans verified \$25,800 was the correct amount. A response is pending from GSD to Mr. Evans to verify unemployment claims; currently, FY22 figures are being used to project FY23. Mr. Robbins commented that as the Chair of the AMS Subcommittee, he felt

the discussion on the agenda item was reasonable and reiterated that no action was taken due to a lack of a quorum. Ms. Gudgel stated that the actual numbers on the financial plan have not been updated from FY21. She stated that the Financial Plan notes FY21 as \$4.4M in the operating budget and has \$5.4M in the FY21 actuals columns. Ms. Gudgel sought clarification on whether or not reversions were included. Mr. Evans responded by saying the action was pending because he was waiting for the audit to be completed. Regarding the reversions, Mr. Evans stated that FY21 included a reduced number from bonds by \$700K because of the fund balance and explained the reversion wouldn't happen until after all final expenditures post.

MOTION: Mr. Robbins moved for Council approval of the proposed \$6,073,998 FY23 budget and organizational structure of the PSFA. Ms. Leach seconded and the motion was unanimously approved.

4. Consent Agenda

- a. July 12, 2021 PSCOC Meeting Minutes**
- 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**

Mr. Abbey said a press release was requested from PSFA to publish the recent \$25M investment in awards for teacher housing. Mr. Chamblin confirmed the request would be completed after the PSCOC meeting and presented at the PSCOOTF meeting the following week. Mr. Abbey commented on the big step towards equity with Teacher Housing projects. Additionally, Mr. Abbey recalled the discussion about Tularosa's empty spaces in their facility and flagged the possibility of right-sizing the facility based on future student enrollment; however, the staff recommendation was not adjusted.

MOTION: Mr. Guillen moved for Council approval of the Consent Agenda. The motion was unanimously approved, with no opposition.

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

- 1. (Roswell Independent School District) Mr. Brian Luck – Superintendent; Mr. Chad Cole – Assistant Superintendent for Finance and Operations; and Mr. Jeremy Sanchez- Construction Coordinator
- 2. (Las Cruces Public Schools) Mr. David Hoppe – Deputy Superintendent, Operations

Mr. Abbey asked the Roswell District representatives if, after their award approval, about half of their schools would be newly renovated or constructed facilities. Superintendent Luck, expressed his appreciation to the Council for their ongoing support and noted that Mr. Abbey's inference was not correct, provided background information on the district's schools

and stated the majority of their buildings were old. Mr. Abbey stated that he hopes the district continues to right size and Mr. Guillen recognized the district's hard work and progress with capital projects. Mr. Hoppe (Las Cruces) noted the benefit of getting good information from the educational specification and was excited about the continuous partnership with PSCOC.

5. Other Business

a. FY22 Lease Assistance Awards

Ms. Gudgel presented the motion as stated on the executive summary for an approval of Lease Assistance Awards totaling \$13.4M. Mr. Robbins discussed the possibility of updating the MEM rate to reflect an increase in the overall consumer price index (CPI) since 2007. Mr. Robbins said that in 2007 the MEM rate was \$700; in 2021 the rate should be \$870. The current recommendation by staff is a 2% increase, totaling approximately \$760 per MEM, which is a \$100 difference. The rate has not been updated for several years due to budget constraints. Mr. Robbins continued to say state funding participation is limited to the eligible classroom square footage of a charter school. In some cases, the PSCOC may waive the rate if the space is less than the allowed. However, Mr. Robbins stated, Charter Schools end up paying the difference and are forced to use other funds to cover the cost of the lease because of the standards set by the Council. It is understood that statute cannot be changed, but Mr. Robbins suggested increasing the MEM rate to \$860, which would total to about \$15.5M. Mr. Robbins expressed concern due to inconsistency that does not honor the spirit of the pending Zuni lawsuit against the state regarding equity in schools and may lead to future problems.

Mr. Guillen asked Mr. Robbins if his request was to award for past years. Mr. Robbins responded in the negative, and stated that no retroactive reimbursement would occur for prior years, but he would like to update the lease reimbursement MEM rate up to what the CPI calculation would have been if updated consistently since 2007. Mr. Robbins continued to explain, if leases are lower than the MEM rate, no extra money is awarded. Mr. Abbey questioned how that was different than-retroactive, and requested clarification on the amount and percentage increase. Mr. Robbins responded that the retroactive reimbursement could be up to \$5-10M more. Mr. Robbins suggested bringing the MEM rate from \$747 to \$872 and clarified no reimbursement would take place for past years. Mr. Guillen asked if the rate is supposed to increase every year. Mr. Robbins restated his request. Ms. Gudgel argued that the staff recommendation did not recommend an increase to the CPI rate. The Awards Subcommittee recommendation adjusted the MEM rate by 2%. Ms. Gudgel asked what the impacted amount would be with Mr. Robbins' request. Mr. Robbins responded that the impact would total to approximately \$1.5 to \$2M more. In response, Ms. Gudgel argued that the original intent of the Lease Assistance Awards was to cover 50% of leases when the program was designed, and up to the last several years, the program has been awarding from 65-70% of lease cost. Ms. Gudgel expressed that she was uncomfortable making a change without analyzing the origin of CPI numbers and adjusting prior year action. Ms. Gudgel asked what the percentage of total leases covered by awards was but Mr. Chamblin did not have the information available. Mr. Guillen and Ms. Gudgel discussed the possible percentage of Mr. Robbins totaling to a 17-18% increase.

Mr. Abbey made a comment about the policies and procedures LFC follows when applying inflationary numbers and said the recommendation is to not fund the cost according to LFC budget guidelines. Mr. Abbey stated the past years had no MEM rate adjustment, recognizing financial constraints, and went on to express the consideration of the effects of moving fixed expenditures without analyzing the need and increase at such a high magnitude. Mr. Guillen asked if the CPI increased from last year. Mr. Robbins said that from December 2019-2020 the increase was 1.2% and 4% since June 2021. Mr. Guillen noted that the Awards Subcommittee recommended 2%, which was higher than the 1.2% and less than the staff recommendation of 2.6%. Mr. Abbey argued that he does think that a 2% adjustment is needed.

Mr. Guillen opened up the discussion to the other members for their input. Mr. Ortiz agreed with Ms. Gudgel regarding providing the Council with more information before a decision is made. Mr. Ortiz also expressed caution about the lease assistance program and the Zuni lawsuit. Ms. Padilla agreed with Mr. Ortiz’s comments. Ms. Leach said that having more information would be beneficial for the overall discussion and determination., and also agreed with Mr. Abbey’s comment about inflationary numbers. Mr. Guillen stated there was flexibility for negotiation and entertained a motion to table the item if there wasn’t a big impact on awards being delayed. Mr. Robbins clarified repayments begin in October and that the September approval would still give the program sufficient time.

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, and 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, stating 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.

AMENDED MOTION: Mr. Robbins moved to table the item, Mr. Burciaga seconded and a roll call vote was taken.

Roll Call:

Mr. Abbey – No	Ms. Leach – Yes	Mr. Robbins – Yes
Mr. Burciaga – Yes	Mr. Ortiz – Yes	Mr. Bailey – Yes
Ms. Gudgel – No	Ms. Padilla – Yes	Mr. Guillen – Yes

By a vote of 7 to 2 the motion to table was approved.

b. Demolition Program Rules and Application

Mr. Chamblin stated that the request is for prioritization of demolition of free-standing facilities in order to avoid scope creep. After the first year is complete, an analysis of the outcome will be done in order for program improvements to be made. The program timeline is tentatively set to run September through November and then on a month-to-month basis. The plan is to open both demolition and systems programs to proceed on a rolling basis from month-to-month. Mr. Abbey asked what the input of the AMS Subcommittee was; Mr. Robbins replied that the Subcommittee discussed opening up requests to all, depending on demand, but prioritizing free-standing buildings. Mr. Abbey then asked about the program rules, to which Mr. Chamblin replied that the language of the Act requests that Council review awards and for the state to potentially fund up to 100% for demolition. The application process includes requesting information from the district, such as a statement of financial position, letter of commitment, and insurance savings. Mr. Abbey requested that the term “program rules” be changed to “guidelines” as well as modifying the application so that it was less rigid. Mr. Robbins clarified that the Subcommittee discussion never included excluding requests, just prioritizing the requests. Mr. Abbey suggested adding language that applications for non-freestanding buildings would also be accepted. Mr. Robbins suggested modifying the verbiage further to say that applications would be accepted for *any* facility a district would like to demolish.

Ms. Gudgel expressed concern about being able to obtain accurate information about insurance savings. Mr. Chamblin responded that the process may get complicated and staff may need to help districts. Ms. Gudgel sought additional clarification on the requirement for a letter of commitment from the district to retain the land following demolition. Mr. Chamblin replied that the letter was a request from the AMS Subcommittee in response to Ms. Leach’s concern to anti-donation issues. Ms. Gudgel asked how it would be an anti-donation issue; Ms. Leach responded that the concern came from potentially having the private sector benefit from public funds; if the district’s property uses public funds to improve the property by demolishing a building and then sells to the private sector, it could cause an issue. Ms. Gudgel then asked how the commitment could be enforced by PSCOC. Mr. Chamblin said it would be difficult to control; however, Ms. Leach noted that the Board of Finance follows a disposition process for districts which entails disclosing improvements made on property by use of capital funds.

Ms. Gudgel inquired about the types of requests, and possible implications of such, with additional scopes of work. Mr. Chamblin replied that every request would be subject to review by the Council, information within the application would be validated by staff and reiterated that some requests may lead to scope creep. Ms. Gudgel asked how stand-alone demolition requests could get complicated; Mr. Chamblin said that that demolishing a facility could lead to other issues such as damaging the sewer, electricity, water, or gas lines and reminded Members of the boiler issue at the Clayton School District, which had been presented at a previous meeting. Ms. Gudgel cautioned the Council to be careful with the approach and Mr. Guillen expressed his desire for the program to be compact and felt the requests should be for

demolition only. Mr. Guillen was also in favor of the demolition for stand-alone facilities and noted the importance of prioritizing correctly. Mr. Guillen then suggested that districts participate in the additional work independently.

Mr. Robbins noted that additional issues would be unknown until after the demolition was complete, and recommended to allow reconnections to take place on free-standing buildings. Ms. Padilla suggested requesting the districts master plan to foresee potential issues from the demolition; Mr. Chamblin replied that many districts do not include demolition in their master plans. Ms. Padilla further suggested that the information be provided *if* it was included in their master plan; Mr. Chamblin agreed. Mr. Abbey reiterated that a simplification of the demolition process, in combination with the Systems-based program, would be better. Mr. Chamblin clarified that two applications were being done because of the two different bills/acts the programs originated from. Mr. Abbey felt that an accommodation could be made to fit demolition under the Systems-based application and waivers could be included as needed; Mr. Guillen agreed that a simpler process would be better. Mr. Chamblin noted that the release of the announcement letter would change from the first week of September to the third week. Mr. Guillen requested that the revised information be brought back to the September Subcommittee and Council meetings.

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

AMENDED MOTION: Mr. Abbey moved to table the item, Mr. Robbins seconded and the motion was unanimously approved.

c. BDCP SB144 – Guideline Approval and Funding

Ms. Gudgel began by reiterating that Motion #1 was the Awards Subcommittee recommendation and that the Subcommittee was not in favor of the nonprofit recommendation. Mr. Chamblin reviewed the executive summary and noted the request for approval of \$200K for procurement and contracting of network engineers to develop a conceptual plan for the Statewide Education Network (SEN). Following procurement, a governance structure would need to be established before the E-rate application due date in spring of 2022. Mr. Chamblin suggested to the Council a possible consideration of \$300K to start preliminary discussion with qualified, expert network engineering contractors. Mr. Chamblin noted the need to develop real projects for the market in order to implement the SEN. The potential timeline, organizational chart, letters of support, and conceptual map were also reviewed.

Mr. Viorica commented that the Advisory Committee was in support of the proposed SEN and also noted the impact of delaying such progress could result in losing momentum, losing E-rate applications/schools, and losing millions of dollars in federal funding. Mr. Abbey noted that the Awards Subcommittee was concerned about the establishment of a nonprofit from the

Council and asked how \$200K would be procured in a competitive way. Mr. Viorica replied that the RFP process would establish and plan the necessary tasks to be completed in order for the SEN to be successful and stressed there was an urgent need for the SEN in communities and schools. Mr. Abbey requested an equitable proposal and competitive procurement process involving quotes. Ms. Padilla asked about PED's role in the work chart; referring to the roles and responsibilities chart, Mr. Chamblin stated that PED provided operational cyber security funding and management support.

Mr. Chamblin acknowledged that the process to develop the SEN would include building infrastructure and establishing operational costs. Ms. Padilla was happy to hear PED was a leader rather than an advisor in the coordination of the SEN and asked about the list of schools ready to participate. Mr. Viorica replied that the list was not currently available but would be shared once it was made final. Mr. Guillen sought clarification, asking if the request was for \$200K or \$300K for contracting/procurement. Mr. Chamblin replied that they would be expert network engineers who would assist with developing a statewide map identifying hub locations and possible potential projects for fiber. Mr. Chamblin further explained that the contractors would also help with grouping districts and e-rate procurement. Ms. Gudgel noted that a step was missed as SB144 states "Council shall develop guidelines for SEN infrastructure, integrate hub location services and/or maintenance equipment" and that "The Council may fund education technology infrastructure project hardware service to interconnect students, teachers, schools as necessary to broadband connectivity and remote learning." Ms. Gudgel asked what the process for guidelines to come was; Mr. Chamblin replied that the conceptual statewide plan is an initial effort to start with the guidelines.

Ms. Gudgel was concerned about rushing approval of the SEN and suggested additional analysis of the bill to understand better the purpose of the SEN. Mr. Chamblin noted that additional material would be provided for discussion at the September meetings. Ms. Gudgel expressed further concern about taking action without guidelines; Mr. Viorica pointed out that the number of steps a project of this size and type may take includes high level proposals and the governance structure is yet to be determined. Ms. Gudgel stressed that Council proceed carefully. Mr. Robbins questioned the request to increase the contracting funds from \$200K to \$300K; per Mr. Chamblin, based on conversations with contractors who would be soliciting bids, the request was a precaution being used to avoid returning to the Council for additional money. Mr. Guillen preferred keeping the amount at \$200K and thanked PSFA for their planning and coordination efforts; Mr. Abbey suggested \$300K was needed. Mr. Guillen asked if Mr. Chamblin was comfortable with the team who would be making the selection; Mr. Chamblin replied in the affirmative. Mr. Viorica emphasized since cyber security is not yet eligible for e-rate funding, it would be a one hundred percent funding expense for the State of New Mexico at this point. Ms. Padilla thanked staff for their work and coordination with PED and DoIT.

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).

AMENDED MOTION #1 - Ms. Gudgel moved for Council to approve the flexibility for PSFA to expend up to \$300K for such effort, upon approval of the Chair. Additionally, the Chair shall review procurement method. Mr. Robbins seconded and the motion was unanimously approved.

Motion #2 – No action taken.

6. Informational

a. Project Status Report

This item had no significant updates and was not discussed.

b. Workplan Timeline

Mr. Chamblin noted the tentative schedule for PSCOC meetings for the remained of the calendar year.

7. Next PSCOC Meeting - Proposed for September 13, 2021.

8. Adjourn – There being no further business to come before the Council, Ms. Gudgel moved to adjourn the meeting. Mr. Robbins seconded and the motion was unanimously approved. The meeting adjourned at 3:56 p.m.

_____ Chair

_____ Date

I. **PSCOC Meeting Date:** September 13, 2021

II. **Item Title:** Facilities Master Plan (FMP) Application Announcement

III. **Name of Presenter:** Martica Casias, Deputy Director

IV. **Potential Motion:**

Approval to send the 2021-2022 Facilities Master Plan application and procedures to all school districts and state authorized charter schools in accordance with the timeline presented.

V. **Executive Summary:**

Background:

Annually, the Public School Capital Outlay Council (PSCOC) provides school districts and state-chartered charter schools with the opportunity to apply for Facilities Master Plan (FMP) assistance. A current FMP is a requirement for receipt of PSCOC funding.

Key Issues:

PSFA currently has \$400,000 in state share funding included in the PSCOC Financial Plan for 2021-2022 Master Plan Awards.

Historically, school districts or state-chartered charter schools may apply for funding if their plan has already expired, will expire at the end of the current year, or are within one year of their FMP expiration date (expiration at the end of 2022). In some cases, the PSCOC has funded a plan outside of those parameters if the district has experienced significant change.

Upon approval by the PSCOC, the invitation for FMP applications will be released on September 14, 2021. Applications are due October 15, 2021, with a potential/anticipated award date of November 8, 2021.

- 85 out of the 89 school districts have approved and/or are working on their FMPs.
 - 30 districts are in the process of working on their new master plans.
- 5 districts do not have a current, approved FMP and are not currently working on a plan.
 - Animas
 - Chama Valley

- Fort Sumner
- Mountainair
- Roy

- 5 districts and 7 state-chartered charter schools have FMPs that expire in 2021. These are districts and charter schools not currently working on a new plan.
- 18 districts and 6 state-chartered charter schools have FMPs that expire in 2022. These are districts and schools not currently working on a new plan.
- Both Constitutional Schools (New Mexico School for the Blind and Visually Impaired and New Mexico School for the Deaf) have plans expiring in 2022.
- All state-chartered charter schools have current FMPs or are preparing new plans.
- If all 27 districts, 6 charter schools, and 2 Constitutional schools with previously expired plans, 2021 expiring plans and 2022 expiring plans apply for FMP assistance, the estimated state share could be \$970,140 broken down by:
 - Previously expired \$44,711
 - 2021 expiring - \$202,058
 - 2022 expiring \$723,371
- PSFA bases costs on district size and gross square footage (GSF), as the following table illustrates:

FMP Categories	District Size	District GSF	PSCOC Max Cost per GSF
Large District		800,00+ GSF	\$0.10
Medium District		300,000 to 799,999 GSF	\$0.13
Small District		120,000 to 299,999 GSF	\$0.21
Extra Small District		119,999 and Under GSF	\$0.37

- For the first time, PSFA will be utilizing an online application process.

Staff Recommendation:

PSCOC authorization to release the 2021-2022 Facilities Master Plan application and procedures to all school districts and state authorized charter schools in accordance with the timeline presented.

State of New Mexico Public School Capital Outlay Council

Chair:

Joe Guillen, NMSBA

Members:

Ashley Leach, DFA
David Abbey, LFC
David L. Robbins, PEC
Mariana Padilla, Governor's Office

**Vice Chair:**

Raúl Burciaga, LCS

Members:

Dr. Vanessa Hawker, LESC
Antonio Ortiz, PED
Clay Bailey, CID

**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

September 15, 2021

To: All School Districts, State-Chartered Charter Schools, New Mexico School for the Deaf & New Mexico School for the Blind and Visually Impaired

Re: 2021-22 Facilities Master Plan (FMP) Assistance Program

Dear Colleagues:

Current law (Section 22-24-5 NMSA 1978) requires that all school districts and state-chartered charter schools have a five-year facilities master plan (FMP). Districts of all sizes are asked to set aside portions of their budget to develop a comprehensive FMP for their facilities, which the State will match based on the state/local share. The Public School Capital Outlay Council (PSCOC) is pleased to announce the seventeenth year of the grant assistance program. This assistance will allow you to hire a planning professional who can assist in preparing the plan.

Districts and state charters with expired FMPs, those expiring at the end of 2021, or those expiring at the end of 2022 are eligible for this grant assistance for developing new FMPs. State charters must be at least four years into their first renewal to be eligible. Grants are awarded under the standards-based capital outlay process based on the state/local match formula. Any school district or state authorized charter school that is not currently under contract with a facility master plan contractor as of September 15, 2021 may be eligible for funding assistance consideration.

In addition to long range planning for capital projects, the FMP must also identify end-of-life building systems needing to be scheduled for repair or replacement. These systems may include, but is not limited to, roofs, HVAC units, and site drainage. The FMP will identify funding sources for your planning priorities.

For the first time, the FMP assistance application is an on-line application, which you can find at the following link:

<https://www.nmpsfa.org/wordpress/facilities-master-plan-fmp-assistance-funding> under the tab Special Programs - > Master Plan Assistance.

At the link, you will be able to find the state/local match form to use in the on-line application and a link to your existing FMP.

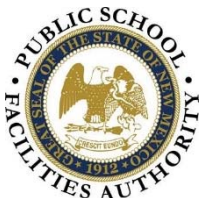
The application link will close at 5:00 PM on Friday, October 15, 2021. Awards are anticipated to be made at the November 2021 PSCOC meeting. If you have questions about the FMP, please contact PSFA Facilities Master Planner John Valdez at (505) 468-0289.

Sincerely,

Martica Casias,
PSFA Deputy Director

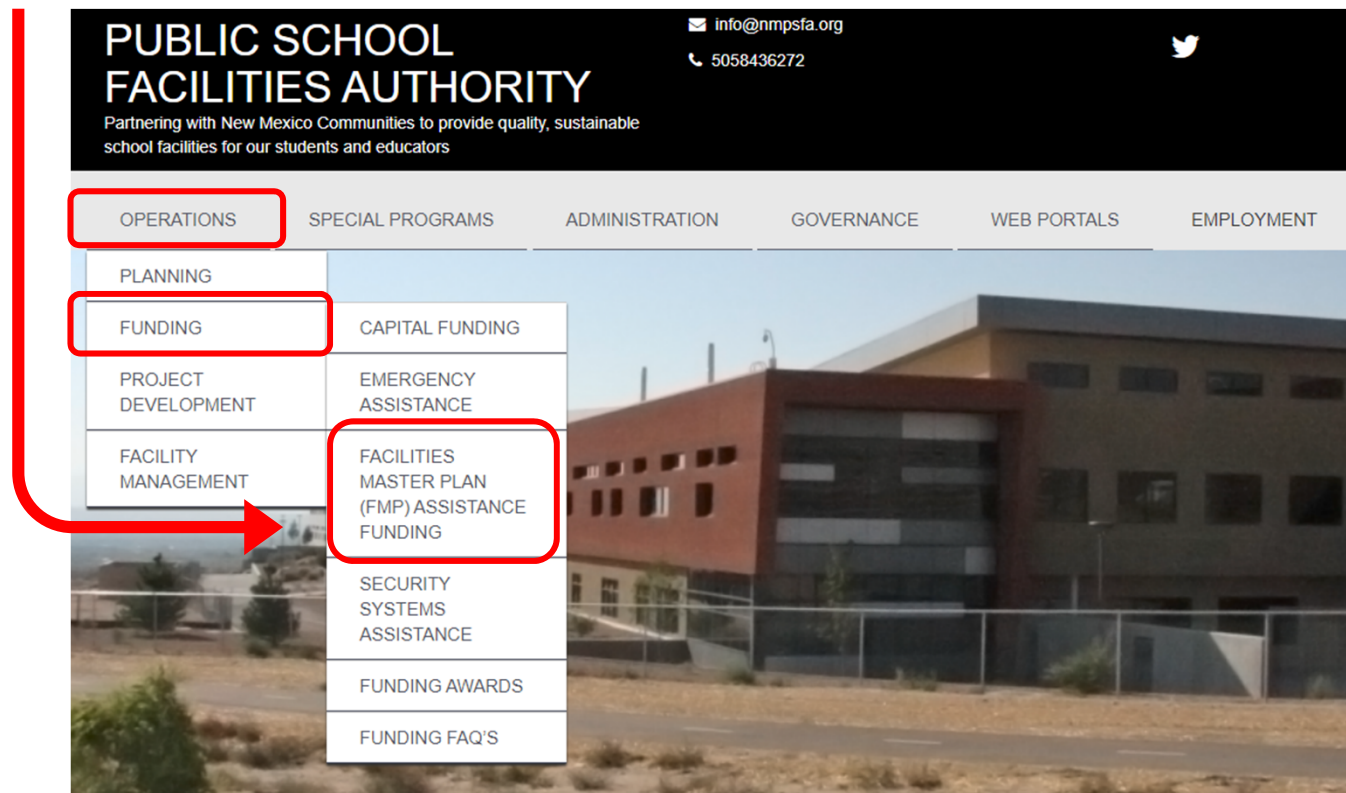
Public Schools Capital Outlay Council

FMP Online Application User Guide



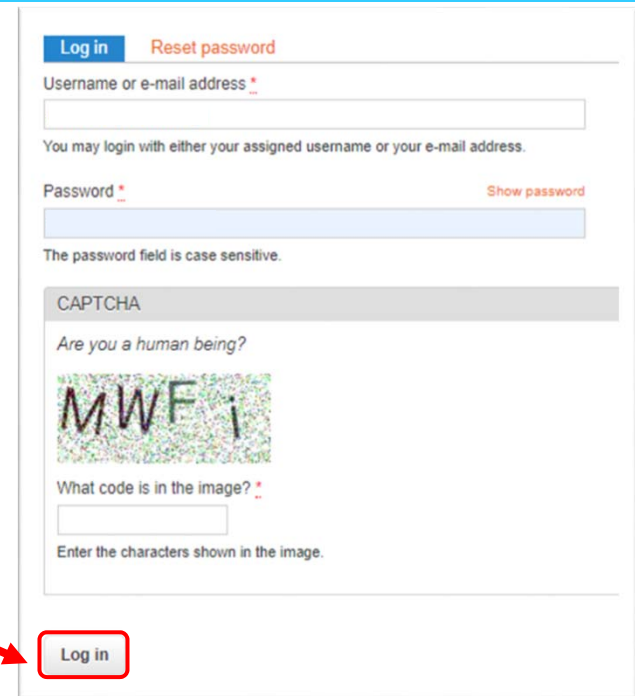
Getting Started

- Note: Web browsers such as Firefox, Safari, Internet Explore, etc. are not supported. Please use **Microsoft Edge** or **Google Chrome** to complete the online application.
- To access the Online FMP Assistance Application:
 - Navigate to the PSFA website homepage (<https://www.nmpsfa.org>).
 - Hover the cursor over the **OPERATIONS** menu, then **FUNDING**.
 - Click on the **FACILITIES MASTER PLAN (FMP) ASSISTANCE FUNDING** link.



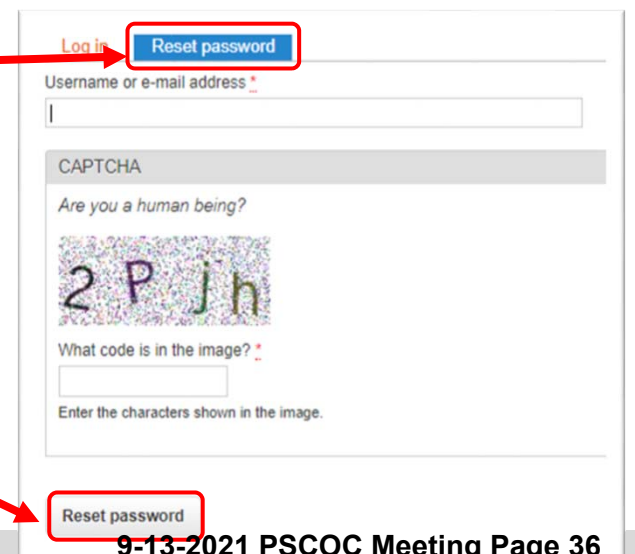
Login Page

- **To log in**, enter the email address associated with the application.
 - Enter the password provided by PSFA.
 - Enter the letters and numbers shown in the CAPTCHA.
 - Click the **Log in** button.



The screenshot shows the login page with the following elements: a 'Log in' button (highlighted with a red box) and a 'Reset password' link at the top; a 'Username or e-mail address' input field; a note stating 'You may login with either your assigned username or your e-mail address.'; a 'Password' input field with a 'Show password' link; a note stating 'The password field is case sensitive.'; a 'CAPTCHA' section with the question 'Are you a human being?' and an image containing the characters 'MWF i'; a 'What code is in the image?' input field; and a note stating 'Enter the characters shown in the image.' The 'Log in' button is highlighted with a red box, and a red arrow points from the 'Log in' text in the first list item to this button.

- **To reset the password**, click the **Reset password** button at the top of the page.
 - Enter the email address associated with the application.
 - Enter the letters and numbers shown in the CAPTCHA.
 - Click the **Reset password** button.



The screenshot shows the login page with the following elements: a 'Log in' link and a 'Reset password' button (highlighted with a red box) at the top; a 'Username or e-mail address' input field; a 'CAPTCHA' section with the question 'Are you a human being?' and an image containing the characters '2 P j h'; a 'What code is in the image?' input field; and a note stating 'Enter the characters shown in the image.' The 'Reset password' button is highlighted with a red box, and a red arrow points from the 'Reset password' text in the second list item to this button. Another red arrow points from the 'Reset password' text in the second list item to the 'Reset password' button at the bottom of the page.

Application Page

Use Microsoft Edge or Google Chrome. Unsupported browsers may result in unusual operation.

2021-2022 Application for Developing and Updating Five-Year Facilities Master Plans (FMP)

APPLICATION DEADLINE: OCTOBER XXTH, 20XX

LOG OUT

IMPORTANT! Read first.

New Mexico state law provides that the Public School Capital Outlay Council (PSCOC) may consider, pursuant to guidelines established by the council, allocations from the fund to assist districts in developing and updating five-year facilities master plans required by the Public School Capital Outlay Act.

[Click here](#) to review the District FMP plan, or [click here](#) to review the State Charter FMP plan that is presently on file at PSFA.

If the FMP is expiring, not listed or for other questions about the FMP application process, contact John Valdez at (505) 843-6272 or masterplanner@nmpsfa.org. You may also get help using this online form by click on the link below.

Help me with this Form

Select District: * - Select -

District Total Gross Sq. Ft.: Average Cost Per Sq. Ft.: \$ Max. Allowable FMP Cost: \$

Local Share (%) *

[Click here](#) to access updated local match values then enter in box above.

Local Share (\$)

Local Share Reduction Request: \$

[Click here](#) for Local Match Reduction Criteria

Net Local Share \$

State Match (%)

State Share (\$)

Local Share Reduction

Net State Match \$

The blank signature page must be completed, signed and returned via email to masterplanner@nmpsfa.org. A copy of the blank signature page will also be emailed to you upon submission of this form.



SUBMIT REQUEST

Select District from drop-down list

These fields will be auto-populated

Enter your local share here

Get you current local share here

If a local share reduction is requested, enter amount here

The balance of the fields will auto-populate.

Once form complete, click here to submit application

Submitting the Application

- Once the application is submitted, PSFA will review the application.
- If PSFA has questions, requires clarification, or requires updated documentation, PSFA will contact the person responsible for completing the application.

- If you have questions or require assistance with the Online FMP Assistance Application, please contact John Valdez at PSFA. masterplanner@nmpsfa.org

V. Other Business

- A. FY22 Lease Assistance Awards*
- B. Systems-based Application and Demolition Program Guidelines and Application*
- C. BDCP State-wide Education Network Guidelines and Governance*
- D. Recertification of SSTBs*
- E. Personnel Update: PSFA Director*

* Denotes potential action by the PSCOC

I. **PSCOC Meeting Date:** September 13, 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 98 charter and district school applicants, in the amount of \$17,052,366. This award scenario represents a discretionary 2% increase in the MEM rate, as approved by the Council and as allowed by statute.

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, invoices and other statutory requirements, as set forth in the application.

V. **Executive Summary:**

Background:

Lease Assistance Statute Analysis:

Section 22-24-4 NMSA 1978 Subparagraph I 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:

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

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

(a) the actual annual lease payments owed for leasing classroom space for schools, including charter schools, in the district; or

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

The PSCOC lease assistance program is a discretionary annual program. Although, the PSCOC is required to adjust the MEM rate by the percentage change between the penultimate calendar year and the immediately preceding calendar year of the Consumer Price Index - All Items (CPI), the adjusted MEM rate is not the required, actual amount that the PSCOC must award to an applicant (see Section 22-23-4 NMSA 1978 Subparagraph I. If the MEM rate is adjusted for each year since 2009 with the published CPI, it will arrive at the FY2021-2022 MEM rate of \$904.22. However, if adjusted, the adjusted MEM rate for FY2021-2022 is not the MEM rate that the PSCOC must or shall make when awarding funds to applicant schools. The MEM rate is one of two methods of determining the amount to be awarded and the award is a “*not to exceed*” the rate to be applied. Therefore, an annual award of less than the maximum amount is acceptable. No adjustment for the “*less than maximum awards*” in prior years is required.

Lease Assistance Formulas:

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.
- Lease Assistance based on MEM formula:

$$(Average\ 80/120\ day\ enrollment) \times (MEM\ rate) = Potential\ Award$$

OR

- Calculated assistance **based on the eligible square footage of the lease.**
- Percentage of the entire facility that is eligible classroom space, multiplied by the actual annual lease amount paid by the school).

- Eligible classroom net square footage (NSF) includes all instructional spaces, and is measured and verified by PSFA.
- Charter schools have signed documentation concurring with the measured eligible classroom NSF and building gross square footage (GSF).
- Lease assistance based on the eligible square footage of the lease formula:

$$\frac{(\textit{Classroom NSF} + \textit{Admin NSF}) + 20\% \textit{TARE}}{\textit{Leased GSF}} = \textit{Eligible \%}$$

$$(\textit{Eligible \%}) \times (\textit{Annual Lease Payment}) = \textit{Potential Award}$$

- Classroom NSF = total measured instructional space
- Admin NSF = (80/120 enrollment x 1.5) + 150
- Tare = additional 20% added for non-eligible spaces

FY21 Lease Assistance:

In FY21, lease assistance awards totaled \$16,532,532.

The lease assistance rate per MEM was \$747.29.

Measured classroom and administrative net square footage was increased by 20% for all applications to account for tare square footage.

FY22 Lease Assistance Key issues:

PSFA received 110 lease assistance applications. The application was open March 15, 2021 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 submitted the documents and information required to calculate potential award amounts. Upon review of the applications, PSFA staff communicated with the schools to collect the required documentation to complete the calculations. Five (5) applications are not ready for an award due to incomplete or insufficient documentation and additional time needed to review resubmitted documents.

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 (this application has been withdrawn)

Two charter school relocations:

- La Academia de Esperanza
- Hozho Academy

One charter school is relocating to facilities **currently under construction** and awaiting E-Occupancy certificate:

- Tierra Adentro of New Mexico

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 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 (does not include deferred awards):

Applications in Lease Purchase Arrangement	38
Applicants with <i>new</i> Lease Purchase Arrangements	13
Applicants leasing from Public Facilities	33
Applicants leasing from Private Owners	36
Applicants leasing from a Non-Profit	37

Lease Assistance Awards by MEM	63
Lease Assistance Awards by square footage of lease	34
Number of awards switching from MEM to SF of Lease	3
Number of awards switching from SF of Lease to MEM	5
Applications not ready for an award	5

Average cost per student, based on Award amount	\$674.17
Average cost per square foot, based on Award amount	\$7.61

Average FY22 lease amount paid by the school	\$304,946
Average cost per student, based on annual lease amount	\$1,292.56
Average cost per square foot, based on annual lease amount	\$11.64

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 98 charter schools listed on the accompanying spreadsheet for a total amount of \$17,052,366, based on the following methodology:

- Use \$762.24 per MEM for calculated lease assistance based on MEM.
 - A 2% increase has been applied to the MEM rate.
- 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 98 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 5 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.



**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: Jonathan Chamblin, PSFA Director
FROM: Mona Martinez, PSFA Staff Attorney
DATE: August 31, 2021
RE: PSCOC Lease Assistance Program Grant Awards

Questions:

- 1). Is the PSCOC required to annually adjust the MEM rate by the Consumer Price Index of the U.S. Department of Labor (CPI)?
- 2). Must the PSCOC award the full amount of the adjusted MEM rate when making its grant awards to applicants of the Lease Assistance Program?

Answer:

As set forth below, the PSCOC shall annually adjust the MEM rate by the CPI and the award amount shall not exceed the adjusted amount.

Discussion:

A. Section 22-24-4 NMSA 1978

Section 22-24-4 NMSA 1978 Subparagraph I outlines the PSCOC requirements when making its grant awards to school districts for classroom facilities leased by charter schools. It reads as follows:

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

- (1) the amount of a grant to a school district shall not exceed:
 - (a) the actual annual lease payments owed for leasing classroom space for schools, including charter schools, in the school district; or
 - (b) seven hundred dollars (\$700) multiplied by the MEM using the leased classroom facilities; provided that in fiscal year 2009 and in each subsequent fiscal year, this amount shall be adjusted by the percentage change between the penultimate calendar year and the immediately preceding calendar year of the consumer price index for the United States, all items, as published by the United States department of labor;
- (2) a grant received for the lease payments of a charter school may be used by that charter school as a state match necessary to obtain federal grants pursuant to the federal Every Student Succeeds Act;
- (3) at the end of each fiscal year, any unexpended or unencumbered balance of the appropriation shall revert to the fund;
- (4) no grant shall be made for lease payments due pursuant to a financing agreement under which the facilities may be purchased for a price that is reduced according to the lease payments made unless:
 - (a) the agreement has been approved pursuant to the provisions of the Public School Lease Purchase Act [Chapter 22, Article 26A NMSA 1978]; and
 - (b) the facilities are leased by a charter school;
- (5) if the lease payments are made pursuant to a financing agreement under which the facilities may be purchased for a price that is reduced according to the lease payments made, neither a grant nor any provision of the Public School Capital Outlay Act creates a legal obligation for the school district or charter school to continue the lease from year to year or to purchase the facilities nor does it create a legal obligation for the state to make subsequent grants pursuant to the provisions of this subsection; and
- (6) as used in this subsection:
 - (a) "MEM" means: 1) the average full-time-equivalent enrollment using leased classroom facilities on the second and third reporting dates of the prior school year; or 2) in the case of an approved charter school that has not commenced classroom instruction, the estimated full-time-equivalent enrollment that will use leased classroom facilities in the first year of instruction, as shown in the approved charter school application; provided that, after the second reporting date of the school year, the MEM shall be adjusted to reflect the full-time-equivalent enrollment on that date; and

(b) "classroom facilities" or "classroom space" includes the space needed, as determined by the minimum required under the statewide adequacy standards, for the direct administration of school activities.

B. Application of the CPI

The PSCOC is required to apply the CPI to the MEM rate each year based on Subparagraph (1) (b) which requires "... that in each subsequent fiscal year, [the MEM rate] shall be adjusted by the percentage change between the penultimate calendar year and the immediately preceding calendar year of the consumer price index." The adjusted MEM rate is not the required, actual, amount that the PSCOC must award to an applicant. Subparagraph (1) makes it very clear that a grant award shall not exceed the actual lease payment amount owed for leasing the classroom space or the MEM rate.

The following table reflects the PSCOC award history as it pertains to the application of the CPI to the MEM rate since 2009. (In 2009 Section 22-24-4 was amended to include the CPI adjustment).

Fiscal Year	Year	PSCOC Rate Per MEM (per award cycle spreadsheets)	PSCOC % increase or decrease between each year	Annual CPI % Change Dec-Dec	MEM Rate + CPI Increase
FY09	2008-2009	\$700		4.1%	\$ 728.70
FY10	2009-2010	724.71	3.53%	0.1%	\$ 729.43
FY11	2010-2011	721.81	-0.40%	2.7%	\$ 749.12
FY12	2011-2012	733.35	1.60%	1.5%	\$ 760.36
FY13	2012-2013	733.35	0.00%	3.0%	\$ 783.17
FY14	2013-2014	739.95	0.90%	1.7%	\$ 796.48
FY15	2014-2015	739.95	0.00%	1.5%	\$ 808.43
FY16	2015-2016	736.25	-0.50%	0.8%	\$ 814.90
FY17	2016-2017	736.25	0.00%	0.7%	\$ 820.60
FY18	2017-2018	736.25	0.00%	2.1%	\$ 837.84
FY19	2018-2019	736.25	0.00%	2.1%	\$ 855.43
FY20	2019-2020	747.29	1.50%	1.9%	\$ 871.68
FY21	2020-2021	747.29	0.00%	2.3%	\$ 891.73
FY22	2021-2022			1.4%	\$ 904.22

The table reflects that the PSCOC did not adjusted the MEM rate per the published U.S. Department of Labor CPI since 2009. If adjusted accordingly throughout the years, the current MEM rate for FY2021-2022 would be \$904.22.

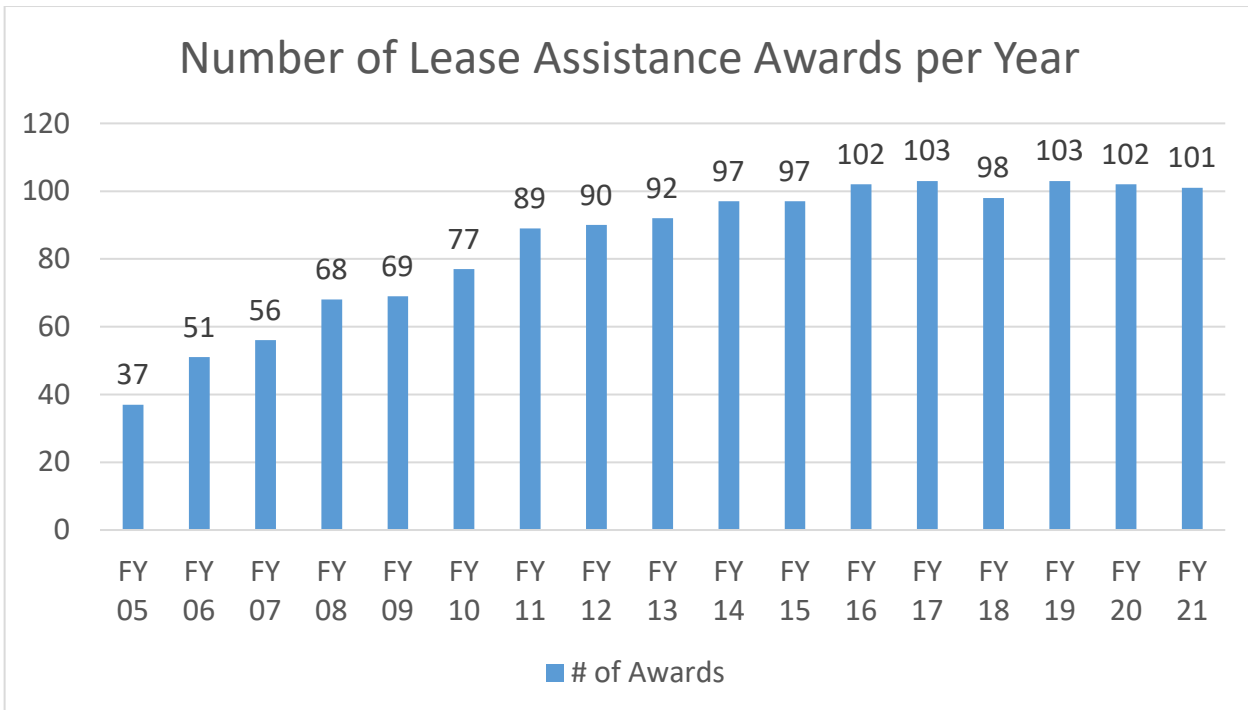
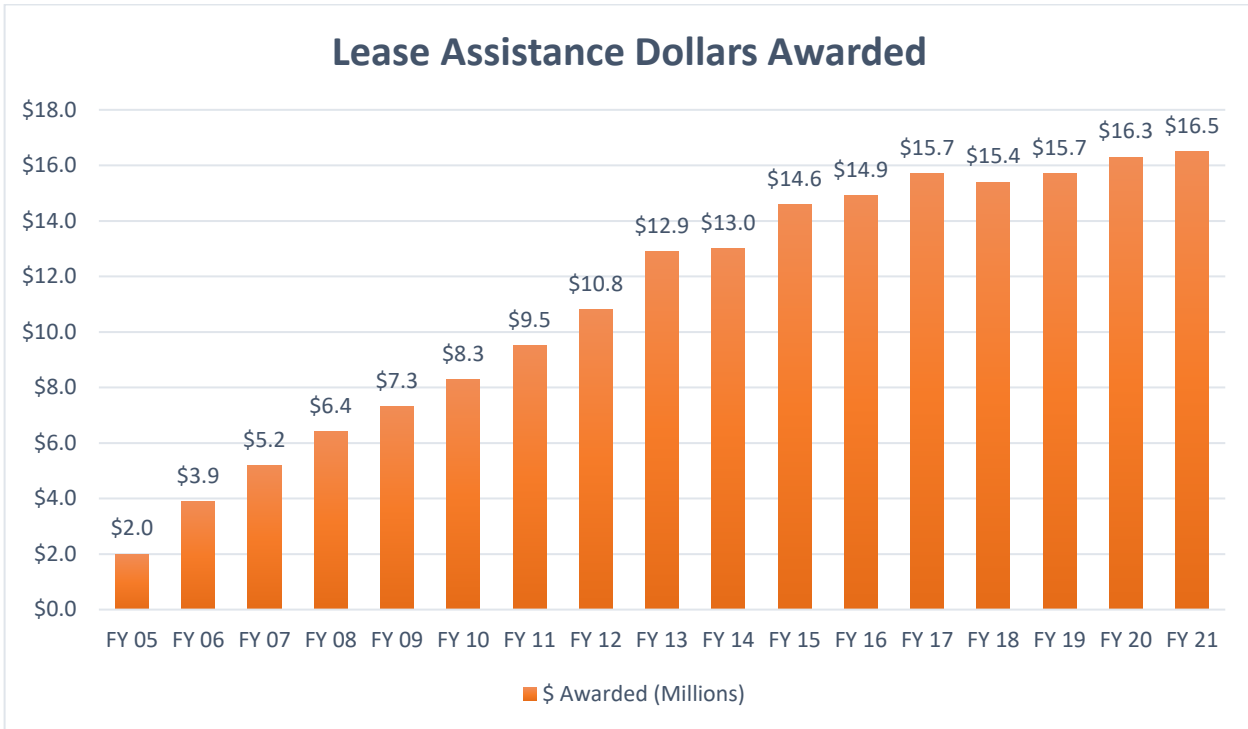
The mandatory language of the statute supports the position that the PSCOC may now adjust the MEM rate for each year since 2009 with the published CPI to arrive at the FY2021-2022 MEM rate of \$904.22. However, if adjusted, the adjusted MEM rate for FY2021-2022 is not the MEM rate that the PSCOC must or shall make when awarding funds to applicant schools. The MEM rate is one of two methods of determining the amount to be awarded and the award is a not to exceed the rate to be applied. Therefore, an annual award of less than the maximum amount is perfectly acceptable. No adjustments for the less than maximum awards in prior years is required.

C. Conclusion:

The PSCOC lease assistance program is a discretionary annual program. It is a program that has grown from a \$300 MEM rate in FY05 to \$747.29 in FY21; an increase of 149 percent. Since 2005, the lease assistance program has grown in the number of awards and fundingⁱ, and it is uncertain what the growth rate of the program will be going forward given the history of charter school enrollment and the increased costs of lease space for classroom facilities. Coupled with the yearly expansion of the lease assistance program and the current supply chain disruption, which has increased the cost of construction, the PSCOC should continue to manage this program in a fiscally prudent manner as it manages all of its other programs without the obligation to award at the maximum MEM rate.

As charter school enrollment increases and more charter schools are opened, the awards made through this program will create a competing interest for available funds for standards-based awards. The awards are the cornerstone mission of the PSCOC resulting from the Zuni lawsuit, which is currently on appeal to the New Mexico Court of Appeals resulting from the District Court's December 2020 ruling. The District Court held that the Public School Capital Outlay Act and the Public School Capital Improvements Act violate Article XII, Section 1 of the New Mexico Constitution and are neither "uniform" nor "sufficient," as required under the Constitution.

The following tables include the number of awards and dollars funded for the lease assistance program since 2005.



Lease Assistance - MEM Rate with Annual CPI Increases

Fiscal Year	Year	PSCOC Rate Per MEM (per award cycle spreadsheets)	PSCOC % increase or decrease between each year	Annual CPI % Change Dec-Dec	Not to Exceed Amount MEM Rate + CPI Increase
FY09	2008-2009	\$700.00		4.1%	\$ 728.70
FY10	2009-2010	\$724.71	3.53%	0.1%	\$ 729.43
FY11	2010-2011	\$721.81	-0.40%	2.7%	\$ 749.12
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FY22	2021-2022			1.4%	\$ 904.22

Historical Consumer Price Index for All Urban Consumers (CPI-U): U.S. city average, all items, index averages — Continued

[1982-84=100, unless otherwise noted]

Year	Semiannual averages		Annual avg.	Percent change from previous	
	1st half	2nd half		Dec.	Annual avg.
1968.....	—	—	34.8	4.7	4.2
1969.....	—	—	36.7	6.2	5.5
1970.....	—	—	38.8	5.6	5.7
1971.....	—	—	40.5	3.3	4.4
1972.....	—	—	41.8	3.4	3.2
1973.....	—	—	44.4	8.7	6.2
1974.....	—	—	49.3	12.3	11.0
1975.....	—	—	53.8	6.9	9.1
1976.....	—	—	56.9	4.9	5.8
1977.....	—	—	60.6	6.7	6.5
1978.....	—	—	65.2	9.0	7.6
1979.....	—	—	72.6	13.3	11.3
1980.....	—	—	82.4	12.5	13.5
1981.....	—	—	90.9	8.9	10.3
1982.....	—	—	96.5	3.8	6.2
1983.....	—	—	99.6	3.8	3.2
1984.....	102.9	104.9	103.9	3.9	4.3
1985.....	106.6	108.5	107.6	3.8	3.6
1986.....	109.1	110.1	109.6	1.1	1.9
1987.....	112.4	114.9	113.6	4.4	3.6
1988.....	116.8	119.7	118.3	4.4	4.1
1989.....	122.7	125.3	124.0	4.6	4.8
1990.....	128.7	132.6	130.7	6.1	5.4
1991.....	135.2	137.2	136.2	3.1	4.2
1992.....	139.2	141.4	140.3	2.9	3.0
1993.....	143.7	145.3	144.5	2.7	3.0
1994.....	147.2	149.3	148.2	2.7	2.6
1995.....	151.5	153.2	152.4	2.5	2.8
1996.....	155.8	157.9	156.9	3.3	3.0
1997.....	159.9	161.2	160.5	1.7	2.3
1998.....	162.3	163.7	163.0	1.6	1.6
1999.....	165.4	167.8	166.6	2.7	2.2
2000.....	170.8	173.6	172.2	3.4	3.4
2001.....	176.6	177.5	177.1	1.6	2.8
2002.....	178.9	180.9	179.9	2.4	1.6
2003.....	183.3	184.6	184.0	1.9	2.3
2004.....	187.6	190.2	188.9	3.3	2.7
2005.....	193.2	197.4	195.3	3.4	3.4
2006.....	200.6	202.6	201.6	2.5	3.2
2007.....	205.709	208.976	207.342	4.1	2.8
2008.....	214.429	216.177	215.303	0.1	3.8
2009.....	213.139	215.935	214.537	2.7	-0.4
2010.....	217.535	218.576	218.056	1.5	1.6
2011.....	223.598	226.280	224.939	3.0	3.2
2012.....	228.850	230.338	229.594	1.7	2.1
2013.....	232.366	233.548	232.957	1.5	1.5
2014.....	236.384	237.088	236.736	0.8	1.6
2015.....	236.265	237.769	237.017	0.7	0.1
2016.....	238.778	241.237	240.007	2.1	1.3
2017.....	244.076	246.163	245.120	2.1	2.1
2018.....	250.089	252.125	251.107	1.9	2.4
2019.....	254.412	256.903	255.657	2.3	1.8
2020.....	257.557	260.065	258.811	1.4	1.2
2021.....	266.236	—	—	—	—

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 20% Added for Tare (L*P)	FY22 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%	\$ 585,929	\$ 439,305	\$ 285,459	40,938	89.97%	\$ 527,166	\$ 285,459	MEM
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%	\$ 684,981	\$ 454,736	\$ 341,484	35,183	79.66%	\$ 545,683	\$ 341,484	MEM
8	ABQ	S	Albuquerque School of Excellence - ES	408.00	\$ 310,994	25,502	762.00	26,264.00	44,664	58.80%	\$ 602,652	\$ 354,381	\$ 310,994	31,517	70.56%	\$ 425,257	\$ 310,994	MEM
9	ABQ	D	Albuquerque Talent Development Academy	111.00	\$ 84,609	13,384	316.50	13,700.50	16,708	82.00%	\$ 264,000	\$ 216,479	\$ 84,609	16,441	98.40%	\$ 259,775	\$ 84,609	MEM
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%	\$ 220,841	\$ 147,883	\$ 147,883	31,551	80.36%	\$ 177,459	\$ 177,459	SF of Lease
13	ABQ	S	Amy Biehl High School - Simms Building	273.00	\$ 208,092	2,165	559.50	2,724.50	3,420	79.66%	\$ 24,720	\$ 19,693	\$ 19,693	3,269	95.60%	\$ 23,631	\$ 23,631	SF of Lease
14	ABQ	S	Cesar Chavez Community School	204.50	\$ 155,878	19,392	456.75	19,848.75	26,987	73.55%	\$ 431,880	\$ 317,645	\$ 155,878	23,819	88.26%	\$ 381,174	\$ 155,878	MEM
15	ABQ	D	Christine Duncan's Heritage Academy	391.50	\$ 298,417	25,293	737.25	26,030.25	34,580	75.28%	\$ 420,000	\$ 316,157	\$ 298,417	31,236	90.33%	\$ 379,388	\$ 298,417	MEM
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 **	110.00	\$ 83,846	21,866	315.00	22,181.00	35,700	62.13%	\$ 822,910	\$ 511,288	\$ 83,846	26,617	74.56%	\$ 613,545	\$ 83,846	MEM
24	ABQ	S	Explore Academy - Gulton (NEW) **	611.00	\$ 465,729	31,319	1,066.50	32,385.50	81,290	39.84%	\$ 790,917	\$ 315,097	\$ 315,097	38,863	47.81%	\$ 378,117	\$ 378,117	SF of Lease
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%	\$ 212,224	\$ 148,333	\$ 148,333	23,822	83.87%	\$ 178,000	\$ 178,000	SF of Lease
30	ABQ	D	Los Puentes Charter School	131.00	\$ 99,853	14,434	346.50	14,780.50	21,173	69.81%	\$ 170,874	\$ 119,284	\$ 99,853	17,737	83.77%	\$ 143,141	\$ 99,853	MEM
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	\$ 145,969	6,842	437.25	7,279.25	12,208	59.63%	\$ 104,314	\$ 62,199	\$ 62,199	8,735	71.55%	\$ 74,639	\$ 145,969	MEM
33	ABQ	S	Media Arts Collaborative Charter - Nob Hill Studios	191.50	\$ 145,969	7,458	437.25	7,895.25	11,015	71.68%	\$ 101,233	\$ 72,561	\$ 72,561	9,474	86.01%	\$ 87,073	\$ 145,969	MEM
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	\$ 166,168	\$ 166,168	22,522	80.44%	\$ 166,168	\$ 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

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 20% Added for Tare (L*P)	FY22 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)	
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%	\$ 303,864	\$ 190,174	\$ 190,174	28,673	75.10%	\$ 228,208	\$ 227,529	MEM
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%	\$ 57,539	\$ 41,665	\$ 41,665	3,878	86.89%	\$ 49,998	\$ 130,963	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%	\$ 171,561	\$ 109,136	\$ 109,136	28,738	76.34%	\$ 130,963	\$ 290,795	MEM
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	\$ 333,480	MEM
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	\$ 339,578	MEM
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	\$ 186,749	MEM
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	\$ 339,578	\$ 339,578	35,402	75.79%	\$ 339,578	\$ 186,749	MEM
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	\$ 186,749	\$ 186,749	51,537	81.58%	\$ 186,749	\$ 62,504	MEM
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	\$ 62,504	\$ 62,504	7,104	97.14%	\$ 62,504	\$ -	MEM
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%	\$ -	\$ -	MEM
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	\$ 473,732	MEM
49	ABQ	D	South Valley Academy	621.50	\$ 473,732	48,933	1,082.25	50,015.25	66,507	75.20%	\$ 473,732	\$ 473,732	\$ 473,732	60,018	90.24%	\$ 473,732	\$ 173,410	MEM
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	\$ 124,657	MEM
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	\$ 120,434	SF of Lease
52	ABQ	S	Southwest Secondary Learning Center	158.00	\$ 120,434	13,775	387.00	14,162.00	17,159	82.53%	\$ 431,676	\$ 356,280	\$ 120,434	16,994	99.04%	\$ 427,535	\$ 150,673	MEM
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	\$ 84,609	SF of Lease
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	\$ 84,609	\$ 84,609	7,465	76.95%	\$ 84,609	\$ 92,612	MEM
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	\$ 328,525	MEM
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	\$ 165,787	MEM
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	\$ 267,165	MEM
58	ABQ	S	Tierra Adentro of New Mexico ***	247.50	\$ 188,654		521.25	521.25										MEM
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	\$ 24,392	MEM
60	ABQ	D	Voz Collegiate Preparatory Charter School (NEW)	32.00	\$ 24,392	3,714	198.00	3,912.00	14,393	27.18%	\$ 149,342	\$ 40,591	\$ 24,392	4,694	32.62%	\$ 48,709	\$ 27,044	MEM
61	ABQ	D	William W. & Josephine Dorn Charter Community	38.50	\$ 29,346	3,076	207.75	3,283.75	5,770	56.91%	\$ 39,600	\$ 22,537	\$ 22,537	3,941	68.29%	\$ 27,044	\$ 6,000	SF of Lease
62	Aztec	D	Mosaic Academy Charter School (Gym)	180.00	\$ 137,203	10,000	420.00	10,420.00	10,420	100.00%	\$ 6,000	\$ 6,000	\$ 6,000	12,504	120.00%	\$ 7,200	\$ 59,760	SF of Lease
63	Aztec	D	Mosaic Academy Charter School (Portables)	180.00	\$ 137,203	6,680	420.00	7,100.00	7,520	94.41%	\$ 59,760	\$ 56,422	\$ 56,422	8,520	113.30%	\$ 67,707	\$ 45,333	SF of Lease
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	\$ 187,130	37,469	213.00%	\$ 187,130	\$ 45,333	MEM
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	\$ 99,853	SF of Lease
66	Deming	D	Deming Cesar Chavez Charter High School	131.00	\$ 99,853	17,470	346.50	17,816.50	23,667	75.28%	\$ 99,853	\$ 99,853	\$ 99,853	21,380	90.34%	\$ 99,853	\$ 41,542	MEM
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	\$ 369,810	MEM
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	\$ 308,707	SF of Lease
69	GMCS	S	Dzil Dit'ooi School of Empowerment, Action & Perseverance ***	45.00	\$ 34,301	1,986	217.50	2,203.50	2,880	76.51%	\$ -	\$ -	\$ -	2,644	91.81%	\$ -	\$ 308,707	MEM
70	GMCS	S	Hozho Academy	405.00	\$ 308,707	29,410	757.50	30,167.50	59,837	50.42%	\$ 1,260,000	\$ 635,243	\$ 308,707	36,201	60.50%	\$ 762,292	\$ 26,969	MEM
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	\$ 57,930	SF of Lease
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	\$ 38,156	MEM
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	\$ 40,018	SF of Lease
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	\$ 40,018			\$ 40,018	\$ 40,018	MEM

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)	FY22 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)	
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)	110.00	\$ 83,846	11,392	315.00	11,707.00	20,250	57.81%	\$ 173,250	\$ 83,846	14,048	69.37%	\$ 120,192	\$ 83,846	MEM	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
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	17,408	57.25%	\$ 176,228	\$ 117,385	MEM	79
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	7,963	96.57%	\$ 99,844	\$ 48,021	MEM	80
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	18,143	74.46%	\$ 221,197	\$ 139,109	MEM	81
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%				82
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	49,726	86.16%	\$ 822,193	\$ 449,722	MEM	83
84	Questa	S	Red River Valley Charter	73.00	\$ 55,644	6,320	259.50	6,579.50	11,570	56.87%		\$ 55,644				\$ 55,644	MEM	84
85	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	3,650	81.77%	\$ 34,949	\$ 34,949	SF of Lease	85
86	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	20,480	85.46%	\$ 201,266	\$ 158,546	MEM	86
87	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	30,715	79.32%	\$ 437,318	\$ 349,487	MEM	87
88	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	5,314	94.51%	\$ 96,259	\$ 76,224	MEM	88
89	Roswell	S	Early College High School ***	187.00	\$ 142,539	6,948	430.50	7,378.50	10,627	69.43%			8,854	83.32%				89
90	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	16,222	80.36%	\$ 30,947	\$ 30,947	SF of Lease	90
91	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	9,132	79.27%	\$ 97,503	\$ 97,503	SF of Lease	91
92	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	28,856	91.14%	\$ 231,274	\$ 231,274	SF of Lease	92
93	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	46,231	66.71%	\$ 187,811	\$ 187,811	SF of Lease	93
94	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	35,412	73.93%	\$ 187,662	\$ 187,662	SF of Lease	94
95	SF	S	The MASTERS Program	265.50	\$ 202,375	5,671	548.25	6,219.25	7,488	83.06%	\$ 117,363	\$ 97,478	7,463	99.67%	\$ 116,973	\$ 116,973	SF of Lease	95
96	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	18,271	70.51%	\$ 190,388	\$ 190,388	SF of Lease	96
97	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	MEM	97
98	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	9,634	74.63%	\$ 89,555	\$ 89,555	SF of Lease	98
99	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	13,892	114.60%	\$ 138,976	\$ 121,275	MEM	99
100	Taos	D	Anansi Charter School	189.50	\$ 144,444	13,082	434.25	13,516.25	17,808	75.90%	\$ 180,536	\$ 137,027	16,220	91.08%	\$ 164,432	\$ 144,444	MEM	100
101	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	28,956	106.77%	\$ 192,758	\$ 172,266	MEM	101
102	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	11,061	84.68%	\$ 168,781	\$ 135,298	MEM	102
103	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	19,757	80.92%	\$ 235,933	\$ 144,063	MEM	103
104	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	8,876	89.00%	\$ 126,475	\$ 126,475	SF of Lease	104
105	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	105
106	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	15,941	89.06%	\$ 35,625	\$ 35,625	SF of Lease	106

FY22 Total Lease Assistance \$17,052,366

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 and FY21 MEM Comparison

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	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	MEM
8	ABQ	S	Albuquerque School of Excellence - ES	408.00			MEM	
9	ABQ	D	Albuquerque Talent Development Academy	111.00	152.00	-41.00	MEM	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	SF of Lease
13	ABQ	S	Amy Biehl High School (Simms Building)				SF of Lease	SF of Lease
14	ABQ	S	Cesar Chavez Community School	204.50	198.50	6.00	MEM	MEM
15	ABQ	D	Christine Duncan's Heritage Academy	391.50	406.25	-14.75	MEM	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	110.00	465.00	-355.00	MEM	MEM
24	ABQ	S	Explore Academy - Gulton (NEW)	611.00			SF of Lease	
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	SF of Lease	MEM
30	ABQ	D	Los Puentes Charter School	131.00	177.00	-46.00	MEM	MEM
31	ABQ	S	Mark Armijo Academy	185.50	192.00	-6.50	SF of Lease	SF of Lease

FY22 and FY21 MEM Comparison

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	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	SF of Lease	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	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 and FY21 MEM Comparison

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)	32.00	0.00		MEM	
61	ABQ	D	William W. & Josephine Dorn Charter Community	38.50	53.50	-15.00	SF of Lease	SF of Lease
62	Aztec	D	Mosaic Academy Charter School (Gym)	180.00	180.00	0.00	SF of Lease	SF of Lease
63	Aztec	D	Mosaic Academy Charter School (Portables)				SF of Lease	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			MEM	
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	MEM	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)	110.00			SF of Lease	
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	73.00	83.50	-10.50	MEM	MEM
85	Questa	S	Roots & Wings Community School	50.00	50.00	0.00	SF of Lease	SF of Lease
86	RR	S	Sandoval Academy of Bilingual Education	208.00	182.50	25.50	MEM	MEM
87	RR	S	The ASK Academy - Main	458.50	438.00	20.50	MEM	MEM

FY22 and FY21 MEM Comparison

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 - 6th Grade Academy	100.00	100.00	0.00	MEM	MEM
89	Roswell	S	Early College High School	187.00	171.00	16.00		SF of Lease
90	Roswell	S	Sidney Gutierrez Middle School	66.00	67.00	-1.00	SF of Lease	SF of Lease
91	Roswell	S	Sidney Gutierrez - Elementary Component	130.00	130.00	0.00	SF of Lease	MEM
92	SF	S	Monte de Sol Charter School	360.00	359.00	1.00	SF of Lease	SF of Lease
93	SF	S	New Mexico School for the Arts	281.00	240.00	41.00	SF of Lease	SF of Lease
94	SF	D	The Academy for Technology & the Classics	378.00	374.50	3.50	SF of Lease	SF of Lease
95	SF	S	The MASTERS Program	265.50	261.00	4.50	SF of Lease	SF of Lease
96	SF	S	Tierra Encantada Charter High School	314.50	304.50	10.00	SF of Lease	SF of Lease
97	SF	S	Turquoise Trail Charter School (Elementary School)	457.00	413.50	43.50	MEM	MEM
98	Silver	S	Aldo Leopold Charter HS	165.50	170.50	-5.00	SF of Lease	SF of Lease
99	Socorro	D	Cottonwood Valley Charter School	170.00	170.00	0.00	MEM	MEM
100	Taos	D	Anansi Charter School	189.50	196.00	-6.50	MEM	MEM
101	Taos	S	Taos Academy Charter School	226.00	235.00	-9.00	MEM	MEM
102	Taos	S	Taos Integrated School of the Arts	177.50	172.50	5.00	MEM	MEM
103	Taos	S	Taos International Charter School	189.00	158.50	30.50	MEM	MEM
104	Taos	D	Taos Municipal Charter School	216.00	211.50	4.50	SF of Lease	SF of Lease
105	Taos	D	Vista Grande High School **	77.00	87.00	-10.00	MEM	MEM
106	WLV	D	Rio Gallinas School ES/MS	67.00	72.00	-5.00	SF of Lease	SF of Lease
Total				25366.25	23598.00			

FY22 Statistics:

Number of Charter Schools with Decreasing MEM	44	42%
Number of Charter Schools with Increasing MEM	44	42%
Number of Charter Schools with No Change in MEM	7	7%

Number of Potential Awards based on MEM	64	60%
Number of Potential Awards based on SF of Lease	34	32%
Number of Deferred Awards	6	6%

Number of Potential Awards switching from SF of Lease to MEM	3
Number of Potential Awards switching from MEM to SF of Lease	4

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

A	D	E	F	G	H	I	K	L	M	N
	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)	Share of Lease Covered by Lease Assistance (K/F)
1	Albuquerque Charter Academy	368.50	\$ 211,498	\$ 573.94	27,838	\$ 7.60	\$ 131,692	\$ 357.37	\$ 4.73	62%
2	ACE Leadership High School	209.50	\$ 404,034	\$ 1,928.56	23,190	\$ 17.42	\$ 159,689	\$ 762.24	\$ 6.89	40%
3	ACES Technical Charter School	45.00	\$ 173,225	\$ 3,849.45	12,163	\$ 14.24	\$ 34,301	\$ 762.24	\$ 2.82	20%
4	Albuquerque Bilingual Academy	374.50	\$ 585,929	\$ 1,564.56	45,501	\$ 12.88	\$ 285,459	\$ 762.24	\$ 6.27	49%
5	Albuquerque Collegiate	129.50	\$ 371,000	\$ 2,864.87	14,114	\$ 26.29	\$ 98,710	\$ 762.24	\$ 6.99	27%
6	Albuquerque Institute for Math & Science	378.50	\$ 478,772	\$ 1,264.92	28,020	\$ 17.09	\$ 288,508	\$ 762.24	\$ 10.30	60%
7	Albuquerque School of Excellence - Main	448.00	\$ 684,981	\$ 1,528.98	44,164	\$ 15.51	\$ 341,484	\$ 762.24	\$ 7.73	50%
8	Albuquerque School of Excellence - ES	408.00	\$ 602,652	\$ 1,477.09	44,664	\$ 13.49	\$ 310,994	\$ 762.24	\$ 6.96	52%
9	Albuquerque Talent Development Academy	111.00	\$ 264,000	\$ 2,378.38	16,708	\$ 15.80	\$ 84,609	\$ 762.24	\$ 5.06	32%
10	Alice King Community School	462.50	\$ 510,235	\$ 1,103.21	50,908	\$ 10.02	\$ 352,536	\$ 762.24	\$ 6.92	69%
11	Altura Preparatory School	178.50	\$ 298,763	\$ 1,673.74	21,696	\$ 13.77	\$ 136,060	\$ 762.24	\$ 6.27	46%
12	Amy Biehl High School - Main Building	273.00	\$ 220,841	\$ 808.94	39,264	\$ 5.62	\$ 177,459	\$ 650.03	\$ 4.52	80%
13	Amy Biehl High School - Simms Building	273.00	\$ 24,720	\$ 90.55	3,420	\$ 7.23	\$ 23,631	\$ 86.56	\$ 6.91	96%
14	Cesar Chavez Community School	204.50	\$ 431,880	\$ 2,111.88	26,987	\$ 16.00	\$ 155,878	\$ 762.24	\$ 5.78	36%
15	Christine Duncan's Heritage Academy	391.50	\$ 420,000	\$ 1,072.80	34,580	\$ 12.15	\$ 298,417	\$ 762.24	\$ 8.63	71%
16	Cien Aguas International School - Randolph	424.00	\$ 464,399	\$ 1,095.28	28,334	\$ 16.39	\$ 323,190	\$ 762.24	\$ 11.41	70%
17	Coral Community Charter School	208.50	\$ 137,387	\$ 658.93	18,880	\$ 7.28	\$ 111,578	\$ 535.15	\$ 5.91	81%
18	Corrales International School	248.00	\$ 378,480	\$ 1,526.13	23,418	\$ 16.16	\$ 189,036	\$ 762.24	\$ 8.07	50%
19	Cottonwood Classical Preparatory School	771.50	\$ 879,622	\$ 1,140.14	47,141	\$ 18.66	\$ 588,068	\$ 762.24	\$ 12.47	67%
20	Digital Arts and Technology Academy HS	311.00	\$ 171,894	\$ 552.71	50,436	\$ 3.41	\$ 132,225	\$ 425.16	\$ 2.62	77%
21	East Mountain High School	375.50	\$ 392,200	\$ 1,044.47	43,784	\$ 8.96	\$ 286,221	\$ 762.24	\$ 6.54	73%
22	El Camino Real Academy	279.00	\$ 702,649	\$ 2,518.46	66,121	\$ 10.63	\$ 212,665	\$ 762.24	\$ 3.22	30%
23	Explore Academy -Masthead	110.00	\$ 822,910	\$ 7,481.00	35,700	\$ 23.05	\$ 83,846	\$ 762.24	\$ 2.35	10%
24	Explore Academy - Gulton (NEW)	611.00	\$ 790,917	\$ 1,294.46	81,290	\$ 9.73	\$ 378,117	\$ 618.85	\$ 4.65	48%
25	Gilbert L. Sena Charter HS	129.50	\$ 228,000	\$ 1,760.62	14,110	\$ 16.16	\$ 98,710	\$ 762.24	\$ 7.00	43%
26	Gordon Bernell Charter School	191.50	\$ 168,319	\$ 878.95	5,950	\$ 28.29	\$ 126,522	\$ 660.69	\$ 21.26	75%
27	Health Leadership High School	186.00	\$ 232,320	\$ 1,249.03	16,124	\$ 14.41	\$ 141,777	\$ 762.24	\$ 8.79	61%
28	Horizon Academy West	399.25	\$ 478,800	\$ 1,199.25	42,347	\$ 11.31	\$ 304,324	\$ 762.24	\$ 7.19	64%
29	La Academia de Esperanza	247.00	\$ 212,224	\$ 859.21	28,402	\$ 7.47	\$ 178,000	\$ 720.65	\$ 6.27	84%
30	Los Puentes Charter School	131.00	\$ 170,874	\$ 1,304.38	21,173	\$ 8.07	\$ 99,853	\$ 762.24	\$ 4.72	58%
31	Mark Armijo Academy	185.50	\$ 151,477	\$ 816.59	9,715	\$ 15.59	\$ 118,349	\$ 638.00	\$ 12.18	78%
32	Media Arts Collaborative Charter - Main Bldg.	191.50	\$ 104,314	\$ 544.72	12,208	\$ 8.54			\$ 11.96	
33	Media Arts Collaborative Charter - Nob Hill Studios	191.50	\$ 101,233	\$ 528.63	11,015	\$ 9.19	\$ 145,969	\$ 762.24	\$ 13.25	71%
34	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	83%
35	Mission Achievement and Success 1.0 - Yale	1136.50	\$ 882,842	\$ 776.81	70,548	\$ 12.51	\$ 700,879	\$ 616.70	\$ 9.93	79%
36	Montessori of the Rio Grande	218.00			27,997		\$ 166,168	\$ 762.24	\$ 5.94	100%

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

A	D	E	F	G	H	I	K	L	M	N
	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)	Share of Lease Covered by Lease Assistance (K/F)
37	Mountain Mahogany Community School	193.50	\$ 105,996	\$ 547.78	16,114	\$ 6.58	\$ 105,996	\$ 547.78	\$ 6.58	100%
38	Native American Community Academy - 1000 Indian School	298.50	\$ 303,864	\$ 1,017.97	38,178	\$ 7.96	\$ 227,529	\$ 762.24	\$ 5.96	63%
39	Native American Community Academy - 1100 Indian School	298.50	\$ 57,539	\$ 192.76	4,463	\$ 12.89				
40	Native American Community Academy - CNM	199.00	\$ 171,561	\$ 862.12	37,647	\$ 4.56	\$ 130,963	\$ 658.10	\$ 3.48	76%
41	New Mexico International School	381.50	\$ 494,059	\$ 1,295.04	66,076	\$ 7.48	\$ 290,795	\$ 762.24	\$ 4.40	59%
42	North Valley Academy - Art Space	437.50	\$ 45,315	\$ 103.58	3,200	\$ 14.16	\$ 333,480	\$ 762.24	\$ 104.21	73%
43	North Valley Academy - Main Campus	437.50	\$ 413,690	\$ 945.58	40,496	\$ 10.22			\$ 8.23	
44	Public Academy for Performing Arts	445.50			46,709		\$ 339,578	\$ 762.24	\$ 7.27	100%
45	Robert F. Kennedy Charter HS	245.00			63,173		\$ 186,749	\$ 762.24	\$ 2.96	100%
46	Robert F. Kennedy Charter MS	82.00			7,313		\$ 62,504	\$ 762.24	\$ 8.55	100%
47	Siembra Leadership HS ***	176.50			7,166					
48	Solare Collegiate Charter School	187.50	\$ 479,988	\$ 2,559.94	20,934	\$ 22.93	\$ 142,920	\$ 762.24	\$ 6.83	30%
49	South Valley Academy	621.50			66,507		\$ 473,732	\$ 762.24	\$ 7.12	100%
50	Southwest Aeronautics, Mathematics & Science Academy	227.50	\$ 229,549	\$ 1,009.01	41,393	\$ 5.55	\$ 173,410	\$ 762.24	\$ 4.19	76%
51	Southwest Preparatory Learning Center	175.00	\$ 138,000	\$ 788.57	29,285	\$ 4.71	\$ 124,657	\$ 712.32	\$ 4.26	90%
52	Southwest Secondary Learning Center	158.00	\$ 431,676	\$ 2,732.13	17,159	\$ 25.16	\$ 120,434	\$ 762.24	\$ 7.02	28%
53	Technology Leadership High School	297.00	\$ 200,004	\$ 673.41	12,000	\$ 16.67	\$ 150,673	\$ 507.32	\$ 12.56	75%
54	The Albuquerque Sign Language Academy	111.00			9,701		\$ 84,609	\$ 762.24	\$ 8.72	100%
55	The GREAT Academy	121.50	\$ 219,605	\$ 1,807.45	15,033	\$ 14.61	\$ 92,612	\$ 762.24	\$ 6.16	42%
56	The Montessori Elementary School	431.00	\$ 700,392	\$ 1,625.04	33,924	\$ 20.65	\$ 328,525	\$ 762.24	\$ 9.68	47%
57	The New America School - NM	217.50	\$ 365,378	\$ 1,679.90	25,439	\$ 14.36	\$ 165,787	\$ 762.24	\$ 6.52	45%
58	Tierra Adentro of New Mexico ***	247.50								
59	21 st Century Public Academy	350.50	\$ 795,462	\$ 2,269.51	52,374	\$ 15.19	\$ 267,165	\$ 762.24	\$ 5.10	34%
60	Voz Collegiate Preparatory Charter School (NEW)	32.00	\$ 149,342	\$ 4,666.95	14,393	\$ 10.38	\$ 24,392	\$ 762.24	\$ 1.69	16%
61	William W. & Josephine Dorn Charter Community	38.50	\$ 39,600	\$ 1,028.57	5,770	\$ 6.86	\$ 27,044	\$ 702.44	\$ 4.69	68%
62	Mosaic Academy Charter School (Gym)	180.00	\$ 6,000	\$ 33.33	10,420	\$ 0.58	\$ 6,000	\$ 33.33	\$ 0.58	100%
63	Mosaic Academy Charter School (Portables)	180.00	\$ 59,760	\$ 332.00	7,520	\$ 7.95	\$ 59,760	\$ 332.00	\$ 7.95	100%
64	Jefferson Montessori Academy	245.50			17,591		\$ 187,130	\$ 762.24	\$ 10.64	100%
65	Moreno Valley High School	63.00	\$ 57,000	\$ 904.76	20,432	\$ 2.79	\$ 45,333	\$ 719.57	\$ 2.22	80%
66	Deming Cesar Chavez Charter HS	131.00			23,667		\$ 99,853	\$ 762.24	\$ 4.22	100%

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

A	D	E	F	G	H	I	K	L	M	N
	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)	Share of Lease Covered by Lease Assistance (K/F)
67	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	58%
68	McCurdy Charter School	527.00	\$ 507,588	\$ 963.17	73,617	\$ 6.89	\$ 369,810	\$ 701.73	\$ 5.02	73%
69	Dzil Diti'ooi School of Empowerment, Action & Perseverance ***	45.00			2,880					
70	Hozho Academy	405.00	\$ 1,260,000	\$ 3,111.11	59,837	\$ 21.06	\$ 308,707	\$ 762.24	\$ 5.16	25%
71	Middle College High School	140.00	\$ 26,969	\$ 192.64	5,301	\$ 5.09	\$ 26,969	\$ 192.64	\$ 5.09	100%
72	Six Directions Indigenous School	76.00	\$ 120,000	\$ 1,578.95	14,931	\$ 8.04	\$ 57,930	\$ 762.24	\$ 3.88	48%
73	San Diego Riverside Charter School	81.50	\$ 45,482	\$ 558.06	16,586	\$ 2.74	\$ 38,156	\$ 468.17	\$ 2.30	84%
74	Walatowa High Charter School	52.50			13,062		\$ 40,018	\$ 762.24	\$ 3.06	100%
75	Alma d'arte Charter HS	132.50			47,308		\$ 100,997	\$ 762.24	\$ 2.13	100%
76	Explore Academy - Las Cruces (NEW)	110.00	\$ 173,250	\$ 1,575.00	20,250	\$ 8.56	\$ 83,846	\$ 762.24	\$ 4.14	48%
77	J. Paul Taylor Academy	200.00			23,017		\$ 152,448	\$ 762.24	\$ 6.62	100%
78	La Academia Dolores Huerta	72.00			21,832		\$ 54,881	\$ 762.24	\$ 2.51	100%
79	Las Montanas Charter High School	154.00	\$ 307,836	\$ 1,998.94	30,409	\$ 10.12	\$ 117,385	\$ 762.24	\$ 3.86	38%
80	Raices del Saber Xinachtli Comm. School	63.00	\$ 103,385	\$ 1,641.04	8,245	\$ 12.54	\$ 48,021	\$ 762.24	\$ 5.82	46%
81	The New America School - Las Cruces	182.50	\$ 297,075	\$ 1,627.81	24,366	\$ 12.19	\$ 139,109	\$ 762.24	\$ 5.71	47%
82	School of Dreams Academy ***	468.50			31,504					
83	Estancia Valley Classical Academy	590.00	\$ 954,212	\$ 1,617.31	57,710	\$ 16.53	\$ 449,722	\$ 762.24	\$ 7.79	47%
84	Red River Valley Charter	73.00			11,570		\$ 55,644	\$ 762.24	\$ 4.81	100%
85	Roots & Wings Community School	50.00	\$ 42,739	\$ 854.77	4,464	\$ 9.57	\$ 34,949	\$ 698.98	\$ 7.83	82%
86	Sandoval Academy of Bilingual Education **	208.00	\$ 235,500	\$ 1,132.21	23,964	\$ 9.83	\$ 158,546	\$ 762.24	\$ 6.62	67%
87	The ASK Academy - Main	458.50	\$ 551,352	\$ 1,202.51	38,724	\$ 14.24	\$ 349,487	\$ 762.24	\$ 9.03	63%
88	The ASK Academy - 6th Grade Academy	100.00	\$ 101,846	\$ 1,018.46	5,622	\$ 18.12	\$ 76,224	\$ 762.24	\$ 13.56	75%
89	Early College High School ***	187.00			10,627					
90	Sidney Gutierrez Middle School	66.00	\$ 38,508	\$ 583.45	20,185	\$ 1.91	\$ 30,947	\$ 468.89	\$ 1.53	80%
91	Sidney Gutierrez - Elementary Component	130.00	\$ 123,000	\$ 946.15	11,520	\$ 10.68	\$ 97,503	\$ 750.02	\$ 8.46	79%
92	Monte de Sol Charter School	360.00	\$ 253,752	\$ 704.87	31,661	\$ 8.01	\$ 231,274	\$ 642.43	\$ 7.30	91%
93	New Mexico School for the Arts	281.00	\$ 281,554	\$ 1,001.97	69,306	\$ 4.06	\$ 187,811	\$ 668.37	\$ 2.71	67%
94	The Academy for Technology & the Classics	378.00	\$ 253,841	\$ 671.54	47,900	\$ 5.30	\$ 187,662	\$ 496.46	\$ 3.92	74%
95	The MASTERS Program	265.50	\$ 117,363	\$ 442.05	7,488	\$ 15.67	\$ 116,973	\$ 440.58	\$ 15.62	100%
96	Tierra Encantada Charter High School	314.50	\$ 270,000	\$ 858.51	25,911	\$ 10.42	\$ 190,388	\$ 605.37	\$ 7.35	71%
97	Turquoise Trail Charter School	457.00			75,731		\$ 348,344	\$ 762.24	\$ 4.60	100%
98	Aldo Leopold Charter HS	165.50	\$ 120,000	\$ 725.08	12,909	\$ 9.30	\$ 89,555	\$ 541.12	\$ 6.94	75%
99	Cottonwood Valley Charter School	170.00	\$ 121,275	\$ 713.38	12,123	\$ 10.00	\$ 121,275	\$ 713.38	\$ 10.00	100%
100	Anansi Charter School	189.50	\$ 180,536	\$ 952.70	17,808	\$ 10.14	\$ 144,444	\$ 762.24	\$ 8.11	80%
101	Taos Academy Charter School	226.00	\$ 180,536	\$ 798.83	27,120	\$ 6.66	\$ 172,266	\$ 762.24	\$ 6.35	95%
102	Taos Integrated School of the Arts	177.50	\$ 199,320	\$ 1,122.93	13,062	\$ 15.26	\$ 135,298	\$ 762.24	\$ 10.36	68%
103	Taos International Charter School	189.00	\$ 291,564	\$ 1,542.67	24,416	\$ 11.94	\$ 144,063	\$ 762.24	\$ 5.90	49%

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

A	D	E	F	G	H	I	K	L	M	N
	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)	Share of Lease Covered by Lease Assistance (K/F)
104	Taos Municipal Charter School	216.00	\$ 142,100	\$ 657.87	9,973	\$ 14.25	\$ 126,475	\$ 585.53	\$ 12.68	89%
105	Vista Grande High School	77.00			11,906		\$ 58,692	\$ 762.24	\$ 4.93	100%
106	Rio Gallinas School ES/MS	67.00	\$ 40,000	\$ 597.01	17,899	\$ 2.23	\$ 35,625	\$ 531.72	\$ 1.99	89%
	Averages	252	\$ 308,479	\$ 1,304.39	27,199.63	\$ 11.74	\$ 174,004	\$ 689.07	\$ 7.76	69%

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	MEM	0.00	\$ (13,497)	Expanded
4	ABQ	S	Albuquerque Bilingual Academy	374.50	\$ 285,459	\$ 527,166	\$ 285,459	MEM	383.75	\$ 286,773	\$ 526,544	\$ 286,773	MEM	(9.25)	\$ (1,314)	
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	\$ 545,683	\$ 341,484	MEM	663.00	\$ 495,453	\$ 539,756	\$ 495,453	MEM	(215.00)	\$ (153,970)	
8	ABQ	S	Albuquerque School of Excellence - ES	408.00	\$ 310,994	\$ 425,257	\$ 310,994	MEM							\$ 310,994	New facility
9	ABQ	D	Albuquerque Talent Development Academy	111.00	\$ 84,609	\$ 259,775	\$ 84,609	MEM	152.00	\$ 113,588	\$ 260,941	\$ 113,588	MEM	(41.00)	\$ (28,979)	
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	\$ 177,459	\$ 177,459	SF of Lease	298.00	\$ 222,692	\$ 177,712	\$ 177,712	SF of Lease	(25.00)	\$ (253)	
13	ABQ	S	Amy Biehl High School (Simms Bldg)			\$ 23,631	\$ 23,631	SF of Lease			\$ 23,957	\$ 23,957	SF of Lease	0.00	\$ (325)	
14	ABQ	S	Cesar Chavez Community School	204.50	\$ 155,878	\$ 381,174	\$ 155,878	MEM	198.50	\$ 148,337	\$ 369,905	\$ 148,337	MEM	6.00	\$ 7,541	
15	ABQ	D	Christine Duncan's Heritage Academy	391.50	\$ 298,417	\$ 379,388	\$ 298,417	MEM	406.25	\$ 303,587	\$ 379,711	\$ 303,587	MEM	(14.75)	\$ (5,170)	
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	110.00	\$ 83,846	\$ 613,545	\$ 83,846	MEM	465.00	\$ 347,490	\$ 628,497	\$ 347,490	MEM	(355.00)	\$ (263,643)	Expanding to ES grades
24	ABQ	S	Explore Academy - Gulton (NEW)	611.00	\$ 465,729	\$ 378,117	\$ 378,117	SF of Lease								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	\$ 178,000	\$ 178,000	SF of Lease	224.00	\$ 167,393	\$ 295,388	\$ 167,393	MEM	23.00	\$ 10,607	Relocated
30	ABQ	D	Los Puentes Charter School	131.00	\$ 99,853	\$ 143,141	\$ 99,853	MEM	177.00	\$ 132,270	\$ 143,810	\$ 132,270	MEM	(46.00)	\$ (32,417)	
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	

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
32	ABQ	S	Media Arts Collaborative Charter - Main Bldg.	191.50	\$ 145,969	\$ 74,639	\$ 145,969	MEM	216.50	\$ 161,788	\$ 75,024	\$ 161,788	MEM	(25.00)	\$ (15,819)	
33	ABQ	S	Media Arts Collaborative Charter - Nob Hill Studios			\$ 87,073					\$ 87,486					
34	ABQ	S	Mission Achievement and Success 2.0 - Old Coors Road	575.00	\$ 438,288	\$ 412,828	\$ 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	\$ 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	MEM	1.00	\$ 4,006	District facility
37	ABQ	D	Mountain Mahogany Community School	193.50	\$ 147,493	\$ 115,033	\$ 105,996	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	\$ 228,208	\$ 227,529	MEM	300.00	\$ 224,187	\$ 299,859	\$ 224,187	MEM	(1.50)	\$ 3,342	
39	ABQ	D	Native American Community Academy 1100 Indian School			\$ 49,998					\$ -					0
40	ABQ	D	Native American Community Academy CNM	199.00	\$ 151,686	\$ 130,963	\$ 130,963	SF of Lease	171.00	\$ 127,787	\$ 213,031	\$ 127,787	MEM	28.00	\$ 3,176	
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					
44	ABQ	D	Public Academy for Performing Arts	445.50	\$ 339,578		\$ 339,578	MEM	446.50	\$ 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	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	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	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	\$ 427,535	\$ 120,434	MEM	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	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)	32.00	\$ 24,392	\$ 48,709	\$ 24,392	MEM								New APS Charter
61	ABQ	D	William W. & Josephine Dorn Charter Community	38.50	\$ 29,346	\$ 27,044	\$ 27,044	SF of Lease	53.50	\$ 39,980	\$ 38,875	\$ 38,875	SF of Lease	(15.00)	\$ (11,831)	

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	\$ 7,200	\$ 6,000	SF of Lease	180.00	\$ 134,512	\$ 7,200	\$ 6,000	SF of Lease	0.00	\$ -	
63	Aztec	D	Mosaic Academy Charter School (Portables)			\$ 67,707	\$ 59,760	SF of Lease			\$ 70,736	\$ 62,434	SF of Lease	0.00	\$ (2,674)	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	\$ -	\$ 99,853	MEM								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	\$ 762,292	\$ 308,707	MEM	294.50	\$ 220,077	\$ 489,173	\$ 172,322	SF & MEM	110.50	\$ 136,385	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)	110.00	\$ 83,846	\$ 120,192	\$ 83,846	SF of Lease								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	73.00	\$ 55,644		\$ 55,644	MEM	83.50	\$ 62,399		\$ 62,399	MEM	(10.50)	\$ (6,755)	District facility. Constructing new bldg.
85	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)	
86	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	
87	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	
88	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	\$ 1,495	
89	Roswell	S	Early College High School	187.00	\$ 142,539	\$ -	\$ -	0	171.00	\$ 127,787	\$ 111,191	\$ 111,191	SF of Lease	16.00		
90	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	
91	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	
92	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	

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	
93	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	
94	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	\$ (16,346)	
95	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	
96	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	
97	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
98	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)	
99	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)	
100	Taos	D	Anansi Charter School	189.50	\$ 144,444	\$ 164,432	\$ 144,444	MEM	196.00	\$ 146,469	\$ 175,265	\$ 146,469	MEM	(6.50)	\$ (2,024)	
101	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)	
102	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	
103	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	
104	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	
105	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
106	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				25366.25			\$ 17,052,366		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	64
Number of Potential Awards based on SF of Lease	34
Number of Deferred Awards	5

Number of Potential Awards switching from SF of Lease to MEM	2
Number of Potential Awards switching from MEM to SF of Lease	5

I. **PSCOC Meeting Date:** September 13, 2021

II. **Item Title:** Systems-Based Application and Demolition Program Guidelines and Application

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

IV. **Potential Motion:**

AMS Subcommittee Recommendation: Approval to release the second round of the 2021-2022 Systems-based program guidelines as they pertain to inclusion of demolition eligibility, application, scope and additional requirements.

Awards Subcommittee Recommendation: Approval to release a second round of the 2021-2022 Systems-based application, announcement and timeline.

- For Systems-based, facilities within the top 300 and/or with a campus FCI greater than 70%.
- For a Systems-based demolition, any abandoned district-owned building is eligible.

PSFA is authorized to perform site-visits and work with districts regarding project scope and total estimated project cost.

V. **Executive Summary:**

Background:

Systems-based Program:

In 2015, amendments were made to 6.27.3.12 (H) NMAC “*Special provisions, building systems initiative; (1) a school district desiring a grant award for building system repair, renovation or replacement shall submit an application on a form approved by the council. The application shall include an assessment of the building system that the repair, renovation or replacement of which would extend the useful life of the building itself.*”

The Systems-based program is limited to the following systems; Roofs, HVAC, fire alarm/detection, fire sprinkler, site drainage, demolition and any system identified as Category 1, meaning a system that poses a life, health and/or safety hazard.

Systems-based Demolition:

In the January 2021, regular legislative session, Senate Bill 43, Section 22-24-2(L) NMSA 1978, was introduced and passed. The intent of this bill was to assist districts with demolition of abandoned buildings.

“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:

- *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;*
- *there is no practical use for the abandoned facility without the expenditure of substantial renovation costs; and*
- *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 of Program Guidelines:

Current Systems-based program rules allow for demolition, with certain qualifying criteria. SB43 defines new criteria indicating potential eligibility for up to 100% state funding for the demolition of abandoned facilities. All demolition requests will continue to be within the Systems-based program with options for state local match participation or up to 100% state funding.

Eligibility Criteria:

Systems-based:

- Schools listed in the top 300 of the Final wNMCI ranking
- Campus FCI greater than 70%
- Local match is required
- Systems in Category 1, demonstrating life, health or safety conditions
- Project must be complete within 3 years

Systems-based demolition:

- Any abandoned district owned facility
- Project must be complete within 1 year
- Local match is required, unless district requests additional funding

Systems-based demolition, additional state funding up to 100% :

- Costs of continuing to insure the building outweigh any potential benefit.
- There is no practical use for the abandoned facility without substantial renovation cost.

Application Requirements:

Systems-based:

- Complete and submit a Systems-based application.

Systems-based request for demolition:

- Complete and submit a Systems-based application.
- Completed demolition checklist.
- Photos of the building to be demolished.
- One cost estimate from a contractor for the total project cost.

Systems-based demolition requests for up to 100% state funding consideration:

- All of the above listed items, plus the following.
- Letter from district, signed by school board president and superintendent, certifying the following:
 - There is no practical use for the building, which is to be demolished, without substantial renovation cost; renovation costs expected to be greater than 65% of the cost to replace the building.
 - Costs of continuing to insure the building outweigh any potential benefit.
- Documentation of insurance premiums from the previous year indicating the amounts paid for the requested building to be demolished (districts can contact their insurance provider to gather this information).
- Statement of financial position.

Additional requirements for Systems-based demolition projects:

- Demolition scope includes the work needed to remove a structure from an existing site, including grading and drainage that may be required to stabilize the site after the building is removed.
- Only demolition scope/cost is eligible for state funding.

- Districts will be responsible for any associated scopes of work to repair or replace building systems that may be impacted by the demolition project.
- The demolition project is subject to the required state/local funding match for that district, based on the state/local match percentages in-place at the time of the award.
 - However, the demolition scope could be funded up to 100% state funding if the district requests the additional funding and submits the required documentation.
- Demolition scope will also include testing for, and abatement of, asbestos, lead, hazardous materials, and underground conditions.
- Demolition shall be completed utilizing best industry standards, and Construction Industries Division regulations.
- If the building to be demolished is a portable, the district must demonstrate compliance with Section 13-6-1 NMSA 1978.
- All contents within the building to be demolished that the district wishes to keep must be removed prior to demolition, at the district expense.

Suggested Timeline:

- September 13, 2021 - Systems-based application, timeline and announcement letter approved.
- September 14, 2021 - Systems-based applications (including demolition) released.
- October 14, 2021 - Systems-based applications (including demolition) due to PSFA.
- December 13, 2021 - PSCOC Systems-based awards.

PSFA Staff Recommendation:

Staff recommends approval of the Systems-based program guidelines as they pertain to inclusion of demolition eligibility, application, scope and additional requirements.

Staff recommends approval to release a second round of the 2021-2022 Systems-based application, announcement and timeline.

- For Systems-based, facilities within the top 300 and/or a campus FCI greater than 70%.

- For Systems-based demolition, any abandoned district-owned facility is eligible.

PSFA is authorized to perform site-visits and work with districts regarding project scope and total estimated project cost.

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

Chair:
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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 14, 2021

Subject: 2021-2022 Systems-Based Capital Funding Applications (including demolition)

The Public School Capital Outlay Council (PSCOC) has released the second round of the 2021-2022 Capital Funding Applications to make Systems-based awards for eligible school facilities, including funding for demolition of abandoned buildings. Districts may request a reduction of the local share for demolition projects, up to 100% state funding, based on eligibility.

Eligibility thresholds are set to provide an opportunity for applications, but do not serve as a guarantee of an award for an application.

The 2021-2022 Final weighted New Mexico Condition Index (wNMCI) Ranking and all application documents can be found under the "Funding" heading in the index on top of the PSFA homepage at www.nmpsfa.org.

The PSCOC will consider school district's and charter school's requests based on the criticality of need and on project readiness. Funds earmarked for these programs are tentatively scheduled to be awarded in December 2021.

Highlight of key dates:

- September 13, 2021 - Systems-based applications, including demolition and program guidelines for demolition adopted.
- September 14, 2021 - Release of Systems-based applications, including demolition.
- **October 14, 2021 - Systems-based applications due to PSFA.**
- December 13, 2021 - PSCOC Systems-based Awards.

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

SYSTEMS-BASED CAPITAL OUTLAY

Eligibility for systems-based capital outlay awards is subject to the following limitations:

- Facilities within the Top 300 of the 2021-2022 Final wNMCI Ranking and/or a campus FCI greater than 70% will be considered.*
- Eligible system types include: Roof, HVAC-Related Systems, Fire Alarm/Detection, Fire Sprinkler, Site Drainage, Demolition and any systems which are identified as a Category 1 in the Facilities Assessment Database. A Category 1 indicates critical issues that pose immediate threats to the life, health or safety of persons within the facility.
- Assessment report(s) must be complete at the time of the application, and must demonstrate that the total project cost is 50% or less of the total facility replacement costs and that supports the conclusion that the repair, renovation or replacement will extend the useful life of the building itself.
- School districts and charter schools that are being considered for a small project must have an FMAR score of at least 70% for the campus. The PSCOC may prioritize funding to districts demonstrating an overall satisfactory level of maintenance performance, which includes a current PM Plan on file with PSFA for the duration of 2020 and consistent use of the Facility Information Management System (FIMS) with a 2.0 or better on all FIMS modules for the duration of 2020. Applicant districts with campus FMAR scores below 70% are encouraged to contact PSFA for assistance in improving their measured maintenance performance. **Please note:** future award cycles may be contingent on a higher level of maintenance performance to include a minimum FMAR score of 70% and a current PM Plan on file with PSFA for the duration of 2020, and consistent use of the Facility Information Management System (FIMS) with a 2.0 or better on all FIMS modules for the duration of 2021)*.
- Match requirements per state/local match percentage as of June 2021.
- The district/charter must be willing and able to provide its local share of the total cost of the project. Contingent on available funding, the PSCOC may consider limited approval of requests for local match reductions or advances for this funding program upon districts/charters qualifying under statutory and regulatory provisions and evidence that no other funds are available.
- Funds must be expended within 3 years of the allocation.*
- Applications will be from highest to lowest wNMCI.*
- Participation in a Systems-based project will be limited to space and gross square footage limitations established in the Adequacy Planning Guide. PSCOC will only participate in projects up to the maximum gross square footage pursuant to the Adequacy Planning Guide; school districts and charter schools will be responsible for funding any gross square footage that is considered above the maximum allowed, or ineligible space types.*
- A current facility master plan, preventive maintenance plan and use of FIMS are prerequisites for a systems-based award.

*This requirement does not apply to demolition projects.

SYSTEMS-BASED CAPITAL OUTLAY FOR DEMOLITION

The Systems-based program rules have allowed for demolition requests, with certain qualifying criteria. In the January 2021 regular legislative session, Senate Bill 43, Section 22-24-2(L) NMSA 1978, was introduced and passed. The intent of this bill was to assist districts with demolition of abandoned buildings. The new statute defines new criteria, indicating potential eligibility for up to 100% state funding for the demolition of abandoned facilities. All demolition requests will continue to be within the Systems-based program with options for state local match or up to 100% state funding.

“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.”*

- Demolition scope includes the work needed to remove a structure from an existing site, including grading and drainage that may be required to stabilize the site after the building is removed.
- Only the demolition scope/cost is eligible for state funding.
 - Districts will be responsible for any associated scopes of work to repair or replace building systems that may be impacted by the demolition project.
- Demolition scope will also include testing for and abatement of asbestos, lead, hazardous materials, and underground conditions.
- Demolition shall be completed utilizing best industry standards, and Construction Industries Division regulations.
- If the building to be demolished is a portable, the district must demonstrate compliance with Section 13-6-1 NMSA 1978.
- All contents within the building to be demolished that the district wishes to keep must be removed prior to demolition, at the district expense.

Eligibility for Systems-based capital outlay awards for demolition is subject to the following limitations:

- Applicable Systems-based eligibility requirements apply to the demolition requests for funding.
- Abandoned district owned facilities will be considered, regardless of the wNMCI score, rank, FCI score, or building type.
- Funds must be expended within 1 year of the allocation.

There are two Systems-based demolition options:

- The demolition project is subject to the required state/local funding match for that district, based on the state/local match percentages in place at the time of the award.
- The demolition scope may be funded with up to 100% state funding if the district requests the additional funding and submits the required documentation to fulfill statutory requirements.
 - The cost of continuing to insure the abandoned facility outweighs any potential benefit when and if a new facility is needed.

- There is no practical use for the abandoned facility without the expenditure of substantial renovation costs.

Application requirements for Systems-based capital outlay awards for demolition:

- In addition to submitting a Systems-based application, the district must submit the following:
 - The Demolition Checklist completed for each building 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.
 - One estimate from a local contractor for the total project cost.
- If the district requests additional state funding for demolition scope, the following documentation is required as part of the application:
 - A 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.
 - Documentation of insurance premiums from the previous year indicating the amounts paid for the requested building to be demolished.
 - Statement of financial position.



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

Systems-Based Application - Demolition Checklist

Please submit a separate Demolition Checklist for each building the district is applying for.

BUILDING DATA	
School Name (if applicable):	Click or tap here to enter text.
Building Name:	Click or tap here to enter text.
Building Address:	Click or tap here to enter text.
Year constructed:	Click or tap here to enter text.
Gross Square Footage:	Click or tap here to enter text.
Is the building free-standing* (not connected to any other buildings)?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If not, what is it connected to? Click or tap here to enter text.	
Is the building completely abandoned* / unused?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If not, please explain the current use of the building. Click or tap here to enter text.	
How long has the building been abandoned / unused? Click or tap here to enter text.	
Is the building used for storage or any other non-educational use?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, please explain: Click or tap here to enter text.	
Are the utilities (gas, electric, water, sewer) disconnected from the building?	<input type="checkbox"/> YES <input type="checkbox"/> NO
What utilities remain connected? Click or tap here to enter text.	
Does the district Facility Master Plan include a capital improvement project for the demolition of this building?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does the district have community input / approval for the demolition of the building?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, please explain: Click or tap here to enter text.	
Is the building on a state or national register of historic places?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, please explain: Click or tap here to enter text.	

Definitions:

- *Free-standing building: the building is not structurally connected to another building or is not part of a larger building.
- *Abandoned / unused: the district does not use the building for any purpose.

(See next page)

COST DATA	
Do you have a recent quote for demolition costs for this building? Date of quote: Click or tap to enter a date. Estimated cost: Click or tap here to enter text.	<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: Click or tap here to enter text. Estimated cost of additional scope of work: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Will the demolition of the building result in insurance cost savings for the district? Estimated annual insurance cost savings: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Will the demolition of the building result in Maintenance & Operations cost savings for the district? Estimated Maintenance & Operations annual savings: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is the estimated cost to renovate the building greater than 65% of the cost to replace it?	<input type="checkbox"/> YES <input type="checkbox"/> NO

HAZARDOUS CONDITIONS AND MATERIALS	
Is the building a safety hazard? If yes, please explain: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Has the building been vandalized? If yes, please explain: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Does the building contain asbestos, lead, or other hazardous materials? If yes, please specify: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Has the district obtained a quote for abatement costs? Date of quote: Click or tap to enter a date. Estimated cost: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Has the building been abated of hazardous materials? Date of abatement: Click or tap to enter a date. Explanation: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO

STATUTORY REQUIREMENTS – Required if the district is requesting additional funding.	
Does the cost of continuing to insure the facility outweigh any potential benefit when and if a new facility is needed? If yes, please explain: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is there any practical use for the facility without the expenditure of substantial renovation costs? If yes, please explain: Click or tap here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO

- I. **PSCOC Meeting Date:** September 13, 2021
- II. **Item Title:** BDCP State-wide Education Network Guidelines and Governance
- III. **Name of Presenter(s):** Ovidiu Viorica, Broadband Program Manager
Jerry Smith, Broadband Projects Specialist

IV. **Potential Motion:**

Approve the guidelines, implementation framework and sequence of events below 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 (LEA).

V. **Executive Summary:**

Background:

Senate Bill 144 (2021) requires the PSCOC to 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 Recommended Guidelines:

1. **Governance:**

- Option 1 (Advisory Committee Recommendation): *Establish a 501(c)(3) non-profit to serve as the fiscal agent/contracting entity to develop and operate the Statewide Education Technology Infrastructure Network.*
 - i. 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 choose whether to participate in the Statewide Education Network through a Memorandum 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.

- ii. 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.
 - iii. 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.
- Option 2: *PSFA (or a coalition of state agencies/entities) will serve as the fiscal agent and agreements holder to develop and operate the Statewide Education Technology Infrastructure Network.*

See the attached comparison and list of advantages/disadvantages.

2. **Technical Specifications:** *Connection speeds (and related technical specifications) 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.*
 - This is in line with the specifications for the BDCP program already approved by the Council.
 - Speed and other broadband technical specifications (up-time, latency, packet loss and jitter) necessary to support school-related technology will be reviewed and approved by the SEN Advisory Board and the PSCOC on a regular basis.

3. **Prioritization of projects:** *The projects to be approved by the Council will be prioritized based on the following requirements:*
 - *School is motivated to receive Internet Access and related services from the SEN AND*
 - *Project is necessary because of current low connectivity speed, high internet cost and the school is unable to keep the connection running and secure AND*
 - *School is eligible to receive Internet Access and other related services without penalties related to existing service agreements AND*
 - *School will rely on the SEN consortium to apply for E-rate Category 1 funding (Internet Access only).*

4. **Costs Covered:** *The costs covered from the Capital Outlay fund will be the entire cost not covered by E-rate, within the available funding (up to \$10M) for the first five years.*

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.
 - Ability to create partnerships with other entities (including private) to apply for other federal sources of funding available for broadband and broadband-related work.
- Align technical requirements with national and federal government recommendations. Keep requirements flexible to allow for technology advancement.
- 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. September 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. November 2021– May 2022: Non-E-rate eligible work: design, procurement, and contracting.
5. January – February 2022: Evaluations, negotiations, awards and contracts.
6. March 2022: E-rate applications.
7. July 2022: Begin implementation for Phase1.
8. September 2022: Phase2 planning and procurement development.
9. October – December 2022: Phase 2 procurements.
10. January – February 2023: Evaluations, awards and contracting.
11. March 2023: E-rate funding application.
12. July 2023: Phase 2 implementation.
13. September 2023: Phase 3 development.

Statewide Education Technology Infrastructure Network

Science, Technology & Telecommunications
Legislative Committee

August 24, 2021

PSFA Presenters:

Jonathan Chamblin, Executive Director

Ovidiu Viorica, Broadband and Technology Program Manager



Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators.

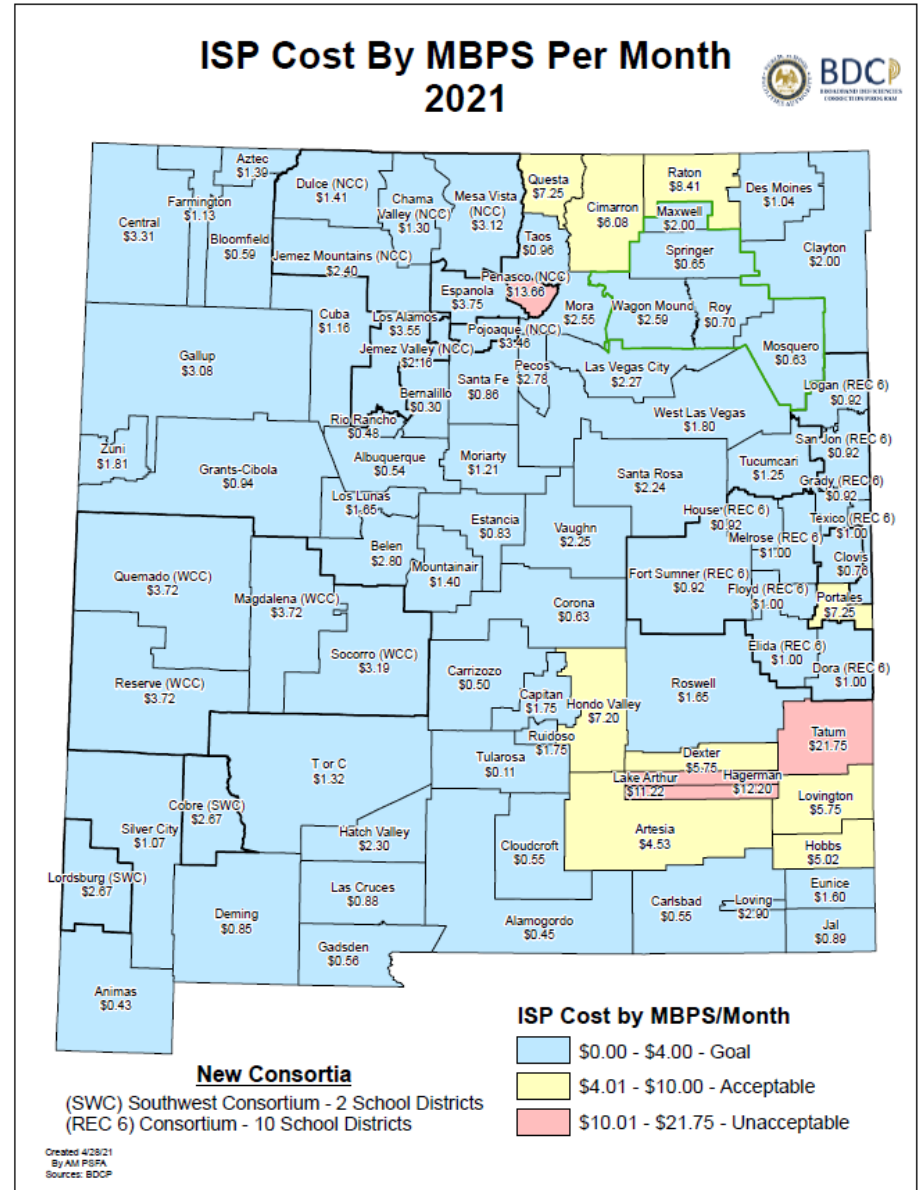
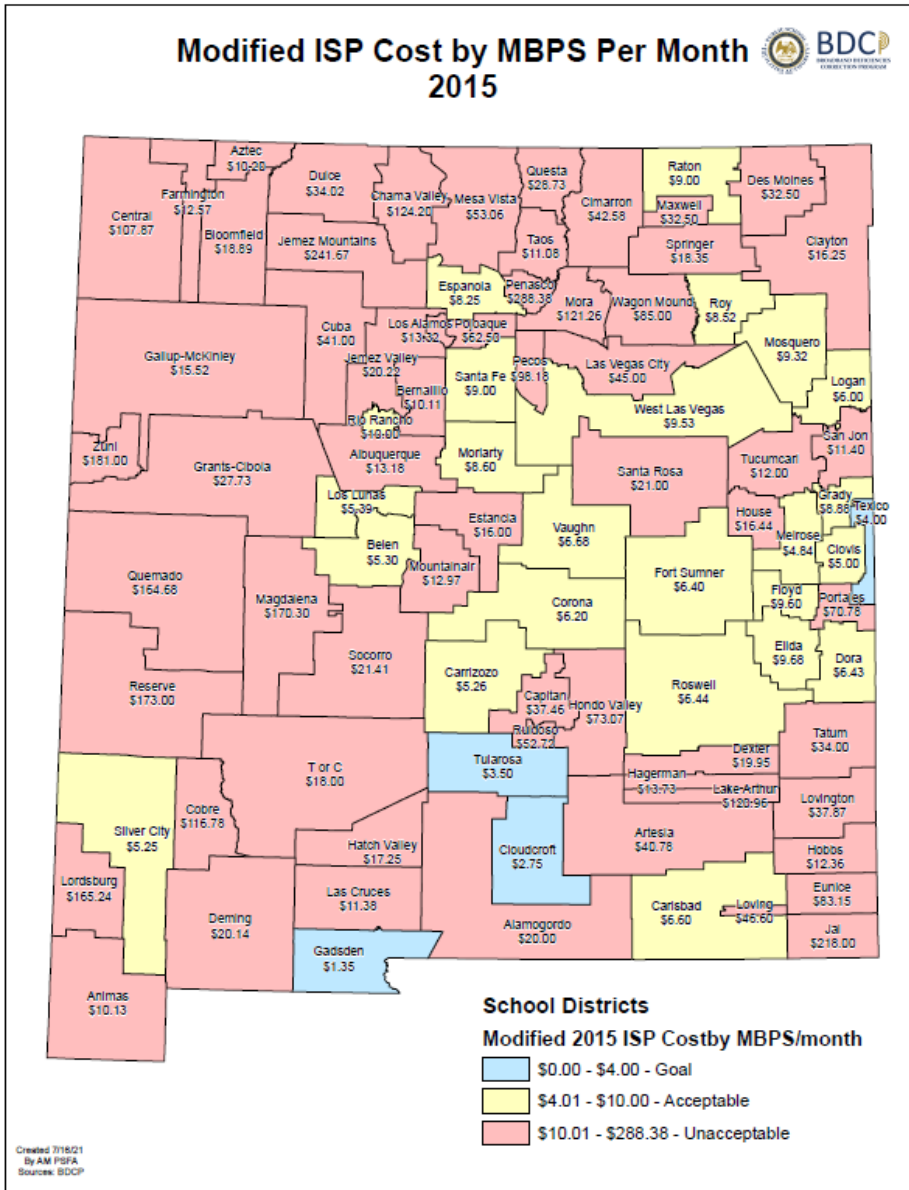
Agenda

- PSFA Broadband Program - Background.
- SB144 - What is it?
 1. Student Connectivity.
 2. Statewide Education Network.
- Preliminary Framework.
- Next Steps / Timeline Review.
- Questions.

PSFA Broadband Program Background

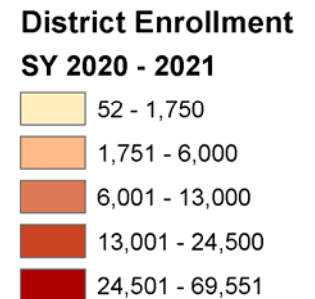
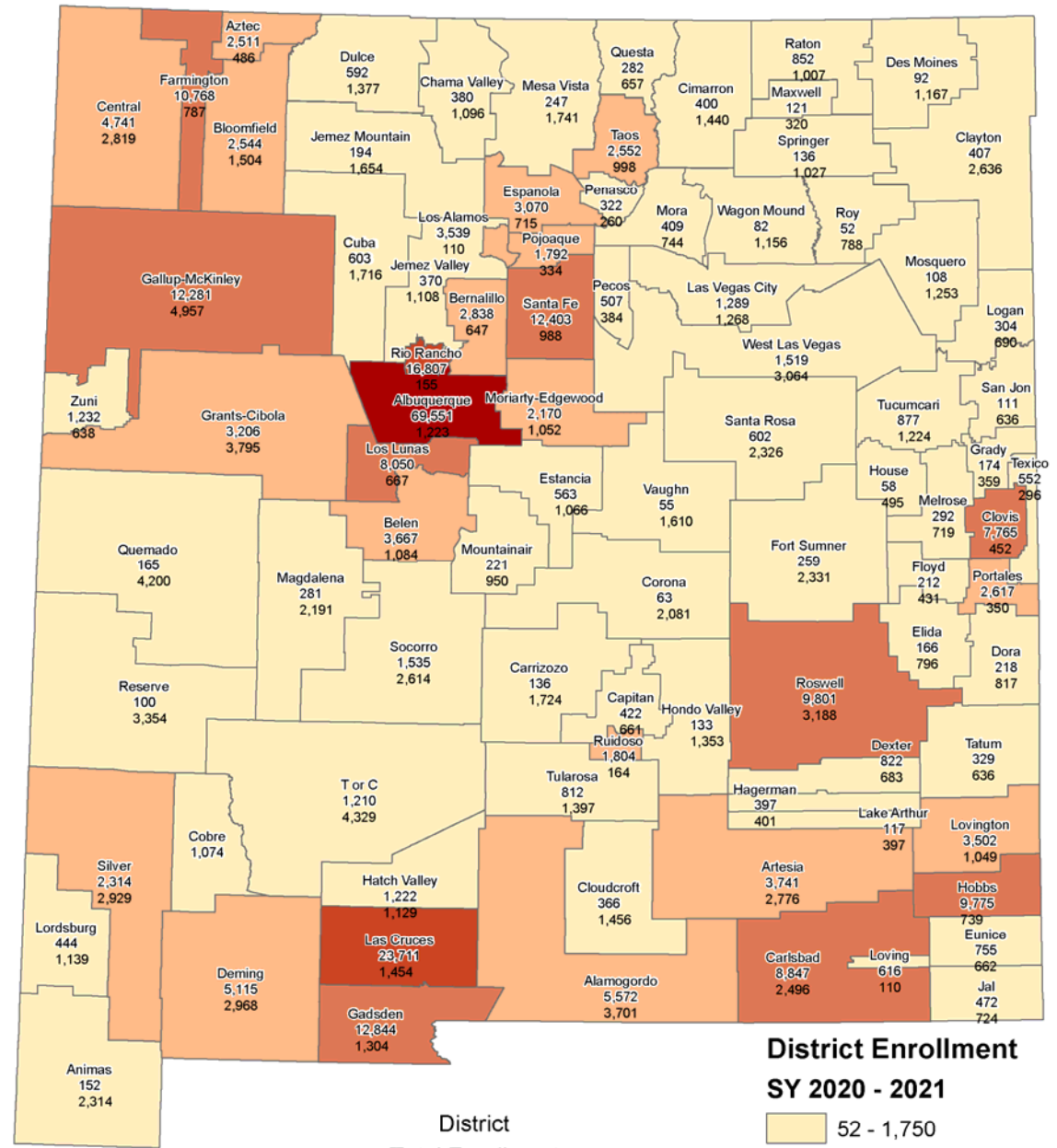
- Number of projects: **270 (2016 - 2020)**.
- Value of upgrades: **~\$100M / 88% E-rate**.
- NM K12 Rank Nationwide (E-rate): **Top 3/5**.
- NM K12 Broadband unit price reduction: **80%**.
- Increase in average K12 broadband speed: **6X**.

PSFA Broadband Program: Progress



NM School Districts Enrollment Heat Map

- Most of NM is remote, rural, and sparsely populated.
- IT expertise (qualified manpower) is not uniformly available.
- Large geographic areas with few locations purchasing high-speed internet is a challenge for market providers of network connectivity, services, and equipment.
- Statewide technology infrastructure network will provide better connectivity and expert network management services to all areas of NM.



District
Total Enrollment
Square Miles

SB144 - Broadband / Ed Technology

1. Connect students and teachers wherever they are (home).

2. Create a Statewide Education Network (**SEN**).
 - “The council shall develop guidelines for a statewide education technology infrastructure network that integrates regional hub locations for network services and the installation and maintenance of equipment.”

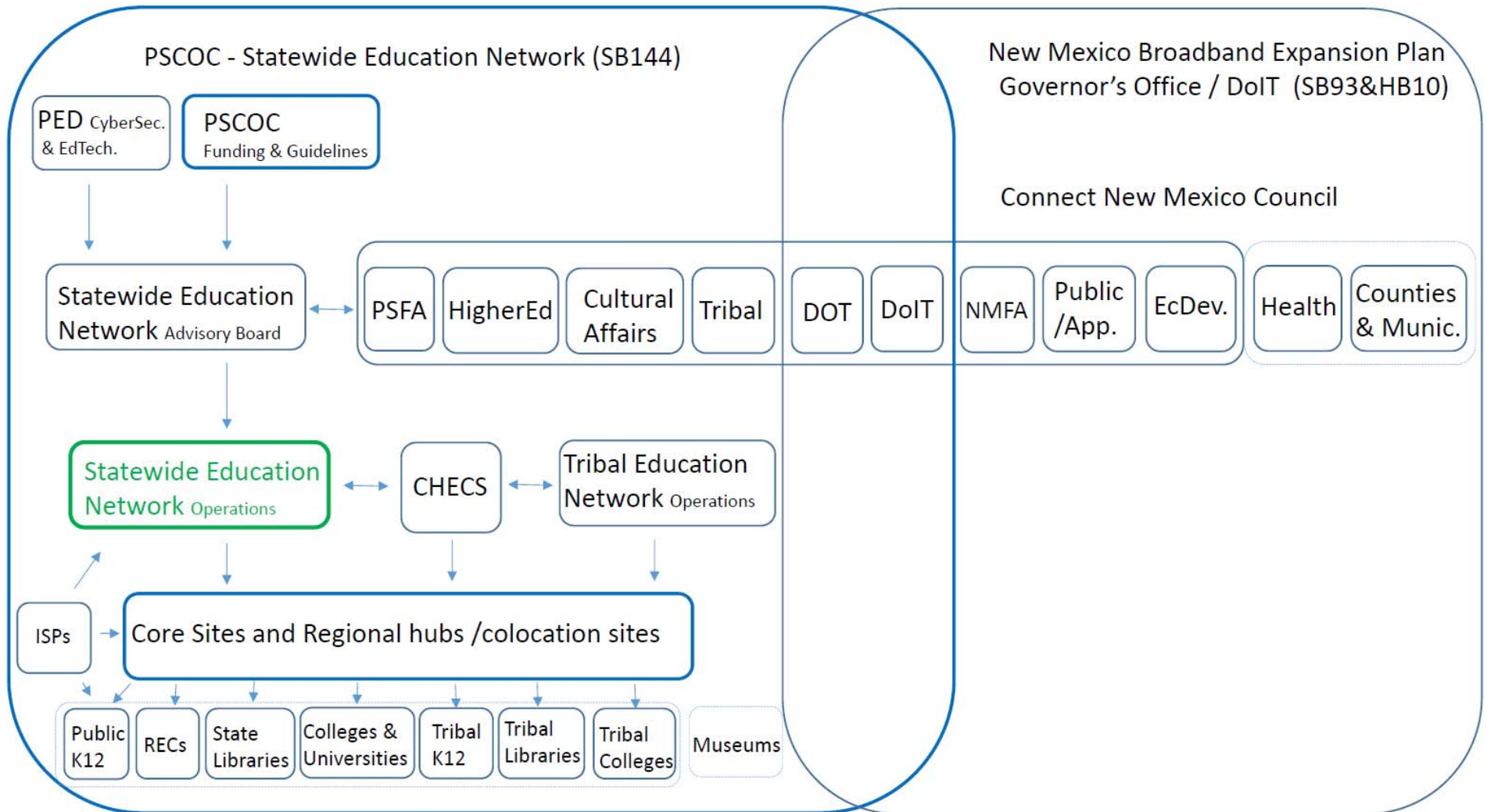
Student and Teacher Connectivity: Immediate Solution

1. Connect students and teachers wherever they are (home).
 - PED is leading this effort – responding to Yazzie/Martinez.
 - CTC Technology and Energy – Under contract.
 - EBB: \$3.2B (Started May – **until money runs out**) – Monthly service.
 - ISP – Families.
 - NM has ~800,000 households.
 - 41,500 (~5%) x \$60 = ~\$2.5M / Mo.
 - 70% of NM students are eligible for EBB.
 - ECF: \$7.2B (June 30 – **August 13**) – Modems & one year of service.
 - ISP – Schools.
 - No forms 470: negotiated or RFP (over \$60,000).
 - E-rate pays schools or ISPs.

Student and Teacher Connectivity: Long-term Solution

2. Create a Statewide Education Network (SEN).
 - PSCOC approves guidelines and state (PSCOF) funding.
 - Create advisory committee/governance framework.
 - Connect school sites together within districts and regionally.
 - Expansion of regional consortia model for internet services and network infrastructure projects.
 - Provide network management and cybersecurity expertise.
 - Phased approach to begin with ready/interested school districts.
 - Maximize access to federal E-rate funding for NM.

SEN: Preliminary Org Chart



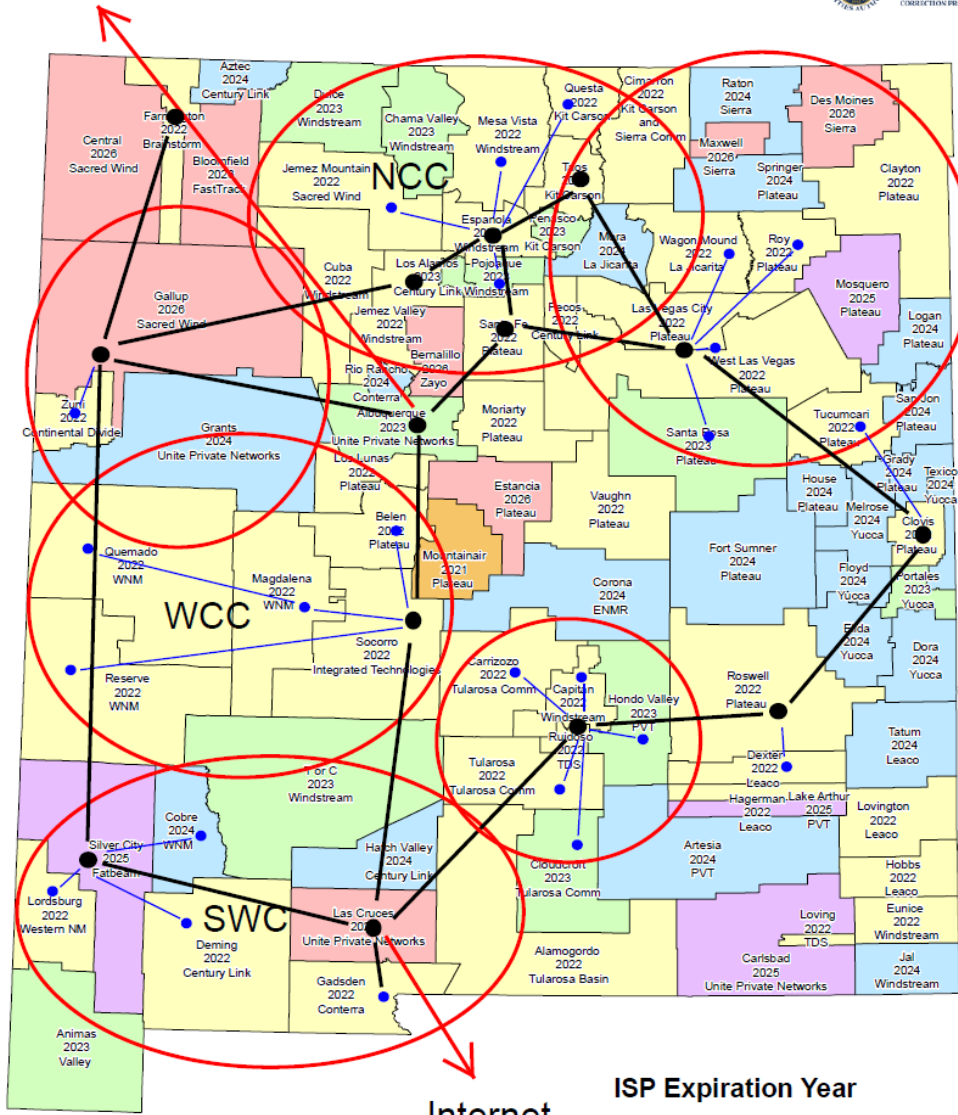
SEN: Preliminary Roles and Responsibilities

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

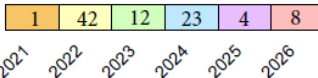
SEN: Preliminary, Conceptual Map



Internet



ISP Expiration Year



Legend:

Blue dot: District Point of Presence (POP)/ Equipment Location.

Blue line: 1 Gbps Fiber Circuit.

Black dot: Regional Network Equipment Aggregation/ Colocation Site.

Black line: 10+ Gbps Fiber Backbone.

SEN: Preliminary Financial Plan

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

	A	B	C	D	E	F	G	H
	Year					Total State five years	Potential E-rate	Total
	FY22	FY23	FY24	FY25	FY26			
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

SEN: Next Steps

Timeline – First Phase:

- August – October 2021: High-level, statewide engineering / conceptual planning, and procurement development.
- November 2021 – January 2022: Procurement for E-rate eligible services and projects.
- January – February 2022: Contracting for E-rate eligible services and projects.
- March 2022: E-rate funding application deadline.
- July 2022: Begin implementation of Phase 1 contracts for services and projects.

Questions

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Thank You!

Non-Profit 501(C)(3)		State Agency	
Advantages	Disadvantages	Advantages	Disadvantages
Has more flexibility compared to a state agency.	Needs to gain and retain trust of industry partners (Internet Service Providers and others)	Existing entity with existing structures	Less nimble / flexible.
New entity, can be structured in the best way to serve its members	New entity, has to be created	Existing staffing	Not core focus (PSFA is a project management/facilities entity, not running networks)
Mission focus since created with sole purpose of SEN	By-laws have to be developed and approved	No need to create too many administrative parameters	Staff can be (are likely to be) diverted to other priorities more easily
Continuity, essential for the long-term requirements of contractual arrangements and asset ownership (20 years+)	There may be less control (or the perception of it)	Direct control by Council	Harder to have direct input from members (schools and others)
More nimble than other governing structures, particularly state agencies		PSFA has some systems and support structures in place (procurements, contracts, finances etc...)	Harder to gain trust of members and private industry as a state agency.
Transparency can be part of bylaws			Less accountability to SEN members.
Member engagement (energy, expertise) and accountability through the board and sub-workgroups			Harder to implement revenue neutral policies (applying for grants, membership fees etc...)
Can/needs to establish trust			High potential for inertia and bureaucratic tendencies
Can advise/inform Council on technical / policy issues			Harder to be moved to serve other broadband priorities outside public schools (such as HigherEd, libraries, tribal...)
Can partner with other entities (including private) to request / apply for funding from different sources, particularly federal (especially beyond E-rate)			Silo approach and turf wars are likely to exist. Different agencies may compete for budgetary requests, jockeying for control etc...
Can provide broader broadband benefits to state (beyond schools)			Higher potential for political influence on the overall direction

Non-Profit 501(C)(3)		State Agency	
Advantages	Disadvantages	Advantages	Disadvantages
Once established, it can be moved to a different location within the state government (serve additional needs/ expand service)			
More insulated from political changes and pressures			
Less likely to be affected by government silos			
Can better coordinate with its members			

Broadband Imperative III

Driving Connectivity, Access and Student Success

November 2019



SETDA

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.



70% of bandwidth is driven by **video streaming** and is expected to grow.

—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.

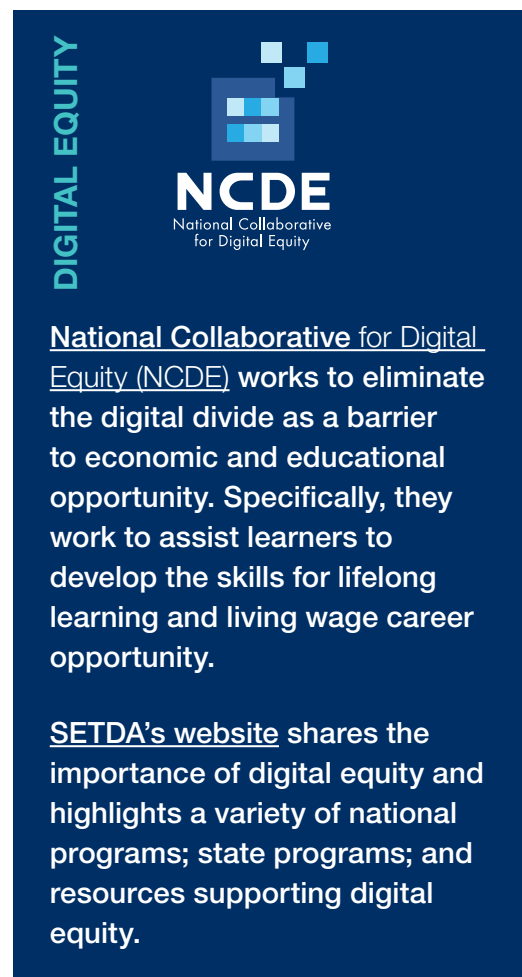
DIGITAL ACCESS AND EQUITY

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

NCDE
National Collaborative
for 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.



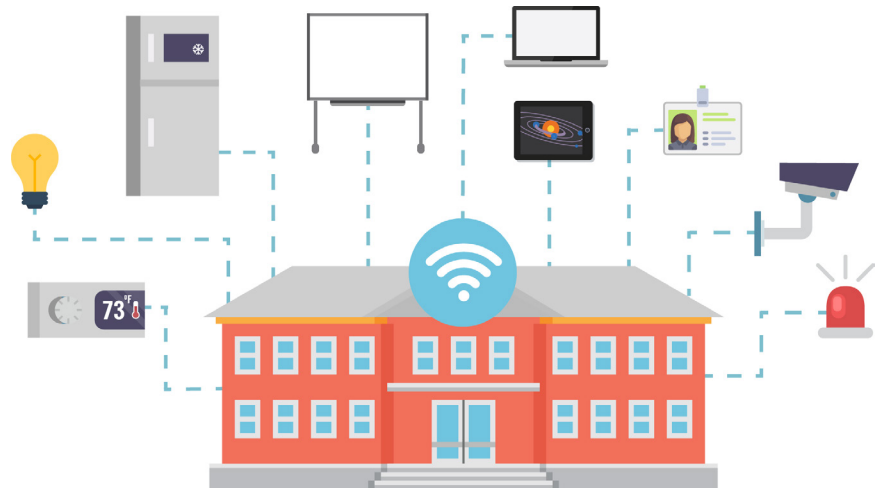
Recommendation

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.

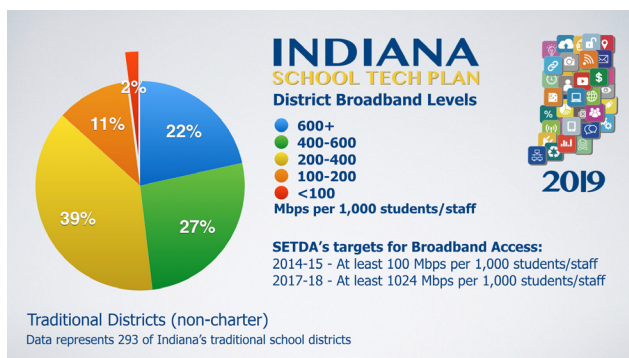


Indiana: Annually, Indiana’s Department of Education’s Office of eLearning surveys all Indiana school districts for the annual

[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



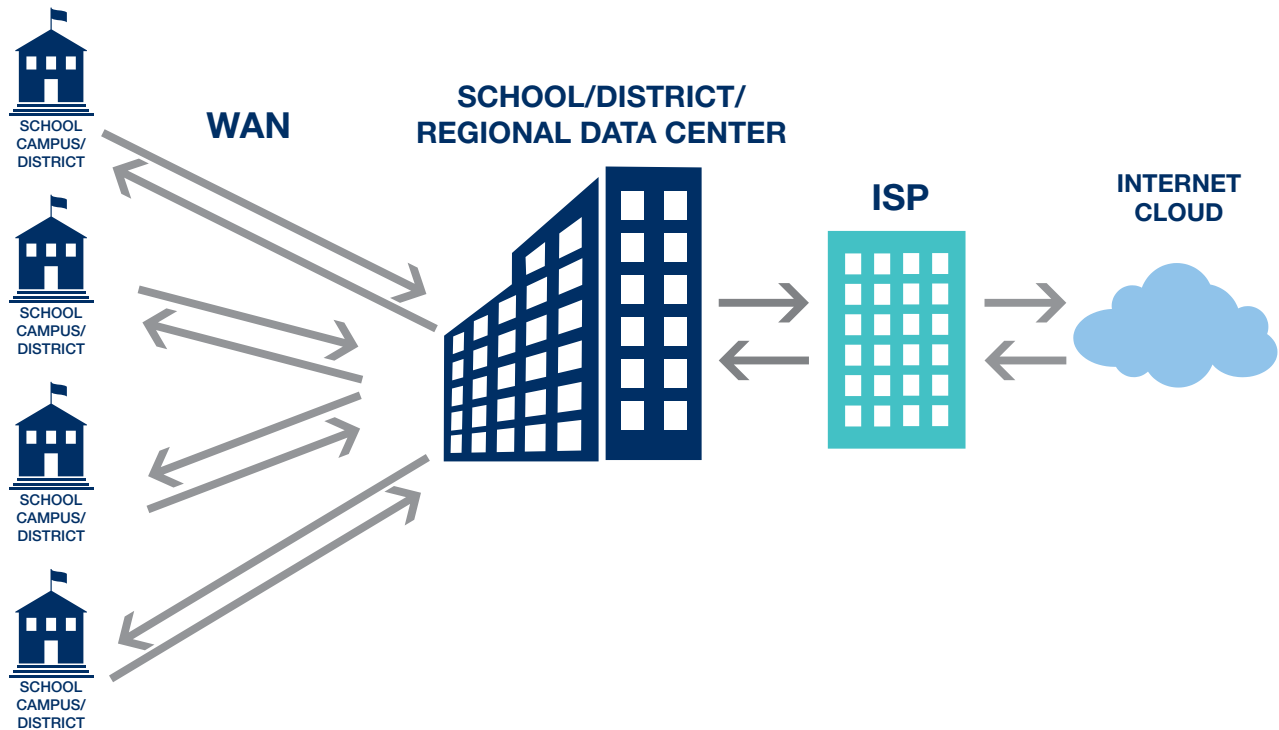
Recommendation

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

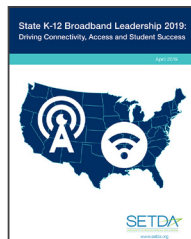
In education, access and opportunities to utilize digital resources for learning provide students with the necessary skills and connections to be successful learners and contribute to their own futures. Both state and federal policies can support the implementation of digital learning to ensure that 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

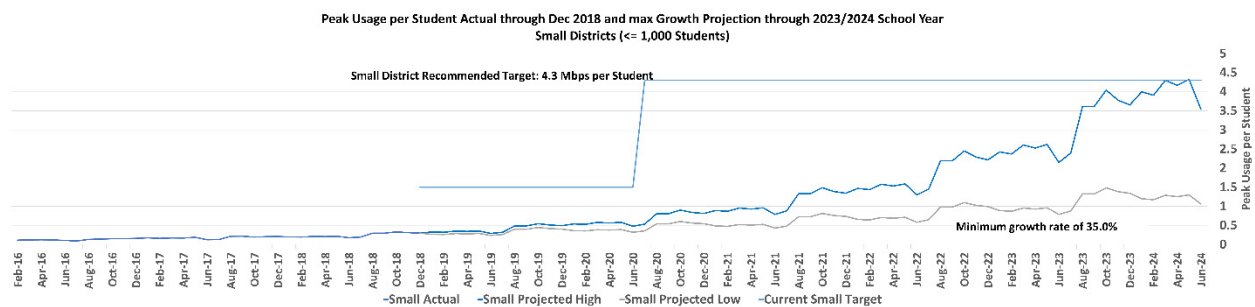
Calculation of 2023/24 Recommended Targets

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.

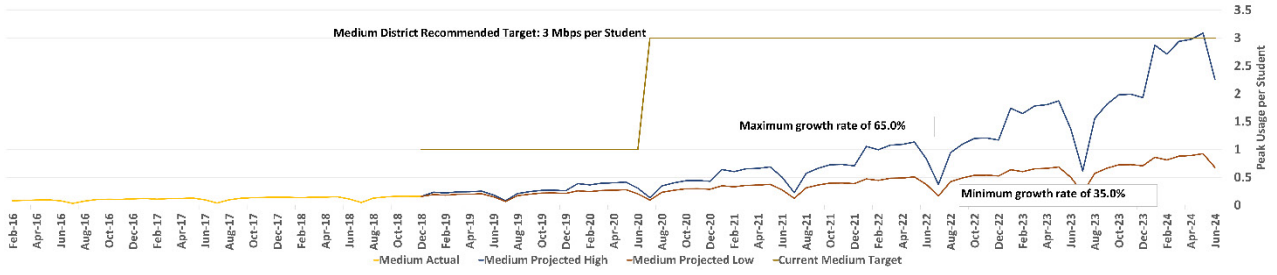
As the growth charts below demonstrate, the projected 2023/24 Mbps per Student targets are:

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

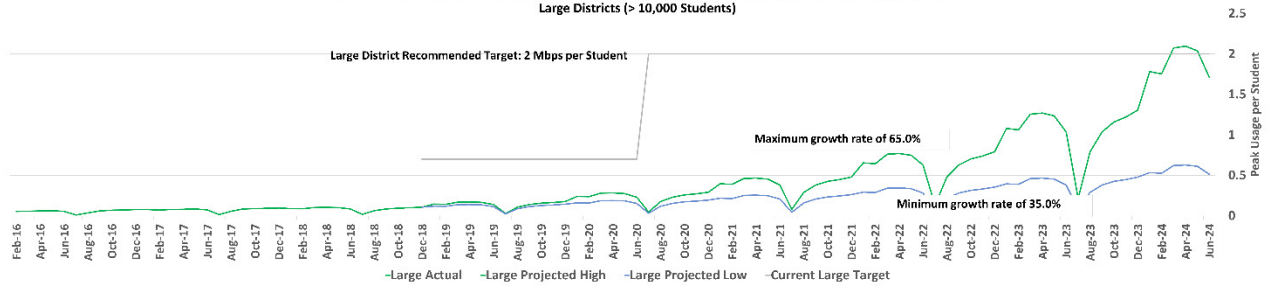
As the growth charts below demonstrate, the projected 2023/24 Mbps per Student targets are:



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>
- 4 2017 National Education Technology Plan Update. <https://tech.ed.gov/files/2017/01/NETP17.pdf>
- 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>
- 8 The Near Future. Diverse Thinkers Wanted. <https://www.cablelabs.com/thenearfuture>
- 9 South Ripley Community School Corporation. <http://www.sripley.k12.in.us/technology-services>
- 10 Kajeet Success Stories. <https://drive.google.com/drive/folders/1-oQmQY0pTnHSJvVXXmhDnqDMsdyAvGtB>
- 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/>
- 15 AP: 3 Million Students Don't Have Home Internet. <https://www.usnews.com/news/us/articles/2019-06-10/homework-gap-shows-millions-of-students-lack-home-internet>
- 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
- 20 CoSN's 2018-2019 Annual Infrastructure Report. https://www.cosn.org/sites/default/files/CoSNs%202018%202019%20Annual%20Infrastructure%20Survey%20Report%20final_0.pdf
- 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/>
- 23 The Michigan Moonshoot. <https://www.merit.edu/services/moonshot/phased-connectivity-plan/phase-1-access-availability-data-collection/>
- 24 The Internet of Things in K-12. <https://www.kajeet.net/extracurricular/the-internet-of-things-in-k-12>
- 25 ISTE 2017: IoT Use Can Save Money and Boost Security. <https://edtechmagazine.com/k12/article/2017/06/iste-2017-iot-use-can-save-money-and-boost-security-infographic>
- 26 Closing the Connectivity Gap. <https://www.eschoolnews.com/pdfs/closing-the-connectivity-gap/>
- 27 Equity of Access. <https://www.setda.org/priorities/equity-of-access/>

- 28 2019 School District Bandwidth Utilization Study. <https://www.k12hsn.org/about/reports>
- 29 Indiana School Tech Plan. <https://www.doe.in.gov/tech-plan>
- 30 Networkmaine. <http://networkmaine.net/>
- 31 Connectivity Services. <http://www.ncpublicschools.org/connectivity/>
- 32 CoSN's Smart Network by Design. <https://sites.google.com/site/cosnsend/steps-to-smart-network-design/step-2-define-data-storage-approach>
- 33 Education Network Security Checklist. <https://www.ena.com/resources/education-network-security-checklist/>
- 34 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>
- 35 State K-12 Education Broadband Map. <https://setda.maps.arcgis.com/apps/MapJournal/index.html?appid=6dc2fc36dc5b4e4fae8ccee190a942aa>
- 36 Connecticut Case Study. <https://www.setda.org/master/wp-content/uploads/2019/04/Broadband-State-Leadership-2019-Connecticut.pdf>
- 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>

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AN ACT

RELATING TO EDUCATION; 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; DECLARING AN EMERGENCY.

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

SECTION 1. Section 22-24-3 NMSA 1978 (being Laws 1975, Chapter 235, Section 3, as amended by Laws 2018, Chapter 66, Section 1 and by Laws 2018, Chapter 71, Section 2) is amended to read:

"22-24-3. DEFINITIONS.--As used in the Public School Capital Outlay Act:

A. "authority" means the public school facilities authority;

B. "building system" means a set of interacting parts that makes up a single, nonportable or fixed component of a facility and that, together with other building systems, makes up an entire integrated facility or property, including roofing, electrical distribution, electronic communication,

1 plumbing, lighting, mechanical, fire prevention, facility
2 shell, interior finishes, heating, ventilation and air
3 conditioning systems and school security systems, as defined
4 by the council;

5 C. "constitutional special schools" means the
6 New Mexico school for the blind and visually impaired and the
7 New Mexico school for the deaf;

8 D. "constitutional special schools support spaces"
9 means all facilities necessary to support the constitutional
10 special schools' educational mission that are not included in
11 the constitutional special schools' educational adequacy
12 standards, including performing arts centers, facilities for
13 athletic competition, school district administration and
14 facility and vehicle maintenance;

15 E. "council" means the public school capital
16 outlay council;

17 F. "education technology infrastructure" means the
18 physical hardware and services used to interconnect students,
19 teachers, school districts and school buildings necessary to
20 support broadband connectivity and remote learning as
21 determined by the council;

22 G. "fund" means the public school capital outlay
23 fund;

24 H. "maximum allowable gross square foot per
25 student" means a determination made by applying the

1 established maximum allowable square foot guidelines for
2 educational facilities based on type of school and number of
3 students in the current published New Mexico public school
4 adequacy planning guide to the department's current year
5 certified first reporting date membership;

6 I. "replacement cost per square foot" means the
7 statewide cost per square foot as established by the council;

8 J. "school district" includes state-chartered
9 charter schools and the constitutional special schools;

10 K. "school district population density" means the
11 population density on a per square mile basis of a school
12 district as estimated by the authority based on the most
13 current tract level population estimates published by the
14 United States census bureau; and

15 L. "school district population density factor"
16 means zero when the school district population density is
17 greater than fifty people per square mile, six-hundredths
18 when the school district population density is greater than
19 fifteen but less than fifty-one persons per square mile and
20 twelve-hundredths when the school district population density
21 is less than sixteen persons per square mile."

22 SECTION 2. Section 22-24-4.5 NMSA 1978 (being Laws
23 2014, Chapter 28, Section 4, as amended) is amended to read:

24 "22-24-4.5. EDUCATION TECHNOLOGY INFRASTRUCTURE
25 DEFICIENCY CORRECTIONS.--

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1 A. No later than September 1, 2014, the council,
2 with the advice of the department and the department of
3 information technology, shall define and develop:

4 (1) minimum adequacy standards for an
5 education technology infrastructure deficiency corrections
6 initiative to identify and determine reasonable costs for
7 correcting education technology infrastructure deficiencies
8 in or affecting school districts;

9 (2) a methodology for prioritizing projects
10 to correct education technology infrastructure deficiencies
11 in or affecting school districts; and

12 (3) a methodology for determining a school
13 district's share of the project costs.

14 B. The council shall develop guidelines for a
15 statewide education technology infrastructure network that
16 integrates regional hub locations for network services and
17 the installation and maintenance of equipment. The council
18 may fund education technology infrastructure projects or
19 items that the council determines are in accord with the
20 guidelines and necessary to education for:

21 (1) students;
22 (2) school buses;
23 (3) internet connectivity within a school
24 district;

25 (4) a multi-district regional education

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1 network; and

2 (5) a statewide education network.

3 C. The council may approve allocations from the
4 fund pursuant to Subsection M of Section 22-24-4 NMSA 1978
5 and this section for projects in or affecting a school
6 district committing to pay its share of the project costs.
7 The council may adjust the school district's share of the
8 project costs in accordance with Paragraph (11) of Subsection
9 B of Section 22-24-5 NMSA 1978 or the methodology for
10 determining the school district's share of the project
11 costs."

12 SECTION 3. EMERGENCY.--It is necessary for the public
13 peace, health and safety that this act take effect
14 immediately. _____

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Page 5

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I. **PSCOC Meeting Date(s):** September 13, 2021

II. **Item Title:** Recertification of SSTBs

III. **Name of Presenter(s):** Randy C. Evans, CFO

IV. **Potential Motion:**

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

- STB15A-0001 in the amount of \$238,009 to PSCOC awarded projects totaling \$238,009.

V. **Executive Summary:**

Attached is the Resolution, Notification and Certification Amendment for:

STB15A-0001: Exhibit A to the Resolution, Notification and Certification is amended per the attached STB15A-0001 Re-certification Reconciliation worksheet as follows:

Description	Amount
A74S18003 S18-003 Las Vegas City Los Ninos ES	\$238,009
A74S18009 S18-009 Gadsden Loma Linda ES	(\$238,009)

STB15A-0001 remaining unexpended proceeds is \$0 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 **September 13, 2021**, the Council adopted the resolution and certification set forth below:

NOW, THEREFORE, BE IT RESOLVED AND CERTIFIED THAT:

1. The Council certifies that **two hundred thirty-eight thousand and nine dollars \$238,009** from the proceeds of Severance Tax Note STB15A 0001 are no longer needed for the projects for which they were originally issued.
2. Original certification is amended per the attached STB15A 0001 Reconciliation worksheet as follows: To certify that **two hundred thirty-eight thousand and nine dollars \$238,009 proceeds of Supplemental Severance Tax Note Series STB15A (the “STB15A 0001”), shall be reauthorized for the project** listed below.
 - a) A74S18003 S18-008 Las Vegas City Los Ninos ES \$238,009
3. Zero funds remain unexpended and available for certification for future projects.

Dated: September 13, 2021

PUBLIC SCHOOL CAPITAL OUTLAY
COUNCIL

By: _____
Joe Guillen, Chair PSCOC

STB15A 0001 Reconciliation Worksheet - LTD

A74 - STB15A

line #	A-Code	Description	Original Certification	Actual Budget (SHARE)	Pending Budget (SHARE)
1	A74S18003	S18-003 Las Vegas City - Los Ninos ES		673,530.10	238,009.00
2	A74S18006	S18-006 Dexter - Dexter ES		39,602.00	-
3	A74S18009	S18-009 Gadsden Loma Linda ES		2,190,085.90	(238,009.00)
		Subtotals	0	2,903,218.00	-

STB15A Proceeds	2,903,218
Less: Actual Budget (SHARE)	(2,903,218)
Less: Pending Budget (SHARE)	-
STB15A Proceeds Remaining	-

I. **PSCOC Meeting Date:** September 13, 2021

II. **Item Title:** Personnel Update: PSFA Director

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

IV. **Potential Motion:**

T.B.D.

V. **Executive Summary:**

Discussion with the Council regarding the planned, upcoming resignation of the Executive Director.

VI. Informational

A. Project Status Report

B. Maintenance Program Status Report

C. Workplan Timeline

I. PSCOC Meeting Date: September 13, 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:

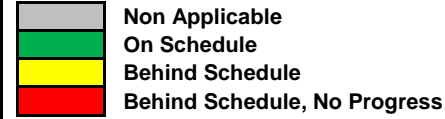
- **Bernalillo Public Schools (BPS)**
 - S19-004 – Bernalillo – Bernalillo MS – District in process of evaluating General Contractor bids.
- **Farmington Municipal Schools (FMS)**
 - S18-007 – Farmington Country Club ES – In 11 month warranty correction period.
- **Gallup-Mckinley County Schools (GMCS)**
 - K18-006 – Gallup – Thoreau ES – K18-006 and P15-006 are combined as one project. Construction is substantially complete.
- **Las Cruces Public Schools (LCPS)**
 - S19-009 – Las Cruces – Fairacres ES – In construction.
 - S19-010 – Las Cruces – Lynn MS – District in process of procuring a General Contractor.
 - S19-012 – Las Cruces – Rio Grande Preparatory Institute – In construction.
 - S19-019 – Las Cruces – Highland ES – District in process of procuring a General Contractor.
 - S19-020 – Las Cruces – Hillrise ES – In construction.
 - S19-021 – Las Cruces – Mayfield HS – Construction is substantially complete.
 - S19-022 – Las Cruces – Oñate HS – District in process of procuring a General Contractor.
 - S19-023 – Las Cruces – Picacho MS – In construction.
 - S19-024 – Las Cruces – Vista MS – Construction is substantially complete.
- **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 – In Design.
- **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:

- **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

9/13/2021

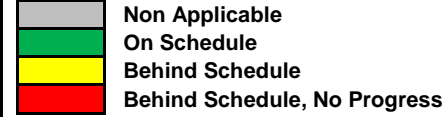


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School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
Alamogordo Public Schools	P15-001	P15-001 - Combined ES (Alamogordo)	100%	100%	100%	100%	99%	In 11 month warranty correction period.	\$13,005,060.00	\$11,654,317.80	\$11,608,429.58	\$1,350,742.20
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Alamogordo Public Schools	P19-001	P19-001 Holloman ES (Alamogordo)	100%	100%	19%	0%	0%	In construction.	\$21,208,809.00	\$16,372,730.19	\$5,073,977.90	\$4,836,078.81
			0 mo.	0 mo.	5 mo.	8 mo.	23 mo.					
Alamogordo Public Schools	P20-001	P20-001 Chaparral MS (Alamogordo)	100%	30%	0%	0%	0%	In design.	\$2,162,755.00	\$1,087,548.69	\$87,373.92	\$1,075,206.31
			0 mo.	10 mo.	28 mo.	30 mo.	41 mo.					
Alamogordo Public Schools	S19-001	S19-001 Sacramento ES (Alamogordo)	100%	100%	100%	100%	96%	In 11 month warranty correction period.	\$700,000.00	\$397,380.61	\$376,795.47	\$302,619.39
			0 mo.	0 mo.	0 mo.	0 mo.	1 mo.					
Alamogordo Public Schools	S19-002	S19-002 Buena Vista ES (Alamogordo)	0%	0%	0%	0%	0%	Project on hold due to district readiness.	\$664,286.00	\$0.00	\$0.00	\$664,286.00
			0 mo.	0 mo.	0 mo.	0 mo.	6 mo.					
Belen Consolidated Schools	P19-002	P19-002 Jaramillo ES (Belen)	94%	0%	0%	0%	0%	In planning.	\$42,750.00	\$15,765.05	\$4,113.43	\$26,984.95
			0 mo.	12 mo.	29 mo.	38 mo.	40 mo.					
Belen Consolidated Schools	S19-003	S19-003 Dennis Chavez ES (Belen)	100%	10%	0%	0%	0%	In design.	\$1,457,542.00	\$102,337.28	\$12,666.68	\$1,355,204.72
			0 mo.	4 mo.	16 mo.	18 mo.	27 mo.					
Bernalillo Public Schools	S19-004	S19-004 Bernalillo MS (Bernalillo)	100%	98%	0%	0%	0%	In design.	\$1,641,697.00	\$192,856.13	\$157,427.70	\$1,448,840.87
			0 mo.	0 mo.	2 mo.	8 mo.	13 mo.					
Carrizozo Municipal Schools	P21-002	P21-002 Carrizozo Combined School (Carrizozo)	76%	0%	0%	0%	0%	In planning.	\$0.00	\$0.00	\$0.00	\$0.00
			1 mo.	13 mo.	32 mo.	38 mo.	41 mo.					
Central Consolidated Schools	P20-002	P20-002 Newcomb ES (Central)	98%	0%	0%	0%	0%	In planning.	\$1,087,543.00	\$22,144.12	\$22,144.12	\$1,065,398.88
			0 mo.	21 mo.	40 mo.	46 mo.	66 mo.					

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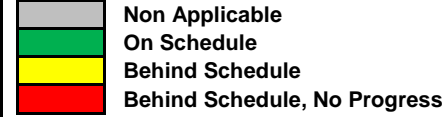


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School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
Clovis Municipal Schools	P20-009 & K18-002	P20-009 & K18-002 Barry ES Combined (Clovis)	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 1%; height: 15px; background-color: green;"></div> 1%	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	In construction.	\$3,464,798.00	\$3,362,930.01	\$0.00	\$101,867.99
			0 mo.	0 mo.	8 mo.	11 mo.	20 mo.					
Clovis Municipal Schools	S20-003	S20-003 Clovis HS (Clovis)	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 50%; height: 15px; background-color: green;"></div> 50%	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	In construction.	\$546,382.00	\$241,667.00	\$241,667.24	\$304,715.00
			0 mo.	0 mo.	0 mo.	3 mo.	9 mo.					
Clovis Municipal Schools	S21-002	S21-002 Clovis HS (Clovis)	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 17%; height: 15px; background-color: green;"></div> 17%	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	In construction.	\$967,357.00	\$345,189.37	\$257,570.65	\$622,167.63
			0 mo.	0 mo.	3 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;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 99%; height: 15px; background-color: green;"></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;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 99%; height: 15px; background-color: green;"></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;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 67%; height: 15px; background-color: green;"></div> 67%	<div style="width: 9%; height: 15px; background-color: green;"></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.	1 mo.	8 mo.					
Des Moines Public Schools	P22-007	P22-007 Des Moines Combined School (Des Moines)	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey;"></div> 0%	<div style="width: 0%; height: 15px; background-color: grey;"></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;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 90%; height: 15px; background-color: red;"></div> 90%	In 11 month warranty correction period.	\$673,256.00	\$667,292.79	\$654,240.26	\$5,963.21
			0 mo.	0 mo.	0 mo.	0 mo.	7 mo.					
Farmington Municipal Schools	S18-007	S18-007 Country Club ES (Farmington)	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 95%; height: 15px; background-color: yellow;"></div> 95%	In 11 month warranty correction period.	\$3,934,673.00	\$3,619,393.31	\$3,589,268.97	\$315,279.69
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Floyd Municipal Schools	S19-008	S19-008 Floyd Combined School (Floyd)	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 100%; height: 15px; background-color: green;"></div> 100%	<div style="width: 91%; height: 15px; background-color: green;"></div> 91%	In 11 month warranty correction period.	\$426,097.00	\$281,870.02	\$280,408.22	\$144,226.98
			0 mo.	0 mo.	0 mo.	0 mo.	4 mo.					

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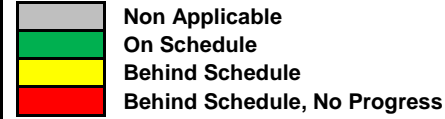


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Floyd Public Schools	S22-004	S22-004 Floyd Combined Schools (Floyd)	<div style="width: 0%; background-color: green; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	In planning.	\$57,622.00	\$0.00	\$0.00	\$57,622.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gadsden Independent Schools	S18-009	S18-009 Loma Linda ES (Gadsden)	<div style="width: 100%; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 94%; background-color: green; border: 1px solid black;"></div> 94%	In 11 month warranty correction period.	\$6,431,950.00	\$3,565,201.93	\$3,522,453.69	\$2,866,748.07
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	P21-003	P21-003 Gallup HS (Gallup-McKinley)	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	In planning.	\$101,250.00	\$0.00	\$0.00	\$101,250.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	P21-005	P21-005 Crownpoint HS (Gallup-McKinley)	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	In planning.	\$411,674.00	\$0.00	\$0.00	\$411,674.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	P21-006	P21-006 Navajo Pine HS (Gallup-McKinley)	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	In planning.	\$14,250.00	\$0.00	\$0.00	\$14,250.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	S20-002	S20-002 Gallup HS (Gallup-McKinley)	<div style="width: 100%; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	In design.	\$3,777,627.00	\$0.00	\$0.00	\$3,777,627.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	S20-004	S20-004 Crownpoint MS (Gallup-McKinley)	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	In planning.	\$1,684,658.00	\$0.00	\$0.00	\$1,684,658.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	S20-006	S20-006 Tse Yi Gai HS (Gallup-McKinley)	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	In design.	\$452,937.00	\$0.00	\$0.00	\$452,937.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	S21-004	S21-004 Tohatchi MS (Gallup-McKinley)	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	MOU in Process	\$777,474.00	\$0.00	\$0.00	\$777,474.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup-McKinley County Schools	K18-006	K18-006 Thoreau ES (Gallup-McKinley)	<div style="width: 100%; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 100%; background-color: green; border: 1px solid black;"></div> 100%	<div style="width: 98%; background-color: yellow; border: 1px solid black;"></div> 98%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	<div style="width: 0%; background-color: grey; border: 1px solid black;"></div> 0%	In construction.	\$268,031.00	\$0.00	\$0.00	\$268,031.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					

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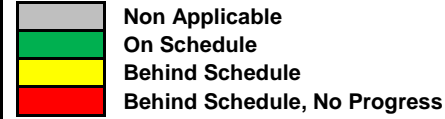


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Gallup-McKinley County Schools	P19-003	P19-003 Rocky View ES/Red Rock ES (Gallup-McKinley)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In design.	\$2,521,437.00	\$14,979.95	\$14,979.95	\$2,506,457.05
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup-McKinley County Schools	P19-004	P19-004 Tohatchi HS (Gallup-McKinley)	<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.	\$2,914,563.00	\$17,473.16	\$17,473.16	\$2,897,089.84
			0 mo.	9 mo.	23 mo.	29 mo.	39 mo.					
Grants Cibola County School District	P20-008	P20-008 Bluewater ES (Grants)	<div style="width: 100%; background-color: green;">100%</div>	<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>	In design.	\$548,021.00	\$301,181.09	\$92,407.03	\$246,839.92
			0 mo.	6 mo.	18 mo.	30 mo.	55 mo.					
Grants-Cibola County Schools	P21-007	P21-007 Mesa View ES (Grants)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 5%; background-color: green;">5%</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.	\$1,796,022.00	\$0.00	\$0.00	\$1,796,022.00
			0 mo.	5 mo.	22 mo.	23 mo.	34 mo.					
Hatch Valley Public Schools	K21-001	K21-001 Garfield ES (Hatch Valley)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 56%; background-color: green;">56%</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.	\$403,550.00	\$23,261.10	\$5,815.10	\$380,288.90
			0 mo.	6 mo.	12 mo.	20 mo.	34 mo.					
Hatch Valley Public Schools	S21-005	S21-005 Hatch Valley MS (Hatch Valley)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 58%; background-color: green;">58%</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.	\$220,397.00	\$14,698.28	\$3,674.59	\$205,698.72
			0 mo.	4 mo.	0 mo.	0 mo.	0 mo.					
Hobbs Municipal Schools	P20-004	P20-004 Southern Heights ES (Hobbs)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 40%; background-color: green;">40%</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.	\$1,354,716.00	\$623,749.39	\$116,559.32	\$730,966.61
			0 mo.	7 mo.	18 mo.	23 mo.	29 mo.					
Hobbs Municipal Schools	P21-004	P21-004 Heizer MS (Hobbs)	<div style="width: 18%; background-color: green;">18%</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.	\$33,000.00	\$0.00	\$0.00	\$33,000.00
			5 mo.	10 mo.	0 mo.	0 mo.	0 mo.					
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: red;">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.	5 mo.	8 mo.	15 mo.					
Hobbs Municipal Schools	S20-010	S20-010 Mills ES (Hobbs)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 74%; background-color: green;">74%</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.	1 mo.	12 mo.	16 mo.	23 mo.					

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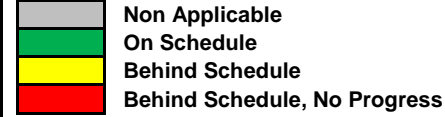


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School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
House Municipal Schools	S22-002	S22-002 House Combined (House)	0%	0%	0%	0%	0%	MOU in process.	\$0.00	\$0.00	\$0.00	\$0.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	P19-005	P19-005 Desert Hills ES (Las Cruces)	100%	82%	0%	0%	0%	In design.	\$366,400.00	\$350,832.84	\$72,603.46	\$15,567.16
			0 mo.	4 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	P20-005	P20-005 Columbia ES (Las Cruces)	100%	10%	0%	0%	0%	In design.	\$4,105,206.00	\$30,278.84	\$29,435.30	\$4,074,927.16
			0 mo.	11 mo.	16 mo.	22 mo.	30 mo.					
Las Cruces Public Schools	S19-009	S19-009 Fairacres ES (Las Cruces)	100%	100%	10%	0%	0%	In construction.	\$314,515.00	\$314,515.00	\$27,156.70	(\$0.00)
			0 mo.	0 mo.	3 mo.	8 mo.	39 mo.					
Las Cruces Public Schools	S19-010	S19-010 Lynn MS (Las Cruces)	100%	91%	0%	0%	0%	In design.	\$2,718,886.00	\$252,408.89	\$170,583.44	\$2,466,477.11
			0 mo.	0 mo.	3 mo.	11 mo.	40 mo.					
Las Cruces Public Schools	S19-012	S19-012 Rio Grande Preparatory Institute (Las Cruces)	100%	100%	13%	0%	0%	In construction.	\$695,031.00	\$695,031.00	\$46,119.92	(\$0.00)
			0 mo.	0 mo.	6 mo.	14 mo.	44 mo.					
Las Cruces Public Schools	S19-019	S19-019 Highland ES (Las Cruces)	100%	100%	0%	0%	0%	In design.	\$229,869.00	\$37,365.56	\$23,155.57	\$192,503.44
			0 mo.	0 mo.	6 mo.	14 mo.	44 mo.					
Las Cruces Public Schools	S19-020	S19-020 Hillrise ES (Las Cruces)	100%	100%	68%	0%	0%	In construction	\$39,110.00	\$39,110.00	\$4,479.29	(\$0.00)
			0 mo.	0 mo.	6 mo.	14 mo.	44 mo.					
Las Cruces Public Schools	S19-021	S19-021 Mayfield HS (Las Cruces)	100%	100%	95%	0%	0%	In construction.	\$245,368.00	\$245,368.00	\$76,709.55	\$0.00
			0 mo.	0 mo.	6 mo.	14 mo.	44 mo.					
Las Cruces Public Schools	S19-022	S19-022 Onate HS (Las Cruces)	100%	97%	0%	0%	0%	In design.	\$329,147.00	\$64,276.97	\$41,153.87	\$264,870.03
			0 mo.	0 mo.	6 mo.	14 mo.	44 mo.					

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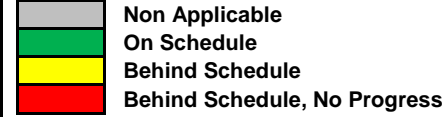


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Las Cruces Public Schools	S19-023	S19-023 Picacho MS (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 86%; background-color: yellow;">86%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction.	\$141,238.00	\$141,238.00	\$78,983.66	(\$0.00)
			0 mo.	0 mo.	6 mo.	14 mo.	44 mo.					
Las Cruces Public Schools	S19-024	S19-024 Vista MS (Las Cruces)	<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>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction.	\$58,807.00	\$39,431.17	\$38,472.07	\$19,375.83
			0 mo.	0 mo.	6 mo.	14 mo.	44 mo.					
Las Cruces Public Schools	S20-009	S20-009 Valley View ES (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 99%; background-color: green;">99%</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.	\$764,008.00	\$43,216.69	\$18,619.13	\$720,791.31
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	S21-001	S21-001 Tombaugh ES (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 0%; background-color: green;">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.	\$165,548.50	\$0.00	\$0.00	\$165,548.50
			0 mo.	1 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	S21-003	S21-003 Onate HS (Las Cruces)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 80%; background-color: green;">80%</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.	\$139,862.00	\$0.00	\$0.00	\$139,862.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Las Vegas City Schools	P19-006	P19-006 Sierra Vista ES (Las Vegas City)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 0%; background-color: yellow;">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.	\$218,119.00	\$0.00	\$0.00	\$218,119.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Las Vegas City Schools	S18-003	S18-003 Los Ninos ES (Las Vegas City)	<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: 97%; background-color: yellow;">97%</div>	In 11 month warranty correction period.	\$588,076.29	\$578,148.38	\$564,602.40	\$9,927.91
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
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: 96%; background-color: yellow;">96%</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.	2 mo.	5 mo.	12 mo.					
Las Vegas City Schools	S22-011	S22-011 Paul D. Henry (Las Vegas City)	<div style="width: 0%; background-color: green;">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>	In planning.	\$385,000.00	\$0.00	\$0.00	\$385,000.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Los Alamos Public Schools	P22-003	P22-003 Chamisa ES (Los Alamos)	<div style="width: 0%; background-color: green;">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>	In planning.	\$409,195.00	\$0.00	\$0.00	\$409,195.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					

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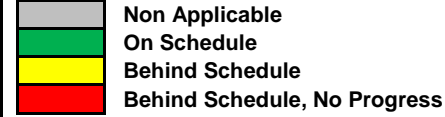


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Los Alamos Public Schools	P22-005	P22-005 Pinon Elementary (Los Alamos)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In planning.	\$501,411.00	\$0.00	\$0.00	\$501,411.00
Los Alamos Public Schools	S18-010	S18-010 Mountain ES (Los Alamos)	100% 0 mo.	100% 0 mo.	100% 0 mo.	100% 0 mo.	99% 0 mo.	In 11 month warranty correction period.	\$1,977,215.00	\$1,924,696.92	\$1,899,839.64	\$52,518.08
Los Lunas Schools	P19-008	P19-008 Peralta ES (Los Lunas)	75% 0 mo.	0% 11 mo.	0% 29 mo.	0% 38 mo.	0% 40 mo.	In planning.	\$0.00	\$0.00	\$0.00	\$0.00
Los Lunas Schools	K21-002	K21-002 Peralta ES (Los Lunas)	63% 2 mo.	0% 14 mo.	0% 32 mo.	0% 38 mo.	0% 39 mo.	In planning.	\$2,246,400.00	\$0.00	\$0.00	\$2,246,400.00
Los Lunas Schools	K21-003	K21-003 Raymond Gabaldon ES (Los Lunas)	55% 2 mo.	0% 14 mo.	0% 32 mo.	0% 38 mo.	0% 43 mo.	In planning.	\$2,805,660.00	\$0.00	\$0.00	\$2,805,660.00
Los Lunas Schools	P22-004	P22-004 Ann Parish ES (Los Lunas)	15% 12 mo.	0% 25 mo.	0% 44 mo.	0% 55 mo.	0% 56 mo.	In planning.	\$42,000.00	\$0.00	\$0.00	\$42,000.00
Los Lunas Schools	S19-013	S19-013 Los Lunas MS (Los Lunas)	100% 0 mo.	95% 0 mo.	0% 5 mo.	0% 8 mo.	0% 16 mo.	In design.	\$3,128,000.00	\$1,660,440.64	\$1,581,495.66	\$1,467,559.36
Magdalena Municipal Schools	S19-014	S19-014 Magdalena Combined School (Magdalena)	100% 0 mo.	100% 0 mo.	100% 0 mo.	50% 5 mo.	0% 11 mo.	In 11 month warranty correction period.	\$403,925.00	\$377,032.23	\$268,018.31	\$26,892.77
Mosquero Municipal Schools	P22-002	P22-002 Mosquero Combined (Mosquero)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	In planning.	\$0.00	\$0.00	\$0.00	\$0.00
New Mexico School for the Blind and Visually Impaired	P14-019	P14-019 NMSBVI Quimby Gymnasium	100% 0 mo.	100% 0 mo.	100% 0 mo.	28% 0 mo.	0% 4 mo.	In 11 month warranty correction period.	\$2,589,459.45	\$2,281,539.06	\$2,199,824.82	\$307,920.39

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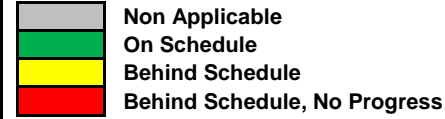


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New Mexico School for the Blind and Visually Impaired	P14-020	P14-020 Sacramento Dormitory	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 98%; background-color: green;">98%</div>	<div style="width: 0%; background-color: 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.	3 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: 100%; background-color: green;">100%</div>	<div style="width: 1%; background-color: green;">1%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction.	\$11,337,490.50	\$189,362.53	\$140,018.01	\$11,148,127.97
			0 mo.	0 mo.	0 mo.	0 mo.	17 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.	6 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: 19%; background-color: green;">19%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction.	\$1,665,294.00	\$1,665,293.97	\$269,450.62	\$0.03
			0 mo.	0 mo.	7 mo.	8 mo.	19 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: 14%; background-color: green;">14%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In construction.	\$2,997,513.00	\$1,959,712.64	\$213,030.78	\$1,037,800.36
			0 mo.	0 mo.	12 mo.	16 mo.	22 mo.					
Portales Municipal Schools	S22-003	S22-003 Portales HS (Portales)	<div style="width: 0%; background-color: green;">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>	In planning.	\$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: green;">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>	In planning.	\$162,081.00	\$0.00	\$0.00	\$162,081.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Raton Public Schools	S22-005	S22-005 Raton HS (Raton)	<div style="width: 0%; background-color: green;">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>	In planning.	\$280,339.00	\$0.00	\$0.00	\$280,339.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Raton Public Schools	S22-010	S22-010 Columbian ES (Raton)	<div style="width: 0%; background-color: green;">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>	In planning.	\$386,050.00	\$0.00	\$0.00	\$386,050.00
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Roswell Independent Schools	K18-012	K18-012 Monterrey ES (Roswell)	<div style="width: 100%; background-color: yellow;">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>	Project on hold due to District readiness.	\$226,286.00	\$0.00	\$0.00	\$226,286.00
			0 mo.	5 mo.	18 mo.	20 mo.	29 mo.					

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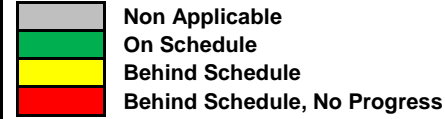


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Roswell Independent Schools	K18-013	K18-013 Sunset ES (Roswell)	100%	0%	0%	0%	0%	Project on hold due to District readiness.	\$351,257.00	\$0.00	\$0.00	\$351,257.00
			0 mo.	8 mo.	20 mo.	22 mo.	32 mo.					
Roswell Independent Schools	P16-003	P16-003 Del Norte ES	100%	100%	100%	100%	9%	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.	0 mo.	17 mo.					
Roswell Independent Schools	P19-009	P19-009 Mesa MS (Roswell)	100%	100%	5%	0%	0%	In construction.	\$15,672,121.00	\$781,347.52	\$541,408.96	\$14,890,773.48
			0 mo.	2 mo.	14 mo.	16 mo.	30 mo.					
Roswell Independent Schools	P19-010	P19-010 Nancy Lopez ES (Roswell)	95%	5%	0%	0%	0%	In design.	\$1,547,738.00	\$0.00	\$0.00	\$1,547,738.00
			0 mo.	5 mo.	7 mo.	8 mo.	10 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.	8 mo.	22 mo.	27 mo.	33 mo.					
Roswell Independent Schools	P20-006	P20-006 Washington Avenue ES (Roswell)	75%	0%	0%	0%	0%	In planning.	\$51,000.00	\$0.00	\$0.00	\$51,000.00
			0 mo.	16 mo.	30 mo.	35 mo.	41 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.	0 mo.	9 mo.					
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.	25 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)	92%	0%	0%	0%	0%	In design.	\$9,167,990.00	\$30,811.69	\$26,702.95	\$9,137,178.31
			0 mo.	10 mo.	26 mo.	32 mo.	37 mo.					

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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.	9 mo.	15 mo.	20 mo.					
Truth or Consequences Municipal Schools	S22-006	S22-006 Sierra ES (Truth or Consequences)	0%	0%	0%	0%	0%	Project on hold due to District readiness.	\$26,712.00	\$0.00	\$0.00	\$26,712.00
			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%	Project on hold due to District readiness.	\$394,619.00	\$0.00	\$0.00	\$394,619.00
			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%	99%	In 11 month warranty correction period.	\$6,717,738.00	\$6,032,646.15	\$5,957,066.32	\$685,091.85
			0 mo.	0 mo.	0 mo.	0 mo.	4 mo.					
West Las Vegas Public Schools	S19-018	S19-018 Tony Serna Jr. ES (West Las Vegas)	0%	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.					
									\$197,609,472.95	\$98,387,685.34	\$75,516,202.91	\$99,221,787.61

I. **PSCOC Meeting Date(s):** September 13, 2021

II. **Item Title:** Maintenance Program Status Report

III. **Name of Presenter(s):** Larry P. Tillotson, Maintenance & Operations Manager

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

Current New Mexico School District Performance Status as of June 30, 2021

- **Preventive Maintenance Plan Status.** *Definition: a statute driven (annually updated) written plan on how districts manage maintenance and operations. NM State Statute (22-24-5.3 NMSA 1978, Preventive Maintenance Plans; Guidelines; Approval and 6.27.3.11 NMAC). Attachment: Maintenance Program Status Report.*
 - **58.24%** (53) of NM districts have current and approved preventive maintenance plans (> from 54.95%, previous reporting period).
 - **41.76%** (38) have outdated/non-current plans. Opportunity for Improvement.
 - This performance metric has improved from the previous reporting period in May 2021. PSFA staff continues outreach and marketing methods in an effort to improve this rating.
- **Facility Information Management System (FIMS)** *Definition: A Computerized Maintenance Management Software System to assist in managing both reactive and preventive maintenance tasks and collect basic utility bill data (NM State Statute 22-24-5.5). Attachment: Maintenance Program Status Report.*

District Use Status (Goal 70% statewide use).

 - **Maintenance Direct: 64.84%** (59) of NM districts are utilizing this tool to manage reactive maintenance activities. **Previous Qtr.: 60.44%**
 - **Preventive Maintenance Direct: 69.23%** (63) of NM districts are utilizing this tool to manage preventive maintenance activities. **Previous Qtr.: 62.64%**
 - **Utility Direct: 56.04%** (51) of NM districts are utilizing this tool to collect utility data driving energy management opportunities. **Previous Qtr.: 56.04%, no-change**
 - **FIMS use State average: 67.03%** of NM school districts use the state provide FIMS tools and resources to manage maintenance performance. **Previous Qtr.: 61.54%**
- **Facility Maintenance Assessment Report (FMAR F6).** *Definition: An evaluation/assessment tool used to determine the effectiveness of a districts maintenance efforts (combines Facility Maintenance Assessment, Preventive*

Maintenance Plan and FIMS use). The final FMAR is used to assist in identifying areas of improvements for educational environments through district maintenance programs. Attachment: FMAR Performance Pie Chart

- **Cumulative Performance Summary as of June 30, 2021 (Goal: 70% Satisfactory performance)**
 - **FMAR F6 current statewide average performance rating: 72.158%, Satisfactory** > Performance with 708 of 784 schools completed for a 90.3% statewide completion rate. **Previous Quarter: 72.063%.**
 - **FMAR F6 current state charter school performance rating: 72.21%, Satisfactory** Performance with 39 schools completed. **Previous Qtr.: 72.61%, slight decline.**
 - **% rate of districts responding to the FMAR within 60 days:**
 - **2nd Qtr: 27.08% | 1st Qtr: 30.5% | This cycle: 29.16%**
 - **FMAR F6 statewide individual school highest rating: 98.48% | lowest rating: -5.673%**
 - **FMAR F6 statewide district Avg. highest rating: 93.55% | lowest rating: -5.673%**

- **FMAR Minor and Major Deficiency Summary:** *Definition: A report compiled from FMAR F6 data articulating the number of FMAR Minor and Major Deficiencies (life, health safety, and/or property loss identifiers). Attachment: Minor and Major Deficiency Graph.* This summary report is currently used to develop categorical maintenance training topics and courses through the Facility Managers Training Program in an effort to impact the issues.
- **Summary:** 3,095 accumulated Deficiencies recognized this cycle (June 30, 2021). The top 5 category ranking remained the same as the previous quarter (1st Qtr. 2021):
 - #1 – Life (Fire) Safety Systems
 - #2 – Electrical Distribution Systems
 - #3 – Roof/Flashing/Gutter Systems
 - #4 – Walls/Floors/Ceilings/Stairs
 - #5 – Housekeeping Systems

- **Meaningful Maintenance Metrics (M3):** *Definition: a data driven FIMS report used to articulate maintenance performance using industry standard performance metrics and KPI's:*
 - 12.1% of NM Districts use this data driven report feature to communicate maintenance performance to district leadership. 2 districts in training.

Maintenance Program Status 8-16-2021

District Name	PM Plan Status NM Statute 22-24-5.3	Last PM Update Note: Required annual	Maintenance Direct (MD) Score	Preventive Maintenance (PMD) Score	Utility Direct (UD) Score	* District Avg F6 Score	District Using M ³	Measurement & Verification	Staffing Model	PM Schedules Running	PM Schedule Types (Goal:10>)	PM Completion Rate (Goal > 90%)	PM Cost Ratio (Goal > 20%)	Work Order Backlog Rate (Goal < 25%)	Transaction Percentage (Goal > 100%)	E-Builder Project Status
QUEMADO	NOT UPDATED	10/1/2006	0	0	0	72.40%				0	0	0	0	0	0	
QUESTA	NOT UPDATED	3/16/2016	2	2	1.5	71.43%				96	27	81.66	97	7.69	481.54	
RATON	CURRENT	2/22/2021	1.75	1.75	2	76.13%				66	23	2.33	0	1466.67	100	
RESERVE	NOT UPDATED	9/23/2016	1	1	1	74.30%				0	0	0	8	0	0	
RIO RANCHO	NOT UPDATED	10/15/2019	2.5	1.75	2	75.27%				411	30	92.45	17	4.31	108.57	
ROSWELL	CURRENT	1/19/2021	1.75	1	0.5	83.44%	Yes			0	0	0	0	3.38	0	
ROY	NOT UPDATED	8/30/2010	1.25	1	1	67.98%				0	0	0	0	50	0	
RUIDOSO	NOT UPDATED	12/28/2019	1.75	1.75	2	70.42%				37	12	66.67	4	1.9	55.19	
SAN JON	CURRENT	5/24/2021	1.5	1.25	2	84.84%				0	0	0	100	5.56	93.06	
SANTA FE	CURRENT	6/18/2021	2	2.25	2	76.65%				554	22	99.68	29	1.54	82.19	
SANTA ROSA	CURRENT	11/6/2020	2	2	2	73.97%				97	15	100	14	0.88	41.52	
SILVER CITY	CURRENT	12/1/2020	1.75	2.25	1	69.21%				101	20	100	21	0.43	35.05	
SOCORRO	CURRENT	6/14/2021	2.5	2.25	2	80.35%	No			143	18	100	100	0.43	133.33	
SPRINGER	CURRENT	12/14/2020	1	1.25	1	59.91%				1	1	0	0	0	0	
TAOS	NOT UPDATED	12/10/2018	1.75	1.75	1	66.73%				32	5	14.93	77	1087.5	237.5	
TATUM	NOT UPDATED	2/17/2010	2.75	2.25	2	71.71%				69	15	100	72	0.52	219.9	
TEXICO	NOT UPDATED	6/29/2016	1.5	1.75	1	0.00%				25	15	0	0	0	0	
TRUTH OR CONS.	CURRENT	3/10/2021	1.75	2	2	73.56%				111	26	100	0	0.38	0	
TUCUMCARI	NOT UPDATED	6/13/2019	1.5	1.75	2	90.61%				204	35	0	0	307.48	2.8	
TULAROSA	CURRENT	7/21/2021	2	2	1	70.38%	No			38	10	100	5	1.43	114.29	
VAUGHN	NOT UPDATED	3/21/2014	1.75	1.5	2	53.75%				3	2	66.67	0	18.18	50	
WAGON MOUND	NOT UPDATED	10/27/2014	1.75	2	2	67.98%				23	13	97.22	0	1.69	0	
WEST LAS VEGAS	CURRENT	10/15/2020	2.25	1.5	1	71.76%				86	8	79.31	1	13.82	136.59	
ZUNI	NOT UPDATED	6/29/2020	2.5	2.5	2	57.09%				39	15	100	13	0.31	172	

KPI Topic	Threshold	59	63	51	72.16%	Mean
PM Plans	Updated Annually	32	28	40	70.42%	Median
FIMS Score	Greater than 1.5	% Users	64.84%	69.23%	56.04%	
FMAR Score	Greater than 70%	% Non-Users	35.16%	30.77%	43.96%	

Maintenance Program Status Report (MPSR-this document): A data driven performance summary of NM School Districts Key Performance Indicators (KPIs) in PM Planning, the state provided FIMS tools and overall FMAR performance.

Preventive Maintenance (PM) Plan: A statute driven (annually updated) written plan on how NM districts plan to manage Maintenance and Operations from year to year supporting the educational environment through formal means. All public and charter school district must have a current and PSCOC approved preventive maintenance plan. (Incremental changes can be made to the current plan, or if numerous updates are necessary, the entire plan should be revised). Performance ratings are as follows:

- CURRENT:** Districts have updated their plan within the last 12 months (+30 day grace period). **PM Plan Ratings:** Poor, Marginal, Satisfactory, Good and Outstanding.
- NOT UPDATED:** Districts that have not updated their PM Plan components = Poor Performance rating.

Facility Information Management System (FIMS): A Computerized Maintenance Management System provided by Dude Solutions to assist districts in managing both reactive & preventive work tasks through asset inventories, improved processes and reporting and utility bill collection activities. **Note:** a number of NM districts have used FIMS to significantly improve their maintenance performance by reducing work orders, planning/tracking preventive maintenance processes and reducing unnecessary expenditures through proactive inspection and maintenance of building systems. FIMS has proven effective in generating actionable facilities information for district policy makers. FIMS is inclusive of the following modules:

Maintenance Direct (MD): a module in FIMS/Dude Solutions used to process reactive work orders. (rating scale below). Key Performance Indicators include:

- Work Order Backlog (goal: <25%): The backlog percentage rate identifies the number of open work orders vs. the number of closed work orders.
- Transaction Rate (goal >100%): The percentage rate of costs recorded for completed work orders (both reactive and preventive) on transactions (labor, materials, and contract costs).

Preventive Maintenance Direct (PMD): a module in FIMS/Dude Solutions used to process preventive maintenance work orders. (rating scale below).

- PM Cost Ratio (goal: >20%): The percentage of preventive maintenance costs vs. total costs expended on all work orders.
- PM Completion Rate (goal: > 90%): The percentage of closed Preventive Maintenance (PM) work orders vs. the number of total generated PM work orders.

Utility Direct (UD): a module in FIMS/Dude Solutions used to collect & monitor utility billing data towards development of an energy management program. (rating scale below).

Level 0 ----- Level 2.0 ----- Level 3.0
Implementation Stage (0-1.5) Execution Stage (1.51-2.0) Data Analysis Stage (2.1-3.0)

FMAR: Facility Maintenance Assessment Report (FMAR): a tool used to evaluate NM school facilities conditions / appearance and determine and verify the implementation level of the maintenance management program. The final FMAR (F6) report combines a Facility Maintenance Assessment (FMA) in 22 important maintenance system categories, Preventive Maintenance Planning status (statute driven), and the State provided FIMS Performance status (as measured through industry standard KPI's and statute driven). The results are used to establish a benchmark rating for the individual schools/districts maintenance programs in an effort towards continuous performance improvements and implementation of cost effective maintenance strategies.

FMAR Performance Level Ratings: Poor (0-59.9%) ----- Marginal (60.0-69.9%) ----- Satisfactory (70.0-79.9%) Recommended ----- Good (80.0-89.9%) ----- Outstanding (90.0-100%)

Meaningful Maintenance Metrics (M³): a monthly maintenance report developed from data directly out of the districts FIMS / Dude Solutions account used to communicate monthly activities through industry standard KPI's in the district's maintenance programs to school leaders. KPI's include: Vandalism, Work Order Completion rate, Work Order Backlog rate, PM Completion Rate, PM Cost Ratio, Maintenance Cost per Student and Square Ft.

PM Schedules Types/Running: The number of PM schedule types and PM schedules running in the districts FIMS Preventive Maintenance Direct account. (Note: the recommended minimum is 10 covering critical building systems).

New Mexico Public Schools Maintenance Performance Summary / FMAR F6 - Draft

FMAR

2nd Qtr. 2021
50 months into F6 cycle

High FMAR:

- This Qtr. site: **91.687%**
- This Cycle (F6): **98.48%**
- Highest Dist Avg: **91.26%**

Low FMAR:

- This Qtr. site: **1.499%**
- This Cycle (F6): **-5.673%**
- Lowest Dist. Avg: **-5.673%**

60-day Response Rate: F6: **29.16%**

CY21 Q1: 30.5% | Q2: 27.08% | Q3: 0% | Q4: 0%

Quarterly Performance Rate CY21:

Q1: 72.116% | Q2: 72.157% | Q3: 0% | Q4: 0%

NM State Charter School Average:

72.218% **Satisfactory** (1st Qtr. 2021: 72.612%)

Quarterly Performance Rate CY21:

Q1: 72.612% | Q2: 72.218% | Q3: 0% | Q4: 0%

Statewide Historical Performance Average

Cycle 1 (2011-2015): **57% Poor**

Cycle 2 (2015-2017): **65% Marginal**

Cycle 3 (2017-current F6): **72.158% Satisfactory**

Districts using FIMS to manage work orders and utility tasks:

MD Reactive: **64.84%**

PMD Preventive: **69.23%**

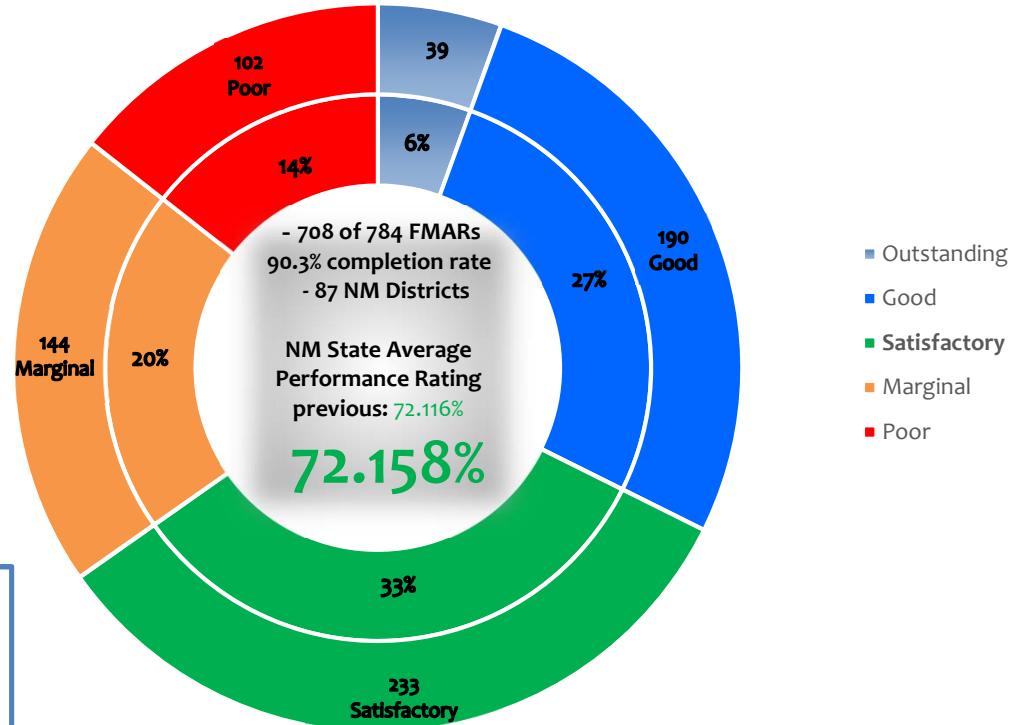
UD Utilities: **56.04%**

PM Plan Currency: **58.24%**

Facility conditions are important to a quality educational environment (lighting, HVAC, fire safety etc.). PSFA measures NM school facility conditions using the FMAR as a measure to determine the effectiveness of NM school district maintenance programs which is inclusive of PM Planning, FIMS use and a 22 category facility assessment. The chart identifies current performance ratings of NM schools with 70% as a quality and recommended minimum threshold. **NOTE:** Data and values are subject to incremental change due to the 60-day response process.

NM Public Schools FMAR F6 / Statewide Maintenance Performance

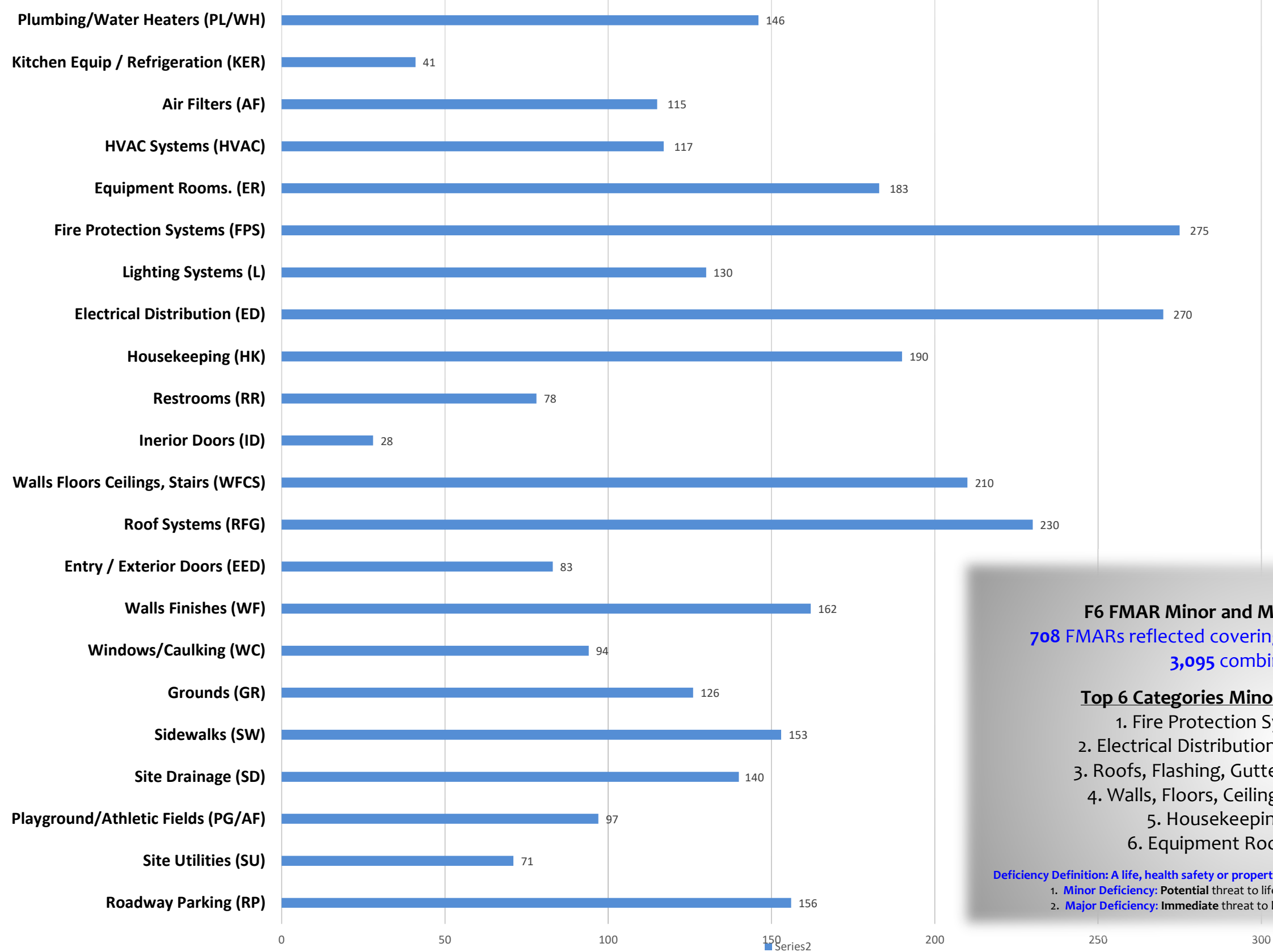
reflecting 2nd Qtr. 2021 data (End of June 30, 2021)



Report Summary: This summary reflects data beginning May 1, 2017 to June 30, 2021 during the FMAR F6 Cycle (50 months). 708 school site FMARs have been completed covering 87 NM school districts. Of the published FMAR assessments, the statewide maintenance performance average is 72.158% (previously 72.063%) reflecting Satisfactory performance where 70% is recommended. A slight increase in performance from last quarter is recognized. 66% of assessed school districts are performing above the threshold with 6% driving Outstanding performance ratings. Districts performing above Satisfactory (minimum) are recognized as driving quality educational environments, dedicated to maintaining facility conditions with good potential for building systems to meet their life expectancy. **Quarterly Cycle Rate F6:** 4 years, 5 months. (Previous Qtr.: 4 years, 9 months) with current staff and process.

FMAR F6 Cycle Minor and Major Deficiency Summary
 May 1, 2017 to June 30, 2021

FMAR F6 Minor and Major Deficiencies - (reflective of CY21 2nd Qtr. data 50 months into the F6 Cycle)



F6 FMAR Minor and Major Deficiency Summary:
 708 FMARs reflected covering 87 districts & 39 State Charters
 3,095 combined deficiencies

Top 6 Categories Minors and Majors Deficiencies

1. Fire Protection Systems: 275 Deficiencies
2. Electrical Distribution Systems 270 Deficiencies
3. Roofs, Flashing, Gutter Systems: 230 Deficiencies
4. Walls, Floors, Ceilings, Stairs: 210 Deficiencies
5. Housekeeping: 190 Deficiencies
6. Equipment Rooms: 183 Deficiencies

Deficiency Definition: A life, health safety or property loss multiplier (2 types): 3,095

1. Minor Deficiency: Potential threat to life, health, safety, or property: 2,204
2. Major Deficiency: Immediate threat to life, health, safety, or property: 891



**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 Facilites 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	NOTES				

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	NOTES				



**PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
PROPOSED WORK PLAN/TIMELINE
JULY 2021 - DECEMBER 2021**

September 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	PSCOC MEETING ITEMS
31		1	2	3 PSCOOTF Meeting	<ul style="list-style-type: none"> • 2021-2022 Master Plan Assistance Program - FMP Application and Procedures Teacher Housing Meetings
6 <i>HOLIDAY</i>	7 Awards Subcommittee AM (Tentative) AMS Subcommittee PM (Tentative)	8	9	10	
13 PSCOC Meeting	14 2021-2022 Master Plan Assistance Program	15	16	17	
20 Teacher Housing Workshop Central - Newcomb HS Gym	21	22	23 Teacher Housing Workshop Gallup Thoreau - Thoreau MS Cafeteria	24	
27 Teacher Housing Workshop Raton HS Media Center	28	29 Teacher Housing Workshop Las Cruces Karen Trujillo Admin Bldg Boardroom	30		
3	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 Teacher Housing Workshop Cuba HS Building 53	6	7	8	
11 <i>HOLIDAY</i>	12 PSCOC Meeting	13 Teacher Housing Artesia Administration Training Center	14	15 2021-2022 Master Plan Assistance Program Applications Due	
18 Teacher Housing PSFA ABQ Multipurpose Room	19	20	21	22	
25 PSCOOTF Meeting	26	27	28	29	
1	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				
3	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 October 12, 2021- *tentative*)

VIII. Adjourn