



**STATE OF NEW MEXICO  
PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL  
PUBLIC SCHOOL FACILITIES AUTHORITY**

**FISCAL YEAR 2021 • ANNUAL REPORT**

# Public School Capital Outlay Council

The Public School Capital Outlay Council has been directed by the New Mexico Legislature to manage the allocation of the Public School Capital Outlay Act funds to public school facilities statewide. Consisting of members representing executive and legislative branches, as well as representatives of school districts, the council oversees the various programs administered by the Public School Facilities Authority.



## REMOTE COUNCIL

Throughout fiscal year 2021, the Public School Capital Outlay Council (PSCOC) meetings were held virtually, in accordance with the stay-at-home order issued in March 2020. The Public School Facilities Authority (PSFA) facilitated subcommittee and council meetings on an online platform, allowing the meetings to continue with all council members, PSFA staff, and others participating virtually from home or their individual offices. Although the virtual meetings were not ideal, the council continued to have productive discussions, make important decisions, and fund capital outlay awards to school districts to improve school facilities across the state.

By statute, no later than December 15 of each year, the council shall prepare a report summarizing its activities during the previous fiscal year and submit it to the governor, Legislative Finance Committee, Legislative Education Study Committee, and Public Education Commission.

Photo Credit: Del Norte Elementary School - Standards-based project, Roswell Independent Schools, Photos courtesy of Kirk Gittings © 2021 NMPSFA, All rights reserved.

## COUNCIL MEMBERS



**JOE GUILLEN**  
New Mexico School Boards Association  
PSCOC Chair

### ADMINISTRATION, MAINTENANCE, AND STANDARDS SUBCOMMITTEE

- **DAVID L. ROBBINS**  
Public Education Commission  
AMS Subcommittee Chair
- **RAUL BURCIAGA**  
Legislative Council Services  
PSCOC Vice Chair
- **STEPHANIE RODRIGUEZ**
- **VICTOR REYES** (October 2020)
- **MARIANA PADILLA** (January 2021)  
Governor's Office
- **DEBBIE ROMERO**
- **ASHLEY LEACH** (January 2021)  
Department of Finance and Administration

### AWARDS SUBCOMMITTEE

- **RACHEL S. GUDGEL**  
Legislative Education Study Committee
- **DAVID ABBEY**  
Legislative Finance Committee
- **ANTONIO ORTIZ**  
Public Education Department
- **MARTIN ROMERO**
- **CLAY BAILEY** (November 2020)  
Construction Industries Division



# Letter from the PSCOC Chair and PSFA Director

The global COVID-19 pandemic presented significant challenges to everyone in New Mexico throughout fiscal year 2021, including school districts, the Public School Capital Outlay Council (PSCOC), and the Public School Facilities Authority (PSFA). In compliance with direction from the governor's office and the New Mexico Department of Health, the PSFA staff worked remotely to reduce the spread of the virus and to protect everyone's health. After the stay-at-home order was issued in March 2020, businesses and school districts had to determine how to operate, mitigate risk, and protect the health of staff, teachers and students. The 2019-2020 school year ended with most students connecting to their school for classes via videoconferencing. Likewise, most school districts held remote board meetings through the entire fiscal year. The 2021 legislative session was held through video conference committee meetings and hearings. PSFA staff worked from home, accessing information on the agency's servers, with occasional visits to the office only when necessary.

During summer 2020, the New Mexico Public Education Department (PED) began consulting with the PSFA and other groups to formulate guidance for public schools to prepare for the 2020-2021 school year. In July 2020, PED published a re-entry guidance document for all public schools in the state, which included requirements for school districts to modify their school buildings to ensure a healthy indoor environment for students and staff as schools returned to in-person learning. Schools were required to assess and modify heating, ventilating, and air-conditioning systems (HVAC) to increase fresh-air ventilation and improve filtration of indoor air to reduce the spread of the airborne virus through occupied spaces. By October 2020, the guidance from PED aligned with the Centers for Disease Control (CDC) and the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE). Through the duration of the 2020-2021 school year, the PSFA provided ongoing advice and technical consultation with PED and school districts to identify viable and effective facility solutions to address the COVID-19 pandemic.

While helping school districts adapt educational facilities in response to an unprecedented global pandemic and public health crisis, the PSFA continued its regular work of staffing the PSCOC, managing capital projects, administering funding to projects, and developing new projects for new awards from the PSCOC. In August 2020, PSCOC made awards for seven new standards-based projects in five school districts. Gallup was awarded funding to begin three projects to replace high schools in Gallup, Crownpoint, and Navajo Pine. Zuni was awarded funding to begin a major project to rebuild their high school and construct additional teacher housing units on the school site, the first new standards-based award to ever include PSCOC funding for teacher housing. Based on the awards made at the beginning of FY 2021, at least \$197 million in PSCOC funding will flow to these large projects in the next five years.

With focused effort from the PSFA staff during the FY 2021 pandemic year, five school districts brought requests for seven standards-based awards and four school districts brought requests for five systems-based awards for new projects at the end of FY 2021. The PSCOC and the PSFA continue to build effective partnerships with school districts throughout New Mexico to identify schools that need state funding assistance to correct critical facility deficiencies and improve the educational environment to benefit teachers and students.

We would like to thank the PSCOC members, the PSFA staff, local school boards, superintendents and district staff, the governor and the Legislature for helping schools through the extraordinary challenges of the COVID-19 pandemic, while still addressing the core mission of the PSCOC. Through collective effort, New Mexico schools continued to provide education to students, despite the disruption during FY 2021.

Sincerely,

Joe Guillen,  
Chair, Public School Capital Outlay Council and  
Executive Director, New Mexico School Boards Association

Jonathan Chamblin  
Executive Director, Public School Facilities Authority

# Public School Facilities Authority

Since its creation in 2002, the Public School Facilities Authority (PSFA) serves as staff to the Public School Capital Outlay Council (PSCOC) to assist school districts and charter schools in the planning, design, construction, and maintenance of their facilities. When the PSCOC funds a project, each working group at the PSFA has a role in its implementation, from inception to completion. The PSFA's groups are dependent on each other to ensure a district's project meets the school's needs and is completed on time and within budget. The PSFA strives to provide new and improved facilities that are equitable and sustainable to benefit educators and students. The PSFA employees are highly skilled, possessing a broad knowledge base of planning, architecture, construction, finance, and administration.

## REMOTE WORK

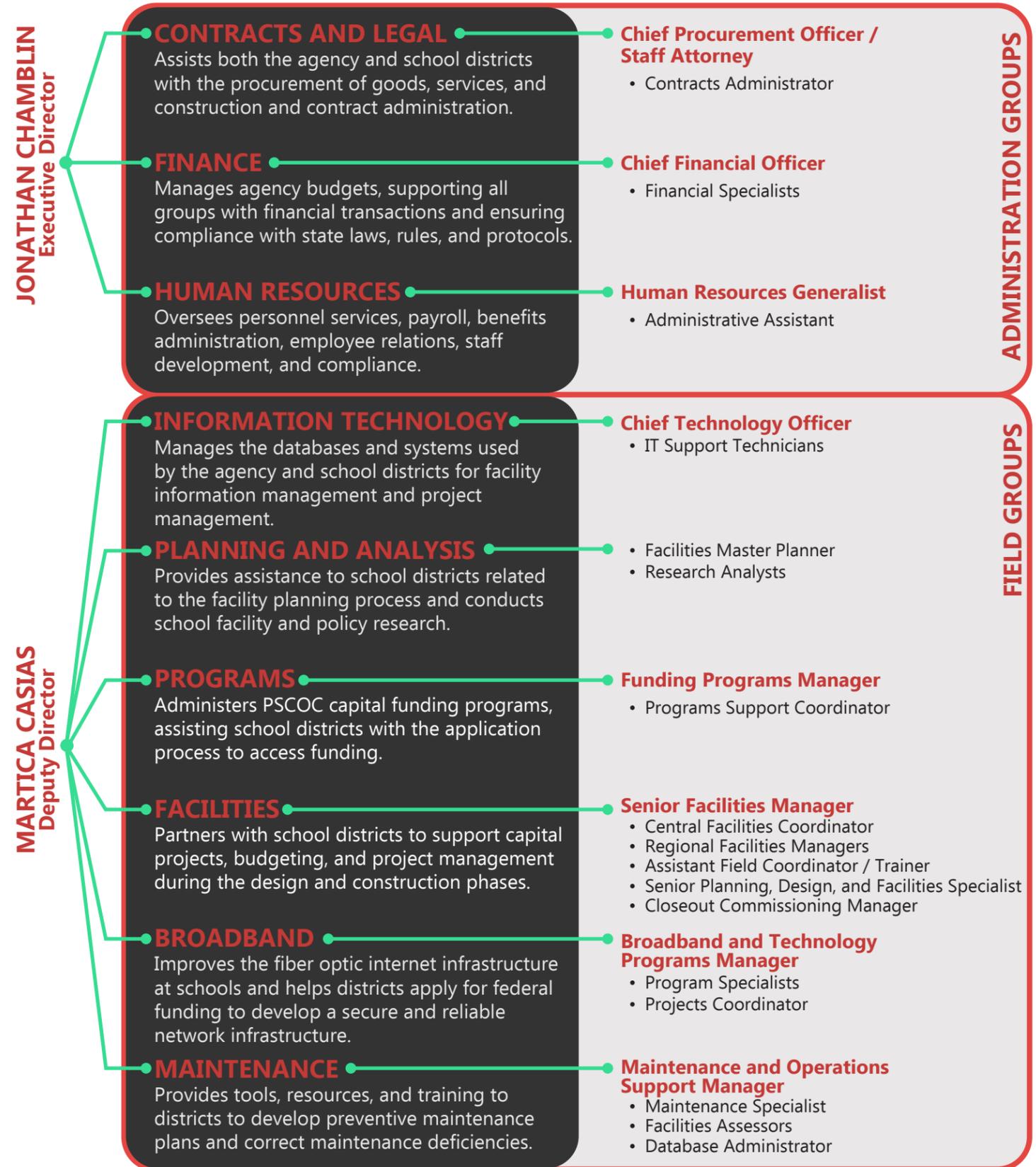
Like other New Mexico businesses and agencies during the height of the pandemic, the PSFA staff worked remotely, until July 2021. This work-from-home time period was undoubtedly challenging, but the PSFA staff adapted quickly to perform the work required to uphold the core mission of providing quality, sustainable, safe and adequately equipped facilities that enhance educational outcomes for students and staff. The work did not stop. The PSFA staff continued to support the PSCOC by conducting regular council meetings, developing meeting material, and responding to council direction and requests. The PSFA continued to issue applications for Public School Capital Outlay Funding awards, administer the distribution of state funding to school districts for school facility projects, monitor ongoing school construction projects, and perform other daily core work throughout the year.

Remote working presented multiple challenges to the PSFA staff, but the obstacles and complications were addressed and resolved as quickly and effectively as possible. Staff adjusted communication methods to allow for continuous internal and external correspondence, collaboration, and participation. In doing so, the essential work and mission of improving school facilities did not halt.



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# PSFA Working Groups and Organizational Chart



# PSFA Strategic Plan

In December 2020, the PSFA updated and finalized the two-year agency strategic plan. The PSCOC approved the 2021-2023 strategic plan in January 2021.

The updated strategic plan builds on a decade of effective strategic planning for the agency. This iteration of strategic planning has attempted to incorporate best practices by thoughtfully assessing the environment in which the agency finds itself operating, then identifying goals that will improve the agency's performance and service to the PSCOC and its stakeholders. Because this strategic plan builds on prior initiatives, the strongly interrelated strategic objectives continue to be related to improving process efficiency, reducing project costs, and increasing the expected longevity of newly designed and existing facilities. In addition, the PSFA continues to focus on building stronger partnerships with districts and stakeholders and strengthening the agency team.

The strategic plan represents the collective vision of the staff, describing the intent of their daily work and connecting it to long-term objectives and goals. The five strategic objectives outline the most important guiding principles for the agency, and provide associated goals that define more specific strategies to direct the agency to specific tasks.



## VISION

Leading New Mexico's public schools to national excellence in capital projects and their infrastructure systems.



## MISSION

Through efficient use of state and local resources, the PSFA will support our school communities in providing quality, sustainable, safe, and adequately equipped facilities that enhance educational outcomes for students and staff.



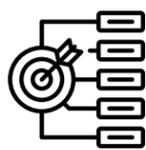
## CORE VALUES

- Creating safe and sustainable schools
- Demonstrating best practices in administering funds
- Maintaining clarity and simplicity
- Serving our customers' needs
- Responding with transparency
- Manifesting ethical behavior



## PROMISE

We always remember that our employees are the strength of our agency and that only through their empowerment and development can our mission be realized.



## STRATEGIC OBJECTIVES

- Building stronger relationships
- Planning, designing, constructing, and maintaining the best possible school facilities
- Advancing communication
- Improving and streamlining agency processes
- Strengthening the agency team

# Legislative Updates

The 2021 legislative Session was unlike any other in New Mexico's history due to the observance of COVID-19 safety precautions at the Capitol. Most of the legislative meetings and hearings were conducted virtually. The PSFA staff worked remotely as well to analyze and respond to introduced legislation impacting the PSFA, PSCOC, and school facilities. While disrupted by the pandemic, lawmakers passed several critical bills that affect the Public School Capital Outlay Act (PSCOA) and consequently school districts throughout the state, including the following:



## FUNDING FORMULA

A significant change was made to the capital funding formula of the PSCOA with the passage of House Bill 6 (HB6). It changes the public school capital outlay state and local match calculation used for capital expenditures beginning in FY 2025, with a phase-in scheduled for completion in FY 2029. HB6 provides for the unrestricted use for capital expenditures to be considered as part of a district's local funding capacity for capital projects. (Unrestricted revenue is the amount of revenue certified by PED that was not restricted for a particular purpose and used by a school district to make capital outlay expenditures).

Pursuant to HB6, the PSCOC is required to adopt regulations by July 1, 2024, determining which types of revenues shall be considered "unrestricted revenues" for the purposes of calculating the state and local match calculation. As part of this mandate, the PSCOC will develop rules that will determine how PED annually gathers revenue and expenditure data, calculates and certifies a defined revenue amount for each district, and delivers the revenue amounts to the PSFA, and how this revenue amount will be integrated into the phase two formula beginning in FY 2025.

HB6 requires the PSCOC to establish the regulations in consultation with school districts, the Public Education Department (PED), the Public School Capital Outlay Oversight Task Force (PSCOOTF), the Legislative Finance Committee (LFC), and Legislative Education Study Committee (LESC). The rules established by the PSCOC may not consider revenues from the Public School Capital Improvements Act or the Public School Buildings Act or any expenditures made for teacher housing.



## DEMOLITION FUNDING

Senate Bill 43 allows the PSCOC to fully fund the demolition of abandoned district facilities through the Public School Capital Outlay Fund. To be eligible for up to 100 percent state funding, a school district must demonstrate the costs of continuing to ensure an abandoned facility outweigh the benefit of keeping the building, and there is no practical use for the abandoned facility. This legislation recognized that, although many school districts have abandoned facilities in poor condition that should be removed from their inventory, districts rarely approach the PSCOC for a demolition award because they do not have available local matching funds, as required and defined by the state local match formula. As a result, districts prioritize other capital needs above potential demolition projects.



## BROADBAND

Among the bills pertaining to broadband introduced and passed during the 2021 legislative session, House Bill 10, Senate Bill 93, and Senate Bill 144 (SB144) all have implications for the PSCOC and the PSFA. The most significant to the PSCOC and the PSFA is SB144, which amended the definition of "education technology infrastructure" in the Public School Capital Outlay Act to allow the \$10 million set aside for the Broadband Deficiencies Correction Program to be used for the development of a Statewide Education Network (SEN) or regional network hubs. In addition, SB144 requires the PSCOC to develop guidelines for the SEN. The PSFA broadband team has been busy developing the SEN, as well as other tasks, since the passage of this legislation.

# PSCOC Awards

## FY 2021 STANDARDS-BASED AWARDS (7 projects, in 5 districts)



The FY 2021 award cycle was announced with opportunities for funding under the standards-based program with the following eligibility criteria, based on the 2020-2021 final weighted New Mexico Condition Index (wNMCI) statewide ranking:

- All facilities within the top 100 of the statewide ranking;
- Match requirements per state/local match percentage as of June 2020, with sufficient local matching dollars available or to be available; and
- A current Facilities Master Plan, Preventive Maintenance Plan, and use of the Facility Information Management System.

	District	School	Project Description	Total Estimated Project Cost	State Match	District Match	Estimated Completion
1	Carrizozo	Carrizozo Combined School	Renovate or replace the existing school buildings on the combined campus, with demolition of excess square footage, for the grades prekindergarten-12.	\$20,210,393	<b>\$1,014,422</b>	\$19,195,971	FY 2024
2	Gallup-McKinley	Crownpoint HS	Complete a comprehensive campus master plan and educational specification to include Crownpoint middle and high schools, to maximize utilization of the school facilities, including sharing of spaces (planning phase funding).	\$33,712,963	<b>\$27,307,500</b>	\$6,405,463	FY 2024
3	Gallup-McKinley	Gallup HS	Renovate or replace the existing high school buildings, with demolition of excess square footage, for the school, grades 9-12.	\$71,780,729	<b>\$58,142,390</b>	\$13,638,339	FY 2023
4	Gallup-McKinley	Navajo Pine HS	Complete a comprehensive campus master plan and educational specification to include Navajo middle and high schools, to maximize utilization of the school facilities, including sharing of spaces (planning phase funding).	\$22,631,511	<b>\$18,331,524</b>	\$4,299,987	FY 2024
5	Grants	Mesa View ES	Replace the existing facility for a design enrollment of 474 students, grades prekindergarten-5.	\$24,270,571	<b>\$17,960,223</b>	\$6,310,348	FY 2024
6	Hobbs	Heizer MS, New MS	Renovate or replace the existing Heizer MS.	\$52,867,500	<b>\$23,228,700</b>	\$29,638,800	FY 2024
7	Zuni	Twin Buttes HS Zuni HS	Renovate or replace the existing high school buildings, with demolition of excess square footage, for the new campus on the high school site, grades 6-12, including new teacher housing units.	\$51,974,571	\$51,974,571	\$0	FY 2023
<b>Total</b>				<b>\$277,448,238</b>	<b>197,959,330</b>	<b>\$79,488,908</b>	

## FY 2021 LEASE ASSISTANCE AWARDS (101 charter facilities)

Number of Charter Schools	Number of Students	Total Eligible NSF*	Total GSF*	Average Cost of Lease	Lease Assistance/Eligible NSF	Lease Assistance/Total GSF	Lease Assistance/Students	Total Lease Assistance
90	25,131	1729,819	2,601,075	\$262,192	\$9.56/sq.ft.	\$6.36/sq.ft.	\$657.86/MEM*	<b>\$16,532,532</b>

\* NSF - Net Square Feet, GSF - Gross Square Feet, MEM - Membership

# PSCOC Awards

## FY 2021 SYSTEMS-BASED AWARDS (5 projects, in 4 districts)



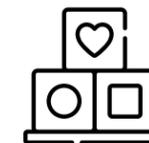
The FY 2021 award cycle was announced with opportunities for funding under the systems-based program with the following eligibility criteria, based on the 2020-2021 final weighted New Mexico Condition Index (wNMCI) statewide ranking:

- All facilities within the top 300 of the statewide ranking;
- Facility Maintenance Assessment Report (FMAR) score of at least 65% for the applicant campus;
- Ability to provide local share of the total cost of the project; and
- Commitment to expend funds within three years of allocation.

The PSCOC funding on systems-based projects is limited to the maximum allowable gross square footage (GSF), as established in the Adequacy Planning Guide; school districts and charter schools will be responsible for funding any ineligible spaces or GSF above the allowable GSF.

	District	School	Project Description	Total Estimated Project Cost	State Match	District Match	Estimated Completion
1	Clovis	Clovis HS	Roofing and HVAC	\$1,401,966	<b>\$967,357</b>	\$434,609	FY 2022
2	Gallup-McKinley	Tohatchi MS	Roofing	\$995,400	<b>\$777,474</b>	\$217,926	FY 2023
3	Hatch Valley	Hatch Valley MS	Roofing and HVAC	\$259,290	<b>\$220,397</b>	\$38,893	FY 2023
4	Las Cruces	Tombaugh ES	Roofing and HVAC	\$3,310,965	<b>\$1,655,483</b>	\$1,655,483	FY 2023
5	Las Cruces	Ocate HS	HVAC	\$2,797,237	<b>\$1,398,619</b>	\$1,398,619	FY 2023
<b>Total</b>				<b>\$8,764,858</b>	<b>\$5,019,328</b>	<b>\$3,745,530</b>	

## FY 2021 PREKINDERGARTEN AWARDS (3 projects, in 2 districts)



The FY 2021 award cycle was announced with opportunities for funding under the pre-K program (renovation or addition of pre-K classroom facilities, including restrooms) with the following eligibility criteria:

- All school facilities in the 2020-2021 final weighted New Mexico Condition Index;
- Ability to provide local share of the total cost of the project; and
- Commitment to expend funds within three years of allocation.

	District	School	Project Description	Total Estimated Project Cost	State Match	District Match	Estimated Completion
1	Hatch Valley	Garfield ES	Renovation of existing pre-K classrooms and pre-K restrooms.	\$474,765	<b>\$403,550</b>	\$71,215	FY 2022
2	Los Lunas	Peralta ES	Planning and design funding for the construction of 8 pre-K classrooms to create an east side pre-K center in the district.	\$3,565,714	<b>\$2,246,400</b>	\$1,319,314	FY 2023
3	Los Lunas	Raymond Gabaldon ES	Planning and design funding for the renovation of 8 pre-K classrooms to create a west side pre-K center in the district.	\$4,453,429	<b>\$2,805,660</b>	\$1,647,769	FY 2023
<b>Total</b>				<b>\$8,493,908</b>	<b>\$5,455,610</b>	<b>\$3,038,298</b>	

# Project Highlights

Throughout FY 2021, PSCOC funded Standards-based, Systems-based, and Pre-K awarded projects made progress in the planning, design and construction phases despite the obstacles and challenges imposed by the COVID-19 pandemic and work-from-home order. The construction industry as a whole was considered an essential business and PSFA staff sustained the necessary momentum to carry out and complete the design and construction of several awarded school facilities throughout the state.

## HOLLOMAN ES - ALAMOGORDO Standards-based

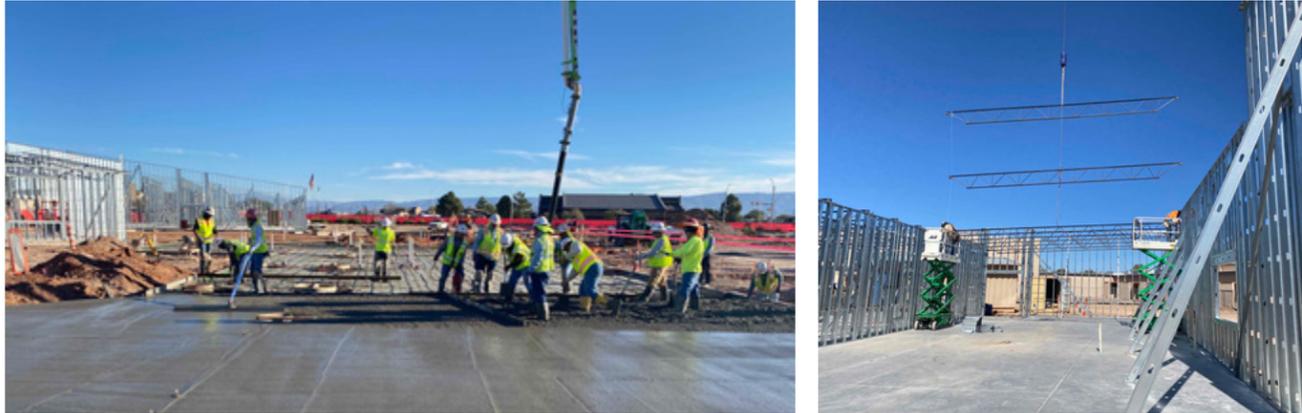


Photo Credit: Holloman Elementary School - Standards-based project, Alamogordo Public Schools, © 2021 NMPSFA, All rights reserved.

## LOS NIÑOS ES - LAS VEGAS CITY Standards-based



Photo Credit: Los Ninos Elementary School - Standards-based project, Las Vegas City Public Schools, © 2021 NMPSFA, All rights reserved.

## MESA MS - ROSWELL Standards-based



Photo Credit: Mesa Middle School - Standards-based project, Roswell Independent Schools, © 2021 NMPSFA, All rights reserved.

# Project Highlights

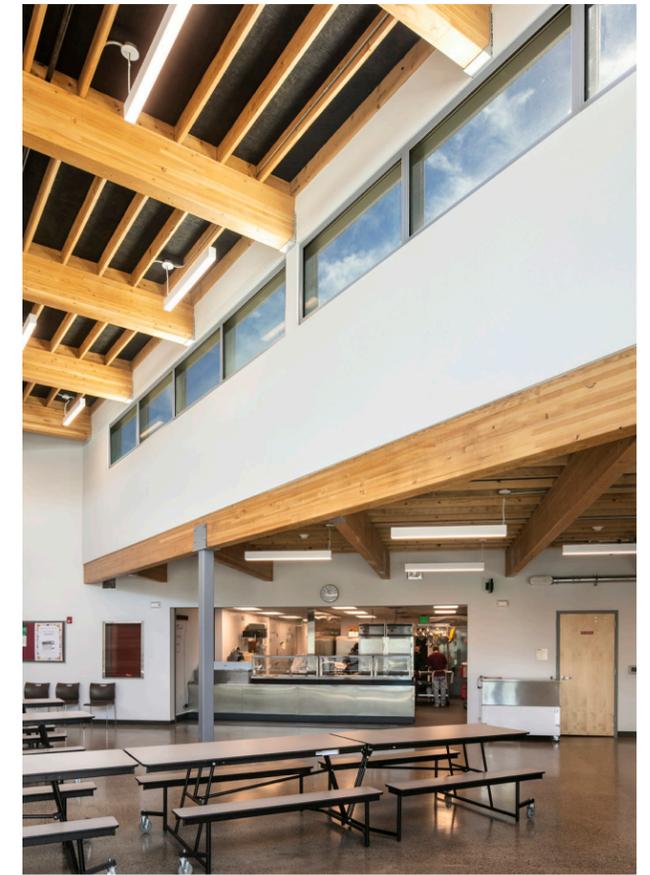


Photo Credit: Rio Grande Elementary School - Standards-based project, Belen Consolidated Schools, © 2021 NMPSFA, All rights reserved.

## BELEN - RIO GRANDE ELEMENTARY SCHOOL

Construction of the 49,968 gross square foot replacement school for 335 students, grades PreK-6, was **completed in May 2020**. The existing Rio Grande ES remained occupied during the construction of the new replacement school and was abated and demolished following occupancy of the new school.

- Total Award: \$13,421,360
- State Match: \$7,209,764
- Local Match: \$6,211,596



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## Project Highlights



### GALLUP-McKINLEY - THOREAU ELEMENTARY SCHOOL

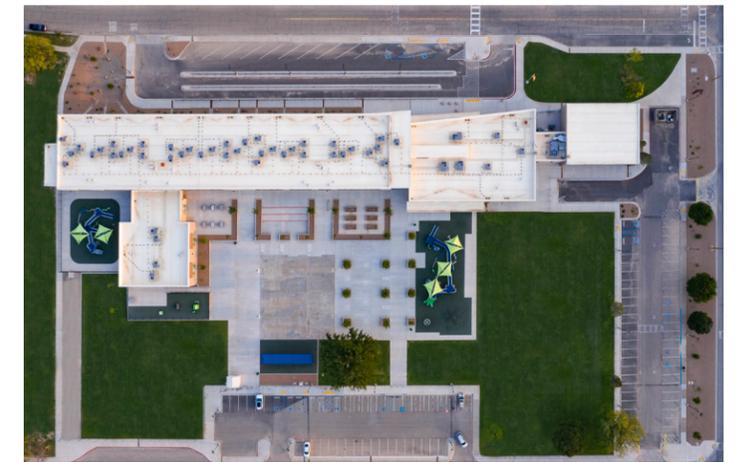
Construction of 46,575 gross square foot replacement school for 310 students, grades K-5, was **completed in August 2020**. The existing adjacent school remained occupied during construction. Once completed, the school moved into the new facility and the older school buildings were abated and demolished.

- Total Award: \$19,510,608
- State Match: \$15,871,326
- Local Match: \$3,639,282



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## Project Highlights



### ROSWELL - DEL NORTE ELEMENTARY SCHOOL

Construction of the 71,422 gross square foot replacement school for 576 students, grades K-5, was **completed in August 2020**. The school remained in operation in the adjacent existing facility during construction. Once the project was complete, the school moved into the new facility and the old portions of the existing facility were then demolished.

- Total Award: \$22,000,000
- State Match: \$16,060,000
- Local Match: \$5,940,000



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# Information Systems and Technology Division

The PSFA Information Systems and Technology (IST) manages technology investments that align with agency strategic objectives and mission and supports daily functions of staff, district and district partners, and external constituents. The PSFA IST provides services across five operational areas:



## CUSTOMER SUCCESS OPERATIONS

End-user support for technology and external systems, such as the Construction Information Management Systems used by staff, district personnel, and district partners.



## BUSINESS SYSTEM DEVELOPMENT OPERATIONS

Engineering, development, and maintenance of the PSFA business systems, such as the Facilities Assessment Database (FAD), Facilities Maintenance Assessment Report (FMAR) F6, and web-based application portals for Lease Assistance, Facilities Master Planning (FMP) funding, and coming in FY22, Standards-based applications.



## WEB MANAGEMENT OPERATIONS

Design and maintenance of intellectual content, that appears on the PSFA website assets including [www.nmpsfa.org](http://www.nmpsfa.org).



## DATA CENTER OPERATIONS

Daily operations of the data center, wired and wireless networks, wiring plants, distribution frames, telecom and telephony systems for the Albuquerque office and branch locations in Santa Fe and Las Cruces.



## TECHNOLOGY ENGINEERING OPERATIONS

Preservation of technology investment through development and maintenance of technology standards that ensure interoperability, availability, longevity, and redundancy.

## COVID-19 READINESS AND RESPONSE



The PSFA IST played a key role in the PSFA COVID-19 response, supporting staff working from home throughout FY 2021. Through significant technology investments, IST renovated the PSFA data center in its entirety, increased capacities of networks, and deployed mobile connectivity solutions supporting remotely located staff throughout the state.



As a result of the investments, IST launched "PSFAConnect," a new web portal enabling PSFA staff to securely connect to resources in Albuquerque from anywhere in the state, on any type of device, including cell phones, using nothing more than a web browser and an internet connection.



PSFAConnect also enables district partners to "upload" to PSFA large format files, such as CAD drawings, previously, these files were limited in size and sometimes required physical delivery of the documents. In fact, PSCOC members' use PSFAConnect each time a meeting agenda or an eBook link is published.

The PSFA IST Division is leading innovation in the use of relevant, enterprise-class technologies and designs to support PSFA business function and streamline PSFA business process. The division's credo is simply this: **"Without a business concern to serve, technology is of little value; without technology, a business concern is inefficient."**

IST's mission to apply technological solutions that proactively address business opportunities, wherever and whenever, they arise. Below are some prime examples of how the IST Division rose to meet challenges in FY 2021:



## CONSTRUCTION INFORMATION MANAGEMENT SYSTEMS

Customer Success Operations assumed responsibility for support and training for the Construction Information Management Systems (CIMS) system providing a "single-point-of-contact" experience for stakeholders and end users.



## PSFA CONNECT

Business System Development deployed PSFAConnect, a high-availability system that allows improved transparency for sharing PSCOC council materials, as well as providing staff a familiar web-based experience for accessing files from anywhere an internet connection is available.



## OnePSFA NETWORKS

Technology Engineering Operations deployed remote networks in Santa Fe and Las Cruces. Branch office staff are now part of an "OnePSFA" network design providing a common user experience, increased capability, enhanced data security and improved throughput utilizing 5G cellular technology.



## MOBILE TECHNOLOGY PILOT (5G & STARLINK)

Technology Engineering Operations launched the Mobile Technology Pilot program, which puts 5G tablet technology in the hands of the PSFA regional facilities managers and the PSFA field assessor staff, enabling more efficient on-site assessment of school facilities and improving real-time access to vital information when engaging with districts and construction partners. As part of the pilot program, Technology Engineering Operations also began evaluation of fixed and in-vehicle low-earth orbit (LEO) satellite internet services provided by SpaceX (Starlink), which will improve access for regional field managers and field assessors while working in remote areas of the state.



## PSFA.org WEBSITE REDESIGN

Web Management Operations completely overhauled the [www.nmpsfa.org](http://www.nmpsfa.org) website, improving access to information, adding search functions, and providing for the logical organization of content. In addition, Web Management launched a document management system providing for the permanent archival of information assets accessible from a familiar web-based interface from anywhere an internet connection is available.



## MEASUREMENT AND VERIFICATION

Technology Engineering Operations began partnering with the PSFA Measurement and Verification (M&V) program to further support operational objectives of the program. IST will provide configuration and management for wireless internet devices used with M&V systems. Connectivity will enable schools installed with metering equipment to provide M&V data to a commercial web-based reporting system.

# Planning



When the new 2020-2021 school year began, New Mexico’s public schools experienced empty classrooms while New Mexico’s students, teachers, and administrators all navigated online school. COVID-19 shut down in-person learning. At the same time, the PSFA staff pondered what implications COVID-19 would have on enrollment counts, which are key components in project definition. The same questions arose to the forefront:

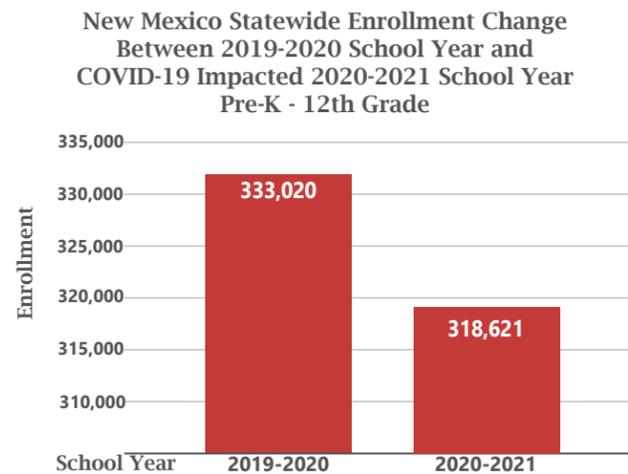
- Will the students return to their schools once the virus is neutralized?
- Will school districts initiate permanent online options for students who preferred this instruction method?
- Just how much did COVID-19 impact enrollment in New Mexico’s public schools, particularly in a state where low birth rates have already led to declining public school enrollment?

## ENROLLMENT IMPACTS

At the beginning of February 2021, PSFA began to gauge COVID’s impact on enrollment when the New Mexico Public Education Department (PED) released the 40-day enrollment counts for the 2020-2021 school year. The state’s prekindergarten-12 enrollment decreased by 14,399 students from the previous 2019-2020 school year, a reduction of 4.32 percent. New Mexico was certainly not alone in this sudden enrollment drop as the majority of states reported similar drops (*Kamenetz, A. (2020). Enrollment is Dropping Across the Country. National Public Radio.*)

The PSFA set out to find where these students went by speaking to superintendents, teachers, education facility planners, and parents to figure out if the students may have left New Mexico permanently and/or whether they may return.

Similar to the situation nationwide, COVID-19 impacted the lower grade levels the most, particularly pre-K and kindergarten. The primary reason for the enrollment drop at the pre-K and kindergarten levels is due to the challenge of keeping younger children engaged online. As a result, many parents chose to hold back their younger students or tried to enroll them in other educational options that continued operation (*Bassok, D. & Shapiro, A. (2021) Understanding COVID-19-era Enrollment Drops Among Early-Grade Public School Students. Brown Center Chalkboard/Brookings Institute.*) While COVID-19 impacted the pre-K and kindergarten grade levels the most, the table also shows declines in the other elementary grade levels; the older grade levels fared better. With the exception of the ninth grade, the high school grade levels did not see enrollment drops and actually experienced gains.



Grade Level	2019-20 40 Day Counts	2020-21 40 Day Counts	Difference
Pre-K	11,092	8,881	-2,211
K	23,173	20,305	-2,868
1st	23,488	21,845	-1,643
2nd	23,403	22,103	-1,300
3rd	23,825	22,257	-1,568
4th	24,365	22,835	-1,530
5th	25,917	23,576	-2,341
6th	26,255	25,054	-1,201
7th	26,205	25,617	-588
8th	25,557	25,750	193
9th	28,933	28,319	-614
10th	25,917	26,399	482
11th	22,979	23,480	501
12th	21,911	22,200	289
<b>Totals</b>	<b>333,020</b>	<b>318,621</b>	<b>-14,399</b>



New Mexico students have now returned to in-person learning and the PSFA staff is monitoring enrollment to determine if enrollment will recover to pre-pandemic levels. There may be some optimism for enrollment recovery as the Rio Rancho Observer reported on September 15, 2021, that the Rio Rancho school district’s numbers are on pace to match pre-COVID levels (*Herron, G. (2021, September 15). RRPS Approaches Previous Numbers, Has Dozens of Jobs Open. Rio Rancho Observer.*) Still, there is some uncertainty as to whether all students will come back, particularly those who left New Mexico to neighboring states where in-person learning continued. For example, in December 2020, KRQE reported Lea County school districts lost 1,600 students, many of whom went to Texas, which also requires residency (*KRQE Staff, (2020, December 27) Officials Say Enrollment Down 4% Across State. KRQE.*)

## IMPLICATIONS

This enrollment data poses a difficult challenge for education facility planners. The most significant issue COVID-related enrollment counts have for the PSFA and facility planning is determining the appropriate enrollment capacity for previously awarded projects. When the PSFA plans for a new school building’s capacity, the staff typically use the five-year enrollment projection from the district’s facilities master plan, while factoring in the most current enrollment. The project’s square footage and financial planning are based on this enrollment number.

For projects where enrollments are now lower as a result of the COVID-impacted year, the challenge is evaluating whether the enrollment will recover to meet the awarded capacity or if building size should be adjusted. Since the full impact of enrollment recovery might remain unknown until later this year or early next, the PSFA has required building designs to provide options for the number of classrooms, that allows the project to make adjustments for enrollment recovery.

Another implication for district administrators and educational facility planners alike centers on kindergarten enrollment recovery. Experts believe kindergarten classes nationwide may be twice as large compared to previous years as students who did not participate in kindergarten last year join kindergarten-aged students this year. (*Goldstein, D. and Parlapano, A (2021, August 7) A Pandemic Year Without Kindergartners. New York Times.*) When preparing enrollment projections, kindergarten numbers represent a critical baseline used to project future years. For example, the kindergarten ratio is used to project next year’s first grade, the second grade two years from now, the third grade three years from now, etc. Larger kindergarten enrollment could create an enrollment bubble for the next several years or until kindergartners who did not participate because of COVID-19 catch up with their own peers.

Either way, the PSFA project teams will continue to monitor enrollments to ensure the most accurate data.



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# Broadband Deficiencies Correction Program



The COVID-19 crisis put a renewed focus on the importance of broadband access for everyday life, including students' learning. Because of poor or nonexistent home internet access, too many New Mexico students, teachers, and staff, as well as their families, are still struggling with remote instruction and access to educational tools, materials, and other necessities. The PSFA Broadband team supported schools' and PED's efforts to deploy immediate, short-term, connectivity solutions as quickly as possible to help students, teachers, and staff participate in remote instruction in response to the crisis. The solutions included "parking lot WiFi," regional WiFi hot-spots and the deployment of individual hot-spots and digital devices. Between early 2020 and July 2021, PED, PSFA and other agencies, partner organizations, and internet service providers (ISPs) presented a multi-strategy approach to help schools and students transition to distance learning to comply with the state health order in response to the COVID crisis. This work is also in response to the *Yazzie-Martinez* judge's order for the state to provide immediate access to digital tools and opportunities now and into the future.

An important strategy was to maximize emergency federal funding put into place through the American Rescue Plan (ARP) to help students obtain connectivity. PED engaged a contractor to call on families and assist districts statewide to apply for two federal COVID-relief assistance programs: Emergency Broadband Benefit (EBB) and Emergency Connectivity Fund (ECF). For EBB, more than 40,000 families signed-up in early 2021 to get a \$50 or more discount on their monthly internet bills for the foreseeable future. For ECF, districts and charter schools applied for more than \$67 million to help families get connected and stay connected for a year's worth of internet service.

## T or C FIBER CONSTRUCTION and COMMUNITY IMPACT

The recently completed fiber optic build at Arrey Elementary School, in Truth or Consequences, is a perfect example of the positive outcome for an entire community's broadband access when a school upgrade funded by E-Rate is implemented. The contractor not only connected the rural and remote school to the district data center in Truth or Consequences with a fiber optic-based high capacity broadband circuit, but the contractor also built on this foundation to deploy a comprehensive and sustainable broadband solution for the entire community. In partnership with local organizations, this collaborative secured additional federal and state funding for a FTTH (fiber-to-the-home) project, providing as many as 1,600 homes in the Arrey community with affordable and scalable high-speed home internet. This type of project allows students and teachers to access the latest technology tools and information that supports instruction; it also allows the community at large to respond to the COVID crisis, recover faster from it, and be more resilient in the future during similar disasters.

## CHARTER SCHOOLS CONNECTIVITY IMPROVEMENTS

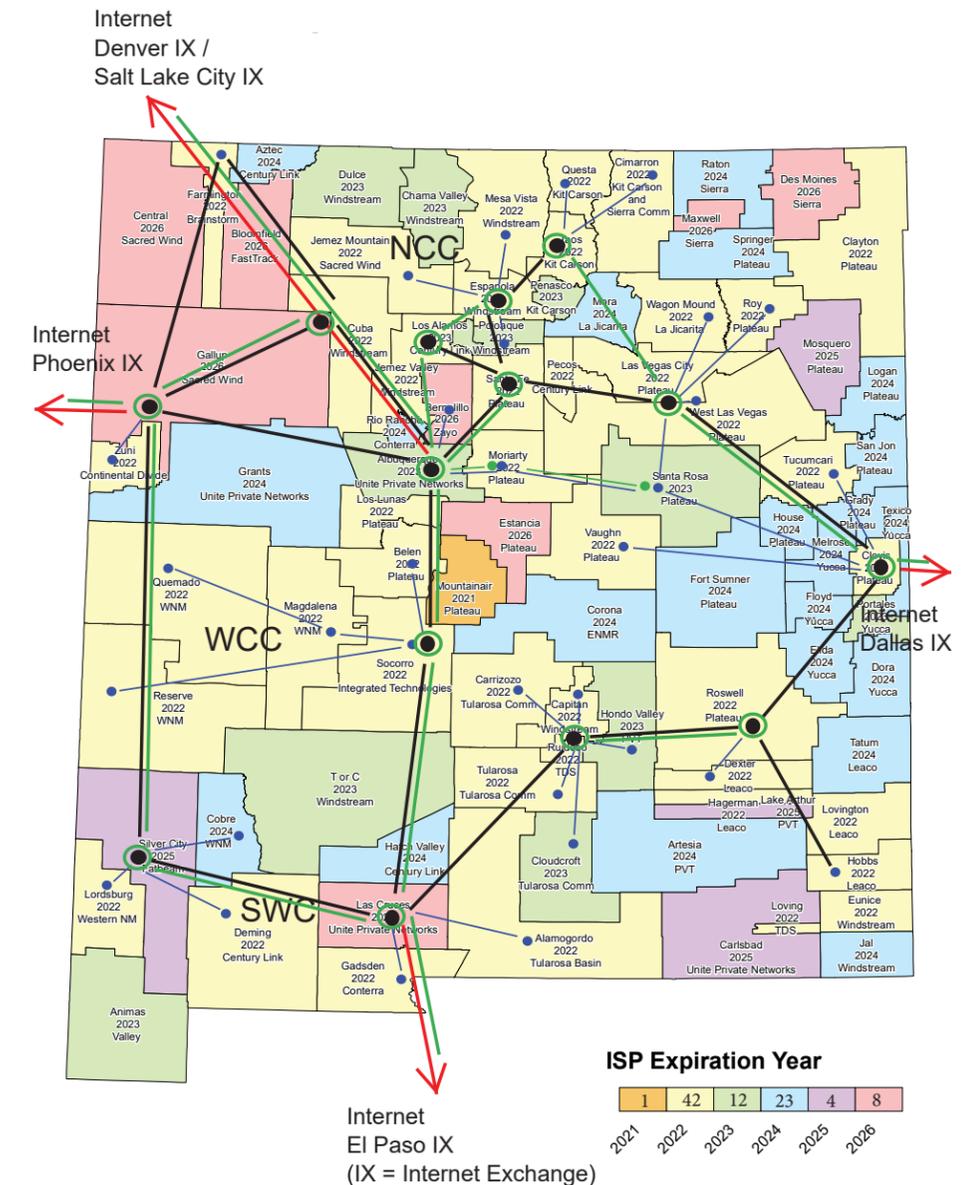
Two years ago the PSCOC and the PSFA Broadband Deficiencies Correction Program (BDCP) team began a pilot effort to provide direct assistance to charter schools with funding applications to the federal E-Rate program. This trial has progressed into a fully successful program that is transforming the broadband connectivity and technology access for many charter schools. Because of the lack of IT resources and expertise, many charter schools were not aware their existing internet service was not up to par, as was also true for the often nonexistent IT network inside buildings. In just a couple of E-Rate cycles, the majority of the charter schools have been able to use E-Rate funding to get connected with new, quality, high-speed fiber optic-based internet service and obtain an internal network, complete with firewalls, equipment racks, routers, battery back-up, network switches, cabling, and wireless access points. These higher-level services that all students need were obtained for pennies on the dollar because of the significant levels of funding that the E-Rate program provides to all participating schools and libraries.

## STATEWIDE EDUCATION NETWORK

Senate Bill 144 (SB144), passed with an emergency clause in 2021, calls for the urgent development of a landmark Statewide Education Network (SEN) to support schools, students, teachers, and staff with much needed internet access, network management, and cybersecurity. The PSFA Broadband team has been working with a broad and diverse group of stakeholders via the SEN Advisory Committee to develop a framework and guidelines for the implementation of SB144 requirements, with plans to request PSCOC approval in fall 2021. This accelerated timeline will ensure federal funding is leveraged to help implement the first phase of the network as early as July 1, 2022. This coordinated effort will allow schools to share limited IT resources and leverage economies of scale to not only continue to improve connectivity for schools, but to also expand that connectivity to students, teachers, and staff who need it, particularly in rural and remote areas across the state of New Mexico. Having regional aggregation hubs strategically located will make the deployment of high-quality, high-capacity, and reliable and affordable internet access possible to more New Mexicans. This step-by-step effort has to be completed in partnership with many other organizations, including internet service providers (ISPs). ISPs have been--and will continue to be--instrumental in the regional development of cost-effective and sustainable connectivity solutions. A large number of eligible school districts and several charter schools have already confirmed interest in being included in the first-phase efforts.



Statewide Education Network Conceptual Map



# Maintenance Matters



Despite the challenges posed by the unprecedented COVID-19 pandemic year, New Mexico public school facility managers and custodial and safety teams were proven unshakable and determined to support cleaner and safer environments. Through research, collaboration, and a steadfast resolve, advanced cleaning and maintenance technologies and processes were quickly implemented as real-world solutions to continue to provide safe educational environments. Strategies to improve indoor air quality, reduce touch points, promote social distancing, and increased cleaning frequencies (to name just a few) have been executed, with additional opportunities to advance better facility conditions through capital renewal projects and emergency funding.

## THE POWER OF DATA

The Facility Maintenance Assessment Report (FMAR) continues to be a proven and powerful tool, assisting districts to quickly determine what to focus on to improve performance and create better facility conditions in a short time frame. In this third FMAR cycle of measuring maintenance performance, (just over four years of data collection), the PSFA staff have completed 708 public school FMARs, spanning 87 New Mexico school districts and 39 state charter schools, reflecting a combined state performance average of a satisfactory 72.158 percent, recognizing continued improvements from last year.

NM Public Schools FMAR F6 Statewide Maintenance Performance FY 2021

<b>Average FMAR</b>	<b>Poor</b>	<b>Marginal</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>
<b>72.158%</b>	<b>102</b>	<b>144</b>	<b>233</b>	<b>190</b>	<b>39</b>
	<b>14%</b>	<b>20%</b>	<b>33%</b>	<b>27%</b>	<b>6%</b>

New Mexico schools continue to make significant improvements over the previous two FMAR cycles. Over time, more districts continue to advance their performance above the recommended 70 percent performance rating through continued outreach, coaching, and education provided by the PSFA. By the end of FY 2021, 6 percent achieved outstanding (90-100 percent), 27 percent good (80-89.9 percent), and 33% satisfactory (70-79.9 percent) performance ratings, a marked improvement from previous cycles. Districts performing above a satisfactory level are recognized as driving quality educational environments and dedicated to maintaining facility conditions, with extended building system life expectancies, which translates to a reduced need for premature capital replacement.

The FMAR data indicates many school districts continue to make great strides, using state resources and tools, optimizing their maintenance programs and facility conditions through the continued 60-day FMAR response process, advanced training opportunities through the New Mexico Public Facility Managers Association (NMPFMA), best practices in maintenance planning, and better use of the state provided Facility Information Management System (FIMS). Many New Mexico schools have recognized the proactive impact a quality maintenance program has on the educational environment, district budgets, staff efficiencies, and more.

Partnering with New Mexico schools, the PSFA has come a long way in building a stronger public school infrastructure for New Mexico. The successes and accomplishments through the PSCOC combined capital renewal programs and opportunities to advance maintenance processes have had a profound impact on bettering educational facilities, and, therefore, the students of New Mexico. One thing is certain, a quality maintenance program positively impacts the physical environment, streamlines costs and efficiencies, and reduces the need for capital projects by extending the life cycle of critical building systems. Combined with a proactive preventive maintenance plan, use of a computerized maintenance management system, and effective staffing levels, school districts can expect to see school buildings last 40 to 50 years.

Continued and collaborative goals include effective maintenance planning, continued FMAR assessments with a focus on a higher response rate through the 60-day response process, proper staffing levels, improved use of the state provided FIMS tools, and continued development of training and certification programs to advance the skill-sets of public school facilities staff.

## COVID MITIGATION DEVICES IN SCHOOLS

The COVID-19 virus had a great impact on the state's educational environments. New Mexico public school districts implemented many new strategies, both short term and long term, to achieve cleaner environments, improve the indoor air quality, and monitor potential risks as schools reopened to in person operations near the end of the fiscal and school year. School districts invested in new types of devices and technologies to assist in providing safer and cleaner public school environments, mitigate risks, and support continued operations to the greatest extent possible.



Ultraviolet disinfection devices



Touch-less temperature scanning



Electrostatic disinfectant sprayers

## 2020 BEN LUJAN MAINTENANCE ACHIEVEMENT AWARDS



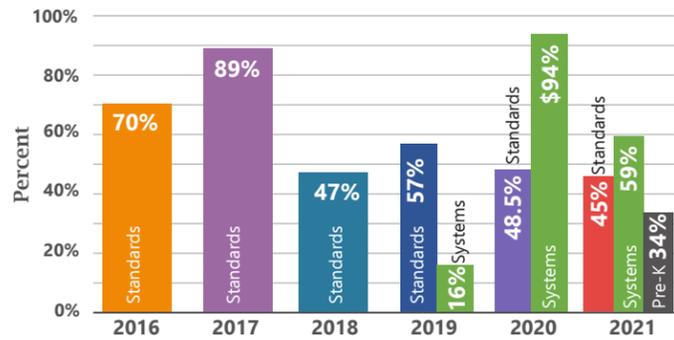
Throughout the pandemic, public school facility managers, maintenance technicians, custodians, and grounds keeping staff rolled up their sleeves and faced the many challenges that COVID-19 forced upon the state's school facilities. Although Preventive Maintenance planning and FIMS performance declined, the PSFA's FMAR data indicated school facility conditions improved, especially in the categories of housekeeping, HVAC and air filtration.

Unfortunately, the 2020 Ben Lujan Maintenance Achievement Awards and the Facility Managers Fall Conference were both canceled due to the pandemic. Although we were unable to meet in person, the PSFA recognizes the efforts and dedication of the school facility professionals throughout the state, who ensured that the school facilities were safe, clean and maintained, to promote the success of our teachers, students and local communities.

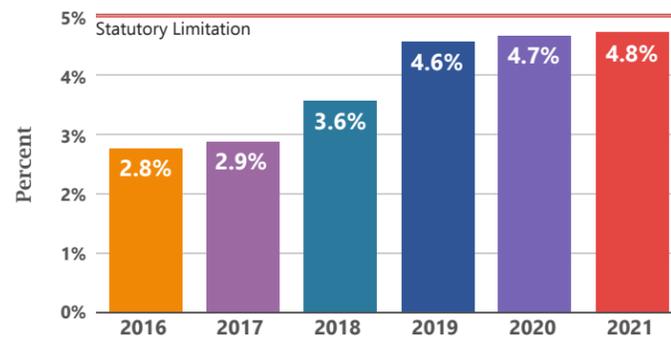
**A special thank you to all of the New Mexico Public School Districts Maintenance and Operations teams leading the charge in maintaining quality facility conditions conducive to the educational environments in our great state.**

# Agency Performance Measures

Percent of Award Dollars Under Contract 18 Months from Time of Award - FY 2016 - FY 2021

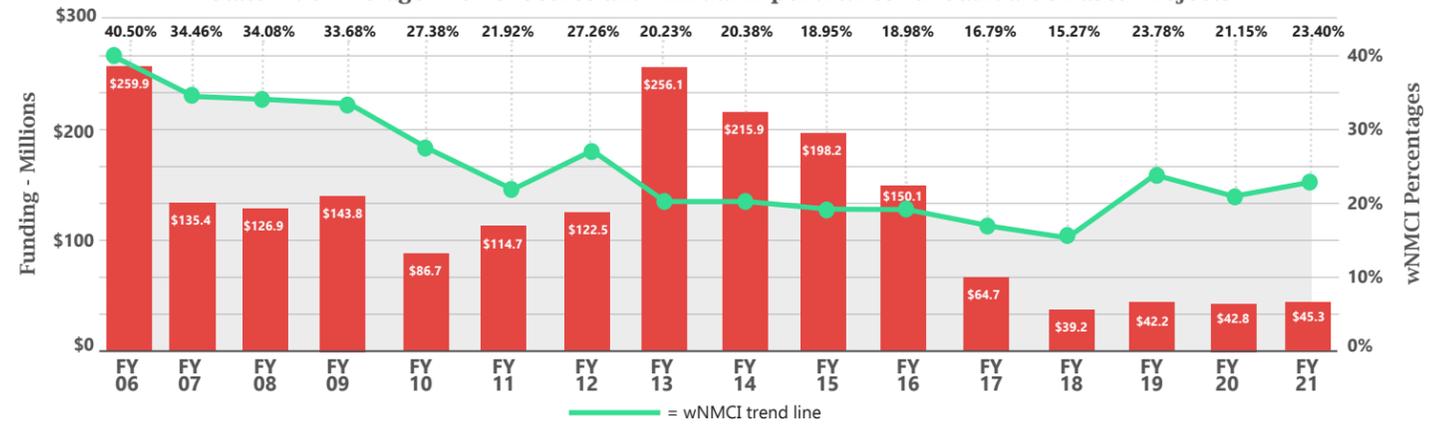


PSFA Operational Budget as a Percent of Annual Capital Outlay Awards - FY 2016 - FY 2021

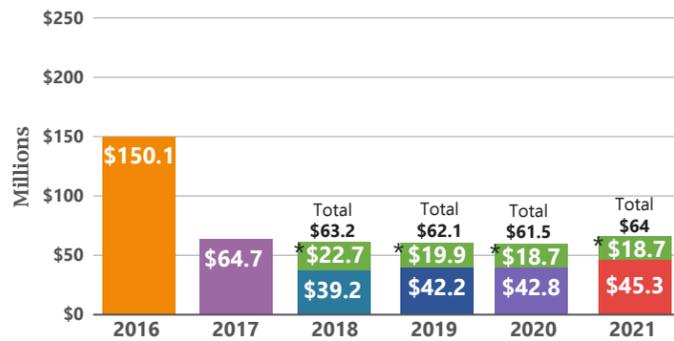


FY 2021 operational budget percentage increased 0.1 percentage point.

Statewide Average wNMCI Scores and Annual Expenditures for Standards-Based Projects



PSCOC Capital Funding Awards History FY 2016 - FY 2021



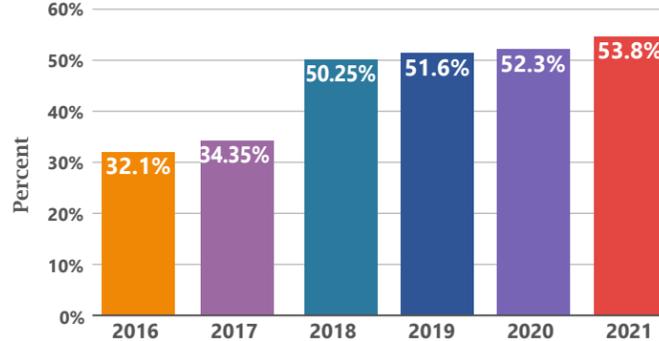
\* Systems-Based Projects  
Includes out-of-cycle funding of previous award years.

PSCOC Lease Assistance FY 2016 - FY 2021



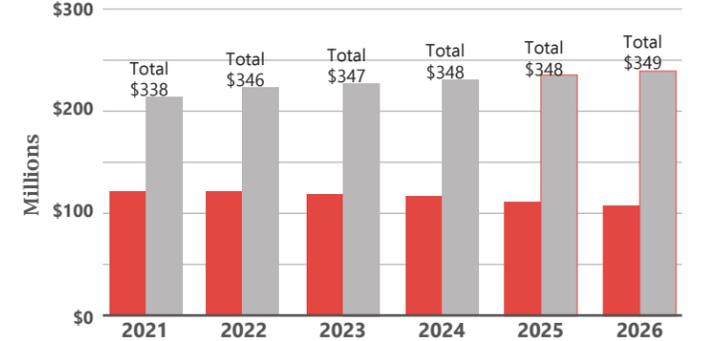
FY 2021 includes 101 awards.

Annual Facilities Condition Index (FCI)\* for All New Mexico Schools - FY 2015 - FY 2021



\* FCI applies to brick and mortar facility conditions only.  
The FCI calculation was improved for accuracy in FY 2018, resulting in an increased statewide FCI average.

Estimated Funds Required to Maintain the Current FCI FY 2021 - FY 2026



● State Share ● District Share  
wNMCI = FCI + the facility's ability to support educational functions

Supplemental Severance Tax Bond (SSTB) Uses by the PSCOC in FY 2021 Dollars in Millions

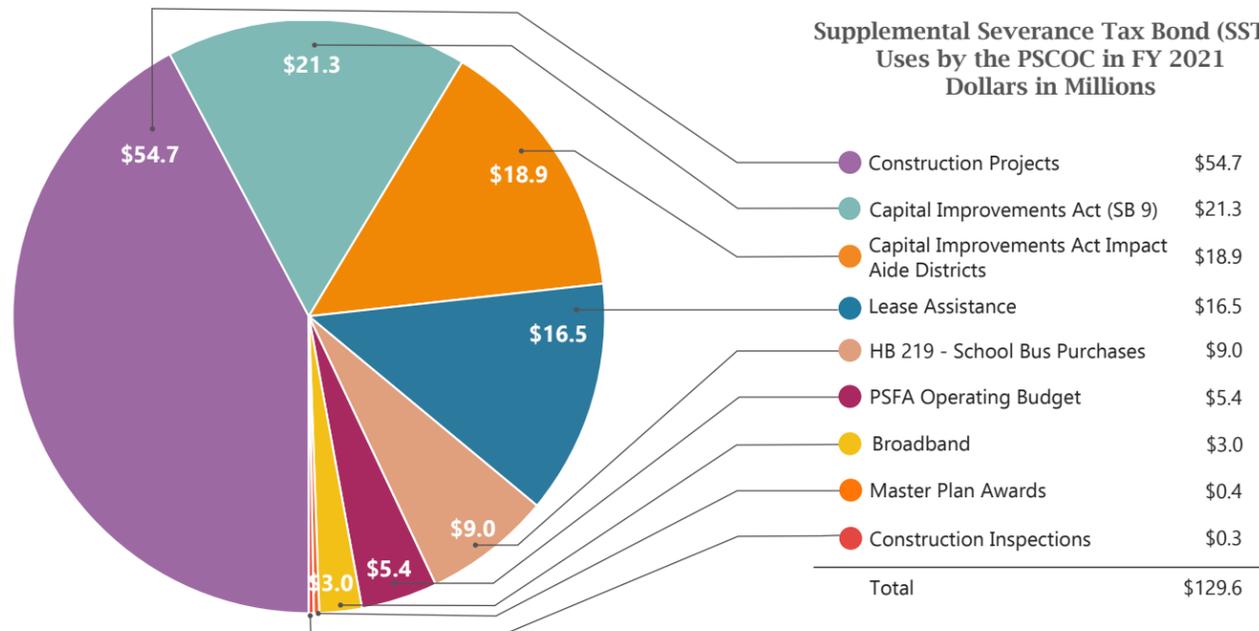
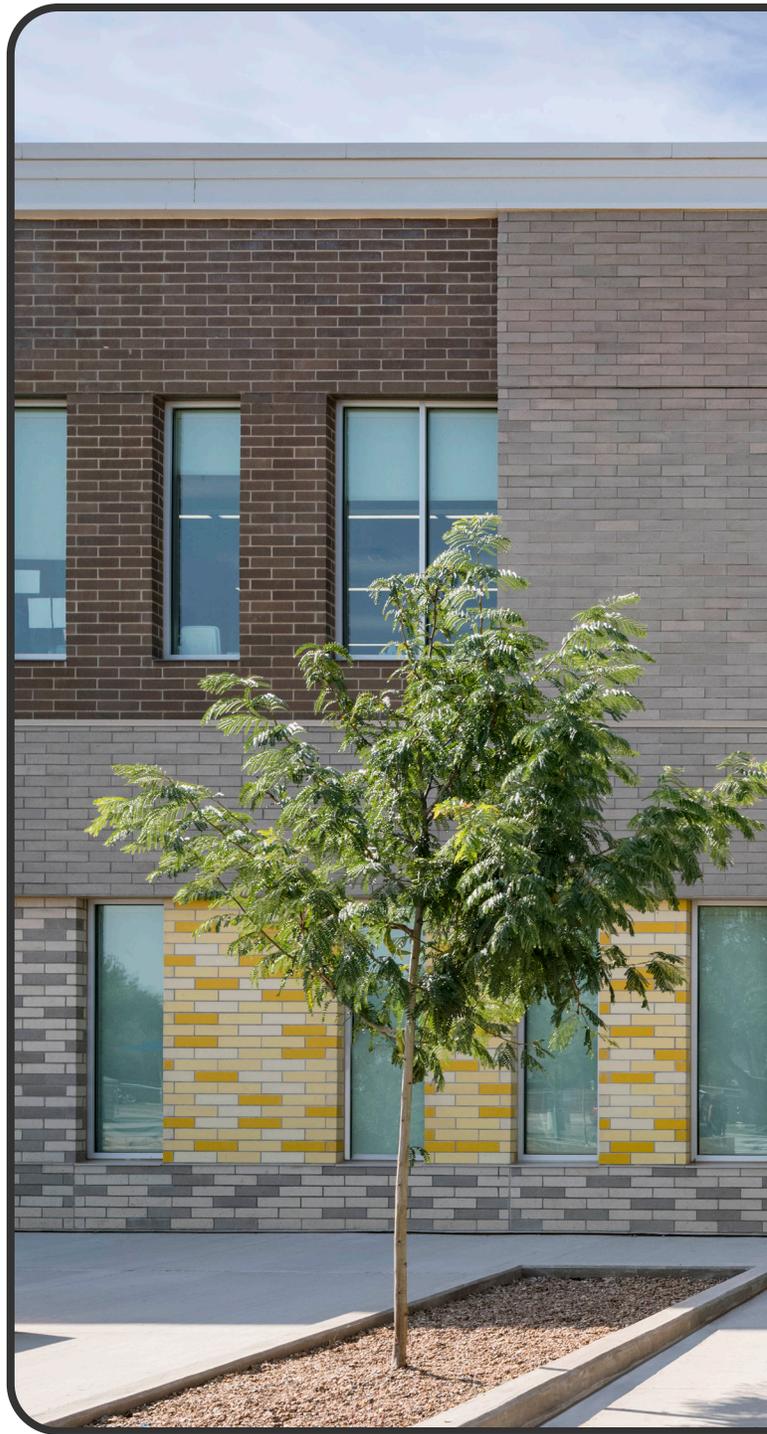


Photo Credit: Thoreau Elementary School - Standards-based project, Gallup McKinley County Schools, © 2021 NMPSFA, All rights reserved.



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