

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

August 29, 2022 – 1:30 PM

State Capitol Building, Room 317

Santa Fe, NM

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

A. Approval of Agenda*

B. Correspondence

* Denotes potential action by the PSCOC

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL (PSCOC)

Agenda

August 29, 2022 – 1:30 pm

State Capitol Building Room 317

(*Denotes potential action by the PSCOC)

I. Call to Order – Joe Guillen, Chair

- A. Approval of Agenda*
- B. Correspondence

II. Public Comment

III. PSCOC Financial Plan

- A. Financial Plan

IV. Consent Agenda*

- A. July 18, 2022 PSCOC Meeting Minutes*
- B. FMP Assistance Application Release*
- C. 2022 BDCP Cat1 (Fiber) Award – Socorro Schools*
- D. 2022 BDCP Cat2 (Network Equipment) Awards*
- E. FY23 Budget Adjustment Request*
- F. Contract Labor for Bond Reconciliation*
- G. FY24 Appropriation Request*

V. Awards Cycle

- A. 2022-2023 Pre-Applications Received

VI. Other Business

- A. Recertification of SSTBs*
- B. SB212 Distribution to Districts*
- C. HB119 Funding*
- D. Potential Changes to Direct Legislative Appropriations (Offsets)*
- E. Potential PSCOC Waiver Policy*

VII. Informational

- A. Office of the Broadband and PSFA Collaboration
- B. Measurement and Verification Program Update
- C. PSCOC Policy for Pre-K Awards
- D. Statewide Adequacy Standards Meetings Schedule
- E. PSCOOTF Update
- F. Project Status Report

VIII. Next PSCOC Meeting - (Proposed for October 11, 2022 - tentative)

IX. Adjourn

**PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
SUBCOMMITTEE ASSIGNMENTS**

PSCOC

Joe Guillen, Chair
Raúl Burciaga, Vice-Chair

Awards Subcommittee

David Abbey, Chair
Gwen Perea Warniment, 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. Correspondence

II. Presenter: Martica Casias, Executive Director

III. Executive Summary (Informational):

No correspondence at this time.

II. Public Comment

III. PSCOC Financial Plan

A. Financial Plan

I. Financial Plan

II. Presenter(s): Brad Mathews, Chief Financial Officer

III. Executive Summary (Informational):

Key Points:

Below are changes to the Financial Plan from the July 2022 PSCOC meeting:

FY20 Awards Cycle:

- S20-002 Gallup – Gallup HS moved from FY22 estimated (est.) to FY23 est.
- P20-001 Alamogordo – Chaparral MS moved from FY23 Est. to FY24 Est.
- P20-007 Des Moines increase by \$710,953 for a teacher housing waiver.

FY22 Awards Cycle:

- P22-006 Los Alamos – Chamisa ES increased by \$499,063 to \$4,181,817 and moved from FY23 est. to FY24 est. increase of \$ 499,063 was a true-up for estimated construction costs.
- P22-004 Los Lunas - Ann Parish moved from FY23 est. to FY24 est.

FY23 Awards Cycle:

- P23-006 - Albuquerque Sign Language Academy moved from FY24 est. to FY23 est.

Capital Improvements:

- Line 9: SB9 & HB119 was adjusted to \$31.5 million from a previous amount of \$33.1 million from discussion in Awards Subcommittee.
- July 2022 PSCOC meeting made awards in the amount of \$32,522,920 and are listed on the Summary of the PSCOC Financial Plan.
- No out-of-cycle awards for potential motion for the August 2022 PSCOC meeting.

Exhibit:

A – Financial Plan

I. **PSCOC Meeting Date(s):** August 29, 2022
 II. **Item Title:** PSCOC Financial Plan
 III. **Name of Presenter(s):** Martica Casias
 Brad Mathews

Item No. III.A.

Summary of PSCOC Financial Plan Changes since 07/18/2022			
PSCOC ACTION - OUT-OF-CYCLE, EMERGENCY, ADDITIONAL FUNDING			
		Award Amount	
FY23 Standards Based Awards		\$30,544,106	
FY23 Pre-K Awards		\$1,149,114	
BDCP FY21 Cat2 Awards		\$98,789	
BDCP FY22 Cat2 Awards		\$19,327	
P20-007 Des Moines Teacher Housing partial waiver		\$710,953	
		Total Awards:	\$32,522,290
		Total Reversion/Reallocation/Rescind:	\$0
PROJECT AWARD SCHEDULE DETAIL ADJUSTMENTS (Fiscal Year)			
Due to district readiness these projects are delayed:	2022	2022	2022
	\$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
	Subtotal	\$0	\$0
			\$0
FINANCIAL PLAN ASSUMPTIONS and SUMMARY:			
Awards cycle 10% planning and design, 90% construction amount.			
• Projected Fund Balance as of 07/10/22 \$ 740,072,171.46			
		<i>Financial Plan Variance Between Months</i>	
(in millions)	FY21	FY22	FY23
Uncommitted Balance (July 18, 2022)	296.8	548.2	446.4
Uncommitted Balance (August 29, 2022)	296.8	551.9	448.3
Variance Favorable (Unfavorable)	-	3.7	1.9
			(7.2)

PSCOC Financial Plan

(millions of dollars)

August 29, 2022

I. SOURCES & USES							
SOURCES:							
	FY21	FY22 Est.	FY23 Est.	FY24 Est.	FY25 Est.		
1	Uncommitted Balance (Period Beginning)	225.7	296.8	551.9	450.8	288.3	1
2	SSTB Notes (Revenue Budgeted July)	53.4	150.8	0.0	151.8	146.2	2
3	SSTB Notes (Revenue Budgeted January)	82.1	268.2	354.3	341.1	341.1	3
4	Project Reversions - ESTIMATE	0.6	0.6	0.6	0.6	0.6	4
5	Operating Reversions	0.8	0.0	0.0	0.0	0.0	5
6	Advance Repayments	0.6	0.6	0.6	0.6	0.6	6
7	Subtotal Sources :	363.2	717.0	907.4	944.9	776.8	7
USES:							
8	Capital Improvements Act (SB-9) & HB 119 (L22,C22)	21.4	21.7	31.5	31.5	31.5	8
9	Panic Button		1.0	1.0			9
10	Security HB306 (L18,C80,S46) & SB 239 (L18,C71)	6.0	6.5				10
11	Lease Payment Assistance Awards	16.5	18.3	18.8	19.4	20.0	11
12	Master Plan Assistance Awards	0.4	0.4	0.4	0.4	0.4	12
13	Grants - Cibola County HB 285 (L21,C138,S49)		0.9				13
14	BDCP (Includes Cat. 1 & Cat. 2)	1.6	10.0	10.0	10.0	10.0	14
15	PED (Pre-K)	0.1	3.9	5.0	5.0		15
16	PSFA Operating Budget	5.2	5.8	6.8	6.8	6.8	16
17	CID/SFMO Inspections		0.3	0.3	0.3	0.3	17
18	Emergency Reserve for Contingencies		10.0	10.0	10.0	10.0	18
19	Teacher Housing			10.0	10.0	10.0	19
20	School Buses	9.0	3.5	5.5			20
21	Maintenance and Repair SB 212 (L22,C53,S51)			75.0			21
22	Charter School Loan Fund (L22,C54,S5,I125)			10.0			22
23	Awards YTD (per Project Awards Schedule)	6.2	82.7	272.1	563.2	190.0	23
24	Subtotal Uses :	66.4	165.0	456.5	656.6	279.0	24
25	Estimated Uncommitted Balance Period Ending	296.8	551.9	450.8	288.3	497.9	25

II. PROJECT AWARD SCHEDULE SUMMARY							
	Total	FY21	FY22 Est.	FY23 Est.	FY24 Est.	FY25 Est.	Total
26	0.7	0.7	0.0	0.0	0.0	0.0	0.7
27	5.9	0.0	5.9	0.0	0.0	0.0	5.9
28	162.1	0.9	40.0	75.0	46.2	0.0	162.1
29	138.6	0.2	17.1	74.7	46.6	0.0	138.6
30	239.3	4.4	0.4	27.4	166.5	40.7	239.3
31	132.5	0.0	4.8	24.5	103.1	0.0	132.5
32	14.5	0.0	14.5	0.0	0.0	0.0	14.5
33	147.0	0.0	19.3	24.5	103.1	0.0	147.0
34	238.4	0.0	0.0	70.5	167.9	0.0	238.4
35	142.5	0.0	0.0	0.0	32.9	109.6	142.5
36	39.7	0.0	0.0	0.0	0.0	39.7	39.7
37	Subtotal Uses :	1,114.2	6.2	82.7	272.1	563.2	1,114.2

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 is estimates \$5.0 million in out-years to continue this program and was added per PSCOC direction.

Security Awards are amounts appropriated from 53rd Legislature, 2nd Session, 2018 Regular Session, HB306 appropriated for expenditure in fiscal years 2018 - 2022 from the PSCO fund to the PSFA to plan, design and install security systems and for repairs, renovation, or replacement of school security systems statewide, contingent upon the approval of the PSCOC \$6.0 million. SB239 was also included in this session. Up to \$10.0 million of the fund may be expended in each of fiscal years 2019 - 2022 for school security system project grants made in accordance with Section 22-24-4.7 NMSA 1978. The financial plan represents actuals for FY19 and out-years is based on PSCOC discretion and may be adjusted based upon applications received.

Broadband Deficiencies Correction Program are amounts from 51st Legislature, 2nd Session, 2014, SB159. Up to \$10.0 million may be expended each year for an education technology infrastructure deficiency corrections initiative. Provided that funding

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

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY22
August 29, 2022

FY 2021			FY 2022				FY 2023				FY 2024				FY 2025				
\$6,213,876			\$82,730,074				\$271,920,519				\$563,190,581				\$189,986,275				
\$150,000	\$1,644,828	\$0	\$4,419,048	\$4,906,508	\$14,599,427	\$36,017,169	\$27,206,970	\$35,377,436	\$58,077,268	\$132,076,139	\$46,389,676	\$78,961,515	\$130,765,478	\$349,281,771	\$4,181,817	\$40,686,275	\$109,600,000	\$0	\$0

FY14 AWARDS			Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2	
P14-019	NMSBVI (Reauthorized 2017 Session per HB55) Construction to begin 2018_Q1 Quimby Gymnasium(HB55 50% PSCOC award 50%) HB55 reauthorized; expenditure in fiscal years 2014-2018; reauthorization required 2018		\$184,402	\$1,659,614	\$1,844,016	\$0	\$745,443	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
			\$18,381,113	\$191,579,422	\$209,960,535	\$0	\$745,443	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
							\$745,443				\$0				\$0				\$0				\$0			\$0

FY15 AWARDS			Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2	
P15-006	Gallup (SSTB1858 0004 A81)	Thoreau Elementary School	\$1,867,315	\$13,647,522	\$15,514,837							\$350,924														
P15-009	NMSBVI	Garrett Dormitory	\$82,483	\$5,715,018	\$5,797,501					\$4,043,150		\$1,505,093														
					\$91,758,463	\$0	\$0	\$0	\$0	\$4,043,150	\$0	\$350,924	\$1,505,093	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
						\$0				\$5,899,167				\$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 FY22
August 29, 2022

			FY 2021	FY 2022	FY 2023	FY 2024	FY 2025																			
FY19 AWARDS			Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2	
P19-002	Belen (SSTB1858 0004 A81 \$42,750); (SSTB185D 0001 A82 \$934,058.80)	Jarmillo ES	\$42,750	\$103,301	\$146,051								\$103,301													
P19-003	Gallup (SSTB1858 0004 A81 \$60,000); (SSTB185D 0001 A82 \$2,407,436.60); (SSTB205D 0001 A03 \$22,206,929)	Rocky View / Red Rock ES	\$60,000	\$24,614,366	\$24,674,366							\$2,407,437			\$22,206,929											
P19-004	Gallup (SSTB1858 0004 A81 \$60,000); (SSTB185D 0001 A82 CERTIFIED \$2,854,563 budgeted \$2,453,972); (SSTB205D 003 \$22,571,748)	Tohatchi HS	\$60,000	\$25,079,720	\$25,139,720							\$2,507,972				\$22,571,748										
P19-005	Las Cruces (SSTB1858 0004 A81 \$366,400); (SSTB185D 0001 A82 \$3,297,600)	Desert Hills ES	\$366,400	\$3,297,600	\$3,664,000										\$3,297,600											
P19-006	Las Vegas (SSTB1858 0004 A81 \$447,398); (SSTB185D 0001 A82 \$4,026,585); (SSTB195D 0001 A92 \$4,026,585)	Sierra Vista ES	\$447,398	\$3,797,305	\$4,244,703															\$3,797,305						
P19-007	Los Alamos (SSTB1858 0004 A81 \$8,835,123)	Barranca Mesa ES	\$8,835,123	\$0	\$8,835,123																					
P19-008	Los Lunas 1P project (SSTB195D 0001 A92 \$13,502,129) (Pre-k project (SSTB195D A92 \$2,246,400))	Peralta ES	\$2,246,400	\$18,047,565	\$20,293,965						\$2,246,400															
P19-009	Roswell (SSTB1858 0004 A81 \$1,158,868); (SSTB185D 0001 A82 \$10,429,808); (SSTB2058 E003 \$4,083,445)	Mesa MS	\$1,158,868	\$14,513,253	\$15,672,121							\$14,513,253														
P19-010	Roswell (SSTB1858 0004 A81 \$53,250); (SSTB185D 0001 A82 Certified \$1,494,488); (SSTB205D A03 \$6,475,075)	Nancy Lopez ES	\$1,547,738	\$13,450,393	\$14,998,131							\$6,475,075				\$6,975,318										
P19-011	Zuni (SSTB1858 0004 A81 \$75,000); (SSTB185D 0001 A82 \$1,904,314.30)	Zuni MS	\$75,000	\$19,718,143	\$19,793,143								\$1,904,314													
S19-003	Belen (SSTB1858 0004 A81 \$1,457,542)	Dennis Chavez ES	\$1,177,785	\$10,600,064	\$11,777,849																					
S19-007	Deming (SSTB1758 0001 A78 \$473,288); (SSTB1858 0004 A81 \$1,610,962)	Chaparral ES	\$0	\$2,084,250	\$2,084,250																					
S19-008	Floyd (SSTB1858 0004 A81 \$426,097)	Floyd Combined School	\$0	\$426,097	\$426,097																					
S19-009	Las Cruces (SSTB1858 0004 A81 \$314,515)	Fairacres ES	\$0	\$314,515	\$314,515																					
S19-019	Las Cruces (SSTB1858 0004 A81 \$229,869)	Highland ES	\$0	\$229,869	\$229,869																					
S19-020	Las Cruces (SSTB1858 0004 A81 \$39,110)	Hillrise ES	\$0	\$39,110	\$39,110																					
S19-010	Las Cruces (SSTB1858 0004 A81 \$2,718,886)	Lynn MS	\$0	\$2,718,886	\$2,718,886																					
S19-021	Las Cruces (SSTB1858 0004 A81 \$245,368)	Mayfield HS	\$0	\$245,368	\$245,368																					

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 FY22
August 29, 2022

			FY 2021		FY 2022		FY 2023		FY 2024		FY 2025													
FY19 AWARDS	Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2	
S19-022	Las Cruces (SSTB185B 0004 A81 \$329,147)	Oñate HS	\$0	\$329,147					\$329,147															
S19-023	Las Cruces (SSTB185B 0004 A81 \$141,238)	Picacho MS	\$0	\$141,238					\$141,238															
S19-012	Las Cruces (SSTB185B 0004 A81 \$695,031)	Rio Grande Preparatory Institute	\$0	\$695,031					\$695,031															
S19-024	Las Cruces (SSTB185B 0004 A81 \$58,807)	Vista MS	\$0	\$58,807					\$58,807															
S19-013	Los Lunas (SSTB185B 0004 A81 \$3,128,000) (SSTB185D 0001 A82 \$1,856,343) (SSTB195B 0001 A91 \$980,268)	Los Lunas MS	\$0	\$5,964,611							\$2,836,611													
S19-014	Magdalena (SSTB185B 0004 A81 \$403,925)	Magdalena Combined School	\$0	\$885,889							\$481,964													
S19-015	Socorro (SSTB185B 0004 A81 \$54,000) (SSTB195B A91 \$1,763,239)	Sarracino MS	\$965,399	\$16,720,995	\$17,686,394						\$1,763,239				\$15,923,155									
			\$208,791,212	\$0	\$899,385	\$0	\$0	\$0	\$7,018,371	\$25,903,737	\$7,089,429	\$0	\$25,504,529	\$29,547,066	\$19,720,460	\$28,367,872	\$17,813,829	\$0	\$0	\$0	\$0	\$0	\$0	\$0
					\$899,385				\$40,011,537				\$74,772,055			\$46,181,701							\$0	

Legend	
Purple Text	Awarded Design
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PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY22
August 29, 2022

				FY 2021	FY 2022	FY 2023	FY 2024	FY 2025																				
FY20 AWARDS				Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2		
P20-001	Alamogordo (SSTB1858 0004 A81 \$774,754) (SSTB185D 0001 A82 \$1,388,001.46) (SSTB195D 0004 A92 \$19,464,797)	Chaparral MS	\$2,162,755	\$24,425,893	\$26,588,649													\$24,425,893										
P20-002	Central (SSTB185D 0001 A82 \$25,000) (SSTB195D 0004 A92 \$1,417,811)	Newcomb ES	\$1,087,543	\$13,980,567	\$15,068,110							\$1,062,543						\$13,980,567										
P20-003	Roswell (SSTB185D 0001 A82 \$1,807,637) (SSTB195D 0004 A92 \$5,477,761)	Mountain View MS	\$1,807,637	\$16,268,730	\$18,076,367								\$1,807,637							\$16,268,730								
P20-004	Hobbs (SSTB185D 0001 A82 \$1,354,716) (SSTB195D 0004 A92 \$13,993,882)	Southern Heights ES	\$1,354,716	\$16,047,470	\$17,402,186							\$1,354,716				\$16,047,470												
P20-005	Las Cruces (SSTB185D 0001 A82 \$42,750) (SSTB195D 0004 A92 \$1,707,009) (SSTB205B E0003 \$2,355,466)	Columbia ES	\$4,105,206	\$26,025,700	\$30,130,906								\$4,062,456				\$26,025,700											
P20-006	Roswell (SSTB185D 0001 A82 \$51,000) (SSTB195D 0004 A92 \$601,585)	Washington Avenue ES	\$652,585	\$5,873,263	\$6,525,848											\$601,585				\$5,873,263								
P20-007	Des Moines (SSTB185D 0001 A82 \$221,381) (SSTB195D 0004 A92 \$144,641)	Des Moines Combined School	\$962,934	\$3,859,296	\$4,822,230								\$221,381		\$741,553	\$3,859,296												
P20-008	Grants (SSTB185D 0001 A82 \$548,021) (SSTB195D 0004 A92 \$4,932,192)	Bluewater ES	\$548,021	\$5,782,192	\$6,330,213							\$548,021							\$4,932,192									
P20-009	Clovis (SSTB185D 0001 A82 \$2,797,084) (SSTB195D 0004 A92 \$3,243,754)	Barry ES	\$3,464,798	\$3,243,754	\$6,708,552							\$667,714							\$3,243,754									
S20-001	Roswell (SSTB185D 0001 A82 \$234,600)	Roswell HS		\$234,600	\$234,600								\$234,600															
S20-002	Gallup-McKinley (SSTB185D 0001 A82 \$832,799) (SSTB185D A82 \$265,503) (SSTB195B 0001 A91 \$2,650,525)	Gallup HS		\$3,777,627	\$3,777,627														\$3,777,627									
S20-003	Clovis (SSTB195B 0001 A91 \$54,638) (SSTB175B 0001 A78 \$491,744)	Clovis HS	\$54,638	\$491,744	\$546,383				\$54,638	\$491,745																		
S20-004	Gallup-McKinley (SSTB195B 0001 A91 \$1,450,160) (SSTB185D 0001 A82 \$106,512)	Crownpoint MS		\$1,684,658	\$1,684,658									\$1,684,658														
S20-005	San Jon (SSTB195B 0001 A91 \$166,299)	San Jon Combined School	\$152,006	\$1,486,852	\$1,638,858							\$152,006							\$1,486,852									
S20-006	Gallup-McKinley (SSTB195B 0001 A91 \$421,336) (SSTB185D 0001 A82 \$31,600 (no budget))	Tse Yi Gai HS	\$421,336	\$31,600	\$452,936							\$42,134	\$379,203	\$31,600														
S20-007	Hobbs (SSTB195B 0001 A91 \$29,728) (SSTB195B 0001 A91 \$267,552) (SSTB195D 0001 A92 \$2,697,762)	Hobbs HS	\$29,728	\$267,552	\$297,280							\$29,728	\$267,552															
S20-008	Portales (SSTB195B 0001 A91 \$299,751) (SSTB195B 0001 A91 \$2,697,762) (SSTB195D 0001 A92 \$2,697,762)	Brown Early Childhood Center	\$299,751	\$2,697,762	\$2,997,514							\$299,751	\$2,697,762															
S20-009	Las Cruces (SSTB195B 0001 A91 \$764,008)	Valley View ES		\$764,008	\$764,008								\$764,008															
S20-010	Hobbs (SSTB195B 0001 A91 \$334,286)	Mills ES		\$334,286	\$334,286								\$334,286															

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

PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY22
August 29, 2022

			FY 2021	FY 2022	FY 2023	FY 2024	FY 2025																
FY20 AWARDS	Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2
E20-001																							
Mora (SSTB18SD 0001 A82 <i>\$150,000</i>)	Lift/Pump Station and Sewer Line Repair Emergency	\$150,000	\$0	\$150,000																			
			\$149,127,595	\$150,000	\$0	\$0	\$54,638	\$863,358	\$7,581,056	\$6,972,829	\$1,716,258	\$741,553	\$20,508,351	\$31,290,179	\$22,156,513	\$24,425,893	\$22,141,993	\$0	\$0	\$0	\$0	\$0	\$0
				\$204,638				\$17,133,501					\$74,696,596			\$46,567,886						\$0	

Legend	
Purple Text	Awarded Design
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PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY22
August 29, 2022

			FY 2021	FY 2022	FY 2023	FY 2024	FY 2025																	
FY21 AWARDS	Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2	
P21-001	P21 Zuni (SSTB19SD 0004 A92 \$75,000)	TwinButtes HS, Zuni HS	\$5,264,957				\$75,000							\$5,189,957				\$46,709,614						
P21-002	P21 Carrizozo (SSTB205B E0003 A01 \$214,315)	Combined School	\$3,571,922									\$214,315	\$3,357,607					\$30,218,461						
P21-003	P21 Gallup (SSTB19SD 0004 A92 \$101,250)	Gallup HS	\$5,905,364				\$101,250							\$5,804,114				\$52,237,026						
P21-004	P21 Hobbs (Not Certified or budgeted)	Heizer MS	\$2,355,870									\$33,000		\$2,322,870	\$20,905,830									
P21-005	P21 Gallup (SSTB19SD 0004 A92 \$60,750) (SSTB19SD 0004 A92 \$350,924)	Crownpoint HS	\$3,136,349				\$60,750			\$350,924				\$5,882,989							\$24,522,075			
P21-006	P21 Gallup (SSTB19SD 0004 A92 \$60,750)	Navajo Pine HS	\$1,887,827				\$60,750							\$1,827,077				\$16,443,697						
P21-007	P21 Grants (SSTB19SD 0004 A92 \$1,796,022)	Mesa View ES	\$1,796,022				\$1,796,022														\$16,164,200			
S21-001	S21 Las Cruces (SSTB19SD 0004 A92 \$165,548)	Tombaugh ES	\$165,548				\$165,548							\$1,489,934										
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)	Onate HS	\$139,862				\$139,862							\$1,258,757										
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																	
			\$239,296,857	\$0	\$0	\$0	\$4,364,410	\$0	\$0	\$350,924	\$0	\$247,315	\$3,357,607	\$23,775,698	\$0	\$20,905,830	\$0	\$145,608,798	\$0	\$40,686,275				\$40,686,275
				\$4,364,410				\$350,924					\$27,380,620				\$166,514,628							

Legend	
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PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY22
August 29, 2022

		FY 2021			FY 2022			FY 2023			FY 2024			FY 2025										
FY22 AWARDS		Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2
-55,061,251	P22-001	P22 Gadsden (SSTB215B A02)	Gadsden MS	\$3,849,071	\$34,413,935	\$38,263,006					\$25,300			\$3,823,771				\$34,413,935						
\$952,093	P22-006	P22 Gadsden	Chaparral MS	\$2,663,136	\$23,495,721	\$26,158,857					\$52,500			\$2,610,636				\$23,495,721						
	P22-003	P22 Los Alamos	Chamisa ES	\$464,646	\$4,181,817	\$4,646,463					\$464,646													
	P22-005	P22 - Los Alamos	Pinon ES	\$501,411	\$4,512,703	\$5,014,114					\$501,411					\$4,512,703								
	P22-004	P22 - Los Lunas	Ann Parrish ES	\$1,765,120	\$15,508,080	\$17,273,200					\$42,000					\$1,723,120			\$15,508,080					
	P22-002	P22 - Mosquero	Mosquero Combined School	\$2,645,908	\$23,813,171	\$26,459,079					\$54,923		\$1,110,808	\$1,480,177			\$3,538,800		\$20,274,371					
	S22-004	S22 - Floyd	Floyd Combined	\$50,622	\$518,595	\$569,217					\$50,622					\$518,595								
	S22-002	S22 - House	House Combined		\$142,858	\$142,858					\$65,661			\$77,197										
-5944,280	S22-011	S22 - Las Vegas City	Demolition of unused school building		\$1,100,001	\$1,100,001					\$155,721	\$229,280		\$715,000										
	S22-003	S22 - Portales	Portales HS		\$223,086	\$223,086													\$223,086					
	S22-008	S22 - Portales	James ES	\$96,862	\$1,098,443	\$1,195,305					\$96,862								\$1,098,443					
	S22-001	S22 - Raton	Longfellow ES		\$98,081	\$98,081					\$98,081													
	S22-005	S22 - Raton	Raton HS		\$280,339	\$280,339					\$280,339													
	S22-007	S22 - Raton	Raton Intermediate School		\$137,927	\$137,927					\$137,927													
	S22-010	S22 - Raton	Columbian ES		\$386,050	\$386,050					\$386,050													
	S22-006	S22 - Truth or Consequences	Sierra ES	\$26,712	\$240,412	\$267,124					\$26,712								\$240,412					
	S22-009	S22 - Tularosa	Tularosa Intermediate School		\$394,619	\$394,619					\$394,619													
	S22-025	S22 Socorro	Edward Torres		\$990,846	\$990,846					\$990,846													
	S22-026	S22 T or C	District		\$754,519	\$754,519					\$754,519													
		Security	Statewide		\$8,137,501	\$8,137,501																		
FY22 AWARDS 2nd CYCLE																								
	S22-012	S22 Las Cruces	East Picacho ES		\$1,888,369	\$1,888,369																		
	S22-013	S22 Las Cruces	Zia MS		\$245,726	\$245,726																		
	S22-014	S22 Las Cruces	Hermosa Heights ES		\$1,545,068	\$1,545,068																		
	S22-015	S22 Farmington	Mesa View MS		\$397,886	\$397,886																		
	S22-016	S22 Farmington	Bluffview ES		\$2,033,511	\$2,033,511																		
	S22-017	S22 Farmington	Apache ES		\$2,219,055	\$2,219,055																		
	S22-018	S22 Farmington	Esperanza ES		\$1,420,772	\$1,420,772																		
	S22-019	S22 Farmington	Piedra Vista HS		\$3,448,562	\$3,448,562																		
	S22-020	S22 Farmington	McCormick ES		\$413,091	\$413,091																		
	S22-021	S22 Deming	Jarvis House		\$120,964	\$120,964																		
	S22-022	S22 Gadsden	District		\$217,781	\$217,781																		
	S22-023	S22 Hatch	District Wide		\$471,141	\$471,141																		
	S22-024	S22 Quemado	District Wide		\$105,000	\$105,000																		
					\$147,019,118						\$2,438,755	\$16,896,190	\$1,110,808	\$8,706,781	\$10,218,037	\$4,512,703	\$5,261,920	\$57,909,656	\$35,782,451	\$4,181,817	\$0	\$0	\$0	\$0
										\$19,334,945				\$24,548,329				\$103,135,844					\$0	

Legend	
Purple Text	Awarded Design
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Green Text	Awarded Construction
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PSCOC FUND PROJECT AWARD SCHEDULE DETAIL - Representation of Uncommitted Balance in FY22
August 29, 2022

			FY 2021	FY 2022	FY 2023	FY 2024	FY 2025																			
FY23 AWARDS SCENARIO			Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2	
P23-001	P23 Gallup	Central HS	\$900,480	\$8,104,323	\$9,004,803									\$900,480												
P23-002	P23 Gallup	Thoreau HS	\$3,821,477	\$34,393,291	\$38,214,768									\$3,821,477												
P23-003	P23 Gallup	David Skeet ES	\$1,771,462	\$15,943,160	\$17,714,622									\$1,771,462												
P23-004	P23 Farmington	Heights MS	\$1,712,379	\$15,411,413	\$17,123,792									\$1,712,379												
P23-005	P23 Farmington	Mesa Verde ES	\$1,049,043	\$9,441,387	\$10,490,430									\$1,049,043												
P23-006	P23 Albuquerque Sign Language	ASLA	\$0	\$21,289,264	\$21,289,264									\$21,289,264												
		Estimated Standards Awards contingent on PSCOC approval	\$13,245,159	\$84,596,948	\$97,842,107																					
		Estimated Systems Awards contingent on PSCOC approval		\$24,000,000	\$24,000,000																					
		Security												2,733,655												
			\$235,679,786			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$33,277,760	\$0	\$37,245,159	\$0	\$0	\$0	\$0	\$167,890,522	\$0	\$0	\$0	\$0	
						\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$70,522,919	\$0	\$32,900,000	\$0	\$0	\$0	\$0	\$167,890,522	\$0	\$0	\$0	\$0	

FY24 AWARDS SCENARIO			Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2
Various Projects			\$14,250,000	\$128,250,000	\$142,500,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$32,900,000	\$0	\$0	\$0	\$109,600,000	\$0	\$0
			\$142,500,000			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$32,900,000	\$0	\$0	\$0	\$109,600,000	\$0	\$0

FY25 AWARDS SCENARIO			Phase 1	Phase 2	Total	2020_Q3	2020_Q4	2021_Q1	2021_Q2	2021_Q3	2021_Q4	2022_Q1	2022_Q2	2022_Q3	2022_Q4	2023_Q1	2023_Q2	2023_Q3	2023_Q4	2024_Q1	2024_Q2	2024_Q3	2024_Q4	2024_Q1	2024_Q2
Various Projects					\$39,700,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$39,700,000	\$0	\$0
					\$39,700,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$39,700,000	\$0	\$0

PSCOC FUND BALANCE @ 07/10/2022

Meeting: August 29, 2022

	Title	Appr Id	Chapter	Laws	Section	Amount Sold	Amount Budgeted	Amount Expend	Amount Revert	Balance as of 06/10/2022	Balance as of 07/10/2023	Change Since Last Meeting	
1	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	1
2	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	2
3	PSFA - NMSD Cartwright Hall	SSTB11SD 14-2175	338	2001		\$703,837.00	\$703,837.00	\$584,449.51	\$119,387.49	\$0.00	\$0.00	\$0.00	3
4	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB12SB 0001	338	2001		\$50,025,186.00	\$51,441,504.00	\$42,655,631.98	\$7,369,554.02	\$0.00	\$0.00	\$0.00	4
5	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	5
6	LEASE PAYMENT ASSISTANCE	SSTB12SD 0003	338	2001		\$13,078,137.00	\$13,078,137.00	\$13,078,137.00	\$0.00	\$0.00	\$0.00	\$0.00	6
7	LEASE PAYMENT ASSISTANCE	SSTB13SB 0002	338	2001		\$14,190,750.00	\$14,190,750.00	\$14,190,750.00	\$0.00	\$0.00	\$0.00	\$0.00	7
8	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB13SB 0003	338	2001		\$56,221,162.00	\$56,198,603.40	\$53,354,331.91	\$426,435.63	\$2,440,394.46	\$2,416,604.38	\$23,790.08	8
9	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	9
10	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	10
11	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	11
12	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	12
13	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB14SD 0001	338	2001		\$154,580,500.00	\$154,264,615.78	\$138,703,912.49	\$0.00	\$15,876,587.51	\$15,876,587.51	\$0.00	13
14	PUBLIC SCHOOL CAPITAL OUTLAY	STB15A 0001	1	2017	LTB 8/18/17	\$2,903,218.00	\$2,903,218.00	\$1,382,702.11	\$0.00	\$1,520,515.89	\$1,500,297.53	\$20,218.36	14
15	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	15
16	PUBLIC SCHOOL CAPITAL OUTLAY	STB15SC 0001	1	2017	LTB 8/18/17	\$240,854.10	\$240,854.10	\$235,652.40	\$0.00	\$5,201.70	\$5,201.70	\$0.00	16
17	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB15B 0001	338	2001		\$80,961,202.00	\$80,961,202.00	\$70,100,949.24	\$0.00	\$10,860,252.76	\$10,860,252.76	\$0.00	17
18	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB15SB 0001	338	2001	6/2015 Cert	\$34,690,100.00	\$34,422,214.11	\$25,676,932.72	\$0.00	\$9,013,167.28	\$9,013,167.28	\$0.00	18
19	PUBLIC SCHOOL CAPITAL OUTLAY PROJECTS	SSTB15SD 0001	338	2001		\$23,203,200.00	\$23,201,410.00	\$23,129,693.78	\$0.00	\$73,506.22	\$73,506.22	(\$0.00)	19
20	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	20
21	PSCOC CAPITAL OUTLAY PROJECTS	SSTB16SB 0001	338	2001	6/2016 Cert	\$66,986,200.00	\$66,986,200.00	\$49,114,369.27	\$0.00	\$17,871,830.73	\$17,871,830.73	\$0.00	21
22	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	22
23	PUBLIC SCHOOL CAPITAL OUTLAY	STB17A 17-001	1	2017		\$57,014,150.90	\$57,014,150.90	\$51,535,622.07	\$0.00	\$5,478,528.83	\$5,478,528.83	\$0.00	23
24	PSCOC CAPITAL OUTLAY PROJECTS	SSTB17SB 0001	338	2001	6/2017 Cert	\$26,542,900.00	\$26,542,900.00	\$22,731,419.56	\$0.00	\$3,811,480.44	\$3,726,448.95	\$85,031.49	24
25	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	25
26	PSCOC CAPITAL OUTLAY PROJECTS	SSTB17SD 0001	338	2001	12/2018 Cert	\$7,342,300.00	\$7,342,300.00	\$6,839,537.17	\$0.00	\$502,762.83	\$502,762.83	\$0.00	26
27	PSCOC CAPITAL OUTLAY PROJECTS	SSTB18SB 0004	338	2001	6/2018 Cert	\$81,679,840.00	\$81,679,840.00	\$55,514,038.81	\$0.00	\$26,165,801.19	\$25,394,718.66	\$771,082.53	27
28	PSCOC CAPITAL OUTLAY PROJECTS	SSTB18SD 0001	338	2001	12/2018 Cert	\$68,939,924.96	\$68,939,924.96	\$30,434,195.54	\$0.00	\$38,505,729.42	\$37,258,663.22	\$1,247,066.20	28
29	PRE-KINDERGARTEN CLASSROOMS STATEWIDE	SSTB18SD 0003	277	2001		\$5,000,000.00	\$0.00	\$0.00	\$0.00	\$5,000,000.00	\$5,000,000.00	\$0.00	29
30	TEACHER HOUSING FACILITIES	SSTB18SD 0004	277	2001		\$10,000,000.00	\$10,000,000.00	\$10,000,000.00	\$0.00	\$0.00	\$0.00	\$0.00	30
31	PUBLIC SCHOOL CAPITAL OUTLAY	STB01SD PSCOD	338	2001		\$23,000,000.00	\$23,000,000.00	\$23,000,000.00	\$0.00	\$0.00	\$0.00	\$0.00	31
32	PUBLIC SCHOOL CAPITAL OUTLAY	STB02SA PSCOD	338	2001		\$48,595,745.84	\$48,595,745.84	\$48,595,745.84	\$0.00	\$0.00	\$0.00	\$0.00	32
33	PUBLIC SCHOOL CAPITAL OUTLAY	STB03SA PSCOD	338	2001		\$0.00	\$28,404,253.70	\$28,404,253.70	\$0.00	\$0.00	\$0.00	\$0.00	33
34	PUBLIC SCHOOL CAPITAL OUTLAY	STB04SE 04-2695	126	2004		\$10,000,000.00	\$10,000,000.00	\$10,000,000.00	\$0.00	\$0.00	\$0.00	\$0.00	34
35	PUBLIC SCHOOL CAPITAL OUTLAY	STB07A 07-3772	42	2007	25/ 2	\$19,721,168.92	\$19,721,168.92	\$19,721,168.92	\$0.00	\$0.00	\$0.00	\$0.00	35
36	PUBLIC SCHOOL CAPITAL OUTLAY	STB07SA 07-3771	42	2007	25/ 1	\$4,500,000.00	\$4,500,000.00	\$3,148,100.70	\$1,351,899.30	\$0.00	\$0.00	\$0.00	36
37	PUBLIC SCHOOL CAPITAL OUTLAY	STB07SA 07-3772	42	2007	25/ 2	\$278,831.08	\$278,831.08	\$0.00	\$278,831.08	\$0.00	\$0.00	\$0.00	37
38	PUBLIC SCHOOL CAPITAL OUTLAY	STB09A 09-3134	125	2009	29/ 1	\$2,300,000.00	\$2,300,000.00	\$2,300,000.00	\$0.00	\$0.00	\$0.00	\$0.00	38
39	PUBLIC SCHOOL CAPITAL OUTLAY	STB09A 09-3135	125	2009	29/ 2	\$2,500,000.00	\$2,500,000.00	\$2,500,000.00	\$0.00	\$0.00	\$0.00	\$0.00	39
40	PUBLIC SCHOOL CAPITAL OUTLAY	STB09SD 09-3948	7	2009	5/ A	\$963,772.69	\$963,772.69	\$963,772.69	\$0.00	\$0.00	\$0.00	\$0.00	40
41	PUBLIC SCHOOL CAPITAL OUTLAY	STB10A 09-3948	7	2009		\$30,636,227.31	\$30,636,227.31	\$30,636,227.31	\$0.00	\$0.00	\$0.00	\$0.00	41
42	PUBLIC SCHOOL CAPITAL OUTLAY	STB10A 09-3949	7	2009	5/ B	\$20,000,000.00	\$20,000,000.00	\$20,000,000.00	\$0.00	\$0.00	\$0.00	\$0.00	42
43	PUBLIC SCHOOL CAPITAL OUTLAY	SSTB19SB 0001	1	2017		\$17,800,000.00	\$17,800,000.00	\$7,678,233.13	\$0.00	\$10,121,766.87	\$9,633,495.62	\$488,271.25	43
44	PUBLIC SCHOOL CAPITAL OUTLAY	SSTB19SD 0004	1	2017		\$140,216,539.00	\$140,743,039.00	\$33,437,814.15	\$0.00	\$106,778,724.85	\$105,799,816.86	\$978,907.99	44
45	PUBLIC SCHOOL CAPITAL OUTLAY	SSTB20SD 0002	338	2001		\$60,429,031.00	\$60,429,031.00	\$63,443.27	\$0.00	\$60,365,587.73	\$60,338,661.05	\$26,926.68	45
46	PUBLIC SCHOOL CAPITAL OUTLAY	SSTB20SB E0003	338	2001		\$53,424,820.00	\$20,542,898.01	\$20,542,898.01	\$0.00	\$32,881,921.99	\$32,355,919.68	\$526,002.31	46
47	PUBLIC SCHOOL CAPITAL OUTLAY	SSTB21SB 0001	338	2001		\$150,805,730.00	\$8,665,080.61	\$8,665,080.61	\$0.00	\$142,140,649.39	\$139,089,482.71	\$3,051,166.68	47
48	PUBLIC SCHOOL CAPITAL OUTLAY	SSTB21SD 0001	338	2001		\$245,982,200.00	\$150,000.00	\$0.00	\$0.00	\$245,982,200.00	\$245,982,200.00	\$0.00	48
49	Total for Agency:	94000				\$3,386,919,340.86	\$2,989,727,958.92	\$2,625,509,958.63	\$14,118,746.30	\$747,290,635.93	\$740,072,171.46	\$7,218,463.57	49

IV. Consent Agenda*

- A. July 18, 2022 PSCOC Meeting Minutes*
- B. FMP Assistance Application Release*
- C. 2022 BDCP Cat1 (Fiber) Award – Socorro Schools*
- D. 2022 BDCP Cat2 (Network Equipment) Awards*
- E. FY23 Budget Adjustment Request*
- F. Contract Labor for Bond Reconciliation*
- G. FY24 Appropriation Request*

* Denotes potential action by the PSCOC

State of New Mexico
Public School Capital Outlay Council

PSCOC Members

Joe Guillen, *NMSBA – Chair*
Raul Burciaga, *LCS – Vice Chair*
David Abbey, *LFC*
Gwen Perea Warniment, *LESC*
Antonio Ortiz, *PED*
Clay Bailey, *CID*
David Robbins, *PEC*
Ashely Leach, *DFA*
Mariana Padilla, *OG*



Public School Facilities Authority

Martica Casias | Executive Director
Ryan Parks | Deputy Director

ACTIONS SUMMARY SHEET

PSCOC Full Council Meeting
State Capitol Building, Room 307 - July 18, 2022

Unofficial notes drafted for the convenience of subcommittee members and subject to revision at member request.

I. Call to order – Joe Guillen, Chair

Chair Guillen called the meeting to order at 1:36 P.M.

a. Approval of Agenda

Chair Guillen asked if there were any changes to the agenda as presented; as there was none, Mr. Robbins moved for Council approval of the agenda. Ms. Padilla seconded and **the motion was unanimously approved.**

b. Correspondence

None.

II. Public Comment

Patricia Beecher, Superintendent, NMSBVI

Ms. Beecher, NMSBVI Superintendent, thanked the Council for their support in the past and their consideration for the 2022 award.

III. PSCOC Financial Plan

A. Financial Plan:

Mr. Brad Mathews, PSFA Chief Financial Officer, presented the PSCOC Financial Plan highlighting changes since the last meeting. The projected fund balance as of June 10, 2022 was \$747,290,635.93, and the change from the June 2022 meeting to July 2022 for the bond draw was \$3,626,857.74.

B. PSCOC Reconciliation Update and Plan

Mr. Mathews discussed the key points of the timeline, process, and plan to complete the reconciliation update. Council members were in favor of the Awards subcommittee recommendation to hire contractual services to support the efforts to complete the reconciliation, which would reduce the time-frame it would take to complete the necessary work.

IV. Awards Cycle

A. 2022-2023 Pre-Applications Received

Ms. Alyce Ramos, PSFA Programs Manager, reviewed the three pre-applications received for a Standards and Systems-based for the following districts: Estancia – Estancia ES (ranked #63), Moriarty-Edgewood – Moriarty HS (demolition) Moriarty-Edgewood – Edgewood ES - South Building (demolition).

B. 2022-2023 Capital Outlay Standards-Based And Pre-K Awards Overview

Ms. Ramos presented an overview of the scenarios approved by the Awards Subcommittee Meeting for the PSCOC 2022-2023 Capital Funding Awards for Standards-based and Pre-K Awards.

C. 2022-2023 Standards-Based Capital Outlay Award – Farmington - Heights MS

Ms. Ramos presented the potential Standards-based and Pre-K awards for Farmington Municipal Schools. The district requested waivers for all three potential projects. The Awards Subcommittee action did not include waivers for these projects. Mr. Ted Lasiewicz, Farmington Municipal Schools, and Regina Gaysina, Farmington Municipal School’s bonding advisor, spoke to the current and potential bonding capacity and need for the waivers to complete all phases of these projects. The Council discussed whether waivers should be granted, and determined that waivers should not be granted for Phase 1 (planning and design); however, the Council could revisit the waiver issue when the district was ready for Phase 2 (construction) funding.

<p>MOTION: Council approval to make a Standards-based capital outlay award to (Farmington) Heights Middle School – planning and design phase: \$1,712,379 state share, \$2,915,673 district share; Planning and design phase funding for the replacement of the existing facility, for 680 students, grades 6-8, and 89,001 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage (pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting. As this was a subcommittee recommendation, a second was not needed and the motion was unanimously approved.</p>	<p>APPROVED</p>
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D. 2022-2023 Standards-Based Capital Outlay Award – Farmington - Mesa Verde ES

The discussion for all three Farmington Municipal Schools was combined during the Heights Middle School item presentation.

<p>MOTION: Council approval to make a Standards-based capital outlay award to (Farmington) Mesa Verde Elementary School – planning and design phase: \$1,049,043 state share, \$1,786,208 district share; Planning and design phase funding for the replacement of the existing facility, for 447 students, grades K-5, and 58,159 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting. As this was a subcommittee recommendation, a second was not needed and the motion was unanimously approved.</p>	<p>APPROVED</p>
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E. 2022-2023 Pre-K Capital Outlay Award – Farmington - Preschool Academy East

The discussion for all three Farmington Municipal Schools was combined during the Heights Middle School item presentation.

<p>MOTION: Council approval to make a capital outlay award for the Pre-K Capital Outlay Program to (Farmington) Preschool Academy East – planning and design phase: \$999,114 state share, \$1,701,194 district share; Planning and design phase funding for the replacement of the existing facility, for 720 students, Pre-K, and 51,929 gross square feet. Enrollment projections and gross square footage (pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting. As this was a subcommittee recommendation, a second was not needed and the motion was unanimously approved.</p>	<p>APPROVED</p>
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F. 2022-2023 Standards-Based Capital Outlay Award – Albuquerque Sign Language Academy

The Council discussed the waiver request for this potential Standards-based project. Members spoke in favor of the project and granting the waiver. ASLA requested the project to be approved for 300 students, but the current enrollment cap approved through the Public Education Commission (PEC) is 200 students. Therefore the project would be approved for 200, and the school can come back to request an adjustment when the PEC approved the enrollment cap increase.

<p>MOTION: Council approval to make a Standards-based capital outlay award to (State Charter) The Albuquerque Sign Language Academy – construction phase, with a waiver for a portion of the local match, in the amount of \$21,289,264 state share and \$3,000,000 district share; Construction phase funding for the replacement of the existing facility, for 200 students, grades K-12, and 47,000 gross square feet. Release of construction funding contingent upon the finalization of the land lease, local share funding, and if necessary, modification of the contract to reflect all necessary statutory requirements, pursuant to the requirements of the PSCOC. As this was a subcommittee recommendation, a second was not needed and the motion was unanimously approved.</p>	<p>APPROVED</p>
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V. Consent Agenda

Items on the Consent Agenda were not discussed; all Consent Agenda items were approved in a single motion.

- A. 2022-2023 Standards-Based Capital Outlay Award – Gallup - Gallup Central HS**
- B. 2022-2023 Standards-Based Capital Outlay Award – Gallup – Thoreau HS**
- C. 2022-2023 Standards-Based Capital Outlay Award – Gallup – David Skeet ES**
- D. 2022-2023 Pre-K Capital Outlay Award – New Mexico School for the Blind and Visually Impaired (NMSBVI)**
- E. 2022-2023 Standards-Based Awards Additional Conditions**
- F. June 9, 2022 PSCOC Meeting Minutes**
- G. BDCP – 2021 Cat2 (Network Equipment) Awards and Adjustments**
- H. BDCP – 2022 Cat2 (Network Equipment) Awards**
- I. 2022-2023 Emergency Systems Awards Extensions**
- J. CIMS and FIMS from Operational to Capital Budget**

MOTION: Ms. Leach moved for Council approval of the consent agenda. Mr. Robbins seconded and the motion was unanimously approved.	APPROVED
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A.	<p>Council approval to make a Standards-based capital outlay award to (Gallup McKinley) Gallup Central High School – planning and design phase: \$900,480 state share, \$197,666 district share; Planning and design phase funding for the replacement of the existing facility, for 204 students, grades 6-12, and 20,553 gross square feet. Enrollment projections, programming for the specialized alternative educational program, and gross square footage (pursuant to the Adequacy Planning Guide) must be updated in the planning phase and approved by the PSCOC, prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.</p>
B.	<p>Council approval to make a Standards-based capital outlay award to (Gallup McKinley) Thoreau High School – planning and design phase: \$3,821,477 state share, \$838,861 district share; Planning and design phase funding for the replacement of the existing facility, for 477 students, grades 9-12, and 84,350 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.</p>
C.	<p>Council approval to make a Standards-based capital outlay award to (Gallup McKinley) David Skeet Elementary School – planning and design phase: \$1,771,462 state share, \$388,858 district share; Planning and design phase funding for the replacement of the existing facility, for 224 students, grades K-5, and 31,499 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.</p>
D.	<p>Council approval to make a capital outlay award for the Pre-K Capital Outlay Program to (New Mexico School for the Blind and Visually Impaired) Early Childhood Program Albuquerque Preschool – planning and design phase: \$150,000 state share, \$150,000 district share; Planning and design phase funding for potential future projects, to include: bus loop and parking improvements, kitchen and multipurpose addition, Pre-K classroom</p>

	addition, and potential expansion for additional grade levels. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.
E.	Council approval for the Standards-based Capital Outlay Awards Additional Conditions.
F.	Council approval of the June 9, 2022 PSCOC Meeting Minutes.
G.	Council approval to make Broadband Deficiencies Correction Program (BDCP) awards of actual E-rate-approved project amounts to provide the state match for application funding year 2021 for Category 2 (Network Equipment) to nine districts/schools for a total of \$98,789.42 up to the amounts listed in column O of the award spreadsheet attached as Exhibit A. Reduce/rescind the state share previously awarded to two schools to reflect corrections for a total credit of \$33,226.91, as listed in Exhibit A. Award a \$10,000.00 contingency fund to account for potential equipment/chip shortage. Any unused contingency amounts will revert to the PSCOC fund. Each allocation is intended to fully complete the project, phase, or specified purpose.
H.	Council approve to make Broadband Deficiencies Correction Program (BDCP) awards of actual E-rate-approved project amounts to provide the state match for application funding year 2022 for Category 2 (Network Equipment) to nine schools for a total of \$19,327.16 up to the amounts listed in column O of the award spreadsheet attached as Exhibit A. Each allocation is intended to fully complete the project, phase, or specified purpose.
I.	Part 1: Council approval to revert the remaining unexpended balance as of July 18, 2022 for the 2020 Security-based Awards to the districts listed in Exhibit A. Part 2: Council approval to award Emergency Systems projects to the districts listed in Exhibit A. The districts have applied for the full amount of their individual unexpended balance totaling \$2,680,823.41. Pursuant to New Mexico State Statute 22-24-4.6. The districts listed in Exhibit A have certified the design is complete, procurement can be completed and a construction agreement can be executed in six months, and funding can be spent by July 18, 2023.
J.	Council approval to reallocate the annual subscription fees for the PSFA Construction Information Management System and the PSFA Facilities Information Management System from the PSFA operational budget, fund 94300, to the Public School Capital Outlay Fund 94700 as project management expenses.

VI. Out-of-Cycle Awards Cycle

A. P20-001 Alamogordo Chaparral MS – Award Language Change

Mr. Abbey reviewed of the discussions held during the Awards Subcommittee Special Meeting on July 5, 2022. The Awards Subcommittee recommended the MACC increase from \$27.8M to \$36.1M, amounting to \$415/SF.

<p>MOTION: Council approval to increase the established Maximum Allowable Construction Cost (MACC) for P20-001 Chaparral Middle School to \$36,119,525 with a design enrollment of 658 students, grades 6-8 up to the maximum allowable gross square footage of 87,035. As this was a subcommittee recommendation, a second was not needed and the motion was unanimously approved.</p>	<p>APPROVED</p>
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B. P20-007 Des Moines – Award Language Change

The district requested a waiver for a portion of the design phase funding. The district recently bonded to the total maximum amount possible, at \$2.1M; however, the district was still short \$710,953 to complete the design phase of the project, and was therefore requesting a waiver in that amount.

<p>MOTION: Council approval to amend the current Standards-based award to Des Moines Municipal Combined School to include a waiver of a portion the local match, in the amount of \$710,953, for the previously awarded Standards-based and Teacher Housing design phase funding. The revised project funding for the design phase for the current Standards-based project and Teacher Housing design phase shall be a state match of \$962,934 (31.44%) and a local match of \$2,100,000 (68.56%). As this was a subcommittee recommendation, a second was not needed and the motion was unanimously approved.</p>	<p>APPROVED</p>
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C. P20-005 Las Cruces Columbia ES – Award Language Change

Mr. Abbey reviewed that the staff completed a thorough analysis of the zoning and boundaries. Ms. Casias shared key points, noting that there was no additional funding was needed at that time. Ms. Casias highlighted Columbia ES potential increase in enrollment for 2023-2024 to 752 students along with details on the attendance zones versus capacity.

<p>MOTION: Council approval to amend the current Standards-based award to Las Cruces Public Schools for Columbia ES to include a 252 student increase in enrollment for a total of 752 students (PreK-5), with a maximum allowable gross square footage of 87,033 GSF. Upon completion of the design phase work, the district may return to the PSCOC for out-of-cycle construction phase funding to include final approval of the enrollment.</p>	<p>APPROVED</p>
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D. P20-002 Central Newcomb ES – Award Language Change

Mr. Abbey shared that the Awards Subcommittee determined that they did not support the district’s request. Mr. Abbey said that the issue needed to be discussed further with the AMS Subcommittee as Adequacy Standards needed to be developed and analysis to right-size spaces for dual-language instruction. Council agreed with the staff recommendation to not approve the district’s request for six additional classrooms.

<p>MOTION: Council approval to <i>not</i> amend the current Standards-based award to Central Consolidated Schools for Newcomb ES to include design phase funding up to \$315,724, with a state match of \$189,434 (60%) and a local match of \$126,290 (40%), for an additional six Navajo Dual Language Immersion Program classrooms, totaling 4,950 GSF.</p>	<p>AMENDED APPROVED</p>
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E. P13-003 Capitan – Request for Reduction of Advance

Mr. Abbey clarified the motion was not accurate and provided guidance on the language and intent. Mr. Abbey said the challenge was that the district had failed mill levies three times and the district did not have any SB-9 in place. Mr. Ortiz mentioned the district was going out for SB9 election in November of 2022. Ms. Casias provided revised figures and details when the bonds failed noted as the following.

<p>AMENDED MOTION: Council approval to amend the current Standards-based award to Capitan Municipal Schools for Capitan ES/HS to include a waiver in the amount of \$1,700,000, the remaining of the \$1,592,728 would be paid over the next eleven years. <i>The district would make a \$700,000 payment and \$100,000 payments over the following ten (10) years (2023-2032). The final payment would be adjusted based on the remaining balance.</i> Contingent upon recommending the district to pass an SB-9 Mill levy as soon as possible. As this was a subcommittee recommendation, a second was not needed and the motion was unanimously approved.</p>	<p>AMENDED APPROVED</p>
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VII. Other Business

A. Teacher Housing Program Rules

Ms. Ramos presented the suggested Teacher Housing program rules regarding application requirements, processes, prioritization methods and standards, along with the program development and timeline. Mr. Robbins shared discussions held in the AMS Subcommittee meeting, considering the modification of the proposed new scoring and ranking methods.

The Council discussed a potential funding limit, defining terms and community types, prioritization benchmarks, and other considerations to benefit teacher retention and recruitment. Mr. Guillen gave three options to move forward: adopt the guidelines, send back to AMS subcommittee for a special meeting, or send back to the AMS subcommittee to bring back next month. Mr. Robbins proposed the first amendment to the motion, a roll call was taken and the motion failed.

<p>AMENDED MOTION: Mr. Abbey moved for Council approval of Teacher Housing Pilot Program and rules, to include <i>rural-tribal areas only where there is no available housing within ten miles or 30 minutes. Pilot program is limited to \$10M; with waivers allowable. Staff to provide a revised questionnaire and ranking proposal consistent with the motion for approval by the PSCOC Chair, AMS Chair (Mr. Robbins) and Ms. Padilla.</i> Dr. Warniment seconded and the motion was unanimously approved.</p>	<p>AMENDED APPROVED</p>
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B. Recertification of SSTBs

Mr. Mathews reviewed the Recertification's of SSTBs for July 2022.

<p>MOTION: Council approval for the adoption of the Resolution, Notification, and Certification and Reconciliation of unexpended bond proceeds as follows:</p> <ul style="list-style-type: none"> • SSTB21SD 0001 in the amount of \$ 31,876,736 to PSCOC awarded projects. <p>Delegate authority to the Chair to approve any changes to the resolutions and recertifications that may be required upon review by the State Board of Finance.</p>	<p>APPROVED</p>
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VIII. Informational

A. PSCOOTF Update

Ms. Casias reviewed the five presentations that staff presented on July 15, 2022 at the Public School Capital Outlay Oversight Taskforce (PSCOOTF).

B. Process Improvement Update

This item was not presented.

C. Statewide Education Network (Broadband) Update

This item was not presented.

D. Project Status Report:

This item was not presented.

IX. Next PSCOC Meeting

Proposed for August 29, 2022 – (tentative).

X. Adjourn

There being no further business to come before the Council, Mr. Robbins moved to adjourn the meeting. Ms. Padilla seconded, and **the motion was unanimously approved.** The meeting adjourned at 4:06 P.M.

**Please Note: Italic in motions indicate amendments.*

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL

PSCOC FULL COUNCIL MEETING

State Capitol Building, Room 307 - July 18, 2022 | Official Transcriptions by Ubiquis Reporting Inc

Present Members: Joe Guillen (NMSBA), David Abbey (LFC), Antonio Ortiz (PED), Ashley Leach (DFA), Mariana Padilla (OG), David Robbins (PEC), Raul Burciaga (LCS), Gwen Perea Warniment (LESC), Clay Bailey (CID).

The meeting began at 1:36 pm.

Call To Order:

MR. JOE GUILLEN: I'd like to go ahead and call this meeting of the Public School Capital Outlay Council to order. Thank you all for being here, and I'd like to, for us to call the roll, please. - -

MS. DELGADO: David Abbey?

MR. DAVID ABBEY: Here.

MS. DELGADO: Raul Burciaga?

MR. RAUL BURCIAGA: Here.

MS. DELGADO: Ashley Leach?

MS. ASHLEY LEACH: Here.

MS. DELGADO: Antonio Ortiz?

MR. ANTONIO ORTIZ: Here.

MS. DELGADO: Mariana Padilla?

MS. MARIANA PADILLA: Here.

MS. DELGADO: David Robbins?

MR. DAVID ROBBINS: Here.

MS. DELGADO: Gwen Perea Warniment?

MS. PEREA WARNIMENT: Here.

MS. DELGADO: Clay Bailey?

MR. CLAY BAILEY: Here.

MS. DELGADO: Joe Guillen?

MR. GUILLEN: Here.

MS. DELGADO: We have a full Council.

Approval of Agenda:

MR. GUILLEN: Thank you. You all have a, an agenda before you. Are there any amendments to the agenda, Ms. Casias, before we entertain a motion on that item?

MS. CASIAS: Mr. Chairman, member of - -, no amendments to the agenda.

MR. GUILLEN: Okay, so I would entertain a motion to approve the agenda, as present.

MR. ROBBINS: So moved.

MR. GUILLEN: A motion by Mr. Robbins.

MS. PADILLA: I'll second.

MR. GUILLEN: And a second by Ms. Padilla. All those in favor of approving the agenda, please indicate by saying "I".

PSCOC MEMBERS: "I".

MR. GUILLEN: All those opposed? The agenda is approved, and I'd like to go ahead and welcome Dr. Warniment to the Council to her first meeting since being appointed. I know you've attended some of the subcommittee meetings, but again, welcome.

DR. WARNIMENT: Thank you, very much.

Correspondence:

MR. GUILLEN: Okay, so let's go into correspondence, then. Is there any correspondents that needs to come before us?

MS. CASIAS: Mr. Chairman, there's not any correspondence.

MR. GUILLEN: All right. Then we move on to public comment. Is there anyone in the audience wishing to make public comment at this time? Yes, ma'am. Would you please come forward?

MS. PATRICIA BEECHER: Come forward?

MR. GUILLEN: Yes. Hi.

MS. BEECHER: I'm Patricia Beecher from the School for the Blind and Visually Impaired, and we just wanted to, on behalf of MMSBVI, we wanted to thank you for your support in the past and for your consideration this year.

MR. GUILLEN: Thank you. Thank you for being with us. Anyone else wishing to make public comment? If not, then Ms. Casias, did you have an announcement that you wanted to make?

MS. CASIAS: Mr. Chair, members, I wanted to point out that there are two districts online today. One is Capitan, and they wanted to come in person, but when they realized it was an afternoon meeting, they also have a board meeting at 6 p.m. and they would not be able to be in both places at the same time, and so they are attending. They have a GTM, and they are online. Additionally, Gallup requested to be online. They were very interested in hearing about the teacher housing, as well as if the awards are granted today. Thank you for those potential awards.

MR. GUILLEN: Okay.

MS. CASIAS: Also, Mr. Chair, if this is an appropriate time, I'd like to introduce our summer interns?

MR. GUILLEN: Yes, please go ahead.

MS. CASIAS: Thank you.

MR. O'NEIL: Good afternoon. My name is Diego O'Neil. I'm from Puerto Rico, and I'm in - - studying Architecture.

MR. GUILLEN: Thank you. Welcome

GARRETT HARDER: My name is Garrett Harder. I'm a student studying Architecture.

MR. GUILLEN: Good, well welcome to, welcome to the, to the organization, and we hope you enjoy your summer. Thank you. Anything else?

MS. CASIAS: Mr. Chair, members, no.

Financial Plan:

MR. GUILLEN: All right, then we'll go on to the financial plan, and...

MR. MATHEWS: Good afternoon. On page eight, you will find the summary of the PSCOC financial plan. In the lower right-hand corner, there's the differences between months, and a move from security of \$2.7M from FY22 to FY23, and in, two projects from FY23 to FY24 for \$34 million, and a project from FY24 to FY25 for \$16.2 million. And the protected - - balance it has of June 10th, \$747,290,653.93.

MR. GUILLEN: Okay. Anything else?

MR. MATHEWS: No.

MR. GUILLEN: Okay, we—

MR. MATHEWS: On, on page 9, you'll find the PSCOC Financial Plan. Would you like to go through the changes?

MR. GUILLEN: Yes, please.

MR. MATHEWS: On page 9, line 9, under FY22, excuse me, line 10, for security, this was reduced for \$2.7 million and is now represented in line 34 under the FY23 Awards for FY23. That was the remainder of the security. And, line 28, \$17.8 million moved from FY23 to FY24, and line 29, \$16.3 million moved from FY23 to FY24, and line 30, \$16.2 million moved from FY24 to FY25.

MS. CASIAS: And Mr. Chair, members, each of those dollar amounts references a specific school, if you'd like me to cite the--

MR. GUILLEN: Well, I was going to ask, in terms of looking at those projects closer, you've determined that the money will, the use of that money will be delayed? That period?

MS. CASIAS: Mr. Chair, members, that is correct.

MR. GUILLEN: And what are those?

MS. CASIAS: So, let's start with, which one did you say first?

MR. MATHEWS: P19-011, Zuni Municipal School for \$17.8 million moved from FY 23 to FY 24, and the next one is P20-003--

MS. CASIAS: And the reason, the reason it moved, Mr. Chair, is in the middle of a feasibility study to figure which buildings to go, that's taken a little more time than they had anticipated. In fact, Mr. Romine and I have a - - to try to get that moving a little bit faster.

MR. MATHEWS: The next one is P20-003, Mountain View moved from FY 23 to FY 24 for \$16.3 million.

MS. CASIAS: And Mr. Chair, members, that one is on hold because they're waiting for the FMP to be complete, so they really want to establish what the enrollment amount is going to be before they continue with the design.

MR. GUILLEN: And that's Mountain View in what district?

MS. CASIAS: In Roswell

MR. PARKS: And P21-007, Mesa - - Elementary School moved from FY 24 to FY 25 for \$16.2 million.

MS. CASIAS: And Mr. Chair, members, which is in, in Grants. They recently lost their district representative, so they are kind of slowing down and working out who they're going to be hiring for that position. It was Mr. Vance Lee who moved on to Capitan.

MR. GUILLEN: Is that it? Okay. Any questions from the Council? And again, these delays were at the request of the local district?

MS. CASIAS: Mr. Chair, members, they didn't want to be delayed. It was about things that they had to be solved with the feasibility study.

MR. GUILLEN: Okay. Questions? Comments? Okay, does that conclude your report?

MR. MATHEWS: On page 20, you'll find the PSCOC Fund Balance as of June 10th, 2022. In the lower right-hand corner, the balance as of 6-10-2022 is \$747,290,653.93, and the change from the last meeting to this meeting from the - - was \$3,626,857.74.

PSCOC Reconciliation Update and Plan:

MR. GUILLEN: All right. That concludes your report, so again any, any questions from Council members on the financial report? If not, then let's go ahead and move on to Item B, the PSCOC Reconciliation Update and Plan.

MR. MATHEWS: On page 21, you will find the PSCOC Recon and Update plan. On page 21 is the first step of the, of the reconciliation process. So, this was the uncommitted fund balances that were not committed to projects. These funds were reconciled from SSTB 11SD - - to SSTB, 21SB, which totaled 23 bonds- -. So, from September to March, there was \$24 million, and this was presented in the March meeting, but from March forward, there was no additional findings and this process has been completed for step one.

MR. GUILLEN: Okay, and you have a detailed step by step process here, Mr. Matthews, and welcome, Ms. Romero. Anything else you want to add?

MR. MATHEWS: On page 21, no.

MR. GUILLEN: Okay.

MR. MATHEWS: On page 22 is the second step of the reconciliation process, committed bond balances of, of share versus Board of Finance Book of Record, so just the assumption for the recon, a sample of - - bond draws, randomly sampled, and there was 114 separate transactions each month, and each transaction has multiple data points in each transaction to match with, s with the Board of Finance. With 114 separate transactions and 12 bond draws a year for five years, we estimate 5,000, 5,472 separate transactions for reconciliation, with multiple data points and a three-way match with the internal - - sold spreadsheet at PSFA, SHARE, and Board of Finance. It was brought up in some committee about possible contractual services and if, that's something that is the pleasure of PSCOC. We would like to move forward in that direction.

MR. GUILLEN: Well, you have an estimated timeframe. Is that based on bringing in outside help or not? Because it seems to be still quite lengthy?

MR. MATHEWS: This is an internal estimate, and if we had contractual services, it could be reduced, timeframe of the reconciliation work. Some of the reconciliation work, research of the, research some of these items may be time intensive, going back and confirming the discrepancies to work out.

MR. GUILLEN: Maybe we can hear from our subcommittee chairs on this, but the way you've got it scheduled at this point, it would be about a six month time-frame to get this done, with just in house?

MR. MATHEWS: Mr. Chair, members, approximately six months, maybe, with, yes.

MS. ROMERO: Mr. Chair, and committee, that is based on using these two research analysts, and they wouldn't be working on it full time. They would be used, especially now that session is coming up, they will be used on other projects, as well, so this estimate is based on using those two on - - with us as our kind of back-up and my suggestion, also, is to get Finance staff involved, but again, they also have their day to day transactions, so we really like the suggestion of subcommittee chair and members of bringing in outside contractors.

MR. GUILLEN: Okay. Maybe we can hear from them?

MR. ROBBINS: I'm totally in favor of that and would urge the Council to approve getting additional help. There's a lot of auditors that will actually start hitting the ground probably in the next two months intensely, but I'm sure that right now, if we could get someone on state price agreement or otherwise, and there's a lot of auditors that would like state work that they don't win the bids, so I know that there's auditors out there that could do this and would be available to help do it, and hopefully get it done two to three months earlier, not doing it in the next month or two, but hopefully we cut two or three months off of it by getting some outside help.

MR. GUILLEN: Mr. Abbey, any thoughts on it?

MR. ABBEY: I think the Awards subcommittee had a similar concern about the amount of work and the, in effect, and assigning research analysts who have important challenges in other areas for the Task Force in developing the rules. But, this isn't an action item. I think, I think our subcommittee urged the director to try to go ahead and obtain these services, and if, as a result, we need a supplemental to help them with the budget, I, I think the Awards Subcommittee would support that, but it's not an action item today for - -, and I suspect they have enough flexibility in the budget to go ahead and procure those services, and then if they're short later on, I, - - both places, we would - - support for coming up with whatever funding they need.

MR. GUILLEN: Okay. Thank you for your comments on that. Any additional comments or--

MR. GUILLEN: --questions?

MS. LEACH: --so I know in going through this process, we're identifying better practices to ensure that we don't get back in this situation again. Can you elaborate a little bit on how you're developing procedures or putting in place new internal controls as you go through this reconciliation process? Because I would assume that, that's when you're kind of identifying how, it needs to be - -

MS. ROMERO: Thank you for the question, Ms. Leach, Mr. Chair, members. It's definitely been a, eye-opening process for both Mr. Matthews and myself being that I need to identify how big PSFA is. It's such a different entity and organization, and going through learning how you do business and so what we've had to do is go through these processes in order to find the holes so that we can create new processes. So, as we are unveiling these holes, we are documenting the where, when, why, and how so that we can then brainstorm and put together these whole processes, and definitely are trying to be a little more proactive, where I've noticed, in the past, we are reactive. For instance, awards will come to the Council. It'll be in May, and these dollars won't be served by, for possibly the next Council meeting, so that just held up this project. Then, once those were certified, it wasn't budgeted and, budgeted into share for another month or so, so we are being proactive that when the awards are being made, we are actually putting them on the re-certification to be proved at certification at that meeting, so that's speeding up our process. We are also keeping track of everything that we are requesting to be re-certified. What we are finding is that you were approving certifications, but the documentation was not given to Board of Finance, so then we had to reconcile and see what Board of Finance had, and then kind of dig up documentation showing that there were certifications. So, we're going to be doing that on a monthly basis. We are also going to be reconciling once this second piece of the bond reconciliation is completed, we are going to continue to do that on a monthly basis to ensure that we match up with Board of Finance, so there's a lot of things in play. There's a lot of good stuff happening in the Finance Department, we're really excited to bring you concrete numbers, concrete - - balances, concrete uncommitted balances and to re-establish your confidence in, in the Finance Department. I hoped that answered your questions.

MS. LEACH: Thank you.

MR. GUILLEN: Thank you.

MR. MATHEWS: In addition to that, PSFA is going through a process, improvement process and the comments and feedback from that process will be developed into a, internal controls into the finance department at PSFA, and into an internal, internal policy for next, for available staff.

MR. GUILLEN: Is there a, is there a Board of Finance meeting tomorrow that?

MS. LEACH: There is, Mr. Chair, and we did invite Director Casias to present very briefly to our board, the finance, on the processes, this project. They've been approving re-certifications at a quick rate as they've come to us, but that will give them an opportunity to give them a little more information on the process, as well.

MR. GUILLEN: Okay. Is there a need for someone from the Council to attend?

MS. LEACH: I don't believe so, Mr. Chair. Mostly just kind of tying back to sort of the day-to-day processes and how they tie, and Director Casias is going to be giving just a tiny overview of PSCOC - -

MR. GUILLEN: Thank you. Any additional questions or comments? If not, then is this an action item? No, it's just an update, right? All right, thank you.

Consent Agenda:

MR. ABBEY: Mr. Chairman?

MR. GUILLEN: Yes.

MR. ABBEY: I wonder if we could do the consent agenda before the Awards. I think one reason they might have done the consent agenda after Awards is because the consent agenda includes conditions, and maybe that's why, but you've got a lot of people waiting for things that could be disposed quickly, so just suggest, Mr. Chair. I don't know how you - -

MR. GUILLEN: Yep, does anyone have a problem?

MS. PADILLA: Nope, sounds, sounds fine.

MR. GUILLEN: Okay, well, without objection, then let's go ahead and take that item first, consent agenda, and if you could read the items in the consent agenda.

MS. CASIAS: Mr. Chair, members, the first item is a 2022-2023 Standards-Based Capital Outlay Award to Gallup for Central High School. The second one is a 2022-2023 Standards-Based Capital Outlay Award to Gallup for Thoreau High School. The third one is a 2022-2023 Standards-Based Capital Outlay Award to Gallup for David Skeet Elementary School. The fourth one is a 2022-2023 Pre-K Capital Outlay Award to New Mexico School for the Blind and Visually Impaired. Next is a 2022-2023 Standards-Based Awards Additional Conditions. The next one is a June 9, 2022 PSCOC Meeting Minutes. Then we have the BDCP 2021 Category 2 Network Equipment, Awards, and Adjustments. Then we have the BDCP 2022 Category 2 Network Equipment Awards. And then we have the 2022-2023 Emergency Systems Awards Extensions. And then we have the CIMS and FIMS from Operational to Capital Budget.

MR. GUILLEN: Okay, and as members know, the consent agenda, we generally don't have any discussions on this, but we would, if you have something quick that you would really want to ask, please do so at this time. If not--

MR. ROBBINS: Just, on the FIMS, CIMS, it's a totally of \$579,000 for the CIMS and FIMS software agreements. Moving that gives PFSA financial flexibility. I think what we talked about previously on the reconciliation, this gives them definitely some flexibility, but that's the reason, not to give them flexibility, but moving it to capital because all schools use these, whether they come to PSFA and the Council for funding or not, all schools are allowed and urged to use these systems.

MR. GUILLEN: Okay. Thank you, Mr., David, and--

MR. ABBEY: Mr. Chair, I had a follow-up question. I think David - - about it, enrollment I think was - - higher, and - -

MS. RAMOS: Mr. Chairman, members, John Valdez, our planner, confirms that the numbers - -

MR. ABBEY: Okay.

MR. GUILLEN: Okay, well, then, I would entertain a motion and a second to approve the consent agenda.

MS. LEACH: So moved.

MR. ROBBINS: Second.

MR. GUILLEN: Okay, we have a motion and a second. Maybe a couple of seconds, and so all those in favor, please indicate by saying "I".

MEMBERS: "I".

MR. GUILLEN: All those opposed? Motion passes, and it was unanimously. You indicated we have Gallup on the line, and so, anyway, so I hope they heard that, and then we'll move onto the, we'll go back, I guess, to the Awards Cycle, item number four, roman numeral four on the agenda. And Item A is the pre-applications received. And that's page 24.

2022-2023 Pre-Applications Received:

MS. RAMOS: Mr. Chair and members, yes, sir. Mr. Chair and members, on the applications received. This is an informational item informing you of the pre-application letter of intents that we've received since the last PSCOC meeting. We have a total of three. We have one from Estancia, which is requesting a Standards-based project for Estancia Elementary school, which is currently ranked number 63, and we have two Systems-based requests from Moriarty Edgewood to, for demolition for a building on the Moriarty High School campus, as well as the former Edgewood Elementary School south building. As you know, the applications are remaining open all year, so we're receiving them all year long. These are the last three that have been submitted. On page 26, we have a spreadsheet showing a combined list of all of those pre-applications that we received that have yet to receive an award. So for Standards, we still have TorC Middle School and

Estancia Elementary School, and those will have district presentations in November, with potential awards in January 2023, and the Systems-based will tentatively be awarded in October. Following that, Exhibit B on page 27, is the letter from Estancia requesting an application, and then Exhibit C on page 30 and D on page 31 are both from Moriarty requesting an application for the demolition.

MR. GUILLEN: Okay, and these are presented for information only. Is that correct?

MS. RAMOS: Yes, sir.

MR. GUILLEN: Okay, so any questions on any of these? All right, so then let's move on to Item B, Capital Outlay Standards-Based and Pre-K Awards Overview.

2022-2023 Capital Outlay Standards-Based and Pre-K Awards Overview:

MS. RAMOS: Mr. Chair, members, we did things differently this time. Each individual award is separated into an executive summary and motion, so this executive summary and spreadsheets to follow are a summary of all of the awards combined. As we discussed in the Awards Subcommittee, here were a few options for each. The option 1 is the, for standards-based is what the awards the committee presented--

MR. ABBEY: I don't think we need to present the options.

MS. RAMOS: Okay.

MR. ABBEY: You had different staff recommendations. We don't - -

MS. RAMOS: Okay. The, the scenario that the subcommittee approved starts on the spreadsheet, what you're reviewing on page 35, if you'd like to see a picture of all the awards today.

MR. GUILLEN: So, then we have a subcommittee motion on each one of these, right? So maybe the overview first, and then we can go through the motions, or do you want to take them individually?

2022-2023 Standards-Based Capital Outlay Award – Farmington – Heights MS, Mesa Verde ES, and Preschool Academy East:

MR. ABBEY: I would like to try all three Farmington recommendations together, and I think these were good projects, and the only issue was whether a waiver would be granted if the subcommittee - - a fair amount of time looking at unused money capacity, and the fact that these Award amounts are pretty minor compared to the overall cost of the project, again, at this time, they have unused - - capacity, so the subcommittee recommendations don't include a waiver. However, there was discussion that, if, down the road, they come back to a construction award, it would be appropriate for the district, at that time, to revisit a waiver request for construction as needed, so.

MR. GUILLEN: And again, these are matching waiver requests?

MR. ABBEY: These were requests to waive the match requirement for the formula, and the subcommittee found that the district had resources to cover for planning and design the cost of these projects, but down the road, their buying capacity is getting tighter, and they'd be appropriate to come back to the - - of the Council, so I would propose, Mr. Chairman, to make, since the waiver was the main issue, the Council wouldn't support it, but the projects were good, I would support making these in one motion. The projects were good. If that's all right. The, none of the members discussed the waiver, and certainly, they would - - the district - -

MR. GUILLEN: Okay, and there were no other problems identified with the project?

MR. ABBEY: I, I don't think so.

MR. GUILLEN: Okay.

MR. ABBEY: Good projects, reasonable amounts, projects are needed. So, is that all right, then, to try all these?

MR. GUILLEN: Sure.

MR. ABBEY: So, C was, Mr. Chairman, may I?

MR. GUILLEN: Yes, go ahead.

MR. ABBEY: Awards Subcommittee recommendation for a Standard awards to Heights Middle School, state share of \$1.7 million, district share \$2.9 million. This is the planning and design phase to replace the existing facility for 680 students. All of the projections will be updated and approved prior to the completion of the plan - -. Each allocation is intended to fully complete the project phase. On completion of this phase - - funding may be considered at an upcoming scheduled Council meeting. Farmington Mesa Verde Elementary School, planning and design phase \$1.04 million state share, \$1.786 district share, for replacement of the existing facility, 447 students, grades K through 5, enrollment projections must be updated prior to conclusion of planning and design. Again, upon completion, out-of-cycle funding for

future phases, which is basically - - any upcoming meeting. And then third, a request for approval to make - - work with the pre-K capital outlay program to Pre-school Academy East, \$999,000 state share, \$1.701 district share. Funding is - - to - - the existing facility for 720 students. Again, enrollment projections to be updated. The district can come back for construction. Those are the three motions. Chairman - - may have additional

MR. GUILLEN: Thank you, Mr. Abbey. Ms. Casias, any comments?

MS. CASIAS: Mr. Chair, members, I don't have any additional comments.

MS. RAMOS: Mr. Chair and members, I will make one note that when we presented last week for all of these projects, the state and local share are slightly different from today. We discovered that there was an error in our new percentages, so the numbers have been modified and corrected.

MR. GUILLEN: Okay. And we'll be taking a look at that down the line. So, any comments from, anyone from Farmington that's present?

MR. TED LASIEWICZ: Mr. Chair, members of the Council, my name is Ted Lasiewicz. I'm the Chief of Operations for Farmington, and unfortunately, I couldn't make it to the application meeting last month, but I would like to say and I, I don't disagree with Mr. Abbey that we're not 100 to capacity but in, along those lines, I like to have Regina Gaysina, our bond advisor, speak to that because I believe we are practically bonded as much as possible. I would like to say, we appreciate all the work that the Council has done with us over the years, but because of that, we've built a new high school, new middle schools, new elementary, and in doing that we have gone out for numerous elections that our community has voted in favor of, but at this point, we don't feel, I've talked to our Board, to our superintendent, and we just don't feel that an election for further funds would, would pass at all, so but I'd like Ms. Gaysina to speak to the bonding issue, if you don't mind.

MR. GUILLEN: Yeah, and we don't mind at all, but just keep in mind that we are, we'll be considering this down the line and not today, so go ahead.

MS. GAYSINA: Chairman, counselors, as we had discussed at the last meeting, so currently, based on the growth trends in the district's assessed valuation, which over the last three tax years, we've seen a negative trend, and the five-year and ten-year average growth rates have been flat, what we're seeing is not an issue necessarily with legal capacity based on the six percent allowed under constitutional limitation, but what is a tax rate capacity based on those growth rates and the debt the district already has outstanding. So, currently as it stands, Farmington Schools does not have capacity to borrow more than \$8 million estimated at their next election cycle without having to raise tax rates. In order for the district to bond to 100 percent of that legal capacity, the district would have an option in 2025 to go out for approximately \$38 million in GO Bonds, but it would require an increase in a tax rate of approximately \$4, which would get them to the max tax capacity, as well. So, that is the biggest consideration, as Ted had mentioned, would require a significant tax rate increase from the current level that the district has for their GO Bonds of about \$5. So, we're looking at more than double, basically, here, all together, and the district has, and the reason why there's really no bonding capacity is because the District has borrowed more than \$100 million in GO Bonds starting from 2010.

MR. LASIEWICZ: And if I can add, at this point, you know, I tried to put forth in the application where really, at this point, we don't have any excess funding at all. We've maxed out. We appreciate the Council's giving us the award for the Systems projects last December, and we're moving forward with that, but that basically tapped out because we're using the ARPA funds from the feds to help us with that, so we're able to proceed with that. But beyond that, I hate to say it, we just have no money left, even for design. I appreciate the recommendation, but it's just the sad fact of life. We don't have the funds at this point to even proceed with the design.

MR. GUILLEN: I see. Well, I guess you have prioritized the one project with the federal funds, and that will be able to move forward, so we hope that you can come up with a plan or a solution to help us with on this. Any questions?

MS. PADILLA: Mr. Robbins has a question

MR. GUILLEN: Mr. Robbins?

MR. ROBBINS: This is one of my favorite questions. What is your current MILL, total mill rate that the school imposes on the district?

MR. LASIEWICZ: 9.865, I think.

MR. ROBBINS: Our rules, and state rules are--

MR. LASIEWICZ: I understand.

MR. ROBBINS: --that you have to be a 10 mills in order to--

MR. LASIEWICZ: Unfortunately, we don't have a lot of sway where all those numbers fall out with tax rates.

MR. ROBBINS: I understand. I understand that, but the rule, our guidelines and our rules are 10 MILLS. You have to have at least 10 MILLS for the size district that Farmington is. I think the recommendation from Awards is a valid recommendation. Waiver for construction I think would be well within the recommendation that's, probably will come from Awards at that time and would probably be approved by this Council, without trying to speak for the Council, but I think rather than trying to do a waiver now and then limit the waiver on construction, which I don't think would be good to do both. I think it would be better to not have a waiver on the design, use the funds that are available, and if you have to go and ask for a small increase, we're not talking about a five mill increase, we're talking about a very nominal increase, in order to cover these costs, which is only a few million dollars, I think that would be the better route to take and the better direction for this Council to take. Thank you, Mr. Chair.

MR. LASIEWICZ: And, Mr. Robbins, I do appreciate your recommendation, and Mr. Abbey in Awards subcommittee, and it may be that I look at, we look at just one of them as being possible, so, but let me go back to the Board and see what we can do.

MR. GUILLEN: All right. Anything else? If not, then we have a--

MR. LASIEWICZ: Thank you.

MR. GUILLEN: --subcommittee motion before us. Thank you for being here, and I would, at this point, unless there's any questions or comments. Final comment?

MR. ABBEY: It's nice to see Mr. Lasowitz. He was a longstanding PSFA employee, did a great job for PSFA and just wanted to acknowledge his leadership for PSFA, which I'm sure felt - -

MR. GUILLEN: Okay, so all in favor of approving the subcommittee recommendation, please indicate by saying "I"?

MEMBERS: "I".

MR. GUILLEN: All those opposed? Motion passes. Thank you, Raul. And we'll move on, then, to the next item.

2022-2023 Standards-Based Capital Outlay Award – Albuquerque Sign Language Academy:

MR. ABBEY: American Sign Language Academy in - - . May I start out with the motion, Mr. Chair?

MR. GUILLEN: Yes, please do.

MR. ABBEY: Council Subcommittee approval to make a Standards-Based Capital Outlay Award to State Charter Albuquerque Sign Language Academy, construction phase, with a waiver of the portion of \$21.2M State share and \$3,000,000 district share. Construction - - replacement of an existing facility for 200 students, grades K through 12 and 47,000 gross square feet. Release of construction funding contingent on finalization of the land lease, local share funding, and if necessary, modification of contractor's - - all necessary requirements, pursuant to a - - PSFA and PSCOC. The issues on this project were a couple. The waiver is significant. Maybe when I'm finished, you can call on Mr. Ortiz for a significant waiver that looked, looked, we worry about waivers that set precedent and I think Mr. Ortiz will have good explanation why it's appropriate to do away with it, and I, I asked him to be prepared to do away with that. And second, the district requested a project for 300 students, but it is only approved by the public education department for 200 students, so the assumption, although it's not in the motion, is that the district goes to the PED and asks to expand the authorized size of the charter school. That would be something that the subcommittee thought would be appropriate to bring back to the Council at that time, an increase in the school capacity, but not to act on an award amount that's anticipating that future action, so those were the two big item, and again, maybe here from Mr. Ortiz, and then staff, I'm sure they have the - - Mr. Chairman.

MR. GUILLEN: Okay, thank you for the motion. Mr. Ortiz?

MR. ORTIZ: Thank you, Mr. Chair. I'll just make a brief comment. Mr. Abbey stated when we, when we look at waivers, we have, we have, there's a lot of thought that goes into them, and one of the main things we all like to make sure that whatever we're doing, this Council is consistent on what we do, and so we did have a deep conversation on this one, and, and I think the, the, one of the reasons why we decided as a subcommittee to move forward with this waiver was just the unique population of this school. During testimony, it was stated that a lot of these kids wouldn't have an opportunity to get this type of education unless they came to Santa Fe. Some of them don't have the ability to do that, and then if they were in the regular APS schools, there's not the services that they need, and so basically the, the unique situation that these kids are, are in and the services that the school provides I think was our, our determining factor for issuing a waiver for the school.

MR. GUILLEN: Good. Thank you for that, that background on there, and would you like to add, at this point, Ms. Padilla?

MS. PADILLA: Yeah, I, I would. I agree with what Mr. Ortiz described. We are looking at a school with a very unique population that have been waiting for quite some time to receive funding to build the school that they, that they need and that they deserve, so I just want to thank the awards committee for putting in the hard work that they did on this and really looking at it carefully, and so I just I want to thank the Awards subcommittee for that work. Thank you.

MR. GUILLEN: Thank you. Mr. Robbins?

MR. ROBBINS: Thank you, Mr. Chair, and thank you, Ms. Padilla, for your comments. I thank the Awards Subcommittee on this. As you know, I've pleaded with this Council to, to consider waivers for this school and the needs that these special students have. I'm going to cry. Thank you so much, and I urge Albuquerque Sign Language Academy to apply for a cap increase and so that it doesn't defer your design and everything. I think this is a worthwhile project. I applaud you for all the work you've done and I applaud you for all the support in the community - - so - - on this.

MR. GUILLEN: Thank you. Anyone else on the Council? Before we go to staff, and then I'd like to go to Mr. Martinez at that time?

MS. CASIAS: Mr. Chair, members, I'd like to point out that on page 124, we have the capital funding waiver criteria, and if you look at this criteria, the district, the school, the charter school, Albuquerque Sign Language Academy meets the min count of equal to or less than 800, meets the free or reduced, free lunch, and the state share is less than 50 percent, so I just wanted to point that out, that they meet the current waiver criteria, and additionally, if you turn to page 137, they already have a request in to the Public Education Commission to increase their enrollment cap from 200 to 300. I just wanted to point those two items out, Mr. Chair and members.

MR. GUILLEN: Okay, thank you. Mr. Martinez?

MR. MARTINEZ: Mr. Chair, members of the committee, of Council, I don't know what to say. I just want to thank you all for your willingness to listen and to not give up on us. We've been on this journey for a while. I want to thank the PSFA and their staff for their support and help and guidance during this whole process, and I guess one comment I would say, Mr. Ortiz and the Council, the historic nature of this is not lost on me, nor is it lost on my community. Right now, we have, we started school last Wednesday, and so right now, we are all being watched by 130 kids and a bunch of parents because this was a, it's been a long road, but we thank you for your support and we will push to just keep improving the program and making sure that you are all aware of how we grow and how we represent New Mexico. Thank you all.

MR. GUILLEN: Thank you.

MR. MARTINEZ: Any questions?

MS. PADILLA: I don't have questions. I just want to thank you for not giving up. Thank you for the work that you do for the students and families you serve.

MR. MARTINEZ: Thank you.

MEMBERS: Thank you

MR. GUILLEN: Let me echo some of the comments that my colleagues on the Council have made previously. You've been, you've been coming before us for quite some time. As plenty have mentioned, you didn't, you never gave up and, you know, just the nature of the service you provide to the special population you provide has not been lost. I've seen them at, at work. I've seen you at work, and I think that, you know, we, school districts, at one time, didn't like the idea of charter schools, but you know, when they are designed to serve a special population, to, to try out new and innovative techniques and then to share those with public school districts, that was the intent, and if there's any charter school that provides services to, to a unique clientele, it is yours, and I'm very proud to play a part in it, as well. Again, thank you, and we hope to, we hope to see the facility go up and be serving, and I know that members of this Council will be there to help support.

MR. MARTINEZ: Open door to everyone. Just come and visit at all times. Thank you. I cannot say thank you more times than I am. Thank you, thank you, thank you.

MR. GUILLEN: So, thank you, and with that, I would, I would ask all of you in favor of approving this project, please indicate by saying "I"?

MEMBERS: "I".

MR. GUILLEN: Motion passes. I won't even ask.

MR. MARTINEZ: Thank you.

P20-001 Alamogordo Chaparral MS – Award Language Change:

MR. GUILLEN: Thank you, Council members. Let's move on, then, to Out of Cycle Awards, and Item Six, Roman numeral six, Item A, Alamogordo. Mr. Chairman?

MR. ABBEY: Mr. Chairman, the Awards Subcommittee adopted a recommendation for Council to approve an increase of a MACC for Chaparral middle school in - - securing \$36,119,525, a design enrolling 658 students, grades six to eight, - - maximum allowable square footage of 8,735, and this was a learning experience for the Awards Subcommittee - - to, to learn more about how the standards work and how the - - works and how district discretion comes into play. I think I want to thank Superintendent Moore and - - working with the staff. I want to thank Mr. Parks, in particular, at PSFA for trying to, trying to find a way - - in the, it's not evident in this motion, but if you could go back to the last subcommittee, there was a pretty significant difference, and we thought a lot of time thinking about it expressed in dollars per square foot, and the Council, gosh, it started at \$320. Is that table in here? The one that showed the evaluation?

MR. PARKS: Mr. Chair, Mr. Abbey, no, that table is not in there.

MR. ABBEY: So, I'm going to kind of recall from memory. The original work was kind of at \$320 and then staff said how about \$380, and the district said, well they felt they really needed \$480 and so we talked about trying to find a middle ground, and this is art, not science. The standards provide for districts, the standards provide for coming up with kind of a picture of what the school looks like, leaving substantial decision-making in the hands of the district and if they choose to do things that are above the estimated cost, they can do that, but they, at the district's option. I think the subcommittee learned that the district does have some funding sources available that, under any scenario, they're going to need to use their funding to pursue things they're interested in. You know, inflation was, is a big factor in bringing this number up and you know, in some ways, the inflation trends look very strong, growing fast, but in other ways we, we hope, you know, you look at lumber prices. They've fallen 50 percent in the last few months, and steel and concrete are coming down and oil has fallen 25 percent in the last, last month, although it went up \$10 in the last two days, so who knows where this is going. But, but anyway, that's, that's a challenge for the district and the Council to make - - in this environment. We spent a while looking at comparable, including high schools that might, you might expect to cost more and elementary schools you might expect to cost less, and ultimately, this direction of the subcommittee was a compromise and - - weren't generally clear on how to go forward, but the number that the Council - - at the bottom was \$415 a square foot, \$35 square foot increase. If I remember, Mr. Parks, how much was that an increase from the original? 5 million? How much was the, the dollar amount in this motion or from the initial - -

MR. PARKS: Mr. Chair, Mr. Abbey, it would be going from \$27.8 million to \$36.1 million.

MR. ABBEY: The MACC?

MR. PARKS: The MACC.

MR. ABBEY: And then the state share is approximately half a million, approximately. So again, the Council chose a level of \$415, and subcommittee motion, and again, I would suggest maybe we hear from the staff first and then Superintendent Moore before - - my hand.

MS. CASIAS: Mr. Chair--

MR. GUILLEN: Thank you, Mr. Abbey.

MS. CASIAS: Mr. Chair, members, if Mr. Parks had any comment?

MR. PARKS: Mr. Chair, I just wanted to point out this sort of speaks to what Mr. Abbey was asking, but the key points on page 278 at the bottom of that page kind of outlines what, what Mr. Abbey was just discussing. MACC established in the MOU is \$27.8 million. That's a MACC, a maximum allowable construction cost using \$320 a square foot. Current market conditions are showing cost increases, we're seeing here locally of 15 to 20 percent. Our recommendation at that time was \$400 a square foot, a 25 percent increase. Alamogordo school is requesting a MACC at \$487, and has mentioned, the Awards Subcommittee is recommending a MACC be established at \$415 per square foot, and with that, I'll stand for any questions.

MR. GUILLEN: Okay, thank you. I don't believe there are any questions, but I'd like to hear from superintendent.

SUPERINTENDENT MOORE: Mr. Chairman, members of the Council, thank you for working with us to get to this compromise here. This is going to allow us to get to the construction document phase and get this project out for bid so we can see where we are on this - - thing. We hope it comes in really lower, you know, if all the de-inflation ever materializes from this project, it may, but we're confident in moving forward with this recommendation, and getting this project out on the street for bid as soon as possible, so thank you again for working with us on this compromise.

MR. GUILLEN: Thank you. Questions? Any questions from any of the members? I, at this point, I would like to thank the subcommittee, Mr. Abbey in particular and everyone that served on the subcommittee and of course superintendent and all of you for trying to meet in the middle somewhere. And I think we've learned all, you've all learned from this process. You've all learned that we're, we're, we like to stick by the rules because that's what we're, we're accountable to, the rules and the law, and of course we want to make sure we're operating programs that help kids, so again, somewhere in the middle there, and hopefully we'll see this project, as well, move forward and begin serving students sometime soon. So again, unless there's any other comments or questions, go ahead?

MR. ORTIZ: Mr. Chair, just a quick comment, if I could, I'd just really like to thank staff publicly because the subcommittee went back to staff and asked them to go do some work on this, to work on the numbers, so they did a lot of work with the district. A lot of hours went into it. A lot of meetings outside of our subcommittee, so I just wanted to personally say thank you to staff.

MR. GUILLEN: Thank you. All right, so all those in favor of approving this amendment, please indicate by saying "I"?

MEMBERS: "I".

MR. GUILLEN: All those opposed? Motion passes. Thank you

SUPERINTENDENT MOORE: Thank you.

P20-007 Des Moines – Award Language Change:

MR. GUILLEN: Okay. Next item is Des Moines, and there's an award language change proposed, as well. And I see my friends from--

MR. ABBEY: Council approval to recommend the award for Des Moines to include a waiver of a portion of the local match in the amount of \$710,953. We previously awarded - - and teacher housing design phase money. The resigned project money for the design phase should be - - \$963,000 and - - \$2.1 million, and the staff to explain the reason for the change.

MS. CASIAS: Mr. Chair, members, back in December of 2021, the PSCOC issued a letter of support for potential waiver for the construction plan b, so the district went out for a bond for design fees. The total amount they could do bond for was \$2.1 million, but they needed to bond for the \$2.6 million, so the request that they wanted to - - for today was the needed \$710,953. On page 332, you'll see that there was a, in the center of the page, there's a table and you'll see that, that table includes the waiver that the, not the waiver, I'm sorry. The legislative offset, so with that said, chair and members, if you have any questions, I stand for them, unless Mr. Parks would like to add anything additionally.

MR. ABBEY: Just, the key element of this waiver is, after they go to the maximum of their constitution statutory bonding capacity, they are short this amount to start the design, to complete the design phase. So, we hear concerns about raising mill levels, but at this case, they're going to whatever the maximum MILL levy is to support the six percent. This is a class example of when, this is an easy waiver for the Council because they can - - any reason any more than they're offering, and that's the, a good reason for the waiver - - to allow the project to go forward in the district.

MR. GUILLEN: Very good. And I see Board President Damon Brown in the audience, so I'd like to ask him to come up and provide a few comments, if he's like, and the Superintendent. I didn't see her back there.

MR. DAMON BROWN: Thank you, Mr. Chairman, members of the committee. We appreciate the support that's been through this process, and we agree with, with what Mr. Abbey has, has stated here. We have put everything we have possible to this and the \$2.1 million, and that is the amount that we'll need to finish the design phase.

MR. GUILLEN: Okay, thank you, and thank you for working hard on this project, as well. Okay, thank you. Any questions from any members of the Council? Okay, and again, thank you for being here. So, all those in favor of approving the subcommittee recommendations, please indicate by saying "I"?

MEMBERS: "I".

MR. GUILLEN: All those opposed? Motion passes. Move on to Las Cruces Columbia.

P20-005 Las Cruces Columbia ES – Award Language Change:

MR. ABBEY: Mr. Chair, we have an Award Subcommittee recommendation for approval to award the Standards-based award to Las Cruces schools for Columbia Elementary to add 252 students more for a total of 752 students, with a maximum allowable square footage of 87,033 GSF. On completion, the district may return for - - construction, and so the staff did a pretty, very thorough, we thought, analysis of zoning and boundaries for schools and what we thought they could most cost

effectively address building needs of cost the district, and this is a pretty big school, but it was, it seemed efficient. Fairly tight enrollment conditions in nearby schools - -

MR. GUILLEN: Thank you. Anything to add?

MS. CASIAS: Mr. Chair, members, we just have a few key points that I'd like to point out on page 339. There's no additional funding needed at this time. There's two subdivision under development in Columbia's attendance zone, with 238 planned, which could potentially yield 129 students, when done. I'd like you to turn to page 345, and you'll see that we have a graph there showing a Columbia Elementary School enrollment update, and if you look at the chart in the middle, you'll see a red line showing the 252 students and the 2022, 2023-2024 year, and then the other very important chart to look at is on page 347, and this page will show you the number of students, where they're located, and the capacity of those students. If you look at the Highland Elementary School, you'll see there's 1,000 students and a capacity of 732. If you look at, and the potential increase from the development is to 1,116. I'll let you, I won't read each of those to you. As Chair Abbey stated, we went over each of these in subcommittee and it did determine that this was a valid request. If you're looking at that chart in depth on 347, if you pull out the map on 351, you can see where those schools are located and how they feed into Columbia Elementary School. Mr. Chair that is a brief, a brief support of the 752 students. I can stand for any questions and, and the district is present, as you know.

MR. GUILLEN: Let's, let's hear from the district if they have anything to add. Mr. Superintendent, thank you. Go ahead. Go ahead.

GLORIA RUIZ - DIRECTOR OF CONSTRUCTION: Mr. Chairman, I'm Director - -, I'm director of construction, and I appreciate all the work that you have done to help and support Columbia Elementary School. I do have our principal architect. I also have Colleen Martinez, who did the Educational Specifications at planning, and I, I stand for any questions if the Council has any questions, but just - -

MR. GUILLEN: Okay, questions? I think we're all happy that the project continues to move along, and we've right-sized it and do anything necessary to get it going, so.

SUPERINTENDIENT RAMOS: Mr. Chairman and Council members, I also want to thank you for all your efforts and your critical review on this. We've been working hard. I also want to thank my team, who's really been putting all this together and hopefully will bring this community together once and for all to keep moving forward, but thank you all so much.

MR. GUILLEN: Thank you. Unless there's any questions, why don't we go ahead and vote on this. So, all in favor of the subcommittee motion, please indicate by saying "I"?

MEMBERS: "I".

MR. GUILLEN: All opposed? Thank you. Motion passes. Thank you.

MS. RUIZ: Thank you.

MR. RAMOS: Thank you so much.

P20-002 Central Newcomb ES – Award Language Change:

MR. GUILLEN: Thank you for being here. Next is Central Newcomb Elementary School.

MR. ABBEY: Mr. Chairman, this request has shown the intent - - on page 355, and there was a staff recommendation not to support the request, and the subcommittee agreed with that staff recommendation. So, the - - you're seeing - - to it, so, but certainly this is an issue before Council. In fact, one member pointed out it was - - than it should, and Council - -. Now, this is a tricky issue that, going forward, the AMS subcommittee is going to continue to need to work on standards for dual language instructions. This, this school, at present, is 40 percent occupied at 294 students, and this school has been awarded already for how many students? Let's see, 171, on page 12.

MS. CASIAS: Mr. Chair, members, it's approved for 209 students.

MR. ABBEY: 209, down from its current capacity of 240, so 209 is above its existing - - and I understand that the award that was made would allow for two dual language classes. The request was almost for a dual language class in every grade in addition to language instruction, and so, given the enrollment trends, that was a concern to - -. We certainly, under any scenario, we don't want to end up with more space that they need to clean and eat, much less build if it's not going to be used effectively. I, I, I was really excited once to see the MAS Academy. You know, they have two teachers in every grade, effectively. You know, instead of having teacher's aides, they have two teachers per classroom, so it's not uncommon to, the need of dual language instruction is to have an English teacher and a Native Language teacher. There are two teachers per classroom, and we've seen that model work effectively, so, so the Council didn't support the request to the district,

didn't support the - - Council, the summary. We did support the staff recommendation - - but I'm pretty sure this is going to require continuing discussion and analysis going forward on how to right-size space needs for dual language instruction.

MR. GUILLEN: Thank you. Any questions? Anything you'd like to add?

MS. CASIAS: Mr. Chair, members, I'd like to add the key comments on page 356. The dual language program will be implemented in the 2022-2023 school year. The existing - - heritage language program included 150 to 171 students, and each of the requested six classrooms will not have an FTE until 2027-2028, and six of the requested classrooms will be vacant for one year with increasing utilization. Mr. Chair, members, those are the two points that we'd like to make.

MR. GUILLEN: Okay. Is there anyone here from Central?

MS. CASIAS: Mr. Chair, members, yes.

MR. GUILLEN: Yes, we'd like to hear from them also. Mr. Superintendent, how are you?

MR. CARLSON: I'm well, thank you.

MR. GUILLEN: Good, hi.

MR. CARLSON: Chairman Guillen, members of the Council, I would like you to entertain the motion that some of these dual language classrooms, some would be empty, when the building was first built, but they would be filled year after year. The best dual language program, language immersion program, is a 90-10 model, which means there doesn't have to be an a language teacher in those classrooms, and it wouldn't be a dual language right away with two teachers. That would be something that you would kind have go towards. The community of Newcomb is in need of, and desires, a dual language program that we've wanted to offer, and they're very, very much for this. The second part is that the community of Newcomb also has nowhere else to really congregate. I don't know if anybody's been to Newcomb. It's not, it's not just rural. It's not just remote. It's isolated, and so those classrooms would be utilized for community schools, as well, a good place for community members to gather, so there would be utilization of, of those classrooms.

MR. GUILLEN: Okay, any questions? Is there, is there an opportunity down the line if this materializes to be able to go back and get this done? I know it's, it's, I know it's convenient to get it done right now, but if, you know, if this materializes, as you project, to come back at that time?

MR. CARLSON: Well, I brought the Director of Operations Candace Thompson with me, and she can kind of address that.

CANDACE THOMPSON: Chair, members of the committee, as you know, we are in design right now for this elementary school. We will be submitting schematic design hopefully next week to PSFA, moving forward. As you know, Superintendent pointed out this is a very rural and isolated area. Not only will these classrooms be used for our students, but also for Navajo Technical University as continuing education for our high school students, our community members. We feel that now is the time with the money that we have coming from Impact Aid. If we could get the Council to help commit for these six extra classrooms, we feel that now is the time to proceed and move forward. Newcomb has, unfortunately, not had any construction for many years, and our school board, this is their desire. They have voted on it and this is the direction that they would like the Superintendent and myself to move in. We come to you asking for support. As you know, we've had awards adjustments to this to include the middle school and the high school, to merge those two schools and reduce our two, our square footage in those two schools and update those schools, so if there's any questions, I stand for them.

MR. GUILLEN: Okay. Let me ask, Mr. Abbey, did you all consider possibly approving an alternate design and then possibly having that available when, when those classrooms would, would be filled to come back so that it could at least be designed at this point?

MR. ABBEY: I think that's something that I would suggest the district might take this action, if it, if it isn't approved today, they might go back and - - the district to try some other options, but again, an additional question that there's strong support for, well, not support but even a constitutional mandate to provide to dual language instruction, and the way we understood it, there are two separate classrooms, not regular classrooms, provided in the square footage, so it's really, I, I - - the - - committee and - - the Council would - - it's an option to increase, too, but one dual language for every regular classroom was the starting point, and I think we were hard-pressed to think of an option. Maybe more than two, but I think that would probably be in their court to come back, and I think they probably have the wherewithal, with their resources and the Impact Aid to do some design options. They might go out with - - alternates that would provide some additional classrooms, now at their expense or later by coming back and asking the Council again to participate. At this design stage, if, I think flexibility will - - an opportunity to keep working on it and, and doing, part of it is an educational thing. I think the Council needs more education on how do you think about right-sizing space needs for a regular class and a dual

language class, and the work of the subcommittee was not in a position to do that and we, I think we all thought we needed an education, but it was hard to do that on just, by acting on this one.

MR. GUILLEN: Okay. Mr., Mr. Robbins?

MR. ROBBINS: Thank you. No, I, I appreciate the request, and I do support the Awards recommendation. You know, I understand teachers like to have their own classroom. They like to be able to outfit it, to put posters up that meet their students' unique needs, but it's a realistic thing that we can't have a classroom or a space that's utilized, maybe utilized every day, but it's only utilized for 10 percent of the school day. I understand, if we have more teachers, they need more space, but it doesn't necessarily mean an additional classroom. It may require an additional office space that standards could take into account on everything. I think that's something I think that it would be a reasonable thing to look at in terms of where do you put those supplies and things that are going to be for, it could be a different type of wall partitions and everything that could be opened up and have those type of materials on them that could be opened up and incorporated in a classroom, slightly larger classroom that could be used for dual purposes rather than a totally separate classroom. My mother was a teacher, and she loved having her own classroom that was hers for the whole year. You know, during open house, if people come in and mess up your classroom, teachers don't like that. I appreciate that, but it comes down to reality, and I think Awards is looking at it from the standpoint of, you'll have additional operating costs that you're not going to get SEG for. You're going to have additional maintenance costs that you don't get SEG for in terms of janitorial and things like that, and day to day - - that's something for the district to consider seriously also, so thank you.

MR. GUILLEN: Thank you, Mr. Robbins. Did you want to add anything, Dr. Warniment?

DR. WARNIMENT: Certainly, Mr. Chairman. All right, I think that what's very important about this is that it brings back proper - - is very worthy of research. My own knowledge of dual language classrooms and programming, I agree with Director Abbey that we would want to look at this a little bit more complexly to look at and understand what's really necessary in terms of classroom space, how teachers begin to work with one another to create the best possible environment for those students. It's a little preliminary to provide an award. However, it's very worthy, so something for us to continue to look at very closely to follow up.

MR. GUILLEN: Thank you. Thank you. So, I, any other comments?

MS. LEACH: I have - -

MR. GUILLEN: Yes, go ahead.

MS. LEACH: I was just going to say, with these comments, I think additional information and understanding education on the space needs would get us to the next step in considering the award. Thank you.

MR. GUILLEN: Okay, so I think we've outlined some options that you have to go and look at. We're not closing the door permanently, but we are saying at this point, that is the recommendation, and I think that if you can continue to work with us on that, provide additional information as you get that, I think we would be amenable to that, so, I guess if there are any other questions or you would like to add anything in closing, we'll go ahead and vote on the subcommittee motion.

MR. CARLSON: I'd just like to add real quick, if - -

MR. GUILLEN: Okay.

MR. CARLSON The community of Newcomb has been neglected for quite some time by the district and lack of funding, and all the schools are in need of repair. That's why there's a couple different projects going on. I wanted to address those, and part of the point - - today was to bring that to your attention, that there's a reason why there's a - - enrollment, but we don't know all the reasons, and some of those reasons have to do with those BIE schools that are in the Newcomb area and that students have access, partly because of those facilities that our district has had an possibly neglected. As we look to upgrade those facilities, we hope and, and we know, some of those schools, those students are going to return, and so those numbers would hopefully be going up. We can't project just how much because we don't know the amount of attrition and - - to those BIE schools. That's another portion to consider.

MR. GUILLEN: Great. Well, I think we all look forward to, to putting the resources that we're all jointly providing to improve those schools to come, to come through and help increase the enrollment, so again, thank you for your comments, and we'll go ahead and vote on the motion. All those in favor of the subcommittee motion, please indicate by saying "I"?

MEMBERS: "I".

MR. GUILLEN: Those opposed? Motion passes. Thank you.

MS. THOMPSON: Thank you.

P13-003 Capitan – Request for a Reduction of Advance:

MR. GUILLEN: Let's move on to Capitan, item E, request for a reduction of advance.

MR. ABBEY: Mr. Chairman, the subcommittee approved the recommendation to amend the standards based award to Capitan to include a \$1.7 million reduction in the local match advance on the recommendation that the District continue to pursue an SB-9 mill levy as soon as possible. The remaining balance of the local match showed a \$2,122,234, with each payment in the amount of \$100,000 over 10 years. I think we've got our math not quite - -. Let's see, we were three, we couldn't do \$100,000 over 10 years. It would be 2 million, so something's wrong. Help me out. Am I reading the right motion? Yeah, that's not right. They start out with owing \$3.4 and we reduced it to \$1.7, and then they paid \$700, and then would have an outstanding balance of a million, so I think if we could pass over this item while you straighten out those figures. The outstanding balance should be about \$1 million, and it should, yeah, about a million left, after they pay \$700, but I don't know if that needs to be in the motion, or not. That's their intent. We could hear from Mr. Lee as we talk about it, but we'll need to get the figure correct in the motion.

MR. GUILLEN: So, Mr. Lee, are you on remotely?

MR. LEE: Yes, we are. I hope you can hear us?

MR. GUILLEN: Yes, we can hear you.

MR. ABBEY: Before we, could I make a few comments?

MR. GUILLEN: Yes, go ahead, Mr. Abbey first.

MR. ABBEY: We need to straighten out the motion, but generally the challenge here is, this district has failed MILL levies three times. We're, and I think at the right time, staff, the subcommittee asked staff to give us the details on when those failed, but they don't even have an SB-9 in place, which SB-9 is basic for almost every district to generate operating cost, and--

MS. CASIAS: Mr. Chair?

MR. ABBEY: --and there's some perception that I, the Council discussed a lot and I was involved in conversation, some folks think that it's almost as if the district has sold a bill of goods to the Council in advancing money when they really didn't need it. The reality is, this district had the benefit of a brand new school for the last 10 years, and there are provisions in statute for the Council to impose levies on so called recalcitrant districts who aren't able to make their obligations or meet their shares. I, we've never done that in history, and it's not a happy thing, especially in a time of our state's financial condition to be making a, the state imposed tax rate on a district - - in order to adopt, so I think the Awards Subcommittee wanted to bend over backwards to figure out kind of a way a bank could, in the case of a work-out, how could we bring this district back into compliance with what their obligations are. How can we incentivize them to impose levies that - - so that was the thinking - - on the failed - - but this should help them a lot, you know, making the case to the district and if the Council worked with them to allow them to get back into compliance - -

MR. GUILLEN: Thank you.

MR. ORTIZ: Mr. Chair, just a quick comment on that. We got notification from the district that they're going out for their SB-9 election in November.

MR. GUILLEN: Okay. Do you have some revised figures for us?

MS. CASIAS: We do have some revised figures, as well as the details of when those bonds failed on page 364. It lists the amount of the bond, in 2017, \$22 million failed. In 2021, a six year bond failed, and 2020, November 2021, again, a six year bond failed. Those are those details and Mr. Parks will have our math worked out.

MR. PARKS: Chair, members.

MR. GUILLEN: Okay, pay attention to this, Mr. Lee.

MR. PARKS: Please. I believe this is where the discrepancy is. I'm looking on page 370 of the book. It's the second page of the letter from Capitan Municipal Schools, and I'm on the first full paragraph that starts with, in retrospect, and what I'm reading is, Council to award a waiver in the amount of \$1.7. The remaining \$1,592,728 could be paid over the next 11 years. The district could make a \$700,000 payment. I believe that should be, the district will make a \$592,728 payment, and then subsequent \$100,000 payments.

MR. ABBEY: I would stick with the initial recommendation of \$700, and then adjust the final--

MR. PARKS: And then adjust the final payment?

MR. ABBEY: Yes, and that was, actually, in my view, a generous concession from us because there was some misunderstanding about what their cash position was.

MR. PARKS: Mr. Chair, I would ask for Mr. Lee's concurrence of my review of that.

MR. GUILLEN: All right, Mr. Lee, did you hear the discussion?

MR. LEE: Some of it. We're not, we're not able to hear real well on our end, but basically, I got the gist of it, \$592 up front, \$100,000 over 10 years, and then there would be some kind of a balloon payment at the end to finalize. Did I, did I hear that correct?

MR. GUILLEN: Let me correct you, actually. I think its \$700,000 up front, then \$100,000 thereafter.

MR. LEE: Okay, so that was our original request.

MR. GUILLEN: Right.

MR. LEE: Yeah, I do apologize, Mr. Chair. I think in our request I had a wrong number there, but the, the bottom line is we're asking for the \$1,700,000 reduction and then make the payment plan something that's a little more manageable for our district so that we can be good on our debt.

MR. GUILLEN: Great. Well, that is the recommendation at this point, so unless you have anything else to add, let's see if there's--

MR. LEE: No.

MR. GUILLEN: --let's see if there's any additional questions from the Council members? No? On this side? No? Okay, we don't have any additional questions, so we're going to go ahead and take action. All those in favor of approving the subcommittee recommendation, please indicate by saying "I"?

MEMBERS: "I".

MR. GUILLEN: All those opposed? Motion passes, and we look forward to working with you on that, Mr. Lee.

MR. LEE: Thank you.

MR. GUILLEN: Thank you. All right. Let me, let me at this point, before we go on to other business, just thank the committees and the staff for all the work that you did in getting ready for this award cycle. All of these out of cycle projects, as well. I know this was a heavy, heavy agenda, a lot of work and again, thank you all for, for everything that you, you've done. Okay, let's go to other business, Teacher Housing Program Rules?

Teacher Housing Program Rules:

MR. ROBBINS: Well, we had the staff say it and then I'll kind of sum up what we discussed in the subcommittee.

MS. RAMOS: Mr. Chair and members, we're bringing back the teacher housing program rules. We've added a few more exhibits for you to look at and a few more suggestions that we've made since last month, which include first, we've, we've already suggested that, apply districts would submit a pre-application letter of intent detailing their need for teacher housing, potential scope, estimated cost, and funding information, just like the other programs. Now, we're, we've added to complete and submit the Teacher Housing Questionnaire, which is Exhibit B, which would provide additional information on the need for teacher housing location, need, unit details and how the district will operate and maintain those teacher housing, and that sort of collects standardized information from all of the districts when they apply. We've also developed a prioritization ranking sheet that we will fill out internally based on those answers to those questions in the questionnaire. I believe that is Exhibit C. This will have a ranking prioritization for the - - needs, community type, sustained local housing options and potential housing type and the districts that need teacher housing units and have no teacher housing units and have no teacher housing units in rural and tribal communities with no or insufficient housing options would be prioritized. We've also been asked to have a cap for the dollar amount, currently \$10 million is certified for teacher housing. We're suggesting an increase to \$50 million for FY23, I'm sorry, \$50 million, and we believe, the new things that we've added, the Memorandum that would go out if this is approved today, releasing the application.

MS. CASIAS: That's page 376.

MS. RAMOS: And on page 381, we have the Teaching Housing Questionnaire that I just spoke to. After the district applies, we would send this to them to fill out with detailed information, and on page 384, we have our ranking sheets that PSFA staff will complete, which is divided into categories for the housing needs, which divides it into three categories that I spoke to earlier last month. That is, the district does not have teacher housing units but needs them, district has existing housing units that need a replacement, and the district has existing housing units but needs additional teacher housing units. We've also divided the community type into rural, tribal, and urban, with assigned points to prioritize those for urban not getting as many points as the rural, and we've also added questions for global housing options, which we will research once those districts applied to determine what the housing availability is in that community at that time, and lastly, teacher housing type if the will be multi-family or duplexes versus individual - -

MR. ROBBINS: Mr. Chair, we, we went over there. We felt that the application itself was good. We did ask for some tweaking of some scoring. Originally, there was 40 points, and we felt that it was a little bit too compressed, spreading it

out to 100. I think we maybe suggested doubling that, but I think 100 is a nice easy number for everyone to see. It will give a little more differentiation between requests. If sufficient requests come in that would exceed the dollar amount allows a fairer prioritization. The subcommittee did not take a, a vote. We discussed the \$10 million current and the \$50 million increase for teacher housing alone, which would be a very sizable increase. It would be over, it would be close to 15 percent of the total available funds that we have, and to dedicate that to housing, personally, I, I felt that, that was a very high amount, especially since the school is doing a Standards-based application. They could include teacher housing as part of a school build and things like that. So, to have a set aside of \$50 million and then you also in your Standards additional, I didn't personally feel comfortable with such a large amount because, theoretically, you could have \$80, \$90 million dollars a year going to teacher housing. It'd be great. I don't know that the state has the construction capacity to do that much housing on, in these remote areas, so that's another issue that I think we should consider. Some increase may be warranted for stand-alone teacher housing from the \$10 million current. Personally, I don't know if - - other subcommittee members may want to add in. Definitely an increase from the \$10 million may be warranted. I have reservations about increasing it to \$50 million, so.

MR. GUILLEN: Good. More comments?

MS. PADILLA: Yeah, Mr. Chair, regarding the set aside amount you know, clearly staff shared that there's definitely need for additional housing and that they, they felt like \$50 million was an appropriate amount. I'm not sure. I appreciate Mr. Robbins perspective on perhaps setting aside such a large amount just for housing may not be appropriate. I think it's worth it to ask staff to, to weigh in some more on that. And I had a question for staff about, we had some questions about defining various aspects of the ranking form, and just wondering, you all came up with 10 miles or 30 minutes, and if you could explain where that came from?

MS. RAMOS: Mr. Chair, member that was what was discussed in subcommittee.

MS. PADILLA: It was my understanding you guys were going to look at other options. I didn't know we had settled on that, specifically.

MR. ROBBINS: Yeah, we had kind of talked about to look at what average travel distance, I know nationally, it's about 45 minutes one way, nationally, but you're looking at larger, urban centers like LA and New York and places like that, also. We were wanting, I think, the subcommittee wanted you to look at if maybe, if BDR or someone had maybe, maybe Department of Transportation has an average commuting time in the state that we could use kind of as a benchmark, and maybe you go, you know, it's statistically or one standard deviation above that or below that, either way, but to use something as a benchmark that you can hang your hat on, rather than just saying, well, we pulled a number out of the air. So, that might be the one thing, if I'm hearing Ms. Padilla correctly, that may need a little tweaking before we settle on just the 10 miles or 30 minute. That was, I think I threw those numbers out without any research done on whether or not those are reasonable. And maybe it gives you some reasonable numbers of saying, yeah, that's probably reasonable. We get some sort of outside authority to give us some sort of substance to kind of back up the number we just - - out of the air.

MS. PADILLA: That's correct, Mr. Chair, Mr. Robbins. That was my recollection of the conversation and what we were asking is we don't have arbitrary numbers that we really research them and they make sense for such a ranking system.

MS. CASIAS: Mr. Chair, Ms. Padilla, we will, we will look at that and - - entities - - Department of Transportation. And Mr. Chair, members, if you are looking to approve this today, perhaps we can do this one piece, get this one piece reviewed and maybe set it to the chair - - if you think that's appropriate.

MR. GUILLEN: Excellent. I think that would be helpful.

MR. ROBBINS: Just to add, Mr. Chair, I'd note Federal Highway Administration does have federal highway average commute distances, not, you know, by metropolitan areas. They do have that information, so that might be why I, I suggested a Department of Transportation, as well as - -

MR. GUILLEN: Okay. Any other questions or comments? Mr. Abbey:

MR. BURCIAGA: Mr. Chairman, can you hear me?

MR. GUILLEN: Yes, go ahead.

MR. BURCIAGA: Thank you. Some of this was already addressed from the comments I just heard. Can you hear me okay?

MR. GUILLEN: Yes, we can hear you.

MR. BURCIAGA: Okay, but I, I, I was not at the AMS meeting last week. Mr. Turner attended and filled me in on some of the discussion, but I just want to reiterate, I do have some concerns with the scoring and prioritization method, the ranking, if you will, only because I'm not sure what is meant by, well, not only, but one of the things I'm concerned about

is, how community is defined, and I don't know if that means a part of a metropolitan area or the city or county itself, or some distinguishable feature of a metropolitan area, because you could conceivably have a community that falls into both rural and tribal, for example. And so I, I'm not sure what's, what community means. That might be something PSFA staff wants to look at and define more clearly. Mr. Robbins has already discussed the issues with respect to housing, and I'm, I'm not sure how affordable is necessarily defined. I, I realize it's defined down there, but we have a number, I know we have a lot of teachers who live in Rio Rancho, for example, and work in, in Albuquerque because it's more affordable, Rio Rancho than Albuquerque and you can basically get more house for your money, so it can be a little subjective when you get into areas like Albuquerque, Rio Rancho, so just, I think it would be helpful for PSFA staff to look at it all more closely and just reiterating some of the things that have already been discussed on that point. Thank you, Mr. Chairman.

MR. GUILLEN: Thank you. Thank you for those comments. You know, as, as I'm hearing the discussion, I think that we need to get these out as soon as possible, and trying to nail every definition down at this point, we're going to delay this, if that's, if that's acceptable to you all. The other way to do this is, is let the, let the applications come in, based on what you have currently, and be flexible with your ratings, and let the applications help with determining the, the process. I mean, we, we used to do that back at local government when we were bringing in a new criteria, and just letting actual applications be the determining factor. You don't have to set what's high, medium, and low point wise, but you can do that, and then use, you give the spread on those, on those criteria, and you determine, for instance, if, if there's, you have several applications that, where the, the criteria is definitely separated or if it's very close. But, so I guess what I'm trying to say is, do you all want to try and nail these down at this point before, and hold up the guidelines or the application process, or do you want to try and be flexible and address those once the applications come in. Also, I would say that in terms of the dollar amount, why would you want to say you're going to open it up to \$50 million at this point. Why don't you see how many applications you get and then you determine how much money you want to spend either this first year and then, then move forward. \$50 million is quite, quite a bit. Do we really want, you know, we're getting into this housing business, and it, it's pretty complicated. At DFA, we used to do housing, and we sent that away to the Mortgage Finance Authority and the State Housing Authority, so are we encouraging districts to get into the housing business? I saw that we have priority to those districts that have housing already that need to get that fixed up, but again, we don't want to be starting housing programs in Albuquerque, Rio Rancho or anywhere like that. There's enough housing to go around. Anyway, I might be rambling too much.

MR. ROBBINS: Mr. Chairman, if I could ask Mr. Burciaga, are you looking at what was the survey and the ranking that was at subcommittee or are you looking at the ranking sheet that's in our packet for today, because they did do some definitions in there, and the 30 percent of income is a HUD definition. That is a HUD-defined, nationally recognized standard that if it take more than 30 percent of your income, that would not be considered affordable housing, so even if it takes only 32 or 33 percent, they would then classify the community as not having affordable housing. So, Mr. Burciaga, did you hear me?

MR. BURCIAGA: I did. Thank you, Mr. Robbins. And yes, I did see that. I guess my confusion on that is that, that is for an individual let's say public school employee, or school teacher for that matter--

MR. ROBBINS: It's household income.

MR. BURCIAGA: --but I'm not, I'm not sure how it fits into whether or not a district would, would, you know, or a specific school would fall under that. The definition, to me, applies to an individual, whereas this from really applies to a district, so I'm not sure how you would use that. Going back to what Chair Guillen mentioned, I'm okay with this moving forward. I am looking at Exhibit C that came in with the, the latest agenda book, and I, I'm fine with it moving forward because this particular form needs to be completed by PSFA staff, so I think there's still an opportunity to continue looking at that and refining it as needed. I would just like clarification on that housing affordability measure and how it relates to an individual and how it's going to be used for a district-wide purpose.

MR. GUILLEN: Okay, is that, is that it?

MR. BURCIAGA: That's all I have, Mr. Chairman. Thank you.

MR. GUILLEN: Go ahead?

DR. WARNIMENT: Thank you, Mr. Chairman. There's a couple things in looking at the application and then in the rubric, as well, or the scoring, that I would suggest if we are going to go forward, I would suggest for amendment or changing. The first is that you combine rural and/or tribal, rather than having those as two separate community types because, if inadvertently you mark tribal, even though you're rural, you're going to suffer from a lack of point, and both of those, typically in the state of New Mexico are synonymous. In New Mexico, rural and tribal are synonymous. The

second thing is, in terms of, this kind of goes to purpose and what we're addressing. There are two reasons, in my mind, you actually have teacher - - the first is for retention. The second is for recruitment. For recruitment, you're going to want to provide teacher - - the funding for teacher - - when no housing is available. That's critical for those districts. The second is retention, and that's more about affordability, and that's a bigger question for us to address, and I think what we might want to do is actually just address where's no sufficient housing, and just the retention issue, and that might give us some time to really, then, think about what are we doing in terms of this affordable space because that is the more complex space when we think about Rio Rancho or Albuquerque, that - - and then adjust accordingly the \$50 million.

MS. PADILLA: Mr. Chair?

MR. GUILLEN: Ms. Padilla?

MS. PADILLA: To Director Warniment's point, I had the same question about rural and tribal in committee and asked, would you check both and get both those points together for that category, because I agree with you. I agree with that point.

DR. WARNIMENT: yeah.

MS. PADILLA: I, I understand the need to move forward with this, and I don't know if it would be appropriate to address, quickly address, call special meeting, subcommittee meeting to quickly look at what staff comes up with and approve it. I don't know if that's appropriate. I understand the need to get the application out, and, but also, if staff feels like you can do what Mr. Chair recommended, just go through this process with a couple of tweaks to the ranking system and see how it goes, and we can modify it going forward. My, my only concern would be is that we create confusion or it makes it difficult to really assess applications based on our ranking system. I just don't want us to have problems or confusions along with the districts if our ranking system isn't clear. Understand the need for moving and taking action and letting this application process commence, but also want to make sure we have a good, good tool that will aid us in making good decisions.

MR. GUILLEN: Good, thank you. David?

MR. ABBEY: Well, I've got a lot of - - so, first of all, I'm reading the motion, it just says - - the rules and release of application, so I'm interpreting that this is a pilot, it's a \$10 million pilot. The amount of the next round is not - - at this point, so--

MR. BURCIAGA: Yes.

MR. ABBEY: --I don't know why we would, if we have a pilot, why would we act on the next phase of the pilot - - so I would propose, well, it's not part of the rules and, rules anyway, so I don't need to know why it's here. Is it part of the rules? I don't think so. I think it's gratuitous and shouldn't be. Do you agree, Mr. Robbins?

MR. ROBBINS: I agree.

MR. ABBEY: Okay. So, we can--

MR. ROBBINS: We can take that out.

MR. ABBEY: Without objection, that would not be part of releasing rules and applications, and I think that helps, so we have a \$10 million pilot that doesn't - - I think there are a lot of unanswered questions, but I also don't think it hurts to throw it out there, see how it works. I, I, what about tax issues? I thought that was tax treatment. I thought that was an outstanding question that we need to be researching?

MR. GUILLEN: I, just a minute, I got a note from Raul that he's having a hard time hearing the rest of us. He could hear me, but if you could just speak directly into your mic when you speak.

MR. ABBEY: I've got two on. It's not helping.

MR. GUILLEN: Maybe that's the problem. Maybe one's cancelling you out.

MR. ABBEY: Tax treatment, I thought that was going to be researched, like giving, how does that work and how does it affect our program.

MR. ROBBINS: We did discuss that. I mentioned it in subcommittee that there is, in any, any relief that's given to an individual in terms of income, so if they receive a below market rate on a rental unit, if they don't have to pay anything or they pay a below market rate, that difference is taxable income, and the district is supposed to report that. I don't know if we want to get into being the tax police. We have a Department of Taxation and Revenue, but that is an issue I think needs to be communicated to districts if they are not charging a fair market rate for rent, utilities, things like that. If they are subsidizing it, then that can, could be considered an income, taxable income to the individual occupying the unit.

MR. ABBEY: I, I would think we might want a certification by the district that they're aware that there are tax consequences, and if they are, they need to own the tax consequences, just in their application form, they have to certify the - - I don't, I'm not in favor of waivers for a \$10 million pilot. I mean, we're trying to get a feel for how this works, and

waiver really are a lot of work. They slow us down, and I think waivers clearly have a role for a lot of schools - - trying to stand up a - - I think it's money, it's making our work, it's complicated enough to see how it works without a waiver, so I would just, I would recommend, I'm not making a motion yet, but I would recommend scrapping the provision that provides for - - waivers. That's on 377, so it's, contingent on the \$10 million, but \$10 million's, you start doing waivers, and it's not going to go that far. And finally, I don't think we've done enough work on how we prioritize this. I agree with Mr. Guillen, every state has a state housing agency and it's - - and I'm concerned we haven't done enough analysis to think about how we effectively prioritize. You know, there's some discussion about census districts. I asked about that. Somebody looked at it, but I just think we could be a lot more effective at trying, trying to figure prioritization criteria. Having said all of that, for a 10 million pilot, I don't know that we need to have solved all these things, but this has been a lot more work entailed, I believe, for this Council to get in the housing business in a significant way.

MR. GUILLEN: Other comments or questions?

MS. PADILLA: Maybe, Mr. Chair, a clarification. So Director Abbey, you said it's a \$10 million pilot project, or program, so let's just let it go, don't, don't think about it too much, or scrutinize it too much, but yet you would like to improve or have more clarity on the ranking system, so just understanding--

MR. ABBEY: Well, that's hard to do without slowing down, so I don't know why that, other than the fact that we've had this on deck for a long time and we want to make progress, but I think that we haven't made enough progress to move forward, but if someone feels like we need to find out, test the waters, it wouldn't hurt to, ordinarily, I would want to see this more, more thought out with how to prioritize, just this, you know, the rankings I think are a step forwards. I think - - but I just think you could do a lot better. And the problem once you, the problem once you start one of these, I think most of us think, I don't think that this is mainly a rural problem, and it's not to say that housing is not a problem in urban New Mexico, but it's not fundamental to providing public education, housing in urban New Mexico, whereas in rural New Mexico, we can't have rural education, education in rural New Mexico without a place for teachers to live in Los Queiroz. So, again, we should be really careful with going into this program that we, we know, we know, we probably are heading towards - - behavior health. We know we're heading to make greater investments in housing in our state, but my gosh, nurses, firemen, police, I just think it's a book, it's a state problem and we should be really carefully entering a solution to this - - in a - - it's close to - - rural way.

MR. GUILLEN: Okay, so I think we've had some good discussion I think the, the choices are to, okay, and these are to, you have three options: adopt these today, send them back to committee for a special meeting, or just send them back to committee and bring them back next month. So--

MR. ROBBINS: Just again, if, if I could, I would make a recommendation and a motion that we accept the ranking system, we accept the application form as is, we limit the amount for stand-alone housing to \$10 million for the balance of this fiscal year. That can be revised or revisited if the demand exceeds that \$10 million, but for the initial pilot, to leave it at that, and any changes to the ranking system be looked at by PSFA staff as, to ensure any discrepancies or perceived unfairness in prioritization.

MR. GUILLEN: Okay, how does that sound?

MR. ABBEY: With--

MR. ROBBINS: What about waivers? If I may add, with no waivers, with no waivers during the pilot.

MS. PADILLA: Mr. Chair, I, I'm comfortable with that. However, I would like to ask PSFA staff. If we do no waivers, how significantly will that affect applications?

MS. CASIAS: Mr. Chair, members, I'd like to visit with Ms. Ramos. I don't remember which communities were, when we did the survey, which communities were more likely to apply because we could tell that by, we could tell that - - how many would be applying for waivers. Do you remember that?

MS. RAMOS: Mr. Chair, members, I would say that we've had districts in both the urban and the rural and the affordable and not affordable and the high end of the local match and the low end of the local match, so I don't think there's going to be one stream to expect. I think we're going to get a variety of all fronts, so, so if we don't have waivers, then we could probably expect to get applications from districts with only local matches this year.

MR. GUILLEN: Have we talked to, have we said we're going to have waivers?

MS. RAMOS: We have not had the discussion with any of the districts.

MS. CASIAS: Mr. Chairman, it is not an expectation by the districts.

MR. GUILLEN: Right, okay.

MS. CASIAS: Mr. Chair, if I could--

MR. GUILLEN: Mr. Abbey?

MR. ABBEY: Could you just go back to the beginnings and why we started housing programs? Was there a statute or just, we started doing them in the Standards-based - -

MR. GUILLEN: Actually, actually because some districts had teacherages, and they needed more or they needed renovations, and then we had the teacher shortage and everybody started looking at it as a possible way to, to deal with the teacher shortage.

MR. ABBEY: And I think part of it was that we, as Standard-based applications came in, there were some that, like, like we just saw - - not that easy, but--

Dr. Warniment: Des Moines?

MR. ABBEY: --Newcomb, Newcomb, Des Moines, and so we know in Standards-based, the conversation was, we're starting to get these requests, and it's appropriate to do in areas where there's no housing. Just take a look, people, versus, then other wanted to get on, right? I just, I guess I'm asking that question because how, we'll continue to have the wherewithal to continue to provide housing to districts that obviously don't have it, and so here's the expansion on, do we, is there a rush to do the expansion?

MR. GUILLEN: We can say right now that if we fund projects late this year, you won't see those teacherages for at least two years, so I mean, it's a long team, it'll have a, an effect in the long-term but not, certainly not in the short term, unless you're talking about renovations and quick additions to existing teacherages who have the property available, the utilities on site and all that kind of stuff. So, subcommittee chair had a motion or a possible solution. Do you want to put that in a motion or how?

MR. ROBBINS: Well, that was basically the motion that we approve the presentation and the application and the ranking, as is, with a \$10 million cap, without waivers - -

MR. GUILLEN: Okay, well, let's try it, see where we're at. So, is there a second?

MS. PADILLA: So, can I ask a clarifying question? So we're saying almost that this is the first round. We're going to try out the \$10 million as Mr. Robbins outlined and then we can look at, get feedback, look at the ranking system, look at need, and then we can re-assess a second phase of that? Is that what we're saying?

MR. ROBBINS: Uh huh.

MS. PADILLA: Okay.

MR. ROBBINS: Yes, there's nothing in my motion that would preclude the Council from revisiting this at a subsequent meeting and making any adjustments that were necessary to accommodate the - -

MR. GUILLEN: Can we make that adjustment on the tribal, rural thing?

MR. ROBBINS: The adjustment on tribal, rural? To the combined? Well, my personal, my personal, I guess it's not part of the motion, but my personal thing is, you take the higher of the two, so if you're in a, if you're in a rural area and a tribe, then you get the rural ranking because it's higher, but if you're in a tribal area--

MS. PADILLA: Maybe if we clarify that on the form.

MR. ROBBINS: Because they're differentiating a rural area that has a least, or less than, rural is less than 2,000 housing units in a population of less than 5,000.

MR. GUILLEN: I think you combine them.

MR. ROBBINS: And, and I think in most cases--

MR. GUILLEN: Tribal, rural--

MR. ROBBINS: --tribal areas would qualify for that ranking, but there may be some small instances where tribal would not be technically rural by our definition, or the definition as presented by PSFA.

MR. GUILLEN: Are you talking in terms of number of students, or population?

MR. ROBBINS: No, it's population, population. It's not the number of students. It's the population of the area.

MR. GUILLEN: Okay, well, you have some work to do.

DR. WARNIMENT: - - clarify, if you're going to include all three, to clarify to choose the one that benefits you the most.

MS. PADILLA: I agree. There needs to be a clarification, because otherwise--

MR. ROBBINS: Right, well that would be a direction that would be to PSFA, so--

MS. PADILLA: Correct.

MR. ROBBINS: --I can amend it, the, the motion to include that PSFA will give consideration to the highest ranking that a district could receive within a category. They don't get double counted, but they get the highest ranking that they qualify for?

MR. GUILLEN: Based on population?

MR. ROBBINS: Well, either way. So if it's a tribal area that's rural, then--

MR. GUILLEN: Generally, generally, in terms of points, you're going to get points on this one for the smaller the number. You're going to get, you're going to get less points if you're urban.

MR. ROBBINS: Correct.

MR. GUILLEN: So why don't you just do three categories of population, rather than--

MR. ROBBINS: Well--

MR. GUILLEN: I don't know.

MR. ROBBINS: --you could. I mean, again, it's trying to get something moving, and we could tweak the, that's why the motion is, still gives PSFA and the Council--

MR. GUILLEN: Okay.

MR. ROBBINS: --flexibility going forward.

MR. GUILLEN: Sounds good. Let's not get caught in the details.

MR. ROBBINS: We don't have a second. We don't have a second yet.

MS. LEACH: I'll second that motion.

MR. ROBBINS: Okay. We have a motion and a second. Further discussion? Okay.

MR. ABBEY: I just wanted folks to be thinking like Ms. - - said, how does this help our educational pulse. It's not about how this helps state housing goals. That's not what this, this money is to help teacher recruitment and retention, so it might be going forward on a pilot that, like, this is, this is a sense of distraction. It's not worth it. Or, it might be that this is outstanding. Like, we think of - - involving this case - - housing market, we're on the wrong track. We really need to be focused on how it helps learning in districts and schools.

MR. GUILLEN: And also ensuring that these units that are going to be constructed do bring in, is there some commitment to ensuring that these units would be occupied and used to recruit and retain.

MS. CASIAS: Mr. Chair, members, we didn't include commitment that they would be occupying. We just assumed it would be based on need and occupied.

MR. GUILLEN: Maybe that's down the line. There has to be, there has to be--

MR. ROBBINS: Mr. Chair, I think by this time, without the waiver, it would go to the need, whereas some districts, if they get a waiver, they do it on--

MR. GUILLEN: Experimental basis.

MR. ROBBINS: --the possibility--

MR. GUILLEN: Yeah.

MR. ROBBINS: --that they will have it, just in case, but there's no way that they will definitely only apply and request the funding if there is a true need.

MR. GUILLEN: Okay, any more discussion? If not, we have a motion and a second?

MR. ABBEY: Can we have a roll call vote, please?

MR. GUILLEN: Sure.

MS. DELGADO: David Abbey?

MR. ABBEY: No.

MS. DELGADO: Raul Burciaga?

MR. GUILLEN: Raul?

MR. BURCIAGA: Yeah, I'm here. No.

MS. DELGADO: Gwen Perea Warniment?

DR. WARNIMENT: No.

MS. DELGADO: Ashley Leach?

MS. LEACH: Yes.

MS. DELGADO: Antonio Ortiz?

MR. ORTIZ: Yes.

MS. DELGADO: Mariana Padilla?

MS. PADILLA: Are we going to look at another proposal, I guess, another motion? So, I'll say no so that we can look and see if we have another motion.

MR. GUILLEN: Okay.

MS. DELGADO: David Robbins?

MR. ROBBINS: Yes.

MS. DELGADO: Clay Bailey?

MR. BAILEY: No.

MS. DELGADO: Joe Guillen?

MR. GUILLEN: What is it now? What do you have?

MS. DELGADO: We have five no's and three yes's.

MR. GUILLEN: Doesn't matter. I'll vote yes.

MS. DELGADO: Okay, we have four yes's and five no's. The motion fails.

MR. GUILLEN: Okay. Do we have an alternate motion or another option to pursue?

MR. ABBEY: - - again? Just, back to basics. I, I think we got off on solving the housing problems, and I think we should have been more on, as we confront requests for teacherages in our Standards and Systems awards, how can we prioritize them, and to me, it would, I wish it would be more about criteria for prioritizing new teacherages or apparent teacherages as we fix the school's - - but instead this became a - - program, wide open to the world, and I think we got off track - -

MR. GUILLEN: Yes?

MS. RAMOS: The intent of starting a program was to allow those districts that weren't in the top 150 or the eligibility for the Standards to be eligible for housing, so.

MR. GUILLEN: Well, maybe we took it a little too far, right?

MS. PADILLA: Yeah.

MR. GUILLEN: Maybe we separated a little too far.

MR. ROBBINS: That is a good point.

MS. PADILLA: It is a good point. Thank you for the reminder.

MS. LEACH: Yeah.

MS. PADILLA: That is a good point.

MS. THOMPSON (CENTRAL CONSOLIDATED SCHOOL DISTRICT): Mr. Chair?

MR. GUILLEN: Did you want to say something?

MS. THOMPSON: Mr. Chair, may I speak to the committee?

MR. GUILLEN: Sure.

MS. THOMPSON: As a district who deals with this on a daily basis, there's definitely a difference between rural and tribal. Rural, there's a lack of a housing market. In tribal, you cannot rent a home on the reservation. We must build home for our teachers to live in, to educate our children in. I don't know if the committee is aware, but we are in the process right now of doing two housing projects in the district with money that was awarded to us. One is Mesa housing. We will have five houses there that will be ready for occupancy this month. We have five houses at Central Office that will also be ready for occupancy this month. What we're doing is, I have a waiting list of teachers that are waiting for homes to occupy. I don't have the homes to put the teachers in. The homes that I do have were built in the late 60s, early 70s and that have been in disrepair for many, many years, so our plan is to demo those units, with the replacement of the new units that were are in, in construction right now for. We have built out a subdivision at Central Housing for 29 units. That is a project, if this goes out, I'm applying tomorrow. That project is ready to go. I know what the housing are costing me and I could get eight houses for \$4.8 million right now on that project. I invite the committee to come see the houses that we've built and get an idea. Newcomb is a perfect example. It's tribal. It's isolated. There's nothing there for those teachers. We need to build that opportunity to recruit those teachers to our area. So, I, with Gallup included, we're very interested in this. If it stays with a standard based award, I don't have anything in Ship rock right now that I can tie houses to. Newcomb, I can tie houses to base on the award that I have for the high school and middle school, so I can take advantage of that for that funding cycle, but I need a funding cycle where I can justify for homes for our teachers to replace these homes and recruit new staff to our district. Directly to Mr. Abbey's point, this is for our kids. This is to bring teachers to our district and, and be able to have housing on the Navajo Reservation. We don't provide housing in the Kirkland because there is a housing market in Farmington and Kirkland. So, I, I extend the invitation to the Council. We'll be having a ribbon ceremony probably in the next two to three weeks for these projects. I invite you guys to come see these projects and see what we've

done and maximized the dollars to provide the homes for our teachers, and I appreciate being able to give my opinion to the Council because it's something that we deal with in a daily basis in our district. Thank you, Chair.

MR. GUILLEN: Thank you for your perspective.

MS. PADILLA: And Mr. Chair, if I can clarify with you, we're not questioning or debating the merit of doing this. We're all on the same page there. What we are debating is the ambiguity of the tool itself in how we rank project, and so we're clear the need is there. We understand there's a need for housing, which is why there's this pilot. What we're talking about is the tool that we would use to, to look at the applications that are submitted and trying to move forward, maybe, with a first phase of this, so we're trying to figure out, do we tweak the tool, again, before we put the applications out, or do we just let it go out and see how it goes, so I just want to clarify, we're not, we're not questioning the need by any means, okay?

MR. THOMPSON: Chair, Madam Padilla I understand that, but I, I would suggest closely looking at rural and tribal because those are two different spectrums. That's what I would caution.

MR. GUILLEN: And we understand that. It's a matter of how we rate those two. It's just a definition we're talking about.

MS. PADILLA: That's what we're talking about.

MR. ABBEY: But I really liked your comment about - - and Kirkland. You wouldn't want that in Farmington. I wonder if we could try restricting this to rural tribal where there is no housing.

MR. GUILLEN: Well, that's a question.

DR. WARNIMENT: I agree, Mr. Chairman. I think what would be helpful moving forward, and I do understand the urgency, so I do want to support staff in getting this out, but it's really the scoring rubric. Rather than, I agree with Director Abbey that if we just focused on those communities that have no sufficient housing, that we prioritize to them for the pilot and the actual, what we're looking at, if we're really addressing need or recruitment, retention, what we want to maybe look at is distance from this community to the next community, right, to provide housing. That was a perfect example that you provided, a perfect. So, that's nowhere on the rubric, right? Sort of understanding the context and the locale and the space of the community and where it is, right? So if we look at Des Moines versus, even Mosquero, for example, because Mosquero is actually closer to Socorro than Des Moines is to any other large community, right? So having that as a context would be helpful, as well as shortage and, or need, because if you have a small, rural district, it's only one absence of one teacher that's significantly different from even Newcomb, right? Where you have a significant shortage or need of teachers that might be 10 teachers, right? So really important information.

MR. ABBEY: Look at this questionnaire. I mean, if we just look at page--

MR. GUILLEN: What, what page are you on?

MR. ABBEY: I'm on page 381. For this pilot - - focused on rural slash tribal, where there's no housing, and I don't have a problem with 10 minutes and - - for a pilot, so I just wonder if that would be a way, if we focused on rural slash tribal with no housing within 10 miles.

MR. GUILLEN: Yep, I, I understand that Gallup is on the line and wants to comment at this time? Is that true?

MS. CASIAS: - - are they?

MS. CASIAS: mike's not on.

MR. GUILLEN: But, I like that, that suggestion.

MS. PADILLA: Mr. Chair--

MR. GUILLEN: Your mike is not on.

MS. PADILLA: --for our partners in Gallup to speak. I, I think that, that makes sense, especially, once again, we're saying this is a first phase roll out, pilot. WE don't really know what we're going to see and, and to prioritize the highest need looking back at the original intent of the program, of funding teacherages. That would make sense as we kind of refine and re-evaluate, so I just wanted to voice that.

MR. GUILLEN: Okay, thank you. Gallup, are you on?

MR. GUILLEN: - -

MS. LEACH: So, Mr. - - I think - - what - - had mentioned. I think you could adjust the scoring to automatically weed out urban. We're capping it at 10. WE could increase the score for tribal and rural to make it so that's all we consider this time. If we want to cut out urban right now, I think that's fine. I think there's a really good opportunity for us to see this pilot, how it works, and then in future, you know, phases when we see what the demand is, maybe start considering, you know, tiered community seizes, and so they can have the most rural get the higher ranking, but it's not just, you know, 5,000 people or less. You could start looking at mid-level tiers if you really wanted to start looking at affordability, and I think

the opportunity is there, so I think we could have this limited with that \$10 million cap and priority rural and tribal - - so I'm just expressing support for that.

MR. GUILLEN: Okay, so I think we're in agreement there, it looks like. So, can we adjust these with that intent and all the other items that we've discussed, and then do we want to bring it back, or do you want to just go forward at that point?

MR. ABBEY: I would recommend subject to review and approval of the chair and the AMS chair would require-

MS. PADILLA: I'm comfortable with that, Mr. Chair.

MR. GUILLEN: Do you want to be on that.

MS. PADILLA: I'm happy to look at it, as well.

MR. ABBEY: And I would even throw out for discussion to have to - - if somebody wanted a waiver in a pilot, let's find out how many there are out there. Are we opening a can of worms? Let's find, but we've restricted the pilot - - so maybe there's merit.

MR. GUILLEN: We always have that opportunity, whether we put it in or not.

MR. ABBEY: So that would be my motion.

MS. PADILLA: Although that was in the last motion was no waivers, so we're, we're back, so maybe Director Abbey wants to make a new motion.

MR. GUILLEN: Can I say limited waivers?

MR. ABBEY: Can I try again, that this would be a rural, tribal program only where there's no housing within 10 miles, in the same - - which they have. It would allow the, the waiver language, and it would be a \$10 million program, and the staff would bring a revised questionnaire and ranking proposal consistent with this motion for approval of the chair and the AMS chair.

MR. GUILLEN: Okay, and I'd like to include Ms. Padilla on that, so--

MR. ABBEY: And Ms. Padilla.

Dr. WARNIMENT: I'd second that.

MR. GUILLEN: Okay. Wow.

MR. GUILLEN: All right, we have a motion and a second, and we won't, okay, and we have a question.

MS. CASIAS: Mr. Chair, members, to address Ms. Padilla wanting this question about retention and recruitment, perhaps you can have a - - statement on how the district plans to do that, along with the application, and maybe that could be part of your motion?

MR. GUILLEN: Yeah, should be part of the strategy. So, all those in favor of--

MR. ABBEY: I think Gallup's available now, if you'd like to--

MR. GUILLEN: Gallup, are you there now?

MR. GUANA: She was. She actually said some words. She said Gallup has 250 plus housing units on the reservation. We have added 60 units stick built this year with PSFA assistance. We have purchased 27 trailer houses and are putting three trailer parks to accommodate teachers in our area. Gallup is - - does not have enough housing. We lose teachers every year due to a lack of available housing in - - County.

MR. GUILLEN: Okay. That's, so, all those in favor of the motion, please indicate by saying "I"?

MEMBERS: "I".

MR. GUILLEN: All those opposed? Okay. Thank you, Raul. All right.

MS. PADILLA: Mr. Chair, so it will include the recommendation we got from - - to the application, right?

MR. GUILLEN: Yes.

MS. PADILLA: Okay.

MR. GUILLEN: Okay. Recertification, let's do this recertification and then we're, I think we're going to skip the informational.

Recertification of SSTBs:

MR. MATHEWS: On page, excuse me, on page 387, you'll find the recertification for SSTBs for July. Under SSTB21SD-0001 in the amount of \$31,876,736, and this makes up \$31,255,058, and this amount was adjusted for that Albuquerque Sign Language. \$70,000 for UNM - - state / local match study, \$48,800 for e-Builder upgrade, \$176,000 for Siemens, which was formally known as - -, \$224,638 for e-Builder subscription, and \$102,240 for the Floyd Emergency Award to bring it to what the, the award amount was, from Council.

MR. GUILLEN: Okay, all right, and that's reflected in the attachments, so I would entertain a motion on this recertification. Does it have a motion?

MR. ABBEY: - - subcommittee - -

MR. GUILLEN: Okay, so we have a motion from the subcommittee. Discussion? If not, all those in favor, please indicate by saying "I".

MEMBERS: "I".

MR. GUILLEN: All those opposed? Was that, was that in opposition?

MS. PADILLA: He said "I".

PSCOOTF Update:

MR. GUILLEN: Okay, so other business, nope, informational items? Update, you might report a little bit on, you had a meeting on Friday with the Task Force?

MS. CASIAS: Mr. Chair, members, yes, we did. We had five, five presentations at the Task Force on Friday.

MR. GUILLEN: Were there, were any of the Council members in attendance?

MS. CASIAS: And I - - sent the materials to yourself as well as Chair and Director Abbey.

MR. GUILLEN: Okay, anything you want to report on?

MS. CASIAS: Mr. Chair, members, it was just, I don't have anything specific to report on. There was good discussion. We, let me go back to Friday. We had good discussion about the inflation for contractors and architects. That was a good discussion. We had healthy conversation about state / local match. We had examples of specific schools that were increasing. They did ask us to - - that along if we can before this fall so they can consider changes. We did a process improvement update. We did the Zuni lawsuit update, the attorneys were there from Zuni saying that the next action will be on August 22, 2022 for reconsideration. With that, it was a very, it was just a short, succinct meeting, and anyone had any - - exact - - for me about, but it was a full day. There weren't very many in attendance. A lot of people were online, but we got some good questions.

MR. GUILLEN: Okay, good. Thank you. Anything else of importance on B, C, and D.

MS. CASIAS: Mr. Chair, members, nothing outstanding that's not typical.

MR. GUILLEN: Okay, unless anybody has any questions on B, C, and D.

MS. PADILLA: - - Mr. Chair.

MR. GUILLEN: All right, if not, then our next meeting is proposed for August 29th, and I would entertain a motion to adjourn.

MR. ROBBINS: So moved.

MS. PADILLA: Second.

MR. GUILLEN: Motion and second. All those in favor, please indicate by saying "I"?

MEMBERS: "I".

MR. GUILLEN: All those opposed? Meeting is adjourned.

MS. PADILLA: Thank you, Mr. Chair. Good work, Mr. Chair.

MR. GUILLEN: Thank you all. That was, that was a lot of good work.

Meeting adjourned at 4:06 pm.

I. FMP Assistance Application Release**II. Presenter(s):** Martica Casias, Executive Director**III. Potential Motion:**

<p>Council approval to send the 2022-23 Facilities Master Plan (FMP) application and procedures to all school districts and state authorized charter schools in accordance with the timeline presented.</p>

IV. Executive Summary:**Staff Recommendation:**

PSCOC authorization to release the 2022-2023 Facilities Master Plan application and procedures to all school charters and state authorized charter schools in accordance with the timeline presented.

Key Points:

The Public School Capital Outlay Council (PSCOC) provides annual assistance to school districts and state-authorized charter schools through an online application process based on state/local match. As part of PSCOC funding eligibility, school districts and state-authorized charter schools must have a current five-year facilities master plan, per Section 22-24-5 NMSA 1978.

PSFA currently has \$400,000 in state match funding included in the PSCOC Financial Plan for 2022-23 Master Plan Awards.

Timeline:

- Upon approval of the PSCOC, the invitation for FMP applications will be released on August 30, 2022.
- Applications are due October 14, 2022, with a potential/anticipated award date at the November 2022 PSCOC meeting.

Additional Information:

- 83 of the 89 districts have approved FMPs or are in the process of preparing a new FMP.
 - Specifically, 24 are currently working on their new FMP
- Districts and state-authorized charter schools with expired plans, 2022 expiring plans, and 2023 expiring plans are generally eligible for FMP assistance.

- 6 districts have expired plans. Planning staff has spoken to some of these districts and some intend to apply. These districts include:
 - Animas Public School District (Expired 2017)
 - Chama Valley Independent School District (Expired 2020)
 - Fort Sumner Municipal School District (Expired 2020)
 - Mountainair Public School District (Expired 2020)
 - Pecos Independent School District (Expired 2021)
 - Roy Municipal School District (Expired 2020)

- 7 Districts, 5 state-authorized charter schools, and NMSBVI and NMSD have FMPs that expire at the end of 2022.

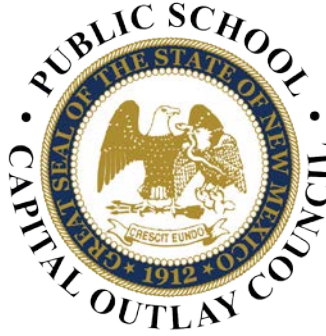
- 18 Districts and 12 state-authorized charter schools have plans that expire at the end of 2023.

- If all eligible 31 districts, 17 state-authorized charter schools, and both constitutional schools apply, the estimated state share could be \$905,529 broken down by:
 - Previously Expired: \$42,384
 - 2022 Expiring: \$481,205
 - 2023 Expiring: \$381,940

Exhibits:

A –2022-23 Facilities Master Plan (FMP) Assistance Program Announcement Letter

State of New Mexico
Public School Capital Outlay Council

PSCOC ChairJoe Guillen, *NMSBA***PSCOC Vice Chair**Raúl Burciaga, *LCS***PSCOC Members**David Abbey, *LFC*David L. Robbins, *PEC*Antonio Ortiz, *PED*Ashley Leach, *DFA*Clay Bailey, *CID*Mariana Padilla, *Governor's Office*Dr. Perea Warniment, *LESC***Public School Facilities Authority**

Martica Casias | Executive Director

Ryan Parks | Deputy Director

1312 Basehart SE, Suite 200

Albuquerque, NM 87106

(505) 843-6272

<https://www.nmpsfa.org/>

August 30, 2022

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

Re: 2022-23 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 2022, or those expiring at the end of 2023 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 August 30, 2022 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.

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 14, 2022. Awards are anticipated to be made at the November 2022 PSCOC meeting. If you have questions about the FMP, please contact PSFA Facilities Master Planner John Valdez at (505) 468-0289.

Sincerely,

Martica Casias, Executive Director
Public School Facilities Authority

I. 2022 BDCP Cat1 (Fiber) Award - Socorro Schools

II. Presenter(s): Ovidiu Viorica, Broadband & Technology Program Manager

III. Potential Motion:

Council approval to make a BDCP award for a State match of \$62,386.54 for E-rate eligible special construction charges for application funding year 2022 to Socorro Consolidated Schools. The award may be adjusted by the Council based on the amount ultimately approved by the Universal Service Administrative Company (USAC).

IV. Executive Summary:

Request:

PSCOC to make state matching funding award to Socorro Consolidated Schools to upgrade broadband infrastructure to two elementary schools and leverage funding from the E-rate program.

Staff Recommendation:

Fund state share to assist the school district with broadband infrastructure upgrades and maximize E-rate funding leveraged by the state.

Key Points:

- The 2022 E-rate-eligible project to upgrade broadband infrastructure to connect the last two district schools in the state (San Antonio ES and Midway ES) not connected to fiber optic/scalable broadband is under review by USAC (Universal Service Administrative Company).
- If approved, the upgrades will total approximately \$1.2M, with the state share estimated to be \$62,386.54. Small modifications to the amounts are possible during the E-rate review process.
- The award (state funding) will allow the project to qualify for the extra E-rate funding match for 5% of the cost of the project.

I. 2022 BDCP Cat2 (Network Equipment) Awards

II. Presenter(s): Ovidiu Viorica, Broadband & Technology Program Manager

III. Potential Motion:

Council approval to make Broadband Deficiencies Correction Program (BDCP) awards of actual E-rate-approved project amounts to provide the state match for application funding year 2022 for Category 2 (Network Equipment) to eight school districts/schools for a total of \$114,367.05 up to the amounts listed in column “O” of the award spreadsheet attached as Exhibit A. Each allocation is intended to fully complete the project, phase, or specified purpose.

IV. Executive Summary:

Staff Recommendation:

PSCOC to make state share awards to eight schools/districts who received their funding commitment decision letter (FCDL) from the E-rate program. Fund state share to assist schools complete upgrades to their network equipment.

Key Points:

- The PSCOC awards totaling \$114,367.05 will assist schools in providing network equipment upgrades of ~\$1.5M.
- This award is the second group of Cat2 (Network Equipment) projects from the 2022 E-Rate cycle.
- The potential Cat2 projects number in the 2022 E-rate cycle is expected to be between fifty and sixty-six.

Exhibits:

A – 2022 Category2 Equipment – August.



2022 Category 2 Equipment - August

District	Budget Award Estimates							Final Award Requests								
	Estimated Project Cost	E-Rate Discount %	E-Rate Share	Non-Discount Portion Eligible for BDCP Funding	State Match %	State Share	District Share	FCDL Approved Amount	BDCP Ineligible Amount *	E-rate Discount %	E-rate Share	FCDL Approved LESS BDCP Ineligible	Non-Discount Amount	State Match %	Revised State Match	Revised District Match
1 Animas Public School District 30	\$ 25,738.33	80%	\$20,590.66	\$ 5,147.67	45%	\$ 2,316.45	\$ 2,831.22	\$ 25,738.33		80%	\$ 20,590.66	\$ 25,738.33	\$ 5,147.67	45%	\$ 2,316.45	\$ 2,831.22
2 Digital Arts And Technology Academy	\$ 54,135.85	50%	\$27,067.93	\$ 27,067.93	23%	\$ 6,225.62	\$ 20,842.30	\$ 49,340.01		50%	\$ 24,670.01	\$ 49,340.01	\$ 24,670.01	23%	\$ 5,674.10	\$ 18,995.90
3 Dexter School District	\$ 126,793.17	85%	\$107,774.19	\$ 19,018.98	75%	\$ 14,264.23	\$ 4,754.74	\$ 31,872.22		85%	\$ 27,091.39	\$ 31,872.22	\$ 4,780.83	75%	\$ 3,585.62	\$ 1,195.21
4 Estancia Municipal School Dist	\$ 80,977.26	85%	\$68,830.67	\$ 12,146.59	41%	\$ 4,980.10	\$ 7,166.49	\$ 80,977.26		85%	\$ 68,830.67	\$ 80,977.26	\$ 12,146.59	41%	\$ 4,980.10	\$ 7,166.49
5 Farmington Muncpl Sch Dist 5	\$ 668,017.76	80%	\$534,414.21	\$ 133,603.55	44%	\$ 58,785.56	\$ 74,817.99	\$ 668,017.76		80%	\$ 534,414.21	\$ 668,017.76	\$ 133,603.55	44%	\$ 58,785.56	\$ 74,817.99
6 Moriarty-Edgewood Sd 81	\$ 104,408.74	80%	\$83,526.99	\$ 20,881.75	22%	\$ 4,593.98	\$ 16,287.76	\$ 104,408.74		80%	\$ 83,526.99	\$ 104,408.74	\$ 20,881.75	22%	\$ 4,593.98	\$ 16,287.76
7 Portales Municipal Schools	\$ 252,661.12	80%	\$202,128.90	\$ 50,532.22	61%	\$ 30,824.66	\$ 19,707.57	\$ 250,417.12		80%	\$ 200,333.70	\$ 250,417.12	\$ 50,083.42	61%	\$ 30,550.89	\$ 19,532.54
8 Santa Fe School District	\$ 323,365.93	80%	\$258,692.74	\$ 64,673.19	6%	\$ 3,880.39	\$ 60,792.79	\$ 323,361.09		80%	\$ 258,688.87	\$ 323,361.09	\$ 64,672.22	6%	\$ 3,880.33	\$ 60,791.88
TOTAL COUNCIL ACTION FOR CURRENT MEETING	\$ 1,636,098.16		\$ 1,303,026	\$ 333,071.87		\$ 125,871.00	\$ 207,200.86	\$ 1,534,132.53	\$ -		\$ 1,218,146.50	\$ 1,534,132.53			\$ 114,367.05	\$ 201,618.99

I. FY23 Budget Adjustment Request

II. Presenter(s): Brad Mathews, Chief Financial Officer
Martica Casias, Executive Director

III. Potential Motion:

Council approval of the FY23 Budget Adjustment Request to move \$50,000 from the budget category “Other” 400’s to the “Contact Services” category 300’s.

IV. Executive Summary:

Staff Recommendation:

Staff recommends the Budget Adjustment Request (BAR) to continue operations for the remainder of FY23.

Key Points:

This BAR will allow PSFA to contract for transcription services, HR legal services, and a mathematician (FAD).

I. Contract Labor for Bond Reconciliation

II. Presenter(s): Brad Mathews, Chief Financial Officer
Martica Casias, Executive Director

III. Potential Motion:

Council approval up to \$60,000 plus gross receipts tax to hire contract labor to assist PSFA with completion of bond reconciliation.

IV. Executive Summary:

Staff Recommendation:

Approve up to \$60,000 from the Public School Capital Outlay Fund to hire contract labor to assist with completion of PSFA bond reconciliation.

Key Points:

PSFA staff has been working on bond reconciliation combined with day-to-day work. PSCOC requests this work be completed as soon as possible.

Description of Tasks for Contract Labor:

A full reconciliation that matches the internal PSFA spreadsheet (Bonds Sold Spreadsheet), SHARE reports and Board of Finance (BOF) draw detail for each bond series starting with SSTB11SD to the latest bond of SSTB21SD.

The ultimate goal is to reconcile to BOF Appropriations by Agency report ending balance taking into account items in transit, items reimbursed from incorrect bond, duplicate draws and any other reconciling items.

I. FY24 Appropriation Request

II. Presenter(s): Brad Mathews, Chief Financial Officer
Martica Casias, Executive Director

III. Potential Motion:

Council approval for PSCOC approval of the proposed \$ 6,874,200 budget with an option to adjust for the FY24 fixed costs.

IV. Executive Summary:

Staff Recommendation:

Staff recommends the proposed budget.

Key Points:

Public School Facilities Authority Budget				
Category	FY22 Actuals	FY23 OpBud	FY24 Request	FY23 OpBud VS FY24 Request
200's (Personal Services & Employee Benefits)	4,220,343	5,446,900	5,446,900	0
300's (Contractual Services)	137,495	105,600	150,000	44,400
400's (Other)	1,166,638	1,268,700	1,277,300	8,600
Total	5,524,476	6,821,200	6,874,200	53,000

- FY24 Request 200's (Personal Services & Employee Benefits): request is a 1.8% vacancy savings from fully staffed.
- FY24 Request 200's (Personal Services & Employee Benefits): is equal to the FY23 OpBud + \$ 478,600 Salary and Benefits Special
- At the time of PSFA internal submission for ebooks, fixed rates (i.e. DoIT HCM fees, GSD insurances, and leased vehicle rates) have not been posted to the DFA website. FY23 rates were used for the proposed budget and minor adjustments might take place for FY24 rates.

V. Awards Cycle

A. 2022-2023 Pre-Applications Received

I. 2022-2023 Pre-Applications Received**II. Presenter(s):** Alyce Ramos, Programs Manager**III. Executive Summary (Informational):****Key Points:**

New Pre-Applications received as of August 12, 2022:

- Standards-based:
 - Pojoaque – Pojoaque Valley Middle School (ranked #10)
Sixth Grade Academy (ranked #6)
- Pilot Teacher Housing:
 - Central Consolidated

Background:

- The 2022-2023 Weighted New Mexico Facility Index (wNMCI) Ranking and Capital Funding Applications were released January 11, 2022.
- The applications will remain open throughout 2022, allowing districts to apply at any time.
- The Pre-Application process consists of submitting a Letter of Intent.
- PSFA will review pre-applications, analyze the requests, and work with the districts to complete their final applications.
- The Pilot Teacher Housing program opened in July 2022.

Eligibility:

- The eligibility is defined for each program as follows:
 - Standards: Top 150, or campus Facility Index Condition (FCI) greater than 70%.
 - Systems: Top 350, campus FCI greater than 70%, or systems identified as Category 1, 2, or 3 in the Facilities Assessment Database (FAD).
 - Demolition: abandoned facilities.
 - Pre-K: All school facilities.
 - Pilot Teacher Housing: No available housing within 10 miles from the school(s) requested housing will serve.
- Applicant schools' eligibility is determined by ranking at the time the school applies for an award.

Awards Schedule:

- October 11, 2022 – Systems-based Awards.
- November 21, 2022 – District presentations for Standards, Pre-K, and Teacher Housing Applications.
- January 9, 2023 – Standards-based, Systems-based, Pre-K, and Teacher Housing Awards.

Exhibits:

A – Pre-Applications Summary as of August 12, 2022

B – Pojoaque Valley School District – Standards-based Pre-Application Letter

C – Central Consolidated School District – Pilot Teacher Housing Pre-Application Letter

Combined List of 2022-2023 Pre-Applications (as of August 12, 2022)

Within the Preliminary Funding Pool

A	B	C	D	E	F	G	H	I	J	K	L
District	School	2021-2022 wNMCI Rank	2021-2022 wNMCI	2021-2022 FCI	Project Type	Local Match %	State Match %	Offset	Total Estimated Project Cost	FY22 Local Match (after offsets) *	FY22 State Match (after offsets) *

Standards

District Presentations: Nov Awards: January 2023

1	T or C	Truth or Consequences Middle School	17	48.63%	67.28%	Renovations	85%	15%	\$0	\$3,011,459	\$2,559,740	\$451,719
2	Estancia	Estancia Elementary School	63	39.90%	68.66%	Replacement	59%	41%	\$63,556	\$12,000,000	\$7,143,556	\$4,856,444
3	Pojoaque	Sixth Grade Academy Pojoaque Valley Middle School	10 6	51.27% 61.16%	68.61% 70.72%	Replacement	35%	65%	\$50,400	\$33,069,105	\$11,624,587	\$21,444,518
									Subtotal	\$48,080,564	\$21,327,883	\$26,752,681

Systems-Based

Awards: October

4	Tularosa	Tularosa ES	240	27.90%	74.47%	HVAC	33%	67%	\$0	\$420,000	\$138,600	\$281,400
5	Tularosa	Tularosa MS	N/A	N/A	N/A	Demolition	33%	67%	\$0	\$350,000	\$115,500	\$234,500
6	Gallup	Indian Hills Elementary School	336	22.90%	47.64%	Drainage, sidewalks, windows, stucco, Roof	17%	83%	\$0	\$5,146,800	\$874,956	\$4,271,844
7	Moriarty-Edgewood	Moriarty HS - East Complex	N/A	N/A	N/A	Demolition	78%	22%	\$88,970	\$450,000	-	\$450,000
8	Moriarty-Edgewood	Edgewood ES - South Building	N/A	N/A	N/A	Demolition	78%	22%	\$0	\$349,000	-	\$349,000
									Subtotal	\$6,715,800	\$1,129,056	\$5,586,744

Teacher Housing

Dist. Present: Nov Awards: Jan. 2023

9	Central	New Central Housing Subdivision	N/A	N/A	N/A	New Teacher Housing	52%	48%	\$0	\$2,000,000	\$1,040,000	\$960,000
									Subtotal	\$2,000,000	\$1,040,000	\$960,000

	Total Estimated Project Cost	FY22 Local Match (after offsets) *	FY22 State Match (after offsets) *
TOTAL	\$56,796,364	\$23,496,939	\$33,299,425

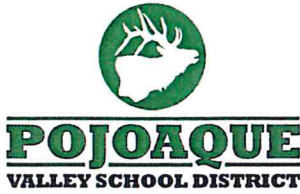
NOTES:

* School is in not eligible for an award based on eligibility requirements for programs.

** School is in "Previously Funded" section of ranking. wNMCI and Rank shown are from time of original award.

District is requesting additional funding or a waiver.

New submitted Pre-Application - since last PSCOC meeting



1574 State Road 502
 Santa Fe, New Mexico 87506
 P: 505-455-2282 / F: 505-455-7152
 www.pvs.k12.nm.us

Sondra A. Adams
 Superintendent

 Michelle M. Ortiz
 Chief Financial Officer

 Staci Mascareñas
 Human Resources Director

July 15, 2022

Dear Public School Capital Outlay Council,

Introduction:

The Pojoaque Valley School District is applying for the Standards-Based Capital funding program to replace the Sixth Grade Academy and Pojoaque Valley Middle School with a new combined facility on the existing campus.

Eligibility: Currently, both schools are located on the same campus and share facilities and have different facility condition rankings. Per the final 2022/23 PSFA/PSCOC School Facility Rankings, Pojoaque Middle School is currently ranked at #6 w/ NMCI of 61.16%, while the Sixth Grade Academy is currently ranked #10 w/ NMCI of 51.27%. While both schools are ranked individually, PVSD intends that both schools be consolidated into one award, as both schools will be consolidated into one facility on the existing campus once construction is complete.

2022 - 2023 Final wNMCI Ranking
 Sorted by Rank

Rank	District	School Name	Gross Area (Sq.Ft.)	wNMCI
OFFICIAL Statewide Average wNMCI: 23.49%; Statewide Average Cumulative FCI: 53.77%; Average wNMCI of Top 30: 49.92%				
1	Gallup McKinley	Gallup School Alternative HS	35,312	122.44%
2	Alamogordo	High Rolls Mountain Park ES	12,613	90.42%
3	Alamogordo	Holloman MS	52,174	69.35%
4	Jemez Mountain	Gallina ES	23,044	69.19%
5	State Chartered Schools	The Albuquerque Sign Language Academy Charter School	10,000	64.81%
6	Pojoaque Valley	Pojoaque MS	83,783	61.16%
7	Espanola	Chimayo ES	35,027	58.47%
8	Springer	Springer ES	40,307	55.32%
9	Albuquerque	Taft MS	162,336	53.03%
10	Pojoaque Valley	Sixth Grade Academy	15,048	51.27%
11	Central Consolidated	Tse'bit'ai MS	108,353	51.14%
12	Albuquerque	Arroyo Del Oso ES	48,142	51.00%
13	Central Consolidated	Dream Dine	4,184	50.45%
14	Albuquerque	Eugene Field ES	54,897	50.34%
15	Animas	Animas MS/HS	76,538	49.16%
16	Albuquerque	John Adams MS	135,207	49.02%
17	T or C	Truth or Consequences MS	70,279	48.63%
18	Gadsden	Santa Teresa MS	127,520	47.83%
19	Albuquerque	Garfield MS	88,645	47.71%

Application Request and Project Scope:

As part of the PVSD 2021-2026 District-wide Facility Master Plan, one of the top priorities identified for the district was the replacement of the Sixth Grade Academy/ Middle School Campus Facilities and consolidating the two schools into one comprehensive middle school, not only to reduce under-utilized square footage (approx. 40K SF

Pojoaque Valley Schools Board of Education

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 President

Adam E. Muller
 Vice President

Susan Quintana
 Secretary

Felix Benavidez
 Member

Jerome P. Lujan
 Member

reduction) of the existing campus facilities but to also improve the educational programs and opportunities for all middle school students in the district in grades 6th - 8th.

The SGA/ PV Middle School campus site is located just west of the NM 285/84 & NM 502 interchange on site that is approximately 13.4 acres. The existing campus configuration is very disjointed and spread out, which has caused security issues along with a decline in enrollment has also resulted in under-utilization of several campus facilities. The school has very minimal outdoor student gathering areas and no playfields on the existing campus which has limited our physical education program. PVSD's intent for this school is to demolish all of the classroom buildings on the existing site including the old science classroom addition along the southside of the district's auditorium and to replace them with an appropriately sized middle school facility (to NM Adequacy Standards) that meets the schools' educational program needs for grades 6th- 8th grade and which will result in an organized and secured campus so the school can have its own playfields to meet the required physical education requirements for middle school students.

Utilizing the PSFA Gross Square Footage Calculator, based on the projected five-year combined enrollment of 396 students for the SGA/ Middle School generates a new replacement Middle School with 58,925 SF. The District understands there some square footage reduction for the reuse of the middle school gym (Lopez Gym) and Cafeteria, both of which will need to be renovated per the needs identified in the FMP as part of this project (roofs, locker room renovations, fire alarms, etc).

Estimated Costs:

The Total Project Budget for the replacement of the existing facilities, site improvements, and minor renovations to Lopez Gym, including demolition is \$33,069,105 including soft costs.

Funding:

The District's local match percentage is:

- State 76% - (\$23,082,933)
- District 24% - (\$7,289,348)

Funding for this project will come from PVSD's recently passed November 2021 GO Bond in the amount of \$5.5M and the District has \$2M available from its previous GO Bond to also allocate to this project.

Contingency Plan:

The current campus was donated by a community family and there is currently an easement that is owned by Pojoaque Pueblo that goes through a portion of the campus and at this time it is unknown the purpose for it, however, the district is in the process of investigating if it can be vacated. After the design phase, if the current campus cannot meet the regulatory requirements of the family and/or vacation of the easement, the District could consider an alternative location including at the Jacona Campus. While the Jacona Campus is not an ideal location due to increased traffic concerns in the area and the increased water and sewage demands a new facility would place on the site; however, this location would ONLY be considered if construction cannot be completed at the existing middle school campus, which will need to remain in operation during construction.

Sincerely,



Sondra Adams
Superintendent of Schools

Pojoaque Valley Schools Board of Education



Toby G. Velasquez
President

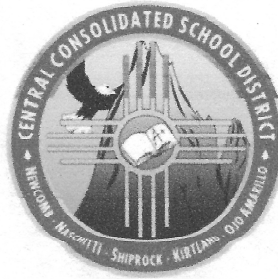
Adam E. Muller
Vice President

Susan Quintana
Secretary

Felix Benavidez
Member

Jerome P. Lujan
Member

Marion L. Wells
Board President
 Suzette Jean Haskie
Board Vice President
 Cheryl L. George
Board Secretary
 Christina J. Aspaas
Board Member
 Gary J. Montoya
Board Member



Steve Carlson
Interim Superintendent
 Central Consolidated School District
 Office of the Superintendent
 P.O. Box 1199,
 Shiprock, NM 87420
 tel. 505.368.4984
 fax 505.368.5232
www.ccsdum.org

July 28, 2022

Dear Public Schools Capital Outlay Council,

On behalf of Central Consolidated School District we would like to apply for the Pilot Teacher Housing funding program. Central Consolidated School District mainly resides on the Navajo Nation where housing is not available to teachers or staff. In an effort to recruit and retain teachers CCSD has approximately 110 existing homes the ages of the homes very from the early 1970's to the 15 new homes currently in the final stages of construction. We currently have seventeen (17) teachers/staff on a waiting list for homes and we also have homes that require demolition due to the age and condition.

The District currently has two subdivisions that are planned out and the project is shovel ready. We have a 3-bedroom unit 1354 ^{sqft} and 2-bedroom unit 1052 ^{sqft}. These are both standalone units. The current estimated cost for a 2-bedroom unit \$326.83 ^{sqft} and the cost for a 3-bedroom unit is \$292.40 ^{sqft}. Utility cost include sidewalk and road cost is \$148,272. The utility cost is based on a four-unit build.

Our current state and local match is 52% state 48% district with no offset. If the district were to be awarded we would like to build four (4) units at the new central housing subdivision. The current estimated cost of the four units would be \$2,000,000.00. Again thank you for the partnering we've done in the past and we look forward to future projects.

Sincerely,

Candice Thompson
 Director of Operations

cc: Steve Carlson, Interim Superintendent
 Donavan Yazzie, Finance Director
 Alex Garrubba, PSFA Northwest Regional Manager
 File

VI. Other Business

- A. Recertification of SSTBs*
- B. SB212 Distribution to Districts*
- C. HB119 Funding*
- D. Potential Changes to Direct Legislative Appropriations (Offsets)*
- E. Potential PSCOC Waiver Policy*

* Denotes potential action by the PSCOC

I. Recertifications of SSTBs**II. Presenter(s):** Brad Mathews, Chief Financial Officer**III. Potential Motion:**

Council approval for the adoption of the Resolution, Notification, and Certification and Reconciliation of unexpended bond proceeds as follows:

- SSTB18SB 0001 in the amount of (\$9,500) from PSCOC awarded projects.
- SSTB19SD 0004 in the amount of (\$37,224,831) from PSCOC awarded projects.
- SSTB21SB 0001 in the amount of (\$66,152,804) from PSCOC awarded projects.
- SSTB21SD 0001 in the amount of (\$1,560,169) from PSCOC awarded projects.

Delegate authority to the Chair to approve any changes to the resolutions and recertifications that may be required upon review by the State Board of Finance.

IV. Executive Summary:**Staff Recommendation:**

To adopt the resolution for the following recertification of SSTB's based on adjustments and awards.

- SSTB18SB 0001 - \$9,500 is no longer needed for the projects for which they were issued
 - \$9,500 Lease Assistance was moved to another bond (SSTB21SB)
- SSTB19SD 0004 - \$37,224,831 is no longer needed for the projects for which they were issued. The following projects were certified and budgeted, but have not been awarded by the Council:
 - \$13,502,129 for P19-008 Los Lunas – Peralta ES
 - \$5,477,761 for P20-003 Roswell – Mountain View MS
 - \$4,932,192 for P20-008 Grants – Bluewater ES
 - \$3,243,755 for Clovis – Barry ES
 - \$9,933,742 for FY20-21 Standards-based awards that were earmarked in the bond, but not awarded.
 - \$135,252 for P14-019 NMSBVI Quimby – to reflect actual costs

- SSTB21SB 0001 - \$66,143,304 is no longer needed for the projects for which they were issued. The following projects were certified and budgeted, but have not been awarded by the Council:
 - \$22,150,479 for P22-001 Gadsden - Gadsden MS
 - \$17,231,200 for P22-004 Los Lunas - Ann Parish ES
 - \$24,447,814 for P22-006 Gadsden - Chaparral MS
 - \$2,323,311 for FY21-22 Standards-based awards that were earmarked in the bond, but not awarded
 - \$9,500 to reflect FY22 Lease Assistance

- SSTB21SD 0001 \$8,974,283 is no longer needed for the projects for which they were issued, to include a reduction in the FY23 SB-9 calculations, per PED. \$7,414,114 shall be authorized for the following projects:
 - (\$7,825,169) reduction of FY23 SB-9 based on PED calculations
 - (\$1,149,114) assign Pre-K bucket to actual projects
 - \$999,114 for Farmington Preschool Academy East (Pre-K)
 - \$150,000 for NMSBVI – Albuquerque Preschool (Pre-K)
 - \$6,200,000 HB119 Maintenance Allocation based on PED calculations
 - \$65,000 Contractor for bond reconciliation project

Exhibits:

- A – SSTB18SB - 0001 Reconciliation Worksheet
- B – SSTB19SD - 0004 Reconciliation Worksheet
- C – SSTB21SB - 0001 Reconciliation Worksheet
- D – SSTB21SD - 0001 Reconciliation Worksheet

STATE OF NEW MEXICO
Public School Capital Outlay Council

RESOLUTION, NOTIFICATION AND CERTIFICATION

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

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

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

WHEREAS, at its meeting on August 29, 2022, the Council adopted the resolution and certification set forth below:

NOW, THEREFORE, BE IT RESOLVED AND CERTIFIED THAT:

1. The Council certifies that nine thousand five hundred (\$9,500) from the proceeds of Supplemental Severance Tax Note SSTB18SB 0001 are no longer needed for the projects for which they were issued.
2. Two hundred sixty two thousand nine hundred eighteen dollars (\$262,918) constituting the unexpended balance of the bond proceeds shall remain available to be reauthorized for future projects.

Dated: August 29, 2022

PUBLIC SCHOOL CAPITAL OUTLAY
COUNCIL

By: _____
Joe Guillen, Chair PSCOC

SSTB18SB 0004 Reconciliation Worksheet

A81 - SSTB18SB 0004

August 29, 2022

line #	A-Code	Description	Original Certification	Actual Budget (SHARE)	Pending Budget (SHARE)
1		P14-020 NMSBVI - Sacramento Dormitory	2,064,970	-	
2	A81P15006	P15-006 Gallup - Thoreau ES	13,647,522	13,647,522	
3		P15-009 NMSBVI - Garrett Dormitory	742,350	-	
4	A81P19009	P19a Roswell - Mesa MS	1,502,842	1,158,868	
5	A81P19002	P19a Belen - Jaramillo ES	554,416	42,750	
6	A81P19001	P19a Alamogordo - Holloman ES	1,953,000	2,120,881	
7	A81P19007	P19a Los Alamos - Barranca Mesa ES	8,513,956	8,835,123	
8	A81P19003	P19a Gallup McKinley - Rocky View/Red Rock ES	1,771,470	60,000	
9	A81P19006	P19a Las Vegas - Sierra Vista ES	436,554	447,398	-
10	A81P19008	P19a Los Lunas - Peralta ES	1,147,000	-	
11	A81P19010	P19a Roswell - Nancy Lopez ES	729,586	53,250	
12	A81P19005	P19a Las Cruces - Desert Hills ES	405,881	366,400	
13	A81P19011	P19a Zuni - Zuni MS	1,600,000	75,000	
14	A81P15006	P19a Gallup McKinley - Tohatchi HS	1,749,600	60,000	
15	A81C19001	C19-001 Grants - Grants High School	-	900,000	
16	A81S18007	S18-007 Farmington - Country Club ES	-	804,740	
17		S19a Clayton - Clayton HS	72,750	-	
18	A81S19017	S19a Tularosa - Tularosa MS	556,410	53,250	
19		S19a Melrose - Melrose Combined School	199,188	-	
20		S19a Clayton - Alvis ES	150,000	-	
21	A81S19013	S19a Los Lunas - Los Lunas MS	3,800,000	3,128,000	
22	A81S19015	S19a Socorro - Sarracino MS	1,065,223	54,000	
23	A81S19015	S19a Socorro - Sarracino MS	1,224,728	-	
24		S19a Alamogordo - Buena Vista ES	472,500	664,286	
25	A81S19011	S19a Las Cruces - Mesilla Valley Leadership Academy	366,300	-	
26	A81S19010	S19a Las Cruces - Lynn MS	1,584,000	2,718,886	
27		S19a West Las Vegas - Tony Serna Jr. ES	305,380	619,202	
28	A81S19012	S19a Las Cruces - Rio Grande Preparatory Institute	766,920	695,031	
29		S19a Magdalena - Magdalena Combined Schools	502,200	403,925	
30	A81S19014	S19a Belen - Dennis Chavez ES	1,945,152	1,457,542	
31	A81S19024	S19a Las Cruces - Vista MS	105,600	58,807	
32	A81S19022	S19a Las Cruces - Oñate HS	926,310	329,147	
33	A81S19009	S19a Las Cruces - Fairacres ES	138,600	314,515	
34		S19a Las Cruces - Camino Real MS	42,900	-	
35	A81S19023	S19a Las Cruces - Picacho MS	115,500	141,238	
36		S19a Socorro - Socorro HS	4,873,087	-	
37	A81S19021	S19a Las Cruces - Mayfield HS	306,900	245,368	
38	A81S19019	S19a Las Cruces - Highland ES	109,461	229,869	
39	A81S19004	S19a Bernalillo - Bernalillo MS	972,957	1,641,697	
40		S19a Central - Tse Bit Ai MS	2,093,573	-	
41	A81S19020	S19a Las Cruces - Hillrise ES	52,800	39,110	
42	A81S19007	S19a Deming - Chaparral ES	1,610,000	1,610,962	
43	A81S19001	S19a Alamogordo - Sacramento ES	441,000	700,000	
44	A81S19008	S19a Floyd - Floyd Combined School	258,690	426,097	
45		S19a NMSBVI - Site	410,807	-	
46		2018-19 Reserve for Contingency	1,000,000	-	
47	A81CID19	2018-19 CID Budget/Reimbursement	330,000	250,000	
48	A81SFM19	2018-19 State Fire Marshal Budget/Reimbursement	170,000	80,000	

line #	A-Code	Description	Original Certification	Actual Budget (SHARE)	Pending Budget (SHARE)
49		2018-19 Facilities Master Plan	400,000	261,131	
50		2018-19 SB-9	17,787,006	18,194,160	
51	A81L19001	2018-19 Lease Assistance	12,000,000	15,797,873	
52		2018-19 Operating Budget	5,171,800	3,171,800	
53		School Security - 2018 Appropriation HB306	6,000,000	5,775,440	
54		School Security - 2018 Appropriation SB239	4,000,000	-	
55		Transportation Distribution - 2018 Appropriation	2,500,000	2,500,000	
56		Instructional Materials Fund - 2018 Appropriation	4,500,000	4,500,000	
57	A81S18010	S18-010 Los Alamos Mountain ES	-	441,814	
58	A81CIMS20	FY20 Construction Information Management System	-	203,753	
59	A81FIMS20	FY20 Facilities Information Management System	-	332,938	
60	A81P20001	P20a Alamogordo Chaparral ES	-	774,754	
61		FY22 Emergency system awards	-	10,224,560	
62	L22-001	FY22 Lease Assistance Balance after final	-	9,500	(9,500)
Subtotals			116,146,889	106,620,587	(9,500)

SSTB18SB Proceeds	106,874,000
Less: Actual Budget (SHARE)	(106,620,587)
Less: Pending Budget (SHARE)	9,500
adjust for rounding of security awards	5
SSTB18SB Proceeds Remaining	<u><u>262,918</u></u>

STATE OF NEW MEXICO
Public School Capital Outlay Council

RESOLUTION, NOTIFICATION AND CERTIFICATION

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

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

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

WHEREAS, at its meeting on **August 29, 2022**, the Council adopted the resolution and certification set forth below:

NOW, THEREFORE, BE IT RESOLVED AND CERTIFIED THAT:

1. The Council certifies that **thirty seven million two hundred twenty four thousand eight hundred thirty one dollars (\$37,224,831)** from the proceeds of Supplemental Severance Tax Note SSTB19SD 0004 are no longer needed for the projects for which they were issued at this time.
2. **Forty million eighty nine thousand eight hundred fifty nine dollars (\$40,089,859)** constituting the unexpended balance of the bond proceeds shall remain available to be reauthorized for future projects.

Dated: **August 29, 2022**

PUBLIC SCHOOL CAPITAL OUTLAY
COUNCIL

By: _____
Joe Guillen, Chair PSCOC

SSTB19SD Reconciliation Worksheet

A92 - SSTB19SD 0004

August 29, 2022

line #	A-Code	Description	Original Certification	Actual Budget (SHARE)	Pending Budget (SHARE)
1	A92P14019	P14-019 NMSBVI Quimby Gymnasium	2,269,807	745,443	(135,252)
2	A92P14020	P14-020 NMSBVI Sacramento Dormitory	2,064,970	0	
3	A92P15009	P15-009 NMSBVI - Garrett Dormitory	1,667,741	1,667,741	
4	A92P19001	P19-001 Alamogoro - Holloman ES	19,087,929	19,087,929	
5	A92P19006	P19-006 Las Vegas - Sierra Hills ES	4,026,585	0	
6	A92P19008	P19-008 Los Lunas Peralta ES	13,502,129	15,748,529	(13,502,129)
7	A92P20002	P20a Central - Newcomb ES	1,417,811	1,417,811	
8	A92P20005	P20a Las Cruces - Columbia ES	1,707,009	1,707,009	
9	A92P20006	P20a Roswell - Washington Ave ES	601,585	601,585	
10		P20a Des Moines - Des Moines Combined School	144,641	144,641	
11		FY 2020-2021 Standards Based and Design Awards	15,000,000	9,933,742	(9,933,742)
12	A92P21001	P21a Zuni Twin Buttes HS, Zuni HS		75,000	
13	A92P21003	P21a Gallup HS		101,250	
14	A92P21005	P21a Gallup Crownpoint HS		411,674	
15	A92P21006	P21a Gallup Navajo Pine HS		60,750	
16	A92P21007	P21a Grants Mesa View ES		1,796,022	
17	A01S21001	S21a Las Cruces Tombaugh ES		165,548	
18	A01S21002	S21a Clovis HS		967,357	
19	A01S21003	S21a Las Cruces Onate HS		139,862	
20	A01S21004	S21a Gallup Tohatchi MS		777,474	
21	A01S21005	S21a Hatch Valley MS		220,397	
22		FY 2020-2021 Teacherage/Retroactive Standards Awards	25,000,000	0	
23	A92P20001	P20a Alamogordo Chaparral MS	19,464,797	19,464,797	
24	A92P20003	P20-003 Roswell Mountain View MS	16,268,730	5,477,761	(5,477,761)
25	A92P20004	P20a Hobbs - Southern Heights ES	13,993,882	16,047,470	
26	A92P20008	P20a Grants - Bluewater ES	4,932,192	4,932,192	(4,932,192)
27	A92P20009	P20a Clovis - Barry ES	3,243,755	3,243,755	(3,243,755)
28	A78S20003	S20a Clovis - Clovis HS	491,744	0	
29	A92S20005	S20a San Jon - San Jon Combined School	1,615,487	1,615,487	
30	A92S20007	S20a Hobbs - Hobbs HS	267,552	267,552	
31	A91S20008	P20a Portales - Brown Early Childhood Center	2,697,762	0	
32		2020-21 CID Budget/Reimbursement	250,000	250,000	
33		2020-21 State Fire Marshal Budget/Reimbursement	80,000	80,000	
34	A92L21001	2020-21 Lease Assistance	16,400,000	16,532,530	
35		2020-21 Operating Budget	5,704,500	5,252,300	
36		School Security - 2018 Appropriation	10,000,000	0	
37	A92B20001	2020-21 IT Infrastructure Awards (BDCP)	3,000,000	3,000,000	
38		2020-21 Pre-K Capital Appropriation	5,000,000	0	
39	A92K21001	Pre-K Hatch Valley Garfield ES		403,550	
40	A92K21002	Pre-K Los Lunas Peralta ES		0	
41	A92K21003	Pre-K Los Lunas Raymond Gabaldon ES		2,805,660	
42		School Buses - 2020 Legislative Appropriation		8,989,000	
43		2020-21 Capital Improvement adjusted (SB9)		2,900,000	
44		FY21 FMP Awards		497,460	
45		FY21 SB9 Appropriations		82,961	
46		General Appropriation (Panic Button) PSCOF 2021 HB2		1,000,000	
47	A92P15006	P15-006 Gallup Thoreau ES		350,924	
48		FY 20-21 FMP		360,310	
49	FY22-FY23	School Buses - 2022 Legislative Appropriation		5,526,500	

Subtotals 189,900,608 154,849,972 (37,224,831)

SSTB19SD Proceeds	157,715,000
Less: Actual Budget (SHARE)	(154,849,972)
Less: Pending Budget (SHARE)	37,224,831
SSTB19SD Proceeds Remaining	40,089,859

STATE OF NEW MEXICO
Public School Capital Outlay Council

RESOLUTION, NOTIFICATION AND CERTIFICATION

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

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

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

WHEREAS, at its meeting on **August 29, 2022**, the Council adopted the resolution and certification set forth below:

NOW, THEREFORE, BE IT RESOLVED AND CERTIFIED THAT:

1. The Council certifies that **sixty six million one hundred fifty two thousand eight hundred four dollars (\$66,152,804)** from the proceeds of Supplemental Severance Tax Note SSTB21SB 0001 are no longer needed for these projects at this current time for when they were issued.
2. Exhibit A to the Resolution, Notification and Certification dated June 14, 2021 is amended to reauthorize: **nine thousand five hundred dollars (\$9,500)** for the following projects per the attached SSTB21SB 0001 Reconciliation Worksheet:
 - a. FY22 Lease Assistance true up to actual \$ 9,500
3. **Seventy nine million eighty six thousand nine hundred fifty eight dollars (\$79,086,958)** constituting the unexpended balance of the bond proceeds shall remain available to be reauthorized for future projects.

Dated: **August 29, 2022**

PUBLIC SCHOOL CAPITAL OUTLAY
COUNCIL

By: _____
Joe Guillen, Chair PSCOC

STATE OF NEW MEXICO
Public School Capital Outlay Council

RESOLUTION, NOTIFICATION AND CERTIFICATION

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

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

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

WHEREAS, at its meeting on **August 29, 2022**, the Council adopted the resolution and certification set forth below:

NOW, THEREFORE, BE IT RESOLVED AND CERTIFIED THAT:

1. The Council certifies that **eight million nine hundred seventy four thousand two hundred eighty three dollars (\$8,974,283)** from the proceeds of Supplemental Severance Tax Note SSTB21SD 0001 are no longer needed for the projects for which they were issued
2. Exhibit A to the Resolution, Notification and Certification dated December 13, 2021 is amended to reauthorize **seven million four hundred fourteen thousand one hundred fourteen dollars (\$7,414,114)** per the attached SSTB21SD 0001 Reconciliation worksheet for the following projects:

a. HB119 Maintenance Allocation	\$ 6,200,000
b. Farmington – Preschool Academy East	\$ 999,114
c. NMSBVI – Alb Preschool	\$ 150,000
d. Bond reconciliation Contractor	\$ 65,000
3. **Eighty two million one hundred ninety seven thousand eight hundred thirty three dollars (\$82,197,833)** remains unexpended.

Dated: **August 29, 2022**

PUBLIC SCHOOL CAPITAL OUTLAY
COUNCIL

By: _____
Joe Guillen, Chair PSCOC

SSTB21SD- 0001 Reconciliation Worksheet
A04 - SSTB21SD 0001

August 29, 2022

A-Code	Description	Original Certification	Actual Budget (SHARE)	Pending Budget (SHARE)
	Standards and System Awards for FY23	\$ 282,815,743.00	\$ -	\$ -
	2nd Round of Systems Awards for FY22	\$ 16,334,067.00	\$ -	\$ -
	2nd Round of Pre-K Applications	\$ 9,800,000.00	\$ 9,800,000.00	\$ (1,149,114.00)
K23-001	Farmington - Preschool Academy East			\$ 999,114.00
K23-002	NMSBVI - Albuquerque Pre-School			\$ 150,000.00
	Additional Teacherage Awards for FY23	\$ 10,000,000.00	\$ 10,000,000.00	\$ -
	FY2022-2023 State Fire Marshall Budget/Reimb.	\$ 80,000.00	\$ 80,000.00	\$ -
	FY2022-2023 CID Budget/Reimbursement	\$ 250,000.00	\$ 250,000.00	\$ -
	FY2022-2023 Capital Imp. Act (SB9)	\$ 22,200,000.00	\$ 22,200,000.00	\$ (7,825,169.00)
	FY23 Operating Budget		\$ 6,342,600.00	\$ -
	FY23 Special Salaries/Personnel		\$ 478,600.00	\$ -
	FY22 PS & EB (3% compensation)		\$ 27,600.00	\$ -
	BDCP (Broadband)		\$ 10,000,000.00	\$ -
	FY23 FMP (Facility Master Plans)		\$ 360,000.00	\$ -
	HB119 Maintenance Allocations		\$ 10,900,000.00	\$ 6,200,000.00
	SB212 \$75M		\$ 75,000,000.00	\$ -
	NMPFA - HB43 Charter School Revolving Loan Fund		\$ 10,000,000.00	\$ -
	E22-001 City of Las Vegas Emergency		\$ 229,000.00	\$ -
P23-001	Gallup - Gallup Central HS		\$ 900,480.00	\$ -
P23-006	Albuquerque Sign Language Academy		\$ 21,289,264.00	\$ -
P23-002	Gallup - Thoreau High School		\$ 3,821,477.00	\$ -
P23-004	Farmington - Heights MS		\$ 1,712,379.00	\$ -
P23-005	Farmington - Mesa Verde ES		\$ 1,049,043.00	\$ -
P23-003	Gallup - David Skeet ES		\$ 1,771,462.00	\$ -
P20-007	Des Monies Combined - Award Language Change		\$ 710,953.00	\$ -
	BBER - State/Local Match Study		\$ 70,000.00	\$ -
	e-Builder Upgrade		\$ 48,800.00	\$ -
	FY23 Siemens		\$ 176,000.00	\$ -
	FY23 e-Builder Subscription		\$ 224,638.00	\$ -
	Floyd Emergency		\$ 102,240.00	\$ -
	Contractor Bond Reconciliation			\$ 65,000.00
	Subtotals	\$ 341,479,810.00	\$ 187,544,536.00	\$ (1,560,169.00)
	STB21SD Proceeds	\$ 268,182,200		
	Less: Actual Budget (SHARE)	\$ (187,544,536)		
	Less: Pending Budget (SHARE)	\$ 1,560,169		
	STB21SD Proceeds Remaining	\$ 82,197,833		

I. SB212 Distribution to Districts

II. Presenter(s): Martica Casias, Executive Director
Ryan Parks, Deputy Director

III. Potential Motion:

Council approval to release funding to all school districts as listed, based on the FY23 SB-9 allocations. The school districts must accept and sign the award letter, and provide PSFA with information regarding how the district intends to utilize the funds expended. School districts should have a current Preventive Maintenance Plan (PM) approved by PSFA. The funds should be expended within three years.

IV. Executive Summary:**Staff Recommendation:**

Approval to distribute funding based on updated FY23 SB-9 allocations.

Key Points:

SB-212: *“Greater of \$100K or a percentage of the total appropriation equal to the percentage attributable to that school district from the total distributions made to the school districts for fiscal year 2023 pursuant to the Public School Improvements Act.”*

- Districts receive no less than \$100K.
- Direct Legislative Appropriation Offsets will not be applied.
- Funds must be applied to maintenance and/or repair of public school buildings.

At the May 2022 PSCOC meeting the following method and requirements were approved for distribution of the \$75M:

- Calculate which districts will receive the \$100K minimum, then;
- Divide the remaining amount of the allocation, utilizing the same percentage amount as received for SB-9.
- Districts receiving an amount over \$100K would share an equitable reduction from their original projected amount to compensate for the districts whose share would be below the \$100K,
- This would keep the funding within the \$75M limit.
- District must submit a letter to PSFA indicating intent, signed by the Superintendent and School Board President.
- PSFA to distribute total eligible amount directly to the school districts.

- District should have a current Preventive Maintenance Plan (PM) approved by PSFA.
- District should expend funds within three years.

Exhibits:

A – SB212, Section 51

B – \$75M Distribution Letter Example

1 **SECTION 51. PUBLIC SCHOOL FACILITIES AUTHORITY--**
2 DISTRIBUTIONS FOR PUBLIC SCHOOL PROJECTS--APPROPRIATION FROM
3 THE PUBLIC SCHOOL CAPITAL OUTLAY FUND.--Seventy-five million
4 dollars (\$75,000,000) is appropriated from the public school
5 capital outlay fund to the public school facilities authority
6 to make a distribution to each school district in fiscal year
7 2023 for the maintenance and repair of public school buildings
8 in fiscal year 2023 and subsequent fiscal years. The public
9 school facilities authority shall make the distribution to each
10 school district in a manner such that each school district
11 receives the greater of one hundred thousand dollars (\$100,000)
12 or a percentage of the total appropriation equal to the
13 percentage attributable to that school district from the total
14 distributions made to school districts for fiscal year 2023
15 pursuant to the Public School Capital Improvements Act. A
16 distribution provided to a school district pursuant to the
17 appropriation made in this section is not subject to any local
18 match or offset otherwise required pursuant to the Public
19 School Capital Outlay Act.

20 **SECTION 52. MINERS' COLFAX MEDICAL CENTER PROJECTS--**
21 APPROPRIATIONS FROM THE MINERS' TRUST FUND.--The following
22 amounts are appropriated from the miners' trust fund to the
23 miners' Colfax medical center for expenditure in fiscal years
24 2022 through 2026, unless otherwise provided in Section 3 of
25 this act, for the following purposes:

.222734.1

State of New Mexico
Public School Capital Outlay Council

PSCOC Chair

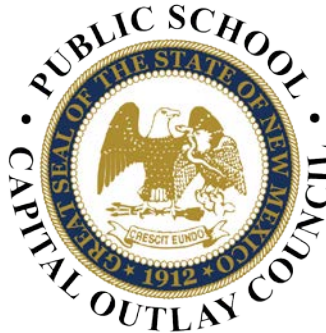
Joe Guillen, NMSBA

PSCOC Vice Chair

Raúl Burciaga, LCS

PSCOC Members

David Abbey, LFC
David L. Robbins, PEC
Antonio Ortiz, PED
Ashley Leach, DFA
Clay Bailey, CID
Mariana Padilla, Governor's Office
Gwen Perca Warniment, LESC



Public School Facilities Authority

Martica Casias | Executive Director
Ryan Parks | Deputy Director

1312 Basehart SE, Suite 200
Albuquerque, NM 87106

(505) 843-6272

<https://www.nmpsfa.org/>

August 30, 2022

Invoice # «DistrictInvoiceNumber»

«SuperintendentName»

«DistrictName»

«DistrictAddress»

«DistrictCity», «DistrictState», «DistrictZipCode»

Dear District,

The Public School Capital Outlay Council (PSCOC) has approved a fund distribution appropriation to «DistrictName» from the Public School Capital Outlay Fund per Senate Bill 212. The total net distribution for this appropriation is «Appropriation»; this letter serves as an invoice for the following district:

District:

«DistrictName»

Bill Language:

SB 212 SECTION 51. PUBLIC SCHOOL FACILITIES AUTHORITY- DISTRIBUTIONS FOR PUBLIC SCHOOL PROJECTS - APPROPRIATION FROM THE PUBLIC SCHOOL CAPITAL OUTLAY FUND. Seventy-five million dollars (\$75,000,000) is appropriated from the public school capital outlay fund to the public school facilities authority to make a distribution to each school district in fiscal year 2023 for the maintenance and repair of public school buildings in fiscal year 2023 and subsequent fiscal years. The Public School Facilities Authority shall make the distribution to each school district in a manner such that each school district receives the greater of one hundred thousand dollars (\$100,000) or a percentage of the total appropriation equal to the percentage attributable to that school district from the total distributions made to school districts for fiscal year 2023 pursuant to the Public School Capital Improvements Act. A distribution provided to a school district pursuant to the appropriation made in this section is not subject to any local match or offset otherwise required pursuant to the Public School Capital Outlay Act.

Please note that the fund distribution appropriation can be used *only* for the purpose(s) specified.

Please submit this letter accepting the fund distribution appropriation by signature of both the School Board President and the District Superintendent to: Ryan Parks, PSFA Deputy Director, via email at rparks@nmpsfa.org. **Deadline for the acceptance of this award is September 30, 2022.**

The district must complete the Intended Scope of Work section on the third page of this letter.

The district should have a current Preventive Maintenance Plan (PM) approved by PSFA.

All districts are advised to expend these awarded funds in a timely manner.

If you have any questions concerning the award, please contact Ryan Parks, PSFA Deputy Director.

We look forward to working with the school district in our common purpose of providing better school facilities for the children of New Mexico.

Sincerely,

Joe Guillen, Chair
Public School Capital Outlay Council

cc: Martica Casias, Executive Director, PSFA
Ryan Parks, PSFA Deputy Director

DECLARATION OF AWARD ACCEPTANCE

The undersigned below hereby certifies that the Senate Bill 212 fund distribution to «DistrictName» is:
(check one)

- Accepted**
- Rejected**

by the district and all specific contingencies and additional conditions that were adopted by the PSCOC at the meeting on August 29, 2022 are understood and accepted. The fund distribution will be expended only for the stated uses and all contingencies will be met.

Public School Facilities Authority distributions for public school projects, appropriation from the Public School Capital Outlay Fund for the maintenance and repair of public school buildings.

Please provide an Intended Scope of Work describing how the funding will be expended.

INTENDED SCOPE OF WORK:

District's Preventive Maintenance Plan is current:

- Yes
- No
- If No, specify when the preventive maintenance plan will be completed:

If you have questions regarding your Preventative Maintenance Plan, contact Larry Tillotson, PSFA Maintenance and Operations Support Manager at ltillotson@nmpsfa.org

ACCEPTED BY:

«SuperintendentName»,
«DistrictName»

DATE: _____

«DistrictSchoolBoardPresident»,
«DistrictName»

DATE: _____

I. HB119 Funding

II. Presenter(s): Brad Mathews, Chief Financial Officer
Martica Casias, Executive Director

III. Potential Motion:

Council approval to increase HB-119 funding from \$10.9M to \$17.2M and to adjust the certifications to reflect the increase.

IV. Executive Summary:**Key Points:**

The purpose of the HB-119 is to increase capital outlay funding for all school districts by proposing new calculations to the Public School Capital Improvements Act.

- A. *Except as provided in Subsection E of this section, for each year that a capital improvements tax is imposed by a school district, the secretary shall distribute from the public school capital improvements fund to the school district an amount equal to the greater of:*
- (1) the difference between:*
 - (a) the product of: 1) the school district's program units; 2) multiplied by the tax rate imposed by the school district; and 3) multiplied further by the sum calculated pursuant to Subsection B of this section; and*
 - (b) the school district's estimated tax revenue; or*
 - (2) the product of:*
 - (a) five dollars (\$5.00) for fiscal year 2023; and in each subsequent fiscal year, the amount for the previous fiscal year adjusted by the percentage increase between the next preceding calendar year and the preceding calendar year of the consumer price index for the United States, all items, as published by the United States department of labor;*
 - (b) multiplied by the school district's program units; and*
 - (c) multiplied further by the tax rate imposed by the school district.*
- B. *The amount in Item 3) of Subparagraph (a) of Paragraph (1) of Subsection A of this section shall be equal to the sum of:*
- (1) for fiscal year 2023, eighty-nine dollars twenty-five cents (\$89.25); and in each subsequent fiscal year, the amount for the previous fiscal year adjusted by the percentage increase between the next preceding calendar year and the preceding calendar year of the consumer price index for the United States, all items, as published by the United States department of labor; plus*

- C. If a distribution is made to a school district pursuant to Subsection A of this section, the secretary shall make an additional distribution from the public school capital improvements fund to the school district in an amount equal to the product of:*
- (1) fifty-three dollars (\$53.00);*
 - (2) multiplied by the sum of the school district's program units;*
 - (3) multiplied further by the greater of six percent or the percentage calculated pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978;*
and
 - (4) multiplied further by the tax rate imposed by the school district.*
- D. [...] but no distribution from the public school capital improvements fund may be used for capital improvements to any administration building of a school district:*

I. Potential Changes to Direct Legislative Appropriations (Offsets)**II. Presenter(s):** Martica Casias, Executive Director**III. Potential Motion:**

Council approval of Offset Awards to districts applicable upon receipt of a PSCOC award. An Offset Award is only applicable to one PSCOC award, and not to exceed \$1M per district.

IV. Executive Summary:**Staff Recommendation:**

Approval of the Offset Award program applicable to districts at the time of a PSCOC award.

Key Points:**• Problem Statement:**

- Several districts have offset balances resulting from accepting a direct legislative appropriation, which deters them from applying for PSCOC funding to improve their school facilities.
- Some districts indicated they inherited the offset from the previous administrations and/or they did not understand the consequences of accepting the offset when applying for PSCOC funding.
- Many schools have a high FCI, causing the school to continue to deteriorate.
- Additionally, many of the districts have a high local match, compounding their inability to apply for funding.

• Possible solution to address district concerns that the offsets create a barrier to apply for PSCOC funding:

- Award a maximum of \$1M per district to reduce offset amount.
- Only applicable when a school district is awarded PSCOC funding.
 - The Offset Award can only be applied once.
 - If the district accepts a direct legislative appropriation in the future, the offset cannot be forgiven.

Evaluation Criteria	Totals
Number of Schools with Campus FCI 50%+	423
Number of Districts with Schools with Campus FCI 50%+	77
Total Amount of Offsets for Top 150 (Eligible for Standards)	\$ 57,191,663
Total Amount of Offsets for Top 350 (Eligible for Systems)	\$ 70,044,344
Total Amount of Current Offsets	\$ 74,197,673
Total Offset Award (Up to \$1M per District)	\$ 23,602,904
Remaining Balance of Offsets After Awards	\$ 50,594,769
Number of Districts with an Offset over \$1M	12
Number of Districts with an Offset less than \$1M (excludes Districts with no offset)	46

Statute Reference:

- NMAC Title 6, Chapter 27 - 6.27.3.10 (B)
 - *“Any direct appropriation not otherwise accepted from this requirement and not rejected by the school district shall result in the application of the offset as calculated pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978.”*

Exhibits:

A – Districts Affected by Potential Offset Awards

Potential Offset Awards

	OPTION 1: CURRENT OFFSETS FY 2023		OPTION 2: OFFSETS 3 YEARS OLD PRE-FY 2020		OPTION 3: OFFSETS 5 YEARS OLD PRE-FY 2018	
DISTRICT	CURRENT DISTRICT OFFSETS 2022-2023	POTENTIAL AWARD AMOUNT	TOTAL OFFSET FOR 2019-2020	POTENTIAL AWARD AMOUNT	TOTAL OFFSET FOR 2017-2018	POTENTIAL AWARD AMOUNT
1 ALAMOGORDO	\$ 754,000	\$ 754,000	\$ -	\$ -	\$ -	\$ -
2 ALBUQUERQUE	\$ 36,709,020	\$ 1,000,000	\$ 15,660,304	\$ 1,000,000	\$ 4,049,942	\$ 1,000,000
3 ANIMAS	\$ 73,750	\$ 73,750	\$ 73,750	\$ 73,750	\$ -	\$ -
4 ARTESIA	\$ 3,430,828	\$ 1,000,000	\$ 2,114,828	\$ 1,000,000	\$ 1,792,408	\$ 1,000,000
5 AZTEC	\$ 638,100	\$ 638,100	\$ 638,100	\$ 638,100	\$ 638,100	\$ 638,100
6 BELEN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7 BERNALILLO	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8 BLOOMFIELD	\$ 1,190,599	\$ 1,000,000	\$ 1,190,599	\$ 1,000,000	\$ 1,190,599	\$ 1,000,000
9 CAPITAN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10 CARLSBAD	\$ 2,820,533	\$ 1,000,000	\$ 2,736,497	\$ 1,000,000	\$ 2,212,782	\$ 1,000,000
11 CARRIZOZO	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12 CENTRAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
13 CHAMA	\$ 154,857	\$ 154,857	\$ 154,857	\$ 154,857	\$ 154,857	\$ 154,857
14 CIMARRON	\$ 214,750	\$ 214,750	\$ 214,750	\$ 214,750	\$ 214,750	\$ 214,750
15 CLAYTON	\$ 17,250	\$ 17,250	\$ 17,250	\$ 17,250	\$ 17,250	\$ 17,250
16 CLOUDCROFT	\$ 1,356,435	\$ 1,000,000	\$ 1,356,435	\$ 1,000,000	\$ 1,356,435	\$ 1,000,000
17 CLOVIS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
18 COBRE	\$ 939,950	\$ 939,950	\$ 348,450	\$ 348,450	\$ 97,500	\$ 97,500
19 CORONA	\$ 253,380	\$ 253,380	\$ 253,380	\$ 253,380	\$ 140,880	\$ 140,880
20 CUBA	\$ 49,500	\$ 49,500	\$ -	\$ -	\$ -	\$ -
21 DEMING	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22 DES MOINES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
23 DEXTER	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
24 DORA	\$ 199,150	\$ 199,150	\$ 199,150	\$ 199,150	\$ 199,150	\$ 199,150
25 DULCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26 ELIDA	\$ 481,884	\$ 481,884	\$ 387,384	\$ 387,384	\$ 294,744	\$ 294,744
27 ESPANOLA	\$ 475,640	\$ 475,640	\$ 199,750	\$ 199,750	\$ -	\$ -
28 ESTANCIA	\$ 63,556	\$ 63,556	\$ 34,056	\$ 34,056	\$ 34,056	\$ 34,056
29 EUNICE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
30 FARMINGTON	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
31 FLOYD	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ -
32 FORT SUMNER	\$ 66,450	\$ 66,450	\$ 66,450	\$ 66,450	\$ 66,450	\$ 66,450
33 GADSDEN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
34 GALLUP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
35 GRADY	\$ 9,000	\$ 9,000	\$ -	\$ -	\$ -	\$ -
36 GRANTS	\$ 62,000	\$ 62,000	\$ -	\$ -	\$ -	\$ -
37 HAGERMAN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
38 HATCH	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
39 HOBBS	\$ 728,160	\$ 728,160	\$ -	\$ -	\$ -	\$ -
40 HONDO	\$ 495,400	\$ 495,400	\$ 100,500	\$ 100,500	\$ 100,500	\$ 100,500
41 HOUSE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
42 JAL	\$ 1,063,887	\$ 1,000,000	\$ 1,017,887	\$ 1,000,000	\$ 1,017,887	\$ 1,000,000
43 JEMEZ MOUNTAIN	\$ 64,084	\$ 64,084	\$ 64,084	\$ 64,084	\$ 64,084	\$ 64,084
44 JEMEZ VALLEY	\$ 22,490	\$ 22,490	\$ 22,490	\$ 22,490	\$ 22,490	\$ 22,490
45 LAKE ARTHUR	\$ 1,349,303	\$ 1,000,000	\$ 1,102,553	\$ 1,000,000	\$ 246,953	\$ 246,953
46 LAS CRUCES	\$ 142,000	\$ 142,000	\$ -	\$ -	\$ -	\$ -
47 LAS VEGAS CITY	\$ 43,000	\$ 43,000	\$ -	\$ -	\$ -	\$ -
48 LAS VEGAS WEST	\$ 213,160	\$ 213,160	\$ -	\$ -	\$ -	\$ -
49 LOGAN	\$ 111,740	\$ 111,740	\$ 111,740	\$ 111,740	\$ 111,740	\$ 111,740
50 LORDSBURG	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
51 LOS ALAMOS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
52 LOS LUNAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
53 LOVING	\$ 757,430	\$ 757,430	\$ 757,430	\$ 757,430	\$ 757,430	\$ 757,430
54 LOVINGTON	\$ 3,132,409	\$ 1,000,000	\$ 2,941,909	\$ 1,000,000	\$ 2,794,789	\$ 1,000,000
55 MAGDALENA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
56 MAXWELL	\$ 161,604	\$ 161,604	\$ 91,404	\$ 91,404	\$ 65,604	\$ 65,604
57 MELROSE	\$ 212,892	\$ 212,892	\$ 194,892	\$ 194,892	\$ 158,942	\$ 158,942
58 MESA VISTA	\$ 206,800	\$ 206,800	\$ -	\$ -	\$ -	\$ -
59 MORA	\$ 1,165,506	\$ 1,000,000	\$ 912,866	\$ 912,866	\$ 792,366	\$ 792,366
60 MORIARTY	\$ 88,970	\$ 88,970	\$ 88,970	\$ 88,970	\$ 88,970	\$ 88,970
61 MOSQUERO	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
62 MOUNTAINAIR	\$ 52,200	\$ 52,200	\$ 52,200	\$ 52,200	\$ -	\$ -
63 PECOS	\$ 153,230	\$ 153,230	\$ 153,230	\$ 153,230	\$ 74,750	\$ 74,750
64 PENASCO	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ -
65 POJOAQUE	\$ 50,400	\$ 50,400	\$ 11,250	\$ 11,250	\$ 11,250	\$ 11,250
66 PORTALES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
67 QUEMADO	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
68 QUESTA	\$ 900,997	\$ 900,997	\$ 900,997	\$ 900,997	\$ 785,997	\$ 785,997
69 RATON	\$ 238,290	\$ 238,290	\$ -	\$ -	\$ -	\$ -
70 RESERVE	\$ 94,000	\$ 94,000	\$ -	\$ -	\$ -	\$ -
71 RIO RANCHO	\$ 2,679,777	\$ 1,000,000	\$ 1,050,417	\$ 1,000,000	\$ 184,377	\$ 184,377
72 ROSWELL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
73 ROY	\$ 61,081	\$ 61,081	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750
74 RUIDOSO	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
75 SAN JON	\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200
76 SANTA FE	\$ 5,986,640	\$ 1,000,000	\$ 5,182,940	\$ 1,000,000	\$ 3,796,004	\$ 1,000,000
77 SANTA ROSA	\$ 92,750	\$ 92,750	\$ 92,750	\$ 92,750	\$ 92,750	\$ 92,750
78 SILVER	\$ 544,100	\$ 544,100	\$ 57,100	\$ 57,100	\$ -	\$ -
79 SOCORRO	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
80 SPRINGER	\$ 86,857	\$ 86,857	\$ 86,857	\$ 86,857	\$ 86,857	\$ 86,857
81 TAOS	\$ 1,709,832	\$ 1,000,000	\$ 1,098,832	\$ 1,000,000	\$ 621,432	\$ 621,432
82 TATUM	\$ 610,552	\$ 610,552	\$ 610,552	\$ 610,552	\$ 349,972	\$ 349,972
83 TEXICO	\$ 261,000	\$ 261,000	\$ -	\$ -	\$ -	\$ -
84 T or C	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
85 TUCUMCARI	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
86 TULAROSA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
87 VAUGHN	\$ 414,000	\$ 414,000	\$ 414,000	\$ 414,000	\$ 414,000	\$ 414,000
88 WAGON MOUND	\$ 249,300	\$ 249,300	\$ 249,300	\$ 249,300	\$ 226,680	\$ 226,680
89 ZUNI	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
90 TOTAL	\$ 74,197,673	\$ 23,602,904	\$ 43,035,090	\$ 18,581,889	\$ 25,347,677	\$ 15,136,831

I. Potential PSCOC Waiver Policy

II. Presenter(s): Martica Casias, Executive Director

III. Potential Motion:

Council approval of the PSCOC Waiver Policy.

IV. Executive Summary:

Staff Recommendation:

Approval of the PSCOC Waiver Policy.

Key Points:

Problem Statement:

- Many districts are not eligible for a waiver based on the current statute criteria, prohibiting districts from applying for PSCOC funding.
- Due to voters, several districts cannot bond to 100%; however, facilities are in need of repair, renovation or replacement.
- Districts are hesitant to bond to 100% and contend funding is required to maintain the existing facilities.

Potential PSCOC Waiver Policy:

- All cash balances must be provided with request for a waiver
- If a district is not 100% bonded, they must meet the following:
 - All available cash is needed for maintenance of the school, to prevent further deterioration (certified letter from the district)
 - High Facility Condition Index (FCI) of 50% and above
 - Facility Assessment Database (FAD) report indicating facility/systems deficiencies
 - Statement of Financial Position indicates that district has committed funding toward maintenance and operations
- The district cannot go out to bond for a year or more, due to:
 - District attempted to bond and bond failed
 - Statute does allow PSCOC to request district to tax themselves
 - 100% bonding will increase taxes in the district (there could be a percent increase here, perhaps 2% could be a maximum tax increase)
 - Leaving the district with some funding for maintenance or repairs
 - District has a history of not passing bonds

- Economic conditions of the community
- Percent of property ownership, compared to population
- Insurance company will not cover/reimburse the district for potential emergency repairs
 - Insurance reimbursement may be temporary solution to failing buildings
- Lack of repair will cause further damage to the facility and could potentially make the school unusable, causing the district to request Emergency Funding from the PSCOC

Statute Reference:

Existing Waiver Criteria, per 22-24-5 (B)(11):

- Option 1:
 - If the school district has insufficient bonding capacity over the next 4 years and
 - The mill levy is equal to or greater than 10; or
- Option 2:
 - If the MEM count is equal to or less than 800 and
 - The percent of free or reduced fee lunch is equal to or greater than 70% and
 - The state share is less than 50% and
 - The mill levy is equal to or greater than 7.00; or
- Option 3:
 - If the school district has an enrollment growth rate over the previous school year of at least 2.50%; and
 - Pursuant to its 5-year FMP, will be building a new school within the next two years; and
 - The mill levy is equal to or greater than 10

Exhibits:

A – Waiver Criteria - Options - Eligible Districts

B – Capital Funding Waiver Criteria Summary

C – Section of Article 24, Chapter 22; 22-24-5 (B)(11)

**Waiver Criteria - Option 1 - Eligible Districts
(Insufficient Bonding Capacity, Mill Levy ≥ 10)**

DISTRICT	BONDING AVAILABLE CAPACITY (12/31/21)	BONDING INDEBTEDNESS PERCENTAGE (12/31/21)	MILL LEVY (7/1/22)
ALBUQUERQUE	\$ 670,887,941	39.3%	10.505
AZTEC	\$ 33,098,931	0.0%	12.378
BERNALILLO	\$ 13,524,452	68.5%	11.544
BLOOMFIELD	\$ 21,120,575	47.8%	12.058
CARLSBAD	\$ 243,321,986	15.9%	10.14
CUBA	\$ 4,478,006	46.5%	12.459
DEXTER	\$ 688,502	85.3%	12.195
DULCE	\$ 3,915,568	59.5%	23.878
GADSDEN	\$ 31,293,904	53.0%	16.519
GALLUP-McKINLEY	\$ (1,278,834)	103.2%	10.544
GRANTS-CIBOLA	\$ 9,756,928	52.9%	12.134
HATCH	\$ 1,655,764	69.2%	12.691
HOBBS	\$ 68,612,694	26.7%	11.364
JEMEZ VALLEY	\$ 3,134,677	51.0%	11.309
LAS VEGAS CITY	\$ 4,364,027	75.9%	12.054
LAS VEGAS WEST	\$ 2,074,377	83.8%	12.728
LOS ALAMOS	\$ 30,143,243	42.2%	12.002
LOS LUNAS	\$ 17,756,060	71.0%	13.209
LOVINGTON	\$ 2,643,073	91.9%	11.37
MAGDALENA	\$ 1,168,571	40.5%	10.644
MORIARTY	\$ 16,192,265	57.7%	10.531
MOSQUERO	\$ 110,318	96.6%	14.716
POJOAQUE	\$ 6,814,827	40.3%	11.447
RIO RANCHO	\$ 52,258,604	67.0%	10.731
SOCORRO	\$ 2,032,995	82.8%	10.016
TULAROSA	\$ 2,813,200	55.8%	10.903

Excludes State Charters, Districts Meeting Waiver Criteria: 26

Waiver Criteria - Option 2 - Eligible Districts

(MEM Count ≤ 800, Free or Reduced Lunch ≥ 70%, State Share ≤ 50%, Mill Levy ≥ 7.00)

DISTRICT	MEM COUNT (2021-22)	FREE OR REDUCED LUNCH % (SY 2021-22)	STATE SHARE (7/12/22)	MILL LEVY (7/1/22)
CARRIZOZO	152	71.6%	6%	7.62
CUBA	669	99.3%	34%	12.459
DULCE	571	85.2%	6%	23.878
ESTANCIA	547	88.9%	49%	8.078
FT. SUMNER	260	70.2%	6%	7.439
HONDO	138	94.5%	38%	9.527
JEMEZ VALLEY	367	87.8%	35%	11.309
LAKE ARTHUR	125	100.0%	6%	7.529
LORDSBURG	455	91.6%	6%	9.116
MESA VISTA	244	82.9%	6%	7.952
SPRINGER	117	100.0%	30%	7.1

Excludes State Charters, Districts Meeting Original Waiver Criteria: 11

Waiver Criteria - Option 3 - Eligible Districts

(Enrollment Growth Rate ≥ 2.50%, New School Next 2 Years*, Mill Levy ≥ 10)

DISTRICT	# OF SCHOOLS IN TOP 150*	MILL LEVY (7/1/22)	GROWTH RATE (2020-21/2021-22)
CUBA		12.459	10.61%
TULAROSA		10.903	3.64%

Excludes State Charters, Districts Meeting Original Waiver Criteria: 2

*District has schools in the top 150.

Local Match Reductions (Waivers)

- The PSCOC council *may* adjust the amount of local share otherwise required if it determines that a school district has made a good-faith effort to use all of its local capital funding resources.

Capital Funding Waiver Criteria - 22-24-5 (B)(11)

Option 1: All Districts	If the school district has insufficient bonding capacity over the next 4 years and the mill levy is equal to or greater than	10.0	the district is eligible, OR
Option 2: Small Districts	if the MEM count is equal to or less than	800	and
	the percent of free or reduced fee lunch is equal to or greater than	70%	and
	the state share is less than	50%	and
	the mill levy is equal to or greater than	7.00	the district is eligible, OR
	If the school district has an enrollment growth rate over the previous school year of at least	2.5%	and
	pursuant to its 5-year FMP, will be building a new school within the next	2 years	and
Option 3: Growth Districts	the mill levy is equal to or greater than	10.0	the district is eligible

**Mill Levy - sum of all rates imposed by resolution of the local school board plus rates set to pay interest and principal on outstanding school district general obligation bond*

Section of Article 24, Chapter 22; 22-24-5 (B)(11)

(11) the council may adjust the amount of local share otherwise required if it determines that a school district has made a good-faith effort to use all of its local resources. Before making any adjustment to the local share, the council shall consider whether:

(a) the school district has insufficient bonding capacity over the next four years to provide the local match necessary to complete the project and, for all educational purposes, has a residential property tax rate of at least ten dollars(\$10.00) on each one thousand dollars (\$1,000) of taxable value, as measured by the sum of all rates imposed by resolution of the local school board plus rates set to pay interest and principal on outstanding school district general obligation bonds;

(b) the school district:

1) has fewer than an average of eight hundred full-time-equivalent students on the second and third reporting dates of the prior school year;
 2) has at least seventy percent of its students eligible for free or reduced fee lunch;
 3) has a share of the total project cost, as calculated pursuant to provisions of this section, that would be greater than fifty percent; and 4) for all educational purposes, has a residential property tax rate of at least seven dollars (\$7.00) on each one thousand dollars (\$1,000) of taxable value, as measured by the sum of all rates imposed by resolution of the local school board plus rates set to pay interest and principal on outstanding school district general obligation bonds; or

(c) the school district:

1) has an enrollment growth rate over the previous school year of at least two and onehalf percent;
 2) pursuant to its five-year facilities plan, will be building a new school within the next two years; and
 3) for all educational purposes, has a residential property tax rate of at least ten dollars (\$10.00) on each one thousand dollars (\$1,000) of taxable value, as measured by the sum of all rates imposed by resolution of the local school board plus rates set to pay interest and principal on outstanding school district general obligation bonds;

VII. Informational

- A. Office of the Broadband and PSFA Collaboration
- B. Measurement and Verification Program Update
- C. PSCOC Policy for Pre-K Awards
- D. Statewide Adequacy Standards Meetings Schedule
- E. PSCOOTF Update
- F. Project Status Report

I. Office of Broadband and PSFA Collaboration

II. Presenter(s): Martica Casias, Executive Director
Ovidiu Viorica, Broadband & Technology Program Manager

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

- The Public School Facilities Authority (PSFA) is seeking Public School Capital Outlay Council (PSCOC) guidance regarding PSFA and the Office of Broadband Access and Expansion (OBAE) collaboration on the implementation and management of the Statewide Education Network (SEN).
- PSFA and OBAE are contemplating entering into a Joint Powers Agreement (JPA).
- Each would leverage its resources to expand broadband connectivity statewide.
- The expertise of the OBAE and the PSFA/Broadband Deficiencies Correction Program (BDCP), potentially along with the PSCOC funding resources for Education Technology/Broadband, would allow both agencies to cooperatively provide services or share powers outside each agency's normal jurisdiction in the development and management of the SEN.
- OBAE is currently assisting the PSFA with technological expertise in the contract negotiations as it relates to the backbone nodes and last-mile connections.
- OBAE has expressed interest in managing the SEN in collaboration with the PSFA/BDCP after all of the providers are under contract.
- OBAE is better suited to provide the PSFA/BDCP with the management support it needs to make the SEN a success as statewide broadband connectivity is its primary mission.
- OBAE was created in order to consolidate all broadband expansion and access projects/work being done by state agencies (SB 93, 2021 Regular Session; NM Stat § 63-9J (2021)).
- OBAE has oversight and participation with many agencies working on essential parts and pieces of the SEN, with the education piece being one of them.
- The JPA will define the roles of the OBAE and the PSFA to include the management of the PSFA/BDCP resources such as staff, service providers, and funding.

I. Measurement and Verification Program Update

II. Presenter(s): Martica Casias, Executive Director

III. Executive Summary (Informational):

Key Points:

- PSFA is engaging with the vendor Mountain Vector Energy (M&V) to perform Energy Management Technology and Software Services for forty-two PSCOC funded school facilities around the state.
- Mountain Vector Energy’s scope includes installing a final piece of hardware needed to connect to the company’s dashboard program called “Cufflink.”
- The vendor will then provide access to the data with a subscription cost per site. PSFA is recommending that this is funded through the PSCOF.
- PSCOC and the school districts have already funded a majority of the work needed to complete this effort.

Background:

- June 10, 2019 – Council approval to incorporate three years of measurement and verification (M&V) software subscription into new school projects for all Standards-based and relevant Systems-based awards.


Exhibits:

A – Addendum A, Mountain Vector Energy Scope of Services





Scope of Services: Mountain Vector Energy is a comprehensive energy and water management company based in New Mexico since 2012.

Introduction:

Mountain Vector Energy – Who are we?






Mountain Vector Energy directly manages

 29.6M square feet	 \$46.1M in utility spend	 868 facilities in New Mexico	 60 Solar Installations 9 batteries 762 kW
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Additionally, we manage **147** locations for Generac Grid Services. in PNM Peak Saver. **75MW** managed load.


Additionally, we manage **958** facilities for Encycle Technologies, Inc. in the U.S, Canada, and Mexico. **133MW** managed load.

We manage **6,831** metered accounts across electric, gas, water and solar.

 We have a Team 9 personnel based in New Mexico	 Only U.S. Patent for energy real time usage and spend (U.S.10,460,361) (CAN 3,077,403)	 238 Cufflink™ connected commercial and industrial facilities today
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Mountain Vector Energy designed, patented, and manufactures Cufflink™ in New Mexico. We built it simply to make our lives better.

 **Automate** your energy and water optimization with **Cufflink™**



Mountain Vector Energy Confidential

Confidential 2

Product Offering:

Cufflink™– Deployment and Costs

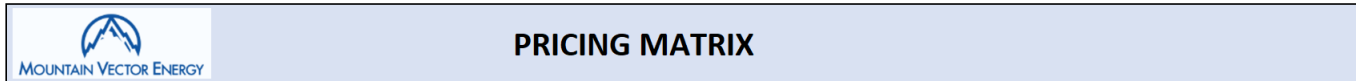


- Cufflink™ cellular device installed at customer site
- Establish telemetry to Cufflink Portal for data visualization and analytics
- We will layer in additional customer data for relationship visualization of key building system parameters.
- PRICE– \$50/meter/month
Note: Hardware installation fees – scope dependent.
- Cufflink™ Portal is mapped to pre-existing DERMS telemetry
- PRICE–\$50/meter/month
Note: Software integration fees–scope dependent
- Enabling real time usage and spend and predictive analytics via cloud-based API
- PRICE–\$50/meter/month
Note: Software integration fees–scope dependent

Cost
1-2 yr. simple payback
SAAS fee per month per meter
\$50 SaaS/mo./meter (0-200)
\$45 SaaS/mo./meter (201-500)
\$35 SaaS/mo./meter (500-1000)
\$30 SaaS/mo./meter (1001+)

Pricing Matrix:

General Pricing



	CufflinkTM Sensor & Telemetry Install	CufflinkTM Portal SAAS per month per meter
CufflinkTM - Electric	\$3,000	\$50
CufflinkTM - Gas	\$3,700	\$50
CufflinkTM - Water	\$3,700	\$50
CufflinkTM with Sensor - Electric	\$3,500	\$50
CufflinkTM with Sensor - Natural Gas	\$6,300	\$50
Cufflink TM with Sensor - Water	\$6,300	\$50

	Software Development per hour
Software Development Services	\$125

	Professional Services per hour
Energy Management Services	\$85

	Distant travel per day (Greater than 1.5 hrs one way)	Overnight stay
Travel Expenses	\$115	\$150

- *Pricing is based on standard school type installations with agreement to address exceptions on a mutual case by case basis.
- **Pricing does not include 7.8125% Gross Receipts Tax
- ***Mountain Vector Energy's hardware, cellular telemetry and resulting software integration to our cloud based Portal is seamless and managed end to end by Mountain Vector Energy employees.
- ****Travel Expenses are intended to cover employee costs for fuel/food costs and/or have to overnight in a work related area.
- *****Software Development Services are to cover development time for specific needs of PSFA and can be scoped in advance of the work with mutual agreement.
- *****Energy Management Services are to cover utility billing capture and related energy analysis on an as needed basis as directed by PSFA.

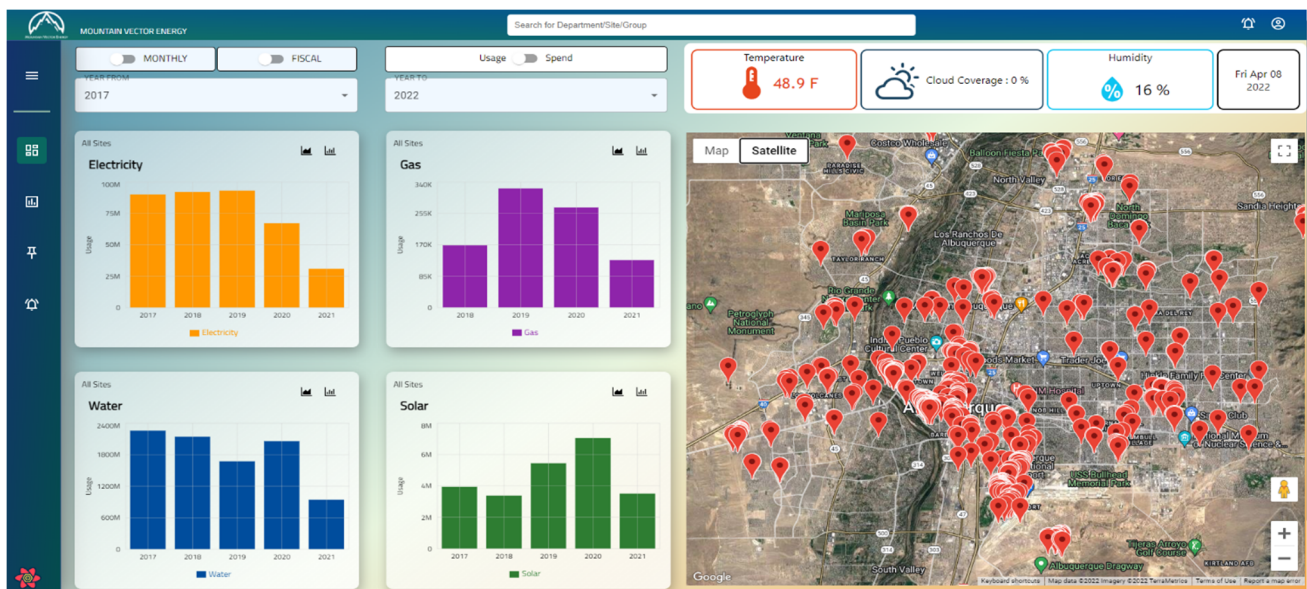
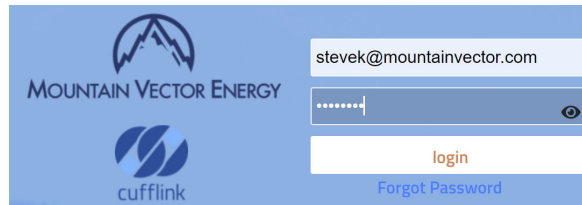
Total Sites:

Total Project			
Hardware Installation	Travel Expenses	Portal Access (1 yr)	Total Devices
\$742,700	\$45,210	\$115,200	192
	Total	Cost per device	
	\$903,110	\$4,104	

District / School	Hardware Install Cost	Travel Expenses	Cufflink Portal Access Fee (1 Year)	Total Devices
Farmington, High School	\$61,400	\$1,370	\$12,000	20
Las Cruces High School	\$67,700	\$1,370	\$12,600	21
Santo Domingo ES/MS Phase II	\$34,400	\$0	\$6,600	11
Zuni, Shiwi T'sana ES	\$28,900	\$1,370	\$4,800	8
Gallup, Lincoln ES	\$22,400	\$1,370	\$4,200	7
Gadsden, Yucca Heights ES	\$25,000	\$1,370	\$4,200	7
Estancia, Middle School	\$16,400	\$0	\$3,000	5
Gallup, Jefferson ES	\$16,400	\$1,370	\$3,000	5
Mesa Vista, Ojo Caliente ES (&MS)	\$17,800	\$1,370	\$3,000	5
Lordsburg, High School	\$13,400	\$1,370	\$2,400	4
CCSD, Judy Nelson ES	\$10,400	\$1,370	\$1,800	3
Deming, High School	\$10,400	\$1,370	\$1,800	3
Deming, Hofacket	\$10,400	\$1,370	\$1,800	3
Deming Intermediate	\$10,400	\$1,370	\$1,800	3
Espanola, ETS Fairview	\$10,400	\$0	\$1,800	3
Espanola, Los Ninos Kindergarten	\$10,400	\$0	\$1,800	3
Farmington, Hermosa MS	\$10,400	\$1,370	\$1,800	3
Farmington, Northeast ES	\$10,400	\$1,370	\$1,800	3
Gallup, Del Norte ES	\$16,700	\$1,370	\$2,400	4
Gallup, Ramah ES	\$21,600	\$1,370	\$3,000	5
Hobbs, Murray ES	\$10,400	\$1,370	\$1,800	3
Hobbs, Broadmoor ES	\$10,400	\$1,370	\$1,800	3
Reserve, Combined School	\$10,400	\$1,370	\$1,800	3
Roswell, El Capitan ES	\$10,400	\$1,370	\$1,800	3
Roswell, Parkview Early Lit	\$10,400	\$1,370	\$1,800	3
Bernalillo, Bernalillo HS	\$10,900	\$0	\$1,800	3
Clovis, Parkview ES	\$13,000	\$1,370	\$1,800	3
Alamogordo, NMSBVI	\$16,100	\$1,370	\$1,800	3
Belen, Rio Grand ES	\$16,100	\$0	\$1,800	3
Capitan High School	\$16,100	\$1,370	\$1,800	3
CCSD, Nascitti ES	\$16,100	\$1,370	\$1,800	3
Clovis, Highland ES	\$16,100	\$1,370	\$1,800	3
Gallup, Church Rock Academy (Catherine A. Miller)	\$16,100	\$1,370	\$1,800	3
Gallup, Thoreau ES	\$16,100	\$1,370	\$1,800	3
Los Lunas, High School	\$16,100	\$0	\$1,800	3
Mountainair, High School	\$16,100	\$0	\$1,800	3
Roswell, Berendo ES	\$16,100	\$1,370	\$1,800	3
Roswell, Del Norte ES	\$16,100	\$1,370	\$1,800	3
Roswell, Valley View ES	\$16,100	\$1,370	\$1,800	3
Ruidoso, Nob Hill ES	\$16,100	\$1,370	\$1,800	3
San Antonio, San Antonio ES	\$16,100	\$0	\$1,800	3
Truth Or Consequences ES	\$16,100	\$1,370	\$1,800	3

Software Overview:

Mountain Vector Energy's software is accessed through our cloud-based portal with a username and password. There are no scenarios where PSFA would need to download any of Mountain Vector Energy's software for our Cufflink™ sensor or Cufflink™ Portal to any PSFA device. Our fees are charged on a by meter basis with an unlimited number of PSFA approved users permitted.



I. PSCOC Policy for Pre-K Awards

II. Presenter(s): Martica Casias, Executive Director
John M. Valdez, Facilities Master Planner

III. Executive Summary (Informational):

Key Points:

- The PSCOC funded Pre-K program administered by PSFA started in 2013.
- From 2013 to 2022 PSCOC funded 69 Pre-K classrooms.
- 4 Pre-K facilities since 2021.
- A state local match is required.

Number of students served statewide 10,925 (based on PED Certified 40-day enrollment counts).

Number of Pre-K students served in the following districts:

- Las Cruces – 820 students (2021-2022).
- Rio Rancho – 577 students (2020-2021).

Districts applying for Pre-K awards can be located anywhere in the ranking.

22-24-12. Pre-kindergarten classroom facilities initiative.

- A. The council shall develop guidelines for a pre-kindergarten classroom facilities initiative in accordance with this section, including establishing and adopting pre-kindergarten classroom standards.*
- B. The authority shall rank all applications it receives for the pre-kindergarten classroom facilities initiative according to the methodology adopted by the council for that purpose.*
- C. After a public hearing, and to the extent that money is available in the fund for that purpose, the council may make pre-kindergarten classroom facilities initiative grants to school districts that the council determines **are willing and able to pay for the portion of the total cost** not funded with grant assistance from the fund according to those applicants' rankings.*

D. The state share of the cost of an approved pre-kindergarten classroom facilities initiative shall be calculated according to the methodology outlined in Subsection B of Section 22-24-5 NMSA 1978.

E. A school district that receives a grant in accordance with this section shall expend the money within three years after the grant allocation, or the money shall revert to the fund.

Exhibits:

A – Memorandum dated August 12, 2022 RE: Pre-K Enrollment Update 2022



State of New Mexico
Public School Facilities Authority

Martica Casias | Executive Director
 Ryan Parks | Deputy Director

DATE: Friday, August 12, 2022
 TO: Martica Casias, Executive Director
 FROM: John M. Valdez, AICP, Facilities Master Planner

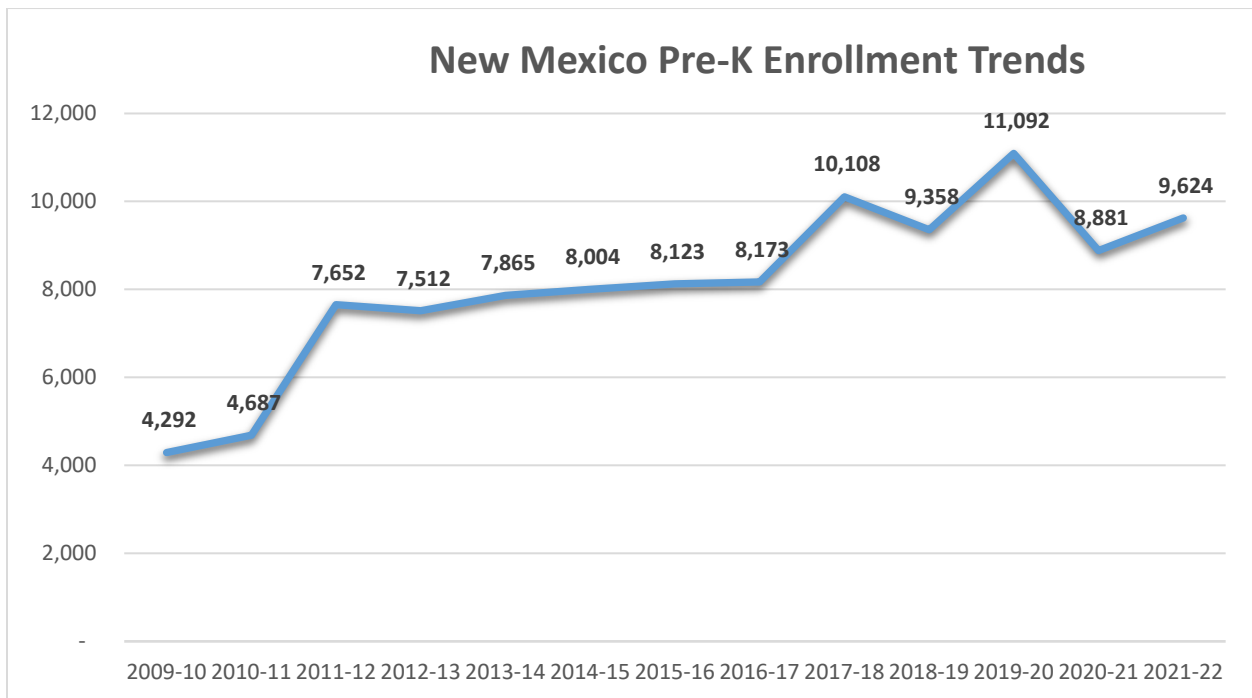
MEMORANDUM

RE: **Pre-K Enrollment overview**

This memo provides an overview of Pre-K enrollment trends in New Mexico Public Schools based on the Public Education Department’s Certified 40-Day enrollment counts.

I. Statewide Pre-K Enrollment

The following chart provides a summary of the Pre-K enrollment across all programs.



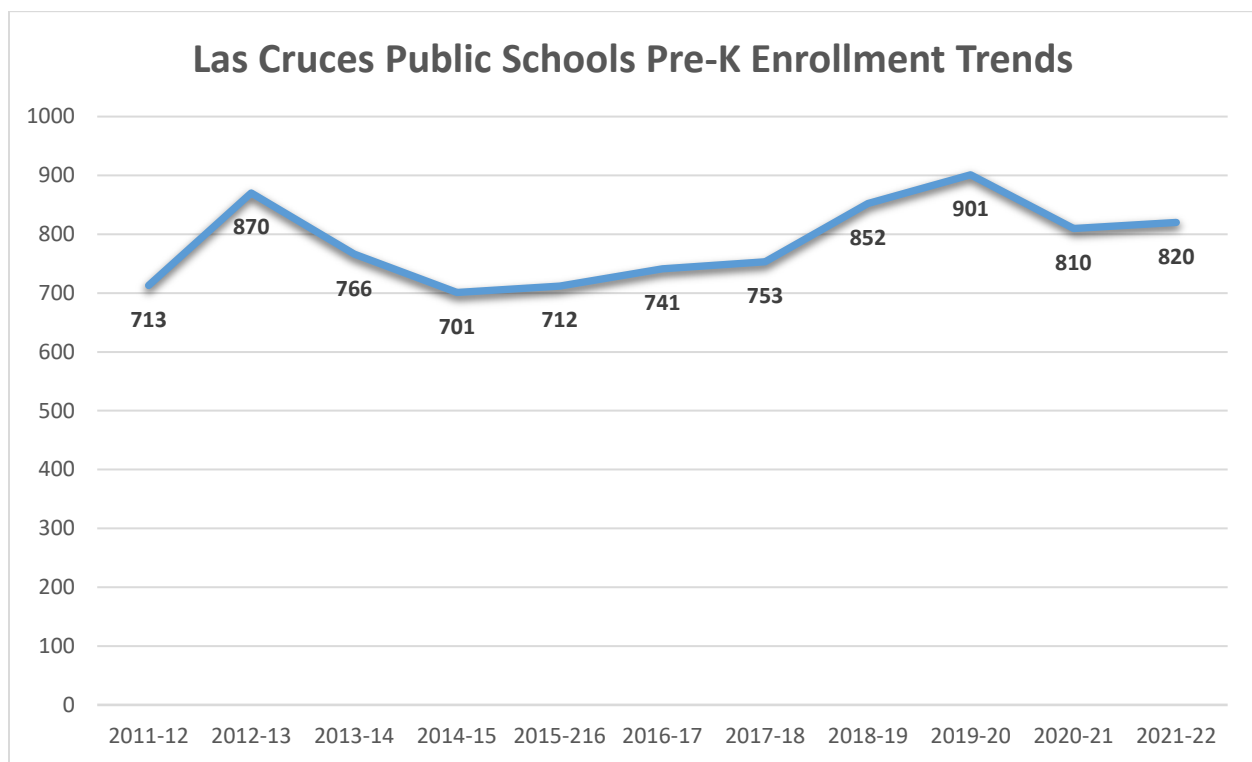
Source: NMPED Certified 40-Day Enrollment Counts

- Per these enrollment counts, there were 9,624 Pre-K students enrolled in New Mexico public schools, across all Pre-K programs (NM Pre-K, DD).
- The Pre-K enrollment has been growing steadily through the years, part of which is the result identification improvements for eligible students and increases in Pre-K resources (programs, staff).
- Pre-K enrollment decreased sharply in the COVID impacted school year of 2020-21. National data suggests that COVID affected younger grade levels the most.

- New Mexico has experienced some enrollment recovery in the recently completed 2021-22 school year.
- There are 256 facilities housing Pre-K students (based on the 2021-22 school year). These are broken down by:
 - 22 Pre-K/Early Childhood Centers
 - 205 Elementary Schools with other grade levels (Pre-K-5th/6th)
 - 15 in combination schools (Pre-K-12th)
 - 12 in charter schools
 - 2 in Constitutional Schools (NMSBVI and NMSD)

II. Pre-K Enrollment in the Las Cruces Public Schools

This section provides an overview of Pre-K enrollment in the Las Cruces Public School District (LCPS).



Source: NMPED Certified 40-Day Enrollment Counts

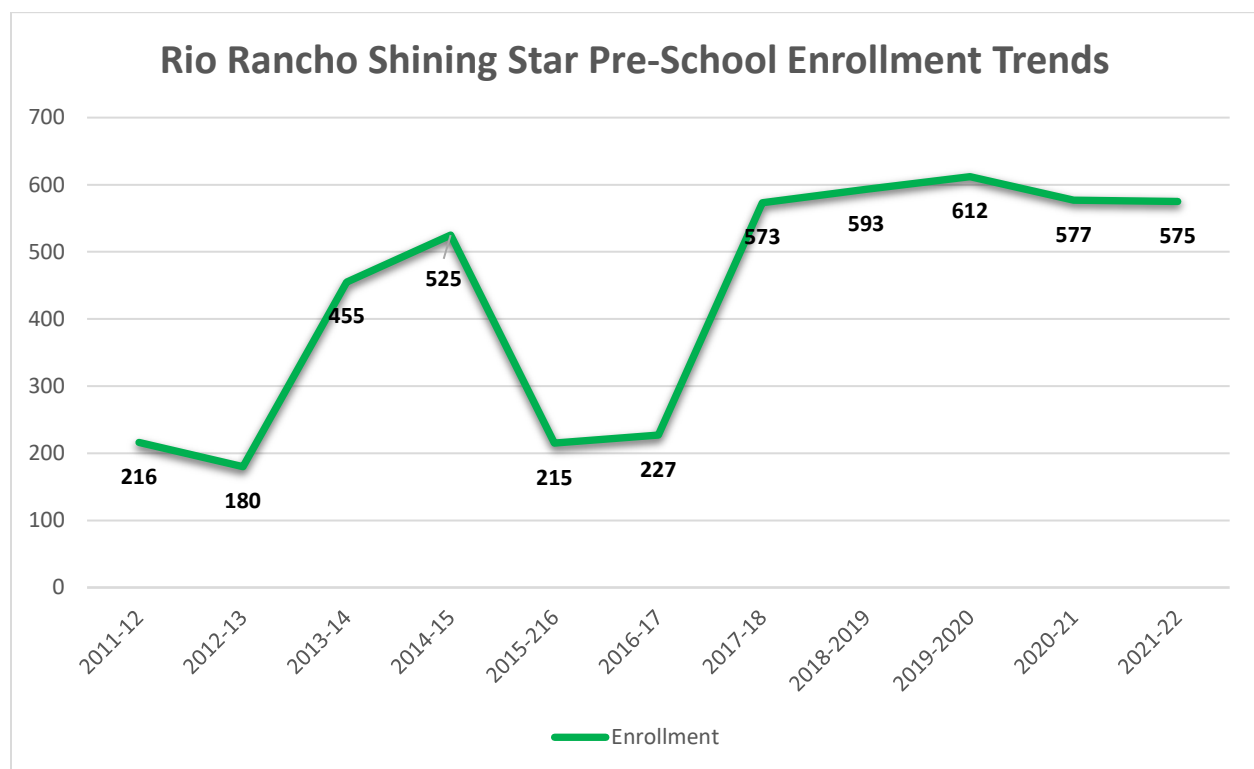
- Like statewide trends, Pre-K enrollment in the Las Cruces Public Schools has been gradually increasing since 2014.
- Like other districts, LCPS experienced a downturn in its Pre-K enrollment during the COVID impacted school year of 2020-21.
- Within the LCPS system, there are 25 elementary schools of which 22 house Pre-K students. Based on the 2021-22 school year the only schools that did not host Pre-K were Central, Columbia, and Fairacres.



- In Columbia’s case, it has hosted Pre-K in the past. This past school year, the district had to reassign its Pre-K students to other schools due to space issues at Centennial High School.
- Based on data from the Las Cruces Elementary School Utilization Study, there are 54 permanent and 12 portable Pre-K classrooms in the LCPS. The district utilizes these classrooms at a high rate and they are fully occupied.
- Per information supplied by the LCPS Executive Director of Early Childhood, the district enrollment Pre-K students daily. As of 8/9/2022 the district had the following waiting list:
 - 228 for Head Start Programs (78 4-year olds, 150 3-year olds)
 - 39 for NM Pre-K (4-year olds)

III. Pre-K Enrollment in the Rio Rancho Public Schools

This next section provides an overview of Pre-K enrollment in the Rio Rancho Public School District (RRPS).



Source: NMPED Certified 40-Day Enrollment Counts

- Unlike LCPS, RRPS houses all of its Pre-K enrollment at Shining Stars Pre-School. The district replaced its Shining Stars building with a new facility, which it opened in Fall 2021.
- The district’s Pre-K enrollment stood at 575 students for the recently completed 2021-22 school year.
- Pre-K enrollment has increased steadily over the past few years before dropping in the COVID-impacted school year of 2020-21. The enrollment stayed steady in the 2021-22 school year.

- The Shining Stars facility has a classroom capacity of 450/session and load their classrooms at 15 students.
- The district intends to go full-day Pre-K.
- Based on information the district provided during the 2021-22 school year, it has a waiting list of 437 students across all programs.

IV. Factors Influencing Pre-K Space Needs

The following factors influence Pre-K space needs.

- Will Pre-K enrollment rebound from COVID?
- Pre-K enrollment is difficult to project since it is not directly tied to births in the same manner of kindergarten (i.e. Pre-K is not mandatory).
- Parents have more options for Pre-K services (private providers, family care).
- Declining K-5th enrollment statewide. Will it create surplus classroom space?
- While some elementary schools have capacity, this does not always mean they have vacant rooms.
- If they have available rooms, more analysis needed to determine appropriateness for Pre-K (size, ability to remodel).



I. Statewide Adequacy Standards Meetings Schedule

II. Presenter(s): Martica Casias, Executive Director

III. Executive Summary (Informational):

Key Points:

The PSFA is planning to meet with school districts across the state to gain insights and ideas on potential amendments to the Adequacy Standards that are needed.

Schedule:

District	Date	Time	Address	Building Name
Artesia	30-Aug	5 pm to 7 pm	301 Bulldog Blvd	Administration Building
Las Vegas	6-Sep	5 pm to 7 pm	5th and Frieman	Robertson High School Library
Deming	13-Sep	5 pm to 7 pm	310 West Elm Street	Smith Administration Building
Farmington	27-Sep	5 pm to 7 pm	3401 East 30th Street	Administration Building
Rio Rancho	29-Sep	5 pm to 7 pm	5400 Obregon Road NE	Enchanted Hills ES
Albuquerque	30-Sep	TBD	1312 Basehart	Rotunda

Adequacy Standards 6.27.30.1 NMAC 1978:

*The purpose of this rule is to provide statewide adequacy standards for public school buildings and grounds. The application of these standards shall be limited to space and attributes needed to support educational programs and curricula, defined and justified as required by public education department standards and benchmarks, and that is sustainable within the operational budget for staffing, maintenance, and full utilizations of the facilities. **The New Mexico public school statewide adequacy standards are dynamic and the council plans to review them periodically, and amend them as time and circumstances require.** These standards are intended for use in the evaluation of baseline requirements for existing public school facilities and are not intended to limit the flexibility of design solutions for new construction and renovation projects. The New Mexico public school adequacy planning guide is a companion document provided by the state for use in the programming and design of school projects. **The New Mexico public school adequacy planning guide is incorporated by reference into these standards, and may be amended by the council with adequate notice and input from the public.***

Exhibits:

- A – Announcement Letter Sent to Districts
- B – Statewide Adequacy Standards

Greetings Superintendents,

During this year we met with many districts during PSFA Partnering Meetings. One frequent concern we heard from districts is that it’s time to re-visit the Adequacy Standards (enclosed for your reference). Additionally, the Public School Capital Outlay Council (PSCOC) has encouraged us to do so.

The Statewide Adequacy Standards (Adequacy Standards), New Mexico Administrative Code (NMAC) section 6.27.30, define the minimum requirements for all public school buildings and grounds. These standards are used to evaluate existing school facilities to identify minimum space and performance attributes needed to support educational, technology, and curricula programs, as defined and justified by the Public Education Department primary and secondary standards for excellence. The Adequacy Standards define the minimum net square footage requirements for a limited set of educational spaces within a school building, but does not include every space a school may need for its particular educational programs. Enclosed for your reference.

PSFA will hold several meetings at school districts around the state to start the discussion regarding changes to the Adequacy Standards. We invite all of you to attend. In order for all aspects of the Adequacy Standards to be discussed, we ask that you invite the following District Staff:

- Teachers
- Librarians
- Cafeteria Staff
- Custodians/ Maintenance Staff
- Administrators
- Counselors
- Nurses
- Principals

Below is the State-wide schedule for the Adequacy Standards Meetings with Districts:

District	Date	Time	Address	Building Name
Artesia	30-Aug	5 pm to 7 pm	301 Bulldog Blvd	Administration Building
Las Vegas	6-Sep	5 pm to 7 pm	5th and Frieman	Robertson High School Library
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TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 27 PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
PART 30 STATEWIDE ADEQUACY STANDARDS

6.27.30.1 ISSUING AGENCY: Public School Capital Outlay Council.
 [6.27.30.1 NMAC - N, 9/1/2002]

6.27.30.2 SCOPE: The purpose of this rule is to provide statewide adequacy standards for public school buildings and grounds. The application of these standards shall be limited to space and attributes needed to support educational programs and curricula, defined and justified as required by public education department standards and benchmarks, and that is sustainable within the operational budget for staffing, maintenance, and full utilizations of the facilities. The New Mexico public school statewide adequacy standards are dynamic and the council plans to review them periodically, and amend them as time and circumstances require. These standards are intended for use in the evaluation of baseline requirements for existing public school facilities and are not intended to limit the flexibility of design solutions for new construction and renovation projects. The New Mexico public school adequacy planning guide is a companion document provided by the state for use in the programming and design of school projects. The New Mexico public school adequacy planning guide is incorporated by reference into these standards, and may be amended by the council with adequate notice and input from the public.
 [6.27.30.2 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 7/15/2010; A, 9/14/2012; A, 12/17/2019]

6.27.30.3 STATUTORY AUTHORITY: The Public School Capital Outlay Act, Section 22-24-5 NMSA 1978.
 [6.27.30.3 NMAC - N, 9/1/2002]

6.27.30.4 DURATION: Permanent.
 [6.27.30.4 NMAC - N, 9/1/2002]

6.27.30.5 EFFECTIVE DATE: September 1, 2002, unless a later date is cited at the end of a section.
 [6.27.30.5 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/17/2019]

6.27.30.6 OBJECTIVES: The New Mexico public school statewide adequacy standards establish the acceptable levels for the physical condition and capacity of school buildings, the educational suitability of those facilities and the need for technological infrastructure at those facilities. The standards are not intended to restrict a facility's maximum size.
 [6.27.30.6 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/17/2019]

6.27.30.7 DEFINITIONS: Unless otherwise specified, the following definitions apply:

- A. "ancillary space"** means any subordinate space necessary to support an activity or function of main programmatic space(s);
- B. "art education program"** includes visual and performing arts programs;
- C. "average enrollment"** means the average number of students enrolled at an existing school over a period consisting of the past 5 years;
- D. "combination school"** means a school that contains the elementary school, middle school/junior high school and high school or any combination thereof;
- E. "council"** means the public school capital outlay council;
- F. "d-level"** means class d programs in which department certified individuals provide services to children whose individualized education programs require a maximum amount of special education;
- G. "equipment"** means a specified item not affixed to the real property of a school facility;
- H. "exterior envelope"** means the exterior walls, roof, doors, windows, and structural system of a building;
- I. "fixture"** means a specified item that is affixed to the real property of a school facility;
- J. "general use classroom"** means a classroom space that is or can be appropriately configured for instruction in at least the areas of language arts (including bi-lingual), mathematics and social studies;
- K. "infrastructure"** means the on-site physical support systems needed for the operation of the school, including internal roads, utilities, drainage systems, and building subsystems such as structure, mechanical, electrical, data, telecommunications, and technology;

- L.** “interior finish” means an aesthetic or protective final coating or fabric applied to an exposed surface inside the building;
- M.** “interior surface” means any exposed area of the interior enclosure for an interior space, finished or unfinished;
- N.** “kitchenette” means a small food storage and warming area, which usually has a refrigerator, sink, and a microwave, but may have other appliances;
- O.** “net sf” means a measurement from interior face of wall to interior face of wall and calculated to obtain the net square footage of a space;
- P.** “network distribution space” means space dedicated to securely house all devices and cabling necessary to cross-connect any outside line(s) with the school internal distribution frame up to, but not including, end-user devices;
- Q.** “occupiable space” means enclosed space within the school facility and serving a classroom, administrative, or support purpose and is occupied by staff, students, or public on a regular or flexibly assigned basis; this shall not include space exclusively used for storage or to house mechanical, electrical, or other equipment;
- R.** “planned school program capacity” means the planned number of students in a new or replacement facility, or in an existing school facility to be modified in capacity, and shall be accommodated in the entire facility when all phases of construction are fully completed; these shall include students in regular education classes in combination with special education students requiring special education classrooms in compliance with public education department requirements;
- S.** “school facility” means a building or group of buildings and outdoor area that are administered together to comprise a school;
- T.** “school site or school campus” means one or more parcels of land where a school facility is located; more than one school facility may be located on a school site or school campus;
- U.** “space” means the net square footage located within the interior of a building;
- V.** “specialty classroom” means a classroom space that is or can be appropriately configured for instruction in a specific subject such as science, physical education, special education, career education, or art;
- W.** “specialty program capacity” means the planned number of students or the five-year average to be accommodated in a specialty program area in compliance with public education department requirements;
- X.** “student” means “qualified student or MEM” as defined in Section 22-8-2 NMSA 1978;
- Y.** “teacherage” means a residence that houses a teacher or administrator on site;
- Z.** “technology infrastructure” means facilities including network, hardware, software, maintenance and other activities required to support information technology services; and
- AA.** “technology support space” means spaces dedicated to diagnose and repair hardware and software necessary for instructional delivery process (computers, tablets, projectors, displays etc.). [6.27.30.7 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 7/15/2010; A, 9/14/2012; A, 12/17/2019]

6.27.30.8 GENERAL REQUIREMENTS: These standards are not intended to supersede or omit, compliance with applicable building and fire code or any other code, regulation, law or standard that has been adopted by state agencies.

- A.** Building condition. A school facility must be safe and capable of being maintained.
 - (1)** Structural. A school facility must be structurally sound. A school facility shall be considered structurally sound and safe if the building presents no imminent danger or major visible signs of decay or distress.
 - (2)** Exterior envelope. An exterior envelope is safe and capable of being maintained if:
 - (a)** walls and roof are weather tight under normal conditions with routine upkeep;
 - (b)** doors and windows are weather tight under normal conditions with routine upkeep; and
 - (c)** the building structural systems support the loads imposed on them.
 - (3)** Interior surfaces. An interior surface is safe and capable of being maintained if it is:
 - (a)** structurally sound;
 - (b)** capable of supporting a finish; and
 - (c)** capable of continuing in its intended use, with normal maintenance and repair.
 - (4)** Interior finishes. An interior finish is safe and capable of being maintained if it is:
 - (a)** free of exposed lead paint;
 - (b)** free of friable asbestos; and

(c) capable of continuing in its intended use, with normal maintenance and repair.

B. Building systems. Building systems in a school facility must be in working order and capable of being properly maintained. Building systems include roof, plumbing, telephone, electrical, heating and cooling, fire alarm, 2-way internal communication, external communication, appropriate technological infrastructure, and security systems.

(1) General. A building system shall be considered to be in working order and capable of being maintained if all of the following apply:

(a) The system is capable of being operated as intended and maintained.

(b) Newly manufactured or refurbished replacement parts are available.

(c) The system is capable of supporting the adequacy standards established in this

rule.

(d) Components of the system present no imminent danger of personal injury.

(2) Plumbing fixtures. A school facility shall be equipped with sanitary facilities in accordance with the New Mexico building code. Fixtures shall include, but are not limited to, water closets, urinals, lavatories and drinking fountains. Restrooms shall be reasonably available so students will not have to exit the building.

(3) Fire alarm and emergency notification system. A school facility shall have a fire alarm and emergency notification system as required by applicable state fire codes and emergency procedures.

(4) 2-way communication and exterior site communication systems. A school facility shall have a 2-way building interior communication system between a central location and each classroom, isolated office space, library, physical education space, cafeteria, and other regularly-used spaces. An exterior communication system allowing emergency instructions to be clearly broadcast from a central location to all outdoor site areas adjacent to the school building(s) shall be provided. Exterior communications systems shall be capable of remote administrator control.

(5) Technological infrastructure. A school facility shall have built-in technology infrastructure as appropriate to support all aspects of the educational, operational and administrative processes, with functional access to wired and wireless connectivity throughout all occupiable spaces. Wireless coverage and density shall be appropriate to serve all users' devices at all locations within the facility and at exterior seating areas adjacent to the building(s).

C. Building access control. Building attributes supporting controlled access to the building(s) and interior spaces, shall be integrated with all layers of school security.

(1) Security systems. Built-in security systems which support building access control and emergency operations shall be in working order.

(2) Classroom doors. All interior and exterior classroom doors accessible from indoor and outdoor traffic areas shall have hardware which is lockable from the inside of the classroom.

[6.27.30.8 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 12/17/2019]

6.27.30.9 CLASSIFICATION OF PUBLIC SCHOOLS: The classifications for public schools, including charter schools, under these standards are:

A. Elementary school.

B. Middle school/junior high school.

C. High school.

D. Combination school.

[6.27.30.9 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007]

6.27.30.10 SCHOOL SITE: A school site shall be of sufficient size to accommodate safe access, parking, drainage and security. Additionally, the site shall be provided with an adequate source of water and appropriate means of effluent disposal.

A. Safe access and circulation. A school site shall be configured for safe, controlled access and on-site circulation. It shall have clearly identified and visually-observable pedestrian and vehicular pathways extending from the site perimeter to the main building entrance. Pedestrian and vehicular traffic, including service vehicle traffic shall be safely separated on site. If buses are used to transport students then separate bus loading/unloading areas shall be provided wherever possible. Dedicated student drop-off and pickup areas shall be provided for safe use by student passengers arriving or departing by automobile.

B. Staff, student and visitor parking. A school site shall include a maintainable surfaced area that is stable, firm and slip resistant and is large enough to accommodate 1.5 parking spaces /staff FTE and 1 student space

/4 high school students. If this standard is not met, alternative parking may be approved after the sufficiency of parking at the site is reviewed by the council using the following criteria:

- (1) availability of street parking around the school;
- (2) availability of any nearby parking lots;
- (3) availability of public transit;
- (4) number of staff who drive to work on a daily basis; and
- (5) average number of visitors on a daily basis.

C. Drainage. A school site shall be configured such that runoff does not undermine the structural integrity of the school buildings located on the site or create flooding, ponding or erosion resulting in a threat to health, safety or welfare.

D. Site Security. Site security features shall be integrated with all layers of school security.

(1) A school site shall have safe and secure site fencing or other barriers with accommodations for safe passage through openings to protect students from the hazards of traffic, railroad tracks, steep slopes, animal nuisance, and to discourage unauthorized access to the campus. This standard is met if the entire school is fenced or walled. If this standard is not met, alternative security may be approved after the sufficiency of security at the site is reviewed by the council using the following criteria:

- (a) amount of vehicular traffic near the school site;
- (b) existence of hazardous or natural barriers on or near the school site;
- (c) amount of animal nuisance or unique conditions near the school site;
- (d) visibility of the play/physical education area; and
- (e) site lighting, as required to meet safe, normal access conditions.

(2) For schools which include students below grade 6, a fenced or walled play/physical education area shall be provided.

[6.27.30.10 NMAC - N, 9/1/2002; A, 12/14/2007; A, 12/17/2019]

6.27.30.11 SITE RECREATION AND OUTDOOR PHYSICAL EDUCATION: A school facility shall have area, space and fixtures, in accordance with the standard equipment necessary to meet the educational requirements of the public education department, for physical education activity.

A. Elementary school. Safe play area(s) and playground(s) including hard surfaced court(s) or unpaved recreation area(s) shall be conveniently accessible to the students. Play area(s) and appropriate equipment for physical education and school recreational purposes shall be provided based on the planned school program capacity. Pre-kindergarten and kindergarten students will require a fenced or walled playground area convenient to the pre-kindergarten and kindergarten classroom(s), with age-appropriate playground equipment.

B. Middle school/junior high school. Hard surfaced court(s) and playing field(s) for physical education activities shall be provided. Playing field(s) and equipment shall be based on the planned school program capacity or average enrollment.

C. High school. A paved multipurpose play surface and a playing field for physical education activities shall be provided. Playing fields and equipment shall be based on the planned school program capacity or average enrollment.

D. Combination school. A combination school shall provide the elements of the grades served by Subsections A, B and C above without duplication, but shall meet the highest standard.

[6.27.30.11 NMAC - N, 9/1/2002; A, 12/14/2007; A, 12/17/2019]

6.27.30.12 OCCUPIABLE SPACE: All occupiable space within the building(s) shall meet or exceed the general requirements listed below:

A. Classroom space. Classroom space shall be sufficient for appropriate educational programs for the class level needs.

B. Fixtures and equipment.

(1) Each general and specialty classroom shall contain a work surface and seat for each student in the classroom. The work surface and seat shall be appropriate for the normal activity of the class conducted in the room.

(2) Each general and specialty classroom shall have an erasable surface and a surface suitable for projection purposes, appropriate for group classroom instruction, and a display surface. A single surface may meet one or more of these purposes.

(3) Each general and specialty classroom shall have storage for classroom materials or access to conveniently located storage.

(4) Each general and specialty classroom shall have a work surface and seat for the teacher and for the aide assigned to the classroom, and it shall have secure storage for student records that is located in the classroom or is convenient to access from the classroom.

(5) Occupiable administrative and facility support spaces shall meet or exceed requirements for the minimum fixtures and equipment necessary for functions performed within.

C. Lighting.

(1) All occupiable space within the building(s) shall have a light system capable of maintaining at least 50 foot-candles of well-distributed light. Provide appropriate task lighting in specialty classrooms and other occupiable spaces where enhanced visibility is required.

(2) The light level shall be measured at a work surface located in the approximate center of the classroom, between clean light fixtures.

D. Temperature.

(1) Each general and specialty classroom shall have a heating, ventilation and air conditioning (HVAC) system capable of maintaining a temperature between sixty-eight and seventy-five degrees fahrenheit with full occupancy.

(2) The temperature shall be measured at a work surface in the approximate center of the classroom.

E. Acoustics.

(1) All occupiable space within the building(s) shall be maintainable at a sustained background sound level of less than 55 decibels.

(2) The sound level shall be measured at a work surface in the approximate center of the classroom.

(3) All occupiable space within the building(s) shall be acoustically-separated from adjoining spaces when necessary to meet privacy or confidentiality requirements.

F. Air quality.

(1) All occupiable space within the building(s) shall have an HVAC system that continually moves air and is capable of maintaining a CO₂ level of not more than 1,000 parts per million.

(2) The air quality shall be measured at a work surface in the approximate center of the classroom.

G. Technology. All occupiable spaces within the building(s) shall have technology and connectivity that will appropriately support educational activities conducted in the room. Safe and adequate access to power to recharge and operate technology devices by all students and staff simultaneously shall be provided.

H. Security. All occupiable spaces within the building(s) shall have the ability to control access to the extent required for confidentiality and security.

[6.27.30.12 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 12/17/2019]

6.27.30.13 GENERAL USE CLASSROOMS (LANGUAGE ARTS, MATHEMATICS AND SOCIAL STUDIES):

A. Cumulative classroom net sf requirements, excluding in-classroom storage space, shall be at least:

- | | | |
|-----|---------------------------------|-------------------|
| (1) | Pre-Kindergarten - Kindergarten | 50 net sf/student |
| (2) | Grades 1 - 5 | 32 net sf/student |
| (3) | Grades 6 - 8 | 28 net sf/student |
| (4) | Grades 9 - 12 | 25 net sf/student |

B. In addition, at least 2 net sf/student shall be available for dedicated classroom storage.

C. All pre-kindergarten classrooms shall have a sink.

D. Sufficient number of classrooms shall be provided to meet statutory student/staff ratio requirements.

[6.27.30.13 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 12/17/2019]

6.27.30.14 SPECIALTY CLASSROOMS:

A. Science:

(1) For grades Pre-Kindergarten through 6, no additional space is required beyond the classroom requirement.

(2) For grades 7 through 12, 4 net sf/student of the planned school program capacity or average enrollment for science is required. The space shall not be smaller than the average-sized general use classroom at the facility. This space is included in the academic classroom requirement and may be used for other

instruction. The space shall have science fixtures and equipment, in accordance with the standard equipment and technology necessary to meet the educational requirements of the public education department. If an alternate science learning method is used by a school district, the district shall verify the appropriate alternate fixtures and equipment to the council. Provide at least 96 net sf for securable, well-ventilated storage/prep space for each science room having science fixtures and equipment. Storage/prep room(s) may be combined and shared between more than one classroom.

B. Special education classroom. If a special education space is provided and the space is required to support educational programs, services, and curricula, the space shall not be smaller than 450 net sf. In d-level classrooms serving students requiring a high degree of personal care and assistance, 100 net sf/student shall be provided (or no larger than the average-sized general education classroom), along with additional space in the classroom for an accessible unisex restroom. When the need is demonstrated, a kitchenette with at least 15 net sf of storage shall be provided.

C. Art education programs. A school facility shall have classroom space to deliver art education programs, including dance, music, theatre/drama, and visual arts programs, or have access to an alternate learning method. Classroom space(s) for art education shall not be smaller than the average-sized general use classroom at the facility. Art education classroom space(s) may be included in the academic classroom requirement and may be used for other instruction.

(1) Elementary school. Art education programs may be accommodated within a general use or dedicated art classroom. Provide additional dedicated art program storage of at least 60 net sf per facility. Dedicated art classrooms, excluding performing arts, shall have a sink.

(2) Middle school/junior high school. Classroom space(s) for art education programs shall have no less than 4 net sf/student of the specialty program capacity for art. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s). Dedicated art classrooms, excluding performing arts, shall have a sink.

(3) High school. Classroom space(s) for art education programs shall have no less than 5 net sf/student of the specialty program capacity for art. Provide additional ancillary space for group music practice, individual music practice room(s), specialized storage/library rooms, and office(s). Dedicated art classrooms, excluding performing arts, shall have a sink.

(4) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication.

D. Career education.

(1) Elementary school. No requirement.

(2) Middle school/junior high school. Career education programs shall be provided with no less than 3 net sf/student of the specialty program capacity of the school for career education. Provide additional adequate space for specialized curriculum, equipment and technology requirements, and safety zones. Each program lab or classroom space shall not be smaller than the average-sized general use classroom at the facility.

(3) High school. Career education programs space shall be provided with no less than 4 net sf/student of the specialty program capacity of the school for career education. Provide additional adequate space for specialized curriculum, equipment and technology requirements, and safety zones. Each program lab or classroom space shall not be smaller than the average-sized general use classroom at the facility.

(4) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

E. Technology and computer skills instruction. A school facility shall have space to deliver educational programs in technology and computer skills or have access to an alternate learning method. This requirement may be distributed throughout other program spaces within the facility.

(1) Elementary school. Provide space that meets 3 net sf/student of the planned school program capacity or average enrollment, with no less than 700 net sf.

(2) Middle school/junior high school. Provide space that meets at least 3 net sf/student of the planned school program capacity or average enrollment, with no less than 800 net sf.

(3) High school. Provide space that meets 3 net sf/student of the planned school program capacity or average enrollment, with no less than 900 net sf.

(4) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

F. Alternate delivery method. If an alternate delivery method is used by a school district for instruction, the space used for the alternate method may be approved following review by the council.

[6.27.30.14 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 7/15/2010; A, 9/14/2012; A, 12/17/2019]

6.27.30.15 PHYSICAL EDUCATION:

A. General requirements. A school facility shall have an area, space and fixtures for indoor physical education activity. This space may have more than one function and may fulfill more than one standard requirement.

(1) Elementary school. Provide an indoor physical education teaching facility with at least 2,400 net sf. This space may have multi-purpose use in accommodating other educational program activities such as art program performances.

(2) Middle school/junior high school. For a middle school/junior high school facility, an indoor physical education teaching facility that shall have a minimum of 5,200 net sf plus bleachers for 1.5 design capacity.

(3) High school. A physical education complex shall have a minimum of 6,500 net sf plus bleachers for 1.5 design capacity.

(4) Combination school. Provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher net sf standards with bleacher capacity for at least 2.0-planned school program capacity or average enrollment. A single high school gymnasium shall fulfill the minimum requirements of both high school and middle school/junior high school classes. If the school includes an elementary, then it shall provide in addition the separate space required for an elementary school. This space may have more than one function and may fulfill more than one standard requirement.

(5) Physical education space and seating shall support access to and use of appropriate technology devices and have access to power and functional wireless connectivity.

B. Additional physical education requirements. In addition to space requirements in Subsection A:

(1) Elementary school. One office shall be provided, with separate physical education equipment storage with a combined minimum of 200 net sf.

(2) Middle school/junior high school. Two dressing rooms shall be provided, with lockers, restroom fixtures, and at least one shower per dressing room. Two offices shall be provided, along with separate physical education equipment storage space, with a combined minimum of 300 net sf. Each shall be provided with a telephone.

(3) High school. Two dressing rooms shall be provided, with lockers, restroom fixtures, and at least one shower per dressing room. Two offices shall be provided, along with separate physical education equipment storage space, with a combined minimum of 300 net sf. Each shall be provided with a telephone.

(4) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards. [6.27.30.15 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 7/15/2010; A, 9/14/2012; A, 12/17/2019]

6.27.30.16 LIBRARIES, MEDIA, AND RESEARCH CENTERS:

A. A school facility shall have space for students to access research materials, computer workstations, literature, non-text reading materials, books and technology, including digital devices. This shall include flexible space and comfortable seating with wired and wireless connectivity.

(1) Elementary school. The area for stacks and seating space shall be at least 2.5 net sf/student of the planned school program capacity or average enrollment, but no less than 1,000 net sf. In addition, office/workroom space and secure storage shall be provided, with a cumulative minimum of 200 net sf.

(2) Middle school/junior high school or high school. The area for stacks and seating shall be at least 2.5 net sf/student of the planned school program capacity or average enrollment but no less than 1,000 net sf. In addition, office/workroom space and secure storage shall be provided, with a cumulative minimum of 200 net sf.

(3) Combination school. Provide the elements of the grades set out in Paragraphs (1) and (2) above without duplication, but meeting the higher standards.

B. A school facility shall have library fixtures, equipment, technology, and resources in accordance with the standard equipment necessary to meet the educational requirements of the public education department. [6.27.30.16 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 7/15/2010; A, 12/17/2019]

6.27.30.17 FOOD SERVICE STANDARDS:

A. Cafeterias - general requirements. A school facility shall have adequate space and equipment necessary to provide regular meals to students during the school day.

(1) Serving and dining. A school facility shall have a covered area or space, or combination, to permit students to eat within the school site, outside of general classrooms. This space may be multi-purpose and may fulfill more than one adequacy standards requirement not in conflict with the regular serving and dining function. Dining area shall be sized for the planned school program capacity or average enrollment to allow for a meal period requiring no more than three serving periods. The dining area shall have no less than 15 net sf/seated student.

(2) Serving area(s) accommodating efficient flow of traffic shall be provided in addition to net sf areas assigned to dining and food preparation area.

(3) Fixtures, equipment, and storage. A school facility shall have space, fixtures and equipment accessible to the serving area, in accordance with the standard equipment required, for the preparation, receipt, storage or service of food to students.

(a) The space, fixtures and equipment shall be appropriate for the food service program of the school facility and shall be provided in consideration of the size and location of the facility and frequency of food service supply deliveries. Food service facilities and equipment shall comply with the food service and food processing regulations of the New Mexico department of environment.

(b) Fixtures and equipment should include: food prep area items, including sink, oven, range, serving area equipment (or buffet equipment), dishwasher, and cold storage, dry storage and other appropriate fixture and equipment items.

B. Kitchen. Kitchen and equipment shall comply with either the food preparation kitchen or the serving kitchen standards defined as follows:

(1) Food preparation kitchen - 2 net sf/meal served minimum based upon the single largest serving period:

(a) Elementary school: 1,000 net sf minimum.

(b) Middle school/junior high school: 1,600 net sf minimum.

(c) High school: 1,700 net sf minimum.

(d) Combination school: shall provide the elements of the grades served by Subparagraphs (a), (b) and (c) above without duplication, but meeting the higher standards.

(2) Serving kitchen. Where food is not prepared on the school site but is delivered prepared, there shall be a minimum of 200 net sf with a hand wash sink and a phone.

[6.27.30.17 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 7/15/2010; A, 9/14/2012]

6.27.30.18 OTHER FACILITY AREAS:

A. Parent organization storage. A school facility shall include secure storage for use by the school parent organization(s). Space provided shall consist of no less than 150 net sf. The space may consist of more than one room and may have more than one function.

B. Administrative space. A school facility shall have administrative space. The space shall consist of a minimum of 150 net sf, plus 1.5 net sf/student of the planned school program capacity or average enrollment.

C. Student health, counseling and ancillary space. A school facility shall have spaces for the delivery of student health, counseling, testing and ancillary programs. The student health or nurse's suite shall have space to isolate any sick student(s) from the other students. It shall include secure storage for records, medications, supplies, and it shall have a telephone. This space shall be a designated space consisting of at least 1 net sf/student of the planned school program capacity or average enrollment with a minimum of 150 net sf. The student health or nurse's suite shall have a connected accessible restroom, not included in the minimum.

D. Faculty workspace or teacher lounge. A school facility shall have workspace available to the faculty. This space is in addition to any workspace available to a teacher, in or near a classroom. The space shall consist of at least 1 net sf/student of the planned school program capacity or average enrollment with no less than 150 net sf. The space may consist of more than one room and may have more than one function. This space shall include a break area with a kitchenette.

E. Network distribution space. A school shall have at least 120 net sf of appropriately distributed, securable, well-ventilated, temperature-controlled space to accommodate routers, switches, servers and other devices to support school technology operational needs.

F. Technology support space(s). A school shall have 0.5 net sf/student with a minimum of 300 sf to store and/or service user devices. This space may be provided in a centralized location off-site.

[6.27.30.18 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 12/17/2019]

6.27.30.19 GENERAL STORAGE (EXCLUDES LOCKERS, JANITORIAL, KITCHEN, GENERAL CLASSROOM, SPECIALTY CLASSROOMS, AND ADMINISTRATIVE STORAGE): For storage, at least 1 net sf/student of the planned school program capacity or average enrollment may be distributed in or throughout any type of room or space, but may not count toward required room square footages. General storage must be securable and include textbook storage.

[6.27.30.19 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 12/17/2019]

6.27.30.20 MAINTENANCE OR JANITORIAL SPACE: Each school shall designate 1 net sf/student of the planned school program capacity or average enrollment for maintenance or janitorial space. Janitorial space shall include a janitorial sink.

[6.27.30.20 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 12/17/2019]

6.27.30.21 TEACHERAGES: Teacherages shall meet standards required by the United States department of housing and urban development.

[6.27.30.21 NMAC - N, 9/1/2002]

6.27.30.22 STANDARDS VARIANCE:

A. The council may grant a variance from any of the adequacy standards. The council shall grant a variance if it determines that the intent of the standard can be met by the school in an alternate manner, or if a variance is required for appropriate programmatic needs as demonstrated by the district. If the council grants the variance, the school shall be deemed to have met the standard.

B. The council may, with adequate justification, also grant a variance from any of the provisions of the New Mexico public school adequacy planning guide provided by the state for use in the programming and design of school projects. Such variance shall be considered through an appeal to the council by the school district following a final administrative interpretation of the planning guide. Procedures for achieving final administrative interpretation and filing an appeal to the council for a variance are as provided for in the planning guide document.

[6.27.30.22 NMAC - N, 9/1/2002; A, 12/14/2007; A, 12/17/2019]

HISTORY OF 6.27.30 NMAC: [RESERVED]

I. PSCOOTF Update

II. Presenter(s): Martica Casias, Executive Director

III. Executive Summary (Informational):

Key Points:

The Public School Capital Outlay Oversight Task Force (PSCOOTF) meeting on September 20, 2022 will include the following topics:

- PSCOC update (PSCOC chair, Awards and AMS subcommittee chairs)
- Waivers and Waiver Criteria
- Direct Legislative Appropriations (Offsets)
- Student Forecasting
- Severance Tax Bond Proceeds
- Broadband Update
- Charter School Loan Fund (HB-43)

Exhibits:

A – September 2022 PSCOOTF Workplan

PSFA Updates for September		
Agenda Item	PSFA Title	Presenter Name(s)
Examine the need to adjust statues governing the PSFA budget, given substantial swings in funding overseen and the proliferation of additional separate programs that the PSFA is tasked with administering	Basis of Establishing PSFA Budget	1) Martica Casias 2) Brad Mathews 3) Joe Guillen 4) David Abbey/Sunny Liu
Bring financial plan to demonstrate actual projects for out-years	Outyear Projects	1) Martica Casias 2) Brad Mathews
FCI rural verses Urban	Rural and Urban FCI	
School safety		
Put together a list of how to save costs for PSCOC construction projects; value engineering, CMAR	Cost saving practices for school construction	1) Ryan Parks 2) Martica Casias
September 20 ,2022 Agenda		
Agenda Item	PSFA Title	Presenter Name(s)
Update on PSCOC from Chairs position	PSCOC Chairs Present	Joe Guillen David & Robbins
Consider the increase in requests for waivers and the criteria used by the PSCOC for granting waivers	Waivers and Waiver Criteria	1) Kodi Sumpter (Des Moines) 2) Ted Lasiewicz (Farmington) 3) Cody Patterson (Carrizozo) 4) David Lackey (Quemado)
Review the impact of nonoperating direct appropriations to schools and how those appropriations impact subsequent funding	Direct Legislative Appropriations (offsets)	1) Kim Mizell (Bloomfield) 2) Scott Elder (Albuquerque) 3) V. Sue Cleveland (Rio Rancho) 4) Travis Lightfoot (Corona)
BBER student forecasting and out migration and current number of students	Student Forecasting	Robert Ratikin Jaqueline Miller 1) BBER 2) John Valdez
Receive updated forecast of supplemental severance tax bond proceeds and review the long-term trends in severance tax revenue along with the range of upside down risks	Severance Tax Bond Proceeds	1) DFA - Ashley Leach 2) LFC 3) Brad Mathews
Broadband update	Broadband Update -PSFA and Office of Broad	1) Matt Schmidt 2) Martica Casias 3) Kelly Schlegel (Office of Broadband)
HB-43	Charter School Loan Fund	1) Marquita Russel (New Mexico Finance Authority) 2) Matthew Pahl (Public Charter Schools of New Mexico)

I. Project Status Report

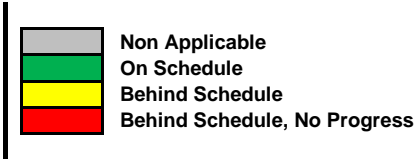
II. Presenter(s): Martica Casias, Executive Director
Ryan Parks, Deputy Director

III. Executive Summary (Informational):**Key Points:****Projects that are behind, based on MOU schedule, but making progress:**

- **Bernalillo Public Schools (BPS)**
 - S19-004 – Bernalillo MS – In Construction
- **Las Cruces Public Schools (LCPS)**
 - S19-010 – Lynn MS – In Construction
 - S19-012 – Rio Grande Preparatory Institute – In Construction
 - S19-022 – Oñate HS – In Construction
- **Las Vegas City Public Schools (LVCPS)**
 - P19-006 – Sierra Vista ES – In Design
 - S18-003 – Los Niños ES Ph. II – In 11 month warranty correction period
- **Portales Municipal Schools (PMS)**
 - S22-003 – Portales HS – In Planning
 - S22-008 – James ES – In Planning
- **Raton Public Schools (RPS)**
 - S22-001 – Longfellow ES – In Planning & Design
 - S22-005 – Raton HS – Start of Construction
 - S22-007 – Raton IS – In Design
 - S22-010 – Columbian ES – Project on hold due to district readiness
- **Roswell (RISD)**
 - P20-006 & P20-003 – Washington Ave. ES & Mountain View MS – Projects on hold due to ongoing FMP
 - S20-001 – Roswell HS – District is in the process of procuring the Contractor
- **Socorro Consolidated School District (SCSD)**
 - S19-016 – Socorro HS – Project on hold due to district readiness
- **West Las Vegas Public Schools (WLVPS)**
 - S19-018 – Tony Serna Jr. ES – district has determined not to proceed with the feasibility study recommendations

PSCOC Project Status Report

Monday August 29, 2022

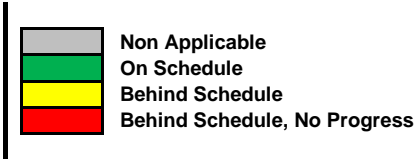


PP = Project Planning - Developing RFP/Contracts for Ed Spec Writer, Development and Approval of Ed Spec.
DD = Design Development - Project design development through construction Documents (plans and specs, bidding phase)
C = Construction - Project Under Construction
FC = Final Completion - All closeout documentation submitted and approved. Final payment approved.
PC = Project Closeout - 11 month correction period completed. Financial closeout completed.

School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
Alamogordo Public Schools	P19-001	Holloman ES (Alamogordo)	100% 0 mo.	100% 0 mo.	67% 1 mo.	0% 4 mo.	0% 19 mo.	In Construction.	\$21,208,809	\$16,756,261	\$11,139,624	\$4,452,548
Alamogordo Public Schools	P20-001	Chaparral MS (Alamogordo)	100% 0 mo.	40% 5 mo.	0% 23 mo.	0% 25 mo.	0% 37 mo.	In Design.	\$2,162,755	\$1,145,165	\$257,275	\$1,017,590
Alamogordo Public Schools	S19-001	Sacramento ES (Alamogordo)	100% 0 mo.	100% 0 mo.	100% 0 mo.	30% 0 mo.	0% 3 mo.	In 11 month warranty correction period.	\$700,000	\$397,381	\$396,437	\$302,619
Alamogordo Public Schools	S19-002	Buena Vista ES (Alamogordo)	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	Project on hold due to district readiness.	\$664,286	\$0	\$0	\$664,286
Belen Consolidated Schools	P19-002	Jaramillo ES (Belen)	100% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	0% 0 mo.	Project on hold due to ongoing Facilities Master Plan.	\$146,051	\$15,765	\$15,677	\$130,286
Belen Consolidated Schools	P19-018	Dennis Chavez ES (Belen) (Orig. S19-003)	100% 0 mo.	2% 10 mo.	0% 12 mo.	0% 14 mo.	0% 23 mo.	In Design.	\$1,457,542	\$102,337	\$31,702	\$1,355,205
Bernalillo Public Schools	S19-004	Bernalillo MS (Bernalillo)	100% 0 mo.	100% 0 mo.	8% 9 mo.	0% 19 mo.	0% 29 mo.	In Construction.	\$1,641,697	\$1,632,604	\$165,240	\$9,093
Carrizozo Municipal Schools	P21-002	Carrizozo Combined School (Carrizozo)	100% 0 mo.	2% 9 mo.	0% 27mo.	0% 33 mo.	0% 36 mo.	In Design.	\$3,571,922	\$0	\$0	\$3,571,922
Central Consolidated Schools	P20-002	Newcomb ES (Central)	100% 0 mo.	25% 10 mo.	0% 35 mo.	0% 41 mo.	0% 62 mo.	In Design.	\$1,087,543	\$750,896	\$106,950	\$336,647
Clovis Municipal Schools	P20-009 & K18-002	Barry ES Combined (Clovis)	100% 0 mo.	100% 0 mo.	70% 3 mo.	0% 0 mo.	0% 0 mo.	In Construction.	\$3,464,798	\$3,452,503	\$2,390,740	\$12,295
Clovis Municipal Schools	P20-010	Barry ES Ph. II (Clovis)	100% 0 mo.	10% 9 mo.	0% 4 mo.	0% 0 mo.	0% 0 mo.	Start of Design.	\$324,376	\$0	\$0	\$324,376

PSCOC Project Status Report

Monday August 29, 2022

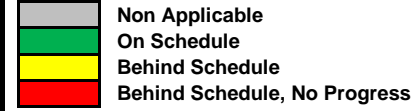


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School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
Clovis Municipal Schools	S18-005	Mesa ES (HVAC) (Clovis)	100%	100%	100%	100%	30%	In 11 Month Warranty Correction Period.	\$838,172	\$838,172	\$835,326	\$0
			0 mo.	0 mo.	0 mo.	0 mo.	7 mo.					
Clovis Municipal Schools	S20-003	Clovis HS (Clovis)	100%	100%	60%	0%	0%	In Construction.	\$546,382	\$509,452	\$326,699	\$36,930
			0 mo.	0 mo.	6 mo.	11 mo.	17 mo.					
Clovis Municipal Schools	S21-002	Clovis HS (Clovis)	100%	100%	98%	15%	0%	In 11 Month Warranty Correction Period.	\$967,357	\$345,189	\$345,173	\$622,168
			0 mo.	0 mo.	2 mo.	1 mo.	11 mo.					
Des Moines Public Schools	P20-007	Des Moines Combined School (Des Moines)	100%	5%	0%	0%	0%	In Design.	\$221,381	\$809	\$0	\$220,572
			0 mo.	10 mo.	0 mo.	0 mo.	0 mo.					
Deming Public Schools	K22-001	My Little School (Deming)	15%	0%	0%	0%	0%	Start of Planning.	\$267,446	\$0	\$0	\$267,446
			8 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Deming Public Schools	S22-021	Deming 2022 Demolition	100%	100%	11%	0%	0%	In Construction.	\$120,964	\$0	\$0	\$120,964
			0 mo.	0 mo.	9 mo.	0 mo.	0 mo.					
Deming Public Schools	S19-007	Chaparral ES (Deming)	100%	100%	100%	100%	99%	In 11 Month Warranty Correction Period.	\$2,084,250	\$1,334,901	\$1,321,886	\$749,349
			0 mo.	0 mo.	0 mo.	0 mo.	1 mo.					
Dexter Consolidated Schools	S18-006	Dexter ES (Dexter)	100%	100%	100%	100%	99%	In 11 Month Warranty Correction Period.	\$673,256	\$667,293	\$663,390	\$5,963
			0 mo.	0 mo.	0 mo.	0 mo.	1 mo.					
Farmington Municipal Schools	S22-015	Mesa View MS (Farmington)	100%	12%	0%	0%	0%	In Design.	\$397,886	\$0.00	\$0	\$397,886
			0 mo.	10 mo.	0 mo.	0 mo.	0 mo.					
Farmington Municipal Schools	S22-016	Bluffview ES (Farmington)	100%	12%	0%	0%	0%	In Design.	\$2,033,511	\$0.00	\$0	\$2,033,511
			0 mo.	10 mo.	0 mo.	0 mo.	0 mo.					

PSCOC Project Status Report

Monday August 29, 2022

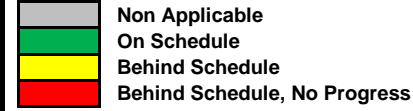


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School District	Project #	Project Name	PP	DD	C	FC	PC	Manager Report	AWARD TOTAL	COMMITTED	EXPENDED	AWARD BALANCE
Farmington Municipal Schools	S22-017	Apache ES (Farmington)	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 12%; background-color: green;">12%</div> 10 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	In Design.	\$2,219,055	\$0.00	\$0	\$2,219,055
Farmington Municipal Schools	S22-018	Esperanza ES (Farmington)	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 12%; background-color: green;">12%</div> 10 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	In Design.	\$1,420,772	\$0.00	\$0	\$1,420,772
Farmington Municipal Schools	S22-019	Piedra Vista HS (Farmington)	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 12%; background-color: green;">12%</div> 11 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	In Design.	\$3,448,562	\$0.00	\$0	\$3,448,562
Farmington Municipal Schools	S22-020	McCormick ES (Farmington)	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 12%; background-color: green;">12%</div> 10 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	In Design.	\$413,091	\$0.00	\$0	\$413,091
Floyd Municipal Schools	E21-001	Floyd Combined Schools (Floyd)	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 20%; background-color: green;">20%</div> 6 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	In Construction.	\$658,855	\$0.00	\$0	\$658,855
Floyd Municipal Schools	S22-004	Floyd Combined Schools (Floyd)	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 0%; background-color: green;">0%</div> 6 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	In Design.	\$50,622	\$42,054	\$0	\$8,568
Gadsden Independent Schools	K22-002	Chaparral On Track Center (Gadsden)	<div style="width: 14%; background-color: green;">14%</div> 5 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 1 mo.	Start of Planning.	\$183,000	\$0	\$0	\$183,000
Gadsden Independent Schools	K22-003	New Riverside On Track Center (Gadsden)	<div style="width: 14%; background-color: green;">14%</div> 5 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	Start of Planning.	\$398,920	\$0	\$0	\$398,920
Gadsden Independent Schools	S22-022	Gadsden 2022 Demolition	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 5%; background-color: green;">5%</div> 10 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	In Construction.	\$217,781	\$0	\$0	\$217,781
Gadsden Independent Schools	P22-001	Gadsden MS (Gadsden)	<div style="width: 100%; background-color: green;">100%</div> 0 mo.	<div style="width: 5%; background-color: green;">5%</div> 10 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	<div style="width: 0%; background-color: grey;">0%</div> 0 mo.	Start of Design.	\$3,849,071	\$18,782	\$18,393	\$3,830,289

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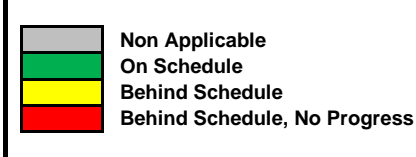


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Gadsden Independent Schools	P22-006	Chaparral MS (Gadsden)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 5%; background-color: green;">5%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	Start of Design.	\$2,663,136	\$38,979	\$38,021	\$2,624,157
			0 mo.	10 mo.	0 mo.	0 mo.	0 mo.					
Gadsden Independent Schools	S18-009	Loma Linda ES (Gadsden)	<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: green;">99%</div>	11 Month Warranty Correction Period.	\$6,431,950	\$3,572,935	\$3,555,242	\$2,859,015
			0 mo.	0 mo.	0 mo.	0 mo.	1 mo.					
Gallup McKinley County Schools	P21-003	Gallup HS (Gallup-McKinley)	<div style="width: 20%; background-color: green;">20%</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.	\$101,250	\$58,329	\$0	\$42,921
			9 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	P21-005	Crownpoint 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 Planning.	\$60,750	\$58,124	\$0	\$2,626
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	H21-005	Crownpoint Teacher Housing	<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 Planning.	\$350,924	\$0	\$0	\$350,924
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	P21-006	Navajo Pine HS (Gallup-McKinley)	<div style="width: 75%; background-color: green;">75%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In Planning.	\$60,750	\$59,967	\$0	\$783
			3 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	S20-002	Gallup HS (Gallup-McKinley)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 7%; background-color: green;">7%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	<div style="width: 0%; background-color: grey;">0%</div>	In Design.	\$3,777,627	\$220,903	\$0	\$3,556,724
			0 mo.	10 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	S20-004	Crownpoint MS (Gallup-McKinley)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 12%; background-color: green;">12%</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.	\$1,684,658	\$155,326	\$0	\$1,529,332
			0 mo.	9 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	S20-006	Tse Yi Gai HS (Gallup-McKinley)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 90%; background-color: green;">90%</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.	\$452,937	\$29,478	\$0	\$423,459
			0 mo.	2 mo.	0 mo.	0 mo.	0 mo.					
Gallup McKinley County Schools	S21-004	Tohatchi MS (Gallup-McKinley)	<div style="width: 100%; background-color: green;">100%</div>	<div style="width: 6%; background-color: green;">6%</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.	\$777,474	\$0	\$0	\$777,474
			0 mo.	10 mo.	0 mo.	0 mo.	0 mo.					

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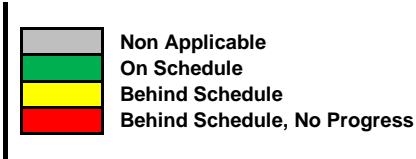


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Gallup-McKinley County Schools	K18-006	Thoreau ES (Gallup-McKinley)	100%	100%	100%	100%	99%	In 11 month warranty correction period.	\$268,031	\$0	\$0	\$268,031
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup-McKinley County Schools	P15-006	Thoreau ES	100%	100%	100%	100%	99%	In 11 month warranty correction period.	\$15,163,913	\$12,987,116	\$13,113,249	\$2,176,797
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Gallup-McKinley County Schools	H15-006	Thoreau Teacher Housing	100%	59%	0%	0%	0%	Project on hold due to District readiness.	\$350,924	\$0	\$0	\$350,924
			0 mo.	2 mo.	19 mo.	25 mo.	29 mo.					
Gallup-McKinley County Schools	P19-003	Rocky View ES/Red Rock ES (Gallup-McKinley)	100%	60%	0%	0%	0%	In Design.	\$2,521,437	\$1,133,241	\$493,488	\$1,388,196
			0 mo.	1 mo.	18 mo.	24 mo.	28 mo.					
Gallup-McKinley County Schools	P19-004	Tohatchi HS (Gallup-McKinley)	100%	8%	0%	0%	0%	In Design.	\$2,567,972	\$1,398,524	\$751,223	\$1,169,448
			0 mo.	8 mo.	18 mo.	24 mo.	28 mo.					
Gallup-McKinley County Schools	H19-004	Tohatchi Teacher Housing	100%	8%	0%	0%	0%	In Design.	\$346,591	\$0	\$0	\$346,591
			0 mo.	8 mo.	18 mo.	24 mo.	28 mo.					
Grants-Cibola County Schools	P20-008	Bluewater ES (Grants)	100%	90%	0%	0%	0%	In Design.	\$1,398,021	\$496,313	\$239,681	\$901,708
			0 mo.	1 mo.	13 mo.	25 mo.	50 mo.					
Grants-Cibola County Schools	P21-007	Mesa View ES (Grants)	100%	30%	0%	0%	0%	In Design.	\$1,796,022	\$823,596	\$203,972	\$972,426
			0 mo.	6 mo.	17 mo.	18 mo.	29 mo.					
Hatch Valley Public Schools	K21-001	Garfield ES (Hatch Valley)	100%	85%	0%	0%	0%	In Design.	\$403,550	\$23,261	\$16,980	\$380,289
			0 mo.	1 mo.	0 mo.	0 mo.	0 mo.					
Hatch Valley Public Schools	S22-023	Hatch 2022 Demolition (Hatch Valley)	100%	87%	0%	0%	0%	In Design.	\$471,141	\$0.00	\$0	\$471,141
			0 mo.	2 mo.	0 mo.	0 mo.	0 mo.					

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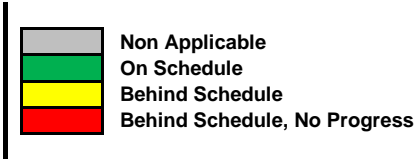


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Hatch Valley Public Schools	S21-005	Hatch Valley MS (Hatch Valley)	100%	87%	0%	0%	0%	In Design.	\$220,397	\$14,698	\$10,289	\$205,699
			0 mo.	2 mo.	0 mo.	0 mo.	0 mo.					
Hobbs Municipal Schools	P20-004	Southern Heights ES (Hobbs)	100%	100%	0%	0%	0%	In Construction.	\$17,402,186	\$653,612	\$506,321	\$16,895,865
			0 mo.	0 mo.	15 mo.	20 mo.	26 mo.					
Hobbs Municipal Schools	P21-004	Heizer MS (Hobbs)	40%	0%	0%	0%	0%	In Planning.	\$33,000	\$0	\$0	\$33,000
			5 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Hobbs Municipal Schools	S20-007	Hobbs HS (Hobbs)	100%	100%	5%	0%	0%	In Construction.	\$297,280	\$0	\$0	\$297,280
			0 mo.	0 mo.	10 mo.	1 mo.	7 mo.					
Hobbs Municipal Schools	S20-010	Mills ES (Hobbs)	100%	100%	5%	0%	0%	In Construction.	\$334,286	\$334,286	\$0	\$0
			0 mo.	0 mo.	8 mo.	12 mo.	19 mo.					
House Municipal Schools	S22-002	House Combined (House)	100%	75%	0%	0%	0%	In Design.	\$134,233	\$2,245	\$0	\$131,988
			0 mo.	5 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	P19-005	Desert Hills ES (Las Cruces)	100%	100%	0%	0%	0%	In Design.	\$366,400	\$350,833	\$123,281	\$15,567
			0 mo.	2 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	P20-005	Columbia ES (Las Cruces)	100%	32%	0%	0%	0%	In Design.	\$4,105,206	\$2,202,093	\$106,608	\$1,903,113
			0 mo.	7 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	S19-009	Fairacres ES (Las Cruces)	100%	100%	100%	15%	0%	In 11 month warranty correction period.	\$314,515	\$314,515	\$269,432	(\$0)
			0 mo.	0 mo.	0 mo.	7 mo.	34 mo.					
Las Cruces Public Schools	S19-010	Lynn MS (Las Cruces)	100%	100%	8%	0%	0%	In Construction.	\$2,718,886	\$275,205	\$173,498	\$2,443,681
			0 mo.	0 mo.	9 mo.	6 mo.	35 mo.					

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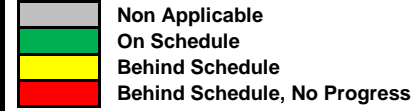


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Las Cruces Public Schools	S19-012	Rio Grande Preparatory Institute (Las Cruces)	100%	100%	38%	0%	0%	In Construction.	\$695,031	\$695,031	\$144,748	(\$0)
			0 mo.	0 mo.	7 mo.	9 mo.	39 mo.					
Las Cruces Public Schools	S19-019	Highland ES (Las Cruces)	100%	100%	100%	15%	0%	In 11 month warranty correction period.	\$229,869	\$229,814	\$214,285	\$55
			0 mo.	0 mo.	0 mo.	9 mo.	39 mo.					
Las Cruces Public Schools	S19-020	Hillrise ES (Las Cruces)	100%	100%	100%	100%	50%	In 11 month warranty correction period.	\$39,110	\$39,110	\$39,110	(\$0)
			0 mo.	0 mo.	0 mo.	0 mo.	39 mo.					
Las Cruces Public Schools	S19-021	Mayfield HS (Las Cruces)	100%	100%	100%	52%	0%	In 11 month warranty correction period.	\$245,368	\$245,368	\$245,368	\$0
			0 mo.	0 mo.	0 mo.	7 mo.	39 mo.					
Las Cruces Public Schools	S19-022	Onate HS (Las Cruces)	100%	100%	42%	0%	0%	In Construction.	\$329,147	\$329,147	\$118,026	(\$0)
			0 mo.	0 mo.	1 mo.	9 mo.	39 mo.					
Las Cruces Public Schools	S19-023	Picacho MS (Las Cruces)	100%	100%	100%	88%	0%	In 11 month warranty correction period.	\$141,238	\$141,238	\$141,238	(\$0)
			0 mo.	0 mo.	0 mo.	9 mo.	39 mo.					
Las Cruces Public Schools	S19-024	Vista MS (Las Cruces)	100%	100%	100%	79%	10%	In 11 month warranty correction period.	\$58,807	\$39,431	\$38,603	\$19,376
			0 mo.	0 mo.	0 mo.	3 mo.	36 mo.					
Las Cruces Public Schools	S20-009	Valley View ES (Las Cruces)	100%	15%	0%	0%	0%	In Design.	\$764,008	\$85,306	\$29,130	\$678,702
			0 mo.	7 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	S21-001	Tombaugh ES (Las Cruces)	100%	0%	0%	0%	0%	Project on hold due to district readiness.	\$165,549	\$0	\$0	\$165,549
			0 mo.	6 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	S21-003	Onate HS (Las Cruces)	100%	0%	0%	0%	0%	Project on hold due to district readiness.	\$139,862	\$0	\$0	\$139,862
			0 mo.	6 mo.	0 mo.	0 mo.	0 mo.					

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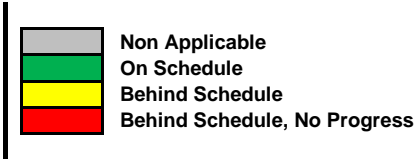


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Las Cruces Public Schools	S22-012	East Picacho ES (Las Cruces)	100%	91%	0%	0%	0%	In Design.	\$1,888,369	\$0	\$0	\$1,888,369
			0 mo.	3 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	S22-013	Zia MS (Las Cruces)	100%	92%	0%	0%	0%	In Design.	\$1,808,588	\$0	\$0	\$1,808,588
			0 mo.	3 mo.	0 mo.	0 mo.	0 mo.					
Las Cruces Public Schools	S22-014	Hermosa Heights ES (Las Cruces)	100%	75%	0%	0%	0%	In Design.	\$1,545,068	\$0	\$0	\$1,545,068
			0 mo.	3 mo.	0 mo.	0 mo.	0 mo.					
Las Vegas City Schools	P19-006	Sierra Vista ES (Las Vegas City)	100%	12%	0%	0%	0%	In Design.	\$447,399	\$0	\$0	\$447,399
			0 mo.	18 mo.	0 mo.	0 mo.	0 mo.					
Las Vegas City Schools	S18-003	Los Ninos ES (Las Vegas City)	100%	100%	100%	100%	99%	In 11 month warranty correction period.	\$588,076	\$578,148	\$564,602	\$9,928
			0 mo.	0 mo.	0 mo.	0 mo.	1 mo.					
Las Vegas City Schools	S18-003	Los Ninos ES Ph.II (Las Vegas City)	100%	100%	100%	60%	0%	In 11 month warranty correction period.	\$3,587,844	\$3,517,553	\$3,466,622	\$70,291
			0 mo.	0 mo.	0 mo.	2 mo.	7 mo.					
Las Vegas City Schools	S22-011	Paul D. Henry (Las Vegas City)	50%	10%	0%	0%	0%	In Planning.	\$1,100,000	\$0	\$0	\$1,100,000
			0 mo.	9 mo.	0 mo.	0 mo.	0 mo.					
Los Alamos Public Schools	P22-003	Chamisa ES (Los Alamos)	100%	20%	0%	0%	0%	In Design.	\$464,646	\$228,659	\$0	\$235,987
			0 mo.	9 mo.	0 mo.	0 mo.	0 mo.					
Los Alamos Public Schools	P22-005	Pinon Elementary (Los Alamos)	100%	20%	0%	0%	0%	In Design.	\$501,411	\$229,186	\$0	\$272,225
			0 mo.	9 mo.	0 mo.	0 mo.	0 mo.					
Los Lunas Schools	P19-008 & K21-002	Peralta ES (Los Lunas)	100%	13%	0%	0%	0%	In Design.	\$2,246,400	\$0	\$0	\$2,246,400
			0 mo.	9 mo.	27 mo.	33 mo.	34 mo.					

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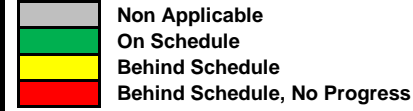


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Los Lunas Schools	K21-003	Raymond Gabaldon ES (Los Lunas)	100%	0%	0%	0%	0%	Project on hold due to ongoing Facilities Master Plan.	\$2,805,660	\$0	\$0	\$2,805,660
			0 mo.	9 mo.	27 mo.	33 mo.	38 mo.					
Los Lunas Schools	P22-004	Ann Parish ES (Los Lunas)	68%	0%	0%	0%	0%	In Planning.	\$42,000	\$41,180	\$0	\$820
			7 mo.	20 mo.	39 mo.	50 mo.	51 mo.					
Los Lunas Schools	S19-013	Los Lunas MS (Los Lunas)	100%	100%	27%	0%	0%	In Construction.	\$5,964,611	\$5,595,457	\$2,467,149	\$369,154
			0 mo.	0 mo.	1 mo.	3 mo.	11 mo.					
Magdalena Municipal Schools	S19-014	Magdalena Combined School (Magdalena)	100%	100%	100%	100%	25%	In 11 month warranty correction period.	\$885,889	\$377,032	\$370,682	\$508,857
			0 mo.	0 mo.	0 mo.	0 mo.	6 mo.					
Mosquero Municipal Schools	P22-002	Mosquero Combined (Mosquero)	100%	8%	0%	0%	0%	In Design.	\$2,700,831	\$1,160,415	\$0	\$1,540,416
			0 mo.	10 mo.	0 mo.	0 mo.	0 mo.					
New Mexico School for the Blind and Visually Impaired	P14-019	Quimby Gymnasium	100%	100%	100%	100%	78%	In 11 month warranty correction period	\$2,589,459	\$2,293,143	\$2,275,420	\$296,316
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
New Mexico School for the Blind and Visually Impaired	P14-020	Sacramento Dormitory	100%	100%	25%	0%	0%	In Construction.	\$229,442	\$121,341	\$121,341	\$108,101
			0 mo.	0 mo.	9 mo.	0 mo.	0 mo.					
New Mexico School for the Blind and Visually Impaired	P15-009	Garrett Dormitory	100%	100%	29%	0%	0%	In Construction.	\$5,544,117	\$4,365,273	\$2,107,884	\$1,178,844
			0 mo.	0 mo.	6 mo.	0 mo.	0 mo.					
New Mexico School for the Deaf	K22-004	Albuquerque Preschool (NMSD)	7%	0%	0%	0%	0%	In Planning.	\$140,000	\$0	\$0	\$140,000
			10 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Portales Municipal Schools	K18-011	Brown Early Childhood Center (Portales)	100%	100%	85%	0%	0%	In Construction.	\$1,665,294	\$1,665,294	\$1,354,075	\$0
			0 mo.	0 mo.	2 mo.	3 mo.	14 mo.					

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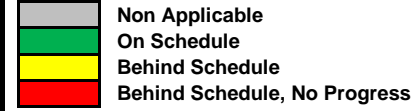


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Portales Municipal Schools	S20-008	Brown Early Childhood Center (Portales)	100%	100%	85%	0%	0%	In Construction.	\$2,997,513	\$2,053,215	\$1,362,923	\$944,298
			0 mo.	0 mo.	4 mo.	11 mo.	17 mo.					
Portales Municipal Schools	S22-003	Portales HS (Portales)	40%	0%	0%	0%	0%	In Planning.	\$0	\$0	\$0	\$0
			6 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Portales Municipal Schools	S22-008	James ES (Portales)	40%	0%	0%	0%	0%	Project on hold due to District readiness.	\$96,862	\$0	\$0	\$96,862
			6 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Raton Public Schools	S22-001	Longfellow ES (Raton)	15%	0%	0%	0%	0%	Project on hold due to District readiness.	\$98,081	\$0	\$0	\$98,081
			7 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Raton Public Schools	S22-005	Raton HS (Raton)	15%	0%	0%	0%	0%	Project on hold due to District readiness.	\$280,339	\$0	\$0	\$280,339
			7 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Raton Public Schools	S22-007	Raton Intermediate (Raton)	13%	0%	0%	0%	0%	Project on hold due to District readiness.	\$137,927	\$0	\$0	\$137,927
			7 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Raton Public Schools	S22-010	Columbian ES (Raton)	10%	0%	0%	0%	0%	Project on hold due to District readiness.	\$386,050	\$0	\$0	\$386,050
			8 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Roswell Independent Schools	P19-009	Mesa MS (Roswell)	100%	100%	45%	0%	0%	In Construction.	\$15,672,121	\$14,467,314	\$3,035,079	\$1,204,807
			0 mo.	0 mo.	7 mo.	11 mo.	25 mo.					
Roswell Independent Schools	P19-010	Nancy Lopez ES (Roswell)	100%	47%	0%	0%	0%	In Design.	\$1,547,738	\$653,647	\$90,370	\$894,091
			0 mo.	8 mo.	2 mo.	3 mo.	5 mo.					
Roswell Independent Schools	P20-003	Mountain View MS (Roswell)	60%	0%	0%	0%	0%	Project on hold due to ongoing Facilities Master Plan.	\$1,807,637	\$0	\$0	\$1,807,637
			3 mo.	8 mo.	17 mo.	22 mo.	28 mo.					

PSCOC Project Status Report

Monday August 29, 2022

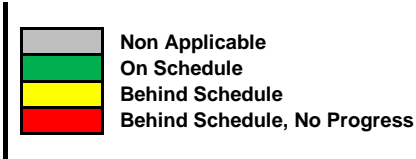


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Roswell Independent Schools	P20-006	Washington Avenue ES (Roswell)	60%	0%	0%	0%	0%	Project on hold due to ongoing Facilities Master Plan.	\$51,000	\$1,672	\$0	\$49,328
			1 mo.	11 mo.	25 mo.	30 mo.	36 mo.					
Roswell Independent Schools	S20-001	Roswell HS (Roswell)	100%	0%	0%	0%	0%	Project on hold due to District readiness.	\$234,600	\$0	\$0	\$234,600
			0 mo.	8 mo.	0 mo.	0 mo.	0 mo.					
San Jon Municipal Schools	S20-005	San Jon Combined School (San Jon)	100%	20%	0%	0%	0%	In Design.	\$152,006	\$146,982	\$45,306	\$5,024
			0 mo.	6 mo.	0 mo.	0 mo.	0 mo.					
Springer Municipal Schools	S22-026	Springer 2022 Demolition	90%	0%	0%	0%	0%	Project on hold due to District readiness.	No State Match	\$0	\$0	\$0
			7 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
School of Dreams Academy	K22-005	School of Dreams Academy	20%	0%	0%	0%	0%	Start of Planning.	\$84,100	\$0	\$0	\$84,100
			7 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Santa Rosa Consolidated Schools	E18-001	Anton Chico (Santa Rosa)	100%	0%	0%	0%	0%	Start of Design.	\$1,793,844	\$318,096	\$74,665	\$1,475,748
			0 mo.	10 mo.	0 mo.	0 mo.	0 mo.					
Socorro Consolidated Schools	P19-015	Sarracino MS (Socorro) (Orig. S19-015)	100%	5%	0%	0%	0%	In Design.	\$10,931,229	\$30,812	\$30,346	\$10,900,417
			0 mo.	9 mo.	21 mo.	27 mo.	32 mo.					
Socorro Consolidated Schools	S19-016	Socorro HS (Socorro)	100%	0%	0%	0%	0%	Project on hold due to District readiness.	\$2,845,583	\$2,683,928	\$2,229,858	\$161,655
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Socorro Consolidated Schools	S22-025	Socorro 2022 Demolition	100%	0%	0%	0%	0%	Project on hold due to District readiness.	\$990,846	\$0	\$0	\$990,846
			0 mo.	0 mo.	5 mo.	11 mo.	16 mo.					
Truth or Consequences Municipal Schools	S22-027	Truth or Consequences 2022 Demolition	10%	0%	0%	0%	0%	Project on hold due to District readiness.	\$754,519	\$0	\$0	\$754,519
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					

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Truth or Consequences Municipal Schools	S22-006	Sierra ES (Truth or Consequences)	100%	80%	0%	0%	0%	In Design.	\$26,712	\$0	\$0	\$26,712
			0 mo.	9 mo.	0 mo.	0 mo.	0 mo.					
Tularosa Municipal Schools	P19-017	Tularosa MS (Orig. S19-017)	100%	0%	0%	0%	0%	In Planning.	\$53,250	\$33,307	\$7,506	\$19,943
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Tularosa Municipal Schools	S22-009	Tularosa Intermediate (Tularosa)	52%	0%	0%	0%	0%	Project on hold due to District readiness.	\$394,619	\$0	\$0	\$394,619
			3 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
West Las Vegas Public Schools	P13-009	West Las Vegas Middle School	100%	100%	100%	100%	100%	In 11 month warranty correction period.	\$6,717,738	\$6,102,986	\$6,026,663	\$614,752
			0 mo.	0 mo.	0 mo.	0 mo.	1 mo.					
West Las Vegas Public Schools	S19-018	Tony Serna Jr. ES (West Las Vegas)	100%	0%	0%	0%	0%	In Planning.	\$619,202	\$201,687	\$201,597	\$417,515
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Zuni Public Schools	P19-011	Zuni MS (Zuni)	100%	0%	0%	0%	0%	Start of Design.	\$75,000	\$58,650	\$58,650	\$16,350
			0 mo.	0 mo.	0 mo.	0 mo.	0 mo.					
Zuni Public Schools	P21-001	Twin Buttes HS, Zuni HS (Zuni)	25%	0%	0%	0%	0%	In Planning.	\$75,000	\$73,418	\$15,021	\$1,582
			5 mo.	0 mo.	0 mo.	0 mo.	0 mo.					

VIII. Next PSCOC Meeting

(Proposed for October 11, 2022- *tentative*)

IX. Adjourn