



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
REGULAR MEETING  
August 18, 2025 at 1:30 PM**

ASNMSU Center for the Arts, 2nd Floor Rehearsal Hall and  
Livestreamed for public viewing at  
<https://regents.nmsu.edu/regent-meetings/>

**Regents of New Mexico State University**

Chair Ammu Devasthali, Vice Chair Deborah Romero, Secretary/Treasurer Christopher T. Saucedo, Marisol Olivas, Ricardo Gonzales

**Non-Voting Advisory Members** - ASNMSU President Wyatt Ziehe, Faculty Senate Chair Vimal Chaitanya, Ph.D., Employee Council Chair Donna Johnson

**University Officials** - President Valerio Ferme, Ph.D., Interim Provost Lakshmi Reddi, Ph.D., General Counsel Lisa Henderson, J.D.

**AGENDA**

**A. Call to Order, Chairwoman Ammu Devasthali**

**Pledge of Allegiance and Introduction of 4-H State Leadership and Department Head Jaime Castillo**

- 1. Welcome, College of Arts & Sciences Dean Enrico Pontelli**
- 2. Introduction of the Media and Elected Officials, Chief of Staff Justin Bannister**
- 3. Introductions**
  - a) **Introduction of Dean of the College of Health, Education and Social Transformation Rick Marlatt, Interim Provost Lakshmi Reddi**
  - b) **Introduction of Associate Vice President of Marketing and Communications Abby Butler, Chief of Staff Justin Bannister**
  - c) **Introduction of Associate Vice President of Human Resources Bill Dial, Interim Vice President for Administration and Finance Chris Kinsley**
  - d) **Introduction of Associate General Counsel Isaiah Herrera, General Counsel Lisa Henderson**
  - e) **Introduction of University Policy Officer Donna Ottaviano, General Counsel Lisa Henderson**
- 4. Confirmation of Quorum, Chairwoman Ammu Devasthali**
- 5. Approval of the Agenda, Chairwoman Ammu Devasthali**

**B. Approval of Minutes**

- 1. Regular Meeting on May 8, 2025**
- 2. Work Session on May 9, 2025**
- 3. Special Meeting on June 6, 2025**

**C. Confirmation of Prior Closed Executive Sessions**

- 1. Confirmation of Prior Closed Executive Session August 4, 2025 (1:30 PM)**
- 2. Confirmation of Prior Closed Executive Session August 4, 2025 (3:30 PM)**
- 3. Confirmation of Prior Closed Executive Session August 6, 2025**
- 4. Confirmation of Prior Closed Executive Session August 18, 2025**

**D. Public Comment, *Chief of Staff Justin Bannister***

**E. Regent Committee Reports**

- 1. Real Estate Committee Report, *Regent Ammu Devasthali***
- 2. Financial Strategies, Performance and Budget Committee Report, *Regent Deborah Romero***

**F. Advisory Member Reports**

- 1. Associated Students of NMSU Report, *President Wyatt Ziehe***
- 2. NMSU Faculty Senate Report, *Chair Vimal Chaitanya***
- 3. NMSU Employee Council Report, *Chair Donna Johnson***

**G. Affiliated Entity Reports**

- 1. NMSU Foundation Inc. Report, *CEO Sylvia Y. Acosta***
- 2. Arrowhead Center Inc. Report, *Interim CEO and President of Arrowhead Center Inc. Dana Catron***
- 3. Aggie Development Inc. Report, *CEO Scott Eschenbrenner***

H. **Consent Items**, *Chairwoman Ammu Devasthali*

1. **Memorandum of Understanding for the DA Move Trail – Las Cruces Lateral next to the Convention Center**, *Special Assistant to the President Scott Eschenbrenner*
2. **Ground Lease Agreement – White Sands Federal Credit Union**, *ADI President Scott Eschenbrenner*
3. **Lease Agreement – United States Postal Service (USPS) at Corbett Center**, *Special Assistant to the President Scott Eschenbrenner*
4. **El Paso Electric Easement – Magdalena Peak**, *Special Assistant to the President Scott Eschenbrenner*
5. **El Paso Electric Easement – Arrowhead Park**, *Special Assistant to the President Scott Eschenbrenner*
6. **Appointment of Non-Position Directors to the Arrowhead Center, Inc. Board of Directors**, *Interim CEO and President Dana Catron*
7. **Arrowhead Center, Inc. Change to Corporate Bylaws**, *Interim CEO and President Dana Catron*
8. **Disposition/Deletion of Property**, *Associate Vice President for Administration and Finance, D’Anne Stuart*
9. **Golf Course Learning Center and Driving Range**, *University Architect Berta Zubiarte*
10. **Biomedical Research Expansion**, *University Architect Berta Zubiarte*
11. **Campus Wide Drainage Repairs**, *University Architect Berta Zubiarte*
12. **Campus Wide Lighting Improvements**, *University Architect Berta Zubiarte*
13. **Chemistry Building HVAC Renovations**, *University Architect Berta Zubiarte*
14. **Zuhl Library 3rd Floor Flooring Replacement**, *University Architect Berta Zubiarte*
15. **Jett Hall Structural Repairs**, *University Architect Berta Zubiarte*
16. **Aggie Health & Wellness Flood Remediation**, *University Architect Berta Zubiarte*
17. **Cole Village Demolition**, *University Architect Berta Zubiarte*
18. **Softball Field Scoreboard Improvements**, *University Architect Berta Zubiarte*
19. **Appointment of NMSU Representatives to the NMC Board of Directors**, *Chief of Staff Justin Bannister*

I. **Action Items**

1. **NMSU – Doña Ana Community College District Obligation (Limited Tax) Bonds, Series 2025**, *Chancellor of NMSU System Community Colleges Mónica Torres*
2. **FY 27 RPSP Requests and Other FY 27 Funding Requests**, *Interim Vice President for Administration and Finance Chris Kinsley*
3. **Mandatory Student Fees Restructure Proposal**, *Interim Vice President for Administration and Finance Chris Kinsley*

J. **Informational Items**

1. **None.**

K. **Report from the New Mexico Department of Agriculture to the Regents of New Mexico State University (Board of Agriculture) – *Deferred until the next Regular Meeting, Cabinet Secretary & Director Jeff Witte***

L. **NMSU Academic Report, *Interim Provost Lakshmi Reddi***

M. **NMSU System Report, *President Valerio Ferme***

N. **Announcements and Comments, *Chairwoman Ammu Devasthali***

1. **Good News for NMSU!**

O. **Adjournment, *Chairwoman Ammu Devasthali***





**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # B-1**

☒ Action Item

☐ Consent Item

☐ Informational Item

**Presented By:** Christopher Saucedo  
Secretary/Treasurer,  
NMSU Board of Regents

**Agenda Item:** Regular Meeting on May 8, 2025

**Requested Action of the Board of Regents:** Approval of the Regular Meeting Minutes for May 8, 2025 as presented.

**Executive Summary:**

As required by the New Mexico Open Meetings Act, the board shall keep written minutes of all its meetings. The minutes shall include at a minimum the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open to public inspection. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the board.

**References:**

NM Open Meetings Act §10-15-1 G.

**Prior Approvals:**

N/A



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
REGULAR MEETING  
May 8, 2025 at 2:00 PM**

Educational Services Building, Regents Room  
1780 East University Avenue, Las Cruces, NM  
Live Webcast: <https://nmsu.zoom.us/j/82240874731>

**Regents of New Mexico State University**

Chair Ammu Devasthali, Vice Chair Deborah Romero, Secretary/Treasurer Christopher T. Saucedo, Marisol Olivas, Ricardo Gonzales

**Non-Voting Advisory Members** - ASNMSU President Ala Alhalholy, Faculty Senate Chair Vimal Chaitanya, Ph.D., Employee Council Chair Donna Johnson

**University Officials** - President Valerio Ferme, Ph.D., Interim Provost Lakshmi Reddi, Ph.D., General Counsel Lisa Henderson, J.D.

**MINUTES**

**A. Call to Order, Chairwoman Ammu Devasthali**

Chairwoman Ammu Devasthali called the regular meeting to order at 2:01 PM.

**Pledge of Allegiance**

Joshua Ramirez led the Pledge of Allegiance. Chair Devasthali thanked Mr. Ramirez for his service and invited him to speak about his involvement with local veterans' organizations.

- Mr. Ramirez discussed his work with the Veterans Advisory Board of the City of Las Cruces to help young veterans find a sense of purpose and community.
- He also mentioned his collaboration with Hector Sanchez from the MVP Program to utilize student veterans and create a central hub.
- He highlighted the upcoming Memorial Day ceremony on May 26th at Veterans Memorial Park hosted by the City of Las Cruces, starting at 8 AM, with free food for all attendees.

**1. Introduction of the Media and Elected Officials, Chief of Staff Justin Bannister**

Chief of Staff Justin Bannister indicated there were no media or elected officials requiring introduction.

**2. Introductions**

**a) Introduction of ASNMSU President Elect Wyatt Ziehe, ASNMSU President Ala Alhalholy**

ASNMSU President Ala Alhalholy introduced President-Elect Wyatt Ziehe.

- Mr. Ziehe is a 5th-year dual aerospace and mechanical engineering student.
- He previously served as a Senator for the College of Engineering.
- He interns year-round at Sandia National Labs for the Qubit project.
- He will commission in the United States Air Force as an RPA Pilot after graduation.

Mr. Ziehe expressed his gratitude and eagerness to work with the Board.

**3. Confirmation of Quorum, Chairwoman Ammu Devasthali**

Board of Regents Chief of Staff confirmed the quorum by taking roll call:

Regent Gonzales: Present

Regent Olivas: Present

Regent Saucedo: Present

Regent Romero: Present

Regent Devasthali: Present

ASNMSU President Alhalholy: Present

Faculty Senate Chair Chaitanya: Present

Employee Council Chair Johnson: Present

President Ferme: Present

Provost Reddi: Present

General Counsel Henderson: Present

The quorum was confirmed.

**4. Approval of the Agenda, Chairwoman Ammu Devasthali**

Regent Olivas moved to approve the agenda as presented, with a second from Regent Gonzales. All in favor, and the agenda was approved as presented.

**B. Approval of Minutes**

**1. Special Meeting on April 30, 2025**

Regent Romero moved to approve the special meeting minutes for April 30 as presented, with a second from Regent Gonzales. All in favor, and the agenda was approved as presented.

**C. Awards and Recognitions**

**1. Proclamation Recognizing the Service of Ala Alhalholy as ASNMSU President, Chairwoman Ammu Devasthali**

Chairwoman Devasthali read the following proclamation in honor of the service of outgoing ASNMSU President Ala Alhalholy:

WHEREAS, Ala Alhalholy, as President of the Associated Students of NMSU (ASNMSU), has served with distinction as an advisory member of the New Mexico State University Board of Regents since May 2024; and

WHEREAS, she was raised on the NMSU campus from the time she was six years old after immigrating from Jordan to Las Cruces, New Mexico; and

WHEREAS, she served as the first Muslim student body president of NMSU; and as Senator for the College of Arts and Sciences during the 2023 academic year; and

WHEREAS, Alhalholy was committed to working with students, faculty, and staff as part of ASNMSU and outside of the organization; and

WHEREAS, she worked determinedly to advocate for resources for students and to make all voices of the student body heard – both in the state and at the national level; and

WHEREAS, as president she led the ASNMSU Governmental Affairs team at the 2025 New Mexico State Legislative session in Santa Fe to lobby for student safety initiatives, securing \$1,528,000, the second highest appropriation ever secured by ASNMSU; and

WHEREAS, she worked in collaboration with the ASNMSU Supreme Court on the process to send qualified candidates to the Governor of New Mexico for a new Student Regent; and

WHEREAS, she chaired the Student Fee Review Board, comprised of students, faculty and staff; and as chair she advocated for and secured funding for a free day care service for parents enrolled at NMSU; and

WHEREAS, Alhalholy secured funding to offer free feminine hygiene products across the NMSU campus; and

WHEREAS, she served on the Presidential Search Committee to send recommendations for candidates to the Board of Regents for their consideration; and

WHEREAS, she will graduate with a degree in biology on May 9, 2025, with plans to attend dental school following graduation; and

WHEREAS, Former Student Regent Garrett Moseley said, “During my time serving alongside Ala, I was continually impressed by her and came to admire her in many ways. Ala always fought for what she believed in, even if she had to do so alone. Ala truly embodies what it means to be an Aggie. I am thankful for her service to the students and the NMSU community;” and

WHEREAS, NMSU President Valerio Ferme said, “Ms. Alhalholy has shown outstanding leadership in her role as president of ASNMSU. She has been a staunch promoter of student welfare and wellbeing, and she has provided great insights about student issues during the early days of my tenure. I appreciate the warm welcome she provided on behalf of her peers – especially the walks around campus. I look forward to seeing what she will accomplish in the future, and I wish her all the best;” and

WHEREAS, NMSU Board of Regents Chair Ammu Devasthali said, “Ms. Alhalholy has been a tireless advocate for the best interests of NMSU’s students. She brought a critical student voice to our presidential searches and helped vet our selection of a student regent to recommend for this board. She is also sheer joy to be around. We have spent a lot of time together at football and basketball games, and I know that, having been a high school student-athlete herself, she is an enthusiastic cheerleader for students in general and student-athletes in particular. On behalf of the Board of Regents, I thank her for her valuable contributions and wish her the very best in the next chapter of her educational journey. I expect her to do great things.”

NOW, THEREFORE, BE IT PROCLAIMED in official session that the Board of Regents of New Mexico State University thanks and commends Ala Alhalholy for her dedicated service and wishes her great success in her future endeavors.

PROCLAIMED this 8th day of May 2025, at Las Cruces, New Mexico.

**D. Public Comment, *Chief of Staff Justin Bannister***

Chief of Staff Justin Bannister reported that no one had signed up for public comment.

**E. Advisory Member Reports**

**1. Associated Students of NMSU Report, *President Ala Alhalholy***

President Alhalholy stated she had no report at this time.

**2. NMSU Faculty Senate Report, *Chair Vimal Chaitanya***

Dr. Chaitanya reported on the Faculty Senate's ongoing activities:

- Working with NMSU administrative leadership to address challenges from White House executive orders, particularly concerns about proposed >50% cuts in NSF and NIH budgets, a fixed IDC rate of 15%, and federal agency staff reductions.
- Standing committees are examining the impacts:
  - Student Success Committee: Impact on student opportunities and assistantships.
  - Research and Creative Activity Committee: Impact on support staff in research offices.
  - Budget and Resources Committee: Exploring alternative funding sources.
  - University Planning Committee: Impact on promotion and tenure processes.
  - DEI and Curriculum and Program Committee: Engaging in related conversations.
- New members were inducted into the Senate on May 1st.
- Elections for Standing Committee chairs were held. Chris Brown was re-elected Chair of the Leadership Committee and will continue as Vice Chair of the Senate. Dr. Chaitanya was re-elected as Chair of the Faculty Senate.

### **3. NMSU Employee Council Report, Chair Donna Johnson**

Ms. Johnson provided the following updates:

- Founders Day was a success, with recognition of the newest Aggie Legend, the late Charley Johnson, Aggie football great.
- Gabrielle Martinez, Associate Registrar from University Student Records, is the Spring 2025 A Mountain Staff Awardee.
- The Employee Council was represented by Chair Donna Johnson at the inauguration dinner and ceremony.
- 150 new tables and 600 new chairs have arrived, thanking the Board of Regents and Administrative and Finance for approving the purchase. This has significantly improved campus functions and safety.

## F. Affiliated Entity Reports

### 1. NMSU Foundation Inc. Report, CEO Sylvia Y. Acosta

Dr. Acosta presented the Foundation's report for the last quarter:

- Founders Day raised a record \$385,744 (up from \$219,000 last year). A \$90,000 gift for the Aggie Cupboard was inspired by President Ferme's personal gift match. Three matches (AI, athletics, student leadership) are ongoing until the end of the fiscal year.
- Fundraising is at 91% of the MOU goal (approximately \$18 million), with expectations to exceed the goal.
- Reworked endowment reports led to a \$100,000 gift to HRTM due to increased transparency.
- 880 new donors have been identified (over 900 as of the day before the meeting), reversing a trend of declining donor engagement.
- The annual board meeting was held in Albuquerque, partnering with the University for "1888 Minutes of Giving," with significant student leadership engagement from ASNMSU and President Alhalholy.
- An alumni mixer in Albuquerque had over 117 attendees, showing exponential growth in engagement.
- Upcoming events: Outstanding Graduate Celebration (May 9th) and the launch of the first international alumni network in Chihuahua on May 29th.
- Senior Walk, in partnership with ASNMSU and organized by SLIP (Student Life Involvement Programs), had high attendance, reviving a campus tradition.

### 2. Arrowhead Center Inc. Report, Interim Director & CEO Dana Catron

Ms. Catron provided the following updates:

- Leadership & Governance: Currently in a leadership transition. The Arrowhead Director position posting is planned for September-October to align with the hiring of the new VPR for NMSU. A restructuring of the Arrowhead Center Inc. Board is proposed to include more external industry, investment, and policy voices.
- Financial Health (FY24): Brought in \$1.1 million (114% of revenue target) on the Arrowhead Center Inc. side. Expenses were held to 87% of budget, reducing projected loss by over \$300,000. Received a clean audit review from Los Alamos with no findings.
- Arrowhead Innovation Fund: 97% of capital deployed; no longer collecting management fees. Arrowhead Center Inc. is covering the fund's annual operating costs (approx. \$80,000/year). Evaluating long-term sustainability options. Companies like Parting Stone show strong growth potential.
- Arrowhead Park Progress: HB Construction selected for the soundstage design-build process; contracts under review. Groundbreaking anticipated Fall 2025, construction completion Summer 2026. Reviewing lease terms to absorb infrastructure costs for the proposed office building. Anticipate needing \$3.6 million in FY26 and \$3.7 million in FY27 for park infrastructure development; pursuing legislative funding and internal financing.
- IP & Commercialization: Continued growth in commercialization. "IP Days" in departments have increased faculty engagement and IP disclosures. Licensed climate-ready alfalfa (20+ years of NMSU research) to Mountain View Seeds. The IP office faces budget strains due to increasing legal costs and staffing not fully supported by central funding (Arrowhead Center absorbing costs for IP Director salary portion and fully funding IP Project Manager). Developing 5 and 10-year projections for the IP office, seeing it as an opportunity to increase university revenues.

In response to Regent Romero's question about the delay in posting the Director position, Ms. Catron explained it was to align with the VPR search (4th candidate visiting next week) to allow the new VPR time to acclimate. She will advocate for posting it as soon as possible.

**3. Aggie Development Inc. Report, CEO Scott Eschenbrenner**

Mr. Eschenbrenner provided updates:

- Two deals are working at Aggie Uptown:
  - A ground lease with Blake's Lotaburger is anticipated for Board approval.
  - Working with a local financial institution interested in the area. Ground lease terms are being developed for potential Ag Development Board review in May/June.
- Collaborating with Studio D Architecture for the thoughtful design of the remainder of Aggie Uptown, including utility surveys.
- Director position updates: President Ferme has transitioned into the role from Interim President Monica Torres. Regent Romero will be serving on the Ag Development Board. Thanked President Alhalholy for her service and welcomed Wyatt Ziehe to the Real Estate Committee and Ag Development.
- New community member Jake Redfern (NMSU alum, NA First Valley Realty principal) will be joining the board, bringing real estate expertise.

**G. Consent Items, Chairwoman Ammu Devasthali**

Regent Gonzales moved to approve the consent agenda items as presented, with a second from Regent Saucedo. All were in favor, and the consent agenda was approved as presented.

**1. Mora-San Miguel Electric Cooperative Right-of-Way (ROW) Easement – John T. Harrington Forestry Research Center, Mora, NM, Special Assistant to the President Scott Eschenbrenner**

**H. Action Items, Chairwoman Ammu Devasthali**

**1. Authorization for Conferral of Degrees and Certificates, Interim Provost Lakshmi Reddi**

Provost Reddi requested approval for the conferral of degrees and certificates to named candidates listed in the Spring 2025 commencement programs for the institution's four campuses, contingent upon satisfactory completion of courses and catalog requirements, and originality of theses. He thanked faculty and staff for their role in student journeys.

Chair Devasthali spoke about the significance of this rite of passage for students, wishing them luck and reminding them they will always be part of the Aggie family.

Regent Saucedo expressed that this is his favorite weekend, noting many graduates would be walking across a stage for the first time due to pandemic-era high school graduations.

Regent Romero echoed this sentiment, emphasizing the joy and the impact these graduates will have on the world.

Regent Romero moved approval of the authorization for conferral of degrees and certificates with a second from Regent Olivas. All were in favor and the motion passed.

**I. Informational Items, Chair**

**1. None.**

**J. Report from the New Mexico Department of Agriculture to the Regents of New Mexico State University (Board of Agriculture), Cabinet Secretary & Director Jeff Witte**

Secretary Witte provided his report:

- Thanked outgoing ASNMSU President Ala Alhalholy for her service.
- Reported on a recent trip to Washington D.C. with State 4-H and FFA leadership teams, noting that all but two of the 16 student leaders plan to attend NMSU.
- Legislative session update: NMDA received a \$610,000 new general fund recurring increase, with about \$400,000 dedicated to staff equity adjustments. Approximately \$600,000 (including fee income) will be invested in staff equity this year (proposal pending approval).
- International trade activity: Highlighted a recent show in Mumbai, India, focusing on the potential for New Mexico pecans. Tariffs on tree nuts (like pecans) to India were recently lowered from 100% to 30%. Partnered with Gauri Khan (wife of a well-known Indian actor) to promote NM and US pecans in India. Also participated in a Dubai food show.
- Upcoming: Kicking off "The Matriarch of New Mexico" marketing campaign next month, as 2026 will be the year of women in agriculture globally.
- Federal funding: No major changes since the last report. The Local Food Assistance Program (purchase program) was stopped by USDA before it started.
- Student employees: NMDA hires 15-19 students regularly. Highlighted graduating student employees: Jeremy Townsend (Master's in IT), Mason Heights (Finance degree). Elida Miller (former ASNMSU VP) will be "hired for a day" to be added to the NMDA "Wall of Honor" for student graduates, a tradition she requested as both her parents also worked there.
- Staff education benefit: Dina Katnack (NMDA Program Manager) will graduate with her Bachelor's in Agriculture, utilizing the NMSU staff benefit for classes. Staff members who graduate will now also be added to the Wall of Fame.
- Announced the Chili Roast in DC for August 16th.
- In response to Chair Devasthali, he explained the Chili Roast is held in Old Town Alexandria due to partnership with a grocery store for logistics but will look into requests to move it to the Mall.

**K. NMSU Academic Report, Interim Provost Lakshmi Reddi**

Provost Reddi presented academic data:

- 2,002 students graduating from undergraduate and graduate programs this weekend, plus 704 from branch campuses, a system-wide increase of over 2% compared to Spring 2024.
- Graduate breakdown (main campus numbers):
  - o Doña Ana CC: 613
  - o College of Arts and Sciences: 568
  - o College of Health, Education and Social Transformation (HEST): 312
  - o College of Engineering: 247
  - o College of Business: 180



- o College of Agricultural, Consumer and Environmental Sciences (ACES): 147
  - o Alamogordo: 56
  - o Grants: 35
- Degree breakdown: Bachelors: 1,454; Masters: 491; Doctoral: 57. Noted an increasing trend in Master's student population.
- Alignment with workforce needs:
  - o Top 5 disciplines by number of graduates: Criminal Justice, Psychology, Mechanical Engineering, Nursing, Business Administration/Management.
  - o Job availability for these graduates ranges from 1.2 to 5.5 job postings per graduate (Nursing: 5.5; Criminal Justice: 3.5; Business Management: 1.8).
  - o Top 5 fields of employer demand in NM (aligns with national demand): Three of NMSU's top 5 graduating disciplines are in this category. The other two high-demand fields are Accounting and Computer Science.
  - o NMSU produces significant numbers in Accounting and Computer Science, with approximately 5 jobs per graduate in these fields as well.
  - o NMSU's share of NM graduates in key areas:
    - Accounting: 41%
    - Computer Science: 28%
    - Criminal Justice: 60% (largest share)
    - Mechanical Engineering: ~50%
    - Nursing: 73 graduates this weekend, representing 17.7% of NM nursing graduates (83% come from other schools). Provost Reddy indicated a more detailed analysis would be provided later to guide potential investments.

**L. NMSU System Report, President Valerio Ferme**

President Ferme provided updates on system-wide initiatives:

- Addressing Federal Grant Reductions: NMSU has lost \$25 million in federal grants to date (across the term of grants, some shared). The state (including UNM and NM Tech) has lost \$80-\$90 million. Meeting with UNM and NM Tech presidents to discuss legislative support. A task force is working on this, prioritizing understanding the impact of reduced Indirect Cost Recovery (IDC) rates (down to 15% from many agencies). Over 80% of VPR office staff are on IDC. The priority for state aid will likely be protecting the Office of Research operations. Deans indicate they are okay for the remainder of this year. The Graduate School Dean can likely fund affected graduate students for another year.
- Response to NM Department of Justice Hazing Report: More than half of the 35 recommendations have been completed. The current status is being sent to the DOJ to show accountability.
- Student Enrollment and Success: Summer enrollments are up 12% to 50% due to partnership between Enrollment Management and NMSU Global, with collaboration from Chancellor Torres on transfer pathways. This is seen as a positive indicator for improving graduation rates (currently 52.6%). Emphasized the importance of working as a system and team.
- County Tour: Continuing tour of extension offices across the state starting later in May.

- Statewide Engagement: Met with FFA leadership. Attending the Legislative Finance Committee meeting in Tucumcari next week with agricultural extension to showcase collaborations between traditional businesses (agriculture, ranching) and AI/machine learning.
- Innovation and Partnerships: Attended "Competitive Across America" meeting (supported by LANL and Sandia) on innovation, workforce development, and manufacturing. Meeting with UTEP President Heather Wilson next week to discuss collaborations in water and space.
- Expressed excitement for his first NMSU Commencement ceremony as President.

**M. Announcements and Comments, Chairwoman Ammu Devasthali**

**1. Good News for NMSU!**

- Chair Devasthali noted the best news is the graduation of over 2,600 students.
- Regent Gonzales:
  - Commended bringing Jake Redfern onto the Aggie Development Inc. board.
  - Shared his positive experience at the recent veteran student ceremony on campus, noting the average age of graduating veterans was 34, and highlighting a 50-year-old graduating in computer science.
  - Mentioned participating in the Teachers Academy and learning about AI prompts.

**MI. Adjournment, Chairwoman Ammu Devasthali**

Regent Saucedo moved to adjourn the meeting with a second from Regent Gonzales. All were in favor and the meeting adjourned at 3:12 PM.



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # B-2**

☒ Action Item

☐ Consent Item

☐ Informational Item

**Presented By:** Christopher Saucedo  
Secretary/Treasurer,  
NMSU Board of Regents

**Agenda Item:** Work Session on May 9, 2025

**Requested Action of the Board of Regents:** Approval of the Work Session Minutes for May 9, 2025 as presented.

**Executive Summary:**

As required by the New Mexico Open Meetings Act, the board shall keep written minutes of all its meetings. The minutes shall include at a minimum the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open to public inspection. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the board.

**References:**

NM Open Meetings Act §10-15-1 G.

**Prior Approvals:**

N/A



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
WORK SESSION  
Friday, May 9, 2025 8:00 AM**

Hadley Hall, Room 130  
NMSU Las Cruces

**Regents of New Mexico State University**

Chair Ammu Devasthali, Vice Chair Deborah Romero, Secretary/Treasurer Christopher T. Saucedo, Marisol Olivas, Ricardo Gonzales

**MINUTES**

**A. Call to Order, Chairwoman Ammu Devasthali**

The meeting was called to order at 8:05 AM.

**B. Informational Items**

**1. Enrollment Strategy, Tony Marin and Sherry Kollmann**

Tony Marin and Sherry Kollmann began by reimagining enrollment management at NMSU. The session set the stage by examining the higher education market landscape at that time, noting recent increases in degree-seeking students nationally while also acknowledging where NMSU might have been lagging compared to private and two-year institutions. A key focus was on New Mexico's unique context, understanding both the opportunities, such as rising high school graduation rates, and the challenges, like a small state population and economic factors, that shaped NMSU's operational environment as a primarily New Mexico-serving institution.

Next, the discussion dove into NMSU's enrollment status and undertook a thorough programmatic review. This involved analyzing enrollment data, including comparisons with peer institutions and a breakdown of undergraduate enrollment by state. A critical component was the assessment of programmatic offerings. The importance of maintaining healthy, viable academic programs and the necessity of implementing a cost-benefit analysis for these programs to ensure they aligned with highly desired industries were discussed. This included addressing how competitor institutions were launching new programs and how NMSU could better meet the student and parental focus on career outcomes post-graduation, potentially through the development of a next-generation learning model. The latest Fall 2025 admissions and enrollment updates for freshmen, transfers, and system-wide transfers, alongside year-over-year growth for summer and fall terms, were also reviewed, and promising global enrollment trends and their revenue projections were considered.

The discussion then shifted towards actionable strategic recommendations and dynamic marketing initiatives. Key strategies such as diversifying academic offerings, ensuring robust course availability, and establishing clear enrollment goals were outlined. Emphasis was placed on leveraging strategic enrollment marketing, forming strong articulation agreements, strengthening institutional relationships, and developing

integrated communication plans utilizing tools like Navigate and Slate. This section also explored innovative recruitment events, effective ambassador programs, and beneficial business-to-business partnerships. A significant portion was dedicated to detailed marketing strategies, including crafting compelling value propositions and clear program pathways, effectively communicating scholarship opportunities, and strategically expanding market reach into Texas and Western Oklahoma with targeted campaigns like "We Grow with You" and "The Relationship State". Further marketing enhancements involved redeveloping home and college websites, creating dedicated program landing pages, and boosting SEO through consistent blog content, alongside deploying athletic and high school ambassador programs and initiatives like "Home for the Holidays".

Following this, specific campaigns and ambitious growth targets were examined. This included a detailed look at the LC Campus Summer Enrollment Campaign, encompassing its drip and SMS series, as well as advertising efforts across various platforms. Goals for in-state growth and regional expansion, with a clear target of enrolling an additional 4,000 undergraduate students to significantly bolster current numbers, were also outlined.

To ensure these strategies translated into tangible results, the implementation strategy and key considerations for success were detailed. This involved "Moving the Needle" by meticulously mapping the Aggie Experience from initial inquiry through to graduation, utilizing robust data models for informed decision-making, and defining the crucial role of the multidisciplinary Enrollment Management Team. Critical success factors that were discussed included ensuring organizational readiness, fostering supportive leadership and culture alongside necessary investment, and achieving academic, operational, and marketing readiness. This section also revisited recruitment strategies with a focus on both short-term and long-term measurable objectives, including a plan for transfer students and secondary markets, and the establishment, evaluation, and modification of Key Performance Indicators (KPIs) across all relevant departments. Finally, the need for sustained and strategic resource allocation across human, fiscal, physical, and systems resources to equip all enrollment-related units for success was underscored.

The meeting concluded with a wrap-up and discussion of next steps. This was an interactive session focused on the practicalities of implementation, including how to integrate these action plans into current workflows and establish clear timelines. The key takeaways were recapped, action items were distributed, and necessary follow-up meetings were scheduled to track progress and make any needed adjustments.

Finally, the floor was opened for a Q&A session to address any remaining questions or clarifications.

## **2. Online Hub, Sherry Kollmann**

The New Mexico Online Hub initiative, supported by a \$12 million one-year appropriation, aims to establish an equitable approach to allocating resources and demonstrate the viability of a statewide online hub. Six universities—UNM, Northern New Mexico College, Eastern New Mexico University, Western New Mexico University, NM Tech, and New Mexico Highlands—are positioned to benefit from this funding, contingent on their strategic plans for expanding or scaling their existing online programs. A tiered approach has been proposed to accommodate the diverse needs and directions of these institutions.

The first tier, "Choose one Foundational Service," is designed for institutions requiring a

single service, such as data analytic dashboards or marketing services. Service offerings in this tier include brand development, digital marketing strategies, content creation, market research, website development, and the development of data dashboards to visualize various institutional metrics. Expected outcomes for this tier are increased program awareness, an enhanced online presence and engagement, higher enrollment inquiries and conversions, and improved data-driven decision-making. The associated costs for marketing services range from \$400,000 to \$900,000 per institution, while dashboard implementation is estimated at \$600,620 for three institutions in the first year, with an additional \$96,150 per institution beyond that and an annual maintenance cost of \$22,000 to \$25,000, excluding administrative costs.

"Tier Two – Bundled Services" caters to institutions that need multiple services but not a full launch of new online programs. This tier includes all options from Tier One, plus centralized admission services (including a call center), the launch of a comprehensive communications plan, establishment of service-level agreements, program reviews, instructional design, career development, professional development for online teaching, and academic technology support. The anticipated outcomes for Tier Two are growth in inquiries, applications, admits, and enrollments, enhanced quality of online academic program offerings, increased engagement within online courses, and improved persistence, retention, and graduation rates. The cost for these bundled services ranges from \$20,000 to \$100,000 per service per year, depending on the complexity and scope.

The most comprehensive option, "Tier Three – Full-Service Solution," is for institutions requiring a complete setup to launch online programs. This tier encompasses all services from Tiers One and Two, with additional expanded offerings. The outcomes for Tier Three align with those of Tiers One and Two, aiming for increased program awareness, enhanced online presence, improved data-driven decision-making, growth in student numbers, high-quality online programs, better course engagement, and higher student success rates. The costs for Tier Three services are broken down: marketing services range from \$400,000 to \$900,000 per institution; dashboard implementation is \$600,620 for three institutions in year one, \$96,150 for each additional institution, and \$22,000-\$25,000 annually for maintenance. A call center is estimated at \$120,000-\$180,000 per year. Admissions support, including CRM integration, is projected at \$80,000-\$150,000 annually. Program reviews, involving market analysis and program viability studies, are estimated at \$30,000-\$60,000 per program (one-time). Instructional design, including course development and faculty stipends, can range from \$15,000-\$30,000 per course. Career services are estimated at \$50,000-\$100,000 per year. Professional development for faculty and staff is projected at \$40,000-\$80,000 annually. Lastly, academic technology support, including LMS setup and maintenance, is estimated at \$60,000-\$120,000 per year.

This three-tiered strategy empowers institutions to select the support level that aligns with their specific needs and goals, promoting a service model that functions as an extension of each university. This approach ensures that each institution leads its own development within the online hub framework.

The Regents requested an update on the status of the Online Hub sometime in September.

There was some discussion about an "Opportunity Scholarship for Graduate Students" that may have been associated with an appropriation from the most recent legislative session. Staff determined that additional follow-up was needed.

C. **Adjournment**, *Chairwoman Ammu Devasthali*

The meeting adjourned at 11:05 AM.

DRAFT



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # B-3**

☒ Action Item

☐ Consent Item

☐ Informational Item

**Presented By:** Christopher Saucedo  
Secretary/Treasurer,  
NMSU Board of Regents

**Agenda Item:** Special Meeting on June 6, 2025

**Requested Action of the Board of Regents:** Approval of the Special Meeting Minutes for June 6, 2025 as presented.

**Executive Summary:**

As required by the New Mexico Open Meetings Act, the board shall keep written minutes of all its meetings. The minutes shall include at a minimum the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open to public inspection. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the board.

**References:**

NM Open Meetings Act §10-15-1 G.

**Prior Approvals:**

N/A





**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
SPECIAL MEETING  
June 6, 2025 at 3:00 PM**

Online and livestreamed at: <https://nmsu.zoom.us/j/82240874731>

**Regents of New Mexico State University**

Chair Ammu Devasthali, Vice Chair Deborah Romero, Secretary/Treasurer Christopher T. Saucedo, Marisol Olivas, Ricardo Gonzales

**Non-Voting Advisory Members** - ASNMSU President Wyatt Ziehe, Faculty Senate Chair Vimal Chaitanya, Ph.D., Employee Council Chair Donna Johnson

**University Officials** - President Valerio Ferme, Ph.D., Interim Provost Lakshmi Reddi, Ph.D., General Counsel Lisa Henderson, J.D.

**MINUTES**

**A. Call to Order, Chairwoman Ammu Devasthali**

Chairwoman Ammu Devasthali called the special meeting of the NMSU Board of Regents to order at 3:04 PM MDT.

**1. Confirmation of Quorum, Chairwoman Ammu Devasthali**

Adam Cavotta confirmed a quorum was present, and conducted a roll call vote. All listed Regents, Non-Voting Advisory Members, and University Officials were present.

**Regents of New Mexico State University:**

- Chair Ammu Devasthali (Present)
- Vice Chair Deborah Romero (Present)
- Secretary/Treasurer Christopher T. Saucedo (Present)
- Marisol Olivas (Present)
- Ricardo Gonzales (Present)

**Non-Voting Advisory Members<sup>3</sup>:**

- ASNMSU President Wyatt Ziehe (Present)
- Faculty Senate Chair Vimal Chaitanya, Ph.D. (Present)
- Employee Council Chair Donna Johnson (Present)

**University Officials:**

- President Valerio Ferme, Ph.D. (Present)
- Interim Provost Lakshmi Reddi, Ph.D. (Present)
- General Counsel Lisa Henderson, J.D. (Present)

**Others Present:**

- Adam Cavotta, Board of Regents Chief of Staff
- Scott Eschenbrenner, President of Aggie Development Incorporated
- Berta Zubiarte, University Architect
- Chris Kinsley, Interim Vice President for Administration and Finance
- Jose Loera, Director of Project Development and Engineering
- Justin Bannister, Chief of Staff to the NMSU President

**2. Approval of the Agenda, Chairwoman Ammu Devasthali**

Regent Romero moved to approve the agenda. Regent Olivas seconded the motion. A roll call vote was conducted.

Regent Gonzalez: Yes

Regent Olivas: Yes

Regent Saucedo: Yes

Regent Romero: Yes

Regent Devasthali: Yes

The motion passed with 5 votes in favor. The agenda was approved as presented.

**B. Consent Items, Chairwoman Ammu Devasthali**

**1. Ground Lease for Aggie Uptown (Blake's Lotaburger), President of Aggie Development Incorporated Scott Eschenbrenner**

Regent Saucedo moved to approve the consent agenda as presented. Regent Olivas seconded the motion. A roll call vote was conducted.

Regent Gonzalez: Yes

Regent Olivas: Yes

Regent Saucedo: Yes

Regent Romero: Yes

Regent Devasthali: Yes

The motion passed with 5 votes in favor. The consent agenda was approved as presented.

## C. Action Items

### 1. Alumni Pond Reconstruction, *University Architect Berta Zubiarte*

- University Architect Berta Zubiarte presented on the Alumni Pond Reconstruction project, noting the pond's original construction in 1970 and its significance to NMSU.
- In August 2023, a significant breach in the concrete liner caused rapid water loss, leading to the pond's draining and wildlife relocation.
- The structural failure was attributed to the deterioration of the 45-year-old pond liner.
- The project scope includes full excavation, demolition of the aging pedestrian bridge, regrading, installation of a new concrete liner with an automatic fill system, solar aeration, new fish habitats, ADA compliant shade structures with solar lighting, and new site furnishings.
- Design commenced in March 2024 and completed in December 2024. Construction is slated for July 2025, with substantial completion by March 2025, and the pond back online by year-end.
- The total project budget is \$1.3 million, funded by the FY2024 Building Renewal and Replacement Fund and the University's Instruction and General Fund.
- Enhancement elements (new pedestrian bridge, landscaping, lighting, benches, decorative brick walkway) are outside the current budget and require fundraising.
- Chairwoman Devasthali confirmed that core reconstruction is fully funded, and enhancements depend on private funding.
- Ms. Zubiarte stated that fundraising for enhancements is in the planning stages.
- Regent Romero inquired about the use of Instruction and General (I&G) funds. Chris Kinsley clarified that it's related to the "general" component of the I&G funds and is permitted by HED.
- Regent Romero suggested reaching out to the City of Las Cruces and the Mayor for potential partnerships, noting Game and Fish has already agreed to help. President Ferme stated he has reached out to Justin and Clayton to connect with the Mayor.
- Chris Kinsley provided estimated costs for enhancements: a tree around \$1,000, a bench between \$5,000-\$10,000, a pavilion \$100,000-\$200,000, and the bridge up to \$500,000.
- Regent Romero expressed concern about the timing of the bridge construction and its integration with the main project. Berta Zubiarte and Jose Loera explained that the new bridge foundations would be installed outside the pond area, allowing for later addition without interfering with the pond once it's full.
- Jose Loera confirmed that demolition of the existing bridge is included in the current construction cost.
- Chris Kinsley added that the original bridge's supports likely compromised the liner, and the new bridge design will avoid this issue.
- Regent Romero suggested recognizing the efforts of former Regent Mosley and another individual for their work on the pond project.

- Regent Saucedo commented on the need for the foundation to present a fundraising plan, particularly for naming opportunities. Chairwoman Devasthali agreed to ask the foundation to present a plan at the next meeting.
- Chris Kinsley joked about Regents Saucedo and Devasthali purchasing benches and committed to getting the summer campaign moving quickly.
- President Ferme noted that the CFO has already started conversations about pricing for enhancements.
- Wyatt Ziehe, ASNMSU President, highlighted the passion of former President and Regent Mosley for both the pond and the UREC facility.

Regent Gonzalez moved to approve the Alumni Pond Reconstruction Project as presented. Regent Romero seconded the motion.

A roll call vote was conducted.

Regent Gonzalez: Yes

Regent Olivas: Yes

Regent Saucedo: Yes

Regent Romero: Yes

Regent Devasthali: Yes

The motion passed with 5 votes in favor. The Alumni Pond Reconstruction Project was approved.

## **2. Aquatics Center Renovation, University Architect Berta Zubiate**

Ms. Zubiate presented on the NMSU Natatorium and Aquatic Center, constructed in 1961 and last expanded in 2012. It is a 14,365 sq ft facility serving the university and community.

- The project addresses critical life safety deficiencies identified by the State Fire Marshal and State Pool Inspector, including non-compliant fire-rated construction, non-functional pool filtration systems, and outdated emergency signage.
- The scope includes replacing the roof, correcting structural and ceiling deficiencies to meet codes, replacing filtration systems for both indoor and outdoor pools, inspecting and replacing emergency lighting/exit signage, evaluating ADA compliance, and ensuring chemical storage safety.
- Design is scheduled for June-September 2025. Construction is estimated to begin in September 2025, with completion by June 2026.
- The total estimated budget is \$2.3 million. The primary funding request is from FY 2026 non-recurring Building Renewal and Replacement Fund, pending HED approval. Departmental funds will serve as the required match.
- Photos of current filter systems (from a manufacturer no longer in business) and ceiling issues from the fire marshal's report were shown.
- Regent Romero confirmed that \$1.95 million would be used from the general fund (non-recurring Building Renewal and Replacement).

- Regent Romero inquired about the identified and available \$375,000 match. Chris Kinsley confirmed it has been identified and set aside from non-recurring student fees, previously approved by the Board of Regents.

Regent Gonzalez moved to approve the Aquatic Center Renovation Project as presented. Regent Olivas seconded the motion.

A roll call vote was conducted.

Regent Gonzalez: Yes

Regent Olivas: Yes

Regent Saucedo: Yes

Regent Romero: Yes

Regent Devasthali: Yes

The motion passed with 5 votes in favor. The Aquatic Center Renovation Project was approved.

#### **D. Informational Items**

##### **1. None.**

#### **E. Announcements and Comments, *Chairwoman Ammu Devasthali***

- Regent Romero suggested acknowledging the work of former Regent Garrett Mosley and former ASNMSU President Ala Alhalholy for their dedication to the pond project.
- Regent Saucedo requested a future conversation with the NMSU Foundation regarding their fundraising plan for pond enhancements, noting naming opportunities. Chairwoman Devasthali agreed to ensure the President and Justin follow up with the foundation.
- Chris Kinsley expressed appreciation for the approval of the two critical projects and joked about Regents Saucedo and Devasthali purchasing benches.
- President Ferme confirmed that the CFO has initiated pricing conversations for enhancements and noted past discussions about broader community and student involvement, including potential collaboration with "fish and life" (Game and Fish).
- Wyatt Ziehe added that former President and Regent Mosley were also passionate about the UREC facility and its developments.

#### **F. Adjournment, *Chairwoman Ammu Devasthali***

Regent Olivas moved to adjourn the meeting. Regent Saucedo seconded the motion.

All in favor said "Aye."

The meeting was adjourned at 3:39 PM MDT.



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
REGULAR MEETING  
August 18, 2025**

**Item C-1**

**Confirmation of Prior Executive Session – August 4, 2025 (1:30 PM)**

The New Mexico State University Board of Regents held a closed meeting on Monday, August 4, 2025, at 1:30 PM.

The meeting was called to discuss matters subject to the attorney-client privilege pertaining to threatened or pending litigation in which the university is or may become a participant, pursuant to NMSA Section 10-15-1(H)(7) of the Open Meetings Act.

Those board members who were present, please certify that only matters of that nature were discussed.

Regent Gonzales \_\_\_\_

Regent Olivas \_\_\_\_

Regent Saucedo \_\_\_\_

Regent Romero \_\_\_\_

Regent Devasthali \_\_\_\_



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
REGULAR MEETING  
August 18, 2025**

**Item C-2**

**Confirmation of Prior Executive Session – August 4, 2025 (3:30 PM)**

The New Mexico State University Board of Regents held a closed meeting on Monday, August 4, 2025, at 3:30 PM.

The meeting was called to discuss the potential purchase, acquisition or disposal of real property or water rights as permitted by NMSA Section 10-15-1, subsection (H)(8), and discuss pending litigation subject to the attorney-client privilege under NMSA subsection 10-15-1(H)(7) of the Open Meetings Act.

Those board members who were present, please certify that only matters of that nature were discussed.

Regent Gonzales \_\_\_\_

Regent Olivas \_\_\_\_

Regent Saucedo \_\_\_\_

Regent Romero \_\_\_\_

Regent Devasthali \_\_\_\_



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
REGULAR MEETING  
August 18, 2025**

**Item C-3**

**Confirmation of Prior Executive Session – August 6, 2025**

The New Mexico State University Board of Regents held a closed meeting on Monday, August 4, 2025, at 8:00 AM.

The meeting was called to complete an interim performance assessment of the President under his contract, as permitted under the personnel matters exemption of the New Mexico Open Meetings Act, NMSA Section 10-15-1, subsection (H)(2).

Those board members who were present, please certify that only matters of that nature were discussed.

Regent Gonzales \_\_\_\_

Regent Olivas \_\_\_\_

Regent Saucedo \_\_\_\_

Regent Romero \_\_\_\_

Regent Devasthali \_\_\_\_





**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
REGULAR MEETING  
August 18, 2025**

**Item C-4**

**Confirmation of Prior Executive Session – August 18, 2025**

The New Mexico State University Board of Regents held a closed meeting on Monday, August 18, 2025, at 11:30 AM.

The meeting was called to complete an interim performance assessment of the President under his contract, as permitted under the personnel matters exemption of the New Mexico Open Meetings Act, NMSA Section 10-15-1, subsection (H)(2).

Those board members who were present, please certify that only matters of that nature were discussed.

Regent Gonzales \_\_\_\_

Regent Olivas \_\_\_\_

Regent Saucedo \_\_\_\_

Regent Romero \_\_\_\_

Regent Devasthali \_\_\_\_



**NEW MEXICO STATE UNIVERSITY BOARD OF REGENTS  
REGULAR MEETING  
August 18, 2025**

**Item C-4**

**Confirmation of Prior Executive Session – August 18, 2025**

The New Mexico State University Board of Regents held a closed meeting on Monday, August 18, 2025, at 11:30 AM.

The meeting was called to complete an interim performance assessment of the President under his contract, as permitted under the personnel matters exemption of the New Mexico Open Meetings Act, NMSA Section 10-15-1, subsection (H)(2).

Those board members who were present, please certify that only matters of that nature were discussed.

Regent Gonzales \_\_\_\_

Regent Olivas \_\_\_\_

Regent Saucedo \_\_\_\_

Regent Romero \_\_\_\_

Regent Devasthali \_\_\_\_



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # F-3**

- ☐ Action Item
- ☐ Consent Item
- ☒ Informational Item

**Presented By:** **Donna Johnson**  
Chair  
NMSU Employee Council

**Agenda Item:** Report from the New Mexico State University Employee Council

**Requested Action of the Board of Regents:** None. Information only.

**Executive Summary:** This is a quarterly report provided to the Board of Regents from Employee Council

**References:**  
See attached report.

**Prior Approvals:**  
N/A



## **Employee Council**

MSC 3FAC

New Mexico State University

P.O. Box 30001

Las Cruces, NM 88003-8001

[Empcouncil@nmsu.edu](mailto:Empcouncil@nmsu.edu)

### **EMPLOYEE COUNCIL REPORT TO THE BOARD OF REGENTS August 18, 2025**

The NMSU Employee Council does not meet in June or July, as many faculty and staff are off for the summer. The August meeting will be held on Thursday, August 14<sup>th</sup>.

#### **UPCOMING ACTIVITIES:**

- The Employee Council Events Committee will begin planning the 2025 Employee Appreciation Picnic. This annual event will once again be held on Halloween—Friday, October 31, 2025—from 11:00 a.m. to 1:00 p.m.
- Nominations for the Fall 2025 “A” Mountain Staff Award will be announced soon in the Hotline. This award recognizes staff members who exemplify the university’s core values: leadership, excellence, access, diversity and inclusion, and a student-centered approach.

*For more information, including committee meeting schedules and supporting documentation, please visit <https://inside.nmsu.edu/empcouncil/>*

#### **UPDATE SHARED BY:**

*Donna Johnson, Employee Council Chair, [donjohns@nmsu.edu](mailto:donjohns@nmsu.edu)*



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # G-1**

- ☐ Action Item
- ☐ Consent Item
- ☒ Informational Item

**Presented By:** **Sylvia Y. Acosta, Ph.D.**  
CEO  
NMSU Foundation Inc.

**Agenda Item:** NMSU Foundation Inc. Report

**Requested Action of the Board of Regents:** None. Information only.

**Executive Summary:** This is a quarterly report provided to the Board of Regents from NMSU Foundation Inc.

**References:**  
See attached report.

**Prior Approvals:**  
N/A



## **New Mexico State University Foundation Update**

Dr. Sylvia Y. Acosta '10

08/18/25

### **Foundation Fiscal Year 2025 Fundraising Total**

The NMSU Foundation raised \$23,457, 598 from July 1, 2024 to June 30, 2025!

### **Foundation Fundraising Report**

The NMSU Foundation has already raised over \$2.7 million this year, achieving 11% of it's annual goal before the end of Q1. In addition, to drive the Foundation's fundraising efforts to the next level, the Foundation is currently interviewing for the VP of Philanthropy and Alumni Relations and athletics PGO. The Foundation is also thrilled to announce that we have hired an Associate Vice President of Advancement Communications and are in the final stages of selecting a campaign consultant to begin planning for the campaign.

### **Foundation in Action**

Every college now has an assigned PGO, and we have also added PGOs who are expanding our capacity by engaging in areas we have not traditionally reached. This approach allows us to strengthen relationships, identify new opportunities, and broaden the impact of our work across the country. The Foundation will be utilizing In-Unit PGOs to qualify, cultivate, and solicit gifts from exclusively in-unit alumni in designated 'hot spot' states such as:

- New Mexico
- El Paso, Texas
- Dallas and Houston, Texas
- Denver, Colorado
- Southern California (LA/San Diego)
- Phoenix, Arizona

The PGO's assigned to the college units are: Arnold Naves for the College of ACES, Vernon King for the College of Arts & Sciences, Martin Munoz for the College of Business, Austin Tourtillott for the College of Engineering, Sarah Oliver for the College of HEST, and the Foundation as stated is in the process of hiring a PGO for Athletics.

In addition to our in-unit PGOs, the Foundation will now have 3 Regional PGOs who will qualify, cultivate, and solicit gifts from alumni and donors from across all units in 'non-hotspot' regions such as:

- Western U.S. (WA, OR, CA, AZ, UT, ID, MT, WY, CO)
- Central U.S. (ND, SD, MN, WI, MI, NE, KS, OK, IA, IL, IN, OH, MO, OK, TX)
- Eastern U.S. (ME, VT, NH, MA, CT, RI, NY, PA, NJ, DE, MD, WV, VA, KD, TN, NC, SC, LA, MS, AL, GA, FL)

The three (3) PGO's assigned to the regions are: Rene Medina for the Western U.S., Jeff Caha for the Central U.S., and Chris Neher for the Eastern U.S..

The Foundation has a large list of Alumni events and fundraising campaigns for the upcoming academic year. All of which will be used for Crowdfunding and spotlighting unique programs! In addition, the Foundation has partnered with the Goal Line Club to better support and bring our Aggie alumni together for our football tailgates!

Upcoming Fundraising Campaigns:

- September 5 - Alumni Pond Crowdfunding Campaign Launches
- September 15 - NMSU Mariachi Crowdfunding Campaign Launches
- October 1 - Pistol Pete Crowdfunding Campaign Launches
- December 2 – Giving Tuesday
- December 7- Noche de Luminarias in partnership with SILP

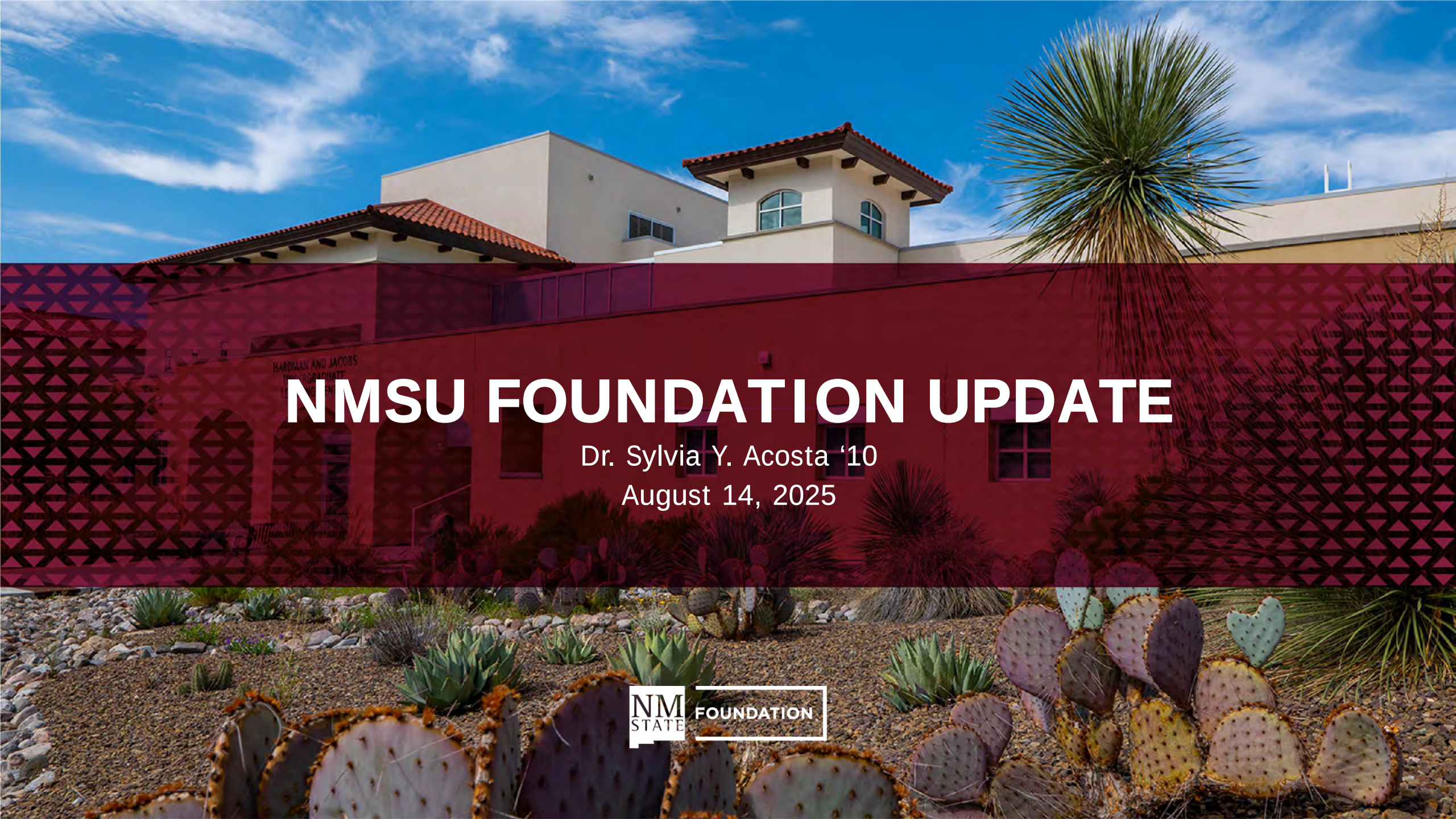
Upcoming Tailgates:

- August 7 – NMSU vs. Bryant
- September 6 – NMSU vs. Tulsa
- September 27 – NMSU vs UNM (in ABQ)
- October 2 – NMSU vs. Sam Houston
- October 22 – NMSU vs. Missouri State
- November 8 – NMSU vs. Kennesaw State
- November 22 – NMSU vs. UTEP (in El Paso)
- November 29 – NMSU vs. Middle Tennessee

Upcoming Alumni Events:

- August 28 – Denver, CO @ Adobo Restaurant & Bar
- September 20 – Orlando, FL
- November 7 – Distinguished Alumni
- December 7 – Noche de Luminarias in partnership with SILP
- December 12 – Fall Outstanding Graduate Luncheon





# NMSU FOUNDATION UPDATE

Dr. Sylvia Y. Acosta '10  
August 14, 2025





# Fiscal Year 2025 Fundraising Total



\$23,457,598



# The Foundation Fundraising Report

Fundraising to Date: **\$2,762,197!**

- Currently interviewing for VP of Philanthropy and Alumni Relations
- Hired AVP of Advancement Communications
- Hiring Athletics PGO
- Hiring Campaign Consultant to begin to plan for the campaign

# Philanthropy Structure for FY26

The Foundation has strategically shifted to a hybrid model!

## **In Unit PGO's: Each College Unit has as PGO**

Responsible for Qualifying, Cultivating, and Soliciting gifts from designated hotspot states for their colleges.

- College of ACES – Arnold Naves
- College of Arts & Sciences – Vernon King
- College of Business – Martin Munoz
- College of Engineering – Austin Tourtillott
- College of HEST – Sarah Oliver
- Athletics – To Be Hired

## **Regional PGO's**

Responsible for Qualifying, Cultivating, and Soliciting gifts from designated Regions for all units!

- Western U.S. – Rene Medina
- Central U.S. – Jeff Caha
- Eastern U.S. – Chris Neher

# **The Foundation in Action (Annual Giving)**

## **Upcoming Fundraising Campaigns**

- September 5 - Alumni Pond Crowdfunding Campaign Launches
- September 15 - NMSU Mariachi Crowdfunding Campaign Launches
- October 1 - Pistol Pete Crowdfunding Campaign Launches
- December 2 – Giving Tuesday

# **The Foundation in Action (Tailgates)**

## **The Foundation has partnered with the Goal Line Club!**

- Upcoming Tailgates
  - August 7 – NMSU vs. Bryant
  - September 6 – NMSU vs. Tulsa
  - September 27 – NMSU vs UNM (in ABQ)
  - October 2 – NMSU vs. Sam Houston
  - October 22 – NMSU vs. Missouri State
  - November 8 – NMSU vs. Kennesaw State
  - November 22 – NMSU vs. UTEP (in El Paso)
  - November 29 – NMSU vs. Middle Tennessee

# The Foundation in Action (Alumni Events)

## Upcoming Alumni Events:

- August 28 – Denver, CO @ Adobo Restaurant & Bar
- September 20 – Orlando, FL
- November 7 – Distinguished Alumni
- December 7 – Noche de Luminarias in partnership with SILP
- December 12 – Fall Outstanding Graduate Luncheon





**Thank you!**

**Dr. Sylvia Y. Acosta '10**  
Chief Executive Officer





**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # G-2**

- ☐ Action Item
- ☐ Consent Item
- ☒ Informational Item

**Presented By:** **Dana Catron**  
Interim Director and CEO  
Arrowhead Center Inc.

**Agenda Item:** Arrowhead Center Inc. Report

**Requested Action of the Board of Regents:** None. Information only.

**Executive Summary:** This is a quarterly report provided to the Board of Regents from the Arrowhead Center Inc.

**References:**  
See attached report.

**Prior Approvals:**  
N/A



**Arrowhead Center, Inc.**  
**Report to the NMSU Board of Regents**  
**August 18, 2025**

**1.0 Introduction**

This report, presented to the NMSU Board of Regents, contains information on the state of corporation (finances and performance); Arrowhead Park; and intellectual property (IP) protection and commercialization.

**2.0 State of the Corporation**

Arrowhead Center, Inc. (ACI) held our last board meeting on June 19, 2025, focusing on organizational priorities, fiscal outlook and governance improvements.

Leadership & Strategic Alignment:

The board discussed leadership transitions and the importance of aligning recruitment efforts for two key roles – the Vice President for Research and Economic Development (VPRED) and the Arrowhead Director. Search timelines are being coordinated to ensure the incoming VPRED plays an active role in selecting Arrowhead’s next Director. In the interim, Dana Catron continues to guide the organization as both interim Director and CEO, providing continuity of leadership during this pivotal period.

Board Composition & Governance:

The board revisited a proposal to restructure membership by reducing the number of Position Directors (particularly college deans) and increasing Non-position Directors with industry, investment, and policy expertise. While discussion reaffirmed the benefits of expanding external engagement, the matter was tabled for further consideration. Several board appointments were approved, including the reappointment of four Non-position Directors, the addition of one Non-position Director (David Perez), the addition of one Position Director (Scott Eschenbrenner), and election of corporate officers for FY26.

Arrowhead Innovation Fund (AIF) Sustainability:

The board reviewed the status of the \$2M Arrowhead Innovation Fund, launched in 2017. With 97% of capital deployed, limited portfolio movement, and no significant exits to date, ACI, the sole owner of the General Partner, is covering annual operational costs (~\$80K). While Parting Stone shows promise, a clear multi-year strategy for covering recurring expenses is needed. AIF is exploring potential external entities to assume portfolio management and financial obligations, as well as additional strategies that could alleviate the financial burden on ACI. As part of this review, ACI engaged in discussions with the audit firm, which quoted \$17,000 for their audit services – significantly less than the \$40,000 currently being paid – highlighting a potential cost savings opportunity.

### **3.0 FY 2025 Arrowhead Center, Inc. (ACI) Corporate Financial Report**

FY2025 total revenue was \$1,366,712 (135% of the \$1,014,559 budget). Sources of revenue included land and office rent, contracts and license fees, royalties and interest. Total expenses for FY 2025 were \$2,014,871 (150% of the \$1,344,324 budget) due to higher than anticipated expenses for Arrowhead Park and Arrowhead Innovation Fund. Expense categories included contracts, personnel, professional services and maintenance. For FY2025, the change in net position resulted in a loss of \$648,159 (197% of the \$329,765 projected loss) with a fund balance of \$1,409,759. The organization's financial management has limited expenses as much as possible and outperformed revenue expectations.

A detailed FY 2025 financial report was presented to both the Audit Committee and the full Board of Directors on June 19, 2025.

ACI's FY 2025 audit is currently ongoing.

### **2.0 Arrowhead Park**

Significant progress continues in Arrowhead Park's development.

#### Soundstage Project:

The design-build contract has been signed with HB Construction, and the project design began on July 27, 2025. Dekker Design is the lead subcontractor for architectural and engineering design services. A market assessment of prefabricated soundstage structures is underway, and a procurement decision will be made by the end of August. Site development analysis and soils testing are also underway. The formal ground-breaking ceremony is scheduled for Friday, September 30, 2025.

The project remains on track for completion by mid-summer 2026. NMSU is in negotiation with a selected operating company, and an agreement is expected to be reached in September.

#### Office Building:

Updated development and land lease agreements with Capital Growth Medvest, the new office building developer, have been signed, and Colliers Commercial Real Estate of New Mexico has been enlisted by the developer to execute the pre-leasing. The goal of pre-lease commitments for 70% of the building is expected to be achieved before the end of the year, and full design should begin in January 2026. As reported last month, the necessary roadway access and utility infrastructure will be developed as a part of the building project. Occupancy for Arrowhead Center and other tenants is targeted for mid-year 2027.

#### Other Development Projects:

Arrowhead Park is also working with an existing tenant and a new development partner on a potential assembly and technology development project. If successful, this would result in a new 30,000 square foot building to support the existing tenant's growth, keeping them here at Arrowhead Park, and also provide additional space for technology development, research, and

testing.

Landscaping projects are now complete, including Tortugas Park at the corner of Wells Drive and Arrowhead Drive. The improvements have significantly enhanced the curb appeal and value of the overall Arrowhead Park development.

#### Infrastructure:

Arrowhead Center continues to pursue funding and finance strategies for our major infrastructure needs through FY2027-2038. Forecast requirements are \$3.6 million in FY26 and an additional \$3.7 million in FY27. The Site Readiness Initiative through the New Mexico Economic Development Department is a priority target, and the Park is working internally with NMSU on legislative funding and financing strategies.

The long-term solution remains development of a Tax Increment Development District with City, County, and State partners, working together with Aggie Development, Inc. and the University, for the benefit of all parties. Arrowhead Park is seeking to work with NMSU to include this important initiative in the upcoming university strategic plan.

## **2.0 Intellectual Property Protection and Commercialization**

Commercialization activity at NMSU continues to grow, driven by a steady increase in disclosures, patent filings and licensing activity. In 2024, 14 inventions were disclosed, accompanied by the filing of seven provisional patent applications, six utility patent applications and two international filings. Seven patents were issued this year, bringing the number of active patents to 48, with 24 more pending.

A notable success this year was the exclusive licensing of three drought-resilient alfalfa cultivars – NuMex 501, 801, and 802 – to Mountain View Seeds Ltd., a cooperative serving 500+ agricultural producers worldwide. This agreement marks the culmination of over two decades of collaborative research at NMSU involving molecular breeding, trait phenotyping and marker-assisted selection. The varieties, branded under “Climate Ready Alfalfa,” have been approved by the NM Agricultural Experiment Station and are certification documents have been filed with the Association of Official Seed Certifying Agencies (AOSCA). This partnership demonstrates the potential for long-term research investments to yield high-impact, marketable innovations that benefit both the university and agricultural producers.

Other active commercialization efforts include:

- Dr. Gloria Zhang’s EcoCFTrack, a diagnostic platform for cystic fibrosis is under contract.
- Path to Plate, an online B2B marketplace for connecting agricultural producers with institutional buyers, which holds a pending patent and is pursuing a development license.
- Continued licensing negotiations for Agricultural Contaminant, an emerging technology with environmental applications.
- Ongoing progress from startups such as Filtravate, Inc., Medlock Agriculture Inc., and Hapttech

Zown Communication, LLC, which are advancing patented technologies across sectors.

Despite strong momentum, Arrowhead's IP Office remains under significant resource constraints. The current institutional allocation – \$143,850 for attorney expenses and \$95,926.63 for staffing (FTE and fringe) – falls far short of the \$447,642 projected for FY25, an 87% increase over current funding, needed to sustain essential operations. NMSU covers only 46.3% of IP office staff salaries, leaving the remaining 53.7% to be paid from Arrowhead's operational budget, and the IP Project Manager position is entirely unfunded institutionally. Rising activity levels, including increased filings and licensing negotiations, have driven legal costs beyond sustainable limits.

To address these challenges, Dana Catron will work with the interim VPRED to develop a comprehensive IP strategy and budget that aligns with NMSU's priorities and long-term vision. Securing expanded institutional support will be critical to protecting and commercializing NMSU's innovation pipeline, generating licensing revenue, and strengthening New Mexico's innovation economy.



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # G-3**

- ☐ Action Item
- ☐ Consent Item
- ☒ Informational Item

**Presented By:** **Scott Eschenbrenner**  
President  
Aggie Development Inc.

**Agenda Item:** Aggie Development Inc. Report

**Requested Action of the Board of Regents:** None. Information only.

**Executive Summary:** This is a quarterly report provided to the Board of Regents from Aggie Development Inc.

**References:**  
See attached report.

**Prior Approvals:**  
N/A



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-1**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:**

Scott Eschenbrenner  
Special Assistant to the President

**Agenda Item:**

Memorandum of Understanding for the DA Move Trail – Las Cruces Lateral next to the Convention Center

**Requested Action of the Board of Regents:**

Approval of Memorandum of Understanding based on the terms stated in the Executive Summary.

**Executive Summary:**

NMSU staff attended a meeting with the City of Las Cruces (CLC) and Elephant Butte Irrigation District (EBID) representatives to review a proposed CLC funded trail program on the Las Cruces Irrigation Ditch situated between the Marriott and Convention Center. The CLC received funding for a trail system throughout the city designed for pedestrians and non-motorized bikes. The first phase of the project starts at Las Cruces High School and will extend along the Las Cruces Irrigation Ditch to the Village of Tortugas.

NMSU and EBID have been asked to sign a Memorandum of Understanding (MOU) to establish a formal agreement with the CLC that outlines responsibilities for each party regarding the use of the DA Move/Tortugas Trail project through NMSU and EBID owned land.

NMSU will have no project costs associated with this project as the City will fund the construction. The NMSU portion of the project will start at University Avenue between the convention center and hotel and extend south to Interstate 10 and the southeast along Interstate 10 to Union Avenue. The City and EBID will work together to install an underground culvert pipe for irrigation ditch water conveyance and cover up the ditch for the trail system. The City will fund the installation of new irrigation gates to our irrigated fields, eliminating the concern of someone falling into the ditch and those safety concerns. NMSU farm superintendents and others also expressed concerns surrounding illegal entry to farm fields and the CLC will install and 6' to 8' tall fence like those surrounding Aggie Solar Power and other areas across campus.

The MOU will require NMSU to maintain the new fencing that is installed by CLC. The new fencing will replace a very old and worn barbed wire-fence and will also include new gates that will allow pedestrian and equipment access in areas that the farm manager requested.

**References:**

See the following supporting documents.

**Prior Approvals:**

Regents Real Estate Committee meeting approval on June 12, 2025.



## **Memorandum of Understanding**

**between**

**New Mexico State University**

**and the**

**City of Las Cruces**

This Memorandum of Understanding (MOU) is made and entered into by and between the City of Las Cruces (CLC), and the New Mexico State University (NMSU).

### **General Provisions**

1. **Purpose.** The purpose of this Memorandum of Understanding (MOU) is to establish a formal agreement between the City of Las Cruces (CLC) and the New Mexico State University (NMSU). This MOU outlines the respective responsibilities of each party regarding the use of DA Move/Tortugas Trail located on NMSU property and areas for the construction, maintenance, and installation of utility services, including an underground irrigation canal that will be installed on Elephant Butte Irrigation District (EBID) property.

### **Responsibilities of the Parties**

#### **2. City of Las Cruces Responsibilities.**

- a) Will develop and construct the DA Move/Tortugas Trail on NMSU and EBID right of way/property located between University Avenue and Union Avenue.
- b) Shall be responsible for payment reimbursement to EBID for the purchase of the materials to construct the underground irrigation system between University Avenue and Interstate 10. Located on NMSU and EBID right of way/property.
- c) Shall hire the contractor(s) to construct the underground irrigation system with direction and collaboration with EBID and NMSU.
- d) Will hire a contractor that will be responsible for purchasing and installation of fencing materials that are approved by NMSU Board of Regions and CLC.
- e) Will be responsible for the maintenance of the trail during and after construction.

#### **3. New Mexico State University Responsibilities.**

- a) Will allow public access to the DA Move/Tortugas Trail which will be located on the NMSU property between University Avenue and College Avenue along the Las Cruces Lateral.
- b) Will be the sole user and maintenance entity of the fencing which will be installed by CLC.
- c) Allow access to EBID, CLC, contractor or subcontractors during the construction of the underground irrigation system within the EBID right-of-way.

**4. Mutual Agreements**

- a) Both parties agree to work cooperatively to ensure that all activities are conducted in a manner that minimizes disruption to the public and existing infrastructure.
- b) Both parties agree to share relevant information and documentation necessary for the coordination of activities within the work areas.
- c) Both parties agree to resolve any disputes or conflicts that may arise in a timely and amicable manner.

**5. Term and Termination.** This MOU shall remain in effect until May 1, 2045, unless terminated by mutual written agreement of both parties or upon completion of the purpose of the MOU prior to this date. Either party may terminate this MOU upon providing thirty (30) days written notice to the other party.

**6. Independent Contractor Status.** Each Party will be considered to be an independent party and will not be construed to be an agent or representative of the other Party, and therefore, has no liability for the act or omissions of the other Party. In addition, neither Party, nor any of its employees, agents or subcontractors, will be entitled to compensation, worker's compensation, or employee benefits of the other party by virtue of this MOU.

**7. Severability.** If any provision of this MOU is held invalid or unenforceable, the remaining provisions will continue to be valid and enforceable to the full extent permitted by law.

**8. Liability.** NMSU and CLC will each be solely responsible for the liability arising from acts or omissions, personal injury, including death, or damage to property arising from the acts or failure to act of the respective Party or of its officials, agents, and employees pursuant to the MOU. The Parties' liability will be strictly limited by and this MOU will give full effect to the intent of the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978, and any amendments thereto.

**9. Amendments.** Any amendments to this MOU shall be in writing and mutually agreed upon by the Parties.

**10. Dispute Resolution.** In the event of a dispute or disagreement arising from this MOU, both Parties agree to engage in informal discussions to resolve the issue.

**11. Governing Law and Jurisdiction.** Parties agree to be governed by the laws of New Mexico and jurisdiction to be in Dona Ana County, New Mexico.

**12. Non-discrimination.** Each party will comply with all applicable laws relating to discrimination, harassment and retaliation including, without limitation, Title IX of the Education Amendments of 1972,

the Americans with Disabilities Act, New Mexico Human Rights Act, the Age Discrimination in Employment Act of 1967, the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and all requirements imposed by or pursuant to regulation of the U.S. Department of Health and Human Services (45 C.F.R. Part 80), all as amended. Neither NMSU nor CLC will engage in illegal discrimination against the Program Participants, employees or patients/clients with regard to age, ancestry, skin color, disability, gender identity, genetic information, national origin, pregnancy, race, religion, serious medical condition, sex, sexual orientation, spousal affiliation, or protected veteran status

13. **Notices.** Any notice required to be given pursuant to this MOU must be given in writing and must be sent by certified mail, return receipt requested, postage prepaid, overnight courier, fax, or email as follows:

NMSU                      Name: The Regents of New Mexico State University  
                                 Attention: Scott Eschenbrenner, Special Assistant to the President  
                                 Address: PO Box 30001, Las Cruces NM 88003  
                                 Fax:  
                                 Email: sbrenner@nmsu.edu

CLC                        Name: Steven Bingham  
                                 Attention: Steven Bingham  
                                 Address: 1501 E Hadley Building A  
                                 Fax: 575-541-2650  
                                 Email: sbingham@lascruces.gov

Notice will be deemed received on the date sent if sent by electronic means, fax or email, or three business days after it is mailed. NMSU and CLC may change their respective contact information upon prior written notice.

14.     **Funding.** It is specifically agreed that neither party will be responsible for costs or expenditures incurred by the other in regard to this MOU, except as may be expressly provided in this MOU.
15.     **Force Majeure.** No Party will be liable or be deemed in breach of this MOU for any failure or delay or performance, which results, directly or indirectly, from acts of nature, civil or military authority, public disturbance, accidents, fires, or any other cause beyond the reasonable control of either party.
16.     **Third-Party Beneficiary.** This MOU is for the benefit of Parties only. No rights or benefits are conferred to any third-party by or through this MOU.
17.     **Authority.** The individuals signing this MOU on behalf of the Parties represent and warrant that they have the power and authority to bind the Parties for whom he or she is signing, and that no further action, resolution, or approval from the Parties is necessary to enter into a binding contract.

IT IS AGREED.

|                           |                                    |
|---------------------------|------------------------------------|
| <b>City of Las Cruces</b> | <b>New Mexico State University</b> |
|---------------------------|------------------------------------|

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

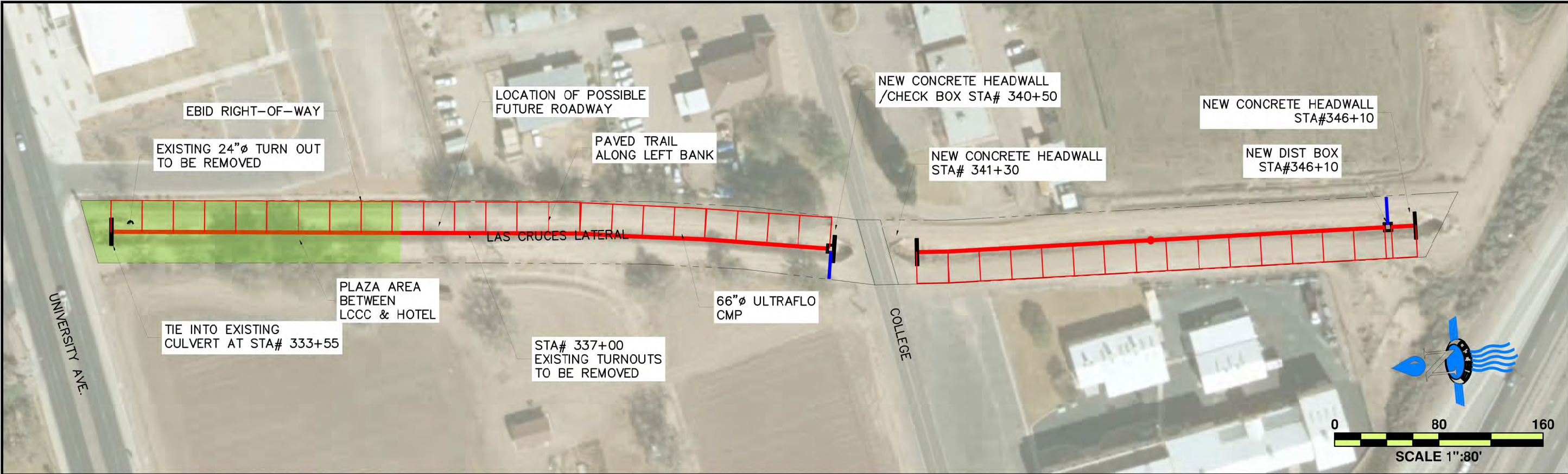
Date: \_\_\_\_\_

Approved as to Form:

 **BD** 04/15/25

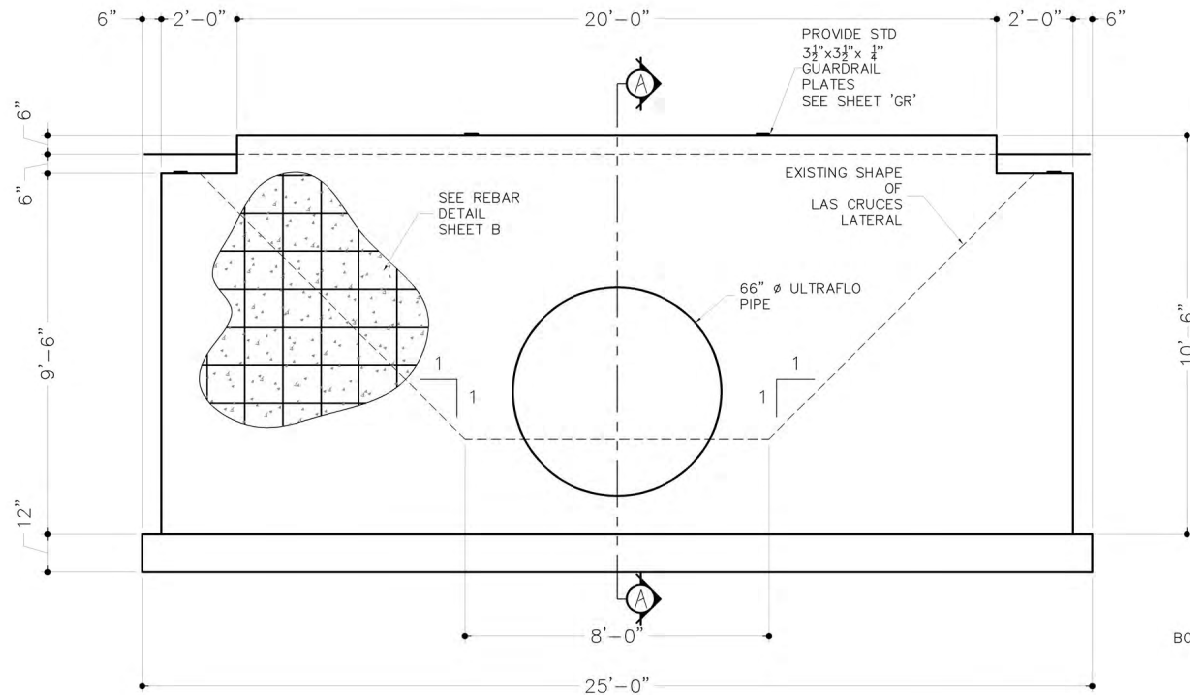
CITY ATTORNEY



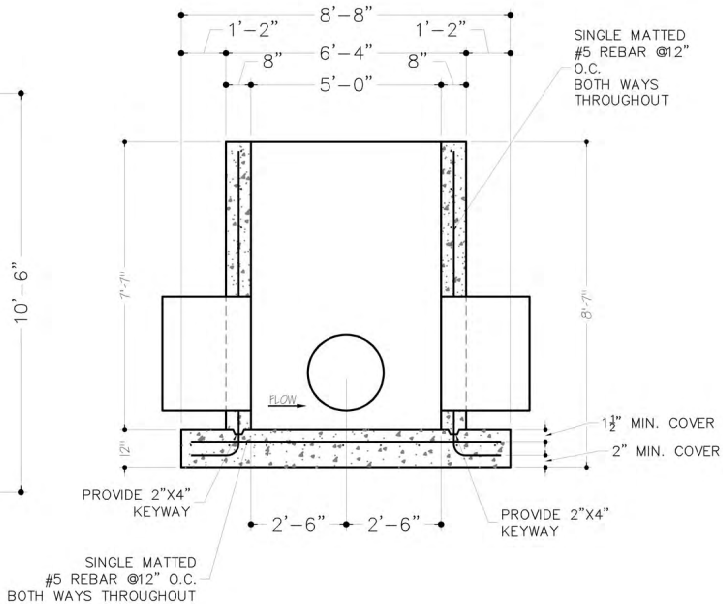


NEW STRUCTURES:

- STA# 333+55 NEW CONCRETE HEADWALL
- STA# 340+50 NEW CONCRETE HEADWALL/CHECK BOX
- STA# 341+30 NEW CONCRETE HEADWALL
- STA# 345+60 NEW CONCRETE DISTRIBUTION BOX
- STA# 346+10 NEW CONCRETE HEADWALL



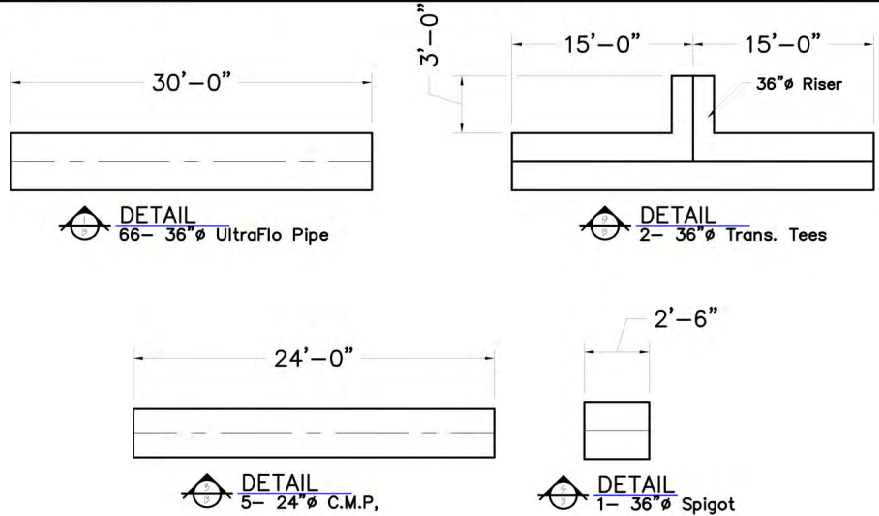
TYPICAL HEADWALL DETAIL  
FRONT ELEVATION



TYPICAL DISTRIBUTION BOX DETAIL  
SECTION VIEW

Pipe Order And Accessories

| Dia. | Length/Description | Material       | Qty. | Station #    | Remarks  |
|------|--------------------|----------------|------|--------------|----------|
| 66"  | 30'-0" Joint       | Alum. UltraFlo | 39   | Transmission | Detail 1 |
| 66"  | Trans Tee          | Alum. UltraFlo | 1    | Transmission | Detail 2 |
| 24"  | 24'-0" Joint       | Alum. UltraFlo | 1    | 337+00       | Detail 3 |
| 24"  | 2'-6" Spigot       | Alum. UltraFlo |      | 337+00       |          |
| 66"  | 5C Bands           |                | 40   |              |          |
| 66"  | Flat Gaskets       |                | 40   |              |          |
| 24"  | 5C Bands           |                | 1    |              |          |
| 24"  | Flat Gaskets       |                | 1    |              |          |



ELEPHANT BUTTE IRRIGATION DISTRICT

A

REVISIONS

| DATE | REMARKS |
|------|---------|
|      |         |
|      |         |
|      |         |

PROPOSED LAYOUT  
FOR THE LAS CRUCES LATERAL  
WITHIN THE HERITAGE FARM

|            |                                                       |
|------------|-------------------------------------------------------|
| ENG. JOB # | 2010-191 & 2015-157                                   |
| DWG FILE   | Las Cruces Lateral University to College Estimate.dwg |
| DESIGNED   | Z. LIPSON                                             |
| DRAWN      | C. MORALES                                            |
| APPROVED   | 11/17/20                                              |
| LAYOUT     | December 10, 2024                                     |
| PRINT DATE |                                                       |





FENCE

# CONTEMPO

Clearly & simply  
built strong.

 **Designmaster™**  
FENCING SYSTEM

**CLEAR** see-through security

**SIMPLE** contemporary design

**BUILT STRONG** for  
high-security applications



When security matters, there's Contempo, **designed to meet the toughest security challenges.**

Difficult to climb or penetrate, made to last and competitively priced, Contempo's **4-gauge vertical wires are sandwiched between two 1-gauge horizontal wires, making this fence an exceptional solution for even the highest levels of security, including multi-level and sloped installations.**



LEED Certified | Non-toxic Powder Coating | 25-year Limited Warranty



Security Rating: HIGH

## PANEL

| Design     | Height   | Length   | Opening |
|------------|----------|----------|---------|
|            | in.      | in.      | in.     |
| Heavy Duty | 48 7/16  | 95 5/8   | 2 x 8   |
|            | 72 1/16  | 95 5/8   | 2 x 8   |
|            | 95 5/8   | 95 5/8   | 2 x 8   |
|            | 120 1/16 | 98 11/16 | 2 x 8   |

## VERTICAL WIRE

| Design     | Breaking Load | Gauge   |
|------------|---------------|---------|
|            | psi           | cal. mm |
| Heavy Duty | 75K - 105K    | 4 5     |

## DOUBLE HORIZONTAL WIRE

| Design     | Breaking Load | Gauge   |
|------------|---------------|---------|
|            | psi           | cal. mm |
| Heavy Duty | 75K - 105K    | 1 8     |

Posts are available in multiple sizes and lengths.

Available with an angled extension.

Please consult one of our Distributors for additional details.

## SECURITY SOLUTIONS

Military Bases  
 Federal & State Buildings  
 Municipal Buildings  
 Transportation  
 Correctional Facilities  
 Schools & Universities  
 Daycare Centers  
 Places of Worship  
 Hotels & Resorts  
 Apartment Complexes  
 Amusement Parks  
 Sports Complexes  
 Parks, Playgrounds & Pools  
 Public Works  
 Warehouses  
 Distribution Facilities  
 Businesses & Corporations  
 Communities

## INSTALLATION COMPONENTS



Standard Bracket



Universal Bracket



Clamp

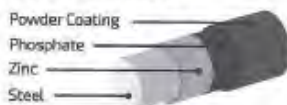


Post



45° Angled Extension

## COMPOSITION



25-year limited warranty on all components | Meets ASTM-510

## COLORS RAL CODES



**Designmaster**  
FENCING SYSTEM

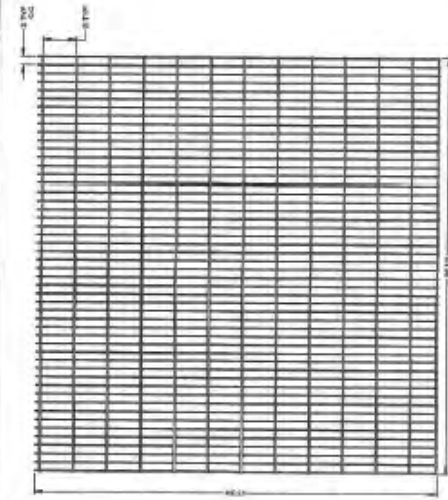
Building a beautiful world,  
one fence at a time.

8411 Irvington Blvd. Ste B  
Houston, TX 77022

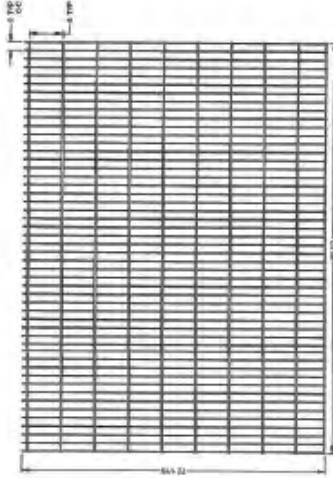
sales@designmasterfence.com  
designmasterfence.com



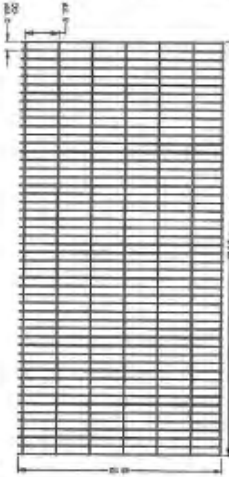
| REVISIONS |     |                          |           |
|-----------|-----|--------------------------|-----------|
| ZONE      | REV | DESCRIPTION              | DATE      |
|           | B   | TITLE BLOCK NOTE UPDATES | 8/24/2023 |



CONTEMPO - 8 FT



CONTEMPO - 6 FT



CONTEMPO - 4 FT

This item has been digitally signed and sealed by  
**James C. Pylemaster, PE** on 08/24/2023.  
 Printed copies of this document are not  
 considered signed and sealed and signature must  
 be verified on any electronic copies.



Certificate of Authorization No.: 31431

|                                                                                  |  |                                                                                           |
|----------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------|
| <b>DesignMaster</b><br><b>DEACERO</b><br>CONTEMPO FENCE SYSTEM<br>235Y-DEA-WX3-2 |  | DATE: 8/24/2023<br>DRAWN BY: JCP<br>CHECKED BY: JCP<br>SCALE: 1" = 1'-0"<br>SHEET: 2 OF 2 |
|----------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------|

NOTE: WIRE DIMENSIONS ARE CENTER-TO-CENTER



White-Fencing installation

Green- Underground Irrigations system (EBID)

Red-Trail construction/installation



DA Move –

#### Background-

Doña Ana Move Trail will be a newly construction multi-use trail that will be located on New Mexico State University (NMSU) and Elephant Butte Irrigation District (EBID) property. This trail is intended to expand safe and sustainable modes of transportation to and through the NMSU campus for students and the public.

In addition to improved commuting opportunities, the trail is intended to promote connectivity throughout the community with plans to link this trail segment to another trail segment along EBID rights-of-way that lead. The trail will go from El Paseo, Boutz, and Main Street and will be approximately 5,012.36 linear feet. This will increase access from the NMSU campus to off-campus student housing and businesses that serve NMSU and the greater Las Cruces community.

There will be three different construction events that occur.

- The first will be the installation of fencing to all farmland to protect crops, and operations. The fencing material proposed will be aesthetically pleasing and will align with the more modern fencing installed throughout NMSU property.
- The second part of the project will be to construct an underground irrigation system to allow connectivity between the Marriott Hotel and the Convention Center. This project will be constructed in collaboration with EBID, NMSU, and the City of Las Cruces.
- The third will be the installation of a pedestrian trail/path which is currently still in the design phase.

The estimated time for completion for design will be December 2025, and construction will then commence.

The cost for design services through Bohannon and Huston will be an estimated \$650,000. The monies allocated for the construction are \$7,500,000. All funding and project management is being provided by the City of Las Cruces through various grants and capital outlay funds. Any future maintenance will also be the responsibility of the City of Las Cruces.



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-2**

- ☐ Action Item  
☒ Consent Item  
☐ Informational Item

**Presented By:**

Scott Eschenbrenner  
President – Aggie Development Inc.

**Agenda Item:**

Ground Lease Agreement – White Sands Federal Credit Union

**Requested Action of the Board of Regents:**

Approval of Ground Lease Agreement based on the terms stated in the Executive Summary.

**Executive Summary:**

Terms of the White Sands Federal Credit Union Ground Lease Agreement

- Rental Rate - \$80,000 per year (Years 1-5)
  - 15% increases every 5-years
  - 35-year total term
  - 8% return for Aggie Development on \$1,000,000 land value
  - \$23.96 per square foot land value
  - 0.958-acre site or 41,730 square feet
  - Net Present Value of 20-year cash flow discounted at 5% = \$1.6m
  - Rent Commencement Date – 300 days after lease is executed
- 
- ADI to deliver water line, 3-phase electrical service, natural gas, telephone to support internet service to the property line. These services are in place but will confirm with the tenant.
  - ADI to pay the cost of Tenant's leasehold title insurance policy. Tenant will pay for survey and geotechnical testing.
  - Future Exclusive – None
  - Easement and Access – Landlord and tenant to have easement agreements supporting utilities and access to and from the parcel.
  - Real Estate Commission – None

**References:** See the following supporting documents.

**Prior Approvals:**

Aggie Development, Inc. meeting approval on June 12, 2025.

# **GROUND LEASE AGREEMENT**

between

**AGGIE DEVELOPMENT, INC.,**  
a New Mexico Domestic Nonprofit Corporation,  
as “Landlord”

and

**WHITE SANDS FEDERAL CREDIT UNION**  
a New Mexico Not-For-Profit Financial Cooperative,  
as “Tenant”

SEC of University Avenue & Telshor Boulevard

## **GROUND LEASE AGREEMENT**

THIS GROUND LEASE AGREEMENT is made and entered into as of the Effective Date (defined in Exhibit A), by and between AGGIE DEVELOPMENT, INC., a New Mexico Nonprofit Corporation, as Landlord, and WHITE SANDS FEDERAL CREDIT UNION, a New Mexico Not-For-Profit Financial Cooperative, as Tenant.

1. **DEFINITIONS.** Capitalized terms used in this Lease have the meanings ascribed to them on the attached Exhibit A or as defined herein.

2. **BASIC LEASE TERMS.** The following Basic Lease Terms are hereby incorporated into the Lease:

2.1 **Premises:** That certain real property located in the County of Dona Ana, State of New Mexico, consisting of approximately 0.958 acres, with an address of southeast corner of University Avenue & Telshor Boulevard, as more particularly described on Exhibit B and depicted on the Site Plan on Exhibit C, both attached hereto and incorporated herein.

2.2 **Commencement Date:** The earlier of (i) the date that Tenant opens for business to the public as a financial institution on the Premises; or (ii) three hundred (300) days after the Effective Date.

2.3 **Length of the Initial Term:** Fifteen (15) years from Commencement Date.

2.4 **Expiration Date:** The last day of the month in which the fifteenth (15<sup>th</sup>) annual anniversary of the Commencement Date occurs.

2.5 **Extension Options:** Four (4) options to extend the term of the Lease for a period of five (5) years each.

2.6 **Feasibility Period:** One hundred twenty (120) calendar days from and after the Effective Date.

2.7 **Rent:** Tenant will pay Rent to Landlord from the Commencement Date and thereafter throughout the Term, as follows:

| <b>Period</b>                    | <b>Annual Rent</b> | <b>Monthly Rent</b> |
|----------------------------------|--------------------|---------------------|
| Years 1-5                        | \$80,000.00        | \$6,666.67          |
| Years 6-10                       | \$92,000.00        | \$7,666.67          |
| Years 11-15                      | \$105,800.00       | \$8,816.67          |
| <b>(First Extension Period)</b>  |                    |                     |
| Years 16-20                      | \$121,670.00       | \$10,139.17         |
| <b>(Second Extension Period)</b> |                    |                     |
| Years 20-25                      | \$139,920.50       | \$11,660.04         |
| <b>(Third Extension Period)</b>  |                    |                     |
| Years 26-30                      | \$160,908.58       | \$13,409.05         |
| <b>(Fourth Extension Period)</b> |                    |                     |
| Years 30-35                      | \$185,044.86       | \$15,420.41         |

In addition to the Rent to be paid as and when set forth herein, Tenant will tender to the Title Company within five (5) days of the Effective Date an amount equal to One Thousand Dollars (\$10,000.00) as additional consideration for this Lease (the “**Additional Consideration**”), which amount will be: (i) fully refundable to Tenant until such time as Tenant tenders to Landlord a Feasibility Notice (at which time the Additional Consideration will be non-refundable), and (ii) applicable to the first months’ Rent. If Tenant elects not to send a Feasibility Notice, or if this Lease is otherwise terminated by Tenant during the Feasibility Period, the Additional Consideration will be refunded by the Title Company to Tenant within five (5) days of the termination of this Lease, without any further documentation or information being provided by Tenant or Landlord to the Title Company.

**2.8**     Landlord’s Address for Notices:

Aggie Development, Inc.  
MSC 30RE, PO Box 30001  
Las Cruces, New Mexico 88003  
Attn: Scott Eschenbrenner  
Email: sbrenner@nmsu.edu  
Phone: 575-646-2356

**2.9**     Tenant’s Address for Notices:

White Sands FCU  
PO Box 99  
Las Cruces, NM 88004  
Attn: Phillip Fifield  
President & CEO

With copies to:

Attn: Legal Department

And:

Attn: Chief Financial Officer

**2.10**     Tenant’s Broker:

N/A

**2.11**     Exhibits: The following Exhibits are attached hereto and incorporated herein by this reference:

|            |                                      |
|------------|--------------------------------------|
| Exhibit A: | Defined Terms                        |
| Exhibit B: | Legal Description of the Premises    |
| Exhibit C: | Site Plan of the Premises            |
| Exhibit D: | Memorandum of the Lease              |
| Exhibit E: | Confirmation of Lease Terms          |
| Exhibit F: | Survey Showing Location of Utilities |

**3.     PREMISES.** For the Rent and subject to the terms and conditions hereinafter set forth, Landlord hereby leases to Tenant the Premises, together with the non-exclusive use of all rights, privileges, easements and appurtenances belonging or in any way pertaining to the Premises, but not to exceed Landlord’s corresponding use of the rights, privileges, easements and appurtenances.

**4.     TERM.**

**4.1     Preliminary Period.** The Preliminary Period is composed of a Feasibility Period and a Construction Period. The Feasibility Period will commence as of the Effective Date and will expire upon the commencement of the Construction Period, unless this Lease is otherwise terminated. The Construction Period will begin upon Tenant delivering the Feasibility Notice to Landlord and will expire

upon the Commencement Date. All the terms and conditions of this Lease will become effective as of the Effective Date, provided Tenant has no obligation to pay Rent or any other charges or additional rent until after the Commencement Date.

**4.2 Term.** The Term of this Lease is composed of (i) the Initial Term; and (ii) any applicable Extension Periods. Provided the Lease has not been terminated, the Term will commence on the Commencement Date, and expire on the Expiration Date (subject to Tenant's right to extend the Term as hereinafter described). Once the Commencement Date has been determined, the parties will confirm in writing the actual Commencement Date and Expiration Date, and the actual dates of the Extension Periods (as hereinafter defined) and the exercise dates therefor, by entering into a Confirmation of Lease Terms in the form attached hereto as Exhibit E.

**4.3 Options to Extend.** Tenant will have four (4) options (the "**Extension Options**") to extend the Term for consecutive periods of five (5) additional years each (each additional five (5) year period is hereinafter referred to as an "**Extension Period**" and are collectively known as "**Extension Periods**") with respect to the Premises so that Tenant may extend the Term for a total of twenty (20) additional years after the initial term. All provisions of this Lease will remain in full force and effect during each Extension Period, except that the annual Rent during each Extension Period will be as described in Section 2.7. The Initial Term and all Extension Periods will be automatically extended, without any action or notice by Tenant, for each Extension Period, unless Tenant gives written notice to Landlord of Tenant's intent not to extend the Initial Term or then current Extension Period, as applicable, which written notice Tenant will deliver to Landlord no less than ninety (90) days prior to the expiration of the then current Initial Term or Extension Period, as applicable. In the event Tenant gives Landlord written notice of Tenant's intent not to extend the Term of this Lease at least ninety (90) days prior to the expiration of the Initial Term or then current Extension Period, as applicable, this Lease will automatically expire upon the expiration of the Initial Term or Extended Term, as applicable. The automatic extensions of the Term will not be effective if the Tenant is in actual or alleged default of this Lease beyond any applicable notice and cure periods.

## **5. FEASIBILITY REVIEW.**

**5.1 Access; Landlord's Delivery.** As of the Effective Date, Tenant will have a license to enter the Premises and conduct its due diligence activities as set forth herein. Landlord will deliver to Tenant actual and exclusive possession of the Premises, without delay, including but not limited to any delay resulting from an event of force majeure, beginning on the Effective Date.

**5.2 Premises Information.** Within fifteen (15) calendar days after the Effective Date, Landlord will deliver to Tenant originals or copies, as and to the extent in Landlord's possession or control, of any studies and information relating to (a) all agreements, contracts, warranties relating to the ownership and use of the Premises; (b) the most recent survey of Premises; and (c) title to the Premises (as evidenced by a preliminary title report, or title commitment and copies of all exceptions listed thereon in form and substance acceptable to Tenant; (d) Conditions, Covenants, and Restrictions (CCR's) related to the Premises; (5) any reports and/or studies performed on the Premises; (6) a Leasehold Title Commitment from the Title Company. The Premises Information will be furnished without any representation or warranty whatsoever as to the truth, accuracy or completeness of such information and Tenant will rely on such information at its sole risk and expense with no recourse against Landlord; provided, however, Landlord represents and warrants that it has provided all of the Premises Information in Landlord's possession or control.

**5.3 Feasibility Period.** Tenant will have the Feasibility Period to complete its due diligence investigations with respect to the Premises, including, but not limited to, inspections, tests and/or



studies required, in Tenant's sole discretion and at its sole cost, to ensure the suitability of the Premises for Tenant's intended use as a financial institution (the "**Feasibility Investigations**"), including, without limitation, the following:

**5.3.1 Environmental Conditions.** Tenant may (at its sole cost and expense) complete a Phase I Environmental Site Assessment and Tenant may, at Tenant's option from time to time complete one or more Phase II Environmental Site Assessments (at Tenant's sole cost and expense), regarding the environmental condition of the Premises (collectively, the "**ESAs**") during the Feasibility Period. Tenant will promptly provide notice to Landlord when any such assessments are completed and provide Landlord, without representation or warranty and without Landlord relying thereon, with copies of any studies or reports associated with the ESAs. Tenant will give Landlord written notice (a "**Preexisting Condition Notice**") of the presence of any Preexisting Hazardous Materials identified on the Premises. If Preexisting Hazardous Materials are discovered on the Premises, and if compliance with applicable environmental law requires remediation or removal of such Preexisting Hazardous Materials, Landlord may terminate this Lease without incurring any additional liability, or at Landlord's sole expense, remediate, remove, and dispose of such Preexisting Hazardous Materials in accordance with applicable environmental laws. In the event Landlord elects to terminate this Lease, Landlord will reimburse Tenant for the actual, reasonable costs of Tenant's Feasibility Investigations. In the event Landlord performs remediation activities and as a result Tenant is delayed in opening for business from the Premises, the Commencement Date will be postponed for a period of time equal to the days of delay resulting from such remediation activity. If such Landlord remediation is required after Tenant opens for business and Landlord's remediation efforts materially and adversely interfere with Tenant's business operations, then Rent will abate in proportion to the percentage of business that is impacted by the material and adverse interference with Tenant's business operations resulting from such remediation activity;

**5.3.2 Survey.** Tenant may obtain at Tenant's sole cost and expense, an updated ALTA survey of the Premises.

**5.3.3 Utilities.** Tenant is solely responsible to confirm, during the Feasibility Period, that any and all utilities (public or otherwise) necessary or appropriate for Tenant's development and use of the Premises and the Improvements, including, without limitation, electrical power as may be required by the City and/or any other Governmental Authorities, are or will be sufficient and stubbed to the Premises; and

**5.3.4 Governmental Approvals.** Tenant is solely responsible to confirm, during the Due Diligence Period, the presence or availability of any and all required land use, construction and building permits and Governmental Approvals (as hereafter defined), in form and substance acceptable to Tenant in its sole and absolute discretion, which are necessary and desirable for Tenant's construction, development, use, occupancy and/or operation of the Premises. As used herein, "**Governmental Approvals**" will mean all permits, variances, licenses, certificates, consents, governmental land use and other permits and approvals, building, zoning, subdivision, plat, site plan and architectural approvals, and any other discretionary permit or approval necessary for Tenant's construction, development, use, occupancy and/or operation of Tenant's intended use required pursuant to any Applicable Laws of any Governmental Authority.

**5.4 Title Insurance.** Within fifteen (15) calendar days after the Effective Date, Landlord will deliver to Tenant a commitment (the "**Title Commitment**") for an owner's policy of title insurance with standard coverage with a leasehold endorsement (the "**Title Policy**") from the Title Company, the cost and expense of which Title Policy, to the extent based only on the value of the unimproved Premises, will be the sole responsibility of Landlord; provided that, if such Title Policy will provide coverage for any Improvements of Tenant, Tenant will be responsible for the cost of such Title

Policy to the extent the Title Policy exceeds the cost of the leasehold policy of title insurance insuring only the value of the unimproved Premises. As part of its Feasibility Investigations, Tenant may determine whether, and to what extent, any of the exceptions and/or encumbrances shown in the Title Commitment are acceptable to Tenant or, alternatively, must be removed. In the event that Tenant objects to any exceptions or encumbrances shown in the Title Commitment by delivering written notice to Landlord at any time during the Feasibility Period, and Landlord elects, by written notice to Tenant within ten (10) days after receiving Tenant's notice of objections, not to remove such exception or encumbrance, Tenant will have the option, on or prior to the expiration of the Feasibility Period and by written notice to Landlord, either to terminate this Lease or waive such objection. Landlord will have no obligation to remove any exceptions or encumbrances to which Tenant objects.

**5.5 Landlord Cooperation.** Landlord will cooperate with Tenant in all respects in connection with its Feasibility Investigations. Landlord will cooperate with Tenant in obtaining any and all entitlements required in connection with the Improvements and Tenant's intended use and will execute such applications and other instruments reasonably necessary to satisfying the requirements of the applicable Governmental Authorities, provided that Landlord will not be required to pay any application fees or incur any other costs or liability in connection with receiving the necessary approvals and permits for the Project beyond Landlord's fees for any professional advice Landlord desires. Upon reasonable advance notice, Landlord will appear as a witness in any legal or administrative proceedings to the extent reasonably necessary to satisfy the condition and will support the Project and application.

**5.6 Due Diligence Notice.** Notwithstanding any provision hereof, if Tenant fails to deliver to Landlord, on or prior to the expiration of the Feasibility Period, written confirmation from Tenant that the Feasibility Investigations have been completed, satisfied and/or waived, without reservation or condition except as may be otherwise specified in this Lease (the "***Feasibility Notice***"), this Lease will automatically terminate and be of no further force or effect from and after the expiration of the Feasibility Period. Notwithstanding the foregoing, nothing herein will constitute an obligation by Tenant to initiate or complete, or to cause to be initiated or completed, any report, evaluation, analysis or testing of the Premises during the Feasibility Period or otherwise. Landlord agrees and acknowledges for the benefit of Tenant that the rights and remedies of Landlord set forth in Section 18 of this Lease are only available to Landlord after receipt by Landlord from Tenant of the Feasibility Notice indicating that the Feasibility Investigations have been completed, satisfied and/or waived, without reservation or condition.

## **6. CONSTRUCTION OF THE PROJECT.**

**6.1 The Project.** Tenant intends to construct the Building and related facilities on the Premises and may install and/or construct all other Improvements and the Equipment on, under, and over the Premises. The site plan and preliminary elevation of the Project are attached as Exhibit C and incorporated in this Lease by this reference. The size, design and manner of construction of the Project will be determined by Tenant, subject to compliance with Applicable Laws and subject to Landlord approval, which approval will not be unreasonably withheld, conditioned or delayed, and provided in the event Tenant has not received such Landlord approval (or written notice of Landlord's disapproval specifying the reasons for such disapproval and any required criteria for approval) within fifteen (15) days of Tenant's request, such request will be deemed approved by Landlord.

**6.2 Construction.** If Tenant elects to construct any Improvements, Tenant will construct the Improvements at Tenant's sole cost and expense and in accordance with Applicable Laws in effect at the time of construction. In the event any mechanics or materialman's lien is filed against the Premises as a result of any construction undertaken upon the Premises by Tenant, then Tenant will cause said lien to be discharged within thirty (30) days of written notice from Landlord, provided, however, if

Tenant desires to contest the validity or amount of any such lien, it may do so without payment of disputed amounts.

**6.3 Signage and Security.** Tenant, at its own expense, will have the right, subject to Landlord approval, which approval will not be unreasonably withheld, conditioned or delayed, and provided in the event Tenant has not received such Landlord approval (or written notice of Landlord's disapproval specifying the reasons for such disapproval and any required criteria for approval) within fifteen (15) days of Tenant's request, such request will be deemed approved by Landlord, to install and maintain identification signs on the Premises and such other signs. Necessary security cameras, security related equipment or both, may be installed as determined by Tenant in Tenant's sole and absolute discretion, for security purposes.

**6.4 Easements/Other Documents.** Landlord will grant, execute and duly acknowledge and deliver to Tenant, or cause to be granted, executed and duly acknowledged and delivered to Tenant, within ten (10) Business Days of written request therefor, in recordable form acceptable to Dona Ana County and in a form reasonably acceptable to both Landlord and Tenant, any and all utility, sanitary sewer, storm drainage, detention, retention, access, ingress and egress, sign, parking, slope, grading and other easements necessary or desirable, as well as such lot consolidation and/or other required roadway dedications, for Tenant to construct, or cause to be constructed, the Project upon the Premises and for the use and enjoyment by the Tenant and Tenant's guests and invitees of the Premises for the Permitted Use, as necessary.

**6.5 Landlord's Work.** To the best of the Landlord's knowledge all utilities as indicated below are located as shown on Exhibit F. Tenant is responsible to verify utility location. Tenant is solely responsible all relocation and connection costs.

| Utilities |                                              | Yes                                 | No                       | N/A                      |
|-----------|----------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1.        | A below ground power line with 3 phase power | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.        | A below ground sanitary sewer line           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.        | A below ground natural gas line              | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.        | A below ground water line (1.5")             | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## **7. RENT.**

**7.1 Rent.** Tenant will pay Rent commencing on the Commencement Date in equal monthly installments as set forth in Section 2.7. Rent will be payable by Automated Clearing House (ACH) payment to the following:

Account number: 4121379762

Account type: Checking

ACH routing number: 121000248

Wire routing number: 121000248

SWIFT/BIC code: WFBIUS6S

Banks name and address: Wells Fargo Bank, 464 California Street, San Francisco, CA 94104

All Rent payments will be payable to Landlord or such other name as Landlord may in writing designate to Tenant. Tenant will pay Rent for any partial month at the beginning of the Term at the same rate as the Rent for the first calendar month. The amount of Rent for any partial month at the beginning of the Term will be prorated based on the actual number of days in the month.

7.2 Interest. If any installment of Rent is not received by Landlord from Tenant within ten (10) days after it is due, interest will accrue thereon at the Interest Rate (See Exhibit A). Landlord and Tenant agree that any such default interest represents a reasonable estimate of the costs and expenses Landlord will incur and is fair compensation to Landlord for its loss suffered by reason of late payment by Tenant.

7.3 No Additional Fees or Expenses. Tenant will not be obligated to contribute any sums to promotional, marketing, or advertising programs or join any merchant's or development association or pay any fees or dues not expressly set forth in this Lease or pay other miscellaneous fees or expenses (including any common area maintenance and repair charges for common areas).

## 8. USE.

8.1 The Permitted Use. Tenant may use the Premises for any lawful purpose (the "**Permitted Use**"). Landlord warrants to Tenant that Landlord has not granted or otherwise permitted any restriction and no other party has the exclusive right to provide financial services with drive through banking services. Nothing in this Lease will be construed to require Tenant to construct, open, or operate any business within or upon the Premises, provided Tenant will, at all times during the Term of this Lease, continue to pay Rent.

8.2 Maintenance and Utilities. Tenant will be solely responsible for the maintenance of the Premises to such standard as described in Section 8.3 or otherwise as required by any Applicable Laws. Tenant will pay all charges incurred for the use of utility services at the Premises, including without limitation, gas, electricity, water, sanitary sewer, storm sewer, cable, telephone, internet and any other utilities used upon or furnished to the Premises, as well as regular removal of trash from the Premises. Landlord agrees to grant appropriate utility rights of access to such providers as reasonably necessary to secure utility services and, notwithstanding anything herein to the contrary, Landlord will have no right to procure, perform or interrupt any utility services to the Premises or on behalf of Tenant. If Landlord causes any utility interruption, or such utility interruption is subject to Landlord's sole and reasonable control, Tenant may, at its sole option, take steps to cure such interruption, in which event Tenant will be entitled to recover from Landlord or offset Rent payments to recoup the amount reasonably necessary to cure, and all Rent will be abated from the date Tenant closes for business as a result of such utility interruption until such utility service is restored.

8.3 Maintenance Standard: (1) maintenance activities appear organized with direction; (2) equipment and building components are usually functional and in operating condition; and (3) service and maintenance issues are responded to in a timely manner; and (4) buildings and equipment are regularly maintained in a condition consistent with the surrounding properties and developments.

## 9. TAXES.

9.1 Impositions. Landlord represents that the Premises are taxed as a separate parcel, separate and apart from any other building or parcel. Beginning on the Commencement Date and throughout the remainder of the Term, Tenant will pay as and when due directly to the taxing authority each and every one of the following arising during the Term (collectively, the "**Imposition(s)**"):

9.1.1 Real Property Taxes. All real property taxes or other ad valorem taxes, rollback taxes, assessments or payments or any other taxes levied as a substitute, in whole or in part, for any of the foregoing as and when due with respect to the Premises or any portion thereof that are levied against the Premises solely during the Term;

**9.1.2 Leasehold Taxes.** Taxes due or which may be due upon or with respect to the leasehold estate created by this Lease, but excluding any tax measured by or upon Landlord's net income;

**9.1.3 Personal Property Taxes.** All taxes imposed on or with respect to personal property and intangibles, if any, located in or used in connection with the Premises;

**9.1.4 Additional Impositions and Charges.** All other rents, rates and charges, excises, levies, license fees, permit fees, inspection fees and other authorization fees and other charges, which during the Term may be assessed, levied, confirmed or imposed on or in respect of or right or interest therein, or any occupancy, use or possession of or activity conducted on the Premises or any part thereof, expressly excluding, however, any such items arising directly or indirectly out of any neglect, fault or omission of Landlord, any of Landlord's predecessors in title or any other person occurring prior to the Commencement Date.

**9.2 Landlord Taxes.** Nothing contained in this Lease requires, or will be deemed to require, Tenant to pay, or be liable for, any franchise, estate, gift, settlement, inheritance, succession, capital levy, or transfer tax of Landlord, or any income, excess profit, or revenue tax, including any of the foregoing applicable to the Rent payable by Tenant under this Lease.

**9.3 Impositions Prior to the Commencement Date and After the Term.**

**9.3.1 Impositions Prior to the Commencement Date.** Any Imposition relating to a fiscal period of the taxing authority, a part of which is after the Commencement Date, but during the Term and a part of which is before the Commencement Date or after the Term, whether or not such Imposition will be assessed, levied, imposed, or become a lien on the Premises or the Improvements, or will become payable after the Commencement Date and during the Term, will be apportioned and adjusted between Landlord and Tenant so that Tenant will pay only the portions that correspond with the portion of such fiscal periods included after the Commencement Date, but during the Term.

**9.3.2 Impositions After the Term.** Any Imposition relating to a fiscal period of the taxing authority, a part of which is during the Term and a part of which is after the Term, whether or not such Imposition will be assessed, levied, imposed, or become a lien on the Premises or the Improvements, or will become payable during the Term, will be apportioned and adjusted between Landlord and Tenant so that Tenant will pay only the portions that correspond with the portion of such fiscal periods included during the Term.

**9.4 Installments.** If by law any Imposition may at the option of the taxpayer be paid in installments, Tenant may exercise such option, and, if so exercised, will pay all such installments (and interest, if any) becoming due during the Term as the same become due (including any installment with respect to any assessment which may be payable following the Commencement Date) and will at the end of the Term deposit with Landlord an amount sufficient to pay Tenant's pro rata share of all Impositions for the calendar year in which this Lease expires.

**9.5 Permitted Contests.** Tenant will have the right at Tenant's expense to contest or review the amount or validity of any Impositions or to seek a reduction in the assessed valuation on which any Impositions are based, by appropriate legal proceedings. Tenant may defer payment of such contested Impositions.

**9.6 Landlord Cooperation with Contests.** Any contest as to the validity or amount of any Impositions, or assessed valuation on which such Impositions were computed or based, whether before

or after payment, may be made by Tenant in the name of Landlord or of Tenant, or both, as Tenant will determine, and Landlord agrees that it will, at Tenant's expense, cooperate with Tenant in any such contest to such extent as Tenant may reasonably request, it being understood, however, that Landlord will not be subject to any liability for the payment of any costs or expenses in connection with any proceeding brought by Tenant, and Tenant covenants to indemnify and save Landlord harmless from any such costs or expenses. Tenant will be entitled to any refund of any such Impositions and penalties or interest that have been paid.

**10. INSURANCE.** Commencing with the Commencement Date, Tenant will procure from an insurance company licensed in the State with an AM Best rating of no less than A- VII and continue in effect during the term (a) fire and extended coverage insurance with a replacement insurance endorsement in an amount equal to at least ninety percent (90%) of the replacement value (exclusive of foundation and excavation costs) of the Building and other Improvements constructed by Tenant on the Premises and (b) commercial general liability insurance in the amount of Two Million Dollars (\$2,000,000.00) annual general aggregate. The proceeds from Tenant's casualty insurance hereunder will be paid and applied only as determined by Tenant. Any insurance carried by Tenant hereunder, at Tenant's option, may be carried under one or more insurance policies, pursuant to a master policy of insurance or so-called blanket policy of insurance covering other locations of Tenant or its corporate affiliates, or any combination thereof. In addition, Tenant will keep in force workers' compensation or similar insurance to the extent required by law. Notwithstanding the foregoing, so long as Tenant will maintain a net worth of not less than Twenty Million Dollars (\$20,000,000.00), insurance required to be maintained pursuant to this section may be self-insured by Tenant. At all times during this Lease, Tenant will include Landlord and NMSU as additional insureds with respect to Tenant's casualty and commercial general liability insurance described herein, unless Tenant elects to self-insure. Notwithstanding the foregoing, if Tenant will have elected to self-insure, Tenant will provide Landlord a letter identifying Tenant's election to self-insure for the coverages otherwise required herein and certify that the minimum net worth requirement has been satisfied. Upon the written request of Landlord, but no more often than once in any calendar year, Tenant will certify the minimum net worth requirement within thirty (30) days after such written notice. The foregoing will not require or obligate Tenant to insure or be liable for any claims, suits, occurrences or liability due to the negligence of Landlord or those acting on Landlord's behalf or at Landlord's direction.

**11. APPLICABLE LAWS.**

**11.1 Compliance with Applicable Laws.** From and after the Commencement Date, and except as provided in Section 11.2 of this Lease, Tenant will, in all material respects, comply with Applicable Laws that may apply to the Premises or to Tenant's use of the Premises or the Project. Subject to the participation of Landlord as provided below, Tenant will pay all costs of compliance with Applicable Laws, but Tenant will have the right to cease occupation or use of, or to demolish or remove all or any part of the Premises or the Improvements in lieu of compliance with any Applicable Laws that may require expenditures on behalf of Tenant for continued use or occupation of the Premises.

**11.2 Contest Applicable Laws.** Tenant will have the right, after prior written notice to Landlord, to contest by appropriate legal proceedings, in the name of Tenant or Landlord or both, without cost or expense to Landlord, the validity or application of any Applicable Laws subject to the following:

**11.2.1 Delay in Compliance.** If, by the terms of any Applicable Laws, compliance may legally be delayed pending the prosecution of any such proceeding without the incurrance of any lien, charge, or liability of any kind against all or any part of the Premises or the Improvements and without subjecting Landlord to any liability, civil or criminal, for failure to comply, Tenant may delay compliance until the final determination of such proceeding; or

**11.2.2 Lien, Charge or Civil Liability.** If any lien, charge, or civil liability would

be incurred by reason of any such delay, Tenant nevertheless may contest the matter and delay compliance, provided that such delay would not subject Landlord to criminal liability or fine, and Tenant:

**11.2.2.1 Security.** Furnishes to Landlord security, reasonably satisfactory to Landlord, against any loss or injury by reason of such contest or delay; and

**11.2.2.2 Reasonable Diligence.** Prosecutes the contest with reasonable diligence.

**11.3 Landlord Cooperation with Contest.** Landlord will execute and deliver any appropriate papers that may be necessary or proper to permit Tenant to contest the validity or application of any Applicable Laws.

**12. ALTERATIONS, ADDITIONS AND NEW IMPROVEMENTS.** At any time during the Term and at Tenant's sole cost and expense, Tenant may make or permit to be made any non-structural modifications or alterations to the Project, including, without limitation, modifications to the size or scope of the Project, with contractors, vendors, consultants or architects that Tenant may select from time to time, without the prior written consent of Landlord, provided there is no existing and unremedied default on the part of Tenant, of which Tenant has received notice of default, under any of the terms, covenants, and conditions of this Lease and such alterations are consistent with Tenant's design standards. Interior modifications and alterations do not require Landlord approval. If Landlord's prior written consent is required under this Section 12, such consent will not be unreasonably withheld, conditioned or delayed, and provided in the event Tenant has not received such Landlord consent (or written notice of Landlord's disapproval specifying the reasons for such disapproval and any required criteria for approval) within fifteen (15) days of Tenant's request, such request will be deemed approved by Landlord.

**13. TITLE TO THE PROJECT.** Title to the Project will be and remain in Tenant. Unless otherwise agreed to by the parties, Tenant may remove the Improvements, Building and/or Equipment, at any time during the Term, upon expiration of the Term or upon any earlier termination of this Lease by the parties. During the Term, Tenant will be entitled for all taxation purposes to claim cost recovery deductions and the like on the Project. Notwithstanding anything to the contrary set forth herein, the Equipment will remain the sole property of Tenant after the expiration or termination of this Lease, provided the Equipment is removed no later than ninety (90) days after expiration or earlier termination of this Lease as set forth in Section 21. In the event the Equipment is not removed it will be deemed abandoned.

**14. LIABILITY.**

**14.1 Limitation of Liability.** Landlord and Tenant will each be solely responsible for the liability arising from personal injury, including death, or damage to property arising from the acts or failure to act of the respective party or of its officials, and employees pursuant to this Lease. Landlord liability will be strictly limited by and this Agreement will give full effect to the intent of the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978, and any amendments thereto.

**14.2 Indirect, Special or Consequential Damages.** In no event will Landlord or Tenant be liable to the other party for any indirect, special or consequential damages of any kind, whether in contract, tort or otherwise, and whether or not the party has been advised of the possibility of such damages.

**15. CONDEMNATION; DESTRUCTION OF THE PREMISES.**

**15.1 Valuation Date and Methodology.** All awards for compensation issued as a result of a condemnation or purchase in lieu of condemnation of all or any portion of the Premises, the



Improvements and/or the Equipment will be calculated as of the day immediately preceding the date the condemning authority obtains possession of the Premises, Improvements and/or Equipment or on the date otherwise set forth in the Eminent Domain Code, Section 42A-1-1 et seq., NMSA 1978 (“**Valuation Date**”) and will be based upon Tenant’s leasehold estate for the remainder of the Term, including all exercisable options without taking into account any abatement or reduction of Rent contemplated herein.

**15.2 Notice and Negotiation with Condemning Authority.** To the extent a condemning authority does not provide notice to both Landlord and Tenant of a potential condemnation, either party so notified will immediately provide the other with such notice. Further, to the extent local law does not permit Tenant to seek independent payment of just compensation from the condemning authority, Landlord will not engage in any negotiation with the condemning authority without involving Tenant.

**15.3 Total Taking.** If (1) all the Premises, the Improvements and/or the Equipment are taken or condemned by right of eminent domain or by purchase in lieu of condemnation, or (2) such portion of the Premises or the Improvements or the Equipment will be so taken or condemned such that the portion remaining compromises in any material way Tenant’s operations and/or use of the Premises, the Improvements or the Equipment as determined by Tenant in its commercially reasonable judgment, or (3) a temporary taking of the kind described below occurs such that the Premises is rendered unusable by Tenant for at least sixty (60) consecutive days, as determined by Tenant in its commercially reasonable judgment (each a “**Total Taking**”), then Tenant’s right to possession of the Premises and Tenant’s obligation for Rent will be suspended from the date the condemning authority obtains possession until the date a total award for such Total Taking is issued, at which time this Lease and the Term will cease and terminate. In such event, (a) Landlord will have the right to and will be entitled to receive directly from the condemning authority an award equal to the value of Landlord’s fee estate and the value of any Improvements and/or Equipment installed by and/or belonging to Landlord as of the Valuation Date, and (b) Tenant will have the right to and will be entitled to receive directly from the condemning authority the value of its leasehold estate, including all exercisable options, and the value of any Improvements and/or Equipment installed by and/or belonging to Tenant as of the Valuation Date.

**15.4 Partial Taking.** If during the Term there is a taking or condemnation of the Premises or the Project that is not a Total Taking as set forth above, and is not a temporary taking of the kind described below, or in the event of the change in the grade of the streets or avenues on which the Premises abuts or a material change from the Premises to the public right of way (each a “**Partial Taking**”), then Tenant’s right to possession of the Premises so affected and Tenant’s obligation for Rent as to the affected Premises will be suspended from the date the condemning authority obtains possession until the date an award for such Partial Taking is issued, at which time this Lease and the Term will cease and terminate as to the Premises so taken and thereafter Rent for the remainder of the Term will be equitably adjusted taking into account the relative values of the portion taken as to the portion remaining. In such event, (a) Landlord will have the right to and will be entitled to receive directly from the condemning authority an award equal to the value of Landlord’s fee estate for that portion of the Premises so taken and the value of any Improvements and/or Equipment installed by and/or belonging to Landlord as of the Valuation Date, (b) Tenant, at its discretion, will have the right as of the Valuation Date to receive directly from the condemning authority the value of its leasehold estate, including all exercisable options, as to the Premises so taken, and (c) Tenant will have the right to and will be entitled to receive directly from the condemning authority the value of any Improvements and/or Equipment installed by and/or belonging to Tenant as of the Valuation Date.

**15.5 Temporary Use Taking.** In the event of a taking of all or a part of the Premises or the Project for temporary use, or access to the Premises or Project is temporarily taken, then this Lease will continue without modification, as between Landlord and Tenant, and Tenant will be entitled to the entire award made for such use. Tenant will further be entitled to file and prosecute any claim against the

condemning authority for damages and to recover the same, for any negligent use, waste, or injury to the Premises or the Project throughout the balance of the then-current Term. The amount of damages so recovered will exclusively belong to Tenant.

**15.6 Dispute.** In the event of any dispute between Tenant and Landlord with respect to any issue of fact arising out of a taking mentioned in this Section 15, such dispute will be resolved by the same court in which the condemnation action is brought, in such proceedings as may be appropriate for adjudicating the dispute.

**15.7 Destruction of the Premises.** If the Project is materially destroyed or damaged at any time during the Term then in effect, Tenant will, at its sole option, and at its sole cost and expense, either (i) repair, alter, restore, replace or rebuild the Project to such extent and in such manner as Tenant may deem appropriate and this Lease will continue; or (ii) demolish the remaining portions of the Project and pave, landscape or place gravel on the Premises at which point this Lease will automatically terminate and the Rent will be apportioned and paid to the date of such damage or destruction. Tenant will have the right to receive the entire amount of the insurance proceeds. There will be no abatement of Rent while the Project is repaired, altered, restored, replaced, rebuilt or demolished.

## **16. ASSIGNMENT AND SUBLEASE.**

**16.1 Assignment and Subletting.** Tenant may transfer or assign any interest in this Lease or sublet the whole or any part of the Premises, from time to time, but only for a term or terms that will expire upon or before the expiration of the Term; with Landlord's written approval that will not be unreasonably withheld, conditioned or delayed.

## **17. LEASEHOLD MORTGAGES**

**17.1 Leasehold Mortgage.** Tenant will have the right, in addition to any other rights granted and without any requirement to obtain Landlord's consent as long as the Tenant is not in default of the terms of this Lease, to mortgage or grant a security interest in Tenant's interest in this Lease and the Premises, the Project and any subleases, under one or more Leasehold Mortgages, and to assign this Lease and any subleases as collateral security for such Leasehold Mortgages, on the condition that all rights acquired under such Leasehold Mortgages will be subordinate and subject to each and all of the covenants, conditions, and restrictions set forth in this Lease. If Landlord is provided written notice of such Leasehold Mortgage, Landlord will provide written notice of any Tenant Event of Default simultaneously to Leasehold Mortgagee and Leasehold Mortgagee may within thirty (30) days after receipt of Notice of Tenant Event of Default cure any such default.

**17.2 Agreement.** Landlord, within thirty (30) days of request, will execute, acknowledge, and deliver to each Leasehold Mortgagee an agreement prepared at the sole cost and expense of Tenant, in form reasonably satisfactory to Landlord, Tenant, and the Leasehold Mortgagee.

## **18. DEFAULT; REMEDIES.**

**18.1 Landlord's Remedies.** Upon the occurrence of an Event of Default by Tenant, Landlord may exercise any of the following remedies:

**18.1.1 Cure and Collect as Additional Rent.** Landlord may elect to cure an Event of Default on Tenant's behalf, and at Tenant's expense, and the actual, reasonable cost thereof, including interest thereon at the Interest Rate, will be collected as additional rent under this Lease, as the same will next accrue.

**18.1.2 Repossession.** Landlord may in accordance with applicable law and by any suitable action or proceeding at law, at its option, terminate this Lease and re-enter the Premises and repossess and enjoy the same as in its first and former estate and thereupon this Lease and the obligations set forth herein will cease, provided however, such termination will be without prejudice to the rights of Landlord to recover from Tenant all Rent due hereunder up to the time of such re-entry and termination. Should Landlord at any time terminate this Lease for any breach, in addition to any other remedies it may have, it may recover from Tenant all damages it may incur by reason of such breach, including the worth at the time of such termination of the excess, if any, of the amount of rents and other charges equivalent to rents reserved in this Lease for the remainder of the stated Term over the then reasonable rental value of the Premises for the remainder of the Term (absent any unexercised Extension Options), all of which amounts will be immediately due and payable from Tenant to Landlord. Landlord or Landlord's agents and employees may, in accordance with applicable law and by any suitable action or proceeding at law, repossess the same, and may remove any person from the Premises, to the end that Landlord may have, hold, and enjoy the Premises.

**18.1.3 Waiver of Jury Trial.** LANDLORD AND TENANT IRREVOCABLY WAIVE ALL RIGHTS TO TRIAL BY JURY IN ANY ACTION, PROCEEDING, COUNTERCLAIM OR OTHER LITIGATION ARISING OUT OF OR RELATING TO THIS LEASE, THE RELATIONSHIP OF LANDLORD AND TENANT REGARDING THE PREMISES, ENFORCEMENT OF THIS LEASE, TENANT'S USE OR OCCUPANCY OF THE PREMISES, ANY CLAIM OF INJURY OR DAMAGE ARISING BETWEEN LANDLORD AND TENANT, OR ANY ACTIONS OF LANDLORD IN CONNECTION WITH OR RELATING TO THE ENFORCEMENT OF THIS LEASE.

**18.1.4 Mitigation of Damages.** Landlord agrees to use reasonable efforts to mitigate its damages in the event of a default by Tenant.

**18.2 Landlord Default; Tenant Remedies.** Upon the occurrence of an Event of Default by Landlord, Tenant will have the right (i) to perform the obligations of Landlord which are the subject of such default and have the right to be reimbursed for the sum Tenant actually expends in the performance of Landlord's obligations, together with interest at the Interest Rate from the date of payment by Tenant to the date of reimbursement by Landlord; (ii) to recover from Landlord the damages caused to Tenant by such default; or (iii) to seek any remedy at law or equity. If Landlord does not reimburse Tenant within thirty (30) days after demand from Tenant for payment pursuant to this Section 18.2, Tenant will have the right to offset the Rent next coming due equal to the sum Tenant has expended until Tenant has been reimbursed in full with interest accruing at the Interest Rate. In addition to the foregoing, Tenant will have the right without prior demand or notice, except as required by applicable law, to seek any declaratory, injunctive or other equitable relief, and specifically enforce this Lease, or restrain or enjoin a violation or breach of any provision hereof.

**19. SUBORDINATION.** Every Landlord Mortgage will be, and state that it is, subject and subordinate to this Lease and will only attach to Landlord's Estate. A foreclosure sale affecting Tenant's leasehold estate created by this Lease, will impair no estate or right under any Landlord Mortgage and will transfer only the Tenant's leasehold estate created by this Lease. In addition, Landlord agrees to subordinate any rights, interests or liens of Tenant's Equipment, personal property and trade fixtures to that of any bona-fide third party lender providing financing to Tenant which directly benefits Tenant's operations in the Premises.

## **20. LANDLORD'S WARRANTIES; QUIET ENJOYMENT.**

**20.1 Representations and Warranties.** Landlord hereby represents and warrants to Tenant as of the Effective Date and again on the Commencement Date, as follows:

**20.1.1 Ownership of the Premises.** The Regents of New Mexico State University own fee simple marketable and insurable title to the Premises, free and clear of all tenancies and other possessory interests, security interests, conditional sale, or other title retention agreements, liens, encumbrances, mortgages, deeds of trust, pledges, assessments, easements, rights-of-way, covenants, restrictions, reservations, options, rights of first refusal, defects in title, encroachments, and other burdens, other than the Master Ground Lease and the Permitted Exceptions. Landlord represents and warrants that said owner of the Premises has granted to Landlord full right and authority to enter into this Lease and said owner has agreed to be bound hereby.

**20.1.2 Hazardous Materials.** Landlord has not, nor, to the best of Landlord's knowledge, has owner (as identified above) engaged in or permitted any operations or activities upon, or any use or occupancy of the Premises, or any portion thereof, for the purpose of or in any way involving the handling, manufacture, treatment, storage, use, generation, release, discharge, refining, dumping, or disposal of any Hazardous Materials (as defined in Section 20.1.5) (whether legal or illegal, accidental or intentional), on, under, in, or about the Premises, or transported any Hazardous Materials to, from, or across the Premises, nor are any Hazardous Materials presently constructed, deposited, stored, or otherwise located on, under, in, or about the Premises, nor have any Hazardous Materials migrated from the Premises upon or beneath other properties, nor have any Hazardous Materials migrated or threatened to migrate from other properties upon, about, or beneath the Premises. There is not constructed, placed, deposited, stored, disposed of, or located on the Premises any asbestos or material containing asbestos, nor insulating material containing urea formaldehyde, nor any polychlorinated biphenyls (PCBs), nor transformers, capacitors, ballasts, or other equipment containing or contaminated by PCBs. Within five (5) Business Days after the Effective Date, Landlord will deliver to Tenant copies of all assessments and reports regarding the environmental condition of the Premises in Landlord's possession or control. Landlord warrants that such assessments and reports are complete, and are all of the assessments and reports in the control or possession of Landlord concerning the previous or current environmental condition of the Premises.

**20.1.3 Underground Improvements.** No underground improvements, including but not limited to treatment or storage tanks, septic systems, or drain fields, sumps, or water, gas, oil, or underground injection wells are or have ever been located upon the Premises.

**20.1.4 Environmental Requirements.** Landlord has not, received notice or other communication concerning any alleged violation of Environmental Requirements whether or not corrected to the satisfaction of the appropriate authority, in connection with the Premises, and there exists no writ, injunction, decree, order, lien, or judgment outstanding, nor any lawsuit, claim, proceeding, citation, directive, summons, notice, or investigation, pending or, to the best knowledge of Landlord, threatened, relating to the ownership, use, maintenance, or operation of the Premises, by any person, or from alleged violation of Environmental Requirements, or from the suspected presence of Hazardous Material thereon, nor does there exist any basis for such lawsuit, claim, proceeding, citation, directive, summons, or investigation being instituted or filed.

**20.1.5** As used in this Lease, (i) the term "Hazardous Material" means any flammable items, explosives, radioactive materials, hazardous or toxic substances, material or waste or related materials, including any substance defined as or included in the definition "hazardous waste", "hazardous materials", or "toxic substances" now or subsequently regulated under any applicable federal, state or local laws or regulations, and (ii) the term "Environmental Law" means any federal, state, county, municipal, local or other statute, ordinance, rule, regulation, permit, judgment, order, writ, decree, award or injunction which relates to or deals with the protection of the environment or wildlife and/or human health and safety, including all regulations promulgated by a regulatory body pursuant to any such statute, ordinance, or regulation, including the Comprehensive Environmental Response, Compensation and

Liability Act of 1980 ("CERCLA"), as amended, 42 U.S.C. §9601 et. seq., the Resource Conservation and Recovery Act ("RCRA"), as amended, 42 U.S.C. §6901, et. seq., the Federal Water Pollution Control Act, as amended, 33 U.S.C. §1251 et. seq., and the Clean Air Act, as amended, 42 U.S.C. §7401 et seq.

**20.1.6** TENANT may not cause or permit any Hazardous Material to be generated, released, produced, brought upon, used, stored, treated or disposed of in or about the Premises by Tenant its agents, employees, contractors, or invitees, except as may be agreed upon in advance in writing by Landlord for reasonable use the Permitted use of the Premises, but in no case may the use violate any Environmental Law.

**20.1.7** Tenant agrees to indemnify, defend and hold harmless Landlord, NMSU, from all claims, demands, actions, liabilities, costs, removal, remediation, health assessments, transportation cost, expenses, attorney's fees damages (actual or punitive) and obligations of any nature arising from or as a result of Tenant's violation of this Section. The foregoing indemnification and the responsibilities of Tenant will survive the termination or expiring of this Lease.

**20.1.8** Applicable Laws. The Premises, on the Effective Date, are in full compliance with all Applicable Laws.

**20.1.9** Execution, Delivery and Performance of this Lease. The execution, delivery, and performance of this Lease by Landlord will not result in any breach of, or constitute any default under, or result in the imposition of, any lien or encumbrance on the Premises under any agreement or other instrument to which Landlord is a party or by which Landlord or the Premises might be bound, including but not limited to the Master Ground Lease. Landlord has no information or knowledge of any change contemplated in any Applicable Laws, or any action by adjacent landowners, or natural or artificial conditions on the Premises that would prevent, limit, impede, or render more costly the Project. To the best of Landlord's knowledge, there is no significant adverse fact or condition relating to the Premises or the Project that has not been specifically disclosed in writing by Landlord to Tenant, and Landlord knows of no fact or condition of any kind or character whatsoever that adversely affects such intended use of the Premises by Tenant.

**20.1.10** Mechanic's Liens. No person has the right to claim any mechanic's or supplier's lien arising from any labor or materials furnished to the Premises before the Commencement Date.

**20.1.11** No Violations and Actions. There is no legal or administrative action, suit, proceeding or investigation pending or, to the Landlord's knowledge, threatened, before any agency, court or other Governmental Authorities which relates to the Premises or, to the Landlord's knowledge, the Tenant's use and occupancy of the Premises hereunder.

**20.1.12** Condemnation. There is no condemnation proceeding affecting the Premises or any portion thereof, including without limitation, any grade change of any street adjacent to the Premises or any partial condemnation, or, to Landlord's knowledge, is any such proceeding threatened.

**20.1.13** Rights of Third Parties. Landlord's entering into this Lease does not violate any rights of third-parties and Landlord has received any and all necessary third-party approvals to enter into this Lease.

**20.1.14** Additional Encumbrances. From and after the Effective Date, (i) Landlord

will not (1) enter into any contracts, leases, or agreements related to the Premises, nor take any action under any existing contract, lease or agreement which would materially and adversely affect Tenant's right or use of the Premises pursuant to this Lease, or (2) cause, permit, or allow any agreement, document, encumbrance or lien to be placed, or recorded against, the Premises; and (ii) Landlord will, in all respects, use its best efforts to preserve the Premises in its current state and not cause, permit, or allow any waste or deterioration of the Premises to occur.

**20.1.15 Notice.** Landlord has no notice (legal, recorded, or otherwise) of any facts or circumstances that would indicate or suggest that (i) the Premises cannot be developed in substantial accordance with its current entitlements, under the current zoning ordinances applicable thereto, and as a White Sands Federal Credit Union; (ii) there will be, or could be, any material delays, conditions, prohibitions, restrictions or limitations in connection any such development; or (iii) there exists any approval rights, options, rights of first offer, rights of first refusal or other similar rights of third parties that would prevent or unreasonably delay Tenant from leasing the Premises and developing the same.

**20.1.16 Misrepresentation and Adverse Facts.** Landlord has made no untrue statements or representations in connection with this Lease and, to the Landlord's knowledge, Landlord has not failed to state or disclose any material fact in connection with the transaction contemplated by this Lease. Any false or misleading representations by Landlord as to any of the foregoing warranties will be subject to Section 14.

**20.2 Covenant of Quiet Enjoyment.** Landlord covenants that Tenant will peacefully have and enjoy the sole possession of the Premises, free from the adverse claims of any persons, firms or corporations whatsoever, and Landlord will fully protect Tenant in the full, complete and absolute possession of the Premises. Landlord also covenants that the Premises are not subject to any private restrictive covenants, easements or other encumbrances, except for the Permitted Exceptions. If the Premises are subject to any restrictive covenants, Landlord represents that those covenants permit the use and operation of the Premises as a Blake's Lotaburger Restaurant. Landlord agrees to execute any and all easements or rights of way on, over or under the Premises or any part thereof at Tenant's request which are or may be needed or required by Tenant in conjunction with Tenant's use and enjoyment of the Premises and operation of the Project. Landlord agrees not to file, support or cause any land use, zoning change or variance to be made that would affect the Premises without the prior written approval of Tenant, which approval may be withheld or delayed in Tenant's sole discretion.

## **21. SURRENDER**

**21.1 Surrender of Possession.** Except as otherwise provided, Tenant, on the last day of the Term, will surrender and deliver up the Premises to the possession and use thereof to Landlord. Any holding over after the expiration of the Term (other than as set forth in Sections 21.2 below, which will not be considered holding over by Tenant) will be construed to be a tenancy from month to month at a monthly minimum rental rate equal to one hundred twenty-five percent (125%) of the minimum rental rate in effect on such expiration date (prorated on a monthly basis) and on the other terms and conditions herein set forth except for those terms which are inconsistent with a month to month tenancy.

**21.2 Removal of the Improvements and Equipment.** All of the Improvements and Equipment may be removed by Tenant upon the expiration or earlier termination of this Lease, or at any time prior to the expiration or earlier termination of this Lease. Tenant will have the right to cause any and all Improvements and Equipment to remain on the Premises for a period of ninety (90) days after the expiration of the Term or earlier termination of this Lease. If the Improvements, Equipment or both remain on the Premises for more than ninety (90) days after the expiration or earlier termination of this Lease,

Landlord may, at its option, either retain the Improvements and/or Equipment remaining on the Premises or dispose of the same in such manner as Landlord may see fit.

**22. SEVERABILITY.** If any provision of this Lease or the application thereof to any person or circumstances will to any extent be invalid or unenforceable, the remainder of this Lease, or the application of such provision to persons or circumstances other than those as to which it is invalid or unenforceable, will not be affected thereby, and each provision of this Lease will be valid and be enforced to the fullest extent permitted by law.

**23. ESTOPPEL CERTIFICATE.** Either party, within fifteen (15) days after a request from time to time made by the other party and without charge, will give a certification in writing to any person, firm, or corporation reasonably specified by the requesting party stating (i) that this Lease is then in full force and effect and unmodified, or if modified, stating the modifications; (ii) that Tenant is not in default in the payment of Rent to Landlord, or if in default, stating such default; (iii) that to the actual knowledge of the maker of the certificate, neither party is in default in the performance or observance of any other covenant or condition to be performed or observed under this Lease, or if either party is in default, stating such default; (iv) that to the actual knowledge of the maker of the certificate, no event has occurred that authorized, or with the lapse of time will authorize, Tenant to terminate this Lease, or if such event has occurred, stating such event; (v) that to the actual knowledge of the maker of the certificate, neither party has any offsets, counterclaims, or defenses, or, if so, stating them; (vi) the dates to which Rent have been paid; and (vii) any other matters that may be reasonably requested by the requesting party. Neither Landlord nor Tenant will have the obligation to comply with any request for an estoppel certificate more often than once per calendar year. Notwithstanding anything to the contrary set forth in this Lease or in any estoppel certificate, to the extent the terms of this Lease and any estoppel certificate conflict, the terms of this Lease will govern.

**24. MERGER.** The fee title to the Premises and the leasehold estate of Tenant in the Premises created by this Lease will not merge but will remain separate and distinct, notwithstanding the acquisition of said fee title and said leasehold estate by Landlord or by Tenant or by a third party, by purchase or otherwise.

**25. FORCE MAJEURE.** If the performance by either of the parties of their respective obligations under this Lease is delayed or prevented in whole or in part by any Applicable Laws (and not attributable to an act or omission of the party), or by Force Majeure, the performance of the action in question will be excused for the period of delay and the period for the performance of such act will be extended for a period equivalent to the period of such delay. In no event will Force Majeure excuse either party's obligation to timely pay its monetary obligations under this Lease.

**26. ADVERTISEMENT.** Landlord will not post any "for rent," "for lease" or similar signs or advertisements on or about the Premises until the Term has actually expired or this Lease has actually been terminated. For a period of ninety (90) days following the expiration or earlier termination of this Lease, Tenant may install a sign directing customers to the Tenant's new location, if any.

**27. NOTICES.** All notices, demands, requests, or other writings in this Lease provided to be given or made or sent, or which may be given or made or sent, by either party hereto to the other, will be in writing and may be given personally or may be delivered by confirmed electronic mail or by depositing the same in the United States mails, certified, registered or equivalent, return receipt requested, or nationally-recognized overnight courier service, in any case postage prepaid, properly addressed, and sent to the addresses set forth in Sections 2.8, 2.9 and 2.10, or to such other address as either party may from time to time designate by written notice to the other. Notices given by mail will be deemed received and effective on the third business day following deposit with the U.S. Postal Service or by overnight courier

as aforesaid will be deemed received and effective on the first business day following such dispatch; provided, however, that if any such notice or other communication will also be sent by electronic mail, such notice will be deemed given at the time and on the date of transmittal if the sending party does not receive notice of failed delivery.

**28. ATTORNEYS' FEES.** In any proceeding or controversy associated with or arising out of this Lease or a claimed or actual breach thereof, or in any proceeding to recover the possession of the Premises, the prevailing party will be entitled to recover from the other party, as a part of the prevailing party's costs, all costs and expenses that may arise from enforcing this Lease, including reasonable attorneys' fees, the amount of which will be fixed by the court and will be made a part of any judgment rendered or otherwise included in any settlement agreement.

**29. ENTIRE AGREEMENT.** This Lease contains the entire agreement between the parties and, except as otherwise provided, can be changed, modified, amended, or terminated only by an instrument in writing executed by the parties. It is mutually acknowledged and agreed by Tenant and Landlord that there are no verbal agreements, representations, warranties, or other understandings affecting this Lease.

**30. APPLICABLE LAW.** The laws of the State of New Mexico will govern this Lease and all claims arising out of or relating to this Agreement. Venue will be proper only in a New Mexico court of competent jurisdiction in accordance with Section 38-3-1 (G) NMSA 1978. By execution of this Lease, each Party irrevocably consents to the exclusive jurisdiction of the courts of the State of New Mexico over any and all lawsuits arising under or out of any term of this Lease.

**31. BROKERAGE.** Intentionally Deleted

**32. COVENANTS TO BIND AND BENEFIT PARTIES.** The covenants and agreements contained in this Lease will bind and inure to the benefit of Landlord, its successors and assigns, and Tenant, its successors and assigns.

**33. CAPTIONS AND TABLE OF CONTENTS.** The captions of this Lease are for convenience and reference only, and in no way define, limit, or describe the scope or intent of this Lease or in any way affect this Lease. The table of contents preceding this Lease but under the same cover is for the purpose of convenience and reference only, and is not to be deemed or construed in any way as part of this Lease, nor as supplemental or amendatory.

**34. RECORDING THE LEASE.** Tenant may record a Memorandum of Lease, executed and acknowledged by both parties, in the public records of Dona Ana County, New Mexico at any time after the Feasibility Period in the form set forth on Exhibit D hereto. Landlord will, upon request of Tenant, execute, acknowledge, and deliver to Tenant such Memorandum of Lease. Tenant will pay the recording costs.

**35. PROOF OF AUTHORITY.** The undersigned hereby acknowledged they have full authority to execute this Lease on behalf of the parties to this Lease.

**36. VALIDITY OF LEASE.** Landlord and Tenant each represents and warrants to the other that this Lease has been duly authorized, executed and delivered, and is valid, binding and enforceable against such representing party. If any term, covenant or condition of this Lease or the application thereof to any person or circumstance will, to any extent, be invalid or unenforceable, the remainder of this Lease, or the application of such term, covenant or condition to persons or circumstances other than those as to which it is held invalid or unenforceable, will not be affected thereby and each term, covenant or condition of this Lease will be valid and be enforced to the fullest extent permitted by law.



37. **COUNTERPARTS.** This Lease may be executed in two (2) or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. The counterparts of this Lease and all ancillary documents may be executed and delivered by facsimile or other electronic signature by any of the parties to any other party and the receiving party may rely on the receipt of such document so executed and delivered by any electronic means as if the original had been received.

38. **PROPERTY ADDRESS UPDATE.** At either party's request and at such time as Tenant has obtained an actual street address for the Premises, Landlord and Tenant agree to execute an amendment to the Lease memorializing the address of the Premises being leased by Tenant from Landlord.

39. **ADVICE OF COUNSEL.** Landlord and Tenant each respectively represent that they have the advice and counsel of their own attorneys and that no representation or statement made by any other party has influenced them in executing or induced them to execute this Lease.

40. **TIME.** Time is of the essence on this Lease and every term, covenant, and condition herein contained.

41. **WAIVER.** One (1) or more waivers of any covenant or condition by either party will not be construed as a waiver of a subsequent breach of the same covenant or condition and the consent or approval to or of any subsequent or similar act by either party. No breach of a covenant or condition of this Lease will be deemed to have been waived by either party, unless such waiver is in writing signed by both parties.

IN WITNESS WHEREOF, Landlord and Tenant have caused this Lease to be executed by their duly authorized officers.

LANDLORD:

TENANT:

AGGIE DEVELOPMENT, INC.,  
a New Mexico Domestic Nonprofit  
Corporation

WHITE SANDS FEDERAL CREDIT UNION.,  
a New Mexico Not-For-Profit Financial  
Cooperative

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Its: \_\_\_\_\_

Its: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

STATE OF NEW MEXICO            )  
                                              :ss.  
COUNTY OF DONA ANA         )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by \_\_\_\_\_, the \_\_\_\_\_ of Aggie Development Inc., a New Mexico Corporation.

\_\_\_\_\_  
NOTARY PUBLIC

STATE OF NEW MEXICO            )  
                                              :ss.  
COUNTY OF DONA ANA         )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by \_\_\_\_\_, the \_\_\_\_\_ of White Sands Federal Credit Union, a New Mexico Not-For-Profit Financial Cooperative.

\_\_\_\_\_  
NOTARY PUBLIC

## **EXHIBIT A DEFINED TERMS**

**“Applicable Laws”** mean all laws, ordinances, codes, statutes, orders, rules, regulations, and requirements of federal, state, county, city, and municipal governments applicable to the Premises, or any portion thereof, including without limitation, zoning requirements and Environmental Requirements.

**“Bankruptcy Law”** means Title 11, United States Code, and any other or successor state or federal statute relating to assignment for the benefit of creditors, appointment of a receiver or trustee, bankruptcy, composition, insolvency, moratorium, reorganization, or similar matters.

**“Bankruptcy Proceeding”** means any proceeding, whether voluntary or involuntary, under any Bankruptcy Law.

**“Basic Lease Terms”** mean the basic lease terms set forth in Section 2—Basic Lease Terms of this Lease.

**“Building”** means the building(s) to be constructed by Tenant on the Premises as described in Section 6.

**“Business Day”** means any day except Saturday, Sunday or national and/or state recognized holidays or NMSU recognized holiday. .

**“City”** means the City of Las Cruces, New Mexico.

**“Condemnation”** means (a) a permanent taking (or a temporary taking for a period extending beyond the end of the Term) pursuant to the exercise of the power of condemnation or eminent domain by any Condemnor, whether by legal proceedings or otherwise, or (b) a voluntary sale or transfer by Landlord to any such authority, either under threat of condemnation or while Legal Proceedings for condemnation are pending.

**“Condemnor”** means any public or quasi-public authority, private corporation or individual having the power of condemnation.

**“Construction Period”** means the period of time commencing as of the expiration of the Feasibility Period and expiring upon the Commencement Date.

**“Effective Date”** means the date this Lease is signed by both Landlord and Tenant as determined by the last date set forth on the signature page for Landlord’s and Tenant’s execution.

**“Environmental Requirements”** mean the regulation of Hazardous Materials by any federal, state or local law, rule or regulation pertaining to environmental matters, as now or hereafter enacted or amended, together with any other federal, state or local super lien or other statutes, rules or regulations, as now or hereafter amended in any way pertaining to clean-up; disclosure; water pollution control; air pollution control; regulation of solid waste; hazardous waste management; storage tanks; regulation of environmentally sensitive areas; hazardous and toxic substance reporting; and any other laws, including case law, which might be deemed or referred to as environmental common law.

**“Equipment”** means all equipment brought upon or installed on the Premises, including but not limited to: furniture, satellite dishes or other communication devices, refrigerators and other refrigerated cases, compressors, displays, shelving, counters, and security/alarm systems, signs and sign structures and any

future additions, replacements, or modifications to such items.

**“ESAs”** means the ESAs specified in Section 5.3.1.

**“Event of Default”** means: (i) the failure of either party to pay Rent or such other amounts when due and payable by such party, and such default continues for sixty (60) days after written notice from the other party; (ii) the failure of a party to pay its debts as they become due or admits in writing that it is unable to pay its debts as they become due, or becomes subject to any Bankruptcy Proceeding (except an involuntary Bankruptcy Proceeding dismissed within One Hundred Twenty (120) days after commencement), or a custodian or trustee is appointed to take possession of, or an attachment, execution or other judicial seizure is made with respect to, substantially all of such party’s assets or such party’s interest in this Lease (unless such appointment, attachment, execution, or other seizure was involuntary and is contested with diligence and continuity and vacated and is discharged within One Hundred Twenty (120) days); and (iii) whether by action or inaction, a party’s default of any of its obligations under this Lease (other than a default in the payment of Rent by Tenant) and such default continues and is not remedied for a period of ninety (90) days after the non-defaulting party has given the defaulting party written notice specifying the same, or, in the case of a default that can be cured but not within a period of ninety (90) days, if the defaulting party has not (1) commenced curing such default within such ninety (90) day period; or (2) continuously and diligently pursued to completion the cure of the default.

**“Expiration Date”** means the Expiration Date specified in Section 2.4.

**“Extension Options”** means the Extension Options specified in Section 4.3.

**“Extension Period”** and **“Extension Periods”** mean the Extension Period or Extension Periods specified in Section 4.3.

**“Feasibility Investigations”** mean the Feasibility Investigations specified in Section 5.3.

**“Feasibility Notice”** means the Feasibility Notice specified in Section 5.6.

**“Feasibility Period”** means the Feasibility Period specified in Section 2.6.

**“Fee Mortgage”** means any mortgage, deed of trust, security agreement, or sale-leaseback instrument that encumbers all or a part of the Landlord’s Estate.

**“Force Majeure”** means any delay caused by acts of nature, strikes, lockouts, other labor troubles, riots, civil commotion, insurrection, war, pandemics, epidemics or other health emergencies, governmental orders, decrees, or requirements, or other reason not the fault of the party delayed (financial inability excepted), in which case performance of the action in question will be excused for the period of delay and the period for the performance of such act will be extended for a period equivalent to the period of such delay. In order to claim Force Majeure, the claiming party must deliver notice to the other party within thirty (30) days following the occurrence of the Force Majeure event.

**“Governmental Approvals”** mean the Governmental Approvals specified in Section 5.3.3.

**“Governmental Authorities”** mean the City of Las Cruces, County of Dona Ana, State of New Mexico or any other applicable governmental or regulatory authority, agency or subdivision.

**“Hazardous Materials”** as defined in Section 20.1.5.

**“Impositions”** means the Impositions specified in Section 9.1.

**“Improvements”** mean the Building and all improvements and facilities constructed, installed, placed, erected, located, modified, added to, removed, replaced or modified, as applicable, from time to time, on, in, under and above the Premises, including, but not limited to, any present or future alterations, additions, replacements, or modifications to the Project, excluding the Equipment.

**“Initial Term”** means twenty (20) years from the Commencement Date.

**“Interest Rate”** means twelve percent (18%) per annum.

**“Landlord”** means the person or entity identified as the landlord in this Lease.

**“Landlord’s Mortgage”** means any mortgage, deed of trust, security agreement, or sale-leaseback instrument that encumbers all or a part of the Landlord’s Estate.

**“Landlord’s Estate”** means Landlord’s entire right, title, interest, and estate in and to the Landlord’s leasehold interest in the Premises.

**“Lease”** means this Lease Agreement.

**“Leasehold Mortgage”** means a mortgage, deed of trust, financing statements, security agreements, sale-leaseback instrumentation, and other documentation that the Lending Institution may require.

**“Leasehold Mortgagee”** means the holder of or secured party under a Leasehold Mortgage.

**“Lending Institution”** means any commercial, national, or savings bank, savings and loan association, trust company, pension trust, foundation, or insurance company, and any other entity, person, corporation, partnership, or otherwise making a loan on the security of Tenant’s interest in the leasehold estate or all or any part of the Improvements or all or any part of the Equipment.

**“Master Ground Lease”** means that certain NMSU-ADI Ground Lease by and between the Regents of New Mexico State University and ADI, dated June 27, 2016 at it may be amended from time to time.

**“NMSU”** means the Regent of New Mexico State University, a State institution of higher education established under Section 11 of Article XII of Constitution of the State.

**“Partial Taking”** means the Partial Taking specified in Section 15.4.

**“Preliminary Period”** means Feasibility Period and the Construction Period.

**“Permitted Exceptions”** mean those exceptions and/or encumbrances approved by Tenant in writing (or deemed approved, as provided in this Lease) prior to the expiration of the Feasibility Period, other than those exceptions which Landlord may, in its discretion, elect to remove.

**“Permitted Use”** means the Permitted Use specified in Section 8.1.

**“Premises Information”** means the Premises Information specified in Section 5.2.

**“Preexisting Condition Notice”** means the Preexisting Condition Notice specified in Section 5.3.1.

**“Preexisting Hazardous Materials”** means Hazardous Materials present on or about the Premises on or before the Effective Date or discovered by Tenant during its Feasibility Investigations.

**“Project”** means the Building, the Improvements and the Equipment.

**“Rent”** means the amounts set forth in Section 2.7.

**“State”** means the State of New Mexico.

**“Tenant”** means White Sands Federal Credit Union., and its successors and assigns; provided, however, as used in this Lease, so far as covenants or agreements on the part of Tenant are concerned, the term Tenant will be limited to mean and include only the owner or owners of Tenant’s interest in this Lease at the time in question, and in the event of any transfer or transfers of such interest Tenant herein named (and in case of any subsequent transfer, the then transferor) will be automatically freed and relieved from and after the date of the assumption of all responsibility on the part of Tenant contained in this Lease thereafter to be performed.

**“Term”** means the Initial Term and each Extension Period, if any.

**“Title Commitment”** means the Title Commitment specified in Section 5.4.

**“Title Company”** means a licensed title company selected by Tenant within Doña Ana County New Mexico.

**“Title Policy”** means the Title Policy specified in Section 5.4.

**“Total Taking”** means the Total Taking specified in Section 15.3.

**EXHIBIT B**  
**LEGAL DESCRIPTION OF THE PREMISES**

DRAFT

**EXHIBIT C**  
**SITE PLAN OF THE PREMISES**

DRAFT



## EXHIBIT D

WHEN RECORDED, RETURN TO:  
White Sands Federal Credit Union  
Attn: Phillip Fifield, President/CEO  
PO Box 99  
Las Cruces, New Mexico 88004

Parcel ID No.:

[Space Above for Recorder's Use]

### MEMORANDUM OF LEASE

THIS MEMORANDUM OF LEASE ("**Memorandum**") is dated as of the \_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between AGGIE DEVELOPMENT, INC., a New Mexico Domestic Nonprofit Corporation, ("**Landlord**"), and WHITE SANDS FEDERAL CREDIT UNION, a New Mexico Not-For-Profit Financial Cooperative ("**Tenant**").

### RECITALS

A. Landlord owns certain real property located at \_\_\_\_\_ in Las Cruces, Dona Ana County, New Mexico, consisting of approximately \_\_\_\_\_ square feet of land, which is described more particularly on Exhibit A attached hereto (as more fully described in the Ground Lease, and hereinafter defined, the "**Premises**").

B. Landlord has leased the Premises to Tenant pursuant to a Ground Lease, dated \_\_\_\_\_, 20\_\_ (the "**Lease**").

C. Pursuant to this Memorandum, Landlord and Tenant desire to confirm, ratify and give public notice of Landlord's lease of the Premises to Tenant pursuant to the Lease and of certain of the rights and interests of Tenant and Landlord under the Lease.

### Notice is hereby given of the following:

1. Lease. The Lease pertains to real property located at \_\_\_\_\_ in Las Cruces, Dona Ana County, New Mexico, consisting of approximately \_\_\_\_\_ square feet of land, which is described more particularly on Exhibit A attached hereto.

2. Term. The Lease provides that the Initial Term of the Lease is Fifteen (15) years commencing on \_\_\_\_\_, 20\_\_ (the "**Commencement Date**"). The term of the Lease will be automatically extended for four (4) additional consecutive periods of five (5) years each, all on the terms and conditions in the Lease, unless Tenant gives written notice to Landlord of Tenant's intent not to have the term of the Lease so extended.

3. Use and Restrictions. The Lease provides the following restrictions upon Tenant's use of the Premises.

(a) Tenant may use the Premises for any legal purpose.

4. Memorandum. The foregoing represents only selected provisions of the Lease. Interested parties should contact Landlord or Tenant for more information. This Memorandum, and the rights and obligations of the parties hereunder, are subject to all of the terms and conditions of the Lease. This Memorandum does not add to, supersede, replace, amend or otherwise affect the Lease. To the extent of any conflict or inconsistency between any provisions of this Memorandum and the provisions of the Lease, the Lease, and not this Memorandum, will control and govern.

*[Signature page and acknowledgements follow]*

DRAFT

|                                                                       |                                                                                     |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| LANDLORD:                                                             | TENANT:                                                                             |
| AGGIE DEVELOPMENT, INC., a New Mexico Domestic Nonprofit Corporation, | WHITE SANDS FEDERAL CREDIT UNION, a New Mexico Not-For-Profit Financial Cooperative |
| By: _____                                                             | By: _____                                                                           |
| Name: _____                                                           | Name: _____                                                                         |
| Its: _____                                                            | Its: _____                                                                          |

On the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ personally appeared before me \_\_\_\_\_ who duly acknowledged to me that \_\_\_\_\_ executed the foregoing Memorandum of Lease as the President of Aggie Development Inc., a New Mexico Corporation.

STATE OF \_\_\_\_\_) : ss.  
COUNTY OF \_\_\_\_\_)

On the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ personally appeared before me \_\_\_\_\_ who duly acknowledged to me that s/he executed the foregoing Memorandum of Lease as \_\_\_\_\_ of White Sands Federal Credit Union and New Mexico Not-For-Profit Financial Cooperative.

---

Notary Public

**EXHIBIT E**  
**CONFIRMATION OF LEASE TERMS**

THIS CONFIRMATION OF LEASE TERMS (“**Confirmation of Lease Terms**”) is dated as of the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ (the “**Effective Date**”) by and between WHITE SANDS FEDERAL CREDIT UNION, a New Mexico Not-For-Profit Financial Cooperative (“**Tenant**”) and AGGIE DEVELOPMENT, INC., a New Mexico Domestic Nonprofit Corporation, (“**Landlord**”).

**RECITALS**

A. Landlord and Tenant are parties to that certain Ground Lease Agreement dated \_\_\_\_\_ (the “**Lease**”), regarding that certain real property located at \_\_\_\_\_, in Dona Ana County, New Mexico (the “**Premises**”), as such Premises are more fully described in the Lease.

B. Landlord and Tenant desire to confirm certain terms of the Lease, all subject to and based upon the following terms and conditions.

**TERMS AND CONDITIONS**

1. Term. The Lease provides that the Initial Term of the Lease is fifteen (15) years commencing on \_\_\_\_\_, 20\_\_\_\_ (the “**Commencement Date**”). The term of the Lease will be automatically extended for four (4) additional consecutive periods of five (5) years each, all on the terms and conditions in the Lease, unless Tenant gives written notice to Landlord of Tenant’s intent not to have the term of the Lease so extended.

IN WITNESS WHEREOF, the parties have executed this Confirmation of Lease Terms as of the date set forth above.

LANDLORD:

TENANT:

AGGIE DEVELOPMENT, INC., a New Mexico  
Domestic Nonprofit Corporation,

WHITE SANDS FEDERAL CREDIT UNION, a  
New Mexico Not-For-Profit Financial  
Cooperative

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Its: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Its: \_\_\_\_\_

**EXHIBIT F**  
**SURVEY SHOWING LOCATIONS OF UTILITIES**

DRAFT



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-3**

- ☐ Action Item  
☒ Consent Item  
☐ Informational Item

**Presented By:**

Scott Eschenbrenner  
Special Assistant to the President

**Agenda Item:**

Lease Agreement – United States Postal Service (USPS) at Corbett Center

**Requested Action of the Board of Regents:**

Approval of Lease Extension Agreement based on the terms stated in the Executive Summary.

**Executive Summary:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Current Rent:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$39,596/year or \$12.32 per square foot (psf)                                                         |
| Proposed Rent:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | \$45,253/year or \$14.08 psf                                                                           |
| Term:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Current 5-year term expires on 3/31/2026                                                               |
| Commission to JLL:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | \$3,000 flat fee                                                                                       |
| Renewal Term:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 5-years to start on 4/1/2026                                                                           |
| Renewal Options:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Two renewal options of five-years each.                                                                |
| Operating Expenses:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Same as before, NMSU pays all operating expenses                                                       |
| Required Documents:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | As built floor plan, site plan, warranty deed showing NMSU ownership, IRS Form W9, Signature Authority |
| Tenant Size:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3,214 Square Feet                                                                                      |
| Proposed 5-year Income:                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$226,265 (\$45,253 x 5 years)                                                                         |
| Previous 5-year Income:                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$197,980 (\$39,596 x 5 years)                                                                         |
| New rate represents a 2.7% annual increase from the past 5-years. The next renewal in on 4/1/2031 and will be 10%. Current parking arrangement with USPS required 18 parking spaces, which has been negotiated down to 6 parking spaces. The remaining 12 spaces will revert back to the University and can be metered, similar to the remaining parking spaces in this lot. Average annual revenue per metered space is \$782, which adds an additional \$9,384 in revenue back to the university. |                                                                                                        |

**References:** See the following support documents.

**Prior Approvals:**

Regents Real Estate Committee meeting approval on June 12, 2025.

# USPS Letter of Intent – LAS CRUCES UNIV PARK STATION (LAS CRUCES, NM 88003-1294)

Property ID: 344788-004

|                                  |                                                                                                                                                                                                                                                                                                                                             |                          |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Date Submitted:                  | Nov 06, 2024                                                                                                                                                                                                                                                                                                                                |                          |
| Submitted To:                    | NEW MEXICO STATE UNIVERSITY - ATTN: SCOTT BRENNER AT NMSU OFFICE OF REAL ESTATE as representative of Landlord                                                                                                                                                                                                                               |                          |
| Submitted By:                    | Jones Lang LaSalle Americas, Inc. as co-broker to Jones Lang LaSalle Americas, Inc., as representative of the Tenant                                                                                                                                                                                                                        |                          |
| Description of Requirement:      | Renewal of Lease                                                                                                                                                                                                                                                                                                                            |                          |
| Response Date Requested:         | Please submit a written response in the space provided within seven (7) days of receipt.                                                                                                                                                                                                                                                    |                          |
| <b>Issue</b>                     | <b>Proposal of Terms</b>                                                                                                                                                                                                                                                                                                                    | <b>Landlord Response</b> |
| 1. Building:                     | LAS CRUCES UNIV PARK STATION, 1600 INTERNATIONAL MALL, LAS CRUCES, NM 88003-1294                                                                                                                                                                                                                                                            |                          |
| 2. Landlord:                     | NEW MEXICO STATE UNIVERSITY - ATTN: SCOTT BRENNER AT NMSU OFFICE OF REAL ESTATE, PO BOX 30001 MSC 30RE, LAS CRUCES, NM 88003-8001                                                                                                                                                                                                           |                          |
| 3. Tenant:                       | United States Postal Service shall be the entity defined in the lease agreement.                                                                                                                                                                                                                                                            |                          |
| 4. Lease Commencement Date:      | 4/1/2026                                                                                                                                                                                                                                                                                                                                    |                          |
| 5. Lease Term:                   | Five (5) years                                                                                                                                                                                                                                                                                                                              |                          |
| 6. USPS Lease Form:              | This transaction is subject to use of the United States Postal Service's current standard lease form.                                                                                                                                                                                                                                       |                          |
| 7. Premises:                     | 3,214 square feet (net interior)                                                                                                                                                                                                                                                                                                            |                          |
| 8. Proposed Annual Rent:         | \$45,253 per annum                                                                                                                                                                                                                                                                                                                          |                          |
| 9. Utilities/Services/Equipment: | Per the terms of the current Lease Agreement                                                                                                                                                                                                                                                                                                |                          |
| 10. Maintenance:                 | Per the terms of the current Lease Agreement                                                                                                                                                                                                                                                                                                |                          |
| 11. Real Estate Taxes:           | Per the terms of the current Lease Agreement                                                                                                                                                                                                                                                                                                |                          |
| 12. Parking:                     | Please outline the current parking arrangement with the USPS; specifically the availability and location of reserved parking, handicap parking, and visitor parking. Postal is in agreeance of removing 12 parking spaces, all in which reduces the available parking from 18 parking spaces to 6 parking spaces.                           |                          |
| 13. Termination Option:          | Per the terms of the current lease.                                                                                                                                                                                                                                                                                                         |                          |
| 14. Renewal Option:              | Tenant shall have two (2) renewal options of five (5) years each. The annual rent for each option term shall be at a 10% increase over the prior term.                                                                                                                                                                                      |                          |
| 15. Commissions:                 | Tenant is represented by Jones Lang LaSalle Americas, Inc. as co-broker to Jones Lang LaSalle Americas, Inc. Tenant requires Landlord to enter into a separate agreement with Broker, under which Landlord agrees to pay Broker a market real estate commission ("Commission") in the amount of \$3,000.00.                                 |                          |
| 16. Required Documentation:      | Please provide the following documents with an accepted proposal: <ul style="list-style-type: none"> <li>• Copy of recorded Warranty Deed (confirming ownership)</li> <li>• Completed IRS Form W9 (confirming ownership)</li> <li>• Signing Authority Documentation (e.g., Articles of Incorporation, Enabling Resolution, etc.)</li> </ul> |                          |

**This is a non-binding document.** This document is not intended, nor should it be interpreted, to be a lease or any other type of contract between Tenant and Landlord. Rather, this letter expresses the general desire of the parties to potentially conduct negotiations concerning a possible real estate lease transaction, with both parties acknowledging that other material terms have not been discussed and that there is no obligation to do so. Either Tenant or Landlord may, for any reason whatsoever or without cause, terminate discussions or negotiations at any time in each party's sole and absolute discretion. Any such termination shall be without obligation or liability whatsoever. Notwithstanding any written or verbal communication(s), or series of communications, to the contrary, Tenant shall not be deemed to have entered into a lease or any other binding agreement unless and until (if at all) (i) the terms and conditions of any such lease or agreement shall have been fully negotiated by Tenant and Landlord, (ii) Tenant's senior management and legal counsel shall have approved the terms and conditions of any such lease or agreement and shall have approved the execution of a formal document intended to evidence the same, and (iii) an authorized representative of both Tenant and Landlord shall have fully executed and delivered a formal agreement of lease to the other. Real estate brokers, tenant representatives, consultants and the like do not have authority to enter into oral or written agreements that are binding upon Tenant.

Agreed and accepted: \_\_\_\_\_ (sign)      Name: \_\_\_\_\_      Title: \_\_\_\_\_      Date: \_\_\_\_\_



Nov 06, 2024





**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-4**

- ☐ Action Item  
☒ Consent Item  
☐ Informational Item

**Presented By:**

Scott Eschenbrenner  
Special Assistant to the President

**Agenda Item:**

El Paso Electric Easement – Magdalena Peak

**Requested Action of the Board of Regents:**

Approval of El Paso Electric Easement – Magdalena Peak based on the terms stated in the Executive Summary.

**Executive Summary:**

An easement between the Board of Regents of New Mexico State University and the El Paso Electric Company (EPE) that started in 1994 with two renewals for 15-years each. The current 15-year term terminated on July 19, 2025. The overhead electric line provides power to the Magdalena Peak site that is leased to the Federal Aviation Administration. EPE is requesting a perpetual easement going forward and Scott Field has added the following language:

***At Grantor's request, Grantee agrees to terminate, if at the time of the request, the Easement has not been in use for at least six consecutive months.***

**References:** See easement.

**Prior Approvals:**

Regents Real Estate Committee approval on August 8, 2025.

OVERHEAD & UNDERGROUND EASEMENT  
**EASEMENT**

STATE OF NEW MEXICO  
COUNTY OF DONA ANA

Work Request: 93-03-013  
04-05-094  
04-T-2-05-094

For one dollar (\$1.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **THE REGENTS OF NEW MEXICO STATE UNIVERSITY**, hereinafter called Grantor, grants unto El Paso Electric Company, hereinafter called Grantee, its successors and assigns, whose address is P.O. Box 982, El Paso, Texas 79960, the perpetual right, privilege, authority and easement to enter and erect, construct, operate, remove, inspect, access, and maintain a line of poles at any time with any and all necessary cables, lines, wires, crossarms, guys, and anchors, for an above ground electric distribution and/or transmission system together with an underground electric distribution system, including transformers (conventional or padmount), ducts, conductors, conduits, fixtures, pullboxes, manholes, handholes, service facilities transformers, vaults and any other usual appurtenances, pertaining thereto, together with the overhang of service wires, with the right of access, ingress, and egress, thereto for the installation, construction, operation, inspection, repair, maintenance, replacement, renewal or removal thereof, for the distribution and/or transmission of electricity, for any and all purposes, including communications, for which same is or may hereafter be used, over, upon and along the following described premises and the adjoining roads, streets and highways, in the county named above, to wit:

A portion of **SECTION 5 AND SECTION 8, T.21S, R.3W, N.M.P.M., DONA ANA COUNTY, NEW MEXICO** as shown on the attached Exhibit A through Exhibit D and made a part hereof,

with the right to trim any trees and flora along and around said lines and electrical equipment so as to keep the lines and electrical equipment cleared, the right to erect and set the necessary brace poles, anchors and guy wires, and to do anything proper and necessary to operate and maintain same.

The authority granted herein includes the right to permit the attachment of the cables of any other company.

Buildings and structures of a permanent nature, including but not limited to fences, boundary walls, walkways and landscaping that obstruct access to or safe operational clearances from Grantee's electrical equipment; will not be built on or over the easement, or under any overhead electric lines, except with the prior written consent of Grantee.

At Grantor's request, Grantee agrees to terminate, if at the time of the request, the Easement has been not been in use for at least six consecutive months.

This Easement is effective upon the date it is executed by Grantor as stated in the Acknowledgement of Grantor's execution.

[Signatures on following page.]

Work Request: 93-03-013      04-05-094      04-T-2-05-094

**THE REGENTS OF NEW MEXICO STATE UNIVERSITY**

THE STATE OF \_\_\_\_\_  
COUNTY OF \_\_\_\_\_

Notary Public in and for  
the State of

EL PASO ELECTRIC COMPANY

THE STATE OF TEXAS §  
COUNTY OF EL PASO §

Notary Public in and for  
the State of Texas

Page 2 of 2

# EXHIBIT A

JUNE 27, 2010

## DESCRIPTION OF AN ELECTRIC LINE EASEMENT

A STRIP OF LAND, 10 FEET WIDE, BEING 5 FEET TO EACH SIDE OF THE FOLLOWING DESCRIBED CENTERLINE:

BEGINNING AT NEW ENGINEER'S STATION 00+00.00, A POINT ON THE WEST LINE OF THE NE1/4NE1/4 OF SECTION 8; WHENCE A U.S.G.L.O. BRASS CAP FOUND FOR THE SECTION CORNER COMMON TO SECTIONS 4, 5, 8, AND 9, T.21S., R.3W., N.M.P.M. BEARS N.55°58'46"E., 1577.44 FEET;

THENCE FROM THE POINT OF BEGINNING, N.86°30'00"W., 183.20 FEET TO ENGINEER'S STATION 01+83.20 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.16°29'18"W., 84.00 FEET;

THENCE N.60°31'23"W., 300.00 FEET TO ENGINEER'S STATION 04+83.20 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.32°14'34"W., 84.00 FEET.

THENCE N.54°59'29"W., 300.00 FEET TO ENGINEER'S STATION 07+83.20 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.45°17'16"W., 84.00 FEET.

THENCE N.34°26'00"W., 342.00 FEET TO ENGINEER'S STATION 11+25.20 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.62°27'57"W., 84.00 FEET.

THENCE N.20°38'07"W., 318.13 FEET TO ENGINEER'S STATION 14+43.33 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.60°27'03"E., 40.00 FEET.

THENCE N.38°27'48"W., 285.00 FEET TO ENGINEER'S STATION 17+28.33 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.45°33'00"E., 40.00 FEET.

THENCE N.50°26'12"W., 300.00 FEET TO ENGINEER'S STATION 20+28.33 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.32°19'12"E., 40.00 FEET.

THENCE N.64°55'24"W., 300.00 FEET TO ENGINEER'S STATION 23+28.33 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.09°48'18"E., 40.00 FEET.

THENCE S.84°32'00"W., 281.13 FEET TO ENGINEER'S STATION 26+09.46 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.14°38'06"W., 40.00 FEET.

THENCE S.66°11'48"W., 281.50 FEET TO ENGINEER'S STATION 28+90.96 FOR AN ANGLE POINT; WHENCE ONE ANCHOR BEARS N.36°34'57"W., 40.00 FEET, AND WHENCE ANOTHER ANCHOR BEARS S.66°11'48"W., 40.00 FEET.

THENCE S.36°34'57"E., 254.84 FEET TO ENGINEER'S STATION 31+45.80 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.56°26'02"E., 40.00 FEET.

## EXHIBIT B

THENCE S.30°33'00"E., 255.55 FEET TO ENGINEER'S STATION 34+01.35 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.63°59'45"E., 40.00 FEET.

THENCE S.21°27'29"E., 179.78 FEET TO ENGINEER'S STATION 35+81.13 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.62°57'19"W., 84.00 FEET.

THENCE S.32°37'53"E., 207.30 FEET TO ENGINEER'S STATION 37+88.43 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.51°46'56"W., 84.00 FEET.

THENCE S.43°48'16"E., 634.38 FEET TO ENGINEER'S STATION 44+22.81 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.49°51'41"E., 40.00 FEET.

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THENCE S.07°24'59"E., 134.46 FEET TO ENGINEER'S STATION 48+12.70 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.82°46'14"W., 40.00 FEET.

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THENCE S.35°43'36"E., 156.13 FEET TO ENGINEER'S STATION 52+54.37 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.45°45'44"W., 40.00 FEET.

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THENCE S.77°12'40"E., 422.91 FEET TO ENGINEER'S STATION 59+67.59 FOR AN ANGLE POINT; WHENCE ONE ANCHOR BEARS N.11°54'51"W., 40.00 FEET, AND WHENCE ANOTHER ANCHOR BEARS S.77°12'40"W., 40.00 FEET.

THENCE S.11°54'51"E., 604.17 FEET TO ENGINEER'S STATION 65+71.76 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.79°58'48"E., 40.00 FEET.

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THENCE S.16°23'46"E., 161.89 FEET TO ENGINEER'S STATION 69+08.09 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.11°54'51"E., 40.00 FEET. AND WHENCE ANOTHER ANCHOR BEARS N.49°24'03"W., 40.00 FEET.

## EXHIBIT C

THENCE S.49°24'03"E., 642.45 FEET TO ENGINEER'S STATION 75+50.54 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.41°24'34"E., 40.00 FEET.

THENCE S.47°46'49"E., 276.44 FEET TO ENGINEER'S STATION 78+26.98 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS N.44°04'45"E., 40.00 FEET.

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THENCE S.40°57'03"E., 441.40 FEET TO ENGINEER'S STATION 84+70.47 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.40°57'03"E., 40.00 FEET. AND WHENCE ANOTHER ANCHOR BEARS N.06°44'43"W., 40.00 FEET.

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THENCE S.59°37'00"W., 83.45 FEET TO ENGINEER'S STATION 99+37.88 FOR THE END OF THIS DESCRIBED CENTERLINE; WHENCE A U.S.G.L.O. BRASS CAP FOUND FOR THE S1/4 CORNER OF SECTION 8, T.21S., R.3W., N.M.P.M. BEARS S.62°45'57"W., 1842.36 FEET. SUBJECT TO EASEMENTS AND RESERVATIONS OF RECORD. FIELD NOTES BY DIAMONDBACK LAND SURVEYING COMPANY, INC.

DESCRIPTION PREPARED BY KERY W. GREINER, PS 9761.

  
KERY W. GREINER, PS 9761

10059.DOC



6-28-10

DATE

# EXHIBIT D

## PLAT AND DESCRIPTION OF A RIGHT-OF-WAY EASEMENT THROUGH PRIVATE LANDS IN SECTIONS 5 AND 8, T.21S., R.3W., N.M.P.M. OF THE U.S.G.L.O. SURVEYS, NORTHWEST OF LAS CRUCES, DONA ANA COUNTY, NEW MEXICO SCALE: 1" = 400' JUNE 28, 2010

### DESCRIBED CENTERLINE:

A STRIP OF LAND, 10 FEET WIDE, BEING 5 FEET TO EACH SIDE OF THE FOLLOWING DESCRIBED CENTERLINE:

BEGINNING AT NEW ENGINEER'S STATION 00+00.00, A POINT ON THE WEST LINE OF THE NE1/4NE1/4 OF SECTION 8; WHENCE A U.S.G.L.O. BRASS CAP FOUND FOR THE SECTION CORNER COMMON TO SECTIONS 4, 5, 8, AND 9, T.21S., R.3W., N.M.P.M. BEARS N.55°59'46"E., 157.44 FEET;

THENCE FROM THE POINT OF BEGINNING, N.86°30'00"W., 183.20 FEET TO ENGINEER'S STATION 01+83.20 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.16°29'18"W., 84.00 FEET;

THENCE N.80°51'23"W., 300.00 FEET TO ENGINEER'S STATION 04+83.20 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.32°14'34"W., 84.00 FEET.

THENCE N.54°59'29"W., 300.00 FEET TO ENGINEER'S STATION 07+83.20 FOR AN ANGLE POINT; WHENCE AN ANCHOR BEARS S.45°17'16"W., 84.00 FEET.

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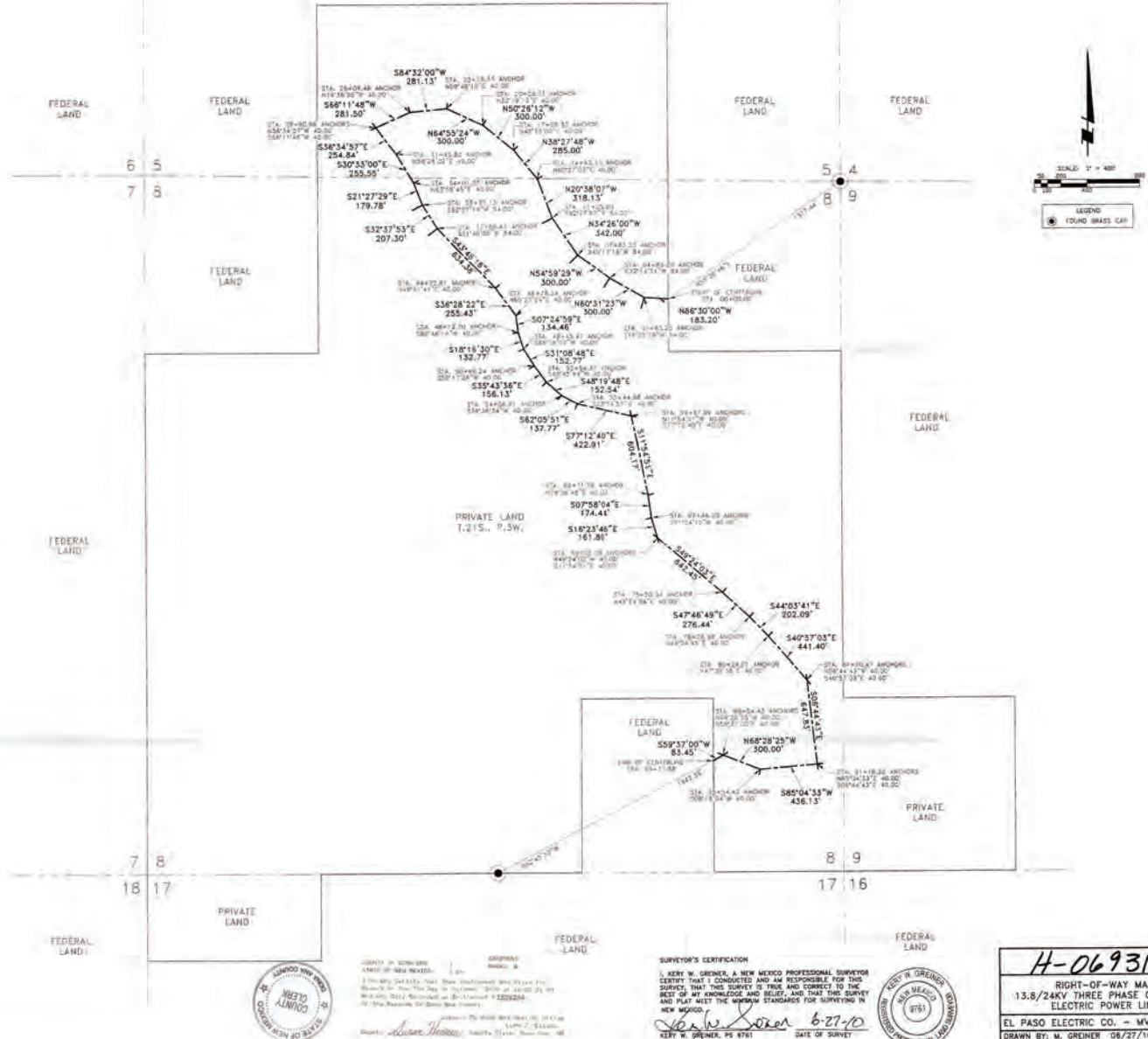
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H-06931

RIGHT-OF-WAY MAP  
13.8/24KV THREE PHASE OVERHEAD  
ELECTRIC POWER LINE

EL PASO ELECTRIC CO. - MVD DEPT.  
DRAWN BY: M. GREINER 08/27/10 10059.DWG  
APPR. BY: DATE OF SURVEY: 6-27-10

EXHIBIT "B"





**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-5**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:**

Scott Eschenbrenner  
Special Assistant to the President

**Agenda Item:**

El Paso Electric Easement – Arrowhead Park

**Requested Action of the Board of Regents:**

Approval of El Paso Electric Easement – Arrowhead Park based on the terms stated in the Executive Summary.

**Executive Summary:**

An easement between the Board of Regents of New Mexico State University and the El Paso Electric Company (EPE). This electric easement started on July 20, 2010, and expired on July 20, 2025, after a 15-year initial term. The easement is situated in Arrowhead Park along Research Park Circle and Arrowhead Drive as noted in the attached exhibits. EPE is requesting a perpetual easement going forward and Scott Field has added the following language:

***At Grantor's request, Grantee agrees to terminate, if at the time of the request, the Easement has not been in use for at least six consecutive months.***

**References:** See attached easement.

**Prior Approvals:**

Regents Real Estate Committee approval on August 8, 2025.



OVERHEAD & UNDERGROUND EASEMENT  
**EASEMENT**

STATE OF NEW MEXICO  
COUNTY OF DONA ANA

Work Request: 10-70-11489

For one dollar (\$1.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **THE REGENTS OF NEW MEXICO STATE UNIVERSITY**, hereinafter called Grantor, grants unto El Paso Electric Company, hereinafter called Grantee, its successors and assigns, whose address is P.O. Box 982, El Paso, Texas 79960, the perpetual right, privilege, authority and easement to enter and erect, construct, operate, remove, inspect, access, and maintain a line of poles at any time with any and all necessary cables, lines, wires, crossarms, guys, and anchors, for an above ground electric distribution and/or transmission system together with an underground electric distribution system, including transformers (conventional or padmount), ducts, conductors, conduits, fixtures, pullboxes, manholes, handholes, service facilities transformers, vaults and any other usual appurtenances, pertaining thereto, together with the overhang of service wires, with the right of access, ingress, and egress, thereto for the installation, construction, operation, inspection, repair, maintenance, replacement, renewal or removal thereof, for the distribution and/or transmission of electricity, for any and all purposes, including communications, for which same is or may hereafter be used, over, upon and along the following described premises and the adjoining roads, streets and highways, in the county named above, to wit:

A portion of **SECTION 28, T.23S, R.2E, N.M.P.M., DONA ANA COUNTY, NEW MEXICO, KNOWN AS LOTS 1-4 AND LOT 10, ARROWHEAD RESEARCH PARK** as shown on the attached Exhibit A and made a part hereof,

with the right to trim any trees and flora along and around said lines and electrical equipment so as to keep the lines and electrical equipment cleared, the right to erect and set the necessary brace poles, anchors and guy wires, and to do anything proper and necessary to operate and maintain same.

The authority granted herein includes the right to permit the attachment of the cables of any other company.

Buildings and structures of a permanent nature, including but not limited to fences, boundary walls, walkways and landscaping that obstruct access to or safe operational clearances from Grantee's electrical equipment; will not be built on or over the easement, or under any overhead electric lines, except with the prior written consent of Grantee.

At Grantor's request, Grantee agrees to terminate, if at the time of the request, the Easement has been not been in use for at least six consecutive months.

This Easement is effective upon the date it is executed by Grantor as stated in the Acknowledgement of Grantor's execution.

[Signatures on following page.]

OVERHEAD & UNDERGROUND EASEMENT

Work Request: 10-70-11489

**GRANTOR**

**THE REGENTS OF NEW MEXICO STATE UNIVERSITY**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

THE STATE OF \_\_\_\_\_  
COUNTY OF \_\_\_\_\_

This instrument was acknowledged before me on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_  
by \_\_\_\_\_, \_\_\_\_\_ of  
NAME TITLE  
\_\_\_\_\_ who stated that (s)he executed same for the purpose  
COMPANY NAME  
and consideration therein expressed and in the capacity therein stated.

\_\_\_\_\_  
Notary Public in and for  
the State of \_\_\_\_\_

Commission Expires:

**GRANTEE**

**EL PASO ELECTRIC COMPANY**

By: \_\_\_\_\_  
Name: Aurea D. Garcia  
Title: Supervisor – Land Management

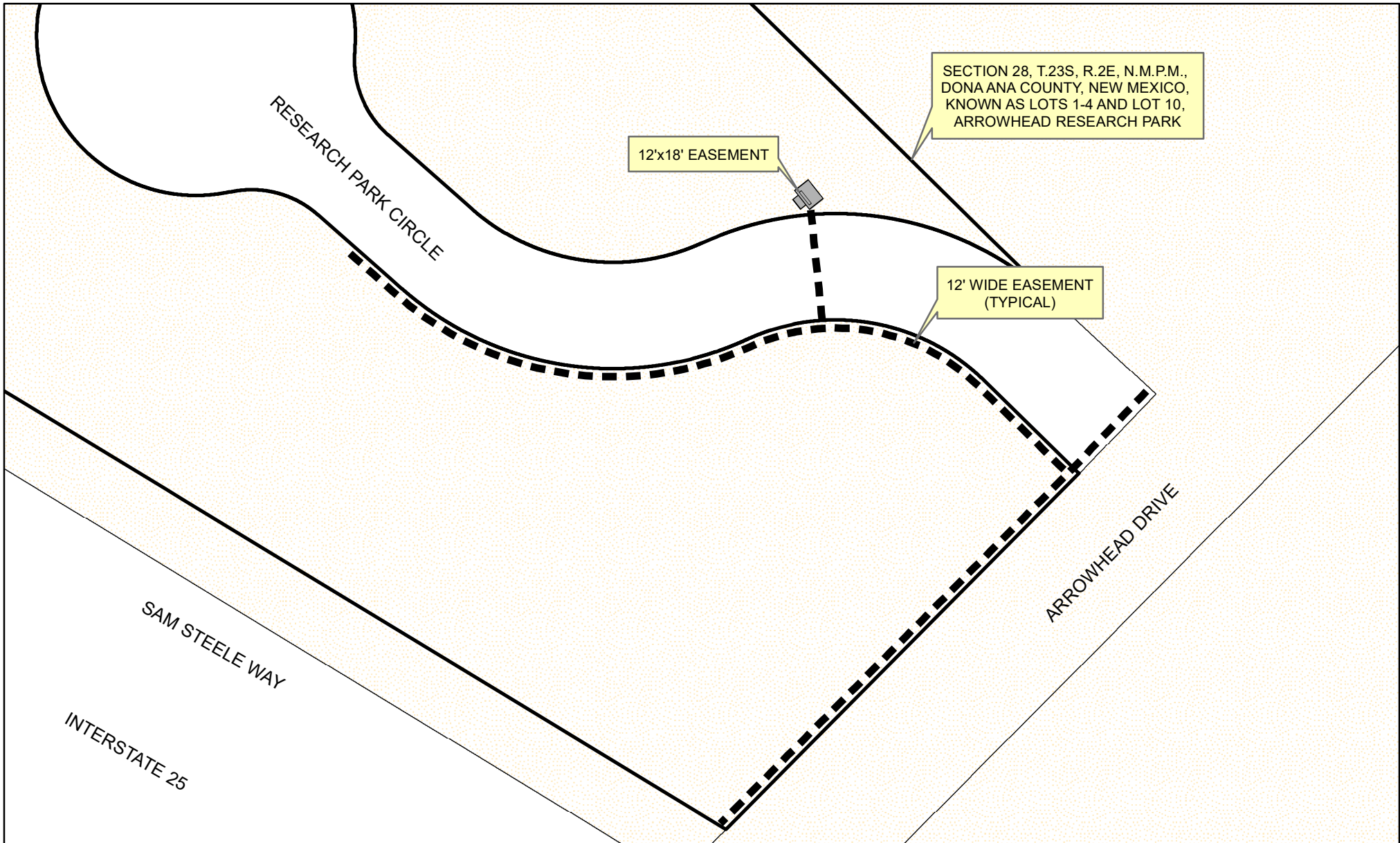
THE STATE OF TEXAS §  
COUNTY OF EL PASO §

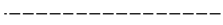
This instrument was acknowledged before me on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_  
by Aurea D. Garcia, Supervisor – Land Management of El Paso Electric Company who stated that (s)he  
executed same for the purpose and consideration therein expressed and in the capacity therein stated.

\_\_\_\_\_  
Notary Public in and for  
the State of Texas

Commission Expires:

# EXHIBIT "A"



| LEGEND (NOT ALL SYMBOLS APPLY)                                                      |                      |                                                                                      |                               |
|-------------------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------------|-------------------------------|
|  | PADMOUNT TRANSFORMER |  | UNDERGROUND EASEMENT          |
|  | ANCHOR EASEMENT      |  | OVERHEAD EASEMENT             |
|  | SWITCH GEAR          |  | OVERHEAD/UNDERGROUND EASEMENT |
|                                                                                     |                      |  | EXISTING POWERLINE            |





**Board of Regents Meeting**  
**Meeting Date: AUGUST 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item #: H-6**

☐ Action Item

☒ Consent Item

☐ Informational Item

**Presented By:** Dana Catron

Interim CEO and President  
Arrowhead Center, Inc.

**Agenda Item:** Appointment of Non-Position Directors to the Arrowhead Center, Inc. Board of Directors

**Requested Action of the Board of Regents:** Consent to the appointment of Non-position Directors of Arrowhead Center, Inc. Board of Directors to serve for a **two-year term, from July 1, 2025, through June 30, 2027.**

**Executive Summary:** According to Article III, Directors, Section 2, Number, Tenure, and Qualifications, of the Bylaws of Arrowhead Center, Inc., the Board of Regents of NMSU approves appointments of the Non-position Directors to the Arrowhead Center, Inc. Board of Directors for a two-year term. Four Non-position Directors are requested for re-appointment and one Non-position Director is requested for appointment, as listed below.

**Davin Lopez** is requested for **re-appointment**. Lopez serves as President and CEO of the Mesilla Valley Economic Development Alliance (MVEDA). Prior to his position at MVEDA beginning February 2009, Mr. Lopez served as Vice President of e New Mexico Partnership, joining the Partnership at its inception in 2003. Mr. Lopez spent five years in corporate real estate with General Growth Properties and the Macerich Company, where he held roles as Director of New Business Development and Strategic Planning. He also spent two years in private business, consulting and advising smaller, high-growth companies. Lopez holds a master's degree from Yale University, a bachelor's degree in Economics from the University of California San Diego, and is also a licensed real estate broker in New Mexico.

**James C. Manatt, Jr.** is requested for **re-appointment**. Manatt is former President of the NMSU Board of Regents, and is Chairman/CEO of Thrust Energy, Inc, Roswell, NM. His energy companies conduct exploration for oil and gas. He is the co-inventor and owner of US Patent 8,077,547, "Directed Beam Seismic©," an advanced applied field method and apparatus for geophysical exploration. His companies have conducted computational/ geophysical R&D with both Sandia and Los Alamos National Laboratories, and his companies have worked under contract with Gas Research Institute for advanced technology commercialization in the energy field. He is an NMSU Distinguished Alumnus and Distinguished Military Graduate having graduated with a bachelor's degree in university studies with an emphasis on business and marketing. NMSU Arrowhead Center was conceived and developed as a result of his leadership and advocacy while an NMSU Regent.

**Jackie Kerby Moore** is requested for **re-appointment**. Kerby Moore is retired from Sandia National Laboratories after 35 years, where she was serving as Manager of Technology and Economic Development. In this role, she led several results-oriented technology transfer programs for the Labs, including New Mexico Small Business Assistance (NMSBA), Entrepreneurial Separation to Transfer Technology (ESTT), Sandia Science and Technology Park (SS&TP), and the Center for Collaboration and Commercialization (C3) located in downtown Albuquerque. During the 2020 NM State Legislature, she

successfully lobbied for a new Technology Maturation tax credit program for Sandia. She is a Past President of the Board of Directors for the Association of University Research Parks (AURP) and chaired AURP's inaugural Washington Summit, resulting in the first Science Park legislation introduced in both the U.S. Senate and House.

**Mike Rogers** is requested for **re-appointment**. Rogers is a former part-time Senior Project Director and full-time Chief Marketing Officer for NMSU. He is currently President and CEO of Prism Strategies Group in Truckee, California. He has an extensive background in technology, with work at the [IDG](#) as Executive Vice President and then Publisher/Chief Executive Officer of their flagship media property: [Computerworld](#). He served on the Board of Directors of the Guidewire Group which was very active in the entrepreneurial start-up ecosystem of Silicon Valley. Rogers has continued involvement with NMSU, having served on the Alumni Board and Chapter President in the San Francisco Bay Area conducting a successful campaign to increase active alumni membership. He serves on the College of Business Advisory Council and is teaching at the College of Business in an adjunct faculty position. He is the recipient of the James F. Cole Memorial Award for Service to the University and has been recognized as a Distinguished Alumni from the College of Business.

**David Perez** is requested for **appointment**. Perez is an accomplished entrepreneur who has taken two companies "from idea to exit" in the fields of healthcare technology, data analytics, and digital marketing. He is a passionate innovator adept at identifying and capitalizing on business opportunities. He is the founder of the New Mexico Innovation Hub, a center of gravity for the start-up ecosystem to support climate technologies, advanced manufacturing, and R&D labs for energy transition. Perez formed the Perez Strategy Group, to share his experiences and expertise as an advisor, executive coach, director, or fractional executive. He has worked in a variety of executive roles in energy, health care, media, SAAS, and risk management. In 2021, he was named the CEO of The Santa Fe Group where he led the sale of the Shared Assessments program to One Trust. Perez founded Latin Force, the first Hispanic consumer digital marketing agency, which he sold in 2009. At Latin Force, he advised iconic brands seeking to engage Latino consumers, including Nike, Wells Fargo, Pepsi, MTV, Nestle, and Nickelodeon.

Perez is the board chair of the New Mexico Angels, vice chair of the city of Santa Fe Economic Development Advisory Committee, and a mentor for the Latino Business Action Network executive education program at the Stanford Graduate School of Business. He won the 2014 Red Herring 100 North America Award for innovation at Seamless Medical and received the 2005 Hispanic Entrepreneur of the Year award from Hispanic Magazine. He has presented a TED Talk and delivered the commencement address to the University of Vermont School of Business Class of 2007. A graduate of the University of Vermont and the father of two young adults, David Perez is a musician who enjoys fly-fishing, skiing, and restoring classic cars.

#### **References:**

Arrowhead Center, Inc. By-laws, Article III, Directors, Section 2, Number, Tenure and Qualifications, page 2.

#### **Prior Approvals:**

The Arrowhead Center, Inc. Board of Directors annual meeting was held June 19, 2025. Motion was approved by unanimous voice vote to re-appoint the four Non-position Directors and to appoint David Perez as a Non-position Director, subject to the consent of the NMSU Board of Regents at their next meeting.



**Board of Regents Meeting**  
**Meeting Date: AUGUST 18, 2025**

**Agenda Item # H-7**

- ☐ Action Item  
☒ Consent Item  
☐ Informational Item

**Presented By:**  
Dana Catron  
Interim CEO and President  
Arrowhead Center, Inc.

**Agenda Item:**

Arrowhead Center, Inc. Changes to Corporate Bylaws

**Requested Action of the Board of Regents:**

Consent to update and modify the Arrowhead Center, Inc. (ACI) Bylaws, Article III, Directors, Section 2, Number, Tenure, and Qualifications, with the current NMSU job titles of certain ACI Position Directors and to add one NMSU position to the list of ACI Position Directors.

**Executive Summary:**

ACI requests to update and modify the ACI Bylaws, Article III, Directors, Section 2, Number, Tenure, and Qualifications, to reflect current NMSU position titles, and to add one Position Director. With these modifications, the majority of the Board will remain NMSU Position Directors. These revisions to the ACI Corporate Bylaws are subject to final consent by the NMSU Board of Regents. Upon consent of the Regents, the ACI Corporate Bylaws will reflect the following:

1. The NMSU Position title of the Chancellor/President of New Mexico State University has changed, and the Arrowhead Center, Inc. Corporate Bylaws will reflect the Position Title by virtue of the position held:
  - the President of New Mexico State University
2. The NMSU Position title of Vice President for Research, Creativity, and Strategic Initiatives at New Mexico State University has changed, and the Arrowhead Center, Inc. Corporate Bylaws will reflect the Position Title by virtue of the position held:
  - the Vice President for Research, Creativity, and Economic Development at New Mexico State University
3. The NMSU Position title of Senior Vice President for Administration and Finance at New Mexico State University has changed, and the Arrowhead Center, Inc. Corporate Bylaws will reflect the Position Title by virtue of the position held:
  - the Controller of New Mexico State University
4. The addition of one Position Director, named by virtue of the position held, and the Arrowhead Center, Inc. Corporate Bylaws will reflect the addition of the Position Director of the Real Estate and Water Development Special Assistant to the President of New Mexico State University

**References:**

Arrowhead Center, Inc. By-laws, Article III, Directors, Section 2, Number, Tenure and Qualifications, page 2.

**Prior Approvals:**

The Arrowhead Center, Inc. Board of Directors annual meeting was held June 19, 2025. Motion was approved by unanimous voice vote to update and modify the ACI Bylaws, Article III, Directors, Section 2, Number, Tenure, and Qualifications, to reflect current NMSU position titles, and to add one Position Director, subject to the consent of the NMSU Board of Regents at their next meeting.



**Board of Regents Financial Strategies,  
Performance, and Budget Committee  
Meeting Date: August 12, 2025  
Agenda Item Cover Page**

**Agenda Item #: H-8**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:** Associate Vice President for  
Administration and Finance, D'Anne  
Stuart

**Agenda Item:**

Disposition/Deletion of Property

**Requested Action of the Committee:**

Approval of Disposition/Deletion of Property

**Executive Summary:**

The Property Disposition Report represents tangible personal property on the capital asset list identified for disposition and deletion from the university's capital inventory.

**References:**

N/A

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025



**NMSU Capital Property Disposition Report - Summary**  
**As of 7/23/2025**

| Categories         | Count | Total Cost      | Accumulated Depreciation | Net Book Amount |
|--------------------|-------|-----------------|--------------------------|-----------------|
| Obsolete Vehicle   | 2     | \$ 12,393.09    | \$ 12,393.09             | \$ -            |
| Obsolete Equipment | 35    | 995,043.06      | 990,709.57               | 4,333.49        |
| Missing Vehicle    | 2     | 15,757.56       | 15,757.56                | -               |
| Missing Equipment  | 14    | 209,800.09      | 209,385.73               | 414.36          |
| Surplus Vehicle    | 4     | 71,231.00       | 71,231.00                | -               |
| Worn out Vehicle   | 1     | 17,320.00       | 17,320.00                | -               |
| Worn out Equipment | 9     | 216,257.40      | 216,257.40               | -               |
| Unusable Vehicle   | 6     | 126,119.00      | 126,119.00               | -               |
| Unusable Equipment | 13    | 326,778.03      | 322,333.71               | 4,444.32        |
| Destroyed Vehicle  | 1     | 13,949.00       | 13,949.00                | -               |
| Grand Total        | 87    | \$ 2,004,648.23 | \$ 1,995,456.06          | \$ 9,192.17     |

**NMSU Capital Property Disposition Report - Detail**  
**As of 7/23/2025**

| #  | Department                          | Barcode | Description                                      | ACQUISITION DATE | Total Cost | Accumulated Depreciation | Net Book Amount | Disposal Type      |
|----|-------------------------------------|---------|--------------------------------------------------|------------------|------------|--------------------------|-----------------|--------------------|
| 1  | EXTENSN ANIMAL RESOURCES            | U403389 | ALL TERRAIN VEHICLE 2004 GM0593                  | 7/6/2004         | 6,196.55   | 6,196.55                 | -               | Obsolete Vehicle   |
| 2  | EXTENSN ANIMAL RESOURCES            | U403390 | ALL TERRAIN VEHICLE 2004 GM0594                  | 7/6/2004         | 6,196.54   | 6,196.54                 | -               | Obsolete Vehicle   |
| 3  | NMDA VETERINARY DIAGNOSTIC SVC      | U436965 | Allegra 25R Centrifuge 208V 60Hz                 | 11/6/2014        | 11,795.76  | 11,795.76                | -               | Obsolete Equipment |
| 4  | PLANT AND ENVIRONMENTAL SCIENCES    | U405319 | FREEZEMOBILE                                     | 4/12/2005        | 22,423.21  | 22,423.21                | -               | Obsolete Equipment |
| 5  | KLIPSCH SCH OF ELECT AND COMPUTER E | U436778 | SL Series Programmable DC Power Supply           | 8/29/2014        | 16,250.56  | 11,917.07                | 4,333.49        | Obsolete Equipment |
| 6  | IT COMPUTER SYSTEMS                 | U431512 | Server Express x3650 M3 2x Xeon 6C X5675 95W     | 9/4/2012         | 11,341.56  | 11,341.56                | -               | Obsolete Equipment |
| 7  | IT COMPUTER SYSTEMS                 | U431513 | Server Express x3650 M3 2x Xeon 6C X5675 95W     | 9/4/2012         | 11,341.56  | 11,341.56                | -               | Obsolete Equipment |
| 8  | IT COMPUTER SYSTEMS                 | U431514 | Server Express x3650 M3 2x Xeon 6C X5675 95W     | 9/4/2012         | 11,341.56  | 11,341.56                | -               | Obsolete Equipment |
| 9  | IT COMPUTER SYSTEMS                 | U431515 | Server Express x3650 M3 2x Xeon 6C X5675 95W     | 9/4/2012         | 11,341.56  | 11,341.56                | -               | Obsolete Equipment |
| 10 | IT COMPUTER SYSTEMS                 | U431720 | System Storage Productivity Center               | 12/18/2012       | 8,191.00   | 8,191.00                 | -               | Obsolete Equipment |
| 11 | IT COMPUTER SYSTEMS                 | U434526 | Server Express x3550 M4 Xeon 4C E5 2609 80W      | 11/1/2013        | 5,833.05   | 5,833.05                 | -               | Obsolete Equipment |
| 12 | IT COMPUTER SYSTEMS                 | U435416 | Server IBM System x3650 M4                       | 5/19/2014        | 13,870.42  | 13,870.42                | -               | Obsolete Equipment |
| 13 | IT COMPUTER SYSTEMS                 | U435419 | Server IBM System x IdataPlex dx360 M4           | 5/19/2014        | 18,114.04  | 18,114.04                | -               | Obsolete Equipment |
| 14 | IT COMPUTER SYSTEMS                 | U435420 | Server. IBM System x IdataPlex dx360 M4          | 5/19/2014        | 18,114.04  | 18,114.04                | -               | Obsolete Equipment |
| 15 | IT COMPUTER SYSTEMS                 | U435421 | Server IBM System x IdataPlex dx360 M4           | 5/19/2014        | 18,114.04  | 18,114.04                | -               | Obsolete Equipment |
| 16 | IT COMPUTER SYSTEMS                 | U435450 | Server IBM System x iDataPlex dx360 M4 Server    | 5/22/2014        | 21,533.49  | 21,533.49                | -               | Obsolete Equipment |
| 17 | IT COMPUTER SYSTEMS                 | U437472 | Server Dell PowerEdge R620                       | 12/18/2014       | 6,368.89   | 6,368.89                 | -               | Obsolete Equipment |
| 18 | IT COMPUTER SYSTEMS                 | U438402 | Server UCS C220M4S w 2xE52660v3 2x16GB MRAID     | 4/23/2015        | 17,792.51  | 17,792.51                | -               | Obsolete Equipment |
| 19 | IT COMPUTER SYSTEMS                 | U442956 | ## 8871KPU ## Lenovo System x3650                | 7/18/2017        | 18,920.18  | 18,920.18                | -               | Obsolete Equipment |
| 20 | IT COMPUTER SYSTEMS                 | U442957 | ## 8871KPU ## Lenovo System x3650                | 7/19/2017        | 18,920.18  | 18,920.18                | -               | Obsolete Equipment |
| 21 | IT COMPUTER SYSTEMS                 | U442958 | ## 8871KPU ## Lenovo System x3650                | 7/19/2017        | 18,920.18  | 18,920.18                | -               | Obsolete Equipment |
| 22 | IT TELECOMM,NETWORK,CUST SUPPORT    | U402833 | SWITCH CORE NETWORKING                           | 5/5/2004         | 195,244.46 | 195,244.46               | -               | Obsolete Equipment |
| 23 | IT TELECOMM,NETWORK,CUST SUPPORT    | U406380 | CHASSIS                                          | 8/7/2004         | 102,258.36 | 102,258.36               | -               | Obsolete Equipment |
| 24 | IT TELECOMM,NETWORK,CUST SUPPORT    | U421356 | Catalyst 6500 Cisco 7600 Sup 720 Fabric          | 8/24/2009        | 120,448.05 | 120,448.05               | -               | Obsolete Equipment |
| 25 | IT TELECOMM,NETWORK,CUST SUPPORT    | U432495 | Catalyst Chassis Fan Tray Sup2T IP Services      | 12/17/2012       | 43,600.00  | 43,600.00                | -               | Obsolete Equipment |
| 26 | IT TELECOMM,NETWORK,CUST SUPPORT    | U432496 | Catalyst Chassis Fan Tray Sup2T IP Services      | 12/17/2012       | 122,260.00 | 122,260.00               | -               | Obsolete Equipment |
| 27 | IT TELECOMM,NETWORK,CUST SUPPORT    | U432885 | UCS Server Item UCS SP6 C240P                    | 5/2/2013         | 18,075.50  | 18,075.50                | -               | Obsolete Equipment |
| 28 | IT TELECOMM,NETWORK,CUST SUPPORT    | U432886 | UCS Server Item UCS SP6 C240P                    | 5/2/2013         | 18,075.50  | 18,075.50                | -               | Obsolete Equipment |
| 29 | IT TELECOMM,NETWORK,CUST SUPPORT    | U435196 | Server UCS C240 M3 SFF 2xE5 2680v2 2x16GB 9271CV | 4/28/2014        | 20,238.75  | 20,238.75                | -               | Obsolete Equipment |
| 30 | IT TELECOMM,NETWORK,CUST SUPPORT    | U435197 | Server UCS C240 M3 SFF 2xE5 2680v2 2x16GB 9271CV | 4/28/2014        | 20,238.75  | 20,238.75                | -               | Obsolete Equipment |
| 31 | PARKING DEPARTMENT                  | U416157 | Dell Quad Core Xeon X5450 Processor 2x6MB        | 4/1/2008         | 6,850.52   | 6,850.52                 | -               | Obsolete Equipment |
| 32 | PARKING DEPARTMENT                  | U435664 | PowerEdge R620 E 26XX Processor                  | 6/4/2014         | 6,361.60   | 6,361.60                 | -               | Obsolete Equipment |
| 33 | AUXILIARY ADMINISTRATION            | U423130 | Dell PowerEdge R710 Rack Server                  | 3/23/2010        | 8,416.00   | 8,416.00                 | -               | Obsolete Equipment |
| 34 | AUXILIARY ADMINISTRATION            | U442137 | BB transact DB Svr Dell                          | 7/26/2017        | 12,292.60  | 12,292.60                | -               | Obsolete Equipment |
| 35 | AUXILIARY ADMINISTRATION            | U442138 | BB Transact App Svr Dell                         | 7/26/2017        | 7,840.20   | 7,840.20                 | -               | Obsolete Equipment |
| 36 | DACC COMPUTER SUPP                  | U444710 | APC Smart UPS Transformer                        | 11/14/2017       | 6,157.49   | 6,157.49                 | -               | Obsolete Equipment |
| 37 | DACC COMPUTER SUPP                  | U444711 | APC Smart UPS Transformer                        | 11/14/2017       | 6,157.49   | 6,157.49                 | -               | Obsolete Equipment |
| 38 | ADMIN FLEXIBLE                      | U427309 | 2011 Golf Car                                    | 6/29/2011        | 7,946.50   | 7,946.50                 | -               | Missing Vehicle    |
| 39 | TRAINING FLEXIBLE                   | U410459 | UTILITY VEHICLE CLUB CAR CARRYALL 6 ELECTRIC     | 10/4/2006        | 7,811.06   | 7,811.06                 | -               | Missing Vehicle    |
| 40 | ATHLETICS                           | U407376 | MATRIX BROADCASTING EQUIPMENT                    | 10/24/2005       | 6,559.00   | 6,559.00                 | -               | Missing Equipment  |
| 41 | ADMIN FLEXIBLE                      | U411082 | Washer Dexter 75 Lbs PN WCVD75HCS12              | 1/31/2007        | 10,401.00  | 10,401.00                | -               | Missing Equipment  |
| 42 | ADMIN FLEXIBLE                      | U411083 | Washer Dexter V900 55Lbs Computer OP VDrive      | 1/31/2007        | 7,543.00   | 7,543.00                 | -               | Missing Equipment  |
| 43 | ADMIN FLEXIBLE                      | U444932 | Control system upgrade Aggie Stadium             | 8/23/2018        | 59,998.00  | 59,998.00                | -               | Missing Equipment  |
| 44 | ATHLETICS MENS BASKETBALL           | U408541 | Three Sided Game Clock Shot Timer PN BB 2111 13  | 8/10/2007        | 7,355.00   | 7,355.00                 | -               | Missing Equipment  |

| #     | Department                          | Barcode | Description                                            | ACQUISITION DATE | Total Cost   | Accumulated Depreciation | Net Book Amount | Disposal Type      |
|-------|-------------------------------------|---------|--------------------------------------------------------|------------------|--------------|--------------------------|-----------------|--------------------|
| 45    | BASEBALL FLEXIBLE                   | U331452 | FIELD DRAG GIFT PRIVATE                                | 10/23/2000       | 7,028.00     | 7,028.00                 | -               | Missing Equipment  |
| 46    | BASEBALL FLEXIBLE                   | U418678 | BASEBALL CAGE PN CAG100                                | 10/2/2008        | 5,770.00     | 5,770.00                 | -               | Missing Equipment  |
| 47    | BASEBALL FLEXIBLE                   | U422578 | Infield Rake Model 1200                                | 12/1/2009        | 9,887.10     | 9,887.10                 | -               | Missing Equipment  |
| 48    | BASEBALL FLEXIBLE                   | U426500 | Stadium Edition Analysis System                        | 6/24/2011        | 5,057.15     | 5,057.15                 | -               | Missing Equipment  |
| 49    | W EQUESTRIAN FLEXIBLE               | U415463 | Pole vault pit PN 667V                                 | 1/31/2008        | 12,808.00    | 12,808.00                | -               | Missing Equipment  |
| 50    | ATH MARKETING & PROMOTIONS FLEXIBLE | U427769 | Inflatable Custom Made Tunnel 15x15ft                  | 8/23/2011        | 6,214.84     | 5,800.48                 | 414.36          | Missing Equipment  |
| 51    | ATH MARKETING & PROMOTIONS FLEXIBLE | U441821 | Livestream Studio HD550                                | 9/28/2016        | 7,499.00     | 7,499.00                 | -               | Missing Equipment  |
| 52    | ATH EQUIPMENT MGT OPERATIONS        | U322761 | WASHING MACHINE HUEB SCH HC50SN2 ATHLETIC              | 9/18/1998        | 5,545.00     | 5,545.00                 | -               | Missing Equipment  |
| 53    | CHEMISTRY AND BIOCHEMISTRY          | U300767 | LASER SYSTEM ORION MODEL SBR 10HZ                      | 11/7/1998        | 58,135.00    | 58,135.00                | -               | Missing Equipment  |
| 54    | DACC INTERNAL SERVICES              | U401358 | 2004 Ford F150 XL Pickup (White) Single Cab 2WD G57378 | 2/5/2004         | 14,431.00    | 14,431.00                | -               | Surplus Vehicle    |
| 55    | DACC INTERNAL SERVICES              | U401731 | 2004 Chevy Silverado 1500 Pickup (White) 2WD G57607    | 2/19/2004        | 14,855.00    | 14,855.00                | -               | Surplus Vehicle    |
| 56    | DACC INTERNAL SERVICES              | U411838 | 2007 Ford F150 STX Pickup (White) Super Cab 4X4 11958G | 3/22/2007        | 19,570.00    | 19,570.00                | -               | Surplus Vehicle    |
| 57    | DACC INTERNAL SERVICES              | U413517 | 2007 Ford F150 XL Pickup (White) Super Cab 4X4 04601G  | 7/19/2007        | 22,375.00    | 22,375.00                | -               | Surplus Vehicle    |
| 58    | PLT MAINTENANCE AL                  | U405238 | TRUCK PICKUP 1/2 TON 2005                              | 2/8/2005         | 17,320.00    | 17,320.00                | -               | Worn out Vehicle   |
| 59    | AG SCIENCE CTR AT ARTESIA           | U331296 | DRILL NO-TILL                                          | 10/3/1990        | 10,756.00    | 10,756.00                | -               | Worn out Equipment |
| 60    | LIBRARY                             | U300178 | COMPUTER SERVER                                        | 9/7/1999         | 101,755.40   | 101,755.40               | -               | Worn out Equipment |
| 61    | LIBRARY                             | U326578 | TELNET MANAGER                                         | 6/21/1995        | 6,948.00     | 6,948.00                 | -               | Worn out Equipment |
| 62    | LIBRARY                             | U406664 | Minolta MS6000 MK Base Unit                            | 10/11/2005       | 5,353.00     | 5,353.00                 | -               | Worn out Equipment |
| 63    | LIBRARY                             | U439738 | Scanner Bookeye 2 to Bookeye 4 KIC replacement         | 11/23/2015       | 15,799.00    | 15,799.00                | -               | Worn out Equipment |
| 64    | ADMIN AUTOMATION OPERATION          | U429645 | Scanner Bookeye 4 Knowledge Imaging Center             | 2/10/2012        | 17,499.00    | 17,499.00                | -               | Worn out Equipment |
| 65    | LIBRARY ADMIN                       | U416033 | Bookeye Color Scanner w BSCAN ILL Software             | 3/18/2008        | 20,149.00    | 20,149.00                | -               | Worn out Equipment |
| 66    | LIBRARY ADMIN                       | U416034 | KIC II Unit Bookeye A2 Color Planetary Scanner         | 3/18/2008        | 18,999.00    | 18,999.00                | -               | Worn out Equipment |
| 67    | LIBRARY ADMIN                       | U416035 | KIC II Unit Bookeye A2 Color Planetary Scanner         | 3/18/2008        | 18,999.00    | 18,999.00                | -               | Worn out Equipment |
| 68    | ENTOMOLOGY PLANT PATH AND WEED SCI  | U310193 | TRUCK PU 3/4 TON 2002 G51632                           | 11/28/2001       | 22,797.00    | 22,797.00                | -               | Unusable Vehicle   |
| 69    | ENTOMOLOGY PLANT PATH AND WEED SCI  | U330265 | TRUCK PICKUP 3/4 TON 2002 G50161                       | 1/30/2002        | 23,979.00    | 23,979.00                | -               | Unusable Vehicle   |
| 70    | ENTOMOLOGY PLANT PATH AND WEED SCI  | U401555 | TRUCK PICKUP 1 TON 2004 G57478                         | 2/6/2004         | 22,053.00    | 22,053.00                | -               | Unusable Vehicle   |
| 71    | AGHE OH EPPWS                       | U401591 | TRUCK 3/4 TON CREWCAB 2004 G57191                      | 2/12/2004        | 24,880.00    | 24,880.00                | -               | Unusable Vehicle   |
| 72    | EXTENSN PLANT SCIENCES              | U405090 | SEDAN 4-DR 2005 G60665                                 | 1/27/2005        | 20,244.00    | 20,244.00                | -               | Unusable Vehicle   |
| 73    | THEATRE ARTS                        | U332968 | TRUCK PICKUP 1/2 TON 1991 G07349                       | 8/8/1991         | 12,166.00    | 12,166.00                | -               | Unusable Vehicle   |
| 74    | ATHLETICS                           | U454494 | ICE MACHINE                                            | 9/22/2021        | 6,313.00     | 4,208.68                 | 2,104.32        | Unusable Equipment |
| 75    | CHEMISTRY AND BIOCHEMISTRY          | U411909 | MiniFlex II X-ray Diffractometer PN 2005H302           | 7/5/2007         | 53,949.94    | 53,949.94                | -               | Unusable Equipment |
| 76    | CHEMISTRY AND BIOCHEMISTRY          | U415013 | Flash Chromatography Workstation                       | 1/3/2008         | 17,860.00    | 17,860.00                | -               | Unusable Equipment |
| 77    | CHEMISTRY AND BIOCHEMISTRY          | U436917 | WATER PURIFICATION SYSTEM                              | 9/4/2014         | 8,707.01     | 8,707.01                 | -               | Unusable Equipment |
| 78    | SURVEYING                           | U306002 | THEODOLITE                                             | 11/11/1993       | 79,271.00    | 79,271.00                | -               | Unusable Equipment |
| 79    | SURVEYING                           | U306015 | THEODOLITE                                             | 11/11/1993       | 79,271.00    | 79,271.00                | -               | Unusable Equipment |
| 80    | SURVEYING                           | U334025 | RECEIVER GPS                                           | 7/16/2002        | 15,300.00    | 15,300.00                | -               | Unusable Equipment |
| 81    | PSL TELEMETRY MISSILE SYSTEMS       | U200544 | PLATED THRU HOLE FACILITY                              | 11/1/1985        | 7,528.00     | 7,528.00                 | -               | Unusable Equipment |
| 82    | PSL TELEMETRY MISSILE SYSTEMS       | U437551 | HP CLJ M775F ENT 700 MFP 11x17                         | 11/30/2015       | 5,265.27     | 5,265.27                 | -               | Unusable Equipment |
| 83    | DACC RESPIRATORY THERAPY PGM        | U326292 | VENTILATOR                                             | 1/18/1993        | 13,189.63    | 13,189.63                | -               | Unusable Equipment |
| 84    | DACC RESPIRATORY THERAPY PGM        | U429586 | Puriten Bennett 840 Ventilator to include NEO and      | 4/12/2012        | 17,550.00    | 16,380.00                | 1,170.00        | Unusable Equipment |
| 85    | DACC RESPIRATORY THERAPY PGM        | U429587 | Puriten Bennett 840 Ventilator to include NEO and      | 4/12/2012        | 17,550.00    | 16,380.00                | 1,170.00        | Unusable Equipment |
| 86    | DACC SCIENCES PGM                   | U320040 | INCUBATOR                                              | 4/4/2000         | 5,023.18     | 5,023.18                 | -               | Unusable Equipment |
| 87    | DACC INTERNAL SERVICES              | U406315 | 2005 Chevy Malibu Base (White) SEDAN G97932            | 6/17/2005        | 13,949.00    | 13,949.00                | -               | Destroyed Vehicle  |
| Total |                                     |         |                                                        |                  | 2,004,648.23 | 1,995,456.06             | 9,192.17        |                    |



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-9**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Golf Course Learning Center and Driving Range

**Requested Action of the Board of Regents:**

Approval of Golf Course Learning Center and Driving Range

**Executive Summary:**

Design and construction for covered driving range hitting bays, add electrical infrastructure to the proposed site, provide ADA Accessibility, and reconfigure irrigation to accommodate new facility.

**References:**

See the attached PowerPoint presentation.

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Board of Regents

GOLF COURSE LEARNING CENTER & DRIVING  
RANGE

AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiate**  
FS University Architect

**Jose Loera**  
Executive Director

FACILITIES AND SERVICES



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**New Mexico State University**

# Facility Information

|                          |                                             |
|--------------------------|---------------------------------------------|
| <b>Current Use</b>       | <b>Practice Area</b>                        |
| <b>Year Built</b>        | <b>1998</b>                                 |
| <b>Last Expansion</b>    | <b>None</b>                                 |
| <b>Building Size</b>     | <b>N/A</b>                                  |
| <b>Construction Type</b> | <b>Prefabricated metal shade structures</b> |



**Golf Course Driving Range**



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# Facility Condition Index

A Facility Condition Index is not applicable for this project.



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# Project Rationale

- Improve golfer development across all demographics by providing a designated facility to provide one-on-one instruction.
- Provide shelter from elements and new nighttime use opportunities.
- Proposed enhancements will also provide more opportunities at the golf course for the NMSU Departmental partnerships engaged in providing services.
- Program enhancements and additional facilities will further complement the current status as one of the top golf courses in New Mexico and college courses in the country.





# Scope of Work

- Rearrange irrigation to construct a new facility
- Provide electrical infrastructure
- Construct ADA-compliant pathways
- Construct new open-air and driving range shade structures
- Design of the Learning Center facility for a future phase



# Proposed Project Schedule

|                            |               |
|----------------------------|---------------|
| Start of Design            | February 2025 |
| Completion of Design       | July 2025     |
| Start of Construction      | October 2025  |
| Completion of Construction | March 2026    |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department
- October 21, 2025 - State Board of Finance



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# Funding Source

## Project Budget: \$625,049.95

- **FY 24 GF \$250,000.00**

Two hundred fifty thousand dollars (250,000.00) AUX R&R

- **FY 24 GF \$272,250.00**

Two hundred seventy-five thousand dollars (275,000.00) to plan, design, construct, renovate, furnish and equip the golf course learning center and driving range building at New Mexico State University in Las Cruces in Dona Ana County

- **FY 23 GF \$61,808.07**

One hundred thousand dollars (100,000.00) to plan, design, construct, renovate, furnish and equip the driving range building and a learning center at the New Mexico State University golf course in Las Cruces in Dona Ana County

- **FY 22 STB \$40,991.88**

One hundred fifty thousand dollars (150,000.00) to plan, design, construct, renovate, furnish and equip a replacement irrigation system for the golf course at New Mexico State University in Las Cruces in Dona Ana County



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# Budget Breakdown

|                                            | Funding Total       | Percentages |
|--------------------------------------------|---------------------|-------------|
| <b>Category</b>                            |                     |             |
| Maximum Allowance Construction Cost (MACC) | \$481,049.95        | 77%         |
| Contingency                                | \$43,000.00         | 7%          |
| <b>Other Costs</b>                         |                     |             |
| Project Design                             | \$44,000.00         | 7%          |
| Project Administration Fees                | \$57,000.00         | 9%          |
| <b>Total</b>                               | <b>\$625,049.95</b> | <b>100%</b> |



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# Supplemental Information

Golf Course Learning Center and Driving Range



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# Existing Conditions



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# Proposed Facilities



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**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING BOARD**

**Institution:** New Mexico State University

**Original:** ☒

**Date:** 09/10/2025

**Project title:** Golf Course Learning Center & Driving Range

**Revision:** ☐

**Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION  
CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



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# Contact

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*FS University Architect*

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575.646.2199  
[bzubiate@nmsu.edu](mailto:bzubiate@nmsu.edu)

Jose Loera  
*Executive Director*

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575.646.5013  
[jloera@nmsu.edu](mailto:jloera@nmsu.edu)



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Facilities and Services

**Thank you!**

**Questions?**



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**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-10**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Biomedical Research Expansion

**Requested Action of the Board of Regents:**

Approval to build the Expansion to the Biomedical Research Building

**Executive Summary:**

This project includes the construction of an expansion to existing Biomedical Research Building, including a new animal vivarium, aviary and insectary that is a National Institutes of Health (NIH) funded facility expansion for the New Mexico State University (NMSU) campus.

**References:**

See attached PowerPoint Presentation

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Board of Regents

BIOMEDICAL RESEARCH EXPANSION  
AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiate**  
University Architect

**Jose Loera**  
Executive Director

FACILITIES AND SERVICES



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**New Mexico State University**

# Facility Information

|                           |                                           |
|---------------------------|-------------------------------------------|
| <b>Current Use</b>        | <b>Biomedical Research</b>                |
| <b>Year Built</b>         | <b>2023</b>                               |
| <b>Proposed Expansion</b> | <b>10,604</b>                             |
| <b>Building Size</b>      | <b>10,917 sq ft</b>                       |
| <b>Construction Type</b>  | <b>Steel frame, stucco, concrete slab</b> |



**Proposed Biomedical Research Building Expansion**



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# Facility Condition Index

A Facility Condition Index is not applicable for this project.



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# Project Rationale

This project expands NMSU's biomedical research capabilities through the construction of a new vivarium, aviary, and insectary. These specialized facilities are essential for supporting research in infectious diseases, cancer, and aging, areas of growing concern both nationally and in our border region.

Animal and invertebrate models are critical to understanding disease progression, testing vaccines and therapeutics, and addressing public health challenges. The expansion will enable researchers to consolidate their work, currently dispersed across campus, into a dedicated, modern facility that meets evolving regulatory and scientific standards.

This investment directly supports NMSU's land-grant mission by advancing research that improves health outcomes for New Mexico's border and minority communities, while also enhancing training opportunities for students in STEM and biomedical fields.



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# Scope of Work

- Design and construct a new 10,604 SF expansion to the Biomedical Research Building
- Perform site and utility improvements, connecting to infrastructure completed in Phases 1 and 2
- Construct new building spaces, including:
  - Animal holding rooms
  - Insectary with environmental chambers
  - Aviary with exam, storage, and food prep areas
  - Postmortem and laboratory spaces
  - Support areas: restrooms, janitorial, break room, corridors
- Build a connection to the existing building with:
  - A dry-heat sterilizer for cage transfer
  - Secure passage door between phases
- Complete minor renovations to Phase 2 to support the new connection





# Proposed Project Schedule

|                            |               |
|----------------------------|---------------|
| Start of Design            | March 2022    |
| Completion of Design       | June 2024     |
| Start of Construction      | November 2025 |
| Completion of Construction | March 2027    |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department
- October 21, 2025 - State Board of Finance



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# Funding Source

## Project Budget: \$ 16,336,640

- **NATIONAL INSTITUTES OF HEALTH (NIH) - \$7,084,640**  
Seven million eighty-four thousand six hundred forty (7,084,640.00) to New Mexico State University in Las Cruces for new biomedical research vivarium at a Hispanic-Serving Institution on the US-Mexico Border
- **23GENERAL FUND - \$4,752,000**  
Four million, seven hundred fifty-two thousand (4,752,000.00) to plan, design, construct, furnish, equip and expand a biomedical at New Mexico state university in Las Cruces in Dona Ana county
- **2024 GOB - \$4,500,000**  
Four million, five hundred thousand (4,500,000.00) to plan, design, construct, furnish equip and expand a biomedical building at New Mexico state university in Las Cruces in Dona county



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# Budget Breakdown

|                                            | Funding Total       | Percentages |
|--------------------------------------------|---------------------|-------------|
| <b>Category</b>                            |                     |             |
| Maximum Allowance Construction Cost (MACC) | \$14,249,972        | 87.2%       |
| Construction Contingency                   | \$1,050,000         | 6.4%        |
| <b>Other Costs</b>                         |                     |             |
| Art in Public Places                       | \$48,000            | 0.3%        |
| Design Fees                                | \$743,619           | 4.6%        |
| Project Administration Fees                | \$245,049           | 1.5%        |
| <b>Total</b>                               | <b>\$16,336,640</b> | <b>100%</b> |



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# Supplemental Information

Biomedical Research Expansion



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# Existing Conditions



**Existing West Elevation**



**Existing East Elevation**



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# Existing Conditions



**Biomedical Research Building  
Expansion Site**



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**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING BOARD**

**Institution:** New Mexico State University

**Original:**

☒

**Date:**

09/10/2025

**Project title:** Biomed Research Expansion

**Revision:**

☐

**Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION  
CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



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# Contact

Berta Zubiate  
*University Architect*

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[jloera@nmsu.edu](mailto:jloera@nmsu.edu)



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**Thank you!**

**Questions?**



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**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-11**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Campus Wide Drainage Repairs

**Requested Action of the Board of Regents:**

Approval of Campus Wide Drainage Repairs

**Executive Summary:**

Due to aging infrastructure and the campus being within several significant flow paths, there have been a number of drainage issues that warrant concern. Some of these problems have resulted in significant property damage, limitation of access by vehicles due to road flooding, as well as nuisance flows and ponding in various locations

**References:**

See attached PowerPoint presentation

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Board of Regents

CAMPUS WIDE DRAINAGE REPAIRS  
AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiate**  
University Architect

**Jose Loera**  
Executive Director

FACILITIES AND SERVICES



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**New Mexico State University**

# Facility Information

|                          |                        |
|--------------------------|------------------------|
| <b>Current Use</b>       | <b>Drainage Pond</b>   |
| <b>Year Built</b>        | <b>N/A</b>             |
| <b>Last Expansion</b>    | <b>N/A</b>             |
| <b>Building Size</b>     | <b>N/A</b>             |
| <b>Construction Type</b> | <b>Soil Excavation</b> |



**Regional Pond**



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# Facility Information

|                          |                                  |
|--------------------------|----------------------------------|
| <b>Current Use</b>       | <b>Drainage Channel</b>          |
| <b>Year Built</b>        | <b>N/A</b>                       |
| <b>Last Expansion</b>    | <b>N/A</b>                       |
| <b>Building Size</b>     | <b>N/A</b>                       |
| <b>Construction Type</b> | <b>Concrete, Soil Excavation</b> |



**Regional Pond Corral Runoff**



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# Facility Information

|                          |                                  |
|--------------------------|----------------------------------|
| <b>Current Use</b>       | <b>Drainage Channel</b>          |
| <b>Year Built</b>        | <b>N/A</b>                       |
| <b>Last Expansion</b>    | <b>N/A</b>                       |
| <b>Building Size</b>     | <b>N/A</b>                       |
| <b>Construction Type</b> | <b>Concrete, Soil Excavation</b> |



**Sam Steele Way Channel**



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# Facility Condition Index

A Facility Condition Index is not applicable for this project.



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# Project Rationale

Due to aging infrastructure and the campus's location within several significant drainage paths, numerous drainage issues have arisen, warranting concern. Some of these problems have resulted in significant property damage, limitation of access by vehicles due to road flooding, as well as nuisance flows and ponding in various locations.

## Scope of Work

- **Regional Pond**
  - Excavate the pond to restore the original intended capacity
- **Regional Pond Corral Runoff**
  - Deepen and connect the tree wells to create a continuous swale
  - Install a 4-ft wide by 1-ft tall berm with rip rap
- **Sam Steele Way Channel**
  - Widen the eastern half of the channel to 20 feet wide at the top
  - Replace the two 18-in culverts at the Eastern driveway culvert crossing with two 36-in culverts
  - Modify to Western driveway crossing with concrete or rock cladding





# Proposed Project Schedule

|                            |                 |
|----------------------------|-----------------|
| Start of Design            | Design Complete |
| Completion of Design       | Design Complete |
| Start of Construction      | November 2025   |
| Completion of Construction | June 2026       |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department



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# Funding Source

**Project Budget: \$1,196,000**

- (ZJ5275 General Fund) FY 26 Non-Recurring Building Renewal and Replacement - \$5,299,208.56 (pending)

| FY26 NEW MEXICO HIGHER EDUCATION DEPARTMENT - HIGHER EDUCATION INSTITUTIONS AND SPECIAL SCHOOLS - BUILDING RENEWAL AND REPLACEMENT DISTRIBUTION |                                 |                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------|
| APPROPRIATION ID: ZJ5275 - GENERAL FUND                                                                                                         |                                 |                        |
| Institution / Program                                                                                                                           | FY26 Final HB2<br>Total Sec 4-8 | BR&R<br>Distribution   |
| SUMMARY BY INSTITUTION (DFA Code)                                                                                                               |                                 |                        |
| University of New Mexico (952)                                                                                                                  | \$285,341.80                    | \$8,494,448.36         |
| Gallup Branch                                                                                                                                   | \$11,812.60                     | \$351,653.77           |
| Los Alamos Branch                                                                                                                               | \$2,547.20                      | \$75,828.56            |
| Valencia Branch                                                                                                                                 | \$7,673.90                      | \$228,447.24           |
| Taos Branch                                                                                                                                     | \$5,204.30                      | \$154,928.78           |
| UNM Health Sciences Center (952)                                                                                                                | \$97,941.30                     | \$2,915,651.74         |
| New Mexico State University (954)                                                                                                               | \$178,008.70                    | \$5,299,208.56         |
| Dona Ana Branch - I&G                                                                                                                           | \$32,138.00                     | \$956,728.32           |
| Grants Branch - I&G                                                                                                                             | \$4,613.20                      | \$137,332.10           |
| New Mexico Highlands University (956)                                                                                                           | \$41,324.60                     | \$1,230,207.70         |
| Western New Mexico University (958)                                                                                                             | \$30,194.30                     | \$898,865.58           |
| Eastern New Mexico University (960)                                                                                                             | \$46,919.60                     | \$1,396,767.38         |
| Roswell Branch                                                                                                                                  | \$16,204.00                     | \$482,383.03           |
| Ruidoso Branch                                                                                                                                  | \$2,679.90                      | \$79,778.96            |
| New Mexico Institute of Mining & Technology (962)                                                                                               | \$40,593.40                     | \$1,208,440.33         |
| Northern New Mexico College (964)                                                                                                               | \$14,296.80                     | \$425,606.87           |
| Santa Fe Community College (966)                                                                                                                | \$14,970.30                     | \$445,656.54           |
| Central New Mexico Community College (968)                                                                                                      | \$85,154.00                     | \$2,534,981.75         |
| Luna Community College (970)                                                                                                                    | \$9,383.20                      | \$279,332.04           |
| Mesalands Community College (972)                                                                                                               | \$5,347.80                      | \$159,200.69           |
| New Mexico Junior College (974)                                                                                                                 | \$7,962.70                      | \$237,044.64           |
| Southeast New Mexico College (975)                                                                                                              | \$5,439.70                      | \$161,936.49           |
| San Juan College (976)                                                                                                                          | \$33,574.60                     | \$999,495.01           |
| Clovis Community College (977)                                                                                                                  | \$13,536.40                     | \$402,970.23           |
| <b>Subtotal - Universities and Community Colleges (HEI)</b>                                                                                     | <b>\$992,862.30</b>             | <b>\$29,556,894.69</b> |
| New Mexico Military Institute (978)                                                                                                             | \$4,709.70                      | \$140,204.85           |
| New Mexico School for the Deaf (980)                                                                                                            | \$6,723.30                      | \$200,148.47           |
| NM School for the Blind & Visually Impaired (979)                                                                                               | \$3,451.60                      | \$102,751.99           |
| <b>Subtotal - Special Schools</b>                                                                                                               | <b>\$14,884.60</b>              | <b>\$443,105.31</b>    |
| <b>Subtotal - University, Community Colleges, Special Schools</b>                                                                               | <b>\$1,007,746.90</b>           | <b>\$30,000,000.00</b> |



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# Budget Breakdown

|                                            | Funding Total      | Percentages |
|--------------------------------------------|--------------------|-------------|
| <b>Category</b>                            |                    |             |
| Maximum Allowance Construction Cost (MACC) | \$1,124,240        | 94%         |
| Construction Contingency                   | \$0                | 0%          |
| <b>Other Costs</b>                         |                    |             |
| Design Fees                                | \$0                | 0%          |
| Project Administration Fees                | \$71,760           | 6%          |
| <b>Total</b>                               | <b>\$1,196,000</b> | <b>100%</b> |



# Supplemental Information

Campus-Wide Drainage Repairs



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# Existing Conditions



**Regional Pond**



# Existing Conditions



**Regional Pond Corral Runoff**

# Existing Conditions



**Sam Steele Way Channel**



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**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING BOARD**

**Institution:**

New Mexico State University

**Original:**

☒

**Date:**

09/10/2025

**Project title:**

Campus Wide Drainage Repairs

**Revision:**

☐

**Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION  
CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



**BE BOLD. Shape the Future.®**



# Contact

Berta Zubiate  
*University Architect*

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[bzubiate@nmsu.edu](mailto:bzubiate@nmsu.edu)

Jose Loera  
*Executive Director*

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575.646.5013  
[jloera@nmsu.edu](mailto:jloera@nmsu.edu)



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**Thank you!**

**Questions?**



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**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-12**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Campus Wide Lighting Improvements

**Requested Action of the Board of Regents:**

Approval of the Campus Wide Lighting Improvements

**Executive Summary:**

Perform campus wide assessment of exterior lighting to identify deficiencies. Produce design documents for upgrades and improvements. Make corrections through various construction phases.

**References:**

See attached PowerPoint presentation

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Board of Regents

CAMPUS WIDE EXTERIOR LIGHTING  
IMPROVEMENTS

AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiarte**  
University Architect

**Jose Loera**  
Executive Director

FACILITIES AND SERVICES



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**New Mexico State University**

# Facility Information

|                          |                         |
|--------------------------|-------------------------|
| <b>Current Use</b>       | <b>NMSU Main Campus</b> |
| <b>Year Built</b>        | <b>N/A</b>              |
| <b>Last Expansion</b>    | <b>N/A</b>              |
| <b>Building Size</b>     | <b>N/A</b>              |
| <b>Construction Type</b> | <b>N/A</b>              |



**Lighting Assessment Boundary**



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# Facility Condition Index

A Facility Condition Index is not applicable for this project.



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# Project Rationale

- Multiple areas of campus experience low light levels at night that pose safety concerns for campus pedestrians
- Outdated fixtures and light output are not compliant with the latest standards and guidelines
- Upgrades in outdoor lighting will improve the environment for those travelling across campus after dark
- New fixtures are more energy efficient, less light polluting, and versatile



# Scope of Work

- Perform an in-person assessment of the lighting output of existing fixtures and conditions across campus
- Take light output measurements and other data collected in the field to develop a report and design improvements
- Create and approve priority listing and begin construction on lighting through any combination of new light fixtures, fixture replacement, and environmental measures such as tree trimming





# Proposed Project Schedule

|                            |                |
|----------------------------|----------------|
| Start of Design            | August 5, 2025 |
| Completion of Design       | September 2025 |
| Start of Construction      | October 2025   |
| Completion of Construction | May 2026       |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department
- October 21, 2025 - State Board of Finance



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# Funding Source

## Project Budget : \$447,500

- **FY22 STB - SB212: \$355,000**

Three hundred fifty-five thousand dollars (\$355,000) to design, develop, implement, purchase and construct a crime prevention through environmental design program campus wide, including lighting upgrades, traffic safety and shade features, at New Mexico State University in Las Cruces in Dona Ana County

- **FY24 GF - SB275: \$92,500**

One hundred thousand dollars (\$100,000) to plan, design, construct, improve, purchase and equip safety upgrades, including street lighting, fixtures and security access control systems, at New Mexico state university in Las Cruces in Dona Ana County



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# Budget Breakdown

|                                            | Funding Total       | Percentages |
|--------------------------------------------|---------------------|-------------|
| <b>Category</b>                            |                     |             |
| Maximum Allowance Construction Cost (MACC) | \$275,000           | 61.5%       |
| Construction Contingency                   | \$22,225            | 5%          |
| <b>Other Costs</b>                         |                     |             |
| Lighting Assessment                        | \$85,000            | 19%         |
| Design Fees                                | \$25,000            | 5.5%        |
| Project Administration Fees                | \$40,275            | 9%          |
| <b>Total</b>                               | <b>\$447,500.00</b> | <b>100%</b> |



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# Supplemental Information

Campus Wide Exterior Lighting Improvements



**BE BOLD.** Shape the Future.®

# Existing Conditions



Parking Lot North of Clara Belle Williams Hall (Facing East)



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**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING BOARD**

**Institution:**

New Mexico State University

**Original:**

☒

**Date:**

09/10/2025

**Project title:**

Campus Wide Exterior Lighting Improvements

**Revision:**

☐

**Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION  
CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



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# Contact

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*University Architect*

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[bzubiate@nmsu.edu](mailto:bzubiate@nmsu.edu)

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**Thank you!**

**Questions?**



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**Board of Regents Meeting**  
**Meeting Date: August, 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-13**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Chemistry Building HVAC Renovations

**Requested Action of the Board of Regents:**

Approval of Chemistry Building HVAC Renovations

**Executive Summary:**

Plan, design, and renovate the HVAC systems within Chemistry/Biochemistry complex to address aging mechanical, electrical, and plumbing infrastructure.

**References:**

See attached PowerPoint presentation

**Prior Approvals: *(Pending)***

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Board of Regents

## CHEMISTRY BUILDING HVAC RENOVATIONS AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiate**  
University Architect

**Jose Loera**  
Executive Director

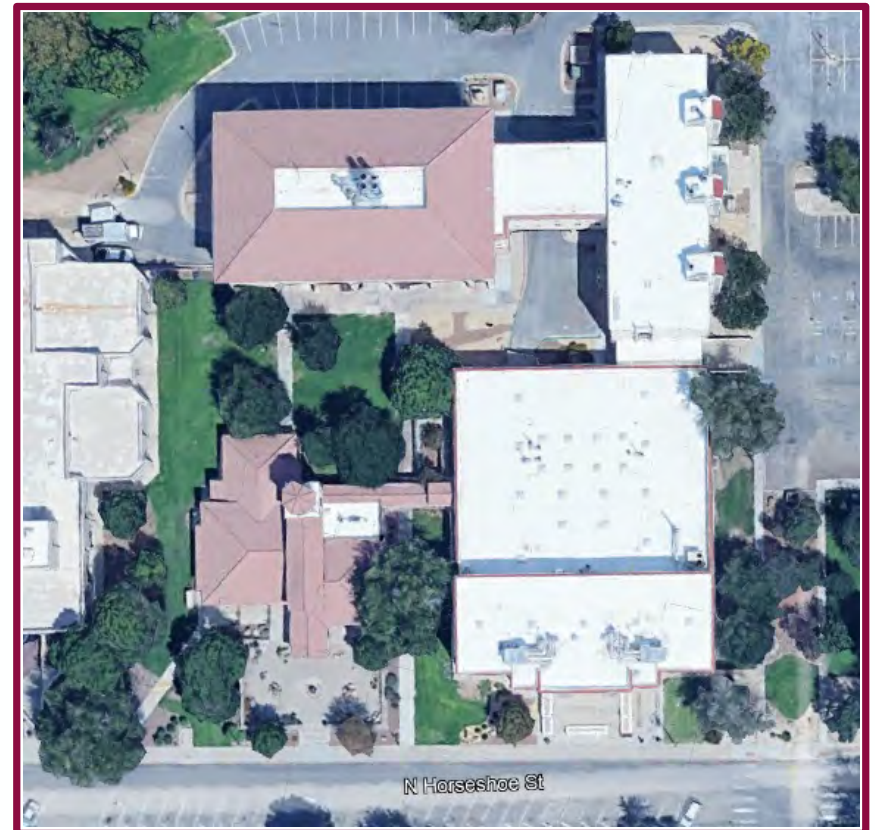
FACILITIES AND SERVICES



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**New Mexico State University**

# Facility Information

|                          |                                                                        |
|--------------------------|------------------------------------------------------------------------|
| <b>Current Use</b>       | <b>Research,<br/>Instructional, and<br/>Administrative<br/>Support</b> |
| <b>Year Built</b>        | <b>1955/1968/1995</b>                                                  |
| <b>Last Expansion</b>    | <b>1995</b>                                                            |
| <b>Building Size</b>     | <b>117,701 SF</b>                                                      |
| <b>Construction Type</b> | <b>Concrete/CMU</b>                                                    |



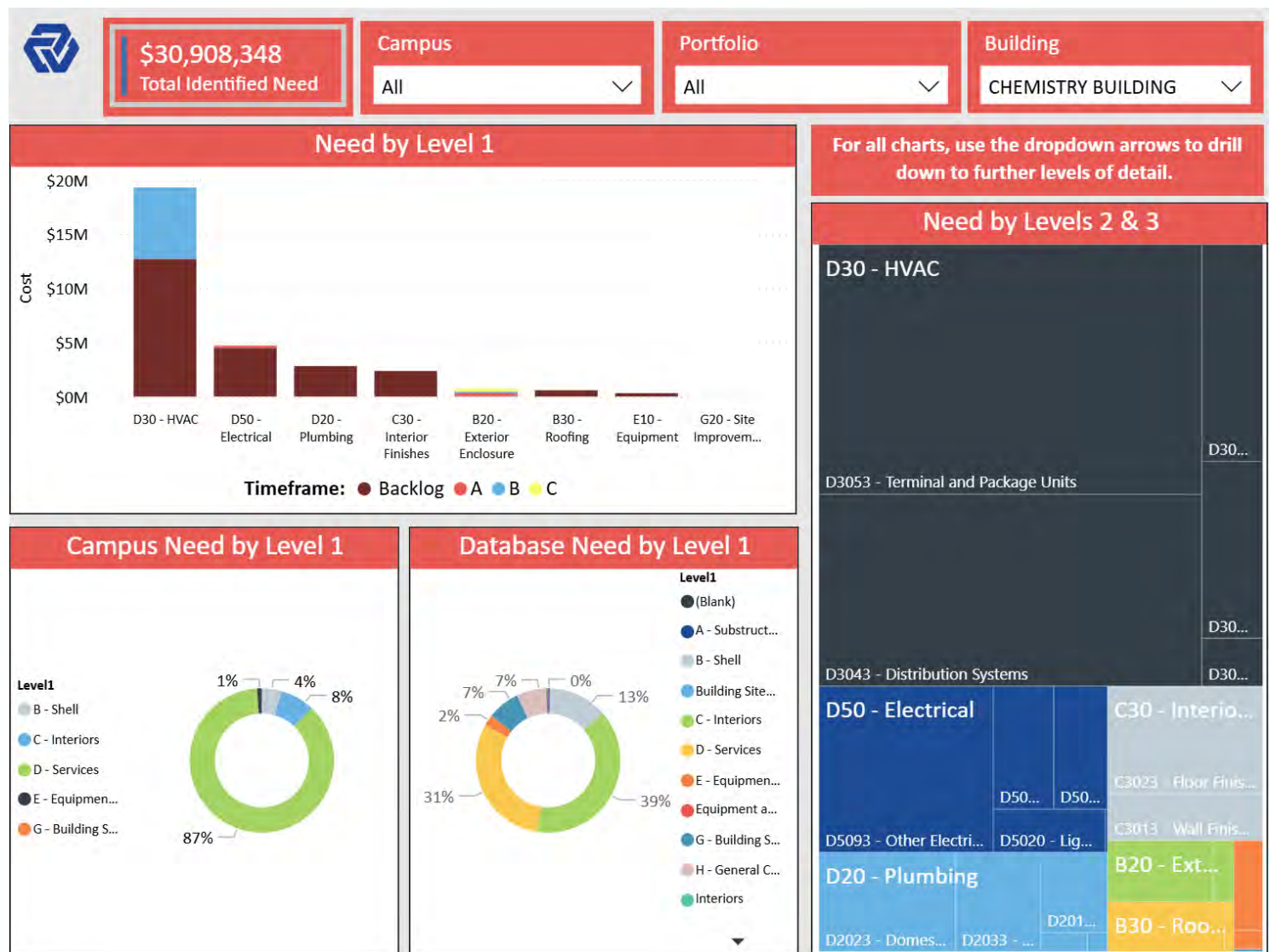
**Chemistry Complex**



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# Facility Condition Index

- Backlog
- A (1 - 3 Years)
- B (4 - 7 Years)
- C (8-10 Years)



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# Project Rationale

This project has been developed to address the priority of aging Mechanical, Electrical, and Plumbing (MEP) infrastructure within the New Mexico State University Chemistry and Biochemistry complex.

This project is based on a list of high-priority MEP systems that require upgrades or replacements. The list was developed through input from a Gordian facilities study, GLHN site survey, and direction of NMSU facilities personnel.



# Scope of Work

- Plan, design, and renovate building HVAC systems.
- Asbestos mitigation.
- Disposal of old units.
- Existing Rooftop units will be replaced with packaged units of similar size to meet the same heating and cooling loads.
- Existing lower rooftop exhaust fans (5 total) will be replaced.
- Existing steam, heating water, and chilled water systems will be replaced.
- The existing domestic hot water heat exchanger and storage tank will be removed and replaced with an air source heat pump water heater, storage tank, and backup instantaneous electric water heater.
- The existing compressed air supply compressor will be removed, and a new compressor, wet receiver tank, air dryer, dry storage tank, and filters will be added.
- Lab vacuum systems will be replaced to include a new receiver tank.
- The layout of the mechanical rooms will be reconfigured to provide a cleaner floor plan for easier and safer access for maintenance of systems.



# Proposed Project Schedule

|                            |                |
|----------------------------|----------------|
| Start of Design            | September 2024 |
| Completion of Design       | January 2026   |
| Start of Construction      | February 2026  |
| Completion of Construction | December 2026  |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department
- October 21, 2025 - State Board of Finance



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# **Funding Source**

## **Project Budget: \$6,977,513**

- FY23 GF six million nine hundred seventy-seven thousand five hundred thirteen dollars (\$6,977,513)

to plan, design, construct, furnish and equip heating, ventilation and air conditioning upgrades to the chemistry building at New Mexico state university in Las Cruces in Dona Ana County



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# Budget Breakdown

|                                            | Funding Total      | Percentages |
|--------------------------------------------|--------------------|-------------|
| <b>Category</b>                            |                    |             |
| Maximum Allowance Construction Cost (MACC) | \$5,553,185        | 80%         |
| Construction Contingency                   | \$287,662          | 4%          |
| <b>Other Costs</b>                         |                    |             |
| Design Fees                                | \$840,122          | 12%         |
| Project Administration Fees                | \$296,544          | 4%          |
| <b>Total</b>                               | <b>\$6,977,513</b> | <b>100%</b> |



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# Supplemental Information

Chemistry Building HVAC Renovations



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# Existing Conditions



Heat Exchanger



Air Handlers and Plumbing

# Existing Conditions



Compressor and Vacuum Pump

**BOARD NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING**

**Institution:** New Mexico State University

**Original:** ☒ **Date:** 09/10/2025

**Project title:** CHEMESTRY BUILDING HVAC RENOVATIONS

**Revision:** ☐ **Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



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# Contact

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*University Architect*

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Facilities and Services

**Thank you!**

**Questions?**



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**Board of Regents Meeting**  
**Meeting Date: August, 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-14**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Zuhl Library 3<sup>rd</sup> Floor Flooring Replacement

**Requested Action of the Board of Regents:**

Approval of the 3<sup>rd</sup> Floor flooring replacement at Zuhl Library

**Executive Summary:**

Remove and replace flooring on the 3<sup>rd</sup> floor at Zuhl Library to include temporary relocation of book shelving.

**References:**

See attached PowerPoint presentation

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025



# Board of Regents

ZUHL LIBRARY 3<sup>RD</sup> FLOOR FLOORING  
REPLACEMENT

AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiarte**  
University Architect

**Jose Loera**  
Executive Director

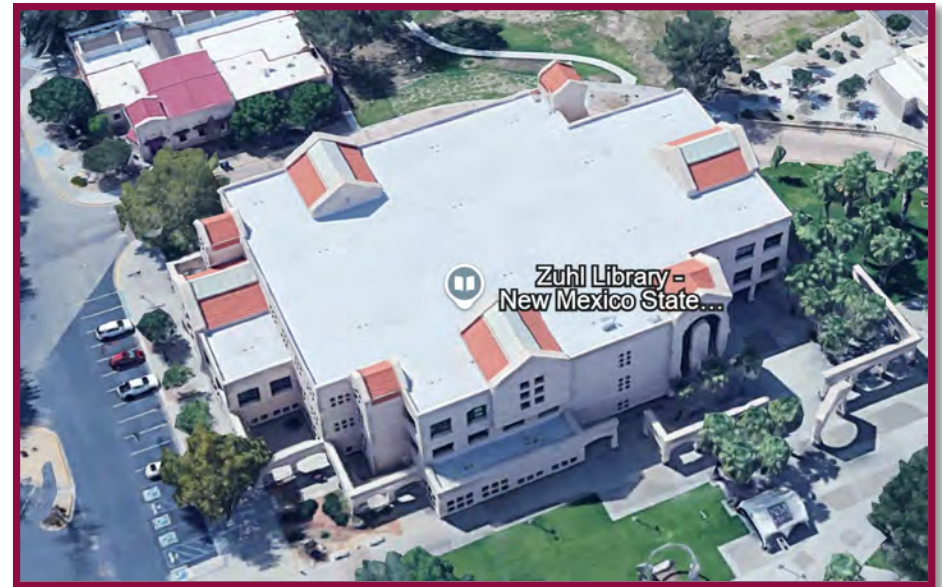
FACILITIES AND SERVICES



**BE BOLD.** Shape the Future.<sup>®</sup>  
**New Mexico State University**

# Facility Information

|                   |                     |
|-------------------|---------------------|
| Current Use       | Library Facility    |
| Year Built        | 1992                |
| Last Expansion    | N/A                 |
| Building Size     | 95,869 SF           |
| Construction Type | Steel Frame, Stucco |



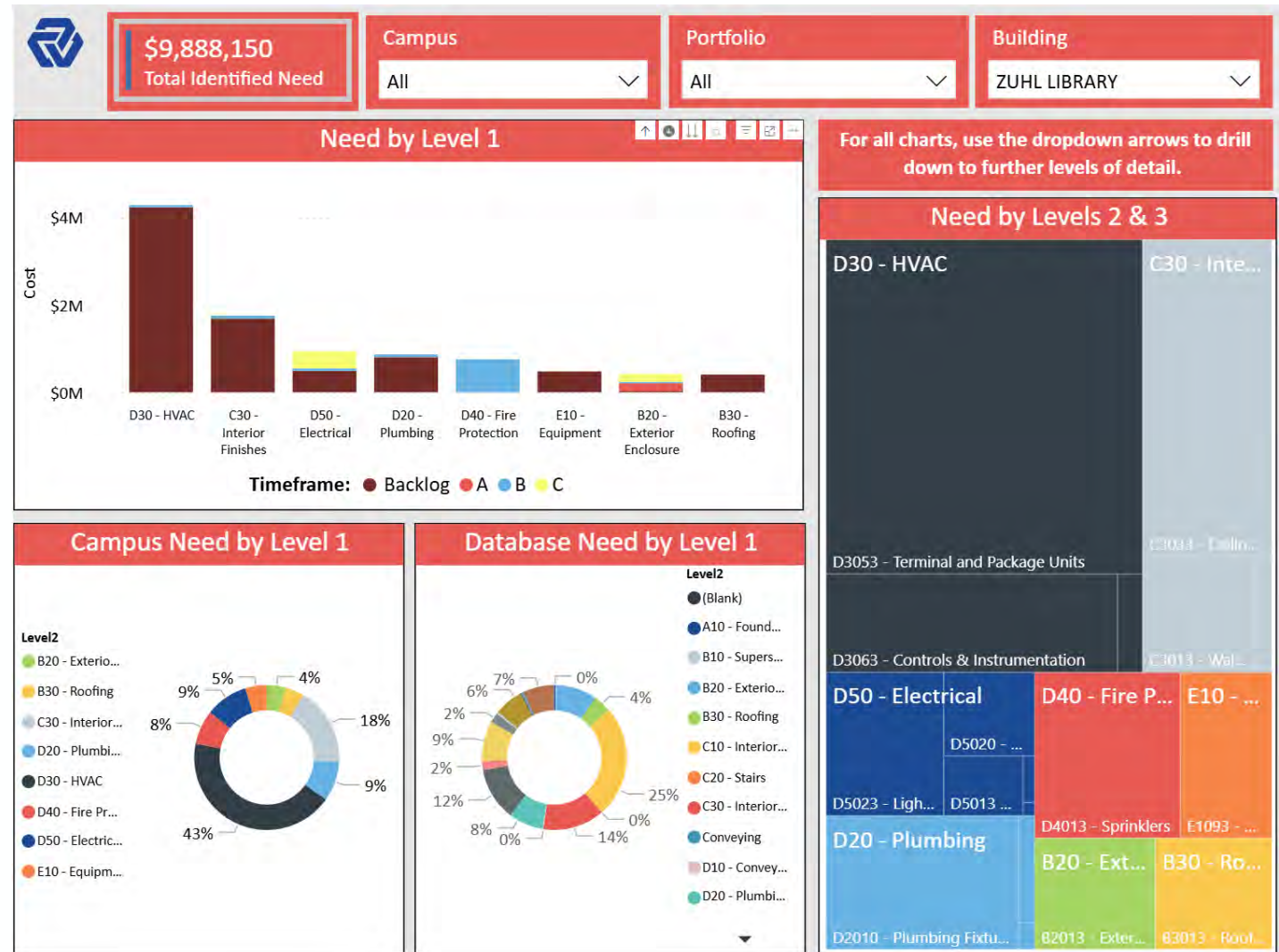
**Zuhl Library**



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# Facility Condition Index

- Backlog
- A (1 - 3 Years)
- B (4 - 7 Years)
- C (8-10 Years)



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# Project Rationale

The flooring in the main study area on the 3<sup>rd</sup> floor of the library is worn out and separating from the subfloor. The floor will be replaced before it becomes a tripping hazard for student traffic.

## Scope of Work

- Remove and replace flooring on the 3<sup>rd</sup>-floor study areas (23,815 sq. ft.)
- Temporary relocation of book shelving and furniture



# Proposed Project Schedule

|                            |                |
|----------------------------|----------------|
| Start of Design            | N/A            |
| Completion of Design       | N/A            |
| Start of Construction      | September 2025 |
| Completion of Construction | May 2026       |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department



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# Funding Source

**Project Budget: \$650,000**

(ZJ5275 General Fund) FY 26  
Non-Recurring Building Renewal  
and Replacement -  
\$5,299,208.56 (pending)

| FY26 NEW MEXICO HIGHER EDUCATION DEPARTMENT - HIGHER EDUCATION INSTITUTIONS AND SPECIAL SCHOOLS - BUILDING RENEWAL AND REPLACEMENT DISTRIBUTION |                                 |                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------|
| APPROPRIATION ID: ZJ5275 - GENERAL FUND                                                                                                         |                                 |                        |
| Institution / Program                                                                                                                           | FY26 Final HB2<br>Total Sec 4-8 | BR&R<br>Distribution   |
| SUMMARY BY INSTITUTION (DFA Code)                                                                                                               |                                 |                        |
| University of New Mexico (952)                                                                                                                  | \$285,341.80                    | \$8,494,448.36         |
| Gallup Branch                                                                                                                                   | \$11,812.60                     | \$351,653.77           |
| Los Alamos Branch                                                                                                                               | \$2,547.20                      | \$75,828.56            |
| Valencia Branch                                                                                                                                 | \$7,673.90                      | \$228,447.24           |
| Taos Branch                                                                                                                                     | \$5,204.30                      | \$154,928.78           |
| UNM Health Sciences Center (952)                                                                                                                | \$97,941.30                     | \$2,915,651.74         |
| New Mexico State University (954)                                                                                                               | \$178,008.70                    | \$5,299,208.56         |
| Dona Ana Branch - I&G                                                                                                                           | \$32,138.00                     | \$956,728.32           |
| Grants Branch - I&G                                                                                                                             | \$4,613.20                      | \$137,332.10           |
| New Mexico Highlands University (956)                                                                                                           | \$41,324.60                     | \$1,230,207.70         |
| Western New Mexico University (958)                                                                                                             | \$30,194.30                     | \$898,865.58           |
| Eastern New Mexico University (960)                                                                                                             | \$46,919.60                     | \$1,396,767.38         |
| Roswell Branch                                                                                                                                  | \$16,204.00                     | \$482,383.03           |
| Ruidoso Branch                                                                                                                                  | \$2,679.90                      | \$79,778.96            |
| New Mexico Institute of Mining & Technology (962)                                                                                               | \$40,593.40                     | \$1,208,440.33         |
| Northern New Mexico College (964)                                                                                                               | \$14,296.80                     | \$425,606.87           |
| Santa Fe Community College (966)                                                                                                                | \$14,970.30                     | \$445,656.54           |
| Central New Mexico Community College (968)                                                                                                      | \$85,154.00                     | \$2,534,981.75         |
| Luna Community College (970)                                                                                                                    | \$9,383.20                      | \$279,332.04           |
| Mesalands Community College (972)                                                                                                               | \$5,347.80                      | \$159,200.69           |
| New Mexico Junior College (974)                                                                                                                 | \$7,962.70                      | \$237,044.64           |
| Southeast New Mexico College (975)                                                                                                              | \$5,439.70                      | \$161,936.49           |
| San Juan College (976)                                                                                                                          | \$33,574.60                     | \$999,495.01           |
| Clovis Community College (977)                                                                                                                  | \$13,536.40                     | \$402,970.23           |
| <b>Subtotal - Universities and Community Colleges (HEI)</b>                                                                                     | <b>\$992,862.30</b>             | <b>\$29,556,894.69</b> |
| New Mexico Military Institute (978)                                                                                                             | \$4,709.70                      | \$140,204.85           |
| New Mexico School for the Deaf (980)                                                                                                            | \$6,723.30                      | \$200,148.47           |
| NM School for the Blind & Visually Impaired (979)                                                                                               | \$3,451.60                      | \$102,751.99           |
| <b>Subtotal - Special Schools</b>                                                                                                               | <b>\$14,884.60</b>              | <b>\$443,105.31</b>    |
| <b>Subtotal - University, Community Colleges, Special Schools</b>                                                                               | <b>\$1,007,746.90</b>           | <b>\$30,000,000.00</b> |



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# Budget Breakdown

|                                            | Funding Total    | Percentages |
|--------------------------------------------|------------------|-------------|
| <b>Category</b>                            |                  |             |
| Maximum Allowance Construction Cost (MACC) | \$591,500        | 91%         |
| Construction Contingency                   | \$0              | 0%          |
| <b>Other Costs</b>                         |                  |             |
| Design Fees                                | \$0              | 0%          |
| Project Administration Fees                | \$58,500         | 9%          |
| <b>Total</b>                               | <b>\$650,000</b> | <b>100%</b> |



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# Supplemental Information

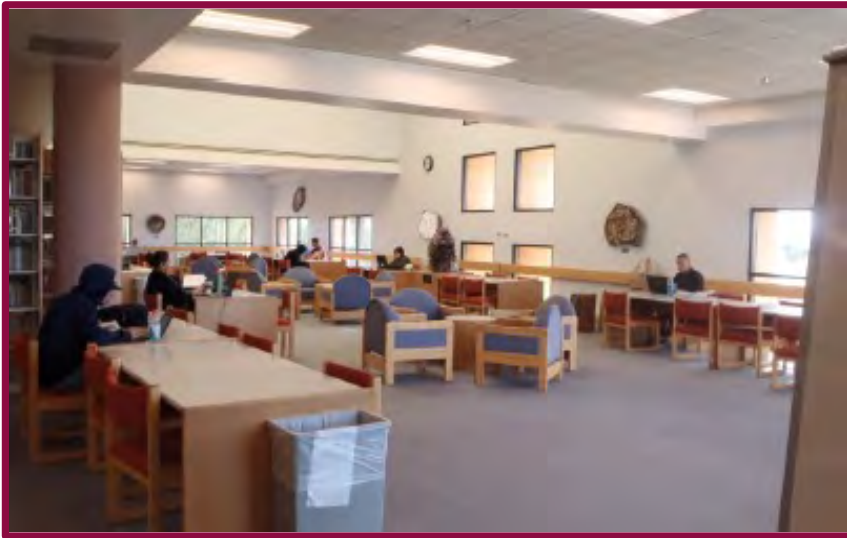
Zuhl Library 3<sup>rd</sup> Floor Flooring Replacement



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# Existing Conditions



**Zuhl Library 3<sup>rd</sup> Floor**



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# Existing Conditions



**Zuhl Library 3<sup>rd</sup> Floor**



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**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING BOARD**

**Institution:** New Mexico State University

**Original:** ☒

**Date:** 09/10/2025

**Project title:** Zuhl Library 3<sup>rd</sup> Floor Flooring Replacement

**Revision:** ☐

**Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION  
CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



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# Contact

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**Thank you!**

**Questions?**



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**Board of Regents Meeting**  
**Meeting Date: August, 18<sup>th</sup>, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-15**

- ☐ Action Item  
☒ Consent Item  
☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Jett Hall Structural Repairs

**Requested Action of the Board of Regents:**

Approval of the Jett Hall Structural Repairs

**Executive Summary:**

Design and restore the structural integrity of Jett Hall

**References:**

See attached PowerPoint presentation

**Prior Approvals: (*pending*)**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025



# Board of Regents

JETT HALL STRUCTURAL REPAIRS  
AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiate**  
University Architect

**Jose Loera**  
Executive Director

FACILITIES AND SERVICES



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**New Mexico State University**

# Facility Information

|                          |                                 |
|--------------------------|---------------------------------|
| <b>Current Use</b>       | <b>Engineering Research</b>     |
| <b>Year Built</b>        | <b>1956</b>                     |
| <b>Last Expansion</b>    | <b>2015</b>                     |
| <b>Building Size</b>     | <b>82,581 SF</b>                |
| <b>Construction Type</b> | <b>Steel Frame, Stucco, CMU</b> |



**Jett Hall**

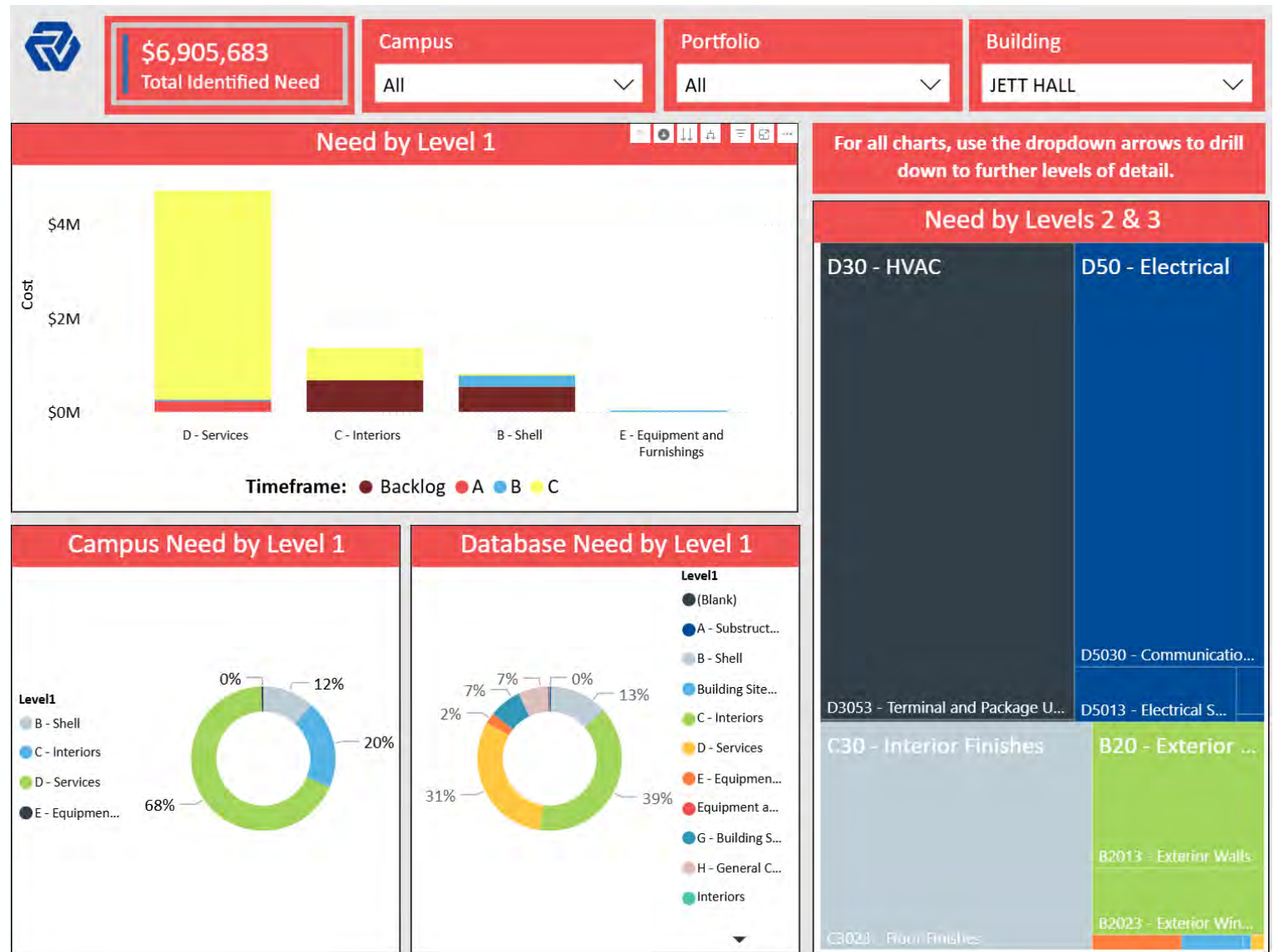


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# Facility Condition Index

- Backlog
- A (1 - 3 Years)
- B (4 - 7 Years)
- C (8-10 Years)



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# Project Rationale

NMSU has observed structural distress and moisture-related damage at the northeast corner of Jett Hall. Based on the 2025 Jett Hall Structural Assessment Report by Dekker, design services are required to address the identified foundation settlement and drainage issues through structural repairs, selective demolition, helical pier underpinning, and reinforcement of wall-to-frame connections to restore original load paths and prevent further deterioration.

## Scope of Work

- Design of structural repairs
- Address the structural distress and moisture intrusion issues
- Selective demolition and disposal (ceilings, wall finishes, and possibly roofing)
- Additional connections installed between the exterior CMU walls and the concrete frame, along with supplemental strengthening
- Restore original load paths
- Address ponding issues to ensure the site is properly graded at a minimum of 5% slope away from the structure
- Remedial foundation work with helical pier underpinning



# Proposed Project Schedule

|                            |               |
|----------------------------|---------------|
| Start of Design            | July 2025     |
| Completion of Design       | November 2025 |
| Start of Construction      | November 2025 |
| Completion of Construction | May 2026      |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department
- October 21, 2025 - State Board of Finance



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# Funding Source

**Project Budget: \$1,395,085**

(ZJ5275 General Fund)

FY 26 Non-Recurring Building  
Renewal and Replacement -  
\$5,299,208.56 (pending)

| FY26 NEW MEXICO HIGHER EDUCATION DEPARTMENT - HIGHER EDUCATION INSTITUTIONS AND SPECIAL SCHOOLS - BUILDING RENEWAL AND REPLACEMENT DISTRIBUTION |                                 |                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------|
| APPROPRIATION ID: ZJ5275 - GENERAL FUND                                                                                                         |                                 |                        |
| Institution / Program                                                                                                                           | FY26 Final HB2<br>Total Sec 4-8 | BR&R<br>Distribution   |
| SUMMARY BY INSTITUTION (DFA Code)                                                                                                               |                                 |                        |
| University of New Mexico (952)                                                                                                                  | \$285,341.80                    | \$8,494,448.36         |
| Gallup Branch                                                                                                                                   | \$11,812.60                     | \$351,653.77           |
| Los Alamos Branch                                                                                                                               | \$2,547.20                      | \$75,828.56            |
| Valencia Branch                                                                                                                                 | \$7,673.90                      | \$228,447.24           |
| Taos Branch                                                                                                                                     | \$5,204.30                      | \$154,928.78           |
| UNM Health Sciences Center (952)                                                                                                                | \$97,941.30                     | \$2,915,651.74         |
| New Mexico State University (954)                                                                                                               | \$178,008.70                    | \$5,299,208.56         |
| Dona Ana Branch - I&G                                                                                                                           | \$32,138.00                     | \$956,728.32           |
| Grants Branch - I&G                                                                                                                             | \$4,613.20                      | \$137,332.10           |
| New Mexico Highlands University (956)                                                                                                           | \$41,324.60                     | \$1,230,207.70         |
| Western New Mexico University (958)                                                                                                             | \$30,194.30                     | \$898,865.58           |
| Eastern New Mexico University (960)                                                                                                             | \$46,919.60                     | \$1,396,767.38         |
| Roswell Branch                                                                                                                                  | \$16,204.00                     | \$482,383.03           |
| Ruidoso Branch                                                                                                                                  | \$2,679.90                      | \$79,778.96            |
| New Mexico Institute of Mining & Technology (962)                                                                                               | \$40,593.40                     | \$1,208,440.33         |
| Northern New Mexico College (964)                                                                                                               | \$14,296.80                     | \$425,606.87           |
| Santa Fe Community College (966)                                                                                                                | \$14,970.30                     | \$445,656.54           |
| Central New Mexico Community College (968)                                                                                                      | \$85,154.00                     | \$2,534,981.75         |
| Luna Community College (970)                                                                                                                    | \$9,383.20                      | \$279,332.04           |
| Mesalands Community College (972)                                                                                                               | \$5,347.80                      | \$159,200.69           |
| New Mexico Junior College (974)                                                                                                                 | \$7,962.70                      | \$237,044.64           |
| Southeast New Mexico College (975)                                                                                                              | \$5,439.70                      | \$161,936.49           |
| San Juan College (976)                                                                                                                          | \$33,574.60                     | \$999,495.01           |
| Clovis Community College (977)                                                                                                                  | \$13,536.40                     | \$402,970.23           |
| <b>Subtotal - Universities and Community Colleges (HEI)</b>                                                                                     | <b>\$992,862.30</b>             | <b>\$29,556,894.69</b> |
| New Mexico Military Institute (978)                                                                                                             | \$4,709.70                      | \$140,204.85           |
| New Mexico School for the Deaf (980)                                                                                                            | \$6,723.30                      | \$200,148.47           |
| NM School for the Blind & Visually Impaired (979)                                                                                               | \$3,451.60                      | \$102,751.99           |
| <b>Subtotal - Special Schools</b>                                                                                                               | <b>\$14,884.60</b>              | <b>\$443,105.31</b>    |
| <b>Subtotal - University, Community Colleges, Special Schools</b>                                                                               | <b>\$1,007,746.90</b>           | <b>\$30,000,000.00</b> |



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# Budget Breakdown

|                                            | Funding Total      | Percentages |
|--------------------------------------------|--------------------|-------------|
| <b>Category</b>                            |                    |             |
| Maximum Allowance Construction Cost (MACC) | \$1,090,000        | 78%         |
| Construction Contingency                   | \$109,000          | 8%          |
| <b>Other Costs</b>                         |                    |             |
| Design Fees                                | \$112,380          | 8%          |
| Project Administration Fees                | \$83,705           | 6%          |
| <b>Total</b>                               | <b>\$1,395,085</b> | <b>100%</b> |



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# Supplemental Information

Jett Hall Structural Repairs



**BE BOLD.** Shape the Future.®



# Existing Conditions



**Jett Hall NE Structural Damage**

# Existing Conditions



## Jett Hall NE Ponding Issues



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**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING BOARD**

**Institution:** New Mexico State University

**Original:** ☒ **Date:** 09/10/2025

**Project title:** Jett Hall Structural

**Revision:** ☐ **Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION  
CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



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# Contact

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**Thank you!**

**Questions?**



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**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-16**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Aggie Health & Wellness Flood Remediation

**Requested Action of the Board of Regents:**

Approval of Aggie Health & Wellness Flood Remediation

**Executive Summary:**

The project includes flood remediation at the Aggie Health & Wellness Center, encompassing abatement, mold removal, flooring replacement, sheetrock repair, and finish restoration to ensure a safe and functional facility.

**References:**

See the attached PowerPoint presentation.

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Board of Regents

AGGIE HEALTH AND WELLNESS CENTER  
FLOOD DAMAGE REPAIRS

AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiate**  
University Architect

**Jose Loera**  
Executive Director

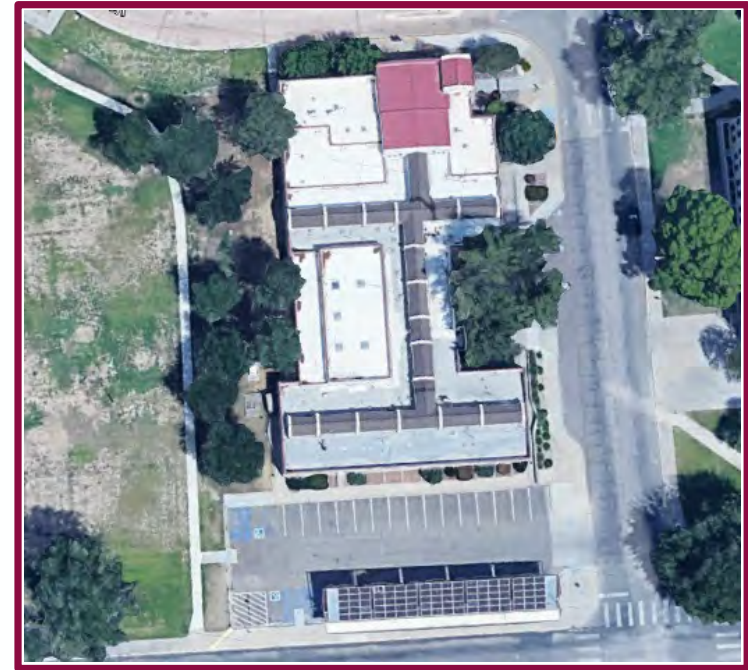
FACILITIES AND SERVICES



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**New Mexico State University**

# Facility Information

|                          |                                   |
|--------------------------|-----------------------------------|
| <b>Current Use</b>       | <b>Health and Wellness Clinic</b> |
| <b>Year Built</b>        | <b>1965</b>                       |
| <b>Last Expansion</b>    | <b>2010</b>                       |
| <b>Building Size</b>     | <b>18,282 SF</b>                  |
| <b>Construction Type</b> | <b>CMU/Concrete</b>               |



**Aggie Health and Wellness Center**

## Facility Condition Index

A Facility Condition Index is pending for this location.



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# Project Rationale

- Flood damage occurred within the building on June 22, 2025, caused by a ruptured utility component in the mechanical room, causing flood damage throughout the south half of the facility. The damage has been assessed and authorized under insurance claim #2501631.
- Mold has been discovered within the walls. Water mitigation and mold removal have created the need for asbestos abatement prior to water damage remediation and repairs.



# Scope of Work

## ***Project Budget \$ TBD***

- Asbestos abatement within the entire affected area.
- Water/moisture remediation
- Mold removal
- Wall repair and paint
- Flooring replacement





# Proposed Project Schedule

|                            |                |
|----------------------------|----------------|
| Start of Design            | N/A            |
| Completion of Design       | N/A            |
| Start of Construction      | July 2025      |
| Completion of Construction | September 2025 |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department
- October 21, 2025 - State Board of Finance



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# **Funding Source**

## **Project Budget: (\$ To Be Determined)**

- Insurance Claim #2501631



# Budget Breakdown

|                                            | Funding Total | Percentages |
|--------------------------------------------|---------------|-------------|
| <b>Category</b>                            |               |             |
| Maximum Allowance Construction Cost (MACC) | \$TBD         | 0%          |
| Construction Contingency                   | \$0.00        | 0%          |
| <b>Other Costs</b>                         |               |             |
| Design Fees                                | \$0.00        | 0%          |
| Project Administration Fees                | \$0.00        | 0%          |
| <b>Total</b>                               | <b>\$TBD</b>  | <b>0%</b>   |



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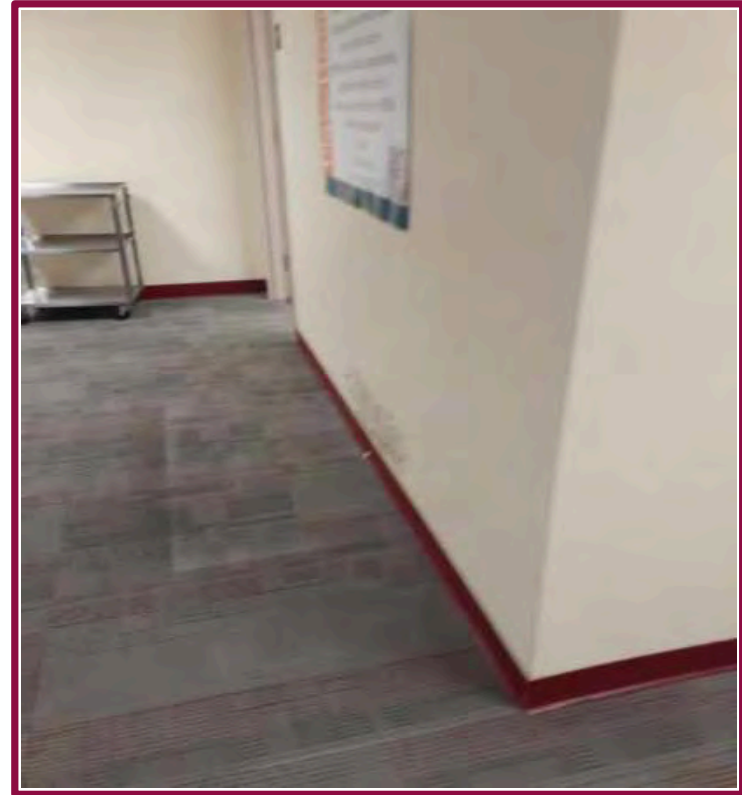
# Supplemental Information

Aggie Health and Wellness Center Flood Damage Repairs



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# Existing Conditions



Surface mold on the exterior wall near Room 108

**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING BOARD**

**Institution:** New Mexico State University

**Original:** ☒

**Date:** 09/10/2025

**Project title:** AGGIE HEALTH AND WELLNESS CENTER FLOOD DAMAGE REPAIRS

**Revision:** ☐

**Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION  
CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



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# Contact

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**Thank you!**

**Questions?**



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**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-17**

- ☐ Action Item  
☒ Consent Item  
☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Cole Village Demolition

**Requested Action of the Board of Regents:**

Approval of the Cole Village Demolition

**Executive Summary:**

Plan and design for the removal of Cole Village apartment complex.

**References:**

See attached PowerPoint presentation

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Board of Regents

COLE VILLAGE DEMOLITION  
PHASE 1  
AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiate**  
University Architect

**Jose Loera**  
Executive Director

FACILITIES AND SERVICES



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**New Mexico State University**

# Facility Information

|                          |                                              |
|--------------------------|----------------------------------------------|
| <b>Current Use</b>       | <b>Vacant Housing</b>                        |
| <b>Year Built</b>        | <b>1965</b>                                  |
| <b>Last Expansion</b>    | <b>N/A</b>                                   |
| <b>Building Size</b>     | <b>26 Apartment Complexes   177,605 sqft</b> |
| <b>Construction Type</b> | <b>CMU / Concrete</b>                        |

## NMSU Cole Village



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# Project Rationale

- Cole Village is no longer used for student housing and has become an environmental and safety risk
- The buildings are vacant, not maintained, and the apartments have become attractive to unauthorized activity which can be a liability to NMSU

## Overall Scope of Work

- Plan and design for the removal of all Cole Village apartment complexes
- Interior and exterior asbestos abatement of the buildings
- Demolition of 13-acre site with 26 apartment buildings
- Capping of building utilities at each complex
- Site preparation and regional ponding



# Scope of Work (continued)

## **Base Bid - Phase 1**

- Abatement and demolition of six (6) apartment complexes in preparation for infrastructure corridor close to Tom Fort Village Units

## **Alternative Bid - Phase 2**

- Abatement and demolition of eight (8) apartment complexes

## **Alternative Bid - Phase 3**

- Abatement and demolition of six (6) apartment complexes

## **Alternative Bid - Phase 4**

- Abatement and demolition of six (6) apartment complexes





# Phased Approach



# Proposed Project Schedule

|                            |                |
|----------------------------|----------------|
| Start of Design            | September 2024 |
| Completion of Design       | October 2025   |
| Start of Construction      | December 2025  |
| Completion of Construction | July 2026      |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department
- October 21, 2025 - State Board of Finance



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# Funding Sources

## Project Budget: \$17,030,000

- HB2 Demo Funding (*Pending*) \$2,330,000
- FY24 Capital Outlay-SB-275: \$4,700,000  
Four million seven hundred thousand dollars (\$4,700,000) to plan, design, abate and demolish Cole Village at New Mexico State University in Las Cruces in Dona Ana County;
- FY25 Capital Outlay- GF: \$10,000,000  
to abate and demolish Cole village and to plan, design, construct and improve infrastructure at New Mexico state university in Las Cruces in Dona Ana county;

**Total Funds Needed:** \$30 Million | **Funded to Date:** \$17 Million |  
**Remaining Funds Needed:** Approx. \$13 Million



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# Budget Breakdown

|                                            | Funding Total       | Percentages |
|--------------------------------------------|---------------------|-------------|
| <b>Construction</b>                        |                     |             |
| Maximum Allowance Construction Cost (MACC) | \$15,500,000        | 91%         |
| Construction Contingency                   | \$1,069,500         | 6.3%        |
| <b>Other Costs</b>                         |                     |             |
| Shop Support                               | \$10,247            | 0.1%        |
| Design Fees                                | \$194,803           | 1.1%        |
| Project Administration Fees                | \$255,450           | 1.5%        |
| <b>Total</b>                               | <b>\$17,030,000</b> | <b>100%</b> |



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# Supplemental Information

Cole Village Demolition



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# Existing Conditions



Cole Village Housing



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# Existing Conditions



Cole Village Interior

# Existing Conditions



Cole Village Interior



**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING BOARD**

**Institution:** New Mexico State University

**Original:** ☒

**Date:** 09/10/2025

**Project title:** Cole Village Demolition

**Revision:** ☐

**Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION  
CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



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# Contact

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**Thank you!**

**Questions?**



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**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item # H-18**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:** Berta Zubiarte  
University Architect

**Agenda Item:**

Softball Field Scoreboard Improvements

**Requested Action of the Board of Regents:**

Approval of Softball Field Scoreboard Improvements

**Executive Summary:**

Upgrade softball field scoreboard to improve scoreboard visibility, decrease maintenance needs, and enhance the softball experience for players, coaches, and spectators.

**References:**

See the attached PowerPoint presentation.

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Board of Regents

## SOFTBALL FIELD SCOREBOARD IMPROVEMENTS AUGUST 18<sup>TH</sup>, 2025

**Berta Zubiate**  
University Architect

**Jose Loera**  
Executive Director

FACILITIES AND SERVICES



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**New Mexico State University**

# Facility Information

|                          |                                                           |
|--------------------------|-----------------------------------------------------------|
| <b>Current Use</b>       | <b>Women's Softball Field</b>                             |
| <b>Year Built</b>        | <b>1997</b>                                               |
| <b>Last Expansion</b>    | <b>2024 Lighting Upgrade</b>                              |
| <b>Building Size</b>     | <b>N/A</b>                                                |
| <b>Construction Type</b> | <b>Grass, Metal Bleachers, Wood Construction, Fencing</b> |



**Softball Complex**

## Facility Condition Index

A Facility Condition Index is pending for this location.



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# Project Rationale

- This upgrade will enhance the softball experience for players, coaches, students, staff, and the public viewing of live games.
- This upgrade will enrich the efficiency of scoreboard visibility and maintenance.
- The current sound system is failing, and upgrades are needed to announce the action during live games.

## Scope of Work

- New conduit, electrical wiring, and data wiring from the press box to the new video board located in the outfield.
- New computer rack for housing equipment for the video board.
- New conduit run to electrical box for Aggie Vision.
- Provide new structural framing to support the upgraded video board, including the construction of new metal support elements.



# Proposed Project Schedule

|                            |                |
|----------------------------|----------------|
| Start of Design            | February 2025  |
| Completion of Design       | August 2025    |
| Start of Construction      | September 2025 |
| Completion of Construction | December 2025  |

## Approvals

- August 12, 2025 - Regents Financial Strategies, Performance and Budget Committee
- August 18, 2025 - Board of Regents
- September 10, 2025 - Higher Education Department



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# Funding Source

## Project Budget: \$554,225.13

- **FY24 GF Capital Outlay Bill SB275: \$85,000.00**

Eighty-five thousand dollars (\$85,000) to plan, design, construct, renovate, furnish, and equip the New Mexico State University softball stadium in Las Cruces in Dona Ana County;

- **FY25 STB Capital Outlay Bill HB0450: \$450,000.00**

Four hundred fifty thousand dollars (\$450,000) to plan, design, construct, renovate, and equip the softball and soccer facilities, including the press box and bleachers, at New Mexico State University in Las Cruces in Dona Ana County;

- **FY22 STB Capital Outlay Bill SB212: \$19,225.13**

Two hundred fifty thousand dollars (\$250,000) to plan, design, construct, renovate, furnish, and equip improvements to softball facilities and stadium seating at New Mexico State University in Las Cruces in Dona Ana County;



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# Budget Breakdown

|                                            | Funding Total       | Percentages |
|--------------------------------------------|---------------------|-------------|
| <b>Category</b>                            |                     |             |
| Maximum Allowance Construction Cost (MACC) | \$471,940.22        | 85.2%       |
| Construction Contingency                   | \$23,555.85         | 4.3%        |
| Utilities                                  | \$775.00            | .1%         |
| <b>Other Costs</b>                         |                     |             |
| Design Fees                                | \$8,093.80          | 1.4%        |
| Project Administration Fees                | \$ 49,860.26        | 9%          |
| <b>Total</b>                               | <b>\$554,225.13</b> | <b>100%</b> |



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# Supplemental Information

Softball Field Video Board Upgrades



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# Existing Conditions



The existing scoreboard is located in the back of the field



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NM  
STATE

[illegible]

# Proposed New Video Board

| NEW MEXICO STATE UNIVERSITY                                                         |   |   |   |   |   |   |   |   |   |    |         |  |
|-------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|----|---------|--|
|  |   |   |   |   |   |   |   |   |   |    |         |  |
| AT BAT: 45                                                                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | BALL:   |  |
| VISITORS                                                                            | 0 | 0 | 1 | 2 | 0 | 0 |   |   |   |    | STRIKE: |  |
| TIGERS                                                                              | 0 | 0 | 2 | 3 | 1 |   |   |   |   |    | OUT:    |  |



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**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**FORM 6: CERTIFICATION BY GOVERNING BOARD**

**Institution:** New Mexico State University

**Original:** ☐ **Date:** 09-10-25

**Project title:** Softball Video Board Upgrade

**Revision:** ☐ **Date:**

**ORIGINAL CERTIFICATION**

I hereby certify, on the basis of the information contained in Forms 1 through 5 of this capital project submittal and all attached supporting documentation, if appropriate, that the Governing Board approved the original submission of this project at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**

**REVISED SUBMISSION  
CERTIFICATION**

I hereby certify that the Governing Board approved this Revised Submission at its meeting on \_\_\_\_\_

**CERTIFIED:**

\_\_\_\_\_  
**Printed Name of President/Chancellor**

\_\_\_\_\_  
**Signature**



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# Contact

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**Thank you!**

**Questions?**



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**Board of Regents Meeting  
Meeting Date: August 18, 2025  
Agenda Item Cover Page**

**Agenda Item # H-19**

- ☐ Action Item
- ☒ Consent Item
- ☐ Informational Item

**Presented By:**

Justin Bannister  
NMSU President's Office  
Chief of Staff

**Agenda Item:**

Appointment of NMSU representatives to the NMC Board of Directors

**Requested Action of the Board of Regents:**

Approval of Patricia Sullivan, Ph.D., and Vimal Chaitanya, Ph.D. to serve on the Board of Directors for the New Mexico Consortium.

**Executive Summary:**

The New Mexico Consortium (NMC) is a non-profit corporation formed by the three research Universities in New Mexico (UNM, NMSU & NMT) to facilitate research in the state, and specifically to increase interactions between universities, industry, and Los Alamos National Laboratory (LANL). As science is increasingly collaborative, tackling problems at a large scale requires cross-institutional, cross-disciplinary teams. The NMC fosters collaborations, supports scientists, and encourages scientific start-up company development in New Mexico.

NMC is managed and controlled by a Board of Directors. Under the bylaws for NMC, two (2) members of the Board of Directors shall be appointed by the UNM Regents. Two (2) members of the Board of Directors shall be appointed by the NMSU Regents. Two (2) members of the Board of Directors shall be appointed by the NMT Regents. Additionally, one (1) of the two (2) Directors from each NMURC member institution shall be the Chief Research Officer of such institution.

Vice President for Research Luis Cifuentes, one of the two board members from NMSU, is retiring at the end of August. Patricia Sullivan will become interim vice president for research upon his retirement. Dr. Stefan Zollner, the second board member from NMSU wishes to step down from the role.

**References:**

**ARTICLE IV**  
**BOARD OF DIRECTORS**

Section 1. General Powers and Number of Directors. The business and property of the corporation shall be managed and controlled by a Board of Directors consisting of eight (8) persons appointed by the Regents in accordance with the URPEDA. The Board of Directors of the Corporation shall be appointed as follows:

- a. Two (2) members of the Board of Directors shall be appointed by the UNM Regents. Two (2) members of the Board of Directors shall be appointed by the NMSU Regents. Two (2) members of the Board of Directors shall be appointed by the NMT Regents.
- b. One (1) of the two (2) Directors from each NMURC member institution shall be the Chief Research Officer of such institution.

**Prior Approvals:**

This proposal has been reviewed at approved by NMSU President Valerio Ferme.

**Agenda Item Approved By:**

Each office may determine required signatures (if any). All items should be routed through the President's Office, University General Counsel, or the Secretary of NMDA as appropriate.

**Justin Bannister** Digitally signed by Justin Bannister  
Date: 2025.08.14 09:58:45 -06'00'

---

*Justin Bannister*  
*NMSU President's Office Chief of Staff*

---

Date





**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item #: I-1**

- ☒ Action Item  
☐ Consent Item  
☐ Informational Item

**Presented By:** Dr Monica Torres, Chancellor

**Agenda Item:**

NMSU – Doña Ana Community College District Obligation (Limited Tax) Bonds, Series 2025

**Requested Action of the Board of Regents:**

Approval to Proceed with the Sale of Bonds

**Executive Summary:**

Doña Ana Community College (DACC) is requesting approval to proceed with the issuance of voter-approved general obligation bonds in the amount of \$6 M to be used for various capital improvements. After a series of approvals, culminating with the New Mexico Finance Authority, the bonds will be sold, with an anticipated closing date of October 24, 2025. Following the sale of bonds, DACC will provide a final list of capital improvements to the NMSU Board of Regents for consideration.

**References:**

DACC Board Authorizing Resolution  
GO Bond Finance Plan Update

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

EXCERPT FROM A REGULAR MEETING  
OF THE GOVERNING BOARD OF THE NEW MEXICO STATE UNIVERSITY –  
DOÑA ANA COMMUNITY COLLEGE DISTRICT

The governing board (the "Board") of New Mexico State University Doña Ana Community College District (the "District"), in the Counties of Doña Ana and Otero, and State of New Mexico, met in regular open session in full conformity with law and the rules and regulations of the Board at the Administrative Building on the East Mesa Campus, 2800 N. Sonoma Ranch Blvd., Las Cruces, New Mexico and via videoconference, on August 26, 2025, at the hour of 6:00 p.m., at which meeting there were present and answering the roll call the following:

|               |            |       |
|---------------|------------|-------|
| Present:      | President: | _____ |
|               | Secretary: | _____ |
|               | Members:   | _____ |
|               |            | _____ |
|               |            | _____ |
|               |            | _____ |
|               |            | _____ |
|               |            | _____ |
|               |            | _____ |
|               |            | _____ |
| Absent:       |            | _____ |
|               |            | _____ |
|               |            | _____ |
|               |            | _____ |
|               |            | _____ |
|               |            | _____ |
| Also Present: |            | _____ |
|               |            | _____ |

The following resolution was then introduced for consideration by the Board:

NMSU DOÑA ANA COMMUNITY COLLEGE DISTRICT

A RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF DOÑA ANA COMMUNITY COLLEGE DISTRICT, DOÑA ANA AND OTERO COUNTIES, NEW MEXICO, GENERAL OBLIGATION (LIMITED TAX) BONDS, SERIES 2025 IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$6,000,000, DATED AS OF THE DATE OF DELIVERY, PAYABLE FROM AD VALOREM TAXES LEVIED ON ALL TAXABLE PROPERTY WITHIN THE DISTRICT WHICH LEVY SHALL NOT EXCEED FIVE MILLS; PROVIDED, HOWEVER, THAT THIS FIVE-MILL LIMITATION MAY BE EXCEEDED IN ANY YEAR IN WHICH THE VALUATION OF THE PROPERTY WITHIN THE DISTRICT DECLINES TO A LEVEL LOWER THAN THE VALUATION OF THE PROPERTY WITHIN THE DISTRICT IN THE YEAR IN WHICH THE BONDS WERE ISSUED; PROVIDING FOR THE FORM, TERMS AND CONDITIONS OF THE BONDS, THE MANNER OF THEIR EXECUTION, AND THE METHOD OF, AND SECURITY FOR, PAYMENT; PROVIDING FOR THE APPROVAL OF VARIOUS AGREEMENTS RELATING TO THE BONDS; DELEGATING AUTHORITY TO THE DELEGATE TO DETERMINE THE FINAL TERMS OF THE SERIES 2025 BONDS WITHIN THE PARAMETERS ESTABLISHED IN THIS RESOLUTION PURSUANT TO THE SUPPLEMENTAL PUBLIC SECURITIES ACT; AND RATIFYING ACTION PREVIOUSLY TAKEN CONCERNING THE BONDS.

WHEREAS, at a general obligation bond election (“election”) duly called and held for NMSU – Doña Ana Community College District, (the “District”) on the 7<sup>th</sup> day of November, 2023, the electors of the District authorized the Governing Board of the District (the “Board”) to contract bonded indebtedness on behalf of the District and upon the credit thereof by issuing general obligation bonds of the District to secure funds for the following purposes in the following amount (the “Improvement Project”):

| <u>Purpose:</u>                                                                                                                                                                                                                                                                                                                | <u>Amount<br/>Authorized<br/>At Election</u> | <u>Amount<br/>Previously<br/>Issued</u> | <u>Amount<br/>To Be<br/>Issued</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------|------------------------------------|
| Erecting, furnishing, constructing, purchasing, remodeling and equipping buildings and utility facilities, exclusive of stadiums; making other real property improvements; purchasing grounds; and purchasing and installing computer hardware and software; or any combination of these purposes (the “Improvement Project”). | \$16,000,000                                 | \$0                                     | \$6,000,000                        |

WHEREAS, the Board has determined and does hereby determine that it is necessary and in the best interest of the District and its residents that District issue General

Obligation (Limited Tax) Bonds, Series 2025 (the “Bonds” or the “Series 2025 Bonds”) authorized at the election at this time pursuant to this Resolution and a Sale Certificate to be executed by the President of the Board, or the President or Vice President for Business and Finance of the District or designee as authorized by Section 6-14-10.2, NMSA 1978 (the “Sale Certificate”); and

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BOARD OF DOÑA ANA COMMUNITY COLLEGE DISTRICT, IN THE COUNTIES OF DOÑA ANA AND OTERO AND THE STATE OF NEW MEXICO:

Section 1. The Board hereby determines to proceed with the issuance, sale, and delivery of the Bonds. All actions heretofore taken by the Board and the officers and employees of the District directed toward the issuance and sale of the Bonds be and the same hereby are, ratified, approved and confirmed, and the sale of the Series 2025 Bonds in an amount not to exceed \$6,000,000, subject to the terms of the Sale Certificate, is approved. The Board hereby appoints BOKF, NA to serve as paying agent and registrar for the Bonds. The form of the Paying Agent and Registrar Agreement submitted to the Board with the adoption of this Resolution is hereby approved.

The final terms of the Bonds shall be within the parameters set forth below:

- (a) The maximum par amount of the Bonds shall not be more than \$6,000,000.
- (b) The final maturity of the Bonds shall be no later than August 1, 2045 (or a maximum of 20 years from the date of issuance).
- (c) The maximum interest rate on the Bonds shall be no greater than 10% per annum.
- (d) The Bonds shall be sold pursuant to a private sale to the New Mexico Finance Authority (the “Purchaser”).
- (e) The Purchaser’s discount shall not exceed 2% of the aggregate principal amount of the Bonds.
- (f) The Bonds may be subject to optional and/or mandatory sinking fund redemption as set forth in the Sale Certificate.
- (g) The Bonds will not be sold for less than par plus accrued interest thereon from their dated date to the date of delivery, if any.

The President of the Board, or the President or Vice President for Business and Finance of Doña Ana Community College each appointed as a delegate (the “Delegate”) are hereby authorized pursuant to this Resolution to determine the final terms of the Bonds including any additional terms as permitted by Section 6-14-10.2 NMSA 1978 as permitted by Section 6-14-10.2 NMSA 1978, award the Bonds to the Purchaser, and to execute a Sale Certificate in conformance with these parameters. The Delegate is authorized to enter into a Bond Purchase Agreement with the Purchaser in conformance with the parameters set forth in this Resolution.

Section 2. Pursuant to the Supplemental Public Securities Act, Section 6-14-8 to 6-14-11, NMSA 1978, as amended, the Delegate is hereby delegated authority to award the Bonds to the Purchaser in the Sale Certificate and to enter into a Bond Purchase Agreement with the Purchaser with such terms as are not inconsistent with this Resolution. The Delegate shall present the Sale Certificate to the Board at a public meeting certifying that the terms of the Bonds comply with the parameters and conditions of this Resolution.

Section 3. The Bonds were authorized at an election held within the District on November 7, 2023. The Bonds shall constitute the general obligation bonds of the District, payable from general ad valorem taxes which levy shall not exceed five mills; provided, however, that this five-mill limitation may be exceeded in any year in which the valuation of the property within the District declines to a level lower than the valuation of the property within the District in the year in which the Bonds were issued. The full faith and credit of the District shall be, and hereby is, irrevocably pledged to the payment of the principal of and interest on the Bonds. The Bonds shall recite that they are issued under authority of the College District Tax Act, Sections 21-2A-1 through 21-2A-10, inclusive, NMSA 1978. Such recital shall conclusively impart full compliance with all of the provisions of College District Tax Act, Sections 21-2A-1 through 21-2A-10, inclusive, NMSA 1978, and the Bonds shall be incontestable for any cause whatsoever after their delivery for value.

Section 4. A. In order to provide funds for the purpose of erecting, furnishing, constructing, purchasing, remodeling and equipping buildings and utility facilities, exclusive of stadiums; making other real property improvements, purchasing grounds; and purchasing and installing computer hardware and software; or any combination of these purposes, the Board, on behalf of the District and upon the full faith and credit thereof, shall issue the Bonds maturing and bearing interest as set forth in the Sale Certificate pursuant to the College District Tax Act.

B. The Bonds shall be issued in an aggregate principal amount not to exceed \$6,000,000, dated as of the date of delivery, (herein the "Series Date"); will be issued in one series and shall consist of bonds numbered consecutively from R-1 upward, issuable in the denomination of \$5,000 each or integral multiples thereof (provided that no individual bond will be issued for more than one maturity); shall bear interest on the basis of a 360-day year and twelve 30-day months from the most recent date to which interest has been paid or provided for or, if no interest has been paid or provided for, from the Series Date to maturity at the rates per annum set forth in the Sale Certificate; payable to the registered owner thereof, or registered assigns, on February 1, 2026 or such other date specified in the Sale Certificate, and semiannually thereafter on August 1 in each year in which the Bonds are outstanding and shall mature on August 1 and February 1 of each year set forth in the Sale Certificate. The net effective interest rate on the Bonds shall not exceed ten percent (10%) per annum.

Bonds which are reissued upon transfer, exchange or other replacement shall bear interest from the most recent interest payment date to which interest has been fully paid or provided for in full or, if no interest has been paid, from the Series Date.

C. The principal of and interest on the Bonds due at maturity shall be payable to the registered owner thereof as shown on the registration books kept by BOKF,

NA, an independent third party registrar/paying agent, as “registrar/paying agent” (such entity and any successor thereto, which must be an independent third party registrar/paying agent, the “Registrar/Paying Agent”) for the Bonds, upon maturity and upon presentation and surrender thereof at the principal offices of the Registrar/Paying Agent. If any Bond shall not be paid upon such presentation and surrender at or after maturity, it shall continue to draw interest at the rate borne by the Bond until the principal thereof is paid in full. Payment of interest on the Bonds (other than at maturity) shall be made by check or draft mailed by the Registrar/Paying Agent (or by such other arrangement as may be mutually agreed to by the Registrar/Paying Agent and such registered owner), on or before each interest payment date (or, if such interest payment date is not a business day, on or before the next succeeding business day), to the registered owner thereof on the Record Date (defined below) at the address as it appears on the registration books kept by the Registrar/Paying Agent. All such payments shall be made in lawful money of the United States of America. The term “Record Date” as used herein with respect to any interest payment date shall mean the fifteenth (15<sup>th</sup>) day (whether or not a business day) of the month immediately preceding the interest payment date. The person in whose name any Bond is registered on any Record Date with respect to any interest payment date shall be entitled to receive the interest payable thereon on such interest payment date notwithstanding any transfer or exchange thereof subsequent to such Record Date and prior to such interest payment date; but interest on any Bond which is not timely paid or duly provided for shall cease to be payable as provided above and shall be payable to the person in whose name such Bond is registered at the close of business on a special record date (the “Special Record Date”) fixed by the Registrar/Paying Agent for the payment of any such overdue interest. The Special Record Date shall be fixed by the Registrar/Paying Agent whenever moneys become available for payment of overdue interest, and notice of any such Special Record Date shall be given not less than ten days prior thereto, by first-class mail, to the registered owners of the Bonds as of the fifth day preceding the mailing of such notice by the Registrar/Paying Agent, stating the Special Record Date and the date fixed for the payment of overdue interest.

D. The Bonds may be subject to redemption prior to their maturity at the option of the Board as set forth in the Sale Certificate, in one or more units of principal of \$5,000, in whole or in part at any time, at par value, in such order of maturities as the District may determine (and by lot if less than all of the Bonds of such maturity are redeemed) plus accrued interest to the date fixed for redemption.

The Bonds may be subject to mandatory sinking fund redemption as set forth in the Sale Certificate.

E. Notice of redemption of the Bonds will be given by the Registrar/Paying Agent by sending a copy of such notice by first-class, postage prepaid mail not less than 30 days prior to the redemption date to the address shown as of the fifth day prior to the mailing of notice on the registration books by the Registrar/Paying Agent. The District shall give the Registrar/Paying Agent notice of the Bonds to be called for redemption at least 15 days prior to the date that the Registrar/Paying Agent is required to give owners notice of redemption specifying the Bonds and the principal amount to be called for redemption and the applicable redemption dates. The Registrar/Paying Agent’s failure to give such notice to the registered owner of any Bond, or any defect therein, shall not affect the validity of the proceedings for the redemption of any Bonds for which proper

notice was given. The notice will specify the number or numbers and maturity date or dates of the Bonds to be redeemed (if less than all are to be redeemed) the principal amount of any Bond to be redeemed in part, the date fixed for redemption, and that on such redemption date there will become and be due and payable upon each Bond or part thereof to be redeemed at the office of the Registrar/Paying Agent the principal amount thereof to be redeemed plus accrued interest, if any, to the redemption date and that from and after such date interest will cease to accrue on the principal amount redeemed. Such notice may be a conditional notice of redemption insofar as the money or securities necessary to pay the redemption price of the Bonds are not required to be on deposit with the Registrar/Paying Agent prior to the giving of notice of optional redemption of the Bonds. If notice is given in the manner provided above, the Bond or Bonds or part thereof called for redemption will become due and payable on the redemption date designated and if an amount of money sufficient to redeem all Bonds called for redemption is on deposit with the Registrar/Paying Agent on the redemption date, the Bonds or part thereof to be redeemed shall be deemed to be not outstanding and will cease to bear or accrue interest from and after such redemption date. Upon presentation of a Bond to be redeemed at the office of the Registrar/Paying Agent on or after the redemption date, the Registrar/Paying Agent will pay such Bond, or portion thereof called for redemption.

#### Section 5.     Execution and Authentication of Bonds.

A. Method of Execution. The Bonds shall bear the manual or facsimile signature of the President of the Board and shall be attested by the manual or facsimile signature of the Secretary of the Board and shall bear the manual or facsimile seal of the Board. The Bonds shall be authenticated by the manual signature of an authorized officer of the Registrar/Paying Agent. The Bonds bearing the signatures or facsimile signatures of the officers in office at the time of the signing thereof shall be the valid and binding obligations of the District, notwithstanding that before the delivery of the Bonds and payment therefor, or before the issuance thereof upon transfer or exchange, any or all of the persons whose signatures appear on the Bonds shall have ceased to fill their respective offices.

B. Filing Manual Signatures. The President and Secretary of the Board may, by the execution of a signature certificate pertaining to the Bonds, adopt as and for their respective signatures the facsimiles thereof appearing on the Bonds; and, at the time of the execution of the signature certificate, the President of the Board and Secretary may each adopt as and for his or her facsimile signature the facsimile signature of his or her predecessor in office in the event that such facsimile signature appears upon any of the Bonds. The President and Secretary of the Board, pursuant to Sections 6-9-1 through 6-9-6, inclusive, NMSA 1978, may each forthwith file his manual signature, certified by him under oath, with the Secretary of State of New Mexico, provided that such filing shall not be necessary for any officer where any previous filing shall have application to the Bonds.

C. Authentication. No Bond shall be valid or obligatory for any purpose unless the certificate of authentication, substantially in the form hereinafter provided, has been duly executed by the Registrar/Paying Agent. The Registrar/Paying Agent's certificate of authentication shall be deemed to have been duly executed by it if manually signed by an authorized officer of the Registrar/Paying Agent, but it shall not be necessary that the same officer sign the certificate of authentication on all of the Bonds issued hereunder.

## Section 6. Registration, Transfer, Exchange and Ownership of Bonds.

A. Registration, Transfer and Exchange. Books for the registration and transfer of the Bonds shall be kept by the Registrar/Paying Agent, which is hereby appointed by the District as registrar and as paying agent for the Bonds. Upon the surrender for transfer of any Bond at the principal corporate trust office of the Registrar/Paying Agent, duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his attorney duly authorized in writing, the Registrar/Paying Agent shall authenticate and deliver not more than three business days after receipt of the Bond to be transferred in the name of the transferee or transferees a new Bond or Bonds in fully registered form of the same aggregate principal amount of authorized denominations, and of the same maturity, interest rate and series, bearing a number or numbers not contemporaneously outstanding. Bonds may be exchanged at the principal corporate trust office of the Registrar/Paying Agent for an equal aggregate principal amount of Bonds of other authorized denominations, and of the same maturity, series and interest rate. The Registrar/Paying Agent shall authenticate and deliver not more than three business days after receipt of the Bond to be exchanged a Bond or Bonds which the registered owner making the exchange is entitled to receive, bearing a number or numbers not contemporaneously outstanding. Exchanges and transfers of Bonds as herein provided shall be without charge to the owner or any transferee, but the Registrar/Paying Agent may require the payment by the owner of any Bond requesting exchange or transfer of any tax or other governmental charge required to be paid with respect to such exchange or transfer.

B. Owner of the Bonds. The person in whose name any Bond shall be registered on the registration books kept by the Registrar/Paying Agent, shall be deemed and regarded as the absolute owner thereof for the purpose of making payment thereof and for all other purposes except as may otherwise be provided with respect to payment of overdue interest; and payment of or on account of either principal or interest on any Bond shall be made only to or upon the written order of the registered owner thereof or his legal representative, but such registration may be changed upon transfer of such Bond in the manner and subject to the conditions and limitations provided herein. All such payments shall be valid and effectual to discharge the liability upon such Bond to the extent of the sum or sums so paid.

C. Replacement Bonds. If any Bond shall be lost, stolen, destroyed or mutilated, the Registrar/Paying Agent shall, upon receipt of the mutilated Bond or other proof of loss or destruction, proof of ownership, a surety bond in twice the face amount of the Bond, payment of the cost of preparing and issuing the new Bond, and other such evidence, information or indemnity relating thereto as it may reasonably require and as may be required by law, authenticate and deliver a replacement Bond or Bonds of a like aggregate principal amount of authorized denominations, and of the same maturity, interest rate and series, bearing a number or numbers not contemporaneously outstanding. If such lost, stolen, destroyed or mutilated Bond shall have matured, the Registrar/Paying Agent may pay such Bond in lieu of replacement.

D. Delivery of Bond Certificates to Registrar/Paying Agent. The officers of the District are authorized to deliver to the Registrar/Paying Agent fully executed but unauthenticated Bonds in such quantities as may be convenient to be held in custody by the Registrar/Paying Agent pending use as herein provided.



E. Cancellation of Bonds. Whenever any Bond shall be surrendered to the Registrar/Paying Agent upon payment thereof, or to the Registrar/Paying Agent for transfer, exchange or replacement as provided herein, such Bond shall be promptly cancelled by the Registrar/Paying Agent, and counterparts of a certificate of such cancellation shall be furnished by the Registrar/Paying Agent to the District.

F. Book Entry. Notwithstanding any other provision herein, the Bonds may be issued or registered, in whole or in part, in book-entry form from time to time with no physical distribution of bond certificates made to the public, with The Depository Trust Company of New York, New York (the “Depository”), acting as securities depository for the Bonds. A single certificate for each maturity date of the Bonds issued in book-entry form will be delivered to the Depository and immobilized in its custody. The book-entry system will evidence ownership of the Bonds in authorized denominations, with transfer of ownership effected on the books of the Depository and its participants (the “Participants”). As a condition to delivery of the Bonds in book-entry form, the purchaser will, immediately after acceptance of delivery thereof, deposit, or cause to be deposited, the Bond certificates with the Depository, registered in the name of the Depository or its nominee. Principal and interest will be paid to the Depository or its nominee as the registered owner of the Bonds. The transfer of principal and interest payments to Participants will be the responsibility of the Depository; the transfer of principal and interest payments to the beneficial owners of the Bonds (the “Beneficial Owners”) will be the responsibility of Participants and other nominees of Beneficial Owners maintaining a relationship with Participants (the “Indirect Participants”). The District will not be responsible or liable for maintaining, supervising or reviewing the records maintained by the Depository, Participants or Indirect Participants.

If (i) the Bonds are not eligible for the services of the Depository, (ii) the Depository determines to discontinue providing its services with respect to the Bonds or (iii) the District determines that a continuation of the system of book-entry transfers through the Depository ceases to be beneficial to the District or the Beneficial Owners, the District will either identify another similar depository to perform such functions or certificates for the Bonds will be delivered to the Beneficial Owners or their nominees, and the Beneficial Owners or their nominees, upon authentication of Bonds and registration of those Bonds in the Beneficial Owners’ or nominees’ names, will become the owners of the Bonds for all purposes. In that event, the District shall mail an appropriate notice to the Depository for notification to Participants, Indirect Participants and Beneficial Owners of the substitute Depository or the issuance of bond certificates to Beneficial Owners or their nominees, as applicable.

Officers of the District are authorized to sign agreements with or letters to the Depository relating to the matters set forth in this Section.

Notwithstanding any other provision herein, so long as all of the Bonds are registered in the name of the Depository or its nominee, all payments of principal and interest on the Bonds, and all notices with respect to the Bonds, shall be made and given by the Registrar/Paying Agent or the District to the Depository as provided in this Bond Resolution and by the Depository to its Participants or Indirect Participants and notices to the Beneficial Owners of the Bonds in the manner provided in an agreement or letter of the District to the Depository.

Section 7. Successor Registrar/Paying Agent. If the Registrar/Paying Agent initially appointed hereunder shall resign, or if the District shall reasonably determine that the Registrar/Paying Agent has become incapable of fulfilling its duties hereunder, the District may, upon notice mailed to each registered owner of Bonds at the address last shown on the registration books, appoint a successor registrar/paying agent. Every such successor registrar/paying agent shall be a bank or trust company located in and in good standing in the United States and having a shareholders' equity (e.g., capital stock, surplus and undivided profits), however denominated, of not less than \$10,000,000.

Section 8. Negotiability. Subject to the registration provisions hereof, the Bonds hereby authorized shall be fully negotiable and shall have all the qualities of negotiable paper, and the registered owner or owners thereof shall possess all rights enjoyed by the holders of negotiable instruments under the provisions of the Uniform Commercial Code.

Section 9. Form of Bonds. The Bonds shall be in substantially the following form:

[Form of Bond]

**NEITHER THIS BOND NOR ANY INTEREST IN THIS BOND MAY BE, DIRECTLY OR INDIRECTLY, OFFERED, SOLD, HYPOTHECATED, ENCUMBERED OR OTHERWISE TRANSFERRED OR DISPOSED OF (INDIVIDUALLY AND COLLECTIVELY, A "TRANSFER") EXCEPT IN COMPLIANCE WITH SECURITIES ACT OF 1933, AS AMENDED (THE "ACT"), AND APPLICABLE STATE SECURITIES LAWS AS ESTABLISHED TO THE SATISFACTION OF THE DISTRICT, AND ANY SUCH PURPORTED TRANSFER OF THIS BOND WILL NOT BE EFFECTIVE UNLESS THE TRANSFEROR PROVIDES TO THE DISTRICT AND THE PURCHASER (A) AN OPINION, IN FORM AND SUBSTANCE SATISFACTORY TO THE DISTRICT, FROM LEGAL COUNSEL EXPERIENCED IN SECURITIES LAWS MATTERS, WHICH COUNSEL MUST BE SATISFACTORY TO THE DISTRICT, TO THE EFFECT THE TRANSFER COMPLIES WITH THE ACT AND APPLICABLE STATE SECURITIES LAWS AND (B) WRITTEN REPRESENTATIONS FROM THE TRANSFEREE, IN FORM AND SUBSTANCE SATISFACTORY TO THE DISTRICT, NECESSARY TO ESTABLISH SUCH COMPLIANCE.**

REGISTERED  
NO. \_\_\_\_\_

REGISTERED  
\$ \_\_\_\_\_

DOÑA ANA COMMUNITY COLLEGE DISTRICT  
DOÑA ANA COUNTY, NEW MEXICO  
GENERAL OBLIGATION (LIMITED TAX) BONDS,  
SERIES 2025

Registered Owner: \_\_\_\_\_

Principal Amount: \_\_\_\_\_ DOLLARS

Interest Rate:  
\_\_\_\_\_ % per annum

Maturity Date:  
August 1, 20\_\_

Series Date:  
\_\_\_\_, 2025

The governing board (the “Board”) of NMSU Doña Ana Community College District, Doña Ana County, New Mexico (the “District”), on the faith, credit and behalf of the District, for value received, hereby promises to pay to the registered owner named above, or registered assigns, the principal amount hereof on the Maturity Date and to pay interest on the principal amount at the Interest Rate on [February 1, 2026], and thereafter on August 1 and February 1 of each year (the “Interest Payment Date”) from the Series Date to its maturity. The principal of the bonds of the series of which this is one (the “Bonds”) and interest due at maturity shall be payable to the registered owner thereof as shown on the registration books kept by BOKF, NA, as “registrar/paying agent” (such bank and any successor thereto, the “Registrar/Paying Agent”) for the Bonds, upon maturity and upon presentation and surrender thereof at the principal corporate trust office of the Registrar/Paying Agent. If any Bond shall not be paid upon such presentation and surrender at or after maturity, it shall continue to draw interest at the rate borne by said Bond until the principal thereof is paid in full. Payment of interest on the Bonds (other than at maturity) shall be made by check or draft mailed by the Registrar/Paying Agent (or by such other arrangement as may be mutually agreed to by the Registrar/Paying Agent and such registered owner), on or before each Interest Payment Date (or, if such Interest Payment Date is not a business day, on or before the next succeeding business day), to the registered owner thereof as of the close of business on the Record Date (defined below) at his address as it appears on the registration books kept by the Registrar/Paying Agent. All such payments shall be made in lawful money of the United States of America. The term “Record Date” as used herein with respect to any Interest Payment Date shall mean the 15th day of the month preceding an Interest Payment Date. The person in whose name any Bond is registered at the close of business on any Record Date with respect to any Interest Payment Date shall be entitled to receive the interest payable thereon on such Interest Payment Date notwithstanding any transfer or exchange thereof subsequent to such Record Date and prior to such Interest Payment Date; but interest on any Bond which is not timely paid or duly provided for shall cease to be payable as provided above and shall be payable to the person in whose name such Bond is registered at the close of business on a special record date (the “Special Record Date”) fixed by the Registrar/Paying Agent for the payment of any such overdue interest. The Special Record Date shall be fixed by the Registrar/Paying Agent whenever moneys become available for payment of overdue interest, and notice of any such Special Record Date shall be given not less than ten days prior thereto, by first-class mail, to the registered owners of the Bonds as of the fifth day preceding the mailing of such notice by the Registrar/Paying Agent, stating the Special Record Date and the date fixed for the payment of overdue interest.

The Bonds are fully registered and are issuable in denominations of \$5,000 and any integral multiple thereof (provided that no individual bond may be issued for more than one maturity).

The series of Bonds of which this bond is one is limited to the total principal amount of \$8,000,000 of like tenor except as to number, denomination, maturity date, and interest rate, issued by Doña Ana Community College District, Doña Ana County, New Mexico, for the purpose of (1) erecting, furnishing, constructing, purchasing, remodeling and equipping buildings and utility facilities, exclusive of stadiums; making other real property improvements, purchasing grounds; and purchasing and installing computer hardware and software; or any combination of these purposes; under the authority of and in full conformity with the Constitution and laws of the State of New Mexico (particularly Sections 21-2A-1 through 21-2A-12, Sections 21-14-1 through 21-14-15 NMSA 1978, and Sections 6-14-8 through 6-14-11, NMSA 1978, and acts amendatory and supplemental thereto), and pursuant to a resolution of the Board duly adopted on August 26, 2025, as supplemented by the Sale Certificate dated \_\_\_\_\_, 2025, and made a law of the District prior to the issuance of this bond (collectively, the “Bond Resolution”).

Bonds maturing on and after August 1, \_\_\_\_\_, are subject to redemption prior to their maturity on or after August 1, \_\_\_\_\_, at the option of the Board, in one or more units of principal of \$5,000, in whole or in part at any time, at par value, in such order of maturities as the District may determine (and by lot if less than all of the Bonds of such maturity are redeemed).

Notice of redemption of the Bonds will be given by the Registrar/Paying Agent by sending a copy of such notice by first-class, postage prepaid mail not less than 30 days prior to the redemption date to the address shown as of the fifth day prior to the mailing of notice on the registration books by the Registrar/Paying Agent. The District shall give the Registrar/Paying Agent notice of the Bonds to be called for redemption at least 15 days prior to the date that the Registrar/Paying Agent is required to give owners notice of redemption specifying the Bonds and the principal amount to be called for redemption and the applicable redemption dates. The Registrar/Paying Agent’s failure to give such notice to the registered owner of any Bond, or any defect therein, shall not affect the validity of the proceedings for the redemption of any Bonds for which proper notice was given. The notice will specify the number or numbers and maturity date or dates of the Bonds to be redeemed (if less than all are to be redeemed) the principal amount of any Bond to be redeemed in part, the date fixed for redemption, and that on such redemption date there will become and be due and payable upon each Bond or part thereof to be redeemed at the office of the Registrar/Paying Agent the principal amount thereof to be redeemed plus accrued interest, if any, to the redemption date and that from and after such date interest will cease to accrue on the principal amount redeemed. Such notice may be a conditional notice of redemption insofar as the money or securities necessary to pay the redemption price of the Bonds are not required to be on deposit with the Registrar/Paying Agent prior to the giving of notice of optional redemption of the Bonds. If notice is given in the manner provided above, the Bond or Bonds or part thereof called for redemption will become due and payable on the redemption date designated and if an amount of money sufficient to redeem all Bonds called for redemption is on deposit with the Registrar/Paying Agent on the redemption date, the Bonds or part thereof to be redeemed shall be deemed to be not outstanding and will cease to bear or accrue interest from and after such redemption date. Upon presentation of a Bond to be redeemed at the office of the Registrar/Paying Agent on or after the redemption date, the Registrar/Paying Agent will pay such Bond, or portion thereof called for redemption.

The Registrar/Paying Agent will maintain the books of the District for the registration of ownership of the Bonds. Upon the surrender for transfer of any Bond at the principal corporate trust office of the Registrar/Paying Agent, duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his attorney duly authorized in writing, the Registrar/Paying Agent shall authenticate and deliver not more than three business days after receipt of the Bond to be transferred in the name of the transferee or transferees a new Bond or Bonds in fully registered form of the same aggregate principal amount of authorized denominations, and of the same maturity, interest rate and series, bearing a number or numbers not contemporaneously outstanding. Bonds may be exchanged at the principal corporate trust office of the Registrar/Paying Agent for an equal aggregate principal amount of Bonds of other authorized denominations, and of the same maturity, series and interest rate. The Registrar/Paying Agent shall authenticate and deliver not more than three business days after receipt of the Bond to be exchanged a Bond or Bonds which the registered owner making the exchange is entitled to receive, bearing a number or numbers not contemporaneously outstanding. Exchanges and transfers of Bonds as herein provided shall be without charge to the owner or any transferee, but the Registrar/Paying Agent may require the payment by the owner of any Bond requesting exchange or transfer of any tax or other governmental charge required to be paid with respect to such exchange or transfer.

The person in whose name any Bond shall be registered on the registration books kept by the Registrar/Paying Agent, shall be deemed and regarded as the absolute owner thereof for the purpose of making payment thereof and for all other purposes except as may otherwise be provided with respect to payment of interest; and payment of or on account of either principal or interest on any Bond shall be made only to or upon the written order of the registered owner thereof or his legal representative, but such registration may be changed upon transfer of such Bond in the manner and subject to the conditions and limitations provided herein. All such payments shall be valid and effectual to discharge the liability upon such Bond to the extent of the sum or sums so paid.

If any Bond shall be lost, stolen, destroyed or mutilated, the Registrar/Paying Agent shall, upon receipt of the mutilated Bond or other proof of loss or destruction, proof of ownership, a surety bond in twice the face amount of the Bond, payment of the cost of preparing and issuing the new Bond, and such other evidence, information or indemnity relating thereto as it may reasonably require and as may be required by law, authenticate and deliver a replacement Bond or Bonds of a like aggregate principal amount of authorized denominations, and of the same maturity, interest rate and series, bearing a number or numbers not contemporaneously outstanding. If such lost, stolen, destroyed or mutilated Bond shall have matured, the Registrar/Paying Agent may pay such Bond in lieu of replacement.

For the punctual payment of the principal of and interest on this bond as aforesaid and for the levy and collection of taxes in accordance with the statutes authorizing the issuance of this bond, the full faith and credit of the District is hereby irrevocably pledged. The Board has, by the Bond Resolution, ordered the creation of an interest and sinking fund for the payment of the Bonds. Such fund is to be held in trust for the benefit of the owner or owners of the Bonds.

It is hereby certified, recited and warranted that all the requirements of law have been complied with by the proper officials of the District in the issuance of this bond;

that the total indebtedness of the District, including that of this bond, does not exceed any limit of indebtedness prescribed by the Constitution or laws of the State of New Mexico; that issuance of this bond was duly authorized by the legally qualified voters of the District at an election held on November 7, 2023; that provision has been made for the levy and collection of annual taxes sufficient to pay the principal of and the interest on this bond when the same become due; that the Bonds, of which this bond is one, are issued under authority of the College District Tax Act , Sections 21-2A-1 through 21-2A-10, inclusive, NMSA 1978 which recital conclusively imparts full compliance with all of the provisions of Sections 21-2A-1 through 21-2A-10, inclusive, NMSA 1978; and that the Bonds of which this bond is one are incontestable for any cause whatsoever after their delivery for value. The levy for the payment of principal and interest on the Bonds shall not exceed five mills; provided, however, that this five-mill limitation may be exceeded in any year in which the valuation of the property within the District declines to a level lower than the valuation of the property in the year in which the Bonds were issued. This bond shall not be valid or obligatory for any purpose until the Registrar/Paying Agent shall have manually signed the certificate of authentication hereon.

IN TESTIMONY WHEREOF, the governing board of the District has caused the manual or facsimile of the seal of the District to be hereto affixed and this bond to be signed and executed with the manual or facsimile signature of the President of the Board, and attested with the manual or facsimile signature of the Secretary of the governing board of the District, all as of the Series Date.

GOVERNING BOARD OF THE DOÑA ANA  
COMMUNITY COLLEGE DISTRICT

(MANUAL or FACSIMILE SEAL)

By: (Manual or Facsimile Signature)  
President of the Board

ATTEST:

By: (Manual or Facsimile Signature)  
Secretary

[Form of Certificate of Authentication]

This bond is one of the Bonds described in the Bond Resolution and has been duly registered on the registration books kept by the undersigned as Registrar/Paying Agent for the Bonds.

Date of Authentication and  
Registration: \_\_, 2025

BOKF, NA,  
as Registrar/Paying Agent

By: \_\_\_\_\_  
Authorized Officer

[End of Form of Certificate of Authentication]

[Form of Assignment]

### ASSIGNMENT

For value received, the undersigned sells, assigns and transfers unto  
\_\_\_\_\_ whose social security or tax identification number is  
\_\_\_\_\_ the within bond and irrevocably constitutes and appoints  
\_\_\_\_\_ attorney to transfer such bond on the books kept for  
registration thereof, with full power of substitution in the premises.

Dated: \_\_\_\_\_

Signature Guaranteed: \_\_\_\_\_

\_\_\_\_\_

NOTE: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within bond in every particular, without alteration or enlargement or any change whatsoever.

[End of Form of Assignment]

[End of Form of Bond]

Section 10. Delivery of Bonds. When the Bonds have been duly executed and authenticated, they shall be delivered to the Purchaser as the lawful purchaser thereof.. The funds realized from the sale of the Bonds shall be applied solely for the Improvement Project, but the Purchaser of the Bonds shall in no manner be responsible for the application of or disposal by the District, or any of its officers, of any of the funds derived from the sale thereof.

Section 11. Security for the Bonds. There shall be levied on all taxable property in the District, at the time and in the manner provided by law, in addition to all other taxes, direct annual ad valorem taxes sufficient to pay the principal of and interest accruing on the Bonds promptly as the same shall become due. This levy, pursuant to Sections 21-2A-6 and 21-2A-7, NMSA 1978, shall not exceed five mills; provided, however, that this five mill limitation may be exceeded in any year in which the valuation of the property within the District declines to a level lower than the valuation of the property in the year in which the Bonds were issued. This Resolution is hereby declared to be the certificate to the Boards of County Commissioners of Doña Ana County and Otero County, New Mexico, as to the amount of taxes necessary to be levied for the purposes herein stated and said taxes shall be certified, levied and extended upon the tax rolls and collected in the same

manner, at the same time and subject to the same penalties as general state and county taxes are certified, levied and collected. Said taxes, when collected, shall be kept by the District in an interest and sinking fund, which is hereby created, to be used solely for the purpose of paying the principal of and interest on the Bonds as the same become due or mature; provided that nothing herein contained shall be so construed as to prevent the application of any other funds belonging to the District and available for that purpose, to the payment of the Bonds or the interest thereon, as the same become due and upon such payment the levy or levies of tax provided for in this Section may thereupon to that extent be diminished. If the taxes herein provided for shall not be levied or collected in time to pay the interest on or principal of the Bonds as the same become due or mature, then such interest or principal shall be paid from any funds belonging to the District, which funds may be reimbursed from the taxes herein provided for when the same are collected.

Section 12. Delegated Authority and Execution of Documents. The President of the Board, Vice-President, Secretary, President of DACC and Vice President for Business and Finance, and other officers and employees of the District be and they hereby are authorized and directed to take all action necessary or appropriate to effectuate the provisions of this Resolution, including without limiting the generality of the foregoing, the entering into of a registrar/paying agent agreement, the printing of the Bonds, the execution of a continuing disclosure undertaking for the benefit of the Purchaser, if necessary, the execution of letters and agreements with the Depository, the printing and execution of disclosure documents relating to the Bonds, and such certificates as may be required by the Bond Purchaser or bond counsel relating to, among other things, the signing of the Bonds, the tenure and identity of District officials, the receipt of the purchase price of the Bonds from the Purchaser and the absence of litigation, pending or threatened, if in accordance with the facts, affecting the validity thereof and the absence and existence of factors affecting the exclusion of interest on the Bonds from gross income for federal income tax purposes. Pursuant to the Supplemental Public Securities Act, Section 6-14-8 to 6-14-11, NMSA 1978, as amended, the President of the Board, or the President or Vice President for Business and Finance of Doña Ana Community College (each a "Delegate") and/or designee are hereby delegated authority to award the Bonds to the Purchaser and to determine any or all of the final terms of the Bonds, consistent with this Resolution and the Supplemental Public Securities Act, as amended. The Delegate and/or designee shall present a Sale Certificate to the Board at a public meeting certifying that the terms of the Bonds comply with the parameters and conditions of this Resolution.

The form of the Capital Projects Escrow Agreement submitted to the Board in conjunction with this Resolution is hereby approved, and officers of the District are authorized to enter into the Capital Projects Escrow Agreement with such changes as are consistent with the terms of this Resolution and the Sale Certificate.

Section 13. Defeasance. When all principal and interest in connection with the Bonds have been duly paid, the pledge therefor and all obligations of the District hereunder shall thereby be discharged and the Bonds shall no longer be deemed to be outstanding. There shall be deemed to be such payment when the District has caused to be placed in escrow and in trust with a bank doing business in the State which is a member of the Federal Deposit Insurance Corporation and exercising trust powers, an amount sufficient (including the known minimum yield from direct obligations of the United States or securities that are unconditionally guaranteed by the United States ("Government



Obligations”), in which such amounts are or may be initially invested) to meet all requirements of principal and interest on the Bonds as the same become due to their final maturities or upon designated prior redemption dates. The Government Obligations shall become due prior to the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the District and such bank at the time of the creation of the escrow, or the Government Obligations shall be subject to redemption at the option of the holders or owners thereof to assure such availability as needed to meet such schedule. If any Bond is to be redeemed prior to maturity, notice of redemption shall have been given or arrangements satisfactory to the Registrar/Paying Agent shall have been made for the giving of such notice.

#### Section 14. Protective Covenants.

A. Authorization. The District covenants that it will restrict the use of the proceeds of the Bonds in such manner and to such extent, if any, as may be necessary so that the Bonds will not constitute arbitrage bonds under Section 148 of the Internal Revenue Code of 1986, as amended (the “Code”). The President of the Board, Vice-President, Secretary and any other officer and employee of the District having responsibility for the issuance of the Bonds shall give an appropriate certificate of the District, for inclusion in the transcript of proceedings for the Bonds, setting forth the reasonable expectations of the District regarding the amount and use of all the proceeds of the Bonds, the facts, circumstances and estimates on which they are based, and other facts and circumstances relevant to the tax treatment of interest on the Bonds.

B. Tax Compliance. The District covenants that it (a) will take or cause to be taken such actions which may be required of it for the interest on the Bonds to be and remain excluded from gross income for federal income tax purposes, and (b) will not take or permit to be taken any actions which would adversely affect that exclusion, and that it, or persons acting for it, will, among other acts of compliance, (i) apply the proceeds of the Bonds to the governmental purpose of the borrowing, (ii) restrict the yield, as required, on investment property acquired with those proceeds, (iii) make timely rebate payments, if required, to the federal government, (iv) maintain books and records and make calculations and reports, and (v) refrain from certain uses of proceeds; all in such manner and to the extent necessary to assure such exclusion of that interest under the Code. The President of the Board, Vice-President, Secretary, President and Vice President of Doña Ana Community College and other appropriate officers and employees are hereby authorized and directed to take any and all actions, make calculations and rebate payments, and make or give reports and certifications, as may be appropriate to assure such exclusion of that interest.

Section 15. Attorney General Approval. The Bonds shall not be issued unless and until the approval of the Attorney General of the State of New Mexico as to form and legality of the Bonds shall have been obtained as required by Section 21-2A-6 NMSA 1978, as amended and supplemented from time to time.

Section 16. Investment of Money. Moneys in any fund not immediately needed may be invested as provided by state law and applicable federal statutes and regulations, provided that the Board and the District hereby covenant to the purchasers and the holders of the Bonds from time to time that the District will make no use of the proceeds of the

Bonds or any funds reasonably expected to be used to pay the principal of or interest on the Bonds which will cause the Bonds to be arbitrage bonds within the meaning of Section 148 of the Code, as amended, or which would adversely affect the tax status of interest on the Bonds under the Code. This covenant is for the benefit of the purchasers and the holders of the Bonds from time to time.

Section 17. Continuing Disclosure Undertaking. The District will undertake, pursuant to a written continuing disclosure undertaking, to provide annual financial information and notices of certain material events. In addition, the District shall provide such disclosure as required by the Purchaser for the purchase of the Bonds as set forth in the Sale Certificate or Bond Purchase Agreement. Notwithstanding any other provisions of this Resolution, failure of the District to comply with the Continuing Disclosure Undertaking or disclosure obligations of the District to the Purchaser shall not be considered an “event of default” under this Bond Resolution or Section 17 hereof, and holders and beneficial owners of Bonds shall be entitled to exercise only such rights with respect thereto as are provided in the Continuing Disclosure Undertaking or specific performance by court order to compel performance.

Section 18. Irrepealable. After any of the Bonds have been issued, this resolution shall constitute a contract between the District and the holder or holders of the Bonds and shall be and remain irrepealable and unalterable until the Bonds and the interest thereon shall have been fully paid, satisfied and discharged, defeased or until such payment has been duly provided for.

Section 19. Severability. If any section, paragraph, clause or provision of this resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this resolution.

Section 20. Effective Date. This Resolution shall take effect immediately upon its adoption.

Section 21. Publication of Notice. The following notice shall be published in substantially the following form one time in a newspaper having general circulation in the District as soon as is practicable after the adoption hereof.

[Form of Notice]

#### NOTICE OF ADOPTION OF RESOLUTION

NOTICE IS HEREBY GIVEN that the governing board of Doña Ana Community College District, Doña Ana County, New Mexico, did on the 26<sup>th</sup> day of August, 2025, adopt a resolution entitled:

A RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF DOÑA ANA COMMUNITY COLLEGE DISTRICT, DOÑA ANA AND OTERO COUNTIES, NEW MEXICO, GENERAL OBLIGATION (LIMITED TAX) BONDS, SERIES 2025 IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$6,000,000, DATED AS OF

THE DATE OF DELIVERY, PAYABLE FROM AD VALOREM TAXES LEVIED ON ALL TAXABLE PROPERTY WITHIN THE DISTRICT WHICH LEVY SHALL NOT EXCEED FIVE MILLS; PROVIDED, HOWEVER, THAT THIS FIVE-MILL LIMITATION MAY BE EXCEEDED IN ANY YEAR IN WHICH THE VALUATION OF THE PROPERTY WITHIN THE DISTRICT DECLINES TO A LEVEL LOWER THAN THE VALUATION OF THE PROPERTY WITHIN THE DISTRICT IN THE YEAR IN WHICH THE BONDS WERE ISSUED; PROVIDING FOR THE FORM, TERMS AND CONDITIONS OF THE BONDS, THE MANNER OF THEIR EXECUTION, AND THE METHOD OF, AND SECURITY FOR, PAYMENT; PROVIDING FOR THE APPROVAL OF VARIOUS AGREEMENTS RELATING TO THE BONDS; DELEGATING AUTHORITY TO THE DELEGATE TO DETERMINE THE FINAL TERMS OF THE SERIES 2025 BONDS WITHIN THE PARAMETERS ESTABLISHED IN THIS RESOLUTION PURSUANT TO THE SUPPLEMENTAL PUBLIC SECURITIES ACT; AND RATIFYING ACTION PREVIOUSLY TAKEN CONCERNING THE BONDS.

The Resolution directs and authorizes the issuance of Doña Ana Community College District, Doña Ana County, New Mexico General Obligation (Limited Tax) Bonds, Series 2025 (the “Bonds”), in the aggregate principal amount not to exceed \$6,000,000; delegates authority to the Delegate to determine the final terms of the Bonds pursuant to the Supplemental Securities Act and to award the sale of the Bonds to the New Mexico Finance Authority as the purchaser of the Bonds in a private sale within the parameters of this Resolution pursuant to a Sale Certificate and to enter into a Bond Purchase Agreement with the New Mexico Finance Authority; provides for the delivery thereof; provides for the form of the Bonds; provides for levy of taxes to pay the principal of and interest on the Bonds; makes certain covenants with the Bond purchaser; and provides other details concerning the Bonds. Complete copies of the Resolution are available for public inspection during normal and regular business hours at the office of the Vice President for Business and Finance of Doña Ana Community College District, 2800 North Sonoma Ranch Boulevard, Las Cruces, New Mexico. This notice constitutes compliance with Section 6-14-6 NMSA 1978.

DATED this 26<sup>th</sup> day of August, 2025.

DOÑA ANA COMMUNITY COLLEGE DISTRICT

[End of Form of Notice]

Section 22. Repealer. All acts and resolutions, or parts thereof, in conflict with this Resolution are hereby rescinded, annulled and repealed.

PASSED AND APPROVED this \_\_\_ day of August, 2025.

GOVERNING BOARD  
DOÑA ANA COMMUNITY

COLLEGE DISTRICT

By \_\_\_\_\_  
Robert Wofford, President of the Board

[SEAL]

ATTEST:

\_\_\_\_\_  
Richard Marquez, Secretary

\_\_\_\_\_ moved adoption of the resolution, and \_\_\_\_\_  
seconded the motion. The motion to adopt the resolution upon being put to a vote was  
passed and adopted on the following recorded vote:

Those Voting Aye:

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Those Voting Nay:

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Those Absent:

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\_\_\_\_\_ ( ) members of the Board having voted in favor of the motion, the  
presiding officer declared the motion carried and the resolution adopted, whereupon the  
President of the Board and Secretary signed the resolution. The Secretary was directed to  
enter the foregoing proceedings and resolution upon the records of the minutes of the  
Board.

STATE OF NEW MEXICO )  
 )ss.  
COUNTIES OF DOÑA ANA AND OTERO )

I, Richard Marquez, the duly qualified and acting Secretary of the Governing Board of the New Mexico State University – Doña Ana Community College District, do hereby certify:

1. The foregoing pages are a true, correct and complete copy of the record of the proceedings of the Governing Board (the “Board”) of the New Mexico State University – Doña Ana Community College District (the “District”), had and taken at a duly called, regular, open meeting held at the Administrative Building on the East Mesa Campus, 2800 N. Sonoma Ranch Blvd., Las Cruces, New Mexico and via videoconference on the 26<sup>th</sup> day of August, 2025, at the hour of 6:00 p.m., insofar as the same relate to the Resolution relating to the authorization of the Series 2025 Bonds, a copy of which is therein set forth as recorded in the regular book of official records of the proceedings of the District kept in office of the Vice President for Business and Finance.

2. The proceedings were duly had and taken as therein shown, the meeting therein was duly held, and the persons therein named were present at the meeting, as therein shown.

3. Notice of the meeting was given in accordance with the open meetings standards of the District presently in effect. Such notice constitutes compliance with the permitted methods of giving notice of meetings of the Board as required by the open meetings standards resolution adopted by the Board and presently in effect.

IN WITNESS WHEREOF, I have hereunto set my hand and seal of the District this 26<sup>th</sup> day of August, 2025.

Richard Marquez, Secretary

# Doña Ana Community College

## Finance Plan Update

5/2/2024

**STRICTLY PRIVATE AND CONFIDENTIAL**



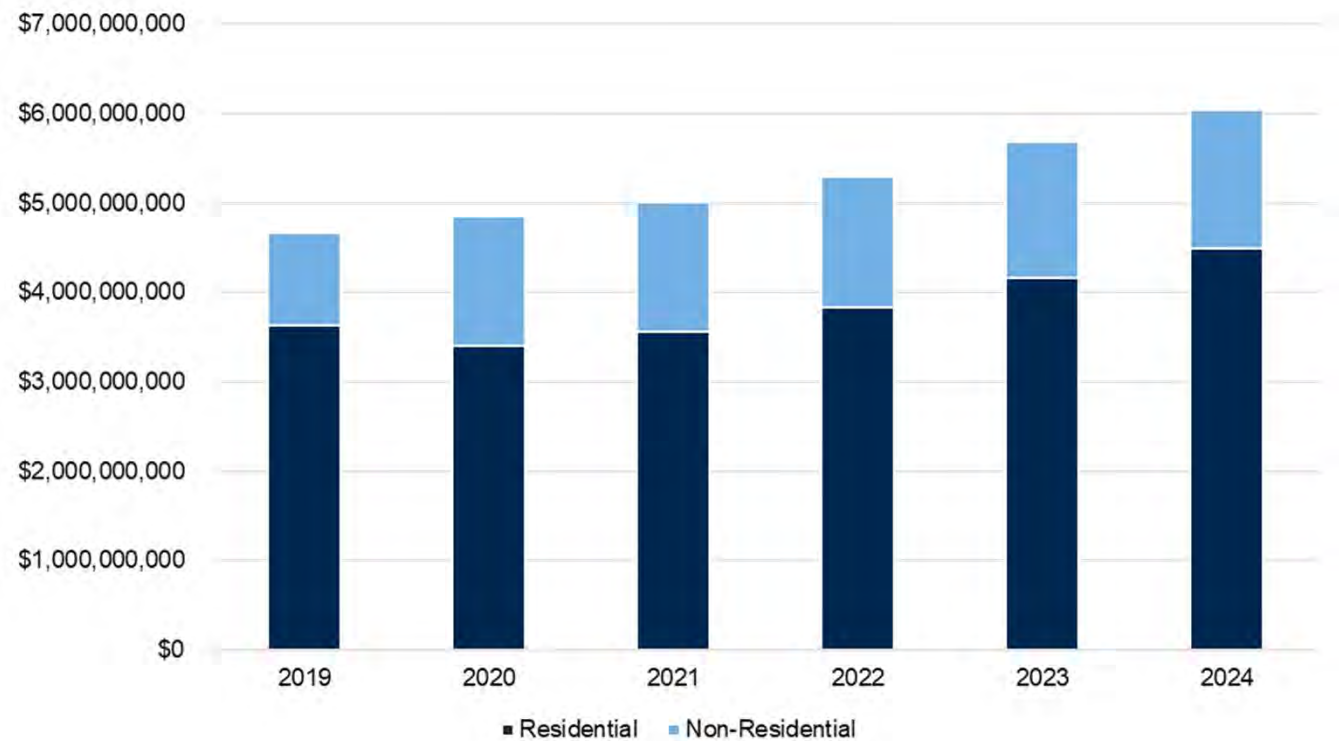
Capital  
Markets

# History of Assessed Valuation

|                 | 2019                   | 2020                   | 2021                   | 2022                   | 2023                   | 2024                   |
|-----------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Residential     | \$3,625,533,070        | \$3,397,980,487        | \$3,562,434,853        | \$3,832,949,334        | \$4,166,502,201        | \$4,491,528,851        |
| Non-Residential | 1,034,541,593          | 1,450,724,579          | 1,442,891,892          | 1,466,555,886          | 1,524,655,266          | 1,551,559,987          |
| <b>Total</b>    | <b>\$4,660,074,663</b> | <b>\$4,848,705,066</b> | <b>\$5,005,326,745</b> | <b>\$5,299,505,220</b> | <b>\$5,691,157,467</b> | <b>\$6,043,088,838</b> |
| <b>% Growth</b> | <b>3.45%</b>           | <b>4.05%</b>           | <b>3.23%</b>           | <b>5.88%</b>           | <b>13.70%</b>          | <b>6.18%</b>           |

|                             |       |
|-----------------------------|-------|
| 5 Year Average Growth Rate  | 5.34% |
| 10 Year Average Growth Rate | 4.14% |

Source: Dona Ana County Assessor's Office and Otero County Assessor's Office





## History of Tax Rates

| Within 20 Mill Limit for General Purposes |                 |                 |                 |                 |                 |                 |
|-------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                           | 2024            | 2023            | 2022            | 2021            | 2020            | 2019            |
| State of New Mexico                       | \$0.000         | \$0.000         | \$0.000         | \$0.000         | \$0.000         | \$0.000         |
| Dona Ana County                           | 9.029           | 9.212           | 9.172           | 9.114           | 9.222           | 9.253           |
| Dona Ana Community College                | 1.217           | 1.242           | 1.237           | 1.230           | 1.245           | 1.250           |
| City of Las Cruces                        | 4.668           | 4.775           | 4.787           | 4.774           | 4.805           | 4.841           |
| Las Cruces Schools                        | 0.337           | 0.344           | 0.343           | 0.339           | 0.342           | 0.344           |
| <b>Total</b>                              | <b>\$15.251</b> | <b>\$15.573</b> | <b>\$15.539</b> | <b>\$15.457</b> | <b>\$15.614</b> | <b>\$15.688</b> |

| Over 20 Mill Limit - Interest, Principal, Judgment, etc. |                 |                 |                 |                 |                 |                 |
|----------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                                          | 2023            | 2023            | 2022            | 2021            | 2020            | 2019            |
| State of New Mexico                                      | \$1.360         | \$1.360         | \$1.360         | \$1.360         | \$1.360         | \$1.360         |
| Dona Ana County                                          | 0.081           | 0.085           | 0.091           | 0.096           | 0.099           | 0.098           |
| Dona Ana Community College (DS)                          | 0.750           | 0.750           | 0.750           | 0.750           | 0.750           | 0.750           |
| City of Las Cruces                                       | 3.998           | 4.046           | 4.007           | 4.002           | 3.994           | 4.007           |
| Las Cruces Schools                                       | 9.019           | 9.113           | 9.618           | 9.593           | 9.604           | 9.605           |
| <b>Total</b>                                             | <b>\$15.208</b> | <b>\$15.354</b> | <b>\$15.826</b> | <b>\$15.801</b> | <b>\$15.807</b> | <b>\$15.820</b> |

| Total Levy                                 |                 |                 |                 |                 |                 |                 |
|--------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                            | 2023            | 2023            | 2022            | 2021            | 2020            | 2019            |
| State of New Mexico                        | \$1.360         | \$1.360         | \$1.360         | \$1.360         | \$1.360         | \$1.360         |
| Dona Ana County                            | 9.110           | 9.297           | 9.263           | 9.210           | 9.321           | 9.351           |
| Dona Ana Community College                 | 1.967           | 1.992           | 1.987           | 1.980           | 1.995           | 2.000           |
| City of Las Cruces                         | 8.666           | 8.821           | 8.794           | 8.776           | 8.799           | 8.848           |
| Las Cruces Schools                         | 9.356           | 9.457           | 9.961           | 9.932           | 9.946           | 9.949           |
| <b>Total Residential in Las Cruces</b>     | <b>\$30.459</b> | <b>\$30.927</b> | <b>\$31.365</b> | <b>\$31.258</b> | <b>\$31.421</b> | <b>\$31.508</b> |
| <b>Total Non-Residential in Las Cruces</b> | <b>\$34.078</b> | <b>\$34.102</b> | <b>\$34.569</b> | <b>\$34.573</b> | <b>\$34.554</b> | <b>\$34.540</b> |

| Total for Town of Mesilla |          |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|----------|
| Residential               | \$20.852 | \$24.459 | \$24.887 | \$23.490 | \$23.638 | \$23.688 |
| Non-Residential           | \$25.245 | \$28.560 | \$29.049 | \$27.763 | \$27.765 | \$27.753 |

| Total for Town of Hatch |          |          |          |          |          |          |
|-------------------------|----------|----------|----------|----------|----------|----------|
| Residential             | \$32.911 | \$33.165 | \$33.087 | \$30.683 | \$30.843 | \$30.891 |
| Non-Residential         | \$35.970 | \$35.921 | \$35.921 | \$33.642 | \$33.646 | \$33.674 |

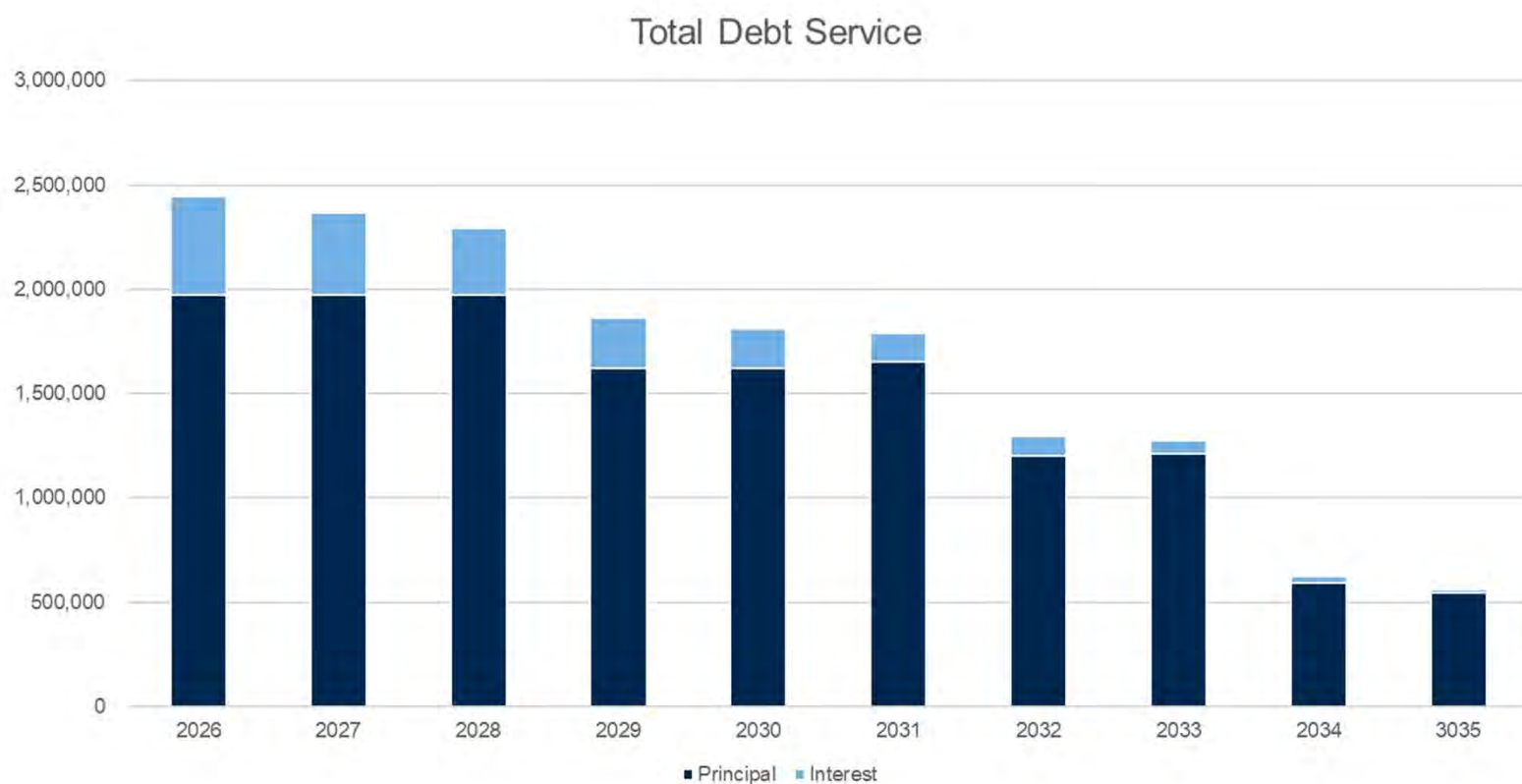
| Total for City of Sunland Park |          |          |          |          |          |          |
|--------------------------------|----------|----------|----------|----------|----------|----------|
| Residential                    | \$40.114 | \$39.822 | \$37.138 | \$35.593 | \$35.870 | \$35.754 |
| Non-Residential                | \$44.234 | \$43.633 | \$41.026 | \$39.739 | \$39.739 | \$39.712 |

| Total for City of Anthony |          |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|----------|
| Residential               | \$35.588 | \$37.368 | \$41.726 | \$34.477 | \$31.371 | \$31.833 |
| Non-Residential           | \$38.657 | \$40.186 | \$44.593 | \$34.497 | \$34.184 | \$34.612 |

Source: New Mexico Department of Finance & Administration

## Current Outstanding Debt

| Issue        | Bond Type  | Original Par Amount | Amount Outstanding  | Callable Amount Outstanding | Call Date       | Coupons       | Final Maturity | Purpose   |
|--------------|------------|---------------------|---------------------|-----------------------------|-----------------|---------------|----------------|-----------|
| 2015 Bonds   | Fixed Rate | \$8,800,000         | \$1,050,000         | \$1,050,000                 | 8/1/2023 @ 100% | 3.00%         | 2028           | New money |
| 2018 Bonds   | Fixed Rate | 6,200,000           | 2,550,000           | 2,550,000                   | 8/1/2025 @ 100% | 3.00% - 5.00% | 2031           | New money |
| 2021 Bonds   | Fixed Rate | 9,995,000           | 4,890,000           | 3,670,000                   | 8/1/2028 @ 100% | 2.00% - 5.00% | 2033           | New money |
| 2022 Bonds   | Fixed Rate | 8,000,000           | 5,855,000           | 3,495,000                   | 8/1/2029 @ 100% | 3.00% - 4.00% | 2035           | New money |
| <b>TOTAL</b> |            |                     | <b>\$14,345,000</b> | <b>\$10,765,000</b>         |                 |               |                |           |



# Key Points of Debt Management Plan

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- Last GO Bond Election was November 2023 which voters authorized \$16 million of general obligation bonds
  - First sale for \$6 million scheduled for fall of 2025.
  - Second sale for \$10 million expected late summer / early fall 2027 or as needed by the College
  - Voter authorization expires November 7, 2027
- Next GO Bond election scheduled for November 2027 for \$18 million
  - Election amount could change depending on the college's tax base.

|                                                           |           |                    |
|-----------------------------------------------------------|-----------|--------------------|
|                                                           |           |                    |
| 2024 Assessed Valuation                                   | \$        | 6,043,088,838      |
| Constitutional Debt Limitation (3% of Assessed Valuation) |           | 181,292,665        |
| Less Current Outstanding Debt                             |           | (14,345,000)       |
| <b>Available Debt Capacity</b>                            | <b>\$</b> | <b>166,947,665</b> |
| <b>% Bonded to Capacity</b>                               |           | <b>7.91%</b>       |

## Market Update

STRICTLY PRIVATE AND CONFIDENTIAL



Capital  
Markets

# Macroeconomic Commentary

The market continues to focus on Fed Policy regarding the possibilities of the terminal Fed Funds rate

## Economic Commentary

- Markets remain in a very volatile and uncertain territory due to escalating tariffs/trade threats, federal retrenchment via the Rescission package, and Fed potential actions
- Markets continued to closely monitor tariff developments this week as President Trump officially extended the 90-day Tariff Pause deadline to August 1st, previously set to go into effect on July 9th
  - President Trump issued formal letters to various key trading partners, including Canada, South Korea, and Japan, of higher tariffs starting on August 1 if trade deals are not reached
  - In response to a potential 50% import tax, Brazil has threatened retaliatory tariffs against the US
- Monetary policy also remained a focus this week with the release of the Federal Reserve's June Meeting Minutes
  - Despite President Trump's calls for immediate and steep cuts, the minutes published Wednesday indicated only a few officials support an interest rate cut at the upcoming FOMC meeting on July 30th
  - Most participants anticipated cuts would be appropriate later in the year, viewing tariff-related price shocks as temporary or modest, with some suggesting that the current rate of 4.25% - 4.50% may not be far above the neutral level
  - Traders pricing in 2 rate cuts for the year
- US Treasuries ultimately closed the week ~1 to ~9 bps higher across the curve
- This week's CPI print could upend near term cut expectations as it would reinforce tariff related inflation concerns

## Bloomberg

### Stocks Churn Near Record as Bitcoin Tops \$120,000

(Bloomberg: July 14, 2025)

- Stocks wavered after President Donald Trump escalated his tariff threats against the European Union and Mexico, with traders also gearing up for results from big banks
- In the run-up to key inflation data, short-dated bond yields dropped

## Stock Market Performance (S&P 500)

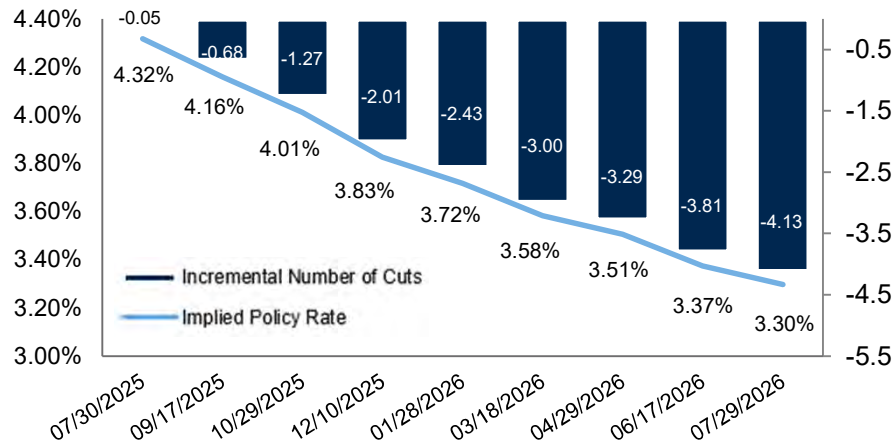


Sources: Bloomberg; Refinitiv; RBC Capital Markets as of July 11, 2025

# Economic Overview Reflects Monetary Policy Focus, Tariff Implications and Geopolitical Tensions

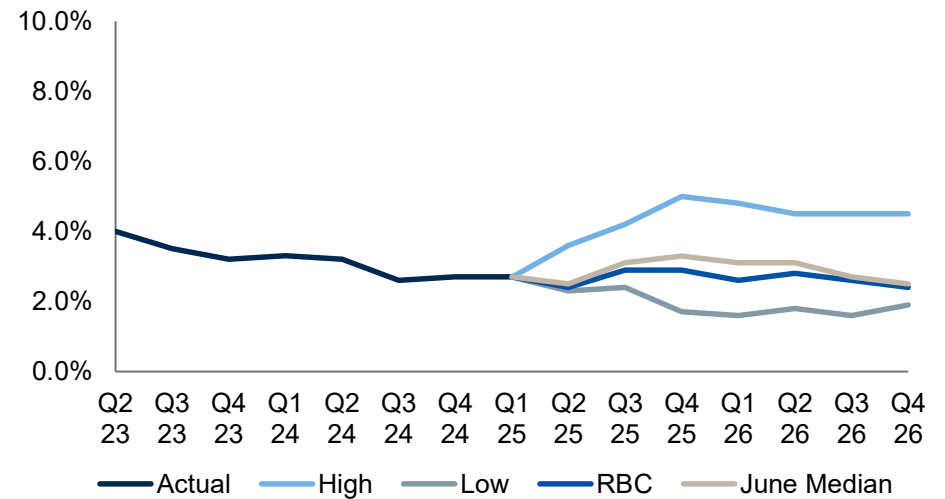
The Fed has signaled a potential pause on rate cuts to take time to assess the evolving economic outlook

## Futures Market – Fed Funds Rate Cut Probability (Current Target Rate: 4.25% - 4.50%)

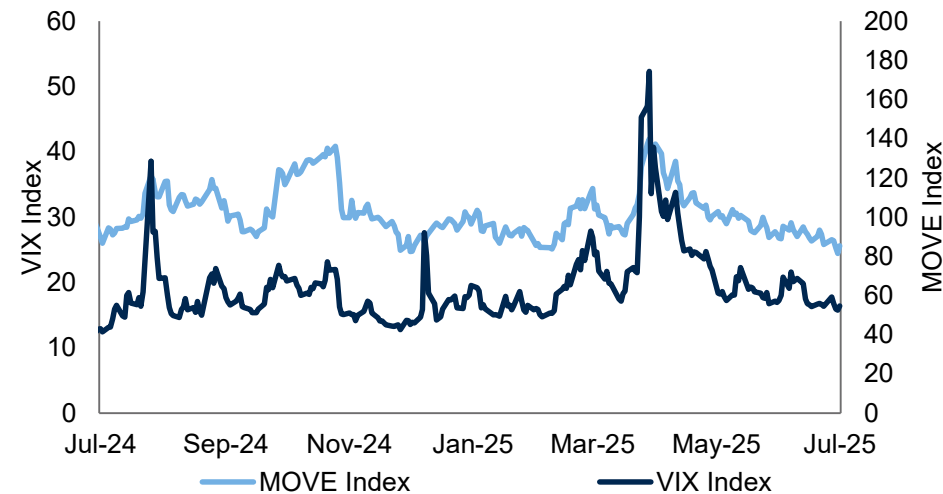


Note: 25bps equates to one cut

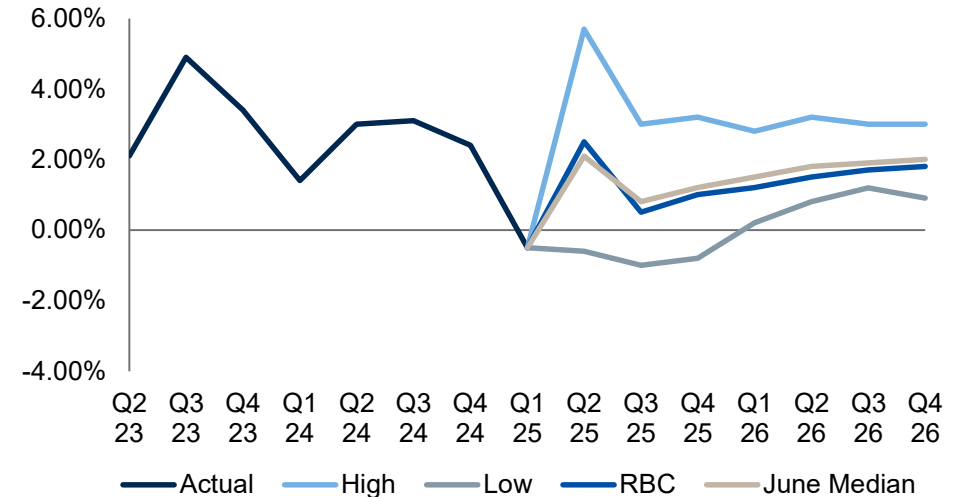
## Inflation Survey (Headline CPI – YOY%)



## Treasury Volatility Remains Elevated, Equity Volatility has Moderated



## GDP Growth Rate Survey



Sources: Bloomberg; Refinitiv; RBC Capital Markets as of July 11, 2025

# Interest Rate Forecasts – RBC Economics and Bloomberg Consensus

Anticipated market conditions through 2025

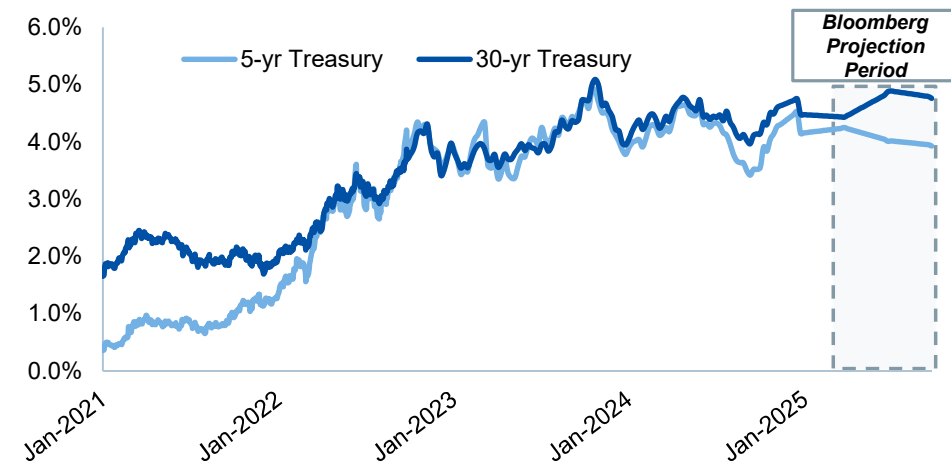
## RBC Economics U.S. Interest Rate Forecast - July 2025

| Actual         |      |      |      |      |      |      | Forecast |      |      |      |      |      |
|----------------|------|------|------|------|------|------|----------|------|------|------|------|------|
| End of Quarter | 24Q1 | 24Q2 | 24Q3 | 24Q4 | 25Q1 | 25Q2 | 25Q3     | 25Q4 | 26Q1 | 26Q2 | 26Q3 | 26Q4 |
| Fed funds      | 5.38 | 5.38 | 4.88 | 4.38 | 4.38 | 4.38 | 4.38     | 4.13 | 3.63 | 3.13 | 2.88 | 2.88 |
| Three-month    | 5.45 | 5.48 | 4.73 | 4.37 | 4.32 | 4.41 | 4.38     | 4.07 | 3.57 | 3.10 | 2.87 | 2.82 |
| Two-year       | 4.66 | 4.71 | 3.66 | 4.25 | 3.89 | 3.72 | 4.00     | 3.60 | 3.25 | 3.15 | 3.25 | 3.40 |
| Five-year      | 4.28 | 4.33 | 3.58 | 4.38 | 3.96 | 3.79 | 4.05     | 3.70 | 3.45 | 3.30 | 3.35 | 3.50 |
| 10-year        | 4.27 | 4.36 | 3.81 | 4.58 | 4.23 | 4.24 | 4.45     | 4.15 | 3.90 | 3.75 | 3.75 | 3.85 |
| 30-year        | 4.41 | 4.51 | 4.14 | 4.78 | 4.59 | 4.78 | 4.95     | 4.75 | 4.55 | 4.50 | 4.50 | 4.50 |

## Bloomberg Economic Interest Rate Forecast

| Tenor                    | Current <sup>(1)</sup> | December 2025 | Change |
|--------------------------|------------------------|---------------|--------|
| Fed Funds Upper Bound    | 4.50%                  | 4.05%         | -0.45% |
| 3-Month SOFR             | 4.32%                  | 3.92%         | -0.40% |
| 5-Year Treasury          | 3.99%                  | 3.91%         | -0.08% |
| 10-Year Treasury         | 4.43%                  | 4.29%         | -0.14% |
| 30-Year Treasury         | 4.96%                  | 4.70%         | -0.26% |
| 10 to 30-yr Spread (bps) | 53                     | 41            | 12     |

## Historical and Projected Treasury Yields



Sources: RBC Capital Markets as of July 11, 2025, [RBC Thought Leadership](#); Bloomberg as of July 14, 2025

# Overview of Key US Municipal Market Themes

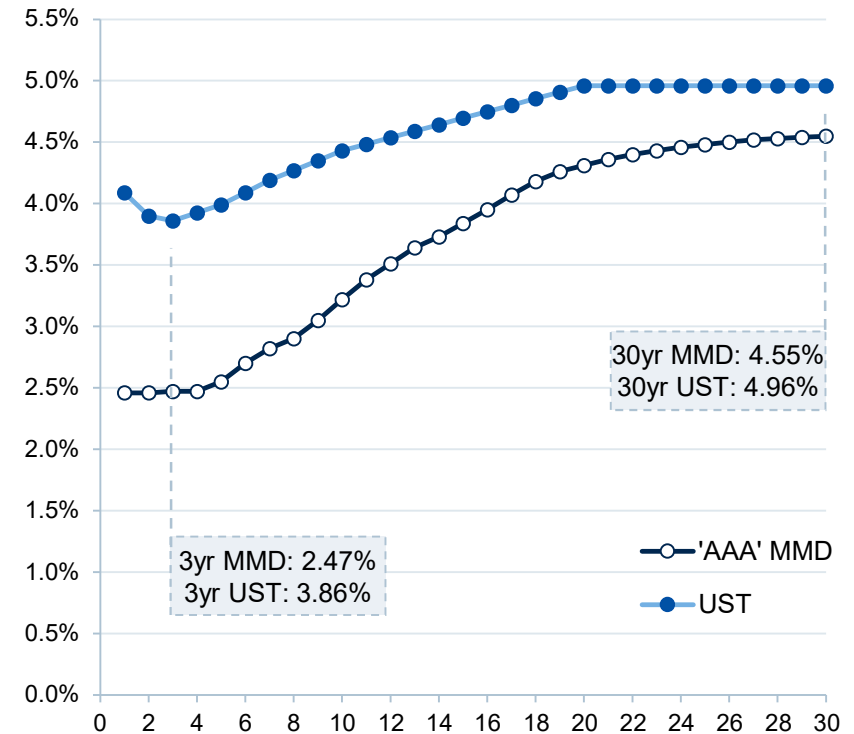
## Market Commentary - Bonds

- Municipal supply for the week of 7/7 was \$14.1BN with \$11.4BN negotiated and taxable accounting for 6.1% of the calendar
  - Most deals fared reasonably well and saw positive repricing
- Supply for the week of 7/14 is projected to total \$9.8BN with \$8.2BN to be negotiated
  - Taxables to account for 1.6% of the calendar
- Weekly reporting municipal funds as reported by Lipper indicated \$432 million in inflows for the week ending July 10, 2025
  - 11 consecutive weeks of positive inflows

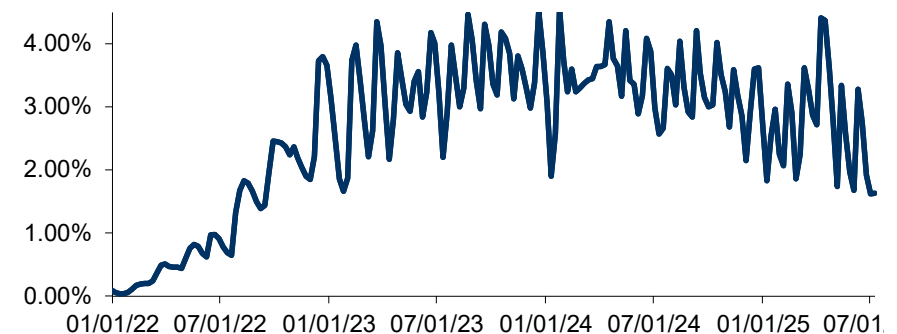
## Market Commentary - Notes

- Weekly rates increased with the SIFMA index resetting at 1.63% on July 9, 2025 compared to the 1.62% rate set on July 2, 2025.

## U.S. Treasury & 'AAA' MMD Yield Curves



## SIFMA



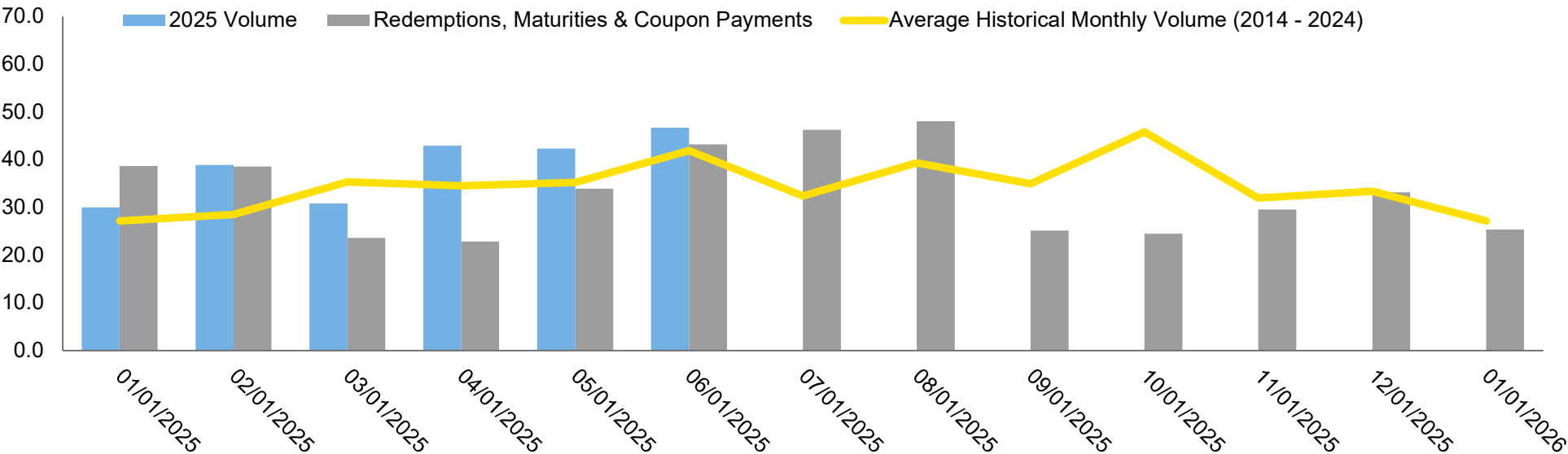
Sources: Bloomberg; Refinitiv; RBC Capital Markets as of July 11, 2025



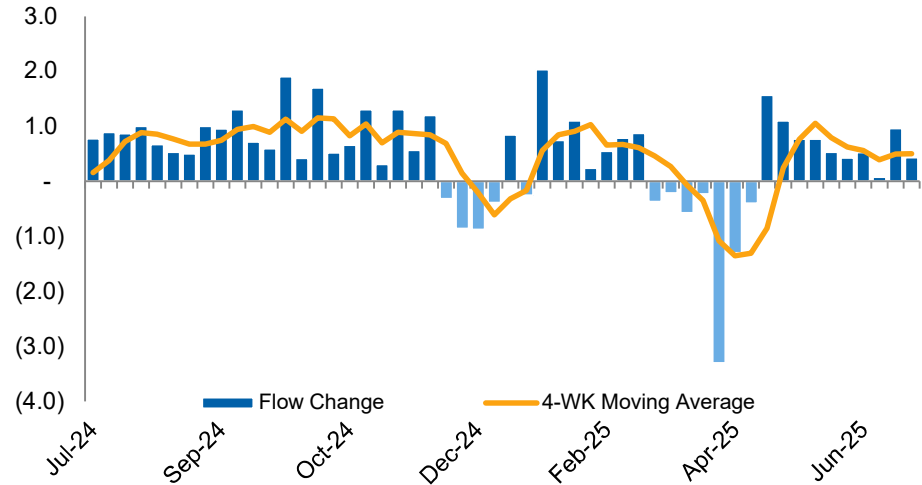
# Municipal Market Themes

The market experienced above average volume in April and May

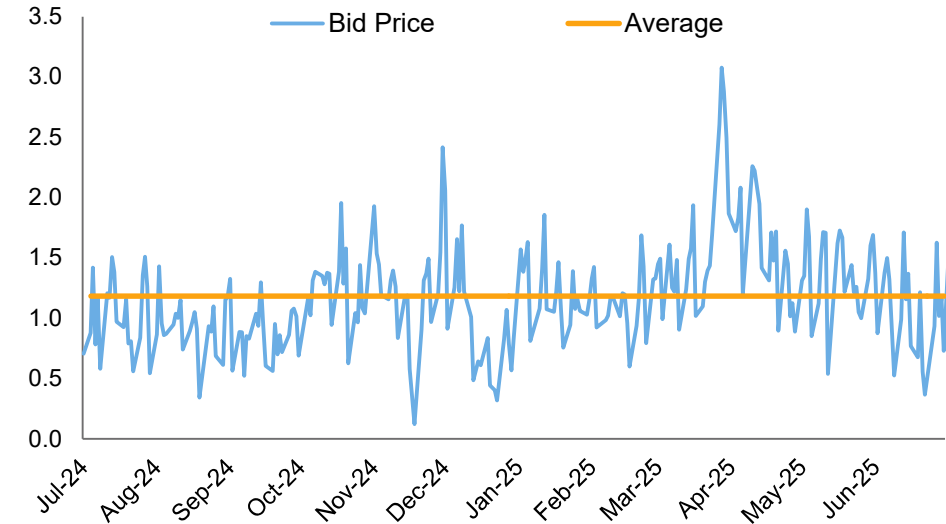
Monthly Reinvestment Cash Versus Volume (\$ billions)



Weekly Municipal Bond Fund Flows (\$ billions)



Municipal Bid-Wanted (\$ billions)



Sources: Bloomberg as of July 11, 2025; Lipper for the week ended July 10, 2025

## Disclaimer

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Sources include: [https://www.rbccm.com/assets/rbccm/docs/uploads/2017/RBCCM\\_Muni\\_Markets\\_Weekly\\_Newsletter.pdf](https://www.rbccm.com/assets/rbccm/docs/uploads/2017/RBCCM_Muni_Markets_Weekly_Newsletter.pdf), <http://www.rbc.com/economics/>, RBC Capital Markets.

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**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item: I-2**

- ☒ Action Item
- ☐ Consent Item
- ☐ Informational Item

**Presented By:** Interim Vice President for  
Administration and Finance, Chris  
Kinsley

**Agenda Item:**

FY 27 RPSP Requests and Other FY 27 Funding Requests

**Requested Action of the Board of Regents:**

Approval

**Executive Summary:**

Pursuant to State Requirements, funding for existing Research Programs and Service Projects "RPSPs" as well as any new funding requests made to the State of New Mexico require consideration and approval by the Regents, prior to submittal to the HED.

**References:**

N/A

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Fiscal Year 2027 Research & Public Service Projects

BOARD OF REGENTS  
AUGUST 18, 2025

Chris Kinsley

*Interim Vice President of Administration & Finance*



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**New Mexico State University**

# FY27 Research and Public Service Projects and Non-Instruction & General Requests Summary

| RPSPs                       | FY 26                | FY 27 Request         | Change               |
|-----------------------------|----------------------|-----------------------|----------------------|
| Total                       | \$ 16,087,600        | \$ 18,363,900         | \$ 142,000           |
| Agricultural Entities       | FY26                 | FY 27 Request         | Change               |
| Total                       | \$ 63,715,800        | \$ 66,029,188         | \$ 2,313,388         |
| Other Entities              | FY 26                | FY 27 Request         | Change               |
| Total                       | \$ 10,097,500        | \$ 21,574,600         | \$ 8,977,100         |
| <hr/>                       |                      |                       |                      |
| <b>Grand Total ALL NMSU</b> | <b>\$ 89,900,900</b> | <b>\$ 105,967,688</b> | <b>\$ 11,432,488</b> |



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# NMSU System FY27 RPSP Requests

| #            | Program                                                                      | College         | FY 26 Base<br>(Incl/ Compensation &<br>Insurance) | FY 27 Request           | Change                 |
|--------------|------------------------------------------------------------------------------|-----------------|---------------------------------------------------|-------------------------|------------------------|
| 1            | Alliance Teaching and Learning Advancement                                   | HEST            | \$ 228,500.00                                     | \$ 228,500.00           | \$ -                   |
| 2            | Anna Age Eight Institute                                                     | ACES            | \$ 2,160,400.00                                   | \$ 2,160,400.00         | \$ -                   |
| 3            | Arrowhead Center for Business Development                                    | VPR             | \$ 418,300.00                                     | \$ 418,300.00           | \$ -                   |
| 4            | Autism Program                                                               | HEST            | \$ 1,184,400.00                                   | \$ 1,184,400.00         | \$ -                   |
| 5            | College Assistance Migrant Program                                           | Arts & Sciences | \$ 311,400.00                                     | \$ 453,400.00           | \$ 142,000.00          |
| 6            | Indian Resources Development                                                 | ACES            | \$ 291,400.00                                     | \$ 291,400.00           | \$ -                   |
| 7            | Manufacturing Sector Development Program                                     | Engineering     | \$ 706,800.00                                     | \$ 706,800.00           | \$ -                   |
| 8            | Mental Health Nurse Practitioner                                             | HEST            | \$ 1,315,000.00                                   | \$ 1,315,000.00         | \$ -                   |
| 9            | Nurse Expansion                                                              | HEST            | \$ 2,081,200.00                                   | \$ 2,081,200.00         | \$ -                   |
| 10           | Nurse Anesthesiology                                                         | HEST            | \$ 500,000.00                                     | \$ 500,000.00           | \$ -                   |
| 11           | New Mexico Produced Water Consortium                                         | Engineering     | \$ 2,259,600.00                                   | \$ 2,259,600.00         | \$ -                   |
| 12           | STEM Alliance for Minority Participation                                     | Engineering     | \$ 398,300.00                                     | \$ 398,300.00           | \$ -                   |
| 13           | Sustainable Agriculture Center of Excellence                                 | ACES            | \$ 527,300.00                                     | \$ 527,300.00           | \$ -                   |
| 14           | Sunspot Solar Observatory Consortium                                         | Arts & Sciences | \$ 418,400.00                                     | \$ 418,400.00           | \$ -                   |
| 15           | Water Resource Research Institute                                            | VPR             | \$ 1,300,200.00                                   | \$ 1,300,200.00         | \$ -                   |
|              | <b>Community Colleges</b>                                                    |                 |                                                   |                         |                        |
| 16           | Dona Ana Branch – Dental Hygiene Program                                     | DACC            | \$ 557,500.00                                     | \$ 557,500.00           | \$ -                   |
| 17           | Dona Ana Branch – Nurse Expansion                                            | DACC            | \$ 928,900.00                                     | \$ 928,900.00           | \$ -                   |
| 18           | Alamogordo Branch – Nurse Expansion                                          | Alamogordo      | \$ 400,000.00                                     | \$ 400,000.00           | \$ -                   |
| 19           | Grants Branch – Tribal Education Initiatives                                 | Grants          | \$ 100,000.00                                     | \$ 100,000.00           | \$ -                   |
|              | <b>New</b>                                                                   |                 |                                                   |                         |                        |
| 20           | Integrated NMSU and DACC AI Research, Education and Professional Development | NMSU/DACC       | \$ -                                              | \$ 2,134,300.00         | \$ 2,134,300.00        |
| <b>Total</b> |                                                                              |                 | <b>\$ 16,087,600.00</b>                           | <b>\$ 18,363,900.00</b> | <b>\$ 2,276,300.00</b> |

# FY27 RPSP Expansion Request

| RPSP Expansion Request Entity      | FY26         | FY27 Request | \$ Change    | % Change | Funding Use                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------|--------------|--------------|--------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| College Assistance Migrant Program | \$ 311,400.0 | \$ 453,400.0 | \$ 142,000.0 | 45.6%    | If federal funding is not released for the 2025–2026 academic year, all RPSP funds will be needed to support staff salaries, freshman scholarships, and limited programming. An increase is requested to help offset the loss of federal funding due to the nationwide pause by the U.S. Department of Education’s Office of Migrant Education. |
| Total Expansion Request            |              |              | \$ 142,000.0 |          |                                                                                                                                                                                                                                                                                                                                                 |

**Note:** CAMP received \$333,000 per fiscal year in Government Results & Opportunity expendable trust funding for FY26, FY27, and FY28 to help offset the loss of federal funding.



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# FY27 RPSP New Request

| New Requests                                                                 | Project Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Previous Funding & Pending Requests                                                                                                                                                                                                | FY27 RPSP Request   |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Integrated NMSU and DACC AI Research, Education and Professional Development | Combines cutting-edge applied research with inclusive, statewide training and ethical AI practices to prepare students, educators, and industries for success in a rapidly evolving, technology-driven economy. It expands innovation in key sectors such as agriculture, manufacturing, and healthcare while ensuring equitable access to AI opportunities across New Mexico. By fostering both technical expertise and responsible adoption, it strengthens the state's position as a leader in applied AI. | 2025 Legislation Session<br><b>\$2,000,000.0</b><br>Special, Non-recurring<br><br>Congressionally Directed Spending (NMSU REQUEST)<br><b>\$761,627</b><br><br>Congressionally Directed Spending (DACC REQUEST)<br><b>\$997,500</b> | <b>\$ 2,134,300</b> |
| Total New Request:                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    | <b>\$ 2,134,300</b> |



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# Overview of NMSU Agricultural and Non-Instruction and General Entities

| #            | Agricultural Entity                  | College | FY 26 Base (Incl/ Compensation & Insurance) | FY 27 Request          | Change              |
|--------------|--------------------------------------|---------|---------------------------------------------|------------------------|---------------------|
| 1            | Cooperative Extension Service        | ACES    | \$ 18,875,000.0                             | \$ 18,875,000.0        | \$ -                |
| 2            | Agricultural Experiment Stations     | ACES    | \$ 22,609,200.0                             | \$ 22,609,200.0        | \$ -                |
| 3            | New Mexico Department of Agriculture | N/A     | \$ 22,231,600.0                             | \$ 22,531,600.0        | \$ 300,000.0        |
| <b>Total</b> |                                      |         | <b>\$ 63,715,600.0</b>                      | <b>\$ 64,015,800.0</b> | <b>\$ 300,000.0</b> |

| #            | Non-Instruction and General Entities | College | FY 26 Base (Incl/ Compensation & Insurance) | FY 27 Request          | Change                |
|--------------|--------------------------------------|---------|---------------------------------------------|------------------------|-----------------------|
| 1            | Athletics                            | N/A     | \$ 8,022,900.0                              | \$ 15,000,000.0        | \$ 6,977,100.0        |
| 2            | Educational Television               | N/A     | \$ 1,524,600.0                              | \$ 2,024,600.0         | \$ 500,000.0          |
| 3            | NMSU - Tribal Education Initiatives  | HEST    | \$ 300,000.0                                | \$ 300,000.0           | \$ -                  |
| 4            | NMSU - Teacher Pipeline Initiatives  | HEST    | \$ 250,000.0                                | \$ 250,000.0           | \$ -                  |
| <b>Total</b> |                                      |         | <b>\$ 10,097,500.0</b>                      | <b>\$ 17,574,600.0</b> | <b>\$ 7,777,100.0</b> |

Total

**\$ 73,813,100.0    \$ 81,590,400.0    \$ 7,777,100.0**



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# FY27 Agricultural and Non-Instruction and General Expansion Requests

| Non-I&G Expansion Request Entity                   | FY26            | FY27 Request    | \$ Change      | % Change | Funding Use                                                                                                                                                                                                                                                |
|----------------------------------------------------|-----------------|-----------------|----------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Athletics                                          | \$ 8,022,900.0  | \$ 15,000,000.0 | \$ 6,977,100.0 | 86.967%  | To maintain its Division One athletic status and ensure the long-term sustainability of its program. Continued investment is needed to prevent growing deficits and to protect the student experience and visibility that Division One athletics provides. |
| Educational Television                             | \$ 1,524,600.0  | \$ 2,024,600.0  | \$ 500,000.0   | 32.8%    | Other stations across the state are seeking comparable funding increases to mitigate the impact of federal funding reductions and ensure the continuation of essential educational and public safety services.                                             |
| New Mexico Department of Agriculture               | \$ 22,231,600.0 | \$ 22,531,600.0 | \$ 300,000.0   | 1.35%    | To address compensation parity for NMDA employees and to alleviate salary compression among team members, despite differences in skills, performance, seniority, and tenure, both within NMDA and in comparison, to other state agency employees.          |
| Total Ag. + Non-I&G Increase <b>\$ 7,777,100.0</b> |                 |                 |                |          |                                                                                                                                                                                                                                                            |



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# FY27 Potential Special Appropriation Requests

| Entity                        | FY27 Request | Funding Use                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cooperative Extension Service | \$ 2,013,388 | <p>Joint proposal of College of ACES and College of HEST to address behavioral health education needs. The funding supports positions (professor and admin) plus student stipends and supervision requirements. Additional component is 4-H marketing and university-wide liaison.</p> <p>The request is for two fiscal years of funding per guidelines from the Higher Ed. Department, although the positions would require recurring funding by year three.</p> |
| Cooperative Education Office  | \$ 1,500,000 | <p>University-wide initiative to expand Cooperative Education throughout each academic college. Funding would fully staff the office, provide support services, develop student offerings, and coordinate with the Provost and faculty on course offerings and degree completion.</p> <p>The request is for two fiscal years of funding per guidelines from the Higher Ed. Department, although the positions would require recurring funding by year three.</p>  |
| Comfort Casita Food Pantry    | \$2,500,000  | <p>To create an endowment to provide long-term funding to the Comfort Casita Food Pantry and address basic needs of community college students.</p> <p>This is a one-time request.</p>                                                                                                                                                                                                                                                                            |
| Total Request                 |              | \$ 6,013,388                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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# 2025 USBC Review

- The USBC, on June 24-25, reviewed all new, increased, or one-time funding for the NMSU System received during the 2025 Session (for FY26).
- Presenters were instructed to provide spend plans and detailed budgets to ensure expenditure by state deadlines.
- The goal is for the University to foster a culture of good financial stewardship and accountability with state appropriations.
- Presenters were instructed to establish performance metrics that demonstrate program effectiveness.
- The USBC committee was instructed to recommend changes that can improve either the budgets or performance metrics for any of the funding in question.



# USBC — Review of FY26 Funding Increases

| #            | Program                                                                                                                                                                                                      | College/Dept.   | Funding Amount         | Funding Type                                     |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------|--------------------------------------------------|
| 1            | Agricultural Experiment Station                                                                                                                                                                              | ACES            | \$ 22,609,200.0        | Non- I&G, Recurring                              |
| 2            | AI Institute (For an institute of artificial intelligence and machine learning)                                                                                                                              | Arts & Sciences | \$ 2,000,000.0         | Special, Non-recurring                           |
| 3            | College Assistance Migrants Program                                                                                                                                                                          | Arts & Sciences | \$ 311,400.0           | RPSP, Recurring                                  |
| 4            | Cooperative Extension Service                                                                                                                                                                                | ACES            | \$ 18,875,000.0        | Non- I&G, Recurring                              |
| 5            | Department of Range and Animal Science (To support veterinary scholarships, internships, & residency programs)                                                                                               | ACES            | \$ 450,000.0           | Special, Non-recurring                           |
| 6            | NM Produced Water Consortium                                                                                                                                                                                 | Engineering     | \$ 2,259,600.0         | RPSP, Recurring<br>FY26 Funding +<br>\$1,000,000 |
| 7            | NM Produced Water Consortium (To purchase equipment, instrumentation, lab facility improvements & supplies for water treatment)                                                                              | Engineering     | \$ 4,015,000.0         | Special, Non-recurring                           |
| 8            | NMSU-Alamogordo Nursing Expansion                                                                                                                                                                            | NMSU-A          | \$ 400,000.0           | RPSP, Recurring                                  |
| 9            | NMSU Research Cores (For innovation, research, monitoring, support, and development of technology associated with potential projects for a strategic water supply program grant/contract)                    | VPR             | \$ 4,000,000.0         | Special, Non-recurring                           |
| 10           | Water Resources Research Institute<br>(For grants to implement projects that improve farmers' & ranchers' ability to manage, save and efficiently apply limited water resources for agricultural production) | VPR             | \$ 5,000,000.0         | Special, Non-recurring                           |
| <b>Total</b> |                                                                                                                                                                                                              |                 | <b>\$ 60,920,200.0</b> |                                                  |



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# Future Thinking

|                  |                                                                                            |
|------------------|--------------------------------------------------------------------------------------------|
| <b>Adapt</b>     | Adapt the USBC recommendations (sunsetting, combining, collaborating, comparison to peers) |
| <b>Develop</b>   | Develop a quarterly review of select RPSPs and all current-year increases or new funding   |
| <b>Establish</b> | Establish earlier deadlines for new and expansion requests                                 |
| <b>Continue</b>  | Continue to tie RPSP funding requests to university priorities                             |



## NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research &amp; Public Service Project (RPSP) and other Funding Requests

FY2027

Print, sign, and submit cover sheet and individual submissions to NMHED by September 15, 2025

Institution: New Mexico State University

Primary Contact for Name and Title: Clayton Abbey

Phone: (575)646-5909

Email: cabbey@nmsu.edu

Governing Board Signature: Date:

| Institutional Rank (priority) | Program/Project Title<br>(Please ensure your Program/Project Title are named the same in all documents) | Request in FY27         | New Program (X) | Expansion Program (X) | Continuing Program (X) | Closeout Program (X) |
|-------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------|-----------------|-----------------------|------------------------|----------------------|
|                               | <b>Agricultural Entities</b>                                                                            |                         |                 |                       |                        |                      |
| 1                             | Cooperative Extension Service                                                                           | \$18,875,000            |                 |                       | X                      |                      |
| 2                             | Agricultural Experiment Station                                                                         | \$22,609,200            |                 |                       | X                      |                      |
| 3                             | New Mexico Department of Agriculture                                                                    | \$22,531,600            |                 | X                     |                        |                      |
|                               | <b>Non-Instruction &amp; General Entities</b>                                                           |                         |                 |                       |                        |                      |
| 1                             | Athletics                                                                                               | \$15,000,000            |                 | X                     |                        |                      |
| 2                             | Educational Television                                                                                  | \$2,024,600             |                 | X                     |                        |                      |
| 3                             | Tribal Education Initiatives - Main Campus                                                              | \$300,000               |                 |                       | X                      |                      |
| 4                             | Teacher Pipeline Initiatives                                                                            | \$250,000               |                 |                       | X                      |                      |
|                               | <b>Research and Public Service Projects</b>                                                             |                         |                 |                       |                        |                      |
| 1                             | Integrated NMSU and DACC AI Research, Education and Professional Development                            | \$2,134,300             | X               |                       |                        |                      |
| 2                             | College Assistance Migrant Program                                                                      | \$453,400               |                 | X                     |                        |                      |
|                               | Alliance Teaching and Learning Advancement                                                              | \$228,500               |                 |                       | X                      |                      |
|                               | Anna Age Eight Institute                                                                                | \$2,160,400             |                 |                       | X                      |                      |
|                               | Arrowhead Center for Business Development                                                               | \$418,300               |                 |                       | X                      |                      |
|                               | Autism Program                                                                                          | \$1,184,400             |                 |                       | X                      |                      |
|                               | Indian Resources Development                                                                            | \$291,400               |                 |                       | X                      |                      |
|                               | Manufacturing Sector Development Program                                                                | \$706,800               |                 |                       | X                      |                      |
|                               | Mental Health Nurse Practitioner                                                                        | \$1,315,000             |                 |                       | X                      |                      |
|                               | Nurse Expansion                                                                                         | \$2,081,200             |                 |                       | X                      |                      |
|                               | Nurse Anesthesiology                                                                                    | \$500,000               |                 |                       | X                      |                      |
|                               | New Mexico Produced Water Consortium                                                                    | \$2,259,600             |                 |                       | X                      |                      |
|                               | STEM Alliance for Minority Participation                                                                | \$398,300               |                 |                       | X                      |                      |
|                               | Sustainable Agriculture Center of Excellence                                                            | \$527,300               |                 |                       | X                      |                      |
|                               | Sunspot Solar Observatory Consortium                                                                    | \$418,400               |                 |                       | X                      |                      |
|                               | Water Resource Research Institute                                                                       | \$1,300,200             |                 |                       | X                      |                      |
|                               | <b>Community Colleges</b>                                                                               |                         |                 |                       |                        |                      |
|                               | Dona Ana Branch - Dental Hygiene Program                                                                | \$557,500               |                 |                       | X                      |                      |
|                               | Dona Ana Branch - Nurse Expansion                                                                       | \$928,900               |                 |                       | X                      |                      |
|                               | Alamogordo Branch - Nurse Expansion                                                                     | \$400,000               |                 |                       | X                      |                      |
|                               | Grants Branch - Tribal Education Initiatives                                                            | \$100,000               |                 |                       | X                      |                      |
| <b>Total Funding Request</b>  |                                                                                                         | <b>\$ 99,954,300.00</b> |                 |                       |                        | <b>0</b>             |

Please insert additional lines as needed.



**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**

**Research & Public Service Project (RPSP)**

**FY 2027**

**Fill and submit packet to NMHED per instructions by September 15, 2025\***

**Institution:** **NEW MEXICO STATE UNIVERSITY**

**Name/Title of Project:** **Cooperative Extension Service**

**RPSP Type** **Continuing - Funding to maintain existing service levels**

**RPSP Account Code** **95400-9548-7236 Cooperative extension service**

**FY27 Funding Request** **\$18,875,000**

**If previously funded, amount that was awarded in FY26** **\$ 18,875,000.00**  
(Choose up to two - one from each dropdown)

**Type of Project** **Public Service**  
**Agriculture**

**1 Number of years the project has received General Fund support:** **100+**  
(Disregard if new program)

**2 Project Description/Executive Summary:**  
The New Mexico Cooperative Extension Service (CES) is a unique federal, state, and county partnership that was enabled by the Smith-Lever Act of 1914 and constitutionally mandated in New Mexico in 1915. CES annually disseminates research-based information to assist agriculture producers large and small to make decisions increasing sustainability, improve soil health, environmental sustainability, improve food systems and livestock herd health and improved profitability; assist families to make choices about time, money, child rearing, nutrition and health including diabetes and mental health; to provide youth opportunities to learn skills, gain knowledge, make contributions to their communities and address current youth issues; and help to grow and empower communities, develop entrepreneurs, build and promote leaders, and enhance human and social capital.

**3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):**  
The Cooperative Extension Service (CES) focuses on collaboration to foster economic, educational, and community development, keeping the needs of our neighbors at the forefront of our work. These critical resources allow the CES to respond to emerging agricultural and environmental challenges, and increasing interest in urban agriculture. It also allows for a wider reach for underserved youth and programming in our Tribal communities.

**4 Program Mission (Include population served, other demographic information):**  
The New Mexico Cooperative Extension Service (CES) delivers practical, research-based knowledge and programs that improve New Mexicans' quality of life in the areas of family and consumer science, agriculture, 4-H youth development and community development. A part of NMSU's College of Agricultural, Consumer and Environmental Sciences, CES is a unique federal, state, and county partnership. CES has staff in all 33 counties and many Tribal areas in New Mexico, and collaborates with more than 1,000 organizations, state and federal agencies, other universities, and 10,000 volunteers.

**5 Key Project Objectives (Overview only - Details and Measures on following worksheet):**

Disseminate research-based information to assist agricultural producers with decisions that increase sustainability, improve soil, environmental and herd health, and improve profitability; assist families with making choices about time, money, child rearing, nutrition and health; provide youth opportunities to learn skills, gain knowledge, make contributions to their communities, and address current youth issues; help grow and empower communities, develop entrepreneurs, build and promote leaders, and enhance human and social capital.

- 6 **For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

As a land-grant university, programs delivered to the citizens of New Mexico by the Cooperative Extension Service maintain New Mexico State University's presence throughout the State and, on a continual basis, fulfills the mission of the University to meet the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education and public service. Needs of New Mexicans have changed over the past 100 years, but CES continues to listen to the citizens of New Mexico and provides up-to-date information throughout the state—both in rural and urban communities. Sustainable agriculture, healthy families, empowered youth and community development are forefront in programs delivered. Statewide, CES contacts in the last fiscal year reached 622,445 New Mexicans with social media reaching 11,989,564. Our faculty collaborates across the state and provides training to volunteers who give back over \$18M of in-kind contributions. Extension work continues to evolve, and specialists and agents will seek additional resources to remain responsive and advance our diverse Extension programs. Extension strives to be responsive in areas we have identified as critical to our state's future ensuring we are reaching under-served audiences.

- 7 **Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

Extension efforts related to agriculture and natural resources, positive youth development, community development, and the health and wellness of New Mexico families have been priorities, resulting in faculty delivering 4,773 presentations, workshops and trainings in 2024. CES initiatives include developing a prescribed fire curriculum to manage ecosystems and mitigate wildfires, enhancing soil fertility for sustainable agriculture amidst food security concerns, and promoting soil health practices in arid environments. Additionally, efforts focus on combating food waste through youth-led innovation and empowering Native women professionals in agriculture and natural resources. A wide range of CES programs aimed at enhancing family development and health in New Mexico and incorporate initiatives targeting diverse age groups and addressing multifaceted challenges. These projects result in increased awareness, skills, and collaboration among stakeholders, leading to tangible benefits such as improved wildfire management, agricultural productivity, and cultural preservation. Through partnerships and strategic initiatives, these endeavors contribute to a more resilient and sustainable future for New Mexico's communities and ecosystems.

- 8 **Describe Student Population Served (in-state vs out-of-state students):**

CES reached 43,589 New Mexico youth in 2024 through the 4-H Program.

- 9 **Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

Additional funding sources include County funding, Federal funding, and Grants and Contracts.

- 10 **Medical Projects Only - How many graduates stay and practice in New Mexico?**

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Cooperative Extension Service

Total:

\$ 18,875,000.00

Budget versus Actual

| Revenue and Transfers                                                                                          | Budget<br>FY 26         | Change                 | Request<br>FY 27        | Comments |
|----------------------------------------------------------------------------------------------------------------|-------------------------|------------------------|-------------------------|----------|
| <b>Beginning Fund Balance</b>                                                                                  | <b>\$ 5,446,662.00</b>  | <b>\$ (852,331.00)</b> | <b>\$ 4,594,331.00</b>  |          |
| <b>Appropriations</b>                                                                                          |                         |                        |                         |          |
| Federal                                                                                                        | \$ 3,184,000.00         | \$ -                   | \$ 3,184,000.00         |          |
| State plus Tobacco Settlement Fund                                                                             | \$ 18,839,300.00        | \$ -                   | \$ 18,839,300.00        |          |
| Local                                                                                                          | \$ 3,000,000.00         | \$ -                   | \$ 3,000,000.00         |          |
| <b>Total Appropriations</b>                                                                                    | <b>\$ 25,023,300.00</b> | <b>\$ -</b>            | <b>\$ 25,023,300.00</b> |          |
| <b>Grants and Contracts</b>                                                                                    |                         |                        |                         |          |
| Federal                                                                                                        | \$ 7,380,000.00         | \$ -                   | \$ 7,380,000.00         |          |
| State                                                                                                          | \$ 4,000,000.00         | \$ -                   | \$ 4,000,000.00         |          |
| Local                                                                                                          | \$ 185,000.00           | \$ -                   | \$ 185,000.00           |          |
| <b>Total Grants and Contracts</b>                                                                              | <b>\$ 11,565,000.00</b> | <b>\$ -</b>            | <b>\$ 11,565,000.00</b> |          |
| <b>Private Gifts, Grants and Contracts</b>                                                                     | <b>\$ 370,000.00</b>    | <b>\$ -</b>            | <b>\$ 370,000.00</b>    |          |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b>                                                       |                         | \$ -                   |                         |          |
| <b>Tuition and Fees</b>                                                                                        |                         | \$ -                   |                         |          |
| <b>Endowment</b>                                                                                               |                         | \$ -                   |                         |          |
| <b>Sales and Services</b>                                                                                      | <b>\$ 500.00</b>        | <b>\$ -</b>            | <b>\$ 500.00</b>        |          |
| <b>Other Sources - Detail in Comments</b>                                                                      | <b>\$ 1,230,000.00</b>  | <b>\$ -</b>            | <b>\$ 1,230,000.00</b>  |          |
| <b>Total Revenues</b>                                                                                          | <b>\$ 38,188,800.00</b> | <b>\$ -</b>            | <b>\$ 38,188,800.00</b> |          |
| <b>Transfers (to) from</b>                                                                                     |                         |                        |                         |          |
| Instruction and General                                                                                        | \$ 1,422,763.00         | \$ -                   | \$ 1,422,763.00         |          |
| Student Social and Cultural                                                                                    | \$ (250,000.00)         | \$ -                   | \$ (250,000.00)         |          |
| Research                                                                                                       | \$ (350,000.00)         | \$ -                   | \$ (350,000.00)         |          |
| Public Service                                                                                                 |                         | \$ -                   |                         |          |
| Internal Service                                                                                               |                         | \$ -                   |                         |          |
| Student Aid                                                                                                    |                         | \$ -                   |                         |          |
| Auxiliary Enterprises                                                                                          |                         | \$ -                   |                         |          |
| Athletics                                                                                                      |                         | \$ -                   |                         |          |
| Independent Operations                                                                                         |                         | \$ -                   |                         |          |
| Capital Outlay                                                                                                 |                         | \$ -                   |                         |          |
| Renewal and Replacement                                                                                        |                         | \$ -                   |                         |          |
| <b>Total Transfers</b>                                                                                         | <b>\$ 822,763.00</b>    | <b>\$ -</b>            | <b>\$ 822,763.00</b>    |          |
| <b>Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category</b> |                         |                        |                         |          |
|                                                                                                                | <b>FY26<br/>FTE</b>     | <b>Change<br/>FTE</b>  | <b>FY27<br/>FTE</b>     |          |
| Faculty Salaries                                                                                               | 112.0                   | \$ -                   | 112.0                   |          |
| Professional Salaries                                                                                          | 65.0                    | \$ -                   | 65.0                    |          |
| Other Staff Salaries                                                                                           | 100.0                   | \$ -                   | 100.0                   |          |
| Student Salaries (GA/TA)                                                                                       | 45.3                    | \$ -                   | 45.3                    |          |
| Other Salaries                                                                                                 | 1.9                     | \$ -                   | 1.9                     |          |
| <b>Total All Salaries</b>                                                                                      | <b>324.2</b>            | <b>\$ -</b>            | <b>324.2</b>            |          |
| Fringe Benefits                                                                                                |                         | \$ -                   |                         |          |
| Travel                                                                                                         |                         | \$ -                   |                         |          |
| Utilities                                                                                                      |                         | \$ -                   |                         |          |
| Institutional Support Charges                                                                                  |                         | \$ -                   |                         |          |
| Plant Operation and Maintenance Charges                                                                        |                         | \$ -                   |                         |          |
| Supplies and Expenses                                                                                          |                         | \$ -                   |                         |          |
| Equipment                                                                                                      |                         | \$ -                   |                         |          |
| Other Expenditures                                                                                             |                         | \$ -                   |                         |          |
| <b>Total Expenditures</b>                                                                                      | <b>324.2</b>            | <b>\$ -</b>            | <b>324.2</b>            |          |
| <b>Ending Fund Balance</b>                                                                                     | <b>\$ 4,594,331.00</b>  | <b>\$ (852,331.00)</b> | <b>\$ 3,742,000.00</b>  |          |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Cooperative Extension Service (CES)

\$ 18,875,000.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

|    |                                                                                                   | Actuals for FY25                                   | Target for FY26                                    | Target for FY27                                    |                                                                                                                                                                       |
|----|---------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Provide development opportunities and preparation for college and career readiness for NM youth   | 43,589                                             | 45,000                                             | 47,000                                             | Youth participation has been around 43,000 in FY24 and FY25. As an organization, our goal is to increase youth participation by 5% to reach the FY27 target of 47,000 |
| 2  | Maintain a diverse faculty and staff to address educational needs of NM citizens (FTE)            | 292                                                | 280                                                | 300                                                | Faculty and staff numbers increased to meet the needs of New Mexicans and exceeded FY26 target by 4%                                                                  |
| 3  | Educate and inform clientele through journal articles and Extension publications                  | 52 journal articles and 809 Extension publications | 45 journal articles and 600 Extension publications | 55 journal articles and 850 Extension publications | Number journal articles and Extension publications increased and exceeded FY26 target                                                                                 |
| 4  | Disseminate research-based information and community development activities to the citizens of NM | 622,445                                            | 500,000                                            | 650,000                                            | Number clientele contacts exceed FY26 target by 24%                                                                                                                   |
| 5  | Submit funding proposals to secure additional dollars                                             | \$60,001,611                                       | \$50,000,000                                       | \$60,000,000                                       | Grant funding submissions increased to leverage state appropriations and exceeded FY26 target by 20%                                                                  |
| 6  | Competitive funding secured                                                                       | \$9,675,727                                        | \$8,000,000                                        | \$9,000,000                                        | Competitive funding through grants and contracts increased and exceeded FY26 target by 21%                                                                            |
| 7  | Secure other funding by leveraging state dollars                                                  | \$17,077,651                                       | \$13,000,000                                       | \$16,000,000                                       | Other funds secured by leveraging state appropriations increased and exceeded FY26 target by 31%                                                                      |
| 8  |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 9  |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 10 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 11 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 12 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 13 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 14 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 15 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 16 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 17 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 18 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 19 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |
| 20 |                                                                                                   |                                                    |                                                    |                                                    |                                                                                                                                                                       |

Add Additional lines as needed

| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |     |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----|
| Research & Public Service Project (RPSP)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |     |
| FY 2027                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |     |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |     |
|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |     |
| Institution:                                                            | New Mexico State University                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                  |     |
| Name/Title of Project:                                                  | Agricultural Experiment Station                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |     |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |     |
| RPSP Account Code                                                       | 95400-9547-7234 Agricultural experiment station                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |     |
| FY27 Funding Request                                                    | <div style="display: flex; justify-content: space-between;"> <span>\$</span> <span>22,609,200.00</span> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |     |
| If previously funded, amount that was awarded in FY26                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | \$ 22,609,200.00 |     |
| (Choose up to two - one from each dropdown)                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |     |
| Type of Project                                                         | <div style="display: flex;"> <div style="width: 50%;">Research</div> <div style="width: 50%;">Agriculture</div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |     |
| 1                                                                       | Number of years the project has received General Fund support: (Disregard if new program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  | 136 |
| 2                                                                       | <b>Project Description/Executive Summary:</b><br><div style="border: 1px solid black; padding: 5px;"> <p>The Agricultural Experiment Station (AES) is a fundamental part of the land-grant university system. The AES system involves scientists at NMSU's main campus and 12 agricultural science centers (ASCs) across the state. These centers serve as outdoor research facilities, reflecting New Mexico's diverse geography and environment. Their research supports the state's varied landscapes, farms, ranches, forests, and communities, both rural and urban. The AES is a Constitutional/Statutory program in NM Constitution Article XII, Section 11: State educational institutions. AES was defined and created by the federal Hatch Act (1887) to research problems and find solutions to improve the lives and livelihoods of NM citizens. AES scientists develop research programs that address key needs identified by advisory committees and local stakeholders.</p> <p>The AES supports more than 370 full-time equivalent positions, made up of faculty, support staff, professional positions, and students. Faculty researchers conduct research at the NMSU main campus or one of the ASCs off-campus. The science centers provide critical infrastructure for researchers and students to conduct agricultural experiments in real-world settings that reflect the agricultural and natural resource diversity that is found in New Mexico.</p> </div> |                  |     |
| 3                                                                       | <b>Budget Narrative (Overview only - Budget Detail follows on next worksheet):</b><br><div style="border: 1px solid black; padding: 5px;"> <p>The AES budget is made up of grants and contracts (45%), federal capacity funds (6%), sales and services (5%) and state appropriations (44%). The state's investment is matched more than 1:1 through the other funding sources. This budget is used to support faculty and staff salaries on the main campus, as well as the 12 Agricultural Science Centers (ASCs). All funding for base operations for ASCs comes from the state budget. These funds also support undergraduate and students that are conducting research for the College of ACES, who are gaining valuable experience to become the next generation of agricultural researchers.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |     |
| 4                                                                       | <b>Program Mission (Include population served, other demographic information):</b><br><div style="border: 1px solid black; padding: 5px;"> <p>The Agricultural Experiment Station (AES) system supports fundamental and applied science and technology research to benefit citizens of New Mexico in the economic, social, and cultural aspects of agriculture, natural resource management, and family issues.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                  |     |
| 5                                                                       | <b>Key Project Objectives (Overview only - Details and Measures on following worksheet):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |     |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    | <p>AES is grounded in the mission to improve the lives and well-being of New Mexicans and beyond through research, teaching, and Extension programs. Research programs are structured under four identified critical issues within New Mexico, which include: Food &amp; Fiber Production and Marketing, Water Use and Conservation, Family Development and Health of New Mexicans, and Environmental Stewardship, with additional priorities of digital agriculture and artificial intelligence in agriculture. Researchers also continue to adapt to emerging challenges as needed.</p> <p><del>AES has program objectives that help measure the financial and productivity success of faculty and</del></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| 6  | <p>For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:</p> <p>AES has continued to make research progress in the past year and will continue to expand research projects throughout the state to serve the needs of agricultural producers. Specifically in the area of digital agriculture research, New Mexico is advancing through several innovative projects aimed at improving livestock and land management. Virtual fencing, tested at the NMSU Chihuahuan Desert Rangeland Research Center, uses GPS collars with audio cues and mild electric pulses to manage cattle without physical fences, promoting adaptive grazing and reducing infrastructure costs. At the Corona Range and Livestock Research Center, solar-powered C-LOCK Super Smart Feeding Systems deliver targeted supplements using electronic ear tags, enabling strategic livestock management and future integration with AI for enhanced monitoring. Meanwhile, the Clayton Livestock Research Center employs Smart Feeders and Green Feed Systems to track individual feed intake and measure greenhouse gas emissions, supporting carbon management research. Additionally, NMSU is exploring agrivoltaics through a project funded by AES to install solar panel arrays at agricultural science centers, aiming to boost agricultural productivity and environmental benefits while generating renewable energy. With New Mexico's high solar potential, this initiative supports sustainable food production and energy generation in arid regions, with the first installation expected by 2026. In addition, the National Center on Carbon Management and Soil Health in Arid and Semi-Arid Environments focuses on identifying and promoting cost-effective soil health and carbon management practices across various land uses. In 2024, researchers engaged stakeholders through ongoing research, outreach, and demonstration activities at seven Agricultural Science Centers, including a July conference attended by over 140 land managers. Analysis of 600+ soil samples collected in 2023–2024 highlights the benefits of regenerative agriculture, with studies showing pine wood biochar can significantly reduce greenhouse gas emissions by up to 74% for N<sub>2</sub>O and 72% for CO<sub>2</sub> equivalents. While other biochars from cattle manure, hemp wood, and pecan wood support soil organic carbon storage, their effects on emissions remain unclear. More information is available at <a href="http://nccmsh.nmsu.edu">nccmsh.nmsu.edu</a>. □</p> |  |
| 7  | <p>Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):</p> <p>"AES research is ongoing, with a broad and far-reaching impact across the state. Below are a few examples of this work. To explore all recent AES impacts, visit: <a href="http://impacts.aces.nmsu.edu">impacts.aces.nmsu.edu</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| 8  | <p>Describe Student Population Served (in-state vs out-of-state students):</p> <p>AES is committed to fostering student development through research opportunities and experiential training designed to prepare them for successful entry into the workforce or advanced academic programs. AES serves undergraduate and graduate student populations, both in-state and out-of-state students. Students are often involved in research that is ongoing at the main NMSU campus or throughout the state at one of the ASCs. With support from legislative capital funds, in FY25, AES was able to add 7 housing accommodations, with a plan to add an additional 7 in FY26. In addition, the Corona Range and Livestock Research Center added 2 housing units, which were funded separately by Corona.</p> <p>One program that supports undergraduate student involvement is the ACES Undergraduate Research Program was initiated in the 2023-2024 academic year and emphasizes undergraduate research and provides an opportunity for students to gain hands-on research experience with a faculty mentor. Dr. Jennifer Hernandez Gifford is the Program Director overseeing this project. The inaugural year (FY24) had eight student participants and six mentors. In the 2024-2025 academic year, the program more than doubled and has 18 student participants and 13 faculty mentors. To learn more about the program and review research summaries from 2024-2025, visit <a href="https://aes.nmsu.edu/research/aces-ug-research-application.html">https://aes.nmsu.edu/research/aces-ug-research-application.html</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 9  | <p>Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?</p> <p>The AES continues to utilize state funding to secure grants and contract awards from federal, state, and private sources. AES receives donations and in-kind contributions that facilitate research but are not considered in the overall budget. For every state dollar invested, AES scientists have leveraged over \$1 in grant funding.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| 10 | <p>Medical Projects Only - How many graduates stay and practice in New Mexico?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Agricultural Experiment Station

Total:

\$ 22,609,200.00

Budget versus Actual

Revenue and Transfers

Budget

FY 26

Change

Request

FY 27

Comments

Beginning Fund Balance

\$ 13,862,300.00

\$ (1,373,591.00)

\$ 12,488,709.00

Appropriations

Federal

\$ 3,100,000.00

\$ -

\$ 3,100,000.00

State plus Tobacco Settlement Fund

\$ 23,008,700.00

\$ -

\$ 23,008,700.00

Local

\$ -

\$ -

\$ -

Total Appropriations

\$ 26,108,700.00

\$ -

\$ 26,108,700.00

Grants and Contracts

Federal

\$ 18,400,000.00

\$ -

\$ 18,400,000.00

State

\$ 916,000.00

\$ -

\$ 916,000.00

Local

\$ 35,300.00

\$ -

\$ 35,300.00

Total Grants and Contracts

\$ 19,351,300.00

\$ -

\$ 19,351,300.00

Private Gifts, Grants and Contracts

\$ 1,500,000.00

\$ -

\$ 1,500,000.00

Land &amp; Permanent Fund or Local Property Taxes

\$ -

\$ -

\$ -

Tuition and Fees

\$ -

\$ -

\$ -

Endowment

\$ -

\$ -

\$ -

Sales and Services

\$ 2,000,000.00

\$ -

\$ 2,000,000.00

Other Sources - Detail in Comments

\$ 65,000.00

\$ -

\$ 65,000.00

Workshop / Short Course fee

Total Revenues

\$ 49,025,000.00

\$ -

\$ 49,025,000.00

Transfers (to) from

Instruction and General

\$ 1,579,000.00

\$ -

\$ 1,579,000.00

Student Social and Cultural

\$ (200,000.00)

\$ -

\$ (200,000.00)

Research

\$ -

\$ -

\$ -

Public Service

\$ 350,000.00

\$ -

\$ 350,000.00

Internal Service

\$ -

\$ -

\$ -

Student Aid

\$ -

\$ -

\$ -

Auxiliary Enterprises

\$ -

\$ -

\$ -

Athletics

\$ -

\$ -

\$ -

Independent Operations

\$ 513,189.00

\$ -

\$ 513,189.00

Capital Outlay

\$ (5,000,000.00)

\$ (5,000,000.00)

\$ (5,000,000.00)

NM Reforestation Center

Renewal and Replacement

\$ -

\$ -

\$ -

Total Transfers

\$ 2,242,189.00

\$ (5,000,000.00)

\$ (2,757,811.00)

Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE  |                         | Change<br>FTE | \$                       |              | FY27<br>FTE             |  |  |
|-----------------------------------------|--------------|-------------------------|---------------|--------------------------|--------------|-------------------------|--|--|
| Faculty Salaries                        | 100.5        | \$ 9,412,585.00         | 0.0           | \$ -                     | 100.5        | \$ 9,412,585.00         |  |  |
| Professional Salaries                   | 113.1        | \$ 7,870,551.00         | 0.0           | \$ -                     | 113.1        | \$ 7,870,551.00         |  |  |
| Other Staff Salaries                    | 71.3         | \$ 2,986,395.00         | 0.0           | \$ -                     | 71.3         | \$ 2,986,395.00         |  |  |
| Student Salaries (GA/TA)                | 111.8        | \$ 4,577,000.00         | 0.0           | \$ -                     | 111.8        | \$ 4,577,000.00         |  |  |
| Other Salaries                          | 2.5          | \$ 105,000.00           | 0.0           | \$ -                     | 2.5          | \$ 105,000.00           |  |  |
| <b>Total All Salaries</b>               | <b>399.3</b> | <b>\$ 24,951,531.00</b> | <b>0.0</b>    | <b>\$ -</b>              | <b>399.3</b> | <b>\$ 24,951,531.00</b> |  |  |
| Fringe Benefits                         |              | \$ 7,943,394.00         |               | \$ -                     |              | \$ 7,943,394.00         |  |  |
| Travel                                  |              | \$ 1,450,000.00         |               | \$ -                     |              | \$ 1,450,000.00         |  |  |
| Utilities                               |              | \$ 352,000.00           |               | \$ -                     |              | \$ 352,000.00           |  |  |
| Institutional Support Charges           |              | \$ 1,144,400.00         |               | \$ -                     |              | \$ 1,144,400.00         |  |  |
| Plant Operation and Maintenance Charges |              | \$ 15,776.00            |               | \$ -                     |              | \$ 15,776.00            |  |  |
| Supplies and Expenses                   |              | \$ 15,983,679.00        |               | \$ -                     |              | \$ 15,983,679.00        |  |  |
| Equipment                               |              | \$ 800,000.00           |               | \$ -                     |              | \$ 800,000.00           |  |  |
| Other Expenditures                      |              | \$ -                    |               | \$ -                     |              | \$ -                    |  |  |
| <b>Total Expenditures</b>               | <b>399.3</b> | <b>\$ 52,640,780.00</b> | <b>0.0</b>    | <b>\$ -</b>              | <b>399.3</b> | <b>\$ 52,640,780.00</b> |  |  |
| <b>Ending Fund Balance</b>              |              | <b>\$ 12,488,709.00</b> |               | <b>\$ (6,373,591.00)</b> |              | <b>\$ 6,115,118.00</b>  |  |  |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Agricultural Experiment Station

Total

\$ 22,609,200.00

Demonstrable goal based on benefit to students (especially at-risk),  
 generation of degrees (especially STEM-H) and the people of New  
 Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the  
 awarded RPSP, trends, etc.

|    |                                                     |              |              |              |                                                                                                                                                                                                                                                           |
|----|-----------------------------------------------------|--------------|--------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Number of student housing options available at ASCs | 7            | 7            | NA           | Funding provided by General Obligation bond. 7 have been installed as of FY25, with a goal for 7 more in FY26. At this point, AES will evaluate the further need for housing accommodations.                                                              |
| 2  | Amount awarded in grants and contracts              | \$53,346,456 | \$56,013,779 | \$58,814,468 | Target increases of five percent each year, from FY25. A measure of faculty success in obtaining external funding. Due to changes in Federal government capacity and competitive funding, achieving a goal of five percent per year may be optimistic.    |
| 3  | Number of grants and contracts awarded              | 101          | 106          | 111          | Target increases of five percent each year, from FY25. A measure of faculty effort toward obtaining external funding. Due to changes in Federal government capacity and competitive funding, achieving a goal of five percent per year may be optimistic. |
| 4  | Grant Expenditures                                  | 24,201,863   | 25,411,956   | 26,682,554   | A measure of success for obtaining and using external funding. Includes expenditures from science centers and departments on the main campus. FY24 actuals provided (lagged one year).                                                                    |
| 5  | Community engagement events (including field days)  | 12           | 12           | 12           | AES will be hosting 6 public field days annually, alternating between ASCs. Those ASCs in an off-year will be expected to host another type of community outreach event to engage either a general audience or a specific audience of their choice.       |
| 6  | Total number of outreach event contacts             | 1,045        | 1,100        | 1,150        | This number includes field day contacts and major outreach events that are offered to the public or specific audiences. Not all tours, school visits or individual scheduled events may be included.                                                      |
| 7  | Academic journal articles published                 | 189          | 195          | 200          |                                                                                                                                                                                                                                                           |
| 8  | Research Graduate Assistants                        | 57           | 60           | 60           | This number reflects the number of GAs that are funded directly by AES funding and does not include those who are funded directly by grants and contracts                                                                                                 |
| 9  | Researcher and Research Support FTE                 | 200          | 215          | 215          | This reflects faculty and professional positions that support researchers.                                                                                                                                                                                |
| 10 | Professional journal articles published             | 33           | 35           | 40           |                                                                                                                                                                                                                                                           |
| 11 | Conference Presentations                            | 111          | 115          | 120          |                                                                                                                                                                                                                                                           |
| 12 |                                                     |              |              |              |                                                                                                                                                                                                                                                           |
| 13 |                                                     |              |              |              |                                                                                                                                                                                                                                                           |
| 14 |                                                     |              |              |              |                                                                                                                                                                                                                                                           |
| 15 |                                                     |              |              |              |                                                                                                                                                                                                                                                           |
| 16 |                                                     |              |              |              |                                                                                                                                                                                                                                                           |
| 17 |                                                     |              |              |              |                                                                                                                                                                                                                                                           |
| 18 |                                                     |              |              |              |                                                                                                                                                                                                                                                           |
| 19 |                                                     |              |              |              |                                                                                                                                                                                                                                                           |
| 20 |                                                     |              |              |              |                                                                                                                                                                                                                                                           |

Add Additional lines as needed



| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |    |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----|
| Research & Public Service Project (RPSP)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |    |
| FY 2027                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |    |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |    |
| Institution:                                                            | NEW MEXICO STATE UNIVERSITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |    |
| Name/Title of Project:                                                  | Ne Mexico Department of Agriculture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |    |
| RPSP Type                                                               | Expansion - Funding for additional FTE or addition to existing program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |    |
| RPSP Account Code                                                       | 95400-9546-7232 Department of agriculture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |    |
| FY27 Funding Request                                                    | \$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 22,531,600.00 |    |
| If previously funded, amount that was awarded in FY26                   | \$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 22,231,600.00 |    |
| Type of Project                                                         | (Choose up to two - one from each dropdown)<br>Agriculture<br>Choose One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               |    |
| 1                                                                       | Number of years the project has received General Fund support: (Disregard if new program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               | 65 |
| 2                                                                       | <b>Project Description/Executive Summary:</b><br>Office of the Director: provides overall leadership and establishes policy for NMMA; services as liaison between ag producers and governmental entities.<br>Veterinary Diagnostic Services; performs diagnostic analyses of animals on a referral basis to determine the cause of death and identify diseases; works with other state and federal agencies for the disease surveillance and agroterrorism/emergency response.<br>Agricultural and Environmental Services; Pesticide Compliance - administers pesticide-use laws; Entomology and Nursery Industries - oversees pest detection surveys, regulates quarantines, and monitors sale of live plants and cut flowers; Hemp Program - assures compliance with stat program.<br>Agricultural Production Services; Feed, Seed, and Fertilizer - regulates distribution of feed, seed, and fertilizer; Dairy - provides dairy farm, processing facilities, and milk sampler/hauler inspections/permitting; Food Safety Modernization Act/Produce Safety, and Ag Biosecurity - interacts with ag industry and law enforcement to design and direct programs that safeguard and secure industry and food supply.<br>Marketing and Development; prioritizes domestic and international market expansion/development for New Mexico commodities; includes competitive grant and organic programs.<br>Standards and Consumer Services; licenses and inspects weight and measuring devices, inspects packaged commodities and eggs/dairy products, and oversees metrology/petroleum standards labs.<br>Agricultural Programs and Resources; provides technical assistance to soil and water conservation districts and the agricultural industry and provides information affecting policy decisions. |               |    |

**3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

FY26 General Fund Recurring: \$18,440,700  
FY26 Land of Enchantment: \$3,390,900  
FY26 One-Time Appropriations: \$400,000  
TOTAL: \$22,231,600

FY27 General Fund Recurring Request: \$18,440,700  
FY27 Land of Enchantment: \$3,390,900  
FY27 Recurring Expansion Request: \$700,000 - Compensation Parity  
  
FY27 TOTAL REQUEST: \$22,531,600

**4 Program Mission (include population served, other demographic info):**

New Mexico Department of Agriculture is a constitutionally established state agency governed by the Board of Regents of New Mexico State University with a primary purpose of supporting agriculture and the agricultural industry in the state of New Mexico as well as providing regulatory oversight to protect New Mexico citizens in standards and consumer services, pesticides, licensing, etc.  
NMDA promotes a fair marketplace, food protection, marketing, and economic development; supports the beneficial use and conservation of natural resources; and works cooperatively with the public and private sectors.

**5 Key Project Objectives (Overview only - Details and Measures on following worksheet):**

**Natural Resources Stewardship**

**STRATEGIC GOAL:** Promote agricultural resilience through responsible use, management, and conservation of natural resources.

**Food and Feed Protection**

**STRATEGIC GOAL:** Ensure a safe and secure food supply

**Regulatory Compliance and Consumer Protection**

**STRATEGIC GOAL:** Achieve regulatory compliance through cooperative relationships with industries, agencies, and the public to ensure consumer and environmental protection while supporting an equitable marketplace.

**Marketplace and Economic Development**

**STRATEGIC GOAL:** Expand domestic and global marketing opportunities and support affiliate industry groups that sustain agriculture through strategic advocacy, education, marketing, and economic development initiatives.

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

New Mexico Department of Agriculture has programmatic and fiscal oversight of Governor Michelle Lujan Grisham's Food Initiative, administering over \$12M in combined state and federal funds. NMDA continues to implement the "Get Your Fix" promotion – a green chile marketing campaign designed to expand reach for fresh market green chile. NMDA, with other partners, marketed state food and agriculture products through a suite of trade shows, media promotions, technical seminars and trade missions (inbound and outbound) in over 10 countries. NMDA administrated the first year of funding from New Mexico's Land of Enchantment Legacy Fund. NMDA was able to directly leverage \$490 thousand in federal funding and awarded over \$2.4 million to 83 projects across the state. New Mexico's Healthy Soil Program continues to grow. In FY25, HSP funded \$1.4 million of projects on 10,229 acres across 18 New Mexico counties. NMDA organized, advertised, and funded unwanted-pesticide collection events in Roswell and Deming. NMDA continues efforts directed at preventing the introduction, containment, and eradication of new plant pests of environmental and economic concern. NMDA staff continue eradication efforts directed at pecan weevils in Eddy, Chaves, Otero, and Curry counties. NMDA's Southwest Border Food Protection and Emergency Preparedness Center continues to develop and update previous training and curriculum, related to the Weapons of Mass Destruction (WMD) Basic Agricultural Emergency Response Training to train law enforcement personnel on issues related to a foreign animal disease (FAD) response. The NMDA Feed, Seed, and Fertilizer Section's Animal Feed Regulatory Program Standards were audited by the FDA and found to have maintained full implementation during the interval 5 audit.

Through collaboration with the NMSU dairy extension specialist and the US Dairy Export Council, staff have partnered with Indonesia to create a technical engagement/training program to assist Indonesian dairy farmers to better their operations as well as open some dairy export options for the United States. Finally, NMDA provided consumer protection and ensured a fair marketplace with a total of 34,860 total device inspections as of 5/28/25. Primary obstacles facing NMDA continue to be impact that noncompetitive salaries have on the ability to find and retain skilled employees and addressing outdated and ineffective regulatory statutes through legislation. NMDA's laboratories continue to face challenges with environmental control systems.

7

Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):

NMDA has been an integral part of New Mexico Governor Michelle Lujan Grisham's Food Initiative, designed to strengthen the state's food system supply chain capacity and increase market opportunities for New Mexico agricultural producers and manufacturers. For example, the NMDA Marketing and Development Division has been working to connect producers with schools, senior centers, early childhood care facilities and food banks. Once producers become approved suppliers in the New Mexico Grown program, producers and processors can market their product in all market segments. Through the Specialty Crop Block Grant, NMDA supported NMSU-CES in the development of Path-to-Plate, a new and innovative web-based business-to-business (B2B) platform designed to connect buyers with state producers.

The NMDA team continues to provide technical assistance to local meat processors who are applying for federal grants and local economic development funds. NMDA staff also provides meat processing business development opportunities through cost-share programs through the NM—Taste the Tradition® and NM—Grown with Tradition® logo program.

Through the New Mexico Wine and Grape Growers Association, the department supported the state's oldest agriculture crop through the New Mexico Vine Fund. The New Mexico wine and grape industry benefited through grants to producers to purchase and plant new rootstock, increasing state production capacity for wineries across the state.

Through New Mexico Farmers' Marketing Association (NMFMA), the department provides support for the Double Up Food Bucks program to improve supplemental nutrition assistance program participants' access to fresh fruit and vegetables grown by New Mexico agricultural producers. Also, through NMFMA, the department supports the approved supplier program designed to implement food safety, quality assurance, and wholesale readiness training and capacity building for New Mexico farmers, ranchers, and food businesses. NMDA is dedicated to promoting and heightening consumer awareness of New Mexico agriculture commodities and the farmers and ranchers who produce them. This is accomplished through the state's "Buy Local" NM—Taste the Tradition® and NM—Grown with Tradition® logo program and implementation of various domestic and international marketing and trade activities.

8

Describe Student Population Served (in-state vs out-of-state students):

N/A

9

**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

NMDA receives federal grants and continues to seek out funding from other sources. Currently NMDA is working on programs funded by:

1. United States Department of Agriculture/Wildlife Services
2. United States Department of Agriculture/Agricultural Marketing Service
3. United States Department of Agriculture/Animal and Plant Health Inspection Service
4. United States Department of Interior/Fish and Wildlife Service
5. United States Department of Health and Human Services/Food and Drug Administration
6. United States Environmental Protection Agency
7. New Mexico Department of Homeland Security and Emergency Management

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**

|  |
|--|
|  |
|--|

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHD)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

New Mexico Department of Agriculture

Total:

\$ 22,531,600.00

Budget versus Actual

| Revenue and Transfers                                                                                          | Budget<br>FY 26               | Change                       | Request<br>FY 27              | Comments                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Beginning Fund Balance</b>                                                                                  | <b>\$ 19,635,179.00</b>       | <b>\$ (2,076,075.00)</b>     | <b>\$ 17,559,104.00</b>       |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Appropriations</b>                                                                                          |                               |                              |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Federal                                                                                                        |                               | \$ -                         |                               | FY26 includes \$400k one time funding and \$3,390,900 Land of Enchantment funding. HB2.5 Laws of 2025 \$5 million belonging to WRRRI embedded in FY26 beginning fund balance. Subtracted from FY26 appropriation total and added to WRRRI budget report. FY27 includes \$3,390,900 Land of Enchantment Funding and new funding request \$700,000. . |
| State plus Tobacco Settlement Fund                                                                             | \$ 17,231,600.00              | \$ 5,300,000.00              | \$ 22,531,600.00              |                                                                                                                                                                                                                                                                                                                                                     |
| Local                                                                                                          |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Total Appropriations</b>                                                                                    | <b>\$ 17,231,600.00</b>       | <b>\$ 5,300,000.00</b>       | <b>\$ 22,531,600.00</b>       |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Grants and Contracts</b>                                                                                    |                               |                              |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Federal                                                                                                        | \$ 7,144,496.00               | \$ -                         | \$ 7,144,496.00               |                                                                                                                                                                                                                                                                                                                                                     |
| State                                                                                                          |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Local                                                                                                          |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Total Grants and Contracts</b>                                                                              | <b>\$ 7,144,496.00</b>        | <b>\$ -</b>                  | <b>\$ 7,144,496.00</b>        |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Private Gifts, Grants and Contracts</b>                                                                     | <b>\$ 16,296.00</b>           | <b>\$ -</b>                  | <b>\$ 16,296.00</b>           |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b>                                                       |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Tuition and Fees</b>                                                                                        |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Endowment</b>                                                                                               |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Sales and Services</b>                                                                                      |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Other Sources - Detail in Comments</b>                                                                      | <b>\$ 5,600,000.00</b>        | <b>\$ -</b>                  | <b>\$ 5,600,000.00</b>        |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Total Revenues</b>                                                                                          | <b>\$ 29,992,392.00</b>       | <b>\$ 5,300,000.00</b>       | <b>\$ 35,292,392.00</b>       |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Transfers (to) from</b>                                                                                     |                               |                              |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Instruction and General                                                                                        |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Student Social and Cultural                                                                                    |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Research                                                                                                       | \$ (513,189.00)               | \$ -                         | \$ (513,189.00)               |                                                                                                                                                                                                                                                                                                                                                     |
| Public Service                                                                                                 |                               | \$ (12,000.00)               | \$ (12,000.00)                |                                                                                                                                                                                                                                                                                                                                                     |
| Internal Service                                                                                               |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Student Aid                                                                                                    |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Auxiliary Enterprises                                                                                          |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Athletics                                                                                                      |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Independent Operations                                                                                         |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Capital Outlay                                                                                                 |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| Renewal and Replacement                                                                                        |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Total Transfers</b>                                                                                         | <b>\$ (513,189.00)</b>        | <b>\$ (12,000.00)</b>        | <b>\$ (525,189.00)</b>        |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category</b> |                               |                              |                               |                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                | <b>FY26<br/>FTE</b>           | <b>Change<br/>FTE</b>        | <b>FY27<br/>FTE</b>           |                                                                                                                                                                                                                                                                                                                                                     |
| Faculty Salaries                                                                                               | 0.3 \$ 27,278.00              | 0.0 \$ 2,722.00              | 0.3 \$ 30,000.00              |                                                                                                                                                                                                                                                                                                                                                     |
| Professional Salaries                                                                                          | 123.2 \$ 8,576,783.00         | 6.1 \$ 573,217.00            | 129.3 \$ 9,150,000.00         |                                                                                                                                                                                                                                                                                                                                                     |
| Other Staff Salaries                                                                                           | 21.7 \$ 907,933.00            | 7.0 \$ 292,067.00            | 28.7 \$ 1,200,000.00          |                                                                                                                                                                                                                                                                                                                                                     |
| Student Salaries (GA/TA)                                                                                       | 4.1 \$ 186,887.00             | -0.1 \$ 13,113.00            | 4.1 \$ 200,000.00             |                                                                                                                                                                                                                                                                                                                                                     |
| Other Salaries                                                                                                 | 0.3 \$ 14,195.00              | 0.0 \$ 805.00                | 0.4 \$ 15,000.00              |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Total All Salaries</b>                                                                                      | <b>149.6 \$ 9,713,076.00</b>  | <b>13.0 \$ 881,924.00</b>    | <b>162.7 \$ 10,595,000.00</b> |                                                                                                                                                                                                                                                                                                                                                     |
| Fringe Benefits                                                                                                | \$ 3,831,862.00               | \$ 314,063.00                | \$ 4,145,925.00               |                                                                                                                                                                                                                                                                                                                                                     |
| Travel                                                                                                         | \$ 151,970.00                 | \$ 123,030.00                | \$ 275,000.00                 |                                                                                                                                                                                                                                                                                                                                                     |
| Utilities                                                                                                      | \$ 110,000.00                 | \$ 50,000.00                 | \$ 160,000.00                 |                                                                                                                                                                                                                                                                                                                                                     |
| Institutional Support Charges                                                                                  | \$ 1,028,600.00               | \$ 171,400.00                | \$ 1,200,000.00               |                                                                                                                                                                                                                                                                                                                                                     |
| Plant Operation and Maintenance Charges                                                                        | \$ 1,526.00                   | \$ 16,474.00                 | \$ 18,000.00                  |                                                                                                                                                                                                                                                                                                                                                     |
| Supplies and Expenses                                                                                          | \$ 16,534,199.00              | \$ 18,865,801.00             | \$ 35,400,000.00              |                                                                                                                                                                                                                                                                                                                                                     |
| Equipment                                                                                                      | \$ 184,045.00                 | \$ 15,955.00                 | \$ 200,000.00                 |                                                                                                                                                                                                                                                                                                                                                     |
| Other Expenditures                                                                                             |                               | \$ -                         |                               |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Total Expenditures</b>                                                                                      | <b>149.6 \$ 31,555,278.00</b> | <b>13.0 \$ 20,438,647.00</b> | <b>162.7 \$ 51,993,925.00</b> |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Ending Fund Balance</b>                                                                                     | <b>\$ 17,559,104.00</b>       | <b>\$ (17,226,722.00)</b>    | <b>\$ 332,382.00</b>          |                                                                                                                                                                                                                                                                                                                                                     |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University - New Mexico Department of Agriculture

RPSP Project:

Total

Economic Development and Community Engagement through domestic and international marketing; policy engagement at local, state and national levels; and regulatory compliance and enforcement.

\$ 22,531,600.00

Demonstrable goal based on benefit to students (especially at-risk), generation of degrees (especially STEM-H) and the people of New Mexico

Comments - Demonstrate consistent improvement as a result of the awarded RPSP, trends, etc.

1

Expand NMDA's "Grown with Tradition" program which highlights value-added agriculture while celebrating our environmental assets. Increase participation in tradeshow and other events while utilizing the food trailer to promote New Mexico grown foods throughout the state.

**Actuals for FY25**  
 My Spirit Remains campaign via TV and digital ads and published NM-TTT Holiday and Harvest Lookbook. Expanded cost-share reimbursement programs to allow for business advancement opportunities (funded 60 companies, \$100k+ total), produced and launched 6 new cooking demonstration videos and 2 comprehensive digital influencer campaigns, completed over 120 hours of exhibit farm and community engagement activities, utilized the trailer for 3 agricultural events to promote NM agriculture and its products (HomeGrown, FFA BBQ, LC Pecan Festival), organized and

**Target for FY26**  
 Continue advancement on logo program and cost-share reimbursement programs to allow for business advancement opportunities (fund 45 companies, \$80k total); New Mexico Pavilions at 2 major tradeshow (NRA and ExpoWest); Organize and implement 2 meat oriented marketing initiatives (Meat Processing Grant and American Association of Meat Processors (AAMP) Convention); Organize NM Country Stores, pavilions, promotions and product showcases at 2 state fairs; Partner with the NM Farm and Ranch Museum to host Homegrown Food Show and Gift Market; Conduct Get Your Fix Green Chile Technical Seminars at 9

**Target for FY27**  
 Continue to provide cost-share assistance to 25 New Mexico agribusinesses to advertise and participate in various lead-generating events to expand markets and market share; work with wholesalers, retailers, and distributors to showcase and promote New Mexico grown and made products to potential buyers; and connect consumers with suppliers through various marketing campaigns, food demos, virtual programs/events, and sampling.

Note: Suggest updating and streamlining measures to reflect current marketing plan and new strategic direction. Suggest including measurements for core functions including: funding assistance, trade activities, logo program activities, outreach events, and industry support programs/initiatives.

2

Economic Development: Assist industry with domestic and international trade and marketing for New Mexico commodities and value-added products in current and emerging markets: Develop and implement two or more new trade activities. Marketing and Development Division

Six new international trade activities occurred through US Livestock Genetics Export Program; Three state/USDA activities (MEWA-India, ANTAD-Mexico, Morocco ATM); Six international trade activities through Western U.S. Agricultural trade Association; Three tradeshow (NRA-Chicago, AFB-Miami, ExpoWest-Anaheim).

International: Four new trade activities. Domestic: One new marketing activity.

International: Four new trade activities. Domestic: One new marketing activity.

Note: Suggest updating and streamlining measures to reflect current marketing plan and new strategic direction. Suggest including measurements for core functions including: funding assistance, trade activities, logo program activities, outreach events, and industry support programs/initiatives.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                          |  |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 3<br><br>4<br><br>5<br><br>6 | Engage federal, state, tribal, and local stakeholders on all aspects of emergency preparedness, animal health issues, food safety, food security, and food defense issues.                                                                                                                                                                                                                                                                                                                      | Engaged federal, state, tribal, and local stakeholders on all aspects of emergency preparedness, animal health issues, food safety, food security, and food defense issues. Engagement was completed based on a combination of training, exercising, planning, and organizing.                                                                                      | Continue to engage the ag industry stakeholders in NM and bordering states on animal health issues and food safety, food security, and food defense issues.                                                                                                                                              | Continue to engage the ag industry stakeholders in NM and bordering states on animal health issues and food safety, food security, and food defense issues.                                                                                                                                              |  |
|                              | Inspection of year-round dairy farms. Dairy Division                                                                                                                                                                                                                                                                                                                                                                                                                                            | Inspections are on target for the year.                                                                                                                                                                                                                                                                                                                             | Inspect all dairy farms a minimum of twice per year.                                                                                                                                                                                                                                                     | Inspect all dairy farms a minimum of twice per year.                                                                                                                                                                                                                                                     |  |
|                              | Inspection of year-round dairy plants. Dairy Division                                                                                                                                                                                                                                                                                                                                                                                                                                           | Inspections are on target for the year.                                                                                                                                                                                                                                                                                                                             | Inspect all dairy plants that operate year-round a minimum of four times per year.                                                                                                                                                                                                                       | Inspect all dairy plants that operate year-round a minimum of four times per year.                                                                                                                                                                                                                       |  |
|                              | Inspection of semiannual dairy plants. Dairy Division                                                                                                                                                                                                                                                                                                                                                                                                                                           | Inspections are on target for the year.                                                                                                                                                                                                                                                                                                                             | Inspect all dairy plants that operate semiannually a minimum of twice per year.                                                                                                                                                                                                                          | Inspect all dairy plants that operate semiannually a minimum of twice per year.                                                                                                                                                                                                                          |  |
| 7                            | Agricultural & Environmental Services Division's inspection activities encompass consumer & environmental protections related to plant pests and pesticides, and support economic development through the inspection and services provide to regulated and nonregulated industries engaged in: the wholesale and retail sale of nursery plants; inter-and intrastate movement of regulated raw agricultural products; sale of restricted-use pesticides; and commercial pesticide applications. | During the reporting year, staff performed approximately 1,500 inspections of regulated businesses for compliance with state and federal laws and performed plant pest inspection services resulting in the issuance of approximately 525 state and/or federal phytosanitary documents required for the inter- or intrastate movement of raw agricultural products. | Continue inspections of regulated plant nursery and commercial pesticide industries as stated in statute and continue to provide the agricultural and plant nursery industries product inspection and document services in support of issuance of inter- and intrastate shipments of regulated articles. | Continue inspections of regulated plant nursery and commercial pesticide industries as stated in statute and continue to provide the agricultural and plant nursery industries product inspection and document services in support of issuance of inter- and intrastate shipments of regulated articles. |  |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    | <p>Sample analysis conducted by the Agricultural and Environmental Services Division are primarily comprised of pesticide samples removed from commercial applicators' equipment; environmental samples to identify pesticide active ingredients as part of investigations or to determine compliance with federal and state pesticide treatment requirements; and arthropod samples submitted by the public or collected by staff to determine presence of newly introduced plant pests of aesthetic or of economic importance. Additionally, staff establish surveys in managed and native ecosystems in support of determining early introductions of plant pests of economic and aesthetic concerns for eradication purposes; and in support of export requirements of other states and countries to demonstrate areas are free of specific plant pests.</p> | <p>During the reporting year, staff processed and identified approximately 900 arthropod or plant disease samples; processed approximately 25 commercial pesticide tank or environmental samples to identify pesticide active ingredients; and established and serviced approximately 800 plant pest traps in managed and native ecosystems to determine recent introductions of new plant pests.</p>         | <p>Continue to process pesticide samples collected by staff from commercial applicators and process and collect environmental samples to determine pesticide active ingredients to determine compliance with state and federal laws. Continue to process and identify arthropod pests in support of export requirements of states and nations related to raw agricultural products and in support of early eradication efforts of newly introduced plant pests.</p> | <p>Continue to process pesticide samples collected by staff from commercial applicators and process and collect environmental samples to determine pesticide active ingredients to determine compliance with state and federal laws. Continue to process and identify arthropod pests in support of export requirements of states and nations related to raw agricultural products and in support of early eradication efforts of newly introduced plant pests.</p> |  |
| 8  | <p>The Agricultural and Environmental Services Division is statutorily mandated to test and monitor the competency of commercial applicators and others applying restricted use pesticides and issue annual licenses to those satisfying state and federal requirements. Additionally, division staff review labels of pesticides sold in the state and register those that are compliant with federal and state laws. Staff are also mandated to issue licenses to those engaged in the business of growing, selling, or collecting plant nursery stock for commercial purposes. The licensing aides in the inspection of those premises to ensure compliance with state and federal laws preventing the movement of plants and plant pests of economic and aesthetic concern.</p>                                                                              | <p>During the reporting year, staff issues approximately 670 licenses to individuals involved in commercial pesticide businesses and individuals applying restricted use pesticides. Approximately 1,475 pesticide products/devices were reviewed for use in the state and registered. Licenses related to the selling or collecting of plant nursery stock were issued to approximately 1,200 locations.</p> | <p>As stated in statute, continue to test, monitor for competency, and issue licenses related to individuals engaged in commercial pesticide applications and the selling or using of restricted use pesticides; review and register pesticide products/devices for use in the state; and issue licenses to those locations engaged in the growing, collecting, selling of plant nursery stock for commercial purposes.</p>                                         | <p>As stated in statute, continue to test, monitor for competency, and issue licenses related to individuals engaged in commercial pesticide applications and the selling or using of restricted use pesticides; review and register pesticide products/devices for use in the state; and issue licenses to those locations engaged in the growing, collecting, selling of plant nursery stock for commercial purposes.</p>                                         |  |
| 9  | <p>Inspection of the regulated industry to ensure compliance for feed, seed and fertilizer product labeling and registration.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Feed, Seed, and Fertilizer (FSF) section completed 745 regulatory inspections and 22 FDA contract inspections.</p>                                                                                                                                                                                                                                                                                         | <p>Continue to provide inspections to ensure product safety, complete review of feed and fertilizer product labels for use in the state according to state and federal statutes (feed), ensure compliance with state statutes, and federal statutes (feed, seed).</p>                                                                                                                                                                                               | <p>Continue to provide inspections to ensure product safety, complete review of feed and fertilizer product labels for use in the state according to state and federal statutes (feed), ensure compliance with state statutes, and federal statutes (feed, seed).</p>                                                                                                                                                                                               |  |
| 10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |



|    |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                             |
|----|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 11 | Sample and analyze regulatory samples of feed, seed, and fertilizer.                                                  | FSF section collected 320 feed samples, 52 fertilizer sample, and 35 seed samples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Continue to collect and process regulatory samples related to the FSF section needs. Estimate 500 feed samples, 100 fertilizer samples, and 20 seed samples.                                                                                                                                                                                                                                                                                                                                                                                                                               | Continue to collect and process regulatory samples related to the FSF section needs. Estimate 500 feed samples, 100 fertilizer samples, and 20 seed samples.                                                                                                                                                                                                                                                                                                                                                                                                                                                 | NMDA Seed lab is currently not operational. |
| 12 | Analysis of Petroleum Samples                                                                                         | 3000 as of 5/28/25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 10500                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Restarted sampling program on 1/15/25       |
| 13 | Perform Calibrations on artifacts received into the Metrology Lab. SCS                                                | 1473 as of 5/28/25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 8000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 8000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Metrology Lab reopened on 3/1/25            |
| 14 | Perform weighing and measuring device (Petroleum) inspections. SCS                                                    | 28938 as of 5/28/25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 28000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 28000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 7/1/24 to 6/30/25                           |
| 15 | Perform weighing and measuring device (Scales) inspections. SCS                                                       | 5922 as of 5/28/25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 7000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 7000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 7/1/24 to 6/30/25                           |
| 16 | Provide assistance to the 47 Soil and Water Conservation Districts (SWCDs) in accordance with statutory requirements. | Achieved measures as presented. Attend 80 percent of 47 SWCD meetings across the state. Five trainings were be conducted in person or electronically/remotely in accordance with a variety of factors. Allocated all SWCD funding in accordance with statutory requirements. Conducted at least two SWCC meetings annually. Closed out \$3 million appropriation on June 30, 2025. Built out Land of Enchanment (LOE) SWCD pilot projects and evaluated outcomes. Implemented Noxious Weeds Management Program pilot grants and fully allocated Healthy Soil Program grants with | Attend 80 percent of 47 SWCD meetings across the state. Five trainings will be conducted in person or electronically/remotely in accordance with a variety of factors. Allocate all SWCD funding in accordance with statutory requirements. Conduct at least two SWCC meetings annually. Disburse \$9 million FY26-28 special appropriation to SWCDs to build district capacity, per the advice of the SWCC. Improve delivery of NMDA's Land of Enchanment (LOE) Legacy programs including District Opportunity Grant Healthy Soil Program, and Noxious Weeds Management Program to SWCDs. | Attend 80 percent of 47 SWCD meetings across the state. Five trainings will be conducted in person or electronically/remotely in accordance with a variety of factors. Allocate all SWCD funding in accordance with statutory requirements. Conduct at least two SWCC meetings annually. Disburse \$9 million FY26-28 special appropriation to SWCDs to build district capacity, per the advice of the SWCC. Implement and improve the delivery of NMDA's Land of Enchanment (LOE) Legacy programs including District Opportunity Grant Healthy Soil Program, and Noxious Weeds Management Program to SWCDs. |                                             |
| 17 | Administer Acequia and Community Ditch Fund (ACDF) for entities to protect community water rights.                    | Achieved measures as presented. Convened the ACDF committee for two meetings. Allocated 100 percent of available funds to eligible ACDF recipients in accordance with statutory requirements.                                                                                                                                                                                                                                                                                                                                                                                    | Convene the ACDF committee for at least one meeting per year. Allocate 100 percent of available funds to eligible ACDF recipients in accordance with statutory requirements. Fully allocate and use \$1.2 million FY26 special appropriation.                                                                                                                                                                                                                                                                                                                                              | Convene the ACDF committee for two meetings per year. Allocate 100 percent of available funds to eligible ACDF recipients in accordance with statutory requirements.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                             |

18

Develop and implement the NM Ag Workforce Development (AWD) program, Healthy Soil Program (HSP), and Land of Enchantment (LOE) Legacy Fund programs.

Achieved measures as presented. Continued to implement the HSP and the AWD Program. Implemented additional outreach and communication elements of the HSP. Rolled out two new LOE grant programs: Noxious Weeds Management Grant & District Opportunities Grant. Fully allocated \$2.8m in LOE funding to grant projects.

Implement Agriculture Workforce Development program and fully allocate funds to internships supporting ag businesses in NM. Fully allocate LOE funding to District Opportunity Grant, Healthy Soil Program & Noxious Weeds Management Program. Improve outreach, reporting and administration for grant programs.

Implement Agriculture Workforce Development program and fully allocate funds to internships supporting ag businesses in NM. Fully allocate LOE funding to District Opportunity Grant, Healthy Soil Program & Noxious Weeds Management Program. Improve outreach, reporting and administration for grant programs.

Improve research capability through engagement with state and national agricultural industries.

Maintained NAHLN Tier 2 laboratory status. Maintain ISO 17025 accreditation.

Maintain NAHLN Tier 2 laboratory status. Maintain ISO 17025:2017 laboratory accreditation. Review diagnostic tests to meet client/industry needs. Continue to recruit staff to fill vacancies to offer more testing and reduce testing turn-around-time for clients.

Maintain NAHLN Tier 2 laboratory status. Maintain ISO 17025:2017 laboratory accreditation. Review diagnostic tests to meet client/industry needs. Continue to recruit staff to fill vacancies to offer more testing, reduce testing turn-around-time for clients, help protect animal agriculture, and help protect human and animal health.

19  
20

Add Additional lines as needed

# NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research & Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: NEW MEXICO STATE UNIVERSITY

Name/Title of Project: Athletics

RPSP Type: Expansion - Funding for additional FTE or addition to existing program

RPSP Account Code: 95400-9541-7114 Athletics

FY27 Funding Request: \$ 15,000,000.00

If previously funded, amount that was awarded in FY26: \$ 8,022,900.00

(Choose up to two - one from each dropdown)

Type of Project: Athletics  
Athletics

1 Number of years the project has received General Fund support: (Disregard if new program)

8

2 Project Description/Executive Summary:

New Mexico State University (NMSU), provides an enhanced college experience by maintaining Division One FBS status of its athletic program. State of New Mexico financial support is essential for NMSU to maintain this Division One status. For FY 25; NMSU, through a commitment of institutional funds of \$2.475 M balanced the FY 25 budget; i.e., the total Athletics Fund Deficit was not increased. For FY 26, NMSU received \$8,022,900 from the State of New Mexico in total operating funding in support of the NMSU Athletics program, plus \$1.5 Million in one-time funds. At this time, the Athletics deficit balance is projected to increase from \$7,020,585 to \$11,853,100 by June 30, 2026. NMSU is requesting total funding from the State of New Mexico of \$15,000,000 for FY 27. This will allow for a non-deficit budget going forward. Should the full RPSP amount be received, NMSU commits to transferring \$2,000,000 per year from institutional funds each year until the currently outstanding Athletics Debt of an estimated \$11,853,100 is satisfied. NMSU has previously transferred over \$6 M in institutional funds to the reduction of the Athletics Debt.

3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):

NMSU Athletics continues to manage its financial situation. In doing so, the department has maintained its commitment to provide operating funds to its 16 sponsored sports. However, the cost of doing business has increased and these higher costs are being passed on from our vendors, resulting in fewer resources for our teams. Travel within CUSA, student housing and meals, athletic supplies and equipment, medical services and insurance, have continued to be the areas of greater need. NMSU teams must travel via airplane to most competition sites whereas other universities' athletics programs are within driving distance to competitions. These increased costs, along with our geographic location have continued to place a strain on our coaches and staff and have been consistent major challenges in managing costs. Part of recruiting and commitment to our student-athletes is the level of competition we provide them. Maintaining appropriate funding is necessary to allow the programs the

opportunity to continue to meet obligations and provide a positive, safe and well-rounded experience for the students participating as athletes. Should any level of funding be further reduced from the current level, NMSU athletic programs face multiple negative impacts including: member institutions classified as FBS to fund their athletic programs at minimum levels including adherence to the Division One philosophy, financial aid, scheduling of athletic contests and sports sponsorship. We continue to make strides in positioning ourselves for the future and towards meeting gender equity and Title IX requirements. NMSU Athletics will continue to improve academically and competitively and give back through serving the community. We remain committed to contributing to the "discovery" potential of each and every student-athlete.

4 **Program Mission (Include population served, other demographic information):**

NMSU Athletics inspires student-athletes to build strong communities and strives to be known for its integrity and commitment to its student's academic and athletic success. NMSU sponsors 16 sports including six men's: football, basketball, baseball, golf, tennis, and cross country, and 10 women's sports: basketball, volleyball, softball, soccer, tennis, golf, cross country, indoor track, outdoor track, and swimming and diving. The student-athlete population of 400+ student-athletes contributes to the economy at a personal level by fulfilling their financial obligation as students and community members. Positive economic impact is also recognized at the state level through various team and individual activities.

5 **Key Project Objectives (Overview only - Details and Measures on following worksheet):**

Achieve NCAA Academic Progress Rate (APR) of 930 or higher for all NMSU Teams, Achieve a graduation rate 55% of higher, Enhance diversity among athletic staff and student-athletes, Promote community service by NMSU student-athletes, Providing competitive teams, Engage former student-athletes and alumni by holding various events around the state

6 **For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

Completed the second year in CUSA with enhanced revenue distribution. Received an at large bid to the NCAA Regional in men's golf.

7 **Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The contributions made by intercollegiate athletics include educating, mentoring, and the training of future leaders and providing on the job training to allow workforce ready skills acquired by the student-athlete, student employee and graduate assistant. NMSU Academic Support Programs and Services Center (ASPSC) is committed to providing quality educational services that achieve academic, personal, and career success for all student-athletes. The ASPSC offers a full range of support and referral services to assist student-athletes in their holistic growth and development. These efforts contribute to meeting the workforce demands of the state, providing an opportunity for the future of these students. The contributions made by intercollegiate athletics participation, demonstrates successful students with workforce skills acquired through their role as a student-athlete, student employee or graduate assistant. By providing hands on and on the field experience, these students are workforce ready when they leave NMSU, providing capable employees within the state and throughout the nation. NMSU Athletics provides an outreach within the state and nationally through Aggie Sports Network, Aggie Vision, ESPN, ESPN family of networks and CBS Sports network. Aggie Vision is responsible for providing television editing and broadcasting services to the university, including athletic events. NMSU Athletics Program annually visits communities across the state.

8 **Describe Student Population Served (in-state vs out-of-state students):**

Both in-state and out-of-state

9 **Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

NMSU Athletics receives annual fund donations. Additional revenues utilized include student fees as well as self generated revenues such as ticket sales, multi-media rights, services, special event funding, CUSA distribution and NCAA provided funding.

10 **Medical Projects Only - How many graduates stay and practice in New Mexico?**

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

RPSP Project:  Total:

| Budget verses Actual                                                                                           | Budget                    | Change                   | Request                   | Comments                                                                     |
|----------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|---------------------------|------------------------------------------------------------------------------|
| Revenue and Transfers                                                                                          | FY 26                     |                          | FY 27                     |                                                                              |
| <b>Beginning Fund Balance</b>                                                                                  | <b>\$ (6,823,165.00)</b>  | <b>\$ (5,029,935.00)</b> | <b>\$ (11,853,100.00)</b> |                                                                              |
| <b>Appropriations</b>                                                                                          |                           |                          |                           |                                                                              |
| Federal                                                                                                        |                           | \$ -                     |                           |                                                                              |
| State plus Tobacco Settlement Fund                                                                             | \$ 9,522,900.00           | \$ 5,477,100.00          | \$ 15,000,000.00          | \$1,500,000 in one-time funding in 2025 Session included in the \$9,522,900. |
| Local                                                                                                          |                           | \$ -                     |                           |                                                                              |
| <b>Total Appropriations</b>                                                                                    | <b>\$ 9,522,900.00</b>    | <b>\$ 5,477,100.00</b>   | <b>\$ 15,000,000.00</b>   |                                                                              |
| <b>Grants and Contracts</b>                                                                                    |                           |                          |                           |                                                                              |
| Federal                                                                                                        | \$ 28,700.00              | \$ -                     | \$ 28,700.00              |                                                                              |
| State                                                                                                          | \$ 52,100.00              | \$ -                     | \$ 52,100.00              |                                                                              |
| Local                                                                                                          |                           | \$ -                     |                           |                                                                              |
| <b>Total Grants and Contracts</b>                                                                              | <b>\$ 80,800.00</b>       | <b>\$ -</b>              | <b>\$ 80,800.00</b>       |                                                                              |
| <b>Private Gifts, Grants and Contracts</b>                                                                     | <b>\$ 2,465,431.00</b>    | <b>\$ -</b>              | <b>\$ 2,465,431.00</b>    |                                                                              |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b>                                                       |                           | \$ -                     |                           |                                                                              |
| <b>Tuition and Fees</b>                                                                                        | <b>\$ 3,787,792.00</b>    | <b>\$ -</b>              | <b>\$ 3,787,792.00</b>    |                                                                              |
| <b>Endowment</b>                                                                                               |                           | \$ -                     |                           |                                                                              |
| <b>Sales and Services</b>                                                                                      | <b>\$ 1,857,860.00</b>    | <b>\$ -</b>              | <b>\$ 1,857,860.00</b>    |                                                                              |
| <b>Other Sources - Detail in Comments</b>                                                                      | <b>\$ 5,766,668.00</b>    | <b>\$ -</b>              | <b>\$ 5,766,668.00</b>    |                                                                              |
| <b>Total Revenues</b>                                                                                          | <b>\$ 23,481,451.00</b>   | <b>\$ 5,477,100.00</b>   | <b>\$ 28,958,551.00</b>   |                                                                              |
| <b>Transfers (to) from</b>                                                                                     |                           |                          |                           |                                                                              |
| Instruction and General                                                                                        | \$ 3,476,914.00           | \$ -                     | \$ 3,476,914.00           |                                                                              |
| Student Social and Cultural                                                                                    | \$ (34,800.00)            | \$ -                     | \$ (34,800.00)            |                                                                              |
| Research                                                                                                       | \$ 300,000.00             | \$ -                     | \$ 300,000.00             |                                                                              |
| Public Service                                                                                                 |                           | \$ -                     |                           |                                                                              |
| Internal Service                                                                                               |                           | \$ -                     |                           |                                                                              |
| Student Aid                                                                                                    |                           | \$ -                     |                           |                                                                              |
| Auxiliary Enterprises                                                                                          |                           | \$ -                     |                           |                                                                              |
| Athletics                                                                                                      |                           | \$ -                     |                           |                                                                              |
| Independent Operations                                                                                         |                           | \$ -                     |                           |                                                                              |
| Capital Outlay                                                                                                 |                           | \$ -                     |                           |                                                                              |
| Renewal and Replacement                                                                                        |                           | \$ -                     |                           |                                                                              |
| Community Colleges/Aggie Development/Arrowh...                                                                 | \$ 7,200.00               |                          | \$ 7,200.00               |                                                                              |
| <b>Total Transfers</b>                                                                                         | <b>\$ 3,749,314.00</b>    | <b>\$ -</b>              | <b>\$ 3,749,314.00</b>    |                                                                              |
| <b>Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category</b> |                           |                          |                           |                                                                              |
|                                                                                                                | <b>FY26</b>               | <b>Change</b>            | <b>FY27</b>               |                                                                              |
|                                                                                                                | <b>FTE</b>                | <b>FTE</b>               | <b>FTE</b>                |                                                                              |
| Faculty Salaries                                                                                               |                           | 0.0                      |                           |                                                                              |
| Professional Salaries                                                                                          | 133.5                     | 0.0                      | 133.5                     |                                                                              |
| Other Staff Salaries                                                                                           | 4.9                       | 0.0                      | 4.9                       |                                                                              |
| Student Salaries (GA/TA)                                                                                       | 12.5                      | 0.0                      | 12.5                      |                                                                              |
| Other Salaries                                                                                                 | 3.4                       | 0.0                      | 3.4                       |                                                                              |
| <b>Total All Salaries</b>                                                                                      | <b>154.3</b>              | <b>0.0</b>               | <b>154.3</b>              |                                                                              |
| Fringe Benefits                                                                                                |                           |                          |                           |                                                                              |
| Travel                                                                                                         |                           |                          |                           |                                                                              |
| Utilities                                                                                                      |                           |                          |                           |                                                                              |
| Institutional Support Charges                                                                                  |                           |                          |                           |                                                                              |
| Plant Operation and Maintenance Charges                                                                        |                           |                          |                           |                                                                              |
| Supplies and Expenses                                                                                          |                           |                          |                           |                                                                              |
| Equipment                                                                                                      |                           |                          |                           |                                                                              |
| Other Expenditures                                                                                             |                           |                          |                           |                                                                              |
| <b>Total Expenditures</b>                                                                                      | <b>154.3</b>              | <b>0.0</b>               | <b>154.3</b>              |                                                                              |
| <b>Ending Fund Balance</b>                                                                                     | <b>\$ (11,853,100.00)</b> | <b>\$ -</b>              | <b>\$ (11,853,100.00)</b> |                                                                              |

NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)  
Research & Public Service Project (RPSP)  
Project Objectives Sheet

Institution:

|                                        |                                               |
|----------------------------------------|-----------------------------------------------|
| RPSP Project:                          | Total                                         |
| <input type="text" value="Athletics"/> | <input type="text" value="\$ 15,000,000.00"/> |

| Demonstrable goal based on benefit to students (especially at-risk), generation of degrees (especially STEM-H) and the people of New Mexico |                                                                                                     |                  |                 |                 | Comments - Demonstrate consistent improvement as a result of the awarded RPSP, trends, etc. |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------|-----------------|-----------------|---------------------------------------------------------------------------------------------|
|                                                                                                                                             |                                                                                                     | Actuals for FY25 | Target for FY26 | Target for FY27 |                                                                                             |
| 1                                                                                                                                           | Provide athletic aid to students that are academically prepared                                     | 100%             | 100%            | 100%            |                                                                                             |
| 2                                                                                                                                           | Achieve NCAA Academic Progress Rate (APR) of 930 or higher for all NMSU teams (percentage of teams) | 100%             | 100%            | 100%            |                                                                                             |
| 3                                                                                                                                           | Achieve NCAA Academic Recognition for Top 10% APR (# of teams)                                      | 2                | 2               | 2               |                                                                                             |
| 4                                                                                                                                           | Achieve a 55% four-class average graduation rate-6 year                                             | 59%              | 55%             | 55%             |                                                                                             |
| 5                                                                                                                                           |                                                                                                     |                  |                 |                 |                                                                                             |
| 6                                                                                                                                           |                                                                                                     |                  |                 |                 |                                                                                             |
| 7                                                                                                                                           |                                                                                                     |                  |                 |                 |                                                                                             |
| 8                                                                                                                                           |                                                                                                     |                  |                 |                 |                                                                                             |
| 9                                                                                                                                           |                                                                                                     |                  |                 |                 |                                                                                             |
| 10                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 11                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 12                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 13                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 14                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 15                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 16                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 17                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 18                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 19                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |
| 20                                                                                                                                          |                                                                                                     |                  |                 |                 |                                                                                             |

Add Additional lines as needed

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**

**Research & Public Service Project (RPSP)**

**FY 2027**

**Fill and submit packet to NMHED per instructions by September 15, 2025\***

|                                                              |                                                                        |             |              |
|--------------------------------------------------------------|------------------------------------------------------------------------|-------------|--------------|
| <b>Institution:</b>                                          | New Mexico State University                                            |             |              |
| <b>Name/Title of Project:</b>                                | Educational Television                                                 |             |              |
| <b>RPSP Type</b>                                             | Expansion - Funding for additional FTE or addition to existing program |             |              |
| <b>RPSP Account Code</b>                                     | 95400-9541-7116 Educational television                                 |             |              |
| <b>FY27 Funding Request</b>                                  |                                                                        | \$2,024,600 |              |
| <b>If previously funded, amount that was awarded in FY26</b> |                                                                        | \$          | 1,524,600.00 |
|                                                              | (Choose up to two - one from each dropdown)                            |             |              |
| <b>Type of Project</b>                                       | Public Service                                                         |             |              |
|                                                              | Choose One                                                             |             |              |

1 Number of years the project has received General Fund support: 52  
(Disregard if new program)

2 **Project Description/Executive Summary:**

KRWG-TV provides educational television services to southern New Mexico. Our coverage area is equivalent to the size of West Virginia, roughly 25,000 square miles, most of it rural. KRWG is vital in meeting NMSU's promise as a land grant institution. In addition, we offer a distinctly unique service to the region from New Mexico State University. This is accomplished by extending the main transmitter in Las Cruces to translators in Deming, Silver City, Hillsboro, T or C, Jack's Peak, Caballo Peak, Hatch, and Alamogordo.

3 **Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

KRWG TV is funded through multiple sources:

- Corporation for Public Broadcasting Grants
- State of New Mexico
- Business Underwriting
- Member Support
- Other Grants

Each source of funding is a critical piece that allows us to fulfill our mission to serve the communities in our viewing area.

As detailed in Section 9, any increase in Non-Federal Financial Support (NFFS) will result in additional grant monies as part of the Corporation for Public Broadcasting's funding formula.

- 4 **Program Mission (Include population served, other demographic information):**  
Our Mission Statement, "...to educate and engage community development by providing relevant news, a forum for open discussion, a celebration of the arts while preserving and conveying human and natural history..."  
To fulfill our mission, we provide free over-the-air educational, cultural, and news programming to our largely rural viewing area. Our signal reaches roughly 250,000 citizens in southern New Mexico. In addition, through PBS and locally produced programs, we provide learning opportunities for all generations. Examples include early childhood offerings, lifelong learning offerings, and collaborative integration with NMSU degree programs.
- 5 **Key Project Objectives (Overview only - Details and Measures on following worksheet):**  
Our key project objectives are to maintain or grow our student contact hours, community outreach and fundraising activities to build paths to additional revenue.
- 6 **For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**  
We provide free, over-the-air, educational, cultural, and news programming.  
  
Through PBS and locally produced programs, we provide learning opportunities for all generations. Examples include early childhood offerings like Sesame Street, lifelong learning offerings like NOVA, and collaborative integration with NMSU degree programs like News22 and CMI. KRWG staff is also highly active in collaborating with community groups in the arts and education to extend educational opportunities beyond television.  
  
Our services will respect one's intelligence and encourage civil discourse in our daily presentation of programs that inform, educate and entertain.
- 7 **Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**  
In alignment with our educational mission, we aired over 10,500 hours of K-5 standards-aligned programming on two of our channels. For those students most at-risk, this programming is a key to supporting their early learning efforts and will reap benefits down the road.  
KRWG TV recognizes the importance of providing accurate, unbiased information during election cycles. To that end, KRWG TV is committed to producing candidate interviews and forums for our region's citizens. In support of the universal service mandate described in the Public Broadcasting Act of 1967, KRWG provides this vital coverage to everyone in our area, especially for our rural communities. In addition, for many, KRWG is their only source for candidate/election information. As a result, we play a crucial role in informing the electorate. Our facilities offer broad opportunities for the academic and university community. Students who utilize the KRWG facilities can leverage the "real-world experience" they gained to move on to post-graduation employment. Students who worked at KRWG have moved on to work at KTSM, KVIA & KDBC in El Paso - KOAT & KOB in Albuquerque, and even ESPN in Bristol, CT, and more.



8 Describe Student Population Served (in-state vs out-of-state students):

KRWG partners with the Creative Media Institute, the NMSU Department of Journalism and Media Studies, AggieVision, Athletics and more to provide robust employment and quasi-professional training opportunities for both in-state and out-of-state students.

9 Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?

KRWG TV received approximately \$1,217,132 in external funding during FY25.

We received Community Service Grants totaling \$920,789 for FY25 from the Corporation for Public Broadcasting. The base grant amount is \$642,000. The remainder of the CSG funding is determined using the following funding formula: Grantee's FY 2023 Weighted NFFS X 0.1341081708 + Base Grant.

The Corporation for Public Broadcasting uses the formula above to calculate our annual grant amounts. There is a financial incentive to access non-federal funds. We receive approximately 13% in additional funding for every non-federal dollar we acquire. Therefore, reducing or expanding Non-Federal Financial Support (NFFS) will reduce or increase our overall CSG funding accordingly. NFFS includes all sources such as appropriations, membership, underwriting, indirect support from NMSU, etc. For FY25, our NFFS support resulted in approximately \$197,391 of additional grant monies awarded to our organization to support our mission. The Corporation for Public Broadcasting funds grants two years in advance, so the above number was derived from using FY 23 external funding totals.

|                                      |           |
|--------------------------------------|-----------|
| 2025 Community Service Grant         | \$868,561 |
| 2025 Universal Service Support Grant | \$38,441  |
| 2025 Interconnection Grant           | \$13,787  |

In addition to the grant funding, KRWG TV also receives support from members and underwriters and private gifts such as estate gifts. As of 5/05/25, combined members, underwriters, and various gift support for FY25 is \$296,343. At the time this form is being prepared, we have approximately six weeks left in FY 25. We expect a proportionate increase in the remaining weeks.

10 Medical Projects Only - How many graduates stay and practice in New Mexico?

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Educational Television

Total:

\$ 2,024,600.00

## Budget versus Actual

| Revenue and Transfers                                    | Budget<br>FY 26        | Change                   | Request<br>FY 27       | Comments |
|----------------------------------------------------------|------------------------|--------------------------|------------------------|----------|
| <b>Beginning Fund Balance</b>                            | <b>\$ 278,000.00</b>   | <b>\$ (77,099.00)</b>    | <b>\$ 200,901.00</b>   |          |
| <b>Appropriations</b>                                    |                        |                          |                        |          |
| Federal                                                  |                        | \$ -                     |                        |          |
| State plus Tobacco Settlement Fund                       | \$ 1,524,600.00        | \$ 500,000.00            | \$ 2,024,600.00        |          |
| Local                                                    |                        | \$ -                     |                        |          |
| <b>Total Appropriations</b>                              | <b>\$ 1,524,600.00</b> | <b>\$ 500,000.00</b>     | <b>\$ 2,024,600.00</b> |          |
| <b>Grants and Contracts</b>                              |                        |                          |                        |          |
| Federal                                                  |                        | \$ -                     |                        |          |
| State                                                    | \$ 330,668.00          | \$ (330,668.00)          |                        |          |
| Local                                                    |                        | \$ -                     |                        |          |
| <b>Total Grants and Contracts</b>                        | <b>\$ 330,668.00</b>   | <b>\$ (330,668.00)</b>   | <b>\$ -</b>            |          |
| <b>Private Gifts, Grants and Contracts</b>               | <b>\$ 2,701,858.00</b> | <b>\$ (1,441,069.00)</b> | <b>\$ 1,260,789.00</b> |          |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b> |                        | \$ -                     |                        |          |
| <b>Tuition and Fees</b>                                  |                        | \$ -                     |                        |          |
| <b>Endowment</b>                                         |                        | \$ -                     |                        |          |
| <b>Sales and Services</b>                                | <b>\$ 25,294.00</b>    | <b>\$ (294.00)</b>       | <b>\$ 25,000.00</b>    |          |
| <b>Other Sources - Detail in Comments</b>                |                        | \$ -                     |                        |          |
| <b>Total Revenues</b>                                    | <b>\$ 4,582,420.00</b> | <b>\$ (1,272,031.00)</b> | <b>\$ 3,310,389.00</b> |          |

## Transfers (to) from

|                             |             |             |             |  |
|-----------------------------|-------------|-------------|-------------|--|
| Instruction and General     |             | \$ -        |             |  |
| Student Social and Cultural |             | \$ -        |             |  |
| Research                    |             | \$ -        |             |  |
| Public Service              |             | \$ -        |             |  |
| Internal Service            |             | \$ -        |             |  |
| Student Aid                 |             | \$ -        |             |  |
| Auxiliary Enterprises       |             | \$ -        |             |  |
| Athletics                   |             | \$ -        |             |  |
| Independent Operations      |             | \$ -        |             |  |
| Capital Outlay              |             | \$ -        |             |  |
| Renewal and Replacement     |             | \$ -        |             |  |
| <b>Total Transfers</b>      | <b>\$ -</b> | <b>\$ -</b> | <b>\$ -</b> |  |

## Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |                        | Change<br>FTE | \$                       | FY27<br>FTE |                        |  |
|-----------------------------------------|-------------|------------------------|---------------|--------------------------|-------------|------------------------|--|
| Faculty Salaries                        |             |                        | 0.0           | \$ -                     |             |                        |  |
| Professional Salaries                   | 0.9         | \$ 58,888.00           | 13.3          | \$ 923,135.66            | 14.11       | \$ 982,023.66          |  |
| Other Staff Salaries                    |             |                        | 4.6           | \$ 192,720.11            | 4.60        | \$ 192,720.11          |  |
| Student Salaries (GA/TA)                | 0.6         | \$ 16,004.00           | 2.0           | \$ 48,996.00             | 2.60        | \$ 65,000.00           |  |
| Other Salaries                          |             |                        | 0.1           | \$ 3,000.00              | 0.07        | \$ 3,000.00            |  |
| <b>Total All Salaries</b>               | <b>1.5</b>  | <b>\$ 74,892.00</b>    | <b>19.9</b>   | <b>\$ 1,167,851.77</b>   | <b>21.4</b> | <b>\$ 1,242,743.77</b> |  |
| Fringe Benefits                         |             | \$ 23,526.00           |               | \$ 443,434.65            |             | \$ 466,960.65          |  |
| Travel                                  |             | \$ 13,034.00           |               | \$ 6,966.00              |             | \$ 20,000.00           |  |
| Utilities                               |             | \$ 24,636.00           |               | \$ 16,564.00             |             | \$ 41,200.00           |  |
| Institutional Support Charges           |             | \$ 61,100.00           |               | \$ 1,900.00              |             | \$ 63,000.00           |  |
| Plant Operation and Maintenance Charges |             |                        |               | \$ -                     |             |                        |  |
| Supplies and Expenses                   |             | \$ 4,444,820.00        |               | \$ (2,883,120.00)        |             | \$ 1,561,700.00        |  |
| Equipment                               |             | \$ 17,511.00           |               | \$ (17,511.00)           |             |                        |  |
| Other Expenditures                      |             |                        |               | \$ -                     |             |                        |  |
| <b>Total Expenditures</b>               | <b>1.5</b>  | <b>\$ 4,659,519.00</b> | <b>19.9</b>   | <b>\$ (1,263,914.58)</b> | <b>21.4</b> | <b>\$ 3,395,604.42</b> |  |
| <b>Ending Fund Balance</b>              |             | <b>\$ 200,901.00</b>   |               | <b>\$ (85,215.42)</b>    |             | <b>\$ 115,685.58</b>   |  |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Educational Television

Total

\$ 2,024,600.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

|    |                                                                                    | Actuals for FY25 | Target for FY26 | Target for FY27 |                                                                                             |
|----|------------------------------------------------------------------------------------|------------------|-----------------|-----------------|---------------------------------------------------------------------------------------------|
| 1  | In-person programming events                                                       | 4                | 4               | 4               |                                                                                             |
| 2  | Segments highlighting local and regional issues, community<br>collaborations, etc. | 160              | 80              | 80              | Reduced segements due to pending elimination of one program to<br>focus on longer segments. |
| 3  | Local Production Hours                                                             | 195              | 190             | 190             | From SABS 7.1 - exceeded target due to election coverage                                    |
| 4  | Student Contact Hours                                                              | 24850            | 18000           | 18000           | Exceeded target due to unusually high production hours                                      |
| 5  | Pledge event to enhance revenue                                                    | 5                | 7               | 7               | Increase by two for FY 26 & 27 to add digital campaigns                                     |
| 6  | General outreach event, Coffee Visits, Rotary, etc.                                | 8                | 8               | 8               |                                                                                             |
| 7  |                                                                                    |                  |                 |                 |                                                                                             |
| 8  |                                                                                    |                  |                 |                 |                                                                                             |
| 9  |                                                                                    |                  |                 |                 |                                                                                             |
| 10 |                                                                                    |                  |                 |                 |                                                                                             |
| 11 |                                                                                    |                  |                 |                 |                                                                                             |
| 12 |                                                                                    |                  |                 |                 |                                                                                             |
| 13 |                                                                                    |                  |                 |                 |                                                                                             |
| 14 |                                                                                    |                  |                 |                 |                                                                                             |
| 15 |                                                                                    |                  |                 |                 |                                                                                             |
| 16 |                                                                                    |                  |                 |                 |                                                                                             |
| 17 |                                                                                    |                  |                 |                 |                                                                                             |
| 18 |                                                                                    |                  |                 |                 |                                                                                             |
| 19 |                                                                                    |                  |                 |                 |                                                                                             |
| 20 |                                                                                    |                  |                 |                 |                                                                                             |

Add Additional lines as needed

|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |   |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|
| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |   |
| Research & Public Service Project (RPSP)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |   |
| FY 2027                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |   |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |   |
|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |   |
| Institution:                                                            | New Mexico State University                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |   |
| Name/Title of Project:                                                  | Tribal Education Initiatives - Main Campus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |   |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |   |
| RPSP Account Code                                                       | 95400-9541-7440 Tribal education initiatives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |   |
| FY27 Funding Request                                                    | \$ 300,000.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |   |
| If previously funded, amount that was awarded in FY26                   | \$ 300,000.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |   |
|                                                                         | (Choose up to two - one from each dropdown)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |   |
| Type of Project                                                         | Academic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |   |
|                                                                         | Public Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |   |
| 1                                                                       | Number of years the project has received General Fund support: (Disregard if new program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | 3 |
| 2                                                                       | <b>Project Description/Executive Summary:</b><br>Tribal education is a priority for NMSU, K-College. It is necessary to build the infrastructure upon which tribal education work can grow and flourish. This project funds faculty who will teach Native American education and Native American Studies to NMSU students who will carry out Tribal Education post-graduation. Native faculty will collaborate with American Indian Programs and the Tribal Engagement Task Force to ensure programming is occurring to ensure Native and Tribal students are supported and represented. This year, we will work to hire a Program Manager to track enrollment and completion rates in both programs for Native American Students. |  |   |
| 3                                                                       | <b>Budget Narrative (Overview only - Budget Detail follows on next worksheet):</b><br>Two faculty, one in Native American education and one in Native American Studies were hired for this project in 2024-2025. A third faculty member will be hired to teach Native American Studies in 2025-2026. The remainder of the project's funding will be used for travel, printed materials, technology needs for students, and hosting programs directly related to the project. This year, we will use carryforward funds to hire a Program Manager to track enrollment and completion rates for Native American students in TEP and NAS.                                                                                             |  |   |
| 4                                                                       | <b>Program Mission (Include population served, other demographic information):</b><br>The program's mission is to build the Tribal and Native presence at NMSU through hiring faculty whose presence will enhance Tribal and Native students' sense of belonging- which research shows increases enrollment, attendance, and graduation rates. Those students will in turn serve New Mexican communities upon graduation, notably as educators.                                                                                                                                                                                                                                                                                    |  |   |
| 5                                                                       | <b>Key Project Objectives (Overview only - Details and Measures on following worksheet):</b><br>(1) Recruit and retain Tribal and Native students in Native American education courses and Native American Studies courses. (2) Increase Tribal and Native student enrollment in Native American education courses and Native American Studies courses. (3) Develop a plan for programming, recruitment, and tracking student enrollment and participation at NMSU in the stated areas. (4) Produce scholarship through research about this area of student success at NMSU, (5) Work to hire a Program Manager to track Native American student enrollment and completion in TEP and NAS.                                         |  |   |

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

Notable accomplishments this year include: 1) supporting two Native faculty to complete their first year on the Tenure Track at NMSU, 2) connecting faculty in Native American Studies, Native American education, and American Indian Programs at NMSU; 3) understanding where the gaps at NMSU are related to this work of Tribal engagement and outreach pertaining to Tribal education; 4) hosting Wilhelmina Yazzie at NMSU in Fall 2024; 5) attending conferences and recruiting faculty and students from said conferences, 6) supporting Native faculty to serve on a Tribal Engagement Task Force under the offices of the Provost and the VP of DEI.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The impact of this project will take time to note and measure since the cycles for academic hiring are long. Once Tribal/Native faculty are on board and integrated within their respective departments, they can begin to understand enrollment, persistence, and growth rates for student attendance. The statewide impact of growing the numbers of Tribal/Native educators in the state of New Mexico (in various areas- for example in public schools, agriculture extension, program managers, public administration, public health, etc.) will be powerful in a long-term way. Not only will students graduate with culturally-specific content skills, their achievements will impact Tribal Nations and Native communities in our state in a profound way since part of what research is showing is that assimilationist education is not enhancing Native ways of life and this is having negative impact in many areas of economy, land use, literacies, and health ways.

8

**Describe Student Population Served (in-state vs out-of-state students):**

Students served by having two Native/Tribal tenure track faculty members is immense. While the enrollment for Native American students in Native American Studies courses has more than doubled in the past few years, all students have benefitted from the courses regardless of their race or ethnicity. It is not fully understood what the impact is between in-state and out-of-state students, but it appears that over 90% of the students impacted by these courses are New Mexican residents.

9

**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

The Research Center within the Borderlands and Ethnic Studies department that houses Native American Studies receives foundation grants and is recently the recipient of federal directed spending to enhance culturally and linguistically sustaining education for K-12 New Mexican youth- including Tribal/Native students. While these funds are welcomed and needed, there is not the necessary Tribal/Native faculty and staff who can carry out this work in a timely way. In 2025-2026, with the new funds, a third tenure track faculty in Native American Studies will be recruited and hired. This will add more capacity to the BEST Research Center and to the capacity to do more outreach and public service overall.

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Tribal Education Initiatives - Main Campus

Total:

\$ 300,000.00

Budget versus Actual

Revenue and Transfers

Budget  
FY 26

Change

Request  
FY 27

Comments

Beginning Fund Balance

\$ 428,405.17

\$ (128,405.17)

\$ 300,000.00

No increase requested

Appropriations

Federal

\$ -

State plus Tobacco Settlement Fund

\$ 300,000.00

\$ -

\$ 300,000.00

Local

\$ -

\$ -

Total Appropriations

\$ 300,000.00

\$ -

\$ 300,000.00

Grants and Contracts

Federal

\$ -

State

\$ -

\$ -

Local

\$ -

\$ -

Total Grants and Contracts

\$ -

\$ -

\$ -

Private Gifts, Grants and Contracts

\$ -

Land &amp; Permanent Fund or Local Property Taxes

\$ -

Tuition and Fees

\$ -

Endowment

\$ -

Sales and Services

\$ -

Other Sources - Detail in Comments

\$ -

Total Revenues

\$ 300,000.00

\$ -

\$ 300,000.00

Transfers (to) from

Instruction and General

\$ -

Student Social and Cultural

\$ -

Research

\$ -

Public Service

\$ -

Internal Service

\$ -

Student Aid

\$ -

Auxiliary Enterprises

\$ -

Athletics

\$ -

Independent Operations

\$ -

Capital Outlay

\$ -

Renewal and Replacement

\$ -

Total Transfers

\$ -

\$ -

\$ -

Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |                      | Change<br>FTE | \$                    |  | FY27<br>FTE |                      |  |
|-----------------------------------------|-------------|----------------------|---------------|-----------------------|--|-------------|----------------------|--|
| Faculty Salaries                        | 3.0         | \$ 206,000.00        | 0.0           | \$ -                  |  | 3.0         | \$ 206,000.00        |  |
| Professional Salaries                   | 1.0         | \$ 60,000.00         | -1.0          | \$ 6,142.83           |  |             |                      |  |
| Other Staff Salaries                    |             |                      | 0.0           | \$ -                  |  |             |                      |  |
| Student Salaries (GA/TA)                |             |                      | 0.0           | \$ -                  |  |             |                      |  |
| Other Salaries                          |             |                      | 0.0           | \$ -                  |  |             |                      |  |
| <b>Total All Salaries</b>               | <b>4.0</b>  | <b>\$ 266,000.00</b> | <b>-1.0</b>   | <b>\$ 6,142.83</b>    |  | <b>3.0</b>  | <b>\$ 206,000.00</b> |  |
| Fringe Benefits                         |             | \$ 102,942.00        |               | \$ (23,220.00)        |  |             | \$ 79,722.00         |  |
| Travel                                  |             | \$ 21,000.00         |               | \$ 12,000.00          |  |             | \$ 14,278.00         |  |
| Utilities                               |             |                      |               | \$ -                  |  |             |                      |  |
| Institutional Support Charges           |             |                      |               | \$ -                  |  |             |                      |  |
| Plant Operation and Maintenance Charges |             |                      |               | \$ -                  |  |             |                      |  |
| Supplies and Expenses                   |             | \$ 10,000.00         |               | \$ (10,000.00)        |  |             |                      |  |
| Equipment                               |             |                      |               | \$ -                  |  |             |                      |  |
| Other Expenditures                      |             | \$ 28,463.17         |               | \$ (28,463.17)        |  |             |                      |  |
| <b>Total Expenditures</b>               | <b>4.0</b>  | <b>\$ 428,405.17</b> | <b>-1.0</b>   | <b>\$ (43,540.34)</b> |  | <b>3.0</b>  | <b>\$ 300,000.00</b> |  |
| <b>Ending Fund Balance</b>              |             | <b>\$ 300,000.00</b> |               | <b>\$ (84,864.83)</b> |  |             | <b>\$ 300,000.00</b> |  |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Tribal Education Initiatives - Main Campus

\$ 300,000.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

|    |                                                                                                           |     |    |    |                                                                                                                                                                                                                         |
|----|-----------------------------------------------------------------------------------------------------------|-----|----|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Track future enrollment/retention numbers in TEP                                                          | N/A | 15 | 17 | TEP had 13 self-identified Native American students in 2023, growing steadily while sustaining growth is critical to this project.                                                                                      |
| 2  | Track future completion numbers in TEP □                                                                  | N/A | 3  | 5  | Recruitment and retention will enhance completion rates and this is only starting to be understood.                                                                                                                     |
| 3  | Track future enrollment/retention numbers in NAS courses                                                  | 10  | 12 | 15 | Native American Studies courses have seen an increase since 2023 in Native American Students, doubling in some classes                                                                                                  |
| 4  | Track future completion numbers in NAS □                                                                  | 2   | 3  | 4  | Completion rates will take at least 4 years to begin tracking.                                                                                                                                                          |
| 5  | Increase faculty in TEP to teach Native American Education                                                | 2   | 2  | 2  | Hiring one faculty member will double the number of Native American faculty in the School of Teacher Preparation, Administration and Leadership. Research shows representation enhances student engagement and success. |
| 6  | Increase faculty in NAS to teach Native American Studies                                                  | 2   | 3  | 3  | Hiring one faculty member will double the number of Native American faculty in the Native American Studies program. Research shows representation enhances student engagement and success.                              |
| 7  | Host stakeholders from Tribal Nations and Native communities at NMSU                                      | 1   | 2  | 2  | This activity will be part of a campus collaboration with entities also committed to this goal. Two events per year will also serve as a student recruitment activity.                                                  |
| 8  | Host events at NMSU to engage the campus community about EID pertaining to Native and Tribal stakeholders | 1   | 2  | 2  | This activity is aimed toward the larger campus community to enhance NMSU's serving capacity for Native American students.                                                                                              |
| 9  | Partner with American Indian Programs and Indian Resource Development to enhance relevant programming     | 2   | 3  | 3  | This activity will be part of a campus collaboration with entities also committed to this goal.                                                                                                                         |
| 10 |                                                                                                           |     |    |    |                                                                                                                                                                                                                         |

Add Additional lines as needed

|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |           |
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| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |           |
| Research & Public Service Project (RPSP)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |           |
| FY 2027                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |           |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |           |
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| Institution:                                                            | New Mexico State University: College of Health, Education, and Social Transformation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |           |
| Name/Title of Project:                                                  | Teacher Pipeline Initiatives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |           |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |           |
| RPSP Account Code                                                       | 95400-9541-7444 Teacher pipeline initiatives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |           |
| FY27 Funding Request                                                    | \$250,000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |           |
| If previously funded, amount that was awarded in FY26                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | \$250,000 |
|                                                                         | (Choose up to two - one from each dropdown)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |           |
| Type of Project                                                         | Education and Teacher Prep                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |
|                                                                         | Choose One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |
| 1                                                                       | Number of years the project has received General Fund support: (Disregard if new program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | 3         |
| 2                                                                       | <p><b>Project Description/Executive Summary:</b></p> <p>The overarching objective of the New Mexico Teacher Pipeline Initiative (NMTPI) is to generate and sustain a diverse, robust educator pipeline for the state of New Mexico by addressing high-needs teacher vacancies across the state. NMTPI seeks to systematically and significantly reduce the number of educator vacancies in high-needs areas through targeted efforts in recruitment, preparation, and retention. The NMTPI accomplishes this vision by facilitating the following three program tracts:</p> <p>Housed within the School of Teacher Preparation, Administration, and Leadership (TPAL), these aims are met through collaborations with a growing number of partnering school districts and state-wide associations, as well as our rapidly expanding affiliations and initiatives. NMTPI prioritizes public service; educational outreach; scholarship and creative activity; and equity, inclusion, and diversity measures designed to address the specific education workforce needs and precise contexts of individual school campuses and communities. RPSP funding provides support for these efforts by affording the NMTPI opportunities to engage in collaborative data collection and analysis, which illustrates exact educator vacancy needs within local schools, generates responsive recruiting tactics, identifies and carries out appropriate redesigns in licensure coursework, and sustains a diverse and robust teacher workforce. NMTPI helps NMSU move forward as New Mexico's premier educator preparation hub.</p> <p>Tract 1 Recruitment focuses on providing access to the teaching profession and attracting new, diverse preservice and practicing teachers into our educator preparation programs at NMSU. Teacher vacancies have been an ongoing problem in New Mexico over the past several years, with the total number of teacher vacancies peaking in 2021 at 1,048. However, recent efforts at NMSU, led NMTPI, continue to generate positive strides in reducing vacancies across the state. For instance, the 2024 New Mexico Educator Vacancy Report (<a href="https://alliance.nmsu.edu/publications/2024-New-Mexico-Educator-Vacancy-Report.pdf">https://alliance.nmsu.edu/publications/2024-New-Mexico-Educator-Vacancy-Report.pdf</a>) indicates that efforts by NMTPI and TPAL are succeeding, with the number of teacher vacancies dropping to 737 from 751 in 2023, a 2% decrease. NMTPI recruits new students to teacher licensure pathways in the School of TPAL, resulting in consistent recent enrollment increases. Specifically, TPAL admitted 150 new educator majors in 2023, the highest total in the last five years. Overall, enrollment has increased by 40% since 2019. And in May 2024, TPAL reported 150 licensure program completers, also a five-year high. NMTPI's recruiting trends reflect the state's commitment to improving educational outcomes for all students and align with numerous exciting initiatives and innovative programming. While these gains are encouraging, this important work must continue in light of NM workforce solutions 2018-2028 job growth expectations (<a href="https://www.dws.state.nm.us/en-us/Researchers/Publications/Reports-Special-Analysis">https://www.dws.state.nm.us/en-us/Researchers/Publications/Reports-Special-Analysis</a>). Specifically, NM workforce solutions predict that the number of education positions will grow by over 2,500 between 2018 and 2028. Given these projected trends in the need for more New Mexico educators, the state needs to continue sustained action to expand its teacher pipeline. NMTPI has increased the number of school districts and educational agencies with whom NMSU partners to understand precise district needs across the state. Identifying high-needs areas in grade levels, subject matter disciplines, licensure expertise, and diversity initiatives has helped NMTPI create an intentional framework through which purposeful, data-driven recruiting is occurring. Recruiting activities in FY24 began in K-12 settings at local levels and contributed to districts' pre-existing career-prep pathways and exploratory courses designed to promote the teaching profession to K-12 students interested in pursuing careers in education. This outreach in the Las Cruces, Gadsden, Deming, Hatch, and Los Lunas school districts have included a suite of information about the opportunities and benefits of becoming an educator.</p> |  |           |



various developmental and disciplinary specializations available within the teaching profession, and numerous career advancement and professional development opportunities. NMTPi then assisted each district with expanding those recruiting measures on a community-wide scale through education fairs and marketing campaigns publicizing educator workforce opportunities for community members, school district personnel (i.e., grow your own scholarship), business sectors, civic leaders, and more. Events have been held on a variety of campuses including school district and community college sites, as well as NMSU. This collaboration has positioned NMSU as the ideal educator preparation program to help districts address their contextualized teacher vacancies because we are actively recruiting new education majors into demonstrated high-needs areas and increasing enrollment across our licensure pathways. Helping districts attract new teachers who are racially and socially representative of the communities they serve is a critical component within Tract 1, especially given that nearly 60% of K-12 educators self-report as White despite much higher percentages of students and families who are Hispanic and/or Latinx (<https://newmexicoschools.com/districts>). Of TPAL's 150 completers in May 2024, 89 self-identified as Hispanic or Latinx, and of TPAL's 641 education major graduates over the last three years, 362 self-identified as Hispanic or Latinx. NMTPi's diversity efforts will be highlighted in an upcoming feature of TPAL and NMSU in Excelencia's Finding Your Workforce Education Brief. In FY24 and FY25 NMTPi recruited for NMSU and TPAL at 11 job fairs, college recruiting events, and education conferences in school districts, communities, and Pueblos across New Mexico and El Paso. NMTPi also leads Trio Upward Bound events, Aggie Welcome Orientations, and recruiting activities on and off campus. NMTPi's presence and visibility on behalf of NMSU exemplifies efforts aligned with NMSU Leads 2025 Goal 3: Amplify Extension and Outreach. Tract 1 Recruiting efforts ensure that NMSU not only combats New Mexico's teacher shortages but does so in ways that are representative and responsive to the demographics and contexts of our state's population. NMTPi's recruiting provides significant impacts, and with renewed funding, we will expand on these successes.

Tract 2 Preparation focuses on enhancing and enriching the preservice training, licensure coursework, clinical experiences, and teacher competencies of education majors in NMSU's educator preparation programs. Our educator preparation standards and practices are directly informed initially by the work completed within Tract 1, by understanding the complex vacancy needs at district levels in terms of desired specialized skills, professional aptitudes, and educator dispositions; our programmatic decisions are research-based and responsive to our partners. NMTPi helps TPAL offer numerous pathways and specializations, including licensure and certification tracts at the undergraduate level for bachelor's degrees and minor programs, as well as a plethora of offerings at the graduate level, including endorsements, graduate certificates, master's degrees, and doctoral degrees. Efforts within Tract 2 Preparation are geared toward solidifying our preparation programs through collaborative research and scholarly activities which align with district and state priorities so that new teachers in the pipeline are uniquely prepared to provide immediate impact for classrooms throughout the state. Examples of these priorities include implementation of the Science of Reading and structured literacy, which the New Mexico Public Education Department has mandated without new funding streams to help programs elevate their content and curricula. RPSP funding through the NMTPi provides funds for TPAL to train their literacy instructors in the Science of Reading and partner with local school districts on strategies for reading excellence and structured literacy. Within our state-accredited and nationally accredited licensure programs, NMTPi helps TPAL utilize scholarship to prepare teachers to excel in several areas critical to New Mexico schools, such as working with English language learners, promoting bilingual education, celebrating multicultural education, and implementing effective instruction using technology. Helping preservice educators attain best practices in teaching and supporting them as they cultivate pedagogies for optimum learning scenarios is a steadfast benchmark in NMSU programs. Our success depends on cutting-edge research methods and access to the most current and contextualized populations and settings, all of which align with high priority areas such as Governor-championed initiatives like the Science of Reading and Structured Literacy, New Mexico Public Education Department priorities like authentic clinical experiences, and more. This spirit of scholarly discovery drives NMTPi's preparation initiatives and offers direct reflection of NMSU Leads 2025 Goal 2: Enhance Research and Creativity. Tract 2 Preparation supports faculty members and scholars via interdisciplinary research clusters through which faculty collaborate with district and community stakeholders to enhance our programming across multiple stages, including introductory coursework, subject areas, practicum placements, student teaching interactions, and more. NMSU faculty members' research and areas of scholarly expertise are diverse, interdisciplinary, and in service to the daily challenges experienced by districts, schools, teachers, and students. Research clusters span numerous specialty areas in the field of education and are created via the underlying theme of inclusivity, allowing for rich collaboration between district leaders, classroom teachers, support staff, graduate students, state-level representatives, and more. Faculty present their research cluster work via monthly Teacher Pipeline Spotlight Series presentations and workshops which are hybrid, open-to-the-public events on campus. Recent presentations included "Research from an African American Perspective," "Recruiting and Retaining Black Educators in New Mexico," "Relationships as the Foundation for Social Emotional Learning and Culturally Sustaining Pedagogy," "Bringing Ethnic Studies to the Classroom," and "Intersectionality Pedagogy." These scholarly endeavors within NMTPi's Tract 2 provide direct impact in explorations of remedies mandated in the Yazzie-Martinez v. State of New Mexico Decision, New Mexico's Tribal School Framework, New Mexico's Year of Literacy, New Mexico's new Social Studies Standards, educational forums on Critical Race Theory, Culturally and Linguistically Responsive Curricula, and Structured Literacy. These research collaboratives with partnering school districts allow NMSU to enhance its educator preparation programs to align with district needs, reflect state-level initiatives, and contribute to a diverse and sustainable New Mexico teacher pipeline. Moving forward, NMTPi is eager to support additional research cluster projects similar to past projects which have included an external funding submission to the Department of Education's Office of Special Education Programs focusing on bilingual early childhood education program enhancements; a series of professional development workshops on curriculum development for Southern New Mexico in collaboration between TPAL faculty, Borderlands and Ethnic Studies faculty, and Ngage New Mexico; program enhancements to attract Black educators to NMSU; justice-driven technology integration in licensure coursework; and deepening internship experiences for educational leadership and administration majors. Another example of how NMTPi is addressing district and state-wide priorities in preparation programming is the Science of Reading and Structured Literacy professional development training which served 80 NMSU student teachers and supported their learning from the Las Cruces Public Schools District Leadership Team. This partnering was featured in news media outlets throughout the state. NMTPi's Tract 2 helps TPAL generate a diverse teacher workforce for New Mexico by leading the way in educational research and scholarly endeavors.

Tract 3 Retention focuses on retaining existing educators in high-needs areas across New Mexico. Tract 3 creates spaces and supports for ensuring that these efforts in enhancing our teacher pipeline are successful and sustainable. While investigations and subsequent

discussions surrounding the teacher shortage often highlight barriers that prevent potentially interested preservice candidates from pursuing careers in education, equal attention must be paid to factors contributing to educators leaving the profession. Teacher attrition criteria, societal conditions, workforce standards, policy mandates, media narratives, and school-community relationships contribute to myriad reasons for teachers deciding to leave the field. Identifying, understanding, and mediating these complex factors are key to approaching the educator retention issue in New Mexico. In continued collaboration and connectivity with our district partners, NMTPI's Tract 3 has established a reliable road map of partnership, whereby NMSU utilizes a variety of methodologies and instruments to clearly understand the kinds of retention issues district see playing out in their buildings and communities, all of which collectively contribute to educator vacancies. In FY24, NMTPI partnered with NMSU's SOAR Evaluation and Policy Center to expand data collection efforts across additional New Mexico school districts in order to better understand retention issues. We administered two in-depth, comprehensive surveys for school stakeholders, the first for K-12 school administrators including principals and assistant principals, and the second for K-12 classroom teachers. These studies yielded a plethora of data that will drive our projects in the coming months and lead to efforts to increase retention that are short-term and long-term. First, short-term responses to retention issues focus on immediate and impactful professional development that NMSU can provide for school districts. While our mission is to serve our partnering districts with educator preparation programming, we also want to be their most vital and trusted source for continued excellence and training. Individual districts have highlighted specific issues they are observing and respondent strategies that can be pursued to retain their teachers. These aspects include writing instruction, STEM enrichment, lesson planning workshops, classroom management approaches, family and community literacy, and more. NMTPI leverages programmatic components and research cluster topics to provide data-driven professional development modules designed to increase the likelihood that teachers will continue in their position year after year. Many recent NMTPI spotlight and workshops events included teachers and district administrators as both attendees and participants. In addition, NMTPI provided support and resources for 20 NMSU alternative licensure students to attend the Association for Teacher Educators annual conference, which bolsters their experiences in mentorship, another key factor in disrupting attrition trends. Currently, NMTPI is collaborating with our partnering districts in the coordination of professional exciting development activities for teachers. Scripted modules, on-off workshops, micro-credentials, on-demand training, and more are all in the works for FY 26 and FY27. Tract 3 provides retention supports in a systematic, effective manner. Second, long-term responses to retention issues focus on broader-scale topics and challenges to retaining educators. Many of our partnering districts experience similar retention issues that transcend individual communities. Programmatic and research cluster efforts within Tract 3 Retention seek to understand and address these larger retention challenges from a statewide perspective. Ensuring teachers have access to cutting-edge practices is key; interdisciplinary initiatives targeting best practices and policies are devised surrounding mental health advocacy, trauma-informed pedagogies, racial and social justice education, critical digital literacies, social and emotional learning, physical health campaigns, and more. NMTPI features each of these topics and more in past and upcoming professional development opportunities. Educator retention is studied and addressed holistically, with active engagement from state leaders, school district administrators, educational institutions, and community organizations for continued collaboration on improving educational outcomes in New Mexico. In response to district data indicating that teachers would stay in the profession longer with more access to professional advancement opportunities, NMTPI supported the New Mexico Teacher Pipeline Reading Excellence Educator cohort in FY24 and FY25, comprised of 25 K-12 New Mexico educators who

### 3 **Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

The New Mexico Teacher Pipeline Initiative (NMTPI) is requesting a flat amount of \$250,000 for FY27, which will cover Science of Reading and structured literacy training and partnerships with local school districts, undergraduate and graduate student scholarships, recruiting events, and professional salaries for research projects within the following program tracts: 1) Recruit new, diverse New Mexico educators into the profession; 2) Prepare highly qualified New Mexico teachers for reading excellence and culturally and linguistically responsive curricula; and 3) Retain historically underrepresented educators in high needs areas across New Mexico.

**\$200,000 in scholarships to bolster New Mexico's educator pipelines:** Funds will be used to provide scholarships for the next Reading Excellence Educator Cohort comprised of Level I and Level II New Mexico teachers in the Las Cruces Public Schools and Gadsden Independent School District as they earn their Master of Arts in Education Concentration in Literacy degree at NMSU while focusing on research-based best practices including the Science of Reading and structured literacy. Scholarships will also be awarded to bilingual teachers in both school districts who are pursuing the Elementary Math and Science Specialist Concentration within the Master of Arts in Education degree as well. Some scholarships will also be awarded to undergraduate teacher candidates who may have experienced financial hardships as a bridge to avoiding NMSU's disenrollment list, completing their degrees, and earning their teaching licenses.

**\$10,000 in travel:** Funds will be used for the PI and faculty travel to school districts and other teacher preparation programs throughout the state.

**\$20,000 in research cluster mini grants:** Funds will be used to support faculty who apply for summer mini grant research projects which can include preparations for large external funding submission in the subsequent academic year. These funds allow faculty members to forgo summer teaching activities and focus solely on their scholarship in alignment with the program's mission.

**\$20,000 in other project expenses:** Funds will be used to purchase food and supplies for spotlight series presentations, research cluster events, and recruiting and outreach activities. Funds will be used to pay for advertising mailers and web fees and to develop video and digital advertisements for TPAL, HEST, and NMSU. Funds will be used to continue recruiting and supporting New Mexico teachers in graduate studies pursuits to increase knowledge and skills in high-needs areas as well as to impact social mobility for educators across the state. Funds will help us continue to attract impactful speakers to NMSU who offer critical perspectives and culturally and linguistically responsive approaches. Funds will be used to provide stipends for school district administrations, district leaders, and faculty in compensation for their participation in program events, activities, and initiatives. Funds will also support professional work on assessment, curriculum development, retention barrier research, and education policies to reduce New Mexico's teacher shortage.

4

**Program Mission (Include population served, other demographic information):**

The primary mission of the New Mexico Teacher Pipeline Initiative (NMTPI) is to generate and sustain a diverse, robust educator pipeline for the state of New Mexico, especially its districts with the highest areas of need, by addressing teacher vacancies and combating high priority teacher shortages across the state. The NMTPI accomplishes this goal via the following three primary tracts: Tract 1 Recruitment positions us to collaborate with school district leaders on identifying precise, contextualized areas of need across specific grade levels, subject areas, and specializations with recruiting measures, marketing campaigns, education fairs, and outreach efforts to publicize benefits and opportunities within the teaching profession and attract new preservice teachers into NMSU educator preparation programming, especially candidates from historically underrepresented populations. Tract 2 Preparation positions NMSU to leverage TPAL faculty's scholarship and creative activity to construct interdisciplinary research clusters designed to address demonstrated district needs in NMSU's licensure coursework and programmatic competencies, ensuring that new teachers are highly qualified and uniquely trained to impact our partnering districts using cutting-edge best practices and culturally and linguistically responsive pedagogies in teaching and learning. Tract 3 Retention positions us to prioritize local and statewide initiatives and professional development strategies to understand and expand New Mexico teacher retention at local and state levels by offering meaningful presentations and programming; supporting teachers' graduate studies and credentialing in high-needs areas such as bilingual education, structured literacy, science of reading, and STEM; and leveraging partnerships and collaborations across the state that align with the priorities of stakeholder leaders, elected officials, and communities.

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**Key Project Objectives (Overview only - Details and Measures on following worksheet):**

**Research:** New Mexico Teacher Pipeline Initiative (NMTPI) supports New Mexico school districts, communities, and educators, along with NMSU faculty, graduate students, and stakeholders to collaboratively examine issues related to teacher recruitment, preparation, and retention in the state. Interdisciplinary methodologies of collaborative research among educators and educational leaders evaluate preservice training, school district needs, and alignment with educator preparation program standards and state policies. Findings and results from these assessments enable the state to better understand current conditions, challenges, expectations, and best practices for new teachers entering New Mexico classrooms. Subsequently, this data is used to devise coursework and programming for preservice teachers and provide professional development opportunities designed to retain highly qualified New Mexico educators in high needs areas across the state.

**Public Service:** For years the state of New Mexico has experienced an increasingly challenging teacher shortage throughout the state, particularly in rural and high needs areas. As the three aims of this project (recruitment, preparation, retention) are realized, more individuals are choosing to become educators in New Mexico, effectively reducing the number of educator vacancies and ensuring a brighter set of educational and professional outcomes and social mobility for New Mexico students, families, and communities. Ultimately, the citizens of New Mexico benefit from having highly qualified, culturally and linguistically responsive educators preparing the next generation of the state's workforce. NMSU faculty who contribute to the research clusters provide interdisciplinary expertise and areas of specialization which impact an array of different aspects that affect the education of learners throughout the state. Students and families have various critical needs at school beyond curriculum and instruction, and the NMTPI creates greater understanding and actionable intent around socioeconomic issues, which are of equal importance to traditional components of age and grade-level appropriate content. Mental health, trauma, food and housing insecurity, access to healthcare, drug addiction, crime, and discrimination based on race, gender, and sexual orientation represent only a handful of the factors contributing to challenges for our students. All the while, the state's workforce continues to suffer from teacher attrition and educator vacancies which are compounded by many factors. The NMTPI addresses these needs across New Mexico's educational communities and situates NMSU as a state leader in education and advocacy.

**Teaching:** The preservice training, licensure coursework, and educator preparation for New Mexico's teachers are enhanced via multiple undergraduate and graduate pathways at NMSU. This funding provides opportunities for school district leaders and teacher preparation programs to coordinate their efforts to ensure curriculum and training standards are preparing teachers for today's classroom environment. Successful coursework preparation and clinical experience training enables entry-level teachers to be more effective instructors and more likely to be retained in the profession. Although TPAL is glad to carry out the most current priorities outlined by the Governor and Public Education Department such as Science of Reading and structured literacy approaches, these mandates are not accompanied by additional funding for implementation. These RPSP funds afford TPAL the ability to provide resources and support for training and partnerships to enhance curricula.

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For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

The New Mexico Teacher Pipeline Initiative has enjoyed numerous recent accomplishments and successes in service of NMSU's educator preparation programming: 150 new education majors joined NMSU educator preparation programs in 2023, the highest total in the past 5 years; 140 licensure program candidates completed their program at NMSU in Spring 2024, the highest total in the past 5 years; 59% of current education majors self-identify as Hispanic or Latinx, increasing the diversity of new teachers in NM; diversity efforts were highlighted in a recent Excelencia Finding your Workforce Education Brief; 2 major studies were conducted with New Mexico school district stakeholders and will drive projects moving forward; 120 NMSU student teachers trained in Science of Reading and Structured Literacy by LCPS District Leadership Team; partnership with LCPS in Science of Reading was featured in news media outlets across the state; 10 Research Cluster Spotlight Series Presentations have been given for university, school district and community stakeholders; 2 large summits have been held on campus to discuss school district needs and statewide education initiatives; contributed to successful national accreditation site visit resulting in renewed CAEP accreditation for NMSU; 25 new teachers have been enrolled and supported as Literacy MA students in Culturally/Linguistically Responsive Cohort; 5 new underrepresented teachers enrolled and supported as STEM MA; 5 new underrepresented teachers enrolled and supported as Bilingual Education and TESL Certificate students; recruiting events were led at Acoma Tribal Reservation, El Paso Community College, St. John's College, and elsewhere; campus outreach events were led at NMSU including STEM Summer Camp, TRIO Upward Bound, Black Education Act Festival, and more; direct impacts were achieved pertaining to Yazzie/Martinez, Black Education Act, Hispanic Education Act, Structured Literacy, etc.

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Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):

Tract 1 Recruitment identifies district needs in addressing educator vacancies and areas of high demand across individual school community campuses. Understanding educator vacancies on a nuanced level allows the NMTPI to reduce the number of teacher vacancies throughout the state in a purposeful and systematic manner. NMTPI has leveraged various funding initiatives and pieces of legislation implemented by the state to ensure positive project outcomes, such as Teacher Residency funding, Student Teaching funding, salary increases, alternatives to licensure exams, and more. Using these models as a framework, NMTPI harnesses the power of our local partnerships to deliver new teachers for school districts in high need who are diverse, culturally and linguistically responsive, and highly qualified to provide immediate impact in specific locations across the state. Our efforts in recruiting ensure that New Mexico's teacher pipeline is robust and sustainable, and that historically underrepresented educators have access to the teaching field and professional advancement. Student outcomes in K-12 settings are improved as a result of experiencing the curriculum and instruction of highly qualified, socially responsive educators throughout their schooling. NMTPI aids NMSU's educator preparation programs in ensuring that student outcomes are successful, with new teachers graduating and entering the vital teaching workforce, prepared to impact lives into the future.

Tract 2 Preparation leverages scholarship and creative activity to ensure that NMSU's educator preparation programs adequately prepare new teachers to address demonstrated district level needs and contexts. Interdisciplinary research methodologies are used in the creation of Research Clusters which take action on a number of New Mexico's key education and initiatives and policy platforms, including Structure Literacy, the Science of Reading, the Yazzie/Martinez v. State of New Mexico Decision, the Hispanic Education Act, the Black Education Act, Tribal School Framework, new K-12 Social Studies Standards, Culturally and Linguistically Responsive Curricula, Critical Race Theory, and more. Programmatic decisions such as offerings and redesign are directly informed by the needs of districts, helping to prepare teachers for best practices in areas vital to New Mexico students and families, such as, English language learners, bilingual education, multicultural education, social and racial justice education, trauma-informed pedagogy, effective teaching with technological, and more. Our consortium with districts throughout the region will ensure that our partners can rely on NMSU for optimum educator preparation programming to meet their unique vacancy needs. By increasing the degree of program alignment with district needs in light of best practices and cutting-edge research, educator preparation student outcomes at NMSU will improve drastically. In turn, impactful educators entering K-12 classrooms help students in New Mexico achieve at higher rates as well.

Tract 3 Retention utilizes both a short-term and a long-term vision to retain educators across the state. New Mexico's teacher shortage is multifaceted, and while numerous efforts are underway to help educator preparation programs increase the numbers of new teachers entering the profession, equal attention must be paid to the issue of teacher retention. Multiple societal factors have contributed to teachers leaving the profession across the state, especially in some of our highest-need and rural areas. To immediately help our partnering districts address issues in teacher retention, the NMTPI collaborates with district leaders on impactful professional development offerings designed to support current teachers to grow and develop within the district. As each district has unique priorities related to keeping teachers on staff, our supports are equally precise and impact student outcomes through a variety of instructional means. To plan for prolonged intervention on larger issues related to teacher retention, the NMTPI leverages partnerships on a statewide

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Describe Student Population Served (in-state vs out-of-state students):

The New Mexico Teacher Pipeline Initiative exclusively serves in-state students and aims to generate and sustain a diverse, robust educator workforce for New Mexico by systematically and significantly reducing educator vacancies in the state's highest-need areas through targeted efforts in recruitment, preparation, and retention. First, our recruitment focuses on attracting new, diverse New Mexico candidates into the teaching profession from multiple career stages and contexts via concerted efforts in amplifying extension and outreach. Second, our preparation focuses on preparing New Mexico educators who are highly qualified to enact culturally and linguistically responsive curricula through cutting-edge best practices by prioritizing educational research and scholarship. Third, our retention efforts focus on retaining current New Mexico educators through targeted professional development, enhancing student success and social mobility. Ultimately, we strive for a highly qualified, justice-oriented, historically underrepresented pipeline of in-state educators who are equipped with the theoretical knowledge, cultural competency, and practical applications necessary to provide New Mexico students with quality educational experiences and successful academic and professional outcomes now and into the future.

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**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

The New Mexico Teacher Pipeline Initiative (NMTPI) helped lead three recent successful federal grant proposals. First, NMTPI collaborations between NMSU, Las Cruces Public Schools, and Gadsden Independent Schools were leveraged in the "Math for All" award from the U.S. Department of Education, funding NMSU mathematics infinitives at \$500K from 2024 through 2029. Second, NMTPI contributed two full-time research assistants as part of the "Project RISE" award from the U.S. Office of Special Education Programs, funding NMSU early intervention services at \$1.25M over 5 years. Third, NMTPI partnerships between NMSU and New Mexico school districts highlighted the "New Mexico Teacher Residencies" award from the U.S. Department of Education's Education Innovation and Research award, funding teacher residences across the state at \$8M for the next 5 years. Looking ahead, NMTPI is exploring future RFAs and is eager to incentivize and provide more support for faculty in FY26 to write for additional grants. We are excited to leverage internal resources toward the pursuit of funding from all external sources.

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**

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**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Teacher Pipeline Initiative I/G

Total:

\$ 250,000.00

## Budget versus Actual

## Revenue and Transfers

|                                                          | Budget<br>FY 26 | Change | Request<br>FY 27 | Comments |
|----------------------------------------------------------|-----------------|--------|------------------|----------|
| <b>Beginning Fund Balance</b>                            | \$ -            | \$ -   | \$ -             |          |
| <b>Appropriations</b>                                    |                 |        |                  |          |
| Federal                                                  |                 | \$ -   |                  |          |
| State plus Tobacco Settlement Fund                       | \$ 250,000.00   | \$ -   | \$ 250,000.00    |          |
| Local                                                    |                 | \$ -   |                  |          |
| <b>Total Appropriations</b>                              | \$ 250,000.00   | \$ -   | \$ 250,000.00    |          |
| <b>Grants and Contracts</b>                              |                 |        |                  |          |
| Federal                                                  |                 | \$ -   |                  |          |
| State                                                    |                 | \$ -   |                  |          |
| Local                                                    |                 | \$ -   |                  |          |
| <b>Total Grants and Contracts</b>                        | \$ -            | \$ -   | \$ -             |          |
| <b>Private Gifts, Grants and Contracts</b>               |                 | \$ -   |                  |          |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b> |                 | \$ -   |                  |          |
| <b>Tuition and Fees</b>                                  |                 | \$ -   |                  |          |
| <b>Endowment</b>                                         |                 | \$ -   |                  |          |
| <b>Sales and Services</b>                                |                 | \$ -   |                  |          |
| <b>Other Sources - Detail in Comments</b>                |                 | \$ -   |                  |          |
| <b>Total Revenues</b>                                    | \$ 250,000.00   | \$ -   | \$ 250,000.00    |          |

## Transfers (to) from

|                             |      |      |      |  |
|-----------------------------|------|------|------|--|
| Instruction and General     |      | \$ - |      |  |
| Student Social and Cultural |      | \$ - |      |  |
| Research                    |      | \$ - |      |  |
| Public Service              |      | \$ - |      |  |
| Internal Service            |      | \$ - |      |  |
| Student Aid                 |      | \$ - |      |  |
| Auxiliary Enterprises       |      | \$ - |      |  |
| Athletics                   |      | \$ - |      |  |
| Independent Operations      |      | \$ - |      |  |
| Capital Outlay              |      | \$ - |      |  |
| Renewal and Replacement     |      | \$ - |      |  |
| <b>Total Transfers</b>      | \$ - | \$ - | \$ - |  |

## Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |               | Change<br>FTE | \$             | FY27<br>FTE |               |                                                                                                                                                      |
|-----------------------------------------|-------------|---------------|---------------|----------------|-------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Faculty Salaries                        | 0.1         | \$ 10,000.00  | -0.1          | \$ (10,000.00) |             |               |                                                                                                                                                      |
| Professional Salaries                   |             |               | 0.2           | \$ 20,000.00   | 0.2         | \$ 20,000.00  | Compensation for professional development providers who facilitate Science of Reading and structured literacy trainings for NMSU teacher candidates. |
| Other Staff Salaries                    |             |               | 0.0           | \$ -           |             |               |                                                                                                                                                      |
| Student Salaries (GA/TA)                | 0.6         | \$ 35,000.00  | -0.6          | \$ (35,000.00) |             |               |                                                                                                                                                      |
| Other Salaries                          |             |               | 0.0           | \$ -           |             |               |                                                                                                                                                      |
| <b>Total All Salaries</b>               | 0.7         | \$ 45,000.00  | -0.5          | \$ (25,000.00) | 0.2         | \$ 20,000.00  |                                                                                                                                                      |
| Fringe Benefits                         |             |               |               | \$ -           |             |               |                                                                                                                                                      |
| Travel                                  |             | \$ 5,000.00   |               | \$ 5,000.00    |             | \$ 10,000.00  |                                                                                                                                                      |
| Utilities                               |             |               |               | \$ -           |             |               |                                                                                                                                                      |
| Institutional Support Charges           |             |               |               | \$ -           |             |               |                                                                                                                                                      |
| Plant Operation and Maintenance Charges |             |               |               | \$ -           |             |               |                                                                                                                                                      |
| Supplies and Expenses                   |             |               |               | \$ 20,000.00   |             | \$ 20,000.00  |                                                                                                                                                      |
| Equipment                               |             |               |               | \$ -           |             |               |                                                                                                                                                      |
| Other Expenditures                      |             | \$ 200,000.00 |               | \$ -           |             | \$ 200,000.00 |                                                                                                                                                      |
| <b>Total Expenditures</b>               | 0.7         | \$ 250,000.00 | -0.5          | \$ -           | 0.2         | \$ 250,000.00 |                                                                                                                                                      |
| <b>Ending Fund Balance</b>              |             | \$ -          |               | \$ -           |             | \$ -          |                                                                                                                                                      |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Teacher Pipeline Initiatives

Total

\$ 250,000.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

1

Increase number of undergraduate student education majors

540

560

580

140 new education majors enrolled at NMSU in 2022, which is a five-year high, and 120 graduates completed licensure programs in Spring 2023, which is also a five-year high. Program efforts are succeeding in recruiting and graduating new educators for the state of New Mexico. RPSP was new in FY 23, so FY23 Measure Targets and Estimates were based on actual totals to build a baseline for future growth targets.

2

Increase number of graduate student education majors

320

330

340

The program has leveraged numerous initiatives and actively recruited new teachers may seeking master degrees to enhance pay while also increasing the number of professionals in alternative licensure pathways. RPSP was new in FY 23, so FY23 Measure Targets and Estimates were based on actual totals to build a baseline for future growth targets.

3

Increase number of students accepted into the teacher education preparation program, which leads to licensure

180

190

200

Program efforts are impacting a consistent recent increase in the number of NMSU students applying to and being accepted into the teacher education programs at the undergraduate and graduate level. RPSP was new in FY 23, so FY23 Measure Targets and Estimates were based on actual totals to build a baseline for future growth targets.

4

Continue professional development and training partnerships with NMPED, NMHED, and local school districts

10

15

20

Teacher Pipeline allows TPAL to carry out the most current priorities outlined by the Governor and Public Education Department such as Science of Reading and structured literacy approaches. These mandates are not accompanied by additional funding for implementation. These RPSP funds afford TPAL the ability to provide resources and support for training and partnerships to enhance curricula.

5

Provide summer mini grant support for HEST faculty to prepare and submit external funding requests

1

2

3

Funds will be used to support faculty who apply for summer mini grant research projects which can include preparations for large external funding submission in the subsequent academic year. These funds allow faculty members to forgo summer teaching activities and focus solely on their scholarship in alignment with the program's mission. We are exploring future RFAs and are eager to incentivize and provide more support for faculty in FY26 to write for additional grants. We are excited to leverage internal resources toward the pursuit of funding from all external sources.

6

Add Additional lines as needed

NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

Research & Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: New Mexico State University

Name/Title of Project: Integrated NMSU and DACC AI Research, Education and Professional Development

RPSP Type New

RPSP Account Code Choose One

FY27 Funding Request \$ 2,134,300.00

If previously funded, amount that was awarded in FY26 \$ 2,000,000.00

Type of Project Academic Centers of Excellence

1 Number of years the project has received General Fund support: (Disregard if new program)

0

2 Project Description/Executive Summary:

New Mexico State University (NMSU) and Doña Ana Community College (DACC) are joining forces to launch a transformative initiative that integrates cutting-edge artificial intelligence (AI) research, education, and workforce development to serve the entire state of New Mexico. Together, the Institute for Applied Practice in AI and Machine Learning (IAAM) at NMSU and the Division of Academic Affairs at DACC (DAA-DACC) will establish a unified AI ecosystem designed to cultivate statewide expertise, address critical workforce needs, and position New Mexico as a national leader in ethical, applied AI innovation.

The IAAM serves as a central hub for expanding AI research and educational capacity across the NMSU system. It brings together interdisciplinary teams of researchers, educators, and practitioners to apply AI technologies to real-world challenges in key sectors such as water, agriculture, and manufacturing. In particular, IAAM supports novel research in domains including sustainable agriculture in drylands, advanced manufacturing and supply chain management, and sociology in the digital economy. The institute fosters collaborative research, supports faculty and student innovation, and recruits new talent to grow AI capacity. IAAM also represents NMSU's leadership role within the New Mexico AI Consortium (NMAIC), where NMSU and the University of New Mexico (UNM) currently serve as academic co-leads. The requested funding will strengthen IAAM's ability to deliver high-impact research, build infrastructure, and expand AI training programs for statewide audiences.

DAA-DACC complements this vision by leading the system-wide effort in AI education, digital ethics, and workforce readiness. Through targeted programs such as AI literacy courses, faculty innovation fellowships, experiential learning opportunities, and the development of a dedicated AI lab, DAA-DACC equips students, faculty, and staff with both technical competencies and ethical frameworks needed to succeed in a digitally driven, AI-integrated economy. With a strong track record of serving first-generation, Hispanic, and rural learners, DACC ensures that this initiative fosters broad, equitable access to emerging AI opportunities and contributes to a more inclusive workforce pipeline.

Together, IAAM and DAA-DACC will:

- Advance applied AI research and applications that directly benefit New Mexico's industries and communities.
- Develop a vertically integrated educational framework that includes AI-focused curricula, microcredentials, and professional development for K–12 teachers, two-year and four-year college students, and working professionals.
- Prepare a future-ready workforce by embedding AI into instruction, student services, and career pathways aligned with high-demand fields such as agri-tech, cybersecurity, healthcare, and advanced manufacturing.
- Promote responsible and ethical AI adoption by incorporating best practices in data privacy, equitable access, and transparent, accountable AI use across all research and educational efforts.

In summary, NMSU (through IAAM) leads on research and institutional innovation, advancing new knowledge and shaping AI policy through cross-sector collaboration and infrastructure development. DACC (through DAA-DACC) leads on applied education and workforce development, ensuring that AI access, literacy, and training reach diverse and often underrepresented communities. Together, they form a unified, mutually reinforcing ecosystem.

The requested funding will accelerate this joint effort by supporting research excellence, faculty and student development, infrastructure expansion, and statewide training programs. This NMSU–DACC collaboration represents a bold and strategic investment in New Mexico's future, ensuring that learners, educators, and industries are fully prepared to lead in an AI-driven economy.

3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):

Budget Strategy and Investment Priorities

This budget represents a coordinated investment by NMSU and DACC in faculty excellence, student success, cutting-edge research, and AI-integrated educational infrastructure. Aligned with the shared mission to develop a statewide AI ecosystem, these funds will accelerate innovation, build institutional capacity, and prepare a diverse, future-ready workforce.

Faculty and Research Innovation:

Funding will support interdisciplinary faculty teams across the NMSU system in advancing applied AI research that addresses pressing regional challenges—such as sustainable agriculture in arid environments, resilient supply chain systems, and the sociological dynamics of the digital economy. These faculty experts will also lead the development of AI-infused curricula, spanning microcredentials, general education courses, and graduate-level offerings, to ensure that academic programs evolve in step with workforce needs.

Curriculum and Professional Development:

A significant portion of the budget will support the design and implementation of AI-focused curricula and professional development programs targeting K–12 educators, community college and university students, and adult learners seeking to reskill or upskill. Planned initiatives include the integration of AI across general education, the creation of modular microcredentials, and the launch of a professional master's degree in applied AI.

To empower educators across the NMSU system, resources will be dedicated to faculty innovation fellowships, workshops, and visiting scholar programs—promoting the ethical and responsible integration of AI into instruction, scholarship, and service.

Infrastructure and Technological Capacity:

Strategic investments in AI laboratory infrastructure, high-performance computing platforms, and advanced instructional tools will enable hands-on learning, collaborative research, and experiential training. These resources will serve as the technological backbone for interdisciplinary teaching, innovation, and workforce-aligned program delivery across both institutions.

Student Engagement and Workforce Readiness:

To expand access and ensure student success, the budget will support a range of direct-to-student investments, including stipends, paid internships, and AI literacy initiatives. These efforts will provide students with real-world experience and align academic pathways with high-demand AI-enabled careers. Close collaboration with industry partners and the Southwest AI Accelerator Consortium will ensure seamless transitions from classroom to career and responsive alignment with regional labor market needs.

Key Budget Categories (Selected Highlights)

- AI Software & Tools: Licensing of advanced AI platforms, adaptive learning environments, and research-grade software.
- Faculty and Research Support: Stipends, release time, and competitive mini-grants for faculty and research teams.
- Professional Development: Training, workshops, certification programs, and visiting scholars to support faculty and staff across the system.
- Student Support & Stipends: Paid research assistantships, internships, and inclusive AI literacy programs.
- AI Lab Infrastructure: Build-out and enhancement of technology-rich AI teaching and research facilities.
- Personnel: Dedicated staffing, including project leadership, instructional designers, and program coordinators.
- Outreach and Dissemination: Hosting an annual statewide AI symposium, public webinars, and community engagement initiatives.

Unified Impact and Long-Term Sustainability

Through the intentional integration of resources, expertise, and leadership, NMSU and DACC have developed a bold and sustainable approach to AI implementation in higher education. Every investment within this joint budget is designed to maximize impact, expand access, and ensure that New Mexico emerges as a national exemplar in AI-driven research, education, and workforce development. This collaborative effort will not only build institutional capacity but also deliver lasting economic and social benefits for communities across the state.



4

**Program Mission (Include population served, other demographic information):**

The joint mission of the IAAM and DAA-DACC is to advance artificial intelligence research, education, and workforce development in New Mexico through innovative, ethical, and community-centered approaches. Together, they aim to create a statewide AI ecosystem that equips learners, educators, and industries with the tools, knowledge, and talent necessary to thrive in an AI-driven economy.

**Research and Innovation**

IAAM at NMSU leads the development of applied AI research that addresses critical challenges specific to New Mexico, including sustainable agriculture in drylands, water resource management, healthcare access in rural communities, and secure supply chain networks. By fostering interdisciplinary collaboration and supporting dedicated faculty cohorts, IAAM generates AI-driven solutions that not only advance the state of the art but also provide practical, high-impact outcomes for New Mexico's industries and communities. Research efforts are developed in close collaboration with local stakeholders such as farmers, ranchers, policymakers, and industry leaders.

**Education and Workforce Development**

DAA-DACC joins forces with IAAM by focusing on AI education, digital literacy, and workforce readiness. As Hispanic-Serving Institutions serving a predominantly Hispanic, first-generation, and low-income student population, NMSU and DACC play a pivotal role in expanding equitable access to AI-integrated learning. DAA-DACC builds capacity by embedding AI across curricula, offering microcredentials, redesigning programs through faculty fellowships, and providing hands-on experiences such as internships and applied projects. IAAM will expand the educational efforts through professional development initiatives for faculty and staff, development of formal curricula at the undergraduate and graduate levels to promote both foundational and applied AI education, and offering opportunities for the broader workforce reskilling and upskilling through microcredentials and informal learning programs.

**Population Served**

This joint initiative serves a broad and diverse population, including:

- K-12 educators gaining AI training and resources to prepare students for digital futures.
- Community college and university students seeking foundational and applied AI skills, advanced coursework, and career-aligned certifications.
- Working professionals and adult learners seeking to upskill or transition into AI-driven industries.
- Regional and statewide industries that require a highly skilled workforce to remain competitive.

**Commitment to Ethics and Access**

Both IAAM and DAA-DACC emphasize responsible and ethical AI adoption, focusing on data privacy, algorithmic fairness, and transparency. The programs are designed to ensure inclusive access to AI learning and tools, particularly for rural learners and underrepresented groups, ensuring that the benefits of AI innovation reach all corners of New Mexico.

**Unified Impact**

By combining the strengths of NMSU's research-intensive approach and DACC's student-focused, workforce-aligned model, this partnership creates a comprehensive AI pipeline: from early literacy and education to advanced research and industry application. Together, IAAM and DAA-DACC will empower New Mexico to lead in applied AI, generate economic growth, and provide life-changing opportunities for its residents.

5

**Key Project Objectives (Overview only - Details and Measures on following worksheet):**

A shared vision of innovation, education, workforce transformation, and AI leadership guides this joint initiative. Together, NMSU and DACC will advance applied AI research, develop cutting-edge curricula, and build a sustainable talent pipeline aligned with New Mexico's current and future economic needs. This collaboration will transform the integrated NMSU-DACC infrastructure into a statewide nexus of excellence in artificial intelligence, serving communities across New Mexico and beyond.

The primary objectives of this unified initiative are to:

**1. Advance Applied AI Research and Innovation**

- Develop AI-driven solutions tailored to New Mexico's most pressing challenges, including sustainable agriculture in drylands, water resource management, advanced manufacturing, and digital discourse analysis.
- Support interdisciplinary faculty clusters and research teams engaged in applied AI projects across sectors.
- Expand AI expertise by recruiting and supporting faculty, visiting scholars, and graduate research assistants.

**2. Develop AI-Integrated Curricula and Content**

- Create and deliver AI-focused courses, microcredentials, certificates, and degree pathways—including a professional master's degree in applied AI and general education courses accessible to all students.
- Launch culturally responsive AI curricula that serve learners across K–12, community college, and university settings.
- Embed AI ethics, transparency, and digital responsibility into all instructional materials and learning experiences.

**3. Empower Educators and Build Professional Capacity**

- Provide professional development to at least 20 faculty and staff annually, equipping them to integrate AI into teaching, learning, and student support systems.
- Offer faculty innovation fellowships to support course redesign, curriculum development, and AI-enhanced pedagogical strategies.
- Expand professional learning opportunities for K–12 teachers to incorporate AI into their classrooms effectively and responsibly.

**4. Strengthen Workforce Readiness and Student Success**

- Train at least 80 students per year in core AI competencies, with a focus on rural, Hispanic/Latino, and first-generation learners.
- Increase access to experiential learning through paid internships, mentored research opportunities, and workforce-aligned projects.

**5. Promote Ethical and Responsible AI Use**

- Develop and implement institutional AI policies that address data privacy, algorithmic fairness, accountability, and transparency.
- Host an annual AI Symposium to showcase innovations, share best practices, and elevate the public dialogue on ethical AI.

**6. Establish a Statewide AI Hub and Knowledge Network**

- Position IAAM and DAA-DACC as the statewide nexus for AI innovation, education, and workforce development.
- Share expertise and resources through visiting scholar programs, virtual webinars, and statewide convenings to support cross-institutional collaboration and capacity-building.

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

**Accomplishments to Date**

- \* Established a cohort of AI faculty and three interdisciplinary research teams focused on agriculture, supply chains, and sociological applications.
- \* Developed the framework for a professional master degree in applied AI
- \* Completed the development and approval of a Bachelor of Science degree in AI
- \* Initiated three AI-focused courses and microcredentials for students and professionals.
- \* Piloted AI literacy workshops and experiential learning programs for students.
- \* Piloted a K-12 professional development program in AI for middle school teachers
- \* Engaged in statewide collaboration through the New Mexico AI Consortium (NMAIC) and the Southwest AI Accelerator Consortium.

**Key Benchmarks for FY2026**

- \* Train 50–80 students and 15–20 faculty and staff annually.
- \* Launch a dedicated AI lab and host an annual AI Symposium.
- \* Deploy AI-enabled tools to improve student retention and success.
- \* Recruit a cohort of 3 applied AI faculty members
- \* Deploy the online professional master in applied AI

**Anticipated Challenges**

- \* Keeping pace with evolving AI technologies, requiring flexible curriculum design.
- \* Achieving broad faculty engagement, necessitating ongoing training and incentives.
- \* Implementing strong data governance protocols to safeguard privacy and prevent algorithmic bias.
- \* Expanding digital readiness for underserved populations, particularly rural learners and first-generation students.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The combined IAAM and DAA-DACC efforts will create transformative, statewide impact by integrating advanced AI research, education, and workforce development into the fabric of New Mexico's economy and educational systems.

• **Students: Broad AI literacy, career-aligned credentials, and hands-on experiences will prepare students for high-demand careers while improving retention and success rates.**

• **Educators:** Faculty across K-12, community colleges, and universities will gain AI training, tools, and confidence to design future-focused curricula.

• **Knowledge:** The efforts of IAAM will create new knowledge in foundational and applied AI with particular emphasis on use-inspired AI research relevant to the challenges and opportunities offered by the state of New Mexico.

• **Industry:** Partnerships with agriculture, manufacturing, logistics, and healthcare sectors will expand AI-driven workforce pipelines and economic growth.

• **Communities:** AI research will deliver solutions tailored to local needs, from sustainable water management to resilient supply chains.

• **Statewide Alignment:** Supports the Governor's economic development and education priorities, positioning New Mexico as a leader in ethical AI innovation.

8 **Describe Student Population Served (in-state vs out-of-state students):**

The combined IAAM and DAA-DACC efforts will serve a broad and predominantly New Mexico-based student population:  
\* **NMSU Students:** Undergraduate and graduate learners in new AI programs, microcredentials, and research opportunities.  
\* **DACC Students:** 7,183 credit students in Fall 2024, 88% of whom are New Mexico residents; predominantly Hispanic, first-generation, and low-income students.  
\* **NMSU and DACC Faculty:** receiving professional development in AI and accessing opportunities to acquire AI research skills and experiences.  
\* **Educators and Professionals:** K-12 teachers, working professionals, and industry partners seeking AI upskilling.

9 **Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

Both IAAM and DAA-DACC actively pursue federal grants, private donations, and industry partnerships to complement state funding.  
\* IAAM: federal funding to bootstrap research collaborations in AI applied to arid land agriculture.  
\* DAA-DACC: Initial \$999,800 budget supporting AI labs, fellowships, and student stipends, with plans for federal workforce grants and corporate partnerships.  
Together, the initiatives will leverage state funds to attract external investment, ensuring a sustainable and scalable AI ecosystem for New Mexico.

10 **Medical Projects Only - How many graduates stay and practice in New Mexico?**  
Not Applicable

NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHD)  
Research & Public Service Project (RPSP)  
Project Budget Sheet

Institution:

RPSP Project:  Total:

| Budget versus Actual                                     | Budget          | Change          | Request         | Comments |
|----------------------------------------------------------|-----------------|-----------------|-----------------|----------|
| Revenue and Transfers                                    | FY 26           |                 | FY 27           |          |
| Beginning Fund Balance                                   | \$ -            | \$ 2,134,300.00 | \$ 2,134,300.00 |          |
| <b>Appropriations</b>                                    |                 |                 |                 |          |
| Federal                                                  |                 | \$ -            | \$ -            |          |
| State plus Tobacco Settlement Fund                       | \$ 2,000,000.00 | \$ 134,300.00   | \$ 2,134,300.00 |          |
| Local                                                    |                 | \$ -            | \$ -            |          |
| <b>Total Appropriations</b>                              | \$ 2,000,000.00 | \$ 134,300.00   | \$ 2,134,300.00 |          |
| <b>Grants and Contracts</b>                              |                 |                 |                 |          |
| Federal                                                  |                 | \$ -            | \$ -            |          |
| State                                                    |                 | \$ -            | \$ -            |          |
| Local                                                    |                 | \$ -            | \$ -            |          |
| <b>Total Grants and Contracts</b>                        | \$ -            | \$ -            | \$ -            |          |
| <b>Private Gifts, Grants and Contracts</b>               |                 | \$ -            | \$ -            |          |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b> |                 | \$ -            | \$ -            |          |
| <b>Tuition and Fees</b>                                  |                 | \$ -            | \$ -            |          |
| <b>Endowment</b>                                         |                 | \$ -            | \$ -            |          |
| <b>Sales and Services</b>                                |                 | \$ -            | \$ -            |          |
| <b>Other Sources - Detail in Comments</b>                |                 | \$ -            | \$ -            |          |
| <b>Total Revenues</b>                                    | \$ 2,000,000.00 | \$ 134,300.00   | \$ 2,134,300.00 |          |
| <b>Transfers (to) from</b>                               |                 |                 |                 |          |
| Instruction and General                                  |                 | \$ -            |                 |          |
| Student Social and Cultural                              |                 | \$ -            |                 |          |
| Research                                                 |                 | \$ -            |                 |          |
| Public Service                                           |                 | \$ -            |                 |          |
| Internal Service                                         |                 | \$ -            |                 |          |
| Student Aid                                              |                 | \$ -            |                 |          |
| Auxiliary Enterprises                                    |                 | \$ -            |                 |          |
| Athletics                                                |                 | \$ -            |                 |          |
| Independent Operations                                   |                 | \$ -            |                 |          |
| Capital Outlay                                           |                 | \$ -            |                 |          |
| Renewal and Replacement                                  |                 | \$ -            |                 |          |
| <b>Total Transfers</b>                                   | \$ -            | \$ -            | \$ -            |          |

Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26 |                 | Change |                 | FY27 |                 |                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|------|-----------------|--------|-----------------|------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | FTE  |                 | FTE    |                 | FTE  |                 |                                                                                                                                                                                                                                                                                         |
| Faculty Salaries                        | 3.3  | \$ 475,880.00   | 0.0    | \$ (65,880.00)  | 3.3  | \$ 410,000.00   | faculty cohort and developmen                                                                                                                                                                                                                                                           |
| Professional Salaries                   | 1.0  | \$ 194,250.00   | 1.0    | \$ (62,739.00)  | 2.0  | \$ 131,511.00   |                                                                                                                                                                                                                                                                                         |
| Other Staff Salaries                    |      |                 | 0.0    | \$ -            |      | \$ -            |                                                                                                                                                                                                                                                                                         |
| Student Salaries (GA/TA)                |      | \$ 473,000.00   | 0.0    | \$ (303,500.00) |      | \$ 169,500.00   | Support for graduate and undergraduate students working on Applied AI                                                                                                                                                                                                                   |
| Other Salaries                          |      |                 | 0.0    | \$ -            |      |                 |                                                                                                                                                                                                                                                                                         |
| <b>Total All Salaries</b>               | 4.3  | \$ 1,143,130.00 | 1.0    | \$ (432,119.00) | 5.3  | \$ 711,011.00   |                                                                                                                                                                                                                                                                                         |
| Fringe Benefits                         |      | \$ 184,403.00   |        | \$ 3,386.00     |      | \$ 187,789.00   | Carry forward \$122850 from FY26                                                                                                                                                                                                                                                        |
| Travel                                  |      | \$ 20,000.00    |        | \$ (15,500.00)  |      | \$ 4,500.00     | travel across the state to visit K-12 schools, community colleges, and work with NMAIC                                                                                                                                                                                                  |
| Utilities                               |      |                 |        | \$ -            |      | \$ -            |                                                                                                                                                                                                                                                                                         |
| Institutional Support Charges           |      |                 |        | \$ -            |      | \$ -            |                                                                                                                                                                                                                                                                                         |
| Plant Operation and Maintenance Charges |      |                 |        | \$ -            |      | \$ -            |                                                                                                                                                                                                                                                                                         |
| Supplies and Expenses                   |      |                 |        | \$ -            |      | \$ -            |                                                                                                                                                                                                                                                                                         |
| Equipment                               |      |                 |        | \$ 650,000.00   |      | \$ 650,000.00   | acquisition of hardware and software to support educational development initiatives in AI                                                                                                                                                                                               |
| Other Expenditures                      |      | \$ 652,467.00   |        | \$ (71,467.00)  |      | \$ 581,000.00   | Support for faculty teams in the development of specific projects in AI-driven agriculture and manufacturing; minigrants for curricula development in applied AI; Speaker series serving the entire state of NM (delivered through Zoom); consulting services to engage NM stakeholders |
| <b>Total Expenditures</b>               | 4.3  | \$ 2,000,000.00 | 1.0    | \$ 134,300.00   | 5.3  | \$ 2,134,300.00 |                                                                                                                                                                                                                                                                                         |
| <b>Ending Fund Balance</b>              |      | \$ -            |        | \$ 2,134,300.00 |      | \$ 2,134,300.00 |                                                                                                                                                                                                                                                                                         |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

**Institution:**

New Mexico State University

**RPSP Project:**

**Total**

Institute of Applied Practice in AI and Machine Learning

**\$ 2,134,300.00**

|    | Demonstrable goal based on benefit to students (especially at-risk), generation of degrees (especially STEM-H) and the people of New Mexico | Actuals for FY25 | Target for FY26 | Target for FY27 | Comments - Demonstrate consistent improvement as a result of the awarded |
|----|---------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-----------------|--------------------------------------------------------------------------|
| 1  | Number of Faculty in Cluster AI core                                                                                                        | 0                | 0               | 3               |                                                                          |
| 2  | Number of New Research Collaborations                                                                                                       | 0                | 0               | 6               |                                                                          |
| 3  | Number of Research Proposals Submitted                                                                                                      | 0                | 0               | 4               |                                                                          |
| 4  | Number of new Graduate AI programs                                                                                                          | 0                | 0               | 1               |                                                                          |
| 5  | Number of participants in AI microcredentials                                                                                               | 0                | 0               | 40              |                                                                          |
| 6  | Number of new AI general education courses                                                                                                  | 0                | 0               | 2               |                                                                          |
| 7  | Number of researchers participating                                                                                                         | 0                | 0               | 25              |                                                                          |
| 8  | Number of college students pursuing AI education                                                                                            | 0                | 0               | 200             |                                                                          |
| 9  | Number of students engaged in AI literacy training                                                                                          | 0                | 0               | 50              |                                                                          |
| 10 | Number of faculty/staff trained in AI applications                                                                                          | 0                | 0               | 25              |                                                                          |
| 11 | Number of AI-infused courses and certificates launched                                                                                      | 0                | 0               | 2               |                                                                          |
| 12 | Number of faculty AI Innovation Fellows supported                                                                                           | 0                | 0               | 10              |                                                                          |
| 13 | Number of students receiving AI-related stipends/internships                                                                                | 0                | 0               | 25              |                                                                          |
| 14 | Number of courses redesigned to integrate AI                                                                                                | 0                | 0               | 10              |                                                                          |
| 15 | Number of public events/roundtables engaging employers                                                                                      | 0                | 0               | 3               |                                                                          |
| 16 | Annual AI Symposium participation                                                                                                           | 0                | 0               | 75              |                                                                          |
| 17 |                                                                                                                                             |                  |                 |                 |                                                                          |
| 18 |                                                                                                                                             |                  |                 |                 |                                                                          |
| 19 |                                                                                                                                             |                  |                 |                 |                                                                          |
| 20 |                                                                                                                                             |                  |                 |                 |                                                                          |

Add Additional lines as needed

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)****Research & Public Service Project (RPSP)****FY 2027****Fill and submit packet to NMHED per instructions by September 15, 2025\*****Institution:** **New Mexico State University****Name/Title  
of Project:** **College Assistance Migrant Program****RPSP Type** **Expansion - Funding for additional FTE or addition to existing program****RPSP  
Account  
Code** **95400-9549-7258 College assistance migrant program****FY27  
Funding  
Request** **\$ 453,400.00****If previously funded, amount that was awarded in FY26** **\$ 311,400.00**  
(Choose up to two - one from each dropdown)**Type of  
Project** **Public Service**  
**Choose One****1** **Number of years the project has received General Fund support:**  
(Disregard if new program)**19****2** **Project Description/Executive Summary:**

NMSU CAMP serves the post-secondary educational needs of eligible U.S. citizen and legal permanent resident farming, dairy and ranch workers from across New Mexico. NMSU CAMP recruits, retains, and works to graduate economically disadvantaged students, and provides them with professional preparedness training and student leadership opportunities. CAMP students are underrepresented, first generation college students (mainly Hispanic/Latino and Pell Grant recipients [99%]). Students major across all disciplines and majors at NMSU, and freshmen are specifically exposed to several NMSU STEM based programs to generate scientific interest and STEM majors. At CAMP, students receive outreach, academic advising, peer mentoring, stipends, leadership experiences, preparedness courses, research experiences, career readiness and internship opportunities when funding is possible.

State funding will help retain students with hands-on STEM experiences and research-related activities including professional and career preparedness and leadership opportunities including study abroad. State funding also supports efforts to leverage federal funds for programming (over \$10 million since 2002), which increases graduation rates, post-graduate studies, internships, and contributes to the professional workforce in New Mexico including graduates paying it forward as professionals (i.e. as keynotes, monthly speakers, professional mentors, advisory board members, internship supervisors, etc.). Please Note: The U.S. Dept. of Education's Office of Migrant Education who federally funds NMSU CAMP did not release funding for the FY 26 academic year. NMSU should have received a Grant Award Notification in June 2025. Therefore, the additional RPSP expansion funding request is necessary to cover staff salaries and incoming freshmen scholarship commitments made to twenty-five entering students (cohort 24).

**3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

**\*\*Please note that we are requesting an increase of \$142,000 to offset the loss of Federal funding due to the Department of Education withholding Office of Migrant Education nationwide.**

Funds are necessary to accomplish program goals, objectives, and retention initiatives for students until their graduation/degree completion. Support services and financial support (book stipends and scholarships) will be awarded to upper-class students as funds are available. Research and internship programs within New Mexico will help students with professional preparedness and career readiness. State funds have consistently strengthened our federal funding, and overall retention of students after the first year. In July of 2022, NMSU CAMP received federal funding for an additional five years (2022-2027) in the amount of \$2.375 million from the U.S. Department of Education. This is due in part to the RPSP state funding (federal dollars are only for freshmen; RPSP funding functions to retain students through their graduation). RPSP funding continues to be critical for leveraging federal funds to NMSU and working to ensure student success.

The expanded funding will allow us to be more intentional in reaching out to stopped-out students and assist them in identifying the best option for them to re-enroll (in person courses or NMSU Global) and providing resources to them once they re-enroll at NMSU with the intention of completing their college degree. This will be accomplished by hiring a team of staff (academic advisors, tutors, mentors, counselors) to assist them with re-enrollment, retention, and academic and social support. Please Note: If federal funding is not released for the 2025-2026 academic year, all RPSP funds will be needed to cover staff salaries, freshmen scholarships, and limited first year and subsequent programming.

**4 Program Mission (Include population served, other demographic information):**

NMSU CAMP's mission is to serve the post-secondary educational needs of eligible U.S. citizen and legal permanent resident farm workers, dairy workers and ranch workers from across New Mexico by recruiting, retaining and graduating them from NMSU.

**5 Key Project Objectives (Overview only - Details and Measures on following worksheet):**

All project objectives address Academics, Graduation and Diversity, as well as Workforce Development activities. Program objectives will function to recruit, retain, and support continuing students beyond the freshmen year, and will work to serve students through outreach and other related activities conducted until their graduation. Additional objectives to conduct targeted outreach and support to stopped-out students so that they re-enroll at NMSU and complete a college degree.

6

**For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and**

CAMP has generated over \$10 million in federal dollars for NMSU through the U.S. Department of Education for freshmen outreach, recruitment, and retention purposes. RPSP funding has made it possible to leverage these and future federal dollars. Throughout our 23 years at NMSU, we have served 650 students that include 117 sets of siblings, contributing to the upward social mobility of their families. As of Spring 2025, 314 have earned bachelor's degrees and 67 associates. Of those who complete a bachelors, 63 have earned a Masters, and 8 have a specialist, medical, or doctorate degree. As of Spring 2025, 71% of CAMP students were enrolled at NMSU and/or have graduated since 2002. In Spring 2025, 11 were pursuing a Masters (two graduated in May 2025) and one is expected to complete their PhD this upcoming academic year at NMSU. Additional CAMP graduate successes include a medical doctor who practices and teaches at UNM Hospital; two PhD graduates from NMSU working in academic settings (out-of-state); one graduate is an Education Specialist (Bilingual Counseling and Psychology) working in New Mexico; two Juris Doctorate recipients, both graduates of UNM Law School—one in private practice and another working for a non-profit agency, both in Las Cruces; a Doctor of Mechanical Engineering working at Sandia National Laboratories; one doctoral recipient who owns her own counseling practice and who this academic year completed her second PhD at Aspen University. We would like to note that several graduates are small business owners in the state of New Mexico. One final highlight, a Spring 2023 CAMP master's graduate currently working on her PhD at Arizona State University, was selected in summer of 2024 as the Health Policy Research Scholar for the prestigious Robert Wood Johnson Foundation, a \$130,000 four-year fellowship.

The expandable trust funds allotted this upcoming fiscal year will allow us to dedicate time and resources to serving continuing students considered high-risk by offering resources tied to programming and advising to keep them engaged and accountable for their academic progress. We will also work diligently to identify and conduct targeted outreach activities for those CAMP students who stopped out before completing a degree, with the goal of enrolling them and providing them with resources and programming to complete their degree. The current programming such as Tuesday Talks (CAMP graduates who return to share their personal story from the fields, to college, to career) and CAMP internship funding is but a start to the programming and resources these returning stopped-out students will have. Please Note: Initially, the expendable trust funds requested will need to be adjusted to cover staff salaries and entering freshmen students if federal funding is not released for the 2025-2026 academic year. Any additional funding will be used to support currently enrolled students after their first year at NMSU.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

NMSU CAMP fosters the economic growth of professionals working in New Mexico by preparing a diverse and educated workforce that is competent and highly qualified. Students are prepared to work in a competitive workforce at the state, national, and international levels. The vast majority of our students are bilingual and bicultural which are additional traits needed for a changing demographic environment and majority-minority state. CAMP also works to increase the educational level and earning power of New Mexicans, and to increase extension and outreach services that stimulate economic, social, education and community development across New Mexico. These efforts also benefit hard to reach rural and farmworking communities. CAMP is a constant and established presence in these communities. NMSU CAMP recruits students statewide to provide New Mexican residents with access to postsecondary education, and opportunities to become professionals in their desired fields, and ultimately to return to their local communities to work (CAMP students traditionally desire to return to their hometowns across New Mexico to work, or choose to stay in New Mexico to remain close to their families). They have also proven to give back to their communities through volunteerism; nearly 70% of NMSU CAMP graduates work throughout New Mexico in various careers such as teachers, scientists, engineers, criminal justice professionals, accountants, agricultural specialists, and nurses, while contributing to the state's economic developmental goals (data as of 2025). Several CAMP graduates also work professionally on campus, contributing to the diversity of the NMSU workforce. We invite graduates to return to NMSU as speakers and professionals in their field to present to our students.

8 **Describe Student Population Served (in-state vs out-of-state students):**

Approximately 95% of students served by CAMP are residents of New Mexico. Less than 5% of the 650 students served were from out-of-state (West Texas, one California student).

9 **Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

Since 2002, NMSU CAMP has received federal funds from the U.S. Department of Education through competitive grants. In 2022, we secured \$2.375 million in federal funding until June 30, 2027. We also have two endowed scholarships and one memorial scholarship fund through the NMSU Foundation in which at least 5 scholarships are awarded to CAMP students each academic year. This 2024-2025 academic year, we had two donors establish current use scholarships via the NMSU Foundation.

10 **Medical Projects Only - How many graduates stay and practice in New Mexico?**



**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

College Assistance Migrant Program

Total:

\$ 453,400.00

## Budget versus Actual

| Revenue and Transfers                                                                                          | Budget<br>FY 26     | Change                | Request<br>FY 27    | Comments                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------|---------------------|-----------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Beginning Fund Balance</b>                                                                                  | \$ 196,560.00       | \$ 359,945.00         | \$ 556,505.00       |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Appropriations</b>                                                                                          |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Federal                                                                                                        |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| State plus Tobacco Settlement Fund                                                                             | \$ 644,300.00       | \$ 142,100.00         | \$ 786,400.00       | RPSP & Expendable Trust                                                                                                                                                                                                                                                                                                                                                                                                        |
| Local                                                                                                          |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Total Appropriations</b>                                                                                    | \$ 644,300.00       | \$ 142,100.00         | \$ 786,400.00       |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Grants and Contracts</b>                                                                                    |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                |                     |                       |                     | Federal Grant yearly award: \$475K funding was not released; no Grant Award Notice has been received which should have arrived in June. To avoid gaps in staff pay and student programming, we are requesting expansion funding for the survival of this twenty-four year consistently funded program, which has demonstrated successful retention and graduation rates, and also increasing the professional workforce in NM. |
| Federal                                                                                                        | \$ 8,496.00         | \$ (8,496.00)         | \$ -                |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| State                                                                                                          |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Local                                                                                                          |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Total Grants and Contracts</b>                                                                              | \$ 8,496.00         | \$ (8,496.00)         | \$ -                |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Private Gifts, Grants and Contracts</b>                                                                     |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b>                                                       |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Tuition and Fees</b>                                                                                        |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Endowment</b>                                                                                               |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Sales and Services</b>                                                                                      |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Other Sources - Detail in Comments</b>                                                                      | \$ 1,650.00         | \$ (1,650.00)         |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Total Revenues</b>                                                                                          | \$ 654,446.00       | \$ 131,954.00         | \$ 786,400.00       |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Transfers (to) from</b>                                                                                     |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Instruction and General                                                                                        | \$ 13,896.00        | \$ (13,896.00)        | \$ -                |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Student Social and Cultural                                                                                    | \$ (3,500.00)       | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Research                                                                                                       |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Public Service                                                                                                 |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Internal Service                                                                                               |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Student Aid                                                                                                    |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Auxiliary Enterprises                                                                                          |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Athletics                                                                                                      |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Independent Operations                                                                                         |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Capital Outlay                                                                                                 |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Renewal and Replacement                                                                                        |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Total Transfers</b>                                                                                         | \$ 10,396.00        | \$ (13,896.00)        | \$ -                |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category</b> |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                | <b>FY26<br/>FTE</b> | <b>Change<br/>FTE</b> | <b>FY27<br/>FTE</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Faculty Salaries                                                                                               |                     | 0.0                   |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Professional Salaries                                                                                          | 0.5                 | 0.0                   | 0.5                 |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Other Staff Salaries                                                                                           | 0.2                 | 0.0                   | 0.2                 |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Student Salaries (GA/TA)                                                                                       | 1.0                 | 0.0                   | 1.0                 |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Other Salaries                                                                                                 | 0.0                 | 0.0                   |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Total All Salaries</b>                                                                                      | 1.7                 | 0.0                   | 1.7                 |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Fringe Benefits                                                                                                |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Travel                                                                                                         |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Utilities                                                                                                      |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Institutional Support Charges                                                                                  |                     |                       |                     | 8% IDC fed grant & est. state                                                                                                                                                                                                                                                                                                                                                                                                  |
| Plant Operation and Maintenance Charges                                                                        |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Supplies and Expenses                                                                                          |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Equipment                                                                                                      |                     |                       |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Other Expenditures                                                                                             |                     |                       |                     | Added the \$142K here                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Total Expenditures</b>                                                                                      | 1.7                 | 0.0                   | 1.7                 | Fed grant, RPSP, Exp.Trust                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Ending Fund Balance</b>                                                                                     | \$ 556,505.00       | \$ (448,500.00)       | \$ 111,505.00       |                                                                                                                                                                                                                                                                                                                                                                                                                                |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

College Assistance Migrant Program

\$ 453,400.00

**Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico**

Actuals for FY25

Target for FY26

Target for FY27

**Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.**

|    |                                                                                                                                                                                                                                    | Actuals for FY25 | Target for FY26 | Target for FY27 | Comments - Demonstrate consistent improvement as a result of the<br>awarded RPSP, trends, etc.                                                                                      |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Number of incoming students in the freshmen cohort                                                                                                                                                                                 | 29               | 30              | 30              | FY25 Recruiter managed to recruit 29 despite being his first year and overcoming obstacles; despite challenges at the national level, plan to serve 30 in FY26 and FY27.            |
| 2  | First fall to second fall retention of freshmen served                                                                                                                                                                             | 100%             | 92%%            | 92%%            | Federal Government Performance Results Act (GPRA) target is 92%. FY25 we exceeded the target.                                                                                       |
| 3  | Number of freshmen assigned to the CAMP Living Learning Community in campus housing                                                                                                                                                | 19               | 20              | 20              |                                                                                                                                                                                     |
| 4  | Number of freshmen assessed for Math and English proficiency levels                                                                                                                                                                | 29               | 30              | 30              | Continue to work closely with ENGL faculty member to assess proficiency                                                                                                             |
| 5  | Percent of freshmen receiving tutoring services                                                                                                                                                                                    | 100%             | 100%            | 100%            | Extended office hours w/ tutoring available until 6pm during academic year                                                                                                          |
| 6  | Number of family involvement partnership meetings (with students' families) conducted                                                                                                                                              | 4                | 4               | 4               | CAMP Orientation, CAMP First Year Graduation, Fall and Spring Family & Student Meetings                                                                                             |
| 7  | Number of freshmen provided with summer STEM research experiences (Medicinal Plants Research Program and Engineering Bridge Inspection Internship)                                                                                 | 5                | 10              | 10              | Despite the uncertainty of the security of funding, a 3-day STEM workshop in partnership with U54 STEM partners; no students currently meet pre-reqs for Bridge Inspection Program. |
| 8  | Number of freshmen exposed to university STEM partner programs throughout the academic year                                                                                                                                        | 29               | 30              | 30              |                                                                                                                                                                                     |
| 9  | Number of community organizations contacted for recruitment and community engagement                                                                                                                                               | 72               | 30              | 30              | Schools and other community partners (e.g. Advisory Council, CAWA, SW Workforce Partners, Migrant Education Program)                                                                |
| 10 | Percent of all CAMP students who continue onto their 2nd year until graduation.                                                                                                                                                    | 71%              | 67%             | 67%             | This number reflects the program's overall success rate.                                                                                                                            |
| 11 | Number of retention seminars /workshops/activities conducted throughout the academic year                                                                                                                                          | 14               | 15              | 15              | Local, state, and national events throughout AY24-25                                                                                                                                |
| 12 | Number of book stipends awarded to academically eligible CAMP upperclassmen                                                                                                                                                        | 61               | 40              | 40              | FA25, SP25, SU25 awards                                                                                                                                                             |
| 13 | Number of students graduated per academic year with a Bachelor's degree from NMSU                                                                                                                                                  | 23               | 7               | 7               | 13 FA25; 10 SP25                                                                                                                                                                    |
| 14 | Number of low income, first generation (CAMP) students enrolled in the academic year                                                                                                                                               | 105              | 90              | 90              |                                                                                                                                                                                     |
| 15 | Number of seminars/workshops/outreach activities conducted in key remote, recruitment areas                                                                                                                                        | 45               | 25              | 25              | Recruiter, CAMP Student Ambassadors primarily attend college fairs and conduct classroom presentations                                                                              |
| 16 | Number of high schools across New Mexico contacted                                                                                                                                                                                 | 38               | 30              | 30              | All high schools and migrant education programs are contacted via phone, email by CAMP recruiter to schedule in person or, when necessary, virtual visits                           |
| 17 | a) Participating high-risk students will meet with a retention advisor monthly, and submit student/professor contact forms to monitor grades throughout the semester.                                                              |                  |                 |                 |                                                                                                                                                                                     |
| 18 | b) Offer "retention" scholarships to students who have lost the Lottery Scholarship if they participate in intensive programming.                                                                                                  |                  |                 |                 |                                                                                                                                                                                     |
| 19 | Number of students participating in our intensive programming efforts - (note: if this intensive programming and CAMP first year efforts are successful, there should be fewer students each year with smaller numbers to report). |                  | 10              | 10              |                                                                                                                                                                                     |

|    |                                                                                                                                                                                                            |  |     |     |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|-----|--|
| 20 | Students who participate each semester in intensive programming, will have at least a 2.0 GPA at the end of each semester                                                                                  |  | 8   | 8   |  |
| 21 | a) Because stopped-out students are not eligible for the Lottery Scholarship, assist them with applying for the Opportunity Scholarship, and provide funding to enroll and retain them.                    |  |     |     |  |
| 22 | b) Identify students in debt collections which prohibit them from registering for NMSU classes, and help re-enroll them through funding, registration, and programming.                                    |  |     |     |  |
| 23 | c) Re-enroll students with a provisional contract that includes an individualized educational plan and mandatory monthly check-ins with the retention advisor or senior peer mentor or graduate assistant. |  |     |     |  |
| 24 | d) Address stopped out students' needs with professional services (i.e. counseling (as needed), learning disability screenings at students' direction, etc.).                                              |  |     |     |  |
| 25 | Number of stopped-out students who re-enrolled in the year.                                                                                                                                                |  | 15  | 15  |  |
| 26 | Increase our CAMP student success rate.                                                                                                                                                                    |  | 72% | 72% |  |
| 27 | Number of stopped-out students contacted.                                                                                                                                                                  |  | 100 | 100 |  |

Add Additional lines as needed

| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |           |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|
| Research & Public Service Project (RPSP)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |           |
| FY 2027                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |           |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |           |
|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |           |
| <b>Institution:</b>                                                     | <b>New Mexico State University</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |           |
| <b>Name/Title of Project:</b>                                           | <b>Alliance: Educators Rising NM</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |           |
| <b>RPSP Type</b>                                                        | <b>Continuing - Funding to maintain existing service levels</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |           |
| <b>RPSP Account Code</b>                                                | <b>95400-9549-7256 Alliance teaching and learning advancement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |           |
| <b>FY27 Funding Request</b>                                             | <b>\$ 228,500.00</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |           |
| <b>If previously funded, amount that was awarded in FY26</b>            | <b>\$ 228,500.00</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |           |
|                                                                         | <small>(Choose up to two - one from each dropdown)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |           |
| <b>Type of Project</b>                                                  | <b>Public Service</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |           |
|                                                                         | <b>Education and Teacher Prep</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |           |
| <b>1</b>                                                                | <b>Number of years the project has received General Fund support: (Disregard if new program)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <b>10</b> |
| <b>2</b>                                                                | <b>Project Description/Executive Summary:</b><br><div style="border: 1px solid black; padding: 5px;"> <p>Educators Rising NM is a grow your own teacher preparation program to create a pathway for students interested in a career in teaching and a process of pursuing teacher education programs. In middle school the curriculum is a career investigation unit about the process and education requirements to be a teacher in NM. The high school program offers curriculum aligned to Career Technical Education pathways and Career Technical Student (CTSO) participation for student leadership opportunities. High school students in the EdRising program are in career technical education pathways aligned to PED NOVA codes for graduation credits and are on track to be Career Technical Education (CTE) completers through the Career and College Rediness Bureau at the Public Education Department. High school student participate in internships at elementary and early childhood levels, some students are able to get four placements at different grade levels including special education to learn how to work with students, lesson plan and offer guidance in the classroom with teachers in their districts. The students earn high school credit as on the job training as part of the CTE program. As a Career Technical Student Organization, students compete in competions related to being an educator such as in lesson planning and design, investigation into careers in education and soft skill such as job interviewing, public speaking and creative lectures. The national office adopted Spanish language competitions as a result of NM piloting them in 2019 at the state conference. The state competition winners are eligible to compete at the national conference against competitors from 38 states over 3,000 students attend the national conference. At national competition NM will have 6 delegates to the national asseblly, voting on important education issues, giving opionions and support to the national office and voting in national officers for the next year.</p> </div> |  |           |
| <b>3</b>                                                                | <b>Budget Narrative (Overview only - Budget Detail follows on next worksheet):</b><br><div style="border: 1px solid black; padding: 5px;"> <p>The budget for Educators Rising New Mexico provides salaries, expenses related to hosting the annual state conference, including food for the students and attendance at the national conference and training and travel for the state office personnell.</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |           |

4 **Program Mission (Include population served, other demographic information):**

The mission of Educators Rising NM, is to foster student interest in education fields from middle and high school through college. As a grow your own program, the goal is to have students return to their home communities to serve as the next generation of skilled educators in their communities. The populations served include rural, urban, linguistically diverse communities and underserved communities in need of teachers. Educators Rising NM currently has chapters in 49 school districts as of 2025, with an estimated growth of 10 school districts by the school year 2026 - 2027 and a total of over 800 students based on current growth, momentum and recruitment efforts. We are continuously recruiting from tribal areas in collaboration with the Borderland and Ethnic Studies program, to increase the number Native American teachers.

5 **Key Project Objectives (Overview only - Details and Measures on following worksheet):**

Key project objectives are to foster a service of teaching in middle and high school students. Elevate the profession as a service to communities. Foster and develop student's interests in teaching and learning. Closing the gap in teacher vacancies. Increasing the number of qualified teachers in the state. Support CTSO program development and student leadership.

6 **For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

2025 marks the 10th year for Educators Rising support. This year at the national signing day for education (just like HS athletes), we had 36 high school seniors sign to enter teacher education preparation programs. 17 of those students signed to attend NMSU and enroll in teacher education. The number of schools across the state did not increase significantly, but the number of students enrolled in existing programs has increased significantly. One small rural school grew from 7 students to 62 students enrolled in Educators Rising courses and the student organization in 2024-2025 school year. One of the challenges is supporting the growing costs of venues and food service at state conference, as well as the national conference costs. One school district this year, who has had success in the previous 10 years as competitors estimated their cost to be \$50,000 to send 12 students & two teachers to the national conference in Florida in 2025. We increased the amount of stipends to support teachers and we helped them pay for professional development not supported by their districts. Funding valuable programs will always be a challenge.

7 **Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

Data has been collected from the 2024 and 2025 state conference competitions to analyze the competition rubric scores to ensure that we are building work based skills for future teachers. Current state initiatives for Education has helped to increase the interest in teaching fields and the focus on career technical education has provided greater access and interest by new school districts on the east side of the state. Data regarding the impact of Educators Rising NM from the PED office of initial licensure began collection in June, 2023, as of May 31, 2025, sixty-seven initial licensees reported having been involved in Educators Rising New Mexico, the data for the number of total initial licenses was not counted. Due to limited access to teacher education preparation programs, only NMSU reported exit survey for 2024-2025 that included a question about involvement in Educators Rising at the Collegiate level, 19 students in Teacher Education and Preparation reported being active in Educators Rising during the school year. NMSU awarded the following degrees in summer/fall 2024: Early childhood 19, elementary 25, physical ed 2, special ed 8, Secondary: language arts 3, science 2, math 1, social studies 5.

8 **Describe Student Population Served (in-state vs out-of-state students):**

All New Mexico students in middle and high school with an interest in careers in education are eligible and encouraged to join Educators Rising chapters in their schools. The students currently in the program represent the population of New Mexico. They are poor, marginalized, English Language Learners, Native American, White, Latinx, Black, documented, undocumented and interested in careers in teaching.

9 **Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

Educators Rising NM does receive Perkins V funding as a Career Technical Program and Career Technical Student Organization from the PED. Foundations and Local grants have been sought, As grants become available, they are being sought, none have yet been awarded.

10 **Medical Projects Only - How many graduates stay and practice in New Mexico?**

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Alliance Teaching and Learning Advancement

Total:

\$ 228,500.00

## Budget versus Actual

## Revenue and Transfers

|                                                          | Budget<br>FY 26      | Change                 | Request<br>FY 27    | Comments |
|----------------------------------------------------------|----------------------|------------------------|---------------------|----------|
| <b>Beginning Fund Balance</b>                            | <b>\$ 104,186.00</b> | <b>\$ (6,553.00)</b>   | <b>\$ 97,633.00</b> |          |
| <b>Appropriations</b>                                    |                      |                        |                     |          |
| Federal                                                  |                      | \$ -                   |                     |          |
| State plus Tobacco Settlement Fund                       | \$ 228,500.00        | \$ (228,500.00)        |                     |          |
| Local                                                    |                      | \$ -                   |                     |          |
| <b>Total Appropriations</b>                              | <b>\$ 228,500.00</b> | <b>\$ (228,500.00)</b> | <b>\$ -</b>         |          |
| <b>Grants and Contracts</b>                              |                      |                        |                     |          |
| Federal                                                  |                      | \$ -                   |                     |          |
| State                                                    |                      | \$ -                   |                     |          |
| Local                                                    |                      | \$ -                   |                     |          |
| <b>Total Grants and Contracts</b>                        | <b>\$ -</b>          | <b>\$ -</b>            | <b>\$ -</b>         |          |
| <b>Private Gifts, Grants and Contracts</b>               |                      | \$ -                   |                     |          |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b> |                      | \$ -                   |                     |          |
| <b>Tuition and Fees</b>                                  |                      | \$ -                   |                     |          |
| <b>Endowment</b>                                         |                      | \$ -                   |                     |          |
| <b>Sales and Services</b>                                |                      | \$ -                   |                     |          |
| <b>Other Sources - Detail in Comments</b>                |                      | \$ -                   |                     |          |
| <b>Total Revenues</b>                                    | <b>\$ 228,500.00</b> | <b>\$ (228,500.00)</b> | <b>\$ -</b>         |          |

## Transfers (to) from

|                             |             |             |             |  |
|-----------------------------|-------------|-------------|-------------|--|
| Instruction and General     |             | \$ -        |             |  |
| Student Social and Cultural |             | \$ -        |             |  |
| Research                    |             | \$ -        |             |  |
| Public Service              |             | \$ -        |             |  |
| Internal Service            |             | \$ -        |             |  |
| Student Aid                 |             | \$ -        |             |  |
| Auxiliary Enterprises       |             | \$ -        |             |  |
| Athletics                   |             | \$ -        |             |  |
| Independent Operations      |             | \$ -        |             |  |
| Capital Outlay              |             | \$ -        |             |  |
| Renewal and Replacement     |             | \$ -        |             |  |
| <b>Total Transfers</b>      | <b>\$ -</b> | <b>\$ -</b> | <b>\$ -</b> |  |

## Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |                      | Change<br>FTE |                        | FY27<br>FTE |                        |  |
|-----------------------------------------|-------------|----------------------|---------------|------------------------|-------------|------------------------|--|
| Faculty Salaries                        | 0.2         | \$ 20,000.00         | -0.2          | \$ (20,000.00)         |             |                        |  |
| Professional Salaries                   | 1.0         | \$ 70,256.00         | 1.0           | \$ 44,591.00           | 2.0         | \$ 114,847.00          |  |
| Other Staff Salaries                    | 0.7         | \$ 30,321.00         | 0.0           | \$ (4,421.00)          | 0.7         | \$ 25,900.00           |  |
| Student Salaries (GA/TA)                | 0.6         | \$ 15,000.00         | -0.1          | \$ 14,698.32           | 0.5         | \$ 29,698.32           |  |
| Other Salaries                          |             |                      | 0.0           | \$ -                   |             |                        |  |
| <b>Total All Salaries</b>               | <b>2.5</b>  | <b>\$ 135,577.00</b> | <b>0.7</b>    | <b>\$ 34,868.32</b>    | <b>3.2</b>  | <b>\$ 170,445.32</b>   |  |
| Fringe Benefits                         |             | \$ 39,839.00         |               | \$ 11,867.00           |             | \$ 51,706.00           |  |
| Travel                                  |             | \$ 4,500.00          |               | \$ 5,500.00            |             | \$ 10,000.00           |  |
| Utilities                               |             |                      |               | \$ -                   |             |                        |  |
| Institutional Support Charges           |             | \$ 10,900.00         |               | \$ (10.00)             |             | \$ 10,890.00           |  |
| Plant Operation and Maintenance Charges |             |                      |               | \$ -                   |             |                        |  |
| Supplies and Expenses                   |             | \$ 44,237.00         |               | \$ 763.00              |             | \$ 45,000.00           |  |
| Equipment                               |             |                      |               | \$ 2,000.00            |             | \$ 2,000.00            |  |
| Other Expenditures                      |             |                      |               | \$ 10,000.00           |             | \$ 10,000.00           |  |
| <b>Total Expenditures</b>               | <b>2.5</b>  | <b>\$ 235,053.00</b> | <b>0.7</b>    | <b>\$ 64,988.32</b>    | <b>3.2</b>  | <b>\$ 300,041.32</b>   |  |
| <b>Ending Fund Balance</b>              |             | <b>\$ 97,633.00</b>  |               | <b>\$ (300,041.32)</b> |             | <b>\$ (202,408.32)</b> |  |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Alliance for Teaching & Learning: Educators Rising **\$ 228,500.00**

**Demonstrable goal based on benefit to students (especially at-risk), generation of degrees (especially STEM-H) and the people of New Mexico**

**Actuals for FY25**

**Target for FY26**

**Target for FY27**

**Comments - Demonstrate consistent improvement as a result of the awarded RPSP, trends, etc.**

1

Number of students enrolled in Educators Rising NM

610

700

725

Continued recruitment of students. The state office provides swag to schools for club fairs, attends conferences to recruit teachers to be leaders in thier schools. We will continue recruitment efforts.

2

Number of students attending state conference events

468

550

600

The attendance at competition at state conference is rising each year. The momentum is building, students are finding the competitions a valuable experience.

3

Number of students attending national conference

104

130

150

Due to rising cost, location and timing of national conference, there may be a decrease in attendance. Those eligible are finding funding difficult to attend. 130 students qualified to attend in 2025.

4

Number of students enrolled in Educators Rising NM who registered at NMSU in the College of Education

18

25

35

Recruitment of students, and the signing day events have given us better data and shows an increase in interes

5

The Alliance: EdRising NM staff will host conferences for students, teachers and administrators

1

3

3

Each year we host a state conference for all. In 2026 and 2027, we will host two regional conferences to help students develop their skills with feedback as well has have additional opportunities to work on presentation and develop work based skills

6

Number of articles published by Alliance staff and student employees.

0

5

7

A graduate student is going to be hired to help analyze data to get publications submitted in 26 and 27 to show the progress of the skills based education and the impact of intial

7

Number of state, regional and national conference presentations given by Alliance staff about Educators Rising

2

4

5

EdRising has presented at two national conferences in 2025, we will submit proposals to present as several more each year.

8

Number of events coordinated with NMPED.

8

10

10

EdRising is part of the NMPED board of directors for CTE/CTSO and participates multiple times per year about the program to industry, administrtion and government.

9

Number of opportunities for networking and policy discussions about education.

2

4

7

EdRising attends CTSSO day at the roundhouse each year. Meets with other CTSSO partners to discuss educational opporunities and networks with industry partners.

10

Number of linkages created between EdRising Partners.

3

4

5

EdRising state directors is on the program board for Las Montanas Charter HS to integrate EdRising with Skills USA to help support the demand for Career Technical Teachers and integrated curriculum.

11

Number of Alliance Districts

Number of educators to whom professional development was provided

47

52

60

The number of districts across the state are growing. In 2026 Lake Arthur will be a cohort for EdRising and other CTSSOs and include Dexter and Hagerman as a way to increase student enrollment in CTE programs. Zuni will host a chapter of EdRising to try and increae the number of tribal teachers, as they have a large number of non natives in the teacher pool. With BEST, EdRising will attempt to have a coordinator in the Mescalero area to support and recruit native teachers.

12

13

14

15

Add Additional lines as needed

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**

**Research & Public Service Project (RPSP)**

**FY 2027**

**Fill and submit packet to NMHED per instructions by September 15, 2025\***

**Institution:** New Mexico State University

**Name/Title of Project:** Anna, Age Eight Institute

**RPSP Type** Continuing - Funding to maintain existing service levels

**RPSP Account Code** 95400-9549-7272 Anna age eight institute

**FY27 Funding Request** \$ 2,160,400.00

**If previously funded, amount that was awarded in FY26** \$ 2,160,400.00  
(Choose up to two - one from each dropdown)

**Type of Project** Public Service  
Public Service

**1** Number of years the project has received General Fund support: 7  
(Disregard if new program)

**2** **Project Description/Executive Summary:**  
Extensive research spanning several decades on Adverse Childhood Experiences (ACEs), Social Determinants of Health, and Adverse Community Experiences, including racism and under-resourced communities, consistently demonstrates the significant influence of children's upbringing on their future. Adults who were exposed to ACEs within their households and faced social adversity in their communities are more prone to grappling with issues such as substance abuse, financial instability, and physical health complications, among other detrimental outcomes. To effectively prevent both Adverse Childhood Experiences and Adverse Community Experiences, the CDC and various research studies emphasize the crucial need for children and families to have accessible services, including mentorship programs, stable housing and food support, as well as behavioral health and medical care. The pioneering initiative of the Anna, Age Eight Institute, known as 100% New Mexico, employs decades of research on social determinants of health and the social-ecological model to equip each county with the necessary skills, knowledge, and resources. The aim is to ensure that all families have access to ten essential services, thereby reducing adverse childhood experiences, family trauma, and social adversity. These ten vital services encompass medical and dental care, behavioral health care, food security programs, housing security programs, transportation to essential services, parent supports (such as home visitation, respite care, and education), early childhood learning programs, fully-resourced community schools, youth mentor programs, and job training aligned with present and future job market demands. Our objective is simple: to ensure that 100% of county residents can access these ten vital services whenever they require them. By utilizing the frameworks of Collective Impact and Continuous Quality Improvement, we empower counties to assess barriers to services, devise solutions, implement their plans, and evaluate progress effectively.

**3** **Budget Narrative (Overview only - Budget Detail follows on next worksheet):**  
The bulk of our budget goes toward supporting local 100% New Mexico county initiatives and research to improve the process of ensuring vital services.

**4** **Program Mission (Include population served, other demographic information):**



The mission of the Anna, Age Eight Institute is to prevent adverse childhood experiences and social adversity by ensuring universal access to ten essential services through the 100% New Mexico initiative. This county-based program involves collaboration with city and county government, school boards, community leaders, and representatives from each of the ten sectors. The vital services encompass medical and dental care, behavioral health care, food, housing, transportation, community schools, parent supports (including home visiting, after-school programs, and parenting classes), early childhood learning programs (including pre-K), youth mentorship programs, and job training services.

The guiding hypothesis behind this statewide initiative is that by empowering county leadership through a data-driven capacity-building process, we can identify and overcome barriers to the ten vital services, thereby addressing service disparities and promoting family health, safety, and self-sufficiency.

We do not directly provide services to the public; instead, we empower the county-based programs that receive funding to effectively meet the needs of the community. The 100% New Mexico initiative strives to achieve what no other initiative has done before – ensuring access to the ten vital services known to improve family health, safety, and self-sufficiency.

Through our countywide assessment process, we collaborate with stakeholders, including local elected officials and higher education institutions, to identify gaps in vital services and specific barriers. County action teams, representing each of the ten vital services, analyze these barriers and work towards implementing effective solutions.

Currently, we continue to be active in eighteen counties across New Mexico, a significant growth from the three counties we started with in 2019 when the institute was established. We anticipate further expansion in the coming year.

5 **Key Project Objectives (Overview only - Details and Measures on following worksheet):**

Our key objectives are to support counties in implementing the 100% New Mexico framework. This is measured by the number of counties and communities completing the 100% Survey which assesses access and barriers to ten vital services, and the number of communities trained in the 100% New Mexico model, as well as the number of people who visit our websites and find them useful. Our short-term outcomes include more collaboration across services, increased use of data to identify gaps, and greater public understanding of Adverse Childhood Experiences, trauma, and social adversity. Our long-term outcomes include greater access to the ten vital services, and lower rates of child maltreatment and neglect, as well as overall improvement in child and family wellbeing and self-sufficiency.

6 **For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

The 100% New Mexico initiative celebrated the opening of two 100% Family Centers in San Juan and Chaves Counties. We formally trained 24 initiative members in our Developing a 100% Family Center course and trained 206 community members in our A Child's Right to Survive and Thrive Course. Our in-person training for county initiative team representatives had 85 attendees for the two-day event. The initiative also facilitated eight county summits across New Mexico. Additionally, Chapin Hall of the University of Chicago published two independent assessments of our work "The 100% New Mexico Survey Report – April 2024" and "Collective Impact to Promote Positive Social Determinants of Health for All New Mexicans – April 2024".

7 **Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    | <p>The Anna, Age Eight Institute, established in 2019 with funding from the New Mexico state legislature, is dedicated to preventing adverse childhood experiences and addressing social determinants of health. Our institute is driven by the mission to create safe and thriving environments for our children, students, and families. At the heart of our efforts lies our flagship initiative, 100% New Mexico, which centers around a straightforward objective: ensuring that every county resident has access to ten vital services known to enhance resilience, prevent adversity, and cultivate healthy and thriving communities.</p> <p>These ten vital services encompass medical care, behavioral health care, stable housing, secure food, transportation to services, parent supports, early childhood learning, community schools, youth mentors, and job training. By fostering alignment among all local leadership, including elected officials and community stakeholders, each county becomes a catalyst for local problem-solving, working tirelessly to ensure the health, safety, and resilience of all its residents. Our initiative builds upon existing local efforts to improve care systems and operates in harmony with city government, county government, and local nonprofit organizations.</p> <p>Operating at the county level and with the support and involvement of local elected leaders and stakeholders, our institute equips county stakeholders with the necessary tools to enhance their capacity in providing access to the ten vital services. This approach has the potential to yield groundbreaking outcomes, including improved physical health, household stability, self-sufficiency, academic achievement, engagement in higher education, and enhanced job readiness.</p> <p>Furthermore, a comprehensive system of care implemented at the county level can effectively mitigate costly problems such as adverse childhood experiences (ACEs), maltreatment, trauma, substance misuse, violence, and untreated mental health challenges.</p> <p>It is essential to recognize that childhood trauma in the form of ACEs and social adversity permeates every facet of our state, impacting issues such as substance abuse, educational outcomes, job readiness, and economic stability. By proactively preventing trauma, counties empower their residents to ensure that each and every child reaches their full potential.□</p> |  |
| 8  | Describe Student Population Served (in-state vs out-of-state students):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|    | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| 9  | Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|    | No, currently our goal is to support local initiatives to cultivate sustainable funding for their initiatives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| 10 | Medical Projects Only - How many graduates stay and practice in New Mexico?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Anna Age Eight Insititute

Total:

\$ 2,160,400.00

## Budget verses Actual

## Revenue and Transfers

Budget  
FY 26

Change

Request  
FY 27

Comments

## Beginning Fund Balance

\$ 510,309.00

\$ (137,506.00)

\$ 372,803.00

Note- the institute recieved \$500k for a two year child welfare blueprint project which is in progress- the carryover is used for that.

## Appropriations

Federal

State plus Tobacco Settlement Fund

Local

## Total Appropriations

## Grants and Contracts

Federal

State

Local

## Total Grants and Contracts

## Private Gifts, Grants and Contracts

## Land &amp; Permanent Fund or Local Property Taxes

## Tuition and Fees

## Endowment

## Sales and Services

## Other Sources - Detail in Comments

## Total Revenues

\$ 2,160,400.00

\$ -

\$ 2,160,400.00

## Transfers (to) from

Instruction and General

Student Social and Cultural

Research

Public Service

Internal Service

Student Aid

Auxiliary Enterprises

Athletics

Independent Operations

Capital Outlay

Renewal and Replacement

## Total Transfers

\$ -

\$ -

\$ -

## Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |                 | Change<br>FTE | \$              | FY27<br>FTE |                 |  |
|-----------------------------------------|-------------|-----------------|---------------|-----------------|-------------|-----------------|--|
| Faculty Salaries                        |             |                 | 0.0           | \$ -            |             |                 |  |
| Professional Salaries                   | 4.0         | \$ 481,292.00   | 0.0           | \$ -            | 4.0         | \$ 481,292.00   |  |
| Other Staff Salaries                    |             |                 | 0.0           | \$ -            |             |                 |  |
| Student Salaries (GA/TA)                |             |                 | 0.0           | \$ -            |             |                 |  |
| Other Salaries                          |             |                 | 0.0           | \$ -            |             |                 |  |
| <b>Total All Salaries</b>               | 4.0         | \$ 481,292.00   | 0.0           | \$ -            | 4.0         | \$ 481,292.00   |  |
| Fringe Benefits                         |             | \$ 191,314.00   |               | \$ 27.00        |             | \$ 191,341.00   |  |
| Travel                                  |             | \$ 20,000.00    |               | \$ -            |             | \$ 20,000.00    |  |
| Utilities                               |             |                 |               | \$ -            |             |                 |  |
| Institutional Support Charges           |             | \$ 105,300.00   |               | \$ -            |             | \$ 105,300.00   |  |
| Plant Operation and Maintenance Charges |             |                 |               | \$ -            |             |                 |  |
| Supplies and Expenses                   |             | \$ 1,500,000.00 |               | \$ -            |             | \$ 1,500,000.00 |  |
| Equipment                               |             |                 |               | \$ -            |             |                 |  |
| Other Expenditures                      |             |                 |               | \$ -            |             |                 |  |
| <b>Total Expenditures</b>               | 4.0         | \$ 2,297,906.00 | 0.0           | \$ 27.00        | 4.0         | \$ 2,297,933.00 |  |
| <b>Ending Fund Balance</b>              |             | \$ 372,803.00   |               | \$ (137,533.00) |             | \$ 235,270.00   |  |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Anna, Age Eight Institute

Total

\$ 2,160,400.00

Demonstrable goal based on benefit to students (especially at-risk),  
 generation of degrees (especially STEM-H) and the people of New  
 Mexico

Comments - Demonstrate consistent improvement as a result of the  
 awarded RPSP, trends, etc.

|    |                                                                                                        | Actuals for FY25 | Target for FY26 | Target for FY27 |  |
|----|--------------------------------------------------------------------------------------------------------|------------------|-----------------|-----------------|--|
| 1  | Counties/pueblos completing 100% Community Survey                                                      | 7                | 13              | 16              |  |
| 2  | Counties with an action team for each of the 10 vital services                                         | 9                | 15              | 17              |  |
| 3  | Counties w/ Implementation Grants                                                                      | 20               | 18              | 18              |  |
| 4  | Counties meeting performance targets described in the grant application                                | 14               | 16              | 18              |  |
| 5  | County Coalitions focused on the development of a strategic plan to increase community schools         | 9                | 10              | 12              |  |
| 6  | County Coalitions focused on the development of a strategic plan to fund and open a 100% Family Center | 10               | 12              | 14              |  |
| 7  | County Coalitions with established 100% Family Centers                                                 | 0                | 2               | 4               |  |
| 8  | Counties with a Service Directory                                                                      | 5                | 8               | 14              |  |
| 9  | Number of regional and county summits held                                                             | 8                | 8               | 10              |  |
| 10 | Yearly number of visitors to annaageeight.nmsu.edu, 100nm.org, and tenvitalservicesnm.org websites     | 42,000           | 48,000          | 51,000          |  |
| 11 |                                                                                                        |                  |                 |                 |  |
| 12 |                                                                                                        |                  |                 |                 |  |
| 13 |                                                                                                        |                  |                 |                 |  |
| 14 |                                                                                                        |                  |                 |                 |  |
| 15 |                                                                                                        |                  |                 |                 |  |
| 16 |                                                                                                        |                  |                 |                 |  |
| 17 |                                                                                                        |                  |                 |                 |  |
| 18 |                                                                                                        |                  |                 |                 |  |
| 19 |                                                                                                        |                  |                 |                 |  |
| 20 |                                                                                                        |                  |                 |                 |  |

Add Additional lines as needed

|                                                                         |                                                           |  |  |  |
|-------------------------------------------------------------------------|-----------------------------------------------------------|--|--|--|
| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                           |  |  |  |
| Research & Public Service Project (RPSP)                                |                                                           |  |  |  |
| FY 2027                                                                 |                                                           |  |  |  |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                           |  |  |  |
|                                                                         |                                                           |  |  |  |
| Institution:                                                            | New Mexico State University                               |  |  |  |
| Name/Title of Project:                                                  | Arrowhead Center for Business Development                 |  |  |  |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels  |  |  |  |
| RPSP Account Code                                                       | 95400-9549-7252 Arrowhead center for business development |  |  |  |
| FY27 Funding Request                                                    | \$418,300                                                 |  |  |  |
| If previously funded, amount that was awarded in FY26                   | \$418,300                                                 |  |  |  |
|                                                                         | (Choose up to two - one from each dropdown)               |  |  |  |
| Type of Project                                                         | Public Service<br>Economic Development                    |  |  |  |

1

Number of years the project has received General Fund support: (Disregard if new program)

19

2

Project Description/Executive Summary:

Arrowhead Center (Arrowhead) requests \$418,300 in recurring funding for FY 2027 to support the Arrowhead Center for Business Development, an existing initiative that advances economic development statewide. Arrowhead drives innovation and entrepreneurship across New Mexico, expanding economic opportunity and upward mobility, particularly in rural and underserved communities.

Arrowhead builds statewide capacity by equipping individuals and businesses with the tools, knowledge, and support systems they need to succeed. Through this work, we catalyze the creation of new businesses and jobs, foster investment, accelerate product development, and enhance employability through entrepreneurial skill-building. Our approach also strengthens public-private partnerships that advance regional economic goals.

Our goals and performance measures reflect Arrowhead's dual mission to serve both New Mexico State University (NMSU) and the state of New Mexico. We engage inventors, entrepreneurs, students, and communities throughout the state, while also serving NMSU faculty, staff, students, and alumni to foster innovation from within the university.

Arrowhead collaborates with a diverse network of strategic partners to amplify our reach and impact. These include the University of New Mexico, New Mexico Tech, Navajo Technical University, national laboratories (LANL, Sandia), state and federal agencies (NMEDD, SBA, EDA), local governments, community organizations, and private foundations.

A cornerstone of our work is ensuring inclusive access to entrepreneurship. We provide targeted outreach and tailored resources for historically underserved populations - including women, tribal communities, rural residents, and economically distressed areas - empowering them to participate fully in New Mexico's innovation economy.

3

**Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

Arrowhead's RPSP funding supports personnel and operational expenses critical to delivering statewide entrepreneurial and innovation-focused programs. These funds enable Arrowhead to assist businesses across New Mexico, advance technology commercialization, foster student entrepreneurship and startup creation, and develop public-private partnerships that attract investment to the state.

The majority of the budget supports personnel, including salaries and fringe for professional staff and student employees who execute and support program activities. Travel funds ensure staff can engage directly with communities and partners across New Mexico, expanding access to Arrowhead's programs. Additional funds support essential supplies and operational costs necessary to implement and sustain these efforts.

4

**Program Mission (Include population served, other demographic information):**

"Arrowhead Center's mission is to strengthen entrepreneurship and innovation across New Mexico, driving economic opportunity and upward mobility for all New Mexicans. We deliver inclusive, statewide programming that supports individuals and businesses at every stage of the innovation and entrepreneurial journey, providing access to expert guidance, mentorship, capital pathways, and physical resources.

Our goals in support of this mission are to:

1. Expand student experiential learning through hands-on entrepreneurial education and application.
2. Advance NMSU's research and innovation profile through engagement with industry, government, and philanthropic partners.
3. Extend entrepreneurship and innovation services to communities and institutions across New Mexico.
4. Ground all programming in best practices of diversity, equity, inclusion, and accessibility.

Arrowhead serves a wide range of clients, including K-12 students, university students and alumni, entrepreneurs, established business owners, faculty, and researchers. Through partnerships and tailored programming, we enhance private sector capacity, support commercialization of research, and accelerate the growth of an innovation-driven economy. Our work helps New Mexico convert ideas into market-ready solutions and cultivate a robust pipeline of homegrown entrepreneurs.

We have a demonstrated track record of inclusive impact. For example, nearly 60% of participants in

5

**Key Project Objectives (Overview only - Details and Measures on following worksheet):**

"Arrowhead's RPSP objectives are focused on growing a stronger economy in NM through entrepreneurship and innovation. These objectives include continued growth of commercialization programs and business assistance; creation and growth of scalable startups statewide; increased participation in NMSU innovation acceleration programs; growth of startups based on discoveries and innovation of NMSU faculty, staff, and students; engagement of students in hands-on entrepreneurial programs, experiential-learning employment, and internships; and growth of private sector and industry contracts and private-public collaborations. Key project beneficiaries include individual innovators and entrepreneurs on- and off-campus, NM-based companies, partners at NM-based research and higher education institutions, and partners in the private sector.

This project will:

- Through expansion of commercialization and business assistance programs, increase the number of innovators, entrepreneurs, and companies assisted statewide, building NM's base and creating economic and employment opportunities;
- Through creation and growth of scalable startups statewide, increase the number of new businesses and enhance existing firms, improving chances of success for these entities;
- Through growth of startups based on NMSU innovation, increase the number of business ventures based on NMSU technologies, providing exceptional commercial products and creating alternative revenue streams for NMSU;
- Through engagement of students in entrepreneurial programs and experiential learning, increase entrepreneurial skills and mindset in students, encouraging and enabling them to launch their own ventures in the future, while concurrently making them more employable in varied work environments; and
- Through growth of public-private/industry contracts and collaborations, increase Arrowhead's and NMSU's outward-facing relationships, creating opportunities for joint research and funding initiatives, internship and employment opportunities for NMSU students and graduates, and alternative revenue streams for NMSU.

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

In FY 2024, Arrowhead Center generated \$505 million in total economic impact through statewide innovation and entrepreneurship initiatives. We supported 1,124 non-NMSU entrepreneurs and businesses, created or retained 1,464 jobs, and facilitated capital investment at Arrowhead Park resulting in 113 direct jobs. Student entrepreneurship expanded through 83 student-led ventures generating \$159,825, engagement with accelerators across universities, community colleges, and national labs, and K–12 programs reaching 6,960 students across 18 counties and 49 communities. Our statewide Sprint accelerators and early-stage capital access programming contributed to business growth. Arrowhead secured \$2.9 million in new external funding and expended \$2.6 million in grants and contracts from sources including SBA, EDA, NSF, DOE, NIH, and private foundations. We maintained 80 active collaborations and executed 52 private-sector contracts. Notably, 77.3% of NM CERG participants represented underserved populations. A key challenge was limited staffing capacity, which constrained our ability to meet increasing demand for services.□

7

Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):

"Arrowhead Center plays a critical role in advancing New Mexico's economic development, education, and workforce goals by fostering entrepreneurship, innovation, and commercialization across the state. Our programs support the creation and growth of businesses, generate private and public investment, and help build a future-ready workforce, all of which contribute to a stronger, more diversified state economy. In FY24 alone, Arrowhead's work resulted in \$505M in total economic impact, 1,464 jobs created or retained, and \$2.9M in external federal and private investment secured. These outcomes reflect our ability to convert ideas into economic value, facilitate high-impact public-private partnerships, and provide technical assistance to entrepreneurs and small businesses at scale.

Arrowhead directly supports the priorities of Governor Lujan Grisham and state agencies including NMEDD, the Higher Education Department, the Public Education Department, and the Department of Workforce Solutions. Our programs align with and advance strategic frameworks such as the NM 20-Year Economic Plan, the state's Science and Technology Roadmap, and regional Comprehensive Economic Development Strategies (CEDS). Specifically, Arrowhead contributes to initiatives related to technology-based economic development, rural revitalization, energy innovation, minority business growth, and post-pandemic economic recovery. Through programs like the NM Clean Energy Resilience and Growth (CERG) Cluster, we support high-growth sectors while ensuring that historically underserved communities - including Native American entrepreneurs, rural founders, and women-led businesses - are included in the state's innovation economy.

Our impact on students is equally transformative. Arrowhead delivers entrepreneurial education and experiential learning to students from K–12 through graduate levels. In FY24, we reached 6,960 K–12 students across 18 counties and supported 83 student-led ventures generating nearly \$160,000 in revenue. Our student accelerators and commercialization training programs at NMSU, community colleges, and national labs provide real-world experiences that build leadership, creativity, resilience, and STEM competencies. These are the skills most in demand by today's employers, and they prepare students to succeed as both entrepreneurs and high-value employees. Additionally, Arrowhead provides employment and paid internships to NMSU students across disciplines, allowing them to work directly with startups, conduct market research, and develop commercialization strategies.

Arrowhead's impact spans economic, educational, and social domains. We are building the infrastructure and human capital needed for sustainable, inclusive growth in New Mexico - one startup, one student, and one partnership at a time.

8

Describe Student Population Served (in-state vs out-of-state students):

Arrowhead Center delivers entrepreneurial education and experiential learning opportunities to students across the state through programs such as Innoventure (serving K–12 students) and Studio G (serving college and university students). In addition to supporting these programs, Arrowhead annually employs undergraduate and graduate students to assist with program design, implementation and evaluation. Of the students directly engaged through employment and programming, over 97% are New Mexico residents. The remaining students are out-of-state participants, primarily affiliated with Studio G partner sites at the University of Texas at El Paso and Fort Lewis College in Colorado. The overwhelmingly in-state composition of the student population underscores Arrowhead's strong alignment with New Mexico's talent development and workforce goals. These efforts help prepare New Mexico students to become future business leaders, innovators, and contributors to the state's economy.□

9

**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

"Yes, Arrowhead Center actively and successfully secures funding from federal agencies, private foundations, corporations, and local governments, and we are continuously seeking out additional funding opportunities to expand and sustain our impact. This diversified funding strategy is essential to scaling our programs and ensuring long-term sustainability. RPSP funding plays a catalytic role in this effort, often serving as the required cost-share for federal grants. Most of Arrowhead's federal sponsors require a 1:1 match, and we leverage state support to unlock external dollars and bring significant investment into New Mexico.

In FY 2024, Arrowhead secured:

\$2,150,654 in federal grants, including funding from the U.S. Small Business Administration (SBA), National Science Foundation (NSF I-Corps), U.S. Department of Commerce (DOC), U.S. Department of Energy (DOE), Economic Development Administration (EDA), National Institutes of Health (NIH), U.S. Department of Interior (DOI IBIP), National Renewable Energy Laboratory (NREL), Sandia and Los Alamos National Laboratories, USDA, and the Native American Agriculture Fund (NAAF).

\$774,363 in private philanthropy and corporate gifts, from partners such as the Hunt Family Foundation, Paul Foster and Alejandra de la Vega Foster, Nusenda Credit Union, New Mexico Gas Company, Freeport-McMoRan, the Daniels Fund, Westmeath Foundation, and New Mexico Mutual.

\$118,525 in local government and private sector contracts, including funding from the City of Albuquerque, Santa Teresa, and the Native American Agriculture Fund.

Arrowhead's continued pursuit of diverse funding - combined with state support - enables us to grow New Mexico's innovation economy, build statewide capacity, and serve more entrepreneurs, students, and communities year after year."□

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**



**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Arrowhead Center for Business Development

Total:

\$418,300

## Budget versus Actual

| Revenue and Transfers                                                                                          | Budget<br>FY 26        | Change                 | Request<br>FY 27       | Comments              |
|----------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|-----------------------|
| <b>Beginning Fund Balance</b>                                                                                  | <b>\$ 382,909.00</b>   | <b>\$ (74,618.00)</b>  | <b>\$ 308,291.00</b>   |                       |
| <b>Appropriations</b>                                                                                          |                        |                        |                        |                       |
| Federal                                                                                                        |                        | \$ -                   |                        |                       |
| State plus Tobacco Settlement Fund                                                                             | \$ 417,400.00          | \$ -                   | \$ 417,400.00          |                       |
| Local                                                                                                          |                        | \$ -                   |                        |                       |
| <b>Total Appropriations</b>                                                                                    | <b>\$ 417,400.00</b>   | <b>\$ -</b>            | <b>\$ 417,400.00</b>   |                       |
| <b>Grants and Contracts</b>                                                                                    |                        |                        |                        |                       |
| Federal                                                                                                        | \$ 2,875,096.00        | \$ -                   | \$ 2,875,096.00        |                       |
| State                                                                                                          | \$ 100,000.00          | \$ -                   | \$ 100,000.00          |                       |
| Local                                                                                                          |                        | \$ -                   |                        |                       |
| <b>Total Grants and Contracts</b>                                                                              | <b>\$ 2,975,096.00</b> | <b>\$ -</b>            | <b>\$ 2,975,096.00</b> |                       |
| <b>Private Gifts, Grants and Contracts</b>                                                                     | <b>\$ 840,100.00</b>   | <b>\$ -</b>            | <b>\$ 840,100.00</b>   |                       |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b>                                                       |                        | \$ -                   |                        |                       |
| <b>Tuition and Fees</b>                                                                                        |                        | \$ -                   |                        |                       |
| <b>Endowment</b>                                                                                               |                        | \$ -                   |                        |                       |
| <b>Sales and Services</b>                                                                                      |                        | \$ -                   |                        |                       |
| <b>Other Sources - Detail in Comments</b>                                                                      | <b>\$ 123,400.00</b>   | <b>\$ -</b>            | <b>\$ 123,400.00</b>   |                       |
| <b>Total Revenues</b>                                                                                          | <b>\$ 4,355,996.00</b> | <b>\$ -</b>            | <b>\$ 4,355,996.00</b> |                       |
| <b>Transfers (to) from</b>                                                                                     |                        |                        |                        |                       |
| Instruction and General                                                                                        | \$ 289,388.00          | \$ -                   | \$ 289,388.00          |                       |
| Student Social and Cultural                                                                                    |                        | \$ -                   |                        |                       |
| Research                                                                                                       | \$ 290,048.00          | \$ -                   | \$ 290,048.00          |                       |
| Public Service                                                                                                 |                        | \$ -                   |                        |                       |
| Internal Service                                                                                               |                        | \$ -                   |                        |                       |
| Student Aid                                                                                                    |                        | \$ -                   |                        |                       |
| Auxiliary Enterprises                                                                                          |                        | \$ -                   |                        |                       |
| Athletics                                                                                                      |                        | \$ -                   |                        |                       |
| Independent Operations                                                                                         |                        | \$ -                   |                        |                       |
| Capital Outlay                                                                                                 |                        | \$ -                   |                        |                       |
| Renewal and Replacement                                                                                        |                        | \$ -                   |                        |                       |
| <b>Total Transfers</b>                                                                                         | <b>\$ 579,436.00</b>   | <b>\$ -</b>            | <b>\$ 579,436.00</b>   |                       |
| <b>Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category</b> |                        |                        |                        |                       |
|                                                                                                                | <b>FY26<br/>FTE</b>    | <b>Change<br/>FTE</b>  | <b>FY27<br/>FTE</b>    |                       |
| Faculty Salaries                                                                                               | 0.4                    | \$ 38,204.00           | 0.0                    | \$ -                  |
| Professional Salaries                                                                                          | 27.5                   | \$ 1,915,615.00        | 0.0                    | \$ -                  |
| Other Staff Salaries                                                                                           | 2.9                    | \$ 122,849.00          | 0.0                    | \$ -                  |
| Student Salaries (GA/TA)                                                                                       | 7.3                    | \$ 282,662.00          | 0.0                    | \$ -                  |
| Other Salaries                                                                                                 | 0.3                    | \$ 10,502.00           | 0.1                    | \$ -                  |
| <b>Total All Salaries</b>                                                                                      | <b>38.4</b>            | <b>\$ 2,369,832.00</b> | <b>0.0</b>             | <b>\$ -</b>           |
| Fringe Benefits                                                                                                |                        | \$ 818,673.00          |                        | \$ 818,673.00         |
| Travel                                                                                                         |                        | \$ 141,587.00          |                        | \$ 141,587.00         |
| Utilities                                                                                                      |                        |                        |                        |                       |
| Institutional Support Charges                                                                                  |                        | \$ 18,900.00           |                        | \$ 18,900.00          |
| Plant Operation and Maintenance Charges                                                                        |                        | \$ 60,000.00           |                        | \$ 60,000.00          |
| Supplies and Expenses                                                                                          |                        | \$ 1,601,058.00        |                        | \$ 1,601,058.00       |
| Equipment                                                                                                      |                        |                        |                        |                       |
| Other Expenditures                                                                                             |                        |                        |                        |                       |
| <b>Total Expenditures</b>                                                                                      | <b>38.4</b>            | <b>\$ 5,010,050.00</b> | <b>0.0</b>             | <b>\$ -</b>           |
| <b>Ending Fund Balance</b>                                                                                     |                        | <b>\$ 308,291.00</b>   |                        | <b>\$ (74,618.00)</b> |
|                                                                                                                |                        |                        |                        | <b>\$ 233,673.00</b>  |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHD)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Arrowhead Center for Business Development

\$418,300

Demonstrable goal based on benefit to students (especially at-risk), generation of degrees  
 (especially STEM-H) and the people of New Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the awarded RPSP, trends, etc.

|    |                                                                                                           |      |      |      |                                                                                                                                                                                                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------|------|------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Number of entrepreneurs assisted (non-NMSU)                                                               | 839  | 1300 | 600  | FY25 actual lower than FY25 target; Studio G adopted a refined client intake model, prioritizing verified engagement. This adjustment improved reporting accuracy but resulted in a lower total. FY27 target reflects this updated methodology, along with projections for clients served based on several federal awards sunseting in the next year. |
| 2  | Number of ventures (non-NMSU)                                                                             | 462  | 650  | 400  | FY25 actual lower than FY25 target; venture classification in FY25 shifted to include only those actively engaged in programming. This change improved the reliability of reporting, and FY27 targets are adjusted accordingly.                                                                                                                       |
| 3  | Number of Arrowhead offerings                                                                             | 22   | 20   | 22   | FY25 actual exceeded FY26 target; FY27 target based on sustainment of current programming.                                                                                                                                                                                                                                                            |
| 4  | Number of participants in Launch (acceleration program)                                                   | 12   | 20   | 20   | FY26 participant numbers were lower due to a deliberate focus on providing comprehensive support and in-depth mentoring to a smaller group of faculty researchers. This quality-over-quantity approach emphasized long-term impact and commercialization readiness. FY27 will maintain this high-touch model while modestly expanding cohort size.    |
| 5  | Number of researchers receiving commercialization assistance                                              | 30   | 85   | 40   | FY26 support levels reflect only those researchers who received one-on-one assistance. If group events and IP Days were included, the number would be significantly higher. FY27 will emphasize individualized support alongside broader engagement efforts.                                                                                          |
| 6  | Number of participants in tech commercialization acceleration programs                                    | 178  | 200  | 175  | FY25 actual is expected to meet or exceed the FY26 target by the end of the FY25 fiscal year. FY27 will maintain FY26 target due to federal funding uncertainty.                                                                                                                                                                                      |
| 7  | Number of ventures based on NMSU innovation                                                               | 5    | 25   | 8    | FY25 actual lower than FY25 target; only counting ventures that were actively working with Arrowhead during the fiscal year. FY27 target based on FY25 data.                                                                                                                                                                                          |
| 8  | Number of NMSU students and recent alumni pursuing a business                                             | 104  | 675  | 160  | FY25 actual lower than FY25 target; updated qualification criteria in FY25 led to a narrower - but more accurate - reporting of engaged student entrepreneurs. FY27 aligns with this data integrity standard.                                                                                                                                         |
| 9  | Number of mid and high school students participating in entrepreneurial education and innovation programs | 358  | NA   | NA   | Measure removed in FY23; replaced with "Number of K-12 students participating in entrepreneurial education and innovation programs."                                                                                                                                                                                                                  |
| 10 | Number of Native American students in entrepreneurial programs                                            | 27   | 50   | 30   | FY25 numbers reflect NTU students supported. FY27 target will prioritize additional engagement through new community partnerships and culturally relevant programming.                                                                                                                                                                                |
| 11 | Number of NM student-led startups                                                                         | 12   | 850  | 20   | FY25 actual lower than FY25 target; Studio G adopted a more stringent client qualification process in FY25, which reduced the reported number but improved data integrity. FY27 target reflects new client qualification processes.                                                                                                                   |
| 12 | Number of K-12 students participating in entrepreneurial education and innovation programs                | 4735 | 6930 | 5000 | FY25 focused on outreach to new schools and program reorganization. FY26 will be expected to maintain current levels of activity while pursuing additional sources of program funding.                                                                                                                                                                |
| 13 | Number of NM students and recent alumni pursuing a business                                               | 143  | 1650 | 190  | FY25 actual lower than FY25 target; Studio G adopted a more stringent client qualification process in FY25, which reduced the reported number but improved data integrity. FY27 target reflects new client qualification processes.                                                                                                                   |
| 14 | Number of student employees and interns                                                                   | 32   | 75   | 40   | Fewer undergraduate and graduate student positions were available in FY25 due to funding. FY26 anticipates expansion aligned with new funding and increased activity with our EDA University Center program.                                                                                                                                          |
| 15 | Number of contracts with the private sector                                                               | 49   | 50   | 55   | Engagement remained steady through FY25. FY26 will leverage new partnerships and expansion in incubator and Arrowhead Park services.                                                                                                                                                                                                                  |
| 16 | Number of collaborative initiatives                                                                       | 76   | 75   | 80   | Collaborative activity remained strong in FY25. New statewide and regional efforts in FY26 will build on these relationships while maintaining and growing current collaborations.                                                                                                                                                                    |

Add Additional lines as needed

## NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research &amp; Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: New Mexico State University

Name/ Title  
of Project: Autism Program

RPSP Type: Continuing - Funding to maintain existing service levels

RPSP  
Account  
Code: 95400-9549-7238 Autism programFY27  
Funding  
Request: \$1,184,400If previously funded, amount that was awarded in FY26 \$ 1,184,400.00  
(Choose up to two - one from each dropdown)Type of  
Project: Public Service  
Clinical1 Number of years the project has received General Fund support:  
(Disregard if new program)

7

2 Project Description/Executive Summary:

The Papen-Aprendamos Autism Diagnostic Center (PAADC), housed at New Mexico State University (NMSU), was established to provide state-of-the art autism diagnostic services to families in Southern New Mexico and beyond. Our center addresses the needs of New Mexican families affected by autism by offering timely medical evaluations and helping to reduce the statewide wait time for diagnostic services.

During the past funding cycle, the PAADC provided autism diagnostic services to 202 families, which included 182 English and 20 Spanish evaluations. The evaluations were conducted both in person at the NMSU campus and via telehealth to assess and diagnose clients from Southern New Mexico and surrounding areas. The hybrid approach was designed to increase access for families facing challenges such as limited financial resources, lack of reliable transportation, or the inability to travel. The total number of evaluations also includes those conducted through our adult clinic, the only one of its kind in New Mexico. Most adult clients are NMSU students, and PAADC team members collaborate with NMSU Disability Access Services to support providing accommodations for students with autism. Despite the fact that the center is consistently providing diagnostic evaluations, the need for autism evaluations in New Mexico remains significant. There are currently approximately 730 individuals on our waitlist seeking an autism evaluation, and the wait time approaches now two years, depending on the age of the individual seeking a diagnosis.

The following teams make up our clinical workforce:

Team 1. Comprised of a Clinical Psychologist, Speech-Language Pathologist (SLP), and a .5 FTE Social Worker/Mental Health Counselor

Team 2. While all members on the second team are bilingual, they have the same staffing structure of a Clinical Psychologist, Speech-Language Pathologists (SLP), and the same .5 FTE Social Worker/Mental Health Counselor

Team 3. Serves adults seeking an autism diagnosis and consists of a Clinical Psychologist with SLP support available as needed.

It should be noted that the bilingual team plays a critical role in providing equitable access for the communities of southern NM as well as many rural communities along its eastern, western and southern borders that the ADC services. Greater than 60% of our families indicate that Spanish is spoken in their home and 20 families required a Spanish-only evaluation.

The Licensed Social Worker (currently paid from Health Care Authority funding) and Licensed Mental Health Counselor are the providers in our Family Support Team. This team focuses on supporting clients and families through the diagnostic process from intake to bridging the support for newly diagnosed families to community resources and by connecting and referring clients to intervention services that are locally available to families within their respective counties in New Mexico. Furthermore, our Licensed Mental Health Counselor is bilingual and can support both the monolingual and the bilingual diagnostic team.

In addition to the diagnostic services offered by the PAADC, the PAADC also engages in outreach activities and has continued to grow in order to meet the needs of our diverse community. The PAADC has offered multiple social skills groups (both virtually and in-person) to adolescents with autism utilizing the evidence-based PEERS social skills curriculum. The PAADC also continued to provide training to parents of children who were newly diagnosed with autism. In order to support families affected by autism and bring families and local service providers together, the ADC provided a variety of activities for families and held the 4th annual 'Celebrate the Spectrum' event in April. While many of these outreach activities are funded through other funding sources, the ADC would not be able to offer these activities and resources without the existence of the center or these professionals serving clinical roles.

In order to guarantee that qualified professionals will be able to provide services and care for individuals with autism in the future, the PAADC also trained seven graduate student assistants – four in Communication Disorders and three in Counseling and Educational Psychology. The opportunity to train as part of an interdisciplinary team will provide these future health care providers with the experience and training necessary to interact and collaborate with other health care professionals. Collaboration with different practitioners is a central part of caring for clients and patients with autism to obtain optimal outcomes.

As alluded to earlier, additional funding for the PAADC was obtained from the New Mexico Department of Health/Healthcare Authority with its primary purpose to provide community services and support to New Mexican families affected by autism. A grant from the Paso Del Norte Community Foundation was obtained to provide social skills training to adolescents with an autism diagnosis to enable these teens to form and maintain friendships. An additional grant from Paso Del Norte was also awarded targeting healthy eating and feeding challenges in children with autism. These programs are highly sought after and waitlists are kept. Individuals may access these services while waiting for their evaluation or after a diagnosis has been received.

The work completed during this reporting period has solidified the strong foundation for autism services in Southern New Mexico. The PAADC continues to address the critical need for autism diagnostic services in order to reduce wait time from referral to diagnosis across New Mexico.

3 **Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

The Papen-Aprendamos Autism Diagnostic Center (PAADC) is requesting the following:

1. **PERSONNEL:** 5.80 FTE faculty positions are required to operate the Papen-Autism Diagnostic Center. Of these positions, five faculty positions will be strictly dedicated to the diagnostic teams which will include 2.80 FTE Clinical Psychologists, 2.0 FTE Speech-Language Pathologists and a 1.0 FTE faculty position is required for the Clinical Director.

In order to support the ADC administratively, we ask for other staff salaries to cover 0.8 FTE for a program coordinator. Furthermore, we ask for 0.5 FTE in professional salaries for a bilingual Mental Health Counselor. Both the program coordinator and the mental health counselor are employed full-time, but the remaining FTE for both positions as well as the salary for a Social Worker who is also providing services in the PAADC will be paid from a different funding source.

Faculty and staff members are hired as 12-month employees. The total for salaries and percent of effort for faculty for FY 27 is \$682,399 and 5.8 FTE, respectively. The total of professional salaries is \$37,492 for 0.5 FTE effort, and the total staff salary is \$30,079 at 0.8 FTE effort. The Graduate Assistants will engage in clinical training in ongoing ASD assessments as well as outreach activities. Currently there are 8 graduate students engaged in this project – two paid from a different funding source. The total salary request for personnel of

\$616,066 for 6.5 FTE.

2. Graduate Assistant: Six graduate students at 0.25 FTE (total of 1.2 FTE) will be hired annually. Based on current NMSU established GA salary rates, we request \$66,098 for GA salaries.

3. FRINGE BENEFITS: NMSU's fringe benefit amounts are based on a percentage of direct labor costs. The total cost of fringe benefits for FY 27 is \$301,815.

4. TRAVEL: We do not request travel funds.

5. UTILITIES: The PAADC does not anticipate utility costs for FY 27 beyond what is included in Institutional Support Charges.

6. INSTITUTIONAL SUPPORT CHARGES: THE PAADC anticipates Facilities and Administrative Rate in the amount of \$55,800 to recover general institutional costs that are incurred for common or joint objectives. Examples of these costs include operation and maintenance of buildings and grounds, student administration and service expenses, and general and departmental administrative expenses.

7. SUPPLIES AND EXPENSES: The primary objective of the PAADC is to conduct assessment of individuals who are referred for an autism diagnostic evaluation. Thus, ongoing costs related to assessments, protocols, on-line platforms for telehealth services, and general office supplies will be required. In order to provide Occupational Therapy and Pediatric Services as well as to cover assessments during the time when regular faculty and staff are taking annual leave or sick leave, the center also will hire contracting professionals to fill the needs of the center and the State of NM. Furthermore, the PAADC will be required to pay for a tuition waiver for GAs as negotiated by the Graduate Assistant Union. We request a total amount of \$60,075 for the above mentioned supplies and expenses.

8. EQUIPMENT: The PAADC does not anticipate additional equipment cost for FY 27.

9. OTHER EXPENDITURES: The ADC does not anticipate other expenditures.

4

**Program Mission (Include population served, other demographic information):**

The PAADC's mission is to serve and celebrate our community with compassion and innovation. The program provides state-of-the-art multidisciplinary autism diagnostic services in the second most densely populated county in southern New Mexico (Dona Ana population 225,210) and neighboring counties, thereby addressing the current backlog for diagnostic services statewide. The program provides these services to the culturally and linguistically diverse population of New Mexico by providing services in English and Spanish.

The current multidisciplinary configuration of the PAADC increases diagnostic capacity within the state by providing timely diagnosis for children suspected of having autism as well as for individuals who need an updated diagnosis as required by insurance companies. Diagnostic evaluations facilitate timely access to intervention services that lead to meaningful outcomes and improve the quality of life of those affected by autism.

This program will continue to increase the number of health care professionals (Speech-Language Pathologists, Social Workers, and School Psychologists) in New Mexico specifically trained to meet the needs of individuals with ASD and their families by employing and supporting graduate students to be clinically trained under the supervision of fully licensed PAADC faculty.

5

**Key Project Objectives (Overview only - Details and Measures on following worksheet):**

1. Elevate graduate education; 100% completion rate for graduate program students

1.1. Six students will be selected to work with the PAADC this fiscal year

1.2. Students will complete specialized clinical training by completing at least one graduate level course in the area of autism during their graduate studies

1.3. Students complete supervised clinical training in ASD assessment by working alongside experienced professionals within the PAADC

2. Amplify impact of research findings by addressing local needs that align with global changes

2.1. PAADC faculty will collaborate with NMSU faculty to present at one national conference

2.1. PAADC faculty disseminates insights and findings of research and public service activity to the national autism community

3. Expand PAADC clinical space and expand office space for personnel

3.1. Finalize renovation for additional evaluation and faculty member spaces

4. Provide appropriate diagnosis for individuals suspected to have an autism spectrum disorder

4.1. Establish relationships with other community medical providers in New Mexico to decrease the wait times for families who seek an autism evaluation.

4.2. Complete 7 assessments per week - 2.80FTE of psychologists work in collaboration with two SLPs, and a mental health counselor to conduct on average seven diagnostic evaluations per week.

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

#### Major Accomplishments

1. Provided diagnostic services in-person and via telehealth to 202 individuals and their families in New Mexico. Twenty(20) evaluations were completed in Spanish.
2. Expanded autism assessments to adults.
3. Provided the PEERS social skills training to adolescents and their families. The PEERS curriculum is a 16-week course that focuses on teaching social skills to adolescents with autism.
4. Provided RUBI Parent Training, an evidence-based parent training that supports families to decrease disruptive behaviors. This may be conducted in-person or via telehealth and is a 7-week training program available to individuals on our waitlist and those who have already received a diagnosis.
5. Provided over 15 professional development trainings to medical providers in New Mexico.
6. Multiple community outreach events were hosted with support of DOH funding. Our largest, annual event is held the first weekend of April where over 56 agencies come together to celebrate differences and provide information about resources in New Mexico for families affected by autism. Over 775 individuals attended the event this year.
7. Initiated a new feeding program, Feeding Assessment and Collaborative Treatment (FACT) in partnership with the Edgar R. Garrett Speech and Hearing Center. This program, funded by Paso del Norte, supports individuals with autism to expanding their food repertoires to include health foods in support of the overall health of this population.
8. Initiated a partnership with the New Mexico Office of Special Education and Region 9 Education Cooperative to streamline the process to obtain both an educational eligibility and a medical diagnosis to families in rural areas of New Mexico by educating and supporting public school evaluation teams.

#### Obstacles

1. It has been a challenge to obtain consistent support and communication from the DOH in our efforts to establish Medicaid billing.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The Papen-Aprendamos Autism Diagnostic Center addresses several of the Governor's priorities by improving healthcare services for New Mexicans and by training qualified healthcare providers.

1. **Better Healthcare Services for New Mexicans:** By diagnosing children with autism, these children will be able to receive the interventions and supports they need to be successful at home, school, and social settings. The PAADC was successful in working towards addressing a large health disparity in southern New Mexico. The PAADC clinical staff is trained in cultural competency, works towards coordinating resources while building family knowledge, and continues to provide community outreach to Dona Ana and surrounding counties. The PAADC Staff provides trainings to health care providers and educational staff members on autism, feeding, behavioral intervention, and referrals following NM Medicaid guidelines. The PAADC's location on the NMSU campus reduces the disparity in access to high quality autism diagnostic evaluations since the PAADC provides the majority of its services to the three Southern NM counties with traditionally high poverty rates – Dona Ana (42%), Otero (11%) and Luna (11%).
2. **Training of Qualified Healthcare Providers:** The training of graduate students in fields such as speech-language pathology, social work, and psychology feeds into the pipeline of much-needed health care providers with expertise in autism for New Mexico. Out of the seven graduate students who completed their educational program during this cycle, four stayed in New Mexico. The remainder of the graduate students continue their degree program at NMSU. Students are supported to work in partnership with an interdisciplinary team to evaluate individuals for autism, provide input for specialized service plans, and connect clients and families to resources in their respective counties.

8

**Describe Student Population Served (in-state vs out-of-state students):**

The Papen-Aprendamos Autism Diagnostic Center employs seven graduate students from various programs each semester, including Communication Disorders, Counseling and Educational Psychology and Social Work directly impacting New Mexico's workforce. The Autism Diagnostic Center evaluated 191 children attending schools within New Mexico supporting children and their families through diagnoses, educational planning, and community resource support. The PAADC's adult clinic also evaluates NMSU students who suspect they have autism and provide follow-up support through Disability Access Services. The NMSU Papen-Aprendamos does not serve out-of-state students.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9  | <p><b>Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?</b></p> <p>The PAADC receives additional funding from the NM DOH/Health Care Authority and Paso del Norte Health Foundation for outreach, social skills, and healthy eating initiatives. The PAADC currently partners with Region 9 Education Cooperative to receive Autism Project monies to streamline autism evaluations in rural parts of the state. The PAADC has submitted a provider enrollment application to begin billing Medicaid for services provided.</p> |
| 10 | <p><b>Medical Projects Only - How many graduates stay and practice in New Mexico?</b></p> <p>11 out of the 18 graduates (61%) who were trained as graduate assistants in the PAADC are currently practicing as health care professionals in New Mexico.</p>                                                                                                                                                                                                                                                                                                                                         |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Autism Program

Total:

\$ 1,184,400.00

Budget versus Actual

| Revenue and Transfers                                                                                   | Budget<br>FY 26 | Change          | Request<br>FY 27 | Comments       |             |                 |  |  |
|---------------------------------------------------------------------------------------------------------|-----------------|-----------------|------------------|----------------|-------------|-----------------|--|--|
| Beginning Fund Balance                                                                                  | \$ 42,994.00    | \$ 7,570.00     | \$ 50,564.00     |                |             |                 |  |  |
| Appropriations                                                                                          |                 |                 |                  |                |             |                 |  |  |
| Federal                                                                                                 |                 | \$ -            |                  |                |             |                 |  |  |
| State plus Tobacco Settlement Fund                                                                      | \$ 1,184,400.00 | \$ -            | \$ 1,184,400.00  |                |             |                 |  |  |
| Local                                                                                                   |                 | \$ -            |                  |                |             |                 |  |  |
| Total Appropriations                                                                                    | \$ 1,184,400.00 | \$ -            | \$ 1,184,400.00  |                |             |                 |  |  |
| Grants and Contracts                                                                                    |                 |                 |                  |                |             |                 |  |  |
| Federal                                                                                                 |                 | \$ -            |                  |                |             |                 |  |  |
| State                                                                                                   |                 | \$ -            |                  |                |             |                 |  |  |
| Local                                                                                                   |                 | \$ -            |                  |                |             |                 |  |  |
| Total Grants and Contracts                                                                              | \$ -            | \$ -            | \$ -             |                |             |                 |  |  |
| Private Gifts, Grants and Contracts                                                                     |                 | \$ -            |                  |                |             |                 |  |  |
| Land & Permanent Fund or Local Property Taxes                                                           |                 | \$ -            |                  |                |             |                 |  |  |
| Tuition and Fees                                                                                        |                 | \$ -            |                  |                |             |                 |  |  |
| Endowment                                                                                               |                 | \$ -            |                  |                |             |                 |  |  |
| Sales and Services                                                                                      |                 | \$ -            |                  |                |             |                 |  |  |
| Other Sources - Detail in Comments                                                                      |                 | \$ -            |                  |                |             |                 |  |  |
| Total Revenues                                                                                          | \$ 1,184,400.00 | \$ -            | \$ 1,184,400.00  |                |             |                 |  |  |
| Transfers (to) from                                                                                     |                 |                 |                  |                |             |                 |  |  |
| Instruction and General                                                                                 |                 | \$ -            |                  |                |             |                 |  |  |
| Student Social and Cultural                                                                             |                 | \$ -            |                  |                |             |                 |  |  |
| Research                                                                                                |                 | \$ -            |                  |                |             |                 |  |  |
| Public Service                                                                                          |                 | \$ -            |                  |                |             |                 |  |  |
| Internal Service                                                                                        |                 | \$ -            |                  |                |             |                 |  |  |
| Student Aid                                                                                             |                 | \$ -            |                  |                |             |                 |  |  |
| Auxiliary Enterprises                                                                                   |                 | \$ -            |                  |                |             |                 |  |  |
| Athletics                                                                                               |                 | \$ -            |                  |                |             |                 |  |  |
| Independent Operations                                                                                  |                 | \$ -            |                  |                |             |                 |  |  |
| Capital Outlay                                                                                          |                 | \$ -            |                  |                |             |                 |  |  |
| Renewal and Replacement                                                                                 |                 | \$ -            |                  |                |             |                 |  |  |
| Total Transfers                                                                                         | \$ -            | \$ -            | \$ -             |                |             |                 |  |  |
| Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category |                 |                 |                  |                |             |                 |  |  |
|                                                                                                         | FY26<br>FTE     |                 | Change<br>FTE    | \$ -           | FY27<br>FTE |                 |  |  |
| Faculty Salaries                                                                                        | 7.3             | \$ 684,450.00   | -1.5             | \$ (2,051.00)  | 5.8         | \$ 682,399.00   |  |  |
| Professional Salaries                                                                                   | 0.3             | \$ 22,660.00    | 0.2              | \$ 14,832.00   | 0.5         | \$ 37,492.00    |  |  |
| Other Staff Salaries                                                                                    | 0.7             | \$ 30,969.00    | 0.0              | \$ (890.00)    | 0.8         | \$ 30,079.00    |  |  |
| Student Salaries (GA/TA)                                                                                | 1.2             | \$ 59,064.00    | 0.0              | \$ 7,034.00    | 1.2         | \$ 66,098.00    |  |  |
| Other Salaries                                                                                          |                 |                 | 0.0              | \$ -           |             |                 |  |  |
| Total All Salaries                                                                                      | 9.6             | \$ 797,143.00   | -1.3             | \$ 18,925.00   | 8.3         | \$ 816,068.00   |  |  |
| Fringe Benefits                                                                                         |                 | \$ 293,812.00   |                  | \$ 8,003.00    |             | \$ 301,815.00   |  |  |
| Travel                                                                                                  |                 |                 |                  | \$ -           |             |                 |  |  |
| Utilities                                                                                               |                 |                 |                  | \$ -           |             |                 |  |  |
| Institutional Support Charges                                                                           |                 | \$ 55,800.00    |                  | \$ -           |             | \$ 55,800.00    |  |  |
| Plant Operation and Maintenance Charges                                                                 |                 |                 |                  | \$ -           |             |                 |  |  |
| Supplies and Expenses                                                                                   |                 | \$ 30,075.00    |                  | \$ 30,000.00   |             | \$ 60,075.00    |  |  |
| Equipment                                                                                               |                 |                 |                  | \$ -           |             |                 |  |  |
| Other Expenditures                                                                                      |                 |                 |                  | \$ -           |             |                 |  |  |
| Total Expenditures                                                                                      | 9.6             | \$ 1,176,830.00 | -1.3             | \$ 56,928.00   | 8.3         | \$ 1,233,758.00 |  |  |
| Ending Fund Balance                                                                                     |                 | \$ 50,564.00    |                  | \$ (49,358.00) |             | \$ 1,206.00     |  |  |



**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)  
Research & Public Service Project (RPSP)  
Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Autism Program

\$ 1,184,400.00

**Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico**

Actuals for FY25

Target for FY26

Target for FY27

**Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.**

|   |                                                                                                                                                     |   |    |    |                                                                                                                                                                                                                                                            |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|----|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Students apply/selected for Autism GA program                                                                                                       | 6 | 6  | 6  | The PAADC hired six graduate assistants from the Communication Disorders and Counseling and Educational Psychology Departments within the College of HEST.                                                                                                 |
| 2 | Students will complete specialized clinical training and complete at least one graduate level course in the area of autism.                         | 6 | 6  | 6  | The PAADC graduate assistants have been offered financial support and time during work hours to further their education within the area of autism with graduate level courses. 4 of 6 graduate students were supported to receive an autism certification. |
| 3 | Students complete supervised clinical training in ASD assessment.                                                                                   | 6 | 6  | 6  | PAADC graduate students follow a curriculum to first perform case reviews, then observe, then independently administer autism evaluations in their respective fields with supervision from fully licensed ADC faculty members.                             |
| 4 | ADC program collaborates with NMSU faculty to present at one state or national conference                                                           | 2 | 2  | 2  | Two psychologists and two speech-language pathologists from the ADC partnered together to present on the MEDIAN project at the National Association for School Psychologists national conference in February 2025.                                         |
| 5 | ADC faculty disseminates insights and findings of research and public service activity to the national autism community                             | 1 | 1  | 1  | Multiple faculty and staff members attend ECHO Autism and two psychologists regularly present our MEDIAN project to this national group for feedback and idea sharing.                                                                                     |
| 6 | Finalize renovation for additional evaluation and faculty member spaces                                                                             | 9 | 9  | 0  | The PAADC's renovation plans to create office space and increased clinical space are currently undergoing approval. Construction is anticipated to commence in the Fall of 2024.                                                                           |
| 7 | Establish relationships with other community medical providers in New Mexico to decrease the wait times for families who seek an autism evaluation. | 2 | 15 | 15 | Amount of trainings and support meetings provided to community medical providers for autism screenings, supporting families with autism, and when to refer to specialty providers.                                                                         |
| 8 | Medical autism evaluations administered per week                                                                                                    | 6 | 6  | 7  | Clinical teams are now fully staffed to support 3 evaluations per week per 1.0FTE psychologist, including adult, Spanish and pediatric clinic.                                                                                                             |

Add Additional lines as needed

## NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research &amp; Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: **New Mexico State University**Name/Title of Project: **ACES - Indian Resources Development**RPSP Type **Continuing - Funding to maintain existing service levels**RPSP Account Code **95400-9549-7248 Indian resources development**FY27 Funding Request **\$ 291,400.00**If previously funded, amount that was awarded in FY26 **\$ 291,400.00**

(Choose up to two - one from each dropdown)

Type of Project **Economic Development****Public Service**1 Number of years the project has received General Fund support:  
(Disregard if new program)

47

2 **Project Description/Executive Summary:**

Indian Resources Development (IRD) is a statewide program that offers educational and professional development opportunities for Native American students from New Mexico who are in high school and college; supports Tribal Nations in New Mexico in developing their own technical and managerial expertise in agriculture, natural resources, engineering, energy, and business. IRD emphasizes collaboration and network building and promote self-sustaining economic development and management of resources by Tribal Nations in New Mexico.

3 **Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

IRD is requesting \$291,400 of continued funding to serve the educational needs of students from Tribal Nations of New Mexico and to assist New Mexico Native Communities in advancing their economic goals.

4 **Program Mission (Include population served, other demographic information):**

IRD's mission is to assist New Mexico tribal youth in becoming professional agriculturist, businesspeople, entrepreneurs, engineers, resource managers, and scientist in preparation to contribute to the effective development and management of tribal resources in their own culturally appropriate manner. The other mission is to work with Native communities in New Mexico in advancing their economic goals in agriculture, natural resources, business workforce development and education.

5 **Key Project Objectives (Overview only - Details and Measures on following worksheet):**

IRD has two key objectives that arise out of the statutory mandate:

- To assist in education and training of Native American students in New Mexico through career discovery opportunities, resources, presentations, professional development opportunities, resources, presentations, professional development opportunities, (i.e. internships, apprenticeships, research experience) in agriculture, environmental science, engineering, energy, and business for the purpose of ensuring the successful development and management of tribal resources.
- To support New Mexico tribal nations in advancing their economic development goals in agriculture, natural resources, engineering, energy, business workforce development, and education.

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

IRD has made significant progress in reestablishing meaningful relationships with tribal communities across New Mexico. We have prioritized listening to tribal leaders and aligning our efforts with the needs they have identified, rather than imposing predefined expectations. This approach has helped rebuild trust and set a foundation for collaborative program development. One of the challenges we continue to face is recruiting and retaining qualified staff, which has impacted our capacity to expand services. However, we now have a permanent Program Specialist and as a relatively new Director, I am committed to strengthening IRD operations and growing its impact. Despite staffing obstacles we are on a positive trajectory and eager to build on the momentum we have gained.

7

Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):

The statewide impact of the IRD program is that it extends the opportunity to pre-collegiate students from a specific minority group in New Mexico, namely, Native Americans, to explore higher education opportunities in critical areas for their communities, and once in school it supports them by providing professional development opportunities in the form of internships, research experiences, and participation in relevant professional and academic conferences.

The educational efforts and economic development endeavors of the IRD are aligned with the Governor's priorities because Governor Lujan-Grisham works to ascertain the respect, welfare, and progress of indigenous groups in New Mexico. Lujan-Grisham has demonstrated her commitment to the Indigenous peoples of New Mexico and her interest in working in a collaborative and respectful manner.

Another statewide impact of the IRD relates to the community and economic development work it does with Tribal Nations so the economic growth and public welfare of New Mexico will be promoted. The program promotes self-directed and self-sustaining economic development and management of resources by Indigenous peoples on tribal lands in New Mexico. Governor Lujan-Grisham's administration, like IRD, emphasizes and acts on the importance she places on economic development for New Mexico and recognizes and respects the sovereignty of tribal entities.

8

Describe Student Population Served (in-state vs out-of-state students):

IRD serves a diverse range of tribal students across New Mexico and Arizona (Navajo Reservation). Our primary focus is native american high school students (14 - 18 YO) and traditional college students (18-24 YO). We also engage with native american middle school students (8-13 YO) and non-traditional (25 YO) adult learners.

9

Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?

IRD continues to seek additional funding and has applied for a grant with Native American Agriculture Fund as the primary investigator in May 2025, IRD is still waiting to hear back. IRD also serves a partner for educational and business entities as a partner for additional funding through grants.

10

Medical Projects Only - How many graduates stay and practice in New Mexico?

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Indian Resources Development

Total:

\$ 291,400.00

Budget versus Actual

Revenue and Transfers

Budget  
FY 26

Change

Request  
FY 27

Comments

Beginning Fund Balance

\$ 246,486.00

\$ (5,411.00)

\$ 241,075.00

Appropriations

Federal

\$ -

State plus Tobacco Settlement Fund

\$ 291,400.00

\$ -

\$ 291,400.00

Local

\$ -

\$ -

Total Appropriations

\$ 291,400.00

\$ -

\$ 291,400.00

Grants and Contracts

Federal

\$ 125,000.00

\$ -

\$ 125,000.00

State

\$ -

\$ -

Local

\$ -

\$ -

Total Grants and Contracts

\$ 125,000.00

\$ -

\$ 125,000.00

Private Gifts, Grants and Contracts

\$ -

\$ -

\$ -

Land &amp; Permanent Fund or Local Property Taxes

\$ -

\$ -

\$ -

Tuition and Fees

\$ -

\$ -

\$ -

Endowment

\$ -

\$ -

\$ -

Sales and Services

\$ -

\$ -

\$ -

Other Sources - Detail in Comments

\$ -

\$ -

\$ -

Total Revenues

\$ 416,400.00

\$ -

\$ 416,400.00

Transfers (to) from

Instruction and General

\$ -

\$ -

\$ -

Student Social and Cultural

\$ -

\$ -

\$ -

Research

\$ -

\$ -

\$ -

Public Service

\$ -

\$ -

\$ -

Internal Service

\$ -

\$ -

\$ -

Student Aid

\$ -

\$ -

\$ -

Auxiliary Enterprises

\$ -

\$ -

\$ -

Athletics

\$ -

\$ -

\$ -

Independent Operations

\$ -

\$ -

\$ -

Capital Outlay

\$ -

\$ -

\$ -

Renewal and Replacement

\$ -

\$ -

\$ -

Total Transfers

\$ -

\$ -

\$ -

Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |                      | Change<br>FTE | \$                   |            | FY27<br>FTE          |  |  |
|-----------------------------------------|-------------|----------------------|---------------|----------------------|------------|----------------------|--|--|
| Faculty Salaries                        |             |                      | 0.0           | \$ -                 |            |                      |  |  |
| Professional Salaries                   | 1.4         | \$ 94,298.00         | 0.0           | \$ -                 | 1.4        | \$ 94,298.00         |  |  |
| Other Staff Salaries                    | 0.0         | \$ 777.00            | 0.0           | \$ -                 | 0.0        | \$ 777.00            |  |  |
| Student Salaries (GA/TA)                | 1.0         | \$ 25,000.00         | 0.0           | \$ -                 | 1.0        | \$ 25,000.00         |  |  |
| Other Salaries                          |             |                      | 0.0           | \$ -                 |            |                      |  |  |
| <b>Total All Salaries</b>               | <b>2.4</b>  | <b>\$ 120,075.00</b> | <b>0.0</b>    | <b>\$ -</b>          | <b>2.4</b> | <b>\$ 120,075.00</b> |  |  |
| Fringe Benefits                         |             | \$ 37,836.00         |               | \$ -                 |            | \$ 37,836.00         |  |  |
| Travel                                  |             | \$ 25,000.00         |               | \$ -                 |            | \$ 25,000.00         |  |  |
| Utilities                               |             |                      |               | \$ -                 |            |                      |  |  |
| Institutional Support Charges           |             | \$ 13,900.00         |               | \$ -                 |            | \$ 13,900.00         |  |  |
| Plant Operation and Maintenance Charges |             |                      |               | \$ -                 |            |                      |  |  |
| Supplies and Expenses                   |             | \$ 225,000.00        |               | \$ -                 |            | \$ 225,000.00        |  |  |
| Equipment                               |             |                      |               | \$ -                 |            |                      |  |  |
| Other Expenditures                      |             |                      |               | \$ -                 |            |                      |  |  |
| <b>Total Expenditures</b>               | <b>2.4</b>  | <b>\$ 421,811.00</b> | <b>0.0</b>    | <b>\$ -</b>          | <b>2.4</b> | <b>\$ 421,811.00</b> |  |  |
| <b>Ending Fund Balance</b>              |             | <b>\$ 241,075.00</b> |               | <b>\$ (5,411.00)</b> |            | <b>\$ 235,664.00</b> |  |  |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Indian Resources Development

Total

\$ 291,400.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

|    |                                                                                  | Actuals for FY25 | Target for FY26 | Target for FY27 |                                                                                                                                                                                                                                                                          |
|----|----------------------------------------------------------------------------------|------------------|-----------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Number of students funded for professional development                           | 8                | 40              | 60              |                                                                                                                                                                                                                                                                          |
| 2  | Number of students funded for undergraduate internship or research experiences   | 22               | 10              | 30              |                                                                                                                                                                                                                                                                          |
| 3  | Number of engagement with tribal representatives                                 | 35               | 50              | 75              | This count includes the interactions IRD staff had with tribal representatives, including tribal leadership, directors and liaisons.                                                                                                                                     |
| 4  | Number of business orgnation engagement                                          | 15               | 20              | 24              | In collaboration with American Indian Business Enterprise Center, Change Labs, and New Mexico Community Capital where tribal entrepreneurs participated in workshops and classes.                                                                                        |
| 5  | Number of tribal high school student reached out to with workshops/presentations | 350              | 800             | 1200            |                                                                                                                                                                                                                                                                          |
| 6  | Number of tribal college students reached out to with workshops/presentations    | 50               | 100             | 200             |                                                                                                                                                                                                                                                                          |
| 7  | Number of meetings with tribal communities                                       | 18               | 24              | 36              | IRD met with tribal education, workforce development and training, and natural resource representatives to learn about their efforts and interest and to find opportunities for collaboration. With established relationships only meeting notes and follow up are kept. |
| 8  | Number of outreach events in tribal communities                                  | 5                | 12              | 24              | Outreach events for community celeb                                                                                                                                                                                                                                      |
| 9  | Number of outreach events at higher education institutions                       | 8                | 12              | 24              |                                                                                                                                                                                                                                                                          |
| 10 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 11 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 12 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 13 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 14 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 15 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 16 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 17 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 18 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 19 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |
| 20 |                                                                                  |                  |                 |                 |                                                                                                                                                                                                                                                                          |

Add Additional lines as needed

|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |              |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|
| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |              |
| Research & Public Service Project (RPSP)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |              |
| FY 2027                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |              |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |              |
|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |              |
| Institution:                                                            | NEW MEXICO STATE UNIVERSITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |              |
| Name/Title of Project:                                                  | Manufacturing Sector Development Program (AIS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |              |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |              |
| RPSP Account Code                                                       | 95400-9549-7250 Manufacturing sector development program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |              |
| FY27 Funding Request                                                    | \$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 706,800.00 |              |
| If previously funded, amount that was awarded in FY26                   | (Choose up to two - one from each dropdown)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | \$706,800.00 |
| Type of Project                                                         | Academic<br>Economic Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |              |
| 1                                                                       | Number of years the project has received General Fund support: (Disregard if new program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | 27           |
| 2                                                                       | <b>Project Description/Executive Summary:</b><br><b>1.Build Industry-Aligned Workforce Pathways</b><br>Develop strong partnerships with industry and national labs to deliver relevant degree programs, micro-credentials, professional workshops, and webinars tailored to manufacturing needs.<br><b>2.Deliver Technical Expertise to Strengthen Competitiveness</b><br>Provide direct support to businesses in areas such as prototype development, validation, operational efficiency, and implementation of energy-saving and waste-reduction practices.<br><b>3.Drive Economic Development Through Strategic Collaboration</b><br>Partner with the Arrowhead Center, the New Mexico Economic Development Division, industry associations, and local Chambers of Commerce to foster innovation and job creation.<br><b>4.Engage the Full Ecosystem of Stakeholders</b><br>Actively involve students, faculty, industry leaders, entrepreneurs, government agencies, and nonprofit organizations in advancing the state's manufacturing agenda.<br><br>The Manufacturing Sector Development Program (MSDP) at NMSU is central to preparing engineers who can meet the demands of New Mexico's growing manufacturing economy. Thanks to investments from the state, industry, and alumni, the College of Engineering now houses modern facilities equipped with cutting-edge technologies, collaborative workspaces, and tools that support innovation in teaching, research, and service.<br><br>In recent years, NMSU has transformed its manufacturing capabilities—from outdated 1960s-era equipment to one of the region's most advanced and integrated manufacturing environments. The MSDP has made manufacturing a vital part of every engineering discipline, with a strong emphasis on automation, robotics, computer systems, process controls, and high-precision technologies—key drivers of advanced manufacturing. This modernization has enabled closer alignment with statewide industries and national laboratories to address immediate manufacturing challenges and support high-demand career pathways. Complementary educational and outreach programs also support the state's strategic economic focus areas, including intelligent manufacturing, sustainable energy, aerospace, and global trade.<br><br>As the only statewide provider of technical outreach services in energy efficiency and waste reduction, the MSDP helps companies improve operational sustainability and access funding opportunities such as federal and state grants and low-interest loans for equipment and renewable energy projects.<br><br>Furthermore, collaborations with national laboratories and high-tech industries have unlocked access to specialized equipment and expertise, enabling the creation of flexible, on-demand courses designed to upskill, reskill, and "new-skill" both university students and the current workforce. These initiatives are being developed in collaboration with NMSU Global Campus and industry partners, ensuring tight alignment with employer needs. Together, they are opening the door to high-paying careers, strengthening the state's economy, and encouraging graduates to remain in New Mexico. |            |              |

3 **Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

New Mexico State University's College of Engineering is rapidly emerging as the state's leader in high-tech workforce training, applied manufacturing research, and dynamic public-private partnerships. With over \$4 million in recent capital investments and strategic collaborations—with the New Mexico Economic Development Department (NM EDD), New Mexico Public Education Department (NMPED), Sandia and Los Alamos National Laboratories, and leading industry partners—NMSU is advancing an Extension-inspired model to serve both rural and urban regions. This approach supports scalable engineering education and economic diversification in alignment with New Mexico's statewide strategic plans and workforce development goals.

Legislative investment is now essential to expand NMSU's Manufacturing Sector Development Program (MSDP) across four strategic pillars:

**1. Building Infrastructure & High-Tech Capacity**

- Strategic Alignment: Access to cutting-edge technology and centralized infrastructure is essential for meeting growing statewide demand for manufacturing support and certification.
- Current Assets: NMSU's Aggie Innovation Space and the new Additive Manufacturing Center—developed with more than \$3 million in state GO bonds and private investment—now house advanced metal 3D printing, coordinate measurement systems (CMM), wire EDM, and laser scanning capabilities. AFRL and LANL contributions have added over \$900,000 in high-value equipment supporting research and industry use.
- Justification for Investment: Sustained funding is needed to support staffing, equipment operation, and integration of these tools into training programs. By FY27, these facilities will support growth from 30 to 45 industry-sponsored capstone projects, strengthen collaborations with manufacturers, and enable researchers to pursue funding and innovation using equipment that was previously unavailable in southern New Mexico.

**2. Developing Workforce Through Scalable Training**

- Strategic Alignment: Training programs that reach both urban and rural populations are vital for meeting labor market needs across New Mexico.
- Current Efforts: MSDP, in collaboration with NMSU On-Demand, is delivering microcredentials in CNC operation, project management, and digital manufacturing. The program is also supporting early-career professionals and educators with custom training and mentoring pathways.
- Justification for Investment: Additional funding will enable expansion of course offerings and digital infrastructure, allowing the program to grow CNC certification pathways and other skill-based credentials. By FY27, these efforts are projected to increase the number of engineering students participating in internships, co-ops, and mentorships from 175 to 300. Furthermore, expanding outreach will support a wider range of learners, reinforcing the STEM talent pipeline statewide.

**3. Supporting Sustainable Business Innovation**

- Strategic Alignment: Economic diversification, particularly in rural and underserved communities, is central to the state's long-term resilience strategy.
- Current Efforts: MSDP functions as a manufacturing extension service, supporting businesses through energy efficiency assessments, waste minimization, and lean/green manufacturing practices. The Green Business Webinar Series continues to generate engagement from rural and small manufacturers.
- Justification for Investment: With demand for technical assistance increasing, funding is required to sustain staffing and expand reach. MSDP aims to grow the number of businesses participating in energy efficiency assessments from 14 to 40 by FY27, leveraging federal and USDA resources. Continued support will allow NMSU to serve as a critical connector between small businesses and state/federal incentive programs.

**4. Cultivating Next-Generation STEM Talent**

- Strategic Alignment: Building a STEM-literate K–16 pipeline is essential for long-term workforce development and inclusive economic participation.
- Current Reach: MSDP's STEM outreach reached over 1,425 students in FY25. With programmatic expansion, the number of students participating in outreach and classroom-based engagement is projected to grow from 675 to 800. Similarly, STEM Studio field trip participation is expected to increase from 750 to 1,000 students.
- Justification for Investment: Legislative support will ensure the scalability of these programs by funding educational kits, staff travel for school visits, and undergraduate mentors for initiatives such as NM PREP Academy. These efforts are particularly impactful in rural and at-risk communities and are vital to expanding equitable access to STEM pathways across the state.

**Program Mission (Include population served, other demographic information):**

Populations Served:

- Undergraduate and graduate engineering students from all disciplines (~2,100);
- Under-represented minority engineering students (~50 percent of the student population), particularly Hispanic and first-generation students;
- Faculty researchers from multiple disciplines in engineering, business, agriculture, and arts and sciences;
- Individual entrepreneurs in the region and state;
- Small and medium-sized businesses from across the state;
- Middle and high school students from across the state (~4,000); and
- High-tech employers and employees in industry and national labs associated with advanced manufacturing and green manufacturing areas.

The Manufacturing Sector Development Program (MSDP) is guided by a focused set of goals that support education, research, economic development, and STEM outreach across New Mexico:

**Research:** Empower faculty to pursue high-impact, commercially relevant research in advanced manufacturing, computer engineering, materials science, green manufacturing, and related fields through access to modern, state-of-the-art facilities.

**Economic Development:** Strengthen New Mexico's economy by supporting businesses with direct technical assistance in energy efficiency and waste reduction, enhancing both profitability and workplace health.

a) Collaborate with state agencies and industry organizations to promote sustainable manufacturing practices within supply chain and service-related sectors.

b) Serve as a technical resource for entrepreneurs working with the Arrowhead Center, assisting with product design, prototyping, and performance evaluation. Projects often utilize high-tech solutions tailored to key New Mexico industries such as agriculture, water, computing, and defense.

**STEM Outreach:** Expand outreach to K–12 schools by incorporating manufacturing-related skills into programming, including automation and robotics, 3D printing, programming, design-for-manufacturing concepts, computer-aided design (CAD), electronics, and sensor technologies.



5 **Key Project Objectives (Overview only - Details and Measures on following worksheet):**

The objective of this project is to position the College of Engineering as New Mexico's leading academic institution for developing a high-tech, industry-aligned workforce, advancing research, and serving as a key resource for public-private partnerships in advanced manufacturing and related STEM fields. This objective specifically focuses to build the College's capacity to support the state's initiatives to grow a vibrant manufacturing sector, assist both new and existing businesses in maintaining competitiveness within supply chain and service industries, foster entrepreneurship, and provide integrated educational pathways from K-16 that build and refine skills in manufacturing-focused disciplines. Specific program objectives include:

- Broaden educational capabilities and knowledge in advanced manufacturing by aligning academic programs with industry needs and offering students hands-on, real-world experiences that reinforce classroom learning.
- Develop expertise in the state's targeted economic sectors, including intelligent manufacturing, sustainable and green energy, aerospace, and global trade.
- Increase the number of manufacturing-related businesses served through energy efficiency and waste minimization assessments, extending support to supply chain and service industries.
- Expand engagement and alignment with industry, government, and national labs through collaborative senior design projects and workforce development initiatives.
- Grow the number of interdisciplinary design challenges, workshops, and courses that promote hands-on learning and increase student participation across all engineering disciplines, with a focus on current issues in advanced manufacturing.
- Prepare students to tackle complex manufacturing and STEM challenges in New Mexico, equipping them with the skills to remain in the state as innovators and job creators.
- Train students in the use of modern manufacturing tools, techniques, and software, ensuring they are equipped for today's technologically advanced workplace.
- Collaborate with K-12 educators and administrators to increase student interest and enrollment in high-tech manufacturing fields. Provide support through competitions, workshops, demos, and summer STEM immersion programs.
- Support student organizations in developing strong teams that can design, build, test, and compete effectively. These activities cultivate both technical expertise and soft skills essential for entrepreneurship.
- Advance interdisciplinary and collaborative research by fostering partnerships within the College and across the university, focused on cutting-edge, commercially viable technologies supported by external funding.
- Support faculty in achieving research excellence by providing the resources and services needed to pursue innovative work in advanced manufacturing.
- Continuously identify and address gaps in manufacturing knowledge, techniques, equipment, and emerging subfields within advanced manufacturing.
- Build interdisciplinary communities of students and faculty to foster collaboration in newly emerging and evolving areas of manufacturing.
- Strengthen partnerships with Los Alamos and Sandia National Laboratories to ensure students are learning industry-relevant skills and faculty are aware of opportunities for research collaboration across manufacturing sub-disciplines.
- Promote economic development and technological innovation in New Mexico by expanding partnerships that support product-based businesses in design, analysis, prototyping, and process testing. Further connect with Arrowhead Center and Studio G to turn students and faculty into entrepreneurs and contribute to the state's economic growth.

6 **For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

**Major Accomplishments:**

Over the past year, the Manufacturing Sector Development Program (MSDP) and Aggie Innovation Space (AIS) have significantly expanded their impact in education, research, workforce development, and community outreach. Over 45 interdisciplinary capstone projects engaged more than 200 students each semester with funding from premier organizations such as DOE, Sandia National Laboratories, Los Alamos National Laboratory, Honeywell, and Oak Ridge National Laboratory. Two new microcredential courses and two new micro-learning courses were launched to address workforce needs in manufacturing, project management, and leadership. This includes the six microcredential courses we have previously developed. The AIS supported more than 45 additional student-led projects and assumed statewide management of the NM Technology Student Association (NMTSA), now serving over 2,990 middle and high school students. STEM outreach efforts reached more than 4,000 additional students through robotics competitions, pre-engineering camps, and on-campus programming. Research capacity expanded with over 20 student and faculty-led projects, including collaboration with LANL on intelligent manufacturing and DOE-funded additive manufacturing proposals. Community engagement efforts supported over 45 business-related projects and events, including clean energy accelerators and energy efficiency initiatives. Workforce development efforts included 16 technical workshops, four summer STEM academies, and ongoing growth of manufacturing microcredentials. Notably, the AIS began a major expansion, supported by more than \$800,000 for the development of the new NM Mutual Additive Manufacturing Facility, further positioning NMSU as a statewide leader in advanced manufacturing and innovation.

**Obstacles Encountered:**

We received one-time funding that has significantly enhanced our capabilities and expanded the resources available to students, particularly in support of advanced manufacturing, outreach, and workforce development. As a result, there are currently no major obstacles hindering program operations. We are continuing the onboarding process for additional personnel, which will further strengthen our ability to meet growing demand and expand services across the state.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The Manufacturing Sector Development Program (MSDP) has a broad statewide impact and directly aligns with the Governor's priorities to drive economic growth and cultivate a competitive, high-tech workforce. By equipping students with both technical and professional skills through hands-on learning in the Aggie Innovation Space, the MSDP prepares graduates to enter the workforce with real-world experience in manufacturing, project management, teamwork, communication, and technical reporting. These well-rounded, job-ready professionals are poised to meet the workforce demands of New Mexico's evolving economy.

The program's emphasis on entrepreneurship and workforce development empowers students not only to pursue high-paying jobs but to become job creators and innovators across the state. Increased collaboration with local businesses and industry partners fosters economic advancement and accelerates the application of research and innovation to real-world challenges. By engaging regional employers in its educational and research efforts, the MSDP creates a direct pipeline from classroom to industry, strengthening the state's manufacturing base and supply chain.

Furthermore, the program fulfills NMSU's Land-Grant mission by embedding public service into its core—supporting the manufacturing sector through outreach, technical assistance, and workforce development. This integrated approach ensures that the benefits of the MSDP extend beyond campus, making a meaningful and measurable impact on economic development and workforce competitiveness throughout New Mexico.

8

**Describe Student Population Served (in-state vs out-of-state students):**

The Manufacturing Sector Development Program (MSDP), through the Aggie Innovation Space (AIS), primarily serves a student population that is overwhelmingly in-state. In Fall 2024, 87.3% of undergraduate students enrolled in the College of Engineering were New Mexico residents, compared to 80% university wide. This trend continued into Spring 2025, with 87% of engineering undergraduates and 81% of all undergraduates classified as in-state students. These figures reflect the program's strong alignment with the state's higher education mission and its direct contribution to building a local, career-ready workforce.

The AIS, housed within the College of Engineering, plays a central role in delivering MSDP programming to students. It supports over 200 senior students each semester through the interdisciplinary senior capstone design program, which provides hands-on experience in manufacturing, systems integration, and team-based problem-solving. Additionally, the AIS offers specialized micro-credential manufacturing courses taken by engineering students, further embedding real-world technical training into the curriculum. Dedicated equipment within AIS is also integrated into various engineering courses, ensuring students across disciplines have access to cutting-edge manufacturing tools. While AIS is located in the College of Engineering, it also serves as a university-wide resource. Students from other colleges—including business, computer science, and agricultural sciences—benefit from its facilities through interdisciplinary courses, collaborative projects, and entrepreneurial initiatives supported by programs like the Arrowhead Center.

As student engagement with MSDP resources has expanded, so has the program's impact. With its growing footprint, the MSDP continues to increase the number of in-state students gaining direct experience in high-tech manufacturing and entrepreneurial skill development. These efforts not only prepare New Mexico students for immediate entry into the workforce but also help retain talent within the state by equipping them with the skills and confidence to launch careers and contribute to the state's economy.

9

**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

The College of Engineering at New Mexico State University (NMSU) has successfully leveraged broad-based support from industry, government agencies, and the community to advance the mission of the Manufacturing Sector Development Program (MSDP) and its associated initiatives. Through these partnerships, the Aggie Innovation Space (AIS) has secured over \$1,000,000 in private funding, serving as a cornerstone for innovation and student engagement. Additionally, the Interdisciplinary Capstone Design Program has received approximately \$100,000 in direct company funding to support student-led projects that solve real-world challenges. Collaborations with the Department of Energy and national laboratories have resulted in over \$500,000 in funding for equipment acquisition and the development of micro-credential courses and capstone experiences.

Since its inception in 2000, the MSDP program has also received varying levels of state support and has been awarded numerous contracts to support small businesses and community needs. Notable activities and collaborations include:

- Community-Based Projects (funded by the Federal CARES Act):
- Funded by Los Alamos National Laboratory, NASA and White Sands Test Facility, Honeywell, Sandia National Laboratories, and others. (\$500,000+)
- Clean Energy Manufacturing and Workforce Development – U.S. Economic Development Administration (\$750,000)
- Arrowhead Center NMSBA Projects:
- STEM Outreach Funding Support:
- New Mexico Space Grant Consortium

The MSDP program has significant statewide impact and aligns closely with the Governor's initiatives to strengthen economic development and expand New Mexico's competitive workforce. Through its integration with the AIS, the program ensures that students gain both technical proficiency and critical soft skills—including project management, communication, teamwork, and reporting. These real-world competencies make graduates workforce-ready, capable of navigating complex challenges, and prepared to contribute immediately to New Mexico's economic growth.

By embedding entrepreneurship and interdisciplinary learning in its core offerings, MSDP fosters a generation of job creators, not just job seekers. Its growing emphasis on public-private partnerships, K-16 educational pathways, and small business support helps expand the reach of advanced manufacturing innovation throughout the state. The program also fulfills the spirit of NMSU's Land-Grant mission by delivering education, research, and service that directly benefit New Mexico communities and industries.

**Serving the Needs of New Mexico**

From an initial enrollment of just five students in 1891, NMSU's College of Engineering now educates more than 2,100 undergraduate and graduate students annually in civil, mechanical, electrical, computer, chemical, aerospace, and industrial engineering. Our mission is to prepare students to be not only workforce-ready but also leaders, innovators, and public servants.

Highlights of recent initiatives include:

- Expansion of hands-on experiential learning opportunities across engineering programs.
- A complete revamp of the surveying program into a state-of-the-art geomatics program, supported by \$140,000 in scholarships and \$100,000 in equipment funding.

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHD)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Manufacturing Sector Development Program

Total:

\$ 706,800.00

Budget versus Actual

| Revenue and Transfers                                                                                          | Budget<br>FY 26             | Change                     | Request<br>FY 27          | Comments |
|----------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------|---------------------------|----------|
| <b>Beginning Fund Balance</b>                                                                                  | <b>\$ 1,001,092.00</b>      | <b>\$ (639,386.00)</b>     | <b>\$ 361,706.00</b>      |          |
| <b>Appropriations</b>                                                                                          |                             |                            |                           |          |
| Federal                                                                                                        |                             | \$ -                       |                           |          |
| State plus Tobacco Settlement Fund                                                                             | \$ 706,800.00               | \$ -                       | \$ 706,800.00             |          |
| Local                                                                                                          |                             | \$ -                       |                           |          |
| <b>Total Appropriations</b>                                                                                    | <b>\$ 706,800.00</b>        | <b>\$ -</b>                | <b>\$ 706,800.00</b>      |          |
| <b>Grants and Contracts</b>                                                                                    |                             |                            |                           |          |
| Federal                                                                                                        |                             | \$ -                       |                           |          |
| State                                                                                                          |                             | \$ -                       |                           |          |
| Local                                                                                                          |                             | \$ -                       |                           |          |
| <b>Total Grants and Contracts</b>                                                                              | <b>\$ -</b>                 | <b>\$ -</b>                | <b>\$ -</b>               |          |
| <b>Private Gifts, Grants and Contracts</b>                                                                     |                             | \$ -                       |                           |          |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b>                                                       |                             | \$ -                       |                           |          |
| <b>Tuition and Fees</b>                                                                                        |                             | \$ -                       |                           |          |
| <b>Endowment</b>                                                                                               |                             | \$ -                       |                           |          |
| <b>Sales and Services</b>                                                                                      |                             | \$ -                       |                           |          |
| <b>Other Sources - Detail in Comments</b>                                                                      |                             | \$ -                       |                           |          |
| <b>Total Revenues</b>                                                                                          | <b>\$ 706,800.00</b>        | <b>\$ -</b>                | <b>\$ 706,800.00</b>      |          |
| <b>Transfers (to) from</b>                                                                                     |                             |                            |                           |          |
| Instruction and General                                                                                        |                             | \$ -                       |                           |          |
| Student Social and Cultural                                                                                    |                             | \$ -                       |                           |          |
| Research                                                                                                       | \$ (106,973.00)             | \$ -                       | \$ (106,973.00)           |          |
| Public Service                                                                                                 |                             | \$ -                       |                           |          |
| Internal Service                                                                                               |                             | \$ -                       |                           |          |
| Student Aid                                                                                                    |                             | \$ -                       |                           |          |
| Auxiliary Enterprises                                                                                          |                             | \$ -                       |                           |          |
| Athletics                                                                                                      |                             | \$ -                       |                           |          |
| Independent Operations                                                                                         |                             | \$ -                       |                           |          |
| Capital Outlay                                                                                                 | \$ (60,000.00)              | \$ 60,000.00               |                           |          |
| Renewal and Replacement                                                                                        |                             | \$ -                       |                           |          |
| <b>Total Transfers</b>                                                                                         | <b>\$ (166,973.00)</b>      | <b>\$ 60,000.00</b>        | <b>\$ (106,973.00)</b>    |          |
| <b>Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category</b> |                             |                            |                           |          |
|                                                                                                                | <b>FY26<br/>FTE</b>         | <b>Change<br/>FTE</b>      | <b>FY27<br/>FTE</b>       |          |
| Faculty Salaries                                                                                               | 0.1 \$ 11,889.00            | 0.0 \$ 476.00              | 0.1 \$ 12,365.00          |          |
| Professional Salaries                                                                                          | 2.0 \$ 137,232.00           | 0.0 \$ 5,489.00            | 2.0 \$ 142,721.00         |          |
| Other Staff Salaries                                                                                           | 3.9 \$ 161,090.00           | 0.0 \$ 6,445.00            | 3.9 \$ 167,535.00         |          |
| Student Salaries (GA/TA)                                                                                       | 5.6 \$ 161,087.00           | 0.0 \$ 9,413.00            | 5.6 \$ 170,500.00         |          |
| Other Salaries                                                                                                 | 0.7 \$ 29,501.00            | 0.0 \$ 1,499.00            | 0.7 \$ 31,000.00          |          |
| <b>Total All Salaries</b>                                                                                      | <b>12.3 \$ 500,799.00</b>   | <b>0.0 \$ 23,322.00</b>    | <b>12.3 \$ 524,121.00</b> |          |
| Fringe Benefits                                                                                                | \$ 133,294.00               | \$ 15,636.00               | \$ 148,930.00             |          |
| Travel                                                                                                         | \$ 19,119.00                | \$ (19,119.00)             |                           |          |
| Utilities                                                                                                      |                             | \$ -                       |                           |          |
| Institutional Support Charges                                                                                  | \$ 115,800.00               | \$ (88,800.00)             | \$ 27,000.00              |          |
| Plant Operation and Maintenance Charges                                                                        |                             | \$ -                       |                           |          |
| Supplies and Expenses                                                                                          | \$ 410,201.00               | \$ (149,619.00)            | \$ 260,582.00             |          |
| Equipment                                                                                                      |                             | \$ -                       |                           |          |
| Other Expenditures                                                                                             |                             | \$ -                       |                           |          |
| <b>Total Expenditures</b>                                                                                      | <b>12.3 \$ 1,179,213.00</b> | <b>0.0 \$ (218,580.00)</b> | <b>12.3 \$ 960,633.00</b> |          |
| <b>Ending Fund Balance</b>                                                                                     | <b>\$ 361,706.00</b>        | <b>\$ (360,806.00)</b>     | <b>\$ 900.00</b>          |          |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Manufacturing Sector Development Program

Total

\$ 706,800.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

Actuals for FY25

Target for FY26

Target for FY27

|    |                                                                                                                                                                                          |      |      |      |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|--|
| 1  | <b>Student &amp; K-12 Engagement</b>                                                                                                                                                     |      |      |      |  |
| 2  | Increase the number of K-12 students participating in STEM-focused outreach programs, with emphasis on reaching rural and at-risk populations.                                           | 675  | 750  | 800  |  |
| 3  | Expand participation in on-campus STEM Studio field trips hosted by the College of Engineering to expose students to advanced manufacturing and technology pathways.                     | 750  | 800  | 1000 |  |
| 4  | <b>Undergraduate Career Readiness</b>                                                                                                                                                    |      |      |      |  |
| 5  | Increase the number of engineering students directly participating in STEM-focused career readiness programming, including internships, co-ops, and mentorships.                         | 175  | 250  | 300  |  |
| 6  | Grow the number of industry-sponsored senior capstone projects addressing real-world manufacturing challenges.                                                                           | 30   | 38   | 45   |  |
| 7  |                                                                                                                                                                                          |      |      |      |  |
| 8  | <b>Workforce &amp; Industry Partnerships</b>                                                                                                                                             |      |      |      |  |
| 9  | Expand the number of employer and industry partners actively engaged in workforce development programming, career fairs, WERC Design Contest, and sector-specific events.                | 35   | 35   | 40   |  |
| 10 | Increase the number of professional development hours (PDH) awarded to licensed professional engineers in New Mexico through continuing education aligned with manufacturing innovation. | 2400 | 2500 | 2750 |  |
| 11 |                                                                                                                                                                                          |      |      |      |  |
| 12 | <b>Business &amp; Economic Development</b>                                                                                                                                               |      |      |      |  |
| 13 | Track and expand the number of New Mexico-based businesses (manufacturing, food processing, food/beverage, etc.) participating in energy efficiency assessments.                         | 14   | 25   | 40   |  |
| 14 |                                                                                                                                                                                          |      |      |      |  |
| 15 |                                                                                                                                                                                          |      |      |      |  |
| 16 |                                                                                                                                                                                          |      |      |      |  |
| 17 |                                                                                                                                                                                          |      |      |      |  |
| 18 |                                                                                                                                                                                          |      |      |      |  |
| 19 |                                                                                                                                                                                          |      |      |      |  |
| 20 |                                                                                                                                                                                          |      |      |      |  |

Add Additional lines as needed

## NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research &amp; Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: New Mexico State University

Name/Title  
of Project: Mental Health Nurse Practitioner

RPSP Type Continuing - Funding to maintain existing service levels

RPSP  
Account  
Code 95400-9549-7244 Mental health nurse practitionerFY27  
Funding  
Request \$ 1,315,000.00If previously funded, amount that was awarded in FY26 \$ 1,315,000.00  
(Choose up to two - one from each dropdown)Type of  
Project Academic  
Health1 Number of years the project has received General Fund support:  
(Disregard if new program)

18

2 Project Description/Executive Summary:

RPSP funding supports the NMSU psychiatric mental health nurse practitioner (PMHNP) program, which is delivered in a distance education format to nurses throughout the State of New Mexico. This program supports initiatives to meet a critical state-wide demand for highly trained mental health care providers. The 3-year Doctor of Nursing Practice (DNP) graduate degree program prepares nurses to take a national certification exam that will allow them to provide comprehensive mental health services, including mental health evaluation, diagnosis and treatment, as well as providing psychotherapy/counseling. Certified PMHNPs have legal authority to prescribe psychoactive medications and the adjunctive pharmacological agents that ameliorate side effects of these medications. Nurse practitioners with other specializations (e.g., family nurse practitioner) can complete NMSU's 1-year PMHNP post graduate certificate program which provides eligibility to sit for the PMHNP certification exam. Students in the PMHNP DNP and certificate programs are also trained to deliver tele-mental health services, which is a key solution for delivering mental health services to residents in rural communities. The PMHNP program is offered through distance education, which allows students to remain in their communities, practicing as a nurse while earning their DNP degree. RPSP funding provides critical support and career advancement opportunities to students from rural and medically underserved communities in New Mexico. Mental Health Nurse Practitioner funds support nursing faculty salaries and professional development, student support services, graduate student stipends, as well as equipment and software to improve the quality and efficiency of delivering nursing education.

3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):

Currently, Mental Health funding is used for:

- Faculty and professional staff salaries - In clinical courses, the nationally mandated ratio of nurse practitioner faculty to students is 1:6.
- Faculty professional development - required for nurse practitioner re-certification.
- Student stipends during the clinical training year – provides support for tuition and other educational expenses in the PMHNP DNP program certificate program.
- Medical equipment for clinical assessment training.
- Guest lecturers, equipment and other resources for nurse practitioner 'bootcamp' – a 1 week clinical training required by the program accreditation agency.
- Program marketing and advertising - required to maintain program enrollment and recruit potential students from rural counties in New Mexico.

4

**Program Mission (Include population served, other demographic information):**

Our mission at the School of Nursing is to promote health and improve the quality of life of the people of New Mexico through nursing education, research, practice and public service, recognizing the state's multicultural heritage and dynamic border environment. The mission of the Psychiatric Mental Health Nurse Practitioner (PMHNP) program at New Mexico State University is to educate nurses for the advanced practice role with the goal of increasing access to mental health services for the residents of New Mexico. The RPSP funding received by the School of Nursing from the New Mexico legislature is the primary sources of funding for this important program. Once certified as a PMHNP, our graduates are qualified to provide comprehensive mental health services, including mental health diagnosis, prescribing medications, and psychotherapy/counseling. A recent addition to the curriculum is enhanced education and training on opioid and other substance use disorder, including the delivery of prevention, treatment and recovery services. The Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares nurses for advanced practice with a focus on mental health issues across the lifespan. The curriculum builds upon four core PMHNP competencies: advanced health assessment (physical and psychosocial); diagnosis (diagnosis of mental disorders, pathophysiology, and neurophysiology); psychotherapy (individual, group, and family); and medication management (pharmacology and psychopharmacology). Other courses develop competencies in health care systems, best-practice research utilization and translation, and health care quality improvement. Graduates are prepared to sit for the Psychiatric/Mental Health Nurse Practitioner certification exam through the American Nurses Credentialing Center (ANCC). PMHNPs assess the mental health needs of individuals, families, and groups.

They formulate healthcare plans, implement treatment, and evaluate the effectiveness of short- and long-term progress. Although PMHNPs have independent practice in New Mexico, they often collaborate with physicians and other health professionals in the treatment of complex mental health disorders. This funding mechanism supports the education for students from rural and medically underserved areas in New Mexico and provide them the opportunity to obtain an advanced nursing practice degree. The continuation of funding allows the SON to sustain this past year's enrollment growth and the awarding of stipends to PMHNP students who commit to living in New Mexico for three-years post-graduation. Since the majority of our students are working RNs, our distance education format allows them to pursue an advanced degree, while continuing to live and work in their home communities.

Lastly, the SON is one of the few health professional programs south of Socorro that has incorporated telehealth technology into the curricula for our nurse practitioner students. Telemedicine is the use of telecommunication technology to support long distance clinical health care, patient and professional health-related education, public health and community health, health systems development and epidemiology. Telemedicine improves health care service availability in remote or difficult to operate environments. The PMHNP faculty and students are actively engaged in delivering "Teen Health" services through telehealth to Las Cruces, Ocate, Chaparral, and Gadsden high schools with plans to expand to other area schools.

5

**Key Project Objectives (Overview only - Details and Measures on following worksheet):****Mental Health Nurse Practitioner Objectives:**

- Increase PMHNP DNP and certificate program enrollment in a sustainable manner, while maintaining mandated faculty/student ratios, graduation rates, and certification exam pass rates
- Increase PMHNP program marketing to and recruitment of students residing in rural counties in New Mexico
- Increase retention of PMHNP students to 90% or above
- Identify additional innovative and high-quality clinical training experiences for PMHNP students throughout southwestern New Mexico, with a focus on rural areas and substance use disorder evaluation and treatment facilities
- Provide faculty with state of the science professional development in nurse practitioner and mental health care provider education
- Seek additional program funding through federal agencies such as the Health Research and Services Administration (HRSA) for telehealth training initiatives

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

**Major Accomplishments:**

- Maintained the percentage of New Mexico residents in the PMHNP DNP and certificate programs above 50%.
- Increased the number of students from rural NM communities.
- Provided stipends to all PMHNP DNP and certificate students who were New Mexico residents.
- Expanded the number of clinical agencies that the PMHNP program uses as a clinical training site throughout the state of New Mexico, including substance use disorder/medical assisted treatment for opioid use disorder clinics).
- Held a week-long clinical immersion during the summer with the PMHNP students where they work in interdisciplinary teams with clinical psychology students, medical residents and social work students to learn how to provide integrated health services in Southern New Mexico.
- Trained PMHNP students to deliver tele-mental health (evaluation, psychotherapy and medication management) to clients throughout New Mexico.

**Challenges:**

- Recruiting PMHNP students from rural counties in New Mexico. To address this issue we have established a partnership with the NM Hospital Association for the purpose of outreach to rural and critical access hospitals. We have also hired a new Professor of Practice using funding from BCBSNM who will focus on graduate and undergraduate student recruitment in rural counties and Tribal Nations. We are also leveraging our partnerships with rural hospitals for the Nurse Anesthesiology program to recruit nurses into the PMHNP program.
- Identifying clinical sites including rural sites for PMHNP practice in New Mexico (competition from BCOM, UNM PMHNP program, School of Medicine and psychiatry residency program) . To address this issue we have assigned a faculty to perform outreach to mental health centers and clinics in rural New Mexico. in 2023, we doubled the number of clinical sites in New Mexico and added sites that perform substance use disorder treatment.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The primary goal of the NMSU PMHNP program is to graduate highly trained mental healthcare providers who are willing to work in diverse healthcare settings with underserved populations. This is well aligned with Governor Lujan Grisham's healthcare workforce initiatives. New Mexico is a largely rural state with high rates of opioid and other substance abuse, extreme health disparities and a severe shortage of mental health and primary care providers. The New Mexico Department of Health reports that the ten leading causes of death are frequently associated, at least in part, to alcohol or other drug use. The PMHNP curriculum is designed to train nurse practitioners in interprofessional settings to effectively prevent and treat opioid use disorder (OUD) and other substance abuse disorders (SUD) in community-based practices. NMSU PMHNP students are also educated and trained in individual and population-based practices to prevent (and treat) SUD, including alcohol use disorder, in school-age populations.

The NMSU School of Nursing leverages its current clinical partnerships to develop planned clinical training experiences in the delivery of general mental healthcare services as well as OUD/SUD prevention, treatment and recovery services. The PMHNP curriculum has planned interdisciplinary clinical experiences in OUD/SUD prevention, treatment and recovery. The New Mexico State University School of Nursing has stepped up to help the state address this current and projected shortage of mental healthcare providers in the state.

This program also addresses Governor Lujan Grisham's goal to increase access to healthcare in rural New Mexico. The Health Resource Services Administration (HRSA) health professional shortage area database indicates that 31 of the 33 counties in New Mexico demonstrate mental health professional shortages, many of which indicate severe shortages with HPSA scores of 18 or higher. The shortage of mental health professionals across the state severely limits access to mental health care and treatment for OUD and other SUD for many of New Mexico's citizens. PMHNPs can diagnose and treat mental health conditions independently, therefore can practice in rural counties and federally qualified health centers without supervision. The number of physicians psychiatrists in the State of New Mexico is below the national average. The citizens of New Mexico is depending on PMHNPs and doctorally-prepared counseling psychologists to fill the gaps. Health professional students are much more likely to practice in underserved minority communities if they have positive exposure and appropriate training experiences in those communities. Therefore, the NM School of Nursing's recruitment efforts are focused on developing relationships through the NM Hospital Association, targeted rural healthcare centers, and rural government offices (example: Eastern Plains Council of Governments partnership).

8

**Describe Student Population Served (in-state vs out-of-state students):**

Approximately 50-60% of students in the PMHNP DNP and certificate program are NM residents. The School of Nursing has launched a targeted recruitment campaign aimed at recruiting nurses from rural NM into the PMHNP program.

9

**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

In the past 5 years the NMSU School of Nursing has applied for and received \$1.35 million in HRSA funding for the PMHNP program and is well positioned to apply for additional funding related to mental health provider workforce development as federal funding opportunities arise. The School of Nursing also provided a lead role on a 3-year SAMHSA Campus Suicide Prevention Program grant. Several PMHNP students worked on the grant and conducted DNP projects related to student mental health and suicide prevention.

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**



**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Mental Health Nurse Practitioner

Total:

\$ 1,315,000.00

Budget verses Actual

Revenue and Transfers

Budget  
FY 26

Change

Request  
FY 27

Comments

Beginning Fund Balance

\$ -

\$ -

\$ -

Appropriations

Federal

\$ -

State plus Tobacco Settlement Fund

\$ 1,315,000.00

\$ -

\$ 1,315,000.00

Local

\$ -

Total Appropriations

\$ 1,315,000.00

\$ -

\$ 1,315,000.00

Grants and Contracts

Federal

\$ -

State

\$ -

Local

\$ -

Total Grants and Contracts

\$ -

\$ -

\$ -

Private Gifts, Grants and Contracts

\$ -

Land &amp; Permanent Fund or Local Property Taxes

\$ -

Tuition and Fees

\$ -

Endowment

\$ -

Sales and Services

\$ -

Other Sources - Detail in Comments

\$ -

Total Revenues

\$ 1,315,000.00

\$ -

\$ 1,315,000.00

Transfers (to) from

Instruction and General

\$ -

Student Social and Cultural

\$ -

Research

\$ -

Public Service

\$ -

Internal Service

\$ -

Student Aid

\$ -

Auxiliary Enterprises

\$ -

Athletics

\$ -

Independent Operations

\$ -

Capital Outlay

\$ -

Renewal and Replacement

\$ -

Total Transfers

\$ -

\$ -

\$ -

Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26        |                        | Change     |             | FY27        |                        |             |
|-----------------------------------------|-------------|------------------------|------------|-------------|-------------|------------------------|-------------|
|                                         | FTE         |                        | FTE        | \$          | FTE         |                        |             |
| Faculty Salaries                        | 7.0         | \$ 578,725.00          | 0.0        | \$ -        | 7.0         | \$ 578,725.00          |             |
| Professional Salaries                   | 5.0         | \$ 230,006.00          | 0.0        | \$ -        | 5.0         | \$ 230,006.00          |             |
| Other Staff Salaries                    | 2.0         | \$ 81,816.00           | 0.0        | \$ -        | 2.0         | \$ 81,816.00           |             |
| Student Salaries (GA/TA)                |             |                        | 0.0        | \$ -        |             |                        |             |
| Other Salaries                          |             |                        | 0.0        | \$ -        |             |                        |             |
| <b>Total All Salaries</b>               | <b>14.0</b> | <b>\$ 890,547.00</b>   | <b>0.0</b> | <b>\$ -</b> | <b>14.0</b> | <b>\$ 890,547.00</b>   |             |
| Fringe Benefits                         |             | \$ 317,978.00          |            | \$ -        |             | \$ 317,978.00          |             |
| Travel                                  |             |                        |            | \$ -        |             |                        |             |
| Utilities                               |             |                        |            | \$ -        |             |                        |             |
| Institutional Support Charges           |             |                        |            | \$ -        |             |                        |             |
| Plant Operation and Maintenance Charges |             |                        |            | \$ -        |             |                        |             |
| Supplies and Expenses                   |             | \$ 6,475.00            |            | \$ -        |             | \$ 6,475.00            |             |
| Equipment                               |             |                        |            | \$ -        |             |                        |             |
| Other Expenditures                      |             | \$ 100,000.00          |            | \$ -        |             | \$ 100,000.00          | scholarship |
| <b>Total Expenditures</b>               | <b>14.0</b> | <b>\$ 1,315,000.00</b> | <b>0.0</b> | <b>\$ -</b> | <b>14.0</b> | <b>\$ 1,315,000.00</b> |             |
| <b>Ending Fund Balance</b>              |             | <b>\$ -</b>            |            | <b>\$ -</b> |             | <b>\$ -</b>            |             |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Mental Health Nurse Practitioner

\$ 1,315,000.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

1

Percent retention over 2 years

96%

90%

90%

Reasons for program withdrawal include lack of readiness for  
graduate school and inability to commit to the time requirements  
of a doctoral nurse practitioner program.

2

Percent of nurse practitioner students who participate in clinical  
experiences in rural and underserved areas.

24%

30%

30%

The School of Nursing has launched an aggressive recruitment  
campaign in rural NM through a partnership with Blue Cross Blue  
Shield of New Mexico.

3

Percent of graduating PMHNP students who will have completed  
a capstone project that focuses on an innovative practice  
change.

100%

100%

100%

4

Graduation rate of nurse practitioners

86%

80%

80%

5

Percent of graduates who practice in New Mexico

54%

50%

50%

Approximately half of the students in the PMHNP program are NM  
residents. Because this is a distance program, graduates tend to  
practice in their state of residency.

6

PMHNP certification first time pass rate

100%

80%

80%

7

Add Additional lines as needed

|                                                                         |                                                          |              |  |
|-------------------------------------------------------------------------|----------------------------------------------------------|--------------|--|
| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                          |              |  |
| Research & Public Service Project (RPSP)                                |                                                          |              |  |
| FY 2027                                                                 |                                                          |              |  |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                          |              |  |
|                                                                         |                                                          |              |  |
| Institution:                                                            | New Mexico State University                              |              |  |
| Name/Title of Project:                                                  | Nurse Expansion - NMSU                                   |              |  |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels |              |  |
| RPSP Account Code                                                       | 95400-9549-7216 Nurse expansion                          |              |  |
| FY27 Funding Request                                                    | \$                                                       | 2,081,200.00 |  |
| If previously funded, amount that was awarded in FY26                   | \$                                                       | 2,081,200.00 |  |
|                                                                         | (Choose up to two - one from each dropdown)              |              |  |
| Type of Project                                                         | Academic                                                 |              |  |
|                                                                         | Health                                                   |              |  |

1

Number of years the project has received General Fund support: (Disregard if new program)

20

2

Project Description/Executive Summary:

RPSP funding supports initiatives to meet a critical state-wide demand for baccalaureate-prepared RNs. The NMSU School of Nursing provides New Mexico hospitals and clinical agencies with highly trained new nursing graduates. With over 80% of NMSU Bachelor of Science in Nursing (BSN) graduates staying in New Mexico in 2023, the NMSU BSN program is a critical part of the solution to the state's critical nursing workforce needs. Graduating qualified nurses is especially important, as nurses are the vital link between the patient and the rest of the health care team. The NMSU nursing program collaborates with its higher education partners across the state to deliver a common curriculum that allows nursing students to easily move from community college to university level courses. At NMSU, the BSN degree consists of three semesters of nursing pre-requisite coursework, followed by five semesters of nursing courses with 780 hours of clinical training. In addition to the Las Cruces campus, NMSU delivers the BSN program to students at the NMSU-Alamogordo and NMSU-Grants campuses, meeting critical workforce needs in those rural communities.

BSN program enrollment is limited by 1) the number of qualified faculty, and 2) laboratory space available for clinical skills instruction and training. Nurse Expansion funds have supported nursing faculty salaries and professional development, student support services, as well as laboratory equipment and software to improve the quality and efficiency of delivering nursing education.

The School of Nursing is requesting continued funding to 1) support continued enrollment growth (faculty and professional staff salaries), 2) enhancement of our newly created student success program 3) pre-nursing student support services to increase the pipeline of qualified applicants to the BSN program, and 4) additional laboratory equipment to supply our newly remodel Skills & Simulation Center (completed in December 2024).

3

Budget Narrative (Overview only - Budget Detail follows on next worksheet):

Currently, Nurse Expansion funding is used for:

- Faculty and professional staff salaries
- Faculty professional development in nursing education and travel
- BSN curriculum evaluation and implementation
- Skills & Simulation Center equipment/operations
- Student Success Program and pre-nursing student support
- Miscellaneous expenses for the BSN program operations

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <p><b>Program Mission (Include population served, other demographic information):</b></p> <p>Our mission at the School of Nursing is to promote health and improve the quality of life of the people of New Mexico through nursing education, research, practice, and public service, recognizing the state's multicultural heritage and dynamic border environment. A BSN degree from NMSU provides great opportunity for social mobility due to our near-100% graduate employment rates and the high earning potential of nurses (average annual New Mexico RN salary in 2024 was \$78,340).</p> <p>The School of Nursing BSN program serves a diverse student body:</p> <ul style="list-style-type: none"> <li>· Eighty (80%) are from under-represented racial and ethnic minority populations</li> <li>· Seventy-four (70%) were designated as having 'financial need' (a federal financial aid designation that is reported through the Office of Financial Aid).</li> <li>· Approximately fifty (50%) qualified for Pell Grants—The Federal Pell Grant is usually awarded to undergraduates who have a high degree of unmet financial need. Students whose families have a total income of up to \$50,000 may be eligible for the need-based funding, though most Pell grant money goes to students with a total family income below \$20,000/year.</li> <li>· Approximately, 70% work part time or full time while going to nursing school.</li> <li>· Approximately 80% of BSN students are from New Mexico and over 40% of those students are from rural counties.</li> </ul> <p>The mission of this RPSP is to continue efforts to increase the pipeline of baccalaureate-prepared registered nurses for the state of New Mexico. One key element of this program has been the implementation of the statewide New Mexico Nursing Education Consortium (NMNEC) BSN curriculum.</p> <p>In addition to being founding members and active leaders in NMNEC (5-7 monthly committee/task force meetings, semi-annual educator conferences, and collaborative research/scholarship) the NMSU School of Nursing regularly collaborates with the nursing programs at Dona Ana Community College and Western New Mexico University.</p> <p>A second critical component was the development of BSN programs on two community college campuses – NMSU-Alamogordo and NMSU-Grants. NMNEC makes BSN education readily available throughout the state and is particularly appealing to those from rural and underserved areas. The Nurse Expansion program at NMSU supports the State's workforce needs, and addresses such recommendations in The Institute of Medicine's 2014 report 'The Future of Nursing', which calls for a significant increase in the number of BSN-prepared nurses. Currently, over 70% of employers state a preference to hire nurses with the BSN degree due to research demonstrating improved patient outcomes when a higher percentage of BSN-prepared nurses are employed.</p> |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <p><b>Key Project Objectives (Overview only - Details and Measures on following worksheet):</b></p> <ul style="list-style-type: none"> <li>· Increase BSN program enrollment in a sustainable manner, while maintaining compliance with faculty/student ratios, graduation rates, and NCLEX-RN exam pass rates.</li> <li>· Identify additional innovative and high-quality clinical training experiences (in person and online) for BSN students throughout southwestern New Mexico.</li> <li>· Offer a 1-credit pre-nursing Freshman seminar to orient all incoming pre-nursing students (~300/year = 10 course sections) to the university, BSN major, and nursing profession.</li> <li>· Provide faculty with state of the science professional development in BSN education.</li> <li>· Support faculty in obtaining the Certified Nurse Educator certification from the National League for Nursing.</li> <li>· Enhance the BSN Student Success Program focusing on increasing the applicant pool, graduation rates and NCLEX first time pass rates.</li> <li>· Enhance advising and student support mechanisms for all BSN and pre-nursing students.</li> <li>· Strengthen partnerships with campus programs that support pre-nursing students from diverse and disadvantaged backgrounds such as the College Assistance Migrant Program (CAMP).</li> <li>· Enhance advising and application processes in coordination with the Center for Academic Advising and Student Success (CAASS).</li> <li>· Enhance career advising by connecting students with potential employers, on campus, in the community and at career fairs.</li> <li>· Seek additional program funding through federal agencies such as the Health Research and Services Administration (HRSA).</li> </ul> |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

**Major Accomplishments:**

NMSU continues to provide excellence in nursing education and a critical pipeline to a career in nursing for students from diverse and disadvantaged backgrounds. The BSN program maintains a high student satisfaction with the BSN program as evidenced by course evaluations, alumni surveys, and clinical site surveys. NMSU is a leader in addressing New Mexico's nursing shortage and supports Governor Lujan Grisham and Workforce Solution's ongoing efforts to address the nursing workforce shortage in New Mexico and expand the pipeline to healthcare careers that offer extraordinary opportunity for social and economic mobility to citizens of New Mexico. Instituted HESI Standardized Testing and remediation requirements for all BSN students to increase the school's first-time pass rates on the NCLEX. First time pass rates increased from 66% in 2022 to 82% in 2023. The last two quarters in 2023 and first quarter in 2024 yielded first time pass rates of over 96%. NMSU's state-of-the-art School of Nursing's Skills and Simulation Center will be completed in August 2024. mentoring sessions post-graduation to students who want additional NCLEX testing support and strategies.

**Challenges/Obstacles:**

Like many programs across New Mexico, the BSN program has seen a drop in applications and therefore enrollment over the past 18 months. Although NMSU has a large pool of pre-nursing students, more of these students are struggling academically and are not meeting the minimum admission requirements. We attribute this drop in applications to altered learning experiences during the COVID-19 pandemic that has affected student readiness for college, especially in science and math courses. In addition, the pandemic resulted in further reductions to the New Mexico nursing workforce as nurses left full time positions to take lucrative travel contracts in other states and negative messaging about the nursing profession on social media platforms such as TikTok. The School of Nursing has developed a strategic recruitment plan that focuses on 1) recruiting high school students from throughout the state to NMSU, 2) recruiting second degree students to our accelerated Road Runner program, and 3) recruiting undecided NMSU students interested in the health professions.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The Nurse Expansion program at NMSU addresses Governor Lujan Grisham's workforce priority to increase the number of registered nurses available to fill New Mexico's critical vacancies. Since its inception in 2005, the Nurse Expansion program at NMSU has graduated over 2,600 nurses. In 2024, the program graduated 143 new nurses. Over the past two years, 75-80% of NMSU BSN graduates have sought initial licensing as an RN in New Mexico.

The School of Nursing is a founding member and active leader in the New Mexico Nursing Education Consortium (NMNEC) partnership, which has established a common nursing curriculum across the state so that colleges and universities can educate nurses at the BSN level. This initiative also allows colleges throughout the state to offer bachelor's degrees in nursing in their own communities - keeping more aspiring nurses in rural areas and ending the requirement that they move to an urban area to attain their higher education.

NMSU is a leader in addressing New Mexico's nursing shortage. NMSU supports Governor Lujan Grisham and Workforce Solution's ongoing efforts to address the nursing workforce shortage in New Mexico and expand the pipeline to healthcare careers that offer extraordinary opportunity for social and economic mobility to citizens of New Mexico.

8

**Describe Student Population Served (in-state vs out-of-state students):**

The School of Nursing BSN program serves a diverse student body:

- Approximately 80% of BSN students are from New Mexico and over 40% of those students are from rural counties.
- Eighty (80%) are from under-represented racial and ethnic minority populations
- Seventy (70%) are designated as having 'financial need' (a federal financial aid designation that is reported through the Office of Financial Aid). Approximately fifty (50%) qualified for Pell Grants—The Federal Pell Grant is usually awarded to undergraduates who have a high degree of unmet financial need. Students whose families have a total income of up to \$50,000 may be eligible for the need-based funding, though most Pell grant money goes to students with a total family income below \$20,000/year.
- Approximately, 70% work part time or full time while going to nursing school.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9  | <p>Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?</p> <div><p>· In September 2022, the School of Nursing was awarded a \$306,000 from the Substance Abuse and Mental Health Services Administration (SAMHSA) to support the development of a campus suicide prevention program. BSN students all receive gatekeeper training where they learn how to talk to a peer who might be at risk for suicide or self-harm.</p><p>· In FY24, the College of Health, Education and Social Transformation received a \$500,000 donation from Blue Cross and Blue Shield of New Mexico (BCBSNM). \$400,000 of this gift was designated for the School of Nursing - \$100,000 in scholarships for BSN students in AY 2024-25 and \$300,000 for a 3-year Professor of Practice faculty position in the BSN program. The NMSU-BCBSNM Professor of Practice will also be responsible for developing nursing and other health profession career pathways from rural counties and Tribal Nations in New Mexico.</p></div> |
| 10 | <p>Medical Projects Only - How many graduates stay and practice in New Mexico?</p> <div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Nurse Expansion - NMSU

Total:

\$ 2,081,200.00

Budget verses Actual

Revenue and Transfers

Budget  
FY 26

Change

Request  
FY 27

Comments

Beginning Fund Balance

\$ -

\$ -

\$ -

Appropriations

Federal

\$ -

State plus Tobacco Settlement Fund

\$ 2,081,200.00

\$ -

\$ 2,081,200.00

Local

\$ -

Total Appropriations

\$ 2,081,200.00

\$ -

\$ 2,081,200.00

Grants and Contracts

Federal

\$ -

State

\$ -

Local

\$ -

Total Grants and Contracts

\$ -

\$ -

\$ -

Private Gifts, Grants and Contracts

\$ -

Land &amp; Permanent Fund or Local Property Taxes

\$ -

Tuition and Fees

\$ -

Endowment

\$ -

Sales and Services

\$ -

Other Sources - Detail in Comments

\$ -

Total Revenues

\$ 2,081,200.00

\$ -

\$ 2,081,200.00

Transfers (to) from

Instruction and General

\$ -

Student Social and Cultural

\$ -

Research

\$ -

Public Service

\$ -

Internal Service

\$ -

Student Aid

\$ -

Auxiliary Enterprises

\$ -

Athletics

\$ -

Independent Operations

\$ -

Capital Outlay

\$ -

Renewal and Replacement

\$ -

Total Transfers

\$ -

\$ -

\$ -

Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26        |                        | Change     |             | FY27        |                        |  |
|-----------------------------------------|-------------|------------------------|------------|-------------|-------------|------------------------|--|
|                                         | FTE         |                        | FTE        | \$          | FTE         |                        |  |
| Faculty Salaries                        | 14.0        | \$ 1,140,336.00        | 0.0        | \$ -        | 14.0        | \$ 1,140,336.00        |  |
| Professional Salaries                   | 3.0         | \$ 150,834.00          | 0.0        | \$ -        | 3.0         | \$ 150,834.00          |  |
| Other Staff Salaries                    | 5.0         | \$ 188,582.00          | 0.0        | \$ -        | 5.0         | \$ 188,582.00          |  |
| Student Salaries (GA/TA)                | 6.0         | \$ 60,000.00           | 0.0        | \$ -        | 6.0         | \$ 60,000.00           |  |
| Other Salaries                          |             |                        | 0.0        | \$ -        |             |                        |  |
| <b>Total All Salaries</b>               | <b>28.0</b> | <b>\$ 1,539,752.00</b> | <b>0.0</b> | <b>\$ -</b> | <b>28.0</b> | <b>\$ 1,539,752.00</b> |  |
| Fringe Benefits                         |             | \$ 525,183.00          |            | \$ -        |             | \$ 525,183.00          |  |
| Travel                                  |             | \$ 10,000.00           |            | \$ -        |             | \$ 10,000.00           |  |
| Utilities                               |             |                        |            | \$ -        |             |                        |  |
| Institutional Support Charges           |             |                        |            | \$ -        |             |                        |  |
| Plant Operation and Maintenance Charges |             |                        |            | \$ -        |             |                        |  |
| Supplies and Expenses                   |             | \$ 6,265.00            |            | \$ -        |             | \$ 6,265.00            |  |
| Equipment                               |             |                        |            | \$ -        |             |                        |  |
| Other Expenditures                      |             |                        |            | \$ -        |             |                        |  |
| <b>Total Expenditures</b>               | <b>28.0</b> | <b>\$ 2,081,200.00</b> | <b>0.0</b> | <b>\$ -</b> | <b>28.0</b> | <b>\$ 2,081,200.00</b> |  |
| <b>Ending Fund Balance</b>              |             | <b>\$ -</b>            |            | <b>\$ -</b> |             | <b>\$ -</b>            |  |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Nurse Expansion - NMSU

\$ 2,081,200.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

|    |                                                                                           | Actuals for FY25 | Target for FY26 | Target for FY27 |  |
|----|-------------------------------------------------------------------------------------------|------------------|-----------------|-----------------|--|
| 2  | First fall to second fall retention rate of nursing majors                                | 84%              | 90%             | 90%             |  |
| 3  | Graduation rate of nursing majors                                                         | 97%              | 90%             | 90%             |  |
| 4  | NCLEX pass rate                                                                           | 95%              | 90%             | 90%             |  |
| 6  | Percent of BSN enrollment of students from minority and under-<br>represented backgrounds | 81%              | 75%             | 75%             |  |
| 7  | Percent of students that achieve the mastery level on their assigned<br>HESI remediation  | 100%             | 90%             | 90%             |  |
| 8  | Percent of BSN graduates who practice in New Mexico                                       | 83%              | 75%             | 75%             |  |
| 9  | Number of affiliation agreements for clinical agencies that host BSN<br>students          | 21               | 25              | 25              |  |
| 10 |                                                                                           |                  |                 |                 |  |
| 11 |                                                                                           |                  |                 |                 |  |
| 12 |                                                                                           |                  |                 |                 |  |
| 13 |                                                                                           |                  |                 |                 |  |
| 14 |                                                                                           |                  |                 |                 |  |
| 15 |                                                                                           |                  |                 |                 |  |
| 16 |                                                                                           |                  |                 |                 |  |
| 17 |                                                                                           |                  |                 |                 |  |
| 18 |                                                                                           |                  |                 |                 |  |
| 19 |                                                                                           |                  |                 |                 |  |
| 20 |                                                                                           |                  |                 |                 |  |

Add Additional lines as needed



## NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research &amp; Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: NEW MEXICO STATE UNIVERSITY

Name/Title  
of Project: Nurse Anesthesiology

RPSP Type Continuing - Funding to maintain existing service levels

RPSP  
Account  
Code 95400-9549-7484 Nurse anesthesiologyFY27  
Funding  
Request \$ 500,000.00If previously funded, amount that was awarded in FY26 \$ 500,000.00  
(Choose up to two - one from each dropdown)Type of  
Project Academic  
Health1 Number of years the project has received General Fund support:  
(Disregard if new program)

3

2 Project Description/Executive Summary:

The New Mexico State University (NMSU) School of Nursing launched a new Doctor of Nursing Practice (DNP) degree concentration in Nurse Anesthesiology with a focus on rural health and health disparities in New Mexico in 2023. Graduates are qualified to take the national certification exam administered by the National Boards of Certification and Recertification of Nurse Anesthetists to become a certified registered nurse anesthetist (CRNA). To become a CRNA, students complete a three-year program with rigorous didactic courses and over 2,500 hours of supervised clinical training. New Mexico's hospitals have a critical need for anesthesia providers due to nation-wide shortages and difficulty recruiting providers, especially to rural healthcare centers. Since the national unemployment rate for CRNAs is < 1%, the only sustainable way for New Mexico to meet its anesthesia provider shortage is to start a nurse anesthesiology program in the state. NMSU School of Nursing has a proud and successful history of recognizing emerging nursing education needs in the state and region, and then rapidly developing successful educational programs to address these needs. Obtaining RPSP funding for the Nurse Anesthesiology will facilitate program start up during the first three years and will reduce the cost of tuition for New Mexico nurses seeking to become a CRNA.

3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):

RPSP Funding will be used for base salary and fringe for two full time faculty, 6-8 part time faculty and one staff member (program coordinator). Additional faculty are funded using tuition differential funds. The budget also includes travel to the National Association of Nurse Anesthetists Educators Conference for 3 faculty and annual visits to every clinical site in the state of New Mexico, equipment for anesthesia skills training, and student stipends (\$100,000 for nurse anesthesiology students who are NM residents).

4 Program Mission (Include population served, other demographic information):

Our mission at the NMSU School of Nursing is to promote health and improve the quality of life of the people of New Mexico through nursing education, research, practice and public service, recognizing the state's multicultural heritage and dynamic border environment. The mission of the Nurse Anesthesiology program at NMSU is to increase access to surgical services and medical procedures that require anesthesia for the residents of New Mexico by graduating CRNAs who are committed to practicing in the state. The nurse anesthesiology program requires that all residents take a rural health seminar and complete a minimum of one clinical rotation at a rural hospital. Competencies in opioid and other substance use disorders are threaded throughout the entire DNP curriculum.

5 **Key Project Objectives (Overview only - Details and Measures on following worksheet):**

1. Host program recruitment events throughout the state, including three open house meetings for potential applicants for the purpose of recruiting a robust pool of qualified applicants from New Mexico.
2. Recruit additional qualified faculty to teach in the program and provide student advising/mentoring as the third cohort is enrolled in August 2025.
3. Continue to develop the new Nurse Anesthesiology specialty courses (lecture materials, readings, assignments, exams, etc.)
4. Implement and evaluate guidelines for clinical training and clinical evaluation tools for use in each of the six clinical courses.
5. Initiate affiliation agreements for clinical training sites at 2 additional rural and critical access hospitals in New Mexico (currently have 9 rural sites approved).
6. Work in partnership with clinical facilities to identify highly qualified clinical preceptors who support student success in the clinical practicum courses.
7. Develop a preceptor training module and deliver training to preceptors for the purpose of achieving consistency in clinical training.
8. Maintain a student retention rate of > 90% through academic support services, a student career mentoring program, and life coaching with personalized stress management skill development.

6 **For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

This program received full accreditation from the Council on Accreditation for Nurse Anesthesiology Education Programs in January 2024. The first cohort of 24 students started the program in August 2024 and will graduate in August 2026. A second cohort of 24 students was admitted for an August 2024 start date. The School of Nursing has hired three full time faculty and one program coordinator, and have also been able to hire several experienced nurse anesthesiology faculty from across the nation as part-time faculty for specialized didactic courses. Have obtained fully executed or pending affiliation agreements for 8 additional rural clinical training sites in rural NM (total = 11).

7 **Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The first cohort of students will graduate in August 2026 and will take their CRNA certification exam between August - December 2026. The program is developing externship opportunities with New Mexico hospitals and anesthesia provider companies whereby students will receive an additional stipend in their third year of clinical training for committing to working in that organization upon graduation.

The NMSU Nurse Anesthesiology DNP program is well aligned with Governor Lujan Grisham's healthcare workforce initiatives. Every hospital, surgical and anesthesia provider company has communicated that they have a critical shortage of CRNAs, and project even greater shortage in the future. The average age of CRNAs employed in New Mexico is 50 years (SD 12.7 years) with 25% being 60 years or older (NMBON, 2021). The national unemployment rate for CRNAs is < 1%, which means that the pool of recruitable providers is severely limited (AANA, 2021). There are currently ~2400 new CRNA graduates/year in the U.S., however the projected need for 2028 is 7600 graduates/year (AANA, 2021). Many hospitals in southern New Mexico and rural regions of the state are having to hire locums and other temporary/short term contract CRNAs from out of state which increases healthcare costs and does not address the long-term workforce needs in the state. The U.S. Bureau of Labor Statistics projected job growth for CRNAs to be 45% between 2019 and 2029. New Mexico State University has stepped up to help the state address this current and projected shortage of anesthesia providers in the state. Without anesthesia, surgeries and many medication procedures cannot take place.

This program also addresses Governor Lujan Grisham's goal to increase access to healthcare in rural New Mexico. CRNAs, who can practice independently (unlike anesthesia assistants), provide close to 100% of anesthesia services in rural counties of New Mexico. NMSU Nurse Anesthesiology program has a focus on rural healthcare and medically underserved populations. The concepts of health disparities and independent practice, which are necessary for rural anesthesia practice, have been integrated throughout the curriculum. Students complete a course in rural anesthesia and are all required to complete at least one clinical rotation in a rural or critical access hospital.

8 **Describe Student Population Served (in-state vs out-of-state students):**

Approximately 50% of the student population are New Mexico residents. An additional 40% are El Paso residents, with the remaining 10% being from out of state. However, out-of-state students are required to relocate to Las Cruces for the 3-year program which increases the chances that local hospitals they will stay in New Mexico after graduation. Preference is given to New Mexico residents and those expressing a commitment to staying in New Mexico after graduation. Students complete all of their clinical rotations in New Mexico (80% of clinical sites) or El Paso (20% of clinical sites).

9

**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

- 1) The NMSU School of Nursing received \$150,000 from the NM Board of Nursing Excellence Fund for program development and accreditation.
- 2) The NMSU School of Nursing director has raised \$500,000 in gifts from private and corporate donors for program startup costs and equipment for the new operating room training facility on the NMSU campus.
- 3) The NMSU Nurse Anesthesiology program has established three named scholarship funds, including one endowed fund.
- 3) Now that the program has been accredited, the School of Nursing will seek funding for student stipends through the Health Resources and Services Administration (HRSA).
- 4) The School of Nursing is finishing construction of a simulated operating room facility for nurse anesthesiology student training. This facility, funded by HED Capital Outlay funds through the College of Health, Education, and Social Transformation, will provide opportunities to raise additional private or corporate donations for the program with facility naming opportunities.

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**

N/A – no graduates until August 2026

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Nurse Anthesiology

Total:

\$ 500,000.00

## Budget verses Actual

## Revenue and Transfers

Budget  
FY 26

Change

Request  
FY 27

Comments

## Beginning Fund Balance

## Appropriations

Federal

State plus Tobacco Settlement Fund

Local

## Total Appropriations

## Grants and Contracts

Federal

State

Local

## Total Grants and Contracts

## Private Gifts, Grants and Contracts

## Land &amp; Permanent Fund or Local Property Taxes

## Tuition and Fees

## Endowment

## Sales and Services

## Other Sources - Detail in Comments

## Total Revenues

## Transfers (to) from

Instruction and General

Student Social and Cultural

Research

Public Service

Internal Service

Student Aid

Auxiliary Enterprises

Athletics

Independent Operations

Capital Outlay

Renewal and Replacement

## Total Transfers

## Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |                      | Change<br>FTE | \$          |  | FY27<br>FTE |                      |              |
|-----------------------------------------|-------------|----------------------|---------------|-------------|--|-------------|----------------------|--------------|
| Faculty Salaries                        | 3.0         | \$ 211,535.00        | 0.0           | \$ -        |  | 3.0         | \$ 211,535.00        |              |
| Professional Salaries                   | 1.0         | \$ 53,940.00         | 0.0           | \$ -        |  | 1.0         | \$ 53,940.00         |              |
| Other Staff Salaries                    | 1.0         | \$ 38,614.00         | 0.0           | \$ -        |  | 1.0         | \$ 38,614.00         |              |
| Student Salaries (GA/TA)                |             |                      | 0.0           | \$ -        |  |             |                      |              |
| Other Salaries                          |             |                      | 0.0           | \$ -        |  |             |                      |              |
| <b>Total All Salaries</b>               | <b>5.0</b>  | <b>\$ 304,089.00</b> | <b>0.0</b>    | <b>\$ -</b> |  | <b>5.0</b>  | <b>\$ 304,089.00</b> |              |
| Fringe Benefits                         |             | \$ 95,911.00         |               | \$ -        |  |             | \$ 95,911.00         |              |
| Travel                                  |             |                      |               | \$ -        |  |             |                      |              |
| Utilities                               |             |                      |               | \$ -        |  |             |                      |              |
| Institutional Support Charges           |             |                      |               | \$ -        |  |             |                      |              |
| Plant Operation and Maintenance Charges |             |                      |               | \$ -        |  |             |                      |              |
| Supplies and Expenses                   |             | \$ -                 |               | \$ -        |  |             |                      |              |
| Equipment                               |             |                      |               | \$ -        |  |             |                      |              |
| Other Expenditures                      |             | \$ 100,000.00        |               | \$ -        |  |             | \$ 100,000.00        | scholarships |
| <b>Total Expenditures</b>               | <b>5.0</b>  | <b>\$ 500,000.00</b> | <b>0.0</b>    | <b>\$ -</b> |  | <b>5.0</b>  | <b>\$ 500,000.00</b> |              |
| <b>Ending Fund Balance</b>              |             | <b>\$ -</b>          |               | <b>\$ -</b> |  |             | <b>\$ -</b>          |              |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Nurse Anesthesiology

\$ 500,000.00

Demonstrable goal based on benefit to students (especially at-risk),  
 generation of degrees (especially STEM-H) and the people of New  
 Mexico

Comments - Demonstrate consistent improvement as a result of the  
 awarded RPSP, trends, etc.

|    |                                                                                                                                     | Actuals for FY25 | Target for FY26 | Target for FY27 |                                                                                                                                                                                                   |
|----|-------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2  | Size of application pool comprised of New Mexico Bachelor-prepared registered nurses.                                               | 76               | 150             | 150             | Now that the program is accredited the SON can officially advertise the program through the Board of Nursing magazine, online advertisements and social media marketing.                          |
| 3  | Number of nurse anesthesiology students admitted each year.                                                                         | 24               | 24              | 24              | 1st cohort admitted in August 2023 (FY24).                                                                                                                                                        |
| 4  | Number of nurse anesthesiology students from New Mexico admitted each year.                                                         | 14               | 11              | 15              | Now that the program is accredited the SON can officially advertise the program through the Board of Nursing magazine, online advertisements and social media marketing.                          |
| 5  | Percent of graduates who become licensed in New Mexico after graduation                                                             | N/A              | N/A             | 75%             | First cohort graduates in August 2026.                                                                                                                                                            |
| 7  | First-to-second year retention rates                                                                                                | 96%              | 90%             | 90%             | FY26 Actual = 100%                                                                                                                                                                                |
| 8  | Graduation rates (# students graduating/# students admitted)                                                                        | N/A              | N/A             | 90%             | First cohort graduates in August 2026.                                                                                                                                                            |
| 9  | Number of clinical training sites in New Mexico and border region                                                                   | 24               | 28              | 32              | Adding 2-4 clinical sites per year                                                                                                                                                                |
| 10 | Number of rural clinical training sites in New Mexico                                                                               | 6                | 10              | 14              | FY26 Actual = 15 rural clinical sites (total)                                                                                                                                                     |
| 11 | Certification exam first-time pass rates                                                                                            | N/A              | N/A             | 90%             | First cohort graduates in August 2026.                                                                                                                                                            |
| 13 | Percent of graduates that complete a DNP project that positively influences patient care, patient safety and/or healthcare delivery | N/A              | 100%            | 100%            | The first cohort of students will complete their DNP project in FY26.                                                                                                                             |
| 15 | Number of students completing a rural health clinical rotation                                                                      | N/A              | 22              | 24              | Every student will be required to complete a rural health rotation in their 3rd and final year in the program. First program cohort has 22 students after Year 1. These rotations start Fall 2025 |
| 16 | Number of students who complete their DNP project at a rural or critical access hospital                                            | N/A              | N/A             | N/A             | The Nurse Anesthesiology program will need to establish students at the rural clinical sites prior to having students complete projects at these sites.                                           |
| 17 | Percent of graduates who practice in a rural or critical access hospital in New Mexico                                              | N/A              | N/A             | 20%             | First cohort graduates in August 2026.                                                                                                                                                            |
| 18 |                                                                                                                                     |                  |                 |                 |                                                                                                                                                                                                   |
| 19 |                                                                                                                                     |                  |                 |                 |                                                                                                                                                                                                   |
| 20 |                                                                                                                                     |                  |                 |                 |                                                                                                                                                                                                   |

Add Additional lines as needed

## NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research &amp; Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: New Mexico State University

Name/Title  
of Project: New Mexico Produced Water Consortium

RPSP Type Continuing - Funding to maintain existing service levels

RPSP  
Account  
Code 95400-9549-7481 New Mexico produced water consortiumFY27  
Funding  
Request \$ 2,259,600.00If previously funded, amount that was awarded in FY26 \$ 2,259,600.00  
(Choose up to two - one from each dropdown)Type of  
Project Research  
Public Service

1 Number of years the project has received General Fund support: (Disregard if new program)

3

2 Project Description/Executive Summary:

New Mexico Produced Water Research Consortium (NMPWRC) is a trans-disciplinary public-private partnership created by the New Mexico Environment Department (NMED) and New Mexico State University (NMSU) under House Bill 546. In passing the 2019 Produced Water Act (PWA), the New Mexico legislature established a legal and policy framework for the ownership, management, and reuse of produced water inside and outside the oil and gas sector. Through the PWA, New Mexico encourages the treatment and reuse of produced water generated by the oil and gas industry to enhance freshwater sustainability and support new economic development opportunities in New Mexico, while also protecting the environment and public health.

The mission of the NMPWRC is to (1) advance scientific research and technology development required to guide the development of science-based state and national policies and regulations for the treatment and fit-for-purpose reuse of oil and gas produced water; and (2) lead integrated research, education, service, and outreach activities for safe reuse of treated produced water. With the support of RPSP funds, the NMSU/NMPWRC research team has played a leadership role in solving the state's water crisis by developing and implementing scientific and technological solutions related to the treatment and reuse of produced water. The United States Environmental Protection Agency (USEPA) has identified NMPWRC to lead the nation's produced water research on Technology Development and Validation in Water Reuse Action Plan.

The NMSU/NMPWRC has established a world-class, robust national research and development program to address the challenges of produced water treatment and reuse. The program is directed by Dr. Pei Xu and supported by the extensive expertise across the NMSU system, including Drs. Huiyao Wang, Yanyan Zhang, Runwei Li, Huidae Cho, Zachary Stoll in Engineering, Dr. Jiannong Xu in Biology, Dr. Ryan Ashley in Animal Science, and Dr. Kenneth Carroll in Environmental Science, postdoctoral researcher, graduate and undergraduate students, and community colleges. The NMPWRC's research is leveraged with external support from industry, U.S. Bureau of Reclamation (BoR), National Alliance for Water Innovation (NAWI), national laboratories, U.S. Department of Agriculture (USDA), U.S. Department of Energy (DoE), National Science Foundation (NSF), United States Environmental Protection Agency (USEPA), New Mexico Environment Department (NMED), Economic Development Department (EDD), Office of the State Engineer (OSE), and Oil Conservation Division (OCD).

**3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

The NMPWRC is requesting recurring funding of \$2,259,600 to support faculty, postdoctoral researchers, staff, graduate research assistants, and undergraduates salary and fringe; develop infrastructure and capacity for conducting cutting-edge produced water treatment and reuse technologies; serve as a research and development accelerator to foster technology transfer and adoption of sustainable water management practices in New Mexico; provide data and information to regulatory agencies on developing policies and regulations; perform water quality analysis using advanced analytical methods to ensure the treated water is safe for use; and fund faculty and student water research with required water treatment instruments, chemicals, materials, and supplies. The funding will also support the operation of the NMPWRC including public education, service, and outreach activities, such as organizing public events, workshops, website development and updates, factsheets, podcasts, and education videos.

The RPSP funds will allow us to accelerate technology development and demonstration; characterize physical, chemical, and biological water quality parameters; conduct toxicity analyses and risks assessment of using treated produced water for fit-for-purpose applications; develop fate and transport model to simulate the impact of treated produced water on soil and groundwater aquifers; coordinate data acquisition to obtain, process, synthesize, and publish high-quality research papers; develop public education and outreach program to promote sustainable water management in New Mexico. The goal of the research is to develop produced water as technically viable, economically affordable, and environmentally sustainable water sources to address water challenges and support new economic development in New Mexico.

**4 Program Mission (Include population served, other demographic information):**

New Mexico faces an unprecedented water crisis due to chronic droughts. Current drought monitoring shows that extreme drought conditions are occurring more quickly, and droughts are intensified by heat waves, resulting in increased drying. This trend is expected to continue throughout the 21st century due to climate change. The increasing frequency of droughts and hot extremes will significantly impact water resources, increase wildfire activities, and exacerbate crop loss. Under extreme drought conditions, water resources such as groundwater, surface water, and soil moisture are greatly reduced, leading to water shortages. New Mexico has recognized that traditional, freshwater resources have become scarcer due to climate change. This has incentivized municipalities and industries to evaluate the use of alternative waters, as ways to augment existing supplies, strengthen resiliency, and support existing and growing economies. The urgency to develop alternative water supplies has prompted new State and federal efforts, which have culminated in the instantiation of new funding opportunities and the passing of regulations and guidelines to support alternative water supply development, including produced water.

New Mexico is the 2nd largest oil producer in the United States and is among the top natural gas-producing states. Oil and natural gas wells generate large volumes of produced water that needs to be disposed of properly. In New Mexico, approximately 1.9 billion barrels of produced water is generated annually (~220 million gallons per day), and 98% of produced water is in the Permian Basin. The disposal of produced water through saltwater disposal wells is not environmentally sustainable by wasting a valuable water resource and inducing increased seismic events.

Through the extensive expertise of the researchers at NMSU as well as the well-established external partnerships, the NMPWRC is well positioned to address the water challenges in New Mexico. The program will benefit the entire state by boosting water supplies that are important drivers of New Mexico's economy. More importantly, the program will benefit New Mexico by enhancing public and environmental health; improving water sustainability by creating drought-proof supplies to support resilience and reducing demand for traditional freshwater; promoting economic development by creating additional water for new and growing industries that create jobs.

**5 Key Project Objectives (Overview only - Details and Measures on following worksheet):**

**Research:** The funding will support the experimental research on developing low-cost, highly energy-efficient water treatment and desalination technologies and the characterization of treated produced water quality for fit-for-purpose uses. The program will conduct critical research on developing and demonstrating water desalination technologies, and providing water quality information for effective rule-making by the NMED, Water Quality Control Commission (WQCC), Oil Conservation Division, Office of the State Engineers (OSE), and the United States Environmental Protection Agency (USEPA).

**Teaching and advising:** The workforce development and education is a core mission of the NMPWRC. The program has trained postdoctoral researchers, PhD and Master graduate students, undergraduate students, and high school students to address energy, water, and environmental challenges. The research projects have provided hands-on experiences in both laboratory and field to better prepare students with the skills and knowledge needed to complete their degrees and move into New Mexico's job sector.

**Public outreach and service:** Science-driven, environmental and public health-based education and outreach is the foundation of discussing fit-for-purpose treatment and reuse of produced water. Realizing the need to inform and educate the public on the benefits and impacts of produced water treatment and reuse, the NMPWRC has established a comprehensive Communication, Outreach, and Education Plan to engage stakeholders in the state-of-the-science of produced water treatment and safe reuse. The program will continue to prepare public education materials (e.g., brochures, factsheets, podcasts), develop the website for the public for easy access to information on our efforts and activities, host public events, present at conferences and conduct several public education workshops in New Mexico, and publish scientific papers and technical reports in top journals.

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

The NMPWRC has achieved significant milestones in advancing the understanding and reuse of produced water (PW). Key accomplishments include comprehensive characterization of both raw and treated PW to support effective management, treatment design, risk assessment, and fit-for-purpose reuse strategies. Using state-of-the-art analytical techniques, we conducted both targeted and non-targeted analyses of more than 450 constituents in samples collected from pilot demonstration projects. To assess potential reuse applications, we performed bioassays evaluating the effects of treated PW on aquatic organisms, human cell lines, plants, soils, and mammals. We are also conducting fate and transport experiments and modeling to simulate how constituents move through soil systems during agricultural irrigation and ecological restoration. Our team has developed integrated treatment trains, encompassing pre-treatment, desalination, and post-treatment, to meet the specific water quality requirements for various beneficial uses. Using USEPA tools, we evaluated the potential health and environmental impacts of treated PW, including risk and toxicity assessments for public health, aquatic ecosystems, and the broader environment. We also conducted a comprehensive review of the state of research and available technologies for treating produced water in New Mexico for closed-loop, fit-for-purpose applications. A techno-economic analysis was performed to evaluate the costs, benefits, challenges, and opportunities associated with reusing produced water beyond oil and gas operations, for example, in hydrogen production, solar panel and chip manufacturing, and industrial cooling systems. Additionally, we have led extensive outreach and education initiatives aimed at enhancing public understanding of the potential impacts of treated PW reuse on human and environmental health. Through public events and surveys, we collected 657 valid responses during the 2022–2023 period to establish a baseline of New Mexicans' knowledge, perceptions, and support for the reuse of non-traditional water sources, particularly produced water. The outcomes of NMPWRC have contributed critical scientific data to support science-based policymaking and regulatory frameworks for water management.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

On January 30, 2024, Gov. Michelle Lujan announced the 50-Year Water Action Plan with the goal of ensuring New Mexicans will have access to clean water for the next five decades. Almost three-fourths of the state is currently experiencing severe to exceptional drought conditions. In 50 years, the state is predicted to have 25% less water to use. The Water Action Plan prioritized the actions to increase water conservation, develop new sources of supply and strengthen water quality and watershed protections. The NMPWRC aims to develop produced water as an alternative water supply and support policy objectives of creating more resilient communities and strengthening the economy in the face of increased drought associated with climate change and New Mexico's water challenges. Research to fill the science and technology gaps associated with the safe and protective use of treated produced water is an essential step to securing new potential water sources for New Mexicans and relieving demand for traditional freshwater resources. Furthermore, the research will advance opportunities for using renewable energy for water treatment and desalination; and providing new water for new economic development such as clean hydrogen production and semiconductor industry which requires desalinated water for manufacturing processes. The program has established extensive public-private partnerships with industry, federal and state agencies, national laboratories, technology developers, and academia. The research program is very productive in education, research, public service, and workforce development. The following summarizes the postdoc and student advising associated with produced water research: 12 postdocs conducting produced water research; 9 PhD students graduated; 8 PhD students in progress; 8 MS students graduated; 9 MS students in progress. The NMPWRC has also supported the research of 5 undergraduate students and 3 high school students. The NMPWRC research findings are published in 36 peer-reviewed journal papers, and multiple students received international, national, and regional awards at conference presentations.

8

**Describe Student Population Served (in-state vs out-of-state students):**

The NMPWRC supports the research of both in-state and out-of-state students.

9

**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

The NMPWRC received the 2025 Pioneering Advancements Award at the Water in Energy Conference in Texas. This inaugural award honors organizations that have made transformative contributions to the intelligent use, management, and beneficial reuse of water in the energy sector. In 2024, the NMSU Produced Water Research Team was recognized with the University Research Council (URC) Team Award for Exceptional Achievements in Creative Scholarly Activity. The Consortium's Research Director Dr. Pei Xu was nominated to serve on the National Academies of Sciences, Engineering, and Medicine (NASEM) committee on "Enabling DOE Regional Energy-Water Demonstrations" (2025–2026), which is tasked with shaping national strategy and recommendations for regional water-energy innovation programs.

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**



**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Produced Water Consortium

Total:

\$ 2,259,600.00

Budget versus Actual

| Revenues Actual                                                                                         | Budget          | Request           |                 |                                                                                    |      |                 |  |
|---------------------------------------------------------------------------------------------------------|-----------------|-------------------|-----------------|------------------------------------------------------------------------------------|------|-----------------|--|
| Revenue and Transfers                                                                                   | FY 26           | Change            | FY 27           | Comments                                                                           |      |                 |  |
| Beginning Fund Balance                                                                                  | \$ 1,017,834.00 | \$ 3,412,235.00   | \$ 4,430,069.00 | The NMPWRC received \$2,259,600 for FY26, we will request the same amount for FY27 |      |                 |  |
| Appropriations                                                                                          |                 |                   |                 |                                                                                    |      |                 |  |
| Federal                                                                                                 |                 | \$ -              |                 |                                                                                    |      |                 |  |
| State plus Tobacco Settlement Fund                                                                      | \$ 6,274,600.00 | \$ (6,274,600.00) |                 |                                                                                    |      |                 |  |
| Local                                                                                                   |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Total Appropriations                                                                                    | \$ 6,274,600.00 | \$ (6,274,600.00) | \$ -            |                                                                                    |      |                 |  |
| Grants and Contracts                                                                                    |                 |                   |                 |                                                                                    |      |                 |  |
| Federal                                                                                                 |                 | \$ -              |                 |                                                                                    |      |                 |  |
| State                                                                                                   |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Local                                                                                                   |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Total Grants and Contracts                                                                              | \$ -            | \$ -              | \$ -            |                                                                                    |      |                 |  |
| Private Gifts, Grants and Contracts                                                                     |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Land & Permanent Fund or Local Property Taxes                                                           |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Tuition and Fees                                                                                        |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Endowment                                                                                               |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Sales and Services                                                                                      |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Other Sources - Detail in Comments                                                                      |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Total Revenues                                                                                          | \$ 6,274,600.00 | \$ (6,274,600.00) | \$ -            |                                                                                    |      |                 |  |
| Transfers (to) from                                                                                     |                 |                   |                 |                                                                                    |      |                 |  |
| Instruction and General                                                                                 |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Student Social and Cultural                                                                             |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Research                                                                                                |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Public Service                                                                                          |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Internal Service                                                                                        |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Student Aid                                                                                             |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Auxiliary Enterprises                                                                                   |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Athletics                                                                                               |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Independent Operations                                                                                  |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Capital Outlay                                                                                          | \$ (700,000.00) | \$ 700,000.00     |                 |                                                                                    |      |                 |  |
| Renewal and Replacement                                                                                 |                 | \$ -              |                 |                                                                                    |      |                 |  |
| Total Transfers                                                                                         | \$ (700,000.00) | \$ 700,000.00     | \$ -            |                                                                                    |      |                 |  |
| Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category |                 |                   |                 |                                                                                    |      |                 |  |
|                                                                                                         | FY26            |                   | Change          |                                                                                    | FY27 |                 |  |
|                                                                                                         | FTE             |                   | FTE             | \$ -                                                                               | FTE  |                 |  |
| Faculty Salaries                                                                                        | 0.3             | \$ 27,300.00      | 0.8             | \$ 105,370.00                                                                      | 1.1  | \$ 132,670.00   |  |
| Professional Salaries                                                                                   | 1.6             | \$ 107,766.00     | 5.5             | \$ 307,234.00                                                                      | 7.0  | \$ 415,000.00   |  |
| Other Staff Salaries                                                                                    |                 |                   | 2.0             | \$ 265,000.00                                                                      | 2.0  | \$ 265,000.00   |  |
| Student Salaries (GA/TA)                                                                                | 5.1             | \$ 227,154.00     | 4.1             | \$ 61,698.00                                                                       | 9.2  | \$ 288,852.00   |  |
| Other Salaries                                                                                          |                 |                   | 0.0             | \$ -                                                                               |      |                 |  |
| Total All Salaries                                                                                      | 6.9             | \$ 362,220.00     | 12.4            | \$ 739,302.00                                                                      | 19.3 | \$ 1,101,522.00 |  |
| Fringe Benefits                                                                                         |                 | \$ 49,175.00      |                 | \$ 222,939.00                                                                      |      | \$ 272,114.00   |  |
| Travel                                                                                                  |                 | \$ 20,566.00      |                 | \$ 80,434.00                                                                       |      | \$ 101,000.00   |  |
| Utilities                                                                                               |                 |                   |                 | \$ -                                                                               |      |                 |  |
| Institutional Support Charges                                                                           |                 | \$ 6,500.00       |                 | \$ (6,500.00)                                                                      |      |                 |  |
| Plant Operation and Maintenance Charges                                                                 |                 |                   |                 | \$ -                                                                               |      |                 |  |
| Supplies and Expenses                                                                                   |                 | \$ 1,718,554.00   |                 | \$ (1,473,454.00)                                                                  |      | \$ 245,100.00   |  |
| Equipment                                                                                               |                 | \$ 5,350.00       |                 | \$ (5,350.00)                                                                      |      |                 |  |
| Other Expenditures                                                                                      |                 |                   |                 | \$ 539,864.00                                                                      |      | \$ 539,864.00   |  |
| Total Expenditures                                                                                      | 6.9             | \$ 2,162,365.00   | 12.4            | \$ 97,235.00                                                                       | 19.3 | \$ 2,259,600.00 |  |
| Ending Fund Balance                                                                                     |                 | \$ 4,430,069.00   |                 | \$ (2,259,600.00)                                                                  |      | \$ 2,170,469.00 |  |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

New Mexico Produced Water Consortium

\$ 2,259,600.00

Demonstrable goal based on benefit to students (especially at-risk),  
 generation of degrees (especially STEM-H) and the people of New  
 Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the  
 awarded RPSP, trends, etc.

|    |                                                                                                                                                                        |                                        |                                                                 |                                                                 |                                                                                                                                                                                                            |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 1.1 Number of students engaged                                                                                                                                         | 12                                     | 14                                                              | 14                                                              | RPSP Objective 1: Elevate graduate education and strengthen career pathways through engaging students, postdoc, and faculty for produced water related research                                            |
| 2  | 1.2 Number of students graduated with PhD degrees                                                                                                                      | 3                                      | 4                                                               | 5                                                               |                                                                                                                                                                                                            |
| 3  | 1.3 Number of students graduated with MS degrees                                                                                                                       | 4                                      | 5                                                               | 6                                                               |                                                                                                                                                                                                            |
| 4  | 1.4 Number of Postdoctoral Researchers engaged                                                                                                                         | 8                                      | 8                                                               | 8                                                               |                                                                                                                                                                                                            |
| 5  | 2.1 Number of undergraduate courses integrated with energy-water research                                                                                              | 2                                      | 2                                                               | 2                                                               | RPSP Objective 2: Facilitate the convergence of cutting-edge research on the energy-water-environment nexus with undergraduate and graduate student education to address local and global water challenges |
| 6  | 2.2 Number of graduate/senior undergraduate courses integrated with energy-water research                                                                              | 4                                      | 4                                                               | 4                                                               |                                                                                                                                                                                                            |
| 7  | 2.3 Number of projects funded by Federal agencies or industrial partners                                                                                               | 5                                      | 6                                                               | 7                                                               |                                                                                                                                                                                                            |
| 8  | 2.4 Number of new technologies developed by the consortium                                                                                                             | 4                                      | 4                                                               | 4                                                               | Produced water toxicity studies (Human cell lines, chronic fish toxicity study, mice experiments, H2 production, resource recovery, etc)                                                                   |
| 9  | 3.1 Number of journal publications authored/co-authored by students and postdocs                                                                                       | 10                                     | 12                                                              | 14                                                              | RPSP Objective 3: Provide data and information to industry, regulators, managers, and general public                                                                                                       |
| 10 | 3.2 Number of conference presentations for technology transfer and promoting economic development                                                                      | 15                                     | 18                                                              | 20                                                              |                                                                                                                                                                                                            |
| 11 | 3.3 Update NMPWRC website with news, reports, publications, and presentations                                                                                          | Provide monthly updates on information | Provide monthly updates on information                          | Provide monthly updates on information                          |                                                                                                                                                                                                            |
| 12 | 3.4 Continue monthly/biweekly meetings with stakeholders to maintain and lead the public-private partnership on produced water research                                | 60 meetings a year                     | Consolidate the working groups and will have 48 meetings a year | Consolidate the working groups and will have 48 meetings a year |                                                                                                                                                                                                            |
| 13 | 3.5 Provide the results of socio-economic-environmental assessment on produced water treatment and reuse to stakeholders to promote economic and community development | 3 public meetings a year               | 3 public meetings a year                                        | 3 public meetings a year                                        |                                                                                                                                                                                                            |
| 14 | 4.1 Number of joint publications with NMSU faculty and industry partners                                                                                               | 10                                     | 12                                                              | 14                                                              | RPSP Objective 4: Cultivate faculty and staff excellence, enhance productivity and improve work climate                                                                                                    |
| 15 | 4.2 Number of joint proposals submitted with NMSU faculty                                                                                                              | 7                                      | 15                                                              | 15                                                              |                                                                                                                                                                                                            |
| 16 |                                                                                                                                                                        |                                        |                                                                 |                                                                 |                                                                                                                                                                                                            |
| 17 |                                                                                                                                                                        |                                        |                                                                 |                                                                 |                                                                                                                                                                                                            |
| 18 |                                                                                                                                                                        |                                        |                                                                 |                                                                 |                                                                                                                                                                                                            |
| 19 |                                                                                                                                                                        |                                        |                                                                 |                                                                 |                                                                                                                                                                                                            |
| 20 |                                                                                                                                                                        |                                        |                                                                 |                                                                 |                                                                                                                                                                                                            |

Add Additional lines as needed

|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Research & Public Service Project (RPSP)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| FY 2027                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
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| Institution:                                                            | New Mexico State University                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Name/Title of Project:                                                  | STEM Alliance for Minority Participation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| RPSP Account Code                                                       | 95400-9549-7242 STEM alliance for minority participation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| FY27 Funding Request                                                    | \$ 398,300.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| If previously funded, amount that was awarded in FY26                   | \$ 398,300.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                         | (Choose up to two - one from each dropdown)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Type of Project                                                         | Research<br>Public Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| 1                                                                       | Number of years the project has received General Fund support: (Disregard if new program) 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| 2                                                                       | Project Description/Executive Summary:<br><p>STEM AMP is a statewide organization that serves college students in STEM majors in New Mexico (NM). The goal of STEM AMP is to increase the quantity and quality of statewide students who graduate with B.S. STEM degrees and to encourage pursuing graduate school education and/or entering the STEM workforce. STEM AMP is a formal partnership of seven NM four-year institutions, with NMSU as the Lead institution, building on the Alliance's established relationships and an educational network of institutions, programs, organizations, and individuals that has evolved and grown over the program's 31-year history. The STEM AMP partners are New Mexico State University (NMSU) as the Alliance's lead, Eastern New Mexico University (ENMU), New Mexico Highlands University (NMHU), New Mexico Institute of Mining and Technology (NM Tech), Northern New Mexico College (NNMC), University of New Mexico (UNM), and Western New Mexico University (WNMU).</p> <p>STEM AMP activities in FY25 helped increase institutional capacity to serve college students and to increase individual student engagement, retention, and progression toward degree completion. In FY25, STEM AMP programs and activities included university research-related programs, which are the Undergraduate Research Scholars (URS) program and the STEM Pre-Research Exploration Program (STEM PREP), and opportunities for community college (pre-transfer) students, which are the Summer Community College Opportunity for Research Experience (SCCORE) program, the Transfer Stipend, the Conference Community College (CC) Professional Development Workshops, and the Transfer Workshops. According to the requirements of the National Science Foundation (NSF) grant that funds STEM AMP, student participants should be U.S. Citizens, U.S. Nationals, or legal permanent residents to receive stipends and other benefits from the program. Current eligibility criteria do not include ethnicity.</p> <p>State funding provides critically important leverage to the funding of a National Science Foundation (NSF) grant (2024-2029), expanding support for student programs and stipends focusing on high-impact practices of undergraduate research experiences and formal faculty mentorship in the partner four-year institutions and for outreach programs at two-year community colleges in NM. NMSU (lead institution) and UNM (formal partner) are classified as R1 research universities in NM, a significant and relevant designation valued highly by STEM AMP, with its strong programmatic focus on undergraduate research experiences. All the partner universities in this Alliance are recognized as Hispanic-Serving Institutions (HSI). STEM AMP will continue to provide transfer-related STEM experiences and stipends through outreach efforts that encourage CC students in NM to successfully transfer to a four-year STEM degree program at a partner university and eventually complete a STEM B.S. degree. STEM AMP will also encourage and facilitate university students to participate in mentored undergraduate research experiences to gain technical and other skills, STEM knowledge, confidence, and self-efficacy by participating in research assistantships and internships and attending and presenting their research at conferences.</p> <p>With an aim of improving, sustaining, and institutionalizing the statewide STEM AMP program, the Alliance uses and disseminates proven best practices for supporting college student success. State funding expands support for university students in NM through the URS and STEM PREP programs, and for CC students through the SCCORE program, the Transfer Stipend, and the professional development and transfer workshops. State funding allows holding the annual STEM AMP Student Research Conference for community college (CC) and university students to attend and present their research projects. Through the STEM AMP programs, students become more aware of how their developing expertise and skills can contribute to the advancement of society and the improvement of the quality of life in the state, the county, and the world. With the research-related activities and experiences gained in STEM AMP, students of NM universities and community colleges recognize the potential impact of their educational and research experiences on developing their personal resiliency, self-efficacy, and expertise as problem solvers and communicators.</p> <p>Importantly, faculty members in STEM AMP's statewide partner universities mentor students who participate in their research projects in the</p> |  |

URS and SCCORE programs. Many of these faculty members also lead relevant STEM research and educational programs at NMSU and the partner universities across the State. In addition, STEM AMP has commitment of support from national laboratories: Los Alamos National Laboratory, Sandia National Laboratories, Argonne National Laboratory, and Brookhaven National Laboratory. STEM AMP has strong collaborations with programs such as NM MESA, who teach a workshop at our annual conference to high schoolers each year, the Engineering Education Enrichment/e3 program, who committed to expand cross-promotion of program opportunities, and New Mexico EPSCoR, who lends capacity building activities like seed awards and support to students and faculty, and institutions associated with STEM AMP, and many other collaborators.

**3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

STEM AMP has been supported by the National Science Foundation (NSF), RPSP funds, NMSU institutional support, and a small grant from the NM Space grant Consortium. The primary funding agency of STEM AMP is the NSF (since the program's creation 32 years ago). STEM AMP has a five-year NSF continuing grant (June 2024-May 2029). NSF is undergoing significant restructuring and budget reductions. On May 9 of 2025, NSF announced that the entire NSF's Division of Equity for Excellence in STEM (EES), which includes the STEM AMP grant, would be eliminated. On May 22, a federal court decision paused the EES Division sunset, but great uncertainties remain about the continuation of NSF funding for the STEM AMP program. We have decided to pause the search for an Associate Director of STEM AMP (posted after retirement of former Director) and not to fill the open position of Admin Assistant until long-term NSF funding has been confirmed. Despite these funding concerns, NMSU has not received a termination notice from NSF to the date of this RPSP and the program activities continue normally. Now more than ever, funding from the State of New Mexico (NM) and NMSU institutional support are imperative for STEM AMP to continue making great impacts on the retention, B.S. graduation and professional career paths of students in STEM majors across the State. State funding is used to support STEM AMP at NMSU (Lead Institution) and the other six four-year partner universities of this NM Alliance.

State funds are provided for faculty, student assistant(s), and some staff salaries that support the implementation and administration of the statewide program. State funding allows STEM AMP to continue the Undergraduate Research Scholars (URS) program (research experiences with faculty mentors) and the STEM PREP program (introduction to research and preparation to apply for URS) and holding the annual Student Research Conference for community college (CC) and university students. State funding is used for the Summer Community College Opportunity for Research Experience (SCCORE), including stipends, transportation during educational trips, lodging for non-local student participants, food costs for non-local and local student participants, and other associated program costs, and for URS and STEM PREP stipends to student participants in the seven partner universities. Federal funding is not allowed to pay for non-expendable equipment and supplies, so state funding is used for non-expendable items to run the STEM AMP administrative office at NMSU and for research materials and supplies necessary for the projects of the student participants at the seven partner universities. In addition, the state funding supports student travel (and their faculty or staff advisor/mentor) to attend the annual STEM AMP Student Research Conference and other conferences at which the students present their research projects; staff and faculty travel to other conferences and meetings for presenting program outcomes and for outreach; and travel to partner universities statewide for presentations, program planning, or collaboration. State funding also supports STEM AMP's Conference CC Professional Development Workshops and CC Transfer Stipend (all available for a capped number of CC students in the state). STEM AMP provides modest support for the Undergraduate Research Creative Arts Symposium (URCAS), held each spring by the NMSU Center for Undergraduate Research and Creative Activity (CURCA), at which our URS and SCCORE students present their STEM research. STEM AMP will continue to help with state funding to cover insurance costs for participants of the Aggies Without Limits program at NMSU, whose students travel nationally or internationally to conduct experiential learning service projects that benefit underserved communities. In summary, this strong investment of the State allows STEM AMP to fulfill the needs of its programs, activities, and events across NM as well as to assist with the salaries for implementing the programs, which would not be otherwise possible.

**Program Mission (Include population served, other demographic information):**

Established in 1993-1994, STEM AMP is an organization of New Mexico universities focused on providing mentored undergraduate research experiences with the main goal of increasing the number of bachelor's degrees awarded in Science, Technology, Engineering, and Mathematics (STEM) majors to students in New Mexico.

**Mission of STEM AMP**

The mission of STEM AMP is to provide statewide college students with learning opportunities in programs designed to provide STEM knowledge and technical skills, promote critical thinking and problem-solving, and improve communication skills, by engaging the students in guided and mentored technical and scientific activities that nurture confidence, self-efficacy, and personal resiliency. STEM AMP engages students with programs that develop life-long curiosity and learning and help students believe in their own ability to successfully achieve a goal, leading to persistence and increased motivation to progress to graduation with a STEM bachelor's degree and beyond.

Through STEM AMP's programs, activities, and events, college students engage in their own learning and are encouraged and supported to persist in their STEM major until graduation with a bachelor's degree and pursue graduate school education and/or join the STEM workplace. STEM AMP's undergraduate research-focused programs build on one another, scaffolding students from one program to the next; for example, the STEM PREP program assists with helping freshmen and sophomore students understand what research is and introduces them to a cadre of faculty in their discipline from which students can identify a mentor to apply for the URS program the next semester. The URS program enriches university students' academic and personal lives through hands-on experiences in research laboratories, where students often find an academic and peer community and feel a sense of connection with others. Socialization is a significant factor of persistence in academia, and the laboratory workspace and community often make difference in retention and progression toward graduation. Another STEM AMP flagship research program is SCCORE, in which CC students of NM interested in pursuing STEM careers attend a four-year host university for a summer mentored research experience, orientation to campus life and its resources and services, relevant professional development, and project presentations. Since 2002, SCCORE has been a successful STEM AMP program, with a 76% rate of transfer of participants to STEM majors at one of the partner four-year universities, demonstrating the impact of the program on students' persistence and progression towards degree completion. After transferring, SCCORE student participants often apply for URS, another example of the scaffolding nature of the STEM AMP programs.

The following demographics of the State and of the STEM AMP statewide program show the capacity for contributing to the national increase of college graduates who earn the B.S. degree and their progression to graduate school education and/or joining the STEM workforce, which is the goal of STEM AMP.

**State Demographics**

The U.S. Census in 2020 shows the population of New Mexico (NM) at 2,117,555, with the estimated population for 2024 at 2,130,256. The latest U.S. Census data (2020) shows that 50.1% of the population in NM identified as Hispanic or Latino, 35.9% as White Non-Hispanic or Latino, 11.2% as Native American or Alaskan Native, 2.7% as Black or African American, 2.7% as two or more races, 1.9% as Asian, and 0.2% as Native Hawaiian or Pacific Islander. From 2016-2020, NM's total population was 50% female. Of New Mexicans 25 years and older, 86.5% have a high school diploma or higher, and 28.1% have a bachelor's degree or higher. In terms of education, employment, and income, NM remains below the national rates and continues to rank the third poorest state in the nation (data cited in U.S. Department of Health and Human Services, taken from the U.S. Census in 2020, which is the latest census data). New Mexico can make meaningful contributions to the STEM workforce. However, NM population faces significant challenges to access and attain college education. U.S. Census data indicates that in NM the per capita personal income is \$29,624, the median household income is \$54,020, and 17.6% of the State's population lives in poverty. Although there are 28.1% of individuals in NM with a bachelor's degree, this percentage is lower than the national average (32.9%). Educational attainment increased between 2016-2020 and the number of individuals with less than a high school diploma or equivalent has fallen in the NM. The number of New Mexicans seeking a postsecondary education grew by 19% between FY 2019 and FY 2000. Therefore, it is evident that the access to higher education provided by programs such as STEM AMP continues to play a critical role.

**STEM AMP Program Demographics**

Since 1993, the statewide STEM AMP program has contributed to the retention, development, and graduation of college students in STEM majors at 4-year institutions in NM, many of which were underrepresented (ethnic) minorities (URM) as a reflection of the demographics of the State. Over the lifetime of STEM AMP, the number of STEM B.S. degrees awarded to URMs in New Mexico has increased from 253 in 1993-1994 at the program's inception to 1,033 in 2023-2024. During the same period, the percentage of B.S. STEM degrees awarded to URM students increased from 24% to 60% percent.

**Student Population Served (in-state vs out-of-state students)**

The current eligibility criteria for student participants of STEM AMP do not include ethnicity, thus all students who are enrolled in a STEM major in one of the seven partner universities (with minimum GPA of 2.5) are eligible for the university-level programs, and all students who are enrolled in a 2-year STEM program at a community college in NM (with minimum GPA of 2.5) are eligible for the community college-level programs. Student participants should be U.S. citizen, U.S. National, or legal permanent residents.

In 2024-2025, 68% of the STEM AMP participants were Hispanics, which reflects the demographics of NM. Overall, 80% of the STEM AMP participants were in the following underrepresented minority groups: Hispanics, American Indian, Black, and Hawaiian/Pacific Islander. From the 31 STEM AMP students that graduated from a 4-year institution in 2024-2025, 12 were accepted into graduate school. The average GPA of STEM AMP students attending 4-year institutions was 3.52. Since the creation of STEM AMP through FY25, students receiving direct support numbered 9,398 (students who received a stipend), and students receiving indirect support were 3,456 (including the high school students who attended the STEM AMP Student Research Conference up to Fall 2024).

5 **Key Project Objectives (Overview only - Details and Measures on following worksheet):**

Program Objectives are focused on achievement of two primary goals: 1) Increasing the number of STEM B.S. degrees awarded to students in New Mexico, through research-focused experiences and transfer-related experiences, and 2) providing engaging research experiences in STEM AMP and informing participants about research experiences outside of STEM AMP.

To meet these two goals and achieve broad and longer-term outcomes, we have considered the objectives below that are specific, shorter-term, and measurable. (Please refer to the Objectives Worksheet that includes specific objectives and measures.)

To reach Goal 1 - The goal of increasing the number of STEM B.S. degrees awarded to students in NM with our research-related and transfer-related programs, our objectives focus on increasing the graduation numbers of STEM statewide students. One way to achieve this goal is to disseminate the availability of and facilitate access to support services and opportunities, ensuring that students are aware of services such as mentoring, tutoring, research assistantships, and workshops that develop professional competencies and guide the transfer of community college students to 4-year institutions. Another objective is to work continually to enhance the quality of the educational experience of STEM AMP participants through research- and transfer-related programs and services, the annual STEM AMP Student Research Conference, and other conferences where STEM AMP students present their projects, and to increase the number of students who participate in these activities and programs.

To meet Goal 2 – To achieve the outcomes of providing engaging research experiences in STEM AMP and ensuring students are aware (and take advantage) of these and other opportunities outside of STEM AMP, one of the objectives focuses on increasing STEM students who graduate in STEM majors from four-year universities in NM by broadly and effectively disseminating information about internships in the industry and research organizations outside the Alliance (such as National Laboratories and out-of-state universities), co-ops, the STEM AMP Conference and other conferences. Another objective is to ensure that the annual STEM AMP Conference is relevant, engaging, and enjoyable for students, with a conference program that includes interesting speakers and current topics, interactive workshops, and considerable number of STEM student research presentations.

6 **For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

**MAJOR ACCOMPLISHMENTS**

Research-Related Programs for University Students - In the URS program, university students worked about 10 hours per week in the laboratories with university faculty mentors and graduate students, attended professional development workshops and laboratory safety training, and prepared and presented their research posters at the Fall 2024 STEM AMP Student Research Conference and other conferences (in and outside their institutions). Accomplishments of URS Students: In 2024-2025, statewide, 93 university students participated in the URS, and students attended 17 conferences, with 18 students presenting at these conferences. In 2024-2025, URS students participated in 17 internships, and two students co-authored publications with their faculty mentors. One URS student received a stipend and other funding to continue his URS research this summer as an International Research and Education Participation (IREP) participant. The student will travel to a research institution in Finland in summer 2025 to continue research with his NMSU faculty mentor and his mentor's collaborator. STEM PREP student participants were introduced to research and were assisted to identify a faculty mentor and prepare their URS application for the next semester. In FY25, 29 students participated in STEM PREP across the state. Research-Related Programs for Community College Students - SCCORE provided stipends and other important support to community college students in NM interested in pursuing STEM bachelor's degrees to serve as research assistants to university faculty mentors on their research projects. SCCORE introduced the CC student participants to university campus life and its resources and provided STEM laboratory tours, educational field trips relevant to their academic interests, and associated training workshops. In Summer 2025, nine SCCORE student participants at NMSU and UNM. Eight SCCORE students attended the STEM AMP Conference in Fall 2024. Transfer-Related Programs - The Transfer Stipend awarded seven stipends to CC students in NM upon the semester of transfer to one of the partner universities. SCCORE was also in the category of transfer-related programs because the students learned more about the transfer process and the majority of SCCORE participants (76%) would eventually transfer to a 4-year institution. The Conference Community College Professional Development Workshops, which were held the morning of and the morning after the Fall 2024 STEM AMP Student Research Conference, served 12 CC students of NM. At these workshops, students learned about how to navigate the conference and read an abstract with more understanding, received transfer guidance, and worked in groups at the last session to present about the impact of the conference on their future academic and professional lives and decisions. Alliance-Wide Conference Event - The STEM AMP Student Research Conference was held at NMSU on October 4, 2024, and brought together 214 attendees, of which 60 attendees were undergraduate students, 49 were high schoolers from the NM MESA and Upward Bound programs, and 8 were graduate students. The remaining attendees were comprised of statewide faculty, statewide STEM program staff and administration, institutional administrators, and industry experts and researchers, some of whom served as speakers or workshop presenters from various STEM disciplines. Attendees participated in sessions with guest speakers, students and faculty workshops, and discussions that resulted in the sharing of ideas and fostered collaboration. The highlight of the conference was the student presentations event at which 33 students presented research posters, including 25 university students and 8 community college students. Several students in the university and community college categories won first-, second- and third-place awards for their poster presentations. STEM AMP Broadening Participation Research (BPR) Project - The BPR project (in progress) is conducted by NMSU sociologists and educators with the goal of providing a holistic

understanding of the factors that contribute to STEM retention and the sustained influence of programs like STEM AMP. The BPR project uses a mixed-methods approach that integrates both quantitative and qualitative research components. By combining quantitative longitudinal data with qualitative in-depth interviews, the BPR project will provide a holistic understanding of the factors that contribute to STEM retention and the sustained influence of programs like STEM AMP. This methodology allows the STEM AMP Program BPR researchers to identify the structural, social, and psychological components that drive student success and retention, while also capturing the long-term, life-changing effects of the STEM AMP program on alumni. Direct and Indirect Funding of STEM AMP Students from 1993-2025 - The STEM AMP program has directly and indirectly influenced the education of statewide students for 30 years (Note: State funding was started in 1996). The number of students receiving direct support totals 9,398, including the students who received a stipend in 2024-2025. The number of students other than STEM AMP participants who received indirect support, such as tutoring, peer mentoring, and other services were 3,456 students, including the high school students who attended the STEM AMP Student Research Conference through Fall 2024. A challenge that STEM AMP currently faces is the uncertainties related to the continuation of the NSF grant due to recent decisions made by the federal government of restructuring NSF and sunseting the EES Division that houses the STEM AMP grant. Despite the funding uncertainties from the major funding source of STEM AMP, the program has continued working successfully and effectively.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

STEM AMP has had a strong impact on students in the state of New Mexico since its inception in 1993-1994. Examples of the impact are described next.

Significant Impacts of STEM AMP on Student Participants' Continued Success: In 2024-2025, 165 STEM AMP program stipends were provided statewide to 140 student participants. Statewide, STEM AMP students earned 31 bachelor's degrees in STEM majors, and of these students, 12 were accepted to graduate school. Eighteen (18) STEM AMP students attended 17 conferences, and of those 18 students, all students presented (in addition to participating at the 2024 STEM AMP Student Research Conference). Seventeen (17) students participated in internships at 17 different locations, and two students co-authored publications with their research faculty mentors.

Direct and Indirect Support: Through 2025, 9,398 statewide students received direct support, and 3,456 students received indirect support.

STEM AMP Student Research Conference: With 214 attendees, the STEM AMP Student Research Conference was held on October 4, 2024. The conference agenda included three workshops for students, two workshops for faculty, staff, and STEM program administrators, and the STEM AMP Advisory Board Meeting. All students attended the Breakfast Speaker Session, at which Los Alamos National Laboratory (LANL) employee, Dr. Sanna Savanto, gave the keynote presentation. All students also attended the Luncheon Session, at which Honorable NM Senator, Dr. Pete Campos, gave a presentation focused on motivating students. The highlight of the conference was the Student Poster Presentations Session, at which 33 students presented their research posters. The STEM AMP Advisory Board met in the morning of the conference, and the Institutional Coordinators met in the afternoon.

Impact on Other Disciplines: Students participating in the URS and SCCORE programs generated new knowledge thorough their work and creativity in science and technology and will continue to do so as they matriculate and advance to a wide variety of STEM graduate programs and into the STEM workforce.

Impact on Society Beyond Science and Technology: In May 2021, Professor Jay M. Lillywhite, Department Head of Agricultural Economics and Agricultural Business at NMSU, performed an analysis of the measures of the direct and indirect economic impact of STEM AMP on the state of New Mexico (see <https://nmamp.nmsu.edu/assets/2021-Economic-Impact.pdf>). An Economic Impact analysis was done in 2011 and 2015 by Dr. James Peach, retired NMSU Professor.

Impact on Teaching and Educational Experiences: The experiences and training that STEM AMP students received during the URS and SCCORE programs for participating as research assistants with university research faculty mentors taught the students methods and techniques as well as knowledge that can be transferred to the classroom, to internships, and to research later in graduate school or in the workplace. Student participants also began to understand more deeply how concepts and methodology are applied. The professional

training that students received in their research programs and the opportunities to present research in a classroom, symposium, or conference helped them gain confidence, develop self-efficacy, and improve their communication skills.

STEM AMP's Database Analyst Attending Leadership Training: Salvador Valenzuela Chavez, STEM AMP Database Analyst at NMSU, was selected for the Aggie Leadership Training Academy (ALTA) program, a leadership certification program that provides high-performing and/or high-potential employees (administrators, faculty, and staff) with an opportunity to develop leadership competencies (knowledge, skills, and ability) in preparation for possible career advancement. Those selected for the program will develop their leadership competencies to effectively interact with members of our university community and contribute to a respectful, positive, working and learning environment.

STEM AMP Fostered Collaborations Statewide: STEM AMP is a formal partnership of seven institutions in NM that offer 4-year STEM bachelor's degrees, including ENMU, NMHU, NMIMT, NNMCM, NMSU, UNM, and WNMU. Each partner institution has a designated Institutional Coordinator (IC) who recruits for the STEM AMP programs and coordinates efforts at their institution. The ICs meet monthly on Zoom for an hour to discuss housekeeping issues, such as application deadlines, and challenges and solutions for issues at hand, best practices, recruitment of participants, protocols, etc.

Collaboration with the NMSU Undergraduate Research Creative Arts Symposium (URCAS): URCAS is NMSU's showcase of undergraduate students' research, artwork, and performances, and all disciplines are encouraged to participate in the event. URCAS is coordinated by the NMSU Center for Undergraduate Research and Creative Activity (CURCA), which is housed in the Honors College and serves all students at NMSU. In 2024-25, NMSU collaborated with URCAS in the following ways:

-Sixteen (16) NMSU URS students presented research in poster format at the URCAS Event on April 25, 2025.

-STEM AMP collaborated with URCAS staff by planning and facilitating the URCAS Faculty Mentor Panel and Rotating Table Discussion, "Exploring Faculty Mentorship," with three faculty panelists.

New Mexico Space Grant Consortium Funding Leveraging: STEM AMP was awarded Public Service Grants from the New Mexico Space Grant Consortium (NMSGC) in 2024 and 2025, which were used as leverage for the SCCORE program. Nine community college students from different institutions participate in the SCCORE program at NMSU and UNM in Summer 2025.

Several Outreach and Recruitment Efforts were Provided in 2024-25: STEM AMP participated in the following outreach efforts, such as the Outdoor Career Fair for the Las Cruces Public Schools Energy Career Fair and Symposium, the NMSU Aggie Experience Open House, the NMSU Undergraduate Research Creative Arts Symposium (URCAS) event, the B2B Workshop Series (for CC students in NM).

URS Writing Seminar, Publish and Flourish: Dr. Tara Gray, Director of the NMSU Teaching Academy, presented a URS Seminar titled "Publish and Flourish" (in person for NMSU and via Zoom for partner institutions). Students were provided with the book authored by Dr. Gray that shared relevant information on writing taught in the seminar.

Institutional Student Research Conferences: All STEM AMP partner institutions held their own institutional research conferences, which reflects the value the Alliance places on student research, including the following: ENMU's 51st Student Research and Creativity Conference (April 3, 2025), NMHU's 22nd Annual NMHU Faculty and Student Research and Creative Showcase Day (April 11, 2025), NMSU's Undergraduate Research & Creative Arts Symposium (URCAS) (April 25, 2025), NM Tech's Student Research Symposium (April 22, 2025), NNMCM's Northern New Mexico College (NNMCM) Academic Research Symposium (ARS) (April 25, 2025), UNM's Undergraduate Research Opportunity Conference (UROC) (April 11, 2025), and WNMU's Academic and Research Symposium (December 4-5, 2024).

8 **Describe Student Population Served (in-state vs out-of-state students):**

All STEM AMP student participants are enrolled at university or colleges in NM. Gender of participants has remained relatively stable in the last few years, with a near-even split between male and female participation. In 2024-2025, there were 77 (47%) male participants and 88 (53%) female participants, 112 (68%) were Hispanic, 15 (13%) were American Indian, 2 (2%) were Asian, 7 (6%) were Black, 2 (2%) were Hawaiian or Pacific Islander, and 86 (77%) were White.

9 **Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

The following funding was received by STEM AMP in fall 2024 and spring/summer 2025:

- 1) Federal grant from National Science Foundation: \$500,000 in 2024-25.
- 2) New Mexico Space Grant Consortium (NMSGC): \$50,000 in 2024-2025.
- 3) Institutional Support Funding from NMSU: \$100,000.

10 **Medical Projects Only - How many graduates stay and practice in New Mexico?**



**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

STEM Alliance for Minority Participation

Total:

\$ 398,300.00

Budget verses Actual

Revenue and Transfers

Budget

FY 26

Change

Request

FY 27

Comments

**Beginning Fund Balance**

\$ 303,914.00

\$ (205,681.00)

\$ 98,233.00

**Appropriations**

Federal

\$ -

State plus Tobacco Settlement Fund

\$ 398,300.00

\$ -

\$ 398,300.00

Local

\$ -

**Total Appropriations**

\$ 398,300.00

\$ -

\$ 398,300.00

**Grants and Contracts**

Federal

\$ 386,432.00

\$ 163,568.00

\$ 550,000.00

State

\$ -

Local

\$ -

**Total Grants and Contracts**

\$ 386,432.00

\$ 163,568.00

\$ 550,000.00

**Private Gifts, Grants and Contracts**

\$ -

**Land & Permanent Fund or Local Property Taxes**

\$ -

**Tuition and Fees**

\$ -

**Endowment**

\$ -

**Sales and Services**

\$ -

**Other Sources - Detail in Comments**

\$ 15,000.00

\$ (15,000.00)

**Total Revenues**

\$ 799,732.00

\$ 148,568.00

\$ 948,300.00

**Transfers (to) from**

Instruction and General

\$ 100,000.00

\$ -

\$ 100,000.00

Student Social and Cultural

\$ -

Research

\$ -

Public Service

\$ -

Internal Service

\$ -

Student Aid

\$ -

Auxiliary Enterprises

\$ -

Athletics

\$ -

Independent Operations

\$ -

Capital Outlay

\$ -

Renewal and Replacement

\$ -

**Total Transfers**

\$ 100,000.00

\$ -

\$ 100,000.00

**Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category**

|                                         | FY26<br>FTE |                        | Change<br>FTE | \$                    | FY27<br>FTE |                        |                      |
|-----------------------------------------|-------------|------------------------|---------------|-----------------------|-------------|------------------------|----------------------|
| Faculty Salaries                        | 0.3         | \$ 23,594.00           | 0.1           | \$ 17,706.79          | 0.3         | \$ 41,300.79           | Co-PI                |
| Professional Salaries                   | 2.9         | \$ 203,595.00          | 0.1           | \$ (1,129.16)         | 3.0         | \$ 202,465.84          | Staff                |
| Other Staff Salaries                    | 0.8         | \$ 34,107.00           | 0.2           | \$ 1,823.75           | 1.0         | \$ 35,930.75           | Admin                |
| Student Salaries (GA/TA)                | 0.9         | \$ 21,400.00           | 0.1           | \$ 4,912.00           | 1.0         | \$ 26,312.00           | Students             |
| Other Salaries                          | 2.0         | \$ 82,354.00           | -1.7          | \$ (41,812.72)        | 0.3         | \$ 40,541.28           | Other staff          |
| <b>Total All Salaries</b>               | <b>6.8</b>  | <b>\$ 365,050.00</b>   | <b>-1.2</b>   | <b>\$ (18,499.34)</b> | <b>5.6</b>  | <b>\$ 346,550.66</b>   |                      |
| Fringe Benefits                         |             | \$ 132,891.00          |               | \$ (22,351.82)        |             | \$ 110,539.18          |                      |
| Travel                                  |             | \$ 3,491.00            |               | \$ 9.00               |             | \$ 3,500.00            |                      |
| Utilities                               |             |                        |               | \$ -                  |             |                        |                      |
| Institutional Support Charges           |             | \$ 18,700.00           |               | \$ (800.00)           |             | \$ 17,900.00           |                      |
| Plant Operation and Maintenance Charges |             |                        |               | \$ -                  |             |                        |                      |
| Supplies and Expenses                   |             | \$ 585,281.00          |               | \$ (285,179.84)       |             | \$ 300,101.16          |                      |
| Equipment                               |             |                        |               | \$ -                  |             |                        |                      |
| Other Expenditures                      |             |                        |               | \$ 269,709.00         |             | \$ 269,709.00          | Stipends, Subs, PSCS |
| <b>Total Expenditures</b>               | <b>6.8</b>  | <b>\$ 1,105,413.00</b> | <b>-1.2</b>   | <b>\$ (57,113.00)</b> | <b>5.6</b>  | <b>\$ 1,048,300.00</b> |                      |
| <b>Ending Fund Balance</b>              |             | <b>\$ 98,233.00</b>    |               | <b>\$ -</b>           |             | <b>\$ 98,233.00</b>    |                      |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

STEM Alliance for Minority Participation

Total

\$ 398,300.00

Demonstrable goal based on benefit to students (especially at-risk),  
 generation of degrees (especially STEM-H) and the people of New  
 Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the  
 awarded RPSP, trends, etc.

|    |                                                                                                                                                                                                                                                                                           |                 |      |      |                                                                                                                                                                                                                                                                                                                                                                    |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <b>Objective 1:</b> Increase the graduation of NM students in STEM majors.<br><b>Measures:</b> Number of STEM B.S. degrees awarded to New Mexico students.                                                                                                                                | 1721 (for FY24) | 1730 | 1750 | For FY24 (most recent data available from HED): 1,721 B.S. STEM degrees were awarded to NM STEM students.                                                                                                                                                                                                                                                          |
| 2  | <b>Objective 2:</b> Increase the retention of NM students in STEM majors.<br><b>Measures:</b> Percentage of NM students in STEM majors who have been retained in the STEM AMP program.                                                                                                    | 100%            | 100% | 100% | According to our records, there were no students who dropped out from any of our programs in FY25, resulting in a retention rate as 100%.                                                                                                                                                                                                                          |
| 3  | <b>Objective 3:</b> Disseminate availability of students support services and opportunities.<br><b>Measures:</b> Number of contacts made to New Mexico students through program outreach (includes mentoring, tutoring, etc.) and dissemination (listserves, recruitment, meetings, etc.) | 504             | 600  | 690  | The FY25 actual number was determined by reviewing the numbers of contacts provided by the Institutional Coordinator of each institution.                                                                                                                                                                                                                          |
| 4  | <b>Objective 4:</b> Enhance the quality of the educational experience with delivery of STEM-specific programs and services.<br><b>Measure 1:</b> Number of students served through transfer-related services and scholarships.                                                            | 36              | 40   | 42   | Although our current Alliance (since 2024) are solely university partners, we will continue the transfer-related stipend programs, the CC Professional Development Workshops (12 students in FY25), Transfer Stipend (7 students in FY25), SCCORE (9 students in FY25), and the Transfer Workshops (8 students in FY25). Community College statewide students will |
| 5  | <b>Objective 4:</b> Enhance the quality of the educational experience with delivery of STEM-specific programs and services.<br><b>Measure 2:</b> Number of NM students who presented at the STEM AMP Student Research Conference and other research conferences.                          | 51              | 55   | 60   | For FY25: 33 students presented at the STEM AMP Conference, and 18 students presented at other conferences; making a total of 51 student presentations.                                                                                                                                                                                                            |
| 6  | <b>Objective 4:</b> Enhance the quality of the educational experience with delivery of STEM-specific programs and services.<br><b>Measure 3:</b> The number of stipend awards provided to NM STEM AMP students.                                                                           | 159             | 168  | 175  | The stipend awards for FY25 total amount were 159, including: URS (93), STEM PREP (29), Transfer Stipend (7), IREP (1), SCCORE (9), CC Professional Development Workshops (12), and the Transfer Workshops (8).                                                                                                                                                    |
| 7  | <b>Objective 5:</b> Maintain the level of support for students in STEM majors.<br><b>Measure:</b> Total number of students that participate in the STEM AMP program (statewide).                                                                                                          | 199             | 200  | 205  | For FY25: 140 students received direct support (stipends) and 59 students received indirect support (no stipends, but outreach, mentoring, tutoring, recruitment, and professional development meetings - includes the high school students who attended the STEM AMP conference).                                                                                 |
| 8  | <b>Objective 6:</b> Increase the number of college students in STEM majors conducting research and internships.<br><b>Measure 1:</b> Number of research assistantships provided to and internships conducted by NM students in the STEM AMP program.                                      | 120             | 125  | 130  | For FY25: Research Assistantships include URS (93 stipends), SCCORE (9 stipends), IREP (1 stipend); Internships, Co-ops and research experiences provided by industry and institutions outside the alliance (17).                                                                                                                                                  |
| 9  | <b>Objective 6:</b> Increase the number of college students in STEM majors conducting research and internships.<br><b>Measure 2:</b> Number of NM students attending the annual STEM AMP Student Research Conference.                                                                     | 117             | 125  | 130  | For FY25: Students who attended the 2024 STEM AMP Conference: 60 Undergraduate students, 49 High School students (Upward Bound and NM MESA), and 8 graduate students who participated as judges or in another capacity.                                                                                                                                            |
| 10 |                                                                                                                                                                                                                                                                                           |                 |      |      |                                                                                                                                                                                                                                                                                                                                                                    |

Add Additional lines as needed

# NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research & Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: New Mexico State University

Name/Title of Project: Center of Excellence in Sustainable Food and Agricultural Systems

RPSP Type: Continuing - Funding to maintain existing service levels

RPSP Account Code: 95400-9549-7270 Sustainable agriculture center of excellence

FY27 Funding Request: \$ 527,300.00

If previously funded, amount that was awarded in FY26: \$ 527,300.00  
(Choose up to two - one from each dropdown)

Type of Project: Centers of Excellence  
Agriculture

1 Number of years the project has received General Fund support: (Disregard if new program)

6

2 Project Description/Executive Summary:

The Center of Excellence in Sustainable Food and Agricultural Systems (CESFAS) at New Mexico State University was established in 2019 through state legislative support to strengthen New Mexico's food and fiber economy. CESFAS advances this mission by facilitating innovative, transdisciplinary research, education, and outreach that enhance the sustainability, productivity, and resilience of the state's agricultural systems.

The Center addresses critical gaps in the value-added supply chain by supporting infrastructure development, workforce training, and business engagement. New Mexico generates nearly \$4 billion in agricultural products annually, yet much of this output is processed out of state. CESFAS works to change this by supporting regional processing, food safety capacity, and entrepreneurial development allowing more of the value to stay within New Mexico.

With a focus on value-added innovation, CESFAS supports specialized facilities such as the new Sustainable Solutions Lab, facilitates industry-focused internships, and delivers stakeholder programming across sectors including specialty crops, pecan, chile, meat, and dairy. As a land-grant, Hispanic-serving, research-intensive university located near the United States and Mexico border, New Mexico State University is uniquely positioned to lead in sustainable agriculture and regional economic development. CESFAS continues to expand capacity through transdisciplinary and collaborative research, education, and outreach that promote long-term food security, economic resilience, and environmental stewardship.

These activities contribute to building a stronger and more resilient value-added supply chain in New Mexico by increasing agricultural productivity, enhancing profitability, and improving access to locally processed goods. To capitalize on New Mexico's diverse agricultural base and increase in-state value retention, CESFAS is working to develop and support the growth of value-added businesses that drive innovation and strengthen local economies. Supporting the advancement of value-added processing and supply chain development remains a central mission of the Center.

3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):

With foundational support from the New Mexico State Legislature and ACES Agricultural Experiment Station, the Center's budget drives integrated research, workforce development, and industry engagement in sustainable, value-added agricultural production. AES contributions cover ACES faculty salaries; while public funding allocations support the operation and expansion of core facilities such as the Sustainable Solutions Lab and Container Farm; acquisition of specialty equipment for food safety testing and value-added product research; and support for internships, outreach, and stakeholder training programs. The budget also includes the development and future implementation of a competitive pilot project funding mechanism to support early-stage, innovative research aligned with CESFAS priorities. These investments advance CESFAS's mission to strengthen New Mexico's agricultural economy through innovation, education, and strategic partnerships.

4

**Program Mission (Include population served, other demographic information):**

The mission of CESFAS is to advance agricultural sustainability in New Mexico by integrating environmental stewardship, economic resilience, and social responsibility. CESFAS supports applied research, academic education, hands-on training, and community-based outreach to meet society's evolving food, fuel, feed, and fiber needs without compromising the needs of future generations.

Administered through the College of Agricultural, Consumer, and Environmental Sciences (ACES) in partnership with other NMSU colleges, CESFAS engages a broad range of faculty, staff, and students across disciplines. The Center directly serves New Mexico's diverse populations, including Hispanic, Tribal, and rural communities, with a strong emphasis on underserved and economically disadvantaged groups. CESFAS collaborates with producers, processors, K-12 schools, small businesses, and state and federal agencies to build capacity in sustainable agriculture and value-added innovation.

Through student internships, regional outreach, and applied training in value-added innovation, CESFAS is preparing the next generation of professionals in agriculture and related industries. By supporting projects in food safety, specialty crop development, natural product utilization, and sustainable production systems, the Center fosters community-driven solutions that strengthen New Mexico's agricultural economy and promote diversified, resource-efficient value chains.

5

**Key Project Objectives (Overview only - Details and Measures on following worksheet):**

The Center of Excellence in Sustainable Food and Agricultural Systems (CESFAS) is developing transdisciplinary collaboration among faculty with industry partners to identify and work on research, outreach, and educational needs identified in New Mexico. CESFAS assists in expanding value-added agricultural opportunities in the state by providing practical, research-based education to develop workforce-ready graduates. The Center fosters communication between industry and education to disseminate information that consistently serves as a resource on sustainable practices. Faculty affiliated with CESFAS are expected to develop highly productive, interdisciplinary, collaborative programs within research, Extension, or teaching. They will establish externally funded programs through the submission of competitive grant proposals, publish peer-reviewed journals, extension journals, and mentor students.

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

During the previous fiscal year, CESFAS made significant progress in applied research, infrastructure development, and stakeholder engagement across New Mexico. The Center advanced the development of NMSU's meat processing laboratory to enhance training capacity and supported a cohort-based program for small and mid-sized meat processors in partnership with Arrowhead Center and USDA Rural Development. CESFAS continued to provide wine quality testing services to assist New Mexico wineries in improving product consistency and market competitiveness, now overseen by a newly hired enologist. Construction of the CESFAS container farm progressed as a student-led initiative in controlled environment agriculture and is now being established as a public-facing research exhibit in collaboration with the New Mexico Farm and Ranch Heritage Museum. The 2025 CESFAS Internship Program supported five undergraduate students through experiential research and industry-based placements. Additional projects included aquaponics system development, yellowhorn, saffron and jujube crop evaluations, and soil health strategies in chile production. The Center is also a key driver of industry-focused, action-oriented outreach and training. Supporting critical sectors through initiatives such as the Healthy Food Financing Initiative (in partnership with NMEDD and Vida Mejor Capital) and the 2025 CESFAS Meat Processor Summit, a self-funded technical training and support forum for the 35 meat processors operating in the state. The summit convenes key stakeholders working to expand meat processing capacity across New Mexico. Obstacles included supply chain delays impacting renovation timelines and limited administrative capacity to meet expanding programmatic demands. To strengthen strategic planning and operations, a CESFAS leadership team has been established to help guide the Center's priorities. CESFAS also began developing the framework for a competitive internal funding mechanism to support pilot projects, which will launch in fiscal year 2026. Additionally, CESFAS aims to complete lab renovations, expand testing services, increase engagement with stakeholders, and pursue new external funding opportunities.

7 **Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

CESFAS continues to make a impact across New Mexico by advancing value-added initiatives through investments in research infrastructure, workforce training, applied innovation, and student engagement. The Center supported the establishment of NMSU's new meat processing laboratory, which enhances regional capacity for technical training and supports local food system development. In partnership with Arrowhead Center and USDA Rural Development, CESFAS also facilitated a business-focused training cohort for small and mid-sized meat processors, fostering peer-to-peer learning and long-term industry growth. Support for the state's wine industry expanded through wine quality testing services now led by a newly hired enologist, providing local vintners with tools to enhance product quality and market competitiveness. Through the Healthy Food Financing Initiative (HFFI), CESFAS worked alongside state agencies and retailers to improve access to healthy, locally sourced foods in underserved communities.

The CESFAS container farm, designed and built by multidisciplinary student teams, continues to serve as a hands-on research and education platform for controlled environment agriculture. In a new collaborative effort with the New Mexico Farm and Ranch Heritage Museum, the container farm is being established as a living research exhibit to extend outreach, foster public engagement, and showcase cutting-edge food production technologies. Twenty-nine students, primarily from New Mexico and including many first-generation college students, participated in CESFAS programming through internships, applied research, and transdisciplinary projects. Outreach also expanded to include K-12 schools, Tribal communities, and regional producers. In collaboration with Los Alamos National Laboratory and other partners, CESFAS advanced external funding proposals focused on algae biotechnology, climate-resilient food systems, and sustainable agriculture.

Ongoing CESFAS-led research addresses critical state needs in food security, rural development, and value-added production. Projects range from specialty crop development, such as saffron and jujube, to soil health strategies in chile production, the conversion of agricultural byproducts into natural low-calorie sweeteners, and the development of aquaponics systems for urban agriculture.

8 **Describe Student Population Served (in-state vs out-of-state students):**

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    | <p>CESFAS supports a diverse student population through mentorship, research opportunities, and experiential learning programs. The majority of students served are in-state residents from across New Mexico, with some participation from nearby regions such as El Paso, Texas. During the reporting period, CESFAS-affiliated faculty mentored both undergraduate and graduate students, including in-state students and a small number of international participants. Notable student engagement included engineering students contributing to the design and construction of the container farm and agriculture students participating in food safety, value-added product development, and industry internships. While exact residency data was not collected for all participants, the Center's programming predominantly serves New Mexico students and aligns with NMSU's mission as a land-grant and Hispanic-serving institution.</p> |  |
| 9  | <p>Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?</p> <p>Center-affiliated faculty and staff regularly seek external funding, often through grants from federal agencies. In FY25, Center-affiliated faculty and staff submitted 33 grant applications representing more than \$31.2 million in funding requests, with \$1 million awarded and \$6.2 million still pending. Center-affiliated faculty secured \$177,000 in non-competitive funding to support research activities. This includes funding from Wells Enterprises Inc. and Ravenwood Foods LLC, both of which have provided direct support through non-competitive foundation support.</p>                                                                                                                                                                                                                   |  |
| 10 | <p>Medical Projects Only - How many graduates stay and practice in New Mexico?</p> <div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Sustainable Agricultural Center of Excellence

Total:

\$ 527,300.00

Budget versus Actual

| Revenue and Transfers                                                                                          | Budget<br>FY 26          | Change                   | Request<br>FY 27         | Comments       |
|----------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|----------------|
| <b>Beginning Fund Balance</b>                                                                                  | <b>\$ 369,051.00</b>     | <b>\$ 172,965.00</b>     | <b>\$ 542,016.00</b>     |                |
| <b>Appropriations</b>                                                                                          |                          |                          |                          |                |
| Federal                                                                                                        |                          | \$ -                     |                          |                |
| State plus Tobacco Settlement Fund                                                                             | <b>\$ 527,300.00</b>     | \$ -                     | <b>\$ 527,300.00</b>     |                |
| Local                                                                                                          |                          | \$ -                     |                          |                |
| <b>Total Appropriations</b>                                                                                    | <b>\$ 527,300.00</b>     | <b>\$ -</b>              | <b>\$ 527,300.00</b>     |                |
| <b>Grants and Contracts</b>                                                                                    |                          |                          |                          |                |
| Federal                                                                                                        |                          | \$ -                     |                          |                |
| State                                                                                                          |                          | \$ -                     |                          |                |
| Local                                                                                                          |                          | \$ -                     |                          |                |
| <b>Total Grants and Contracts</b>                                                                              | <b>\$ -</b>              | <b>\$ -</b>              | <b>\$ -</b>              |                |
| <b>Private Gifts, Grants and Contracts</b>                                                                     |                          | \$ -                     |                          |                |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b>                                                       |                          | \$ -                     |                          |                |
| <b>Tuition and Fees</b>                                                                                        |                          | \$ -                     |                          |                |
| <b>Endowment</b>                                                                                               |                          | \$ -                     |                          |                |
| <b>Sales and Services</b>                                                                                      |                          | \$ -                     |                          |                |
| <b>Other Sources - Detail in Comments</b>                                                                      |                          | \$ -                     |                          |                |
| <b>Total Revenues</b>                                                                                          | <b>\$ 527,300.00</b>     | <b>\$ -</b>              | <b>\$ 527,300.00</b>     |                |
| <b>Transfers (to) from</b>                                                                                     |                          |                          |                          |                |
| Instruction and General                                                                                        |                          | \$ -                     |                          |                |
| Student Social and Cultural                                                                                    |                          | \$ -                     |                          |                |
| Research                                                                                                       |                          | \$ -                     |                          |                |
| Public Service                                                                                                 |                          | \$ -                     |                          |                |
| Internal Service                                                                                               |                          | \$ -                     |                          |                |
| Student Aid                                                                                                    |                          | \$ -                     |                          |                |
| Auxiliary Enterprises                                                                                          |                          | \$ -                     |                          |                |
| Athletics                                                                                                      |                          | \$ -                     |                          |                |
| Independent Operations                                                                                         |                          | \$ -                     |                          |                |
| Capital Outlay                                                                                                 |                          | \$ -                     |                          |                |
| Renewal and Replacement                                                                                        |                          | \$ -                     |                          |                |
| <b>Total Transfers</b>                                                                                         | <b>\$ -</b>              | <b>\$ -</b>              | <b>\$ -</b>              |                |
| <b>Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category</b> |                          |                          |                          |                |
|                                                                                                                | <b>FY26<br/>FTE</b>      | <b>Change<br/>FTE</b>    | <b>FY27<br/>FTE</b>      |                |
| Faculty Salaries                                                                                               | 0.8 \$ 76,625.00         | 0.0 \$ -                 | 0.8 \$ 76,625.00         |                |
| Professional Salaries                                                                                          | 0.2 \$ 14,970.00         | 0.0 \$ -                 | 0.2 \$ 14,970.00         |                |
| Other Staff Salaries                                                                                           | 0.5 \$ 20,280.00         | 0.0 \$ -                 | 0.5 \$ 20,280.00         |                |
| Student Salaries (GA/TA)                                                                                       | 0.3 \$ 12,500.00         | 0.0 \$ -                 | 0.3 \$ 12,500.00         |                |
| Other Salaries                                                                                                 |                          | 0.0 \$ -                 |                          |                |
| <b>Total All Salaries</b>                                                                                      | <b>1.8 \$ 124,375.00</b> | <b>0.0 \$ -</b>          | <b>1.8 \$ 124,375.00</b> |                |
| Fringe Benefits                                                                                                | \$ 44,560.00             | \$ -                     | \$ 44,560.00             |                |
| Travel                                                                                                         | \$ 10,000.00             | \$ -                     | \$ 10,000.00             |                |
| Utilities                                                                                                      |                          | \$ -                     |                          |                |
| Institutional Support Charges                                                                                  | \$ 25,400.00             | \$ -                     | \$ 25,400.00             |                |
| Plant Operation and Maintenance Charges                                                                        | \$ 150,000.00            | \$ -                     | \$ 150,000.00            |                |
| Supplies and Expenses                                                                                          |                          | \$ 500,000.00            | \$ 500,000.00            | new focus area |
| Equipment                                                                                                      |                          | \$ -                     |                          |                |
| Other Expenditures                                                                                             |                          | \$ -                     |                          |                |
| <b>Total Expenditures</b>                                                                                      | <b>1.8 \$ 354,335.00</b> | <b>0.0 \$ 500,000.00</b> | <b>1.8 \$ 854,335.00</b> |                |
| <b>Ending Fund Balance</b>                                                                                     | <b>\$ 542,016.00</b>     | <b>\$ (327,035.00)</b>   | <b>\$ 214,981.00</b>     |                |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Center of Excellence in Sustainable Food and Agricultural Systems

\$ 527,300.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result  
of the awarded RPSP, trends, etc.

1

Student Support

29

10

12

The Center supports students' experiential learning through various avenues, including industry internships, assistantships, and supported research. The Center measures progress toward this objective by counting the number of students who are supported financially or by Center-affiliated faculty mentorship.

2

Transdisciplinary Student Teams

31

8

10

The Center supports and organizes student teams that represent different disciplines throughout the university. These teams usually include opportunities to interact with faculty and staff. The Center measures progress toward this objective by counting the number of students who participate in Center-supported student teams.

3

Faculty, Staff, and Student Planning

16

4

5

The Center organizes and supports faculty, staff, and student planning meetings/workshops. These meetings/workshops help increase Center affiliated faculty, staff, and student understanding of critical issues facing value-added agriculture. Success is measured on a per-meeting basis, provided that each meeting includes consistent representation from key participant groups, such as faculty, staff, students, and other relevant stakeholders.

4

Publications

34

25

25

The Center encourages affiliated faculty, staff, and students to publish research related to sustainable value-added agriculture in appropriate outlets, including Extension outlets and peer-reviewed journals. The Center measures success in publications based on a per-publication basis and does not account for duplication, i.e., if two Center-affiliated faculty members publish an article, the article count increases by two.

5

External Funding

The Center encourages affiliated faculty, staff, and students to pursue external funding opportunities, including grants and contracts from governmental and non-governmental organizations. The Center measures success on this measure on a per-person submission participation and a dollar basis. That is, if two Center-affiliated faculty members are identified as grant proposal PIs, the number of people participating in external grant proposals increases by two. The dollar amount of the grant increases by the total amount of the grant (is not duplicative).

6

Grants/Contracts Submitted: Number

33

7

10

Grant/Contracts Submitted: Dollar Amount

\$31.2M

Grant/Contracts Awarded: Dollar Amount

\$1M

Grant/Contracts Pending: Dollar Amount

\$6.2M

External Stakeholder Interactions

17

15

18

Center faculty and staff proactively seek opportunities to develop faculty, staff, and student interactions with industry stakeholders. The Center measures the number of external stakeholder interactions on a per-interaction basis. For example, meeting with the leadership of the chile industry twice per year would be counted as two interactions.

7

Outreach

22

8

10

The Center encourages affiliated faculty, staff, and students to take opportunities to present research and educational materials to external stakeholders via outreach venues. Success of this measure is reported as the number of events where Center affiliated faculty, staff, or students present and the total number of people participating in the outreach activity.

8

Non-competitive External Funding

\$177,000

10,000

10,000

The Center seeks to identify opportunities to increase financial sustainability through non-competitive outside funding. Funding may come from various sources, including non-profit foundations, industry associations, and private individuals. The success of meeting this goal and objective is measured by the total dollars generated from non-competitive external sources.

9

10

Add Additional lines as needed



**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)****Research & Public Service Project (RPSP)****FY 2027****Fill and submit packet to NMHED per instructions by September 15, 2025\*****Institution:** New Mexico State University**Name/Title of Project:** Sunspot Solar Observatory Consortium**RPSP Type** Continuing - Funding to maintain existing service levels**RPSP Account Code** 95400-9549-7240 Sunspot solar observatory consortium**FY27 Funding Request** \$ 418,400.00**If previously funded, amount that was awarded in FY26** \$ 418,400.00  
(Choose up to two - one from each dropdown)**Type of Project**  
Research  
Public Service**1** **Number of years the project has received General Fund support:**  
(Disregard if new program)

8

**2** **Project Description/Executive Summary:**

The goal of the Sunspot Solar Observatory Consortium (SSOC) RPSP is for New Mexico State University and the State of New Mexico to continue to lead the operations of solar astronomical research facilities at Sunspot in Otero County, NM. This operation has annual expenditures of about \$1.3M in New Mexico, with a large contribution from federal sources. It strengthens the state's role as a leader in astronomical and geospace research of critical national importance, enhances Ph.D. student recruitment and graduation rates, improves a very popular astronomical education and public outreach destination, and retains highly-paid jobs in Otero County. In FY27, we will continue to employ observatory technical staff for telescope operations, provide graduate-student training, and continue expanding our public outreach programs.

**3** **Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

In FY27, using RPSP funds we will employ 4.5 FTE as part of an overall 11.5 FTE team. The remaining funding will be derived from federal and consortium partner contributions. Our request for FY27 is \$418,400. The salaries amount to a total of \$286,734, with \$111,469 in fringe benefits and institutional support charges of \$19,500.

4 **Program Mission (Include population served, other demographic information):**

The Sun is our closest star and a critical astrophysical laboratory that continues to reveal mysteries. As the dominant external influence on Earth, the energy generated by the Sun can be suddenly released, sending radiation and high-energy particles to Earth that jeopardize communication satellites and power grids. Studies of such events are of fundamental importance to national agencies such as NASA, NSF, DOE, and DOD. The SSOC has been utilizing the Dunn Solar Telescope at Sunspot for years to research solar dynamics. Since 2018, the State of NM has been investing in research and public outreach at this facility to enable cutting-edge science and education of our star. NMSU leads a consortium of universities and institutes dedicated to this mission. The SSOC manages daily observing at the telescope, providing the data to the scientific community through a web archive, trains local scientists and engineers, contributes to a national education program in solar physics, and operates a Visitor's Center that attracts 15,000 visitors each year. No other facility in the country provides this combination of opportunities.

5 **Key Project Objectives (Overview only - Details and Measures on following worksheet):**

In FY27, the 4 key project objectives are to: (1) increase the number of graduate students doing research at the telescope; (2) increase the number of undergraduate students getting hands-on experience at the observatory; (3) to employ and train technical and STEM outreach personnel; and (4) to organize STEM outreach and public education events with increased fundraising.

6 **For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

In the current year (FY25), it has been another successful period of research and public service. A major journal article was published that documents the vast solar data archive we have been building for years. Eight current undergraduate and graduate students are using Sunspot data in their research. An undergraduate art student built a new display in the Visitor's Center about solar eclipses. We have had the most visitors at the site since NMSU has been leading it, totaling just under 15,000. New instrumentation projects have begun to enhance the capabilities of the telescope, mostly led by consortium partners.

7 **Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

This project contains a high-level STEM initiative in all aspects. Students of space science, astrophysics, computer science, and engineering all benefit from real-life research opportunities when they visit the site. The local communities of Otero County are impacted by a dozen high-paying technical jobs and the associated contracting. With about 15,000 visitors attracted to the area by the popular Visitor's Center, there is additional economic impact. The outreach and K-12 education programs are also highly visible.

8 **Describe Student Population Served (in-state vs out-of-state students):**

Most of the students served are those in Otero County school districts in grades K-12. However, several Texas-based groups made trips to the Visitor's Center in FY2025.

9 **Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

The project receives substantial external awards and funding. Most of it is from the National Science Foundation that supports operations to make up the difference with the State of NM support. For every \$1 NM invests, the NSF provides about \$2. Additionally, we have various research-specific grants from funding agencies, such as NASA and NSF. These funds support new instrumentation, partial FTE support, student travel, and publication costs. Due to our leadership at Sunspot, the NSF provided \$1.5M in funds for a new solar astronomy faculty hire at NMSU in 2020. This has been a great success, as that hire is now the science director at Sunspot and plans all observations. This faculty member received another \$1million in research grants in FY2025 from NASA. Private donations take the form of an entrance fee at the Visitor's Center, where each guests contributes \$5 upon their visit.

10 **Medical Projects Only - How many graduates stay and practice in New Mexico?**

|  |
|--|
|  |
|--|

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Sunspot Solar Observatory Consortium

Total:

\$ 418,400.00

## Budget versus Actual

| Revenue and Transfers                                    | Budget<br>FY 26 | Change | Request<br>FY 27 | Comments            |
|----------------------------------------------------------|-----------------|--------|------------------|---------------------|
| <b>Beginning Fund Balance</b>                            | \$ -            | \$ -   | \$ -             |                     |
| <b>Appropriations</b>                                    |                 |        |                  |                     |
| Federal                                                  |                 | \$ -   |                  |                     |
| State plus Tobacco Settlement Fund                       | \$ 418,400.00   | \$ -   | \$ 418,400.00    |                     |
| Local                                                    |                 | \$ -   |                  |                     |
| <b>Total Appropriations</b>                              | \$ 418,400.00   | \$ -   | \$ 418,400.00    |                     |
| <b>Grants and Contracts</b>                              |                 |        |                  |                     |
| Federal                                                  |                 | \$ -   |                  | described elsewhere |
| State                                                    |                 | \$ -   |                  |                     |
| Local                                                    |                 | \$ -   |                  |                     |
| <b>Total Grants and Contracts</b>                        | \$ -            | \$ -   | \$ -             |                     |
| <b>Private Gifts, Grants and Contracts</b>               |                 | \$ -   |                  |                     |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b> |                 | \$ -   |                  |                     |
| <b>Tuition and Fees</b>                                  |                 | \$ -   |                  |                     |
| <b>Endowment</b>                                         |                 | \$ -   |                  |                     |
| <b>Sales and Services</b>                                |                 | \$ -   |                  |                     |
| <b>Other Sources - Detail in Comments</b>                |                 | \$ -   |                  |                     |
| <b>Total Revenues</b>                                    | \$ 418,400.00   | \$ -   | \$ 418,400.00    |                     |

## Transfers (to) from

|                             |      |      |      |  |
|-----------------------------|------|------|------|--|
| Instruction and General     |      | \$ - |      |  |
| Student Social and Cultural |      | \$ - |      |  |
| Research                    |      | \$ - |      |  |
| Public Service              |      | \$ - |      |  |
| Internal Service            |      | \$ - |      |  |
| Student Aid                 |      | \$ - |      |  |
| Auxiliary Enterprises       |      | \$ - |      |  |
| Athletics                   |      | \$ - |      |  |
| Independent Operations      |      | \$ - |      |  |
| Capital Outlay              |      | \$ - |      |  |
| Renewal and Replacement     |      | \$ - |      |  |
| <b>Total Transfers</b>      | \$ - | \$ - | \$ - |  |

## Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |               | Change<br>FTE | \$   | FY27<br>FTE |               |  |
|-----------------------------------------|-------------|---------------|---------------|------|-------------|---------------|--|
| Faculty Salaries                        |             |               | 0.0           | \$ - |             |               |  |
| Professional Salaries                   | 3.6         | \$ 250,082.00 | 0.0           | \$ - | 3.6         | \$ 250,082.00 |  |
| Other Staff Salaries                    | 0.9         | \$ 36,652.00  | 0.0           | \$ - | 0.9         | \$ 36,652.00  |  |
| Student Salaries (GA/TA)                |             |               | 0.0           | \$ - |             |               |  |
| Other Salaries                          |             |               | 0.0           | \$ - |             |               |  |
| <b>Total All Salaries</b>               | 4.5         | \$ 286,734.00 | 0.0           | \$ - | 4.5         | \$ 286,734.00 |  |
| Fringe Benefits                         |             | \$ 111,469.00 |               | \$ - |             | \$ 111,469.00 |  |
| Travel                                  |             |               |               | \$ - |             |               |  |
| Utilities                               |             |               |               | \$ - |             |               |  |
| Institutional Support Charges           |             | \$ 19,500.00  |               | \$ - |             | \$ 19,500.00  |  |
| Plant Operation and Maintenance Charges |             |               |               | \$ - |             |               |  |
| Supplies and Expenses                   |             |               |               | \$ - |             |               |  |
| Equipment                               |             |               |               | \$ - |             |               |  |
| Other Expenditures                      |             | \$ 697.00     |               | \$ - |             | \$ 697.00     |  |
| <b>Total Expenditures</b>               | 4.5         | \$ 418,400.00 | 0.0           | \$ - | 4.5         | \$ 418,400.00 |  |
| <b>Ending Fund Balance</b>              |             | \$ -          |               | \$ - |             | \$ -          |  |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Sunspot Solar Observatory Consortium

Total

\$ 418,400.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

|    |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
|----|---------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | The number of NMSU graduate students doing research at the telescope                                                                        | 3   | 4   | 5   | Prospective graduate students consistently tell us that they applied to NMSU and accepted our offer because of the opportunities that the solar observatory provides them.                                                                                                      |
| 2  | The number of NMSU undergraduate students getting hands-on experience at the observatory, both at the telescope and in the Visitor's Center | 5   | 6   | 6   | Undergraduate students are beginning to get involved in doing public outreach and education events at the Visitor's Center. This is excellent training.                                                                                                                         |
| 3  | To employ and train technical and STEM outreach personnel (number of employees)                                                             | 4.5 | 4.5 | 4.5 | Continue to employ 3 staff at the telescope and 1.5 FTE at the Visitor's Center                                                                                                                                                                                                 |
| 4  | Organize STEM outreach events in the area and increase fundraising (number of events)                                                       | 9   | 12  | 14  | Target 1 large (50 people) STEM event per month in Otero County. There are more people aware of our efforts than there used to be and more requests are coming in. We also will open up a new donation account for visitors to give to help offset bus costs for local schools. |
| 5  |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 6  |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 7  |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 8  |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 9  |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 10 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 11 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 12 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 13 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 14 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 15 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 16 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 17 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 18 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 19 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |
| 20 |                                                                                                                                             |     |     |     |                                                                                                                                                                                                                                                                                 |

Add Additional lines as needed

| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Research & Public Service Project (RPSP)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| FY 2027                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| Institution:                                                            | New Mexico State University                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
| Name/Title of Project:                                                  | Water Resources Research Institute                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
| RPSP Account Code                                                       | 95400-9549-7246 Water resource research institute                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
| FY27 Funding Request                                                    | \$1,300,200.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
| If previously funded, amount that was awarded in FY26                   | \$1,300,200                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
|                                                                         | (Choose up to two - one from each dropdown)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
| Type of Project                                                         | <div style="border: 1px solid black; padding: 2px;">Research</div> <div style="border: 1px solid black; padding: 2px;">Public Service</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
| 1                                                                       | Number of years the project has received General Fund support: (Disregard if new program) <div style="float: right; border: 1px solid black; padding: 2px 10px;">56</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| 2                                                                       | <b>Project Description/Executive Summary:</b><br><p>Since its creation in 1963, the New Mexico Water Resources Research Institute (NM WRRI) has been the state's nucleus for coordinating water resources research among university faculty statewide. Due to the continuing need for research, training, and technical assistance related to water scarcity and other critical water issues in New Mexico, NM WRRI has received Research and Public Service Project general fund support for 56 years. NM WRRI will continue to work to provide new tools for addressing New Mexico's myriad water problems. Continued support by the New Mexico State Legislature has allowed for the ongoing development and expansion of powerful tools to account for existing water in New Mexico.</p> <p>The institute has been able to expand its support for research throughout the state with continued RPSP funding, including additional junior bill appropriations in FY23 and FY24, and the Government Results and Opportunity Program Fund in FY25. Support from the State's General Fund has enabled NM WRRI to expand its statewide support of research to serve communities, water users, and water managers.</p> <p>Recurring General Appropriations supports research in water quality, water quantity, water planning, management, and coordination. NM WRRI supports faculty and student water-related research and training at the state's major research universities and at the four-year colleges, thereby benefiting faculty and students statewide. NM WRRI provides support and collaborates with local, city, and county governments, local water agencies, water user organizations, state agencies, and New Mexico universities.</p> <p>NM WRRI offers watershed restoration and monitoring projects to mitigate flooding and improve aquifer recharge and watershed health. The Strategic Community Water Management Program's (SCWMP) main goal is to deliver up-to-the-minute community-requested and easy-to-use water information for better water management. This program is a new effort that builds on the technical understanding developed by the Community Hydrology Program.</p> <p>The Community Hydrology Program funds field water budget equipment, faculty, and graduate student research on New Mexico surface water-groundwater interactions in communities of northwest New Mexico, the Upper Rio Grande, Central New Mexico, the Lower Rio Grande, Rincon Arroyo, and multiple additional critical sites. The Community Hydrology Program supports research on watershed restoration to recharge groundwater and supports community agriculture. NM WRRI researcher and stakeholder collaborations create</p> |  |  |

opportunities for new technology and irrigation alternatives to mitigate drought. The Community Hydrology Program provides 1) water data that is available to community stakeholders such as acequia irrigators, researchers, community planners, and ranchers, who need up-to-the-minute research information for their water management needs.; 2) research support on watershed restoration to recharge groundwater and help community agriculture; 3) support of water resilience research on surface water and groundwater as communities continue to face issues related to water scarcity and drought; 4) funding leverage for ongoing study areas for community hydrology research in the Rio Hondo (real-time acequia flow information system); Central New Mexico (rancher soil moisture and vegetation monitoring and research); Lower Rio Grande (dual drip and flood irrigation research); and Rincon Arroyo (community stakeholder-driven rangeland watershed restoration); and 5) development of management scenarios that can increase resilience for farmers and ranchers.

NM WRRRI is operationalizing critical work to develop a Statewide Water Assessment that complements the existing state's tabulations every five years of water use attached to water rights. The NM WRRRI performs updates to the New Mexico Dynamic Statewide Water Budget (NMDSWB) model to include input data for the historical period by the addition of the Water Use by Categories report released by the NM Office of the State Engineer. The model is available on the NM WRRRI website at <https://nmwrrri.nmsu.edu/statewide-water-assessment/statewide-water-assessment.html>. The model synthesizes water supply and demand information; provides easy-to-access data at a variety of spatial scales (county and/or water planning regions); produces a holistic view of water resources and user-defined future scenarios; and supports local, regional, and statewide water planning. Recurring funding continues to support the NMDSWB responding to stakeholder needs for quantitative data, providing future scenarios for population growth, Ag and M&I water-use efficiency, and management decisions for protecting water in New Mexico. In collaboration with its partners, including the New Mexico Interstate Stream Commission, and support of the 50-year Water Action Plan presented by Governor Michelle Lujan Grisham, NM WRRRI has continued to expand its statewide water planning and management efforts for water resiliency.

The Groundwater Conservation Project, initiated in FY23, works with farmers, water managers, and other stakeholders to identify strategic cropping and practices for water demand management. This project assesses the impacts of groundwater conservation on water budget and agricultural economies. The project creates water sustainability by conserving groundwater through reduced pumping, improving environmental quality and reducing dust storms, supporting farmer livelihoods by informing sustainable groundwater management, and connecting river valley water to NMDSWB and the 50-Year Water Action Plan for resilience.

NM WRRRI is finalizing work on the New Mexico Universities Produced Water Synthesis Project (NMUPWSP). The project's brought together experts in the areas of treatment technology, geochemistry, seismology, hydrogeology, policy, data management and analysis, stakeholder engagement, and system science to provide an independent understanding of the broad implications of produced water management decisions. Funded projects of the NMUPWSP examined treatment technologies used for economically treating produced water; toxicity of produced water in New Mexico; current trends in volumes of produced water; surface deformation and increasing seismicity related to injection well disposal; the legal and regulatory implications of the recent Produced Water Act; assessment of currently available data; and, the use of a hybrid spatial system dynamics model to understand the interconnections within produced water management. Because oil and gas production continues to increase, and more stringent regulations are limiting disposal options, the produced water management problem needs to be examined through the lens of water budgets and not only meeting the industry's needs. This project worked closely with three state agencies and maintains an active role in the Government Advisory Board and New Mexico Produced Water Research Consortium working groups.

The General Fund supports the Faculty and Student Water Research Grant Programs. The programs support water-related research conducted by faculty and students statewide. The programs provide faculty "seed money" to pursue critical areas of water resources research while providing training opportunities for their students. The grants help faculty explore and develop research ideas that can attract more substantial external funding. Student Water Research grants help students initiate research projects in water resources research under the guidance of a faculty advisor. These awards support the training of New Mexico's future water experts.

**Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

NM WRRI is requesting recurring funding for FY27 of \$1,300,200. FY26 appropriations of \$6,300,200 include NM WRRI's FY26 funding request of \$1,256,800 plus \$40,100 comp & \$3,300 Insurance, plus non-recurring Special Appropriations of \$5,000,000.

The RPSP recurring funding request of \$1,300,200 provides support for water research equipment and salary for researchers, staff, graduate research assistants, and undergraduates; the budget supports faculty and student water research grants statewide; our funding request provides support to resolve important water issues; coordinates data acquisition to obtain, process, synthesize, and deliver data; improve water management; will continue ongoing research and updates on the NMDSWB, New Mexico surface water-groundwater interactions, and strategic community water management to communities of the Upper Rio Grande, the Estancia Basin, the Lower Rio Grande, and other critical sites, such as northern New Mexico, Doña Ana and Sierra counties, Rincon Arroyo, central NM, and NMSU Corona Range and Livestock Research Center; sustains the New Mexico Universities Produced Water Synthesis Project. Funding will provide continued support for the Groundwater Conservation Project, as well as the ongoing support of the Faculty and Student Water Research Grant Projects. State appropriations will also provide cash-match and leverage needed to meet the objectives and deliverables of recently externally funded projects on watershed restoration, drought resiliency, and sustainable agricultural water futures. State appropriations will also provide cost-share for projects supporting the governor's 50-Year Water Action Plan.

NM WRRI's recurring funding of \$1,300,200 also supports actionable science useful for stakeholders. Funding for field water budget equipment and graduate student staff to conduct the studies provides critical applied research components to existing and proposed community water resilience projects. Existing funded projects are testing alternative crops in three climatic regions, and proposed studies include watershed restoration, flood control, and aquifer recharge projects. The outcomes will be more robust data published in peer-reviewed manuscripts and technical reports to inform the development of management scenarios that can increase resilience for farmers and ranchers. These water budget studies will inform land managers of ranges of reasonable expectations and reduce uncertainties of the result of various strategies, e.g., the effect that an aquifer recharge project could have on groundwater levels. Data provides additional inputs that improve the accuracy of the NM Dynamic Statewide Water Budget (DSWB) Regional Water and Community (RegWac) models, which are developed to estimate the comparative long-term effect of alternative management strategies. Each element of the water budget is measured at each site, including precipitation inputs and weather data, surface water inflows and outflows, infiltration and recharge, and soil moisture retention. This funding leverages existing teams of professors and researchers to support these additional efforts.

**Program Mission (Include population served, other demographic information):**

The NM WRRI was established in 1963 as a statewide program supporting the state's water research at NMSU, UNM, and NM Tech. In 2005, the state legislature granted NM WRRI statutory authority under NMSA 1978 21-8-40. The institute was approved under the 1964 federal Water Resources Research Act and is one of 54 water institutes nationwide, with an institute in each state plus three territories and the District of Columbia. The 1964 law was introduced by NM Sen. Clinton P. Anderson and was modeled on the NM WRRI. It is located at its land grant college and is the nucleus for coordinating water resources research in the state. The overall mission is to develop and disseminate knowledge that will assist the state and nation in solving water problems. Water managers and users throughout the area rely upon the institute for objective, timely scientific information, and new technologies for water management. Users and beneficiaries are local, city, and county government, local water agencies, water user organizations, state agencies, and New Mexico universities. NM WRRI helps New Mexico solve its water problems statewide; supports research at NMSU, UNM, NM Tech, Eastern, Western, Highlands, and Northern NMC; applies research findings in small communities for local water supply sustainability; identifies new water sources such as untapped groundwater; identifies new technology for small communities to treat brackish groundwater; and develops a hydrological accurate and dynamic up-to-the-minute statewide water budget. The NM WRRI has administered over 551 research projects, funded over 380 state faculty, provided training for over 2,737 university students, and produced over 445 technical and miscellaneous reports. New Mexico State General Funds support the ongoing research on surface water and groundwater as communities continue to face issues related to water scarcity and drought, as well as improve New Mexico's ability to respond to changing water conditions through an easily accessible Statewide Water Assessment, utilizing state-of-the-art data streams from remote sensing and new data networks to show current water conditions. The development of the statewide water budget includes the state's water use diversity: acequias, pueblos, groundwater extractors, river corridor users, and rangeland producers, among others. The statewide water budget project coordinates efforts among New Mexico's water management agencies. The water budget is made available to researchers to support cutting-edge multidisciplinary water research and includes all water inputs and outputs to the state to enable hydrology-based water planning. A downloadable version of the dynamic systems model is available on the NM WRRI website and enables scenario testing by planners and scientists for managing existing water and developing new water. Every sector of New Mexico's economy, including jobs, education, culture, and health relies on available and good-quality water.



**Key Project Objectives (Overview only - Details and Measures on following worksheet):**

NM WRRI's purpose was defined in Public Law 88-379.2 and 21-8-40 NMSA 1978 and enacted by the Legislature of the State of New Mexico 2005, HB 193 to 1) Provide research and training, 2) transfer water information, 3) provide expertise, specialized assistance and information to address water problems, and 4) cooperate with local, state, and federal water agencies.

Funding appropriated to NM WRRI enhances student success and social mobility by training the next generation of water professionals. NM WRRI funding supports students and faculty water-related research at the state's major research universities and public four-year colleges, thereby benefiting faculty and students statewide. It supports research in both water quality and water quantity and in water planning, management, and coordination. NM WRRI's funding request helps graduate degree programs primarily at NMSU, NM Tech, UNM, ENMU, and NMHU. Throughout the funded projects period, faculty and students provide and conduct reports and presentations on their research projects. NM WRRI-funded water-related research projects support graduate research theses and dissertations and support the successful completion of water-related graduate degree programs throughout the state, increasing the overall water resources-trained graduates. Training undergraduate and graduate students at New Mexico's universities is a core mission of the NM WRRI and is instrumental in preparing students to become our future water resources scientists, technicians, and managers.

NM WRRI advances research, scholarship, and creativity at NMSU and throughout New Mexico. The Institute is comprised of water scientists and collaborators providing expertise, specialized assistance, and information to address and solve New Mexico's water problems through university-level research. NM WRRI continues to develop and update the Statewide Water Assessment (SWA). The Statewide Water Assessment complements the existing state's tabulations of water use attached to water rights every five years. The NM WRRI performs updates to the New Mexico Dynamic Statewide Water Budget (NMDSWB) model to include input data for the historical period by the addition of the Water Use by Categories report released by the NM Office of the State Engineer. The model synthesizes water supply and demand information; provides easy-to-access data at a variety of spatial scales (county and/or water planning regions); produces a holistic view of water resources and user-defined future scenarios; and delivers data to stakeholder groups for water management and planning needs. Recurring funding continues to support the NMDSWB responding to stakeholder needs for quantitative data, providing future scenarios for population growth, Ag and M&I water-use efficiency, and management decisions for protecting water in New Mexico. NM WRRI supports the development of alternative water supplies, including brackish groundwater and produced through strategic decision support modeling of alternative water supplies and coordinating and collaborating on brackish and produced water research with NM research universities and stakeholders.

NM WRRI's statewide mission in addressing and solving New Mexico's water problems through research and collaboration goes hand-in-hand with publishing reports to disseminate water research results.

The Institute delivers a coordinated information transfer program that communicates the impact and applicability of Institute activities on state water resource needs, thus amplifying extension and outreach. NM WRRI fosters statewide service and collaboration by educating public and private entities about the SWA. NM WRRI's public-facing website, [nmwrri.nmsu.edu](http://nmwrri.nmsu.edu), provides information about the water-related research and activities NM WRRI is conducting throughout the state. NM WRRI also distributes a monthly water electronic newsletter to approximately 1989 subscribers. NM WRRI is promoted through conferences and workshops. NM WRRI has coordinated and hosted 69 annual New Mexico Water Conferences to date and multiple specialty conferences and workshops i.e., Animas San Juan Watershed Conferences and Nonpoint Source Management Workshop with NMED, over the years. These conferences and workshops include in-person poster sessions, the outlet to exchange information, showcase a wide variety of water projects, provide updates about water research being conducted around the state, and networking opportunities with colleagues from throughout the state and region while providing opportunities for collaboration with local, state, and federal water agencies.

For decades, the NM WRRI has been a leader in water research. Ultimately, the citizens of New Mexico are the primary beneficiaries of the services provided by NM WRRI. The NM WRRI will continue to administer water-related research and participate in collaborative research efforts, thereby complementing water research statewide and leveraging funds to attract federal and private funding.

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

The Strategic Community Water Management Program installed river gauging stations in the communities La Union, in Dona Ana County, and Canjilon, in Rio Arriba County. The telemetry delivery to NM WRRI will be processed by an Interactive Information Specialist and easily accessible through a smartphone app. Accessible water data will assist communities in better irrigation management, streamside areas, watershed runoff, stormflow, erosion, and flooding.

The Community Hydrology Program supports research on watershed restoration to recharge groundwater and support community agriculture. NM WRRI researcher and stakeholder collaborations create opportunities for new technology and irrigation alternatives to mitigate drought while increasing resilience in Acequia communities. NM WRRI was awarded funding by the Bureau of Reclamation and is leading an effort to develop water budget modeling tools that facilitate the creation and implementation of flexible water sharing and resilience strategies focused on the Northern Rio Grande and San Juan Basins of New Mexico. NM WRRI is using its General Fund appropriations as leverage for the cost share match requirements of this award.

NM WRRI's goal is to continue building partnerships and collaborative opportunities to conceptualize ways to contribute to the ISC's 50-Year Water Plan to help sustain the Governor's 50-Year Water Action Plan long-term. Ten years ago, water planning stakeholders requested better information on New Mexico's water budget to reduce the detrimental effects of drought. NM WRRI responded and built the New Mexico Dynamic Statewide Water Budget (NMDSWB). The DSWB brings together over 30 million data points in a single easy-to-access tool that describes the major flows and reservoirs of water in New Mexico. The DSWB helps counties, water planning regions, and the state access data that were never before compiled in a single location, and it runs scenarios of future water supplies based on management decisions. The Statewide Water Assessment continues updating the comparison of operational precipitation and evapotranspiration products and synthesizing water supply and demand information from across the state into a single, easily accessible location. The goal is to synthesize the information in such a way that users can view information at a variety of spatial scales. The NMDSWB provides a holistic view of water resources in the state, helping to support local and regional education as well as planning, to improve stewardship of New Mexico's limited and critically important water resources.

Research and creative activity to address local and global challenges are facilitated with the NMDSWB project. The tool has been used as a data source in many peer-reviewed scientific publications and doctoral dissertations investigating water management in arid and semi-arid environments, demonstrating and reflecting its significance and importance in academic-scientific research studies. Previous fiscal years have involved doctoral students working on updates and maintaining the NMDSWB with the latest data from OSE and USGS including water use and hydroclimate data and evaluating the Drought Monitor Index using NMDSWB. As mentioned previously, funding was awarded by the US Bureau of Reclamation Drought Resiliency Program to identify pathways for resiliency aided by building customized models of socio-hydrologic dynamics for two regions of New Mexico that utilize inputs from the NMDSWB. The NMDSWB collaborates with the US Geological Survey to validate groundwater modeling for the Lower Rio Grande region in the transboundary aquifer community model.

The Groundwater Conservation project has continued its proposed work with community stakeholders to assess the multifunctional impacts of land fallowing and alternative land use scenarios for the resiliency of New Mexico's river valley agricultural systems and their associated communities. The project's goal is to conserve groundwater by developing strategic cropping and practices for resilient agricultural land use strategies on water budgets and agricultural economies to long-term water supply. The complementary goal is to assess the impacts of these alternative agricultural land use strategies on water budgets and agricultural economies to assist farmers in realizing water demand reductions and support policy-makers in understanding policy effects. The outcomes and impacts resulting from this collaborative research are expected to: reduce water usage; improve environmental quality, e.g., reduced dust storms; support agricultural communities to thrive and adapt, further develop the ability to assess regional water management, and address underlying water scarcity issues which are currently leading to conflicts. The Groundwater Conservation project also connects river valley water to the NMDSWB and the 50-Year Water Action Plan for Resilience.

During this fiscal year, NM WRRRI researchers continue to conduct groundwater following scenario modeling to see the impact of upstream groundwater following on downstream runoff. Scenario testing helps decision-makers design policy options for enhancing robust community resiliency by integrating them into water conservation practices.

Other accomplishments during the fiscal year include graduate students presenting their research findings on dual irrigation systems for pecans at the 69th Annual New Mexico Water. Work is ongoing in Southern New Mexico study areas to make data available in real-time to pecan and pistachio growers. Other accomplishments include externally funded projects such as the Foundation for Food & Agriculture Research project which utilizes General Fund appropriations to meet its cost-share requirement and continues to make significant progress on the examination of following strategies in the Lower Rio Grande.

NM WRRRI maintained an active role in the Government Advisory Board and New Mexico Produced Water Research Consortium working groups.

The Clean Drinking Water Technology Project developed a technology that works for uranium abatement and to purify contaminated household water. This project is serving communities where the ability to obtain clean water persists, such as in the northwest corner of New Mexico. Parameters and protocols for the fabrication of the clay technology have been established in the laboratory. The clay pellet sorbents are fully characterized and the materials, and especially conditions, necessary to produce the optimal sorption pellets are now established and verified.. Investigators are eager to establish a sorption model that can be used in homes and potentially on a larger scale.

Faculty and Student Water Research and Education Grant Programs provide support for water-related research through the Institute's federal base grant and state appropriations. Student Water Research awards support the training of New Mexico's future water experts through grants to university students throughout the state for their water-related research projects. FY25 Provided 15 student water research awards across the state supporting at least 28 students. In FY25, four students supported by funding from the WRRRI completed their graduate degree programs.

Faculty Water Research Grant funds are made available through the Institute's federal base grant (Section 104(b) of the Water Resources Research Act – [Public Law 109-471]) and state appropriations. These “seed money” projects allow New Mexico university faculty to pursue critical areas of water resources research while providing training opportunities for their students. The grants and “seed monies” help faculty explore and develop research ideas that can attract more substantial outside funding. FY24 funding supported three faculty

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**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The Strategic Community Water Management Program enhances community resilience by providing water quality reports to the Rio Hondo community in Taos, New Mexico. It also supplies the community with the technical information needed to prepare for future challenges. These efforts contribute to the long-term sustainability of the Acequias, strengthen agricultural practices, and promote more efficient water use, all of which are essential for maintaining thriving and adaptive rural communities.

Additionally, the SCWMP improves equity in research access by prioritizing the Rio Hondo community. It actively engages in discussions with the community to ensure equitable access to critical water data, ultimately enhancing their quality of life and expanding economic opportunities.

The Community Hydrology Program creates opportunities for collaboration between NM WRRRI researchers and stakeholders for new technology and irrigation alternatives to mitigate drought. The program gathers processes, analyzes, and delivers real-time water data to New Mexico communities for better water management based on their own community-provided needs.

The NMDSWB develops public-private collaborative research and implementation projects with land managers in New Mexico to enhance community resilience.

Findings and analyses related to the Community Hydrology Program help identify specific infrastructural problems and needs that must be targeted for more accurate data, and involving non-scientist individuals in the project introduces the diversity of local knowledge, supports adaptive management, builds resilience, and addresses water resource risk management.

The groundwater conservation project assesses the impacts of alternative agricultural water demand reduction

The groundwater conservation project assesses the impacts of alternative agricultural water demand reduction strategies to assist farmers in realizing water demand reductions and support policy-makers in understanding policy effects. This project investigates Management flexibilities to maintain agricultural productivity with increasingly scarce water. Field research and computer modeling are being used to discover water-efficient crop choices, new irrigation technologies, data management, and smart farming with artificial intelligence. The output will be strategies for irrigated river valleys that show significant promise for farming resiliency in New Mexico.

The New Mexico Universities Produced Water Synthesis Project works closely with at least three state agencies to inform solutions to water scarcity and water quality using technology and community involvement to better treat and utilize produced water. The New Mexico universities' research expertise is complemented by private sector on-the-ground input to provide cutting-edge research for effective new approaches to produced water.

The Clean Drinking Water Technology Project is serving communities where the ability to obtain clean water persists, such as in the northwest corner of New Mexico.

Faculty and Student Water Research and Education Grant Programs prepare students to become New Mexico's future water resources scientists, technicians, managers, and policymakers and are central to the mission of the NM WRRRI. Under the guidance of accomplished and knowledgeable faculty researchers, student water research grants provide students with opportunities for hands-on experience in the lab and field and provide students with the skill sets needed to complete degree programs and move into New Mexico's job sector. Many student recipients of NM WRRRI grants are now established university faculty and federal laboratory scientists as well as technicians and experts at every level of local, state, and federal agencies. They are also well-represented in the private water-related industry. FY25 Provided 15 student water research awards across the state supporting at least 28 students. In FY25, four students supported by funding from the NM WRRRI completed their graduate degree programs.

Faculty Water Research Grant funds are made available through the Institute's federal base grant (Section 104(b) of the Water Resources Research Act – [Public Law 109-471]) and state appropriations. These “seed money” projects allow New Mexico university faculty to pursue critical areas of water resources research while providing training opportunities for their students. The grants and “seed monies” help faculty explore and develop research ideas that can attract more substantial outside funding. FY24 funding supported three faculty and one staff researcher and four students.

Funding awarded through these programs allows faculty and students to present research results at regional, national, and international forums; to disseminate research results through academic and other publications; to secure additional funding from federal, state, and private sources, thereby helping to retain students.

These projects will enhance the Governor's initiative on the Center of Excellence in Sustainable Food and Agriculture Systems by supporting water systems research to better integrate multidisciplinary research and applied solutions.

Water Resources Research Institute supports the Governor's 50-year Water Action Plan initiative through

8 Describe Student Population Served (in-state vs out-of-state students):

NM WRRI supports graduate and undergraduate students statewide by funding faculty and student research projects. Overall, including programs at NMSU and other New Mexico universities, we have the following: 37 students in the WSM degree program, 15 graduate research assistants and 2 undergraduates are employed at NM WRRI, 15 students receiving grants from the NM WRRI Student Water Research Grants Program, 55 student participants in the Annual Water Conference, and 6 student participants in the FY24 Animas water conference.

NMSU Water Science and Management (WSM) Graduate Degree Program is also housed within the Water Resources Research Institute at Stucky Hall and the NM WRRI Director, Sam Fernald is the WSM Program Director. The WSM Graduate Degree Program has five concentrations – Water Informatics; Watershed, Riparian & Aquatic Systems; Water Economics & Policy; Water Quality & Treatment; and Agricultural Water Resources. Current enrollment for this program is 37 students, which includes 14 students pursuing a PhD and 23 students pursuing an MS degree.

Twenty-seven of the WSM students are international students, and 10 are domestic students. Five domestic students are from New Mexico, two from Texas, and one from each state of Connecticut, Kansas, and Vermont. Twenty-seven international students originate from Bangladesh (5), Brazil (1), Eritrea (2), Ghana (2), Iran (2), Jordan (1), Libya (1), Nepal (7), Nigeria (2), Pakistan (3), and Panama (1). Fifteen of the WSM graduate students are female, and twenty-two are male.

9 Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?

NM WRRI assists faculty in obtaining support for their water-related projects from external sources and often administers these projects. During the period from July 1, 2024, through June 30, 2025, NM WRRI managed 21 externally funded awards. The institute administered 36 sub-awards as a result of the 21 externally funded awards issued to NM WRRI. The primary research focus of the projects centered around water quality, water planning, and management issues. Agencies providing support included the National Science Foundation, U.S. Geological Survey, New Mexico Environment Department, U.S. Department of Agriculture (USDA), Foundation for Food & Agriculture, Thornburg Corporation, Elephant Butte Irrigation District, Jornada Resource Conservation, New Mexico Produced Water Research Consortium, and the United States Environmental Protection Agency. Agencies award funding to researchers via the NM WRRI, which administers the projects. The institute director and staff participate in proposal development to secure funding whenever opportunities arise. These efforts are often multi-university and interdisciplinary projects.

10 Medical Projects Only - How many graduates stay and practice in New Mexico?

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**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution: New Mexico State University

RPSP Project: Water Resources Research Institute Total: \$ 1,300,200.00

| Budget versus Actual                                                                                           | Budget<br>FY 26     | Change                | Request<br>FY 27    | Comments                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------|---------------------|-----------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Revenue and Transfers</b>                                                                                   |                     |                       |                     |                                                                                                                                                                                                                                                                                  |
| <b>Beginning Fund Balance</b>                                                                                  | \$ 1,121,019.00     | \$ (626,395.00)       | \$ 494,624.00       |                                                                                                                                                                                                                                                                                  |
| <b>Appropriations</b>                                                                                          |                     |                       |                     |                                                                                                                                                                                                                                                                                  |
| Federal                                                                                                        |                     | \$ -                  |                     |                                                                                                                                                                                                                                                                                  |
| State plus Tobacco Settlement Fund                                                                             | \$ 6,298,300.00     | \$ (4,998,100.00)     | \$ 1,300,200.00     | Budget FY26 - FY25 L2025 HB2.5<br>\$5M reported incorrectly under NMDA and belongs to<br>NM WRRI                                                                                                                                                                                 |
| Local                                                                                                          | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| <b>Total Appropriations</b>                                                                                    | \$ 6,298,300.00     | \$ (4,998,100.00)     | \$ 1,300,200.00     |                                                                                                                                                                                                                                                                                  |
| <b>Grants and Contracts</b>                                                                                    |                     |                       |                     |                                                                                                                                                                                                                                                                                  |
| Federal                                                                                                        | \$ 2,677,794.00     | \$ -                  | \$ 2,677,794.00     | USDA (RAWCS), USGS (TAAP & 104b), NSF (DISES),<br>BOR (Aceaquia DRP), NFWF, BLM, & EPA (NMED 319,<br>River Stewardship & GKM)                                                                                                                                                    |
| State                                                                                                          | \$ -                | \$ 250,000.00         | \$ 250,000.00       | OSE                                                                                                                                                                                                                                                                              |
| Local                                                                                                          | \$ 111,336.00       | \$ (111,336.00)       | \$ -                | Local projects like Rio Hondo and UCSWCD projects<br>ended                                                                                                                                                                                                                       |
| <b>Total Grants and Contracts</b>                                                                              | \$ 2,789,130.00     | \$ 138,664.00         | \$ 2,927,794.00     |                                                                                                                                                                                                                                                                                  |
| <b>Private Gifts, Grants and Contracts</b>                                                                     | \$ 178,045.00       | \$ 21,955.00          | \$ 200,000.00       | FFAR extension                                                                                                                                                                                                                                                                   |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b>                                                       | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| <b>Tuition and Fees</b>                                                                                        | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| <b>Endowment</b>                                                                                               | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| <b>Sales and Services</b>                                                                                      | \$ 200.00           | \$ 100.00             | \$ 300.00           | Book sales : <i>Water Wars</i> and <i>The Beginning and Early<br/>History of ABQ Water Supply</i>                                                                                                                                                                                |
| <b>Other Sources - Detail in Comments</b>                                                                      | \$ 15,300.00        | \$ 700.00             | \$ 16,000.00        | Conference Registration Fees                                                                                                                                                                                                                                                     |
| <b>Total Revenues</b>                                                                                          | \$ 9,280,975.00     | \$ (4,836,681.00)     | \$ 4,444,294.00     |                                                                                                                                                                                                                                                                                  |
| <b>Transfers (to) from</b>                                                                                     |                     |                       |                     |                                                                                                                                                                                                                                                                                  |
| Instruction and General                                                                                        | \$ 138,100.00       | \$ 211,900.00         | \$ 350,000.00       | OH Recovery                                                                                                                                                                                                                                                                      |
| Student Social and Cultural                                                                                    | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| Research                                                                                                       | \$ (47,800.00)      | \$ -                  | \$ (47,800.00)      | Transfer to Clean Drinking Water in A&S Chemistry                                                                                                                                                                                                                                |
| Public Service                                                                                                 | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| Internal Service                                                                                               | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| Student Aid                                                                                                    | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| Auxiliary Enterprises                                                                                          | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| Athletics                                                                                                      | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| Independent Operations                                                                                         | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| Capital Outlay                                                                                                 | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| Renewal and Replacement                                                                                        | \$ -                | \$ -                  | \$ -                |                                                                                                                                                                                                                                                                                  |
| <b>Total Transfers</b>                                                                                         | \$ 90,300.00        | \$ 211,900.00         | \$ 302,200.00       |                                                                                                                                                                                                                                                                                  |
| <b>Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category</b> |                     |                       |                     |                                                                                                                                                                                                                                                                                  |
|                                                                                                                | <b>FY26<br/>FTE</b> | <b>Change<br/>FTE</b> | <b>FY27<br/>FTE</b> |                                                                                                                                                                                                                                                                                  |
| Faculty Salaries                                                                                               |                     | 0.0                   |                     |                                                                                                                                                                                                                                                                                  |
| Professional Salaries                                                                                          | 18.4                | 1.6                   | 20.0                | Increased to fill vacant positions such as Research<br>Scientists and Postdoctoral Researchers to meet<br>project objectives                                                                                                                                                     |
| Other Staff Salaries                                                                                           | 3.8                 | 1.2                   | 5.0                 | Increased to fill vacant positions such as Program<br>Specialists, Program Coordinators, and Field Research<br>Assistants to meet project objectives                                                                                                                             |
| Student Salaries (GA/TA)                                                                                       | 10.8                | 2.5                   | 13.3                | Support for 14 Grad Assistantships & 2 Student<br>Assistants                                                                                                                                                                                                                     |
| Other Salaries                                                                                                 | 1.4                 | -0.8                  | 0.6                 | Decreased Director's overload                                                                                                                                                                                                                                                    |
| <b>Total All Salaries</b>                                                                                      | 34.4                | 4.6                   | 39.0                |                                                                                                                                                                                                                                                                                  |
| Fringe Benefits                                                                                                |                     |                       |                     | Using FY26 fringe rates                                                                                                                                                                                                                                                          |
| Travel                                                                                                         |                     |                       |                     | Includes travel to conferences, meetings, and<br>extensive New Mexico field site travel                                                                                                                                                                                          |
| Utilities                                                                                                      |                     |                       |                     |                                                                                                                                                                                                                                                                                  |
| Institutional Support Charges                                                                                  |                     |                       |                     |                                                                                                                                                                                                                                                                                  |
| Plant Operation and Maintenance Charges                                                                        |                     |                       |                     |                                                                                                                                                                                                                                                                                  |
| Supplies and Expenses                                                                                          | \$ 2,067,806.00     | \$ 103,390.00         | \$ 2,171,196.00     | Includes Subcontracts, Student and Faculty Water<br>Research Grants, Professional Service Contracts,<br>Graduate Assistantship Scholarships, publications,<br>monitoring equipment, field instrumentation,<br>telemetry, data, IT, and material and supplies for all<br>programs |
| Equipment                                                                                                      | \$ 173,645.00       | \$ (173,645.00)       |                     |                                                                                                                                                                                                                                                                                  |
| Other Expenditures                                                                                             | \$ 5,000,000.00     | \$ (5,000,000.00)     |                     | FY25 HB2.5 for support of agricultural production. NM<br>WRRI will implement projects that improve farmers'<br>and ranchers' ability to manage, conserve, and<br>efficiently apply limited water resources for<br>agricultural production                                        |
| <b>Total Expenditures</b>                                                                                      | 34.4                | 4.6                   | 39.0                |                                                                                                                                                                                                                                                                                  |
| <b>Ending Fund Balance</b>                                                                                     | \$ 494,624.00       | \$ (351,282.75)       | \$ 143,341.25       |                                                                                                                                                                                                                                                                                  |

NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)  
Research & Public Service Project (RPSP)  
Project Objectives Sheet

Institution: 

New Mexico State University

RPSP Project: 

Water Resources Research Institute

Total\$1,300,200.00

| Demonstrable goal based on benefit to students (especially at-risk), generation of degrees (especially STEM-H) and the people of New Mexico |                                                                                                                                                                                                                   | Actuals for FY25 | Target for FY26 | Target for FY27 | Comments - Demonstrate consistent improvement as a result of the awarded RPSP, trends, etc.                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                                                                                                           | Student Water Research Grants awarded                                                                                                                                                                             | 15               | 15              | 16              |                                                                                                                                                                                                                 |
| 2                                                                                                                                           | Students supported through NM WRRRI Student Water Research Grants                                                                                                                                                 | 28               | 28              | 28              |                                                                                                                                                                                                                 |
| 3                                                                                                                                           | Faculty Water Research Grants awarded                                                                                                                                                                             | 5                | 5               | 5               |                                                                                                                                                                                                                 |
| 4                                                                                                                                           | New Mexico faculty supported through NM WRRRI Faculty Water Research Grants                                                                                                                                       | 4                | 4               | 4               |                                                                                                                                                                                                                 |
| 5                                                                                                                                           | New Mexico students supported through NM WRRRI Faculty Water Research Grants                                                                                                                                      | 4                | 4               | 4               |                                                                                                                                                                                                                 |
| 6                                                                                                                                           | Reports completed by students and faculty as a result of Student Water Research Grant and Faculty Water Research Grants awarded                                                                                   | 17               | 19              | 20              |                                                                                                                                                                                                                 |
| 7                                                                                                                                           | NM WRRRI staff and student peer-reviewed reports published                                                                                                                                                        | 7                | 8               | 8               |                                                                                                                                                                                                                 |
| 8                                                                                                                                           | NM WRRRI conference proceedings and miscellaneous reports published                                                                                                                                               | 4                | 4               | 4               |                                                                                                                                                                                                                 |
| 9                                                                                                                                           | "NM Water eNews" produced annually                                                                                                                                                                                | 12               | 12              | 12              |                                                                                                                                                                                                                 |
| 10                                                                                                                                          | Subscribers to "NM WRRRI Water Enews" and communications mailing lists                                                                                                                                            | 1989             | 2188            | 2405            |                                                                                                                                                                                                                 |
| 11                                                                                                                                          | Water-related presentations by NM WRRRI                                                                                                                                                                           | 26               | 26              | 26              |                                                                                                                                                                                                                 |
| 12                                                                                                                                          | Water-related data requested and delivered for water use by NM WRRRI                                                                                                                                              | 11               | 11              | 12              | This includes and is not limited to the Strategic Community Water Management Program Dashboard, water models, informational pamphlets, field water budget measurements, and web maps                            |
| 13                                                                                                                                          | Community meetings to provide research and training focused on water conservation, resource planning and management, hydrologic system interactions, and water quality                                            | 5                | 6               | 7               | watershed working group, acequia working group, colloquium and webinars                                                                                                                                         |
| 14                                                                                                                                          | Community meetings to present and to facilitate the dissemination of water knowledge via technical and informal publications, newsletters, conferences, and presentations                                         | 15               | 17              | 18              | This includes and is not limited to RAWCS, DISES, WWN, congreso, and watershed coalition presentations                                                                                                          |
| 15                                                                                                                                          | Community meetings held with water users, vested parties, and local participants to provide expertise, specialized support, and information to address water problems                                             | 23               | 25              | 27              | This includes and is not limited to water budget model, conference presentations, web-map, monitoring equipment installation and useful data collection, project proposals and implementation plans             |
| 16                                                                                                                                          | Community meetings held with water users, vested parties, and local participants to discuss collaborative opportunities, cooperation efforts, and research outcomes with local, state, and federal water agencies | 93               | 100             | 110             | This includes and is not limited to cooperating with GAB, farmers, landowners, upper watershed water and forest management, watershed districts, NMAA, NMED, OSE, and southern NM agencies.                     |
| 17                                                                                                                                          | Conferences and workshops hosted by NM WRRRI                                                                                                                                                                      | 26               | 26              | 26              | This includes and is not limited to NM WRRRI Annual Water Conference, Canjilon Field trips, NFWF field and collaborator workshops, Grande U, and System Dynamics, Pojoaque Valley Focus Groups, and Acequia DRP |
| 18                                                                                                                                          | Participants attending and engaging in NM WRRRI hosted meetings, conferences, and workshops                                                                                                                       | 767              | 790             | 820             | This includes and is not limited to farmers, ranchers, local public bodies, state agencies, faculty, students, and general public                                                                               |
| 19                                                                                                                                          | Externally funded projects awarded to NM WRRRI                                                                                                                                                                    | 8                | 8               | 8               |                                                                                                                                                                                                                 |
| 20                                                                                                                                          | Subawards issued as a result of NM WRRRI externally funded awards                                                                                                                                                 | 9                | 9               | 9               |                                                                                                                                                                                                                 |
| 21                                                                                                                                          | Participating field sites involved in NM WRRRI watershed management and w                                                                                                                                         | 37               | 40              | 40              | Communities include La Union and Placitas, Dona Ana County; Canjilon, Rio Arriba County; and Arroyo Hondo, Taos County                                                                                          |
| 22                                                                                                                                          | new water monitoring systems installed                                                                                                                                                                            | 17               | 17              | 17              |                                                                                                                                                                                                                 |
| 23                                                                                                                                          | sensors capturing data across NM WRRRI field sites                                                                                                                                                                | 115              | 115             | 115             |                                                                                                                                                                                                                 |

Add Additional lines as needed

|                                                                         |                                                          |  |               |
|-------------------------------------------------------------------------|----------------------------------------------------------|--|---------------|
| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                          |  |               |
| Research & Public Service Project (RPSP)                                |                                                          |  |               |
| FY 2027                                                                 |                                                          |  |               |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                          |  |               |
|                                                                         |                                                          |  |               |
| Institution:                                                            | New Mexico State University                              |  |               |
| Name/Title of Project:                                                  | Doña Ana Branch-Dental Hygiene Program                   |  |               |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels |  |               |
| RPSP Account Code                                                       | 95400-9549-7266 Dona Ana branch - dental hygiene program |  |               |
| FY27 Funding Request                                                    | \$ 557,500.00                                            |  |               |
| If previously funded, amount that was awarded in FY26                   |                                                          |  | \$ 557,500.00 |
| Type of Project                                                         | (Choose up to two - one from each dropdown)              |  |               |
|                                                                         | Public Service<br>Clinical                               |  |               |

1

Number of years the project has received General Fund support: (Disregard if new program)

11

2

Project Description/Executive Summary:

The Dental Clinics at Doña Ana Community College (DACC) are operated in support of the DACC Dental Hygiene and Dental Assisting programs. The Espina Campus dental clinic began operation in the Fall of 2008, and mini dental clinics (Gadsden Campus, Lynn Middle School, and Jardin de los Niños) have been added since 2018 to support student success, public service, and improved access to dental health care for New Mexicans. The clinical and academic rigor of the program prepares students to challenge licensing clinical board examinations and obtain licensure to practice entry-level dental hygiene in private dental offices, hospitals, and public health agencies. The DACC dental hygiene program is rooted in the ideal of public service to promote dental public health, improve access to dental services for New Mexicans and teach students the importance of service as they master the craft of dental hygiene by caring for patients who are in need of dental health care. Public service, delivered as direct patient care to New Mexicans and outreach dental hygiene efforts are an essential component of dental hygiene school as this is a requirement for students' learning. The Dental Hygiene Program, in January 2023, expanded by merging the Dental Assisting program under the Dental Hygiene leadership, faculty, and staff. The purpose of the integration was to offer students more robust opportunities for learning and collaboration, recruitment of a more diverse workforce, and sustain and improve the number of dental healthcare providers currently graduating and becoming licensed in the state of New Mexico. With the program merge, now the Dental Hygiene Program currently admits 24 students; 12 dental hygiene and 12 dental assisting students annually with a total student count of 36 students annually, including the one new and one continuing dental hygiene cohorts and the one dental assisting cohort. The merger also provided the opportunity to better utilize the resources available, including financial resources, facilities, faculty, and staff. Other benefits that align to the RPSP guidelines include: Student Success by creating a seamless integration of the curriculum allowing for pathways that lead to degree completion and transferability of credit hours from one program to the next while saving students time and money as they complete their education, thus, making it more affordable. Examples include the creation of advanced standing guidelines where DACC dental assisting students can transfer some courses from their certificate to the associate degree in dental hygiene. Furthermore, the dental hygiene program established a pathway with the University of New Mexico, the first of its kind, within the dental sciences in New Mexico. This pathway allows DACC dental hygiene students to enroll at UNM while they are still working towards their associate degree; thus, they can be working towards their associate and baccalaureate degrees in Dental Hygiene at the same time. This approach also supports student success and diversity in dental hygiene and makes their education more affordable.



The program aims to enhance access to dental health care services for individuals who lack dental care in Southern New Mexico, especially those residing in Doña Ana, Otero, and Luna counties. By doing so, it supports the State of New Mexico.

Our program faculty is dedicated to providing top-notch clinical education that prepares students to pass their board exams and become licensed dental health professionals in New Mexico. This is especially important in underserved areas of the state where there is high demand for dental health professionals. To achieve this, students participate in public service by offering preventive dental services at clinics such as Espina, Gadsden, Lynn, and Jardin de los Niños, serving over 1,000 individuals. Additionally, our public service learning and outreach efforts reach over 3,000 individuals annually.

The Program, within the last year, has engaged in several public service-learning programs that have the following objectives:

- To promote student learning and skill-building outside of the typical clinical setting.
- To promote community and collaboration between the dental hygiene program and other community agencies.
- To improve service-learning practices where students not only gain additional skills while providing public service to the community but also improve access to preventive dental hygiene services and improve access to care of patients with limited or no resources and no insurance or under-insured.
- Promote overall health in the community by decreasing the cost of more complicated treatment due to lack of dental insurance or resources.
- To provide public service by treating students at Lynn Middle School at the school-based dental clinic and support the State of New Mexico by ensuring kids are healthier and are seen by a dental professional regularly, thus, mitigating oral health problems and promoting healthy habits at an early age.

**3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):**

The current budget of \$577,500 supports the DACC Dental Programs by keeping qualified faculty and staff who help with the clinical and educational aspects of the programs. Out of this budget, \$50,000 is allocated for the dental clinic's operation, which helps keep costs low for students and patients. This makes clinical education more affordable for students and gives patients more opportunities to access dental health care at a reduced cost.

**4 Program Mission (Include population served, other demographic information):**

The Dental Hygiene Program at NMSU-DACC is committed to preparing compassionate, ethical, and skilled dental hygienists dedicated to improving oral and systemic health. Through excellence in education, research, and community service, we strive to cultivate critical thinking, effective communication, and evidence-based decision-making. Our program promotes lifelong learning, interdisciplinary collaboration, and professional development to enhance the well-being of diverse populations in Las Cruces, New Mexico, and beyond.

**5 Key Project Objectives (Overview only - Details and Measures on following worksheet):**

**Objective 1.**

- 90% of students taking national board examinations will pass.

**Objective 2.**

- 80% of students admitted to the program will finish the program successfully.
- 90% of students graduating from the program will find employment within a year after graduation.
- 90% of students will participate in public service-learning and clinical activities to improve oral health promotion and disease prevention.
- 90% of students will participate in public service by providing clinical care and outreach to improve access to dental hygiene services among those with limited to no access to preventive services.

6

**For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

**Accomplishments:**

The Program has achieved a 100% Pass Rate in National and Regional Board Examinations, licensure after six months from graduation, and employability six months from graduation. The program's faculty has obtained grant funding to create training modules as part of their public service initiative. These modules help dental professionals in New Mexico gain additional knowledge to work with patients who have special needs, thus increasing the number of providers available for this population. Further, DACC Dental Hygiene Students can take advantage of a dual degree program pathway, AAS to BSDH with the University of New Mexico. This program allows students to complete both degrees by enrolling in a dual degree track where they can complete their AAS at DACC and their BSDH at UNM. The dual degree program has already proven successful, as several students have enrolled and graduated with the baccalaureate degree, and more are enrolling. Additionally, we have enhanced access to oral health care in Las Cruces and the surrounding areas by offering complete preventive services at satellite locations and participating in community events. Our efforts have resulted in reaching over 3,000 individuals.

**Challenges:**

Some challenges include the recruitment of dentists to work in the clinic to provide dental examinations, treatment, and support with student teaching and training, recruiting qualified dental hygiene and assisting faculty. The program is working to expand the number of students admitted to the programs. Still, this continues to be a challenge due to limitations in clinic size and faculty-to-student ratios.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The Dental Hygiene and Dental Assisting Programs at Doña Ana Community College (DACC) have had a transformative impact on oral health outcomes across Southern New Mexico and beyond. These programs deliver high-quality, affordable education and contribute meaningfully to addressing the region's oral health disparities through sustained community engagement and public health outreach.

**Educational Access and Workforce Development**

DACC's dental programs are distinguished by their accessibility and affordability, drawing students from Doña Ana County and a wide range of rural and underserved areas, including Otero, Chaves, Sierra, Eddy, Lea, Santa Fe, Grant, and Luna counties. The quality of education and hands-on training equips graduates with advanced clinical competencies, improving their employability and earning potential compared to other associate degree or certificate programs. As a result, the programs support workforce development by training and retaining highly skilled dental professionals within the state.

**Public Health Outreach and Community Impact.** Through its robust dental public health outreach efforts, the program has reached more than 3,000 individuals, offering essential preventative and therapeutic dental services. These initiatives significantly improve access to care, especially for uninsured or underinsured populations, and align with state priorities to mitigate the effects of social determinants of health. Outreach activities range from school-based dental screenings to community health fairs and collaborations with local agencies and nonprofits, Clinical Education, and Service Learning. The program's integrated public service-learning model provides students with direct patient care experiences in real-world settings, bridging the gap between academic instruction and clinical practice. These experiences are crucial in shaping culturally competent, service-oriented professionals who are prepared to meet the complex needs of New Mexico's diverse populations. The emphasis on community-based education supports the Rural Primary Health Care Act (RPSP) principles, fostering a commitment among graduates to practice within the state and serve in high-need areas: Statewide Health Equity and Retention of Providers. DACC's dental programs contribute to the statewide effort to expand access to oral health care by increasing the number of licensed dental professionals committed to remaining in New Mexico. The dual focus on community service and student development ensures that the impact extends beyond individual success, fostering a sustainable pipeline of providers equipped to address health inequities in the state.

8

**Describe Student Population Served (in-state vs out-of-state students):**

The Dental Hygiene Program at DACC has significantly impacted Southern New Mexico and across the state. It offers quality education at an affordable cost, making it accessible to students from Doña Ana County and beyond. Students from Otero, Chaves, Sierra, Eddy, Lea, Santa Fe, Grant, Luna, and other counties often apply to and succeed in dental hygiene and dental assisting programs. The program provides high-quality clinical experiences as part of its public service learning, clinical curriculum, and academic portion. Its affordability makes it an excellent choice for students seeking an education that leads to employability and higher wages than other non-dental/non-medical associate degrees and certificate programs.

The DACC program is crucial in teaching and developing students' clinical skills. Providing direct patient care in dental services to the community is essential to the program. This aligns with the RPSP public service principles and the State of New Mexico's initiatives to increase access to care by having more licensed dental providers stay and work in the state."

9

**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

The program continues to seek funding from other sources to improve students' success by providing a wide variety of clinical experiences and education and to mitigate the burden on the college and the State of New Mexico.

- Delta Dental of New Mexico has provided funding since 2018 to support school-based Programs and other outreach work, which has had a positive impact on dental hygiene students and the students who receive dental services at Lynn Middle School at no cost.
- Blue Cross and Blue Shield of New Mexico have also funded some outreach projects, such as the clinical component at Jardin de Los Niños, work being done with Amador Health Center, and funding to support launching the Gadsden Campus mini dental clinic.
- Other grants (Southern New Mexico Foundation, Enchanted Life Foundation, Dental Trade Alliance Foundation, and the Anderson Foundation) have been sought to support the program's clinical and public service efforts so that students hone their skills. At the same time, they learn the importance of public service and public health in New Mexico.
- The Carl Perkins grant is also a source of funding that supports the program in terms of equipment purchases and faculty and staff professional development. "

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**

Currently, out-of-state agencies and private practices are recruiting NM dental hygiene graduates because they offer them more money than NM dentists; thus, approximately 50% of graduates leave the state for higher pay, and the other 50% remain in NM.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

RPSP Project:  Total:

| Budget versus Actual                                                                                           | Budget<br>FY 26          | Change                  | Request<br>FY 27         | Comments |
|----------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------|--------------------------|----------|
| <b>Revenue and Transfers</b>                                                                                   |                          |                         |                          |          |
| <b>Beginning Fund Balance</b>                                                                                  | <b>\$ 48,064.56</b>      | <b>\$ 0.00</b>          | <b>\$ 48,064.56</b>      |          |
| <b>Appropriations</b>                                                                                          |                          |                         |                          |          |
| Federal                                                                                                        |                          | \$ -                    |                          |          |
| State plus Tobacco Settlement Fund                                                                             | <b>\$ 557,500.00</b>     | \$ -                    | <b>\$ 557,500.00</b>     |          |
| Local                                                                                                          |                          | \$ -                    |                          |          |
| <b>Total Appropriations</b>                                                                                    | <b>\$ 557,500.00</b>     | <b>\$ -</b>             | <b>\$ 557,500.00</b>     |          |
| <b>Grants and Contracts</b>                                                                                    |                          |                         |                          |          |
| Federal                                                                                                        |                          | \$ -                    |                          |          |
| State                                                                                                          |                          | \$ -                    |                          |          |
| Local                                                                                                          |                          | \$ -                    |                          |          |
| <b>Total Grants and Contracts</b>                                                                              | <b>\$ -</b>              | <b>\$ -</b>             | <b>\$ -</b>              |          |
| <b>Private Gifts, Grants and Contracts</b>                                                                     |                          | \$ -                    |                          |          |
| <b>Land &amp; Permanent Fund or Local Property Taxes</b>                                                       |                          | \$ -                    |                          |          |
| <b>Tuition and Fees</b>                                                                                        |                          | \$ -                    |                          |          |
| <b>Endowment</b>                                                                                               |                          | \$ -                    |                          |          |
| <b>Sales and Services</b>                                                                                      |                          | \$ -                    |                          |          |
| <b>Other Sources - Detail in Comments</b>                                                                      |                          | \$ -                    |                          |          |
| <b>Total Revenues</b>                                                                                          | <b>\$ 557,500.00</b>     | <b>\$ -</b>             | <b>\$ 557,500.00</b>     |          |
| <b>Transfers (to) from</b>                                                                                     |                          |                         |                          |          |
| Instruction and General                                                                                        |                          | \$ -                    |                          |          |
| Student Social and Cultural                                                                                    |                          | \$ -                    |                          |          |
| Research                                                                                                       |                          | \$ -                    |                          |          |
| Public Service                                                                                                 |                          | \$ -                    |                          |          |
| Internal Service                                                                                               |                          | \$ -                    |                          |          |
| Student Aid                                                                                                    |                          | \$ -                    |                          |          |
| Auxiliary Enterprises                                                                                          |                          | \$ -                    |                          |          |
| Athletics                                                                                                      |                          | \$ -                    |                          |          |
| Independent Operations                                                                                         |                          | \$ -                    |                          |          |
| Capital Outlay                                                                                                 |                          | \$ -                    |                          |          |
| Renewal and Replacement                                                                                        |                          | \$ -                    |                          |          |
| <b>Total Transfers</b>                                                                                         | <b>\$ -</b>              | <b>\$ -</b>             | <b>\$ -</b>              |          |
| <b>Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category</b> |                          |                         |                          |          |
|                                                                                                                | <b>FY26<br/>FTE</b>      | <b>Change<br/>FTE</b>   | <b>FY27<br/>FTE</b>      |          |
| Faculty Salaries                                                                                               | 3.1 \$ 213,200.00        | 0.0 \$ 8,528.00         | 3.1 \$ 221,728.00        |          |
| Professional Salaries                                                                                          | 1.9 \$ 108,000.00        | 0.0 \$ -                | 1.9 \$ 108,000.00        |          |
| Other Staff Salaries                                                                                           | 1.0 \$ 41,946.00         | 0.0 \$ 1,678.00         | 1.0 \$ 43,624.00         |          |
| Student Salaries (GA/TA)                                                                                       | 0.2 \$ 7,139.00          | 0.0 \$ -                | 0.2 \$ 7,139.00          |          |
| Other Salaries                                                                                                 |                          | 0.0 \$ -                |                          |          |
| <b>Total All Salaries</b>                                                                                      | <b>6.2 \$ 370,285.00</b> | <b>0.0 \$ 10,206.00</b> | <b>6.2 \$ 380,491.00</b> |          |
| Fringe Benefits                                                                                                | \$ 144,402.00            | \$ 4,010.00             | \$ 148,412.00            |          |
| Travel                                                                                                         | \$ 3,848.00              | \$ -                    | \$ 3,848.00              |          |
| Utilities                                                                                                      |                          | \$ -                    |                          |          |
| Institutional Support Charges                                                                                  |                          | \$ -                    |                          |          |
| Plant Operation and Maintenance Charges                                                                        |                          | \$ -                    |                          |          |
| Supplies and Expenses                                                                                          | \$ 38,965.00             | \$ (14,216.00)          | \$ 24,749.00             |          |
| Equipment                                                                                                      |                          | \$ -                    |                          |          |
| Other Expenditures                                                                                             |                          | \$ -                    |                          |          |
| <b>Total Expenditures</b>                                                                                      | <b>6.2 \$ 557,500.00</b> | <b>0.0 \$ -</b>         | <b>6.2 \$ 557,500.00</b> |          |
| <b>Ending Fund Balance</b>                                                                                     | <b>\$ 48,064.56</b>      | <b>\$ 0.00</b>          | <b>\$ 48,064.56</b>      |          |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Dental Hygiene Program

\$ 557,500.00

Demonstrable goal based on benefit to students (especially at-risk),  
 generation of degrees (especially STEM-H) and the people of New  
 Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the  
 awarded RPSP, trends, etc.

|    |                                                                                                   |      |     |     |                                                                                                                                                |
|----|---------------------------------------------------------------------------------------------------|------|-----|-----|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | To maintain the number of students admitted to the program <input type="checkbox"/>               | 12   | 12  | 12  |                                                                                                                                                |
| 2  | To graduate 80% of those who are admitted to the program <input type="checkbox"/>                 | 75%  | 80% | 80% | The Class of 2025 graduated 9 students. 2 Students withdrew due to personal reasons and 1 due to academic issues.                              |
| 3  | To retain at least 80 % of those who are admitted to the program                                  | 75%  | 80% | 80% |                                                                                                                                                |
| 4  | surveys and out of those completed, 80% will be well satisfied                                    | 100% | 80% | 80% | All students were satisfied with education received                                                                                            |
| 5  | 90% of students will find employment within a year from graduation <input type="checkbox"/>       | 90%  | 90% | 90% | Students who graduated in 2024 have all been employed, except one who has not passed the board exams.                                          |
| 6  | returned surveys <input type="checkbox"/>                                                         | 100% | 90% | 90% |                                                                                                                                                |
| 7  | 90% of students taking national boards will pass <input type="checkbox"/>                         | 90%  | 90% | 90% | The current class of 2025 has all passed the boards, but is still pending to pass two more. Class of 2024, all but one passed the board exams. |
| 8  | Out of the students who graduate, 90% will become licensed professionals <input type="checkbox"/> | 90%  | 90% | 90% | All but one of the class of 2024 graduates are licensed providers. Class of 2025 is not licensed yet as board exams are pending.               |
| 9  |                                                                                                   |      |     |     |                                                                                                                                                |
| 10 |                                                                                                   |      |     |     |                                                                                                                                                |
| 11 |                                                                                                   |      |     |     |                                                                                                                                                |
| 12 |                                                                                                   |      |     |     |                                                                                                                                                |
| 13 |                                                                                                   |      |     |     |                                                                                                                                                |
| 14 |                                                                                                   |      |     |     |                                                                                                                                                |
| 15 |                                                                                                   |      |     |     |                                                                                                                                                |
| 16 |                                                                                                   |      |     |     |                                                                                                                                                |
| 17 |                                                                                                   |      |     |     |                                                                                                                                                |
| 18 |                                                                                                   |      |     |     |                                                                                                                                                |
| 19 |                                                                                                   |      |     |     |                                                                                                                                                |
| 20 |                                                                                                   |      |     |     |                                                                                                                                                |

Add Additional lines as needed

## NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research &amp; Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: Dona Ana Community College

Name/Title  
of Project: DACC Nursing Expansion Program

RPSP Type Continuing - Funding to maintain existing service levels

RPSP  
Account  
Code 95400-9549-7268 Dona Ana branch - nurse expansionFY27  
Funding  
Request \$ 928,900.00

If previously funded, amount that was awarded in FY26 \$ 928,900.00

(Choose up to two - one from each dropdown)

Type of  
Project Public Service  
Academic1 Number of years the project has received General Fund support:  
(Disregard if new program)

13

2 Project Description/Executive Summary:

The DACC Nursing Expansion Program addresses critical nursing workforce shortages in New Mexico and Dona Ana County through three primary initiatives: faculty recruitment and retention, student success support, and preventative upkeep of simulation equipment. The program provides supplemental compensation, sign-on bonuses, and retention incentives to attract qualified nursing faculty. Student success support includes progressive academic achievement stipends and NCLEX-RN examination fee reimbursement. To support student learning experiences and clinical skills development, high-fidelity simulation equipment is utilized, which requires routine preventative maintenance. Over the last three years, the program has experienced a significant increase in the number of students served. Total enrollment rose from 135 in the fiscal year 2023 to 173 students in the fiscal year 2025. This growth, occurring across both the Espina and Sunland Park Campuses, directly addresses the state's critical nursing shortage.

Program Performance vs. National Benchmarks:

3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):

DACC Nursing Expansion Program funding supports faculty recruitment and retention, student success initiatives, and simulation equipment maintenance contracts. With the nursing program enrollment increasing by 38 students, additional funding is needed to maintain the quality of these initiatives while accommodating growth in the student population. Faculty recruitment and retention include competitive faculty compensation and professional development opportunities. The funding also continues to support student success initiatives with academic achievement stipends and NCLEX-RN reimbursement. The simulation maintenance costs are particularly critical as our ten high-fidelity mannequins and recording equipment require specialized support to ensure reliable operation for approximately 350 student practice hours annually. The budget ensures sustainable nursing education excellence through strategic faculty, technology, and student support investment.

4

**Program Mission (Include population served, other demographic information):**

The mission of the DACC Nursing Expansion Program is to develop a robust, highly qualified nursing workforce for New Mexico through excellence in nursing education. The program serves diverse nursing students across both the main campus and Sunland Park locations while addressing critical healthcare needs throughout southern New Mexico, particularly in rural and underserved communities. New Mexico currently faces a shortage of over 6,700 registered nurses (New Mexico Health Care Workforce Committee, 2024). The enrolled student population at Dona Ana Community College Nursing Program primarily serves students from Dona Ana County. In 2025, the total number of enrolled nursing students is 173, which has increased from 126 students in 2024. The students served are largely non-traditional students' population, where over 70% of nursing students are members of an ethnic/racial minority. In summer 2025, the total number of enrolled nursing students is 122, an increase from 96 in summer 2024. In reviewing data from summer 2025, 75% of students in the nursing program are in New Mexico. Of these, 63% are from Dona Ana County, and within that 63%, 14% are from the southern area of the county.

5

**Key Project Objectives (Overview only - Details and Measures on following worksheet):**

Key project objectives continue to align with NMSU's LEADS 2025 Strategic Plan, DACC's Mission and Vision, and the Nursing Program's End of Program outcomes. The project centers on LEADS 2025 goals #1 (Enhance student success and social mobility) and goal #4 (Build a robust university system). The four main objectives are (1) student success, (2) student retention and completion, (3) student preparation for profession, and (4) faculty preparation for education.

**Student Success:** Improve academic performance and professional readiness through targeted financial incentives and educational resources. According to Columbia Basin College's ADN program, the national benchmark for nursing program completion is "70% or more of students who begin will complete the program and earn an Associate Degree in Nursing within two years (six quarters) which is 100% of the usual time frame" (Columbia Basin College, 2025). Our current completion rates of 83% significantly exceed this national benchmark.

**Student Retention:** Increase program completion rates through progressive academic achievement stipends. The program's term-to-term retention targets (80-87%) align with best practices identified in the literature, where supplemental instruction is a viable intervention to improve nursing student retention (Harding, 2012; Jeffreys, 2012). This is particularly important given that "According to the National League for Nursing, the national dropout rate for nursing programs in the United States is 20%, and this high attrition rate is considered problematic" (Elkins, 2019), with some programs reaching as much as 50% attrition (Eudy & Brooks, 2022).

**Faculty Preparation for Education:** Transform clinical practitioners into effective educators through dedicated professional development programs, including attending the following conferences: Accreditation Commission for Education in Nursing (ACEN) Self-Study Forums, National Conference on Race and Ethnicity in American Higher Education (NCORE), National Academic Advising Association Conference, faculty development provided by Wolters Kluwer among others. With a faculty retention rate of 89.3%, DACC's nursing program outperforms the national nursing faculty shortage rate of 8.8% (AACN, 2022), ensuring program stability and quality education delivery.

**Student Completion:** Increase graduation rates and successful NCLEX examination outcomes through comprehensive student support, including exam fee reimbursement.

6

For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

The DACC Nursing Expansion Program has significantly grown over the last three fiscal years. Enrollment experienced a temporary decline in the academic year 2023-24, dropping to 126 students due to clinical placement constraints. This decrease followed significant growth in 2022-23 (135) driven by increased Vista student enrollment and the launch of our part-time cohort option, which created a bottleneck as we worked to secure adequate clinical sites for the expanded student body. In response, we strategically invested in expanding our simulation capacity during 2023-24 and 2024-25, enhancing in-person and virtual simulation capabilities. These improvements, combined with increased clinical placement capacity, enabled us to strategically rebound with enrollment rising to 173 students in 2024-25—a 37% increase demonstrating the underlying demand for our programs and our enhanced capacity to serve students effectively.

The DACC Nursing Expansion Program has not only grown in student numbers but has also seen significant improvement in NCLEX-RN licensure pass rates. For first-time test takers, the pass rate rose from 76.47% in the 2022 calendar to an impressive 94.29% in 2023 and 97.56% in 2024, well above the national average of 90.63%. In 2024, we had 40 graduates take and pass the NCLEX-RN exam and we have had 18 graduates take and pass the NCLEX-RN in the first quarter of 2025.

Concurrent with the nursing program's expansion, our faculty retention rate has steadily increased, rising from 79.4% in 2023 to 84% in 2024, and further to 92% in 2025. We have supported twelve nursing faculty through supplemental compensation, retention incentives, and sign-on bonuses, resulting in a stable, qualified faculty team. According to the American Association of Colleges of Nursing (AACN), faculty shortages increased slightly to 8.8% in 2022 compared to 8% in 2021 (NurseJournal.org, 2023), making our retention rate particularly noteworthy.

In the last year, our simulation program has conducted approximately 350 hours of clinical experience utilizing the high-fidelity simulation equipment, essential for developing student competencies. Despite these accomplishments, we continue to face challenges related to physical space limitations, keeping pace with rapidly evolving healthcare technology, and preparing students for the next-generation NCLEX examination format, which requires additional simulation and testing resources. In this year's request, we had a significant increase in our simulation maintenance budget and will continue to see that in the coming years. We aspire to add augmented and virtual reality learning opportunities for students and within this funding cycle that was not possible.

7

Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):

The DACC Nursing Expansion Program directly aligns with Governor Lujan Grisham's historic \$1.3 billion budget boost for higher education initiatives by addressing critical healthcare workforce needs in New Mexico. With the projected shortage of 6,700 registered nurses, our program's expansion is crucial for state healthcare infrastructure. Our nursing student navigator has been instrumental in addressing mental health challenges and social determinants of education, supporting approximately 40 students through personal and academic obstacles. Progressive achievement stipends have significantly reduced financial barriers to clinical rotations, allowing students to focus on skill development rather than economic concerns. The program's holistic approach contributes directly to the statewide initiative to increase healthcare access by producing well-prepared nursing graduates who remain in New Mexico to serve local communities.

The program's student completion rates (83% current, targeting 87%) significantly exceed the national benchmark of 70% for ADN programs and counter the national nursing program dropout rate of 20% (National League for Nursing, 2018). This exceptional performance demonstrates the effectiveness of our comprehensive support systems.

Our program consistently delivers licensed nurses to the New Mexico workforce. In 2022, 44 of 51 graduates who tested for the NCLEX-RN obtained licensure in New Mexico. This strong output continued in 2023, with 32 of 36 graduates obtaining licensure, and in 2024, with 36 of 41 graduates securing their New Mexico licensure. For the first quarter of 2025, 13 of the 21 students who tested have already obtained licensure in New Mexico. Furthermore, student outcomes consistently demonstrate a 100% graduate placement in healthcare facilities.



8 **Describe Student Population Served (in-state vs out-of-state students):**

The enrolled student population in the nursing program primarily serves students from Dona Ana County. The students served are largely non-traditional students' population, where over 70% of nursing students are members of an ethnic/racial minority. In summer 2025, the total number of enrolled nursing students is 122, an increase from 96 in summer 2024. In reviewing data from summer 2025, 75% of students in the nursing program are in New Mexico. Of these, 63% are from Dona Ana County, and within that 63%, 14% are from the southern area of the county.

9 **Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

No, the program does not receive awards or private donations. Carl Perkins is available to the program and has on occasion been utilized to purchase some equipment or to pay for faculty professional development. However, the funding is spread across multiple programs at DACC therefore, funding is not always guaranteed.

10 **Medical Projects Only - How many graduates stay and practice in New Mexico?**

|  |
|--|
|  |
|--|

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

Dona Ana Community College

RPSP Project:

DACC Nursing Expansion Program

Total:

\$ 928,900.00

## Budget versus Actual

## Revenue and Transfers

Budget  
FY 26

Change

Request  
FY 27

Comments

## Beginning Fund Balance

\$ 423,507.81

\$ -

\$ 423,507.81

## Appropriations

Federal

\$ -

State plus Tobacco Settlement Fund

\$ 928,900.00

\$ -

\$ 928,900.00

Local

\$ -

## Total Appropriations

\$ 928,900.00

\$ -

\$ 928,900.00

## Grants and Contracts

Federal

\$ -

State

\$ -

Local

\$ -

## Total Grants and Contracts

\$ -

\$ -

\$ -

## Private Gifts, Grants and Contracts

\$ -

## Land &amp; Permanent Fund or Local Property Taxes

\$ -

## Tuition and Fees

\$ -

## Endowment

\$ -

## Sales and Services

\$ -

## Other Sources - Detail in Comments

\$ -

## Total Revenues

\$ 928,900.00

\$ -

\$ 928,900.00

## Transfers (to) from

Instruction and General

\$ -

Student Social and Cultural

\$ -

Research

\$ -

Public Service

\$ -

Internal Service

\$ -

Student Aid

\$ -

Auxiliary Enterprises

\$ -

Athletics

\$ -

Independent Operations

\$ -

Capital Outlay

\$ -

Renewal and Replacement

\$ -

## Total Transfers

\$ -

\$ -

\$ -

## Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |                      | Change<br>FTE | \$                     | FY27<br>FTE |                      |                                                                                                                                   |
|-----------------------------------------|-------------|----------------------|---------------|------------------------|-------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Faculty Salaries                        | 4.2         | \$ 292,520.00        | -0.8          | \$ (101,243.00)        | 3.4         | \$ 191,277.00        | RPSP only covering 20% of nursing faculty coordinator in FY27                                                                     |
| Professional Salaries                   | 2.5         | \$ 139,050.00        | 0.0           | \$ (10,968.00)         | 2.5         | \$ 128,082.00        | Turnover in staff impacted salary levels                                                                                          |
| Other Staff Salaries                    |             |                      | 0.0           | \$ -                   |             |                      |                                                                                                                                   |
| Student Salaries (GA/TA)                |             |                      | 0.0           | \$ -                   |             |                      |                                                                                                                                   |
| Other Salaries                          |             |                      | 0.0           | \$ -                   |             |                      |                                                                                                                                   |
| <b>Total All Salaries</b>               | <b>6.7</b>  | <b>\$ 431,570.00</b> | <b>-0.8</b>   | <b>\$ (112,211.00)</b> | <b>5.9</b>  | <b>\$ 319,359.00</b> |                                                                                                                                   |
| Fringe Benefits                         |             | \$ 171,549.00        |               | \$ (44,604.00)         |             | \$ 126,945.00        |                                                                                                                                   |
| Travel                                  |             | \$ 22,525.00         |               | \$ (5,535.00)          |             | \$ 16,990.00         |                                                                                                                                   |
| Utilities                               |             |                      |               | \$ -                   |             |                      |                                                                                                                                   |
| Institutional Support Charges           |             |                      |               | \$ -                   |             |                      |                                                                                                                                   |
| Plant Operation and Maintenance Charges |             |                      |               | \$ -                   |             |                      |                                                                                                                                   |
| Supplies and Expenses                   |             | \$ 266,256.00        |               | \$ 149,350.00          |             | \$ 415,606.00        | Faculty incentive and retention stipends, differentials, student NCLEX reimbursements & stipends, RN capstone preparation program |
| Equipment                               |             | \$ 37,000.00         |               | \$ 13,000.00           |             | \$ 50,000.00         |                                                                                                                                   |
| Other Expenditures                      |             |                      |               | \$ -                   |             |                      |                                                                                                                                   |
| <b>Total Expenditures</b>               | <b>6.7</b>  | <b>\$ 928,900.00</b> | <b>-0.8</b>   | <b>\$ -</b>            | <b>5.9</b>  | <b>\$ 928,900.00</b> |                                                                                                                                   |
| <b>Ending Fund Balance</b>              |             | <b>\$ 423,507.81</b> |               | <b>\$ -</b>            |             | <b>\$ 423,507.81</b> |                                                                                                                                   |

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

Dona Ana Community College

RPSP Project:

DACC Nursing Expansion Program

Total

\$ 928,900.00

|   | Demonstrable goal based on benefit to students (especially at-risk), generation of degrees (especially STEM-H) and the                                                                                                                                                                                                                                     | Actuals for FY25                                                                                                     | Target for FY26                         | Target for FY27                         | Comments - Demonstrate consistent improvement as a result of the awarded RPSP, trends, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Increase on time student completion (100%) rates to 85% through academic support, wellness health and financial interventions                                                                                                                                                                                                                              | 83%                                                                                                                  | 85%                                     | 87%                                     | Completion rates increase by the following interventions that are directly supported by RPSP funding:<br>1.Student Navigator: advocate and manager for students<br>2.Purchase of ATI green light RN licensure program for Capstone students<br>3.End of Semester stipends to help student offset financial barriers associated with school<br>4.Purchase and expansion of simulation program to provide additional clinical sites for program completion<br>5.Reimbursement of NCLEX RN licensure fees for students who pass licensure exam on 1st attempt<br>6.Provide student success tutoring to Capstone and post graduate students<br>7.Enhance teaching pedagogies for full-time faculty by offering professional development                                                                                                                                                                        |
| 2 | Increase student term-to-term retention rate to 87% through comprehensive navigation services that address students' holistic academic, personal, and financial needs, including proactive support for accessing institutional resources and financial assistance programs.                                                                                | 81%                                                                                                                  | 85%                                     | 87%                                     | Student retention through Navigation and Holistic Support Services:<br>Key Interventions:<br>1.Full-time Student Navigator providing individualized support<br>2.Proactive outreach and beginning-of-semester check-ins (100% completion rate)<br>3.Holistic needs assessment and appropriate service referrals<br>4.Financial support coordination including stipend access facilitation<br>5.Academic intervention through tutoring and faculty collaboration<br>6.Stipends for students facing geographic barriers to clinical sites<br>Measurement:<br>•Term-to-term retention rates by semester<br>•Navigation service engagement rates<br>•Successful completion of financial aid/stipend processes<br>•Student satisfaction with navigation support<br>•85% of students will receive completion stipends per semester                                                                               |
| 3 | Achieve a 90% first-time NCLEX RN licensure pass rate through use of Academic support and mentoring; ATI preparation program and NCLEX Licensure reimbursement for successful 1st time test takers.                                                                                                                                                        | NCLEX RN Pass Rates by Calendar Year:<br>2024 97.56%<br>n = 41<br><br>2025<br>1st Quarter = 94%<br>n = 17            | NCLEX RN Pass Rates<br><br>Target = 90% | NCLEX RN Pass Rates<br><br>Target = 90% | NCLEX Success through Academic Support:<br>1.Purchase of ATI Greenlight program for capstone students<br>2.6 hours/week for post graduate tutoring services and prior to graduate taking licensure exam<br>3.History by Calendar Year<br>a.2021 77.27 n = 44<br>b.2022 76.47% n = 51<br>c.2023 94.29% n 35                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4 | Maintain 90% year-over year faculty retention through professional development opportunities and competitive compensation                                                                                                                                                                                                                                  | Faculty retention rate:<br>2025<br>89.3%                                                                             | Faculty Retention Rate<br>2026<br>90%   | Faculty Retention Rate<br>2027<br>90%   | Faculty Retention and Development:<br>Retention History:<br>FY' 24<br>86% n = 13<br>FY' 23<br>79.4% n = 10.33<br>Professional Development:<br>FY'25 Fall 2024<br>•Nurse Tim faculty workshop<br>•10 FT and 6 PT attended<br>•ACEN conference (sent two FT faculty)<br>FY'25 Spring 2025<br>•ACEN conference (sent 4 FT faculty)<br>•Achieving the Dream (sent 2 FT staff)<br>•Diversity Training with Dr. Cre 12 FT and 4 PT attended<br>•Gamaud professional training for simulation 12 FT and 4 PT attended                                                                                                                                                                                                                                                                                                                                                                                              |
| 5 | Expand simulation center capacity by investing in high-fidelity mannequins and simulation software through RPSP funding, achieving 100% integration of simulation experiences into clinical nursing courses to supplement traditional clinical hours and ensure all students meet NMBON minimum requirements while improving clinical competency outcomes. | 2025<br>Fall 2024<br>78% of nursing courses included simulation pedagogies for clinical preparation<br>n = 9 courses | 88%                                     | 100%                                    | Success through simulation support:<br><br>Purchase of high fidelity mannikin to expand simulation lab<br>•Added two additional spaces by fall 2023 for a total of 3 simulation spaces<br>•Increased to 10 high fidelity mannikins by summer 2025<br>•Expanded equipment training management system (EMS) to support simulation at all three centers<br>•Hired full time faculty for simulation operations manager<br>Note: Infrastructure investments include purchasing additional high-fidelity mannequins (target: 10+ units), upgrading simulation software and equipment management systems (EMS), and expanding lab capacity across all centers. This supports increased student enrollment while maintaining state-of-the-art simulation technology. Faculty training and ongoing equipment maintenance ensure optimal utilization of simulation resources for enhanced student learning outcomes. |
| 6 |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                      |                                         |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Add Additional lines as needed

# NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)

## Research & Public Service Project (RPSP)

FY 2027

Fill and submit packet to NMHED per instructions by September 15, 2025\*

Institution: New Mexico State University

Name/Title of Project: Alamogordo Nurse Expansion

RPSP Type: Continuing - Funding to maintain existing service levels

RPSP Account Code: 95400-9549-7216 Nurse expansion

Funding Request: \$ 400,000.00

If previously funded, amount that was awarded in FY26: \$ 400,000.00  
(Choose up to two - one from each dropdown)

Type of Project: Public Service  
Academic

1 Number of years the project has received General Fund support: 1  
(Disregard if new program)

2 Project Description/Executive Summary:

The Associate of Applied Science in Nursing and the Licensed Practical Nurse Certificate program at NMSU Alamogordo are designed to increase the number of professional nurses serving local and surrounding communities. By promoting health literacy, supporting wellness, and delivering quality nursing care, the program contributes to overall community health. It also helps ensure a steady pipeline of nurses for local healthcare organizations, thereby enhancing access to essential services. To sustain the program's success, it is vital to offer strong academic and co-curricular support for students, attract well-qualified applicants, and invest in the professional development and retention of faculty.

3 Budget Narrative (Overview only - Budget Detail follows on next worksheet):

No increase for FY27 is requested. However, some budget realignment is proposed to address the need for additional simulation equipment. This adjustment supports the clinical requirements of 32 students, especially given the limited availability of clinical sites.

4 Program Mission (Include population served, other demographic information):

The mission of the NMSU Alamogordo Nursing Program is to provide high-quality, evidence-based, and realistic educational opportunities that prepare individuals for the practice of nursing within the diverse communities we serve.

5 Key Project Objectives (Overview only - Details and Measures on following worksheet):

Increase the number of students who apply, are accepted, complete and are successfully licensed as nurses.

6 For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:

Increase the number of students who apply, gain admission, complete the program, and achieve licensure as registered or practical nurses.

7 **Describe the Project Impact (Statewide impact, Governor’s initiatives, and/or specific student outcomes):**

This initiative supports the Governor’s efforts to expand access to healthcare and invest in workforce development through programs like the “Grow Your Own Nurse” initiative and recent state funding for nursing education and simulation infrastructure. By enhancing simulation capacity and training space, the project also mitigates the growing challenge of limited clinical site availability—an issue that affects both student progression and program accreditation.

At the student level, the project improves educational quality and outcomes by:  
Increasing the number of applicants, admissions, completions, and NCLEX licensures,  
Supporting simulation-based training to ensure clinical competence,  
Preparing graduates from diverse backgrounds to serve in local, regional, and statewide healthcare settings.

According to the New Mexico Health Care Workforce Committee 2024 Annual Report, Otero County is 311 nurses short, representing 49% below the national benchmark. The program’s impact is especially critical in Otero County and surrounding rural areas, where workforce shortages continue to threaten timely and accessible care. By building local capacity, this project helps establish a reliable pipeline of qualified nurses to meet both immediate and long-term healthcare needs across New Mexico.

8 **Describe Student Population Served (in-state vs out-of-state students):**

The NMSU Alamogordo Nursing Program primarily serves an in-state student population, with the majority of students residing in Otero County and surrounding rural communities in southern New Mexico. These students often reflect the region’s diverse demographics, including a significant proportion of first-generation college students, Hispanic/Latino populations, and nontraditional adult learners.

Out-of-state enrollment is minimal, as the program’s design focuses on addressing local and statewide healthcare workforce needs. By prioritizing in-state access, the program aligns with the institution’s mission to expand educational opportunities for New Mexicans and to contribute directly to alleviating the state’s ongoing nursing shortage, particularly in underserved rural areas.

9 **Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

CHRISTUS Health (Southern New Mexico) provides \$150,000 per year through FY28. NMSU Alamogordo cost shared .5 FTE on the FY26 RPSP grant. In addition, New Mexico State University–Alamogordo (NMSU-A) demonstrates strong institutional commitment through Instruction & General (I&G) cost sharing. In the current grant year, NMSU-A is cost-sharing 0.5 FTE of nursing faculty.

10 **Medical Projects Only - How many graduates stay and practice in New Mexico?**

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|--|
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|--|

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Alamogordo Nurse Expansion

Total:

\$ 400,000.00

Budget versus Actual

Revenue and Transfers

Budget  
FY 26

Change

Request  
FY 27

Comments

Beginning Fund Balance

\$ -

\$ -

\$ -

Appropriations

Federal

\$ -

State plus Tobacco Settlement Fund

\$ 400,000.00

\$ -

\$ 400,000.00

Local

\$ -

\$ -

Total Appropriations

\$ 400,000.00

\$ -

\$ 400,000.00

Grants and Contracts

Federal

\$ -

State

\$ -

\$ -

Local

\$ -

\$ -

Total Grants and Contracts

\$ -

\$ -

\$ -

Private Gifts, Grants and Contracts

\$ -

\$ -

\$ -

Land &amp; Permanent Fund or Local Property Taxes

\$ -

\$ -

\$ -

Tuition and Fees

\$ -

\$ -

\$ -

Endowment

\$ -

\$ -

\$ -

Sales and Services

\$ -

\$ -

\$ -

Other Sources - Detail in Comments

\$ -

\$ -

\$ -

Total Revenues

\$ 400,000.00

\$ -

\$ 400,000.00

Transfers (to) from

Instruction and General

\$ -

\$ -

\$ -

Student Social and Cultural

\$ -

\$ -

\$ -

Research

\$ -

\$ -

\$ -

Public Service

\$ -

\$ -

\$ -

Internal Service

\$ -

\$ -

\$ -

Student Aid

\$ -

\$ -

\$ -

Auxiliary Enterprises

\$ -

\$ -

\$ -

Athletics

\$ -

\$ -

\$ -

Independent Operations

\$ -

\$ -

\$ -

Capital Outlay

\$ -

\$ -

\$ -

Renewal and Replacement

\$ -

\$ -

\$ -

Total Transfers

\$ -

\$ -

\$ -

Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |                      | Change<br>FTE |                       | FY27<br>FTE |                      |                     |
|-----------------------------------------|-------------|----------------------|---------------|-----------------------|-------------|----------------------|---------------------|
| Faculty Salaries                        | 3.6         | \$ 275,600.00        | -1.1          | \$ (84,200.00)        | 2.5         | \$ 191,400.00        |                     |
| Professional Salaries                   |             |                      | 0.0           | \$ -                  |             |                      |                     |
| Other Staff Salaries                    |             |                      | 0.0           | \$ -                  |             |                      |                     |
| Student Salaries (GA/TA)                |             |                      | 0.0           | \$ -                  |             |                      |                     |
| Other Salaries                          |             |                      | 0.0           | \$ -                  |             |                      |                     |
| <b>Total All Salaries</b>               | <b>3.6</b>  | <b>\$ 275,600.00</b> | <b>-1.1</b>   | <b>\$ (84,200.00)</b> | <b>2.5</b>  | <b>\$ 191,400.00</b> |                     |
| Fringe Benefits                         |             | \$ 109,551.00        |               | \$ (33,474.00)        |             | \$ 76,077.00         |                     |
| Travel                                  |             |                      |               | \$ -                  |             |                      |                     |
| Utilities                               |             |                      |               | \$ -                  |             |                      |                     |
| Institutional Support Charges           |             |                      |               | \$ -                  |             |                      |                     |
| Plant Operation and Maintenance Charges |             |                      |               | \$ -                  |             |                      |                     |
| Supplies and Expenses                   |             | \$ 14,849.00         |               | \$ 151.00             |             | \$ 15,000.00         |                     |
| Equipment                               |             |                      |               | \$ 117,523.00         |             | \$ 117,523.00        | Clinical Simulators |
| Other Expenditures                      |             |                      |               | \$ -                  |             |                      |                     |
| <b>Total Expenditures</b>               | <b>3.6</b>  | <b>\$ 400,000.00</b> | <b>-1.1</b>   | <b>\$ -</b>           | <b>2.5</b>  | <b>\$ 400,000.00</b> |                     |
| <b>Ending Fund Balance</b>              |             | <b>\$ -</b>          |               | <b>\$ -</b>           |             | <b>\$ -</b>          |                     |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Alamogordo Nurse Expansion

Total

\$ 400,000.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

|    | Actuals for FY25 | Target for FY26 | Target for FY27 |                                                                                                       |
|----|------------------|-----------------|-----------------|-------------------------------------------------------------------------------------------------------|
| 1  |                  |                 |                 | Increase the number of students eligible for acceptance into the<br>NMSU-A Nursing Program            |
|    | 12               | 25              | 50              |                                                                                                       |
| 2  |                  |                 |                 | Increase the number of students served by the NMSU-A<br>Associate or Applied Science in Nursing       |
|    | 12               | 38              | 34              |                                                                                                       |
| 3  |                  |                 |                 | Increase the number of students graduating from the NMSU-A<br>Associate or Applied Science in Nursing |
|    | 0                | 10              | 26              |                                                                                                       |
| 4  |                  |                 |                 | Increase the number of students successfully completing NCLEX<br>licensure examination.               |
|    | 0                | 10              | 26              |                                                                                                       |
| 5  |                  |                 |                 |                                                                                                       |
| 6  |                  |                 |                 |                                                                                                       |
| 7  |                  |                 |                 |                                                                                                       |
| 8  |                  |                 |                 |                                                                                                       |
| 9  |                  |                 |                 |                                                                                                       |
| 10 |                  |                 |                 |                                                                                                       |
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| 12 |                  |                 |                 |                                                                                                       |
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| 15 |                  |                 |                 |                                                                                                       |
| 16 |                  |                 |                 |                                                                                                       |
| 17 |                  |                 |                 |                                                                                                       |
| 18 |                  |                 |                 |                                                                                                       |
| 19 |                  |                 |                 |                                                                                                       |
| 20 |                  |                 |                 |                                                                                                       |

Add Additional lines as needed

| NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Research & Public Service Project (RPSP)                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
| FY 2027                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
| Fill and submit packet to NMHED per instructions by September 15, 2025* |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
| Institution:                                                            | New Mexico State University                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
| Name/Title of Project:                                                  | Tribal Education Initiative - NMSU Grants Community College                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
| RPSP Type                                                               | Continuing - Funding to maintain existing service levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |
| RPSP Account Code                                                       | 95400-9541-7440 Tribal education initiatives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |
| FY27 Funding Request                                                    | \$ 100,000.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |
| If previously funded, amount that was awarded in FY26                   | \$ 100,000.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |
| Type of Project                                                         | (Choose up to two - one from each dropdown)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
|                                                                         | Academic<br>Choose One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |
| 1                                                                       | Number of years the project has received General Fund support: (Disregard if new program)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4 |
| 2                                                                       | <b>Project Description/Executive Summary:</b><br>New Mexico State University Grants enrolled 293 degree seeking Native American students during the 2024 - 2025 academic year representing about 42% of the student body. During this this time period, there were 50 Native American students pursuing either an Associate or Certificate degree in Education or Early Childhood. This enrollment accounts for 32% of the enrollment in the Education and Early Childhood programs. While these data appear promising, the critical issue rests in the completion and transfer rates for Native American students pursuing a Bachelor degree in teaching. These funds will continue to be used to establish promising practices to support the recruitment, retention, and completion of Native American students who are pursuing an Associate or Certificate degree. |   |
| 3                                                                       | <b>Budget Narrative (Overview only - Budget Detail follows on next worksheet):</b><br>The project will consist of hiring an Outreach Specialist (\$47,553) who will work directly with our Tribal Communities and local school districts to recruit Native American students into the Education programs at NMSU Grants. This position will also provide non-academic support to enrolled Native American students who are pursuing an Associate in Education, Science, or Arts. Another important responsibility of this position will be to work with NMSU Indian Programs and College of HEST to provide pathways for transferring into Bachelor of Education program at the Las Cruces campus.<br><del>The ensure students are supported academically, professional tutors (\$15,000) will be hired to support gateway courses in</del>                             |   |
| 4                                                                       | <b>Program Mission (Include population served, other demographic information):</b><br>The Tribal Initiative aligns with the NMSU Grants mission (NMSU Grants provides an accessible quality education through innovative teaching and learning that promotes respect and service for our diverse students and community) by helping to support the academic and social mobility success of our Native American students pursuing an Associate or Certificate degree in Education or Early Childhood. This achieved by providing strategic and intentional wrap-around support services to enrolled Native American students that increase persistence, retention, and degree completion.                                                                                                                                                                                |   |
| 5                                                                       | <b>Key Project Objectives (Overview only - Details and Measures on following worksheet):</b><br>The primary objective of this project is to increase the number of Native American students completing a degree in Education or Early Childhood. Intermediate benchmarks include increasing the number of Native American student enrolled at NMSU Grants, increasing the number of Native American students enrolled in Education or Early Childhood, increasing the persistence and the retention of Native American Students, increasing the persistence and retention of Native American students who major in Education or Early Childhood, and increase the transfer of Native American Students to Bachelor Programs.                                                                                                                                            |   |



6

**For existing projects, describe major accomplishments in a single paragraph, and if applicable, any obstacles encountered the previous fiscal year. For new projects, identify the top objectives and challenges for the current fiscal year:**

A major accomplishment of this past year was launching this tribal initiative as a resource to Native American students in the Education Program. This launch included holding a competitive search process, hiring and training staff, educating stake holders about the program, and promoting the program amongst the student body and community. Historically, this type of recruitment and support for Native American students in the Education Program did not exist. This tribal initiative serves to help Native American students succeed holistically and bridge the gaps that have been faced by this population in prior years. While specifically targeting Native American students and students in the Education Program, this initiative aims to raise the level of academic and social support for all students attending this college by increasing the quantity and quality of interventions and outreach to students. Moving forward, this initiative will continue to positively impact Native American students in the Education Program by ensuring these students are represented in the field of Education, and are aware of, and able to access, the myriad of resources available to them.

7

**Describe the Project Impact (Statewide impact, Governor's initiatives, and/or specific student outcomes):**

The impact this tribal initiative, and the outpour of outreach to Native American students in the Education Program, is growing. There is a major need for teachers across this state. This initiative allows recruiting in local public schools, career fairs, educational fairs, and local events to Native American students in the area which will help to encourage these students to pursue a higher education. This initiative creates support to Native American students in the Education Program by having wraparound services and resources which will help guide them to accomplishing their academic and career goals. By specifically targeting this population with advertising and messaging, we are creating an inviting and welcoming atmosphere for Native students, where they can see themselves and their peers become successful.

8

**Describe Student Population Served (in-state vs out-of-state students):**

The project serves in-state students who reside in NMSU Grant's geographic area of responsibility (GAR) which is primarily Cibola County including the Pueblo's of Acoma Laguna, Zuni and the Navajo Nation.

9

**Does the project receive awards, private donations or federal grants? Have you sought out funding from other sources?**

No.

10

**Medical Projects Only - How many graduates stay and practice in New Mexico?**

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHED)**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution:

New Mexico State University

RPSP Project:

Tribal Education Initiatives - Grants

Total:

\$ 100,000.00

Budget versus Actual

Revenue and Transfers

Budget  
FY 26

Change

Request  
FY 27

Comments

Beginning Fund Balance

\$ 104,673.00

\$ -

\$ 104,673.00

Appropriations

Federal

\$ -

State plus Tobacco Settlement Fund

\$ 100,000.00

\$ (100,000.00)

Local

\$ -

Total Appropriations

\$ 100,000.00

\$ (100,000.00)

\$ -

Grants and Contracts

Federal

\$ -

State

\$ -

Local

\$ -

Total Grants and Contracts

\$ -

\$ -

\$ -

Private Gifts, Grants and Contracts

\$ -

Land &amp; Permanent Fund or Local Property Taxes

\$ -

Tuition and Fees

\$ -

Endowment

\$ -

Sales and Services

\$ -

Other Sources - Detail in Comments

\$ -

Total Revenues

\$ 100,000.00

\$ (100,000.00)

\$ -

Transfers (to) from

Instruction and General

\$ -

Student Social and Cultural

\$ -

Research

\$ -

Public Service

\$ -

Internal Service

\$ -

Student Aid

\$ -

Auxiliary Enterprises

\$ -

Athletics

\$ -

Independent Operations

\$ -

Capital Outlay

\$ -

Renewal and Replacement

\$ -

Total Transfers

\$ -

\$ -

\$ -

Expenses - If multiple revenue sources, provide a breakdown of each revenue source per expense category

|                                         | FY26<br>FTE |                      | Change<br>FTE | \$                     |            | FY27<br>FTE          |  |                                    |
|-----------------------------------------|-------------|----------------------|---------------|------------------------|------------|----------------------|--|------------------------------------|
| Faculty Salaries                        | 1.4         | \$ 16,000.00         | -1.0          | \$ -                   | 0.4        | \$ 16,000.00         |  |                                    |
| Professional Salaries                   | 0.8         | \$ 47,320.00         | 0.0           | \$ 1,893.00            | 0.8        | \$ 49,213.00         |  | Includes 4% increase               |
| Other Staff Salaries                    |             |                      | 0.0           | \$ -                   |            |                      |  |                                    |
| Student Salaries (GA/TA)                | 0.1         | \$ 2,400.00          | 0.1           | \$ 600.00              | 0.1        | \$ 3,000.00          |  | Increase in workstudy minimum wage |
| Other Salaries                          |             |                      | 0.0           | \$ -                   |            |                      |  |                                    |
| <b>Total All Salaries</b>               | <b>2.2</b>  | <b>\$ 65,720.00</b>  | <b>-0.9</b>   | <b>\$ 2,493.00</b>     | <b>1.3</b> | <b>\$ 68,213.00</b>  |  |                                    |
| Fringe Benefits                         |             | \$ 22,435.00         |               | \$ 565.00              |            | \$ 23,000.00         |  | Includes 1% increase               |
| Travel                                  |             |                      |               | \$ 4,394.00            |            | \$ 4,394.00          |  |                                    |
| Utilities                               |             |                      |               | \$ -                   |            |                      |  |                                    |
| Institutional Support Charges           |             |                      |               | \$ -                   |            |                      |  |                                    |
| Plant Operation and Maintenance Charges |             |                      |               | \$ -                   |            |                      |  |                                    |
| Supplies and Expenses                   |             | \$ 11,845.00         |               | \$ (7,452.00)          |            | \$ 4,393.00          |  |                                    |
| Equipment                               |             |                      |               | \$ -                   |            |                      |  |                                    |
| Other Expenditures                      |             |                      |               | \$ -                   |            |                      |  |                                    |
| <b>Total Expenditures</b>               | <b>2.2</b>  | <b>\$ 100,000.00</b> | <b>-0.9</b>   | <b>\$ -</b>            | <b>1.3</b> | <b>\$ 100,000.00</b> |  |                                    |
| <b>Ending Fund Balance</b>              |             | <b>\$ 104,673.00</b> |               | <b>\$ (100,000.00)</b> |            | <b>\$ 4,673.00</b>   |  |                                    |

RPSP-Objectives 1

**NEW MEXICO HIGHER EDUCATION DEPARTMENT (NMHD)**  
**Research & Public Service Project (RPSP)**  
**Project Objectives Sheet**

Institution:

New Mexico State University

RPSP Project:

Total

Tribal Education Initiatives - NMSU Grants

\$ 100,000.00

Demonstrable goal based on benefit to students (especially at-risk),  
generation of degrees (especially STEM-H) and the people of New  
Mexico

Actuals for FY25

Target for FY26

Target for FY27

Comments - Demonstrate consistent improvement as a result of the  
awarded RPSP, trends, etc.

|    |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
|----|--------------------------------------------------------------------------------------------|-----|-----|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Number of Native American Enrollment at NMSU Grants                                        | 180 | 200 | 220 | The results and targets are based on the number of Degree Seeking students who are Native American. Targets in FY 24 were not based on degree seeking students in Education or Early Childhood and since them adjusted.                                                                                                                                              |
| 2  | Number of Native American Students majoring in Education or Early Childhood at NMSU Grants | 20  | 30  | 40  | The results and targets are based on the number of American Indian Students who are degree seeking.                                                                                                                                                                                                                                                                  |
| 3  | Increase persistence rate for all Native American Students                                 | 68% | 70% | 72% | Students often change majors at least twice, supporting persistence for all Native American students is beneficial as those students may transfer to and education field or pursue a Bachelor and alternative licensure. Persistence is defined as Fall to Spring                                                                                                    |
| 4  | Increase retention rate for all Native American Students                                   | 39% | 41% | 42% | Students often change majors at least twice, Family and employment commitments are often the reason persistence and retention is lacking for this demographic. The persistence and retention rate for FY 24 for Native American students is 68%and 39% respectively. These data clearly indicate that additional support is needed for our American Indian students. |
| 5  | Increase Associate and Certificate completion for Education and Early Childhood            | 5   | 7   | 9   | Increase the number of awards for certificates and associate degrees by 1.                                                                                                                                                                                                                                                                                           |
| 6  | Increase transfer to Bachelor degree programs in Education                                 | 2   | 5   | 8   | Leverage NMSU Global to increase the number of transfer students.                                                                                                                                                                                                                                                                                                    |
| 7  |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 8  |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 9  |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 10 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 11 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 12 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 13 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 14 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 15 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 16 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 17 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 18 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 19 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |
| 20 |                                                                                            |     |     |     |                                                                                                                                                                                                                                                                                                                                                                      |

Add Additional lines as needed



**Board of Regents Meeting**  
**Meeting Date: August 18, 2025**  
**Agenda Item Cover Page**

**Agenda Item #: I-3**

- ☒ Action Item
- ☐ Consent Item
- ☐ Informational Item

**Presented By:** Interim Vice President for  
Administration and Finance, Chris  
Kinsley

**Agenda Item:**

Mandatory Student Fees Restructure Proposal

**Requested Action of the Board of Regents:**

Approval of a New Student Technology Fee

**Executive Summary:**

This request is for a decrease in current Mandatory Student Fee of \$20.19 per credit hour, and the establishment of a new "Student Technology Fee" of \$8.20 and a new "Student Athletic Fee" of \$11.99, effective for Fall 2026.

**References:**

See attached PowerPoint presentation

**Prior Approvals:**

Regents Financial Strategies, Performance and Budget Committee 08/12/2025

# Mandatory Student Fees Restructure Proposal



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**New Mexico State University**

# Restructure Proposal Summary

- Separate the student tech component and athletic component from the current required student fee and establish a separate IT fee and Athletics fee.
- This restructure is an internal reallocation and does not impact overall student fees (cost-neutral proposal).
- This model aligns with common practices across other institutions and provides transparency to students.
- Ensures a reliable source of funding for better budget planning
- The University Budget Committee will review future fee requests with a recommendation to the President and approval through the Board of Regents as part of the tuition and fees submission (Spring). Student advisory committees will provide input to both IT and Athletics.



# Proposed Fee Restructure

(based on current fees)

The new structure will be effective for the Academic Year 2026 -2027. Approval now provides stability and allows for better resource planning.

| Mandatory Student Fees       | Current Structure       |                 | Proposed Adjustment | Proposed Structure      |                 | Comments                                                                                                                                       |
|------------------------------|-------------------------|-----------------|---------------------|-------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | Budgeted Fee Allocation | Credit Hour Fee | Hour Change         | Budgeted Fee Allocation | Credit Hour Fee |                                                                                                                                                |
| Student Fee                  | \$ 19,255,196.00        | \$ 60.96        | \$ (17.52)          | \$ 13,718,130.00        | \$ 43.44        | Reduce fixed (equipment) and discretionary amounts currently allocated to IT and Athletics. These amounts will be reallocated to the new fees. |
| Athletic Fee - New           |                         |                 | \$ 11.99            | \$ 3,787,792.00         | \$ 11.99        | Establish a separate fee specific for Athletics.                                                                                               |
| Student Tech Fee - New       |                         |                 | \$ 8.20             | \$ 2,549,274.00         | \$ 8.20         | Establish a separate fee specific for IT                                                                                                       |
| Academic Service Fee         | \$ 6,000,000.00         | \$ 20.00        | \$ (2.67)           | \$ 5,200,000.00         | \$ 17.33        | Reduce amount currently allocated to IT and reallocate to new IT fee.                                                                          |
| Total Student Mandatory Fees | <b>\$ 25,255,196.00</b> | <b>\$ 80.96</b> | <b>\$ -</b>         | <b>\$ 25,255,196.00</b> | <b>\$ 80.96</b> |                                                                                                                                                |



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# IT Student Technology Fund

PROVIDING RELIABLE IT SERVICES FOR THE  
STUDENT EDUCATIONAL EXPERIENCE

**Jim Stanfill and Wendy Woodward**

August 2025



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**New Mexico State University**

Revised 8/13/2025



# Proposal Executive Summary

- Funding for student technology for the Las Cruces campus needs to be combined into a single Student Technology Fee to provide a reliable source of funding
  - Will result in more consistency of service delivery and the ability to provide important technology in support of the student experience
- This proposal is **revenue neutral** and is simply an **internal adjustment** of how Information Technology resources are allocated
- Student input on expenditures will be encouraged from the Student Technology Advisory Committee
- This model aligns with common practices across peer institutions
- Community College technology fee assessment will be a Phase 2 activity



# Current Sources for Student Technology

|                                | 2025         | 2024         |
|--------------------------------|--------------|--------------|
| Student Fees (SFRB )           | \$ 1,455,274 | \$ 1,471,205 |
| Student Fees, Equipment (SFRB) | \$ 294,000   | \$ 294,000   |
| Academic Service Fee           | \$ 800,000   | \$ 800,000   |
| NMSU Global Tuition            | \$ 500,000   | \$ 500,000   |
| Total Student Contributions    | \$ 3,049,274 | \$ 3,065,205 |

- Student Fee Review Board (SFRB) is a competitive process that does not always align with IT funding needs for essential and emergent technology
- Academic Service Fee has remained the same since it's 2022 inception
- Global provides funding in alignment with their tuition model



# Proposal

1. Combine existing funding sources for student technology to create a new, required ***IT Student Technology Fee*** of \$8.20 per student credit hour (SCH) for Las Cruces campus students
2. Permanently transfer the funded amounts from their current funding sources for FY27

| Fee Proposal                       | Fee/SCH | Revenue,<br>estimated |
|------------------------------------|---------|-----------------------|
| Student Fees (SFRB )               | \$ 4.61 | \$ 1,433,189          |
| Student Fees, Equipment (SFRB)     | \$ 0.92 | \$ 286,016            |
| Academic Service Fee Portion       | \$ 2.67 | \$ 830,068            |
| Total for Main Campus Student Fees | \$ 8.20 | \$ 2,549,273          |



# Comparison: NMSU Student Technology Fees to other institutions

| Institution                 | Fee per SCH | Cost for 15 SCH |
|-----------------------------|-------------|-----------------|
| NMSU Main Campus            | \$ 8.20     | \$ 123.00       |
| University of New Mexico    | \$ 14.00    | \$ 210.00       |
| University of Arizona       | \$ 17.83    | \$ 267.50       |
| Texas Tech University       | \$ 23.50    | \$ 352.50       |
| University of Texas-El Paso | \$ 25.00    | \$ 375.00       |

*All fee information came from institutional websites.*



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# Benefits

1. Ensures we prioritize foundational, security, and emergent technology that supports the educational achievement and goals of all students.
2. Creates a dedicated funding source that allows for better resource planning and service continuity.
3. Improves transparency through a restructured and dedicated Student IT Governance model (STAC) focused on core technology issues and concerns.
4. Because this fee is required, it is covered by scholarships and grants that cover tuition and required fees (such as the Opportunity Scholarship).



# Future Funding Uses

- Data and Information Security Tools and Support
  - Identity and Access Management
  - Threat detection and management
- Network replacement
  - Regular refresh cycle of hardware and software for wired and wireless networking services, on campus and to the broader world
- Classroom technology modernization
- Enterprise Software enhancements to improve the student experience; including Artificial Intelligence
- Enhanced technology access with virtual computer lab access and remote support
- Future IT Student Technology Fee requests to cover increased costs will go through the standard University fee review process for approval.





# Any questions?



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# Student Athletics Fee

Funding Athletics For The Student-Athlete And  
Student Experience



**Amber Burdge and Braun Cartwright**

August 2025

Revised 8/12/2025

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**New Mexico State University**



# Proposal Executive Summary

- Funding for Athletics needs to come from a separate Student Athletics Fee to provide a reliable source of funding
  - Enhance consistency and quality of the student-athlete experience
  - Ensures student access to all regular season ticketed events
- This **revenue neutral** proposal reflects an **internal reallocation** of existing Athletics resources with no increase in funding
- This model aligns with common practices across peer institutions



# Current Sources for Athletics

|                      | 2025         | 2024         |
|----------------------|--------------|--------------|
| Student Fees (SFRB ) | \$ 3,682,118 | \$ 3,581,669 |

- The Student Fee Review Board (SFRB) is an annual process that does not allow for essential long term budget planning



# Proposal

- Establish a separate, required Athletics Fee to provide dedicated funding
- Fee Structure: \$11.99 per student credit hour (SCH) for Las Cruces students
- Reduce the Mandatory Student Fee by \$11.99 per student credit hour

| Fee Proposal         | Fee/SCH  | 2025 SCH,<br>estimated | Revenue,<br>estimated |
|----------------------|----------|------------------------|-----------------------|
| Student Fees (SFRB ) | \$ 11.99 | 315,890                | \$ 3,787,521          |



# Comparison: NMSU Athletics Fees to other institutions

| Institution                       | Fee per SCH           |
|-----------------------------------|-----------------------|
| NMSU Main Campus, AY 26           | \$ 11.99              |
| Florida International University  | \$ 16.50              |
| Jacksonville State University     | \$ 20.00              |
| Kennesaw State University         | \$211.00 flat fee/sem |
| Middle Tennessee State University | \$ 31.42              |
| Sam Houston State University      | \$ 20.00              |
| University of New Mexico, AY 27   | \$ 15.00              |
| Western Kentucky University       | \$ 18.17              |



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# Benefits

1. Creates a dedicated funding source that allows for better planning and continuity.
2. As a required fee, it is eligible to be covered by scholarships and grants that apply to tuition and mandatory fees(e.g. the Opportunity Scholarship).



# Any questions?



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Request approval for the proposed restructure of mandatory student fees, effective AY 2026-2027:

| Mandatory Student Fees       | Current Structure       |                 | Proposed Adjustment | Proposed Structure      |                 |
|------------------------------|-------------------------|-----------------|---------------------|-------------------------|-----------------|
|                              | Budgeted Fee Allocation | Credit Hour Fee | Hour Change         | Budgeted Fee Allocation | Credit Hour Fee |
| Student Fee                  | \$ 19,255,196.00        | \$ 60.96        | \$ (17.52)          | \$ 13,718,130.00        | \$ 43.44        |
| Athletic Fee - New           |                         |                 | \$ 11.99            | \$ 3,787,792.00         | \$ 11.99        |
| Student Tech Fee - New       |                         |                 | \$ 8.20             | \$ 2,549,274.00         | \$ 8.20         |
| Academic Service Fee         | \$ 6,000,000.00         | \$ 20.00        | \$ (2.67)           | \$ 5,200,000.00         | \$ 17.33        |
| Total Student Mandatory Fees | <b>\$ 25,255,196.00</b> | <b>\$ 80.96</b> | <b>\$ -</b>         | <b>\$ 25,255,196.00</b> | <b>\$ 80.96</b> |



# Thank you



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# Supplemental Information

| Student Fee Components                    | Current           |              | Change         | Proposed          |              |
|-------------------------------------------|-------------------|--------------|----------------|-------------------|--------------|
|                                           | Amount            | Cr. Hr. Fee  |                | Amount            | Cr. Hr. Fee  |
| Equipment                                 | \$ 600,000        | \$ 1.90      | \$ (0.92)      | \$ 306,000        | \$ 0.98      |
| Corbett Center                            | 1,021,545         | 3.23         |                | 1,021,545         | 3.23         |
| Golf Course                               | 224,832           | 0.71         |                | 224,832           | 0.71         |
| Special Events (Pan Am)                   | 1,117,628         | 3.54         |                | 1,117,628         | 3.54         |
| Aquatic Center                            | 418,834           | 1.33         |                | 418,834           | 1.33         |
| Activity Center Operations                | 755,180           | 2.39         |                | 755,180           | 2.39         |
| Intramurals                               | 90,755            | 0.29         |                | 90,755            | 0.29         |
| Health Services                           | 2,948,333         | 9.33         |                | 2,948,333         | 9.33         |
| Health Services - OHP                     | 79,280            | 0.25         |                | 79,280            | 0.25         |
| Tennis Center                             | 103,895           | 0.33         |                | 103,895           | 0.33         |
| Athletics                                 | 3,787,792         | 11.99        | \$ (11.99)     |                   |              |
| Construction Bonds : Debt Service         | 3,600,000         | 11.40        |                | 3,600,000         | 11.40        |
| ASNMSU Student Activity                   | 736,923           | 2.33         |                | 736,923           | 2.33         |
| ASNMSU Endowment                          | 25,000            | 0.08         |                | 25,000            | 0.08         |
| ASNMSU Cardinal (Bldg Maint)              | 20,000            | 0.06         |                | 20,000            | 0.06         |
| Campus Tutoring Service                   | 90,281            | 0.29         |                | 90,281            | 0.29         |
| Pride Band                                | 95,146            | 0.30         |                | 95,146            | 0.30         |
| Study Abroad                              | 40,700            | 0.13         |                | 40,700            | 0.13         |
| NMSU Cheerleaders                         | 100,000           | 0.32         |                | 100,000           | 0.32         |
| Campus Activities/Student Involvement and | 104,678           | 0.33         |                | 104,678           | 0.33         |
| Transit                                   | 318,986           | 1.01         |                | 318,986           | 1.01         |
| Student Technology                        | 1,455,274         | 4.61         | \$ (4.61)      |                   |              |
| Student Media                             | 147,724           | 0.47         |                | 147,724           | 0.47         |
| Library                                   | 354,801           | 1.12         |                | 354,801           | 1.12         |
| Student Life                              | 875,817           | 2.77         |                | 875,817           | 2.77         |
| Student Programming                       | 40,000            | 0.13         |                | 40,000            | 0.13         |
| Military Veterans Program                 | 8,000             | 0.03         |                | 8,000             | 0.03         |
| Family Resource Center                    | 55,000            | 0.17         |                | 55,000            | 0.17         |
| Fire                                      | 38,792            | 0.12         |                | 38,792            | 0.12         |
| <b>Total</b>                              | <b>19,255,196</b> | <b>60.96</b> | <b>(17.52)</b> | <b>13,718,130</b> | <b>43.44</b> |