

**NEW MEXICO HIGHER EDUCATION DEPARTMENT**

**Research & Public Service Project (RPSP) and other Funding Requests**

**FY 2024**

**Print, sign, and submit packet to NMHED per instructions by 9/15/22**

**Institution:** New Mexico School for the Blind and Visually Impaired

**Primary Contact**  
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**Governing Board Signature:** *Catherine A. Gray*      **Date:** 9/1/22

<b>Institutional Rank (priority)</b>	<b>Program/Project Title</b>	<b>Request in FY 24</b>	<b>New Program (X)</b>
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1	Early Childhood Program	\$ 361,900.00	
2	Low Vision Clinic/Outreach Program	\$ 111,100.00	
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<b>Total Funding Request</b>		<b>\$ 473,000.00</b>	<b>0</b>

Please insert additional rows as necessary.

**NEW MEXICO HIGHER EDUCATION DEPARTMENT**

**Research & Public Service Project (RPSP)**

**FY 2024**

**Fill and submit packet to NMHED per instructions by 9/15/22**

<b>Institution:</b>	New Mexico School for the Blind and Visually Impaired		
<b>Name/Title of Project:</b>	Early Childhood Program		
<b>Indicate type</b>	New ____ Continuing <u><input checked="" type="checkbox"/></u> Expansion ____ Final (Ending/Closing) ____		
<b>FY24 Funding Request</b>	\$	<b>361,900.00</b>	
<b>If Previously Funded, Amount that was awarded in FY 23</b>	\$	<b>340,200.00</b>	
<b>Type of Project (X for type)</b>	Research ____ Public Service ____ Academic <u><input checked="" type="checkbox"/></u> Athletics ____ Clinical ____ Economic Development ____ Other ____ (Please explain in the space below)		

1 Number of years the project has received General Fund support: (Disregard if new program) 14

2 **Project Description/Executive Summary:**

NMSBVI has been committed to early childhood education, and the school recognizes the importance of early intervention for children with vision loss. Children who are blind/visually impaired are at a specific disadvantage when learning about the world. They are most often unable to observe others and learn through observation and imitation. As a result, these children are at risk for missing important learning milestones simply because of a lack of experience and opportunity.

NMSBVI's Early Childhood Program (ECP) is committed to providing exemplary education for young children 3-6 years of age who need alternative strategies for learning. In addition, the school actively involves families in their children's educational process, giving families opportunities to develop advocacy skills, to learn how their own children learn and to become effective teachers and promoters of education for young children who are blind.

3 **Budget Narrative (Overview only - Budget Detail follows on next Worksheet).**

See Budget Sheet

4 **Program Mission (include population served, other demographic info):**

NMSBVI's Mission Statement states: "NMSBVI, an innovative leader and unifying entity in the field of educating students birth-high school who are blind or visually impaired, will identify and ensure quality education through collaborative relationships with students, families, and local/ state/national partners to provide outstanding advocacy, training, resources, and support services, thus ensuring that all students who are blind or visually impaired will become independent, productive members of their communities."

5 **Key Project Objectives (Overview only - details and measures on following worksheet):**

The ECP strives to educate its students in all areas, including the Common Core Standards, the Expanded Core Curriculum specific to students who are blind and visually impaired, and the individual goals and objectives outlined in each child's Individual Education Plan. Curriculum and testing is aligned with the NMPED as well as with best practices related to blindness education. The school reports attendance for STARS data to the local school district for inclusion in the 48, 80, etc. day counts.

While students attend the ECP, there is a strong emphasis placed on the development of compensatory skills to support vision loss. Staff are skilled at developing effective learning environments and support strategies that can be used by the receiving school/classroom team when a child progresses from the ECP to a district program. The ECP community members share a commitment to understand the unique learning characteristics of each student attending school at the ECP and developing programming that maximize potential. Components of the ECP project include:

- Emphasis on the expanded core curriculum of blindness
- ECOT and KOT assessments
- Braille instruction
- Mobility and independent travel skills
- Communication skill development
- Preschool and kindergarten standards
- Trans-disciplinary teaming approach evidenced by regular staffing meetings on each child and unique programming attributes in classrooms
- Strength-based learning approaches
- The development of independence skills across learning environments
- Ongoing teacher trainings
- Ongoing parent education
- Mentorship support for teachers enrolled in the personnel preparation programs to become teachers of students who are blind/visually impaired (TVI)
- Teacher Partnerships for veteran teachers to collaborate with other teachers and share ideas
- Clinical site for physical, occupational, speech therapy students as well as nursing students.

6 **For Existing Projects, Describe Major Accomplishments and/or Obstacles Encountered the Previous Fiscal Year. For New Projects Identify the Top Objectives and Challenges for the Current FY:**

The ECP strives to advance the educational field for students who are blind and visually impaired. We collaborate with Universities and welcome interns to come to our site for trainings and practicums. It is an honor to have ECP staff members invited to join University Teams to train other professionals in another country.

The staff and leadership of the ECP continue to work together effectively. They are concerned about the gap in service delivery for students leaving their programs and attending specific public schools. They have begun and must continue honest dialogue to more closely align curriculum and expectations of parents to ensure all children successfully transition. Program staff would like to share their expertise in new ways. Currently, they serve as a clinical site, train teachers and provide statewide training.

Last year, the ECP worked on collecting data for an IRB approved study on the effectiveness of the Communication Curriculum in order to validate the program. Last year's challenge was increased absences due to the pandemic caused staff to be stretched on duties and unable to focus on this study as much as they wanted to. Staff did collect data in the spring of last year and presented preliminary results at a conference this past summer. This year, they will focus on continuing collecting data for the study.

Last year, the ECP worked on collecting data for an IRB approved study on the effectiveness of the Hand Writing Without Tears curriculum for students with visual impairments. The study systematically looked at accommodations necessary for students with visual impairments in order for the students to access the curriculum successfully. Staff presented results at a conference this past summer. This year, they will be writing up a manual from their results so that it can be published and shared with the professional community.

This year, the ECP started up a study group with the teachers to meet weekly to discuss the Cortical Visual Impairment (CVI) Profile Guide. The CVI Profile Guide is a new guide looking at new research on CVI and it has an assessment component for teachers to use. The CVI Profile Guide has broken out CVI characteristics and tied them to developmental stages. This teacher group will be going through the guide and discussing ways to implement the ideas into the classroom.

The need to move to virtual learning during the 2020-2021 school year paired with the need to wear masks and practice physical distancing resulted in a learning trajectory that was not as robust in previous years. Because all of our students have vision impairments or blindness,

7

**Describe the Project Impact (Statewide Impact, Does it address the Governor's initiatives, and/or what are the Student Outcomes):**

This project impacts students in the Albuquerque Metro area who are between the ages of 3 and 6 and who have vision impairments. This supports the governor's initiative to place importance on the preschool years as we provide intensive services for this population in order to provide them with necessary skills for success in later years.

When students are placed in the correct environment with appropriate materials, and when their services are delivered by a team of highly qualified professionals who work together children make phenomenal progress in school. Young children who are blind can become curious, effective learners from an early age.

Transdisciplinary educational teams that practice role release are extremely effective. Life-long learning is a requirement for students, families and staff.

The Expanded Core Curriculum is a necessary part of each child's programming.

The ECP Project's goal is to teach young children who are blind/visually impaired how to learn and become independent. In that process, young children's brains develop in ways that make future complex learning possible. Research indicates that early learning experiences develop capacity in a young child's brain. Young children must develop early spatial skills, tactile exploratory skills, refined tactile and auditory discrimination skills in order to compete with their peers for future work. This project is one step toward making it possible for students who are blind to enter the workforce in all areas.

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**Does the project receive Awards, private donations or Federal grants? Have you sought out funding from other sources?**

NMSBVI does not receive any awards or federal money for this project. Donations received are minimal. See Budget Project Sheet

9

**Accomplishments / Highlights:**

Working on the Communication Curriculum Study and Handwriting without tears Study was a big highlight for the ECP. Then presenting the studies at a conference to other professionals allows the ECP to enhance the field of education for students with visual impairments. We have hosted parent meetings with receiving school districts in order to introduce families to the new teaching team. We have invited public school teams to observe potential students in our successful teaching environment in order to set the teams up for success. We have hosted parent trainings on early literacy for blind/ vi students, medicaid/ social services, IEPs, science and experiential learning.

Medical  
Projects

1

How many graduates stay in Practice in New Mexico:

N/A

**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution: New Mexico School for the Blind and Visually Impaired

RPSP Project: Early Childhood Program Total: \$ 361,900.00

Budget versus Actual	Budget FY 23	Change	Request FY 24	Comments
<b>Revenue and Transfers</b>				
<b>Beginning Fund Balance</b>		\$ -	\$ -	
<b>Appropriations</b>				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 340,200.00	\$ 21,700.00	\$ 361,900.00	Appropriator: Requesting FY24 funding revert to amount prior to FY21 sanding.
Local		\$ -		
<b>Total Appropriations</b>	<b>\$ 340,200.00</b>	<b>\$ 21,700.00</b>	<b>\$ 361,900.00</b>	
<b>Grants and Contracts</b>				
Federal		\$ -		
State	\$ 100,000.00	\$ -	\$ 100,000.00	Medicaid
Local	\$ 100,000.00	\$ -	\$ 100,000.00	Bus Transportation Reimbursement
<b>Total Grants and Contracts</b>	<b>\$ 200,000.00</b>	<b>\$ -</b>	<b>\$ 200,000.00</b>	
<b>Private Gifts, Grants and Contracts</b>	\$ 2,878.81	\$ -	\$ 2,878.81	Donations
<b>Land &amp; Permanent Fund or Local Property Taxes</b>	\$ 4,311,071.49	\$ (21,700.00)	\$ 4,289,371.49	
<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>\$ 4,854,150.30</b>	<b>\$ -</b>	<b>\$ 4,854,150.30</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</b>				
	<b>FY23 FTE</b>	<b>Change FTE</b>	<b>FY24 FTE</b>	
Faculty Salaries	25.5	0.0	25.5	Coordinator, Teachers, Related Svcs, RNs
Professional Salaries		0.0		
Other Staff Salaries	28.0	0.0	28.0	Sec. Tech, Other, IS&T, Grnds, Hskpg
Student Salaries (GA/TA)		0.0		
Other Salaries		0.0		
<b>Total All Salaries</b>	<b>53.5</b>	<b>0.0</b>	<b>53.5</b>	
Fringe Benefits		\$ -	\$ 1,014,940.65	
Travel		\$ -	\$ 16,200.00	
Utilities		\$ -	\$ 78,500.00	
Institutional Support Charges		\$ -		
Plant Operation and Maintenance Charges		\$ -	\$ 15,833.80	
Supplies and Expenses		\$ -	\$ 746,360.69	Contracted Services-Bus Transportation, Food Services, Copier Mctc Agreements
Equipment		\$ -	\$ 2,500.00	
Other Expenditures		\$ -	\$ 14,278.51	
<b>Total Expenditures</b>	<b>53.5</b>	<b>0.0</b>	<b>53.5</b>	
<b>Ending Fund Balance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

NEW MEXICO HIGHER EDUCATION DEPARTMENT  
 Research & Public Service Project (RPSP)  
 Project Objectives Sheet

Institution:

New Mexico School for the Blind and Visually Impaired

RPSP Project:

Early Childhood Program

Total

\$ 361,900.00

	Goal based on benefit to students (especially at-risk), generation of degrees (especially STEM-H) and the people of New Mexico	Actuals for FY 22	Target for FY 23	Target for FY 24	Comments - Demonstrate consistent improvement as a result of the awarded RPSPs, trends, etc.
1	Staff will hold "highly qualified" licenses as TVI	70% will have completed coursework and have a license	70% will have completed coursework and have a license	80% will have completed coursework and have a license	70% of our teachers hold a TSVI license and are able to independently conduct Functional Vision Evaluations and create educational programs related to each student's vision impairment by the end of the FY 22. This coming year we are starting off at 70% of our teachers hold a TSVI license. With the remaining 30%: 1 will receive their license at the end of the 23SY, 1 is enrolled in the TSVI Professional Prep Program and has two years remaining before receiving their TSVI license and the other 1 will be eligible to register for the TSVI Professional Prep Program at the end of the 23SY. All staff attend regularly scheduled in-services related to teaching children with vision impairments and blindness.
2	Support each student's transition team in public school to ensure a positive transition for every student.	100% of students had portfolios sent to their receiving schools.	100% of students will have portfolios provided to receiving school	100% of students will have portfolios provided to receiving school	NMSBVI educational teams provided public school teams with specific information about the individual needs for each student transitioning to the public school system from NMSBVI. This information includes strategies that have supported student success, suggested accommodations and modifications, and sample communication systems and schedules.
3	Parents will participate in their child's education	100%	100% of parents will show increased understanding of their child's education and VI	100% of parents will show increased understanding of their child's education and VI	100% of our parents received a parent handbook that details our philosophy and our curriculum specific to students who are blind and visually impaired. 100% of our parents participated in their child's IEP. 27 families attended the orientation meeting during which we reviewed the handbook. 62 Students and family members participated in our fall carnival. 5 Parents participated in the switch activation training. 97 Students and family members participated in the Egg hunt.
4	NMSBVI will collaborate with the authors of a newly published guide (CVI Companion Guide) to pilot the intervention strategies in a preschool setting, provide feedback to the authors and pending IRB approval serve as site for research study of the guide.	NMSBVI teachers will become familiar with the intervention strategies and implement them with some of the students and provide feedback to the authors	100% of ECP NMSBVI teachers will participate in a study group as they go through the CVI Profile Guide discussing ways to implement the ideas into the classroom and into the Functional Visual Evaluation.	100% of the teachers will implement CVI profile strategies into their classroom and in the Functional Visual Evaluations.	30% ECP teachers tested strategies with the students and gave feedback to the authors. ECP teachers took the information to adapt the Functional Visual Evaluations (FVE) and then tried the modified FVE with students and writing up the reports.
5	The ECP will gather data on specific initiatives and professional practices in the classroom in order to improve best practices for educating students with visual impairments and share with the professional field when appropriate.	ECP staff collect data on Communication Curriculum to look at its efficacy with students who are blind or visually impaired. ECP staff collected data on Learning without Tears curriculum and the effectiveness of modifications for students with visual impairments.	NMSBVI ECP staff will write up results from the Learning Without Tears data collection on the implementation of the program with student with visual impairments for publication and field journal. NMSBVI will continue to gather data on the Communication Curriculum.	Analyze data from Communication Curriculum and determine it's effectiveness with students who are blind and visually impaired. Then if effective begin implementing in all appropriate classrooms around the school.	ECP staff took preliminary results from the data gathered for Communication Curriculum and Learning Without Tears and presented at the AER International Conference.

Add Additional lines as needed

**NEW MEXICO HIGHER EDUCATION DEPARTMENT**

**Research & Public Service Project (RPSP)**

**FY 2024**

**Fill and submit packet to NMHED per instructions by 9/15/22**

**Institution:** New Mexico School for the Blind and Visually Impaired

**Name/Title of Project:** Low Vision Clinic/Outreach Program

**Indicate type** New \_\_\_\_ Continuing  Expansion \_\_\_\_ Final (Ending/Closing) \_\_\_\_

**FY24 Funding Request** \$ 111,100.00

**If Previously Funded, Amount that was awarded in FY 23** \$ 104,400.00

**Type of Project (X for type)** Research \_\_\_\_ Public Service \_\_\_\_ Academic  Athletics \_\_\_\_ Clinical \_\_\_\_ Economic Development \_\_\_\_ Other \_\_\_\_ (Please explain in the space below)

**1** Number of years the project has received General Fund support: (Disregard if new program) 11

**2** **Project Description/Executive Summary:**

A visual impairment is defined as a vision loss severe enough to interfere with the ability to perform everyday tasks or activities and that cannot be corrected to normal by conventional eyeglasses or contact lenses. (Jose, 1992) As of July, 2019, the New Mexico School for the Blind and Visually Impaired served on caseloads 1283 students throughout the state. It is estimated that approximately 10% of these students will have no usable vision (Kahn & Moorhead, 1973). That leaves 1,155 students in New Mexico with some degree of vision that could potentially be maximized through the appropriate use of 21st century assessment and technology. There are four components to this request for funding;

- A low vision traveling clinic,
- A network of highly trained professionals strategically placed throughout the state to support the local districts,
- A university personnel preparation program that prepares teachers of students with visual impairments and orientation and mobility instructors for the state,
- A statewide vision specific database.

~~All components are directly related to the school's mission to ensure that students who are~~

blind or visually impaired will receive quality education ensuring that they will become independent, productive members of their communities.

**Low Vision Clinic**

NMSBVI understands the importance of ensuring that NM students, in need of low vision medical evaluations, have access to highly qualified professionals so that these students have the technology needed to support their learning. In addition, because of the rural nature of the state, NMSBVI recognizes the need to make sure low vision clinic services are available to all of NM students in need of the service regardless of the area of the state in which they live. In order to build capacity, the school is committed to sponsoring this traveling clinic not only to help NM students but to increase capacity in the state by supporting the state's optometrists as they become highly qualified evaluators of students with low vision.

**Mentorship Support/Personnel Preparation**

Like most states, New Mexico continues to see a widening gap between the capacity of its students who are blind/VI and those students without a disability. When the Authorization of the IDEA (Individuals with Disabilities Education Act) was first enacted in 1975, the educational push for all students with disabilities was to meet their needs in the regular classroom. Over time, this decision resulted in a critical reduction in specialized instruction for students who are blind/VI, in accommodations for blindness including students receiving Braille instruction, and in the number of highly qualified personnel in the field of blindness education. The results of this generic education have now been translated to the work force. When one looks at the national and state employability statistics for individuals who are blind, there has been no change in the employability rate for individuals with blindness in the past 40 years (Com. f/t Blind, Greg Trapp).

In order to change the face of blindness in New Mexico, networks must be established that support and promote training at the university level. At the district level, systems must exist that provide on-going training and mentorship support to newly trained educators as well as seasoned teachers who need support for complicated students. A unified database can be used to support this network by creating a single system for districts to track students' progress in core areas or reading and math, order Braille books and other blindness specific adapted materials, register students with the federal quota registry, determine the district's VI caseload and need for VI personnel

**3 Budget Narrative (Overview only - Budget Detail follows on next Worksheet).**

See budget sheet

**4 Program Mission (include population served, other demographic info):**

NMSBVI strives to ensure that every child, every day is in the least restrictive environment with appropriate accessible materials taught by a highly qualified teacher. NMSBVI will identify and ensure quality education through collaborative relationships with students, families, and local/state/national partners to provide outstanding advocacy, training, resources, and support services, thus ensuring that all students who are blind or visually impaired will become independent, productive members of their communities.

5 **Key Project Objectives (Overview only - details and measures on following worksheet):**

The Low Vision Clinic/Outreach project is a statewide network of support and services designed to support students, teachers and school districts. As a result of the NMSBVI strategic plan, the Low Vision Clinic/Outreach Services Project is designed to meet the following outcomes.

- A training system that results in sufficient numbers of specialized staff in the field of blindness and visual impairment for the state of New Mexico;
- A system to convey and receive information about blindness and visual impairment, educational services, trends, research, etc. to all those involved or interested in serving students who are blind or visually impaired;
- A system of data-driven decision making that will be used collaboratively to determine goals, services and settings for educating New Mexico students with blindness or visual impairments;
- A system that supports the successful transition of students with blindness or visual impairment and their programming across settings.

6 **For Existing Projects, Describe Major Accomplishments and/or Obstacles Encountered the Previous Fiscal Year. For New Projects Identify the Top Objectives and Challenges for the Current FY:**

In the 2022FY: After not holding clinics in FY 2021 due to COVID 19 restrictions, we were able to get back to clinics this last year. We were not able to hold our normal number of clinic days as doctor availability was limited. The NMSBVI VIP program accounts for more than one-third of all university students enrolled in a special education teacher preparation program at NMSU.

NMSBVI currently has enough mentors to support the students currently enrolled in personnel preparation programs to become highly qualified as a teacher of the visually impaired or an orientation and mobility instructor.

**Obstacles:**

- Difficulty ensuring highly qualified TSVI/O&M staff are available in all areas of our large, rural state.
- Retirements/resignations of current staff who have acquired expert level skills
- Difficult to find NM optometrists with skills in pediatric low vision.

Finding interested, qualified doctors and staff is an ongoing process. The availability of our doctors can be a challenge. Funding limits capacity building in the clinic.

7 Describe the Project Impact (Statewide Impact, Does it address the Governor's initiatives, and/or what are the Student Outcomes):

This is a statewide project. Of the approximately 900 New Mexico students who have been identified in need of specialized services related to their blindness, all can potentially benefit from this project.

- The low vision clinic was designed to provide one on one education to parents and teachers at the clinic by an optometrist trained in low vision. This is a service a student and family would not receive at a typical ophthalmologist or optometrist appointment. The inclusion of both educational and medical aspects of the visual impairment, addressing functional needs as well as medical ones, produces effective outcomes for students in educational settings.

- As the state's TVIs and O&Ms have more experience with the use of low vision devices, students benefit from that expertise. Students receive consistent training in the use of low vision devices and, experience has shown, the increased competence at the student level results in increased compliance in usage.

- As TSVI and O&Ms receive quality mentorship, this will help ensure that students with visual impairments or blindness in the state of NM have access to highly qualified vision professionals. This will help ensure these students can achieve their highest potential. The Covid-19 pandemic definitely affected the ability to see the number of students in the Low Vision Clinic that needed to be seen.

8 Does the project receive Awards, private donations or Federal grants? Have you sought out funding from other sources?

The NMSBVI Low Vision Clinic has received private foundation grant funding from the Lineberry Foundation in the past.

9 Accomplishments / Highlights:

This is a one of a kind offering in the state of NM. In FY 22, we saw 32 students, from around the state. NMSBVI's services to families and districts are free. In the 21-22 school year, students were enrolled in the NMSU/NMSBVI Vision Impairment Program (VIP). NMSBVI currently has enough mentors to support the students currently enrolled in personnel preparation programs to become highly qualified as a teacher of the visually impaired or an orientation and mobility instructor.

Medical  
Projects

1 How many graduates stay in Practice in New Mexico:

N/A

**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**Research & Public Service Project (RPSP)**  
**Project Budget Sheet**

Institution: New Mexico School for the Blind and Visually Impaired

RPSP Project: Low Vision Clinic/Outreach Program Total: \$ 111,100.00

Budget verses Actual	Budget FY 23	Change	Request FY 24	Comments
<b>Revenue and Transfers</b>				
<b>Beginning Fund Balance</b>	\$ -	\$ -	\$ -	
<b>Appropriations</b>				
Federal	\$ -	\$ -	\$ -	
State plus Tobacco Settlement Fund	\$ 104,400.00	\$ 6,700.00	\$ 111,100.00	Appropriation: Requesting FY24 funding revert to amount prior to FY21 sanding.
Local	\$ -	\$ -	\$ -	
<b>Total Appropriations</b>	<b>\$ 104,400.00</b>	<b>\$ 6,700.00</b>	<b>\$ 111,100.00</b>	
<b>Grants and Contracts</b>				
Federal	\$ -	\$ -	\$ -	
State	\$ -	\$ -	\$ -	
Local	\$ 25,000.00	\$ -	\$ 25,000.00	JPAs-Direct Service-Itinerant Income
<b>Total Grants and Contracts</b>	<b>\$ 25,000.00</b>	<b>\$ -</b>	<b>\$ 25,000.00</b>	
<b>Private Gifts, Grants and Contracts</b>	\$ -	\$ -	\$ -	
<b>Land &amp; Permanent Fund or Local Property Taxes</b>	\$ 881,293.23	\$ (6,700.00)	\$ 874,593.23	LGPF
<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>\$ 1,010,693.23</b>	<b>\$ -</b>	<b>\$ 1,010,693.23</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</b>				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries	7.0	0.0	7.0	
Professional Salaries	\$ 639,781.30	\$ -	\$ 639,781.30	
Other Staff Salaries	1.5	0.0	1.5	
Student Salaries (GA/TA)	\$ 64,457.09	\$ -	\$ 64,457.09	
Other Salaries	0.0	0.0	0.0	
<b>Total All Salaries</b>	<b>8.5</b>	<b>0.0</b>	<b>8.5</b>	
Fringe Benefits	\$ 704,238.39	\$ -	\$ 704,238.39	
Travel	\$ 224,304.84	\$ -	\$ 224,304.84	
Utilities	\$ 43,000.00	\$ -	\$ 43,000.00	
Institutional Support Charges	\$ -	\$ -	\$ -	
Plant Operation and Maintenance Charges	\$ -	\$ -	\$ -	
Supplies and Expenses	\$ 39,150.00	\$ -	\$ 39,150.00	
Equipment	\$ -	\$ -	\$ -	
Other Expenditures	\$ -	\$ -	\$ -	
<b>Total Expenditures</b>	<b>8.5</b>	<b>0.0</b>	<b>8.5</b>	
<b>Ending Fund Balance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

**NEW MEXICO HIGHER EDUCATION DEPARTMENT**  
**Research & Public Service Project (RPS)**  
**Project Objectives Sheet**

Institution:

RPS Project:  Total  
\$ 111,100.00

	Goal based on benefit to students (especially at-risk), generation of degrees (especially STEM-H) and the people of New Mexico	Actuals for FY 22	Target for FY 23	Target for FY 24	Comments - Demonstrate consistent improvement as a result of the awarded RPSs, trends, etc.
1	Increase the number of NM students with low vision who have an opportunity to receive assessment, equipment and educational support through the LVC.	32 students seen in clinic.	70 students to be seen in LVC	85 students to be seen in LVC	Due to uncertainty with Covid 19 restrictions, one of our doctors had very limited availability in FY22 and we were only able to hold 6 clinic days. For FY23, we have dates set and are planning to hold at least 10 clinic days.
2	Create a low vision clinic with staff dedicated to the clinic.	Currently working with 2 doctors and a full time LVC consultant.	Fully staffed clinic with 2 current doctors available for clinics and developing new partnership with a doctor to potentially host clinics in the Northwest area of the state.	Fully staffed clinic with at least 3 doctors available to hold clinics in areas of the state with a high need.	We are using 2 main clinic optometrists, one in the north and one in the south. We are currently working on a connection with an additional doctor in the NW area of the state. The Outreach staff, including our Assistive Technology Consultants are able to assist in the clinics.
3	NM students will have access to highly qualified teachers of the visually impaired and orientation and mobility instructors in their local school districts.	We had 27 students enrolled in the visual impairment program last year. 11 were in the TSVI program, 14 in the COMS program and 2 doing a VI focus. There are still great needs in the state due to retirements and resignations.	Continue to provide scholarships and mentorship to at least 18 students in the Visual Impairment Program and focus on areas of the state in which there are currently no TSVI or COMS services available.	Continue to provide scholarships and mentorship to at least 18 students in the Visual Impairment Program and focus on areas of the state in which there are currently no TSVI or COMS services available.	The outreach department continues to have the capacity to mentor the TSVI interns in the program. We have been able to fill some vacancies in the state, but there continues to be a great need for more licensed Teachers of Students with Visual Impairments and Certified Orientation and Mobility Specialists. The focus as we admit a new cohort in the spring needs to focus on areas of high need.
4	NM students who are blind/visually impaired will have access to the full continuum of services and to accessible materials.	All districts in NM are utilizing the NMVICount, the statewide database to register their students and order American Printing House for the Blind educational materials	Continue to utilize the NMVI Count database to maintain the NMSBVI Instructional Resource Center statewide student registration in making informed decisions about ordering educational resources and registering students who qualify with the American Printing House for the Blind.	Continue to utilize and maintain the NMVI Count database to maintain the NMSBVI Instructional Resource Center statewide student registration in making informed decisions about ordering educational resources and registering students who qualify with the American Printing House for the Blind.	The added NMVI Count Road Map features were completed. School districts now have the ability to use the database in more helpful ways, such as the ability for online resource orders, while continuing to utilize it to maintain the NMSBVI Instructional Resource Center statewide student registration. The added features also help in making informed decisions about ordering educational resources and registering students who qualify with the American Printing House for the Blind.

Add Additional lines as needed