

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: Santa Fe Community College

Primary Contact Name and Title: Laura White, Director of Grants

Phone: 505-428-1811 or 575-329-2201

Email: laura.white@sfcc.edu

Governing Board Signature:

George Hamble Date: 8/29/2022

Institutional Rank (priority)

Program/Project Title

Request in FY 24

New Program (X)

1	New Mexico Small Business Development Center	\$ 4,342,847.00	
2	Nursing Expansion	\$ 439,400.00	
3	First Born Model Office Expanding to Institute for Innovative Family Programs	\$ 245,000.00	
4	Teacher Education Expansion and Support Request	\$ 150,000.00	
5	EMS Provider Mental Health Resiliency Pilot Project	\$ 100,000.00	
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Total Funding Request		\$ 5,277,247.00	0

Please insert additional rows as necessary.

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:	Santa Fe Community College		
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Total Funding Request		\$ 5,277,247.00	0
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				
Institution:	Santa Fe Community College			
Name/Title of Project:	New Mexico Small Business Development Center			
Indicate type	New <input type="checkbox"/> Continuing <input type="checkbox"/> Expansion <input type="checkbox"/> X Final (Ending/Closing) <input type="checkbox"/>			
FY24 Funding Request	\$ 4,342,847.00			
If Previously Funded, Amount that was awarded in FY 23	\$4,124,700			
Type of Project (X for type)	Research <input type="checkbox"/> Public Service <input type="checkbox"/> Academic <input type="checkbox"/> Athletics <input type="checkbox"/> Clinical <input type="checkbox"/> <input checked="" type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Other <input type="checkbox"/> (Please explain in the space below)			
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; margin-top: 5px;">34</div>			
2	Project Description/Executive Summary: <div style="border: 1px solid black; padding: 10px; min-height: 200px;"> <p>This RPSP clearly addresses the broader needs of the state due to the extended continuance of the COVID-19 pandemic and its impact on the state's economy, business sustainability, workforce employment and students' futures. The New Mexico Small Business Development Center (NMSBDC) is in its 34th year of providing no cost one-on-one business counseling and low cost training to existing and start-up entrepreneurs through its 18 subcontracted service center agreements with Higher Education Institutions across the state. The NMSBDC is the State's only nationally accredited business assistance program with its 5 year accreditation renewed in 2020. It is also the State's only business assistance program with an economic impact verification system in place. The NMSBDC operates the New Mexico Procurement Technical Assistance Center (PTAC) with its 5 offices and 7 advisors throughout the state which serves as the bridge between business and all levels of government. In addition, the NMSBDC also has the International Business Accelerator (IBA) located in Santa Teresa, which serves as a one-stop shop for New Mexico Small Businesses to export and import products and services through the global marketplace. The NMSBDC continues a pilot project of a Technology Commercialization Accelerator (TCA) in conjunction with New Mexico Tech in Socorro to assist tech entrepreneurs in developing their ideas into commercially viable businesses and is also tasked with helping small businesses prepare for and deal with cyber security threats.</p> </div>			
3	Budget Narrative (Overview only - Budget Detail follows on next Worksheet). <div style="border: 1px solid black; padding: 10px; min-height: 50px;"> <p>The NMSBDC experienced an overall reduction in its funding of over 6.2% between FY15 and FY20 and then suffered a 6% reduction (\$250,000), along with other RPSPs, in the June Special session which seriously impacted the ability to maintain services throughout the</p> </div>			

State of New Mexico. This resulted in the reduction of five full-time permanent positions and not filling vacant positions, which reduced assistance to New Mexico small businesses all the while it has been charged with being the principal responder for business assistance to the COVID-19 emergency. The Governor's Economic Recovery Council's January 12, 2021, Roadmap to Recovery report included as one of their policy recommendations (pages 9 & 31) restoring the NMSBDC 6% budget cut of \$250,000 from the June 2020 Special Legislative Session. The FY22 appropriation resulted in another 3% cut to RPSPs losing another \$117,000. Additionally, 4 House members provided a total of \$250,000 in one-time funding for FY22 through SB377. So the FY21 cuts were not restored, but one-time funding for FY22 was received. The funding enabled the program to return to a minimal stable level. The impacts of COVID-19 to the health of small businesses have been severe and the needs for assistance directly from the NMSBDC have continued to greatly increase. For FY23 the NMSBDC RPSP was funded in HB2 for \$3,953,100 (a \$150,000 increase). After almost two years of working on the issue of attempting to obtain funding that had never been received by the NMSBDC RPSP (or anyone) for compensation and fringe benefit increases for NMSBDC staff at our service centers NMHED provided the solution starting with FY23 funding. Based upon the data provided to NMHED the NMSBDC RPSP was awarded \$132,036 for compensation increases and \$39,611 for fringe benefit increases for FY23. The NMSBDC RPSP was awarded \$18,000 in FY22 for the 4th Quarter compensation increases. NMSBDC RPSP base funding for FY23 is a rounded total of \$4,124,700. The expanded request of the additional \$218,147 is to provide permanent state funding for the TCA and the Spanish speaking advisor in Sunland Park. To meet the small business needs it is imperative that the NMSBDC has reliably stable funding. Compensation and benefit increase including ERB in the past have had a significant actual negative funding impact to the program as most of the increases have been unfunded to the program. The possibility of static funding or future reductions would necessitate the closing of centers and laying off staff which would severely impact the program's ability to continue to serve the entire State of New Mexico.

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

The mission of the NMSBDC is to develop skilled entrepreneurs and strong businesses across all 33 counties of the State of New Mexico. Clearly the program's mission and value to the state of New Mexico has been fully displayed by its response to the COVID-19 pandemic, as well as dealing with the recent wildfires, supply chain disruptions, workforce shortages, inflation and numerous other issues that small businesses in New Mexico have faced. The NMSBDC is the third largest SBDC geographically and over 99% of businesses in New Mexico are small businesses of which many are owned by minorities and/or women. The NMSBDC's International Business Accelerator serves as the one-stop shop for New Mexico's businesses and individuals wishing to introduce their product or service into the global market. The program's PTAC center opens the door for small businesses to enter the government marketplace. The TCA allows potential technology transfer from concept to commercially viable product or service which will result in expanded New Mexico employment opportunities.

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

The NMSBDC offers two key services throughout its network which are high quality business counseling and training. Our business counseling is catered to each client's specific needs, and includes assistance such as business plan development, human resources issues, marketing, disaster preparedness, and offers valuable research on markets and access to capital. Multiple training workshops are offered on almost a daily basis providing specific training to the needs that entrepreneurs continue to face and events designed to meet the business community's needs. All of which aligns with the NMSBDC'S mission and facilitates measurable outcomes. The main goal of these services is to create and save jobs by helping entrepreneurs start new businesses, to stay in business or to grow their businesses.

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 NMSBDC has continued to provide high value services to its many clients throughout the State of New Mexico while dealing with the continued effects of the COVID-19 pandemic which has created unprecedented obstacles for the New Mexico business community. Additionally, providing assistance to small businesses to deal with supply chain disruptions, recent wildfires, inflation, workforce shortages, sick leave requirements and numerous other issues continues to create significant demand for the counseling and training services we offer. The NMSBDC has helped the small businesses of New Mexico navigate these obstacles by using innovative and creative solutions. During the period July 1, 2021 - June 30, 2022, the SBDC Network provided 11,155 hours of Assistance, conducted 199 Training Events, recorded a minimum of 1,172 Jobs Saved and helped small businesses obtain 517 Loans and Equity Investments Totaling \$53,974,165. For FY22, the NMSBDC assisted over 3,186 small businesses, sole proprietors and individuals with accessing financial assistance and sustaining their operations through the COVID-19 pandemic. The NMSBDC has served as the principal information and assistance provider for the entire panoply of the various State and Federal initiatives to assist businesses through these continued unprecedented times. It has done so through a wide variety of trainings, workshops and individual counseling made available to the public. This massive demand for SBDC services was met by continuation of extended work hours including nights and weekends of program staff and the ongoing reinvention of service delivery. This was accomplished in spite of ever changing Federal guidance and programs for pandemic assistance.

7

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

Since 99% of New Mexico's businesses are small businesses, the project's impact on the economy, workforce employment and business sustainability for the state of New Mexico is highly significant. The NMSBDC is a state-wide program that serves small businesses through its 18 service centers and 7 satellite locations, its 5 PTAC offices and the International Business Accelerator which provides export assistance. The NMSBDC is continuing its pilot project of the Technology Commercialization Accelerator at New Mexico Tech in Socorro to assist in the commercialization of technological advancements throughout the State of New Mexico. The NMSBDC Program is in alignment with the Governor's economic development projects through its significant partnerships with the SBA, NMEDD, NMTD, NMDWS, NMDFA and NMFA. Extensive outreach activities directly to tourism related business has continued to aid in ensuring those businesses were aware of financial and other assistance that were available to them. Additionally, frequent dialogue with the Small Business Advisor in the Office of the Governor ensures the Governor's initiatives are being addressed by this project. The NMSBDC has continued to serve as the principal assistance provider and information conduit to the state for the various available loans and programs at both the State and Federal level during the continuing COVID-19 emergency aiding businesses and helping them survive the current challenges.

8

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

The NMSBDC was awarded \$813,305 from the SBA for calendar year 2022, which is a slight reduction of \$26,931 from the previous year, which is based upon New Mexico population and the recent census results. The amount that the NMSBDC will receive for the next calendar will likely remain static as NM population hasn't changed much. The NMSBDC also received \$555,793 from the Department of Defense/Defense Logistics Agency which is matched out of the overall state appropriation for the operation of the PTAC program. The NMSBDC received grant funding on a reimbursable basis from the SBA as part of the CARES Act, however those highly restricted funds could only be used for COVID-19 responses and will end no later than September 30, 2022. For Federal Fiscal Year 22, which started in October 2021, the Federal Consolidated Appropriations Act (CAA) did include \$307,000 for the NMSBDC for three very finite purposes. However, the CAA was not passed and signed into law until late March, 2022, and the actual awards to the NMSBDC Program are still pending final approval from the SBA. The three purposes as requested by New Mexico Senators Heinrich and Lujan were: \$123,000 to establish a "Program to Support microbusinesses with eCommerce" and in particular for Native American Artisans to create an online presence; \$77,000 for establishing a "Spanish Speaking Advisor" primarily to serve the Spanish language communities in Sunland Park, Anthony, and Chapparral; and \$107,000 to provide financial support for the NMSBDC's Technology Commercialization Accelerator (TCA) at NM Tech. The NMSBDC is limited by its Federal program and grant rules and regulations in the kinds and sources of additional funding it is allowed to obtain. Our expansion request is for continuing the operation of the Sunland Park Spanish speaking advisor and the TCA as mentioned in Section 3 above.

9 **Accomplishments / Highlights:**

In FY22 the NMSBDC continued to be one of New Mexico's most productive and successful job creation initiatives creating and saving 3,211 jobs at a cost of only \$1,043 cost per job created or saved. Additionally, the program assisted small businesses with obtaining \$30,808,759.13 in Capital funding in FY22. Since its inception the NMSBDC has consistently matched or exceeded its SBA annual goals of jobs created/saved, business starts, clients served, and capital infusion. The NMSBDC is one of the most valuable assets that NM has in its economic development efforts and its stable funding is essential to the continued economic recovery of the State of New Mexico. The project's accomplishments year after year including during the pandemic have been only achieved through highly innovative processes and a highly motivated and fully engaged workforce. The NM Economic Development Department provided their agency analysis of 2021 Legislative Session SB 163 on 2/5/2021, which included the following 3 paragraphs in the SIGNIFICANT ISSUES Section: "NMSBDC received a 6 percent budget cut going into FY21, but the organization serves a critical role during this economic crisis by assisting businesses in communities across the state. Additional resources would be of great assistance to a program that has been overwhelmed with requests for assistance by small businesses as they attempt to stay afloat during these extremely difficult economic times. Additionally, NMSBDC and its associated small business development centers throughout the state are valuable partners to EDD. The organizations began collaborating and partnering on projects before the Covid-19 pandemic as a way to leverage each other's resources, but this became a much stronger collaboration during the pandemic, and NMSBDC is a great partner for EDD at the state level and through its local centers with EDD's relatively low staffing levels. Small business development center directors comprised the panel which reviewed proposals for EDD's Local Economic Assistance and Development Support Program (LEADS), which ultimately provided funding for 14 economic development organizations statewide. Small business development centers also collaborated with EDD to evaluate applications for its Collateral Assistance Program (CAP), securing millions of dollars in loans for businesses who struggled to receive traditional financing. Finally, small business development centers are crucial to develop businesses to qualify for funding from EDD's Local Economic Development Act (LEDA) program and Job Training Incentive Program (JTIP)."

Medical
Projects

1 How many graduates stay in Practice in New Mexico:

0

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

Institution:

Santa Fe Community College

RPSP Project:

New Mexico Small Business Development Center

Total:

\$ 4,342,847.00

Budget versus Actual

Revenue and Transfers	Budget FY 23	Change	Request FY 24	Comments
Beginning Fund Balance		\$ -	\$ -	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund		\$ -		
Local		\$ -		
Total Appropriations	\$ -	\$ -	\$ -	
Grants and Contracts				
Federal	\$ 1,711,474.00	\$ (342,376.00)	\$ 1,369,098.00	
State	\$ 4,124,700.00	\$ 218,147.00	\$ 4,342,847.00	
Local		\$ -		
Total Grants and Contracts	\$ 5,836,174.00	\$ (124,229.00)	\$ 5,711,945.00	
Private Gifts, Grants and Contracts		\$ -		
Land & Permanent Fund or Local Property Taxes		\$ -		
Tuition and Fees		\$ -		
Endowment		\$ -		
Sales and Services		\$ -		
Other Sources - Detail in Comments		\$ -		
Total Revenues	\$ 5,836,174.00	\$ (124,229.00)	\$ 5,711,945.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries		0.0		
Professional Salaries	55.0 \$ 3,536,702.35	0.0 \$ (6,389.22)	55.0 \$ 3,530,313.13	
Other Staff Salaries		0.0		
Student Salaries (GA/TA)		0.0		
Other Salaries		0.0		
Total All Salaries	55.0 \$ 3,536,702.35	0.0 \$ (6,389.22)	55.0 \$ 3,530,313.13	
Fringe Benefits		\$ 1,743.52	\$ 1,403,897.05	
Travel	\$ 103,815.00	\$ 9,350.00	\$ 113,165.00	
Utilities		\$ -		
Institutional Support Charges		\$ -		
Plant Operation and Maintenance Charges		\$ -		
Supplies and Expenses	\$ 194,241.50	\$ (120,000.00)	\$ 74,241.50	
Equipment		\$ -		
Other Expenditures	\$ 599,261.62	\$ (8,933.30)	\$ 590,328.32	
Total Expenditures	55.0 \$ 5,836,174.00	0.0 \$ (124,229.00)	55.0 \$ 5,711,945.00	
Ending Fund Balance	\$ -	\$ 0.00	\$ -	

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

Institution:

Santa Fe Community College

RPSP Project:

New Mexico Small Business Development Center

Total

\$ 4,342,847.00

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	Return on Investment (ROI)-The State's cost per job created or saved throughout the New Mexico SBDC network.	The cost per job Created or saved for FY 22 is \$1,043.	\$5,000 or less	\$5,000 or less	The NMSBDC consistently provides the State of New Mexico with the one of the lowest cost per job created or saved of any economic development program in the state. The needs of small businesses continued to be greatly increased during the pandemic, as well as other issues including the recent wildfires, inflation, workforce shortages and supply chain, all which have greatly increased and therefore the demand for our services have grown correspondingly. Each year the SBDC seeks to improve its performance in order to keep its cost per job created/saved below \$5,000.
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Add Additional lines as needed

NEW MEXICO HIGHER EDUCATION DEPARTMENT			
Research & Public Service Project (RPSP)			
FY 2024			
Fill and submit packet to NMHD per instructions by 9/15/22			
Institution:	Santa Fe Community College		
Name/Title of Project:	Nursing Expansion		
Indicate type	New <input type="checkbox"/> Continuing <input checked="" type="checkbox"/> Expansion <input type="checkbox"/> Final (Ending/Closing) <input type="checkbox"/>		
FY24 Funding Request	\$ 439,400.00		
If Previously Funded, Amount that was awarded in FY 23	\$ 439,400.00		
Type of Project (X for type)	Research <input type="checkbox"/> Public Service <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Athletics <input type="checkbox"/> Clinical <input type="checkbox"/> Economic Development <input type="checkbox"/> Other <input type="checkbox"/> (Please explain in the space below)		
1	Number of years the project has received General Fund support: (Disregard if new program) 13		
2	Project Description/Executive Summary: <div style="border: 1px solid black; padding: 5px;"> <p>The purpose of this project is to continue to participate in the New Mexico Nursing Education Consortium (NMNEC) and increase the number of bachelor's prepared nurses (BSNs) in Northern New Mexico as well as support a pipeline for high school students into the nursing profession at the licensed practical nurse (LPN) level. One of the goals in FY22 is to hire a clinical coordinator/assistant nursing director in order to serve the students who are increasing in number into the BSN track while still attaining the associate degree in nursing. The NMNEC curriculum allows BSN students to remain at the Santa Fe Community College (SFCC) campus and be dually enrolled at the University of New Mexico (UNM), but requires additional faculty and clinical hours. SFCC currently has an agreement with UNM to allow students to complete a BSN and an AAS simultaneously without leaving Santa Fe.</p> <p>Another goal is to support the growth and development of the high school LPN option. The high school LPN option serves students at Capital High School in Santa Fe and offers them the opportunity to become an LPN upon graduation from high school. These graduates will then have the opportunity to enter into the nursing program at SFCC directly. A additional faculty is requested in FY24 to expand the LPN program enrollment.</p> <p>One of the most important goals is to maintain the NCLEX-RN first-time pass rate at 80% or better. The RPSP Nursing Expansion funding of a clinical coordinator/assistant nursing director will help support the eight full-time faculty members and manage approximately 140 nursing students at six different levels. The lead faculty for each level is responsible for clinical coordination for their level. In addition to the nursing program, the same faculty teach allied health courses along with adjuncts, including 40 certified nursing assistant classes each semester and LPN courses for the Capital High School dual credit program.</p> </div>		
3	Budget Narrative (Overview only - Budget Detail follows on next Worksheet): <div style="border: 1px solid black; padding: 5px;"> <p>In FY24 we will focus on retaining faculty by hiring a clinical coordinator/assistant director to help with increasing workload and maintaining the first time NLCEX-RN pass rate, and building the capacity of the high school LPN program with additional faculty.</p> </div>		
4	Program Mission (include population served, other demographic info): <div style="border: 1px solid black; padding: 5px;"> <p>Santa Fe Community College Department of Nursing Education (DNE) prepares nursing students to succeed in becoming professional Registered Nurses. The DNE strives to serve the health care community and the people of New Mexico through its commitment to excellent nursing education and caring nursing practice. The nursing program prepares students from diverse backgrounds to productively contribute to their profession and society.</p> </div>		
5	Key Project Objectives (Overview only - details and measures on following worksheet): <div style="border: 1px solid black; padding: 5px;"> <p>In FY24 we will focus on retaining faculty by hiring a clinical coordinator/assistant director to help with increasing workload and maintaining the first time NLCEX-RN pass rate, and building the capacity of the high school LPN program with additional faculty.</p> </div>		
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: <div style="border: 1px solid black; padding: 5px;"> <p>Major Accomplishments: SFCC graduated 27 BS/AAS students and 10 AAS-only students in FY 23; completed second year of high school LPN program curriculum that is being piloted with 10 Capital High School students. Obstacles: The increased demand on current faculty to coordinate BSN/AAS clinical courses and the initiation of pilot high school LPN program with no additional faculty. The increased demand of high school students beginning an LPN program after spending two years in a remote learning environment. These students require additional tutoring, test preparation and remediation.</p> </div>		
7	Describe the Project Impact (Statewide Impact, Does it address the Governor's initiatives, and/or what are the Student Outcomes): <div style="border: 1px solid black; padding: 5px;"> <p>We address the Governor's Healthcare Policy by providing high skills, high wage nursing career opportunities through:</p> <ul style="list-style-type: none"> - Increased college and university articulation and seamless transfer model through NMNEC participation: Our program completion rate is 94% and above over the past 6 years. We had graduates last year = 13 ADN only students and 35 ADN/BSN students. - Increased number of BSN and LPN graduates that work in Northern New Mexico: graduate employment rate over the past 5 years has been 94% and above. SFCC graduates are employed by all major clinics and hospitals in and around Santa Fe. </div>		
8	Does the project receive Awards, private donations or Federal grants? Have you sought out funding from other sources? <div style="border: 1px solid black; padding: 5px;"> <p>The nursing program has utilized Perkins Grant funds and has received additional grant funding from Anchorum for the LPN program. We continue to seek funding from additional sources.</p> </div>		
9	Accomplishments / Highlights: <div style="border: 1px solid black; padding: 5px;"> <p>The 2022 first and second quarter NCLEX pass rate is 80%. In FY21, we graduated 25 BSN/AAS students. In FY21, we completed the first second of the new LPN program. Ten of the original fourteen students completed the program Summer 2021.</p> </div>		
Medical Projects			
1	How many graduates stay in Practice in New Mexico:		0

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

Institution:

Santa Fe Community College

RPSP Project:

Nursing Education

Total:

\$439,400

Budget verses Actual

Sources Actual		Budget		Request	
Revenue and Transfers		FY 23	Change	FY 24	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 & Permanent Fund or Local Property Taxes Tuition and Fees Endowment Sales and Services Other Sources - Detail in Comments Total Revenues			\$ (0.00)	\$ (0.00)	
			\$ -		
		\$ 439,400.00	\$ -	\$ 439,400.00	
			\$ -		
		\$ 439,400.00	\$ -	\$ 439,400.00	
			\$ -		
			\$ -		
			\$ -		
		\$ -	\$ -	\$ -	
			\$ -		
			\$ -		
			\$ -		
			\$ -		
			\$ -		
		\$ 439,400.00	\$ -	\$ 439,400.00	
	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					
	FY23		Change		FY24
	FTE		FTE	\$ -	FTE
Faculty Salaries	4.0	\$ 242,058.41	0.0	\$ -	4.0
Professional Salaries	1.0	\$ 69,396.00	0.0	\$ -	1.0
Other Staff Salaries			0.0	\$ -	
Student Salaries (GA/TA)			0.0	\$ -	
Other Salaries			0.0	\$ -	
Total All Salaries	5.0	\$ 311,454.41	0.0	\$ -	5.0
Fringe Benefits		\$ 115,238.13		\$ -	
Travel				\$ -	
Utilities				\$ -	
Institutional Support Charges				\$ -	
Plant Operation and Maintenance Charges				\$ -	
Supplies and Expenses		\$ 12,707.46		\$ -	
Equipment				\$ -	
Other Expenditures				\$ -	
Total Expenditures	5.0	\$ 439,400.00	0.0	\$ -	5.0
Ending Fund Balance		\$ (0.00)		\$ (0.00)	\$ (0.00)

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

Institution:

Santa Fe Community College

RPSP Project:

Nursing Education

Total

\$ 439,400.00

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	Support the retention of Master's in Science (MSN) prepared nurse educators to continue to evaluate and improve the new curriculum in both the Associate Degree and Bachelor's of Science degree tracts	100% MSN faculty retention achieved; unable to hire clinical coordinator/student success coach due to budget constraints	Hire clinical coordinator/assistant director	Hire clinical coordinator/assistant director	SFCC is no longer in a declared financial emergency due to COVID. Posting this position in Fall 2022 semester
2	Increase the number of BSN-prepared nurses in the state of New Mexico	Graduated 27 BSN/AAS and 10 AAS only students in FY 22	Maintain proportion of BSN/AAS to AAS only students	ion of BSN/AAS to A	SFCC consistently contributes to the increasing numbers of BSN prepared nurses in the state of NM and continues to accept BSN/AAS students into its nursing program.
3	Maintain NCLEX-RN pass rates to 80% or higher	Annual pass rate for first-time NCLEX-RN at 80% for the first two quarters of 2022	Maintain annual pass rate at or above 80%	Maintain annual pass rate at or above 80%	
4	Support the professional development of Nursing Faculty toward attaining nursing education certification. (Better prepared faculty are more able to provide the support nursing students require.)	All full-time nursing faculty attended the New Mexico Center for Nursing Excellence Education Conference in June 2022	Each Fulltime faculty member to attend at least one conference in FY 23, Faculty have access to online professional development all year via Nurse Tim	Each Fulltime faculty member to attend at least one conference in FY 23, Faculty have access to online professional development all year via Nurse Tim	
5	Support additional LPN cohort and expand LPN program to an additional high school site (currently offered at Capital High School through dual credit)	N/A	Develop relationships with Santa Fe area high school to offer program on site	N/A	
6	Graduate first LPN cohort	10 of the original 14 students completed the program	Complete second year of LPN curriculum for second cohort		
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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: Santa Fe Community College

Name/Title of Project: First Born Model Office expanding to Institute for Innovative Family Programs

Indicate type **New** ____ **Continuing** ____ **Expansion** **X** **Final (Ending/Closing)** ____

FY24 Funding Request \$ 245,000.00

If Previously Funded, Amount that was awarded in FY 23 \$ 235,000.00

Type of Project (X for type) Research ____ Public Service **X** 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)

4

2 Project Description/Executive Summary:

This application supports the statewide First Born® Home Visiting Model Office and the Institute for Innovative Programs. The First Born® Model Office supports all First Born® home visiting programs (currently operating in 9 of New Mexico's 33 counties, 4 northern Pueblos and in a program for at risk youth and young adult parents in Duluth, Minnesota). The Institute for Innovative Programs engages in early childhood workforce development activities across the state and nationally.

The first three years of RPSP funding supported the First Born® Model Office to solidify all needed components to market the model across the state and nationally. This included creating a standardized, new hire home visitor and manager training, updating, and expanding the curricula and setting up a database. In FY21, the First Born® Model Office took the training it was already offering within the First Born® model and expanded this to offer more professional development for early childhood professionals across the US. In FY22, the First Born® Model and the training institute focused on supporting early childhood professionals and home visiting in New Mexico while also expanding nationally. In FY23 the vision for continued expansion with the model and training is to make the entire program self-sustaining through annual program fees and income from training. Continued support from RPSP is requested to support the program as it achieves this goal, while continuing to serve local early childhood professionals and establish a national presence of a New Mexico-based resource.

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

RPSP funds support the expansion of the First Born® Model and Institute for Innovative Family Programs. These two aspects of the work are now poised to generate the income

needed to make the model and the training institute self-sustaining. Both the model and trainings serve early childhood professionals in New Mexico and nationally. This support takes the form of training and technical assistance as a public service for home visiting programs, as well as affordable, relevant professional development for early childhood professionals. Funding pays for staffing for the program, including the Director, Administrative Assistant and Program Manager while the program grows into a self-sufficient, self-sustaining project. The Director is primarily focused on creating a national early childhood training institute that is self-sustaining and the Program Manager is primarily focused on First Born Model expansion and growth, also to a self-sustaining level. Support for robust marketing will ensure maximum national exposure through optimizing the SEO functionality of the website, ensuring strong social media engagement and positive and sustained national visibility of the programs.

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

The mission of the work being done through the First Born® Model Office and Institute for Innovative Family Programs is to implement playful practical training and programs engaging equity, effective practice, and mindfulness in early childhood. The end goal is that families receive the best support possible so they can experience the best outcomes. Another primary goal is to support professionals to choose early childhood as a profession and to support them to avoid burn out and remain in early childhood for the long term. The First Born® Model is celebrating 25 years in New Mexico this year and our goal is to expand the model and training into a significant national presence, while staying rooted in New Mexico.

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

1. 30 students receive CHW certification. Identify 4 students between FY20 and FY21 who use this certification to begin process to AA.
During FY21, 9 students completed the class during fall semester and 10 completed the class during spring semester. While this was lower than the total number of students we had hoped for, the response from students was positive and students actively referred friends and coworkers into the class for Fall 2021. So far, 25 students have enrolled for Fall 2021 and we are opening a second course to accommodate the demand.
Students in the class all had higher education degrees, but not related to early childhood and home visiting. The two students from the spring cohort who were stay-at-home moms are applying for jobs as home visitors.
2. Complete another statewide training to all staff across the state and complete an official site visit at the same time, focused on model fidelity and compliance.
After polling local programs in the spring of 2020, we decided not to offer the 2020 REFRESHER Training via Zoom. Home visitors were stressed out from the pandemic and moving to full telehealth implementation. The model office conducted a successful model fidelity and compliance review in October 2020. Program outcomes continued strong, despite facing challenges related to the pandemic. The model office initiated a review of the data with two researchers from UNM. This data analysis project, looking at the effectiveness, challenges and lessons-learned, will be completed October 2021.
3. Serve 1700 families in NM with the First Born® Program.
The program served almost 1200 families. Programs enrolled fewer new families in the early months of the pandemic. Families in the program received additional supports from home visiting staff, including food boxes, activity bags and referrals to financial assistance for basic needs like rent and utilities. In areas like the Navajo Nation, collecting and distributing food took hours every week to drive to distribution centers, return with the food, and then bring it to families.
4. Continue lower than state average cases of substantiated abuse and neglect.
The families served across 15 counties experienced zero cases of substantiated abuse and neglect. This is significantly lower than the state average of 1.5%

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:**

	<p>Accomplishments:</p> <ul style="list-style-type: none"> • Expanded the First Born® Model to Duluth, Minnesota and, through increased marketing, garnered the attention of a state home visiting group in North Carolina that oversees 75 programs across the state. • Expanded the curriculum to include a 3-5 Curriculum, in response to the New Mexico home visiting expansion from prenatal-t- three to prenatal-to-five. • Expanded training outside the state, training infant mental health professionals in Minnesota and Tennessee, early childhood professionals in Minnesota as well as training early childhood consultants, navigators and home visitors in New Mexico. • Offered an extra section of the Community Health Worker/Home Visiting Certificate course, due to increased demand. This course is currently being translated into Spanish and two sections will be offered in the fall of 2022 – one in English and one in Spanish. <p>Obstacles:</p> <p>There have been no obstacles that could not be worked around in the past year.</p>	
7	<p>Describe the Project Impact (Statewide Impact, Does it address the Governor's initiatives, and/or what are the Student Outcomes):</p> <p>The Institute for Innovative Family Programs and the First Born® Program positively affect quality of life in New Mexico for families, support economic development, and improve early childhood and family health outcomes across the state. The Institute trains workers and the home visiting model strengthens families across New Mexico. The goals of the project all relate the current administration' focus on high quality early childhood programs, economic and workforce development, decreases in child maltreatment and health and prosperity for all New Mexicans.</p> <p>In 2021, children and families in First Born fared better than other families:</p> <ul style="list-style-type: none"> • 100% of First Born® Families received additional pandemic related support including access to financial supports and CARES Act dollars, educational toys and books and food box deliveries • 100% of participating First Born® families had NO substantiated reports of child abuse 	
8	<p>Does the project receive Awards, private donations or Federal grants? Have you sought out funding from other sources?</p> <p>Funding for FY22 came from Thornburg Foundation, Brindle Foundation, The Community Health Funder Alliance Community Grant, Kellogg Foundation, Keeler Foundation and income from annual program fees and training contracts.</p> <p>The RPSP funding is essential to help grow this important program. As a training institute and universal home visiting program that is deeply rooted in New Mexico and committed to the wellbeing of New Mexicans, state RPSP funds support access for all New Mexicans to high quality home visiting and accessible and relevant workforce development and training.</p>	
9	<p>Accomplishments / Highlights:</p> <p>The Institute for Innovative Family Programs and First Born® home visiting model, are uniquely situated to provide uninterrupted, high-quality services, supports, trainings and higher education classes during the pandemic and beyond. Requests for the model and trainings have increased during the pandemic. In FY22:</p> <ul style="list-style-type: none"> • 29 students successfully completed the Community Health Worker/Home Visiting Certificate course and earned 10.5 higher education credits • New Mexico Early Childhood Education and Care Department invited the institute to deliver their 4-part fall training series. There were 40-45 participants in each training. • An additional 182 early childhood professionals received training through the Institute for Innovative Family Programs on topics ranging from 2Gen Early Literacy to Staff Wellness to Father Involvement. These trainings were given to professionals working in New Mexico, Utah, Minnesota, and Tennessee. • Within a month of improving our website and social media presence, we received calls about the First Born® model from Minnesota, Nevada, North Carolina and several counties in New Mexico 	
<p>Medical Projects</p>		
1	How many graduates stay in Practice in New Mexico:	0

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

Institution:

Santa Fe Community College

RPSP Project:

First Born Model Office expanding to Institute for Innovative Family Programs

Total:

\$ 245,000.00

Budget versus Actual

Revenue and Transfers	Budget FY 23	Change	Request FY 24	Comments
Beginning Fund Balance		\$ 0.00	\$ 0.00	
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 235,000.00	\$ 10,000.00	\$ 245,000.00	RPSP
Local		\$ -		
Total Appropriations	\$ 235,000.00	\$ 10,000.00	\$ 245,000.00	
Grants and Contracts				
Federal		\$ -		
State		\$ -		
Local		\$ -		
Total Grants and Contracts	\$ -	\$ -	\$ -	
Private Gifts, Grants and Contracts	\$ 25,000.00	\$ -	\$ 25,000.00	Funding from Keeler Foundation
Land & Permanent Fund or Local Property Taxes		\$ -		
Tuition and Fees		\$ -		
Endowment		\$ -		
Sales and Services	\$ 25,000.00	\$ 15,000.00	\$ 40,000.00	Earned Income
Other Sources - Detail in Comments		\$ -		
Total Revenues	\$ 285,000.00	\$ 25,000.00	\$ 310,000.00	
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				
	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries		0.0		
Professional Salaries	1.9	0.1	2.0	Director, Program Mgr
Other Staff Salaries	1.0	0.0	1.0	Admin Assistant II
Student Salaries (GA/TA)		0.0		
Other Salaries		0.0		
Total All Salaries	2.9	0.1	3.0	
Fringe Benefits				@ 37%
Travel				
Utilities				
Institutional Support Charges				
Plant Operation and Maintenance Charges				
Supplies and Expenses				
Equipment				
Other Expenditures				Marketing
Total Expenditures	2.9	0.1	3.0	
Ending Fund Balance				

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

Institution:

Santa Fe Community College

RPSP Project:

First Born Model Office expanding to Institute for Innovative Family Programs

Total

245,000.00.

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	Increase early childhood training statewide. Support free, accessible Community Health Worker Certification, with a focus on foundational home visiting skills to students across the state.	Goal: 33 students. Goal was exceeded by	Original goal: 50 students and microbadge Updated: 50 and stipends (have 30 so far for fall) with course in Spanish	Expand First Born by 14 sites, including new sites in New Mexico and other states, to bring in \$20,000 in new income from licensing fees	First Born has built a foundation of consistent, remote training for new home visitors and managers, improved and expanded curricula and continued to serve families across the state. The goal for the next phase of implementation is to focus on program expansion and financial independence.
2	Support quality, effective home visitation services for families across the state through offering yearly "refresher" trainings to home visitors already working in First Born programs across the state.	Goal: Complete a statewide training	Original goal: Train all 44 First Born staff members (home visitors and program managers) across the state in updates to First Born Curriculum, including a 2-hour training on the revised prenatal curriculum, 2-hour training on Racial Identity Development Curriculum and 2-hour training on the additional pieces of the Literacy Curriculum during the summer of 2021.	Increase training offerings to increase revenue in this area by \$20,000.	In FY22, training was provided to early childhood professionals in New Mexico, Minnesota and Tennessee. Programs who received trainings included home visiting, early intervention and navigators and early childhood consultants. The training institute will become a hub for national trainings by FY24 and will expand to also include professional development for center-based care providers.
3	Work collaboratively with pueblo communities to implement culturally-responsive, community-based home visiting services in 4 northern pueblos of Tesuque, Nambe, Pojoaque and San Ildefonso. (new goal for FY23)	NA	Serve at least 10 families in each community in the first year of services.	Engage in multi-year research project, engaging families from established and new sites to increase number of participants and evaluate statistically significant outcomes to support MIECHV federal review of First Born as an evidence-based model.	This research project will require quite a bit of support from the model office during the 2-3 years that family outcomes are measured and evaluated.
4	Families receive high quality, regularly scheduled home visits from home visitors trained in the First Born Model.	Serve 1,400 families in NM with the First Born Program.	Serve 1,700 families in NM with the First Born Program.		
5	Increase the percentage of teen primary caregivers completing high school	96% of teens in First Born graduate	97% of teens in First Born graduate		
6	Reduce number of substantiated abuse and neglect cases	Continue zero cases of neglect and abuse among families served by First Born	Continue zero cases of neglect and abuse among families served by First Born		
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Add Additional lines as needed

NEW MEXICO HIGHER EDUCATION DEPARTMENT

Research & Public Service Project (RPSP)

FY 2024

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

Institution: Santa Fe Community College

Name/Title of Project: Teacher Education Expansion and Support Request

Indicate type: New ____ Continuing ____ Expansion ____ Final (Ending/Closing) ____

FY24 Funding Request: \$ 150,000.00

If Previously Funded, Amount that was awarded in FY 23: 136,800.00

Type of Project (X for type): Research ____ Public Service ____ Academic ____ X ____ 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) 2

2 Project Description/Executive Summary:

The project focuses on teacher education and early childhood teacher expansion. This project directly addresses the workforce shortage across the State from prenatal to 12th grade. As the State increases its investment in educators, we must also look at expanding educator preparation program capacity. A portion of this RPSP request funds a new teacher residency program. This evidence-based program embeds professors who support new teachers in the field, improves pedagogy, increases effective classroom management, and lead to greater teacher retention. In addition, this application supports an expanded special education teacher-training program. Finally, early childhood education offerings will include additional course sections to meet the rising demand for Pre-K teachers.

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

The budget will support increasing the production of educators from entry level early childhood teachers to PK-12 Special Education Teachers, Elementary Teachers, Secondary Teachers, and Early Childhood teachers to address the demands of the teacher shortage in the state of New Mexico. This budget will fund a 9-month, full-time faculty member with specialization in: Early Childhood, and one 12-month staff Program Coordinator for Teacher Residency Program. Benefits budgeted at 37%. As the state increases their investment in educators, an innovative area showing promise--the teacher residency model. This model embeds professors and/or master teachers in the field to mentor and support novice teachers in pedagogy, classroom management, and teacher efficacy and sustainability.

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

The project would fund increasing support to produce more teachers for early childhood and K-12. SFCC has a large online presence across the state The population would go beyond serving teachers and have a large impact on students. This year, the state of NM is looking at starting school with 1200 substitute teachers. We can make an impact and increase the number of certified teachers. 10% of New Mexico teachers are alternatively certified. The SFCC Teacher Education Department provides teachers to Santa Fe and throughout greater New Mexico. SFCC had 377 declared Alternative Licensure students in the program FY2017-2018. The demographics of the program: 110 male, 275 female: 103 Latino/Hispanic, 17 Native American, 17 American Indian, 210 White, 16 African American, 10 Asian, 10 Ethnicity Unknown, and 6 Two or More Ethnicities. The program mission would support increasing these numbers of much-needed teachers in New Mexico through increased faculty support. The program mission includes addressing the findings of the Yazzie and Martinez vs. the State of New Mexico ruling to better meet the academic needs of students whose primary languages are other than English. This will be addressed through second-language acquisition methodology embedded throughout the curriculum.

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

The Key Project Objectives include supporting student success through advisement, ability to be responsive to the advisement and academic demands of 600+ education students, support student success in their teaching profession through increased responsiveness to student needs and demand, both academic and professional.

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:

	<div>* Continued exponential growth of Spanish-language Early Childhood Development Program, one of top growing programs at SFCC, • Expansion and growth of Alternative Licensure Program at SFCC due to increased demand, stress, professional growth required of all Early Childhood - K-12 teachers throughout New Mexico.</div>	
7	<div>Describe the Project Impact (Statewide Impact, Does it address the Governor's initiatives, and/or what are the Student Outcomes):</div> <div>The statewide impact of these funds will be exponential due to the fact that they will support teachers, thus also support the students in the teachers classrooms. For every one teacher these funds support, these funds also support their 25 students in classrooms throughout New Mexico. The Governor's initiatives hold Early Childhood-K-12 educators in the highest levels of priorities. These funds directly support this initiative of the Governor, thus impacting not only the student success outcomes of our students/teachers at SFCC, but also the Student Outcomes of their students.</div>	
8	<div>Does the project receive Awards, private donations or Federal grants? Have you sought out funding from other sources?</div> <div>No</div>	
9	<div>Accomplishments / Highlights:</div> <div>Accomplishments / Highlights include: • The Alternative Licensure Program at SFCC produces 1/3 of ALL certificates produced by the college as a whole. • One of the fastest-growing programs and certificate producers at SFCC, the Spanish-Language Early Childhood Development Program • Smooth and efficient transition to online teaching upon school closure due to COVID pandemic.</div>	
<div>Medical Projects</div>		
1	<div>How many graduates stay in Practice in New Mexico:</div>	<div>0</div>

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

Institution:

Santa Fe Community College

RPSP Project:

Teacher Education Expansion and Support Request

Total:

\$ 150,000.00

Budget verses Actual

Revenue and Transfers	Budget FY 23	Change	Request FY 24	Comments
Beginning Fund Balance		\$ -		
Appropriations				
Federal		\$ -		
State plus Tobacco Settlement Fund	\$ 136,800.00	\$ 13,200.00	\$ 150,000.00	
Local		\$ -		
Total Appropriations	\$ 136,800.00	\$ 13,200.00	\$ 150,000.00	
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	\$ 136,800.00	\$ 13,200.00	\$ 150,000.00	
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	FY23 FTE	Change FTE	FY24 FTE	
Faculty Salaries	1.00 \$ 52,776.00	0.0 \$ 7,000.00	1.00 \$ 59,776.00	new 9mo faculty posn
Professional Salaries		0.0 \$ -		
Other Staff Salaries	0.92 \$ 45,020.25	0.1 \$ 4,092.75	1.00 \$ 49,113.00	Coordinator(1fte)
Student Salaries (GA/TA)		0.0 \$ -		
Other Salaries		0.0 \$ -		
Total All Salaries	1.9 \$ 97,796.25	0.1 \$ 11,092.75	2.0 \$ 108,889.00	
Fringe Benefits	\$ 36,184.61	\$ 2,914.32	\$ 39,098.93	@ 37%
Travel		\$ -		
Utilities		\$ -		
Institutional Support Charges		\$ -		
Plant Operation and Maintenance Charges		\$ -		
Supplies and Expenses	\$ 2,819.14	\$ (807.07)	\$ 2,012.07	
Equipment		\$ -		
Other Expenditures		\$ -		
Total Expenditures	1.9 \$ 136,800.00	0.1 \$ 13,200.00	2.0 \$ 150,000.00	
Ending Fund Balance	\$ -	\$ -	\$ -	

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

Institution:

Santa Fe Community College

RPSP Project:

Teacher Education Expansion and Support Request

Total

\$ 150,000.00

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	Increase Workforce for Teacher Education, Special Education Pipeline K-12.	20	20	30	The numbers of students entering Early Childhood and PreK-12 seem to be recovering from the COVID dip and are now on the rise for the first time since the pandemic began. We hope to see this reflected in students completing the programs and entering the workforce.
2	Improve access to training for teachers and teacher assistants.	225	225	250	The numbers of students entering Early Childhood and PreK-12 seem to be recovering from the COVID dip and are now on the rise for the first time since the pandemic began. We hope to see this reflected
3	Increase teachers for early childhood through certificates, AA and Alternative Licensure Birth to per-K	100	100	110	The numbers of students entering Early Childhood and PreK-12 seem to be recovering from the COVID dip and are now on the rise for the first time since the pandemic began. We hope to see this reflected
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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:	Santa Fe Community College			
Name/Title of Project:	EMS Provider Mental Health Resiliency Pilot Project			
Indicate type	New ____ Continuing ____ Expansion ____ Final (Ending/Closing) ____			
FY24 Funding Request	<div> <div>\$</div> <div>100,000.00</div> </div>			
If Previously Funded, Amount that was awarded in FY 23	<div> <div>\$</div> <div>91,200.00</div> </div>			
Type of Project (X for type)	<div> <div> Research__x__ Public Service __ Academic __ Athletics __ Clinical __ Economic Development __ Other __ (Please explain in the space below) </div> </div>			
1	Number of years the project has received General Fund support: (Disregard if new program)		<div> <div></div> <div>3</div> </div>	
2	<div> <div>Project Description/Executive Summary:</div> <div>This project addresses SFCC Emergency Medical Services Institute (EMSI) student mental health competency by providing tools to process the challenging and traumatic situations</div> </div>			

they experience as students and providers. Surveys have found that 37% of EMS providers in the US have contemplated suicide, compared to the national average of 3.7% of the general population, and 6.6% of EMS providers have attempted suicide, compared to 0.5% of the general population. In addition, the average career of an EMS provider is only about four to five years. These realities contribute to the shortage of EMS providers across New Mexico and around the country.

The advent of COVID-19 and the subsequent worldwide pandemic has only increased all healthcare providers' stress, particularly prehospital (EMS) providers. Although research has not yet been conducted on the overall impact of the COVID-19 pandemic on EMS provider mental health, stress, or career longevity, the increased workload and stress are clearly already having an impact.

This project is an innovative project to positively impact the mental health and career longevity of SFCC students and other public safety professionals in general and EMS specifically. We will address these issues at their root before prospective professionals have yet entered the field. We will teach them effective mental health habits, destigmatize counseling, and offer them multiple tools to address the stressful situations they will encounter in the profession. We believe these interventions will reinforce the importance of mental health with future providers, who will then be better able to effectively serve those in need in our community. This need is amplified by the impact of COVID-19, which has increased workloads, stress, and risk for all healthcare providers.

We will continue to collaborate with Public Safety Psychology Group, a counseling team in Albuquerque with experience in public safety, giving them a unique and relevant perspective on the challenges our students and graduates will face. This experience and perspective will enhance the effectiveness of the counseling services. We believe this program will eventually serve as a model for EMS education programs around New Mexico and across the country. If effective, we will be able to positively impact the current shortage of EMS professionals in our State.

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

The budget will support expert mental health training and support for all EMSI students, data collection and analysis and administrative support for the project.

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

This project responds to significant state and national concerns regarding the mental health of public safety professionals in general and Emergency Medical Services (EMS) providers specifically. It will also help mitigate the additional stress EMS providers are now facing in their response to the Covid-19 pandemic. Research has consistently shown that EMS professionals exhibit significantly higher (up to 10x) rates of Post-Traumatic Stress Disorder (PTSD), suicidal ideation and suicide attempts. There is not yet a proven effective tool to mitigate those realities. We anticipate this project will help us document the efficacy of early mental healthcare interventions as an effective mitigation tool. The current lack of quality mental healthcare contributes to the relatively short career of many EMS professionals, increases unhealthy coping mechanisms, and potentially causes attrition of EMSI students. We will be serving all EMT, AEMT and Paramedic students enrolled at SFCC, who come from and serve communities across New Mexico, from Chama to Los Lunas. Should the results of this program prove to be positive, we will offer all lessons learned, data, tools and other materials with other NM EMS Education program, services and providers to potentially share with their students/personnel.

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

	<p>In addition to providing mental healthcare to EMSI students, we will:</p> <ol style="list-style-type: none"> 1. Provide mental health services and education to work to destigmatize mental health care and mental illness in our students and the EMS community. 2. Educate SFCC EMS students in best practices for self-care and mental health resiliency. 3. Survey SFCC EMS students regarding attitudes towards mental health care before and after the planned interventions. 4. Study, analyze, and evaluate the impact of the program through pre and post-surveys of student attitudes towards mental health care, counseling and mental illness. 5. Increase student retention, perception of mental health care, graduate retention in the profession and reduce student stress and anxiety. 6. Once results are in, publish and share them as widely as possible so students around NM, and the country, can benefit. 	
6	<p>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:</p> <p>The COVID pandemic, resulting campus closures, abruptly moving to online education all conspired to prevent the launch of this project as planned. The challenges of the past year meant we were unable to complete the required Institutional Review Board (IRB) application in time to begin the project as planned. An additional challenge SFCC faced was the delcaration of a bonified financial emergency. During which we did not proceed with any new projects. We continued to work on the project and have completed the application. Our updated goal is to launch the project with the start of the Fall 2022 semester, in August.</p>	
7	<p>Describe the Project Impact (Statewide Impact, Does it address the Governor's initiatives, and/or what are the Student Outcomes):</p> <p>This project, if successful, will not only have a statewide, but a national impact. Mental health services for Providers, early career departure and student attrition are challenges felt around the country. Nobody has yet found an effective solution to address these challenges. This project could provide a template which could be instituted across the country, and across New Mexico. If successful, we also propose to expand it to include other Allied Health (Nursing, Respiratory, Dental, Phlebotomy, etc.) students, who are also frequently placed in challenging situations. We believe it could have a positive impact on all of these professions, helping mitigate shortages across our state.</p>	
8	<p>Does the project receive Awards, private donations or Federal grants? Have you sought out funding from other sources?</p> <p>We have unsuccessfully sought funding from other sources.</p>	
9	<p>Accomplishments / Highlights:</p> <p>The EMSI program has been very successful in increasing the number of graduates from all levels of our program. We also have higher than average (both state and national) success rates on the certification exams for our profession. Our faculty have been active in EMS specific research, authoring multiple peer-reviewed papers and presenting multiple award winning projects around the country.</p>	
<p>Medical Projects</p> <p>1</p>	<p>How many graduates stay in Practice in New Mexico:</p>	<p>0</p>

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

Institution:

Santa Fe Community College

RPSP Project:

EMS Provider Mental Health Resiliency Pilot Project

Total:

\$ 100,000.00

Budget versus Actual

verses Actual		Budget		Request	
Revenue and Transfers		FY 23	Change	FY 24	Comments
Beginning Fund Balance			\$ -		
Appropriations			\$ -		
Federal			\$ -		
State plus Tobacco Settlement Fund		\$ 91,200.00	\$ 8,800.00	\$ 100,000.00	
Local			\$ -		
Total Appropriations		\$ 91,200.00	\$ 8,800.00	\$ 100,000.00	
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		\$ 91,200.00	\$ 8,800.00	\$ 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					
	FY23 FTE		Change FTE	FY24 FTE	
Faculty Salaries	0.5	\$ 35,683.00	0.0	0.5	\$ 35,683.00
Professional Salaries			0.0		
Other Staff Salaries			0.0		
Student Salaries (GA/TA)			0.0		
Other Salaries			0.0		
Total All Salaries	0.5	\$ 35,683.00	0.0	0.5	\$ 35,683.00
Fringe Benefits		\$ 13,202.71			\$ 13,202.71
Travel					\$ 6,000.00
Utilities					\$ -
Institutional Support Charges					\$ -
Plant Operation and Maintenance Charges					\$ -
Supplies and Expenses		\$ 7,314.29			\$ 2,800.00
Equipment					\$ -
Other Expenditures		\$ 35,000.00			\$ -
Total Expenditures	0.5	\$ 91,200.00	0.0	0.5	\$ 100,000.00
Ending Fund Balance		\$ -	\$ -	\$ -	

	@ 37%
Travel to state and national conferences to present results	
Supplies to support data collection process and poster printing	
Payment for counseling services for all EMSI students	

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

Institution:

RPSP Project:	Total
EMS Provider Mental Health Resiliency Pilot Project	\$ 100,000.00

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	Mental health de-stigmatization training for EMS students.	0	110 students served	110 students served	We also were not able to implement the program, so there were no positive impacts possible.
2	Training EMS students in best practices for self-care and mental resiliency	0	110 students served	110 students served	We also were not able to implement the program, so there were no positive impacts possible.
3	Survey all EMS students to assess attitudes towards mental health before and after interventions	0	110 students served	110 students served	We also were not able to implement the program, so there were no positive impacts possible.
4	Study and report findings at multiple in-state EMS educator gatherings and at least one national conference	0	Manuscript completed and published	Manuscript completed and published	We also were not able to implement the program, so there were no positive impacts possible.
5	Increase retention of EMS students by 20%	0	20%	20%	
6	Increase student's positive perception of mental healthcare.	0	20%	20%	We also were not able to implement the program, so there were no positive impacts possible.
7	Increase graduate retention in the profession.	0	15%	15%	Graduates of our program continue to be placed into the profession at a high rate. Measuring retention during the past year has not been feasible, as it requires the participation of our partners, EMS and Fire Departments, and we have not reached out to them to assess retention, given how busy all of us have been.
8	Reduce student stress and anxiety.	0	10%	10%	We also were not able to implement the program, so there were no positive impacts possible.
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Add Additional lines as needed