

MARCH 10, 2023



EUNICE PUBLIC SCHOOLS
2023-2028 DISTRICT-WIDE
FACILITY MASTER PLAN
VOLUME 1



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ACKNOWLEDGMENTS

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The intent of this Facility Master Plan is to guide capital planning decisions that supports the Eunice Public Schools educational mission and that meet minimum state adequacy standards for school facilities. The document is designed to be a flexible planning tool to identify facility issues based on “actual” facility conditions, past and future enrollment trends, and educational programmatic needs to the community, parents, staff, and the District’s Board of Education; and to offer periodic input and revision as district conditions change and new needs are identified within the district. The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico School Districts have a five-year FMP as a prerequisite for eligibility to receive state capital outlay assistance for school construction projects. This Master Plan has been prepared in accordance with the 2022 FMP requirements issued by the PSCOC and has been approved by PSFA.



This District-Wide Facility Master Plan identifies capital needs and allocates resources to address the following facility issues:

- Life/health/safety
- Educational programmatic needs, and curriculum needs
- Enrollment Trends (decline/ growth)
- Promotes efficient use of educational space
- Facility Renewal Needs (renovation/ refurbishment, demolition or new construction)
- Educational Technology Needs

The Master Plan is comprised of five main sections:

- Section I - Goals / Process provides information about the district’s goals, the planning process and summary of findings
- Section II - Existing & Projected Conditions provides information about educational programs, district facilities currently in operation, community demographics that impact the district, and current & future enrollment trends.
- Section III - Capacity & Utilization provides an analysis at each of the District’s existing schools currently in operation.
- Section IV - Capital Improvement Plan provides information about current and future capital resources, capital needs, and capital project implementation
- Section V - Technical Appendix contains detailed information about school facilities, evaluations, floor plans, detailed utilization schedules by school and other pertinent information as required. (This section will be redacted from public publication as it contains detailed information about each school site that could have future security/safety implications; site specific information in this section can be requested in writing directly from Eunice Public Schools or the Public Schools Facility Authority).

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SECTION I - INTRODUCTION

EUNICE PUBLIC SCHOOLS



A. Goals and Mission

Eunice Public Schools (EPS) is one of five school districts in Lea County, located south of the Hobbs Municipal School District and east of the Eunice Public School District, with its easternmost boundary extending along the New Mexico / Texas state line. With 726 students enrolled as of the 2022/23 SY and 318,667 SF of educational facilities, the District is committed to constructing and maintaining first class educational facilities for its students and staff. As such, EPS is focused on providing equal 21st-Century education opportunities for all students attending its schools by providing healthy, safe, and academically superior learning environments in all schools. For over 100+ years, the residents of the City of Eunice have supported EPS through the approval of various GO Bonds and Mill Levies as the community has grown. With a booming economy and increasing oil and gas production in the Permian Basin, Eunice has been growing at an unprecedented rate over the past seven years. With this in mind, the District must be forward-thinking regarding its current and future facility needs.

As a small rural district, Eunice Public Schools continues to serve the families on the small ranches located within its District and those that reside within the city limits. EPS accepts out-of-district transfers depending on the school desired and as space allows. The new 2023-2028 Eunice Public Schools District-wide Facility Master Plan identifies current and future capital improvement needs to be addressed over the next five years to be able to continue to provide adequate educational facilities that meets or exceeds NM standards and serves the needs of the District's students, teachers, and staff.



DISTRICT MISSION STATEMENT

Providing high quality challenging educational experiences in a safe environment.

DISTRICT VISION

To inspire all to be lifelong learners and global citizens.

1. Facility Master Plan Goals

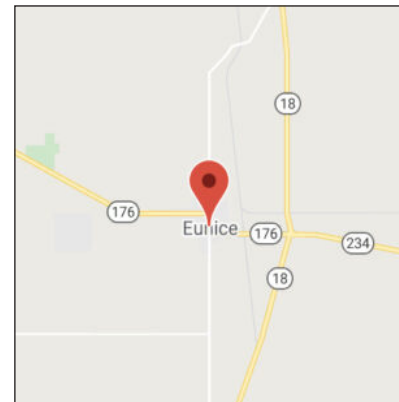
The intent of the Facility Master Plan is to create a forward thinking documented approach for the district's facilities, so that when fully implemented, provides the school district with facilities over the next five to ten years that meet the needs of both teachers/staff and students, as well as meets the goals for facilities as established by the Eunice Public Schools Board of Education as part of their current Strategic Plan. These goals include:

- *Plan and secure funding through traditional and alternative sources in order to provide state-of-the-art facilities, infrastructure, professional development, technology, and other capital projects.*
- *To continue to invest in current and future technology needs in all facilities.*
- *To design for sufficient flexibility to permit program modification or the creation of new educational programs.*
- *To increase staff and student opportunities and retention with "State of the Art" learning environments campus wide.*
- *To analyze life-cycle costs as they compare with capital expenditures versus a maintenance and operations expense projection.*
- *All facilities need to be able to adapt to changing educational programs and requirements – Agile / flexibility*
- *Promote Energy Efficiency – As part of any renovation or new construction, provide for energy efficient building systems.*
- *Provide and maintain clean, equitable, and well-repaired facilities.*
- *Provide training and support as needed to maintenance staff in order to set high standards in maintaining attractive, clean, and functional facilities.*

B. Issues and Findings

1. Summary

As part of meeting the Eunice Public Schools Board of Educations' Educational Goals for the District, the 2023-2028 District-wide Facilities Master Plan (FMP) which will be a comprehensive, expandable, and adaptable five-year facilities planning model for the District. The FMP will align with the District's academic priorities and strategies for PK-12th grade instructional delivery. The purpose of the FMP will be to allow the District to continuously review its current real property portfolio, to determine necessary rightsizing adjustments, and assist in the development of a comprehensive long range capital plan.



Beginning in September 2020, Eunice Public Schools, with the guidance of the Visions In Planning, Inc., began working on the development of a long range facilities master plan. The plan relies on various data relationships to determine which facilities should be retained, which should receive additions, which should be renovated/modernized, and which should be discontinued, (if any) in the future, or if new facilities are needed. . The plan also allows for parameters for phasing implementation of the plan over the course of five (5) years and beyond.

The following are some of the key points that should be taken from the four major sections of this report: Demographics, Educational Programs, Capacity/Utilization, and Facility Conditions.

a. Demographics

- Lea county saw a significant increase in population between 2010 and 2020 of 15.0% and then saw a slight decline in 2021 of -2.3% according to data from the American Community Survey (ACS) from the US Census. In 2021, Lea County had a total of 72,743 residents, a decrease of 2.3% since the 2020 Census count which showed 74,455 residents compared to 64,727 in 2010.
- Over the same ten years, the population in the City of Eunice also increased by 4.6% to 3,056 residents in 2020 up from 2,922 in 2010, before slightly declining in 2021 by -1.0%. Over the next twenty years, the population in Lea County is expected to increase by 14.7%, bringing the population closer to 86,554 people.
- The male/female ratio is 51.6% to 48.4% in Lea County and is not expected to change significantly, and the average age in Lea County is 31.9, while the average age within the City of Eunice is 33.3.
- The 2021 US Census through the annual American Community Survey identified Lea County's the population diversity profile at 33.3% Anglo Non-Hispanic, 60.7% Hispanic, 3.5% Black or African American, 0.7% American Indian and Alaskan Native, 0.6% Asian, 0.00% Native Hawaiian and Other Pacific Islander, 0.3% were of Some Other Race not identified above, and 1% identified themselves as being Two or more races.
- In 2021, the City of Eunice had a total population of 3,026 residents; of those people, 44.5% of them identified themselves as Anglo Non-Hispanic, and the other 54.6% of the population identified as Hispanic, and less than 1% identified themselves as being Two or more races.
- Oil and gas production in the Permian Basin, which includes Lea and Eddy Counties is expected to continue at or near current capacity levels over the next 10+ year and diversification into other energy areas will continue to generate jobs in the area.
- Two new housing Developments are expected to take place in the next two years: 40 new homes houses are to be constructed south of the Police Station on Avenue O, just west of the Senior Center and the City of Eunice is planning for an additional 29 housing units to be constructed north of the Post Office on Avenue K. A future 300 home development is being planned northwest of the EPS campus near the golf course.

b. Enrollment Projections

Over the next six years, it is anticipated that the District's overall enrollment is projected to increase by 7.6% from 726 students as of the 2022/23 SY to 781 students by 2028/29 SY, or on average 1.2% annually of the District's total enrollment; however, the District may see a slight decline in enrollment in the 2025/26 SY as smaller Pre-K classes may be realized due to low birth rates.

- Overall, Mettie Jordan ES enrollment is projected to increase by (11.3%) from the current enrollment of 346 students as of the 2022/23 SY to 385 by the 2028/29 SY. There were two consecutive years in which there were significant declines in birthrates in Lea County which will impact enrollment in the Pre-K and Kindergarten grades starting in the 2024/25 SY through the 2026/27 SY, which will lead to somewhat smaller cohorts as they advance over the next three to four years.
- Enrollment at Caton Middle School is projected to increase by 7.7% from the current enrollment of 161 students as of the 2022/23 SY to 173 students by the 2028/29 SY as enrolment begins to increase at the elementary level and cohort sizes begin to increase.
- Enrollment at Eunice High School is projected to increase approximately 1.7% taking into account the smaller cohorts at the elementary and middle school levels and includes adjustments for in-migration of new students.

c. Capacity

- Total EPS enrollment as of the 2022/23 SY is 727 students in PK-12th grade; the District has an overall Total Functional Capacity to accommodate 996 students PK-12th grade district-wide without portables (429 students at MJE, 308 students at CMS, and 259 students at EHS). The 2022/23 40-day district-wide enrollment was 727 students, leaving 270 seats available for additional students across all three schools.
- Mettie Jordan Elementary (PK-5th) is within 81% of its Functional Capacity of 429 students, with an enrollment of 346 students as of the 2022/23 SY, leaving 83 seats available across all grade levels.
- Caton Middle School (6th-8th) is within 52% of its Functional Capacity of 308 students with an enrollment of 161 students as of the 2022/23 SY, leaving 147 seats available across all grade levels.
- Eunice High School (9th-12th) is within 84% of its Functional Capacity of 259 students with an enrollment of 219 students as of the 2022/23 SY, leaving 40 seats available across all grade levels.

d. Utilization

- The current average utilization across all EPS schools is 84% based on "actual" usage.
- The amount of excess capacity consists of approximately 270 seats as of the 2022/23 SY, which are distributed throughout all three schools and various classes and includes unassigned classrooms at the middle school.
- The Elementary School is highly utilized at 95%; however, there will be limited seat capacity if enrollment increases significantly beyond what is projected. The school's utilization is also impacted by its SPED and ancillary services; however, these are provided for all students PK-12th at MJE.
- Caton Middle Schools and Eunice High School share classrooms at the CTC building and operate on a 7-period rotating schedule with "elective" classes where the seat utilization rate often falls below the minimum of 18 to 20 students; however, most classes are at or near NMPED "max" enrollments in many of the regularly scheduled classes.
- Caton Middle School has a utilization rate of 73% which is below the desired utilization rate of 80% due to the size its enrollment. While enrollment is expected to increase over the next six years, it still may be difficult to achieve 80% utilization in the school.
- Eunice High School has a utilization rate of 84% which is at the high end of the desired target range of 85%, which is sufficient for a 7 Period rotating bell schedule that also allows for teacher prep periods. Enrollment is expected to modestly increase over the next five years and the high school will increase its utilization to 86%.

e. Education Framework

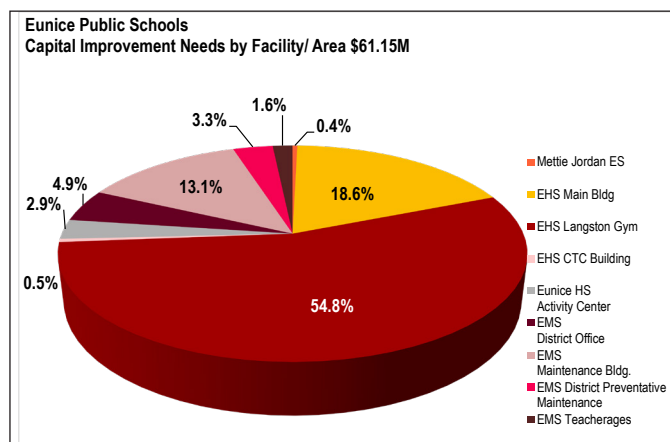
- Capacity/School Size: All three of the District’s schools have sufficient capacity for current and projected student population.
- Grade Configuration: The District provides standard configuration breakdowns PK-5th (elementary), 6th-8th (junior high), and 9th- 12th (high schools, all three schools are located on the same campus and do share some facilities.
- Program Equity: Programs distributed for equal access are a significant factor when making facility decisions by EPS Administration. Special Education and Career and Technical Education at Caton Middle School and Eunice High School have been included in the planning process. They are not anticipated to change significantly over the next five years.

e. Capital Improvement Priorities

The Eunice Public Schools Capital Improvement Plan (CIP) represents a balance between providing for student enrollment needs, building system upgrades and renovations of specific areas to meet educational program needs such as science and CTE program areas, constructing new buildings or additions, demolition of old facilities, maintaining the existing infrastructure, and new teacherage acquisition; by providing all of these through a Capital Improvement Plan that is fiscally responsible and builds upon the changing needs of EPS and the local community over the next five to seven years. This Capital Improvement Plan focuses on the following goals and strategies:

- 1) Provides clear identification of facility needs and priorities to enable EPS to continue to receive community support for needed local GO Bonds, SB-9 & HB-33 Mill Levies, and Ed Tech Bonds (if warranted) for both capital improvement needs and maintenance projects.
- 2) Extends the life of existing facilities and building systems through upgrades and scheduled building systems replacement on a schedule that ensures that buildings remain as environmentally safe and energy efficient as possible.
- 3) Increases opportunities to implement future educational programs with flexible spaces as new facilities are designed or renovated.
- 4) Renovate/construct facility additions or replacements on a systematic schedule to provide safe, secure, up-to-date facilities that meet the changing educational program needs of the District.
- 5) Improves safety and security of all of the District’s facilities on the campus.
- 6) Provides for current and future technology needs through annual upgrades, utilizing funding through E-Rate & other funding sources, as available.
- 7) Provides for funding to address capital needs for ancillary facilities that are needed to support the District’s educational programs and other non-educational facility needs, including the need for teacher housing.

These goals are the foundation of the Eunice Public Schools District-Wide Facilities Master Plan and the key to a systematic, consistent process for addressing the long-range facilities needs of all EPS schools, including the District’s non-educational facilities. They comprise the EPS’s balanced plan to upgrade/renovate/replace or add to older facilities and other needed District facilities’ as required and to care for the District’s overall facility infrastructure efficiently. Ultimately, this Capital Improvement Plan’s priorities support replacing specific facilities and critical building systems and renovating areas that support EPS’s instructional programs as the cornerstone for future facility planning and design.



The 2023-2028 Facility Master Plan has identified nearly \$58.15M in total capital improvement needs, not including preventative maintenance needs that should average approximately \$400K per year or \$2M over five years and the additional \$1M to be budgeted to acquire 4-5 additional teacherages which increases the total to \$61.15M. The capital improvement priorities include the identification of replacement facilities, the replacement of various building systems and site improvements, and building renovations.

C. Planning and Process

1. Planning Process

The following Facility Master Plan (FMP) document summarizes the long-range Facility Master Planning efforts for Eunice Public Schools as required by the State of New Mexico. This FMP contains overall EPS facility goals for all facilities as it describes the District’s educational programs and delivery methods and local community demographics to identify changes and other impacts to the District’s schools; it also examines enrollment trends district-wide and by school and recognizes required educational space needs necessary to meet current and future enrollment, and to support educational programs needs. The FMP also evaluates the condition of existing facilities for their ability to continue to meet current and future educational program needs and identifies potential capital improvement needs for existing facilities. A prioritized Capital Improvement Plan was developed to assist the District and the Board of Education in the planning for its current and



future GO Bond elections for major capital projects, maintenance needs, and minor capital improvement projects that are needed through continued successful passage of future GO Bonds and SB-9 mill levies. This document also considers “if necessary: additions that may need to be added to existing buildings, major renovations to existing facilities, or construction of new facilities” by describing the anticipated sizes and identifying budgets for additional facilities that may require further development of educational specifications prior to design. As this is considered a “living document,” the Eunice Public Schools District may update various sections over the next five years as significant changes occur.

This facility program contains information obtained through:

- Review of New Mexico Adequacy Standards and Guidelines;
- Discussion of current EPS facility goals and locations;
- Interviews with various EPS Administrators;
- Discussion and approval with/from the Eunice Public Schools Board of Education

Facility Master Plan Team:

Due to the size of the District and the travel time/ availability of many parents and community members to attend meetings in the District, as well as the prior COVID-19 restrictions, a smaller-scale Facilities Master Plan Team was established

that included the District Superintendent, Facility Manager, and school leadership to review the information, developed facility goals for the school district, set facility priorities. The Facility Master Plan Team has reviewed recommendations with the Board of Education for final FMP approval.

Authority and How Decisions Are Made

The Facility Master Plan (FMP) Team and Superintendent reviewed and prioritized all recommended Capital Improvement Needs for each district-owned facility that should be addressed by the EPS over the next five years as funding allows and makes recommendations to the Eunice Board of Education for approval. The Eunice Public Schools District Board of Education makes all final decisions regarding the established capital priorities contained in this District-Wide Facilities Master Plan. EPS Board of Education reserves the right to reorder the priorities as needs change within the District over the next five to seven years.

**2. Data Gathering & Analysis
Facility Assessments**

Facility Assessments were conducted by Visions In Planning, Inc., in June of 2020 for each educational facility owned and operated on the Eunice Public Schools Combined School Campus. The assessments included:

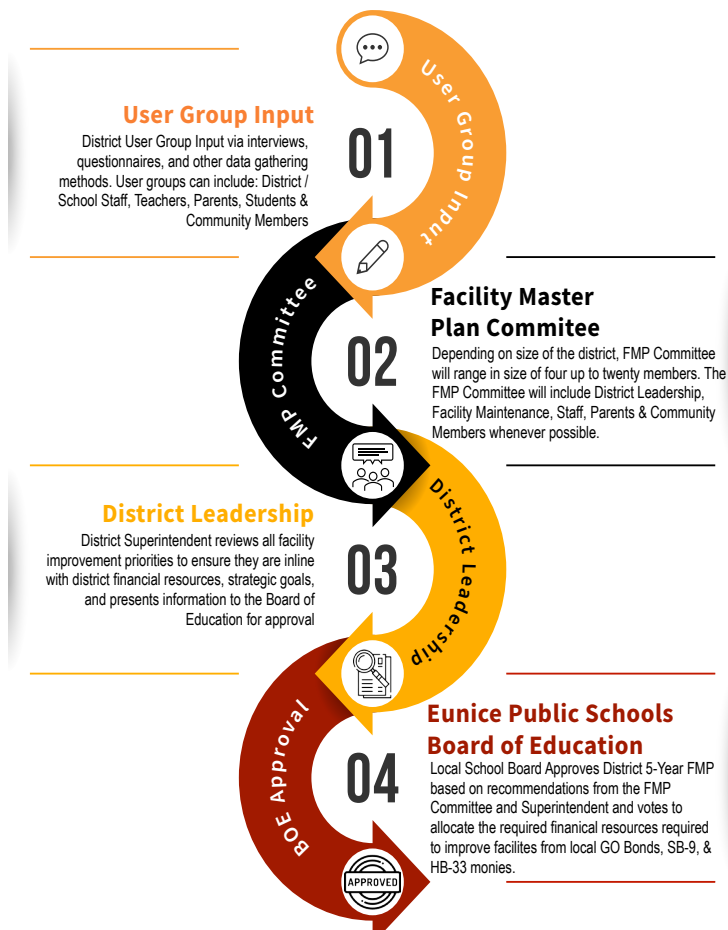
- Site visit to Combined Campus
 - Meeting with Superintendent & Facilities Manager
 - Facility walk-throughs to document existing conditions
 - Review of State’s Facilities Assessment Database
 - Capacity and Utilization Study for each school facility

Facilities Master Plan Meetings:

Once the facility assessments were completed and the data gathered, meetings with the Facilities Master Plan Committee were begun. The meeting was used to explain the purpose of a facilities master plan and to gather information from the district in regards to improvements made to the campus since the last Facility Master Plan. The outcome of this Facility Master Plan aligns the needs of the district’s school facilities with the Districts goals and objectives based on building system needs. With the completion of the District Project Priority list, possible funding sources were identified and a time-line was developed to assist the District in addressing their priorities over the next five to seven years.

Board of Education Approval:

The majority of the proceeds from the District’s current 2019 GO Bond and 2023 GO Bond, along with a portion of its annual SB-9 and HB-33 mill levies will be used for funding the next set of priorities within the District. EPS receives approximately \$10.7M annually in combined SB-9 and HB-33 monies. The final 2023 - 2028 Facility Master Plan was approved by the EPS Board of Education on March 16, 2023.



D. Capital Improvement Summary

1. District-wide Capital Improvement Priorities

As EPS fully funds each project, it has latitude to address facility improvements where not only there is the most need but also where the impacts of enrollment surges will be felt over the next five years. The chart below identifies the EPS Capital Improvement Project priorities to be completed over the next five years based on available funding; however the EPS’s Board of Education reserves the ability to reorder priorities based on available funding or unexpected critical facility failure if necessary.

As previously identified the Eunice Public Schools District’s 2019 and 2023 GO Bonds, SB-9/ HB-33 Mill Levy Funds, and E-Rate funding combined will serve as the primary source of funding for the identified priority projects undertaken as part of this Facility Master Plan to address the \$61.15M in Capital Improvement Needs. The District is open to considering any and all other funding options available over the next five to ten years to help it correct and improve facility deficiencies such as NMDOT Grants, Lea County Road Funds, and E-Rate and other Technology Grants to address site, facility, and technology improvements as a way to supplement the district’s current available funding stream and to fund capital improvements based on the best strategy as determined by the Eunice Public Schools Board of Education. The District would also be open to consideration of the usage of PSFA/PSCOC funding for ranked projects if the State of NM match is significantly increased beyond the current 6% rate, however, at this time EPS does not anticipate requesting funding for the listed project priorities. The district’s Capital Improvement Plan has been developed to provide the Eunice Public Schools’s, as well as the Board of Education the most flexibility in being able to address capital improvement needs over the next five to seven years.

Eunice Public School District Wide Capital Improvement Plan & Priorities 2023 - 2028						
Funded Priority Projects 2023 -2028	2023 PSFA Ranking	District Priority*	Max Allowed Construction Cost (MACC)	Soft Costs**	Total Project Budget	Funding Source
Eunice HS - Langston Gym Replacement	N/A	1	\$ 32,000,000	\$ 1,500,000	\$ 33,500,000	2019 & 2023 GO Bond
Eunice HS Main Building Renovations & Upgrades	126	2	\$ 7,944,051	\$ 3,404,593	\$ 11,348,644	2023 GO Bond & SB-9
Eunice HS CTC Building Upgrades	126	3	\$ 205,009	\$ 87,861	\$ 292,871	SB-9 Funds
Eunice HS Activity Center HVAC Replacement & Bldg Upgrades	126	4	\$ 1,257,991	\$ 539,139	\$ 1,797,130	SB-9 Funds
Mettie Jordan ES	614	5	\$ 167,160	\$ 71,640	\$ 238,800	SB-9 Funds
EMS District Administration Office - Replacement	N/A	7	\$ 2,078,043	\$ 890,590	\$ 2,968,634	HB-33 Funds
EMS Maintenance Building Replacement	N/A	8	\$ 5,603,746	\$ 2,401,605	\$ 8,005,351	HB-33 Funds
Subtotal CIP Costs			\$ 49,256,000	\$ 8,895,429	\$ 58,151,429	
Annual Preventative Maintenance Needs All District Facilities: \$400K		-	\$ 2,000,000		\$ 2,000,000	SB-9 Funds
Additional Four to Five Teacherages (Budget)			\$ 1,000,000		\$ 1,000,000	HB-33 Funds
Projects to be Funded from 2021 & 2025 GO Bonds Including Portion of SB-9, E-Rate, & Other Sources						
			\$ 52,256,000	\$ 8,895,429	\$ 61,151,429	

E. Acronyms and Definitions

ADA:	Americans with Disabilities Act	NASF:	Net Assignable Square Feet, or the total of all assignable areas in square feet
BOE:	Board of Education	NMAS:	New Mexico Adequacy Standards
CAP:	Capacity	NMJC:	New Mexico Middle College (Hobbs)
CTE:	Career & Technical Education	NMPED:	New Mexico Public Education Department
CMS:	Caton Middle School	NMCI:	New Mexico condition Index
CMU:	Concrete Masonry Unit	No.:	Number
DCU:	Deficiencies Correction Unit	Perm:	Permanent
ED:	Education	P.E.:	Physical Education
EE:	Exceptional Education	Port:	Portables
ENMU:	Eastern New Mexico University	Pre-K:	Pre Kindergarten
ES:	Elementary School	PK-5:	Pre-Kindergarten thru 5 ^h Grade
ETB:	Education Technology Bonds/ Notes	PK-12:	Pre-Kindergarten thru 12th Grade
EHS:	Eunice High School	PMP:	Preventive Maintenance Plan
EPS:	Eunice Public Schools	PSCOC:	Public School capital Outlay Council
FAD:	Facility Assessment Database	PSFA:	Public Schools Facilities Authority
FCI/NMCI:	Facility Condition Index/NM Condition Index	PTR:	Pupil/Teacher Ratio
FED:	Federal	REAP:	Rural Educational Achievement Plan
FFA:	Future Farmers of America	RETA:	Regional Educational Technology Assistance
FIEMS:	Facility Information Management System	REG:	Regular
FMP:	Facilities Master Plan	SB-9:	Senate Bill - 9
GIS:	Geographic Information System	SPED:	Special Education
GO Bonds:	General Obligation Bonds	SF:	Square Feet
ENMU:	Eastern New Mexico University	TPB:	Total Project Budget, or “soft-costs” including design & testing fees, movable equipment/ furnishings, land acquisition (if any), administration and contingencies
GSA:	General Services Administration	VOAG:	Vocational/Agricultural Education
GSF:	Gross Square Feet		
HB33:	House Bill 33		
HS:	High School		
IEP:	Individualized Educational Plan		
JHS:	Middle High School		
KIN:	Kindergarten		
LEACO:	Lea County		
Lab:	Laboratory		
Maint:	Maintenance		
MACC:	Maximum Allowable Construction Cost, or a project construction budget (comparable to contractor’s bid)		
MJE:	Mettie Jordan Elementary School		
NM:	New Mexico		

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SECTION II - EXISTING & PROJECTED CONDITIONS



A. Current Programs Overview & District Composition

1. Current Programs

The Eunice Public Schools District is located in southeastern New Mexico, it currently serves a student population of approximately 726 (2022/23) ranging from Pre-Kindergarten through twelfth grade. Eunice Public Schools has strong community support that results in the district providing a solid comprehensive instructional curriculum that inspires learning to a wide variety of students at all grade levels. While a large portion of the population resides within the City of Eunice, there are numerous families reside outside the immediate city limits that still fall within the district's attendance zone. The current grade and school configurations for Eunice Public Schools are as follows:

Elementary School (Grades PK-5th)

- Mettie Jordan Elementary School (PK-5th)

Middle School (Grades 6th-8th)

- Caton Middle School (6th-8th)

High School (Grades 9th-12th)

- Eunice High School (9th-12th)

Early Childhood Education - Pre-K

In 2015/16, EPS expanded its early childhood program that is currently located at Mettie Jordan Elementary through additional grant funding from NMPED for the NM Pre-K program. The District's Pre-K program is a mix of 3 and 4 year old's and also includes Pre-K DD students, which have a priority enrollment in the program. With the expanded funding from NMPED, the District's Pre-K program can to serve up to 45 students within the current facility. As of the official 40-day count for the 2022/23 school year, there were a total of 42 Pre-K students enrolled in the program.

II. EXISTING & PROJECTED CONDITIONS

Elementary School (Grades Kindergarten thru 5th)

The EPS elementary program consists of one primary elementary school located at Mettie Jordan Elementary that serves grades (PreK) Kindergarten through 5th grade, which is located on the north side of the EPS combined campus. Each grade level is instructed in the core subject areas including computer skills, library, and art/music classes. Exceptional education services are delivered both in the general education classroom environment (inclusion), and through pull-out resource instruction as needed. The District also provides students with special education services for gifted, autism, behavior, and other special needs program support such as PT/OT and SLP. As of the official 40-day count for the 2022/23 school year, there were 304 K-5th grade students enrolled District-wide.

Middle School (Grades 6th thru 8th)

Caton Middle School serves grades 6th - 8th with at least two classes per grade or subject. The school utilizes a middle school /high school concept to provide expanded educational programs for students, especially for those students that need additional services. In addition to the core subject areas, middle school students have four elective classes during the day and the school operates on a standard "period" schedule that is integrated with the high school schedule. Courses required include: English, Literature, Math, Pre-Algebra, Life and Earth Sciences, Geography, New Mexico History, U.S. History, Computer Literacy and Applications, Physical Education, as well as other elective classes. Exceptional Education services are provided through inclusion and in separate pull out classrooms for supplemental instruction. Classes are held on a rotational schedule meeting at seven intervals or "periods" throughout the day. There are currently 161 students in grades 6th-8th as of the 2022/23 school year.

High School (Grades 9th thru 12th)

EPS has one comprehensive high school - Eunice High School which had a 40-day official enrollment of 219 students in grades 9th-12th as of the 2022/23 SY. The District offers a solid academic curriculum that is designed to prepare students for entry into college and other post-secondary educational training programs including vocational schools and military service, along with various extra-curricular/co-curricular programs and sports. The high school provides core academic instruction as required by NMPED graduation requirements and also has a variety of electives that are integrated with the middle school. Eunice High School works hard to keep pace with technology through offering various computer based instruction and dual credit options through Eastern NM University and NM Middle College located in Hobbs. Motivated students have the opportunity to graduate with their Associates Degree or Specialized Certifications at the same time that they graduate high school.

Special Education

Students who are referred to the Exceptional Education Program must be evaluated to determine if they meet qualifications and the need for specialized services or supplemental instruction. Exceptional Education courses are developed to address student needs according through an Individual Education Plan (IEP). Students in the program generally have a combination of Special Education and Inclusion Classes.

EPS Middle/ High School Organizations

The Eunice Public Schools supports activity programs that are open to all students. The district attempts to provide a diversified and balanced programs of extra classroom activities including special interest clubs, physical activities, student government, class organizations, class activities, social activities, etc., at Caton Middle School and Eunice High School. Extra-curricular/co-curricular programs are offered in conjunction with the core curriculum and make up the educational programs at Eunice Middle and High Schools, these programs include Cheerleading, Drama, FCCLA (Family, Career and Community Leaders of America) FFA (Future Farmers of America) Agriculture Education, National Honor Society, etc.

District Athletic Programs

The Athletics/Activities Department at Eunice Public Schools oversees a variety of athletic programs offered to eligible students in the middle school and high school grade levels. The Fall season sports include Football, Basketball, Volleyball, and Wrestling; while the spring season sports include Golf, Track & Field, Baseball, Softball, and Soccer; in addition to the various other activities offered throughout the year for students. There are currently nine (9) sports programs available for students in Eunice Public Schools; four (4) of which are offered at the middle school level. The activities have been identified in the adjacent chart for each school type.

Eunice Public Schools Available Extra Curricular Activities & Clubs				
Grades 7th-12th				
Activity/Club	Grades 7th-8th		Grades 9th-12th	
	Male	Female	Male	Female
Future Farmers of America (FFA)	X	X	X	X
Future Consumer & Career Leaders of America (FCCLA)	X	X	X	X
Fellowship of Christian Athletes (FCA)	X	X	X	X
Student Council	X	X	X	X
National Honor Society	X	X	X	X
Cheerleading / Dance	X	X	X	X

Source: EPS Athletics & Activities Handbook 2022/23

2. Anticipated Program Changes

As the EPS continues to move towards improving educational opportunities for all students the need to improve facility use, and reduce maintenance costs has become a priority as it allows for more dollars to be spent on education programs. The majority of the district’s facilities have been renovated and/or replaced over the past several years to allow them to be flexible enough to accommodate future modifications to most NMPED programmatic requirements as they evolve. At this time there are no major anticipated changes to the district’s educational programs, approval by the EPS Board of Education would be required for any future changes should they occur over the next five years.

3. Shared / Joint Use Facilities

The Eunice Public Schools combined campus is centrally located and considered a “gathering place” by the community; there are several requests submitted throughout the year for off hours use by the local community or outside organizations. All requests must be approved by the Superintendent and are then coordinated with the respective Principal and/or Athletic Director for usage of the space requested. EPS, depending on the facility use and time frame has the option to charge for use of their facilities and does require the user to clean the facilities to the condition in which they were found and to dispose of all trash.

Per the Eunice BOE Policy K-1661 & K1681:

Initiating a Request for Facility Use

All school and community groups requesting to use Eunice Public Schools Facilities shall complete an application packet and must follow all applicable rules and regulations set forth in the Site Use Agreement and this regulation.

It shall be the responsibility of the Superintendent or the Superintendent’s designee to assure that adequate supervision of school facilities is provided during periods of use of facilities and/or grounds.

An individual or representative of a requesting group should contact the school principal, site supervisor or the director of the desired facility regarding proposed usage. The principal, supervisor or director shall determine the most appropriate priority of use, depending on the availability, and category for the applicant group (Priority of Use).

An “EPS Facilities Use Application” shall be requested, completed and returned to the appropriate principal, supervisor or director by the applicant. Non-profit groups shall provide written proof of their 501(c)(3) status at that time.

Official representatives of all groups using school facilities must sign a liability waiver “hold-harmless” agreement.

II. EXISTING & PROJECTED CONDITIONS

The Superintendent may, when it is deemed to be in the best interest of the School District, require a cash deposit above the fee to be charged to cover damage to School District property. The deposit, less payment for damage done beyond wear and tear on the property or grounds, shall be refunded within thirty (30) days.

Keys and/or key fobs to school facilities shall not be issued to, nor loaned to, persons not employed by the Eunice Public Schools unless prior approval has been obtained from the Office of the Superintendent, and a signed receipt for the key will be obtained by the person making the loan or issuing the key. A seventy-five dollar (\$75) deposit will be required by persons not employed by the School District. The deposit shall be refunded once the key has been returned to the Superintendent's office. Rental charges in this regulation are for the facilities and grounds only, and for any normally required furniture. Other charges shall be added when special equipment is to be provided by the facilities user.

All agreements for use of school facilities terminate on June 30 each year. Approval of Use of School Facilities
The Superintendent or designee shall determine the availability of the requested facility and/or grounds based upon previous commitment, priority and propriety of proposed use.

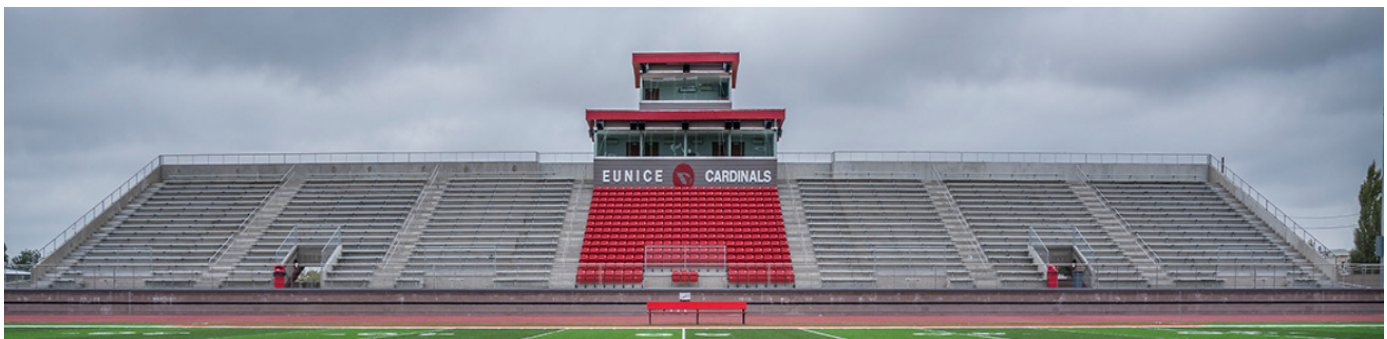
User organizations or groups shall complete a Facilities Use Application, sign a Site Use Agreement, and pay a refundable cleaning/damage deposit of one hundred dollars (\$100).

If the user organization or group elects to cancel the scheduled event, written notice must be given to the office of the Superintendent in person, by mail, e-mail, or fax at least ten (10) days before the event date in order for the cleaning/damage deposit to be refunded. When approved, the cleaning/damage deposit will be issued within four (4) weeks. If the User organization or group leaves the facility or grounds with damages or not clean, they shall forfeit the deposit. User organizations or groups signing the application shall be responsible for all damages.

User organizations or groups must remove all trash, equipment and decorations at the end of use. Facilities and grounds must be left in clean condition when the activity is complete. The Eunice Public School District reserves the right to charge a fee if the facilities or grounds are not returned to operational condition. Fees for additional hours of custodial service as required will be assessed at a flat rate of twenty-five dollars (\$25) per hour.

The policy, request process and payment procedures in which to request usage of District facilities by outside organizations are available on the district's WEB site at:

<https://z2.ctspublish.com/nmsba/browse/eunice/eunice/z20000599>



B. Sites and Facilities Overview

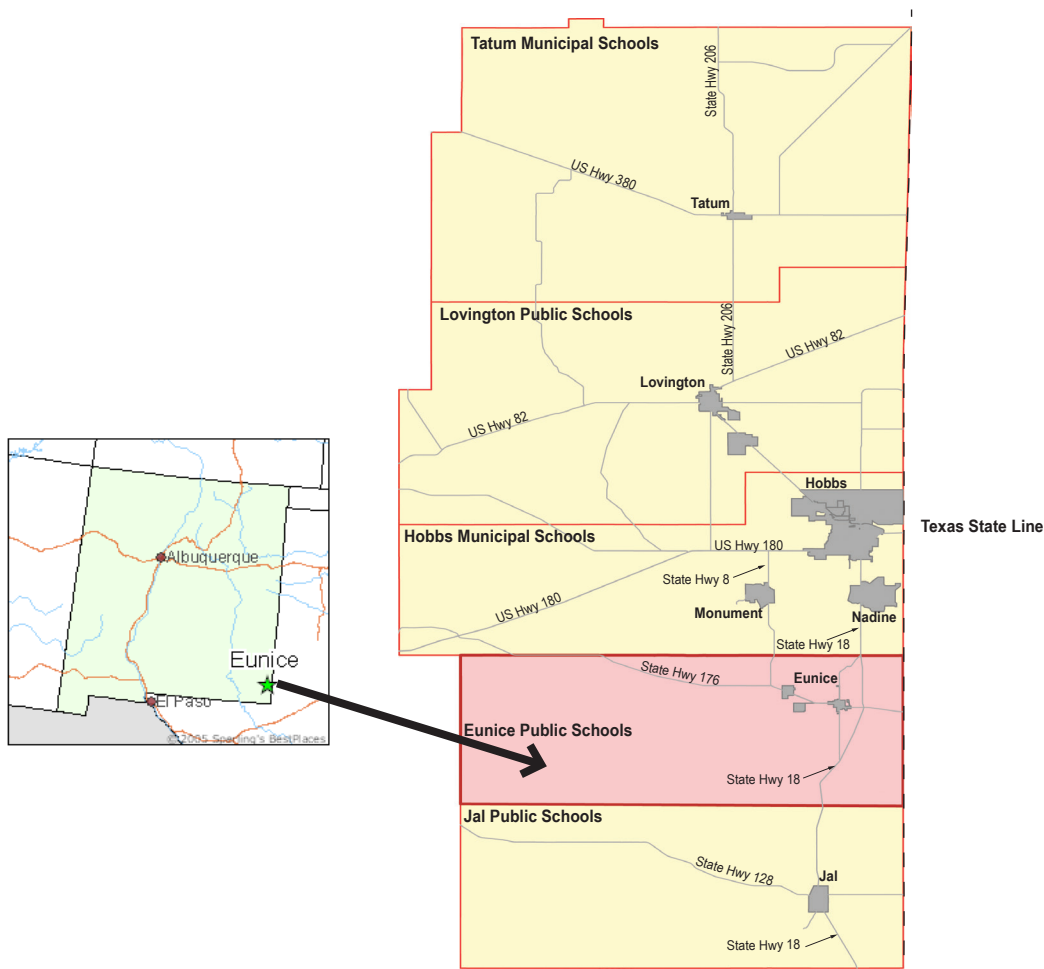
1. District Boundary Map

Located in southern Lea County, the City of Eunice is a small rural community situated 18 miles to the south from the Hobbs area just west of NM State Highway 18, and 24 miles to the north of Eunice. At nearly 662 square miles, the EPS District attendance boundary borders the Hobbs, Eunice, Loving and Eunice school districts in New Mexico and the Andrews ISD along the west Texas boarder. The district maintains a three individual schools located on one large campus in which all schools are in close proximity to each other at 1720 Avenue K. in Eunice, New Mexico.



While a large portion of the population resides within the City of Eunice, numerous families reside outside the immediate city limits but still reside within district boundaries. This results in the proportion of the Eunice population to the number of students that attend EPS being skewed. This disproportion is a typical result found within many rural communities, as many families own large tracts of acreage outside the city limits and attend the local public school district in which they live.

Close to 55% of the students that attend Eunice Public Schools are transported daily by four school buses in the district, which travel a total of 326 miles per day.



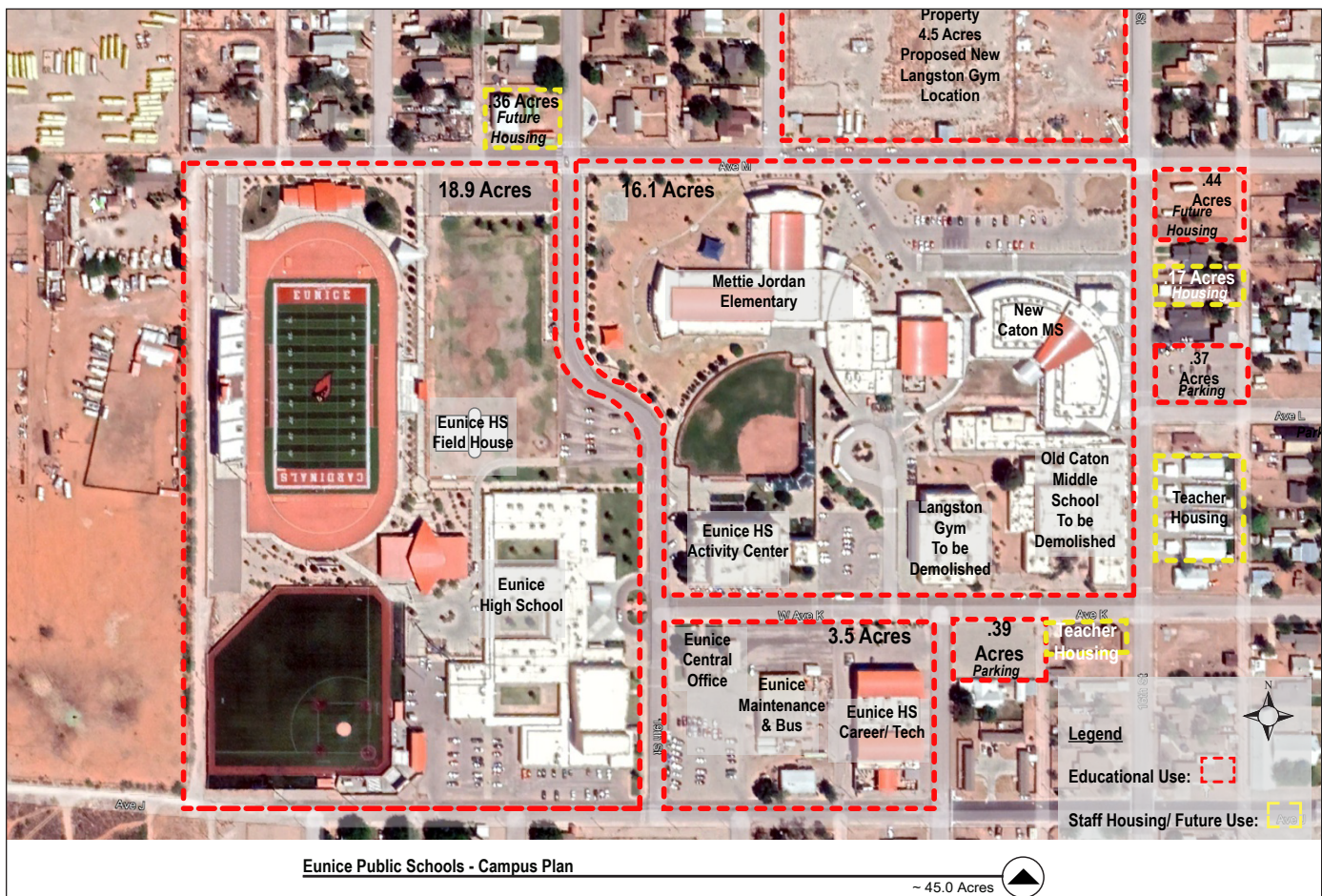
II. EXISTING & PROJECTED CONDITIONS

2. Facility Inventory

Eunice Public Schools (EPS) is located at 1728 K Avenue in Eunice, New Mexico, and serves 726 students in grades Pre-K through 12th. All of the District's schools are located on a centralized campus of 39.3 acres and have 318,667 square feet for educational use. The campus includes an 84,465 SF elementary school, 52,340 SF middle school, and a 182,094 SF high school; no portable classrooms are located on the campus. In Fall 2022, the district's newest school Caton Middle School which was recently rebuilt was opened for students. The oldest remaining facility on the EPS campus is high school Langston Gym and the Main Academic Building that was constructed phases through a series of phase starting in 1949 - 1961. Langston Gym has been identified for immediate replacement and is the number one priority within the District's Capital Improvement Plan. Since the campus's initial construction in 1939, the district has operated and maintained its facilities for over 84 years, and over the past 13 years has embarked on a path to replace and renovate all of its facilities for the 21st century learning environment.

The district also owns and maintains four (4) non-educational use support facilities: the EPS Central Office, EPS Maintenance Facility, EPS Athletic Field House, and Bus Barn; which are located on the 39.3 acres campus with an additional 24,628 SF of facilities that are non-educational use. The district also owns an additional 5.7 acres of property in multiple locations around the perimeter of the campus that is intended for use of teacher housing. EPS currently has six teacher housing units available and does intend to develop the remaining properties for teacher housing in the future.

The district's athletic football field/ track, stadium, field house, and baseball field are located just west of the main High School classroom Building, with the practice football field located just northeast of the field house. While the softball field is located across 19th Street just north of the Activity Center.



While all three schools operate independently, they are located in close proximity to each other, and as such as a way to improve overall campus efficiency, all three schools share dining facilities which are located in the elementary school. The middle school and high school also share the space within the Career Tech Center and Activity Center.

Based on EPS’s 2022/23 enrollment and projected enrollment, the District has more educational square footage than what is needed by combined average of 61.2% or by 195,116 SF based on the PSFA Maximum SF Calculator. This square footage includes the new Langston Gym replacement facility. According to the PSFA Maximum SF Calculator the maximum square footage for an elementary school with 346 students should be 46,666 SF, while the maximum square footage for a middle school with 161 students should have 33,109 SF and a high school with 219 students should have 43,777 SF, for a combined 123,551 SF total for 726 students. It should be noted that several of the high school facilities were constructed before the establishment of the NM Adequacy Standards and should be grand-fathered in to the overall square foot calculations of the campus or have been recently replaced with the District fully funding the cost at 100%.

Eunice Public Schools Combined School Campus SF Overview					
School Name	Existing SF*	Enrollment 2022/23 SY	Max SF per GSF Calculator	SF Over/ (Under) Max SF	% Over/(Under) Max SF
Mettie Jordan ES	84,233	346	46,665	37,568	44.6%
Caton Middle School	52,340	161	33,109	19,231	36.7%
Eunice High School*	182,094	219	43,777	138,317	76.0%
Total SF Educational Facilities	318,667	726	123,551	195,116	61.2%

* Takes into account new SF for Langston Gym to be constructed in 2023

The PSFA Maximum SF Calculator is good at calculating SF for individual schools, however, it often does not take into account some of the actual programmatic needs for each school such as the additional space needed for project-based learning and the requirements of each of the defined “school levels” at the Middle/ senior high grade levels , which often requires separate classes and does not allow for mixing of students in different grade levels for required courses at the secondary level.

At this time, the both school campuses overall are used efficiently and there is a need for additional classroom space at the elementary school, which will require a classroom addition. EPS fully funds all of its facility projects at 100% with community support through passage of GO Bonds, and SB-9 / HB-33 mill levies. The District’s Facility Inventory table is located on the following page that provides summary information on District facilities, additional details about each site and facility can be found in Section V.

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Facility Inventory

District	Eunice Public Schools	
2/25/2023	<--Update	Year of Report
Original Entry	11/28/2022	2023

Facility Inventory Data																										
INFORMATION							PROFILE							ENROLLMENT		CLASSROOMS										
Facility Name	District ID	School ID	Address	ZIP	Phone	Principal / Site Manager	Open Date	Age (Years)	Construction Dates	NMCI 2022/23	Site Acreage	Owned or Leased?	Total Perm Bldg Area	Total Port Bldg Area	Total Bldg Area (GSF)	Grades	2022/23 Current Enrollment*	# of Reg & SPED CR's	Gym/Multi-Purpose	# of Perm. Classrooms Inc Specialty	No. Double Portables	No. of Single Portables	Total Classrooms (Perm + Portable)	Port CR % of Total	GSF Per Student	
Elementary Schools																										
Mettie Jordan Elementary	032	048	1720 Avenue K	88231	575-394-3279	Carey Lindner	2012	11	2022	5.69%	39.3	Owned	84,233	0	84,233	PK-5	346	26.5	1.0	32.8	0.0	0.0	32.8	0%	243.4	
Sub-Totals											39.3*		84,233	0	84,233		346	26.5	1.0	32.8	0.0	0.0	32.8	0.0%	243.4	
Middle Schools																										
Caton Middle School	032	049	1720 Avenue K	88231	575-394-3338	Robbie Robinson	2022	1	2023 CR Addition	40.20%	39.3	Owned	52,340	0	52,340	6th-8th	161	19.0	2.0	26.5	0.0	0.0	26.5	0%	325.1	
Sub-Totals											39.3*		52,340	0	52,340		161	19.0	2.0	26.5	0.0	0.0	26.5	0.0%	325.1	
High School																										
Eunice High School - Main Building	032	050	1720 Avenue K	88231	575-394-2332	Tracy Davis	1954	69	1958, 1961, 1990, 2018	34.36%	39.30	Owned	73,404	0	73,404	9th-12th	219	14.0	2.0	24.0	0.0	0.0	24.0	0%	831.5	
Langston Gym*	032	050	1720 Avenue K	88231		2023	0		34.36%	Owned		62,468	0	62,468												
Career Technology Building	032	050	1720 Avenue K	88231		2012	11		34.36%	Owned		19,760	0	19,760												
Activity Center	032	050	1721 Avenue K	88231		1984	39	2010	134.36%	Owned		26,462	0	26,462												
Sub-Totals											39.3*		182,094	0	182,094		219	14.0	2.0	24.0	0.0	0.0	24.0	0.0%	831.5	
Subtotal Education Facilities (Combined PK-12th Campus)											39.3*	Owned	318,667	0	318,667											
Administration and Support																										
District Administrative Office	032		1720 Avenue K	88252	(575) 395-2101	Dwain Haines	1957	66		N/A	N/A	Owned	2,974	0	2,974											
Maintenance*	032		1720 Avenue K	88252	(575) 395-2101	Dwain Haines	1961	62		N/A	N/A	Owned	7,174	0	7,174											
Bus Barn	032		1720 Avenue K	88252	(575) 395-2101	Dwain Haines	1990	33		N/A	N/A	Owned	2,880	0	2,880											
EPS Athletic Field House	032		1720 Avenue K	88252	(575) 395-2101	Tracy Davis	2015	8		N/A	N/A	Owned	11,600	0	11,600											
Additional District Owned Property	034000		Various Locations				-			N/A	5.70	Owned	0	0	0											
Sub-Totals											5.70		24,628	0	24,628											
District Totals											45.00	OWNED	343,295	0	343,295			726	40.5	3.0	56.8	0.0	0.0	56.8	0.0%	1074.9

Gym to be shared with Middle School SF should be divided once constructed.

Eunice Public Schools

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C. District Demographics

1. Demographics & Socioeconomics

Eunice Public Schools is one of five school districts located in Lea County New Mexico. Lea County consists of 4,394 square miles in the southeastern corner of New Mexico; it is the most southeastern county in New Mexico, it borders the Texas State line on both the south side of the county and along the east. Lea County was established in 1917 and was created from a portion of Eddy County and Chaves County. The county seat for Lea County is located in Lovington, which is the county’s second largest city after Hobbs. With 39,476 residents in 2021 (a decrease of -2.57% since 2020), Hobbs is considered the primary retail base for the county and is located 18 miles north of Eunice.



The land that makes up the City of Eunice area was once part of the homestead of J.N. Carson who moved to the area in 1908. As people began to move into the area for ranching opportunities, there was a need for a postal service and in 1909 the first post office was constructed along with a general store which attracted more families to the area.

As the settlement continued to grow, a one room school house was constructed soon after the post office was built and quickly had 23 students enrolled. As a primarily rural area of New Mexico, Lea County has several smaller communities spread-out across the area that make up its total population outside the City of Eunice, some of those communities include Bennett, Eunice, Maljamar, McDonald, Tatum, Hobbs, and Lovington.

In 2021, Lea County had a total of 72,743 residents, a decrease of 2.3% since the 2020 Census count which showed 74,455 residents. Within the City of Eunice, there were 3,026 people in 2021; accounting for approximately 4.2% of the total population within Lea County. As primarily rural area with wide open ranches and oil/ gas fields, Lea County is still the 9th largest county based on population within New Mexico. While there are numerous small town within the area, the five largest populations centers include the City of Hobbs, Lovington, City of Eunice, City of Eunice, and Tatum which are also home to the county’s five school districts.

a. Changes to Local Area Population

According to the 2021 American Community Survey (ACS), Lea County had a total of 72,743 total residents, and as a large populated rural area, it is divided into five (5) school districts, with Eunice Public Schools located in the far southern third of the county, just north of Eunice Public Schools. While wide-open ranches and oil fields make up a majority of the landscape in the area, the City of Eunice is situated just west of NM 18 and north of SR176. As of the 2020 US Census, the City of Eunice had a total population of 3,056 residents. Several smaller rural communities scattered across Lea County help make up the remaining population in the area, including Eunice, Hobbs, and Lovington. Many of the communities within Lea County have experienced increases in population over the last ten years due to increased production in the oil and energy production industries.

The chart on the following page shows changes in population for Lea County and the City of Eunice between 2010, 2020, and 2021. Like many other rural communities in southeastern NM, the overall population has grown significantly, including the Under-18 population in both Lea County and the City of Eunice. Lea county saw a significant increase in

II. EXISTING & PROJECTED CONDITIONS

population between 2010 and 2020 of 15.0% and then saw a slight decline in 2021 of -2.3% according to data from the American Community Survey (ACS) from the US Census. Over the same ten years, the population in the City of Eunice also increased by 4.6% before slightly declining in 2021 by -1.0%. The Under-18 population in both Lea County and the City of Eunice has risen steadily since 2010, with Lea increasing 14.1% between 2010 and 2020, with an additional gain of 1.8% in 2021. The Under-18 population in the City of Eunice also has grown continuously since 2010; however, there appears to be a discrepancy in the Over/ Under-18 population data between 2020 and 2021 as the large change within a single year in both groups appears incorrect. The data for both 2010 and 2020 appears to be consistent with other known factors in the community, such as employment and school enrollment. A check of the 2022 ACS is warranted in December 2023 to help determine the accuracy of 2021 Over/ Under-18 population data.

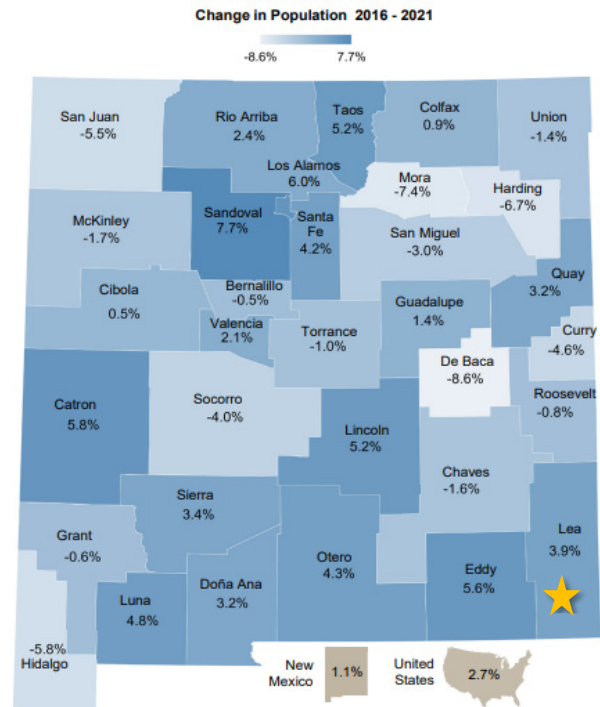
Eunice Public Schools Area Population					
	2010	2020	% of Change (2010-2020)	2021	% of Change (2020-2021)
Lea County	64,727	74,455	15.0%	72,743	-2.3%
Over 18	45,699	52,736	15.4%	50,632	-4.0%
Under 18	19,028	21,719	14.1%	22,111	1.8%
City of Eunice	2,922	3,056	4.6%	3,026	-1.0%
Over 18	2,083	2,176	4.5%	1,722	-20.9%
Under 18	839	880	4.9%	1304	48.2%

Source: U.S. Census Bureau, 2010 and 2020 Decennial Census, 2021 5-Year American Community Survey

A natural increase in population drove New Mexico's population growth between 2016 and 2021. The natural increase in the population was estimated at 20,946 people during this time frame, resulting in 123,466 births and 102,520 deaths. Net migration had a loss of 14,912 people, which means more people moved out of the state than into the state. The decline in population from net migration was comprised of domestic migration (where more people left New Mexico, with a loss of 23,965) and international migration (where more people moved into New Mexico from outside of the U.S., with a gain of 9,053).

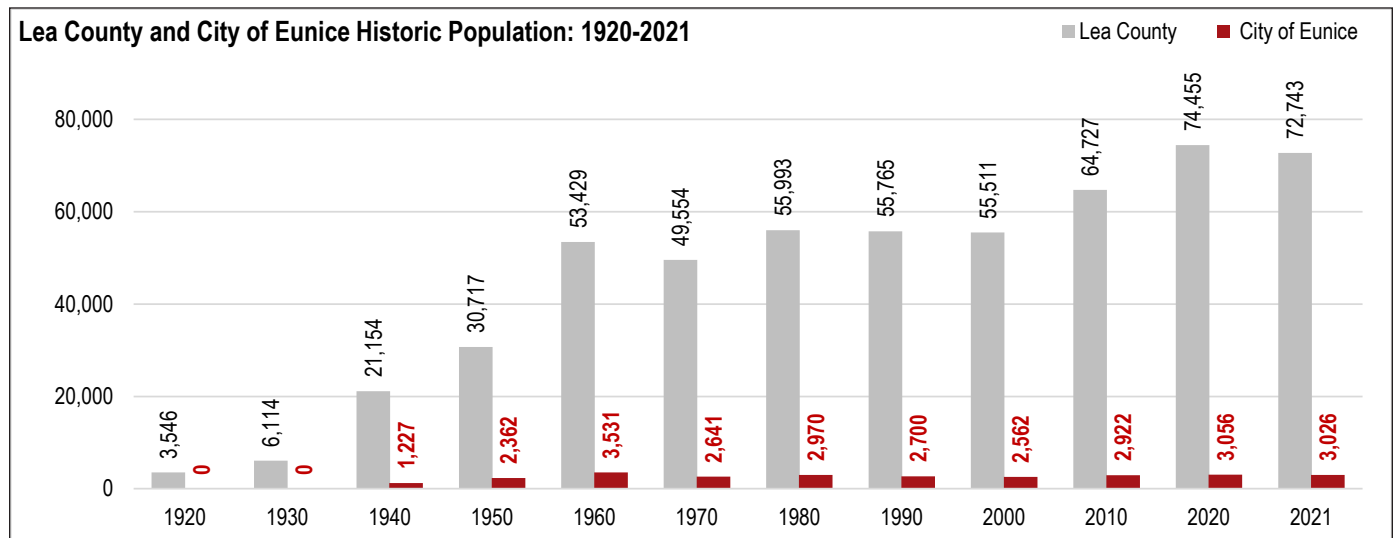
In 2021, the population in New Mexico declined slightly to 2,115,877 or by -0.1% from 2,117,522 in 2020, per the 2021 American Community Survey. From 2016 to 2021, New Mexico's population grew at a slower rate (1.1%) than the nation's population (2.7%). Population growth occurred in 18 of the 33 counties, with Sandoval County increasing the most (10,786) and the fastest (7.7 percent). San Juan County lost the most population (-7,018), while De Baca declined the fastest (-8.6 percent).

Not every population increase or decline in a community is created equal and it is often times helpful to evaluate the history of the local area to try and gain an understanding of the population flows over time. The chart show on the following page tracks the population of both Lea County and the City of Eunice since the 1920's to 2021 using 5-Year population data. Between 1920 and 1940 the population of Lea County had increased drastically going from a population of 3,545 in 1920 to 21,154 in 1940, an increase of 17,609 people. Lea County experienced another large increase in



Source: US Census Bureau: Population Projection Modeling & 2021 US Census data

population between 1940 and 1960; during this time the county population increased 153% going from 21,154 to 53,429. During this time the City of Eunice was also growing at a steady rate. In 1940 the population of the City of Eunice was 1,227; by 1960 the population had increased to 3,531. The populations for both Lea County and the City of Eunice have shown steady increases and decreases throughout the years; as of 2021, the population for Lea County was 72,753 while the City of Eunice has a population of 3,026.



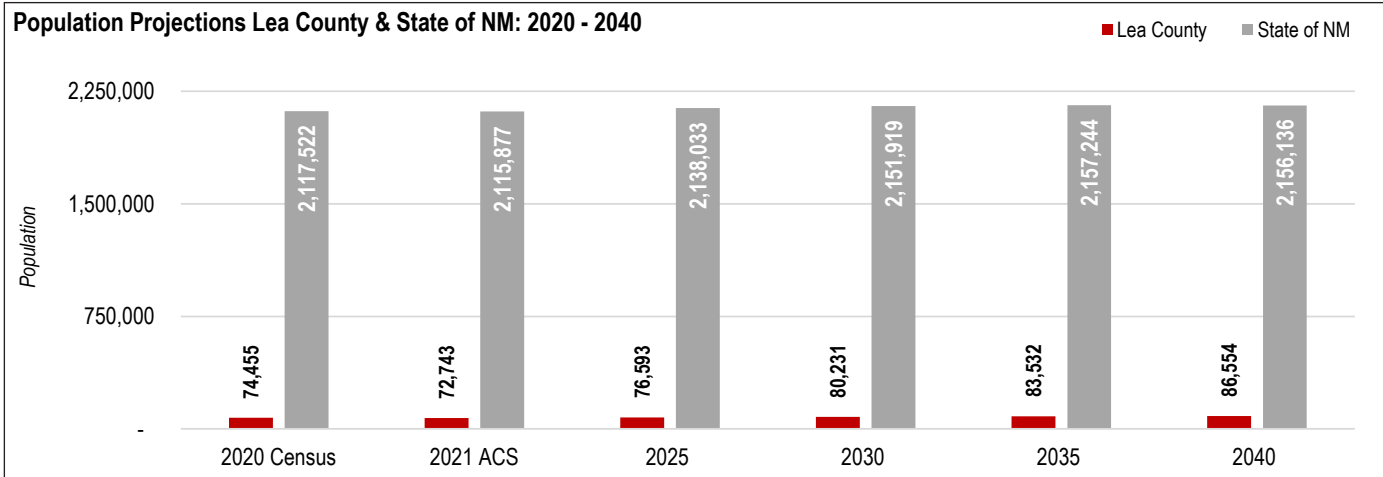
Source: U.S. Census Bureau, 1920 - 2010 U.S. Census & 2020 Decennial

1) Population Projections in Lea County 2021-2040

Population estimates, and the characteristics of a population, are fundamental measures for assessing an area’s economy. Population and its characteristics tell a story of not just what the local community looks like but also the economic activity that can and will be generated from that population. Economic mobility, purchasing power, and demand for public services can all be evaluated by understanding an area’s population. As populations evolve and change, data will help determine what business and policy investments can be made to support the current well-being and future opportunities available to that population. New Mexico’s population has been projected to grow by 6.1% between 2021 and 2040, representing an in-crease of 129,833 people, or at a rate of approximately 0.32% annually on average, with most of the population growth occurring in Bernalillo, Sandoval, Santa Fe, and Dona Ana Counties.

According to 2021 population projection data modeling from the US Census, along with information from the Lea County Economic Development Corp., NM Taxation and Revenue, and other local economic indicators within Lea County from the NM Department of Economic Development, Lea County is anticipated to increase in overall population size by over 1,169 within the next four years. By 2025, Lea County is expected to have a population of 76,593 residents, or a 5.3% increase in four years. After this initial population increase, the county is expected to continue to grow at a more modest rate in the low to mid 4% range. Over the next twenty years, the population in Lea County is expected to increase by 14.7%, bringing the population closer to 86,554 people. The projected changes in population between 2021 and 2040 in both Lea County and the State of New Mexico can be seen in the chart at the top of the following page.

II. EXISTING & PROJECTED CONDITIONS

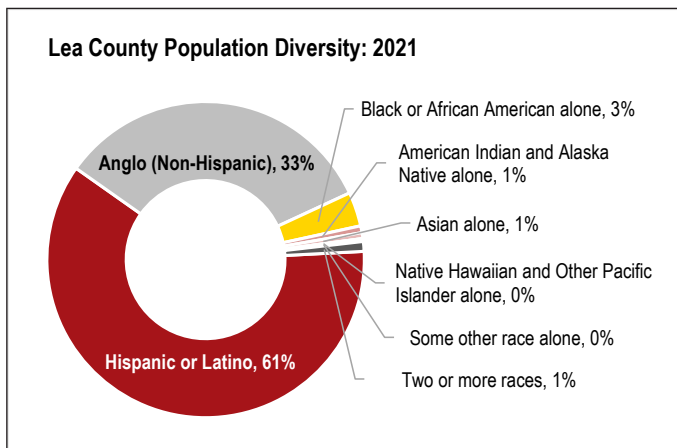


Source: US Census Bureau: Population Projection Modeling & 2021 US Census data

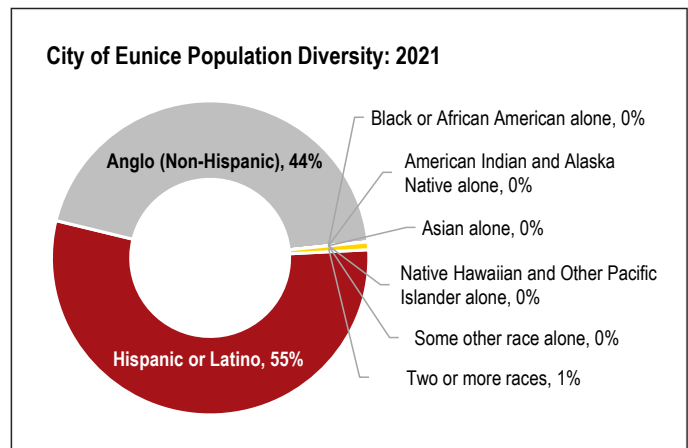
b. Population Diversity

The 2021 5-Year American Community Survey conducted by the US Census identified Lea County’s racial distribution to be: 33.3% Anglo Non-Hispanic, 60.7% Hispanic, 3.5% Black or African American, 0.7% American Indian and Alaskan Native, 0.6% Asian, 0.00% Native Hawaiian and Other Pacific Islander, 0.3% were of Some Other Race not identified above, and 1% identified themselves as being Two or more races.

Additionally the racial breakdown for the City of Eunice and Lea County are similar in that they both show the majority of residents being either Anglo Non-Hispanic or being Hispanic. The 2021 ACS responses showed that of the 3,026 people in the City of Eunice, 44.5% of them identified themselves as Anglo Non-Hispanic, and the other 54.6% of the population identified as Hispanic. While only 0.8% of the local population identified as Some Other Race. Although the city’s population has been increasing gradually, the majority of the population of the county resides in the surrounding communities within Lea County. The larger, more populated cities in Lea County attract more diverse residents because they offer more economic opportunities.



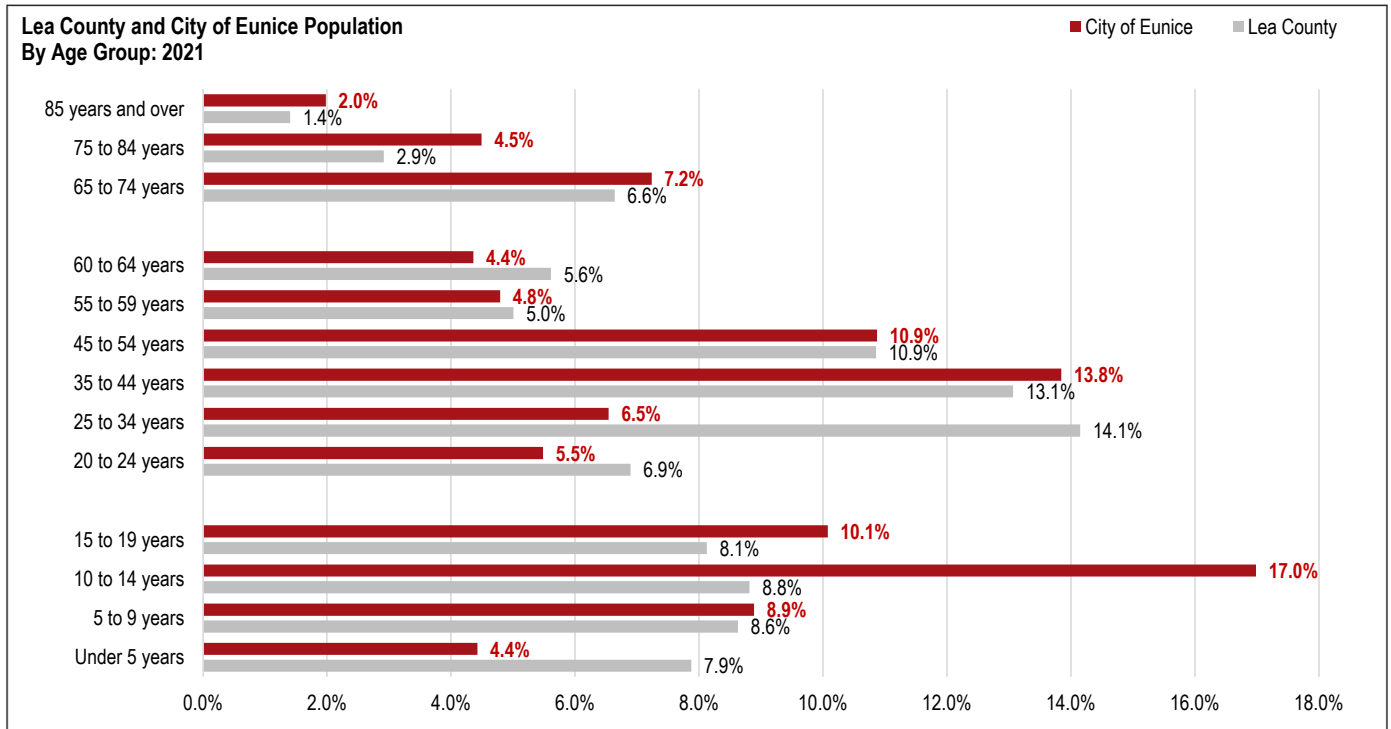
Source: U.S. Census Bureau, 2021 ACS 5Yr DP5



c. Population By Age Group

Approximately 67.3% of the total population in Lea County is less than 45 years old, while the age percentages in the City of Eunice are slightly higher at 66.3% of the total population being younger than 45 years old. The age range with the largest population in Lea County is the 25 to 34 year group representing approximately 14.1% of the total population. The second largest percent in population by age group is the 35 to 44 year old’s making up 13.1% of the Lea County

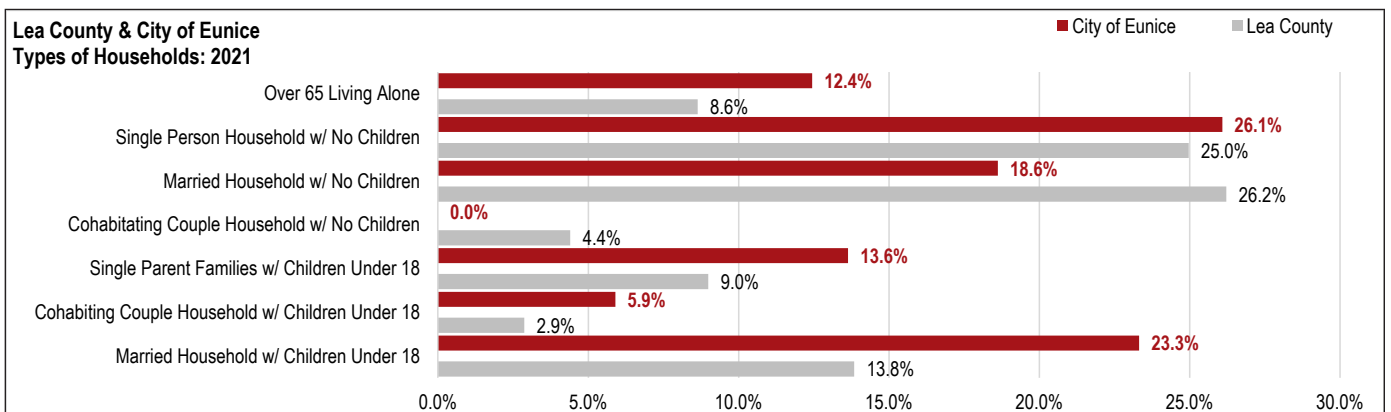
population. Together, these two age cohorts make up 27.2% of the labor force in Lea County. According to the 2021 ACS, the City of Eunice recorded that the largest age group was 10-14 year-olds, making up 17.0% of the population. Their second highest population group was the 35 to 44 year-old group accounting for 13.8% of the total population, followed by the 45 to 54 year-old group at 10.9%. The chart below breaks down the population of Lea County and City of Eunice by age group in 2021.



Source: U.S. Census Bureau, 2021 DP05: ACS Selected Social Information

d. Households & Families

In 2021, there was an estimated 1,085 households that resided in the City of Eunice. The average household size during this time was 2.79 persons per household. Families made up 42.9% of the households in the City of Eunice, compared to Lea County which had only 35.8% of their total households being occupied by families as seen in the chart below.



Source: U.S. Census Bureau, 2021 DP02: ACS Selected Social Information

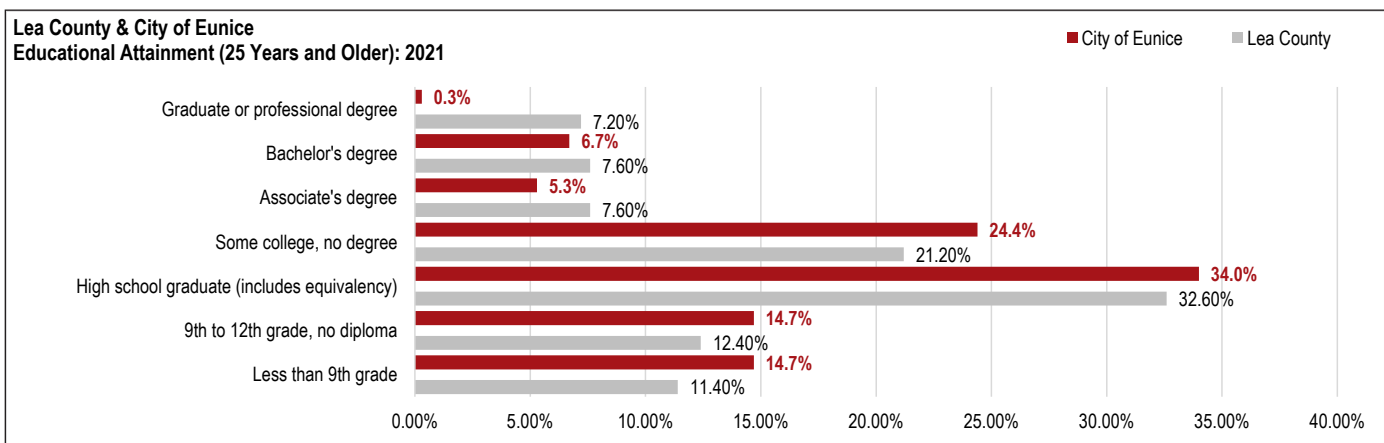
For the City of Eunice this number includes married-couple families (23.3%), cohabiting-couple families (5.9%), and single-parent families (13.6%). Non-family households make up the remaining (57.1%) of the city’s households; those include any households that do not have any children under the age of 18. The highest percentage of non-family households come from primarily single-person households, this group occupies 26.1% of the Eunice homes. This was followed closely by the group that is married without any children, as that group recorded 18.6% of the Eunice homes.

II. EXISTING & PROJECTED CONDITIONS

The next highest percentage comes from those 65 years of age or older (12.4%). Lea County had similar household patterns as Eunice with married-couples with children under 18 (13.8%) being the highest family household and married-couples without children (26.2%) being the highest non-family household group.

e. Education

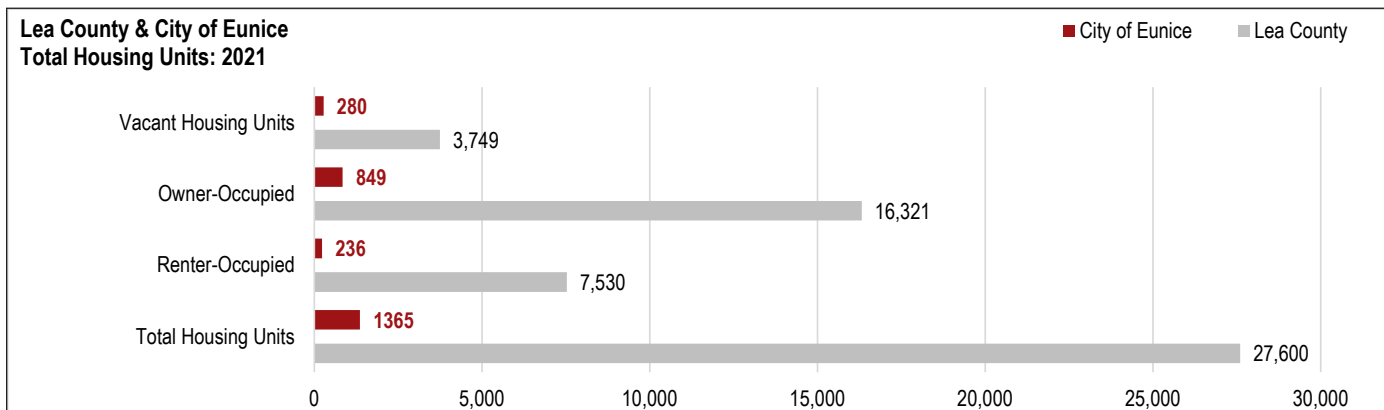
According to the 2021 ACS, of the residents over the age of twenty-five within the City of Eunice, 70.7% of them had at least graduated from high school. Approximately 14.7% of the population over twenty-five had completed less than 9th grade compared to Lea County who identified 11.4%. Roughly 36.7% of the population over the age of twenty-five in Eunice had gone to college but not necessarily got a degree compared to the 43.6% that Lea County identified. Eunice Public Schools had a district enrollment of 726 per the official 40-day count during the 2022/23 school year. The elementary school accounted for 346 or 47.6% of the district total while the middle school contributed 161 students and the high school which had an enrollment of 219.



Source: U.S. Census Bureau, 2021 DP02: ACS Selected Social Information

f. Housing

Growth in larger cities in Lea County such as Hobbs has led to growth in their surrounding communities like the City of Eunice. Most of the growth in the county can be attributed to the Hobbs Micropolitan Areas growth and development of the energy section industries such as solar, nuclear, and bio-fuels, a resurgence in the oil and gas industries, as well as more common fields such as the retail industry. The growth and expansion of these industries has increased the demand of housing for all communities within Lea County. Most of the new housing in the area has been built on an individual basis within the City of Eunice, with no major housing developments being constructed until only recently, as three new developments totaling 169 units have entered development. Two which are west of the Campus, one north of



Source: U.S. Census Bureau, 2021 American Community Survey DP04 Select Housing Characteristics

J Avenue and one both O Avenue near the police station. While the other is East of campus and north side of the local post office. Since the city was established in 1920, a total of 1,349 housing units have been built with approximately 75% of the housing in Eunice being constructed between 1950 and 1979. The 2021 ACS estimated less than 150 new homes being built in Eunice since the year 2000. The average cost for a single-family home in Eunice is between \$131,000 and \$292,000 as of December 2022. The average cost to rent a housing unit in the City of Eunice is \$1,017 compared to the average rent for Lea County which according to the 2021 ACS was \$967.

g. Local Economy

Lea County is located within the Permian Basin in southeastern New Mexico and shares its southern and eastern borders with the State of Texas. Lea County is one of the largest producers of oil and gas in New Mexico; the industry has contributed to mass growth in the Hobbs, Eunice, Tatum, and Eunice communities. Historically, the oil and gas industry has been an economic leader in the region for 40+ years with new technological advancements pushing the industry forward. Companies can more easily explore and extract these resources at a faster, more consistent rate. These advancements have helped the City of Eunice and the surrounding communities of Lea County recover faster from the economic downturn that happened during 2008 and continues to help today.



While the oil and gas industries provided high paying jobs and a rich tax base for many years, Lea County has paid heavily in the past for its dependency solely on these resources and activities. In order to change this dependency, Lea County along with local community leaders and the Economic Development Corporation of Lea County (EDCLC) have been working together to diversify the local economy and to keep it buffered from future volatility of oil and gas prices.



The oil and gas industry are not the only growing industries in Lea County; with the help and development of the EDCLC, Lea County was able to rebrand itself as the “EnergyPlex”; a place that can cover all types of energy businesses. This rebrand helped the county branch out into different energy fields such as nuclear and alternative fuel industries such as wind, solar, and biofuels. Because of this, Lea County has attracted several companies drawn in by the different opportunities brought on by the energy industries available in the area.



The Wildcat Wind Project was a product of this rebrand; founded in 2012, this project was built outside of Lovington approximately 40 miles north of Eunice. This project added 13 wind turbines which can produce 27 megawatts of energy.

Founded in 2010, URENCO USA National Enrichment Facility is the only commercial enrichment facility located within the United States. The facility is located just outside Eunice, New Mexico and plays a significant role in the nuclear fuel supply chain. This is a nuclear related facility that enriches uranium to be used as fuel in nuclear power plants all over the world. The energy produced from this plant represents approximately one third of the country’s annual demand and has

helped demonstrate for different energy related companies the potential Lea County has.

II. EXISTING & PROJECTED CONDITIONS

Area Workforce

According to the NM Department of Workforce Solutions Quarterly Census of Employment and Wages - Annual Report the total number of persons employed in all sectors of the labor force located in Lea County, New Mexico at the end of 2021 was 27,016 persons, which was a decrease of -4.0% across all industries in 2019. In 2022, Lea County has seen an economic recovery with employment gains in the private sector surpassing those in 2020 and 2021. As of the 3rd quarter 2022 private sector employment was up 13.6% over 2021 with the largest gains seen in the Mining (35.1%), Utility (21.5%), Construction (19.6%), and Administrative and Waster Services (16.1%) sectors. Overall total government employment has continued decrease for the third straight year down -7.4% from 2021, and down a total of -11.6% since 2019. The chart below identifies the areas of employment by major employment sector within Lea County between 2012 and 2022 Q3.

Lea County Average Annual Covered Wage and Salary Employment by Major Industrial Sector											
Industry Sector	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022 Q3
Grand Total, All Industries	30,156	31,684	33,274	31,390	27,513	28,447	31,667	32,780	28,148	27,016	29,931
Total Private	26,712	28,133	29,643	27,696	23,746	24,715	27,922	28,954	24,395	23,362	26,548
Agriculture, Forestry, Fishing & Hunting	380	423	494	488	397	391	402	346	407	418	380
Mining	7,497	8,023	8,808	7,744	5,389	6,071	7,268	7,822	5,634	5,164	6,979
Utilities	333	335	339	345	367	331	343	353	331	321	390
Construction	2,477	3,006	3,212	2,577	2,262	2,525	3,299	3,543	2,917	2,311	2,763
Manufacturing	1,043	1,032	975	905	735	680	647	640	569	565	536
Wholesale Trade	1,082	1,068	1,038	937	849	882	962	1,001	873	782	851
Retail Trade	2,962	3,018	3,232	3,343	3,208	3,130	3,246	3,026	2,948	3,057	3,062
Transportation & Warehousing	1,613	1,576	1,781	1,775	1,370	1,434	1,929	2,066	1,673	1,497	1,677
Information	315	307	260	231	226	218	201	166	135	141	161
Finance & Insurance	591	624	626	644	640	651	659	676	643	654	639
Real Estate & Rental & Leasing	468	524	534	459	386	399	460	526	452	431	476
Professional & Technical Services	588	609	623	546	515	518	618	763	691	671	757
Management of Companies & Enterprises	116	118	121	119	118	123	117	133	135	167	166
Administrative & Waste Services	1,582	1,605	1,543	1,315	1,080	1,155	1,219	1,238	1,133	1,231	1,429
Educational Services	*	*	*	113	123	124	127	131	22	*	*
Healthcare & Social Assistance	2,309	2,358	2,400	2,441	2,545	2,398	2,416	2,407	2,374	2,432	2,517
Arts, Entertainment & Recreation	*	*	*	350	56	67	53	64	54	*	*
Accommodation & Food Services	2,138	2,327	2,416	2,557	2,795	2,867	3,147	3,264	2,738	2,882	3,118
Other Services, except Public Admin	768	763	818	808	683	751	809	790	666	638	647
Non-classifiable	0	0	0	0	0	0	0	0	0	0	0
Total Government	3,444	3,551	3,631	3,694	3,767	3,732	3,745	3,826	3,753	3,654	3,383
Federal	88	88	87	85	90	88	89	86	110	89	78
State	262	262	266	264	256	262	251	245	248	246	236
Local	3,093	3,202	3,278	3,345	3,421	3,382	3,405	3,495	3,395	3,319	3,069

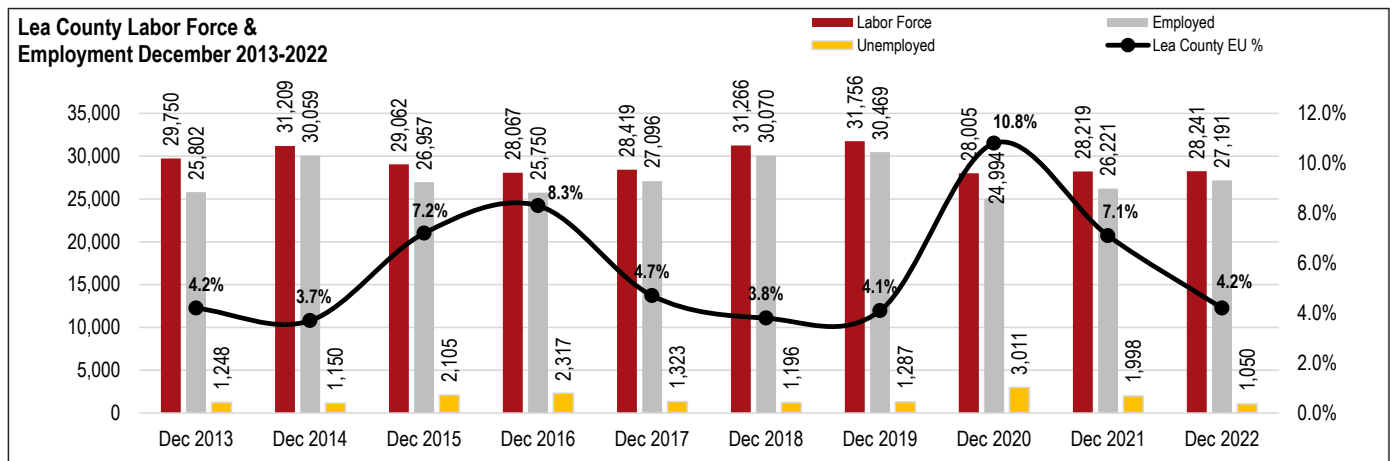
Note: All years have been revised in accordance with U.S. Dept. of Labor Statistics, databases

* Data are by location of the employer's establishment and represent counts of workers covered by New Mexico unemployment insurance (UI) law and related statutes totals

Source: U.S. Dept. of Labor, Bureau of Labor Statistics, Quarterly Census of Employment and Wages - Annual Report - Labor Market Information Series 2012 - 2021 & 2022 3rd Quarter

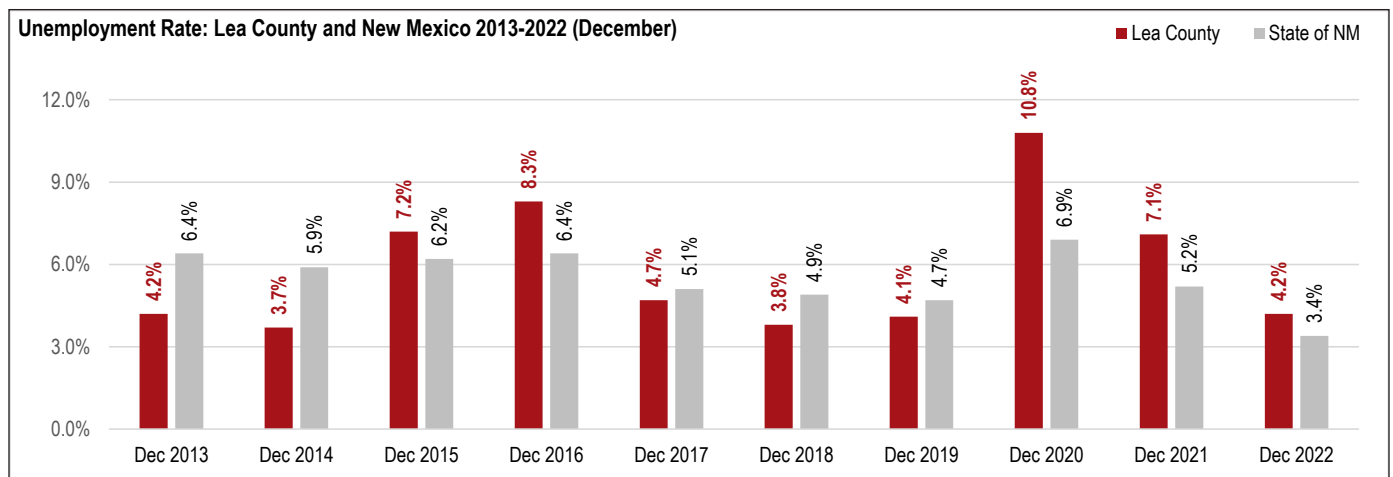
Employment and Income

According to the New Mexico Department of Workforce Solutions, employment loss in the southeastern NM counties were much less severe than those of in other counties across the state. Lea County experienced one of its highest months of unemployment in December of 2020; when there were about 3,011 people out of work or 10.8% of the labor force was unemployed. From December 2019 to December 2020, the number of people unemployed in Lea County increased 42.7% from 1,287 people to 3,011 people one of the largest year over year increases the county has seen in over ten years. By December in 2021 as employers began adapting to pandemic protocols and jobs started to return to the oil and gas industries the number of unemployed decreased to 1,998 people or to 7.1%. In mid-2022, the local economy began to recover in several job sectors and by December 2022, the number of people unemployed decreased to 1,050, while the number of people available to work in the labor force slightly increased.



Source: NM Department of Workforce Solutions, Current Employment Statistics, December 2013 - December 2022

Lea County unemployment rates have on average been below the State of New Mexico average rate which has had many other areas of the state recover much more quickly from the COVID-19 pandemic. The economic development recovery that has occurred in 2022 can be partially be attributed to the efforts put forth by the City of Hobbs and other Lea County communities, such as Eunice to bring in new businesses and more projects to the area. As stated previously, unemployment for the county was at its highest during 2020. As of December 2020, the unemployment rate in Lea County was at 10.8% which was significantly higher than the unemployment rate for the State of New Mexico which was at 6.9%. In Lea County, both 2020 and 2021 recorded higher than typical rates of unemployment due to many business closures related to the COVID-19 pandemic, as well as reduced demand for oil and gas production nationally. As COVID restrictions started to ease in late 2021 and ending at the end of February 2022, unemployment rates have begun to decrease and as of December 2022, the unemployment rate for Lea County was 4.2%, only slightly higher than the December 2018 and 2019 levels.



Source: New Mexico Department of Work Force Solutions - Table A Civilian Labor Force, Employment, Unemployment and Unemployment Rate (December 2013 -2022)

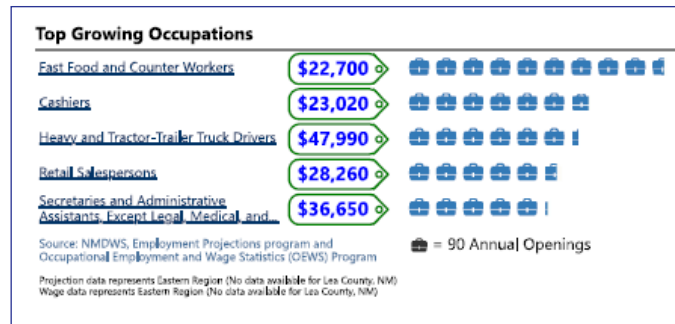
II. EXISTING & PROJECTED CONDITIONS

According to the New Mexico Department of Workforce Solutions, as of March 1, 2023, there were 1,097 job openings in Lea County. The jobs available were primarily in the Food Service Industry, Cashiers, Heavy & Tractor Trailer Truck Drivers, Retail and Administrative areas. Lea County had a total of 27,094 employees and had an average weekly wage of \$1,261; compared to the weekly wage of New Mexico which was \$1,087 during the same time. Of the jobs available, the majority are in the cashier and retail areas, education, medical and related fields, as well as the various transportation sectors. There were also numerous job openings in the oil and gas production sectors, and in the repair service industries based on the job openings report from NM DWFS and seen in the chart below.



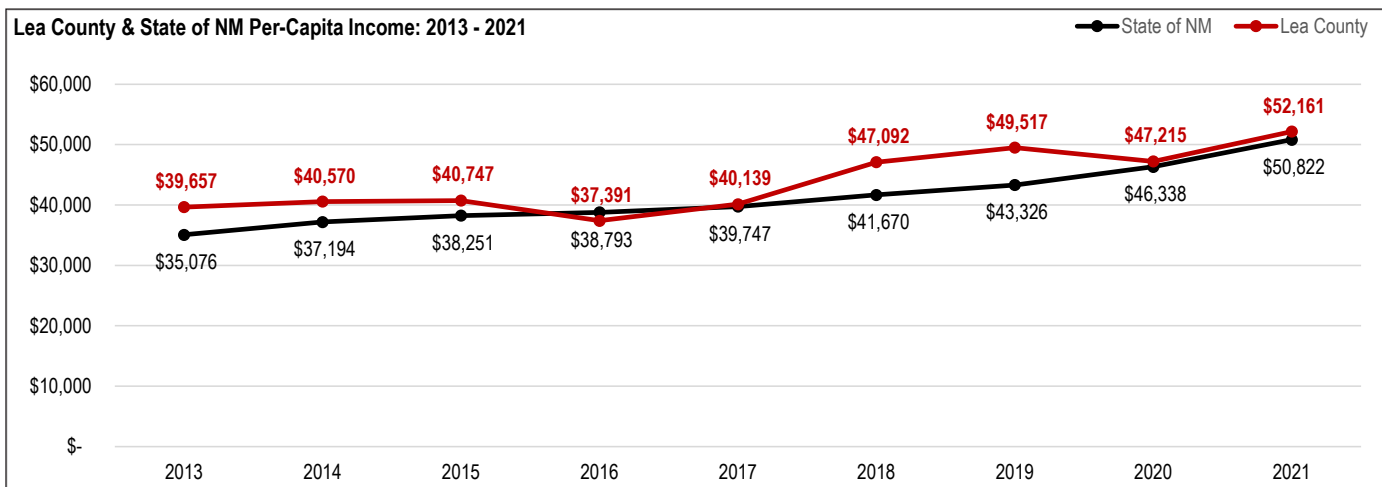
Lea County Top 15 Employers (March 1, 2023)		
Rank	Employer	# Jobs Available
1	CAL's Convenience, Inc.	80
2	Hobbs Municipal Schools	69
3	Nor-Lea Hospital District	48
4	The GEO Group, Inc.	30
5	Covenant Jobs	27
6	City of Hobbs, NM	25
7	Penn National Gaming, Inc.	24
8	John Wood Group PLC	22
9	New Mexico Junior College	21
10	Lea County, NM	17
11	Pilot Company	16
12	Addus HomeCare, Inc.	15
13	The United Family	15
14	ChampionX Corporation	14
15	Pizza Hut, Inc.	11

Source: NM Department of Workforce Solutions, Current Employment Data, December 2022

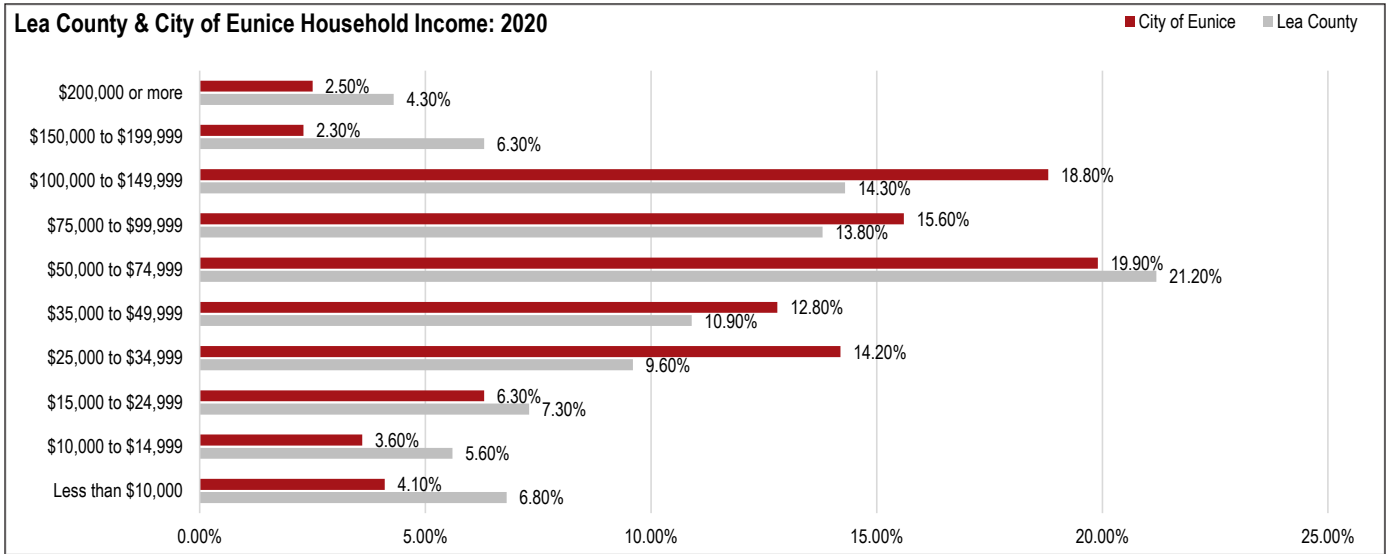


Personal Income

Personal income, an indicator produced by the U.S. Department of Commerce, is a major index of economic well-being and is broadly defined as the current income received by residents of an area from all sources. The components of personal income are net earnings (adjusted for residence), transfer payments, dividends, interest, and rent. Per capita income is average income per person and is calculated by dividing total personal income by the resident population. In 2021, Lea County recorded a per capita personal income (PCPI) of \$52,161, which was slightly higher than the PCPI of the State of NM which was \$50,822. Historically, Lea County has had a higher PCPI than the State of New Mexico; this is mostly due to the economic value of the oil and gas mining that takes place in Lea County. In the past, Lea County has typically ranked in the top percentage of counties in New Mexico for PCPI.



Source: U.S. Dept. of Commerce, Bureau of Economic Analysis 2013 - 2021



U.S. Census Bureau, 2020 American Community Survey DP03 Income

In 2022, the median household income for the City of Eunice was \$69,000 which was slightly high than the median household income for Lea County which showed the average being \$61,867. According to the 2020 American Community Survey, 6.2% of all residents in the City of Eunice live under the poverty line, which is significantly better than Lea County which recorded 16.2% of the county residents living under the poverty line. These percentages are slightly less when looking at the families with school aged children; the 2020 ACS identified 2.7% of Eunice families with children under 18 living under the poverty line within the last 12 months. This again is significantly less than the county who recorded 16.3% for families with school aged children.

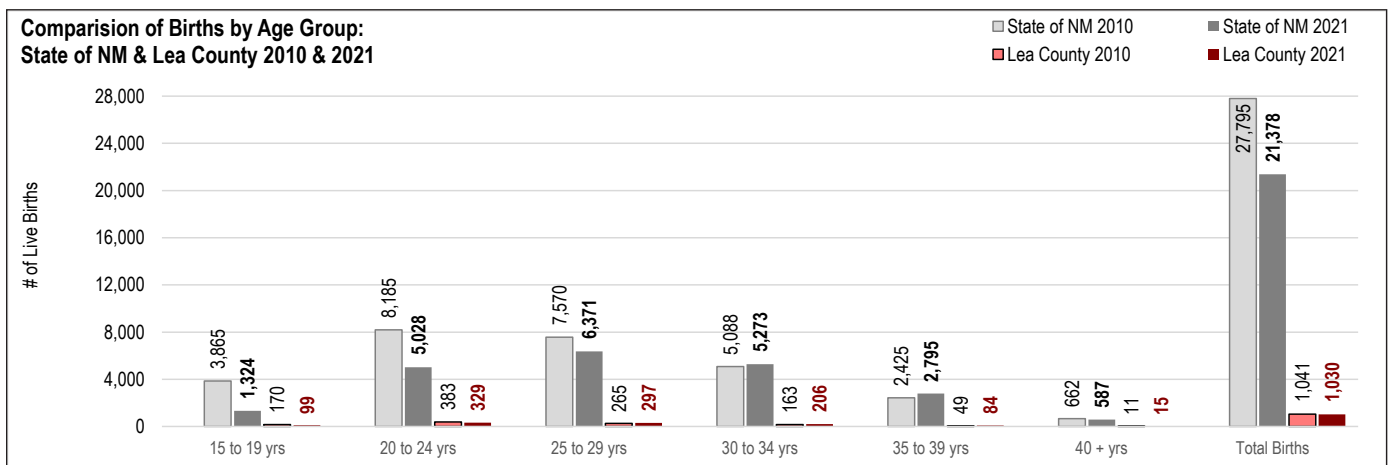
D. Enrollment

1. Birth Rates - Lea County

Since 2010, the populations in both Lea County and the City of Eunice have both increased according to the information contained in the 2021 American Community Survey published by the US Census; the population within the county has increased 15.0%, while the City of Eunice increased by nearly 7.6%. Over the past ten years, this population growth has help to generate increased enrollment across all grade levels for Eunice Public Schools. The overall median age within Lea County has trended slightly up from 31.9 years in 2010 to 32.0 years in 2021, and in the Eunice Area, the median age has also trended down from 38.2 years in 2010 to 33.3 years in 2021. The decrease in median age can be partially attributed to the in-migration of people in all age groups working in the petroleum and energy industries. Over the past ten years as the City of Eunice has worked to diversify its economy through the recruiting of other business types, as it is still heavily dependent on the oil and gas industry, and the community has begun to attract more young and mid-career level professionals to the community helping to contribute to this demographic. Two of the largest age groups by population in the Eunice Area as of 2021, was in the 35 to 44-year old age group at slightly more than 13.8% and in the 45 to 54-year old age group at 10.9%, with the median age for men being 32.4 years old and the median age for women being 36.5 years old. It is also within this age demographic that the majority of the increase in births within both Lea County and Eunice can be found over the past 10+ years.



According to the NM Department of Vital Statistics the age group with the highest percentage change in women who had given birth within Lea County between 2010 and 2021 was in the 35-39 age group at 71.4%, which is higher than the State of NM which also saw an increase of 15.3% for this age group. This was followed by the 40+ age group which also saw a large increase in Lea County of 36.4%, while the number of births in this age group within State of NM actually decreased by -11.3%. The 30-34 age group also saw a significant increase in births since 2010 by 26.4%, while the State of NM only saw a modest increase statewide of 3.6% for this age group. The 25-29 age group in Lea County also saw an increase in birth rates of 12.1%%, while the births in this age group saw a decline statewide of -15.8%. Two other age groups saw a significant declines in births since 2010 both in Lea County and statewide which were the 15-19 age group in which Lea County saw a decline of -41.8%, as did the State of NM which saw an overall decline -65.7%, births also declined in the 20-24 age group by -14.1% in Lea County, while the State of NM saw a much larger decline of -38.6%, as seen in the chart below. The average child bearing age for women in Lea County was 38.4 years old in 2020.



Source: NM Department of Vital Statistics -State of NM & Lea County Birth Rates 2010 & 2022

While the population has increased in both the Lea County and the City of Eunice, the overall trend in the number of births in Lea County has been relatively flat over the past five years, with a spike in births in 2018 of nearly 10.7% before declining in 2019 by -3.1%, only to increase again in 2020 by 3.9%, before declining again in 2021 by 9.5%. This trend appears to be in keeping with the decline in birthrates that both the State of New Mexico and the United States have been experiencing for more than 30 years. According to the U.S. Census, between 2019 and 2020, the U.S. population only grew by 0.5%, one of the lowest levels in nearly a century due to declining birthrates. It was the first time in decades where the number of births minus the number of deaths was less than one million, with these numbers calculated prior to the COVID-19 pandemic outbreak. As the U.S. has a large aging population moving into their 70's and 80's, it is expected that the number of deaths will continue to outpace the number of births as people have fewer children in the coming years.

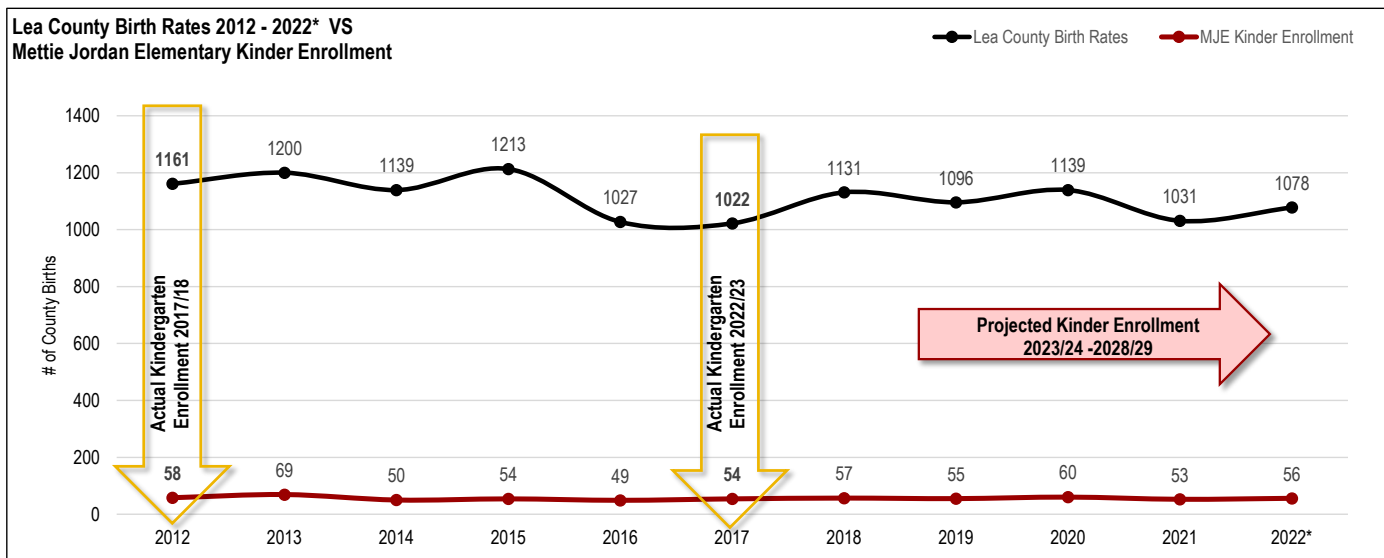
Any significant changes (growth/ decline) to the population overall in Lea County has the potential to affect the enrollment of all five of the school districts located in Lea County, with the greatest impact being on the Hobbs Municipal Schools, which is the main population center for Lea County, and the Lovington Municipal Schools located just north of Hobbs, all of these communities are heavily influenced by the oil & gas and energy industries. Communities, such as Eunice that have seen more people moving-in than moving-out, often experience increased school enrollment spread across many grade levels. However, as more families continue to have fewer children overall across the U.S., it is the size of the new families that are relocating to the Eunice area and what kind of impact they may have on the already flat to declining birth rates that will help determine the long-term enrollment patterns for EPS. Additionally, as some women delay having children until their mid-to-late 30's or until even their mid-40's, as the NM Department of Vital Statistics data suggests, they tend to have fewer children overall, which has resulted in smaller family sizes and can also impact enrollment patterns.

Since 2012 birth rates in New Mexico have been on a gradual decline, with NM having an annual average decline rate of 2.3%, while Lea County between 2012-2016 saw the opposite with annual increases in births with one year of decline of -5.1% in 2014, and then seeing a small surge of 6.5% in 2015 before declining once again 2016 by -15.3%. Birth rates remained flat until 2018, when once again they surged by 10.7% before declining again in 2019, and in 2020 they again saw an increase of 3.9% before declining again by -9.5% in 2021. Some of this variation of birth rates may be due to the in/out-migration of residents relocating to and from the area due to the cyclical nature of oil and gas production jobs and other industries; however, this one-time increase in births in 2020 will have a minimal direct impact on EPS enrollment in the 2025/26 school year, when the children born in 2020 become school aged. The long term determining factor for future increases in enrollment in EPS's Pre-K and Kindergarten grades will be if future birth rates continue to increase at a rate high enough from both the existing families and new families moving to the area to offset the flat trend in birthrates and the traditional in/out-migration rates of prior years. With the tight housing market in the area combined with the availability of new and existing homes indicates that more people want to stay in the Eunice area than leave due to the increased number of jobs available, which should help to slow the declining birthrate trend. While it is not anticipated that the average family size in the City of Eunice will increase significantly beyond the 3.47 persons per family; the more families that reside in an area that have at least the minimal amount of children can still maintain the smaller family size while increasing the overall number of births annually.

The live birth counts are one of many factors used in determining a birth-to-kindergarten survival ratio, consideration is also given in-migration rates of new students from outside the district. This ratio identifies the percentage of children born in a representative area who are expected to attend kindergarten in the district five-years later. Historically, 3.2 – 3.9% of the births in Lea County have had a direct impact on the Pre-K and Kindergarten enrollment at Eunice Public Schools. The remainder of the births in Lea County impact Pre-K and Kindergarten enrollments at the other four school districts located within the County.

II. EXISTING & PROJECTED CONDITIONS

In Lea County, over the past 10-years, there were five years in which there were increases in the number of births, and only in 2012 and 2013 were they consecutive, with the other three years scattered. While it is anticipated that the immigration of new families will have a positive impact in birth rates, any increases in births from 2022 onward will impact Pre-K and Kindergarten enrollments beyond the 2028/29 school year and should be monitored as the local community continues to grow. Based on the lower birth rates that occurred in Lea County between 2017– 2018, it is expected that EPS will continue to enroll on average, 4.5 - 5.3% of kindergarten students resulting from local area births annually. This information will be used in conjunction with other demographic factors in projecting elementary enrollment over the next six years. The chart below tracks the birth rates in Lea County since 2012, and the impact on kindergarten enrollment for Eunice Public Schools.



Source: NM Department of Vital Statistics -State of NM & Lea County Birth Rates 2012-2022

2. Past / Current Enrollment

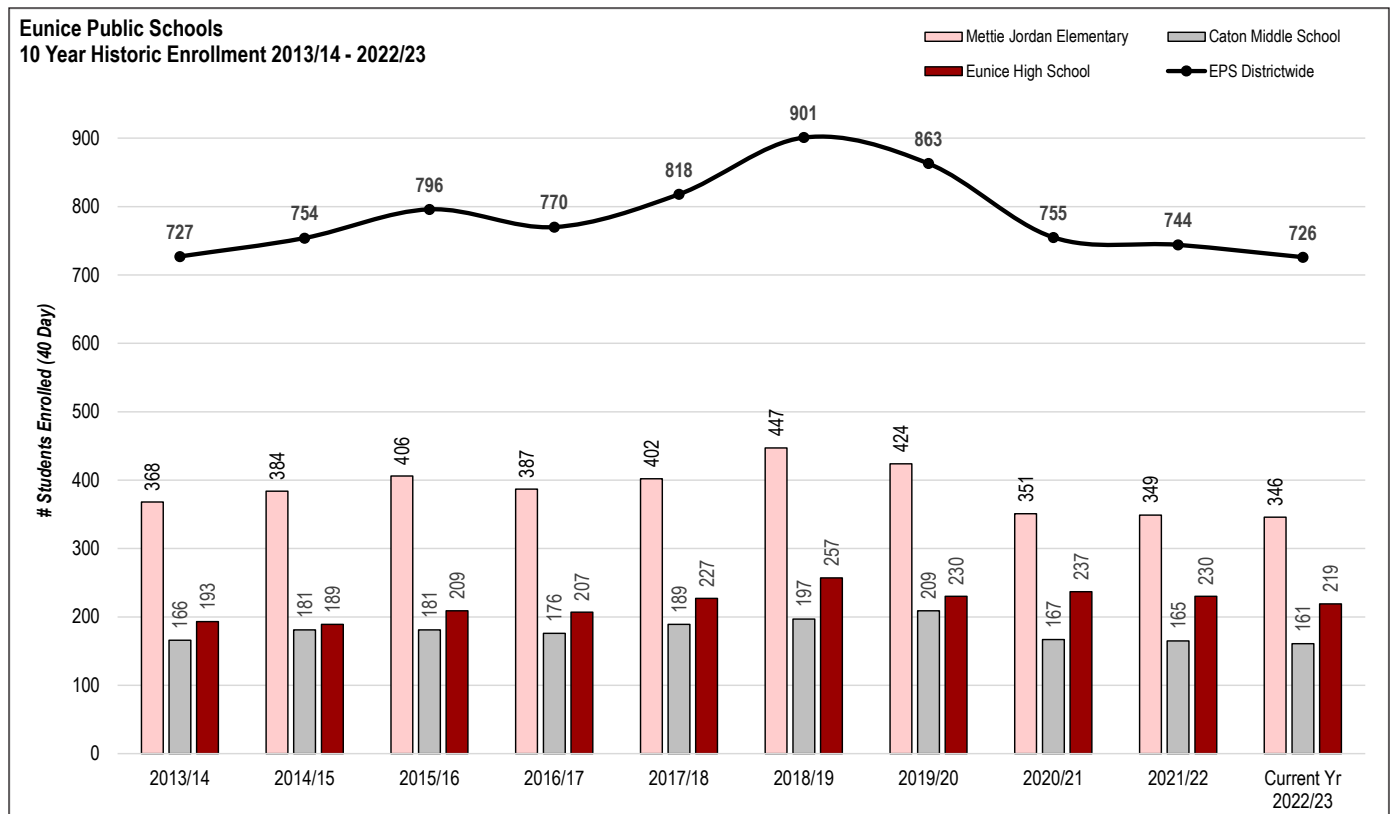
Located in the southeast corner of New Mexico, the City of Eunice as a small rural community is anticipated to continue to grow and expand in population although at a slower rate than the City of Hobbs over the next twenty years as the economy within Lea County continues to be diversified. The projected growth does take into account the recent economic hardship that came with the COVID-19 pandemic which started early 2020, which resulted not only a decrease in local area employment but also a decline in overall enrollment as school closures took effect and students had to switch to online learning to complete the 2019/20 school year.



As unemployment began to increase in the oil and gas industries across southeastern New Mexico because of low demand resulting from national shutdowns due to public health orders resulting from the pandemic, both Lea County and subsequently the City of Eunice began to experience small population decreases as many families living in the area were only residing in the community on a temporary basis. As schools across NM reopened in the Fall 2020/21 school year with many in “hybrid” in-person/ online learning models, many districts like EPS began to see decreases in enrollment primarily in its Pre-K program and elementary enrollment (K-5) which is similar in nature to other districts across the state.

While the overall total enrollment district-wide has increased between the 2013/14 -2018/19 SYs over the past ten years, it was in the 2020/21 SY that EPS experienced a significant decline in enrollment due to COVID-19 closures which impacted enrollment in the District’s Pre-K program, as well as declines at the middle school. The District’s enrollment has not yet rebounded since the 2019/20 SY and is down -15.9%, and as of the 2022/23 SY, per the official 40-day enrollment count, there were 726 total students enrolled Pre-K-12th grade at EPS.

In the 2018/19 school year, EPS achieved its highest peak district-wide enrollment of 901 students for the first time, which has been followed by three years of declining enrollment. Based on current ten year enrollment trends, overall district enrollment had a minimal change of -0.1% since the 2013/14 SY, from 727 students to 726 students in the 2022/23 SY.



Source: 2013/14-2022/23 New Mexico Public Education Department - Official 40-Day Reporting by School/ Grade Level

Eunice Public Schools has three schools per NMPED reporting although they are co-located close together. The elementary school site is a standalone school facility, that shares its kitchen and cafeteria with the Caton Middle School and Eunice High School. The District’s middle and high school have separate classes and scheduling but do share some of the same facilities such as the CTC building and the Activity Building. Mettie Jordan Elementary serves Pre-Kindergarten through 5th grade students, while Caton Middle School serves grades 6th and 8th, and Eunice High School serves 9th through 12th grade. Since the 2013/14 SY year enrollment district-wide has decreased very slightly by 0.1% or by student total, with Mettie Jordan Elementary School experiencing a -6.0% decrease in enrollment and Caton Middle School also saw a -3.0% decrease, while Eunice High School saw an increase of 13.5%. The chart at the top of the following page provides a brief overview of the EPS historical enrollment over the past ten years based on grade level, based on 40-day official counts from NMPED.

II. EXISTING & PROJECTED CONDITIONS

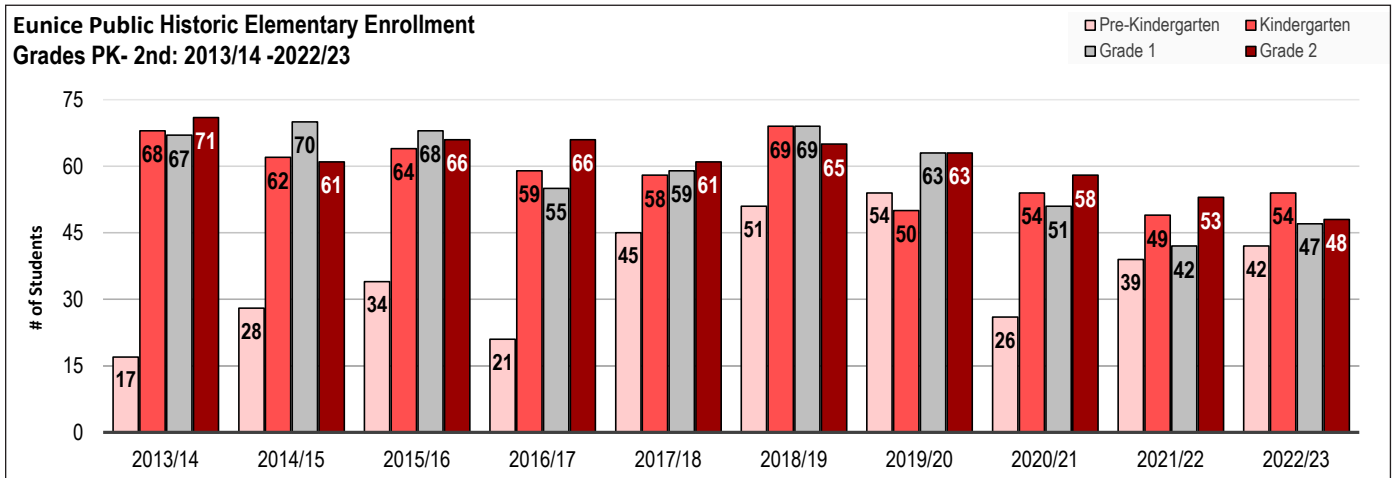
Eunice Public Schools Historic Enrollment										
School Year	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Mettie Jordan Elementary										
Pre-Kindergarten	17	28	34	21	45	51	54	26	39	42
Kindergarten	68	62	64	59	58	69	50	54	49	54
Grade 1	67	70	68	55	59	69	63	51	42	47
Grade 2	71	61	66	66	61	65	63	58	53	48
Grade 3	36	66	64	61	56	66	68	53	53	49
Grade 4	52	43	65	59	60	60	62	54	57	52
Grade 5	57	54	45	66	63	67	64	55	56	54
Total	368	384	406	387	402	447	424	351	349	346
Caton Middle School										
Grade 6	53	65	66	51	68	69	69	55	56	52
Grade 7	66	57	67	65	51	75	69	55	55	55
Grade 8	47	59	48	60	70	53	71	57	54	54
Total	166	181	181	176	189	197	209	167	165	161
Eunice High School										
Grade 9	61	61	68	47	69	82	68	69	68	55
Grade 10	42	55	52	70	43	65	70	60	55	66
Grade 11	42	37	48	43	70	49	49	63	57	50
Grade 12	48	36	41	47	45	61	43	45	50	48
Total	193	189	209	207	227	257	230	237	230	219
District Enrollment	727	754	796	770	818	901	863	755	744	726
% Change		3.7%	5.6%	-3.3%	6.2%	10.1%	-4.2%	-12.5%	-1.5%	-2.4%

Source: 2013/14-2022/23 New Mexico Public Education Department - Official 40-Day Reporting by School/ Grade Level

a. Grades PK-2nd - Mettie Jordan Elementary

Enrollment in MJE's primary grades PK-2nd has declined -14.3% overall since the 2013/14 SY and -24.8% since the 2018/19 SY when MJE hit its peak enrollment of 254 students in PK-2nd grade. In the 2019/20, SY MJE experienced its first decline in kindergarten enrollment in many years, while enrollment in its Pre-K program remained stable. There was a loss of 6 students in both first and second grades as the cohorts advanced into the 2019/20 SY, contributing to the year's overall decline of -9.4% to 230 students. The enrollment decline between 2019/20 and 2020/21 in grades K-2nd that the school experienced was -17.8% to 189 students due to COVID-19, and was primarily felt at the Pre-K level, which saw its enrollment from the prior year reduced by 52%, and second grade only saw a loss of five students. As schools began to reopen in the 2020/21 SY, enrollment in the primary grades, once again, saw a decline at a much lower rate of -3.2% to 183 students as Pre-K enrollment began to recover. However, there was a loss of twelve students as they

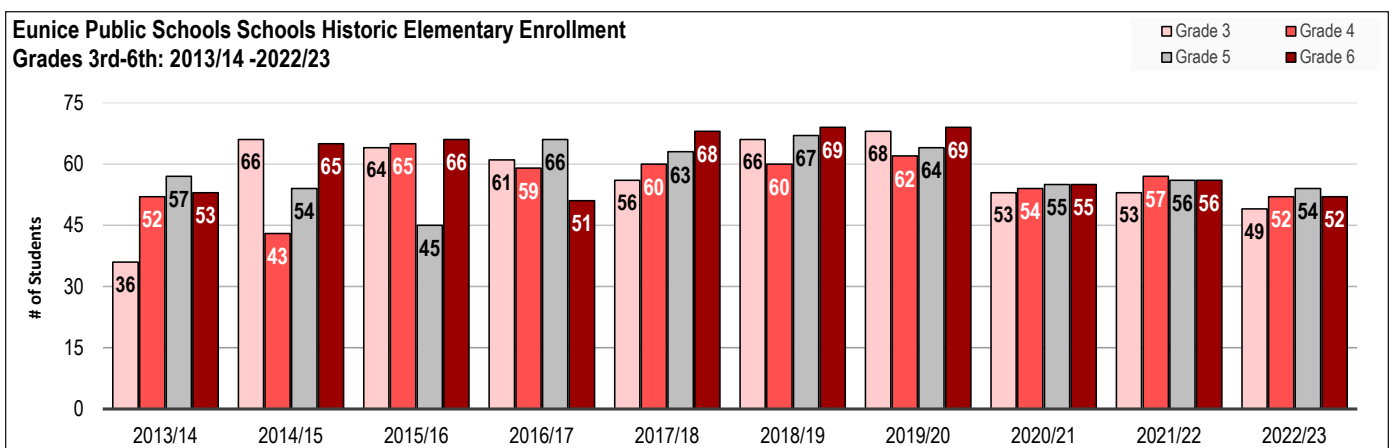
advanced from kindergarten to first grade. In the 2022/23 SY, enrollment in the primary grades increased by 4.4%, with Pre-K and 2nd grade seeing the largest changes over the prior year. The 40-day Enrollment at MJE in grades PK-2nd for the 2022/23 SY was 191 students.



Source: 2013/14-2022/23 New Mexico Public Education Department - Official 40-Day Reporting by School/ Grade Level

b. Grades 3rd - 5th - Mettie Jordan Elementary

Enrollment in MJE’s intermediate grades 3rd-5th saw an average increase of 6.9% between the 2013/14 and 2022/23 SYs, with only three years in which enrollment decreased over the ten years. While peak enrollment for MJE occurred for PK-5th (447 students) in the 2018/19 SY, peak enrollment for grades 3rd-5th actually occurred in the 2019/20 SY, when enrollment was 194 students Mettie Jordan Elementary has historically had stable elementary enrollment cohorts, enrollment changes between grade levels as students advance often only average +/- 2-4 students per grade level per year. Enrollment declined by -16.2% in the following year (2020/21 SY) to 162 students due to COVID-19, with all grade levels experiencing significant losses. Enrollment slightly rebounded in the 2021/22 SY to 166 students or by 2.5% before declining again by -6.6% in the 2022/23 SY to 155 students, with all three grade levels seeing losses. The 40-day Enrollment at MJE in grades 3rd- 5th grade for the 2022/23 SY was 155 students.



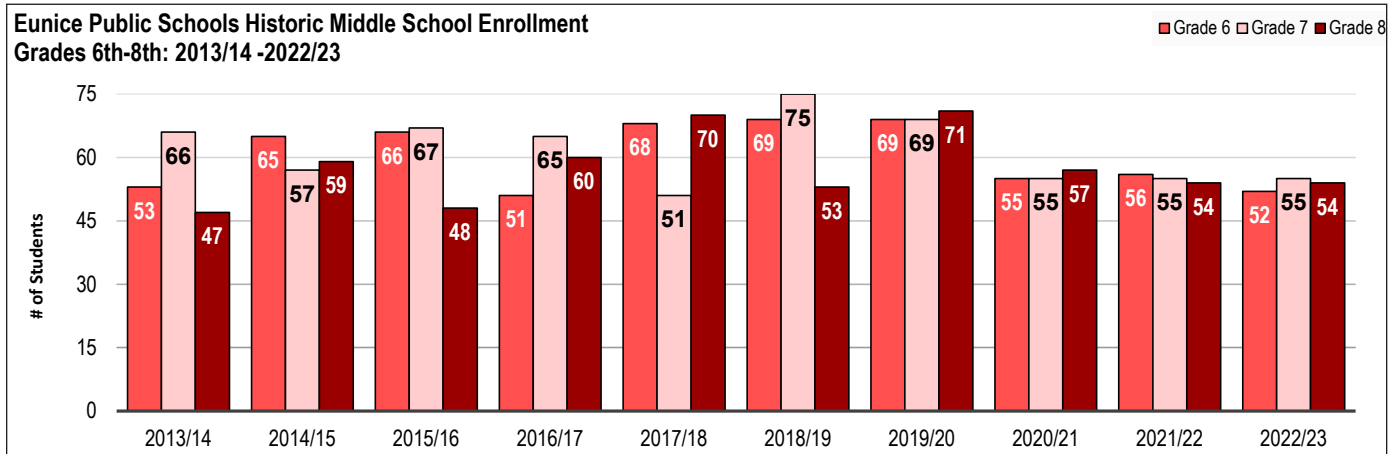
Source: 2013/14-2022/23 New Mexico Public Education Department - Official 40-Day Reporting by School/ Grade Level

c. Grades 6th - 8th - Caton Middle School

Caton Middle School serves the Districts grades 6th- 8th grade with an enrollment that has been relatively stable. Enrollment between the 2014/15 SY and 2019/20 SYs increased by 15.5% due to the larger cohorts advancing at the elementary grade levels and the in-migration of new students to the area, with enrollment in the three grades combined averaging in

III. CAPACITY AND UTILIZATION

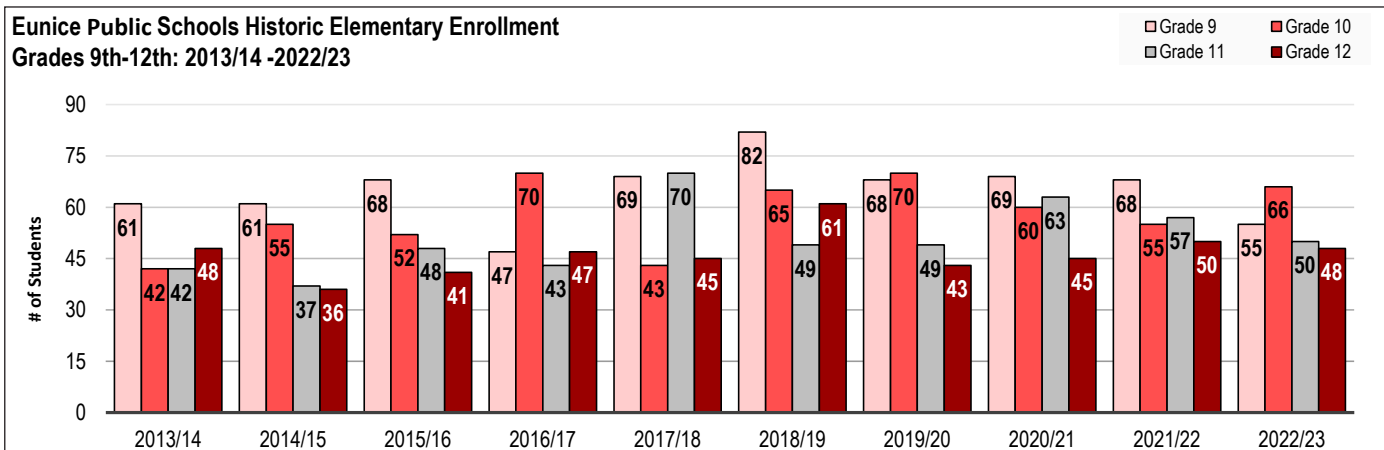
the low 180's to low 200's. In the 2019/20 school year, CMS reached its peak enrollment of 209 students, followed by a rapid decline the following year in 2020/21 of 20-1% to 167 students as school closures due to COVID-19 took their toll on the school's enrollment. As schools reopened in the 2021/22 SY, enrollment declined again by -1.2% to 165 students and again in the 2022/23 SY by -2.4% to 161 students. The loss in enrollment over the past two years is a direct result of smaller 5th-grade cohorts advancing as the existing 6th and 7th-grade cohorts remained relatively intact as they advanced.



Source: 2013/14-2022/23 New Mexico Public Education Department - Official 40-Day Reporting by School/ Grade Level

d. Grades 9th - 12th - Eunice High School

Eunice High School serves grades 9th- 12th grade and, over the past ten years, has experienced an overall increase in enrollment of 13.5% since the 2013/14 school year when the school had a total enrollment of 193 students. Traditionally EHS experiences a slight boost in enrollment in the 9th-grade as students transition to high school; however, those boosts are not consistent from year to year. The high school experienced its lowest enrollment in 2014/15 SY when 189 students were enrolled, a -2.1% decrease from the previous year as smaller cohorts advanced. Between the 2015/16 and 2018/19 SYs, enrollment at EHS increased by 23%, reaching its highest enrollment of 257 students in 2018/19. In the 2019/20 SY, EHS experienced its first enrollment decline as a smaller 8th-grade cohort advanced, and a larger than expected loss occurred in the 9th to 10th-grade transition. Enrollment in the 2020/21 SY slightly increased by 3.0% to 237 students before declining again by -3.0% in the 2021/22 SY and by -4.8% in the 2022/23 SY .as smaller cohorts have been advancing up from the middle school.



Source: 2013/14-2022/23 New Mexico Public Education Department - Official 40-Day Reporting by School/ Grade Level

3. Enrollment Projection Method

Enrollment projections are a valuable planning tool to help predict the need for new or expanded schools and determine how many teachers are needed each year in each school and grade. They are also used for facility planning purposes to estimate the expected number of students in each school. As part of updating the 2023-2029 Enrollment Projections contained in the District's Facility Master Plan the Cohort Survival Method was utilized.

a. Cohort Survival Methodology

There are various methods that can be used to forecast changes in future or "projected" enrollment. If one thinks of future enrollment as a function of past trends, one could use historical trends as a place to start. Such trends can be extrapolated to predict future enrollment. Statistical analysis also can be employed to estimate future enrollment based on changes in certain critical variables. However, although these and other techniques have been used to predict demographic trends, including future enrollment, the method most widely employed and accepted for predicting future school enrollment is the "cohort-survival" method. This method is considered the most reliable in projecting student enrollment and can be used to determine the future enrollment of each school within a given district. The Cohort Survival methodology relies on historical enrollment and birth data to capture the effects of in and out-migration, housing changes, and natural trends in population growth or decline due to local birth and death rates.

The primary assumption underlying the cohort survival method is that the past, to a large extent, is a reasonable predictor of the future: that is, given the number of births, the net effects of all other factors (migration, policies, retention rates, new home construction, etc.) remain in relative balance.

The cohort-survival method requires calculating the ratio of the number of children in one grade in one year compared to the number of children who "survive" the year and enroll in the next grade the following year. Fluctuations in such data from year to year create a pattern over time from which an average rate may be calculated to project enrollment. For example, if over a period of years, an average of 95 percent of the enrollment in grade 2 goes on to grade 3, and if 100 children are now enrolled in grade 2, the method (without any modifications) will predict that there will be 95 children in grade 3 next year. Clearly, an important aspect of this computation is deciding the appropriate time period over which to compute the average grade-to-grade ratio. In areas with rapidly changing demographic trends, shorter time frames are usually better, whereas, in communities with more stagnant trends, longer time periods are preferred.

Forecasts for successive years must take as their starting points an estimate of the number of children entering kindergarten. These estimates are made by methods similar to those described above. First, an average birth-to-kindergarten survival rate is obtained by comparing known kindergarten enrollments to the number of births five years earlier. One computes this "birth to kindergarten" ratio over some relevant period of time and then applies this ratio to the number of births five years previously to derive a kindergarten enrollment projection for the current year. For example, if the average birth-to-kindergarten ratio was found to be 120 percent, a reasonable estimate for kindergarten enrollment would be the number of births (say 50) times 120 percent (60).

The cohort survival method is a function of two key variables, (1) the number of births and (2) the calculated survival rates. As noted above, projections of elementary enrollment are limited to five years at most with actual birth data. Beyond five to six years, the number of births must be estimated, which leads to a greater potential for error. Various techniques do exist for projecting birth rates and can be applied to generate elementary grade enrollment projections further into the future, but these must be viewed with a reduced level of confidence.

Once the model has been run for each of the schools within the Eunice Public School District, enrollment for each school can then be adjusted to reflect changes in growth / decline based on specific local factors included in the projection model's

histories. A few examples where corrections are often required include areas where:

- Areas with the District's attendance boundary in which new home construction is occurring or is under development, such as the new housing that is being constructed near the post office and southwest of the police department along with the future housing development to be constructed adjacent to the golf course;
- Areas within the District's attendance boundary where home construction is reaching build-out and all new construction will cease or slow down,
- An unprecedented slow-down in the economic market, or conversely economic development is expanding in the area resulting in changes to in-/out migration patterns that will impact enrollment
- Educational Program Modifications, identification of programs that will no longer be offered or the creation of new programs that have the potential to impact a school's enrollment with new in-transfer students, and
- Any remaining impacts related to the COVID-19 pandemic in the 2020/21 and 2021/22 SY's which have led to smaller cohorts as many parents continue to pursue online learning or home schooling.

b. Reliability of the Cohort-Survival Method

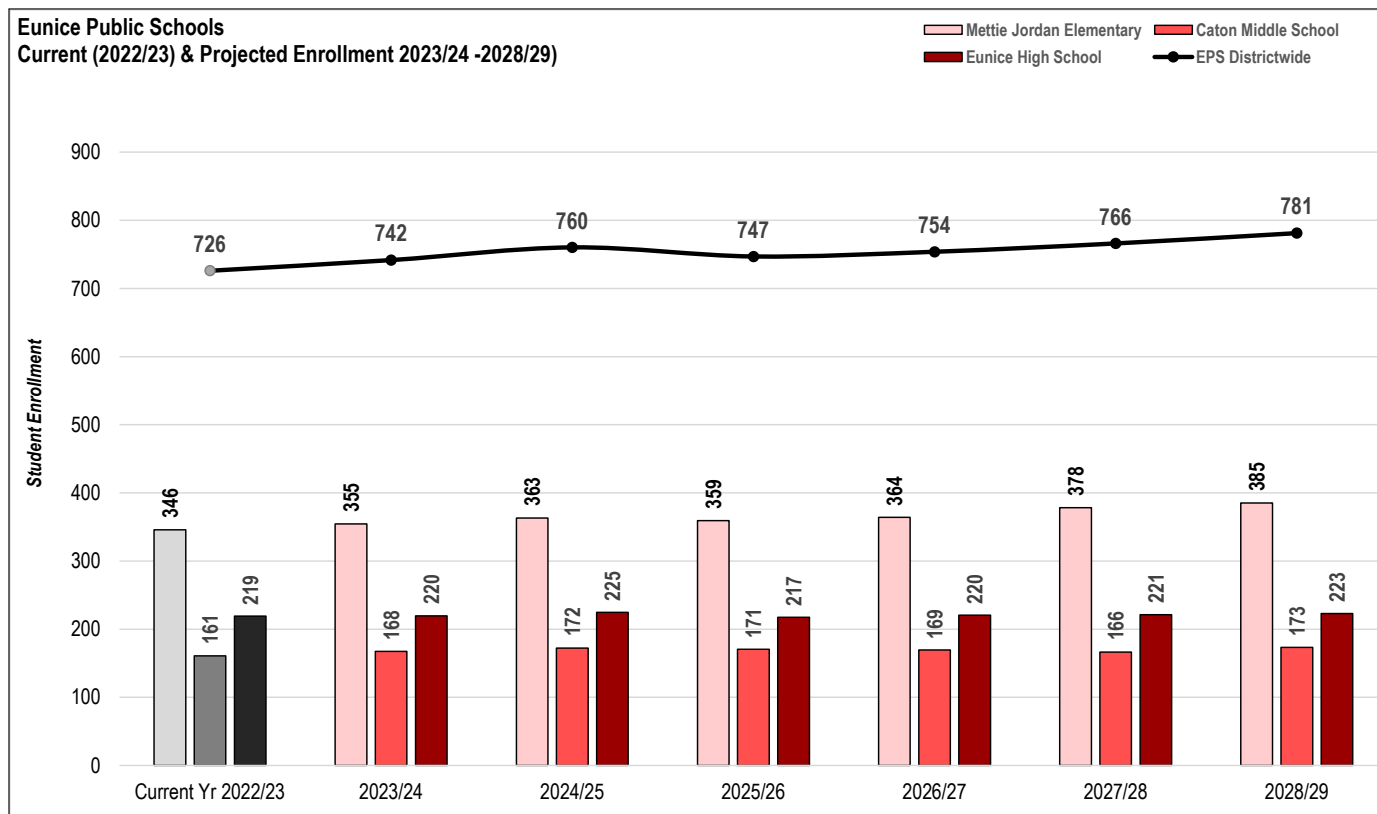
The reliability of the cohort-survival method is related to the number of years one is projecting and the relative volatility of the historical data. Projections covering six years or less, especially at the elementary level, tend to be more reliable than projections going out more than five years. In addition, in some communities, the numbers of births, population, household size, and net migration rates have held relatively steady, which also increases the reliability of the results. In other communities, one or more such variables exhibit extreme variation, leading to less reliable results. Adjustments are then made to accurately reflect the changes occurring within the community based on the local demographic information available.

5. Projected Enrollment by School Type

The six-year enrollment projections developed for Eunice Public Schools were derived by utilizing current birth data obtained from the New Mexico Department of Health and Vital Statistics for Lea County to project potential Pre-K students and incoming Kindergarten students. Projected enrollments for grades 1st through 12th grade were then calculated by employing a cohort survival methodology for existing students. With this method, survival ratios were calculated based on historical student enrollments by dividing the total number of students per grade in a given year by the total number of students in the preceding grade in the previous year. An average of long-term and short-term survival ratios was then utilized to project future 1st through 12th graders.

As warranted, ratios were adjusted based on the various factors specific for each school type and other local factors such as a decline in birth rates that occurred in both 2019 and 2021, continued opportunity for economic development within the Hobbs Micropolitan Area along with on-going economic development in the City of Eunice, new home construction, and the in-/ out-migration of students from outside the district were identified during the analysis. Since the cohort survival method addresses students who are currently enrolled in the Eunice Public School system, which typically only has minor decreases or increases, it tends to be reasonably accurate from five to six years.

Projected long-term enrollment is anticipated to gradually increase over the next six years due to in-migration of new families to the area as economic develop in the area continues to recover and unemployment rates drop. The district will still have some smaller cohorts that will continue to advance up, and Pre-K and Kindergarten enrollments will also be impacted by lower birth rates in 2019 and 2021 that occurred in Lea County. The projected enrollment is also predicated on reduced volatility in the oil and gas energy sectors as the local economies are diversified. The chart at the top of the following page illustrates the overall district projected enrollment and by school type over the next six years based on current grade level configurations.



a. Key Enrollment Projection Findings - By School Year 2028/2029

- Overall, Mettie Jordan ES enrollment is projected to increase by (11.3%) from the current enrollment of 346 students as of the 2022/23 SY to 385 by the 2028/29 SY. There were two consecutive years in which there were significant declines in birthrates in Lea County which will impact enrollment in the Pre-K and Kindergarten grades starting in the 2024/25 SY through the 2026/27 SY, which will lead to somewhat smaller cohorts as they advance over the next three to four years.
- Enrollment at Caton Middle School is projected to increase by 7.7% from the current enrollment of 161 students as of the 2022/23 SY to 173 students by the 2028/29 SY as enrolment begins to increase at the elementary level and cohort sizes begin to increase.
- Enrollment at Eunice High School is projected to increase approximately 1.7% taking into account the smaller cohorts at the elementary and middle school levels and includes adjustments for in-migration of new students.
- District-wide enrollment is projected to continue to grow at a very modest rate (1.2% on average annually) to 781 students over the next 6 years while maintaining its historical enrollment trend.

b. Projected Enrollment - By School and Grade Level

The enrollment projections, as illustrated in the chart on the following page, have been organized by school type and grade level. Overall, the District’s enrollment is projected to increase by 7.6% from 726 students as of the 2022/23 SY to 781 students by 2028/29 SY, or on average 1.2% annually of the District’s total enrollment; however, the District may see a slight decline in enrollment in the 2025/26 SY as smaller Pre-K classes may be realized due to low birth rates.

III. CAPACITY AND UTILIZATION

Eunice Municipal Schools Projected Enrollment 2023/24 -2028/29

Mettie Jordan Elementary Projected Enrollment

Grade Level	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Pre- Kindergarten	41	48	39	40	43	45
Kindergarten	57	55	60	53	56	58
Grade 1	54	56	53	57	54	54
Grade 2	49	56	57	55	60	60
Grade 3	47	46	52	56	53	57
Grade 4	52	48	47	54	57	54
Grade 5	55	54	51	50	55	58
% Change	2.5%	2.5%	-1.1%	1.4%	3.9%	1.8%
Total	355	363	359	364	378	385

Caton Middle School Projected Enrollment

Grade Level	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Grade 6	58	59	58	55	57	60
Grade 7	55	58	57	58	53	59
Grade 8	54	55	55	56	57	54
% Change	4.1%	2.9%	-1.1%	-0.7%	-1.7%	4.2%
Total	168	172	171	169	166	173

Eunice High School Projected Enrollment

Grade Level	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Grade 9	63	66	64	63	64	67
Grade 10	49	56	59	57	56	55
Grade 11	63	47	53	53	55	54
Grade 12	45	56	42	47	46	47
% Change	0.3%	2.3%	-3.3%	1.4%	0.4%	0.7%
Total	220	225	217	220	221	223

Total Projected District-wide Enrollment	742	760	747	754	766	781
% Change	2.2%	2.5%	-1.8%	0.9%	1.6%	2.0%

SECTION III: CAPACITY & UTILIZATION

ENROLLMENT

- Historic Enrollment
- Current Enrollment
- Projected Enrollment
- Community Demographic Changes



CAPACITY

- Maximum Capacity
- Functional Capacity



UTILIZATION

- Classroom Utilization
- Seat Utilization



EDUCATIONAL PROGRAMS

- General Education
- SPED
- Ancillary Support
- Specialty Programs
- CTE

A. Capacity & Utilization Methods

As enrollment fluctuations affect school districts throughout New Mexico, the physical capability of each building will determine whether or not capacity should increase beyond its present level or if it will be necessary to move students to other facilities more capable of accommodating such enrollment shifts. This analysis should provide a guide to measure each building's capability to handle a student population and provide a measuring stick to keep up with the changing needs within the Eunice Public School District.

1. Types of Capacity Calculations

There are two primary methods for calculating building capacity. Each method provides a slightly different analysis, so examining the differences between the resulting calculations allows for a more complete understanding of current and potential building capabilities.

a. Maximum Capacity Based on NMPED Max Class Loading

Historically, building capacity has been determined by counting the number of available teaching stations (classrooms) and multiplying them by the maximum number of students allowed per NMPED per class. The number of students per class is set based on a practical understanding of how many students a teacher can effectively manage while maintaining the State of New Mexico and local district expectations for quality and control. At the elementary level, only standard "homerooms" are included in the capacity analysis because students remain in their assigned classrooms for most of the day. However, all instructional spaces are used in the calculation at the middle and high school levels because students are not expected to return to a homeroom after instruction in other rooms.

The number generated by this calculation is sometimes referred to as the “Maximum Capacity” for the building. However, this number can often be misleading because it is unlikely that every room will be used at 100% capacity all the time. At the junior and senior high school levels, the capacity calculation needs to account for teacher prep time, bell schedules, and training needs which can impact the total utilization of any one space. Even at the elementary school level, because of fluctuations in student population, it is impractical to expect every classroom to be filled to maximum capacity in any given school year. Taking school schedules, programmatic issues, and fluctuations in student populations into consideration, the Maximum Capacity is multiplied by a scheduling factor that considers the fact that not every classroom can be scheduled to have a “perfect fit.” It must consider the number of students residing within a specific attendance zone, the number of students attending the school, the impact of student transfers, and the overall size of the District to create the final “Maximum Capacity.”

When the maximum capacity is modified to reflect the appropriate scheduling factor, the resulting capacity must also take into account NMPED max class sizes to provide a reasonably accurate representation of how many students a school can accommodate if all available learning spaces are used for instruction. The NMPED Pupil to Teacher (PTR) ratio for the Districts schools was used to calculate the “Max” number of students (Pupils) that can be accommodated in each classroom based on the following:

- Pre-K: 16 Students with two aides
- Kindergarten: 20 Students
- 1st -3rd: 22 Students
- 4th – 6th: 24 Students
- 7th - 8th: Maximum English class size: 24 Students, or up to 150 students per teacher per day
- 9th – 12th: Maximum English class size: 27- 30 Students, or 160 students per teacher per day

b. Functional Capacity Based on Instructional Needs

While class size calculations provide a reasonable estimation of capacity based on current room usage, they do not account for spaces whose physical areas are either too small or too large for their intended uses. They also do not readily account for the potential of non-traditional learning spaces outside of the regular classroom environment. A space-by-space analysis of available learning areas is often required to better understand a school’s potential capacity.

Based on the State of New Mexico Adequacy Standards (NMAS), it is possible to define the square footage (SF) per student needed for optimum performance in each learning space based on the following criteria:

- Pre-K/Kindergarten Classroom: 50 SF per student
- Elementary Grade Level Classrooms (1st-5th): 32 SF per student
- Middle/High School Classrooms (6th-12th): 25 – 28 SF per student

Specialty instruction areas like CTE specialty classrooms and shops, art rooms, music, computer labs, and laboratory spaces have their square footage requirements per NMAS. To calculate the Functional Capacity of a building, then, each academic space is analyzed to determine whether its area in square feet (SF) meets the NMAS. If this area is found to



Educational Programs



Student Enrollment



of Classrooms Available



Classroom Utilization



School Capacity

be deficient, then the space is divided by the recommended SF/student to determine the maximum number of occupants for each learning space so that an adjustment can be made.

The Functional Capacity can then be calculated by totaling the number of occupants in each learning space. At the elementary level, only “homeroom” classrooms, Special Education classrooms that are used for Resource pull-out instruction and D-Level instruction, and ESL, SLP, PT/OT, Counselor, etc. (if in 1/2 size classroom or larger) are included in the calculation; whereas all available instructional spaces are included at the junior and senior high school levels, except for shared learning areas such as science labs.

This is important as classrooms that are “undersized” or have square footage below NM Adequacy Standards (NMAS) will have a lower classroom capacity, which, when multiplied by several classrooms of similar size, can impact the overall capacity of a school. For example, an older elementary school has 120 students enrolled in kindergarten, and the building has six kindergarten classrooms that are 750 SF each. Based on NMPED’s classroom loading factor of 20 students per kindergarten class, the school should only need six classrooms. However, when the NMAS are added into the equation at 50 SF per student divided by the classroom size, instead of each kindergarten classroom having a capacity of 20 students, it would only have a capacity of 15 students. Extrapolating the data further and looking at how that can impact a school overall, six kindergarten classrooms that meet NMAS would have a capacity of 120 students. In comparison, the undersized six kindergarten classrooms would only have a capacity for 90 students, resulting in a capacity deficit of 30 students and would require additional classrooms to meet enrollment needs. If these conditions exist in multiple schools across a district, the overall “capacity” for the District is reduced, which could be critical if enrollment is increasing and classroom space is needed.

The “Maximum Capacity” based on all classrooms available provides a clearer picture of what a building’s capacity could be if all learning areas were utilized at optimal efficiencies. It is important to note that achieving this efficiency level may directly impact educational program needs. However, a building’s “Functional Capacity” takes into account not only the number of learning areas available but the educational program uses and available classroom loading based on the size of each teaching space.

It is important to note that the capacity of a school building can change over time, even if the building footprint does not. Over the past decade, the square footage needed per student has increased as teaching methodologies have evolved, and student learning now occurs in a variety of ways and in many non-traditional environments. Factors that have historically impacted school capacity in Districts across the State of New Mexico have included:

- Space needs to support learning environments for small and large-group collaboration
- Space needs to accommodate technology use, equipment, and infrastructure
- Space needs to support expanding exceptional needs programs: Self-Contained, Resource, and Academically Gifted with special needs in the least restrictive environments
- Space needs to support Title IX equitable athletic opportunities
- Space needs to support specialists/interventionists; speech, occupational and physical therapy services; counseling; English as a Second Language (ESL); and Title I programs
- Space needs to support Professional Learning Communities (PLCs) or Teacher Collaboration Areas
- Space needs to support increased community use of school facilities and sites.

B. Eunice Public Schools Capacity Analysis

Each of the District’s schools underwent a capacity analysis to determine both its Maximum and Functional Capacity, which was then followed up with a utilization analysis of each school. Each school’s instructional space

III. CAPACITY AND UTILIZATION

is accounted for, beginning with General-use classrooms, ½ Size classrooms, Special education classrooms, and all Specialty Use classrooms.

General-use classrooms typically have no special built-in features and can accommodate various educational classes such as English, Math, and Social Studies. Half-size classrooms usually have a minimum of 450 SF but less than 650 SF and are used for various educational classes but are typically intended for special needs pull-out instruction or to provide ancillary services, while D-level classrooms have a minimum of 900 SF. Special-use classrooms have specific attributes necessary to accommodate a specific course of study, such as science, art, vocational, or career education programs. Existing building capacity information was gathered through on-site walk-throughs and analysis of building floor plans of each school to identify how each space is currently being used, cross-checked against the utilization schedule to verify each space’s actual use, and, where necessary, interviews of district personnel or school principals. The calculations required a variety of information:

- Floor plans for each EPS school area within the combined campus.
- Square footage information for each school and each space educational space (classroom)
- Review of prior capacity/ space data where warranted
- Verification of classroom/ space use via utilization sheets
- Identification of any classrooms that did not meet NMAS requirements

NMPSFA Guidelines for Capacity & Utilization

As part of the capacity and utilization, the following criteria were established by NMPSFA and were used to identify and categorize the instructional spaces available. A study for all educational facilities (including the Pre-K program) identifies all of the available instructional spaces at each school facility and whether or not the current spaces meet the existing and projected classroom needs. Existing floor plans and space usage charts for each school identify how the facility is utilized. From that information, the utilization and capacity of each facility were analyzed as it relates to the State of NM Adequacy Standards (NMAC 6.27.30)

Elementary Level Grades PK thru 5th (6th)		
Classroom Use	Notes	Space
Pre-Kindergarten Classroom	Graded, 650 sf min (13 students) - 800 sf (16 students max) or 50 nsf per student.	U&C
Kindergarten Classroom	Graded, 650 sf min (13 students) - 1,000 sf (20 students max) or 50 nsf per student.	U&C
Regular (Standard) Classroom	Graded, 650 sf min, 32 nsf per student (Grades 1st-3rd 22 students max = 704 sf and grades 4th-5th 24 students max = 768 sf) 6th grade 24 students max x 28 nsf = 672 nsf)	U&C
Special Ed. Classroom (C & D)	1/2 CR size - for C level pull-out instruction or other instructional support D-Level / Life Skills minimum 900 sf	U&C
1/2 Classroom	450-650 sf - 12 students maximum	U&C
Special Ed Resource Room (A & B, Gifted)	If Std. or 1/2 CR size	U&C
Federal/Categorical	Includes ESL, SLP, OT/PT etc. - count if minimum 1/4 classroom size (175-375 sf)	U
Science Classroom/ Makers Space	If Std. CR size - Science Lab / STEM Lab- Program Space	U
Program Management Space	If Std. or 1/2 CR size - Parent Room, Hosts, etc.	U
Art/ Music Room	If Std. CR size - Includes Art, Music - Program Space	U
Gymnasium	Not counted	U
Multi-Purpose Room	Not counted	U
Computer Lab	Including Title I labs - Program Space; Not counted if in Media Center	U
Lounge, etc. in Classroom Space*	Classified as Non-instruction / non-program Space see (*) to determine inclusion or exclusion	NC

Middle / High School (6th) 7th thru 12th Grade		
Classroom Use	Notes	Space
Standard Classroom	Graded, 650 sf min, 27-30 students maximum	U&C
Special Ed. Classroom	If Std. Or 1/2 CR size	U&C
1/2 Classroom	450-650 sf - 12 students maximum. Do not count seminar rooms	U&C
Labs	Science, Business Ed, Foreign Language	U&C
Music	Chorus, Band, Orchestra. Do not count rehearsal or ensemble rooms.	U&C
Computer Lab	Count all, including "open" lab. Not counted if part of Media Center	U&C
Shop/Home Ec. Lab	If separate labs with separate access count each	U&C
Shop/Home Ec. Classroom	Only if separate space <u>and</u> separate access	U&C
Gymnasium	Count full-size gym as 2. Count usable mezzanines	U&C
Wrestling Gym	Or Dance, Gymnastics	U&C
Weight Room	Count only if a scheduled class	U&C
Auditorium	Only if fixed seating	U&C
Lecture Hall	Always count	U&C
Program Management Space	If Std. or 1/2 CR size - Tutoring, School to Work, ISS, Detention, etc.	NC
Greenhouse	Not counted	NC
Media Center	Not counted	NC
Multipurpose Room	Not counted - Commons, Lunch Room, Cafeteria, etc.	NC
Lounge, etc. in Classroom Space*	Classified as Non-instruction/non-program Space see (*) to determine inclusion or exclusion	NC
Federal/Categorical	Includes ESL, SLP, etc. - count if minimum 1/4 classroom size	NC

Key:

U&C: Counted as part of utilization/capacity analysis.

NC: Not Counted for Utilization/Capacity.

U: Counted for utilization analysis, but not for capacity Analysis. U&C: Counted as part of utilization/capacity analysis if a class is scheduled.

* Administrative and Non Instruction/Programs - Classrooms greater than or equal to 675 SF used by the school for administrative or non-teaching purposes will be counted as having capacity. They include but are not limited to: office, workroom, parent's room, lounge, storage, custodian, maintenance, tutoring, counseling, vending and production. If a school can demonstrate that the administrative or non-teaching function is required at the school, and that no other space is available that can adequately house the function, then the classroom is excluded from capacity.

To evaluate the District's current and future classroom needs, the Total Functional Capacity was compared with the total enrollment for each school from the 2022/23 school year (40-day count) to create a baseline to understand future needs. The capacity information was then compared to the projected total enrollment for each school in the 2028/29 school year to get a "big picture" snapshot of how the projected enrollment will impact the total overall available functional capacity at each of the District's schools over the next six years. As of the 2022/23 school year, the District has an overall Total Functional Capacity to accommodate 996 students PK-12th grade district-wide without portables (429 students at MJE, 308 students at CMS, and 259 students at EHS). The 2022/23 40-day district-wide enrollment was 727 students, leaving 270 seats available for additional students across all three schools.

The charts on pages 49-51 provide detailed information for the each of the District's schools specific classroom quantities and use.

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Capacity Table By School

Eunice Public Schools		Capacity																				
Facility Name	Classrooms									Maximum Capacity ¹	Functional Capacity ²			Small District Capacity ³			Capacity for Additional Students (Small District)					
	Reg. Ed Classrooms & MS/HS Specialty	SPED C/D Level CR's	Pre-K 3 & 4 Year Old	Kindergarten	Shared ES Only	Special Program	Other Uses and/or Science Labs* excluded from Cap	Total CR	No. Pds Taught		Total Enrollment Capacity	Based on Existing Classrooms (Excludes elementary shared CR's & MS/HS shared science labs)			Based on PED MEM Percentage			Current Enrollment 2022/23	Capacity for Additional Students	Future Enrollment 2028/29	Capacity for Additional Students	
										Reg Ed Capacity		Sp Ed C/D Level Enrollment Capacity	Total Enrollment Capacity	Reg Ed Capacity	Sp Ed C/D Level Enrollment Capacity	Total Enrollment Capacity	MEM less than 5,000					
																	Percentage					87.23%
Elementary Level																						
Mettie Jordan Elementary	15.0	3.5	4.0	4.0	5.0	1.3	0.0	32.8	15.0	553	390	39	429	390	39	429	346	83	385	44		
	15.0	3.5	4.0	4.0	5.0	1.3	0.0	32.8		553	390	39	429	390	39	429	346	83	385	44		
Middle School Level																						
Caton Middle School	22.0	2.0								464	330	23	353	288	20	308	161	192	173	180		
	22.0	2.0								464	330	23	353	288	20	308	161	192	173	180		
High School Level																						
Eunice High School	21.0	1.0								386	285	12	297	249	10	259	219	40	223	74		
	21.0	1.0								386	285	12	297	249	10	259	219	40	223	74		

1. Max Capacity: Maximum state PTRs are applied to all classrooms in the facility with no adjustments

2. Working Capacity: State PTRs are applied by grade level and program to all classrooms designed for regular ed & C/D instruction (certain spaces excluded at each school level) with scheduling efficiency factors and potentially other factors applied.

- Varies PTRs
- Limits the classrooms
- Adds efficiency factors
- Potentially small district and full inclusion factor (working capacity + efficiency & other factors)
- Excludes 3/4DD, Preschool, Kindergarten and C/D level students. These can be fully loaded.

3. Small District: Applies to school with a MEM of less than 5,000. Is applied only to MS/HS. Excluded elementaries because they can fully load due to the simplicity of not having periods and multiple subjects.

4. Full Inclusion: Applies to schools whose C & D level students stay in the classroom and are taught by teachers certified in Special Education and General Education.

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C. Eunice Public Schools Utilization Analysis

One of the primary responsibilities of Eunice Public Schools is to provide adequate learning space in which to educate the District's students. If a District is experiencing enrollment growth in specific areas of a community, then plans need to be made for the construction of new schools or additions to existing schools. Conversely, if enrollments are shrinking, the District needs to reduce its school inventory, consolidate programs, lease out unused space, or close schools. Before district leadership can determine whether a school district needs to build, add to, potentially close, or even re-purpose a school facility, they need information on how each school is being utilized with the enrollment that is assigned to the school.



Finding out how a school is being used requires a room-by-room utilization survey that reports how each room or space is used and the hours it is used daily. Such a survey may reveal that support spaces have been turned into classrooms or that classrooms have been turned into support spaces. For example, perhaps an elementary school classroom is being used by a non-school agency, occupying space originally intended for students, and the school is experiencing increased enrollment and needs the classroom returned to educational use. Often storage rooms have been found to have been converted for exceptional education or ancillary use that do not meet minimum NMAS or even building code for occupancy. The utilization survey helps identify all spaces in a school facility that are used for educational purposes, which are then compared to an existing floor plan for validation.

Utilization rates can vary from District to District and even from school to school within the same District depending on school sizes and grades served, school schedules, specialty programs offered, and availability of exceptional education and ancillary space. Target utilization rates, however, generally fall within the following ranges:

- Elementary Schools: 90-95% utilization
- Middle and High Schools: 75-85% utilization

For example, the targeted utilization rate at the elementary school level represents scheduled use homeroom classrooms for a majority of the day, with pull-out for supplemental instruction for students in Exceptional Education and rotational group instruction for specialty Classes such as physical education, music, art, technology, etc. at least once or twice daily. For Eunice Public Schools, the goal is to at least maintain a minimum 95% utilization rate at its single elementary school with the intent to continue to operate between a 95%-100% utilization rate for maximum efficiency whenever possible. At the combined middle and high school level, the goal is to maintain at least an 80-85% utilization rate, with a minimum of 80% utilization rate as a starting point to begin evaluating utilization options within the facility. Over the next five years, enrollment is expected to increase 7.6% District-wide, with the largest increase at the enrollment at elementary and middle school which should help improve the overall utilization of each school.

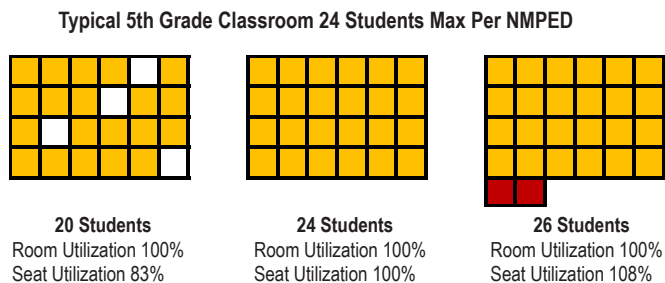
1. Room and Seat Utilization

Room "utilization" is defined as the number of hours or periods in a day depending on the school type that a classroom or learning space is scheduled for instruction divided by the total number of hours or periods available. The number of students enrolled in each class is factored in to help determine if space is available for additional students in a given classroom. This data is calculated based on NMAS NSF per student requirements by grade level, which is critical when measuring capacity in conjunction with utilization, especially in a growing district, as it can help identify deficiencies

in class loading and allow for reconfiguration and rearrangement of classrooms first before the addition of costly new classrooms. This information can also be a helpful tool for schools with declining enrollments. It can help identify, realign, and cluster classes together and potentially allow for the closure of a classroom wing or under-utilized school, which can help districts reduce operation and general maintenance costs.

In schools where teachers have designated or “assigned” classrooms, particularly at the junior and senior high school level, it is typical that most classrooms are unavailable for at least one period each day as the teacher often uses them for their assigned “prep” period of the day. In the case of elementary schools, all teachers have “assigned” classrooms where students spend most of their day, with one block of time per day where students rotate out for “specialty” instruction in art, music, technology, STEM, etc. During this time, when the students are away from the classroom, it is still considered in use and counted towards the space’s utilization.

Seat utilization further refines utilization by identifying the number of “total” instructional seats used as a percentage of all instructional seats available for all periods or hours in a day. For the purpose of this section, “seat capacity” is based on the maximum NMPED enrollment allowable per grade level assigned to a specific classroom. In small rural school districts such as Eunice Public Schools, where enrollment patterns can change depending on the health of the local economy, a range of 25% above or below “max” enrollment is typically used to determine the degree of efficiency in space utilization; 25% above is considered overcrowded, while 25% below is considered under-utilized, this factor is typical when evaluating schools in rural communities due to their smaller enrollment patterns. In larger, more urban school districts, this rate is typically adjusted up to 10-20% depending on the actual size of the District. The graphic below shows how a classroom can be utilized at 100% but still have “seats” available, have no additional capacity, or be over “capacity.”



With the 25% Seat Utilization factor in place, EPS should have standard class loads averaging no less than 17 students; exceptional education and specialty classes such as CTE are excluded from these minimums:

- Pre-Kindergarten: 12 students
- Kindergarten: 15 students
- 1st -3rd: 16 students
- 4th – 6th: 18 students
- 7th - 8th: 18 students
- 9th – 12th: 20 students

2. District-wide Utilization and Seat Capacity Summary

At the elementary level, all of the regular education classrooms at Mettie Jordan Elementary meet or exceed these seat utilization factors and the school has an overall utilization rate of 95% based on its “actual” usage. Caton Middle Schools and Eunice High School share classrooms at the CTC building and operate on a 7-period rotating schedule with “elective” classes where the seat utilization rate often falls below the minimum of 18 to 20 students; however, most classes are at

or near NMPED “max” enrollments in many of the regularly scheduled classes. Caton Middle School has a utilization rate of 73% which is below the desired utilization rate of 80% due to the size its enrollment. While enrollment is expected to increase over the next six years, it still may be difficult to achieve 80% utilization in the school. Eunice High School has a utilization rate of 84% which is at the high end of the desired target range of 85%, which is sufficient for a 7 Period rotating bell schedule that also allows for teacher prep periods. Enrollment is expected to modestly increase over the next five years and the high school will increase its utilization to 86%. District enrollment overall is expected increase by 7.6%, to 781 students over the next five years. Individual school utilization sheets can be found in Section V.

Eunice Public Schools Existing Capacity Summary 2022/23 SY						
School Name	Total # of Perm. Classrooms on Campus for Maximum Capacity	Total Maximum Capacity WITHOUT* Portables	Total # Perm. Available Classrooms (Excl. Elementary Shared & Spec. Program), Specialized Classrooms (MS/HS), SPED for Functional Capacity	Total "Functional" Capacity WITHOUT* Portables (Inc. Small District Adjustment w/ Inclusion)	Enrollment as of 2022/23 SY	% of Classroom Capacity Used Based on # Classrooms Needed Vs. Avail. 2022/23 SY**
Mettie Jordan Elementary	32.8	553	26.5	429	346	81%
Caton Middle School	27.0	464	24.5	308	161	52%
Eunice High School	24.0	386	22.0	259	219	84%
TOTAL DISTRICT-WIDE	83.8	1,403	73.0	996	726	73%

Eunice Public Schools Utilization & Seat Capacity Summary 2022/23 SY						
School Name	Total Maximum Capacity WITHOUT* Portables	Total "Functional" Capacity WITHOUT* Portables (Inc. Small District Adjustment)	Current Enrollment as of 2022/23 SY	Utilization Based on "Actual" Enrollment & Schedule 2022/23	Current # of CR Seats Available Based on 2022/23 Enrollment***	Current Seat Utilization Based on 2022/23 Enrollment**
Mettie Jordan Elementary	553	429	346	95.0%	83	80.7%
Caton Middle School	464	308	161	73.0%	147	52.3%
Eunice High School	386	259	219	84.0%	40	84.5%
TOTAL DISTRICT-WIDE	1,403	996	726	84.0%	270	72.9%

Eunice Public Schools Utilization & Seat Capacity Summary (Future 2028/29 SY)						
School Name	Total Maximum Capacity WITHOUT* Portables	Total "Functional" Capacity WITHOUT* Portables (Inc. Small District Adjustment)	Projected Enrollment as of 2028/29 SY	Utilization Based on "Projected" Enrollment & Schedule 2028/29	Future # of CR Seats Available Based on 2028/29 Enrollment***	Future Seat Utilization Based on 2028/29 Enrollment***
Mettie Jordan Elementary	553	429	385	97.0%	44	89.8%
Caton Middle School	464	308	173	82.0%	135	52.3%
Eunice High School	386	259	223	83.0%	36	86.0%
TOTAL DISTRICT-WIDE	1,403	996	781	87.3%	215	78.4%

Notes: *The EMS Campus Does Not Have Portable Classrooms

** % of Classrooms Capacity Needed Vs. Classrooms Available Does not consider "Full MAX NMPED Student Classloading" only the number of classrooms needed

*** Low Seat Utilization Does Not Mean Classrooms Are Unutilized

D. Space Needs

As a small rural school district with a single attendance boundary, Eunice Public Schools has three separate schools that share a 39.3-acre campus for efficiency. EPS historically has had a slightly lower than average classroom loading per grade level due to the population served, which is similar to other small rural Districts in New Mexico with a stable enrollment pattern. However, in recent years as smaller cohorts of students are enrolled and transition year to year, overall classloading has begun to decrease slightly as lower birth rates and in/out migration factors come into play. While the actual student/teacher ratio varies year to year based on the District's enrollment, the EPS target student/teacher ratios are typically in-line with or are lower than NMPED maximums and often do not exceed the following:



- 12 - 16:1 Pre-Kindergarten
- 16 - 21:1 Kindergarten
- 13 - 22:1 Grades 1-3
- 14 - 24:1 Grades 4-6
- 10 - 27:1 Grades 7-12 (class size varies depending upon subject area)

While seats are available both now and in the future at each of the District's schools, these seats available do not always directly correlate to the number of classrooms available. For example: if an elementary school were to have 110 seats available, it could be assumed that there were 4-5 classrooms available for use. Classloading becomes a factor when a school is determined to be below capacity. For instance, if a school was to have 29 second graders, NMPED states that for second-grade classloading should be 22 students max. This would result in the need for the school to split the 29 students into two classes of 14 and 15 students each, and there would be a total of 15 additional "seats available" between the two classes. Now, if this were done at each grade level, a school could easily reach 110 seats available but not necessarily have any "classrooms" available. The degree to which this occurs at every school varies and is always dependent on school-specific programs, enrollment, availability of teaching staff, available classrooms, and operational funding, all of which need to be reviewed annually.

Eunice Public Schools accepts out-of-district transfer students, and enrollment ranges between 10 - 30 students annually based on available capacity and other factors, such as availability of instructional staff, as all students residing within the EPS attendance zone must be accommodated first. Out-of-district transfers are reviewed and approved annually by the EPS Administration.

1. Capacity & Utilization Analysis by Facility

The utilization and capacity study also examines all of the available instructional spaces at each school facility and whether or not the current spaces meet the existing and projected classroom needs. Existing floor plans and space usage charts for each school identify how the facilities are currently being utilized and can be found in Section V. From that information, the utilization and capacity of each school were then analyzed as it relates to NM Adequacy Standards.

Before any analysis can be undertaken, quantities of each type of instructional space in each school facility, including all portable spaces, were identified in conjunction with their "actual" usage (See Tables on pages 49-50). Next, each grade level is evaluated throughout the school for General-use classrooms, Half-size classrooms, Special education classrooms, and Special-use classrooms. General-use classrooms typically have no special built-in features and can accommodate

various educational classes such as English, Math, and Social Studies. Half-size classrooms usually have a minimum of 450 SF but less than 650 SF and are used for various educational classes but are typically intended for special needs pull-out instruction or to provide ancillary services, while D-level classrooms have a minimum of 900 SF. Special-use classrooms have specific attributes necessary to accommodate a specific course of study, such as science, art, vocational, or career education programs.

The number of required classrooms to adequately accommodate the existing student population was also evaluated in conjunction with how the existing classrooms are currently being used by the school, including special education and federal program requirements such as Title 1.

Each school was analyzed according to the information provided by the District regarding each school's programs and usage. Then each school's capacity and utilization of instructional spaces were then calculated to identify potential existing and projected (surplus/deficit) instructional spaces according to NMPSFA guidelines. The summary chart on the following page identifies the current classrooms, current and projected enrollment, and the utilization for each school in the District.

a. Elementary School Utilization / Classroom Needs

Analysis of Mettie Jordan Elementary (PK-5th) indicates that the school is sufficiently utilized at 95% based on its actual educational program, and based on its current enrollment, the school is utilized to 89.8% of its Functional Capacity of 429 with an enrollment of 385 as of the 2022/23 SY. While all classrooms are used within the school, there is available seat capacity in all grade levels, with space to accommodate 44 additional students.

b. Middle School Utilization / Classroom Needs

Caton Middle School (6th - 8th) shares some facilities and instructional staff with the high school and had an overall utilization rate of 73% based on its "actual" educational program and usage. The school facility is within 52.3% of its Functional Capacity of 308, with an enrollment of 161 as of the 2022/23 SY. Most of the classrooms are used within the school, there is available seat capacity in each grade level of up to 147 students that can be accommodated within the schools scheduled classes.

c. High School Utilization / Classroom Needs

Eunice High School (9th - 12th grade) shares some facilities and instructional staff with the high school and had an overall utilization rate of 84% based on its "actual" educational program and usage. The school facility is within 84.5% of its Functional Capacity of 259, with an enrollment of 219 as of the 2022/23 SY. While all classrooms are used within the school, there is available seat capacity in each grade level of up to 40 students that can be accommodated within the schools scheduled classes.

2. Strategies Considered to Meet Required Needs at each School

Between the 2013/14 -2018/19 SY's enrollment was on an upward trend. In the 2019/20 SY, prior to the COVID-19 outbreak enrollment began decline and has continued to decline annually even as all COVID-19 restrictions have ended. Over the next five years as other forms of economic development continue to occur in the community, enrollment is expected to increase. Overall, District-wide enrollment is projected to grow at a modest rate (1.2%) annually or by a total of 7.4% to 781 students by 2028/29 SY. The District has sufficient capacity available to accommodate the projected growth without the need for additional classroom facilities.

a. Elementary School Outlook - 2028/29

As with many small school Districts, EPS has begun to see an increase in the number of elementary students requiring expanded SPED services, some of which require outside contracted services to be performed on-site. To meet these

additional programmatic needs, the District has currently been able to accommodate these within MJE without additional cost.

- Overall, Mettie Jordan ES enrollment is projected to increase by (11.3%) from the current enrollment of 346 students as of the 2022/23 SY to 385 by the 2028/29 SY. There were two consecutive years in which there were significant declines in birthrates in Lea County which will impact enrollment in the Pre-K and Kindergarten grades starting in the 2024/25 SY through the 2026/27 SY, which will lead to a couple of years of smaller cohorts as they advance over the next three to four years.
- Mettie Jordan Elementary School's utilization is expected to remain at or exceed 95% over the next six years. Currently, there are no surplus classrooms available; however, there is sufficient additional seats available to accommodate additional enrollment in each class over the next six years.
- Based on the functional capacity of the school of 429 students, there is still modest room for growth within the elementary school.

b. Middle/ High School Outlook - 2028/29

Enrollment at Caton Middle School is projected to increase by 7.7% from the current enrollment of 161 students as of the 2022/23 SY to 173 students by the 2028/29 SY as enrolment begins to increase at the elementary level and cohort sizes begin to get a little larger. Currently, there are two surplus classrooms available, which will grow to six once the four classroom addition is completed at the east side of the school.

- Caton Middle School's utilization is expected to increase to 82% over the next six years as its enrollment grows. Currently, there will be six surplus classrooms available which will be reduced to three or four over the next six years.
- Based on the functional capacity of the school of 308 students, there sufficient capacity within the middle school for significant growth.

b. Middle/ High School Outlook - 2028/29

Enrollment at Eunice High School is projected to modestly increase by 1.7% from the current enrollment of 219 students as of the 2022/23 SY to 223 students by the 2028/29 SY taking into account the smaller cohorts at the elementary and middle school levels and includes adjustments for in-migration of new students.

- Eunice High School's utilization is expected to remain at or near 84% over the next six years. Currently, there are no surplus classrooms available; however, there is sufficient additional seats available to accommodate additional enrollment in each class over the next six years.
- Based on the functional capacity of the school of 259 students, there is still modest room for growth within the high school.

3. Vacant, Under-Utilized Spaces or Facilities to be Demolished

EPS does have facilities like most District's that, while not fully utilized during the school day, are often used for many activities after school hours. These facilities include the Activity Center, Field House, and Langston, which are often used for after-school activities and athletic programs that supplement the daily educational activities. In communities such as Eunice, it is important to remember that the schools are the heart of the community and as such, District facilities provide opportunities for numerous activities for community members to engage the school district, which helps provide future support for local GO Bond and Mill Levy elections. At this time there are no vacant or under-utilized facilities identified for demolition.

SECTION IV - CAPITAL IMPROVEMENT PROGRAM

Bond Issues

fund major projects, such as building schools or paying for classroom additions or major renovations



Two Mill Levy

Provides ongoing funding to take care of the things that keep a school functioning: fixing heating and plumbing, installing electrical outlets, replacing computers

GO BOND VS SB-9 MILL LEVY



A. Available Funding for Capital, Systems, Security & Technology Needs

1. District-wise funding history (Go bond & Mill Levies)

Eunice Public Schools has experienced a successful history of local support for past GO Bond and mill levy (SB-9 and HB-33) elections and expects to continue to do so in the future as demand for new replacement facilities and capital improvement needs in several facilities. Eunice Public Schools had its most recent General Obligation Bond election in February 2023 for \$12.5M and still has \$25M in funds remaining from its 2019 GO Bond. In 2019, the community also supported the passage of EPS's SB-9 mill levy, for which the District receives approximately \$5.45M annually, not including state matching funds of ~\$24K. In 2019, the District also passed its most recent HB-33 mill levy, which will generate nearly \$15.7M over the next three years or approximately \$5.23M annually.

EPS is currently on a four-year GO Bond rotation cycle that has been in the range of \$12M to \$42M each since 2010; these amounts have helped keep the community's tax rate stable without any significant tax increases as oil and gas revenues have helped keep assessed valuations high. By maximizing a portion of its 2019 GO Bond funds available and combining those with its SB-9 and HB-33 mill levy funds, the District has been able to complete numerous capital improvement projects between 2015 - 2023 that included:

- Replacement of Caton Middle School and demolition of the old school.
- Construction of a three classroom addition at Mettie Jordan Elementary
- Replacement of the old Field House near the football field.
- Replacement of the football field, track, and stadium, including concessions and restrooms.
- New Baseball and Softball fields, seating areas, and concessions
- The purchase and installation of new teacherages for staff.
- Renovations to the Eunice High School Administration area to provide a secure entrance.
- Roof Replacement at Eunice High School.
- Purchase of property adjacent to the campus for future expansion or future teacherage sites.



At this time, the District has allocated the remainder of its funds from the 2019 GO Bond and the new funds from the 2023 GO Bond towards needed replacement facilities in the District as well as will utilize its SB-9 & HB-33 funds to provide funding for both maintenance and smaller capital improvement projects. Some of the identified facility replacement projects include:

- Replacement of Langston Gym
- New District Administration Building
- Various renovations and campus upgrades at the high school

EPS does not receive or apply for PSCOC/ State of NM matching funding for school renovation and replacement projects, as the NM State share match in FY 2023 is only 6% of the Total Project Cost for eligible projects. This is a District Administrative decision at this time that the EPS Board of Education supports, which could change in the future if the state match percentage were to increase to at least 25% of the total project cost. Currently, a negative offset or “credit” is owed to the District in the amount of \$13,444 from the Mettie Jordan Elementary project that was previously funded by the PSCOC in 2010.

2. District’s Current & Future Financial Sources and Funding Available to Meet Needs

General Obligation Bonds (GO Bonds):

Represents an alternative financing mechanism for School Districts to help pay for capital improvement needs for facilities in their District and can be used in addition to SB-9 and HB-33 monies and other funding sources, if available. GO Bonds require voter approval and often carry lower interest rates than other debt financing mechanisms. Issuance of a general obligation bond requires adequate debt capacity backed by a predictable revenue stream such as property taxes. EPS’s Bond and Financial Advisor, Stifel Investment Services Inc., Brad Angst, has indicated that the assessed property valuation of the District, which is based on a portion of the area of Lea County where the District is located, has significantly increased over the past several years as oil and gas production in the region has increased. As of November 2022, the Assessed Valuation of Property within the Eunice Public Schools District was \$1,252,985,272, and the District is currently bonded to 72% of capacity at this time.

EPS’s most recent GO Bond Election was held in February 2023 for \$12.5M, with half of the bonds to be sold later in 2023 and the remainder in mid-2024 or 2025. The District’s next GO Bond Election will not be held until November 2027 or February 2028 (via special election), depending on if the future assessed property valuation has increased in the District and the amount of existing debt service has been significantly reduced at that time.

Mill Levies:

The District currently levies a 2 Mill Levy based on voter approval under the SB-9 program. It receives approximately \$5.45M annually plus an additional \$23K in matching funding from the State of New Mexico based on the new Assessed Property Valuations. The District uses this funding for general systems maintenance, training, materials and equipment, code compliance, and cyclical systems replacement and renewal. The District successfully passed its most recent SB-9 Election in February 2019 through a special mail-in election without a tax increase and will hold its next SB-9 Election in 2025.

EPS also utilizes the HB-33 Mill Levy funding source, which allows an additional levy of up to 10 mills maximum based on voter approval and receives approximately \$5.23M annually. HB-33 funds can be used for remodeling and addition projects, purchasing or improving school grounds and facility maintenance software, project management software, project oversight, and District personnel specifically related to the administration of projects funded by HB-33. The District currently has an HB-33 mill levy levied at 2-mills in place that was passed in February 2019 through a special mail-in election without a tax increase and will hold its next SB-9 and HB-33 Election in 2025.

Deficiencies Correction Unit Funding (DCU):

New Mexico House Bill 31 (HB-31) was a funding program that was established to provide additional funding to New Mexico Public School Districts to primarily address health and safety needs. Between 2002-2004 EPS received funding under HB-31 to address health and safety needs for the District's schools. The fund was administered by the New Mexico Department of Education Deficiencies Correction Unit (DCU) which is now known as the Public School Facilities Authority (PSFA). The funds provided to EPS were primarily target towards Fire Alarms, Fire Resistance, Intercom and Fire Protection Upgrades for all buildings on the District's campus. The exact amount of funds provided to the District is unavailable, and there is no additional funding available for school Districts through this resource at this time.

Broadband Deficiencies Correction Program (BDCP):

As part of a way to assist School District's and State Charter Schools across New Mexico in improving their access to the internet, a new program called the Broadband Deficiencies Correction Program based on Senate Bill (SB) 159 which was passed into law in March 2014 due to the need to help assist bringing broadband to K-12 public schools located throughout the State of New Mexico, especially in rural areas. Funding for the BDCP is administered through an annual budget established by the PSCOC and provides funding to school districts to assist them in increasing their broadband or technology capabilities. This program works with funds from the District, E-rate, and PSCOC and is overseen by PSFA. Eunice Public Schools District has NOT received any funding through the BDCP program. Currently, no future Broadband projects have been identified, but they may be needed in the next five years.

School Security Funding

The School Security Funding Program was established in 2018 by the NM State Legislature and is funded through the PSCOC and administered through PSFA. The intent of the program has been to assist School District's and State Charter Schools across New Mexico in improving and upgrading the security of their school campuses and facilities. This program had an initial \$11M in funding available to School District's statewide and may require a District match depending on the funding source. Eunice Public Schools District did not apply for school security funding in 2018 or 2019 but may apply if the program continues and funds are available.

Direct Legislative Appropriations

All New Mexico School District's are eligible to receive special appropriations granted by the legislature. The amounts appropriated can vary and be directed towards a very specific use. When a School District accepts money through Direct Legislative Appropriations, it will be "offset" or "deducted" from any future Capital Outlay awards granted by the PSCOC to repay the legislative appropriation. Currently, Eunice Public Schools does not have any Direct Legislative Appropriations at this time that would reduce or "offset" any future PSCOC Capital Outlay Awards; it actually has a "credit" in the amount of \$13,444 to be applied towards any future funded PSCOC project.

Federal Impact Aid.

Currently, Eunice Public Schools District is not eligible not receive PL-874 Federal Impact Aid funds. Federal Impact Aid funds are provided to school Districts in lieu of local property taxes for students residing on federal lands within their service area. This includes Native American lands, military installments, federal public domain, and national forest lands.

Grants/E-Rate

EPS is an E-rate-funded District and receives variable amounts of funding yearly for technology and broadband projects; at this time, it receives approximately 80% in funding through E-rate. The District utilizes this funding in conjunction with SB-9 funds to annually upgrade its Technology needs district-wide, and all buildings have sufficient technology access and equipment.

Public School Capital Outlay Act

Effective September 1, 2003, any school District can apply for capital outlay regardless of its percentage of indebtedness. Priorities for funding school projects are determined by using the ranking of each public school in the state. The ranking is generated from information in the facilities assessment database, which is based on the statewide adequacy standards. Annually, applications are submitted by the District's that are eligible for Capital Outlay Funding through either the Standards-Based Application, which funds a full complete renovation, addition, or replacement school project, or the newer Systems Based Application, which funds projects based on replacements of specific building systems, where full complete renovation is not required.

The District was awarded \$1,728,968 in 2010/11 by the PSCOC for the replacement of Mettie Jordan Elementary and received \$1,353,549 after a previous Direct Appropriation Offset was applied. Currently, EPS has a negative Direct Appropriation Offset of \$13,444 that can be applied to a future project that will slightly increase the State of NM share and decrease the District share. As of the 2023 PSCOC funding cycle, Eunice Public Schools is eligible for Capital Outlay funding based on a 94% District Share and a 6% PSCOC/PSFA cost-sharing match.

B. District Priorities

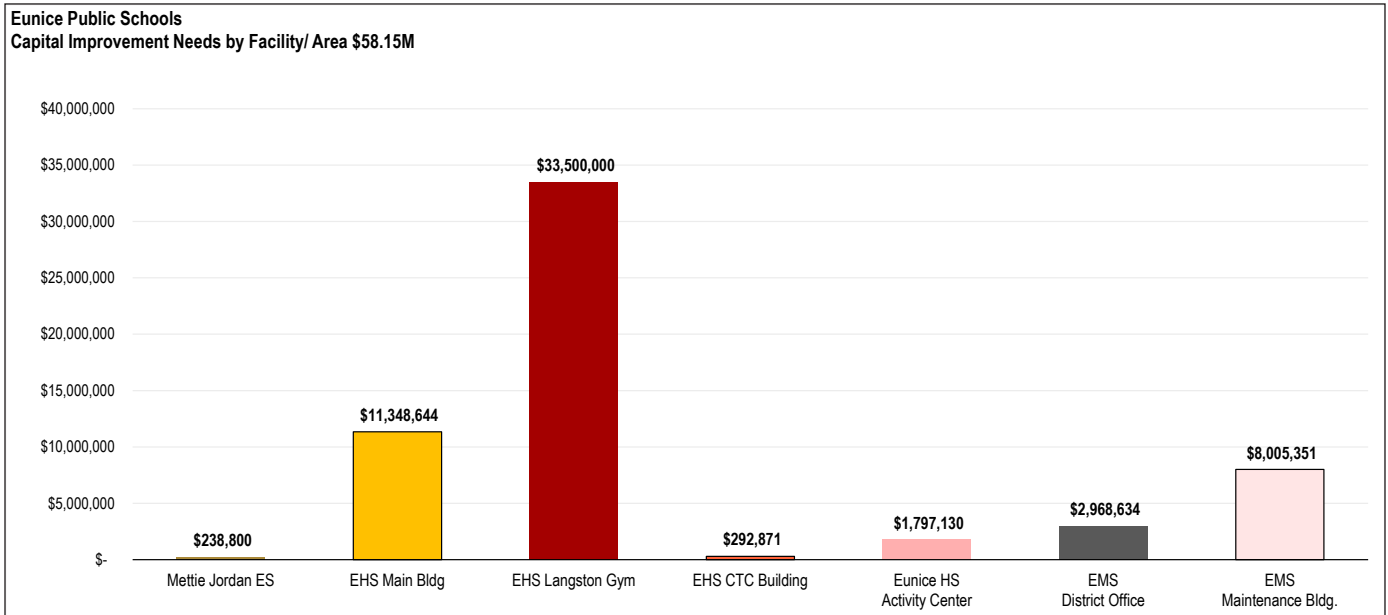
While EPS has completed several of its previous priority projects over the past six years that were identified in the last Facility Master Plan, there are many new ones to take their place. The new capital improvements identified in this section address the remaining needed improvements for the various facilities located on the EPS Campus that includes site improvements campus-wide, exterior building envelope improvements, masonry restoration, window and door replacements, reconfiguration and renovation of educational areas in the high school to meet new program needs, restroom renovations, water and sewer line replacements, technology, and any remaining school security upgrades. Capital improvement needs were also identified for non-educational facilities that need to be addressed by the District, including replacing the District Administration Building and Maintenance Building, land acquisition for teacher housing, and new teacherages, which is also a District priority. EPS will also continue to fund its preventative maintenance needs as the budget allows from its SB-9 mill levy, as identified in its current PMP Plan.



The Capital Improvement Needs were reviewed by the District to determine the current status and then compared to the capital project implementation plan, as well as provides the District the most flexibility in addressing capital improvement needs over the next five to seven years. EPS expects to be able to generate approximately ~\$10.7M annually combined from its current SB-9 and HB-33 Mill Levies at this time that can be used with its available \$37.5M in GO Bond Funds to address the District's Capital Improvement Needs

1. Current Capital Improvement Project Needs

The total District-wide Capital Improvement Need costs identified for EPS as part of the 2023-2028 Facility Master Plan process was approximately \$58.15M. The Total Capital Improvement Needs for Eunice Public Schools have been broken down by facility as shown in the chart at the top of the following page:



The Eunice Public School District has three (3) school sites that share a single campus located within the City of Eunice that serves grades PK-12 grade. As of the 2023/24 Final Rankings, none of the District’s schools are within the Top 5; Eunice High School is ranked within the top 100 at 126. As part of the new 2023-2028 Facility Master Plan, several facility updates to the FAD were submitted to PSFA for correction. Once the FAD information is updated and corrected, it is anticipated that the ranking for Eunice High School will improve to reflect the actual conditions of the existing facilities at that location, as there have been several improvements at the school over the past five years, including a full roof replacement. While EPS funds all of its facility projects at 100% without PSCOC/PSFA funding assistance, the District does consider the ranking system to help it determine the school facilities most in need. The chart below identifies each school location and its corresponding PSFA ranking within the State of New Mexico for the 2023/24 fiscal cycle.

School Facility	Rank #	NMCI 2023/24
Mettie Jordan Elementary	614	5.69%
Caton Middle School	606	6.36%
Eunice High School	126	34.32%

2. Funding of New Capital Improvement Priorities

While the rankings have been considered in determining the EPS’s next set of priorities, other factors such as community growth, enrollment, educational program needs, and other drivers have a far greater impact on the prioritization process by the District. The proceeds from the remaining funds from the 2019 GO Bond (\$25M) and those from the recent 2023 GO Bond (\$12.5) combined with the funds it receives annually from SB-9 & HB-33 will be used for funding the next set of priorities within the District. EPS receives approximately \$10.67M annually from SB-9 and HB-33 combined while a portion must be reserved for preventative maintenance needs and other district needs (~33%), the remainder (up to 66%) can be used to help supplement capital improvement project priorities over the next five to seven years. By utilizing the remaining funds from the 2019 GO Bond and those from the recent 2023 GO Bond combined with the funds it receives annually from SB_9 & HB-33, EPS should have sufficient funds over the next five to seven years to tackle the majority of its capital improvement needs. Future technology upgrades at each District facility will continue to be funded first through the District’s E-Rate and can be supplemented as needed from EPS’s SB-9 funds that it receives.

IV - CAPITAL IMPROVEMENT PLAN

The Capital Improvement Plan (CIP) has identified nearly \$58.15M in facilities needs district-wide to be addressed over the next five to seven years, as seen in the chart below. Costs for additional teacherages and preventative maintenance are estimated to be an additional \$3M over the next five years, bringing the total CIP cost to \$61.15M. All Capital Improvement Projects will be funded by Eunice Public Schools at 100% and will require no funding from the PSCOC / PSFA. As always, the EPS Superintendent and Board of Education have the flexibility to adjust the amount of GO Bond, SB-9, and HB-33 funds used annually towards its capital improvement projects and to reorder project priorities.

Eunice Public Schools Capital Improvement Needs 2023-2028 By Building System Area / Specialty Need								
Building System/ Facility Need	Mettie Jordan Elementary	Eunice HS Main Building	Eunice HS Langston Gym	Eunice HS CTC Building	Eunice HS Activity Center	EMS District Office	EMS Maintenance Bldg.	TOTAL CIP \$ BY BUILDING SYSTEM
Replacement Building	\$ -	\$ -	\$ 33,500,000	\$ -	\$ -	\$ 2,522,811	\$ 7,427,271	\$ 43,450,082
Site Work - Grading & Drainage/ Parking Lots & Misc Paving	\$ 31,629	\$ 466,119			\$ 149,550	\$ 341,589	\$ 455,451	\$ 1,444,337
Site Work - Sidewalks (ADA)	\$ 18,631	\$ 137,057			\$ 31,980			\$ 187,669
Exterior Building Envelope (Stucco/ Tuckpointing/Painting/ Windows/ Doors)	\$ 51,272	\$ 206,573		\$ 21,021	\$ 48,972			\$ 327,839
Roof Maintenance & Roof Repairs	\$ 7,625			\$ 23,124	\$ 29,290			\$ 60,038
Interior Finishes / Renovations Inc Interior Doors/ Hardware		\$ 3,537,410		\$ 114,156				\$ 3,651,566
Restroom Renovations Inc. ADA Upgrades & Water Fountains		\$ 692,103						\$ 692,103
Other Building Systems/ Equipment					\$ 25,583			\$ 25,583
HVAC Upgrades/ Misc. Area Ventilation Upgrades		\$ 4,193,518			\$ 1,511,755			\$ 5,705,273
Lighting Upgrades: Exterior/ Interior & Other Electrical Upgrades		\$ 928,770		\$ 4,926				\$ 933,696
Life Safety Building Systems: Fire Alarms/Intercom-Phone/ Security Systems		\$ 197,057						\$ 197,057
Furnishings (Classroom furniture, markerboards, tackboards, acoustical wall panels, & signage)		\$ 28,245						\$ 28,245
Technology Inc Equipment Upgrades	\$ 129,643	\$ 162,054		\$ 129,643				\$ 421,339
Installation of New or Upgrade of Existing Fire Sprinkler System Inc Areas of Partial Ceiling Rep.		\$ 793,025						\$ 793,025
Hazardous Material Abatement & Removal		\$ 6,714						\$ 6,714
Building Demolition			\$ -			\$ 104,234	\$ 122,629	\$ 226,863
TOTAL CIP Needs	\$ 238,800	\$ 11,348,644	\$ 33,500,000	\$ 292,871	\$ 1,797,130	\$ 2,968,634	\$ 8,005,351	\$ 58,151,429

C. Planning Strategy & Implementation

The Eunice Public Schools Capital Improvement Plan (CIP) represents a balance between providing for student enrollment needs, building system upgrades and renovations of specific areas to meet educational program needs such as science and CTE program areas, constructing new buildings or additions, demolition of old facilities, maintaining the existing infrastructure, and new teacherage acquisition; by providing all of these through a Capital Improvement Plan

that is fiscally responsible and builds upon the changing needs of EPS and the local community over the next five to seven years. This Capital Improvement Plan focuses on the following goals and strategies:

- 1) Provides clear identification of facility needs and priorities to enable EPS to continue to receive community support for needed local GO Bonds, SB-9 & HB-33 Mill Levies, and Ed Tech Bonds (if warranted) for both capital improvement needs and maintenance projects.
- 2) Extends the life of existing facilities and building systems through upgrades and scheduled building systems replacement on a schedule that ensures that buildings remain as environmentally safe and energy efficient as possible.
- 3) Increases opportunities to implement future educational programs with flexible spaces as new facilities are designed or renovated.
- 4) Renovate/construct facility additions or replacements on a systematic schedule to provide safe, secure, up-to-date facilities that meet the changing educational program needs of the District.
- 5) Improves safety and security of all of the District’s facilities on the campus.
- 6) Provides for current and future technology needs through annual upgrades, utilizing funding through E-Rate & other funding sources, as available.
- 7) Provides for funding to address capital needs for ancillary facilities that are needed to support the District’s educational programs and other non-educational facility needs, including the need for teacher housing.



Life, Health, Safety & ADA



Security



Technology



Student Enrollment



Facility Condition



Facility Renewal Needs



Sustainability



Maintenance



Funding

These goals are the foundation of the Eunice Public Schools District-Wide Facilities Master Plan and the key to a systematic, consistent process for addressing the long-range facilities needs of all EPS schools, including the District’s non-educational facilities. They comprise the EPS’s balanced plan to upgrade/renovate/replace or add to older facilities and other needed District facilities’ as required and to care for the District’s overall facility infrastructure efficiently. Ultimately, this Capital Improvement Plan’s priorities support replacing specific facilities and critical building systems and renovating areas that support EPS’s instructional programs as the cornerstone for future facility planning and design.

Based on the EPS District-wide Facility Capital Improvement Needs identified for all educational and non-educational support facilities, the following summary describes a “general overview” of the capital improvements needed in each category. It is not meant to be inclusive of all needs, as a more detailed description of each facility’s capital improvement needs can be found in Section V:

Building Replacement

Replacement of the following facilities: Langston Gym, District Administration Office and Maintenance Building.

Exterior Building Envelope

- Exterior joint maintenance, tuckpointing, stucco repairs and color coat, exterior trim/ flashing replacement, exterior painting, replacement of old exterior windows and exterior doors and hardware.

Roof Maintenance

- Annual roof maintenance to include roof repairs, resealing of all flashing, coping and parapet caps, debris removal, cleaning of roof drains, gutters, downspouts, and splash-blocks. *All locations - to be included as part of annual maintenance program.*

Interior Renovations/ Refurbishment

- Interior renovations include locations remaining areas for flooring replacement, remaining interior door replacement hardware upgrades, renovation and upgrades to EHS science labs, renovation of the EHS Library, FACS classroom for Culinary Arts, Robotics Lab and Band Room. Repainting of interior walls in all facilities as part of annual maintenance program. Interior ADA accessibility improvements also need to be completed. *Replacement of areas with stained ceiling tiles from former roof leaks - all buildings.*

Building Services - HVAC

- Replacement of existing HVAC systems and controls are needed at the EHS and the Activity Center.

Building Services - Other Plumbing/ Electrical/ Lighting

- Replacement of exit lighting and emergency back-up lighting with LED. Replacement of select drinking fountains and future upgrades/ installation of new fire sprinkler system. Upgrade aging exterior building lighting and interior lighting to LED. (EHS & Activity Center)

Building Services - Technology/ Communication

- Annual upgrades of various technology hardware and software needs at each school site over the next five years.

Restrooms

- Full renovation of the restrooms at EHS including the Robotics and Band Building to include sewer line replacement and potential water line replacement. All renovations need to meet ADA requirements and will include finishes, fixtures, accessories, sewer, and plumbing upgrades as required..

Site Security

- Provide additional site lighting at all parking areas to improve site security and safety.

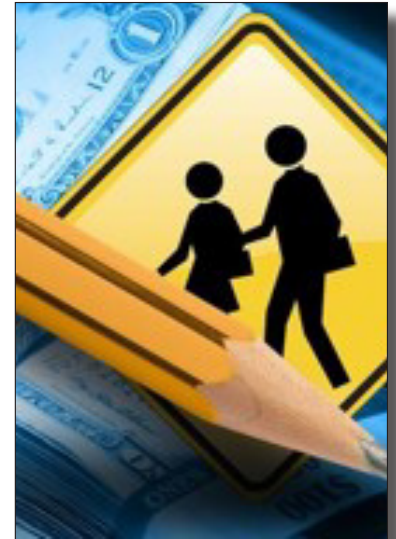
Site Improvements

- Grading and drainage improvements are needed around the perimeters of MJE and EHS to provide positive drainage away from each facility as the site is very flat. Replacement of all areas of spalled and cracked sidewalks are also needed around MJE, EHS, and the Activity Center. Parking lots need repairs, resurfacing or seal coat , new striping and ADA-compliant signage.

Most of these projects are needed to address facility renovation/ system replacement needs at the Eunice HS Langston Gym, Main Academic Building, Activity Center, District Administration and Maintenance Building. The replacement of Langston Gym can be considered a “shovel-ready” project as the construction documents have been completed and the replacement project is ready for bidding and construction. The identified priority projects in the next section will be addressed over the course of the next five to seven years by EPS through all funding sources available to the District.

D. Capital Plan Priorities

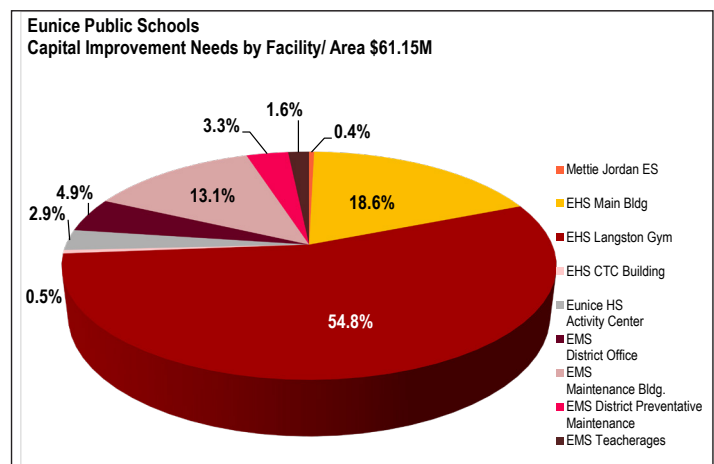
The District-Wide Master Planning process analyzed existing facility conditions, demographic and enrollment forecasts, and educational adequacy and included collaborative input from District Administration and Facility Manager. This has resulted in a road map for the Eunice Public Schools District’s future facility needs based on research, data collection, existing conditions, and analysis that comprehensively addresses the shared vision, goals, and core values set forth by the stakeholders of the community. Visions In Planning, Inc., worked with the District Administration to develop a prioritized list of facility needs to be completed over the next five to seven years. A detailed listing of capital improvement needs and cost estimates for each school facility at the District’s campus have been provided and can be found in Section V.



The Total Project Budgets identified in this section pertain to the remaining capital improvements needed within the District. The Total Project Budgets not only include the Maximum Allowable Cost of Construction (MACC) but also include typical soft costs associated with each project, such as architectural and engineering services, specialized testing, and equipment and furnishings, as well as a contingency for unexpected conditions and NMGRT, when applicable. “Soft Costs” have been calculated at 30% of the MACC for budgeting and funding purposes. The total amount of these “soft costs” may or may not be incurred on each project depending on how the EPS approaches getting the work completed. In some cases, the amount of soft costs can be reduced if the District chooses to self-perform some of the work through its own maintenance department or if it is basic enough and requires simple replacement of an exact building element or system, for example, door hardware or window glazing, that can be replaced through a CES contractor, there will be cost savings incurred on the soft costs. Any money saved on these types of projects can then be reallocated to the next set of capital improvement needs.

The top priorities for the District over the next five years will include the replacement of Langston Gym, the replacement District Administration Building, the renovation of the High School Building, including reconfiguration upgrades to educational areas, building systems replacements, replacement of the District Maintenance Building, and other needs. The priorities for the 2023-2028 Capital Improvement Plan will also address ongoing preventative maintenance needs for all of the District’s facilities. At this time or over the next five to seven years, none of the District’s three schools will be eligible for PSFA/ PSCOC matching funding for facilities as they are currently ranked too high, and EPS is only eligible for a 6% funding match. As EPS will fully fund each project 100%, it has the latitude to address facility improvements where there is the most need, and it can address new needs as they occur.

The 2023-2028 Facility Master Plan has identified nearly \$58.15M in total capital improvement needs, not including preventative maintenance needs that should average approximately \$400K per year or \$2M over five years and the additional \$1M to be budgeted to acquire 4-5 additional teacherages which increases the total to \$61.15M. The capital improvement priorities include the identification of replacement facilities, the replacement of various building systems and site improvements, and building renovations.



IV - CAPITAL IMPROVEMENT PLAN

The chart below identifies the EPS Capital Improvement Project priorities to be completed as funding allows over the next five to seven years based on the District's available GO Bond Funding from 2019 and 2023 that will also be combined with SB-9 and HB-33 funds. The District's Capital Improvement Plan has been developed to provide the Eunice Public Schools District, as well as the Board of Education, the most flexibility to address capital improvement needs over the next five to seven years, and the EPS reserves the ability to reorder priorities based on available funding or unexpected critical facility failure if necessary.

Eunice Public School District Wide Capital Improvement Plan & Priorities 2023 - 2028						
Funded Priority Projects 2023 -2028	2023 PSFA Ranking	District Priority*	Max Allowed Construction Cost (MACC)	Soft Costs**	Total Project Budget	Funding Source
Eunice HS - Langston Gym Replacement	N/A	1	\$ 32,000,000	\$ 1,500,000	\$ 33,500,000	2019 & 2023 GO Bond
Eunice HS Main Building Renovations & Upgrades	126	2	\$ 7,944,051	\$ 3,404,593	\$ 11,348,644	2023 GO Bond & SB-9
Eunice HS CTC Building Upgrades	126	3	\$ 205,009	\$ 87,861	\$ 292,871	SB-9 Funds
Eunice HS Activity Center HVAC Replacement & Bldg Upgrades	126	4	\$ 1,257,991	\$ 539,139	\$ 1,797,130	SB-9 Funds
Mettie Jordan ES	614	5	\$ 167,160	\$ 71,640	\$ 238,800	SB-9 Funds
EMS District Administration Office - Replacement	N/A	7	\$ 2,078,043	\$ 890,590	\$ 2,968,634	HB-33 Funds
EMS Maintenance Building Replacement	N/A	8	\$ 5,603,746	\$ 2,401,605	\$ 8,005,351	HB-33 Funds
Subtotal CIP Costs			\$ 49,256,000	\$ 8,895,429	\$ 58,151,429	
Annual Preventative Maintenance Needs All District Facilities: \$400K		-	\$ 2,000,000		\$ 2,000,000	SB-9 Funds
Additional Four to Five Teacherages (Budget)			\$ 1,000,000		\$ 1,000,000	HB-33 Funds
Projects to be Funded from 2021 & 2025 GO Bonds Including Portion of SB-9, E-Rate, & Other Sources			\$ 52,256,000	\$ 8,895,429	\$ 61,151,429	



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