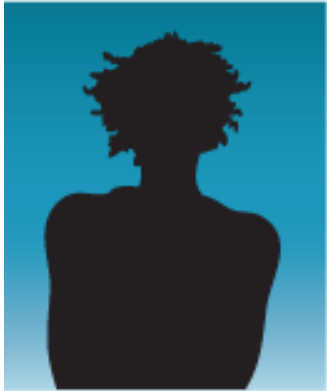




Raising the ASPIRATIONS



of New Mexico YOUTH

FINAL REPORT ON TOWN HALL RESULTS

- Eastern Region (Roswell), May 5-6
- Southern Region (Las Cruces), May 12-13
- Northern Region (Las Vegas), May 19
- Central Region (Albuquerque), June 10-11



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EXECUTIVE SUMMARY

New Mexicans recognize the significance that parents and other family members have on the success of youth and see the need to strengthen family support. They also want to provide more opportunities for mentoring young people to help them achieve educational and career goals. Furthermore, they see the need for community members to work together to provide safe, engaging, and supportive activities for young people.

These recommendations and others resulted from four **New Mexico First** regional town halls attended by 300 people from throughout the state. The events were held in Albuquerque, Las Cruces, Las Vegas, and Roswell in May and June 2010. The town halls produced a total of 84 recommendations.

The event, titled *Raising the Aspirations of New Mexico Youth*, brought together a wide range of citizens from 44 New Mexico communities. They came from small, medium, and large towns representing youth, family, education, business, youth service, tribal, and government interests.

New Mexico First focuses on attaining balance between various stakeholder groups so that all necessary viewpoints are present in a town hall. To this end, registration fee waivers were offered to students and parents as well as community members who indicated they needed financial support.

Participants were informed on the topic through a background report received in advance (and posted at www.nmfirst.org) as well as speakers who addressed the importance of volunteerism, science and math, and active communities.

TOWN HALL THEMES

The recommendations produced by town hall participants fell within six key themes. Key action items are presented in the body of the report. Full details of the recommendations, by region, are reported in Appendix A.

Parents Matter

Town hall participants from three regions felt that effective parenting provides an essential foundation for child and youth success. They wanted youth to grow up to be emotionally, physically, and spiritually healthy. Most participants also believed that parents need information on child development and they must be involved in their children's and teenager's educations.

Mentors Needed

Town hall participants from all four regions recognized the importance of mentoring to youth, both from adults and from their own peers. They acknowledged that many existing organizations already provide mentoring services to youth, especially for children in-need or at-risk. They felt both youth and adult volunteers needed more access to information about these programs so that they can be better utilized. They also saw the need to create comprehensive mentoring programs within regions, communities, and schools so that each student's unique needs can be addressed.

Focus on Career Readiness

Town hall participants from three regions emphasized the need to provide more career-readiness support to youth. Participants believed youth needed more direct exposure to a variety of occupations in order to set realistic career goals and build the requisite skills

needed to enter the workforce. They saw the importance of involving business people in support of young people.

Engage the Community

Increased engagement from all community members and organizations was perhaps the most significant need expressed by town hall participants from all four regions. They acknowledged that communities needed to better communicate to youth and their families about the resources currently available. Increasing volunteerism from community members and promoting community service from youth was a key strategy for support. They also saw the importance of involving youth in organizing and directing activities that build leadership skills and influence community policies. Providing programs that encourage youth to develop their unique interests, engage in healthy and safe behaviors, and learn practical skills for navigating modern life was also seen as critical to youth success.

Create Responsive Schools

School leaders and educators who establish school policies and activities that are responsive to the unique culture and needs of the community were viewed as important contributors to youth success by town hall participants in three of the regions. Seeking community and student input was seen as an important part of the solution in improving education.

Change Education Policies

Participants in all four regional town halls believed that education policy at the federal and state levels needed to be reviewed, aligned, and improved. They especially focused on policies that had an impact on a young person's career readiness. In addition, they

wanted to see policies that were consistent with the state's multicultural traditions.

The recommendations are presented in greater detail in the full report that follows. The education policy recommendations will be prioritized by a state implementation team managed by New Mexico First. This group will spend 12-18 months advancing the recommendations with national and state policymakers. The community-driven recommendations will be reviewed by community implementation teams composed of town hall participants. New Mexico First will work to support these teams in their efforts to advance change in their own communities

ABOUT NEW MEXICO FIRST

New Mexico First events bring together people from all walks of life to identify practical solutions to the state's toughest problems. In New Mexico First's 24-year history, it has engaged thousands of people in the democratic process. Co-founded in 1986 by U.S. Senators Pete Domenici (R-NM) and Jeff Bingaman (D-NM), the organization's honorary co-chairs are now Senator Bingaman and Senator Tom Udall.

New Mexico First conducts three major types of activities: state and regional town hall focusing on critical issues facing the state; specialized forums or strategic planning sessions for communities and other institutions that need consensus feedback; and our Tomorrow's Leaders program that engages high school students in the democratic process.

Through New Mexico First's town halls, citizens have developed recommendations on water, energy, economic development, education reform, leadership, youth development, entrepreneurship, and other topics.

RAISING THE ASPIRATIONS OF NEW MEXICO YOUTH

INTRODUCTION

In May and June 2010, New Mexico First convened a series of four regional town halls focused on ensuring that all New Mexico youth set high goals for themselves *and* have the support they need to achieve those goals. The event used New Mexico First's unique town hall format: a two-day deliberation during which participants identified possible solutions and came to consensus on their best ideas. Their deliberation was informed by a comprehensive background report highlighting success stories from youth, schools, youth service providers, and communities as well as a morning of keynote and youth panel presentations. The background report is available at www.nmfirst.org, and the full list of the speakers is provided in Appendix B.

During the town hall, participants explored several themes that research has shown is important to child development and student achievement. They discussed what could be done to increase the number of caring adults in every young person's life and what communities could do to show their support for the success of young people. They also addressed how young people's view of the wider world could be expanded and how the unique interests and talents of young people could be supported. In addition, they explored how schools can insure all students' needs are addressed. The key actions suggested from each of the town halls are consolidated below. The recommendations unique to each region can be found in Appendix A.

PARENTS MATTER

Town hall participants from three regions felt that effective parenting provides an essential foundation for child and youth success. They wanted youth to grow up to be emotionally, physically, and spiritually healthy. Most participants also believed that parents need information on child development and they must be involved in their children's and teenager's educations. Proposed actions follow.

Key Idea: Parenting	Town Hall Where Idea Was Generated ¹
<ul style="list-style-type: none"> • Create ongoing family night programs that include academic skills, cultural activities, fun games, and meal sharing. 	Northern, Rec. 2
<ul style="list-style-type: none"> • Develop a campaign to highlight education programs that encourage youth to be healthy, strong, respectful, independent, and contributing members of society. 	Central, Rec. 13
<ul style="list-style-type: none"> • Develop age-appropriate materials on parenting and child development, and require that parents receive these materials when children register for school. 	Northern, Rec. 1
<ul style="list-style-type: none"> • Require parents of children entering public school to attend four hours of parenting training. 	Southern, Rec. 70

¹ Each town hall's complete recommendations are listed, by region, in the appendix.

<ul style="list-style-type: none"> Require parents receiving public assistance to attend 12 hours of parenting training. 	Southern, Rec. 70
<ul style="list-style-type: none"> Construct and fund district parent centers to build their skills, increase their support of education, and encourage their engagements in schools. 	Northern, Rec. 3

MENTORS NEEDED

Town hall participants from all four regions recognized the importance of mentoring to youth, both from adults and from their own peers. They acknowledged that many existing organizations already provide mentoring services to youth, especially for children in-need or at-risk. They felt both youth and adult volunteers needed more access to information about these programs so that they can be better utilized. They also saw the need to create comprehensive mentoring programs within regions, communities, and schools so that each student’s unique needs can be addressed. Proposed actions addressing these priorities follow.

Key Idea: Mentoring	Town Hall Where Idea Was Generated ²
<ul style="list-style-type: none"> Publicize existing programs such as Boy Scouts, Big Brothers Big Sisters, and Grandparents in Schools. 	Eastern, Rec. 40
<ul style="list-style-type: none"> Engage groups such as student councils and ENLACE/Gear Up to locate existing programs, enlist volunteers, and educate mentors. 	Eastern, Rec. 41
<ul style="list-style-type: none"> Create and market a statewide mentoring website detailing existing programs, success stories, business directories, and contact information. 	Central, Rec. 14
<ul style="list-style-type: none"> Approve the involvement of business leaders, military personnel, senior citizens, family members, youth service providers, government employees, and chamber members as mentors in schools. 	Central, Rec. 15
<ul style="list-style-type: none"> Pay employees for mentoring time. 	Eastern, Rec. 40
<ul style="list-style-type: none"> Utilize Title 1 and Title 8 funding for mentoring programs. 	Central, Rec. 16
<ul style="list-style-type: none"> Provide tax incentives for individuals and corporations involved in mentoring. 	Central, Rec. 17
<ul style="list-style-type: none"> Provide funding for technology-based, peer mentor programs. 	Central, Rec. 17
<ul style="list-style-type: none"> Place an adult volunteer in every elementary classroom to mentor students. 	Eastern, Rec. 42
<ul style="list-style-type: none"> Identify programs that foster youth leadership and mentoring. 	Southern, Rec. 71
<ul style="list-style-type: none"> Pair youth with career-oriented mentors. 	Eastern, Rec.43
<ul style="list-style-type: none"> Create a “Grads Give Back” mentoring program of local role models. 	Northern, Rec. 4
<ul style="list-style-type: none"> Use student committees, as opposed to adult-driven efforts, to implement school-based mentoring program. 	Central, Rec. 18

² Each town hall’s complete recommendations are listed, by region, in the appendix.

• Create comprehensive mentoring programs using established models, peer and adult mentors, and curriculum that includes life skills, financial management, and career awareness.	Eastern, Rec. 44/45 Northern, Rec. 6/8 Central, Rec. 19
• Use regional coordinators to integrate mentoring training and promotion.	Northern, Rec. 5
• Each adult should take responsibility for reaching out to one youth.	Central, Rec. 20

FOCUS ON CAREER READINESS

Town hall participants from three regions emphasized the need to provide more career-readiness support to youth. They believed youth needed more direct exposure to a variety of occupations in order to set realistic career goals and build the requisite skills needed to enter the workforce. They saw the importance of involving business people in support of young people. Key actions addressing these priorities follow.

Key Idea: Career Readiness	Town Hall Where Idea Was Generated ³
• Improve students' career awareness by:	
• Increasing programs of study opportunities and categorizing students by career interests.	Eastern, Rec. 46
• Increasing exposure to age-appropriate career education (e.g., career fairs, EXCEL, on-site learning, engagement with professionals, etc.).	Southern, Rec. 72
• Resurrect career centers.	Southern, Rec. 73
• Support job shadowing by:	
• Organizing a community work day.	Central, Rec. 22
• Coordinating local businesses willing to allow job shadowing.	Eastern, Rec. 47/48
• Conducting business showcases and matchmaking events.	Eastern, Rec. 49 Northern, Rec. 8
• Establish public-private partnerships that provide pre-apprenticeship and internship certification programs.	Central, Rec. 21

³ Each town hall's complete recommendations are listed, by region, in the appendix.

ENGAGE THE COMMUNITY

Increased engagement from all community members and organizations was perhaps the most significant need expressed by town hall participants from all four regions. They acknowledged that communities needed to better communicate to youth and their families about the resources currently available. Increasing volunteerism from community members and promoting community service from youth was a key strategy for support. They also saw the importance of involving youth in organizing and directing activities that build leadership skills and influence community policies. Providing programs that encourage youth to develop their unique interests, engage in healthy and safe behaviors, and learn practical skills for navigating modern life was also seen as critical to youth success. Key actions addressing these priorities follow.

Key Idea: Community Engagement	Town Hall Where Idea Was Generated ⁴
<ul style="list-style-type: none"> Identify and publicize community resources by: 	
<ul style="list-style-type: none"> Identifying available resources, evaluating and promoting results-based programs, and addressing needs. 	Central, Rec. 23 Southern, Rec. 74/75
<ul style="list-style-type: none"> Enlisting youth to promote use of social networks and media. 	Southern, Rec. 76
<ul style="list-style-type: none"> Publishing a list of resources similar to the 211 United Way. 	Eastern, Rec. 50
<ul style="list-style-type: none"> Providing and funding space and programs for structured youth activities through community resource centers and teen centers. 	Eastern, Rec. 51/53
<ul style="list-style-type: none"> Encourage youth-driven activities by: 	
<ul style="list-style-type: none"> Locating, evaluating, and publicizing existing youth-led programs. 	Southern, Rec. 77
<ul style="list-style-type: none"> Hosting community town halls quarterly. 	Southern, Rec. 78
<ul style="list-style-type: none"> Forming local youth forum, councils, or commissions to advise and plan activities. 	Northern, Rec. 7 Southern, Rec. 79
<ul style="list-style-type: none"> Encourage involvement of caring adults by: 	
<ul style="list-style-type: none"> Cultivating a network of senior citizens, business leaders, and parents. 	Eastern, Rec. 54
<ul style="list-style-type: none"> Contacting parents when they are absent from events. 	Eastern, Rec. 54
<ul style="list-style-type: none"> Working with mentors to assist students in getting work permits. 	Eastern, Rec. 54
<ul style="list-style-type: none"> Creating active senior/youth lunch and learn program. 	Eastern, Rec. 55
<ul style="list-style-type: none"> Paying employee's to volunteer one hour per week. 	Eastern, Rec. 56
<ul style="list-style-type: none"> Develop programs for unique interests by: 	
<ul style="list-style-type: none"> Providing opportunities to explore hobbies, work interests, and community service. 	Central, Rec. 24
<ul style="list-style-type: none"> Hosting talent shows, science fairs, expos, and art displays. 	Eastern, Rec. 57
<ul style="list-style-type: none"> Creating youth leaders organization to select/plan activities and find community sponsors. 	Eastern, Rec. 58
<ul style="list-style-type: none"> Creating joint events/projects and exchange programs between schools. 	Central, Rec. 25

⁴ Each town hall's complete recommendations are listed, by region, in the appendix.

<ul style="list-style-type: none"> Map and provide opportunities for physical and virtual programs that promote cultural understanding. 	Central, Rec. 26
<ul style="list-style-type: none"> Organizing field trips and great speakers on occupations, education, tribes, and culture. 	Central, Rec. 27
<ul style="list-style-type: none"> Develop community projects by: 	
<ul style="list-style-type: none"> Requesting a state memorial or creating a local volunteer community service commission to explore community project ideas. 	Northern, Rec. 9/10
<ul style="list-style-type: none"> Developing a foundation to support school beautification projects. 	Central, Rec. 28
<ul style="list-style-type: none"> Establish behavior support programs by: 	
<ul style="list-style-type: none"> Funding training in each school district. 	Eastern, Rec. 59
<ul style="list-style-type: none"> Collecting school discipline data and utilizing it to implement change. 	Eastern, Rec. 59
<ul style="list-style-type: none"> Establishing a safe place for youth support like the Agape Center. 	Eastern, Rec. 60
<ul style="list-style-type: none"> Integrating an evidence-based program on making healthy choices into the school curriculum. 	Southern, Rec. 80
<ul style="list-style-type: none"> Developing a multifaceted approach to building resiliency. 	Northern, Rec. 11
<ul style="list-style-type: none"> Developing and using an individual action plan template to set goals and instill personal responsibility. 	Southern, Rec. 81
<ul style="list-style-type: none"> Implement life skills programs by: 	
<ul style="list-style-type: none"> Mandating life skills programs in schools. 	Eastern, Rec. 61
<ul style="list-style-type: none"> Sponsoring life skills camps. 	Eastern, Rec. 62

CREATE RESPONSIVE SCHOOLS

School leaders and educators who establish school policies and activities that are responsive to the unique culture and needs of the community were viewed as important contributors to youth success by town hall participants in three of the regions. Seeking community and student input was seen as an important part of the solution in improving education. Key actions addressing these priorities follow.

Key Idea: Responsive Schools	Town Hall Where Idea Was Generated ⁵
<ul style="list-style-type: none"> Create competitive grant process to pilot community-school models. 	Central, Rec. 29
<ul style="list-style-type: none"> Research successful models and present recommendations for implementation to local school boards. 	Eastern, Rec. 63
<ul style="list-style-type: none"> Solicit student input and feedback. 	Central, Rec. 3
<ul style="list-style-type: none"> Increase teacher creativity and motivation by conducting teacher town halls, encouraging youth needs surveys, recognizing excellence, re-examining tenure policies, encouraging experimentation and communication, and involving businesses/communities to supplement non-curriculum demands. 	Southern, Rec. 82

⁵ Each town hall's complete recommendations are listed, by region, in the appendix.

CHANGE EDUCATION POLICIES

Participants in all four regional town halls believed that education policy at the federal and state levels needed to be reviewed, aligned, and improved. They especially focused on policies that had an impact on a young person's career readiness. In addition, they wanted to see policies that were consistent with the state's multicultural traditions. Key actions addressing these priorities follow.

Key Idea: Education Policies	Town Hall Where Idea Was Generated ⁶
• Amend the No Child Left Behind Act to ensure emphasis on critical thinking skills and information synthesis.	Central, Rec. 31
• Amend the Pell Grant legislation to make eligibility requirements more flexible.	Central, Rec. 32
• Pass the Dream Act to allow immigrant children to receive residency if educated in the U.S.	Eastern, Rec. 64
• Align all education policies, procedures, and systems to leverage education, economic development, and workforce development.	Central, Rec. 33
• Improve academic policies through collaboration of students, parents, and community members.	Eastern, Rec. 65
• Link business tax credits to a requirement to support public education.	Central, Rec. 34
• Fund home visitation and early intervention programs.	Southern, Rec. 83
• Enforce bi-lingual teacher policy.	Northern, Rec. 12
• Remove barriers to teen employment.	Eastern, Rec. 66
• Require training on research-based, positive youth development approaches.	Central, Rec. 35
• Require community service.	Central, Rec. 36/37
• Require career exploration.	Central, Rec. 38
• Ensure vocational tracks and programs.	Eastern, Rec. 67 Southern, Rec. 84
• Create tax and other incentives for business participation in paid internships.	Central, Rec. 38 Southern, Rec. 84
• Require financial literacy training.	Central, Rec. 39
• Earmark funding for virtual field trips with schools globally using computer and satellite imagery.	Eastern, Rec. 68
• Earmark funds for a web-based, learning style inventory.	Eastern, Rec. 69

⁶ Each town hall's complete recommendations are listed, by region, in the appendix.

IMPLEMENTATION OF THE TOWN HALL RECOMMENDATIONS

This New Mexico First town hall was not a destination, but rather was a launching point for state and local action. Many of the recommendations are community-driven. Participants had the opportunity to meet in community groups at the town hall to explore if they wanted to create a community implementation team and to identify recommendations that would best fit the needs of their young people. New Mexico First will follow up with these participants and support their efforts to advance change in their communities.

To ensure the policy recommendations will be acted upon, New Mexico First identified a State Implementation Team Chair with leadership experience and influence. **Jami Grindatto** is the New Mexico Corporate Affairs Director for Intel's New Mexico site in Rio Rancho, directing government affairs, media and communications, education, and community relations. He joined Intel in 1994 and is the recipient of the 1999 Intel Achievement Award. Jami is active in the community and a member of several boards, including the Governor's Business Executives for Education, Innovate-Educate NM, and the Rio Rancho Regional Chamber of Commerce. He is a New Mexico First Board member.

As chair of the State Implementation Team, Jami will lead a group of volunteers who want to take action on the policy recommendations that were so thoughtfully prepared during the two-day deliberation. The State Implementation Team will work for 12-18 months.

Updates on the progress of the community and state teams will be provided to the town hall participants and posted on the New Mexico First website.

APPENDIX A: COMPLETE RECOMMENDATIONS, BY REGION

NORTHERN REGION

Counties: Colfax, Guadalupe, Harding, Los Alamos, Mora, Quay, Rio Arriba, San Miguel, Santa Fe, Taos, and Union

Northern region's recommendations color-coded green for easy reference.

Enhance Parent Education and Involvement		
1. Develop parenting materials and courses	So that parents of Pre-K through First Grade children receive information and resources on childhood development and parenting as a requirement to register children for school, the NM Public Education and NM Higher Education Departments, in collaboration with Parent Teacher Associations should develop age-appropriate learning materials on parenting and childhood development as well as other resources for support such as parenting courses. ⁷	Northern
2. Create on-going family night program	So that parents are involved in supporting the academic skills and fun activities of youth, family ties are strengthened, and better relationships in communities are fostered, Parent Teacher Organizations, educators, community colleges, and nonprofit organizations should create an on-going family night program for students and family members. Key components of the program should be: <ol style="list-style-type: none"> 1. Academics skills (e.g., math, history, etc.) 2. Culture (e.g., art, music, storytelling, etc.) 3. Fun activities (e.g., games) 4. Meal sharing 	Northern
3. Construct district parental centers	So that parental support for education is increased and communication between parents, students, and schools is fostered in order to build parental skills and understanding of school culture, state agencies, schools, communities, local government should construct and fund through grant or state monies district parental centers for engagement of parents in the schools.	Northern
Create Mentoring Programs Targeted for Specific Needs		
4. Create "Grads Give Back" program	So that young people have access to a network of locally-raised role models and resources, each high school administration and student body (as they see fit) should create a "Grads Give Back" program to provide mentorship and other support to students.	Northern
Create Comprehensive Mentoring Programs		
5. Coordinate region-wide mentoring program	So that each community can meet the mentoring needs of youth, one coordinator in each community (recruited from a school, volunteer organization, business, or civic organization) and an overall coordinator for all communities in the region should provide trained and effective mentors by: <ol style="list-style-type: none"> 1. Building a cadre of community coordinators 2. Building a website that lists those students wanting mentors and people interested in serving as a mentor 3. Making connections 4. Marketing the program 	Northern

⁷ Each table group reached consensus on the recommendations proposed to the full group. Extending the process to allow the entire town hall to reach consensus on each recommendation would have required an additional day. Instead, we asked participants to use the town hall evaluation form to let us know if there are any recommendations from other table groups that they personally could not support. One person from the northern region town hall indicated that they could not personally support this recommendation.

6. Develop peer and adult mentor programs	So that high school completion and job readiness is increased, schools should develop a community-wide student-to-student and adult-to-student mentoring program to serve students of all ages and establish mechanisms to match student with mentors.	Northern
Encourage Youth-driven Activities		
7. Organize forum to develop youth-driven activities and venues	So that young people have access to youth-driven, safe, and fun activities and venues, youth organizations (e.g., local youth commissions), businesses (e.g., local chambers), community leaders, and other groups that support youth (e.g., local governments, civic organizations, churches, etc.) should: <ol style="list-style-type: none"> 1. Organize a forum for youth and business/community leaders. 2. Recruit facilitators to hold discussions on how to partner to provide opportunities for youth-driven activities supported by business and civic organizations. 3. Identify champions to follow through. 	Northern
Develop Programs for Unique Interests		
8. Establish networking, mentoring, and life skills learning opportunities	So that communities can better support students' academic learning linked to real life experiences and students have access to information about available programs and resources, students, community members, and organizations (e.g., local schools, colleges, businesses and nonprofits) should: <ol style="list-style-type: none"> 1. Establish networking opportunities for students. 2. Organize peer tutoring and career mentorship opportunities. 3. Implement life skill courses using a variety of delivery methods (e.g., on-line, classes, etc.). 	Northern
Develop Community Projects		
9. Request memorial to explore opportunities for community projects	So that all youth can be involved in community projects through physical activities and creative arts, the state legislature and the Las Vegas community should request a memorial on this topic to identify the gaps and explore possibilities of a pilot project in Las Vegas.	Northern
10. Charter volunteer community service commission to identify projects	So that authentic community service activities and opportunities for students of all ages can be created, a network of volunteer organization representatives with youth membership should charter, and fund through dues, a volunteer community service commission to identify projects and organize activities.	Northern
Establish Behavior Support Programs		
11. Develop resiliency activities	So that all students have the skills and alternatives of resiliency to be successful, parents, students, and teachers should develop a multifaceted approach including activities that focus on team-building, group power, and dynamics of peer pressure and distribute information to parents, students, and teachers.	Northern
Change State Education Policy		
12. Enforce policy for bilingual teachers	So that all NM Students graduate with expertise in at least two languages and preferably more, the state legislature and NM Public Education Department should begin by enforcing existing policy that NM educators demonstrate proficiency in two languages.	Northern

CENTRAL REGION

Counties: Bernalillo, Catron, Cibola, McKinley, San Juan, Sandoval, Socorro, Torrance, and Valencia

Central region's recommendations color-coded orange for easy reference.

Enhance Parent Education and Involvement		
13. Develop campaign to encourage students and families to take charge	So that youth grow up to be healthy (i.e., emotional, physical, spiritual, and social), strong, respectful, and independent and become contributing members of society, parents and families, mentors, schools, business leaders, and local/state/national government leaders should develop and implement a campaign to highlight education programs that will encourage students and families to take charge of their lives.	Central
Publicize and Utilize Existing Mentoring Programs		
14. Create mentor website	So that students across the state have access to information on mentorship programs and volunteer opportunities, the NM Children's Cabinet, the NM Department of Workforce Solutions, and the NM Chambers of Commerce should create and market a website that provides details on mentor/volunteer programs, success stories, business directory and topics by city, and important contact information.	Central
Provide Support for Mentoring Programs		
15. Support community members to be mentors	So that students can achieve success, the NM Public Education Department should approve and support the involvement of business leaders, military personnel, senior citizens, family members, youth service providers, state and local government employees, and chamber members to mentor students from the 5th grade forward.	Central
16. Utilize Title 1 and Title 8 funding for mentoring programs	So that communities and schools can form partnerships and have access to Title 1 and Title 8 funding, the NM Public Education Department and school districts should set aside a percentage of funding for mentoring/training programs.	Central
17. Provide incentives and funding for mentoring programs	So that mentoring programs (both adult-to-student and peer-to-peer) are more available, the local, state, and federal government should provide tax incentives for individuals and corporations involved in mentoring programs and funding for technology-based, peers-helping-peers-succeed programs.	Central
Create Comprehensive Mentoring Programs		
18. Implement school-based mentoring programs	So that students are empowered to excel, schools and communities should establish school-based mentoring programs using a student committee to implement the program by taking applications from mentors and mentees and conducting orientations and trainings.	Central
19. Create community-wide mentoring program	So that youth can prepare for a successful future, community members should implement a comprehensive, community-based mentor program that targets all interested youth (e.g., college-bound, at-risk, etc.). Mentors and students should work as a team to develop and implement the curriculum which should include life skills, time/financial management tools, career days, ride alongs, and other activities where youth can experience options for career and college.	Central
20. Reach out to youth	So that young people know that adults care about them, each adult should reach out to one youth and just talk to him/her (i.e., break the ice, help feel comfortable talking to an adult, etc.).	Central

Provide Career Readiness Programs

21. Provide pre-apprenticeship and internship certification programs	So that the high school drop-out rate is lowered and youth get a head-start in their professions, the school systems and business communities should establish public-private partnerships that provide pre-apprenticeship/ internship certification programs for which students receive school credit.	Central
22. Organize community work day	So that middle and high school students can be exposed to the full variety of occupations and career choices available in their communities, educators, civic groups, religious organizations, and other groups should work together to help organize a community work day in which community members allow students and their parents to shadow them during the work day or give presentations about their careers to students and their parents.	Central

Identify and Publicize Community Resources

23. Complete and respond to a community asset map	So that the strengths and needs within each community can be addressed, community leaders (both elected and non-elected), local government leaders, school board members, school leaders, parents, youth, and taxpayers should utilize the resources from Search Institute ⁸ to complete a community asset map and respond by promoting strengths and addressing needs.	Central
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Develop Programs for Unique Interests

24. Provide opportunities to explore hobbies, interests, and community service	So that youth can gain skills, knowledge, and direction for personal and professional success, community-based organizations should provide and promote opportunities to explore and develop hobbies and interests through exposure to work and community service experiences.	Central
25. Create joint school projects and student exchange program	So that interaction between diverse economic and cultural groups can be promoted in the public schools, the NM Public Education Department should create collaborative events and joint projects between schools and develop a student exchange program.	Central
26. Map and provide opportunities for physical and virtual programs that promote cultural understanding	So that students experience life outside their own communities and understand cultural difference and tolerance, the state legislature and NM Public Education Department should contract with the NM Forum for Youth in Community to develop a resource map of physical and virtual programs and resources (e.g., Computer Clubhouse, student exchange programs, Spanish youth symposiums, faith-based student exchange programs, etc.) and find a champion organization (e.g., partnership of school, community foundation, and business) that will work with school districts to provide these opportunities.	Central
27. Organize speakers and field trips	So that students can expand their horizons through detailed information, hands on exposure, and education in current technology, the Parent Teacher Associations and schools, with the approval and support of the school districts, should organize great speakers who regularly make detailed presentations on occupations, education, tribal affiliates, diverse culture representatives as well as educational field trips based on specific presentations in order to provide hands on experience.	Central

⁸ Search Institute® is an independent, nonprofit, nonsectarian organization committed to helping create healthy communities for young people. The organization provides tools, resources, and services to parents, educators, youth workers, policy makers, and other leaders. Refer to their website (www.search-institute.org) for more information.

Develop Community Projects		
28. Develop a foundation to support school beautification projects	So that students can engage in a project that helps them develop networks, bridge social gaps, create a safe environment, and take pride in their accomplishment, community business leaders, school board members, and school administrators should develop a foundation to manage and support high school beautification projects in which the freshman class is required to participate and upper classmen can choose to be mentors as an elective.	Central
Create Community-based Schools		
29. Create competitive grant process to pilot community-school models	So that pilot projects of a community-school model ⁹ can be established throughout the state, a design team consisting of youth, families, community leaders, and educators should create a statewide competitive grant process (similar to the National Commission on Community Volunteerism) that is appropriated by the NM State Legislature.	Central
30. Solicit student input and feedback	So that youth can voice their opinions and have ownership of their life choices, the NM Public Education Department and school administrators should solicit student input and feedback weekly.	Central
Change Education Policies		
31. Emphasize critical thinking skills and information synthesis	So that students graduating from high school are enabled to demonstrate critical thinking skills and the ability to synthesize information, NM First should request our congressional delegation work with the US Department of Education to amend the No Child Left Behind Act to ensure that emphasis is placed on critical thinking skills and information synthesis from the first year of schooling through high school.	Central
32. Change Pell Grant legislation	So that students have more options, the U.S. Congress should change the Pell Grant legislation to make the eligibility requirements more flexible so that students can receive grants to earn work-related certificate degrees or work part-time while going to school part-time, as well as, receive a grant even when the student is no longer in communication with his/her parents nor has access to the parent's income information.	Central
33. Align NM policies, procedures, and systems	So that the education, economic development, and workforce development system can be leveraged for <u>all</u> people, schools, businesses and industries, and local, state, and national governments should align all policies, procedures, and systems.	Central
34. Link tax credits to public education support	So that public education is supported, the state legislature and the NM Economic Development Department should require that any state or local business tax credits are linked to a requirement to support public education.	Central
35. Require training on research-based, positive youth development approaches	So that all educators and youth services providers receive training on research-based, positive youth development approaches, the state legislature and NM Public Education Department should make the training a graduation and/or continued licensure requirement for educators and a certification requirement for youth services providers. The NM colleges of education, NM Children, Youth, and Families Department, unions, and youth services providers should develop the curriculum.	Central

⁹ The model should be based on the following six community-school features (i.e., extended learning day, address health and safety needs, family engagement, community engagement, adult learning, multigenerational and multicultural), five youth aspiration themes (i.e., caring adults, supportive communities, expanded horizons, multiple pathways to success, schools for everyone), and five mindsets for the future (i.e., discipline, synthesis, creativity, respect, and ethics).

36. Require community service	So that high school students are exposed to diverse opportunities by building relationships with people and businesses in the community, while at the same time being given the opportunity to see the relevance of academics to the outside world, the state legislature and NM Public Education Department should make community service a requirement of graduation and gain the commitment of business and civic leaders.	Central
37. Require community service with student choice	So that students learn the value of community service, the state legislature and NM Public Education Department should require community service credits at the high school and college level and provide student choice on type of service.	Central
38. Require career exploration and develop tax incentives for participation	So that every student can explore potential career opportunities outside of the school environment (e.g., paid/unpaid internships, work study, service learning, etc.) the state legislature and NM Public Education Department should develop a state policy to require high school students to participate in career explorations as a graduation requirement and develop tax incentives for business participation in paid internships.	Central
39. Require financial literacy training	So that students have a solid foundation in financial literacy and an awareness of the challenges of living in an adult world, the state legislature and NM Public Education Department should make such coursework a requirement of graduation.	Central

EASTERN REGION

Counties: Chaves, Curry, De Baca, Eddy, Lea, Lincoln, Roosevelt

The eastern region's recommendations are color-coded maroon for easy reference.

Publicize and Utilize Existing Mentoring Programs		
40. Support existing adult mentoring programs	So that all students can feel empowered and encouraged to succeed, civic organizations in cooperation with local schools, should support and strengthen mentoring programs that are currently in place. Examples of this could include: Boy Scouts, Big Brothers Big Sisters, Grandparents in Schools, and current school mentoring programs. This would include mentors from the community and might include job shadowing, community volunteerism, or even employers paying employees for mentoring time. ¹⁰	Eastern
41. Support existing peer mentoring programs	So that existing organizations that already provide peer mentorship programs for children in-need or at-risk youth, thereby empowering them to realize their greatest potential, school student councils and the ENLACE/Gear Up programs should locate the existing programs, provide public awareness of the programs, enlist volunteers, and educate mentors.	Eastern
Create Mentoring Programs Targeted for Specific Needs		
42. Increase adult volunteers in elementary classrooms	So that an adult volunteer can be placed in every elementary classroom at least one day a week to mentor students: <ol style="list-style-type: none"> 1. Schools and communities should work together to attract interested adults. 2. Volunteer organizations, civic groups, and schools should schedule the training and placement of volunteers. 3. School systems and organizations should ensure fingerprinting clearance and placement in the classroom. 	Eastern
43. Coordinate career-oriented mentoring program	So that youth can be paired with career-oriented mentors during the school year, a committee coordinated by school staff should: <ol style="list-style-type: none"> 1. Implement a career fair in September. 2. Recruit and select career mentors. 3. Match all high school students with a career mentor. 4. Manage mentor visits monthly from October through May. 	Eastern
Create Comprehensive Mentoring Programs		
44. Provide mentor training and track success using Big Brothers Big Sisters model	So that communities can provide mentoring for all youth ages 12-18 to affirm their skills and interests and assist with decision-making, a community coalition of public, civic, religious, and educational organizations should partner with schools to assist with mentor training and track mentor activities and success using the Big Brothers Big Sisters model. ¹¹	Eastern

¹⁰ Refer to Footnote 1. One person from the Eastern region town hall indicated that they could not personally support this recommendation.

¹¹ The majority of research on the Big Brothers Big Sisters (BBBS) model has focused on community-based mentoring which for over 100 years has been the cornerstone of BBBS mentoring. In the past five years, school-based mentoring has expanded rapidly, creating the need to study the effectiveness of the model. Large-scale evaluations of site-based programs have not been undertaken to date. In the early 1990's, *Public/Private Ventures*, an independent research firm, studied the impact of Big Brothers Big Sisters model on children and youth. The study included over 900 girls and boys between the ages of 10-16 from Big Brother Big Sister agencies in eight states in America. By comparing treatment and control groups, the study documented that BBBS mentoring had a positive impact on children's lives. Refer to their website (www.BBBS.org) for more information.

45. Create mentoring program similar to Positive Behavior Interventions and Supports	So that communities provide appropriate adult connection/interaction with all young people (e.g., guidance, mentorship, and job shadowing), city governments in cooperation with the schools, churches, nonprofit organizations, chambers, businesses, civic organizations, and law enforcement should recruit, utilize, and mobilize community resources to create a community-wide mentoring program similar to Positive Behavior Interventions and Supports. ¹²	Eastern
Provide Career Readiness Programs		
46. Increase students' understanding of future goals	So that high school students can utilize the Next Step Plan to increase their understanding of future goals for career, vocational, and educational opportunities, school counselors should work with community partners to increase career awareness, collaborate with colleges to increase programs of study opportunities, and review and categorize students by their career interests to increase academic opportunities and awareness in specific areas.	Eastern
47. Create job shadowing program	So that students can determine which career path they would like to pursue, each school district should work with the local chamber of commerce to identify local businesses willing to participate in a job shadowing program that allows each student to shadow jobs in up to three different career areas.	Eastern
48. Coordinate job shadowing experiences	So that high school students can explore different career fields through hands-on, direct experience, staff members from high schools and chambers should coordinate job shadowing experiences with local businesses.	Eastern
49. Conduct business showcases	So that young people learn how the world of work operates, local business associations such as Economic Development Departments, Small Business Development Centers, and MainStreet, should organize and conduct business showcases and matchmaking events.	Eastern
Identify and Publicize Community Resources		
50. Publish community resource list	So that young people have access to community agencies and services, county and city governments, chambers, and any interagency council should publish a list of resources similar to the 211 United Way list online, in phone books, and in a printed resource book that is available everywhere.	Eastern
51. Provide space and programs for youth activities	So that every community can provide varied and structured activities for young people, provide jobs for teens, and implement life skills teaching and tutoring through monthly guest speakers in a central location, local governments, churches, civic organizations, and teens should work together to: <ol style="list-style-type: none"> 1. Have teen volunteers design and implement programs. 2. Have community adult volunteers find funding for teen and adult employees, building upkeep, supplies, transportation, and programs. 	Eastern
52. Establish resource center	So that communities can effectively support students, each school district (with support from parents and community members) should apply for federal funding to establish a centrally located resource center that will provide information, programs, and support for students and train liaisons between schools, families, and community resources.	Eastern
53. Develop teen centers	So that young people have something to do and learn leadership skills, city governments should create new or improve existing teen centers.	Eastern

¹² Positive Behavioral Interventions and Supports is a technical assistance center established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. Refer to their website (www.PBIS.org) for more information.

Encourage Involvement of Caring Adults

54. Increase access to caring adults	<p>So that every child at every grade level has a caring person who is there for them at school functions, the school districts, school nonprofit organizations (e.g., PTA), joy centers and senior centers, parents, schools, employers, and the NM Department of Workforce Solutions should:</p> <ol style="list-style-type: none"> 1. Cultivate a network of senior citizens, business leaders, and parents who agree to be with children for their activities. 2. Contact parents when they are absent from events to encourage them to be there next time. 3. Provide after-school job shadowing for middle school and at-risk students. 4. Work with mentors cultivated in middle schools to assist students to get work permits. 	Eastern
55. Create active senior/youth lunch and learn program	<p>So that active seniors in the community can form strong relationships with youth and be positive role models, community senior activities directors, recreation center directors, and school teachers should create a Lunch & Learn program in which volunteer seniors interact with youth to share intergenerational stories and compare what it was like to be a youth in the past with what it is like now. Key action steps include:</p> <ol style="list-style-type: none"> 1. Recruit senior volunteers. 2. Set up one to two lunch meetings per month in a school or existing youth program. 3. Develop discussion booklet similar to the one used in the town hall to guide the volunteers in leading “ then/now” discussions on a variety of topics such as: chores, family struggles, peer pressure, lifestyle, motivation, etc. 	Eastern
56. Pay employees’ to volunteer in youth activities	<p>So that the number of community volunteers can be increased, community leaders should pool together a core group of employers to develop and expand a program in which employers would agree to pay wages for employee’s to volunteer in youth related activities one hour per week.</p>	Eastern

Develop Programs for Unique Interests

57. Host programs to showcase youth talent and interests	<p>So that young people have opportunities to discover and showcase their unique talents and interests, communities should host talent shows, science fairs, expos and art displays at a community venue for sophomore students. The general public should be invited and schools should be encouraged to bring other students as a field trip.</p>	Eastern
58. Support fun, social youth activities	<p>So that communities can support fun, social activities for youth, community youth and adults and New Mexico First town hall attendees should reach out to create a youth leaders organization to select and plan activities and find community sponsors to fund these events.</p>	Eastern

Establish Behavior Support Programs

59. Implement positive behavior support programs	So that school systems can effectively implement a positive behavior support program ¹³ to improve student behavior, learning, and self esteem, school superintendents, school boards, school staff, and parents with community and NM Public Education Department (NMPED) support, should: <ol style="list-style-type: none"> 1. Fund at least one training program in each school district to train school staff, parents, and students to create capacity to implement positive behavior support. 2. Collect school discipline data. 3. Utilize school data to implement change. 	Eastern
60. Establish safe place for youth support services	So that children have a safe and sacred place to receive counseling, support, education, and mentoring to help them fulfill their greatest potential, the Ultimate Gift Foundation ¹⁴ should establish an Agape Center for Hope. Key action steps include: <ol style="list-style-type: none"> 1. Community development 2. Fundraising 3. Advocacy 4. Public relations 5. Development of centers 6. Implementation of programs 	Eastern

Implement Life Skills Programs

61. Develop mandated Life Skill Classes	So that the aspirations of all students can be supported, the Local Education Agency (LEA) in each school district should appoint a committee to work with New Mexico First to develop mandated Life Skills Classes (incorporating age-appropriate assessment) to teach and develop skills in self-determination, problem-solving, negotiation, self-advocacy, career research and development, as well as mentorship, leadership development, and community service programs. The school districts should collect and review data on effective and measurable programs in our state, look at other districts that share similar concerns, and present the plan to the state legislature and the NM Public Education Department.	Eastern
62. Sponsor life skill summer camp	So that 7 th -12 th grade students can develop their life skills to “kick-start” their careers, communities should sponsor a week-long summer camp program. Key action steps include: <ol style="list-style-type: none"> 1. Appoint camp advisory board 2. Hire camp director 3. Define and create curriculum (i.e., SMART goals, resume writing, interview skills, handling money, professional dress, etc. 4. Recruit students 5. Set up camp dates 	Eastern

¹³ This recommendation is a past NMPED initiative that needs to be revitalized in our schools as it was very effective at the White Mountain Intermediate Schools in Ruidoso, NM.

¹⁴ The Ultimate Gift Foundation is a nonprofit organization in Alto, NM that provides abused and neglected children with counseling, treatment, support, education, and mentoring services. Refer to their website (www.agapecenterforhope.org) for more information.

Create Community-based Schools		
63. Establish community-based schools	So that true, community-based schools composed of students, parents, teachers, administrators, and other community members who will have an active role in the decision-making process at the schools can be established, local schools, school boards, and governments, should establish a committee to research successful site-based models and present recommendations to the local school board for implementation. These recommendations should include training for school employees, students, parents, and community members, as well as a plan for data collection and self-evaluation.	Eastern
Change State Education Policy		
64. Pass Dream Act	So that immigrant children educated in the U.S. for a least five years can receive residency with the ultimate goal of achieving citizenship thereby empowering them to be contributing members of our communities, knowledgeable constituents, civil rights groups, concerned citizens, and alliances should educate the public and advocate at the state level for the passage of the Dream Act as proposed by the Alliance for Peace and Justice. ¹⁵	Eastern
65. Improve academic policies	So that academic policies in public schools can be improved, students, parents, and community members, should meet with school boards to address the policies.	Eastern
66. Remove barriers to teen employment	So that the hiring of young people can be facilitated, NM First and community representatives should make recommendations to state and federal legislators for removing state and federal laws and regulations that discourage the hiring of teenagers and providing state and federal tax incentives for hiring teens.	Eastern
67. Provide vocational programs	So that high school juniors and seniors (who do not intend to pursue higher education degrees) have vocational opportunities, the state legislature should change education policy to allow community colleges to provide vocational programs.	Eastern
68. Earmark funding for computer and satellite imagery	So that every 7 th grader can experience the wealth of NM history thru virtual tours of historical sites, every 8 th grader can embrace the history of the U.S. thru virtual tours of Washington, DC, Philadelphia, and New York City, and every student can have the opportunity to partner with schools from all over the world, the NM Public Education Department should earmark funding for computer and satellite imagery. All virtual field trips should be linked to the NM standards and benchmarks so that there is rigor and relevance provided.	Eastern
69. Access to learning-style inventory	So that all students can have access to a web-based learning style inventory, the NM Public Education Department should initiate a policy change that ensures every school gets additional funding earmarked to purchase computer licenses and training for instruction.	Eastern

¹⁵ Refer to Footnote 1. Four people from the eastern region town hall indicated that they could not personally support this recommendation.

SOUTHERN REGION

Counties: Dona Ana, Grant, Hidalgo, Luna, Otero, and Sierra

The southern region's recommendations are color-coded blue for easy reference.

Enhance Parent Education and Involvement		
70. Require parenting skill training	So that more effective parenting skills can provide a stronger foundation for children, government-run public assistance programs, schools, and organizations developing parenting curriculum, should require parents on public assistance to attend parenting skill training for a minimum of twelve hours and parents of children entering public school or kindergarten to attend parenting skill training for a minimum of four hours.	Southern
Create Mentoring Programs Targeted for Specific Needs		
71. Foster youth leadership mentoring programs	So that leadership and mentor opportunities for youth are increased and youth self-esteem is improved, business leaders, educators, community leaders, and community organizations should identify programs that are in- and out-of-school that could foster youth leadership and mentoring programs (e.g., tutor young children on a community project)	Southern
Provide Career Readiness Programs		
72. Increase career education	So that career-oriented education is fostered, public schools and community professionals should increase exposure to age-appropriate career education. (e.g., career fairs including many professions), EXCEL, on-site learning, in-depth engagement with professionals, etc.).	Southern
73. Resurrect career centers	So that youth are prepared for the future work force, school boards in collaboration with parents, senior volunteer programs, and businesses should resurrect career centers.	Southern
Identify and Publicize Community Resources		
74. Identify available community resources and needs	So that learners are engaged and their horizons are expanded while making resources more readily available, local individuals, community groups and agencies, nonprofit organizations, businesses, schools, and universities should identify available resources in the community and where these resources are needed (e.g., Book Banks, universities pair with middle and high schools to allow students to use computer labs, communities engage with each other to allocate resources).	Southern
75. Evaluate existing community programs	So that existing community programs outside the public schools are evaluated to ensure transparency and maintain overall accountability, state and local program directors should create a measurable, results-based framework for reporting outcomes.	Southern
76. Enlist youth to promote use of social networks and media	So that communities come together through pro-social activities, events, and programs, youth organizations should enlist youth to assist the organizations in the use, maintenance, and promotion of social networks and media to publicize community resources, events, and opportunities for collaboration.	Southern

Encourage Youth-driven Activities		
77. Promote existing youth-led programs	So that awareness of existing youth-led programs in our community is increased, university partners should locate and evaluate existing youth-led programs in the state and develop a communication plan to inform youth about them within a specific timeframe.	Southern
78. Host community town halls	So that youth are engaged in conversations about solutions to the challenges they face, city and county governments, school districts, law enforcement, existing coalitions, and faith communities should take the lead in collaboration with other entities to host well-structured, quarterly town hall meetings involving a full spectrum of youth in the community and different constituencies.	Southern
79. Form youth councils and commissions	So that communication between youth and municipal/county governments is fostered, local governments and schools should form youth councils and commissions to advise city councils, county commissions, and planning authorities.	Southern
Establish Behavior Support Programs		
80. Develop training for making healthy decisions	So that children from ages 5-18 can be good decisions-makers, especially in areas of substance abuse, peer associations, sexual activity, nutrition and exercise, and media awareness, schools and community organizers should integrate into the school curriculum (at a minimum) a weekly, one-hour, evidence-based educational program developing these skills. The curriculum should be age appropriate and include education and skill building in: <ol style="list-style-type: none"> 1. Alcohol, tobacco, drug abuse 2. Nutrition and exercise 3. Disease 4. Good touch/bad touch 5. Communications 6. Peer pressure 7. Decision-making 8. Goal setting 	Southern
81. Develop and use individual action plans	So that communities will be able to create awareness among children and young adults to take personal responsibility for their learning and actions, professional staff, students, and peer mentors should develop an individual action plan template which includes short, mid, and long term goals that youth and young adults can utilize on an ongoing basis to instill personal responsibility. This should be followed by a workshop where teaches and peer mentors assist the individual in completing the plan.	Southern
Create Community-based Schools		
82. Increase teacher creativity and motivation	So that the creativity and motivation of teachers is increased, grant writers, the Children's Cabinet, local businesses, school boards, and junior colleges/universities should: <ol style="list-style-type: none"> 1. Conduct teacher town halls. 2. Encourage youth interests and needs surveys. 3. Recognize excellence and progress. 4. Re-examine tenure policies in secondary schools. 5. Encourage teachers and public schools to experiment with new programs. 6. Encourage communication regarding new programs. 7. Involve businesses and communities to supplement teachers' non-curriculum demands. 	Southern

Change State Education Policy

83. Fund home visitation and early intervention programs	So that NM families are successful in raising healthy and happy children, the state legislature should support funding for home visitation and early intervention programs working with parents and guardians and also expand pre-K programs to the whole state. ¹⁶	Southern
84. Ensure vocational tracks and intern incentives	So that youth can transition from school to meaningful local employment, the state legislature should ensure that vocational tracks for high school, with concurrent community college enrollment, exist in all counties and create tax and other incentives for businesses and organizations to offer youth internships.	Southern

¹⁶ Refer to Footnote 1. One person from the southern region town hall indicated that they could not personally support this recommendation.
New Mexico First 2010 Town Halls

APPENDIX B: TOWN HALL SPEAKERS AND COMMITTEES

TOWN HALL SPEAKERS

We are grateful for the leadership the following speakers demonstrate on behalf of youth, communities, and education in our state.

Albuquerque Town Hall	Michael DeWitte Senior Technical Manager and Director of External Relations, Communications, and Education Partnership Programs Sandia National Laboratories.
Las Cruces and Las Vegas Town Halls	Jami Grindatto New Mexico Corporate Affairs Director Intel Corporation
Roswell Town Hall	Gregory Webb Executive Director New Mexico Commission for Community Volunteerism

TOWN HALL COMMUNITY LEADERS

The following people donated their time and leadership in recruiting members from their community as town hall participants. Many of them will chair the implementation team in their communities. We applaud their commitment to the democratic process!

Southeastern Region

Zane Bergman, Hobbs
Claire Burroughes, Clovis
Patrice Caldwell, Portales
Steve Gamble, Portales
Debi Lee, Ruidoso
Cammy Mansell, Fort Sumner
Greg Nibert, Roswell
Jack Swickard, Roswell

Central Region

Rosanne Groger, Gallup
Gloria Hale, Grants
Ernest Pargas, Socorro

Northern Region

Dolores, Maese, Las Vegas
Joe McCaffrey, Las Vegas
Rosemary Romero, Santa Fe
Kurt Steinhaus, Northern counties

Southwestern Region

Steve Carter, Las Cruces
Dolores Connor, Las Cruces
Father Enrique Lopez, Deming
Shelley (Sam) Redford, Silver City

RESEARCH ADVISORY COMMITTEE

The following people donated their time and expertise to help focus the town hall, set parameters for the background report, and provide data and success stories. We appreciate their thoughtful suggestions and rigorous attention to the issues.

Hakim Bellamy, NM Office of African American Affairs
Jamai Blivin, Innovate-Educate NM
Lisa Grover, NM Coalition for Charter Schools
Gloria Hale, Grants Cibola County Schools
McClellan Hall, National Indian Youth Leadership Program
Dr. Jim Hollaway, NM Public Education Department
Scott Hughes, NM Office of Education Accountability
Bill Johnson, New Mexico First Board Member
Melissa Lomax, NM Public Education Department

Nancy Montano, Youth Development, Inc.
Cedric Page, UNM-Los Alamos
Kathy Roberts, Regional Development Corp.
Brian Sanderoff, Research and Polling, Inc.
Moneka Stevens-Cordova, NM Youth Alliance
Flo Trujillo, Farmington Public Library
Gregory Webb, NM Commission for Community Volunteerism
Douglas Wine, East Mountain High School

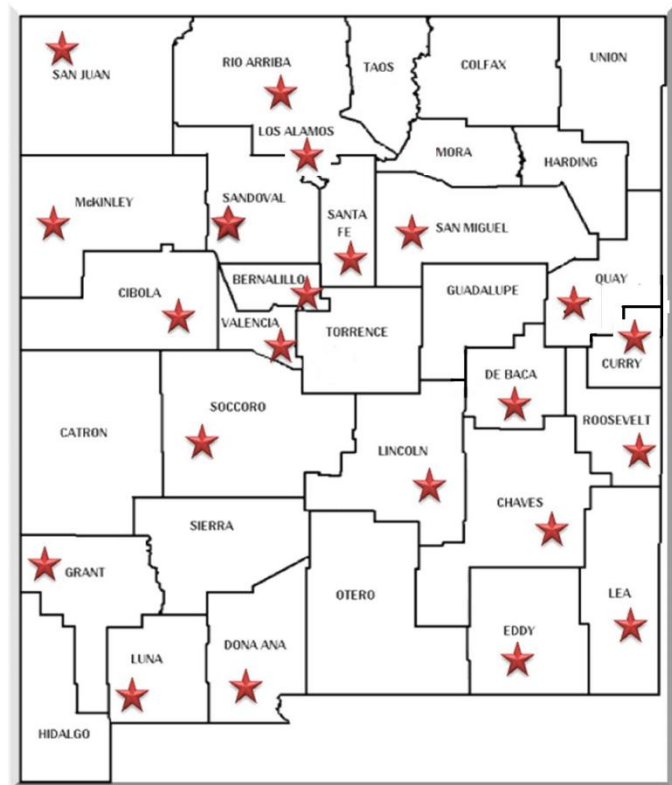
APPENDIX C: DEMOGRAPHIC DISTRIBUTION OF PARTICIPANTS

The 300 town hall registrants were drawn from 44 communities and 22 counties throughout New Mexico representing both small, rural communities and the major urban cities.

Communities Represented:

Acoma	Hagerman
Albuquerque	Hobbs
Alto	Isleta
Amarillo	Lake Arthur
Aztec	Las Cruces
Belen	Las Vegas
Bernalillo	Los Alamos
Bloomfield	Mentore
Bosque Farms	Mesilla Park
Carlsbad	Milan
Casa Blanca	Portales
Church Rock	Rio Rancho
Clovis	Roswell
Corrales	Ruidoso
Deming	San Fidel
Dexter	Santa Fe
Dona Ana	Silver City
Espanola	Socorro
Farmington	Tijeras
Fort Sumner	Tohatchi
Gallup	Tucumcari
Grants	Tyrone

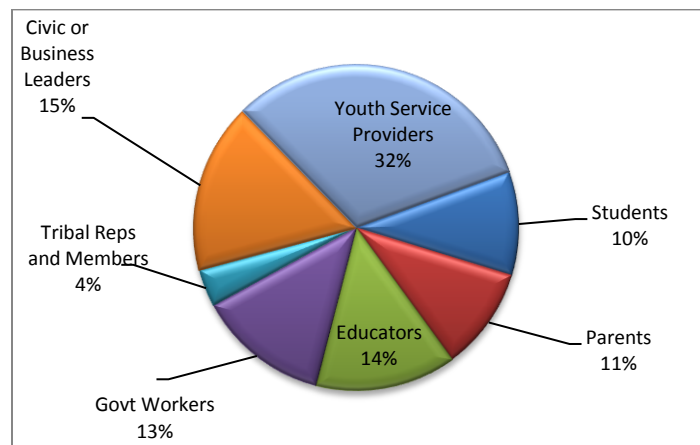
Counties Represented:



Stakeholder Groups:

Participants were recruited from the following groups and represented a broad range of perspectives:

- Students
- Parents
- Educators
- Youth Service Providers
- Civic and Business Leaders
- Government Workers
- Tribal Representatives



APPENDIX D: TOWN HALL REGISTRANTS

Gus Raymond Alborn

Village of Ruidoso
Ruidoso

Melvin Allen

SER de New Mexico
Albuquerque

Debbie Almager

Village of Ruidoso
Ruidoso

Mary Anderson

Belen High School
Belen

Leslie Andrews

Roswell ISD
Roswell

Aaron Armijo

Bernalillo High School
Bernalillo

Rodney Armstead

Tohatchi Area of Opportunity
Tohatchi

Elvira Baca

Mesa Middle School
Roswell

Elisa Begueria

Roswell ISD
Roswell

Phillip Bejarano

Student, University High School
Roswell

Gepetta Billie

Sandia National Laboratories
Albuquerque

Jill Billingsley

Citizen, Curry County
Ft. Sumner

Pamela Blackwell

American Assoc. of Nurse Anesthetists
Albuquerque

Jamai Blivin

Innovate-Educate NM
Santa Fe

Roxane Bly

Native American Health Commission
Albuquerque

Mike Boling

Ergodic Resources, LLC
Roswell

Marvin Bonilla

Student, King's Gate Academy
Hobbs

Marie Borchert

Arrowhead Center-NMSU
Las Cruces

Peter Borrow

State of NM/CYFD
Grants

Vanessa Borunda

Student, ENMU-Roswell
Roswell

Felipe Botello

Nancy Lopez Elementary
Roswell

Eric Bransford

Dona Ana County HHS
Las Cruces

Robert Bridges

GBCS
Albuquerque

Alexis Brown

Girls Inc. of Santa Fe
Santa Fe

Marcia Brown

DWI Program
Portales

Erinn Burch

United Way of Eastern New Mexico
Clovis

Jeff Burdette

East Mountain Chamber of Commerce
Tijeras

Anthony Burris

Datura LLC
Santa Fe

Claire Burroughes

City of Clovis
Clovis

Patrice Caldwell

ENMU
Portales

Mary Cameron

Deming Public Schools
Deming

Garrey Carruthers

College of Business, NMSU
Las Cruces

Steve Carter

NMF Board Member
Fairacres

Amy Castelo

Roswell ISD
Roswell

Valerie Catalan

Student, Las Montanas Charter HS
Las Cruces

Patricia Chavez

McKinley County District
Albuquerque

Rick Chavez

Third Judicial District Attorney
Las Cruces

Doree Chavez

State of NM/CYFD
Albuquerque

Lisa Chavez

NMSUC - SBDC
Carlsbad

Karen Chism

Ruidoso Schools
Ruidoso

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