



Santa Fe County
**Mobilizing for
Education Excellence**

SUMMIT 2011

**FINAL
REPORT**

- June 13, 2011
- 9 am – 5 pm
- Santa Fe Community College

CONVENER

United Way of Santa Fe County

FACILITATOR

New Mexico First



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SUMMIT SUMMARY

The *Santa Fe County Mobilizing for Education Excellence Summit* was convened on June 13, 2011. This one-day summit built upon a series of Community Conversations held by United Way of Santa Fe County (UWSFC) in 2010 and 2011. Drawing on the priorities that surfaced during those conversations and resource materials that outlined research-based findings and best practices, the summit produced recommendations for a community-driven plan for education excellence for the Santa Fe Public School (SFPS) district. United Way has since initiated an implementation process to advance that plan.

The summit brought together 180 participants and observers from Santa Fe County. Participants included students, parents, school administrators and educators, business leaders, state and local policymakers, leaders of nonprofit organizations, and other community members. Participants included English and Spanish speakers. These committed citizens made it clear that supporting the achievement of Santa Fe County students is critically important – not just to those students and their families but to the entire community and regional economy.

This event used New Mexico First’s unique consensus-building process. It included a series of deliberations in which participants discussed a variety of issues and came to agreement on recommendations for reforming Santa Fe schools.

In addition, participants benefited from context setting presentations and a video featuring community members who outlined the community’s aspirations for excellence in education.

Convener

United Way of Santa Fe County is one of nine United Way Worldwide pilot sites to mobilize their community around education. Their strategy is to listen to the community and act with intentionality to create changes in public education and early learning in Santa Fe.

In 2001, UWSFC adopted ‘creating lasting change in chronic community conditions’ as its mission. As a result, UWSFC launched the Santa Fe Children’s Project as the means to fulfill its mission and as the sole initiative of the organization. All of the organization’s work, including the June summit, falls within its Santa Children’s Project.

The project is a community development initiative that seeks to strengthen families, and the whole community, through a sequential pipeline of early intervention, education, and development opportunities. In its full implementation, families with young children will participate in a wide array of opportunities: social, educational, economic, and community development programs that, taken together, can change the academic, social, and economic conditions of the whole community leading to greatly increased community assets, family strengths, and, ultimately, greater success for children.

Cultural Competence

To be successful, UWSFC’s educational initiatives frame goals into language that can be interpreted and implemented within the cultures the organization seeks to serve. The organization relies on the help and support of “cultural brokers,” people expert in the ways of the culture, accepted by the culture, and who can provide leadership in that community.¹

¹ Kinkade, Jerry Ph.D. Report to NM Early Childhood Development Partnership. March 2011.

All post-summit implementation action plans will be created utilizing the following questions:

1. Who are the cultural/ethnic groups affected by the policy/practice/decision, and are they at the table?
2. How will the policy/practice/decision affect each group?
3. How will the policy/practice/decision be perceived by each group?
4. Does the policy/practice/decision ignore or worsen existing disparities, or produce other unintended consequences?
5. Based on the above responses, what revisions are needed in the policy/practice/decision under discussion?

New Mexico is rich in cultural diversity. That diversity has attracted people to this area for centuries. Celebrating diversity is at the heart of providing effective education and was central to the structure and goals of the summit. For example, because a number of the participants were Spanish-speakers, the following steps were taken to make sure everyone felt included and welcome:

- A summary of the background report was translated into Spanish and sent out in advance.
- Professional interpretation was provided during the general session along with headsets.
- PowerPoint slides displayed in English and Spanish.
- Once the participants divided into small groups, one group included all Spanish-speakers and was facilitated by a Spanish-speaking discussion leader and recorder.
- All the recommendations from that group are reported in this document in both English and Spanish.
- Members of the implementation team include English/Spanish-speakers.
- Cultural brokers will be available to support the implementation of the summit recommendations.

Facilitator

New Mexico First engages people in important issues facing their state or community. Established in 1986, the public policy organization offers unique town halls and forums that bring together people from all walks of life to develop their best ideas for policymakers and the public. New Mexico First also produces nonpartisan public policy reports on critical issues facing the state. These reports – on topics like water, education, healthcare, the economy, and energy – are available at nmfirst.org. The organization was co-founded in 1986 by U.S. Senators Jeff Bingaman and Pete Domenici (retired).

Summit Discussions

Prior to the summit, United Way of Santa Fe County conducted 24 community meetings in 2010 and 2011, engaging over 300 people from all walks of life. Their insights provided a foundation for the *Mobilizing for Education Excellence Summit*.²

² United Way of Santa Fe County, *Community Conversations Themes and Supporting Statements – Final Report*. April 26, 2011. (*The Community Conversations comprised of 24 public meetings and 316 participants from SF County representing a broad range of racial and ethnic, economic, gender, and age backgrounds.*) Priorities and themes were pulled from a consistent set of questions developed in cooperation with The Harwood Institute.

Community members' insights fell into six key themes:

- 1) Quality early education and care will ensure success in school and life
- 2) Reading is the fundamental building block for high school graduation
- 3) Parent involvement will improve education
- 4) Teachers are key to student success
- 5) Santa Fe schools need the full engagement of the community
- 6) Santa Fe schools need more funding

Participants at each summit were divided into six groups of 20-25 people including one Spanish-speaking group. Each small group discussed policy and funding initiatives, school interventions, and community actions to improve educational opportunities for Santa Fe County students. A discussion leader and recorder facilitated the conversation using a set of questions unique to the summit. During the discussions, the groups were asked to clearly define the key issues that determine success for SFPS students and outline solutions that would help to ensure students' success in school and as adults. Finally, each group agreed on three to four recommendations to propose to the UWSFC implementation team.

Summit Sponsors

Many Santa Fe County businesses, institutions, and community members made this summit possible through their generous sponsorship.

Golden Apple Circle

The Santa Fe New Mexican
Christus St. Vincent Regional Medical Center
United Way of Santa Fe County

Red Apple Circle

Century Bank
Hutton Broadcasting and KTRC Talk
Los Alamos National Laboratory and
Los Alamos National Security, LLC
State Farm Insurance
Video Design de Santa Fe

Green Apple Circle

Beaver Toyota

Apple Blossom Circle

Chalmers Capitol Ford Lincoln Mercury
Los Alamos National Bank
Santa Fe Community Foundation

Apple Bud Circle

Corinna See Photography
John H. & Marte Murphy
New Mexico Bank & Trust
PNM
The Printers, Santa Fe

Apple Seed Circle

Eye Associates of New Mexico
New Mexico Gas
White & Luff Financial, Inc.

SUMMIT THEMES

Summit participants outlined 21 recommendations to support students, parents, and schools in Santa Fe County. Each recommendation was developed by one group and was endorsed by at least the 20-25 people in that group. However, the entire set of recommendations may not necessarily reflect the consensus of all 180 attendees.

A summary of common themes that emerged are listed below with additional details provided in the next section.

Engagement

COMMUNITY ENGAGEMENT

- Increase business support for teachers.
- Recruit volunteers to tutor and assist in classrooms.
- Encourage employers to offer release time to volunteer at schools.
- Increase public awareness of school activities (i.e., promote school tours and special programs).
- Create a broad coalition (e.g., faith-based organizations, nonprofits, businesses, etc.) to work on education from birth on.
- Create a broad consortium of stakeholders to change the existing paradigm and restructure the schools.
- Create a broad collaboration to increase academic support for kids and advocate a range of new programs.

PARENT ENGAGEMENT

- Educate parents and caregivers about early childhood needs (e.g., milestones) through existing or new programs.
- Encourage parents to become community liaisons to support families.
- Survey parents annually.
- Improve parent engagement.

School Policy

SCHOOL STAFF

- Identify best practices.
- Incentivize effective teachers.
- Pay teachers well.
- Implement a “360° teacher evaluation.”
- Offer more professional development for teachers.
- Provide cultural sensitivity training for school professionals.

SCHOOL DISTRICT

- Embed the following concepts in the SFPS strategic plan: actively recruit and train more volunteers, encourage organizations to allow release time for employees to volunteer, and increase public awareness of what’s happening in the schools
- Create a non-elected, parent member for the school board and advisory committees.
- Make SFPS a data-driven, decision-making school district.
- Extend the school day to expand learning opportunities.

Programs and Funding

ACADEMIC ENRICHMENT PROGRAMS

- Support Advancement Via Individual Determination (AVID) and other enrichment programs.
- Research children who excel and direct the school district to target efforts accordingly.
- Develop a “reading is cool” initiative with a paid coordinator and tutors.
- Provide more dual-language opportunities for students.
- Increase certification opportunities for teachers in dual language.
- Provide bilingual programs and workshops on social issues (e.g., gangs, pregnancy prevention, etc.).
- Ensure that school enrichment classes (i.e., art, music, etc.) are provided equally for all schools.
- Increase academic support for students in the following ways: 1) ELL students, 2) college awareness and readiness, 3) business internships, 4) funding for career pathways.

FUNDING

- Lobby to change the funding formula.
- Lobby to fund universal Pre-K.
- Lobby to increase compensation “across the board.”
- Fund parent liaison programs and parent membership on school board and advisory committees.
- Take up a school bond initiative.
- Increase tax on tourist industry.
- Redistribute education funds from post secondary education to Pre-K – 12.
- Create a system for voluntary contributions to public schools through business and utilities communications.
- Raise personal income taxes by 1% a year to pre-2000 levels.
- Tax million dollar plus homes.
- Increase percentage of state budget allocated to K-12 education.

SUMMIT RECOMMENDATIONS

After extensive discussions, each small group came to consensus on three to four recommendations for a total of 21 summit recommendations. Many recommendations are similar or overlapping. The implementation team that will advance these recommendations will work through any duplication of ideas. The summit recommendations are organized according to the predominant theme expressed in a recommendation. Those developed by the Spanish-speaking group are printed in both languages.

As noted previously, the recommendations represent the consensus of the small group that worked on them. They may not necessarily reflect the consensus of all 180 attendees.

Engagement

MAIN IDEA	RECOMMENDATION
Community Engagement	
<p>1. Create business and philanthropic partnerships.</p>	<p>So that our public school programs connect with business needs, expand resources for public schools, graduate employable students, and provide quality schools that attract local businesses, businesses and philanthropic partnerships should be established. Strategies follow.</p> <ul style="list-style-type: none"> a) Partnerships should include contributions of money, time, talent, internships, mentorships for career pathways, and instruction in interviewing etiquette and job search skills. b) Efforts should include matching funds for program (e.g., an entire program or just supplies) and support for political action. The NM Early Childhood Development Partnership is a model for this type of effort. c) Businesses should offer time-off for parents and volunteers in the schools (i.e., family-friendly benefit). d) Partnership members should include local businesses, philanthropists, district superintendent, school board members, business liaisons, volunteers, high school principals, Chamber of Commerce members including the Hispanic Chamber of Commerce, and civic service group representatives (e.g., Rotary, Elks, Kiwanis).
<p>2. Create a consortium of community stakeholders at individual schools.</p>	<p>So that our children can be prepared for the work demands and opportunities of the 21st century and so that we help sustain and contribute to our communities in a healthy and inclusive manner, create a consortium of community stakeholders at individual schools to identify:</p> <ul style="list-style-type: none"> a) A mission statement that includes a vision to achieve, b) Values by which the consortium is going to govern its decision-making, c) Goals to define success, and d) Areas for improvement or areas to change direction as the consortium and community change the existing paradigm and restructure our schools.

MAIN IDEA	RECOMMENDATION
<p>3. Create a broad coalition to advocate for families.</p>	<p>So that everyone shares the responsibility for the education of our children, a broad-based coalition of businesses, nonprofits, faith-based communities, and families should create a family advocacy initiative that empowers and supports Santa Fe families to participate in their children's education from birth onward.</p>
<p>4. Support volunteers, employee release time, and public awareness.</p>	<p>So that broad participation in public education is achieved, the summit implementation team and Santa Fe Public School administration should embed the following concepts into the SFPS five-year strategic plan:</p> <ul style="list-style-type: none"> a) Utilize proven models, b) Actively recruit and train volunteers including retirees, parents, and grandparents to tutor students and assist in classrooms, c) Encourage businesses and local and state governments to allow time-off/release time for employees to volunteer for schools through mentoring, job shadowing, and other activities, and d) Increase public awareness of what's happening in the schools through media, invitations to tour schools, and participation in special programs.
<p>5. Create a broad coalition to increase academic support for kids and advocate for a range of new programs.</p>	<p>So that graduation rates increase and all students are prepared for post secondary education, including career and technical training and job readiness, the community including students, parents, school teachers/staff/administrators, non-profit organizations, businesses, government officials, and institutes of higher education should:</p> <ul style="list-style-type: none"> a) Work to extend the instructional day and school year, b) Increase parent engagement, and c) Increase academic support for students through: 1) academic support unique to English Language Learners (ELL), 2) college awareness and readiness, 3) business internships, 4) funding for career pathways.
<p>Parent Engagement</p>	
<p>6. Educate parents about early childhood.</p>	<p>So that children can maximize their learning potential and be supported during these crucial early years (birth to eight years), parents and caregivers should become educated and informed advocates for their children, understanding developmental milestones with the support of schools and the community. Some institutions that follow the NM Early Learning Guidelines and educate parents include: First Born, Abriendo Puertas, New Vistas, CYFD, and PED.</p>

MAIN IDEA	RECOMMENDATION
<p>7. Offer an improved parent/student annual survey.</p>	<p>So that parents and students can share their experiences with the schools, the district should send an annual survey that can be submitted anonymously. The results should be reported in writing to school principals and parents.</p> <p><i>“Que el distrito provea un cuestionario por correspondencia a los padres y estudiantes para que puedan dar su opinión sobre su experiencia con la escuela anualmente y anónimamente. Estos resultados se deberan reportar mediante un informe escrito al director tanto como a los padres.”</i></p>

SCHOOL POLICY

MAIN IDEA	RECOMMENDATION
<p>School Staff</p>	
<p>8. Train and pay teachers well.</p>	<p>So that students can achieve at a level that prepares them to be college- or career-ready, the community should work to ensure that Santa Fe schools have a well-trained, professional teaching staff that is supported, respected, and well paid.</p> <p>New Mexico PED, NM legislators, school board, school administrators, teachers, parents, and community members should be responsible and accountable at appropriate levels.</p>
<p>9. Incentivize teachers with increased pay and support.</p>	<p>So that schools can identify and retain effective teachers who are creative, flexible, innovative, and able to cultivate confident, critical thinkers, the following actions should be taken:</p> <ul style="list-style-type: none"> a) A collaboration of parents, students, administrators, and business people – initiated by the school district or administration – should identify the most effective teachers and practices as defined by desired student outcomes (e.g., critical thinking and research skills as seen through portfolios, presentations, and student surveys). b) Once the most effective teachers are identified, the schools should provide incentives for teacher retention such as increased pay, business sponsors for implementing teacher ideas, and business community support.
<p>10. Offer more cultural sensitivity training.</p>	<p>So that the needs of Spanish-speaking students and parents are addressed more effectively, the district administration should implement cultural sensitivity training for administrators, teachers, parents, and students through the student</p>

MAIN IDEA	RECOMMENDATION
	<p>curriculum, workshops, trainings, and pamphlets. All official information and meetings should be provided/conducted in both English and Spanish.</p> <p><i>“Que la administración implemente educación de sensibilidad cultural para los administradores, maestros, padres y estudiantes. Que se lleven acabo talleres, entrenamientos, se distribuyan folletos, y que se incluya en el currículo. Que se distribuya toda comunicación oficial en Inglés y Espanol. Que las reuniones se conduzcan en Inglés y Espanol.”</i></p>
<p>11. Implement 360° teacher evaluation and offer more professional development.</p>	<p>So that Santa Fe Public Schools will have inspiring, high-quality teachers resulting in all students graduating as productive members of the community and well prepared for college or the work force, the administration, in close coordination with teachers, the teachers' union, and parents, should implement a 360° teacher evaluation process and offer teacher-driven continuing professional development (e.g., job embedded teacher training, peer coaching, and mentoring).</p> <p>Proven, high-quality teachers should be well compensated and have appropriate materials and supplies.</p>
<p>School District</p>	
<p>12. Extend the school day and expand learning opportunities.</p>	<p>So that education opportunities can be increased, the Santa Fe Public School district should extend the school day and expand learning opportunities, offering a variety of experiences young people would not usually have access to. Extending the school day will address the middle school performance gap and improve high school graduation rates.</p> <p>This effort includes:</p> <ol style="list-style-type: none"> a) Support for working families with care and safety issues, b) Support for businesses in insuring that employees are not worried about childcare, and c) Actively involving the community and businesses in the education of young people; activities will build community, with everyone holistically involved. <p>This effort requires:</p> <ul style="list-style-type: none"> • Family buy-in and business support through volunteerism and funds, • Administrative support from the school district, • School leadership support, • Transportation support/funding, and • A comprehensive district strategy for all schools.

MAIN IDEA	RECOMMENDATION
<p>13. Include parents on school board and advisory committees.</p>	<p>So that more effective parent/family partnerships with the schools can be promoted at all levels and student success can be maximized, the district should include non-elected parents on the school board and school advisory councils.</p> <p>At the school level, parents should be encouraged to work as school/community liaisons collaborating with community agencies and making home visits along with school personnel to determine family needs.</p> <p>Funding should be provided at the district level and via school-based initiatives.</p>
<p>14. Research children who excel.</p>	<p>So that each child can excel to the best of his/her ability through high school and beyond, SFPS should contract with a university to conduct a scientific literature review on children who excel and direct the school district to target and evaluate successful programs and individual students in Santa Fe County.</p>
<p>15. Make SFPS a data-driven, decision-making school district.</p>	<p>So that SFPS and the community make informed decisions that improve teaching and learning and implement working education models, SFPS should become a data-driven, decision-making, school district. (i.e., collect and analyze evidence, base decisions on that evidence, and make reliable data and research available to all stakeholders).</p>

Programs and Funding

MAIN IDEA	RECOMMENDATION
<p>Academic Enrichment Programs</p>	
<p>16. Expand programs like Advancement Via Individual Determination (AVID) and support other enrichment programs.</p>	<p>So that students stay in school, are not bored, stay busy, find their strengths, develop confidence, and receive support that teachers cannot provide during school hours, SFPS should start programs like AVID in elementary schools.</p> <p>The schools should also offer additional curriculum choices such as art, music, and vocational education as well as provide adequate funding for these programs and other activities. College or high school students should be recruited to volunteer or work as tutors.</p> <p>This work should be organized by a community group that involves parents, school administrators, business leaders, and government representatives and presented to the school board for approval.</p>

MAIN IDEA	RECOMMENDATION
<p>17. Develop “reading is cool” program.</p>	<p>So that all students in Santa Fe County become motivated to read – and students in 3rd and 4th grade read at grade-level or above – an action committee of school and community members should organize and find funding to develop a "reading is cool" initiative, hire a program coordinator, and pay reading tutors. The action committee should include school personnel, literacy volunteers, business members, parents, librarians, and faith-based groups.</p>
<p>18. Offer bilingual teacher certification opportunities.</p>	<p>So that consistent, dual-language education programs can be established for students from Pre-K -12, the state and district administration should offer certification opportunities to bilingual teachers and aides.</p> <p><i>“Que el estado y la administración del distrito trabajen juntos para establecer educación consistente de lenguaje dual para estudiantes de preK-12. Que se ofrezcan oportunidades de capacitación para certificar a maestros y asistentes bilingües. Que se desarrolle un currículo para educación dual.”</i></p>
<p>19. Offer bilingual life skills and enrichment classes.</p>	<p>So that bilingual students and parents receive the information and skills they need to thrive, the schools should provide bilingual educational programs and workshops about substance abuse, gangs, stalking (including cyber-stalking), and premature pregnancy prevention for students and families. In addition, enrichment classes (e.g., art, music, physical education, and computer classes) should be provided equally at all schools.</p> <p><i>“Proveer programas bilingües, educativos y talleres sobre prevención de abuso de sustancias tóxicas, pandillerismo, acoso (incluyendo cibernético), y embarazo precoz para estudiantes y familia. Que se ofrezcan clases de enriquecimiento (arte, música, educación física, computación) para todas las escuelas por igual.”</i></p>
<p>Funding</p>	
<p>20. Lobby for changes to the funding formula, Pre-K, and higher teacher pay.</p>	<p>So that adequate and equitable funding as well as supportive state laws and regulations that support a high quality education for every child is ensured, a committee reflective of the community should expand lobbying efforts to address and possibly reform:</p> <ul style="list-style-type: none"> a) State public school funding formula b) Universal Pre-K c) Increased compensation for educators and staff <p>The committee should include key community stakeholders (United Way of Santa Fe County, Santa Fe Chamber of Commerce, Hispanic Chamber, PLANE, church</p>

MAIN IDEA	RECOMMENDATION
	groups, retired educators, etc.).
<p>21. Reform school funding.</p>	<p>So that revenue for public education is increased, a coalition of parents, students, businesses, and nonprofits should advocate and lobby for the following legislative changes.</p> <ul style="list-style-type: none"> a) Allow for a local option to devote a percentage of new bond revenues to public school operational expenses, b) Increase tourism industry taxes with the revenue increase going toward public schools, c) Reallocate funding from higher education to Pre-K to 12, d) Allow for voluntary contributions through businesses to public schools, (i.e., donation check-box on utility bill with a "thermometer" showing progress), e) Seek matching funds for money raised under voluntary contributions above, f) Raise personal income taxes by 1% a year to pre-2000 levels, g) Add an extra tax on million dollar plus homes with the revenue earmarked for education, and h) Increase percentage of state budget allocated to K-12 education.

APPENDIX

Summit Speakers

Katherine Freeman, CEO/President, United Way of Santa Fe County

Alex Valdez, CEO, Christus St. Vincent Regional Medical Center

Carl Luff, Business Leader

Dennis Hernandez, Parent

Rita Rios-Baca, Teacher

Summit Videographers

Fred and Nancy Strauss, Video Design de Santa Fe

Summit Leadership Team

The following people offered their time and expertise to the summit, facilitating the small group discussions and providing important support to the groups. We applaud their commitment to the democratic process.

Hakim Bellamy

Discussion Leader

Philip Crump

Discussion Leader

Ed Moreno

Discussion Leader

Sharon Berman

Recorder

Susan Duncan

Discussion Leader

Suzanne Otter

Recorder

Pamela Blackwell

Recorder

Susan Jack

Tech Support

Claudia Pineda

Recorder

Alicia de Burrola

Discussion Leader

Jessica Lawrence

Recorder

Charlotte Pollard

Recorder

Lynne Canning

Discussion Leader

Maria Christina Lopez

Spanish Interpreter

David River

Discussion Leader

Summit Registrants

Tom Ageson

Sarah Allen-Oberstein

Maggie Andersson

Shauna Aragon

Alan Austin

Oliver Benavidez

Randy Bennett

Jean Berndt

Barbara Bianchi

Sonia Biltz

Andrew Black

Jo Ann Bolleter

Betty Bordner

Raquel Borjas

Simon Brackley

Annai Burrola

Atenas Burrola

Steven Carrillo

Elena Chavez

Christa Coggins

Shelley Cohen

David Coss

Susan Curtis

Jessica Cute

Barbara Damron

Sandra Davis

Brian Dineen

Rayna Dineen

Dominique Ehrl

Xochitl Ehrl

Robert Eisenstein

Sharon Eklund

Aline Ellis

Suzy Eskridge

Katherine Freeman

Pat French

Lucille Fresquez	Eolia Loya	Pam Remstein
Gilberto Galindo	Carl Luff	Rita Rios-Baca
Ana Garcia	Sue Lujan	Alma Rivera
Bernice Garcia-Baca	Shirley Lujan	Patricia Rivera
Magi Gerety	Kristin Macapagal	Alma Rodriguez
Leroy Goats	Jonelle Maison	Sergio Rodriguez
Sue Goodwin	Shelley Mann-Lev	Lisa Rohleder
John Gordon	Andie Manzanaras	Joanna Romero
Laird Graeser	Selena Marroquin	Sarah Romero
Ruthanne Greeley	Elizabeth Martineau	Diana Ronquillo
John Greenspan	Elizabeth Martinez	Kassandra Roybal
Allison Gregory	Roy Martinez	Belinda Ruiz
Donna Grein	Terri Martinez	Jesus Salas
Barbara Gudwin	Yvette Martinez	Robert Salas
Bobbie Gutierrez	Carol McClure	Anne Salzmann
Viridiana Gutierrez	Tish McCutchen	Alba Sammer
Ernestine Hagman	Gordon McDonough	Janeth Santos
Mary Harbour	Susan McIntosh	Paula Scarpellino
Anita Hernandez	James Medina	Rick Scott
Dennis Hernandez	Criceida Mendez	Kathy Segura
Susan Herrera	Stephanie Mendonca	Kathy Seidl
Ernesto Holguin	Karina Menter	Christina Selby
Kristy Janda-Wagner	Amy Miller	Alejandra Seluja
Jenn Jevertson	Bill Moffett	Bruce Sherwood
Carol Johnson	Janet Moffett	Linda Siegle
Denise Johnston	Frank Montano	Scott Simkins
Steve Jones	Harry Montoya	Brian Skeele
Tammy Jones	Nathan Morrison	Ginny Sohn
Edith Juarez	Marte Murphy	Nadine Stafford
Ana June	Dale Nevarez	Juliet Staveley
Hervey Juris	Anabel Ornelas	Kurt Steinhaus
Miranda Katko	Diana Ornelas	Michelle Stobnicke
Jerry Kinkade	Inez Orona	Fred Strauss
Kristen Krell	Jenny Parks	Nancy Strauss
Jessica Ladd	Danny Pena	Craig Strong
Brenda Lang-Knapp	Ellen Perez	Paul Suozzi
Gabriela Leon	Francisca Perez	Mara Taub
Michele Lis	Valerie Plame Wilson	Erin Taylor
Marcy Litzenberg	Kevin Portillo	Kimberly Thomas
María Cristina López	Bruce Poster	Sandra Topkins
Claudia Azucena Lopez- Ruiz	Eva Rambo	Ruben Torres
Julia Rosa Lopez-Emslie	Lisa Randall	Humberto Torres

Alex Valdez
Virginia Vigil
Estela Villegas
Adeir Waldenberg
Jessica Weaver
Gene Weisfeld
Cheryl Whitman
Rollin Whitman
Glenn Wikle
Susan Yanda
Kimberly Zeilik
Michael Zeilik
Maggie Zenn