

**Promoting Collaboration for a Sustainable Community:**

# A Critical Examination of Education, Immigration and the Local Economy in Santa Fe

**June 1, 2006**

**A White Paper by:**

Jessica C de Baca

Richard Garcia

Robert Griego

Ray Gulick

Gary Gurule

Kristen Krell

Patricia Mort Padilla

Erica Volkers

Belinda Wong-Swanson

**SANTA FE  
FUTURE 2006**

## Table of Contents

Introduction .....	1
Focus Issues of Santa Fe Future 2006 .....	4
Education .....	5
Immigration .....	16
Local Economy .....	24
Universal Recommendations .....	33
Conclusion: Promoting Collaboration for a Sustainable Community .....	36
References .....	38
Interviews .....	40

## **Introduction**

Who are we? As individuals we represent education, non-profits, government, small business and big business. We embrace different political ideologies, professional goals and personal goals. We come from various geographic, cultural, economic, social and educational backgrounds. We are younger and older, male and female, single and married and parents. We are introverts and extroverts, artists, musicians, entrepreneurs, consultants, students and teachers. We are diverse. And yet, in spite of this diversity, we found ourselves on a one-year journey, working collaboratively to fulfill the challenge put forth by the sponsors and first graduating class of Santa Fe Future. While our diversity of perspectives both added to the challenge and enhanced what we were able to achieve, it was in the process of working together that we discovered what we must share in order to be successful.

In 2004, Santa Fe Economic Development, Inc., along with Santa Fe Chamber of Commerce and Santa Fe Community College, sponsored the first class of Santa Fe Future, a leadership program designed to engage and support emerging leaders in our community. The uniqueness of this program can be attributed to the recognition that effective leaders work collaboratively to create a shared vision. The sponsors and class of 2005 gave us their wisdom of experience and resources, but challenged us to create our own goals and means to achieve these goals.

In the white paper by Santa Fe Future 2005, we were introduced to a comprehensive analysis of a broad spectrum of community issues, an exploration of effective leadership, and recommendations based upon identified needs. This knowledge became a foundation on which we could build. Coming together for the first time as Santa Fe Future 2006, we easily identified a broad range of issues critical to our community. The first step we took in creating our own unique approach to this leadership program was to narrow our focus to three critical community issues that we could explore in depth through research and interviews with community members. These issues were: education, immigration, and the local economy. The issues were chosen not only because of their significant impact on our community, but also because we each shared a passion for one of more of these issues and a strong desire to learn more about them so that we could effect positive change.

It was the words of the graduating class of 2005 that inspired our vision for Santa Fe 2006:

- Leaders should take it as a small challenge to think of innovative ways to create meaningful spaces for interaction for disparate groups and bring together individuals and groups that may not otherwise interact.
- We want “the dialog” of the community to deepen and for more communication to happen.
- We must *all* champion action items that work to build a sense of community (Condit, Carl, et al., 2005)

These words shaped our journey not only as we conducted research and initiated more than 80 interviews with community members, but also as we became participants of community dialogue and community action. Our members collectively attended or participated in the following events as a result of our desire to learn more, to discuss more and to be part of actionable items:

- The City of Santa Fe Business and Quality of Life Committee
- March on Immigration
- Immigrant Round Table: community dialogue around the immigrant population
- St. Elizabeth’s Homeless Shelter: Board meetings
- Santa Fe Chamber of Commerce Business Development Committee
- Santa Fe Community Foundation: Focus Group, a series of priority-setting sessions around the needs in Santa Fe
- Santa Fe Learns: A community dialogue about systematic community and school change
- Santa Fe Public Schools Strategic Planning Task Force
- SFEDI Workforce Development Alliance Meeting
- Warehouse 21: Youth and Economic Development Forum

It was our vision not only to be active participants in community dialogue, but to organize a “graduating” event that brings together a diverse group of individuals and provokes further discussion of issues critical to Santa Fe. Our diversity is what sometimes divides us in our attempts to come together as a community to address critical issues. We offer the belief that this diversity also represents the potential to lend different perspectives, skills, and connections to creating a common ground. It is our hope that our graduating event can serve as one space in which we can engage diverse community members in working together to create a shared vision for the future of Santa Fe.

When asked to identify Santa Fe's assets and challenges, community members repeatedly stated that our diversity was both an asset and a challenge. Our experience with Santa Fe Future offered many lessons about how groups of diverse people can work together to achieve common goals. Perhaps the first, and foremost, of these lessons learned is that we must, as leaders, commit to listening and learning from others. The failure of groups to successfully collaborate can sometimes be owed to individuals coming with pre-determined agendas to impose on others. A shared vision and the resulting action cannot be achieved if we do not authentically solicit and consider the ideas of each individual in the group. It is this process that also unveils the unique talents that each individual brings to the group; talents that must be leveraged to enhance both the process of collaborating and in accomplishing the shared vision of the group.

## **Focus Issues of Santa Fe Future 2006**

While it is natural for factions and differences of opinion to exist within a community of approximately 145,000 people (Santa Fe County), serious and broad-reaching issues can only be resolved with substantial agreement on what the problems are and collaboration in working for solutions. Many of Santa Fe's most serious challenges—and all three of SFF06's focus issues: education, immigration, and the local economy—are intimately related. This is good news, partly because it suggests that success in one area will yield benefits in others. More importantly, it is good news because it offers an opportunity for collaborative solutions, which have the greatest likelihood of success.

Our white paper focuses on promoting collaboration between individuals, organizations, and institutions in Santa Fe with a goal of creating a community that is truly sustainable. Central to the definition of a “sustainable community” is the idea of a community that is environmentally sound, economically prosperous, and socially equitable.

Following our research, we believe Santa Fe is at a critical crossroads. With a wide range of talent and resources, combined with progressive policies and a high level of social consciousness among community members, Santa Fe has the potential to be a national model for sustainable communities. On the other hand, Santa Fe's median housing cost continues to increase alarmingly faster than its median household income, its public schools are more segregated than ever before, and a significant gap in student achievement exists between ethnic and socioeconomic groups. These factors present significant challenges to Santa Fe's sustainability. For the community to become truly sustainable we must actively address the economic, social, and educational gaps that continue to grow and threaten our community.

Characteristic of moving toward a more sustainable community is recognition of the links between economic, social and environmental indicators. Traditional studies and measurements of change in these three areas tend to reflect an approach that treats them as if they operated independently, while sustainability approaches reflect the reality that they are tightly interconnected. The most effective way to identify areas of weakness and subsequent solutions, therefore, is an examination of the links between these sectors. For the purpose of this paper, we have presented each of our three issues separately, but we make recommendations that include interconnected approaches to seeking solutions.

Meeting the challenges of highly educating all youth contributes to our ability to develop a sustainable local economy. Developing a sustainable local economy speaks to strategies that employ educational opportunities for current employees and potential business owners. And while we did not focus on environmental issues in our community, our research in the area of local economy unveils this critical link. Meeting the educational and business needs of the immigrant population can strengthen the economic and cultural assets of our community. In exploring the issues of education, immigration and the local economy, we chose not only to uncover the challenges, but also the assets, within and between each sector, that could be leveraged for collaborating to build a more sustainable community.

## **Education**

Santa Fe is a diverse community that is rich in culture, language, and history. Although the diversity is what makes Santa Fe truly special, it also serves as a significant challenge for the public education system to effectively educate a population with such a wide variety of needs. Perhaps the most important component to building a sustainable community that is socially equitable is the ability of that community to effectively educate its young people.

It is crucial that young people are well educated so they are prepared to join the workforce, support their family, and contribute to the community in which they live. The 2005 Economic Development Plan for the City of Santa Fe states: “Workforce development and economic development are closely linked. A pool of educated workers is critical to business expansion, industrial diversification, and creating opportunities that will keep our young people from leaving” (p. 15). Education is a broad topic that includes private schools, charter schools, early childhood development, continuing education, and higher education. All of these are a critical part of developing a strong workforce. While our exploration of this topic included research and interviews that represented all these institutions, in this paper we chose to focus on the Santa Fe Public School (SFPS) system.

## **No Child Left Behind**

It is impossible to talk about public education today without discussing the Federal No Child Left Behind (NCLB) Act of 2001 and the impact that it has had on public education. Santa Fe Public Schools, like all schools and districts in the country, are under pressure to meet the requirements of

NCLB, which places a strong emphasis on standardized testing to assess academic performance. Under NCLB, all schools and school districts in the country are evaluated on their effectiveness by demonstrating Adequate Yearly Progress (AYP). AYP is determined by: “content area test participation and performance, as well as the additional academic indicators of attendance and graduation” (New Mexico Public Education, 2005).

Currently, 72% of school districts in the country are successfully meeting AYP requirements, compared with 47.3% of school districts in New Mexico. Out of 89 districts in New Mexico 29 successfully met AYP standards and 60 did not. SFPS is a district that is not meeting the requirements, even though over 60% of the schools within the district did meet AYP (Center on Education Policy, 2004; New Mexico Public Education Department, 2005). Schools that do not make sufficient academic progress face penalties. “These results raise doubts about whether the law is working and its results are fairly calculated,” said Michael Petrilli, vice president for policy at the Thomas B. Fordham Foundation, a Washington-based research group (Washington Post, 2006). Additionally, it was reported by the Washington Post (2006) that “many states have complained that the federal government has not provided enough funding to cover costs to support the NCLB act” (p. A17). Whether the measurements of NCLB are appropriate or not, SFPS is faced with the challenge of increasing student performance at all schools in the district in an effort to meet AYP requirements in the future.

### **Achievement and Resource Gaps**

The testing required under NCLB has exposed sizable achievement gaps in the areas of ethnicity, income level, disability and English-language learning. In general, Anglo and Asian students fared better than Blacks, Hispanics and Native Americans. Economically disadvantaged students scored lower than others on the tests, and some of the largest gaps occurred between students with learning disabilities and those without. These gaps in achievement are not unique to Santa Fe, but exist across the state and the country as well. Veronica Garcia, New Mexico State Education Secretary, said some of the root causes of the achievement gap include poverty, language barrier, poor nutrition, poor health, lack of access to quality services, and lack of parental involvement. Garcia also said that she was encouraged by the substantial number of students in all grades at the “nearing proficiency” level, and that we must maintain high expectations for all students.

Santa Fe Public Schools serves students with a wide range of socioeconomic backgrounds. In academic year 2004-2005, the Data Collection and Reporting Bureau of the New Mexico Public Education Department (PED) reported the student population for the SFPS as 72.5% Hispanic, 23% Anglo, 3% Native American, 1% Asian, and .5% Black. Additionally, 53.3% of the students are from economically disadvantaged families. While 72% of students are Hispanic, 35% of these students are recent immigrants that come from Spanish-speaking families. The numbers of immigrant students and families in Santa Fe have drastically increased over the past 20 years and as a result, SFPS is faced with the challenge of educating a large number of students who either don't speak English themselves or have parents who don't speak English. Marcy Litzenburg, SFPS Board member, stated: "The public school system is very ethnocentric; it was created by the dominant Anglo culture and it has not been very effective at meeting the educational needs of all students." Ironically, in recent years a large number of Anglo students have pulled out of the public schools to attend one of the 84 private schools in Santa Fe. This would account for the small percentage (23%) of Anglo students served by the SFPS.

There is a distinct correlation between the schools that meet AYP in Santa Fe and the demographics of that school including school size, ethnic majority, and economic status. Due to growth and population shifts over the last 30 years, Santa Fe schools are more segregated than ever before. There are a number of schools in Santa Fe in which the large majority of students are Hispanic and economically disadvantaged. Many of these schools are also significantly overcrowded. All of these overcrowded schools exist on the south side of Santa Fe where the immigrant population is quickly growing. For example: Cesar Chavez, an elementary school not meeting AYP, is located on the south side of town and has approximately 620 students. 87% are Hispanic and 89% are economically disadvantaged. In comparison, at Acequia Madre elementary school, located on the east side of town, there are a total of 150 students; 35% are Hispanic, 60% are Anglo, and 32% are economically disadvantaged. Cesar Chavez is not meeting AYP and Acequia Madre is meeting AYP. These examples are not unique to these two schools. They illustrate a trend that exists throughout the community.

The district currently has enough capital outlay funding to build an additional school on the south side of town. This school has the potential to serve the quickly growing population in that

area of town while alleviating the schools that are overcrowded such as Cesar Chavez.

Unfortunately the district does not currently have the operational funding to run such a school.

Additionally, on the North side of town there are a few small schools serving fewer than 200 students. Most of these schools are successfully meeting AYP standards and serve a student population with active parents who advocate passionately for the school that their children attend. However, some of these schools that serve a small number of students are not currently financially sustainable; they cost the district more to operate than they receive in funding from the number of students that they serve.

The current SFPS Board of Education and the administration have expressed significant concern about the inequities that exist between various schools. In 2005, they assembled a strategic planning task force to address these inequities and develop solutions. The task force is currently researching the issues and engaging the community in the process. The task force is scheduled to present recommendations on these and other relevant issues to the SFPS Board of Education in September, 2006.

### **Bilingual Education**

Clearly, an effective bilingual education program is a key factor to increasing overall student achievement in the SFPS. Cara Mendoza, SFPS Co-Director of Curriculum and Instruction, stated: “Bilingual education is very complicated in Santa Fe because we have so many Spanish-speaking students who need to learn English. At the same time, we have another segment of local Hispanic students whose parents were punished for speaking Spanish in school, and are now requesting that their kids are taught Spanish in school.” Further complicating the issue is the lack of qualified bilingual teachers, the diversity of approaches to bilingual education, the failure to correctly identify and assess all English Language Learners (ELL), and the lack of appropriate placement, instruction and materials. In addition, SFPS has not had a director of bilingual education in the district to oversee the implementation and consistency of bilingual services for the past year.

Leslie Carpenter, newly appointed superintendent of SFPS, has made it clear that improving bilingual education is a top priority for the district. The district currently has a bilingual task force made up of teachers and administrators, which has recommended strategies to improve bilingual education in Santa Fe. These recommendations include offering competitive bilingual stipends to qualified teachers, piloting three K-6 dual language immersion programs with a goal to expand k-

12, and developing and implementing standards and assessment tools to showcase student achievement in more than one language.

### **Teacher Quality and Retention**

Hiring and retaining skilled teachers for all students is another key factor in increasing student achievement. Low teacher salaries, combined with high cost of living in Santa Fe, have made it difficult to retain highly qualified teachers. Two years ago, New Mexico was 46th in the country for teacher salaries. In 2003, under New Mexico's Education Reform Act, the three-tiered licensure system was implemented. This system has since increased teacher's salaries across the State of New Mexico, putting New Mexico at 40th in the country for teacher salaries.

In the past, New Mexico teachers have been compensated by a single salary schedule based only on years of experience and level of academic preparation. The three-tiered licensure system has since put New Mexico in the spotlight with its significant changes in the way teachers are licensed, evaluated, and compensated. James Ball, Assistant Secretary for Educator Quality said the following about the three-tiered licensure system:

“It is really a call to high standards of practice in the classroom. It is effective because a teacher's salary is tied to overall performance rather than just test scores. What we really hope to see in the next five years is a significant increase in student achievement as a result of more effective teachers in the classroom.”

Leslie Carpenter, Superintendent of the Santa Fe Public Schools, believes the three-tiered licensure system is valuable because it asks teachers to perform at higher levels. “Having a quality teacher in every classroom is truly a social justice issue.” She expressed concern, however, for the lack funding and staffing to ensure teacher effectiveness and to provide the necessary support to teachers. She also said that school administrators are in need of training on the specifics of the three-tiered licensure system and how to effectively evaluate and support teachers. She was especially concerned for the level of support new teachers received and stated:

“In education, we eat our young alive. We put the new, inexperienced teachers in the most difficult classrooms and expect them to fend for themselves. It can become so difficult and these new teachers with so much potential end up burning out.”

## **Building Community to Engage Students and Parents**

There is an increasing need for schools to create a strong sense of community to more effectively engage students and parents in their education. “The school district can only be as good as the community” said Carmichael Dominguez, former Santa Fe School Board Member and current City Councilor. The U.S. Department of Education recently awarded SFPS a \$1.5 million-plus grant to implement Smaller Learning Communities (SLC) into their high schools. Enrollment at both of the high schools in Santa Fe exceeds 1,200 students, and SLC’s, which have been found to boost student achievement, seek to foster more intimate learning environments within these large schools. The funding will support planning and implementation of SLC strategies such as creating schools within schools, career academies, and restructuring the school day.

Jeff Davis, a fourth grade elementary teacher at Turquoise Trail elementary, defined a true “community school” as one that contains social services for families, a library with a variety of books for all ages, public transportation, and a place where the community feels a sense of ownership and responsibility. Margo Shirley, Principal at Ortiz Middle School, agreed it is important to have community resource centers where basic social services could be provided and where students and parents can feel safe and supported. A community school would provide a place where parents would also benefit from an educational environment by providing classes to parents on relevant topics. And while everyone agrees there is a critical need for parental involvement in the schools, Margo Shirley explained that schools need to reevaluate how they define parental involvement. Many of the parents work more than one job and/or don’t have the resources to provide traditionally defined “support” of their child’s education.

Between August 2005 and the first week of April 2006, 648-plus students, children and youth under the age of 21 were identified as homeless in Santa Fe. Over 50% of these students are immigrant students and attend the public school system. Most of these students live in substandard conditions, which include children from families who double- or triple-up with other families in tight living situations, children staying in shelters, living in cars, camping or couch-surfing from one home to another. “When a child’s basic needs are not being met, they tend to have serious issues such as intermittent attendance or dropping out, low school achievement, high special education needs or frequent illnesses” offered Gail Herling from SFPS Office of Student Wellness. “These students may also have to worry about domestic violence in their family, incarcerated

parents, finding emergency shelter, food, and transportation to and from school.” If kids aren’t getting their basic needs met, it is extremely difficult for them to thrive in school, or in any other areas in their lives, but education continues to be viewed as a critical element in breaking the cycle of poverty and homelessness.

Santa Fe is fortunate to have a wide variety of community resources and organizations that are truly assets and work collaboratively with SFPS to increase student achievement. A few examples of such programs include GIRLSTART!, Mentor New Mexico, and Junior Achievement. Many of these programs are not a part of the standard Santa Fe Public School curriculum, but they provide additional educational programs that help children learn. Unfortunately, there is no centralized coordination of community involvement efforts in the schools. Cara Mendoza, Co-Director of Curriculum and Instruction for SFPS stated: “Santa Fe has amazing community involvement; however, I am constantly finding out about different programs doing great things at one school that nobody else knows about.”

### **Recommendations for Better Public Education in Santa Fe**

We are concerned about the segregation of the public schools in Santa Fe and the social implications it has on our community. This is a complicated issue, and there are no simple solutions. In an attempt to address the issue, we recommend the development of magnet schools, each with a specific focus and expertise. For example, one school might become a dual language immersion magnet school, another school with an emphasis on technology, one that focuses on math and science, and another for the arts. This arrangement would allow parents to choose a school for their child based on their child’s interests and skills. It would also allow each school to develop strong programs in certain areas and community members to donate certain skills and resources depending on their particular interest.

In addition, we believe Santa Fe Public Schools has a responsibility to make decisions that support a sustainable community, which in turn means that the district itself strives to become an institution that is both equitable and sustainable. We recommend that all schools be required to function within the operational budget given to them by the district, and that each school be encouraged to be creative in finding ways to function within that budget.

We realize that one of the greatest challenges the public schools faces is a significant shortfall of funding to provide adequate services. Solutions must be sought that work within these monetary

limitations. We recommend that the schools that are not able to function within their operational budget due to low student enrollment be closed or merged with a larger school site and that the property then be leased to provide a steady source of income for the Santa Fe Public Schools, assisting with funding for teachers salaries, operational costs, and other necessary services.

One of Santa Fe's strengths, repeatedly mentioned in our interviews with community members, is the desire of many citizens to give back to their community. There are numerous non-profit organizations willing and able to provide a variety of resources and services to the schools, but it takes time and experienced educators to identify and utilize these. We recommend that all community involvement projects, non-profit services, and other related service providers engaged in activities supporting education be coordinated through and/or reported by a central office like Curriculum and Instruction, so that this information is readily available for distribution to building administrators, teachers, and other support staff.

To further support the learning needs of our students, and the cultural and economic growth of our community, we strongly recommend support of a bilingual program that promotes dual-language acquisition for all children, rather than targeting only English Language Learners. Many countries have school curriculum with foreign language requirements for all students. There is much research on learning and the brain that indicates the benefits of learning a second language, but there is also a great deal to be said for the cultural and economic benefits. Santa Fe and the larger New Mexican community are uniquely positioned to become leaders in supporting bilingual education for all children, with laws and policies that proclaim us as a bilingual state and educational system. The challenges of recruiting and training bilingual educators can be met with continued incentives, the development of learning cohorts, and collaboration with post-secondary institutions to provide on-site classes for these learning cohorts. To enable more effective communication and meet the immediate needs of the growing Spanish-speaking only population of both students and parents, we recommend the hiring of a full-time interpreter by the district. There is also a need for on-going cultural competency training for all school personnel to promote effective interaction with children from different cultural backgrounds.

Time during the school year for professional development and collaboration is a limited commodity. We believe there is a need to extend the contract year for teachers to include more time for professional development and collaboration outside of the school year/day. At a minimum,

consideration should be given to utilizing rotating substitute teams to provide teachers at school sites with the opportunity for professional development and collaboration time. In addition, we need to find ways to provide administrators with the same opportunities for collaboration and professional development. We also believe that incentives need to be offered to recruit experienced master teachers and administrators within the district to teach and serve as instructional leaders in high need schools.

Our schools can and should be “community spaces” in which other community organizations are invited to help create school and community culture. This may include the provision of parent resource centers, adult-based educational programs, community outreach activities, and community forums. We would like to highlight programs such as the Agua Fria Children Zone, the ENLACE (Engaging Latino Communities for Education) project, and Schools that Learn, as models for how our schools can collaborate with organizations to empower both students and community and provide a network of support services.

The Agua Fria Children Zone (AFCZ) is a new initiative of United Way of Santa Fe County, and is based on a social service paradigm that focuses on addressing the critical needs of children and families and targeted efforts to build the whole community. According to United Way of Santa Fe County President Katherine Freeman, the AFCZ plan includes extensive educational, social, and health care services to be provided in the community. Freeman states that the program is based on the belief that effective parents, engaged families, committed teachers and active neighbors all contribute to students’ success.

The AFCZ aims to establish a comprehensive network of support services and programs to strengthen family and community ties to create a safe, healthy learning environment. The long term goal of this program is to build a healthy foundation and to create opportunities and support for children, their families and the community.

AFCZ existing and planned programming includes: Agua Fria Pre-Kindergarten, Agua Fria Baby College, Agua Fria Parent Resource Center, a family support center, Education-elementary, secondary and continuing education opportunities, neighborhood pride events, recreational activities, neighborhood heritage projects, and economic development. The AFCZ is an innovative model of how to engage the community and embrace and support the public schools.

Adelante helps meet the basic needs of more than 640 homeless students in Santa Fe, providing supplies and services including: clothing, school supplies, tutoring, advocacy (e.g. free lunch, medical care, housing issues, etc.), transportation, emergency funds, food and after school program scholarships. Adelante enhances homeless students' educational opportunities by trying to keep them in the same school, even though most move from place to place. In addition to the supplies and services Adelante provides, they also serve disadvantaged families through the Juntos Project. Conducted weekly throughout the school year for homeless families with elementary age and other children, Juntos includes a free dinner and activities that promote family communication as well as academic achievement for students. This year the Juntos project has helped more than 135 students and their siblings that live with multiple needs in homeless situations. Gail Herling, the Adelante program director from the SFPS Office of Student Wellness, coordinates this project and invites restaurants, caterers, community groups, faith-based organizations, youth groups and families to volunteer to cook and serve a meal during one of the evening gatherings. They also gather clothing, food, books, coats or school supplies to distribute to needy families. This program invites the gathering of people, to promote a place to meet and learn about others and provide access to free in-depth, quality resources. The obstacles the program faces are a reflection of our economy. These challenges include lack of affordable housing, emergency shelter, poverty, and intolerance. However, Gail Herling believes that there are many assets in our community, "Santa Fe is small enough for community networks to pull together and create tremendous resources in order to get help for people."

Advancement Via Individual Determination (AVID) is a national college preparation program that targets under-represented students who are in the academic middle. AVID was implemented at Capital High School (CHS) in 2004 through the Northern New Mexico ENgaging LATino Communities for Education (ENLACE) project. It is a collaborative partnership between the Santa Fe Public Schools and Santa Fe Community College. The program has experienced great success in increasing student achievement at CHS and is scheduled to be implemented in the Fall of 2006 at Santa Fe High School through the Small Learning Communities grant, and at Ortiz Middle School through the GEAR UP grant. Beginning in 2004, AVID served 28 students at one school site, but by 2007 there will be seven AVID elective classes, at three schools, serving a total of 190 students.

The Mission of AVID is to increase school-wide learning and performance, and to ensure that all students—especially the least served students in the middle—capable of completing a college preparatory path succeed in rigorous curriculum, enter mainstream activities of the school, increase their enrollment in four year colleges, and become educated and responsible participants and leaders in a democratic society.

AVID is an elective class designed to support students in rigorous coursework such as Advanced Placement (AP) classes through bi-weekly tutorials, collaborative learning, development of effective study skills, reading, writing, and inquiry. The ENLACE youth leadership program trains the AVID students to be leaders, who then serve as positive role models, facilitators, tutors, and mentors to younger students in the community. AVID also consists of a site team of trained teachers and administrators at each school that works collaboratively within the school to ensure that rigorous coursework is made available to all students.

Santa Fe Learns is a new collaborative initiative between Earth Care, Santa Fe Mountain Center, ENLACE, the CLOUD Institute for Sustainability Education and the Society for Organizational Learning. Working in partnership with SFPS, Santa Fe Learns is working to:

- 1) Engage people across boundaries and sectors of the community in deep collaborative learning and change process
- 2) Focus on areas of youth leadership, educational sustainability, schools that learn and communities that learn
- 3) Transform relationships and communication within schools, between schools and community and between generations
- 4) Develop habits of the mind (e.g. systems thinking and related learning community skills) in students, teachers, administrators and community members (Earth Care, 2006, p. 5).

Their goals include increased graduation rates, the provision of authentic opportunities for youth to participate as leaders in their school and community, and creating a school and community climate in which students want to participate.

Unrealistically, there is a perception that public education is the solution to many community and social issues. While it may be a forum for addressing these issues, those in education cannot do it alone. Our community, city government, business and non-profits must continue to take an active role in reaching out and collaborating with both those who work in public education and those who are served by public education. As a community, we must acknowledge that our current

educational system is failing more than half of our children. There is an estimated 50% drop-out rate among students in Santa Fe, and of those students who go on to post-secondary institutions, more than half require remedial coursework. These statistics do not so much reflect a lack of effort on the part of public schools, but rather, the numerous challenges public schools now face and a lack of resources—professional, financial, and academic. Yet, even with the challenges and the lack of resources, we have seen heroic achievements that can be accomplished when individuals, organizations and communities collaborate to create an engaging, supportive, learning environment for all students.

## **Immigration**

There are many recent immigrants to Santa Fe including Tibetans, East Indians, English, Columbian, Chinese, Japanese, Guatemalan, and Mexican. Because the largest, and arguably the most marginalized population of these immigrants are the Mexicans, we chose to primarily focus our exploration of this topic on the Mexican immigrant population. This growing population has a significant impact on the community of Santa Fe and will continue to do so. It is therefore imperative for all of us living and working in this community to become more educated about the issues related to and the experiences of the Mexican immigrants.

### **History of “Recent” Immigration in Santa Fe**

In the 1980s when the value of the peso decreased dramatically in Mexico, more immigrants came to New Mexico seeking work in more “urban” areas, including Santa Fe. The growth of the tourist industry in Santa Fe spurred the increased growth of hospitality businesses such as restaurants and hotels, as well as related business such as construction; providing plenty of work opportunities for immigrant workers. Santa Fe also became increasingly appealing as a place to live (or at least, to own a home in), increasing construction and domestic work opportunities. The overall economic boom, beginning in the 1980s and continuing to the present, was accompanied by a boom in the Mexican immigrant population. Initially, immigrants had opportunities for legal documentation through marriage or employer assistance, but these opportunities are increasingly rare, especially in the aftermath of September 11, 2001.

It is difficult to provide estimates of the numbers of Mexican immigrants specific to Santa Fe because of the undocumented status of some. In Santa Fe County, the 2003 Census estimated

15,000 people were immigrants, and an estimated seventy-three percent of these immigrants were from Latin America. The 2000 U. S. Census indicated that over 11% of City of Santa Fe's population was foreign born. Even with these numbers, it is difficult to gain an accurate picture of the true population of Mexican immigrants because the numbers do not distinguish country of origin and do not necessarily reflect the numbers of undocumented immigrants.

Regardless of the specific numbers, there are other indicators of the significant growth of the immigrant population in Santa Fe. Fifteen years ago, when SFCC faculty member Maria Christina Lopez moved to Santa Fe, she sought a job as an ESL teacher, but at that time there was no demand for ESL teachers. Today, the demand for ESL and bilingual teachers has necessitated the active recruitment of qualified teachers to fill these positions.

Father Preto, of the San Isidro Catholic Church, remembers it was only five years ago when he could count on one hand the number of Spanish-speaking immigrants who attended his church services, though presently he serves 300-400 and spots new faces belonging to Spanish-speaking immigrants each week. The ESL Program at Santa Fe Community College did not exist 15 years ago, but served as many as 1,200 adult students last year. Several immigrants have begun their own small businesses; stores, tortilla factories, restaurants, and construction among others. Public services, such as police, domestic crisis centers, and emergency health care, require a number of Spanish-speaking employees. In fact, the demand for bilingual employees has risen significantly, causing some, like the police department, to offer bonus stipends for employees who are bilingual (Spanish/English). The demand for Spanish-speaking employees in the private sector has risen as well.

It is clear that the increase in the immigrant population is a trend that will continue at least in the near future. One indicator of this trend is an increase in the numbers of single, female Mexican immigrants coming to Santa Fe, in contrast to the higher number of males immigrating in the past. Both populations are young and will likely contribute to the growth of families and children of Mexican immigrants living in Santa Fe. According to a number of immigrants, jobs are plentiful in Santa Fe, and as long as there is work available, those who currently live here will continue to help more family and friends settle here. Immigrant students interviewed cited that coming to Santa Fe offered more job and educational opportunities than afforded to them in Mexico. One student said, "I think we are better here because we have places to work and a better place to live. Also, I can have a better education." Ironically, despite the perception that all immigrant labor is

uneducated, we heard in a few interviews that it is not uncommon to find immigrants with backgrounds in law, architecture, dentists and engineers working as wait staff, dishwashers, custodians, or construction workers.

While job availability and connections to family and/or friends influence initial decisions to settle in Santa Fe, another appeal of Santa Fe is its reputation as a “safe haven.” This is due largely to the work of established immigrants and “native” Hispanics on behalf of more recent immigrants through political offices and organizations like Somos Un Pueblo Unido. This organization has done much to make Santa Fe and New Mexico a safe place for immigrants, and one which protects and promotes their rights and opportunities through the following actions:

- Campaigned for the passage of an “Anti-Discrimination Resolution” by Santa Fe City Council
- Spearheaded and coordinated a statewide legislative campaign to pass a law making undocumented immigrants eligible for drivers’ licenses in New Mexico
- Serves as northern New Mexico’s only comprehensive immigrant resource center where immigrant families can obtain information regarding rights, remedies, and available resources
- Organized a statewide effort to pass the most progressive higher education law for undocumented immigrant students in the country

### **Myths and Realities of the Mexican Immigrant Population**

“We come to work,” said Fernando Martinez (alias used to protect identity), an undocumented Mexican immigrant living in Santa Fe. Most New Mexicans feel that “illegal immigrants” hurt the economy (Linthicum, 2005) and this attitude is influenced by the myths that are perpetuated about Mexican immigrants, especially those who are undocumented. There are two common myths cited in anti-immigrant rhetoric related to work. One myth is that immigrants “take jobs away” from Americans. The “false documentary,” *A Day Without a Mexican*, directed by Sergio Arau, puts this myth in perspective by exploring the idea that, if all the Mexicans disappeared for a day, the U.S. economy would be seriously hindered. Mexican immigrants have played, and continue to play, an essential role in the growth of our economy. UCLA’s North American Integration and Development Center estimated that the “current levels of undocumented migration from Mexico represents a contribution on \$154 billion to the gross domestic product of the United States” (Ramos, 2002, p. xvii).

Another myth related to the issue of work and immigrants is that they come to get a “free ride.” A study by the University of California, Davis confirms that this is not the reality, concluding that undocumented immigrants do not come for social services, but come for work (Ramos, 2002). In fact, undocumented immigrants pay an estimated \$10 billion per year in taxes, and many will never be able to benefit from social service programs such as welfare assistance, Medicaid and Social Security (Ramos, 2002). The problem for state and local public service providers is that these tax revenues from undocumented immigrants rarely make their way to the budgets straining to provide services to undocumented immigrants. Educational systems, judicial systems, and medical providers have all experienced economic burdens related to the increase in the Mexican immigrant population, but have not received equitable financial assistance from state and federal government to alleviate these burdens (Jones, 2005; Dominguez & Contreras, 2005; Jardnak, 2005).

While the services will still be provided regardless of the funding, the reality for many undocumented immigrants is a life of fear that prevents them from taking advantage of many of these services. While in Santa Fe many public services, including police, educational institutions, health services, legal services and more, have committed to outreach efforts to assure undocumented immigrants that they can safely access these resources without fearing deportation, undocumented immigrants are reluctant to trust these authorities. The Santa Fe police department is particularly concerned about the implications this has in the willingness of undocumented immigrants to report criminal and sexual assaults.

This fear is not limited to undocumented immigrants. It is common for mixed documentation status to exist within families and living situations. One child may have legal citizenship, while older siblings and parents do not. It prevents these families from interacting with the larger community, traveling further than the community, or even being able to return to Mexico when family emergencies occur. Some “documented immigrants” feel their documented status is tenuous at best. They may have temporary permits, suspended deportations, or requests for citizenship not yet resolved. They live with the hope of remaining and the fear of deportation at any time, without explanation.

## **Critical Issues to Be Addressed**

Statistics cite greater percentages of Hispanics in poverty than Anglo, and testing data from schools indicates that regardless of economic status there is an “achievement gap” that exists between Anglo and Hispanic students. Cathie Zacher, President of Santa Fe Economic Development, Inc., stated:

“Though the achievement and economic gap is shared by many Hispanics, both native to New Mexico and newly immigrated, the related economic and cultural differences often tend to create divisions between the three primary cultures in Santa Fe, and I believe the community must face these issues head-on to reach viable solutions.”

The rebirth of Mexican culture and language in Santa Fe was identified in interviews as an asset stemming from the growing Mexican immigrant population, but it has created conflicts and barriers as well. The cultural gap that exists between “native” Hispanic community members and more recent Mexican immigrants is in part due to the unique history of New Mexico “settlement.” The “double colonization” of New Mexico, first by the Spanish Europeans and then by the Anglo-Europeans, created a unique experience for the Mexican population; once defined as the colonists, they became the “natives”. While Euro-American colonists did not accord Mexicans, even those with Spanish heritage, equal racial status, the presence of Spanish cultural, political and social traditions placed them above other “native” groups (Gomez, 2005). In this historical context, it is clearly recognizable that for native Hispanics living in New Mexico who can trace their roots of settlement to the sixteenth and seventeenth centuries, rejection of cultural traditions associated with indigenous Mexicans was a pattern of both Spanish and American colonization; resulting in a perception among some recent Mexican immigrants that native Hispanics have betrayed their cultural and linguistic roots.

Dr. Steve Martinez, director of the Santa Fe branch of New Mexico Highlands University, believes there is a greater need for educational programs that promote an understanding of the historical and cultural contexts of native Hispanics and the related connection to their Mexican descendants. Ortiz Middle School took steps to promote this type of understanding by inviting land grant activist Shirley Romero-Otero to give a presentation on the cultural and historical similarities between the local Hispanic population and the Mexican immigrant population. Ron Martinez, director of ENLACE, stated:

“It is important, for both indigenous Chicanos and newly arriving Mexican immigrants, to recognize that we share many cultural connections. As cultural allies it is also imperative that we begin to bridge these connections and create a shared vision and unified voice. I believe education is what will solidify these relationships.”

The group tensions that exist in the community have more recently gained attention by the media because of conflicts between native Hispanic and Mexican students in the Santa Fe Public Schools. But, it is not just the tensions between local Hispanics and Mexican immigrants that need to be addressed, but the racial/cultural issues between White, Hispanic and Mexican immigrants that must also be discussed. A few of the community leaders interviewed were critical of Santa Fe’s willingness to discuss racial issues and tensions, at the same time citing that stereotypical perceptions of Hispanics and Mexicans are still perpetuated. Several immigrant students interviewed from the ENLACE program cited discriminatory attitudes and comments as one of their biggest challenges. Santa Fe Public Schools has attempted to address racial/cultural tensions through a mediation process that helps conflicting groups find “common ground.” We strongly recommend that on-going dialogues, community forums, and educational speakers be provided to create a greater understanding of historical, political, social and economic factors that define the issues related to immigration.

We also recommend that the City of Santa Fe sponsor events that celebrate the diverse cultural richness, appealing to both to residents and visitors alike. In 2004, the City of Santa Fe and the arts community organized “Russian Summer,” a highly successful event with participation of numerous residents, businesses, and other organizations. A similar “Mexican Summer” would not only provide a greater understanding of Mexican culture, but would benefit participating businesses and organizations. In addition, the city should participate and plan Culture Days on the plaza, similar to the model in Albuquerque, where a variety of cultures are spotlighted for an evening with food, music and dance. Not only would this serve to promote cultural understanding, but it would build community and support the local tourism economy. For similar reasons, we also recommend that the City of Santa Fe consider providing more prominence to Mexican celebrations like El Grito de Independencia (Mexican Independence Day), Cinco de Mayo, and Los Dias de Los Muertos (Day of the Dead).

It is our belief that the community of Santa Fe must recognize the immigrant population represents an essential workforce that contributes to the growth of our local economy. Certainly, both local and national attention has been given to this on *Day Without an Immigrant Day* on Monday, May 1st, when more than 1 million immigrants participated in peaceful demonstrations—professed to be the largest demonstration in U.S. history. Several employers we interviewed commented that their business relies on such employees and on their strong work ethic. Many of their employees are eager to increase their knowledge and skills to advance within their workplaces. Providing educational opportunities for these workers typically benefits both the employer and the employee. Literacy Volunteers, a non-profit organization affiliated with the Adult Basic Education program at Santa Fe Community College, is active in working with local businesses to provide workplace literacy programs, in addition to collaborating with communities and neighborhoods to provide tutoring services. We commend the many employers that support workplace English programs, and would like to encourage more businesses to participate in this service.

*The New Mexican*, through its Spanish publication *La Voz de Nuevo México*, also serves as an essential source of education for Mexican immigrants. Flor de Maria Olivia, editor of the publication, said the paper focuses on issues of concern for recent immigrants. It reports news from all over the Spanish-speaking world and local issues including the lack of bilingual teachers in the schools, issues of discrimination, and the living wage issues. Three issues that are the primary foci are education, health and immigration law. “We need to educate the people,” says Flor. With a distribution of 23,000 and a conservative estimate of 60,000 reading this free publication, *La Voz de Nuevo México*, is a resource that should be utilized by the schools, businesses and service providers to communicate with the immigrant population.

Mexican immigrants are also providers and consumers of good and services; contributing to the sustainability of our local economy by spending and generating local dollars and enriching the diversity of services provided by locally owned businesses. Greg Dye, of the Small Business Development Center (SBDC), indicated that there are a growing number of successful Mexican owned businesses in our community. SBDC, along with the Santa Fe Chamber of Commerce, Service Corps of Retired Executives, Santa Fe Business Incubator, and SFEDI work to disseminate information about business resources to current and potential Mexican business owners. Venture

capitalist loan program, Acción New Mexico, and the Santa Fe Small Business Development Loan Fund are providing monetary support to Mexican immigrants seeking to start their own small business. The Chamber also distributes guides to New Mexico business resources in Spanish and Spanish-language information on taxes, permitting, capital, small-business loans and other educational seminars.

SFEDI has recently begun an outreach project that targets current and potential Mexican business owners, setting up a model in which SFEDI serves as a resource and networking facilitator. Cathie Zacher was surprised to learn how many small businesses are run by Mexican immigrants and is working to encourage all of their partners in SFEDI to provide bilingual resources and personnel. Related to this goal, we recommend that SFEDI work with Literacy Volunteers, both to provide support to this program and to leverage this valuable resource when working with their partnering businesses.

SFEDI is working to educate the Spanish-speaking population about business issues and to learn more about Mexican owned businesses. They have also recruited two immigrant business owners to serve on their advisory board and recently invited the Mexican Counsel to speak to local business owners about the potential of Santa Fe and the greater community of New Mexico to position themselves as leaders in economic ventures targeting the needs of Mexican immigrants and Mexican businesses and residents.

Simon Brackley, president of Santa Fe Chamber of Commerce, supports the efforts of SFEDI because of a belief in inclusiveness and the subsequent development of a strong economy based on a healthy business environment for our community. The Santa Fe Chamber of Commerce has also prepared membership materials in Spanish to encourage non-English speakers to join the Chamber and has hosted a number of luncheons focusing on Hispanic business issues.

While it is notable that immigrants are contributing members of our business and economic community, they are also members of our community; many of whom desire the opportunity for a voice and space in addressing community issues. An additional example of how this can be supported is through public forums focusing on immigrant issues, such as one recently sponsored by *La Voz de Nuevo México*. The first forum featured Mayor Coss, who was there to provide information about city government and to listen to the needs of the immigrant population. In addition, two health officials were there to talk about how to access health services. In the fall, a

forum on bilingual education will be sponsored, and participation of representatives from educational institutions will be critical to the dialogue. We recommend that city government, organizations, boards, etc. actively seek representation and input from the immigrant population and encourage all businesses, institutions and most especially service providers, to examine how effectively critical resources are communicated to the Spanish-speaking population.

The immigrants in our community represent a largely untapped resource of talent, unique life experiences, political and global perspectives, and passion for family and community. Our government, schools, businesses and non-profits should leverage this resource; not only to acknowledge immigrants as an integral part of our community, but because we cannot effectively address educational, economic, and other community issues without their voice at the table.

## **Local Economy**

Santa Fe's economy exists in the context of the national and global economies, characterized by outsourced production (and jobs) and the return of cheap goods and services, which are difficult for local businesses to compete against on the basis of price. Santa Fe's largest employers are institutions: state government, Santa Fe School District, federal government, City of Santa Fe, St. Vincent Hospital, Presbyterian Medical Services, and Santa Fe Community College, together employing slightly more than 15,000 wage earners. Businesses in Santa Fe County employ far more people, however, at approximately 58,000, and it is estimated that 90% of those businesses are small, locally-owned businesses (SFEDI, 2005; Angelou Economics, 2004). Not a single independent business in Santa Fe County exceeds the "small business" category according to standards defined by the Small Business Administration. In a city increasingly polarized on a number of fronts, perhaps no sharper polarization exists than that represented by two commonly expressed views of business in Santa Fe:

- Business is synonymous with greed and must be tightly regulated and controlled to maintain Santa Fe's quality of life and traditional character.
- Santa Fe's quality of life is crumbling and people are finding it difficult to make an adequate living due to the lack of economic opportunities.

Each of these views finds support among citizens and local government officials. The most common complaint of local business people is that Santa Fe's local government is "anti-business," and there is some evidence to support the claim. Some of the most prevalent complaints voiced in

neighborhoods and in letters-to-the-editor are concerns over unrestrained development and big-box retail establishments. There is evidence to support these concerns as well. People on both sides of the issues, however, are in general agreement that the local economy affects and is affected by a broad range of business and quality-of-life issues, including opportunities for young people, wage levels, cost of living and housing, availability of satisfying work, quality of public education, effectiveness of local government, and the ability of the community to accommodate undocumented immigrants.

### **What Constitutes a Healthy, Sustainable Local Economy?**

Disagreement exists in Santa Fe about what it means to have a healthy economy, and whether or not we have one. Traditional measures, such as an unemployment rate at 4.5% for 2005, which is slightly lower than the national and state unemployment rates of 4.8%, suggest the economy is robust (City of Santa Fe Planning and Land Use Department, 2006). Other statistics suggest the opposite: the ratio of the median price of a home (\$398,000) to median household income (\$45,500) is extremely high, resulting in median monthly house payments well above the generally accepted house payment guideline of 25-30% of gross income. Alarming, median home costs continue to increase much faster, 132% from 1995-2005, than median household income, 26% in the same period, with most of the acceleration in housing prices occurring since 2000 (City of Santa Fe Planning and Land Use Department, 2006).

The State of New Mexico is by far the largest employer in Santa Fe County, with approximately 7900 employees, slightly more than the total of the next six employers combined: Santa Fe School District, the federal government, the City of Santa Fe, St. Vincent Hospital, Presbyterian Medical Services, and Santa Fe Community College (Metro New Mexico Development Alliance, 2004). Of the approximately 61,000 jobs located in Santa Fe County: 28% or 17,400 are government (federal, state, local); 16% or 9,500 in retail/wholesale; 13% or 8,000 in accommodation/food service; 10% or 6,140 in healthcare/social assistance; and 8% or 4,600 in construction (City of Santa Fe Planning and Land Use Department, 2006).

While statistics certainly provide some traditional measurements and comparisons, there are other indicators that have been proposed to characterize a “sustainable community,” as outlined by *Sustainable Measures* (1998-2000):

- Number of hours of paid employment at the average wage required to support basic needs

- Diversity and vitality of local job base
- Wages paid in the local economy that are spent in the local economy
- Dollars spent in the local economy which pay for local labor and local natural resources
- Percent of local economy based on renewable local resources
- Number of students trained for jobs that are available in the local economy
- Number of students who go to college and come back to the community

We would also suggest the following as additional indicators of a sustainable local economy:

- Well-managed local businesses thrive, and provide health and other benefits to their employees.
- City government is adequately funded through local taxes to provide quality services and support for various organizations, infrastructure, and issues that have a positive impact on “quality of life” for its residents.
- Local business people actively work for the betterment of their community, and are viewed by local government, schools, associations, and non-profits as valuable team-members in community improvement efforts.

### **Local Government’s Role in Supporting a Sustainable Local Economy**

In speaking with local political leaders, business leaders, non-profits, and educators, we examined the role and ability of city government to provide the necessary infrastructure and related support to create a sustainable economy and we discovered that there are strengths to be built upon and weaknesses that must be addressed. Local government plays a critical role in the local economy. In our view, it has responsibility for determining what kinds of economic development are in the best interests of the community at large, and to actively support and encourage such development.

Clearly, it’s important for city government to support tourism: it provides jobs and a significant portion of the gross receipts taxes that support city services. But tourism is a double-edged sword. Studies of tourism-based economies have shown that they tend to create pressure for low wages and increased cost of living; familiar issues for people living in this community (Kreag, 2001). As a result, economic diversification is very important to Santa Fe, and the city government must do what it can to actively support it.

We commend the City of Santa Fe for commissioning the “Angelou Study,” and using it to create an economic development plan that builds on community strengths and interests and

encourages economic diversification. This plan states support for the development of water conservation and clean energy industries, as well as establishing Santa Fe as a major design center. In addition, the plan addresses issues in education and workforce development, community and neighborhoods, and affordable housing.

In our view, the plan is one of Santa Fe's primary economic development assets, providing a clear vision and framework for building a more diverse and sustainable economy. Such clear statements of support, backed by council action and, when appropriate, budgetary support, make it possible for entrepreneurs to pursue the plan's goals, and significant steps have been made toward meeting many of the goals outlined (City of Santa Fe Economic Development Division, 2006). We encourage continued support and development of the plan by the City, with ongoing review and adjustment of goals as necessary, or as other opportunities develop.

On the other hand, city government must take an honest look at itself and ask why it has acquired an "anti-business" label from a large part of the business community, and whether it is in the best interests of the community as a whole for an anti-business climate to exist. We believe when we talk about "business" that distinctions must be made between local business, which is almost exclusively small business, and "big business." We also must consider how to reframe issues so as not to construct binary oppositions such as "business" versus "neighborhoods"; to create spaces for dialogues in which local business owners are recognized as part of their neighborhoods, and members of the neighborhoods as essential to local business. Such questions as whether business interests and neighborhood interests are necessarily in opposition, and what is gained and what is lost by framing the issues in those terms, need to be better understood and resolved. The Business and Quality of Life Committee, convened in January 2006 and chaired by Councilor Rebecca Wurzbarger, would seem to be the appropriate body to take the lead in dealing with these questions, but ultimately each of the city councilors, Mayor David Coss, and City staff must address them individually (and together) in a meaningful way.

An additional recommendation for improving local government's relationship with local businesses is for the adoption of a customer service program that provides on-going customer service training, promotes and rewards a customer service ethic among staff members, actively seeks ways to simplify and streamline procedures, and works to clearly communicate city requirements and procedures. Customer service surveys should be available to people who have

interaction with city staff, and employees getting consistently high marks for customer service should receive an annual “performance bonus,” which might or might not be monetary. On the other end of the spectrum, staff members receiving consistently low survey marks or a high number of complaints—who show no improvement following ample opportunity to improve and meet minimum standards of service—should be weeded out on the basis of non-performance.

Additional ways in which a more customer-service approach to interacting with businesses could be implemented:

- Certain procedures could be streamlined, such as the acquisition of a business license, particularly for small businesses that meet certain criteria (only one example, other procedures could be simplified as well.)
- Existing city print and online media should be surveyed and examined for effectiveness of the content from the perspective of business people and the general public seeking the information, with appropriate enhancements or revisions made, and new communication tools developed as needed.
- Exceed expectations by offering information or links in an appropriate place on the City’s website about starting or managing a business that may have nothing to do with city requirements or procedures (e.g., how/where to obtain a CRS number, how/where to obtain a small business loan, etc.), in an attempt to reduce or prevent frustration caused by the dispersal and disconnectedness of information.

These represent just a few ways in which City staff can go beyond customer expectations and send a new message to Santa Fe businesses: “We want to help you succeed.”

### **Business Can Help Itself**

While we believe local business people are accurate in suggesting there is an anti-business climate in Santa Fe, and are right to ask for greater consideration and cooperation, we also believe businesses must accept certain responsibilities that come with doing business here (as in any community). Long-term favorable attitudes toward business will only result when the larger community recognizes that business owners care about Santa Fe, its people, and its unique heritage as much as they do. It is important that business decisions that affect the community take community interests into consideration, with business owners— at least to some degree— accepting a stewardship role with regards to Santa Fe’s resources and community assets. We strongly urge the Santa Fe Chamber of Commerce, Santa Fe Alliance, the City of Santa Fe Business and Quality of Life Committee, and other business-related organizations to look for ways

to encourage and sustain a local business culture that recognizes community assets as worthy of consideration, and in some cases, assistance or protection.

Local business is also not entirely at the mercy of local government and state, national, or global economic forces. Businesses can help themselves by becoming educated and skilled in ways to compete more effectively through smarter and more energetic marketing, better customer service, and implementation of sound business practices. These challenges are not insignificant, and are faced by the majority of small businesses, but there are at least 20 local government and non-government organizations accessible to Santa Fe businesses that provide various types of assistance and information (City of Santa Fe, 2004). Among these resources are the Small Business Development Center, Santa Fe Chamber of Commerce, Santa Fe Community College, Santa Fe Economic Development, Inc., the New Mexico Department of Labor, and many others that offer information, education, and assistance on a variety of business issues, and all can point business owners to additional resources.

We believe local business must make contributions to the communities in which they operate. The importance of creating goodwill in the community should not be underestimated: being involved in the community makes local businesses more attractive to local customers and enhances the local economic climate. One example of local businesses collaborating for the benefit of a local charitable program is the Second Street Experience and Homegrown IV Fashion Show. In its third year, the one-day event was attended by more than 600 people from the community and raised approximately \$2,000 for the Santa Fe Community Center's "Yoga in Schools" program. Businesses in Santa Fe could do more of these sorts of events, and we believe it would ultimately benefit themselves as well as the community.

### **Helping Young People Make Careers in Santa Fe**

Of great concern to local business is the drain of young people from the community, as well as the dearth of local graduates with basic employment skills. One possibility that we believe has great potential to deal with both of these issues is a dedicated collaboration between Santa Fe businesses, non-profit organizations, Santa Fe Public Schools (including charter schools), and Santa Fe Community College to develop and implement a merit-based internship program, meaning students must meet certain criteria with regards to academic performance to participate.

We are aware that internship programs already exist, but we propose a program that involves large numbers of students and mentors/employers, reaching a critical mass that allows it to become a major force and motivator for all involved. Its mission would be to provide an internship opportunity for every interested student who qualifies under whatever merit guidelines are developed. Energetic promotion of the program to both students and employers would help to match hundreds of students and employers each year. We believe the program should offer both “white-collar” and trade-based internships, and could be underwritten by a combination of grants and business-funded “intern scholarships.”

The participation of other organizations in the collaboration, besides those mentioned above, would help expand the program’s scope and greatly improve the likelihood of its success, and might include SFEDI, the Santa Fe Community Foundation, the McCune Charitable Foundation, the Santa Fe Chamber of Commerce, New Mexico Department of Labor, Santa Fe Alliance, and most importantly, Santa Fe organizations that may already be managing internship programs but would like to participate in a program with a broader reach.

With broad support, the program could create connections between students and people in local businesses and non-profit organizations that have the potential to inspire students to develop better study and work habits, help employers identify potential employees (who they might continue to assist with summer and after-school jobs), and help curtail the exodus of qualified young people from the community, thereby contributing positively to economic sustainability. We challenge the community, particularly the organizations mentioned above, to develop such a program, including the means to aggressively promote it.

### **The Importance of Recycling Local Dollars**

One of the indicators of a sustainable economy is that local dollars are spent locally. According to David Kaseman of the Santa Fe Alliance, “Money is like water: when you don’t have a lot of it, it’s important to recycle it.” One study showed that, of every dollar spent with a locally-owned business in an Illinois city, 45 cents was directed back into the local community in the form of wages, purchase of goods and services, etc., as opposed to 13 cents directed back into the local economy for every dollar spent with an out-of-state owned “chain store” (Civic Economics, 2004). Assuming Santa Fe’s percentage is similar, spending a dollar with a non-local business results in approximately 32 additional cents being sent out of Santa Fe (and probably out-of-state) to support

a large corporation, rather than passing through the hands of other local residents to provide for the needs of their families, and further contributing to local taxes to provide city services. Mr. Kaseman also points out that locally-owned businesses provide greater diversity and better employment opportunities than national chains, issues that have a particular resonance for a community interested in maintaining its heritage and character, and losing young people to out-of-community opportunities at a high rate.

The Santa Fe Alliance actively promotes doing business with locally-owned businesses when possible, and invests considerable time and energy in educating local consumers, business people, and government officials about the benefits of doing so. Recently, to provide further incentive for people to shop with local businesses, the Alliance spun off a business called Locals Care. The company's loyalty program markets a rewards card that builds a cash credit available to cardholders for future local purchases, and contributes money to local non-profit organizations, with card-holders designating the non-profit organizations they wish to support. Local businesses win with increased customer loyalty; consumers win with accumulated cash for future purchases; local non-profits win with additional donations; and most importantly, the community wins with more dollars re-circulated in the local economy: win-win-win-win. We hope Santa Fe enthusiastically embraces the Locals Care program and takes advantage of the opportunity to help others by helping themselves.

Another local organization promoting the recirculation of local dollars is Local Energy, a non-profit organization that helps communities develop and utilize local, renewable energy resources; an economic and environmental indicator of sustainable communities (Sustainable Measures, 2000). Executive Director, Mark Sardella, notes that the largest "leak" of local dollars to corporations located outside the community is in the form of energy costs. As energy costs increase, and there is no doubt that fossil-fuel energy resources will increase dramatically over the next several years, studies show that its impacts are broad-based and regressive, meaning that low and middle-income consumers are hardest hit (Associated Press, 2005; Trisko, 2005).

In 2003, Local Energy was awarded a \$1.3 million USDA grant to design a biomass-fired energy system for downtown Santa Fe. Presently, it is preparing to install a smaller "demonstration" biomass heating system for Santa Fe Community College, which will supply approximately 80-90% of the college's total heating demand. Local Energy has conducted studies

of local renewable biomass energy sources and concluded that sustainable biomass resources from residential waste and cleanup, commercial waste, and public sources (slash from forest thinning) within a 50-mile radius of Santa Fe are more than adequate to meet the needs of both projects for many years. The vast majority of these resources are currently dumped in local landfills. The program also reduces carbon emissions dramatically (more than 90%), offers new career development and employment opportunities in engineering and manufacturing/installation, and according to one study, will return a net \$1 billion back into the local economy over a 50-year period. As Mr. Sardella pointed out, that's a lot of money to leave on the table, even over half a century.

In addition, the downtown project would make Santa Fe the first city in the U.S. to be heated by locally supplied, sustainable biomass. The potential marketing value of this leadership position to Santa Fe's tourism industry is "huge," immensely enhancing Santa Fe's credibility and desirability as a location in which to convene national and international energy conferences, a substantial and growing market (Conference Alerts, 2006).

We urge local government and community support of these and other initiatives that have significant potential to recycle local dollars, helping to create greater local opportunity, diversity, community self-sufficiency, and community sustainability.

## **Universal Recommendations**

As Simon Brackley, President of the Santa Fe Chamber of Commerce, notes, “Santa Fe is small enough that relationships still matter.” It is this, we believe, that underlies the potential for Santa Fe’s greatest strength in dealing with community issues. Developing and capitalizing on that potential, however, requires diligent, collaborative efforts on the part of significant numbers of Santa Fe’s community and business leaders. Problems and solutions come and go, but if broad community support is important (and in a small community like Santa Fe, it clearly is), the process by which solutions are developed and implemented is as important, or more important, than the solutions themselves. To achieve that kind of support, we believe that process must include meaningful collaboration based on common goals.

### **Local Government**

Issues of polarization and competition between various sectors of the community should also be addressed in terms of representation. Currently, there is no at-large representation in elected city government other than the Mayor, who casts a vote only in the case of a tie. While we believe that, for the most part, city councilors look beyond the specific interests of their own districts to also further ends that are good for the entire community, district-focused representation needs to be balanced with at-large representation to make significant progress in resolving larger-community issues. We understand there are legal issues under the city’s current structure preventing at-large representation. We recommend that the city restructure as necessary to make at-large representation part of the mix.

In addition, we recommend that the mayor cast a vote in all council decisions, not only as needed to break ties. We believe the mayor holds a special responsibility to provide leadership that promotes a whole-community view in council decisions. We’re hopeful in our expectation that Mayor Coss is both willing and able to provide such leadership.

### **Facilitated Dialogue**

We believe the City of Santa Fe should sponsor and support community dialogues between groups entrenched in oppositions as a means of providing a basis for the resolution of issues. Community dialogues are in-depth explorations of issues that create understanding, identify common ground, and elicit cooperation between groups. Such dialogues, facilitated by Debra Oliver and a team of

other facilitators of Community Dialogue Network, have achieved impressive results between local activists and the Santa Fe City police department; achieving collaboration which would have been unthinkable prior to the dialogues. More recently, community dialogues have taken place around the issue of immigration in Santa Fe, also with promising results, and Ms. Oliver was recently awarded a grant to expand dialogue on immigration. Business vs. neighborhood issues could benefit from the same process; certainly the current approach does not often produce constructive dialogue or meaningful resolutions to complex issues. We believe facilitated dialogue offers the best opportunity to break out of unproductive and worn-out patterns of interaction.

It has been suggested that some associations would not participate in the dialogue process, as their primary aim is to prevent change; however, it's important for to understand that change is necessary. Many people that live in neighborhoods need jobs and businesses need workers; especially a workforce that can relate to customers and has a stake in the community well-being. Additionally given the high price of gasoline, it is desirable for people to live close to their place of work and to be able to shop and run errands close to home; the added bonus of this is reducing energy use, air pollution and traffic problems. We believe the Santa Fe Chamber of Commerce, individual businesses, and perhaps the neighborhood associations themselves might be willing to co-sponsor dialogues to enable business and neighborhoods to co-exist for mutual benefits.

### **Finding the Middle Ground**

Naomi Woodspring, owner of Solution Development, has worked with several organizations, most recently Santa Fe Boys & Girls Clubs, Santa Fe Civic Housing, Santa Fe Community College Adult Education Program, and Voz, to support and facilitate “grass roots” approaches to problems, informed by participants as experts of their own lives. Her work includes the Gallegos Lane Project, in which women of the community came together to address their concerns about neighborhood safety, physical conditions, neighborhood crime and literacy. The resulting success of this project was evidenced in the neighborhood “clean-up” and the significant decrease in gang and related crime activity, domestic violence and evictions. Her current projects are the Triangle District Project (community development), Prospero Literacy Demonstration Project, and the Hopewell and Mann Project (community organizing).

Another project conducted by Ms. Woodspring involved interviewing 26 leaders, from business to politics and a myriad of fields in between and across the political spectrum, seeking to

find where their ideas and perspectives intersect. The project led to the development of The Middle Ground Project. The mission states:

The Middle Ground is a center created to invite people of varied socioeconomic, political, and religious backgrounds to explore as a group. Through a collaborative structure that includes reflexive questions specifically designed to penetrate polarized positions, participants collectively reveal their middle ground and build a base where understanding can begin and the community gains social capital.

The timing for this project could not have been more in sync with the shifts happening in Santa Fe with so many diverse groups attempting to come together, yet the divisions of economic, social and ethnic issues in such sharp focus. We recommend that the city not only provide support for the Middle Ground Project, but that it and other organizations, including schools, utilize the expertise and experience Naomi Woodspring provides in creating authentic, meaningful spaces for disparate populations to interact, discover the “middle ground” and together create positive change.

### **Redefining “The City Different”**

While most community members associate “The City Different” with Santa Fe, we discovered that the phrase holds little meaning and fails to provide a vision of who we are as a community. We feel it is time for the city, perhaps in partnership with other organizations like Santa Fe Chamber of Commerce, SFEDI, and SFPS, to redefine “The City Different,” highlighting and reinforcing the fundamental strengths of the community. There are so many things that make Santa Fe a unique and “different” place. We have an incredibly high number per capita of artists, museums, locally owned businesses, ethnic businesses, and non-profits. We are on a path of creating a name for ourselves in creativity and environmental sustainability. We have a rich mix of Native American, “native” Hispanic and Latino cultures, among others.

We are truly a city different and we need to create a shared vision of what this means; one we can be proud of, invest in, and promote to others, when we proclaim we are “The City Different.”

## **Conclusion: Promoting Collaboration for a Sustainable Community**

While our white paper explores specific perspectives and recommendations for the future of Santa Fe, it is our overarching belief that we must find ways to promote collaboration for a sustainable community. Because there are a multitude of perspectives on what constitutes a sustainable community and how to achieve it, it is imperative that we continue our efforts create and implement an inclusive vision for what constitutes a sustainable Santa Fe.

In 1998, the City Council created the Sustainable Santa Fe Commission, consisting of volunteers interested in discussing and researching some of the following questions:

- What might a “sustainable” Santa Fe look like?
- What might indicate that we’re moving in the right direction toward sustainability?
- What are city government and our citizens doing to make our community more sustainable?  
(Covington, 2005)

Sources of research included the city’s General Plan, the Economic Development Plan and over 20 additional documents to form recommendations on what sustainable efforts the community should invest in and a series of indicators for measuring sustainability. Much of this work was included in the City Economic Development Plan and an critical examination of Santa Fe and sustainability issues further explored in the publication “Sustainable Santa Fe: Balancing Cultures, Economics, and Ecology.” Central to definitions of “sustainable communities” are the ideas of environmental soundness, economic prosperity and social equitability. It includes the notion that there are complex relationships that connect these issues and that to address these effectively requires participation of, and collaboration between, all sectors of the community to seek multiple innovative and integrative approaches.

The word “collaboration” has been misused to the extent that it has fallen into disrepute. Used in a variety of circumstances to describe almost any situation in which more than one person is engaged in any activity, its meaning has become obscured. Journalist Scott London, in a paper entitled “Collaboration and Community,” provides a meaningful definition for civic collaboration which serves as the framework for our discussion:

Civic collaboration is a process of shared decision-making in which all the parties with a stake in a problem constructively explore their differences and develop a joint strategy for action.

The ethic of collaboration is premised on the belief that politics does not have to be a zero-

sum game where one party wins and one party loses, or where both sides settle for a compromise. If the right people are brought together in constructive ways and with the appropriate information they can not only create authentic visions and strategies for addressing their joint problems but also, in many cases, overcome their limited perspectives of what is possible. (1995, p. 1)

Bringing together the “right people” to achieve this means engaging not only local leaders, but potential leaders who can represent groups traditionally under-represented when developing strategies for action.

We have discovered there is a great deal of talent, intelligence and creativity in this community and we challenge local leaders and would-be leaders to focus these resources on the on-going process of bringing our community together to create the vision of what our community might be and to develop and implement strategies to make this vision a reality. We feel that this vision must recognize the potential for Santa Fe to become a national leader in creating and building a sustainable community because of the multitude of non-profit organizations and diverse local businesses, as well as the environmental and social consciousness of our community members. We encourage the community at large to measure the effectiveness of our leaders by their contribution to developing, building support for, and implementing such a vision.

## References

- Angelou Economics. (2004, April). *Cultivating Santa Fe's future economy*. City of Santa Fe: Santa Fe, NM.
- Associated Press. (2005, December 12). *Energy department: \$50-plus oil here to stay*. Accessed from MSNBC Web site: <http://www.msnbc.msn.com/id/10437549/>
- Baskin, Paul. (2006, March 29). States have more schools falling behind. *The Washington Post*, pp A17.
- Center on Education Policy. (2004). *From the capital to the classroom*. 67-70.
- City of Santa Fe News Release. (2004, March 26). *Economic Development Connections*. City of Santa Fe: Santa Fe, NM.
- City of Santa Fe Economic Development Division. (2005). *The Santa Fe Economic Development Plan*.
- City of Santa Fe Economic Development Division. (2005). *The Santa Fe Economic Development Plan, a Report to the Community: The First Year Accomplishments*. City of Santa Fe: Santa Fe, NM.
- City of Santa Fe Planning and Land Use Department. (2006). *Santa Fe Trends 2006*. City of Santa Fe: Santa Fe, NM.
- Civic Economics. (2004, October). *The Andersonville Study of Retail Economics*. Civic Economics: Chicago, IL.
- Condit, Carl; Dye, Greg; Guerin, Stephen; Levy, Samsunshine; Lopez, Chris and Padilla, Virginia S. (2005). *The White Paper*. Retrieved from Santa Fe Future 2005 Web site: <http://www.santafefuture.org/sff05/paper.html>
- Conference Alerts. (2006). *Energy Conference Worldwide*. Retrieved from Energy Conferences Worldwide Web site: <http://www.conferencealerts.com/energy.htm>
- Covington, Margo. (2005). Sustainable Santa Fe. *Sustainable Santa Fe: Balancing cultures, economics, and ecology*. Earth Care International: Santa Fe, NM.
- Dominguez, Debra and Contreras, Russell. *N.M. schools aim to educate all students* [Electronic version] (2005, November 4). *Albuquerque Journal*.
- Earth Care. (2006, April). *Santa Fe Learns*. PowerPoint presented at the meeting of Santa Fe Learns, Santa Fe, NM.
- Gomez, Laura E. (Spring, 2005). *Off-White in an age of White supremacy: Mexican elites and the rights of Indians and Blacks in nineteenth-century New Mexico*. *Chicano-Latino Law Review*, 25, pp. 9-59.
- Jadrnak, Jackie. *Immigrants most likely to seek help with childbirth or for emergency treatment* [Electronic version] (2005, November, 3). *Albuquerque Journal*.

- Jones, Jeff. *Illegal immigrants crush courts in overburdened judicial system* [Electronic version] (2005, November, 5). *Albuquerque Journal*.
- Kreag, Glenn. (2001, April). *The impacts of tourism*. Minnesota Sea Grant. University of Minnesota: Minnesota, MN.
- Linthicum, Leslie. Poll: *Most New Mexicans believe illegal immigration is a problem* [Electronic version] (2005, October 30). *Albuquerque Journal*.
- London, Scott. (1995). *Collaboration and Community*. Accessed from Santa Fe Future Web site: [http://www.santafefuture.org/download/ScottLondon\\_Collaboration.pdf](http://www.santafefuture.org/download/ScottLondon_Collaboration.pdf)
- New Mexico Public Education Department. (2005). *2005 District Accountability Summary*. Retrieved from New Mexico Public Education Department Web site: [http://www.ped.state.nm.us/div/acc.assess/accountability/2005\\_DAR/SANTA\\_FE\\_PUBLIC\\_SCHOOLS.PDF](http://www.ped.state.nm.us/div/acc.assess/accountability/2005_DAR/SANTA_FE_PUBLIC_SCHOOLS.PDF)
- New Mexico Public Education Department. (2005). *District reports: Data Collection Bureau*. Retrieved from New Mexico Public Education Department Web site: <http://www.ped.state.nm.us/div/ais/data/dcrfactsheets.html>
- Metro New Mexico Development Alliance. (2002-2006). *Major Employers in Santa Fe*. Retrieved from Metro New Mexico Development Alliance Web site: [http://www.nmsitesearch.com/communities/communities\\_4\\_3\\_2.htm](http://www.nmsitesearch.com/communities/communities_4_3_2.htm)
- Ramos, Jorge. (2002). *The other face of America: Chronicles of the immigrants shaping our future* (Patricia J. Duncan, Trans.). New York: HarperCollins Publishers, Inc.
- Santa Fe Economic Development Inc. (2005, July). *Santa Fe Snapshot*. Santa Fe Economic Development Inc.: Santa Fe, NM.
- Sustainable Measures. (2000). *Indicators of Sustainability*. Retrieved from Sustainable Measures Web site: <http://www.sustainablemeasures.com/Indicators/WhatIs.html>
- Trisko, Eugene. (2005, October). *Energy cost burdens on American families*. Americans for Balanced Energy Choices: Alexandria, VA.
- U.S. Census Bureau. (2000). *State and County QuickFacts: Santa Fe, New Mexico*. Accessed from the U.S. Census Bureau Web site: <http://quickfacts.census.gov/qfd/states/35/3570500.html>

## Interviews

Al Lucero	Owner, Maria's Restaurant; Commissioner of Tourism, State of New Mexico
Al Regensberg	Senior Archivist, State of NM Archives
Alejandra Alarcon	Owner, Clear Water
Amanda Rivera	Workplace Program Specialist, Literacy Volunteers of Santa Fe
Ana Gallegos Y Reinhart	Executive Director, Warehouse 21
Barbara Arguedes	Director, Adult Basic Education, Santa Fe Community College
Beverly Lennen	(Former) Chief of Police: City of Santa Fe
Billie Blair	President, Santa Fe Community Foundation
Cara Mendoza	Co-director, Curriculum & Instruction and RDA & Testing, Santa Fe Public Schools (SFPS)
Cathie Zacher	President, Santa Fe Economic Development Inc. (SFEDI)
Carmichael Dominguez	Councilor, City of Santa Fe; former School board member, SFPS
Carol Robertson Lopez	(Former) Councilor, City of Santa Fe
Charles Cambridge, Ph.D.	Anthropologist
Charles Pacheco	Assistant Bureau Chief, NM Department of Labor
Channell Wilson Segura	AVID teacher
Denine Mares	Vice-principal, Ortiz Middle School, SFPS
David Coss	Mayor, City of Santa Fe; former Councilor, City of Santa Fe
David Franklin	CEO, Strategic Analytics Inc.
David Kaseman	President, Santa Fe Alliance
David Schutz	Local developer; Mayoral candidate, 2006, City of Santa Fe
Debra Oliver	Owner, Common Ground Mediation Services
Don Wiviott	Owner, The Lofts
Drew Clausen	Marketing Instructor, SFCC
Ed Romero	Director, Civic Housing
Elizabeth Gutierrez	Board member, SFCC
Elizabeth Hemmer	Representative for Immigration & Refugee Resource Center, Catholic Charities
ENLACE class	Students, Capital High School
Father Prieto	San Isidro Catholic Church

Father Tien-Tri Nguyen	Our Lady of Guadalupe Church
Flor De Maria Olivia	Editor, “La Voz de Neuva Mexico”
Gaile Herling	Adelante Program for Homeless Students, Office of Wellness, SFPS
Greg Dye	Business Advisor, Small Business Development Center
Gustav Kocsis	ESL Director, SFCC
Helen Helfer	Author, “Footprints on the Land, American Stories About Race”
Herman Padilla	ESL Instructor, SFCC
Howard Shapiro	Teacher, Capshaw Middle School, SFPS
James Ball	Assistant Secretary for Education Quality, New Mexico Public Education Department
Jason Auslander	Reporter, “The New Mexican”
Jeff Davis	Teacher, Turquoise Trail Elementary
Joe Horace	Former owner of Santa Fe Pontiac Buick GMC, Santa Fe Dodge, Santa Fe Chrysler, Jeep, Kia and Farmington Nissan; Board Member, Santa Fe Chamber of Commerce
Juan M. Solana	Cónsul de México
Karen Heldmeyer	Councilor, City of Santa Fe
Katherine Freeman	President, United Way of Santa Fe County
Kevin Hattery	President, Junior Achievement Santa Fe
Kris Swedin	Director, City of Santa Fe Economic Development Division
Leslie Carpenter	Superintendent, SFPS
Letty Naranjo	Manager, Literacy Volunteers of Santa Fe
Marcela Diaz	Director, Somos Un Pueblo Unido
Marcy Litzenberg	School board member, SFPS
Margo Shirley	Principal, Ortiz Middle School, SFPS
Maria Christina Lopez	Spanish Faculty, SFCC; Member, Board of Directors, Somos Un Pueblo Unido
Maribel Acosta	Bilingual Data Specialis, SFPS
Marie Longserre	President and CEO, Santa Fe Business Incubator
Mark Sardella, PE	Executive Director, Local Energy
Meredith Machen	Assistant Vice President for Educational Leadership, SFCC

Mike Agar	Ethnographer, Intercultural Linguistic Anthropologist
Nancy O'Rourke	Area Director Senior, NM Department of Labor
Naomi Woodspring	Owner, Solution Development
Owen Lopez	Executive Director, McCune Charitable Foundation
Peter Winograd	Director of the Office of Educational Accountability, New Mexico Public Education Department
Rebecca Wurzbarger	Councilor, City of Santa Fe
Rob Hart	Financial Officer, Coca Cola
Ron Martinez	Director, ENLACE and GEAR UP
Sheri Brautigam	EL/Civics Coordinator, SFCC
Sheila Ortego	Executive Vice President, President's Office, SFCC
Shirley Romero-Otero	Land grant activist
Simon Brackley	President, Santa Fe Chamber of Commerce
Steve Martinez, Ph.D.	Director of Highlands University, SFCC
Steve Whitman	Senior Planner, City of Santa Fe Economic Development Division
Susan Curtis	Owner/Director, Santa Fe School of Cooking
Taylor Selby	Director, Earthcare
Theresa Vaisa	Associate Superintendent, SFPS
Undocumented Immigrants	Employees and students
Val Alonzo	Workforce Development Director, SFEDI
Veronica Garcia	Secretary of Education, State of New Mexico
Wayne S. Lloyd, AIA	President, Lloyd & Associates